



**ERCIYES UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
PREPARATORY YEAR ENGLISH PROGRAM
CURRICULUM & SYLLABUS DOCUMENT**

1. General Information

Course Title	Preparatory Year English Program- B1+ LEVEL	LOCAL CREDIT : 0
Term	1st Quarter	
Department	School of Foreign Languages	ECTS CREDIT : 0
Instructor	Department Head: Asst. Prof. Aysin Kalaycı	

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2. Course Information

COURSE DESCRIPTION: The course is a general English course that will help our students use English efficiently in their social and academic life. The course aims to engage our students' interests and increase their motivation for learning by offering them stimulating topics with a syllabus that includes comprehensive work on grammar, vocabulary, pronunciation and the four skills of reading, listening, speaking and writing through a communicative language teaching and learning approach supported with blended learning tools.

This modular course covers B1+ (Intermediate) CEFR Level.

COURSE PRE-REQUISITES: There are no official pre-requisites for this course.

Students who

- have internal motivation;
- effectively select and use learning strategies;
- have or develop learner autonomy;
- regularly attend classes;
- actively participate in whole-class, group work and pair work activities;
- make use of monolingual and bilingual dictionaries;
- extend their learning outside class by reading books, listening to music;
- are more likely to benefit from this course, whereas those who fail to do some or all of these would only improve their foreign language skills to the extent of the effort they make as the program is non-modular.

LEARNING OBJECTIVES: After successful completion of this course, the students are expected to be able to

- follow and understand the content classes which are delivered in the medium of English
- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, and etc.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken
- produce simple connected text on topics which are familiar or of personal interest.
- describe experiences and events, dreams, hopes and ambitions and briefly give reasons for opinions and plans

LEARNING OUTCOMES:

Listening

The students can

- understand straightforward factual information about common every day or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety
- understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.

Speaking

Spoken Interaction

The students can

- deal with most situations likely to arise whilst travelling in an area where the language is spoken
- enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Spoken Production

The students can

- connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions
- briefly give reasons and explanations for opinions and plans.
- narrate a story or relate the plot of a book or film and describe reactions.

Reading

The students can

- read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension
- understand the description of events, feelings and wishes in personal letters.

Writing

The students can

- write simple connected text on topics which are familiar or of personal interest
- write personal letters describing experiences and impressions.

COURSE STRUCTURE:

- **INSTRUCTION:** Oral instruction by the lecturer in the classroom utilizing a series of skills-integrated (reading-listening-speaking-writing) course books, workbooks, audio recordings through the use of OHP, online practice, topic-related extra material focusing on grammar, vocabulary, and communicative skills.
- **CLASSROOM INTERACTION PATTERNS:** Teacher-Students, Teacher-Student, Students-Teacher, Student-Teacher, Student-Student, Student-Students, Students-Students in the form of teacher instruction to whole class, whole class discussions, pair-work, group-work and question-answer routines through turn taking, turn allocation or initiation.
- **LESSON PROCEDURE:** Warm-up – language input (text/written dialogue/audio of a dialogue or monologue or multi-speaker conversation) – inductive learning/teaching through guided discovery with the help of concept-checking questions – further explanations with focus on form and/or meaning – guided grammar/vocabulary/communicative practice – teacher/student feedback – oral/written language production through individual, pair or group work – follow-up through critical thinking activities such as asking/answering personal opinion or preference questions, ranking or prioritizing, or having class votes.

- **READING AND LISTENING ACTIVITY TYPES: (main idea, specific detail, inference, sequencing, vocabulary)**
 - *Open-ended questions
 - *True false questions
 - *Multiple-choice questions
 - *Ordering pictures, events, paragraphs of a text
 - *Gap-filling
 - *Chart-filling by note-taking
 - *Picture-text matching
 - *Word-definition matching
 - *Guessing word meaning from context
 - * Comparing and contrasting
 - * Personal opinion questions
 - * Critical thinking questions

- **SPEAKING ACTIVITY TYPES: (communicative tasks)**
 - *Pair questionnaires
 - *Pair interviews based on information gap
 - *Open-ended questions
 - *Opinion questions
 - *Compare/contrast questions
 - *Prioritizing items, giving reasons and examples
 - *Real-life related personal questions
 - *Group discussions

- **WRITING ACTIVITY TYPES: (Sample – Analysis – Useful phrases – Pre-writing – Writing task – Feedback – Editing – Rewriting)**

GENERAL LINGUISTIC RANGE:

- Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.
- Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.

