



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

1. General Information

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|---------------------|---|-------------------------|
| Course Title | Preparatory Year English Program- C1 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 at advanced level. The course aims to encourage students to analyse the systems of language in use; to extend their range of vocabulary; to expose them to a variety of challenging and interesting text-types in reading and listening activities drawing on authentic sources such as literature, films, plays, newspapers, and magazines; to stimulate them to give their opinions and participate in discussions, presentations and roleplays; to develop their writing skills in a variety of genres.
This modular course covers C1 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;
- can cope with most text-types, understand films, literature and media;
- can express themselves with an impressive fluency;
- needs to explore language in more detail;
- 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 modular.

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

- analyse the systems of language in use
- extend their range of vocabulary
- deal with a variety of challenging and interesting text-types in reading and listening activities such as literature, films, plays, newspapers and magazines
- give their own opinions and participate in discussions, roleplays and presentations.
- Get writing skills in a variety of genres (narrative, opinion, compare/contrast, etc.)

LEARNING OUTCOMES:

Listening

The students can

- understand others' thoughts and opinions on a variety of topics.
- understand a variety of authentic radio interviews with people from a range of backgrounds, ages, professions, experiences and nationalities.

Speaking

Spoken Interaction

The students can

- deal with discussions and debates on a variety of topics.
- become more proficient and native-speaker like.

Spoken Production

The students can

- use expressions with *reflexives*, *modals* and *if* professionally.
- deal with rhyming expressions and emphatic expressions with *do/does/did*.
- develop a conversation with others finding things in common
- deal with how to use *stuff*

Reading

The students can

- understand texts that are sourced from popular newspapers and magazines, literature, biographies, reference sources and interviews.

Writing

The students can

- write narrative essays, reports, emails, comparison contrast essays, opinion essays

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 (video, extensive spoken interactions) – reading and speaking (comprehensive questions, discussions and vocabulary queries, using dictionary) 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—Last word to extend students' lexical resources.
- **READING AND LISTENING ACTIVITY TYPES: (main idea, specific detail, inference, sequencing, vocabulary)**
 - *Open-ended questions
 - *True false questions
 - *sentence/paragraph completion
 - *referring
 - *Gap-filling
 - *Chart-filling by note-taking

- *note-taking
- *retelling
- *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
- *presentations

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

- * Essays: Narrative, Compare-Contrast Essays

GENERAL LINGUISTIC RANGE:

- Conducts a deeper analysis of the language, discussing the rich subtleties and nuances of English.

VOCABULARY RANGE

- Has a wider choice of available vocabulary options and using collocations and phrases accurately and appropriately that help students develop their proficiency.

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

- Has an advanced lexical syllabus covering idiomatic collocations, homonyms, homophones, homographs, synonyms and antonyms, metaphorical language and particular emphasis on phrasal verbs and their grammar.

VOCABULARY CONTROL

- Has an explicit focus on developing vocabulary especially on phrasal verbs which have complex challenges like grammar and meaning of them.

GRAMMATICAL ACCURACY

- Conducts a deeper analysis of the language going beyond the presentation and practice.
- Has the chance to think about how slight differences in form can generate changes in meaning.

GRAMMAR: taught through in-debt treatment of grammar which encourages a deeper analysis of the language

- *Revision of the tense system
- *adverbs and adjectives
- *verb patterns
- *Modal auxiliary verbs
- *ways to avoid repetition
- *Ways of adding emphasis
- *real and unreal tense usage
- *discourse markers
- *distancing the facts
- *the future
- *linking devices

PHONOLOGICAL CONTROL

- Includes British and American English, talking cliches and the music of English

ORTHOGRAPHIC CONTROL

- Provides models for students to analyse and imitate in a separate section

COURSE MATERIAL:

- Oxford: Headway 5th Edition Advanced

GRADING:

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

Level Exit Exam pass grade: 70

READING: reading sections are taken from a wide variety sources, and have a range of comprehension tasks, providing opportunities for students to talk about themselves and express their thoughts and opinions on a variety of topics.

Texts are sourced from popular newspapers and magazines, literature, biographies, and reference sources.

SPEAKING: speaking tasks and activities can be found throughout each unit, sometimes drawing on pair work material at the back of the book. Other sections with a particular focus on speaking are the starter sections which presents the theme of the unit through inspiring images and questions which generate discussions and encourage students to express their opinions. There is also a video section in each unit that students watch and deal with some discussions about. The what do you think sections in the reading and listening lessons, which prompt discussion and debate of the topic of the text or listening extract. The in your own words activities which provide a framework for students to react to a text or listening extract

LISTENING: Listening sections are taken from a wide variety of sources and have a range of comprehension tasks, providing opportunities for students to talk about themselves and express their thoughts and opinions on a variety of topics.

