

**ME.Ü. Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bölümü**  
**Hazırlık Programı**  
**Standart ve Benchmarklar**

## HAZ 101 Grammar I

	<b>Standard</b>	<b>Benchmark</b>	<b>Evaluation</b>
<b>Time and Tense, Aspect</b>	<p>review the English verb system</p> <p>keep tenses in the same time frame</p>	<p>change the time frame correctly within a passage</p> <p>review aspect in English verbs</p> <p>review the simple tenses</p> <p>use the progressive, and perfect progressive aspects appropriately</p>	<p>‘open brackets’ questions throughout paragraphs or sentences</p> <p>rewrite questions</p>
<b>Adverbial Phrases and Clauses</b>	<p>identify phrases and clauses</p>	<p>position the adverbs correctly</p> <p>position the adverbial phrases and clauses correctly</p>	<p>editing questions (in quiz)</p>
<b>Passive Verbs</b>	<p>review passive forms and meanings</p>	<p>recognize the agent and the receiver in a sentence</p> <p>decide when to include the agent</p> <p>use the get passives</p> <p>identify verbs that have no passive forms</p> <p>choose the passive versus active voice</p>	<p>rewrite questions</p> <p>‘open brackets’ questions throughout paragraphs or sentences</p>
<b>Modals</b>	<p>review modal forms and uses</p>	<p>identify and use modals</p> <p>understand formal and informal uses of modals</p>	<p>rewrite questions</p>
<b>Infinitive and Gerund</b>	<p>review the form of infinitive and gerunds</p>	<p>understand and use sentences with verbs followed by infinitives and gerunds</p> <p>use infinitives and gerunds as the subjects of sentences</p> <p>learn some basic principles about when to use an infinitive and when to use a gerund.</p>	<p>‘fill in the blanks’ questions</p>
<b>Intensifiers (very, too, enough) and degree complements (so that, such that)</b>	<p>use intensifiers such as very, too, and enough</p>	<p>use the verb not with intensifiers correctly form so that and such that clauses</p> <p>use too and (not) enough plus infinitive phrases</p>	<p>rewrite questions</p> <p>multiple choice questions</p>
<b>Adjectives and Participles</b>	<p>using adjectives and participles correctly</p>	<p>put adjective modifiers in the correct order</p> <p>form and understand the meaning of</p>	<p>editing questions</p> <p>rewrite</p>

<b>Adjectives and Participles</b>	using adjectives and participles correctly	put adjective modifiers in the correct order form and understand the meaning of present and past participle modifiers	editing questions rewrite questions
	<b>HAZ 102 Grammar II</b>		
		use the noun modifiers in the proper order	complete questions
<b>Comperatives</b>	understand and use comperative structures	express various degrees of similarity and difference correctly use different complex comparisons of amount correctly understand and use formal and informal statements of comparison	rewrite questions
<b>Connectors</b>	understand and use different kinds of connectors correctly	understand and use different coordinating conjunctions correctly understand and use different sentence connectors correcty understand and use different subordinating conjunctions correctly	combine sentences questions rewrite questions
<b>Relative Clauses</b>	understand and use defining, non defining relative clauses	understand restrictive and nonrestrictive modification form subject and object relative clauses in different parts of a sentence correctly use or delete relative pronouns in diferent kinds of relative clauses correctly use whose in relative clauses	editing questions (in quiz) rewrite questions
<b>Quantifiers</b>	know and use quantifiers	Understand and use affirmative and negative quantifiers	multiple choice questions

**HAZ 102 Grammar II**  
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<b>Form</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Evaluation</b>
<b>Subject Verb Agreement</b>	use the correct verb with different subjects	identify the head noun in a subject use correct verb forms for subjects with correlative conjunctions know which kinds of nouns take singular or plural verbs	sentence completion questions rewrite questions multiple choice questions
<b>Articles</b>	use definite, indefinite, zero articles appropriately	distinguish particular from general (generic) reference in articles distinguish classification from identification meaning in articles distinguish abstract generic from concrete meaning in articles use the article in definitions of generic nouns use the appropriate articles to correspond to body parts and illnesses	multiple choice questions
<b>Reference Words</b>	know the different uses of reference forms in English	know the different uses of reference forms for linking ideas. use the appropriate reference forms for different contexts. Avoid unclear reference by using appropriate forms.	editing questions (in quiz) multiple choice questions
<b>Correlative Conjunctions</b>	join phrases and clauses with correlative conjunctions	use correlative conjunctions for emphasis write sentences with parallel correlative conjunctions	
<b>Modal Perfect Verbs</b>	use the correct forms of modal perfect verbs	choose correct modals to express judgements, obligations and expectations choose correct modals to make deductions and guesses choose correct modals to express results of past conditions and to	rewrite questions

