

ALTINBAŞ UNIVERSITY
Modern Languages Department
2018-2019 Academic Year, Spring Term
ENG 112 COURSE OUTLINE

Instructor:

Office Hours:

Email/Tel:

Course duration: 14 weeks with 4 hours each week

Course Book: English File, Beginner Course Book & Workbook

Office:

I. COURSE OVERVIEW

This course is designed for undergraduate students who are exempt from the Preparatory Program and the English Proficiency Exam. The primary aim of the course is to develop some basic grammatical structures such as simple present tense, adverbs of frequency, imperatives, object pronouns, can/can't and gerunds and gain reading, writing, speaking and listening skills based on certain contexts such as daily routines, free time activities, type of films, asking and saying time and so forth.

II. COURSE OBJECTIVES

The course is intended to develop students' language skills to:

- use familiar everyday expressions and very basic phrases.
- understand simple expressions in written and oral communication.
- read dialogues or sentence based texts for specific information and details at the grade level.
- understand simple references in a text (i.e. object pronouns, possessive adjectives)
- interact in a simple way provided the other person talks clearly and is prepared to help.
- listen to and understand conversations on familiar matters and practicing them for everyday use.
- utilize simple phrases and sentences to describe what they do, where they live and people they know.

III. OVERALL STRUCTURE OF THE COURSE AND REQUIREMENTS

To reach the course aims, students are expected to come to class prepared and on time, doing necessary readings and assignments in advance. Attendance and active participation in class activities and discussions is of much importance.

Achievement exams: Students need to take;

- *1 Quiz,
- * 1 Midterm Exam,
- * 1 End-of-term Exam.

Assignments: Students need to take;

- *1 In-Class Speaking Assignment,
- *1 In-Class Writing Assignment
- *2 Speaking Tasks.

All students are expected to check their **Edmodo** accounts regularly. All class materials and announcements will be shared on **Edmodo**. In case of any emergency/problem, students are required to contact their instructors via **Edmodo** and/or their Altinbas e-mail addresses.

IV. ASSESSMENT AND GRADING

The following table lists all assignments and their values. Students are to complete all the required assignments in order for you to receive full credit for the course.

ASSESSMENT AND GRADING		
	Percentage	GRADING SCALE
Quiz	10%	100-90 : AA
In-Class Speaking Assignment	10%	89-85 : BA
In-Class Writing Assignment	10%	84-80 : BB
Speaking Tasks X2	10%	79-75 : CB
Midterm	25%	74-70 : CC
End-of-term Exam	35%	69-60 : DC
		59-50 : DD
		49 and below : F
IMPORTANT NOTES:		
* Students who are absent on the day of the in-class assignments will not be allowed to do them afterwards and lose points.		
* Any appeal to the exam results is to be submitted with a form to the Secretary of Modern Languages Department latest in three working days week after the exam results are announced.		
* Students are to follow the announcements related to the exams, assignments and other issues about their ENG courses on the website of the school regularly; there will not be any other reminders sent via e-mail.		

V. COURSE POLICIES

Expectations from the students

- Showing respect to different points of views.
- Being able to work in groups collaboratively.
- Attending the classes in order to get the utmost benefit.
- Being on time to the classes.
- Coming to the classes prepared.
- Bringing their course materials at all time.
- Participating in the lesson and being active in class activities.
- Keeping track of their grades and attendance.
- Giving serious effort on any type of assignments.
- Checking the **Edmodo** account every day for possible announcements and assignments.
- **There will be no make-up for Quiz and assignments and tasks.**

Attendance

- Health reports will only be accepted for Midterm Exam and will **NOT** be accepted as an excuse for absenteeism, assignments and quizzes.
- Only for Midterm Exam, excuses such as death and accidents will be accepted if an official document is submitted.
- No excuses and health reports will be accepted for the End-of-Term Exam since Re-sit Exam is the makeup for the End-of-Term Exam.
- Any student with a health report is to get an approval from Altinbas University infirmary in **3 working days**. Then the reports have to be submitted to School of Foreign Languages Secretary.

Academic Honesty

Plagiarism is the act of cheating another individual's work as words, ideas, data and research materials. It also includes all published and unpublished, electronic, written and spoken works. All assignments to be submitted are to be your own production. Moreover, students should be aware of the fact that submitting their own assignments that they previously prepared and submitted to another course is also an act of plagiarism. Any idea or quotation students make use of from another material must be referred as in-text and end-of-text citation. It is of utmost importance to know that disciplinary action will be taken in case of plagiarism.