VOCABULARY RANGE

- Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events

VOCABULARY: taught and learned through systematic expansion of topic based lexical areas;

Family, food, the weather and seasons, personality, health, work, sport, transport, travel, education, business, cinema & films, music, culture, daily routine, months, the house, food containers, city holidays, phones and the internet

VOCABULARY CONTROL

- Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations

GRAMMATICAL ACCURACY

- Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express
- Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations

GRAMMAR: taught and learned inductively in various contexts

PRESENT/PAST/FUTURE TIME and their simple, continuous & perfect aspects

VERBS; action & non-action verbs, gerunds, infinitives, verb patterns, prepositional verbs, phrasal verbs

NOUNS; singular, plural, count & non-count, simple & compound

PRONOUNS; subject, object, possessive, reflexive, reciprocal, indefinite
ADJECTIVES; possessive, demonstrative, comparative & superlative, gradable & non-gradable
ADVERBS; time, place, manner, frequency, modifying, sentential
PREPOSITIONS; time, place, movement
ARTICLES; definite & indefinite
INTERROGATIVE FORMS; Yes/No & Wh- questions, with & without auxiliaries, direct & indirect, reported, tags
MODALS; ability, possibility, permission, necessity, obligation, advice, deduction
VOICE: Active & Passive
ADJECTIVE CLAUSES: Defining, Non-Defining
AUXILIARIES: negation, question, short answers
SENTENCE TYPES: Affirmative, Negative, Interrogative
CONDITIONALS: Real & Unreal conditional clauses
QUANTIFIERS: Zero, Small, Big quantities
MODIFIERS: quantity, degree

PHONOLOGICAL CONTROL

- Has pronunciation that is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

ORTHOGRAPHIC CONTROL

- produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

COURSE MATERIAL:

- Oxford: Headway 5th Edition Intermediate

GRADING:

- Use of English Exams: 15%
- Reading Exams: 10%
- Listening Exams: 10%
- Writing Exams: 10%
- Speaking Exams: 10%
- Quizzes: 20%
- Project Assignment: 5%
- In-class Writing Practices: 10%
- Online Practice (LMS): 5%
- In-class Performance: 5%

Level Exit Exam pass grade: 70

READING: taught and learned through engaging and stimulating texts of various authentic types exposing students to new vocabulary and consolidating grammar

The reading skills of skimming for main idea, scanning for specific details, making inferences, identifying references, and guessing meaning from context are aimed to be improved through a variety of activity types.

SPEAKING: communicative tasks are done about topics that will motivate students to speak providing them with key words and phrases necessary to discuss the topic and time to organize their thoughts before speaking. Through such speaking activities as pair, group and class discussions, debates, individual and group presentations, it is aimed to make students feel a sense of progress and see that the number of situations in which they can communicate effectively is growing by engaging them to do communicative tasks where they can use their knowledge of language to express their personal ideas, opinions and experiences.

LISTENING: confidence-building, achievable tasks are done using interesting, reading- and speaking-integrated listening material providing students with authentic spoken language such as monologues, dialogues in the form of interviews and conversations

The skills of listening for gist, listening for specific details, making inferences, identifying tone, style, and register, and guessing meaning from context are aimed to be improved through a variety of activity types.

WRITING: writing tasks are done using clear models to raise awareness of register, structure, and fixed phrases with a focus on 'micro' writing skills.

Through writing tasks, it is aimed to equip students with skills to be able to communicate in writing for personal and academic purposes (informal pieces of writing & formal pieces of writing such as narrative, process, definition, cause-effect, comparison-contrast and opinion, cause-effect, argumentative paragraphs)

FUNCTIONAL ENGLISH: mainly audio-video activities are done to expose students to authentic speech that could be encountered in a variety of everyday situations such as checking in at a hotel/the airport and buying clothes / food & drink.

Through activities focusing on various functions such as asking for/giving personal information, agreeing & disagreeing, asking for /giving opinions, making suggestions, it is aimed to equip students with what to say in typical social / real life situations and help them get used to listening to natural language.

