

## 1. Öğrenme Çıktıları

Öğrenme çıktıları ve B1+ öğrenci tanımlaması hazırlık okulunu yönlendirir ve öğrenci B1+ çıktı kanıtları

- 1.1. Eğitim programı hedeflerinde,
- 1.2. Öğretme materyallerinde,
- 1.3. Öğrenci ölçme deęerlendirmelerinde açıkça görülebilir.

## 2. Eğitim Programı Tasarımı ve Aktarımı

- 2.1.İhtiyaç analizi yapılmıştır ve eğitim programı analize uygun tasarlanmıştır.
- 2.2. Öğretim prensipleri açıkça ifade edilmiş ve paydaşlarla paylaşılmıştır.
- 2.3. Öğretim prensipleri sınıf içi uygulamalarda hayata geçirilir.
- 2.4. Güncel öğretim teknolojileri eğitim programının uygulanması ile birleştirilmiştir.
- 2.5. Bir düzeyden dięerine geçiş Ortak Avrupa Dil Referans Çerçevesi 'ne (CEFR) göre açıkça tanımlanır ve ifade edilir
- 2.6. Uygun, zorlayıcı ve motive edici öğretim materyallerinin seçimi ve kullanımına yönelik sistemler vardır.
- 2.7. Öğrenci özerkliği teşvik edilir.
- 2.8. Öğrencilere gelişimleri hakkında sistematik sözlü ve yazılı geri bildirim yapılır.
- 2.9. Eğitim programları deęerlendirmesi için çeşitli biçimlendirici ve belgeleyici kanıtlara dayandırılır.

## 3. Öğrenci Ölçme ve Deęerlendirme

- 3.1. Sınavların hazırlanması ve uygulanmasından sorumlu bir birim vardır.
- 3.2. Sınavların 'Teknik Özellikleri' dokümanı vardır.
- 3.3. Çeşitli öğrenci deęerlendirmelerinin güvenilirliğini ve geçerliliğini ölçecek sistemler vardır.
- 3.4. Öğrencilerin güvenilir şekilde notlandırılması için gerekli önlemler alınır.
- 3.5. Sınavların güçlük derecesinin farklı dönemler/yıllar arasında tutarlılığını sağlamak için gerekli önlemler alınır.

#### 4. Öğretim Elemanları

- 4.1. Anadili İngilizce olmayan tüm öğretim elemanlarına ait 4 beceriyi ölçen B2+ düzeyinde sınav sonucu vardır
- 4.2. Anadili İngilizce olan tüm öğretim elemanlarının ilgili bir alandan (İngilizce Öğretimi, İngiliz/Amerikan edebiyatı, Dilbilimi) lisans/yüksek lisans derecesi ve/veya öğretmenlik sertifikası veya diploması vardır (Tüm tam ve yarı zamanlı öğretim elemanları için geçerlidir).
- 4.3. Tüm yarı zamanlı Türk öğretim elemanlarının ilgili bir alandan lisans veya yüksek lisans derecesi / öğretmenlik sertifikası veya diploması vardır.
- 4.4. Yeni öğretim elemanları için bir oryantasyon programı vardır.
- 4.5. Özel bir alanda ilave sorumluluklar verilen tüm öğretim elemanları ilgili alanda hizmet içi eğitim alır.
- 4.6. Tüm öğretim elemanlarına sistematik, örgün ve yaygın mesleki gelişim olanakları sunulur.
- 4.7. Açık ve şeffaf bir performans değerlendirme sistemi vardır.

#### 5. Yönetimsel Süreçler

- 5.1. Üniversitenin açıkça tanımlanmış bir dil politikası vardır.
- 5.2. Hazırlık Okulu misyonu Üniversitenin dil politikası ile uyumludur.
- 5.3. Misyona uygun bir örgütsel yapı vardır.
- 5.4. Fiziksel koşullar ve imkanlar hedeflenen öğretim prensipleri ile uyumlu eğitim öğretimin gerçekleştirilebilmesine uygundur.
- 5.5. Örgütsel yapıda bulunan tüm pozisyonlar için açıkça tanımlanmış iş tanımları bulunmaktadır.
- 5.6. Öğretim elemanlarının haftalık ders yükleri en fazla 25 ders saatidir.
- 5.7. Sınıf mevcudu en fazla 25 ile sınırlıdır.
- 5.8. Hazırlık okulu, fakülteler ve üniversite yönetimi arasında iletişim ve işbirliğini sağlayacak sistemler vardır.
- 5.9. Öğretim elemanı işe alma süreçleri açıkça tanımlanmıştır.
- 5.10. İç ve dış paydaşlar ile iletişim ve geri bildirim sağlayacak sistemler vardır.
- 5.11. Hazırlık Programını bitirmiş öğrencilerin performansları takip edecek sistemler mevcuttur.

