

**ALTINBAŞ ÜNİVERSİTESİ**  
**Yabancı Diller Yüksekokulu - Modern Diller Bölümü**  
**2018-2019 Akademik Yılı, Bahar Dönemi**  
**ENG 312 DERS İZLENESİ**

**Öğretim Elemanı:**

**Ofis Saatleri:**

**Dersin Koordinatörü:**

**Ders Süresi:** 14 hafta, haftalık 4 ders saati

**Ofis:**

**E-posta Adresi:**

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**Ders Materyali:** English File, Elementary Course Book & Workbook.

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### **DERS TANIMI**

Bu ders, Hazırlık Programı ve İngilizce Yeterlik Sınavına tabi olmayan öğrenciler için tasarlanmıştır. Bu dersin asıl amacı, öğrencilere dilbilgisel yapıların öğretilmesi ve sınıf seviyesine uygun okuma, yazma konuşma ve dinleme becerilerinin kazandırılmasıdır.

### **DERS HEDEFLERİ**

Öğrenciler bu dersin sonunda:

- Günlük ifadeleri ve temel öbekleri yazılı ve sözlü dilde anlar ve kullanır.
- Yazılı ve sözlü iletişimde basit ifadeleri anlar.
- Diyalogları ve cümle bazlı yazıları belirli bir bilgi ya da detay soruları için sözcük düzeyinde okur.
- Bir yazı içerisindeki basit göndermeleri anlar. (nesne zamirleri, sahiplik sıfatları)
- Anlaşılır şekilde konuşan biri ile basit bir şekilde etkileşir ve yardıma hazır olur.
- Aşına olduğu konular ile ilgili diyalogları dinler ve anlar, bu diyaloglarla günlük kullanım için pratik yapar.
- Kendini ve diğerlerini tanıtır; nerede yaşadığı, tanıdığı insanlar, sahip olduğu şeyleri yaygın fiil cümlecikleri ile kişisel bilgileri yazılı ve sözlü dilde sorar ve cevap verir.

### **I. DERSİN GENEL YAPISI VE GEREKLİLİKLERİ**

Ders hedeflerine erişebilmek için, öğrencilerin gerekli okuma ve ödevleri önceden yaparak, sınıfa hazırlıklı ve zamanında gelmeleri beklenmektedir. Öğrencilerin derslere ve sınıf içi etkinliklere aktif katılımı önem taşımaktadır.

Öğrenciler, aşağıda belirtilen sınıf içi ve sınıf dışı ödev ve sınavlarla değerlendirilirler.

1. Sınavlar:

- 1) Quiz 2) Ara-Sınav 3) Dönem Sonu Sınavı

2. Sınıf İçi Ödevler:

- 1) Konuşma Ödevi 2) Yazma Ödevi 3) Konuşma Sınavı

## II. DEĞERLENDİRME VE PUANLAMA

Aşağıdaki tablo tüm değerlendirme ölçütlerini, yüzdelerini ve harf notu karşılıklarını göstermektedir. Öğrencilerin dersten başarılı sayılmaları için, dersin tüm gerekliliklerini yerine getirmeleri beklenmektedir.

DEĞERLENDİRME VE PUANLAMA		
	Yüzdeler	NOT BAREMİ
Quiz	% 10	100-90 : <b>AA</b> 89-85 : <b>BA</b> 84-80 : <b>BB</b> 79-75 : <b>CB</b> 74-70 : <b>CC</b> 69-60 : <b>DC</b> 59-50 : <b>DD</b> 49 ve altı : <b>F</b>
Konuşma Sınavı	% 10	
Sınıf İçi Yazma Ödevi	% 10	
Konuşma Ödevi X2	% 10	
Dönem Arası Sınavı	%25	
Dönem Sonu Sınavı	%35	
<b>ÖNEMLİ NOTLAR:</b>		
<i>* Turnitin 'e kişisel mail adresi ile kayıt olan öğrenciler sınıflarından düşürülür.</i>		
<i>* Sınıf içinde yapılan sınav ve değerlendirmeleri kaçıran öğrenciler için telafi yapılmaz ve "sıfır" almış kabul edilirler.</i>		
<i>* Sınav sonucuna itiraz süresi sınavlar açıklandıktan en geç 1 hafta sonrasına kadardır ve yabancı diller sekreterliğine dilekçe yazılarak yapılmaktadır.</i>		
<i>* Öğrenciler sınavlar, değerlendirmeler ve derse dair diğer hususlarla ilgili duyuruları üniversitenin web sitesinden takip etmekle yükümlü olup, kendilerine e-mail ile bir hatırlatma yapılmayacaktır.</i>		