Classroom Behavior

Any slang language, insults to both peers and instructors will not be allowed in the class. In this case, Higher Education Council's (YÖK) disciplinary procedures will be followed. To have an effective teaching and learning process, we must maintain both respect and tolerance.



ALTINBAŞ UNIVERSITY - SCHOOL OF FOREIGN LANGUAGES
MODERN LANGUAGES DEPARTMENT
2018-2019 ACADEMIC YEAR/ SPRING TERM
ENG 112 SYLLABUS

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
Week 1 Feb. 11-15	VOCABULARY * Basic daily gadgets, colors and adjectives. GRAMMAR • To form sentences in ‘Simple Present Tense’ to tell about present habits in affirmative and negative sentences. READING • To read simple texts about descriptions of 2 people written with ‘Simple Present Tense’. LISTENING • To listen to simple daily conversations in the street’ in ‘Simple Present Tense’.	VOCABULARY – Students will be able to: - identify and use the words for some objects. GRAMMAR – Students will be able to: - form sentences to tell about their likes and to tell about their present habits such as what they generally have-drink for breakfast/ lunch/ dinner in a day using ‘Simple Present Tense’. READING – Students will be able to: - read short texts describing people written in ‘Simple Present Tense’ and answer the comprehension questions in full sentences. LISTENING – Students will be able to: - listen and understand short dialogues in ‘Simple Present Tense’ and choose the correct answers.	1. ‘Revise and Check’, p.26 – 27.	*Instructors will show Course Outline file in the classroom. *Extra Reading & Listening Activities (Icebreakers, getting to know each other) * EDMODO

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
Week 2 Feb. 18-22	VOCABULARY • Food and drink: ‘fish, meat, pasta, rice, eggs, yoghurt, vegetables, potatoes, fruit, bread, butter, cheese, sugar, sandwich, cereal, chocolate, coffee, tea, milk, water, orange juice, breakfast, lunch, dinner’. READING • To read to understand specific information in two simple paragraphs about ‘Breakfast from different countries have’ and to use words for ‘Food and Drink’ written with ‘Simple Present Tense’. GRAMMAR • To form sentences in ‘Simple Present Tense’ to tell about present habits in affirmative and negative sentences. LISTENING • To listen to people talking about their favorite meals of the day to fill the gaps with specific information given with ‘Simple Present Tense’. SPEAKING • As a pair work, talking about present preferences on breakfast/ lunch/ dinner using the words for ‘Food and Drink’ and telling sentences true/untrue sentences. WRITING • To post a comment online to tell about what to have for breakfast using linkers: ‘and, but, or’.	VOCABULARY – Students will be able to: - form sentences using words for ‘Food and Drink’ to tell about what they have / drink for breakfast, lunch or dinner. READING – Students will be able to: - read short texts about different people’s breakfast preferences based on ‘Simple Present Tense’ and words for ‘Food and Drink’ GRAMMAR – Students will be able to: - form sentences to tell about their likes and to tell about their present habits such as what they generally have-drink for breakfast/ lunch/ dinner in a day using ‘Simple Present Tense’. LISTENING – Students will be able to: - listen to understand and use specific information about what people like to eat in a day and their favorite meals for gap filling the ideas at the grade level. SPOKEN PRODUCTION & INTERACTION – Students will be able to: - communicate with their friends about breakfast/ lunch/ dinner habits of themselves and their country by telling what they have or don’t have in a time of a day using ‘Simple Present Tense’ WRITING – Students will be able to: - write a post online to comment about what they have for breakfast, lunch or dinner using or, and, but to link the sentences in ‘Simple Present Tense’	English File Beginner Course Book, Unit 5 1. ‘Breakfast Around the World’, 5A. Vocabulary: 1a-b, p. 28 2. Reading: 2a-b-c-d, p. 28 3. Grammar: ‘Present Simple’, 3a-b-c, p. 29 4. Listening: 4a-b-c, p. 29 5. Pronunciation: 5a-b-c, p. 29 6. Speaking: 6a-b, p. 29 7. Writing, p. 29 * Workbook p. 22 - 23	*Instructors will show Course Outline file in the classroom. *Extra Reading & Listening Activities