## **1. Student Learning Outcomes**

Learning outcomes and description of a B1+ learner inform the preparatory program and are evident in:

- 1.1. Curriculum objectives,
- 1.2. Instructional materials,
- 1.3. Assessment and evaluation.

## **2. Curriculum Design and Delivery**

- 2.1. Needs analysis has been conducted and informs curriculum design.
- 2.2. Principles to teaching are explicitly stated/shared.
- 2.3. Principles to teaching are realized in the classroom.
- 2.4. Recent instructional technology is integrated into curriculum delivery.
- 2.5. Progression from one level to another is clearly and explicitly stated in accordance with the CEFR.
- 2.6. There are systems in place to select and use appropriate, challenging, motivating materials.
- 2.7. Student autonomy is encouraged.
- 2.8. Students receive systematic oral and written feedback.
- 2.9. Curriculum evaluation is based on systematic formative and summative evidence from a variety of sources.

## **3. Student Assessment and Evaluation**

- 3.1. There a testing office/unit responsible for preparing and overseeing student assessment.
- 3.2. Exam specifications are present for exams.
- 3.3. There are systems in place to look at validity and reliability of different forms of assessment.
- 3.4. Measures are taken to ensure reliable marking.
- 3.5. Measures are taken to ensure equal difficulty levels across semesters/levels.

#### **4. Teaching Staff**

- 4.1. All instructors whose first language is not English have a B2 + from 4 skills exams.
- 4.2. All native speakers of English instructors have a relevant (ELT, literature, language related) graduate/post graduate degree and/or teaching certification or diploma. (Relevant for all full and part time teaching staff).
- 4.3. All part-time Turkish instructors have a relevant graduate or post graduate degree/ a teaching certificate or diploma.
- 4.4. There is an orientation programme for new instructors.
- 4.5. All teachers working in specialised positions receive training in their area of work.
- 4.6. All teachers are provided with systematic formal and informal professional development opportunities.
- 4.7. There is a clear and transparent performance evaluation system.

#### **5. Governance**

- 5.1. The university has a clear language policy.
- 5.2. The Preparatory Programme mission is aligned with the university policy.
- 5.3. There is an organisational structure in line with the mission.
- 5.4. The facilities and physical environment are suitable for the realization of the stated teaching and learning principles.
- 5.5. There are clearly defined job descriptions for the different positions in the organisational structure.
- 5.6. The maximum teaching load of instructors is 25 hours per week.
- 5.7. The maximum class size limited to 25 students.
- 5.8. There is a system for communication and collaboration between the preparatory programme, faculties and university management.
- 5.9. There are clearly specified processes for recruitment purposes.
- 5.10. There are clear systems available to ensure communication and feedback amongst internal and external stakeholders.
- 5.11. There are clear systems in place to follow up on how students perform after they graduate from the Preparatory Programme.

**Student Learning Outcomes**  
**Learning Outcomes based on the Pearson Global Scale of English**

<b>LISTENING LEARNING OUTCOMES</b>	<b>CEFR Level</b>	<b>General / Academic</b>
<b>Listening to Conversations</b>		
Can get the gist of slowly and clearly explained unfamiliar cultural practices and customs	B1	G
Can follow most of an everyday conversation when/if free of very idiomatic language	B1	G
Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure)	B1	G
Can recognise a speaker's feelings and attitudes	B1	G
Can follow an everyday conversation or informal interview on common topics	B1+	G
Can infer speaker's opinions in conversations on familiar everyday topics	B1+	G
Can recognise when a speaker uses basic rhetorical questions in conversation	B1+	G
Can understand jokes with no strong cultural/local references and idiomatic language	B1+	G
Can follow detailed directions	B1+	G
Can understand a range of formal and informal excuses	B1+	G
Can generally follow rapid or extended speech, but may require repetition or clarification	B1+	G
Can understand technical instructions for a piece of equipment they are familiar with	B1+	A
Can understand advice and instructions for resolving a problem with a product or piece of equipment	B1+	A
<b>Listening to Audio-Visual Materials</b>		
Can understand the main points of a simple podcast.	B1	G
Can identify the main points of TV news items reporting events, accidents etc. where the visuals support the commentary.	B1	G
Can follow the main points in TV programs on familiar topics delivered in clear standard speech.	B1+	G
Can understand the key points of an audio recording/on-line program on a familiar topic	B1+	G
Can follow many films in which visuals carry much of the storyline	B1+	G
Can follow recorded instructions and information given on a phone-delivered service	B1+	G