## V. DERS İLKELERİ

Öğrencilerin aşağıdaki hususlara uygun davranmaları beklenmektedir:

- farklı görüşlere saygı göstermek,
- grup içerisinde yardımlaşarak çalışmak,
- azami fayda alabilmek için derslere katılmak,
- derslere zamanında gelmek,
- derse hazırlıklı gelmek,
- ders materyalleri ve gerekli kırtasiye malzemelerini sınıfa getirmek,
- derse ve sınıf içinde yapılan aktivitelere katılmak,
- devam durumlarının takibinden sorumlu olmak,
- ödevleri ve değerlendirmeler için yeteri kadar çaba ve özveride bulunmak,
- Turnitin hesabını olası duyuru ve ödevler için günlük kontrol etmek,

- **Kaçırılan sınav ve ödevler için telafi yapılmayacaktır.**

### **Derse Katılım**

- Sağlık raporları, kaçırılan sınavlara, sınıf içi değerlendirmelere ve yoklamaya mazeret teşkil etmez.
- Bir yakının vefatı veya kazalar olması durumunda teslim edilen resmi belgeler, sadece Ara Sınav telafisi için geçerlidir.
- Dönem Sonu Sınavı için, hiçbir mazeret ve sağlık raporu kabul edilmemektedir; Dönem Sonu Sınavının telafisi Bütünleme Sınavıdır.
- Sağlık raporu alan öğrencilerin, raporlarını, rapor tarihinin bitiminden itibaren ilk 3 iş günü içerisinde, okul revirinden onaylatarak, Yabancı Diller Yüksekokulu Sekreterliği'ne teslim etmesi gerekmektedir.

### **Akademik Dürüstlük**

İntihal, başka bir bireyin çalışmalarını, düşüncelerini, verilerini ve araştırma materyallerini kısmen veya tümüyle kopyalamaktır. Aynı zamanda intihal, tüm basılı ya da basılı olmayan, yazılı, sözlü ya da elektronik çalışmaları kapsamaktadır. Tüm teslim edilen ödevler öğrencilerin kendi üretimi olmalıdır. Öğrenciler, başka bir ders için daha önce hazırlayıp teslim ettikleri ödevlerin, ayılarının tekrar tesliminin de intihal kapsamına girdiğinin farkında olmalıdırlar. Öğrencilerin bir diğer materyalden kullandıkları düşünce veya alıntılardan, yazıları içerisinde ve sonunda kaynak göstermeleri gerekmektedir. Öğrencilerin, intihal yaptıklarının tespit edilmesi durumunda, haklarında disiplin işlemi başlatılabileceğinin farkında olmaları büyük önem taşımaktadır.

### **Sınıf Davranışları**

Öğrencilerin, sınıf içerisinde argo kelime kullanılmalarına, akranlarına ve öğretim elemanlarına karşı küçük düşürücü bir tutumla yaklaşmalarına izin verilmez. Ancak, böyle bir durum oluştuğunda, YÖK'ün belirlemiş olduğu disiplin prosedürleri uygulanır. Etkili bir eğitim ve öğretim sürecini tamamlamak için, karşılıklı saygı ve hoşgörü ortamının dönem boyunca gözetilmesi gereklidir.