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<p>Week 3 Feb. 25- March 1</p>	<p>VOCABULARY</p> <ul style="list-style-type: none"> To acquaint students with common verb phrases: 'live in a flat, have breakfast, watch TV, listen to the radio, read the newspaper, eat fast food, drink tea, speak English, want a coffee, have a dog, like cats, work in a bank, study Spanish, go to English classes, need a new car'. <p>LISTENING</p> <ul style="list-style-type: none"> To get students listen to a conversation at an airport for specific information to choose the correct option in an exercise based on 'adjectives', 'time' and 'verb to be'. <p>READING</p> <ul style="list-style-type: none"> To have students read for details in a conversation happening on a flight from London to New York about likes/dislikes/present situations or activities/ordering meal with 'Simple Present Tense' and useful phrases. <p>SPEAKING</p> <ul style="list-style-type: none"> To get students ask and answer questions with the phrases given on 'Simple Present Tense'. <p>WRITING</p> <ul style="list-style-type: none"> To write positive and negative sentences about oneself. 	<p>VOCABULARY – Students will be able to:</p> <ul style="list-style-type: none"> form phrases with verbs to tell about their personal likes, belongings and preferences at the grade level. <p>LISTENING – Students will be able to:</p> <ul style="list-style-type: none"> listen to specific information to choose correct options in a dialogue based on 'adjectives', 'time' and 'verb to be' <p>READING – Students will be able to:</p> <ul style="list-style-type: none"> understand dialogues on a flight about personal information and routines of people given with 'Simple Present Tense'. <p>SPOKEN PRODUCTION & INTERACTION – Students will be able to:</p> <ul style="list-style-type: none"> prepare short dialogues and ask and answer 'Yes/No questions' in 'Simple Present Tense'. <p>WRITING – Students will be able to:</p> <ul style="list-style-type: none"> write positive and negative sentences about themselves. 	<p>English File Beginner Course Book, Unit 5</p> <ol style="list-style-type: none"> 'A Very Long Flight', 5B. Listening & Reading: 1a-b-c, p. 30 Grammar: 2a-b, p. 31 Vocabulary: 3a-b, p. 31 Listening: 4a-b, p. 31 Pronunciation: 5a-b, p.31 Speaking & Writing: 6a-b-c, p. 31 <p>* Workbook p. 24 – 25</p>	<p>*Extra Reading & Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week 4 March 4-8</p>	<p>VOCABULARY</p> <ul style="list-style-type: none"> To acquaint students with The time: 'o'clock, quarter past / to, half past & digital time' To get students say how they feel: 'I'm hot/ cold/ hungry/ thirsty/ tired'. <p>LISTENING</p> <ul style="list-style-type: none"> To get listen to the conversations between different people that are asking and answering about the time to match the photos with the conversations given. <p>SPEAKING</p> <ul style="list-style-type: none"> To get students role play a dialogue on 'Telling the time' and places to go using 'Simple Present Tense' To get students think about people with different jobs and asking and answering questions about him/her in 'Simple Present Tense' to guess who she/he is and writing a two short paragraphs about these people. <p>GRAMMAR</p> <ul style="list-style-type: none"> To have students form interrogative sentences in 'Simple Present Tense' with the pronouns: I, you, we, they. 	<p>VOCABULARY – Students will be able to:</p> <ul style="list-style-type: none"> give answer to 'What time is it?' questions with the words of 'Time'. understand and use the words for 'Feelings' to using related adjectives and 'verb to be' and match simple sentences with the situations. <p>LISTENING – Students will be able to:</p> <ul style="list-style-type: none"> understand and use the information given in the dialogues based on 'telling the time' and 'useful phrases'. <p>SPOKEN PRODUCTION & INTERACTION - Students will be able to:</p> <ul style="list-style-type: none"> practice dialogues about plans by telling the time and places to go in 'Simple Present Tense'. prepare a dialogue and ask and answer questions about people with different jobs such as 'What does he do?