3. SYLLABUSES

3.1. MAIN COURSE SYLLABUS

WEEK	DURATION	CONTENT	LEARNING OBJECTIVES
WEEK 1	21 HOURS	<p>Int. UNIT 1-2 (pp.9-28)</p> <p>HEADWAY 5TH EDITION INTERMEDIATE</p> <p>UNIT 1 : What' your story</p> <p>UNIT 2 : Language matters</p>	<p>UNIT 1</p> <ul style="list-style-type: none"> ● revise different types of -Wh question forms and use asking for personal information ● practise and use common verb phrases in the context of getting to know somebody ● use adjectives and noun collection and compound adjectives to describe people place or thing. ● practise and use common verb phrases in the context of getting to know somebody ● recognize stress and intonation to convey feelings ● identify and use vocabulary to describe people, appearance and personality ● use short expression when expressing agreement, sympathy, pleasure and surprise ● write a paragraph focus on describing family member <p>UNIT 2</p> <ul style="list-style-type: none"> ● revise core tenses, the Present Simple and Continuous, Past Simple and Continuous, Present Perfect Simple and Continuous and passive forms. ● Use deductive strategies to find out the meaning of vocabulary from the context ● practise and use phrases students can use in everyday situations such as doing business e.g 'I can't make the meeting' ● practice verb phrases and tenses about everyday English ● being aware of the phonetic symbols and pronunciations ● raising awareness of error correction codes in writing texts
WEEK 2	21 HOURS	<p>Int. UNIT 3—4 (pp. 29 - 48)</p> <p>UNIT 3: Just a Job!</p> <p>UNIT 4: Tales of the Unexpected</p>	<p>UNIT 3</p> <ul style="list-style-type: none"> ● revise and practice Present simple and Continuous tenses ● focus on active and passive forms and be aware of differences to produce appropriate passive forms ● practice note-taking skills in a listening ● practice small talk and highlights features of spoken English including adding additional information, using question tags etc. ● recognize state and activity verbs ● focus on talking about numbers ● practice using vocabulary of free time activities ● practice writing down formal letter or email to apply for a job <p>UNIT 4</p> <ul style="list-style-type: none"> ● focus on usage of the Simple past, Past continuous and Past perfect tense ● use narrative tenses including past simple and past continuous in the context of new stories practice the spelling and pronunciation of past simple regular and irregular verbs

			<ul style="list-style-type: none"> ● practice the weak forms of “was” and “were” in past continuous ● practice spelling homophones ● focus on active and passive forms usage of past tenses ● reading poem to make practice the pronunciation of some challenging homophones ● practice inking words to join ideas, adding details to write an interesting story
WEEK 3 Quiz 1: CB	20 HOURS	Int. UNIT 5-6 (pp. 49-68) UNIT 5: Rights and wrongs UNIT 6: Easier said than done	UNIT 5 <ul style="list-style-type: none"> ● revise modal verbs to obtain and giving permission, advice and to talk about obligations ● practice “should/shouldn’t” for advice and “must/mustn’t” for strong advice ● practice phrasal verbs and focus on their literal and idiomatic meaning ● to practice different ways of polite request and offers and how to answer those questions ● focus on pronunciation of intonation and stress ● identify common literal and idiomatic phrasal verbs ● practice words and phrases for expressing themselves ● writing practice using with sequencers UNIT 6 <ul style="list-style-type: none"> ● practice present perfect, continuous and passive forms ● use the time expressions “for”, “since”, “ever” and “never” for experiences in life before now ● compare past simple and present perfect ● revise and practice the use of adverbs which end -ly ● revise and extend student knowledge about the numbers e.g credit card, prices, temperatures ● practice common nouns, verbs and adjective endings ● write down someone’s life story for practising the use of adverbs ● asses and raise awareness of the students where to put adverbs in a sentence
WEEK 4 Quiz 2: LS	20 HOURS	Int. UNIT 7-8 (pp. 69 - 88) UNIT 7: Best years of your life? UNIT 8: Future friendly?	UNIT 7 <ul style="list-style-type: none"> ● practice verb patterns “ verb + to + infinitive, verb + -ing , verb + -ing or to + infinitive with no meaning change, verb + preposition + -ing, and like doing vs would like to do ● revise the vocabulary of parts of the body and practice related verbs ● focus on how to make exclamations during conversations e.g ‘How+adjective.....! What+noun.....!’ ● speaking practice to talk about their own past experiences to focus on their fluency ● use synonyms and antonyms for description and as a way of expressing agreement ● practice for and against essay UNIT 8 <ul style="list-style-type: none"> ● practice future tense will and usage of present continuous for expressing future events ● practice vocabulary focusing on using prefixes and suffixes in the world building ● use of present continuous is consolidated with