**ALTINBAŞ UNIVERSITY - SCHOOL OF FOREIGN LANGUAGES**  
**MODERN LANGUAGES DEPARTMENT**  
**2018-2019 ACADEMIC YEAR/ SPRING TERM**  
**ENG 312 SYLLABUS**

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b>  <b>1</b>  <b>Sept.</b> <b>3-7</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>To make the students understand the meanings and the use of the words for Food: 'Breakfast: bread, butter, cereal, cheese, coffee, eggs, jam, juice, milk etc.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>To read for details in an article of three paragraphs about the eating habits of three people with different jobs to answer 'Who?' questions related to the text.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To make the students form sentences with countable/ uncountable nouns with a/ an/ some/ any when necessary to give information about food</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To have the students work in pairs asking and answering questions about the food someone ate/ drank yesterday based on a food diary prepared beforehand.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>To listen for specific information in a TV cooking competition including two contestants' a starter, a main course and a dessert contest to fill the gaps with the food they cook and judge's comments.</li> </ul>	<p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use the words for 'food' and learn if they are countable or uncountable to tell about what they have for breakfast/lunch/dinner at the grade level.</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>read and use details in an article giving information about people's diets and guess the meanings of unknown words and answer comprehension questions given at the grade level.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>form sentences to tell about food and drinks and their amount using a/an/some/any with the correct function and in the correct place at the grade level.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>prepare dialogues in pairs to learn what each other ate/drank yesterday based on the food diary they prepared by using countable/ uncountable nouns and a/an/some/any at the grade level.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>understand and use information about the food the two contestants on a TV competition cook to fill the gaps and answer comprehension questions at the grade level.</li> </ul>	<p><b>English File Elem. Course Book, Unit 9</b></p> <p>1.'What I ate yesterday', 9A. Vocabulary: 'food', 1a-b, p. 68</p> <p>2.Reading: 2a-b-c-d-e, p. 68</p> <p>3.Language Use: 3a-b-c, p. 69</p> <p>4.Pronunciation: 4a-b, p. 69</p> <p>5. Speaking: 5a-b, p. 69</p> <p>6. Listening: 6a-b-c-d-e-f, p. 69</p> <p><b><u>Workbook p. 56 – 57.</u></b></p>	<p>*Instructors will show Course Outline file in the classroom.</p> <p>*Extra Reading &amp; Listening Activities (Icebreakers, getting to know each other)</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b>  <b>2</b>  <b>Sept.</b> <b>10-14</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>To make the students understand the meanings and the use of the words for Food containers: ' a bottle, a box, a , a carton, a jar, a packet, a tin'.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To get the students to form questions 'How much/How many' with uncountable/ countable nouns and a lot of/ a few/ much/ many in the correct place and function.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To have the students communicate with partners by using the questionnaire including quantifiers by asking 'how much/how many' questions to decide if they have a healthy lifestyle or not.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>To make the students read a magazine article 'White Gold' based on 'Quantifiers' to fill the gaps with specific words.</li> </ul>	<p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use the words for food containers to make the uncountable nouns countable ones to tell the number of bottles/boxes/ s/packets/tins and give answer to How much/How many questions at the grade level.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>ask and answer questions using 'how much/ many, a lot of, some, a few, much, many, a little' to give information about the amount of things with positive and negative sentences at the grade level.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>interact in a simple way with a partner provided the other person is prepared to repeat or rephrase things at an appropriate rate of speech while talking about their diets to decide if their partners have a healthy lifestyle or not using 'Quantifiers' at the grade level.</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>read an article from a magazine to use the words, 'sugar' and 'salt' and guess unknown words and phrases at the grade level.</li> </ul>	<p><b>English File Elem. Course Book, Unit 9</b></p> <p>1. 'White Gold', 9B. Vocabulary: 'food containers', 1a-b-c, p. 70</p> <p>2. Language Use: 2a-b-c-d, p. 70</p> <p>3.Pronunciation: 3a-b-c, p. 70</p> <p>4.Speaking: 4a-b-c, p. 71</p> <p>5.Reading: 5a-b-c, p. 71</p> <p><b><u>Workbook p. 58 – 59.</u></b></p>	<p>*Instructors will show Course Outline file in the classroom.</p> <p>*Extra Reading &amp; Listening Activities</p>