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<b>LISTENING LEARNING OUTCOMES</b>	<b>CEFR Level</b>	<b>General / Academic</b>
<b>Listening to Academic Lectures, Presentations and Discussions</b>		
Can follow the linear structure of a short formal talk	B1	G
Can identify a speaker's point of view in a simple presentation aimed at a general audience	B1	A
Can identify specific information in a simple presentation or lecture aimed at a general audience	B1	A
Can recognise emphasis through intonation and stress in presentations, lectures, etc. if guided by questions	B1	A
Can distinguish between main ideas and supporting details in a standard speech (presentations, lectures)	B1+	G
Can predict the content of a presentation or lecture on a familiar topic by listening to the introductory statement	B1+	A
Can follow most of a clearly structured academic presentation on a familiar topic	B1+	A
Can extract key details from a slowly and clearly delivered academic presentation on a familiar topic	B1+	A
Can deduce the general meaning of an extended presentation or lecture	B1+	A
Can identify details that support a point of view in a presentation or lecture aimed at a general audience	B1+	A
Can infer opinions in a presentation or lecture if guided by questions	B1+	A
Can distinguish facts from opinions in a straightforward presentation or lecture	B1+	A
Can recognise that a new topic has been introduced in a presentation or lecture when signalled by discourse markers	B1+	A
Can recognise examples and their relation to the ideas they support	B1+	A
Can recognise discourse markers that introduce supporting examples	B1+	A
Can recognise cause and effect relationships in a presentation or lecture when signalled by discourse markers	B1+	A
Can recognise that ideas in a presentation or lecture contrast when signalled by stress	B1+	A
Can recognise that ideas in a presentation or lecture are similar when signalled by discourse markers	B1+	A
Can distinguish between discourse markers that compare and contrast ideas	B1+	A
Can distinguish between advantages and disadvantages in a presentation or lecture on a familiar topic	B1+	A
Can identify the use of clarification language in a simple presentation or lecture	B1+	A
Can recognise that a speaker is clarifying points they have made in a presentation or lecture	B1+	A
Can recognise the use of language that expresses doubt in a presentation or lecture	B1+	A
Can recognise the use of persuasive language in a presentation or lecture	B1+	A
Can recognise that a speaker has summarised ideas in a presentation or lecture	B1+	A
Can take effective notes while listening to a straightforward presentation or lecture on a familiar topic	B1+	A
Can follow the main points of a panel discussion aimed at a general audience and/or on a familiar topic	B1+	A
Can follow changes of topic in discussions related to their field of study	B1+	A

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SPEAKING LEARNING OUTCOMES	CEFR Level	General / Academic
<b>Taking Part in Everyday Conversations</b>		
Can describe events, real or imagined	B1	G
Can give straightforward descriptions on a variety of familiar topics	B1	G
Can use a repertoire of common idiomatic phrases in routine situations	B1	G
Can express attitudes using simple language	B1	G
Can describe dream, hopes and ambitions	B1	G
Can introduce a conversation topic and provide detail in the past	B1	G
Can make formal invitations	B1	G
Can respond in a simple way to verbal challenge and aggression	B1	G
Can give detailed accounts of experiences, describing feeling and reactions	B1	G
Can discuss films, books or plays in simple terms, using fixed expressions	B1	G
Can ask someone to clarify or elaborate what they have just said	B1	G
Can give detailed directions	B1	G
Can relate the plot of a book or film and describe their reactions	B1	G
Can negotiate prices and ask for discounts	B1	G
Can discuss everyday practical issues in a clear, straightforward conversation	B1+	G
Can express and respond to feelings (e.g. surprise, happiness, interest, indifference)	B1+	G
Can make a complaint	B1+	G
Can express hopes for the future using a range of fixed expressions	B1+	G
Can compare and contrast alternatives about what to do, where to go, etc.	B1+	G
Can signal that they wish to bring conversation to an end	B1+	G
Can re-tell a familiar story using their own words	B1+	G
Can make excuses using a range of polite forms	B1+	G
Can relate the basic details of unpredictable occurrences (e.g. an accident)	B1+	G
Can leave phone messages containing detailed information	B1+	G
Can express their thoughts in some detail on cultural topics (e.g. music, films)	B1+	G
Can decline offers politely using a range of formal and informal expressions	B1+	G
Can ask for advice on a wide range of subjects	B1+	G
Can respond to excuses using a range of polite forms	B1+	G
Can enter unprepared into conversation on familiar academic and non-academic topics (e.g. family)	B1+	G

