

**ALTINBAŞ UNIVERSITY**  
**Modern Languages Department**  
**2018-2019 Academic Year, Fall Term**  
**ENG 211 COURSE OUTLINE (Tentative)**

**Instructor:**

**Office Hours:**

**Email/Tel:**

**Course duration:** 14 weeks with 3 hours each week

**Course Book:** English File, Beginner Course Book & Workbook

### **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 present continuous tense, simple present tense, there is/there are, prepositions of place, verb to “be” in simple past tense, simple past tense, and gain reading, writing, speaking and listening skills based on certain contexts such as travel and holiday.

### **II. COURSE OBJECTIVES**

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

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, offers and invitations, memories)
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters,
- describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need,
- read for specific information and details at the grade level,
- understand simple expressions in written and oral communication,
- tell a simple incident using present/past tenses at the grade level,
- give simple reasons and explanations for opinions and plans,

### **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:

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

Assignments:

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

All students are expected to check their **Turnitin** accounts regularly. All class materials and announcements will be shared on Turnitin. In case of any emergency/problem, students are required to contact their instructors via Turnitin 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.

<b>ASSESSMENT AND GRADING</b>		
	<b>Percentage</b>	<b>GRADING SCALE</b>
Quiz	10%	100-90 : <b>AA</b>
Speaking Assignment	10%	89-85 : <b>BA</b>
Writing Assignment	10%	84-80 : <b>BB</b>
Speaking Tasks X2	10%	79-75 : <b>CB</b>
Midterm	25%	74-70 : <b>CC</b>
End-of-term Exam	35%	69-60 : <b>DC</b>
		59-50 : <b>DD</b>
		49 and below : <b>F</b>
<b>IMPORTANT NOTES:</b>		
* Students who are registered on Turnitin with their personal email addresses will be dropped from Turnitin classes.		
* 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 one 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 Turnitin account every day for possible announcements and assignments.
- **There will be no make-up for Quiz and assignments and tasks.**

## **Attendance**

- Health reports 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/ FALL TERM  
 ENG 211 SYLLABUS

WEEKS	OBJECTIVES - The course is intended to develop students' language skills	OUTCOMES	MATERIALS	NOTES
Week <b>1</b> Sept. 17-21	<b>LANGUAGE USE</b> <ul style="list-style-type: none"> <li>To get the students to revise question words, imperatives, abilities, object pronouns, verbs "love, like, hate etc."</li> </ul> <b>VOCABULARY</b> <ul style="list-style-type: none"> <li>To get the students to practice the verbs "make, play, pay, walk, ski, go, swim, do etc." in the sentences.</li> <li>To get the students to practice vocabulary free time activities, "cycling, camping, running, painting etc."</li> </ul> <b>READING</b> <ul style="list-style-type: none"> <li>To read the details in a text to understand and use specific information about the activities that people can do in a city.</li> </ul>	<b>LANGUAGE USE - Students will be able to:</b> - make sentences about imperatives, can/can't, object pronouns, verbs requiring gerunds.  <b>VOCABULARY - Students will be able to:</b> - use the verbs "make, play, pay, walk, ski, go, swim, do etc." in sentences. - use the words "cycling, camping, running, painting etc."  <b>READING - Students will be able to:</b> - read the details in a text and understand information about the activities that people can do in a city.	1. Revise and Check p.50 - 51	*Instructors will show Course Outline file in the classroom.  *Extra Reading & Listening Activities  (Icebreakers, getting to know each other)

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
Week <b>2</b> Sept. 24-28	<b>LANGUAGE USE</b> <ul style="list-style-type: none"> <li>To get the students to form sentences using 'Present Continuous Tense' to tell about the activities happening at the moment of speaking.</li> </ul> <b>VOCABULARY</b> <ul style="list-style-type: none"> <li>To get the students to understand and learn common verb phrases on travelling: 'leave the house, carry a suitcase, get a taxi, wait for a flight, arrive at a hotel, stay in a hotel, phone home, pack a suitcase, buy presents, book tickets, rent a car, wear a coat'.</li> </ul> <b>LISTENING</b> <ul style="list-style-type: none"> <li>To listen to specific information in different conversations about what people are doing.</li> </ul> <b>READING</b> <ul style="list-style-type: none"> <li>To read the details in text messages to understand and use specific information about the activities done at the moment of speaking to do matching activities.</li> </ul> <b>SPEAKING</b> <ul style="list-style-type: none"> <li>To make the students prepare a dialogue by asking and answering questions about what people are doing.</li> </ul>	<b>LANGUAGE USE - Students will be able to:</b> - understand the function, form and use of 'Present Continuous Tense' in positive and negative sentences and use them correctly in necessary places.  <b>VOCABULARY - Students will be able to:</b> -use common verb phrases on travelling to tell especially about the activities people are doing on the given pictures.  <b>LISTENING - Students will be able to:</b> - listen to and understand different conversations on 'Present Continuous Tense' and different activities done at the moment of speaking.  <b>READING - Students will be able to:</b> - read and understand the specific information in a conversation to match the questions and answers and fill in the gaps on 'Present Continuous Tense'.  <b>SPOKEN PRODUCTION AND INTERACTION - Students will be able to:</b> - make a dialogue using 'Present Continuous Tense' and tell what they think their family members are doing at the moment of speaking using the phrases learnt.	<b>English File Bgnr. Course Book, Unit 9</b> 1.'What are they doing?', 9A. Language Use: 'Present Continuous Tense', 1-b-c-d-e, p. 52 2.Pronunciation: 2a-b-c, p. 53 3.Vocabulary: 'Common verb phrases: 'travelling', 3a-b, p. 53 4.Listening: 4a-b, p. 53 5.Reading: 5a-b-c-d, p. 53 6.Speaking: 6a-b, p. 53  <b>* Workbook p. 40 – 41.</b>	*Instructors will show Course Outline file in the classroom.  *Extra Reading & Listening Activities