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<p>Week <b>3</b> Sept. 17-21</p>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>•To make the students understand and use High numbers: with thousands and millions.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>•To get the students to listen to a Quiz show for details to learn about how much the contestant win and specific information about numbers to take notes.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To make the students form sentences using 'Comparative Adjectives' to compare two thing/groups/people etc. with the correct function.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To communicate through a quiz via the questions with comparative adjectives.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To read for specific information in two articles about Quiz shows and the best contestant in one of them to use the verbs and highlighted words.</li> </ul>	<p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use the high numbers to give information about the numbers of things/places etc. such as population of places, calories of food and kilometers at the grade level.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen to and use information about the quiz show and write the high numbers they hear at the grade level.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the use of 'comparative adjectives' and use them to compare things with 'than' with the correct function and in the correct place at the grade level.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- prepare a quiz and communicate through it by asking and answering questions based mainly on 'quantifiers' and 'comparative adjectives' at the grade level.</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read and understand the information about two famous quiz shows and contestants there to fill the gaps in the article and guess unknown words at the grade level.</li> </ul>	<p><b>English File Elem. Course Book, Unit 9</b></p> <ol style="list-style-type: none"> <li>1. 'Quiz Night', 9C. Vocabulary: 'high numbers', 1a-b-c-d-e-f, p. 72</li> <li>2. Listening: 2a-b-c-d, p. 72</li> <li>3. Language Use: 'Comparative Adjectives', 3a-b, p. 73</li> <li>4. Pronunciation: 4a-b, p. 73</li> <li>5. Speaking, 73</li> <li>6. Reading: 6a-b-c-d-e, p. 73</li> </ol> <p><u>Workbook p. 60 – 61.</u></p> <p><u>Practical English – HW. P. 74-75.</u></p>	<p>*Extra Reading &amp; Listening Activities</p>