/ Where does he work?/ Does he speak English at work?/ Does he like his job?' and write paragraphs at the grade level using the answers given using 'Simple Present Tense'. <p>GRAMMAR - Students will be able to:</p> <ul style="list-style-type: none"> form sentences in 'Simple Present Tense' for third person singular using question words and necessary details. 	<p>English File Beginner Course Book, Unit 5</p> <ol style="list-style-type: none"> Practical English: 'What time is it?', 1a-b-c, p. 32 Practical English, Vocabulary: 'The time', 2a-b-c-d-e, p. 32 Practical English, Pronunciation: 3a-b, p. 33 Practical English, Vocabulary: 'Saying how you feel', p.4a-b-c, p. 33 Practical English, 'Night Out' & 'Useful Phrases', p. 33 <p>* Workbook p. 26</p>	<p>*SPEAKING TASK-1 ANNOUNCEMENT</p> <p>*Extra Reading & Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week 5 March 11-15</p>	<p>VOCABULARY</p> <ul style="list-style-type: none"> To acquaint students with Jobs and Places of Work: 'teacher, doctor, nurse, journalist, waiter, shop assistant, receptionist, policeman, factory worker, taxi driver, retired, unemployed, in a hospital, in a shop, in a restaurant, in an office, in a school, in a factory, at home, in the street'. <p>GRAMMAR</p> <ul style="list-style-type: none"> To have students form affirmative, negative and interrogative (Yes/no & Wh-) forms of the sentences using 'Simple Present Tense' with the pronouns he, she and it. <p>READING</p> <ul style="list-style-type: none"> To have students read for specific information in short paragraphs about the jobs and the language needed for it based on the words of 'Jobs and Places of Work'. <p>SPEAKING</p> <ul style="list-style-type: none"> To get students have conversation about jobs. <p>WRITING</p> <ul style="list-style-type: none"> To have students write short sentences to tell about oneself in 'Simple Present Tense'. 	<p>VOCABULARY – Students will be able to:</p> <ul style="list-style-type: none"> use the words for jobs and places of work to give answer to the questions 'What do you do? / Where do you work?' for everyday use at the grade level. <p>GRAMMAR - Students will be able to:</p> <ul style="list-style-type: none"> form sentences in 'Simple Present Tense' for third person singular using question words and necessary details. <p>READING - Students will be able to:</p> <ul style="list-style-type: none"> read and understand the details and fill in the gaps in a text about 'Jobs and Places of Work'. <p>SPOKEN PRODUCTION & INTERACTION - Students will be able to:</p> <ul style="list-style-type: none"> ask and answer questions to tell about their jobs <p>WRITING - Students will be able to:</p> <ul style="list-style-type: none"> write positive and negative sentences in Simple Present Tense. 	<p>English File Beginner Course Book, Unit 6</p> <ol style="list-style-type: none"> 'She Works For Armani', 6A. Grammar: 1a-b-c-d-e, p. 34 Pronunciation: 2a-b-c, p. 34 Vocabulary: 3a-b-c, p. 34 Reading: 4a-b-c-d-e, p. 35 Pronunciation: 5a-b, p. 35 Speaking & Writing: 6a-b, p. 35 <p>* Workbook p. 27 - 28</p>	<p>*SPEAKING TASK-1</p> <p>* QUIZ ANNOUNCEMENT</p> <p>*Extra Reading & Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week 6 March 18-22</p>	<p>VOCABULARY</p> <ul style="list-style-type: none"> To get students familiarize with a typical day. To make students form sentences in 'Simple Present Tense' using 'Adverbs of Frequency' to