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<b>SPEAKING LEARNING OUTCOMES</b>	<b>CEFR Level</b>	<b>General / Academic</b>
<b>Using Sources Orally</b>		
Can explain key information in graphs and charts, using appropriate language	B1+	A
Can answer questions about information presented in graphs and charts about a familiar	B1+	A
Can discuss illustrations, charts and graphs in an academic text on a familiar topic, using appropriate language	B1+	A
Can summarize information from an academic text on a familiar topic	B1+	A
Can describe conclusions they have drawn from graphs and charts, using appropriate language	B1+	A
Can paraphrase information taken for an academic text on a familiar topic	B1+	A
Can summarize information from a presentation or lecture aimed at a general audience and / or a familiar topic	B1+	A
Can collate information from a several written sources and summarise the ideas orally	B1+	A

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SPEAKING LEARNING OUTCOMES	CEFR Level	General / Academic
<b>Taking Part in Discussions</b>		
Can give reasons to justify a viewpoint on a familiar topic	B1+	G
Can report the opinions of others about familiar topics	B1+	G
Can briefly give reasons and explanations for opinions, plans and actions	B1+	G
Can Express opinions as regards possible solutions, giving brief reasons and explanations	B1+	G
Can Express opinions and attitudes using a range of fixed expressions and sentences	B1+	G
Can repeat back what is said to confirm understanding and keep a discussion on course	B1+	G
Can use a suitable phrase to invite others into a discussions	B1+	G
Can discuss main points of news stories about familiar topics	B1+	G
Can use a basic repertoire of conversation strategies to maintain a discussion	B1+	G
Can ask someone to paraphrase a specific point or idea	B1+	G
Can discuss the main points of news stories about familiar topics	B1+	G
Can respond to ideas and suggestions in informal discussions	B1+	G
Can politely interrupt during a formal conversation, using fixed expressions	B1+	G
Can explain the main points in an idea or problem with reasonable precision	B1+	G
Can explain why something is a problem	B1+	G
Can use synonyms to describe or gloss an unknown Word	B1+	G
Can summarize and comment on a short story or article and answer questions in detail	B1+	G
Can summarize and give opinions on issues and stories and answer questions in detail	B1+	G
Can give an opinion on practical problems, with support when necessary	B1+	G
Can give brief comments on the views of others	B1+	G
Can express and comment on ideas and suggestions in informal discussions	B1+	G
Can ask questions in an academic discussion	B1+	A
Can contribute to a group discussion on familiar topics and with others who deliver the language	B1+	A
Can answer questions in an academic discussion on familiar topics	B1+	A
Can suggest pros and cons when discussing on a familiar topic	B1+	A
Can develop an argument using common fixed expressions	B1+	A
Can ask someone to elaborate on a point in an academic discussion, using appropriate language	B1+	A
Can ask for clarification during on an academic discussion, using appropriate language	B1+	A
Can effectively participate in a classroom discussion about an academic topic	B1+	A