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<p>Week <b>4</b> Sept. 24-28</p>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>•To have the students understand and learn the words for Places &amp; Buildings: 'art gallery, bridge, bus station, car park, castle, chemist's, pharmacy, church, department store, hospital, market, mosque, museum, police station, post office, railway station, river, road, mall, square, temple, theatre, town hall'.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To form positive and negative sentences and making questions using 'Superlative Adjectives'.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To have the students read for details in an article about cycling on the most dangerous road in the World to answer the comprehension questions and guess the meaning of unknown words.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To make the students practice role playing a dialogue as if one of the partners is a tourist in a town and the other one lives there to ask and answer questions based on 'Superlative Adjectives' and words for 'Places and buildings'.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>•To write an advertisement of a town/city for tourists using Superlative Adjectives by adding photos.</li> </ul>	<p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand and use the words for places and buildings to give information about the cities and places at the grade level.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the function, form and use of 'Superlative Adjectives' and use them in sentences to tell which thing is the biggest, tallest, most popular in a group at the grade level.</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read and use details in an article about cycling to answer comprehension questions and guess the meanings of unknown words especially adjectives given in comparative &amp; superlative adjectives at the grade level.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- ask and answer questions and prepare a dialogue by using Superlative Adjectives about the important/famous places in a city/place at the grade level.</li> </ul> <p><b>WRITING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- write an advertisement about the cities they are from and give information about the places and buildings using Superlative Adjectives.</li> </ul>	<p><b>English File Elem. Course Book, Unit 10</b></p> <ol style="list-style-type: none"> <li>1.'The most dangerous road', 10A.</li> </ol> <p>Vocabulary: 'places and buildings', 1a-b-c, p. 76</p> <ol style="list-style-type: none"> <li>2.Language Use: 2a-b-c-d-e, p. 76</li> <li>3. Pronunciation: 3a-b-c, p. 77</li> <li>4. Reading: 4a-b-c-d, p. 77</li> <li>5. Speaking &amp; Writing: 5a-b, p. 77</li> </ol> <p><u>Workbook p. 63 – 64.</u></p>	<p><b>* QUIZ ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 5</b> <b>Oct. 1-5</b>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>•To listen to the details in a radio travel program about couch surfing and decide if the sentences given are true or false.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To make the students form positive, negative sentences and questions using 'be going to future' for future plans and arrangements.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To have the students read for specific information in a blog for a trip to guess the meaning of highlighted phrases and to find the problems.</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>•To make the students understand and use the words for Holidays correctly: 'stay in a hotel/ with a friend/ for a week, see sb round your town/ city, show the sights, go by train/ back home, have a good time/ nice meals'.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To have the students plan a holiday to visit three cities in the same continent by answering some questions and talking about plans about that vacation.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>•To make the students write a formal email to make reservation at a hotel/restaurant using the necessary phrases learnt.</li> </ul>	<p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen to and use the details about couch surfing in sentences given to decide if they are true or false and understand the difference between dictionary meaning of 'couch' and 'couch surfing' at the grade level.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the rules and function of "be going to" and use it to give information about future plans and arrangements by using future time expressions at the grade level.</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read a blog on a trip to find the problems occurred and answer the comprehension questions at the grade level.</li> </ul> <p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use the words for holiday to tell about which country is good to visit/ stay and what to do there using phrases for suggestions and be going to for plans at the grade level.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- make a plan for a holiday of ten days and share their plans with their partners using 'be going to' at the grade level.</li> </ul> <p><b>WRITING – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- write a formal email in the correct format and with necessary phrases learnt to reserve a room at the grade level.</li> </ul>	<p><b>English File Elem. Course Book, Unit 10</b></p> <ol style="list-style-type: none"> <li>1.'CouchSurf round the world', 10B. Listening: 1a-b-c-d, p. 78</li> <li>2. Language Use: 'be going to (plans)', 2a-b-c-d-e-f, p. 78</li> <li>3. Pronunciation &amp; Speaking: 3a-b, p. 79</li> <li>4. Reading: 4a-b-c, p. 79</li> <li>5. Vocabulary &amp; Speaking: 5a-b-c-d-e, p. 79</li> <li>6. Writing, p. 79</li> </ol> <p><b><u>Workbook p. 65 – 66.</u></b></p>	<p><b>* QUIZ</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 6</b> <b>Oct. 8-12</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>•Verb phrases about fortune telling: "become famous, get a lot of money, be lucky, fall in love etc.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To have the students read for specific information in a story about fortune telling and complete the gaps with the appropriate words.