



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

1. General Information

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-depth 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	<p>Advanced UNIT 1-2 (pp. 6—18)</p> <p>SPEAKOUT 3rd EDITION ADVANCED</p> <p>UNIT 1 : What's one thing you think everyone should learn to do?</p>	<p>UNIT 1</p> <ul style="list-style-type: none"> • Reviewing, identifying and practicing conditional forms and nominal relative clauses. • Identifying idioms and collocations used in everyday English. • Understanding and practicing language used to express creativity. • Talking about conventional wisdom, future educational developments, and discussing ways of developing people's creativity at work or college.
WEEK 2	20 HOURS	<p>Advanced UNIT 2—3 (pp. 19-34)</p> <p>UNIT 2 : If you could live in the world anywhere, where would you choose and why?</p> <p>UNIT 3: What's the best or worst job you have ever had?</p>	<p>UNIT 2</p> <ul style="list-style-type: none"> • Reviewing form and meaning of advanced ways of comparing and reporting. • Identifying binominals and summarising verbs. • Understanding and practicing multi-word verbs for reporting. • Talking about translation apps, communication, traditions and cultures, and social responsibility. <p>UNIT 3</p> <ul style="list-style-type: none"> • Reviewing form and meaning of modal verbs and phrases. • Reviewing form and meaning of passives. • Checking understanding by paraphrasing and summarising. • Identifying verb-noun collocations. • Talking about solutions to problems with remote working. • Discussing issues related to work. •
<p>WEEK 3</p> <p>Quiz 1: CB</p>	19 HOURS	<p>Advanced UNIT 3-4 (pp. 35-53)</p> <p>UNIT 4: What human characteristics are the most important?</p>	<p>UNIT 4</p> <ul style="list-style-type: none"> • Reviewing form and meaning of verb patterns. • Reviewing form and meaning of continuous and perfect aspects. • Understanding practicing presenting survey results. • Identifying and using a range of verb-noun collocations, adjective-adverb collocations • Discussing about space exploration, talking about designing an app to help people in need.

WEEK 4 Quiz 2: LS	19 HOURS	Advanced UNIT 5-6 (pp. 54- 73) UNIT 5: Who's the most famous person you have ever had? UNIT 6: Are new things always better than old things?	UNIT 5 <ul style="list-style-type: none"> • Reviewing form and meaning of giving emphasis by using inversion, clefting, tailing, and fronting. • Identifying and reviewing of form and meaning of participle clauses. • Identifying how to use pervasive techniques in presentations. • Using collocations to express first impressions through adjectives and adjectival endings. • Talking about positive and negative first impressions, fake news. • Giving presentations. UNIT 6 <ul style="list-style-type: none"> • Reviewing, identifying and practicing narrative tenses. • Reviewing form and meaning of adverbials. • Understanding and practicing how to tell an anecdote. • Identifying and using a range of adjective noun collocations.
WEEK 5	17 HOURS	Advanced UNIT 6-7 (pp. 73 -89) UNIT 7: What important decisions will you need to make over the next decade?	<ul style="list-style-type: none"> • Talking about books and films. • Talking about and agreeing on a playlist for space. • Telling an anecdote. UNIT 7 <ul style="list-style-type: none"> • Reviewing and identifying omitting. • Understanding and practicing prepositional phrases. • Identifying and practicing how to hedge an opinion

Quiz 3: RD Presentations			and express reservations. <ul style="list-style-type: none"> Identifying and practicing idioms for choices, collocations for discussing issues. Talking about decisions and their impacts. Talking about how to encourage people to read for pleasure. Discussing the ways of opposing and defending statements.
WEEK 6 Quiz 4: CB Presentations Holiday: New year's day	10 HOURS	Advanced UNIT 7 – 8 (pp.89 - 99)	UNIT 8 <ul style="list-style-type: none"> Reviewing, identifying noun phrases. Reviewing and identifying different forms and uses of will and would. Understanding and practicing how to explain the purpose and benefit of something.
WEEK 7	20 HOURS	Advanced UNIT 8 (pp 99 -102) UNIT 11: Our high-tech world UNIT 12: Turning points	<ul style="list-style-type: none"> identifying and practicing idioms and collocations with skills and abilities Identifying and practicing adjectives to describe sensations and reactions; verbs to describe reactions. Talking about sensory reactions. Discussing ways to create a healthier work environment.

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 Argumentative Essay	Introducing C1 level writing procedure Learning the structures of Argumentative Essay <ul style="list-style-type: none">• Developing ideas• Outlining
WEEK 2	3 HOURS	Argumentative Essay	Learning and practicing Argumentative Essay <ul style="list-style-type: none">• Introduction paragraph• Body paragraphs• Conclusion
WEEK 3	3 HOURS	Argumentative Essay In-class writing exam	Revising and Practicing Argumentative essay Writing a Argumentative Essay
WEEK 4	3 HOURS	Feedback session Comparison Contrast Essay	Getting feedback to improve writing Argumentative 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