Scripts are sourced from popular reference sources and interviews with people from a range of backgrounds, ages, professions, experiences and nationalities. There are a number of authentic radio interviews included at advanced level.

WRITING: writing is primarily practiced in a separate section at the back of the book. This part comprises 12 complete writing lessons cued from the units which can be used at the teacher's discretion. The syllabus provides models for students to analyse and imitate. Also an extra in house material is used to practice more on specific essay types which are narrative and compare-contrast.

FUNCTIONAL ENGLISH: as the spoken English section this part covers the grammar of spoken English, highlighting areas that are more characteristic of spoken, rather than the written language. They include expressions with reflexives, modals, if; finding things in common; rhyming expressions; how we use stuff; emphatic expressions with do /does /did.

The last word section also mainly focus on spoken phrases, including expressing emotion, workplace jargon, softening a message. It also looks at other areas including British and American English, talking in cliches, the music of English.

3. SYLLABUSES

3.1. MAIN COURSE SYLLABUS

| WEEK | DURATION | CONTENT | LEARNING OBJECTIVES |
|--------------------------|----------|--|--|
| WEEK 1 | 20 HOURS | Advanced UNIT 1-3 (pp. 9—27) HEADWAY 5 TH EDITION ADVANCED UNIT 1 : What makes us human? UNIT 2 : In so many words | UNIT 1 <ul style="list-style-type: none"> Reviewing, identifying and practicing key tenses and understanding and practicing using reflexive pronouns. Finding synonyms for words and phrases in context and identifying expressions associated with different stages of life. Identifying expressions with reflexives used in everyday English. Understanding and practicing language used to express emotions; focusing on stress and intonation. UNIT 2 <ul style="list-style-type: none"> Reviewing form and meaning of adverbs and adjectives. Identifying phrasal verbs used for informal register. Identifying accurate adverb and adjective use in a text. Understanding and practicing high-frequency expressions and idioms. Identifying and using expressions with <i>word</i>. Discussing the rules of language use and their exceptions, reflecting on intercultural difference in language use. |
| WEEK 2 | 20 HOURS | Advanced UNIT 3—4 (pp. 28 - 44) UNIT 3: Enough is enough UNIT 4: Not all it seems | UNIT 3 <ul style="list-style-type: none"> Reviewing form and meaning of verb patterns. Identifying high-frequency phrasal verbs. Understanding and practicing high- frequency phrasal verbs. Identifying and using phrases with <i>up</i> and <i>down</i>. Discussing discourse and common workplace expressions, evaluating the impact language can have on users. UNIT 4 <ul style="list-style-type: none"> Reviewing form and meaning of a range of modals for expressing speculation in the past, present, and future. Reviewing form and meaning of modal verbs for ability, permission, etc. Identifying and defining idiomatic collocations using learner-generated content. Identifying and using a range of modal auxiliaries. |
| WEEK 3 Quiz 1: CB | 19 HOURS | Advanced UNIT 5-6 (pp. 44-58) UNIT 5: Culture clashes UNIT 6: Fruits of war | UNIT 5 <ul style="list-style-type: none"> Reviewing, identifying and discussing ways to avoid repetition in English. Identifying vocabulary used to describe nationalities and cultures. Using structures to express things which are or aren't in common. Different pronunciation and vocabulary in British and American English. UNIT 6 |

