



COURSE INFORMATION FORM

Course Name	Course Code
Preparatory English 101 (HAZIRLIK İNGİLİZCE 101)	101011016

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 can</p> <p>understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</p> <p>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>use dictionary effectively.</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>understand referencing words at a very basic level.</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</p> <p>select and / or note information from texts 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>LISTENING SKILLS</p> <p>By the end of the level, students can</p>

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follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.

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.

SPEAKING SKILLS

By the end of the level, students can

-interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair, ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

-communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.

-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.

WRITING SKILLS

By the end of the level, students can

write simple isolated phrases and sentences.

write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".

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

GRAMMAR

By the end of the level, students can

use the present simple with common adverbs of frequency ask and answer questions in the Present Simple.

talk about quantities using countable and uncountable nouns and some / any / much / many / a lot.

use articles to refer to specific nouns and to make generalizations.

use the Present Continuous to talk about events happening at the time of speaking.

use the Present Simple and Present Continuous to talk about present events.

articles to refer to specific nouns and to make generalisations.

use comparative and superlative adjectives to make comparisons.

use have to to talk about laws, obligation and necessity in the present and near future.

express obligation, prohibition and give advice in the present and future.

use be and can in the Past Simple. (was / were - Could) use 'it' as a dummy (impersonal) subject when talking about weather conditions, time and distance, etc. tell when to use the present simple and when to use the present continuous.

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	<p>make affirmative Past Simple statements using common regular and irregular verbs. ask questions and make negative statements in the Past Simple.</p> <p>use the Present Perfect with just, already and yet.</p> <p>use the Present Perfect with ever / never and been to / gone to and the Past Simple.</p> <p>use will for predictions about the future. use be going to to talk about personal plans for the future.</p> <p>use verbs taking to + infinitive and -ing forms use the Past Simple and Past Continuous to describe past events</p> <p>use 'used to' to refer to past habits and routines. use all forms of comparative and superlative adjectives to make comparisons.</p> <p>use the present Perfect with just and already.</p> <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 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>
Short Course Content	The aim of the course is to teach students basic grammar rules in elementary level, give them speaking, writing, reading and listening knowledge of English. It consists of content and activities aimed at having students acquire Beginner Level English language skills according to 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

Main Textbook	<i>FOCUS 1 A2-A2+ Students' Book & Workbook.</i> Pearson Education Limited. <i>FOCUS 2 1 A2+-B1 (UNIT 1-5) Students' Book & Workbook.</i> 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	Student's book, workbook, computer, speaker, dictionary, smart phones