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>•To listen to the details in a story about fortune telling and complete the gaps with the appropriate words in the sentences given.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To make the students form positive, negative sentences and questions using 'be going to future' for predictions.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To have the students create a dialogue and role play a fortune telling and have them use "be going to" for predictions.</li> </ul>	<p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use the verb phrases about fortune telling. "Become famous; get a lot of money, be lucky, fall in love etc."</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read a story and answer the comprehension questions at the grade level.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen to the details in a story about fortune telling and complete the gaps with the appropriate words in the sentences given.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the rules and function of 'be going to' and use it to give information about predictions.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- role play a fortune telling and use "be going to" for predictions at the grade level.</li> </ul>	<p><b>English File Elem. Course Book, Unit 10</b></p> <ol style="list-style-type: none"> <li>1. What's going to happen?, 10C.</li> </ol> <p>Vocabulary: 1a-b p.80</p> <ol style="list-style-type: none"> <li>2. Reading and Listening: 2a-b-c-d-e- p. 80</li> <li>3. Grammar be going to (predictions): 3a-b-c-d , p. 81</li> <li>4.Pronunciation: 4a-b-c-d p. 81</li> <li>5. Speaking: p. 81</li> <li>6. Revise and Check p.82 – 83.</li> </ol> <p><b>* <u>Workbook p. 67 – 68.</u></b></p>	<p><b>* MIDTERM ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b> <b>7</b> Oct. 15-19	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To have the students read two different blogs about two cities and to answer the comprehension questions and guess the meaning of highlighted words.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To make the students form sentences with adverbs of manner and practice them in the sentences.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>•To listen to a person talking about a city in detail and complete the gaps with the appropriate words in the sentences given.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To have the students create a dialogue in small groups about a time when they went to another city or country.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>•To make the students write blog with two paragraphs about a country or city they have visited.</li> </ul>	<p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read and use details in blogs about different cities to answer comprehension questions and guess the meanings of unknown words especially adverbs of manner and modifiers at the grade level.</li> </ul> <p><b>GRAMMAR – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the function of adverbs of manner and use them correctly in the sentences.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen to a person talking about a city and understand it in detail and complete the gaps with the appropriate words in the sentences given.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- create a dialogue in small groups about a time when they went to another city and country and give details about the people, food, driving etc.</li> </ul> <p><b>WRITING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- write a blog about a country or city they visited.</li> </ul>	<p><b>English File Elem. Course Book, Unit 11</b></p> <ol style="list-style-type: none"> <li>1. First impressions, 11A. Reading: 1a-b-c-d p.84</li> <li>2. Grammar: 2a-b-c-d p.85</li> <li>3. Pronunciation: 3a-b-c p. 85</li> <li>4. Listening and Speaking: 4a-b-c- p.85</li> <li>5. Writing: p.85</li> </ol> <p><b>* Workbook p. 69 – 70.</b></p>	<p><b>* MIDTERM</b></p> <p><b>*SPEAKING TASK ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b> <b>8</b> Oct. 22-26	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To have the students read a text about website, guess the meaning of highlighted words and complete the phrases from the text with a verb from the list given.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To make the students form sentences with “verbs + to + infinitive” like – want to, need to etc. and practice them in the sentences.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To have the students work in pairs and create a dialogue about the things given in the book to practice “verb + to + infinitive” structure.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>•To make the students create a class page for the website and write three things they really want to do.</li> </ul>	<p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read and understand a text about a website and learn new verb phrases.</li> </ul> <p><b>GRAMMAR – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the function of “verbs + to + infinitive” and use them correctly in the sentences.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- ask and respond to questions in pairs to practice “verb + to + infinitive” structure.</li> </ul> <p><b>WRITING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- write the things they want to do, respond to their friends’ ambitions and give them advice.</li> </ul>	<p><b>English File Elem. Course Book, Unit 11</b></p> <ol style="list-style-type: none"> <li>1. What do you want to do?, 11B. Reading and Speaking: 1a-b-c-d p.86</li> <li>2. Grammar: 2a-b p.86</li> <li>3. Pronunciation: 3a-b-c-d p. 87</li> <li>4. Speaking: p.87</li> <li>5. Writing 5a-b: p.87</li> </ol> <p><b>* Workbook p. 71 – 72.</b></p>	<p><b>*SPEAKING TASK</b></p> <p><b>* WRITING TASK ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 9</b> Oct.29 –Nov.2	<b>VOCABULARY</b> <ul style="list-style-type: none"> <li>Words and phrases related to internet such as “attachment, download, skype, upload, Wi-Fi, online...”