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week</p> <p><b>3</b></p> <p>Oct. 1-5</p>	<p><b>LANGUAGE USE</b></p> <ul style="list-style-type: none"> <li>•To make the students form sentences with ‘Present simple &amp; Present Continuous Tense’ to tell about the activities done regularly and the activities happening at the moment of speaking.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To read for specific information in a summary of an episode</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>•To make the students understand and learn the words for Clothes: ‘dress, skirt, jacket, suit, jeans, sweater, shirt, T-shirt, shoes, trousers’.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>•To listen for specific information about work experiences to give answers to the questions in ‘present simple &amp; Present Continuous Tense’.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To make the students prepare a dialogue by asking and answering questions about what people are wearing and what colors their clothes are.</li> </ul>	<p><b>LANGUAGE USE - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the function of different tenses such as ‘Present Continuous Tense’ and ‘Simple Present Tense’ and understand the difference between them by using both in one sentences using linkers, such as ‘but’.</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read and use details about a summary written in ‘Present Continuous and Present Simple tense’.</li> </ul> <p><b>VOCABULARY Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use the words for clothes to tell about what they usually wear and what they are wearing at the time of speaking.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand details on work experiences to guess the ideas of people as positive or negative thoughts.</li> </ul> <p><b>SPOKEN PRODUCTION AND INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- make a dialogue using ‘Present Continuous Tense’ and tell what the people in their class are wearing.</li> </ul>	<p><b>English File Bgnr. Course Book, Unit 9</b></p> <p>1. ‘Working undercover’, 9B. Language Use: ‘Present simple or Present Continuous?’, 1a-b-c-d, p. 54</p> <p>2. Reading: 2a-b-c, p. 54</p> <p>3. Vocabulary: 3a-b, p. 55</p> <p>4. Listening: 4a-b-c, p. 55</p> <p>5. Pronunciation &amp; Speaking: 5a-b-c-d, p. 55</p> <p><b>* Workbook p. 42 – 43.</b></p>	<p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week</p> <p><b>4</b></p> <p>Oct. 8-12</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>•To listen to the details in a conversation about inviting people and offering things using ‘Would you like../I’d like’ and meeting friends based on useful phrases learnt.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To get the students to create a dialogue to invite someone to somewhere using ‘Would like’.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>•To make the students write an e-mail to invite someone to a dinner or a party.</li> </ul>	<p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen to and understand dialogues on inviting people and offering things to them based on useful phrases and ‘Would like’.</li> </ul> <p><b>SPOKEN PRODUCTION AND INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- prepare a dialogue by asking and answering questions with ‘Would like/I’d like’ to invite people to somewhere and offer them something.</li> </ul> <p><b>WRITTEN PRODUCTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-write an e-mail to invite their friends to their party by using the necessary phrases for invitation.</li> </ul>	<p><b>English File Bgnr .Course Book, Unit 9</b></p> <p>1. Practical English: ‘Would you like to come?’, p. 56-57</p> <p><b>* Workbook p. 44.</b></p>	<p><b>* QUIZ ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week</p> <p><b>5</b></p> <p>Oct. 15-19</p>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>To make the students understand and learn the words for Hotels: 'In a hotel room: bed, pillow, table, lamp, light, remote control, floor, bathroom, bath, shower, towel, cupboard' In a hotel: 'swimming pool, spa toilets, restaurant, bar, gym, lift, gift shop, reception, garden, car park'.</li> <li>To make the students understand and learn the meaning and use of Prepositions: 'in, on, under'.</li> </ul> <p><b>LANGUAGE USE</b></p> <ul style="list-style-type: none"> <li>To get the students to form sentences using 'There is/there are' in positive, negative and question forms to tell about the things in a place, their numbers and other specific qualities about them.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To make the students work in pairs to ask and answer questions using 'There is/are &amp; prepositions of place' to draw the things in a hotel room.</li> </ul>	<p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>learn the hotel room vocabulary to match the things in a hotel room with the nouns given and use them in sentences using the structures learnt.</li> <li>use 'there is/are' to tell about the objects in a place and use preposition to tell their locations.</li> </ul> <p><b>LANGUAGE USE - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>form simple sentences using 'There is/are' in affirmative, negative and interrogative forms and use 'any' &amp; 'some' correctly when needed.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use simple phrases and sentences to prepare dialogues using 'There is/are' in 'wh- &amp; yes/no' questions.</li> </ul>	<p>English File Bgnr .Course Book, Unit 10</p> <p>1.'Is there really a monster?', 10A.</p> <p>Vocabulary: 'hotels', 1a-b-c, p. 58</p> <p>2. Language Use: 'There is../there are some..', 2a-b-c-d, p. 58</p> <p>3.Pronunciation: 3a-b-c-d, p. 59</p> <p>4.Vocabulary &amp; Speaking: 4a-b-c, p. 59</p> <p><b>* Workbook p. 45 – 46.</b></p>	<p><b>* QUIZ</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week</p> <p><b>6</b></p> <p>Oct. 22-26</p>	<p><b>LANGUAGE USE</b></p> <ul style="list-style-type: none"> <li>To make the students form positive, negative and interrogative sentences using 'Simple past: be'.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>To read for details in an article to give answers to specific questions based on 'Simple Past Tense: was-were' and past events.</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>To get the students to understand and Preposition: 'in-at-on' for places.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To get the students to work in pairs to ask and answer questions about the activities done in the past using 'was-were' &amp; 'Wh-questions'.</li> </ul>	<p><b>LANGUAGE USE - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>form simple sentences using 'Simple Past Tense: verb to be' accordingly with the situations happened in the past and form affirmative, negative and interrogative sentences correctly.</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 an actor's past life with 'was/were'.</li> </ul> <p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use prepositions for places, transports and time.</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 each other's past activities.</li> </ul>	<p>English File Bgnr. Course Book, Unit 10</p> <p>1.'Before they were famous, and after', 10-B. Language Use: 'Simple past: be', 1a-b-c-d-e-f, p. 60</p> <p>2.Reading: 2a-b-c, p. 60-61</p> <p>3.Vocabulary: 3a-b-c-d-e, p. 61</p> <p>4.Pronunciation &amp; Speaking: 4a-b, p. 61</p> <p><b>* Workbook p. 47 – 48</b></p>	<p><b>* MIDTERM ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 7</b> <b>7</b> Oct.29 –Nov.2	<b>LANGUAGE USE</b> •To get the students to revise question words, Simple Present and Present Continuous Tenses, quantifiers, and was/were.  <b>VOCABULARY</b> •To get the students to use the verbs “arrive, carry, phone, stay, wait and wear.” in the sentences. •To get the students to use and practice the prepositions “in, at, on”.  <b>READING</b> •To read the details in a text to understand and use specific information about the activities that two people did on their holiday.	<b>LANGUAGE USE - Students will be able to:</b> -understand and make sentences in Simple Present and Present Continuous Tenses, and use quantifiers, and was/were.  <b>VOCABULARY- Students will be able to:</b> -use verbs “make, play, pay, walk, ski, go, swim, do, cycle, do camping, run, paint etc.”  <b>READING- Students will be able to:</b> -read the details in a text and understand specific information about the activities that people did on their holiday.	1. Revise and Check p.62 – 63.	<b>* MIDTERM</b> <b>*SPEAKING TASK ANNOUNCEMENT</b> *Extra Reading & Listening Activities