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Course Schedule

	<p>A1 PACK</p> <p>Lesson A: verb be – positive and negative - questions with <i>be</i> question words intonation in questions ask and answer questions- understanding question words-countries and nationalities-contractions with be introduce yourself - write an online message - using capital letters and full stops</p> <p>Lesson B: Demonstrative pronouns - plural nouns -Colours - adjectives -everyday objects</p> <p>1 possessive adjectives and possessive 's family members possessive 's describe your family - understand a conversation about family - and, too and but</p> <p>Lesson C: <i>whose</i> and possessive pronouns & possessive 's - everyday objects 2 - possessive pronouns to show possession- possessive adjectives and possessive 's family members possessive 's to describe your family - understand a conversation about family - and, too and but understanding online posts - understanding the important words- jobs</p>
2	<p>Lesson D: 'can/can't' to talk about abilities and everyday activities</p> <p>Lesson E: 'There is/There are' to talk about rooms, furniture and places - Prepositions of Place - making descriptions-writing about a town using 'and' 'but'</p> <p>Lesson F: 'have got' to talk about gadgets - Basic Punctuation</p> <p>Lesson G:Days of the week, Months & Seasons, Telling the time, Ordinal Numbers</p> <p>Lesson H: basic vocabulary travel - food and drink -clothes</p>
3	<p>FOCUS 1</p> <p>UNIT 1 - present simple adverbs of frequency and time expressions - present simple questions free-time activities - talk about free-time activities - understand a factual text - using headings to find information-expressing preferences- write a short informal email - using commas and apostrophes</p> <p>UNIT 2 - language related to food and drinks. understand short talks - Countable and uncountable nouns - Note completion - cooking verbs - identify specific information - food adjectives</p>
4	<p>UNIT 2 - articles to refer to specific nouns and to make generalisations - order a meal - write a simple informal email of invitation</p> <p>UNIT 3 - language related to jobs and types of work - Present Continuous - identify key details in a simple radio programme - identify specific information - Present Simple and Present Continuous</p>
5	<p>UNIT 3 - Describing a photo - writing a short email of request</p> <p>UNIT 4 - language related to appearance and personality - Comparative and superlative adjectives - identify key details in a simple recording about life events - identify key details in a short article and make basic conclusions - have to to talk about laws, obligation and necessity in the present and near future.</p>
6	<p>UNIT 5 - language related to types of school, exams and tests - express obligation, prohibition and give advice in the present and future - identify key details in a simple recorded dialogue about places at school - identify specific information in a simple article - use be and can in the Past Simple - ask for and give simple travel information.</p>
7	<p>UNIT 6- language related to sports - make affirmative Past Simple Statements using common regular and irregular verbs - identify key details in a simple recorded dialogue about likes and dislikes</p>
8	<p>UNIT 6 - make basic conclusions from simple information in a short article - ask questions and make negative statements in the Past Simple - ask for and give basic advice</p>
9	<p>Mid-Term Exam</p>
10	<p>UNIT 6 - write a simple description of an event</p> <p>UNIT 7- use language related to ways of travelling and holidays -use the Present Perfect with ever/never and been to/gone to and the Past Simple - can identify key details in a simple recorded dialogue about travelling - read and identify specific information in a simple article - the Present Perfect with just, already and yet - ask for and give simple directions to a place using a map or street plan.</p> <p>UNIT 8 - language related to landscapes, animals and environmental issues - will for predictions about the future.</p>
11	<p>UNIT 8 -understand the main idea of a short weather forecast if it is delivered slowly and clearly - read and identify specific information in a simple article - be going to talk about personal plans for the future - give a simple opinion using basic fixed expressions for agreeing and disagreeing.</p> <p>FOCUS 2</p> <p>UNIT 1 - Personality adjectives - un-, in-, im-, ir-, dis- prefixes - questions with like - Present tenses – question forms - identify key details in a simple recorded interview - identify specific information in an article - verbs taking to + infinitive and -ing forms.</p>
12	<p>UNIT 1 - so and such - write a short personal email to introduce myself - show interest</p> <p>UNIT 2 -language related to science, technology and inventions - Past Continuous and Past Simple - identify key details in a simple recorded narrative about scientists - identify key details in a simple recorded narrative about scientists - used to to refer to past habits and routines - Linkers and time expressions.</p>

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13	UNIT 2 - write a story with a simple linear sequence - tell a story and show interest in someone's story UNIT 3- language related to films, film-making and TV - Comparative and superlative adjectives - understand the key points about a radio programme on a familiar topic
14	UNIT 3 - understand the main points in simple descriptive text on a familiar topic - Present Perfect with just, already, (not) yet and Past Simple - express sufficiency and insufficiency with enough and too - give an extended description of people, places and experiences UNIT 4 - language related to rooms, homes, buildings and their parts - Present Perfect with for and since - identify key details in a simple narrative about teenagers' rooms - understand the main points in a simple descriptive text on - Future forms: Present Continuous, be going to and will
15	UNIT 4 - form adverbs and qualify them with really/quite/very - write a description of a recent trip - make suggestions and respond to them politely. UNIT 5- language related to school life and equipment - First Conditional - understand the main points of a narrative conversation about a familiar topic - scan a short text to locate specific information - Defining relative clauses
16	UNIT 5 - Future time and conditional clauses - express belief, opinion, agreement and disagreement politely.
16	Final Exam

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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	1	13
Quiz Exam	7	2	14
Studying for Quiz Exam	7	4	28
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	6	24
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	938
		Total workload / 30	31,26
		Course ECTS Credit	30

Evaluation

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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
5		
6		
7		
8		
9		
10		
11		
12		

LECTURER(S)				
Prepared by				
Signature(s)				

Date:27.06.2024

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