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| | | | <ul style="list-style-type: none"> Reviewing, identifying and practicing the structures which add emphasis. Reviewing narrative tenses in the active and passive voice. Understanding and practicing nouns formed from phrasal verbs. Pronunciation: using stress to emphasize. Understanding and practicing language used to express agreement, disagreement, and compromise. |
| WEEK 4 Quiz 2: LS | 19 HOURS | Advanced UNIT 7-8 (pp. 59- 71) UNIT 7: Lighten up UNIT 8: Gender matters? | UNIT 7 <ul style="list-style-type: none"> Reviewing, identifying and practicing conditional structures, and other phrases which express unreal situations. Reviewing unreal and real usage and common patterns with <i>would</i>. Understanding and practicing high-frequency phrasal verbs. Identifying and using a range of expressions based on <i>if</i>. Understanding and practicing language used to reassure others. UNIT 8 <ul style="list-style-type: none"> Reviewing, identifying and discussing difference in meaning created by defining and non-defining relative clauses, and identifying and practicing the uses of participles. Identifying and defining examples of homonyms, homophones, and homographs. Identifying and using a range of expressions based on just. Understanding and practicing high-frequency expressions. |
| WEEK 5 Quiz 3: RD Presentations | 17 HOURS | Advanced UNIT 9–10 (pp. 72 -86) UNIT 9: The sound of music UNIT 10: Body and mind | UNIT 9 <ul style="list-style-type: none"> Contextualizing and practicing a range of high-frequency discourse markers. Identifying rhyme, rhythm, and their role in song. Identifying and defining rhyming expressions. Understanding and practicing stress and intonation. UNIT 10 <ul style="list-style-type: none"> Reviewing, identifying and discussing difference in meaning in distancing constructions. Identifying parts of the body, recognizing phrases with body parts, identifying verbs associated with parts of the body. Identifying and practicing stress patterns using adjectives and <i>quite</i>. |
| WEEK 6 Quiz 4: CB Presentations Holiday: New year's day | 12 HOURS | Advanced UNIT 10 –11 (pp.87 - 95) UNIT 10: Body and mind UNIT 11: Our high-tech world | UNIT 10 <ul style="list-style-type: none"> Reviewing, identifying and discussing difference in meaning in distancing constructions. Identifying parts of the body, recognizing phrases with body parts, identifying verbs associated with parts of the body. Identifying and practicing stress patterns using adjectives and <i>quite</i>. UNIT 11 <ul style="list-style-type: none"> Reviewing, identifying and discussing difference in meaning in future forms. Identifying and defining synonyms and antonyms from context. Identifying and practicing uses of the word stuff. |

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|---------------|----------|--|---|
| | | | <ul style="list-style-type: none"> Identifying and discussing predictions which were wrong; speculating on the past seen from the future. |
| WEEK 7 | 20 HOURS | <p>Advanced UNIT 11 – 12 (pp 96 -107)</p> <p>UNIT 11: Our high-tech world</p> <p>UNIT 12: Turning points</p> | <p>UNIT 11</p> <ul style="list-style-type: none"> Reviewing, identifying and discussing difference in meaning in future forms. Identifying and defining synonyms and antonyms from context. Identifying and practicing uses of the word stuff. Identifying and discussing predictions which were wrong; speculating on the past seen from the future. <p>UNIT 12</p> <ul style="list-style-type: none"> Reviewing, identifying and discussing difference in meaning in linking devices. Identifying and defining metaphorical language from context. Identifying and practicing emphatic stress. Identifying, discussing, and practicing word linking and intrusive sounds. |

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)
- An in class presentation project (course book project makes 5% of the GPA)

3.2 WRITING COURSE SYLLABUS

| WEEK | DURATION | CONTENT | LEARNING OBJECTIVES |
|--------|----------|--|--|
| WEEK 1 | 3 HOURS | Introduction Narrative Essay | Introducing C1 level writing procedure Learning the structures of Narrative Essay <ul style="list-style-type: none"> • Developing ideas • Outlining |
| WEEK 2 | 3 HOURS | Narrative Essay | Learning and practicing Narrative Essay <ul style="list-style-type: none"> • Introduction paragraph • Body paragraphs • Conclusion |
| WEEK 3 | 3 HOURS | Narrative Essay In-class writing exam | Revising and Practicing Narrative essay Writing a Narrative Essay |
| WEEK 4 | 3 HOURS | Feedback session Comparison Contrast Essay | Getting feedback to improve writing Narrative Essay skills Learning the structures of Comparison Contrast Essay <ul style="list-style-type: none"> • Organization • Outlining |
| WEEK 5 | 3 HOURS | Comparison Contrast Essay | Learning and practicing Comparison Contrast Essay <ul style="list-style-type: none"> • Introduction Paragraph • Body paragraphs • Conclusion |
| WEEK 6 | 3 HOURS | Comparison Contrast Essay In-class writing exam | Revising and Practicing Comparison Contrast Essay Writing a Comparison Contrast Essay |
| WEEK 7 | 3 HOURS | Feedback session Portfolio and File check | Getting Feedback to improve writing Comparison Contrast Essay skills Self-evaluation of students |

ASSESSMENT

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

- 2 In class writing exam
- 1 Self Evaluation Report