write sentences about oneself. <p>SPEAKING</p> <ul style="list-style-type: none"> To get students talk about their typical days. <p>GRAMMAR</p> <ul style="list-style-type: none"> To have students form sentences in Simple Present Tense using adverbs of frequency. <p>READING</p> <ul style="list-style-type: none"> To have the students read for specific information in an article about a ballet to give answers to the comprehension questions and to fill the gaps in exercises on time words; 'about, then, after, before, until'. <p>LISTENING</p> <ul style="list-style-type: none"> To get students listen to the questions in a questionnaire about daily routines of two different people to decide if they are 'morning people' or not. <p>WRITING</p> <ul style="list-style-type: none"> To have students write their typical days. 	<p>VOCABULARY - Students will be able to:</p> <ul style="list-style-type: none"> use phrases for a typical day to tell about their daily routine using 'Simple Present Tense' and - use "Adverbs of Frequency" to tell how often they/others do the activities and use the words in the correct place of the sentence. <p>SPOKEN PRODUCTION & INTERACTION - Students will be able to:</p> <ul style="list-style-type: none"> ask and answer questions to tell about a typical day using 'Typical day phrases'. <p>GRAMMAR - Students will be able to:</p> <ul style="list-style-type: none"> form sentences in 'Simple Present Tense' using adverbs of frequency. <p>READING - Students will be able to:</p> <ul style="list-style-type: none"> read and understand one's typical day. <p>LISTENING - Students will be able to:</p> <ul style="list-style-type: none"> listen to and understand the questions asked to a person with a specific job to write the answers given to them. <p>WRITING - Students will be able to:</p> <ul style="list-style-type: none"> write their typical days. 	<p>English File Beginner Course Book, Unit 6</p> <ol style="list-style-type: none"> Listening & Speaking: 1a-b-c-d-e, p. 36 Vocabulary: 2a-b, p. 36 Pronunciation: 3a-b-c, p. 36 Grammar: 4a-b-c, p.36 Reading: 5a-b-c-d-e-f-g, p.37 Speaking and Writing: 6a-b, p.37 <p>* Workbook p. 29 – 30</p>	<p>* QUIZ</p> <p>*Extra Reading & Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week</p> <p>7</p> <p>March</p> <p>25-29</p>	<p>VOCABULARY</p> <ul style="list-style-type: none"> •Food and drinks “bread, water, sugar, cheese, orange juice, milk etc.” •Verbs related to daily activities “getting up, going shopping, watching TV etc.” •Jobs “teacher, waiter, nurse etc.” <p>GRAMMAR</p> <ul style="list-style-type: none"> • To complete the gaps with the correct structure in ‘Simple Present Tense’. <p>READING</p> <ul style="list-style-type: none"> • To read a simple text about the diet in Japan written with ‘Simple Present Tense’ and complete the gaps with the correct words. <p>LISTENING</p> <ul style="list-style-type: none"> • To listen to simple daily conversations about people in the street’ in ‘Simple Present Tense’. 	<p>VOCABULARY – Students will be able to:</p> <ul style="list-style-type: none"> - identify the words for food and drinks, understand and use the verbs for daily activities. - understand and use common jobs. <p>GRAMMAR – Students will be able to:</p> <ul style="list-style-type: none"> - form sentences in Simple Present Tense. <p>READING – Students will be able to:</p> <ul style="list-style-type: none"> - read short texts about a famous diet written in ‘Simple Present Tense’ and complete the gaps with the correct words. <p>LISTENING – Students will be able to:</p> <ul style="list-style-type: none"> - listen to and understand short dialogues in ‘Simple Present Tense’. 	<p>1. ‘Revise and Check’, p.38 – 39.</p>	<p>* IN-CLASS WRITING TASK ANNOUNCEMENT</p> <p>*Extra Reading & Listening Activities</p>