<b>Conditionals</b>	know different kinds of conditional sentences in English	use if , only if, unless, not unless, and if not correctly to express conditions know the difference between even though and even if and use them correctly use conditional forms to give advice	rewrite questions 'open brackets ' questions
<b>Reducing Adverbial Clauses</b>	know how to reduce adverbial clauses of time and cause	position and punctuate reduced adverbial clauses reduce adverbial clauses with emotive verbs	rewrite questions
<b>Adjective Complements</b>	use three types of adjective complement structures	use adjective complements in subject and predicate position choose among infinitives, gerunds, and that-clauses order that clauses and infinitives to introduce new information or to refer to known information in discourse	complete questions
<b>Noun Complements</b>	use noun complements correctly	use noun complements to explain abstract nouns distinguish that clause noun complements from restrictive relative clauses use that clause noun complements in subject position to signal known or implied information use the fact +that noun complements appropriately appropriately use that-clause noun complements after transitive adjectives and phrasal verbs.	complete questions editing questions
<b>Subjunctive Verbs</b>	use subjunctive verbs in that clause complements with verbs of advice and urging	use subjunctive verbs in noun complements that refer to nouns of advice or urging use subjunctive verbs in adjective complements	rewrite questions

<p><b>Fronting Structures for Emphasis and Focus</b></p>	<p>know what kinds of structures can be moved to the front of sentences for emphasis</p>	<p>know when to change the subjunctive/verb order for fronted structures  use fronted negative forms for emphasis  use fronted structures to point out contrasts and focus on unexpected information</p>	<p>rewrite questions</p>
<p><b>Focusing and Emphasizing Structures It Clefts and Wh-clefts</b></p>	<p>use it-cleft sentences to put special emphasis on information  use wh-cleft sentences to focus on information at the end of sentences</p>	<p>know what parts of a sentence can be used by focus in it-clefts  know how to use other kinds of cleft sentences for questions and statements</p>	<p>rewrite questions</p>

## HAZ 105, 106 Reading Comprehension I, II

	<b>Standard</b>	<b>Benchmark</b>	<b>Evaluation</b>
<b>Extensive Reading</b>	The student demonstrates the ability to read extensively	The student will use extensive reading to improve the extracurricular reading skills	The skill will be evaluated on the basis of book response form.
<b>Critical Reading</b>	The student demonstrates the ability to have critical reading	The student will use critical reading to improve the objective reading skills.	The skill will be evaluated on the basis of the exam to be given by the teacher
<b>Reading strategy</b>	The student learns to use reading strategies	The student will use reading strategies to develop reading comprehension	The skill will be evaluated on the basis of indirect elicitation
	The student learns to use to develop previewing as a reading strategy	The student will use previewing as a reading strategy	The skill will be evaluated on the basis of indirect elicitation
<b>Speed-reading techniques</b>	The student learns to use how to scan a text	The student will use scanning as a reading strategy	The skill will be evaluated on the basis of questions from the text
	The student learns to use how to skim a text	The student will use skimming by - reading for details, - reading between the lines, reading for research	The skill will be evaluated on the basis of questions from the text
<b>Vocabulary</b>	The student learns to use vocabulary building through reading	The student will use vocabulary building strategies by - learning new words from context - guessing meaning form context - using context to choose a definition	The skill will be evaluated on the basis of vocabulary questions from the text
	The student learns to use more reading strategies through vocabulary building	The student will use vocabulary building strategies through affixation and collocation	The skill will be evaluated on the basis of vocabulary questions from the text
<b>Reading Comprehension</b>	The student learns to use how to separate fact from inference	The student will use clues for the fact-inference difference	The skill will be evaluated on the basis of questions related to metalinguistic skills
	The student learns to use clues to understand a paragraph	The student will - identify the topic of a paragraph, - find the topic sentence,	The skill will be evaluated on the basis of required skills

	The student learns to use clues to understand a paragraph	The student will <ul style="list-style-type: none"> <li>- identify the topic of a paragraph, - find the topic sentence,</li> <li>- understand the main idea,</li> <li>- connect ideas in paragraphs</li> </ul>	The skill will be evaluated on the basis of required skills
<b>Organization of texts</b>	The student learns to identify patterns of organization	The student will identify the patterns such as <ul style="list-style-type: none"> <li>- listing,</li> <li>- sequence,</li> <li>- comparison/contrast,</li> <li>- cause/effect,</li> <li>- problem solution,</li> <li>- extended definition</li> </ul>	The skill will be evaluated on the basis of required patterns