			<p>a focus on discussing and making arrangements</p> <ul style="list-style-type: none"> ● practice how to respond future predictions ● practice writing for talking
<p>WEEK 5</p> <p>Quiz 3: RD</p>	<p>19 HOURS</p>	<p>Int. UNIT 9–10 (pp.89-106)</p> <p>UNIT 9: Caring and sharing</p> <p>UNIT 10: Beyond belief!</p>	<p>UNIT 9</p> <ul style="list-style-type: none"> ● use the first conditional about the future and what will or might happen ● identify the modal might in accordance with the first conditional statements ● practice the second conditional in the context of crossroads in life and big decisions ● identify the phrase “What if...?” with a hypothetical meaning ● practice focusing on the language when dealing with money such as ‘Is service included?’ ● identify positive and negative adjectives to talk about feelings and situations ● use third conditionals and compare with the second conditional recognize the differences in meaning and form ● writing practice focusing on relative pronouns and participles <p>UNIT 10</p> <ul style="list-style-type: none"> ● use passive forms in four main tenses: Present Simple, Past Simple, Present Perfect and Future with will in the context of inventions that changed the world ● focus on common collocations: noun + noun, verb + noun and adverb + adjective
<p>WEEK 6</p> <p>Quiz 4: CB</p> <p>Holiday: 29th October</p>	<p>15 HOURS</p>	<p>Int. UNIT 10 – 11 (pp.106 -114)</p> <p>UNIT 10: Beyond belief!</p> <p>UNIT 11: Back in the real world</p>	<p>UNIT 10</p> <ul style="list-style-type: none"> ● practice modals for making future possibilities such as may/might/could/can’t +infinitive ● practice past modals such as must/may/could/can’t+have+past participle ● practice pronunciation weak and strong form of past modals ● practice phrasal verbs with out and up ● raising student’s awareness of speakers attitudes ● practice write a story <p>UNIT 11</p> <ul style="list-style-type: none"> ● practice words that can be used before and after a noun to form noun phrases. It includes articles, possessive pronouns and reflexive pronouns ● practice compound nouns ● speaking practice using with pronouns
<p>WEEK 7</p>	<p>20 HOURS</p>	<p>Int. UNIT 11 – 12 (pp 114 - 128)</p> <p>UNIT 11: Back in the real world</p> <p>UNIT 12: Living the dream!</p>	<p>UNIT 11</p> <ul style="list-style-type: none"> ● practice describe the things that they don’t know the name of it ● being aware of the informal language and practice writing message on social media <p>UNIT 12</p> <ul style="list-style-type: none"> ● practice reported statements and questions and also commands and request within a context related one man’s unusual job situation ● practice vocabulary focus links to the language work with a variety of exercises practising verbs that describe ways of speaking e.g grumble, chat, whisper ● practice asking for indirect questions ● recognize the differences between ‘d= had or ‘d=would

			<ul style="list-style-type: none">• writing biography to improve the ability of combine paragraphs
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ASSESSMENT

The following assessment tools are specifically targeted at testing the grammar, vocabulary, and functional English in the main coursebook.

- 1 Level Exit Exam (Use of English forms 15% of the (C)GPA)
- 2 CB, 1 Reading, and 1 Listening (All quizzes make 20% of the GPA)
- A video project assignment (course book project makes 5% of the GPA)

3.2 WRITING COURSE SYLLABUS

WEEK	DURATION	CONTENT	LEARNING OBJECTIVES
WEEK 1	3 HOURS	Free writing (p.1-12)	Learning the structures of essay 1)the introductory paragraph 2)body paragraphs (usually 3 paragraphs) 3)the concluding paragraph ● Topic sentence ● Supporting sentence ● Concluding sentence
WEEK 2	3 HOURS	Free writing (p.13-25)	● Learning the structure of Outline
WEEK 3	3 HOURS	Free writing (p.25-36) In-class writing 1	Writing a free essay
WEEK 4	3 HOURS	Opinion essay (p37-43)	Learning the structures of opinion essay
WEEK 5	3 HOURS	Opinion essay (p.44-50)	● Sentence structures ● Transition words Organizing an opinion essay
WEEK 6	3 HOURS	Opinion essay (p.51-52) In-class writing 2	● Writing an opinion essay
WEEK 7	3 HOURS	Self-Evaluation Feedback and Portfolio	● Writing a paragraph reporting the self-evaluation

ASSESSMENT

The writing course has a total of 10% in the scoring system.

- 2 In-class writing exams with second drafts
- 1 Self Evaluation Report