



COURSE INFORMATION FORM

Course Name	Course Code
HAZIRLIK İNGİLİZCE 102	101012006

Semester	Number of Course Hours per Week		ECTS
	Theory	Practice	
Fall	24	3	30

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
				x

Course Language	Course Level	Course Type
English	Undergraduate	Compulsory

Prerequisite(s) if any	NONE
Objectives of the Course	<p>READING SKILLS</p> <p>By the end of the level, students</p> <p>can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.</p> <p>understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <p>identify specific information in a simple factual text. (scanning)</p> <p>identify main information in a simple factual text. (skimming)</p> <p>recognize the text organization / coherence: enumeration and classification, comparison contrast, time-order select and / or note information from texts.</p> <p>make basic inferences from simple information in a short text.</p> <p>deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple and on a familiar everyday subject.</p> <p>use strategies to build a large recognition lexis (analyzing word parts, analyzing grammatical function of the word, consulting dictionary)</p> <p>read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</p> <p>make basic inferences or predictions about text, using headings, images, and captions.</p> <p>derive the probable meaning of a few unknown words from short, familiar contexts.</p> <p>take basic notes on a text about a familiar topic in their field of study.</p> <p>identify the purpose of the text / author.</p> <p>LISTENING SKILLS</p> <p>By the end of the level, students</p> <p>can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</p>

***Teaching Methods** 1:Expression, 2:Discussion, 3:Experiment, 4:Simulation, 5:Question-Answer, 6:Tutorial, 7:Observation, 8:Case Study, 9:Technical Visit, 10:Trouble/Problem Solving, 11:Individual Work, 12:Team/Group Work, 13:Brain Storm, 14:Project Design / Management, 15:Report Preparation and/or Presentation

****Measuring Methods** A:Exam, B:Quiz, C:Oral Exam, D:Homework, E:Report, F:Article Examination, G:Presentation, I:Experimental Skill, J:Project Observation, K:Class Attendance; L:Jury Exam

understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.

understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.

make basic inferences in simple conversations on familiar everyday topics.

SPEAKING SKILLS

By the end of the level, students

can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.

interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.

manage simple, routine exchanges without undue effort.

can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

exploit a wide range of simple language to deal with most situations likely to arise whilst traveling.

enter unprepared into conversation on familiar topics.

express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

WRITING SKILLS

By the end of the level, students

can write short, comprehensible texts on familiar topics, connected with frequent linking devices.

write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.

write effective and appropriate paragraphs in a range of genres.

identify the paragraph structures in a range of genres.

GRAMMAR

By the end of the term, students will be able to

make affirmative Past Simple statements using common regular and irregular verbs.

ask questions and make negative statements in the Past Simple.

use the Present Perfect with just, already and yet.

use the Present Perfect with ever / never and been to / gone to and the Past Simple.

use will for predictions about the future.

use be going to to talk about personal plans for the future.

ask questions in a variety of present tenses.

use verbs taking to + infinitive and -ing forms use the Past Simple and Past Continuous to describe past events.

use 'used to' to refer to past habits and routines.

use all forms of comparative and superlative adjectives to make comparisons.

use the present Perfect with just and already.

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	<p>use the present Perfect with for and since to talk about duration.</p> <p>talk about the future using the Present continuous, going to & will.</p> <p>use the first conditional to predict possible results of actions or situations.</p> <p>use who /that / which in basic defining relative clauses.</p> <p>use the present continuous to refer to temporary situations.</p> <p>use 'no' as a quantifier to indicate the absence or lack of something.</p> <p>make offers and suggestions using 'could'.</p> <p>use the present continuous to refer to temporary situations.</p> <p>use the present continuous with 'always' and other adverbs of frequency to express negative attitude.</p> <p>use the second conditional to describe hypothetical results of a current action.</p> <p>express obligation, necessity and absence of obligation.</p> <p>make offers and suggestions using 'could'.</p> <p>use the present continuous to refer to changing situations.</p> <p>use the Passive in the Present simple, present perfect and past simple.</p> <p>use a wide range of quantifiers with countable and uncountable nouns.</p> <p>use the Past Perfect in a range of common situations.</p> <p>make tense changes in reported speech.</p>
Short Course Content	The aim of the course is to teach students grammar rules in elementary and pre-intermediate level, give them speaking, writing, reading and listening knowledge of English. It consists of content and activities aimed at having students acquire elementary and pre-intermediate Level English language skills according to the evaluation and reference system of The Common European Framework.

Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1 The student becomes familiar with basic grammar rules in English.	1, 2, 3, 4	1, 5, 6, 7, 8, 11,12, 13	A, B, C, D, G
2 Analyzes English dialogues.	1, 2, 3, 4	1, 5, 6, 7, 8, 11,12, 13	A, B, C, D, G
3 Understands and explains an English text at the level.	1, 2, 3, 4	1, 5, 6, 7, 8, 11,12, 13	A, B, C, D, G
4 Communicates in written and spoken English.	1, 2, 3, 4	1, 5, 6, 7, 8, 11,12, 13	A, B, C, D, G
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Main Textbook	<i>High Note 1 Students' Book & Workbook.</i> Hastings B., McKinlay S. (2020). Pearson Education Limited. <i>Focus 2 Students' Book & Workbook.</i> Kay, S., Jones V., Brayshaw D. (2020). Pearson Education Limited. <i>Focus 3 Students' Book & Workbook.</i> Kay, S., Jones V., Brayshaw D. (2020). Pearson Education Limited.
Supporting References	Resources prepared by the department (supplementary materials to be used in class, suggested materials and revision materials)
Necessary Course Material	Computer, Projector, Speakers, Smartphone, Coursebook, Supplementary Pack, Dictionary

Course Schedule	
1	<p>HIGH NOTE 1</p> <p>1A VOCABULARY AND GRAMMAR Daily routines, Present Simple affirmative and negative</p> <p>1B VOCABULARY Free-time activities and frequency expressions</p> <p>1C GRAMMAR Adverbs of frequency, Present Simple: questions</p> <p>1D READING AND VOCABULARY Understanding the main idea of a paragraph</p> <p>1E SPEAKING Talking about likes and dislikes</p> <p>1F LISTENING AND VOCABULARY understanding a simple personal podcast</p> <p>2A VOCABULARY & GRAMMAR House, household chores & There is/There are, some and any</p> <p>2B VOCABULARY Rooms and furniture</p> <p>2C GRAMMAR AND VOCABULARY can/can't</p> <p>2D READING AND VOCABULARY Predicting</p> <p>2E LISTENING AND VOCABULARY identifying specific information</p> <p>2F SPEAKING Asking for information</p>
2	<p>FOCUS 1 U2.5 'a/an' with jobs</p> <p>3A GRAMMAR AND VOCABULARY Food and drink & Countable and uncountable nouns with some/any/no</p> <p>3B VOCABULARY Containers, prices</p> <p>3C SPEAKING Ordering food and drinks in a café</p> <p>3D GRAMMAR Quantifiers: a lot of, too many, too much, a few, a little, not many, not much</p> <p>3E LISTENING AND VOCABULARY the main idea of a radio interview</p> <p>3F READING AND VOCABULARY identifying specific information</p> <p>3G WRITING A café review</p> <p>4A GRAMMAR AND VOCABULARY School & Present Continuous</p> <p>4B VOCABULARY School subjects and classroom objects</p>
3	<p>4C GRAMMAR Present Simple and Present Continuous</p> <p>4D READING AND VOCABULARY Finding specific information</p> <p>4E LISTENING AND VOCABULARY Identifying key details in a podcast</p> <p>4F SPEAKING Asking for, giving and refusing permission</p> <p>5A GRAMMAR AND VOCABULARY Personality adjectives & Past Simple: to be and can & Past Simple: affirmative</p> <p>5B VOCABULARY Appearance, clothes</p> <p>5C SPEAKING Shopping for clothes</p> <p>5D GRAMMAR Past Simple: negative and question forms</p> <p>5E LISTENING AND VOCABULARY Finding specific information</p> <p>5F READING AND VOCABULARY understanding the structure of a text</p> <p>5G WRITING An informal email</p>
4	<p>9A GRAMMAR AND VOCABULARY Sports & Must/mustn't/have to/don't have to</p> <p>9B LISTENING AND VOCABULARY Predicting before listening</p> <p>9C VOCABULARY Body Parts</p> <p>9D GRAMMAR AND VOCABULARY Should/shouldn't</p> <p>9E SPEAKING Asking and talking about health and illness</p> <p>9F READING AND VOCABULARY identifying specific information in a text</p> <p>SPEAKING Talking about illness</p> <p>10A GRAMMAR AND VOCABULARY Geographical features & Present Perfect with ever and never</p> <p>GRAMMAR Present Perfect with ever and never</p>
5	<p>10B VOCABULARY Animals and animal body parts</p> <p>10C GRAMMAR Present Perfect with already, just and yet</p> <p>10D READING AND VOCABULARY understanding specific information in a longer text</p> <p>10E LISTENING AND VOCABULARY understanding the context and identifying specific information in a conversation</p> <p>10F SPEAKING Giving and reacting to personal news</p>

