



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

1. General Information

Course Title	Preparatory Year English Program- LEVEL 2	LOCAL CREDIT : 0
Term	1st Quarter	
Department	School of Foreign Languages	ECTS CREDIT : 0
Instructor	Department Head: Asst. Prof. Aysin Kalaycı	

School of Foreign Languages, Erciyes University, Kayseri, TURKEY
E-mail: ademir@erciyes.edu.tr Web Page: ydyo.erciyes.edu.tr

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 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 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 the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

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

- understand texts that consist mainly of high frequency everyday or job-related language
- 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, 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)**

- * Paragraphs: opinion and cause-effect paragraphs

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.

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:

- ☉ Cambridge: Empower 2nd Edition Pre- Intermediate Course Book

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: 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	15 HOURS	Pre-Int. UNIT 1-2 (pp. 7—21) EMPOWER 2nd EDITION PRE-INTERMEDIATE UNIT 1 : Communicating UNIT 2 : Travel and Tourism	UNIT 1 <ul style="list-style-type: none"> • talk about spending time with friends • practise asking and answering personal questions • talk about how you communicate • practise greeting people, ending a conversation • write a personal email • revise Question forms, Present simple and present continuous • practise correcting mistakes UNIT 2 <ul style="list-style-type: none"> • talk about holiday photos • talk about past holidays • describe travel problems • ask for information in a public place • write a travel blog • use Past simple and Past continuous •
WEEK 2	20 HOURS	Pre-Int. UNIT 2-3-4 (pp. 21 - 38) UNIT 2 : Travel and Tourism UNIT 3: Money UNIT 4: Social life	<ul style="list-style-type: none"> • practice using linking words and, but, so, because, when • practise and use common words about tourism and travel collocations • write a paragraph based on visual information and describe changes and trends • understand statistical information and scan for facts and figures while reading UNIT 3 <ul style="list-style-type: none"> • talk about the future of cash • talk about money and shopping experiences • talk about living with less • talk to people in the shops • write an update email • use Present perfect or past simple • practice using Present perfect with already and yet • focus on and use words and phrases related to money • practice the collocations with make, do, and give • notice lecture structure • practice listening for key points • practice and use discourse markers to show contrast while speaking UNIT 4 <ul style="list-style-type: none"> • talk about celebrations and food • talk about your plans for celebrations • plan a day out in a city • make social arrangements • write and reply to an invitation
WEEK 3	19 HOURS	Pre-Int. UNIT 4-5 (pp. 39-53) UNIT 4: Social life	<ul style="list-style-type: none"> • distinguish between present continuous and be going to ,will / won't / shall • practice writing notes on a city you know well • use range of words and collocations about clothes and appearance

Quiz 1: CB		UNIT 5: Work	<ul style="list-style-type: none"> recognize main points and details in a listening extract define new words and terms in a presentation UNIT 5 <ul style="list-style-type: none"> talk about exciting and dangerous jobs talk about what people do at work talk about the future of work make offers and suggestions write a job application distinguish between must / have to / can use will and might for predictions use a range of words and collocations about work read for main and supporting ideas write topic sentences
WEEK 4 Quiz 2: LS	19 HOURS	Pre-Int. UNIT 6-7 (pp. 58 - 76) UNIT 6: Problems and advice UNIT 7: Changes	UNIT 6 <ul style="list-style-type: none"> talk about being afraid advise on common problems describe extreme experiences ask for and give advice write an email giving advice practice ordering ideas and giving examples use Imperative; should use verb phrases with to + infinitive distinguish between -ed / -ing adjectives use verbs with dependent prepositions identify turn-taking strategies Identify points from a group discussion practice turn-taking in a discussion practice showing sympathy in a conversation UNIT 7 <ul style="list-style-type: none"> talk about different generations talk about life-changing events describe health and lifestyle changes talk to the doctor write a blog about an achievement distinguish between comparatives and superlatives use collocations with get use a range of health collocations distinguish main points and supporting details Identify cohesion /reference markers in reading add description/explanation to main ideas while writing use substitution and reference for cohesion
WEEK 5 Quiz 3: RD	19 HOURS	Pre-Int. UNIT 8–9 (pp. 77 – 96) UNIT 8: Culture UNIT 9: Achievements	UNIT 8 <ul style="list-style-type: none"> talk about street art talk about art, music, and literature talk about sports and leisure activities make and accept excuses write a book review by making positive and negative comments use the passive forms of present simple and past simple use Present perfect with for and since link the sentences using although and however use a range of vocabulary about art, music, and literature listen to check predictions and identify unclear points