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<b>SPEAKING LEARNING OUTCOMES</b>	<b>CEFR Level</b>	<b>General / Academic</b>
Can lead a simple discussion, if given time in advance to prepare	B1+	A
Can ask for a clarification of an unknown acronym or technical term used in conversation	B1+	A
Can contribute ideas in a panel discussion, using appropriate language	B1+	A
Can justify a viewpoint on a familiar topic by discussing some pros and cons of various options	B1+	A
<b>Participating in Lectures, Presentations, Interviews etc.</b>		
Can take some initiative in an interview, talking about familiar topics/subjects	B1+	G
Can ask more information after a lecture or presentation aimed at a general audience, using follow-up questions	B1+	A
Can ask questions about the content of a presentation or lecture on familiar topic aimed at	B1+	A
Can describe conclusions they have drawn from a presentation or lecture on a familiar topic	B1+	A
Can ask for confirmation of understanding during a live discussion or presentation	B1+	A
Can effectively request information from a professor outside of class	B1+	A
<b>Carrying out a Formal Oral Academic Task</b>		
Can carry out a prepared interview checking and confirming information as necessary	B1+	A
Can give an effective presentation about a familiar topic by using visuals ( e.g. slides) appropriately	B1+	A
Can answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience	B1+	A
Can give a short, rehearsed talk or presentation on familiar topic	B1+	A
Can answer factual questions about a presentation they have given	B1+	A
Can give a presentation on a familiar academic topic	B1+	A

**Student Learning Outcomes**  
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<b>READING LEARNING OUTCOMES</b>	<b>CEFR Level</b>	<b>General / Academic</b>
<b>Understanding ideas and their relationships in texts</b>		
Can identify key information in a simple academic text	B1	A
Can identify the main topic and related ideas in a structured text	B1	G
Can understand the relationship between a main point and an example in a structured text	B1	G
Can recognize examples and their relation to the idea they support	B1+	G
Can identify the topic sentence of a paragraph	B1	A
Can understand the main idea of a passage using textual clues	B1+	A
Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions	B1+	A
Can recognize the direct repetition of ideas as a simple cohesive device	B1	G
Can distinguish between fact and opinion presented in simple texts on familiar topics	B1	A
Can distinguish between fact and opinion in relation to common topics	B1+	G
Can distinguish between fact and opinion in a simple academic text	B1+	A
Can generally understand details of events, feelings and wishes in letters, e-mails and online postings	B1+	G
Can recognize common discourse markers that convey emphasis in a simple text	B1+	A
Can understand cause and effect relationships in a simple academic text, if clearly signalled	B1+	A
Can recognize contrasting ideas in a structured text if signalled by discourse markers	B1+	A
Can understand problem and solution relationships in a structured text	B1+	A
Can follow chronological sequence in a formal structured academic text	B1+	A
Can understand relationships between ideas in a simple academic text	B1+	A
Can identify the general line of written argument though not necessarily all details	B1+	A

**Student Learning Outcomes**  
**Learning Outcomes based on the Pearson Global Scale of English**

<b>READING LEARNING OUTCOMES</b>	<b>CEFR Level</b>	<b>General / Academic</b>
<b>Recognizing author's stance, purpose, voice and use of sources</b>		
Can recognize the writer's point of view in a structured text	B1+	A
Can recognise the writer's point of view in a simple academic text	B1	A
Can distinguish between different viewpoints in a simple academic text	B1+	A
Can understand the writer's purpose in a simple academic text	B1+	A
Can identify whether an author is quoting or paraphrasing another person	B1+	A
Can identify the sources of information in a simple academic text	B1+	A
Can distinguish between active and passive voice in an academic text	B1+	A
<b>Using Texts and their Elements</b>		
Can predict the content of a simple academic text, using headings, images and captions	B1	A
Can derive the probable meaning of a few unknown words from short familiar contexts	B1	A
Can scan a simple academic text to find specific information	B1	A
Can make simple inferences based on information given in a short article	B1+	G
Can infer meaning based on information in a text	B1+	A
Can infer meaning in a simple academic text, in order to answer specific questions	B1+	A
Can identify the key points presented in graphs and charts in a simple academic text	B1+	A
Can understand numerical values in graphs and charts in a simple academic text	B1+	A
Can take basic notes on a text about a familiar topic in their field of study	B1	A
Can synthesize information from two or more basic texts	B1+	A
Can understand written advice and instructions for resolving a problem with a product or piece of equipment	B1+	G