## HAZ 103 104 Writing I , II

	<b>Standard</b>	<b>Benchmark</b>	<b>Evaluation</b>
<b>GENERATING IDEAS</b>	The students will formulate writing ideas, and identify a topic appropriate to the purpose and audience.	<ol style="list-style-type: none"> <li>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</li> <li>2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).</li> <li>3. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.</li> </ol>	<p>Students will keep a portfolio in which they will put their products.</p> <p>Each writing task will be submitted within a dossier including all the work the student produced.</p>
<b>ORGANIZATION</b>	Select and use an appropriate organizational structure to refine and develop ideas for writing.	<ol style="list-style-type: none"> <li>1. They will learn several techniques to get ideas such as listing, free-writing, clustering, etc.</li> <li>2. Use organizational strategies (e.g., notes and outlines) to plan writing.</li> </ol>	Their strategies will be identified and the techniques they use will be peer-checked.
<b>WRITING PROCESS</b>	The students will write by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion.	<ol style="list-style-type: none"> <li>1. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</li> <li>2. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.</li> <li>3. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).</li> <li>4. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.</li> <li>5. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.</li> </ol>	Appropriate charts, rubrics will be used to evaluate the products.

<p><b>EDITING</b></p>	<p>Students will use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p>	<ol style="list-style-type: none"> <li>1. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.</li> <li>2. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.</li> </ol>	<p>The course book provides checklists which will be used for the self and peer check.</p>
<p><b>PUBLISHING</b></p>	<p><b>Standard E:</b> Students will prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.</p>	<ol style="list-style-type: none"> <li>1. Produce a final writing considering the feedback given.</li> <li>2. Submit the product in a portfolio before the due date.</li> </ol>	<p>Display or share writing samples in the classroom upon request.</p>

## HAZ 111, 112 Vocabulary I, II

	<b>Standard</b>	<b>Benchmark</b>	<b>Evaluation</b>
<b>Phonology-phonetics</b>	The students are expected to be able to correctly pronounce and transcribe the words according to IPA.	<ul style="list-style-type: none"> <li>- Be aware of the problematic pronunciations in their own speech.</li> <li>- pronounce the words correctly</li> <li>- transcribe the words correctly according to IPA</li> <li>- correctly use monolingual dictionaries for pronunciation.</li> </ul>	The Students will take both an oral and written examination at the end of a 5 weeks period. They will be asked to prescribe and pronounce a random set of vocabulary items out of context.
<b>Morphology</b>	The students are expected to recognize the meaningful components of words.	<ul style="list-style-type: none"> <li>- distinguish simple words from complex ones</li> <li>- determine roots, suffixes and prefixes in a complex word</li> <li>- learn the meaning components of prefixes and suffixes</li> </ul>	The students will take two pop quizzes (cloze test and multiple choice) based on reading texts.
<b>Semantics</b>	The students will be able to infer their meanings from the context given, give correct definitions for them and use the words in correct collocations to form grammatical sentences.	<ul style="list-style-type: none"> <li>- distinguish between denotative and connotative meaning</li> <li>- infer the meaning of a new vocabulary item from the context (both linguistic and pragmatic context)</li> <li>- give correct definitions in word, phrase or sentence form</li> <li>- use correct collocations</li> <li>- guess the meanings of certain idioms, fixed expressions, everyday language, binominals, phrasal verbs and proverbs and use them correctly in context.</li> </ul>	The students will take two pop quizzes and a midterm integrated with listening, reading and writing skills.

## HAZ 107, 108 Listening Comprehension I, II

	<b>Standard</b>	<b>Benchmark</b>	<b>Evaluation</b>
Word and Phrase level comprehension	Students will be able to comprehend short dialogues and/or conversations between or among different people.	<ul style="list-style-type: none"> <li>- They will infer the topic of the conversation.</li> <li>- They will infer specific details about the speakers.</li> <li>- They will be able to comprehend and give feedback about specific details such as numbers, dates, names or places.</li> <li>- They will be able to recognize and rearrange the events in such a conversation.</li> <li>- They will be able to recognize and understand different accents of English such as British, American, Scottish or Irish.</li> </ul>	<p>Students will take four FCE listening tests (speakers in different situations – multiple choice and simple note taking) evaluating their skills of</p> <ul style="list-style-type: none"> <li>- inferring facts and opinions from the text</li> <li>- inferring overall subject</li> <li>- scanning specific details</li> </ul> <p>recognizing the order of events</p>
Sentence level comprehension	Students will be able to comprehend short texts (such as lectures, informative monologues or procedural descriptions lasting approximately 5-7 minutes) and perform while listening and post listening activities.	<ul style="list-style-type: none"> <li>- Students will be able to activate their prior knowledge by pre-listening activities; they will be able to understand new spoken material when they connect to the content.</li> <li>- They will be able to identify               <ul style="list-style-type: none"> <li>specific details</li> <li>facts</li> <li>implications</li> </ul>               based on the text as a while listening activity.             </li> <li>- They will be able to take notes as while-listening or post-listening activities.</li> <li>- They will be able to listen for intonation in order to be able to reveal intentions.</li> <li>- They will listen critically to make predictions about what a speaker will say next.</li> </ul>	<p>Students will take four FCE listening tests (lectures, monologues – multiple choice and simple note taking) evaluating their skills of</p> <ul style="list-style-type: none"> <li>- predicting the overall subject</li> <li>- scanning and skimming the text</li> <li>- taking appropriate notes and organizing them accordingly</li> <li>- revealing speakers' intentions</li> </ul> <p>listening critically</p>