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<p>Week</p> <p>8</p> <p>April</p> <p>1-5</p>	<p>READING</p> <ul style="list-style-type: none"> •To read for specific information in a text about sports to fill the gaps in exercises on kinds of sports and free time activities. <p>LISTENING</p> <ul style="list-style-type: none"> •To listen to and understand an interview on free time activities and order the sentences in line with it. <p>LANGUAGE USE</p> <ul style="list-style-type: none"> •To get students to form questions with the correct word order using ‘verb to be and Simple Present Tense’. <p>VOCABULARY</p> <ul style="list-style-type: none"> •To make the students understand and learn common verb phrases: ‘go out, play games, do sport, go to the beach, stay at home, play tennis, walk in the mountains, play the piano, swim, meet friends, relax, travel’. <p>SPEAKING</p> <ul style="list-style-type: none"> •To make the students interview a partner about his/her week by asking ‘Yes/No & Wh-‘ questions. 	<p>READING - Students will be able to:</p> <ul style="list-style-type: none"> - read and understand specific information on free time activities and match the kinds of sports with pictures. <p>LISTENING - Students will be able to:</p> <ul style="list-style-type: none"> - listen to and understand simple questions and recognize familiar phrases in an interview about free time activities and use them to order questions and give answers to them. <p>LANGUAGE USE - Students will be able to:</p> <ul style="list-style-type: none"> - form sentences and ask questions using the correct word order to ask about things, such as free time activities. <p>VOCABULARY - Students will be able to:</p> <ul style="list-style-type: none"> - understand and use common verbs phrases to tell about free time activities. <p>SPOKEN PRODUCTION & INTERACTION - Students will be able to:</p> <ul style="list-style-type: none"> - interact in a simple way such as interviewing a friend about personal details by asking questions on free times activities using ‘Simple Present Tense’. 	<p>English File Beginner Course Book, Unit 7</p> <p>1. ‘What do you do in your free time?’, 7A. Reading: 1a-b-c-d-e, p. 40</p> <p>2.Listening: 2a-b-c, p. 40</p> <p>3.Language Use: 3a-b, p. 41</p> <p>4.Vocabulary: ‘Common verb phrases’: 4a-b-c, p. 41</p> <p>5.Pronunciation: 5a-b, p. 41</p> <p>6.Speaking, p. 41</p> <p>* Workbook p. 31 – 32</p>	<p>*IN-CLASS WRITING TASK</p> <p>*SPEAKING TASK-2 ANNOUNCEMENT</p> <p>*Extra Reading & Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week 9 April 8-12</p>	<p>VOCABULARY •To make the students learn kinds of films: ‘action film, comedy, drama, animation, western, horror, drama’.</p> <p>SPEAKING •To make the students ask and answer questions in pairs to learn each other’s’ likes and dislikes about kinds of films and actors.</p> <p>LANGUAGE USE •To make students form sentences of imperatives using ‘Object pronouns’.</p> <p>LISTENING •To listen to and understand a conversation on famous people and their works based on adjectives.</p>	<p>VOCABULARY - Students will be able to: - recognize familiar words and very basic phrases concerning kinds of films and form sentences using adjectives.</p> <p>SPOKEN PRODUCTION & INTERACTION - Students will be able to: - ask and answer simple questions to learn likes/dislikes of their partners on kinds of films and get information to use them with adjectives.</p> <p>LANGUAGE USE - Students will be able to: - form sentences by using the verbs at the beginning of a sentence to give orders and instructions by combining them with ‘Object pronouns’.</p> <p>LISTENING - Students will be able to: - listen to and recognize simple sentences formed especially with adjectives to get specific information about famous people and their movies.</p>	<p>English File Beginner Course Book, Unit 7</p> <p>1. ‘Lights, camera, action!’, 7B. Language Use: ‘Imperatives; Object pronouns’ 1a-b-c-d-e-f-g-h, p. 42</p> <p>2. Vocabulary: 2a-b, p. 43</p> <p>3. Listening: 3a-b-c-d, p. 43</p> <p>4. Pronunciation & Speaking: 4a-b-c-d, p. 43</p> <p>* Workbook p. 33 – 34</p>	<p>*SPEAKING TASK-2</p> <p>* MIDTERM ANNOUNCEMENT</p> <p>*Extra Reading & Listening Activities</p>
<p>Week 10 April 15-19</p>	<p>VOCABULARY •To make the students understand and learn the words for months and ordinal numbers: ‘January, February, March, April, May, June, July, August, September, October, November, December’ & ‘first, second, third, fourth...thirty-first’.</p> <p>SPEAKING •To make the students practice saying useful phrases e.g. “what’s the date today, Talk to you on Tuesday etc.”</p>	<p>VOCABULARY - Students will be able to: - understand and use the words for months and ordinal numbers (for example: 1st of April).</p> <p>SPOKEN PRODUCTION & INTERACTION - Students will be able to: - make a dialogue using useful phrases “This is for you, Happy birthday, Who’s that...”.</p>	<p>1. Practical English: p.44 – 45</p> <p>* Workbook p. 35</p>	<p>* MIDTERM</p> <p>*Extra Reading & Listening Activities</p>