</li> </ul> <b>SPEAKING / LISTENING</b> <ul style="list-style-type: none"> <li>To have the students work in pairs and create a dialogue about the things they do on the internet using adverbs of frequency.</li> </ul> <b>GRAMMAR</b> <ul style="list-style-type: none"> <li>To get the students to use the articles “a, an, the” and practice them.</li> <li>To get the students to work in pairs and create simple conversations about different topics.</li> </ul>	<b>VOCABULARY – Students will be able to:</b> <ul style="list-style-type: none"> <li>conduct routine, everyday transactions involving familiar situations and topics.</li> </ul> <b>SPOKEN PRODUCTION &amp; INTERACTION / LISTENING - Students will be able to:</b> <ul style="list-style-type: none"> <li>understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</li> </ul> <b>GRAMMAR – Students will be able to:</b> <ul style="list-style-type: none"> <li>discuss everyday practical issues in a simple way when addressed clearly, slowly and directly and discuss what to do, where to go and make arrangements to meet.</li> </ul>	<b>English File Elem. Course Book, Unit 11</b> <ol style="list-style-type: none"> <li>Men, Women and the Internet 11C. Vocabulary and Pronunciation: 1a-b-c-p.88</li> <li>Speaking and Listening: 2a-b-c-d- p.89</li> <li>Grammar: 3a-b-c- p. 89</li> </ol> <p><b>* Workbook p. 73 – 74.</b></p>	<p><b>* WRITING TASK</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 10</b> Nov. 5-9	<b>LISTENING</b> <ul style="list-style-type: none"> <li>To listen to a dialogue between two people and mark the statements given “True” or “False”.</li> </ul> <b>VOCABULARY</b> <ul style="list-style-type: none"> <li>Public transport “bus, plane, taxi, train, tram etc.”</li> </ul>	<b>LISTENING - Students will be able to:</b> <ul style="list-style-type: none"> <li>understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</li> </ul> <b>VOCABULARY – Students will be able to:</b> <ul style="list-style-type: none"> <li>conduct routine, everyday transactions involving familiar situations and topics.</li> </ul>	<b>English File Elem. Course Book, Unit 11</b> <ol style="list-style-type: none"> <li>Practical English</li> </ol> <p><b>* Workbook p. 75.</b></p>	<p><b>*SPEAKING TASK ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 11</b> Nov. 12-16	<b>GRAMMAR</b> <ul style="list-style-type: none"> <li>To make the students form sentences in “Present Perfect Tense”.</li> </ul> <b>VOCABULARY</b> <ul style="list-style-type: none"> <li>Irregular past participles.</li> </ul> <b>SPEAKING / LISTENING</b> <ul style="list-style-type: none"> <li>To have the students work in groups and create dialogues about the films they have watched.</li> </ul>	<b>GRAMMAR – Students will be able to:</b> <ul style="list-style-type: none"> <li>understand the function of “Present Perfect Tense” and use them correctly in the sentences.</li> </ul> <b>VOCABULARY – Students will be able to:</b> <ul style="list-style-type: none"> <li>understand and use the past participle of irregular verbs.</li> </ul> <b>SPOKEN PRODUCTION &amp; INTERACTION / LISTENING - Students will be able to:</b> <ul style="list-style-type: none"> <li>talk about the films they have watched and understand the dialogues about it.</li> </ul>	<b>English File Elem. Course Book, Unit 12</b> <ol style="list-style-type: none"> <li>12A. Books and Films Grammar 1a,b,c,d,e p.92</li> <li>Vocabulary. 3a,b,c,d,e p.93</li> <li>Speaking and Listening 4a,b,c,d p.93</li> </ol> <p><b>* Workbook p. 76 – 77.</b></p>	<p><b>*SPEAKING TASK</b></p> <p><b>* SPEAKING ASSIGNMENT ANNOUNCEMENT</b></p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 12</b> Nov. 19-23	<p><b>* SPEAKING ASSIGNMENT</b></p>	<p><b>* SPEAKING ASSIGNMENT</b></p>	<p><b>* SPEAKING ASSIGNMENT</b></p>	<p><b>* SPEAKING ASSIGNMENT</b></p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 13</b> Nov. 26-30	<b>LISTENING</b> •To listen to a part of an episode from an American TV series and tick the statements given and answer the questions in full sentences.  <b>GRAMMAR</b> •To get the students to notice the differences between Simple Past Tense and Present Perfect Tense.  <b>VOCABULARY</b> •Irregular past participles.  <b>SPEAKING</b> •To have the students work in pairs and create a dialogue using Present Perfect Tense and then Simple Past Tense. Eg. Have you ever been on TV? What program was it?	<b>LISTENING - Students will be able to:</b> - understand and extract the essential information from a short part of an episode about predictable everyday matters such as planning a birthday party.  <b>GRAMMAR – Students will be able to:</b> - understand and use both Present Perfect Tense and Simple Past Tense at a grade level.  <b>VOCABULARY – Students will be able to:</b> - understand and use the past participle of irregular verbs.  <b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b> - ask and respond to questions about their experiences.	<b>English File Elem. Course Book, Unit 12</b>  1. 12B-I’ve never been there. Listening: 1a,b,c p.94 2. Grammar: 2a,b,c p.94 3. Vocabulary and Pronunciation: 3a,b,c,d,e p.95 4. Speaking: 4a,b p.95  <u>* Workbook p. 78 – 79</u>	

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 14</b> Dec. 3-7	<b>READING</b> •To have the students read an interview with a British actor and match the headings from the list given and mark the statements True or False.  <b>VOCABULARY</b> •to group the words according to their features.  <b>GRAMMAR &amp; SPEAKING</b> •To get the students to practice asking questions with various forms and tenses.	<b>READING - Students will be able to:</b> - read and understand an interview with a famous person to get the specific information.  <b>VOCABULARY – Students will be able to:</b> - identify the words and tell which group they belong to.  <b>GRAMMAR and SPOKEN PRODUCTION &amp; INTERACTION – Students will be able to:</b> - ask questions with various forms and respond to them.	<b>English File Elem. Course Book, Unit 12</b>  1. 12C- The English File Questionnaire. Reading: 1a,b,c p.96 2. Vocabulary: 2a,b p.96 3. Pronunciation: 3a,b, p.96 4. Grammar and Speaking: 4a,b p.96  <u>* Workbook p. 80 – 81.</u>	<b>* END OF TERM EXAM ANNOUNCEMENT</b>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 15</b> Dec. 10-14	<b>END OF TERM EXAM WEEK</b>			