	<p>FOCUS 2</p> <p>1.1 Vocabulary: Personality; un-, in , ir-, dis- ; questions with like</p> <p>1.2 Present tenses -question forms</p> <p>1.3 Listening: identifying key details in a simple recorded interview</p> <p>1.4 Reading: identifying specific information in an article</p> <p>1.5 verb + -ing or verb + to + infinitive</p> <p>1.6 so and such</p>
6	<p>2.1 Vocabulary: online, phones and computers, word building, collocations</p> <p>2.2 Past Continuous and Past Simple</p> <p>2.4 Reading: scanning an interview to locate specific information</p> <p>2.5 used to</p> <p>2.6 Linkers and time expressions</p> <p>2.7 Writing a story</p> <p>3.1 Vocabulary: Watching habits, TV programmes, adjectives, elements of a film/TV drama</p> <p>3.2 Comparative and superlative adjectives</p>
7	<p>3.4 Reading: understanding the main points in simple descriptive text on a familiar topic</p> <p>3.6 too and not enough</p> <p>3.8 Describing a photo</p>
8	<p>4.1 Vocabulary: Describing houses, inside a house, make or do</p> <p>4.2 Present Perfect with for and since</p> <p>4.4 Reading: understanding the main points in simple descriptive text on a familiar topic</p> <p>4.5 Future forms: Present Continuous, be going to and will</p> <p>4.8 Making suggestions</p>
9	<p>5.1 Vocabulary: Places in school, education, phrasal verbs, collocations</p> <p>5.2 First conditional</p> <p>5.3 Listening: understanding the main points of a narrative conversation about a familiar topic</p> <p>5.4 Reading: scanning a short text to locate specific information</p>
10	Mid-Term Exam
11	<p>5.5 Defining relative clauses</p> <p>5.6 Future time and conditional clauses</p> <p>5.8 Giving an opinion, agreeing and disagreeing</p> <p>6.1 Vocabulary: jobs, describing jobs</p> <p>6.2 Second Conditional</p> <p>6.3 Listening: understanding the main points of a conversation about a familiar topic</p>
12	<p>6.4 Reading: making basic inferences from simple information in a short text</p> <p>6.6 Adjectives ending in -ed and -ing</p> <p>6.8 Asking for and giving advice</p> <p>7.1 Vocabulary: Shops and services, clothes and appearance, collocations</p>
13	<p>7.2 The Passive</p> <p>7.3 Listening: understanding the key details in a radio programme</p> <p>7.4 Reading: identifying specific information in an article</p> <p>7.6 indefinite pronouns: someone, anything, nowhere, everybody, etc.</p>
14	<p>7.8 Shopping</p> <p>8.1 Vocabulary: Body parts, symptoms, health, phrasal verbs</p> <p>8.2 Past Perfect</p> <p>8.3 Listening: identifying the key details in a radio programm</p>
15	<p>8.4 Reading: identifying specific information in a short article</p> <p>8.5 Reported speech</p> <p>8.6 Phrasal verbs</p> <p>8.8 A doctor's appointment</p>
16	<p>FOCUS 3</p> <p>1.1 Vocabulary : clothes and accessories, fashion and style, personality</p> <p>1.2 Dynamic and state verbs</p> <p>1.3 Listening : Using key points of a radio program on a familiar topic to answer true/false questions</p> <p>1.4 Reading : Note completion</p> <p>1.5 Present Perfect Continuous</p>
17	Final Exam

Calculation of Course Workload			
Activities	Number	Time (Hour)	Total Workload (Hour)
Course Time (number of course hours per week)	15	27	405
Classroom Studying Time (review, reinforcing, prestudy,....)	15	27	405
Homework	13	2	26
Quiz Exam	8	2	16
Studying for Quiz Exam	8	3	24
Oral exam	1	1	1
Studying for Oral Exam	1	4	4
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)			
Presentation (Preparation time included)	4	8	32
Mid-Term Exam	1	2	2
Studying for Mid-Term Exam	1	20	20
Final Exam	1	2	2
Studying for Final Exam	1	20	20
	Total workload		957
	Total workload / 30		31,9
	Course ECTS Credit		30

Evaluation	
Activity Type	%
Mid-term	25
Quiz	30
Presentation	10
Homework	5
End-of-Term-Exam	30
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	PROGRAM OUTCOME	Contribution
1	Ability to understand, interpret and evaluate different written texts in foreign languages that they will encounter in daily and professional life.	3
2	Ability to understand, interpret and evaluate different forms of oral communication in a foreign language that they will encounter in daily and professional life.	3
3	Ability to communicate verbally in a foreign language in different environments they may encounter in daily and professional life.	3
4	Ability to use foreign language knowledge for daily and professional activities.	4
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LECTUTER(S)				
Prepared by				
Signature(s)				

Date:27.06.2024