**Student Learning Outcomes**  
**Learning Outcomes based on the Pearson Global Scale of English**

<b>WRITING LEARNING OUTCOMES</b>	<b>CEFR Level</b>	<b>General / Academic</b>
<b>Note-Taking &amp; Outlining</b>		
Can prepare a simple outline to organise ideas and information	B1	G
Can take messages, communicate enquiries and explain problems	B1+	A
Can take notes while researching a familiar topic	B1+	A
Can take notes of key points during a talk or a lecture on a familiar topic, if delivered clearly	B1+	A
<b>Reviewing, Summarizing &amp; Paraphrasing</b>		
Can write a basic summary of a simple text using the original wording and paragraph order	B1	G
Can summarise simple research findings in an academic text, if provided with a model summary	B1+	A
Can summarise information from a simple presentation or lecture aimed at a general audience	B1+	A
Can summarize the main message from simple diagrams (e.g. Graphs, bar charts)	B1+	A
Can write bullet points to summarise key points in a structured text	B1+	A
Can paraphrase information from a simple text, if guided by questions	B1	A
Can write a review of a simple text, using appropriate conventions	B1+	G
Can write a simple review of a film, book or TV programme using a limited range of vocabulary	B1+	G
Can write a review / summary / paraphrase of a simple text, using appropriate conventions, if provided with a model	B1+	A
Can summarize the main message from simple diagrams (e.g. Graphs, bar charts)	B1+	A
<b>Types of Writing</b>		
Can write descriptions of past events, activities, or personal experiences	B1	G
Can write about personal interests in some detail	B1	G
Can complete a detailed form on familiar topics	B1	G
Can write a basic letter of application with limited supporting details	B1	G
Can write personal emails/letters giving some details of events, experiences and feelings	B1	G
Can write emails/letters giving advice	B1	G
Can write short biographies about real or imaginary people	B1+	G
Can write a basic email/letter of complaint requesting action	B1+	G
Can write a structured informational leaflet/brochure, given a model	B1+	G
Can complete a form requiring educational information	B1+	G
Can write a description of a real or imagined event	B1+	G
Can write a descriptive essay (250-300 words) on a familiar topic, if provided with a model	B1+	G
Can write simple emails/letters and online postings on academic topics	B1+	G

**Student Learning Outcomes**  
**Learning Outcomes based on the Pearson Global Scale of English**

<b>WRITING LEARNING OUTCOMES</b>	<b>CEFR Level</b>	<b>General / Academic</b>
Can write emails/letters exchanging information, emphasising the most important points	B1+	G
Can give someone clear, detailed directions on how to get somewhere in a letter, email, or online posting	B1+	G
Can write a formal email/letter requesting information	B1+	G
Can vary the formality of greetings in emails/letters based on intended recipients	B1+	G
Can write personal emails/letters, reporting recent events in detail	B1+	G
Can write an everyday connected text using a set of short elements or facts and building them into a sequence	B1	A
Can prepare a simple questionnaire in order to gather data	B1	A
Can express a personal opinion in a simple academic text	B1	A
Can write an introduction to an essay on a familiar topic	B1	A
Can write a conclusion to an essay on a familiar topic	B1+	A
Can write structured essays on familiar topics, organising basic ideas	B1+	A
Can write an essay (250-300 words) in response to a specific question	B1+	A
Can write a simple opinion / discursive essay on a familiar topic (250-300 words)	B1+	A
Can write a simple analysis of a structured text	B1+	A
<b>Showing Relationships between Ideas and Developing Ideas</b>		
Can use simple cohesive devices such as repetition in a structured text	B1	G
Can use common discourse markers to show order of importance	B1	G
Can use limited discourse devices to link sentences smoothly into connected discourse	B1+	G
Can use common connectors to tell a story or describe an event	B1+	G
Can clearly signal chronological sequence in a narrative text	B1+	G
Can use a range of common connectors to show chronological sequence	B1	A
Can describe the sequence in a process when writing a simple text, using common discourse markers	B1	A
Can clearly signal chronological sequence in a narrative text	B1+	A
Can use pictures and charts to convey basic information in a simple academic text on a familiar topic	B1+	A
Can support a main idea with explanations and examples in a structured paragraph on a familiar topic	B1+	A
Can show a simple relationship between a main point and an example in a structured text	B1+	A
<b>Editing</b>		
Can check and correct spelling, punctuation and grammar in simple written texts	B1+	G
Can edit and improve a simple text	B1+	G