<p>Week 11 April 22-26</p>	<p>LANGUAGE USE •To get the students to form sentences using ‘can/can’t’ for possibility and permission.</p> <p>VOCABULARY •To make the students understand and learn more verb phrases: ‘change, drive, have, park, pay, play, swim, take, use’.</p> <p>SPEAKING •To make the students ask and answer questions using ‘can-can’t’ and adjectives.</p> <p>WRITING •To make the students write simple sentences using ‘can-can’t’ for permission and possibility.</p>	<p>LANGUAGE USE - Students will be able to: - form sentences using ‘can-can’t’ to tell about possible situations and permission, based especially on traffic signs.</p> <p>VOCABULARY - Students will be able to: - understand simple, standard speech which is carefully articulated and recognize some verb phrases.</p> <p>SPOKEN PRODUCTION & INTERACTION - Students will be able to: - make a dialogue using ‘can-can’t’ for possibility and permission especially about a new place they visit by asking questions, for example ‘Can I take photos in museums?’.</p> <p>WRITTEN PRODUCTION - Students will be able to: - write sentences about the possible activities they can do in a town they visit using the vocabulary learnt and ‘can-can’t’.</p>	<p>English File Beginner Course Book, Unit 8</p> <p>1. ‘Can you start the car, please?’, 8A.</p> <p>Language Use: ‘can/can’t’, 1a-b-c-d-e, p. 46</p> <p>5. Pronunciation: 2a-b-c-d, p. 47</p> <p>3. Vocabulary: ‘more verb phrases’, 3a-b-c, p. 47</p> <p>4. Speaking & Writing: 4a-b-c, p. 47</p> <p>* Workbook p. 36 - 37</p>	<p>*Extra Reading & Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week 12 April 29- May 3</p>	<p>VOCABULARY •To make the students understand and learn the words for activities: 'camping, reading, buying clothes, cooking, cycling, flying, going to the cinema, running, swimming, painting, travelling, watching DVDs'.</p> <p>LANGUAGE USE •To get the students to form sentences using the words 'like/love/hate' with verb +-ing.</p> <p>SPEAKING •To talk about likes and dislikes based on the activities given as pictures and taking turns with partners.</p> <p>READING •To read and understand specific information on activities possible to be done at free hours based on likes/dislikes of different people.</p> <p>WRITING •To make the students write sentences about the possible activities can be done in free hours using like-love-hate.</p>	<p>VOCABULARY - Students will be able to: - understand simple, standard speech which is carefully articulated and recognize familiar words concerning activities together with likes and dislikes.</p> <p>LANGUAGE USE - Students will be able to: - form sentences using verb+-ing after some verbs such as 'like-love-hate' to tell about the activities in their free time.</p> <p>SPOKEN PRODUCTION & INTERACTION - Students will be able to: - interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech while talking about their likes and dislikes.</p> <p>READING - Students will be able to: - understand and use common verbs phrases to identify the traffic signs using 'can/can't'.</p> <p>WRITTEN PRODUCTION Students will be able to: - write sentences using the structures learnt about their free time activities and likes-dislikes.</p>	<p>English File Beginner Course Book, Unit 8</p> <p>1.'What do you like doing?', 8B. Vocabulary: 'activities', 1a-b-c, p. 48 2.Language Use: 'like, love, hate + verb+-ing', 2a-b, p. 48 3.Pronunciation & Speaking: 3a-b-c, p. 49 4.Reading & Writing: 4a-b-c, p. 49</p> <p>* Workbook p. 38 - 39</p>	<p>* IN-CLASS SPEAKING ASSIGNMENT ANNOUNCEMENT</p>
<p>WEEKS Week 13 May 6-10</p>	<p>*IN-CLASS SPEAKING ASSIGNMENT</p>	<p>*IN-CLASS SPEAKING ASSIGNMENT</p>	<p>*IN-CLASS SPEAKING ASSIGNMENT</p>	<p>*IN-CLASS SPEAKING ASSIGNMENT</p>
<p>WEEKS Week 14 May 13-17</p>	<p>VOCABULARY •Verbs related to daily activities and sports. •Ordinal Numbers and dates.</p> <p>GRAMMAR • to revise the 'Simple Present Tense', possessive adjectives, object pronouns, can/can't.</p> <p>READING • To read a simple text about Belfast written with 'Simple Present Tense' and identify what people can do in that city.</p> <p>LISTENING • To listen to simple daily conversations about people's daily activities, their favorite types of film and what they like doing at the weekends.</p>	<p>VOCABULARY – Students will be able to: - identify the verbs for daily activities and sports. - complete the gaps with correct verbs. - learn and practice the ordinal numbers and dates.</p> <p>GRAMMAR – Students will be able to: - form sentences in Simple Present Tense,</p> <p>READING – Students will be able to: - read and understand a text about famous tourist attractions in a city and match the headings given with the text.</p> <p>LISTENING – Students will be able to: - listen to and recognize simple sentences formed especially with Simple Present Tense to get specific information about what people like doing in their free time and about their typical days.</p>	<p>1.Unit 7 & 8: Revise & Check, p.50, 51</p>	<p>* END OF TERM EXAM ANNOUNCEMENT</p> <p>* COURSE WRAP-UP</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
Week 15/16 May 20-June 2	END OF TERM EXAM WEEK			