			UNIT 9 <ul style="list-style-type: none"> • talk about achievements • talk about future possibilities • describe actions and feelings • make and receive telephone calls • write a personal profile • practice and use first conditional • use verb patterns with to+ infinitive/ verb+ ing • use a range of education collocations and words • listen for main and supporting ideas • use a range of multi-word verbs with 'put' • practice making main points while speaking
WEEK 6 Quiz 4: CB Holiday: 29th October	10 HOURS	Pre-Int. UNIT 10 (pp.97-108) UNIT 10: Values UNIT 11: Discovery and invention	UNIT 10 <ul style="list-style-type: none"> • talk about seeing a crime • talk about moral dilemmas • describe problems with goods and services • return goods and make complaints • write an apology email • practice and use 'Second conditional' • correctly use quantifiers; too / not enough • use a range of multi-word verbs with 'on' • practice noun formation • identify evidence to support main points while reading • report on facts and opinions UNIT 11 <ul style="list-style-type: none"> • talk about unusual technology • explain what technology does • talk about discoveries • ask for and give directions in a building
WEEK 7	20 HOURS	Pre-Int. UNIT 11 – 12 (pp 109 - 126) UNIT 11: Discovery and invention UNIT 12: Characters	<ul style="list-style-type: none"> • write a post expressing an opinion • use and practice defining relative clauses • distinguish and correctly use 'Articles' • practice compound nouns • recognise problem-solution patterns while listening • provide supporting detail in presentations • practice preposition + noun • use a range of adverbials about luck and chance UNIT 12 <ul style="list-style-type: none"> • talk about animals and people • tell a story • talk about family relationships • agree and disagree in discussions • write a short story • use <i>Past perfect</i> • practice and use 'Reported Speech' • use past time linkers • use a range of vocabulary about animals • describe people's personalities with adjectives in detail. • use expressions with age • understand factual detail in readings • report statistical data by writing from notes

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 (course book project makes 5% of the GPA)

3.2 WRITING COURSE SYLLABUS

WEEK	DURATION	CONTENT	LEARNING OBJECTIVES
WEEK 1	3 HOURS	Sentence structure Basics of Paragraph Structure	Learning the structure of a sentence Learning common paragraph features
WEEK 2	3 HOURS	Basics of Paragraph Structure Writing Practice	Parts of paragraph (Topic Sentence) Writing a paragraph
WEEK 3	3 HOURS	Feedback Session Basics of Paragraph Structure	Feedback on paragraph writing Brainstorming techniques Parts of paragraph (Supporting Sentences)
WEEK 4	3 HOURS	Basics of Paragraph Structure In-Class Writing 1	Parts of paragraph (Concluding Sentence) Writing a paragraph following the basics of paragraph structure
WEEK 5	3 HOURS	Feedback Session Opinion Paragraph	Feedback on paragraph writing Learning the structures of opinion paragraphs Organizing an opinion paragraph
WEEK 6	3 HOURS	Opinion Paragraph In-Class Writing 2	Organizing an opinion paragraph Writing an opinion paragraph
WEEK 7	3 HOURS	Feedback Session Self-Evaluation	Feedback on Opinion Paragraph Writing a paragraph reporting the self-evaluation

ASSESSMENT

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

- 2 Writing Assignments
- 1 Self Evaluation Report