**Student Learning Outcomes**  
**Learning Outcomes based on the Pearson Global Scale of English**

Language Learning Outcomes	CEFR Level	Example
<b>Can actively use the following Structures/Features</b>		<b>Example</b>
Verb+Object+Infinitive	B1	I called my assistant and <b>ordered him to gather</b> data for the
Verb+Object+Verb ending in -ing	B1	I <b>saw him writing</b> the letter
Noun+descriptive phrase introduced by present participle	B1	I put an <b>item in the report explaining</b> the reasons
It +Verb+suordinate clause with or without that	B1	<b>It is a pity (that) they are not here</b> today
Verb+Prepositional Phrase+subordiante clasue with or without that	B1	He <b>admitted to the police (that) he had stolen</b> the ring
Relative clauses with whose	B1	I met the author <b>whose</b> books I read years ago
WH- words+ Noun phrase + Verb clauses used as subject or object	B1	<b>What they really cannot understand</b> is beyond my imagination / Writing short poems is what I like
Indirect WH- questions	B1	Guess <b>what I have found</b> / I don't know <b>how I can tell the</b>
Indirect WH- questions with infinitive	B1	I don't know <b>what to do</b> / Tell me <b>where to find</b> him
Complex auxiliaries WOULD RATHER and HAD BETTER	B1	You <b>had better tell</b> me the truth / I <b>would rather say</b> here and and wait for the result
Adverbial subordinate clauses with -ing that follow the clause to which they are attached	B1	<b>He was writing on the board, singing</b> his favorite song.
seem, supposed (adjective) + infinitive	B1	He <b>seems to be</b> a good professor / He <b>is supposed to be</b> a good professor / We <b>are supposed to go</b> the States tomorrow
expect, like, want + object +infinitive	B1	They do not <b>expect us to submit</b> papers this month / I <b>want you to start</b> the presentation with a smile
easy + infinitive	B1	The conclusion paragrah <b>is easy to write</b>
difficult, good, hard + infinitive	B2	The author's purpose is not very <b>difficult to identify</b> / It is <b>good to hear</b> the news
Double embedded genitive with (of...(-'s))	B1	He is a <b>graduate of the world's most prestigious school</b>
Modal MAY in the Permission (deontic) sense	B1	<b>May I borrow</b> your calculator for the exam?
Modal MUST in the Necessity (epistemic) sense	B1	He studied a lot for the exam. <b>He must</b> pass with good grades
Modal SHOULD in the Probability (epistemic) sense	B1	They enrolled a lot students. The class <b>should</b> be quite
<b>N.B. The language structures and features that are associate with A1 and A2 levels are assumed knowledge.</b>		

\* Noun Clauses

<b>Vocabulary Learning Outcomes</b>
Can actively use the following vocabulary items:
The first 2500 words from the New General Service List (NGSL) and additional items from the Academic Word List (Coxhead, 2000) which contains 570 head words in total
<b>TOTAL TARGET: 2800 words</b>

**Student Learning Outcomes**  
**Learning Outcomes based on the Pearson Global Scale of English**

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**Listening Comprehension**

Understand straightforward information about everyday, study- or work-related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent.

Generally, follow the main points of extended discussion, if people talk clearly.

Follow a lecture or talk, if the subject matter is familiar and the presentation clearly structured.

**Reading Comprehension**

Understand the main points in straightforward texts on subjects of personal or professional interest.

Look quickly through simple, factual texts in magazines, brochures or on a website, and identify information that might be of practical use.

Identify the main conclusions in texts which clearly argue a point of view.

**Spoken**

Start a conversation on familiar topics, talk relatively freely, and help keep the conversation going without help by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.

Express personal opinions on abstract topics like films and music and ask other people what they think.

Develop an argument well enough to be followed without difficulty most of the time.

Summarise non-routine information on familiar subjects from various sources and present it to others, answering clear questions.

**Written**

Write about a variety of familiar topics, comparing and contrasting different opinions.

Write a detailed description of an experience, dream or imaginary event, including feelings and reactions.

Commands a sufficient range of language to describe unusual and predictable situations and to express personal thoughts on abstract or cultural as well as everyday topics (such as music, films).

Write standard formal letters relating to his/her field of study or work, as well as personal e-mails and letters describing experiences and feelings.