		- They will learn to organize thoughts and notes through a variety of graphic organizers that accommodate diverse learning and thinking styles.	
Analysis level	By the end of the course, students will be able to listen & analyze short texts or dialogues at advanced level.	Students will be able to - listen to (advanced level) dialogues or short texts performing while- listening or post- listening activities (note taking identifying the speakers, finding the main idea and/or particular information, making inferences etc.)	At the end of the semester, students are expected to perform at least 10 points out of 15 from the standard FCE advanced listening test

## HAZ 109, 110 Speaking I, II

	Standard	Benchmark	Evaluation
Speaking strategies	The student learns to use overall presentation skills	The student will use strategies to -cope with anxiety, -build self confidence -express themselves in the target language -develop basic presentation skills -participate in class activities	The skill will be evaluated on the basis of student evaluation sheet
	The student learns to use general features of effective speaking	The student will use -voice and eye contact, effectively - good posture while speaking	The skill will be evaluated on the basis of student evaluation sheet
Technology assistance	The student learns to deliver speech to the audience with the help of technology	The student will -make presentations using technology -deliver flow of ideas effectively	The skill will be evaluated on the basis of student evaluation sheet
Audience awareness	The student learns to deliver speech to the audience	The student will - make individual speech to a group of audience	The skill will be evaluated on the basis of student evaluation sheet
Turn taking	The student learns to participate in an ongoing speech	The student will -join a conversation spontaneously - have daily speech with peers	The skill will be evaluated on the basis of student evaluation sheet
Language in context	The student learns to speak in a group	The student will use - strategies to socialize in a group - verbal communication (e.g. word choice, pitch, feeling, tone) and non-verbal message (e.g. posture)	The skill will be evaluated on the basis of student evaluation sheet

## HAZ 113,114 Academic Studies I, II

	<b>Standard</b>	<b>Benchmark</b>	<b>Evaluation</b>
Academic Manners – High School versus University	know the difference between university and high school	know how to speak to teachers at university how to ask for something from teachers how to make an appointment with a teacher how to hand in assignments know the courses at the department know the other requirements of the department	discussion on the subject in the classroom
How to make best of the prep year	know how to use their time at the prep year effectively	know when to study know when to prepare the assignments know where to spend their leisure time effectively	Discussion on the subject in the classroom
Classroom Manners	know how to behave in classroom at university	know how to agree with an idea know how to disagree with an idea know how to participate classroom discussions know how to participate group work	Discussion on the subject in the classroom
Plagiarism	know what plagiarism is	know the punishment for plagiarism know how to use other sources	discussions on the subject in the classroom
How to make a research on the net	know how to make a research on the net and in the library	know how to search in the library know how to search on the net	preparing an assignment on a specific subject

Time management	know how to use their time effectively	know when to do homework know when to prepare for the courses know how to deal with multiple deadlines	discussion on the subject with reference to other courses
Learning Styles	know the learning styles, discover their learning styles	know what a visual learner is know what a kinesthetic learner is know what an Auditory Learners	preparing an assignment about their own learning assignment
Concentration	know how to concentrate on a subject while studying	know the distractions and avoiding them	discussions on the subject
stress reduction	know how to reduce one's stress	know the reasons of their stress know how to cope with the stress	discussions on the subject in the classroom
How to make a research	know how to make a research	know how to search in the library know how to search on the net	preparing an assignment on a specific subject
Effective notetaking	know how to take notes in courses at university	notice the important parts of a speech	sharing their experiences in other courses
Effective reading	know how to read effectively	know to read	preparing a reading assignment
Effective listening	know how to listen to something for comprehension	know how to listen to lists of a conversation	listening quiz
Effective Speaking	know how to speak properly in a course	know how to express one's ideas clearly know how to start a sentence know how to make transitions between sentences	preparing a small talk for the class
How to prepare for tests	know how to prepare for the tests	know where to start know the important parts of a subject	discussion on the subject