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 8</b> <b>8</b> Nov. 5-9	<b>LANGUAGE USE</b> •To get the students to form positive, negative and interrogative sentences using ‘Simple past: regular verbs’ based on past experiences of students about education.  <b>SPEAKING</b> •To make the students work with a partner about his/her past experiences in the morning/last night/last weekend by asking questions in ‘Simple Past Tense’.  <b>READING</b> •To read a blog on a student’s experiences about her Erasmus year written in ‘Simple Past Tense’ to comment about if there was a problem or not and to guess the meanings of highlighted words.	<b>LANGUAGE USE - Students will be able to:</b> - use regular verb forms in ‘Simple Past Tense’ to tell about past activities done and form positive, negative sentences and ask questions using the past forms of the verbs.  <b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b> -ask and answer questions in ‘Simple Past Tense’ via an interview to learn about a day in their partners’ lives.  <b>READING - Students will be able to:</b> -read and understand a post about Erasmus period of a student and the student’s comments on it written with ‘Simple Past Tense’ and guess the meaning of unknown words.	<b>English File Bgnr. Course Book, Unit 11</b> 1. ‘It changed my life’, 11A. Language Use: ‘Simple past: regular verbs’, 1a-b-c-d-e-f, p.64 2.Pronunciation: 2a-b, p. 65 3.Speaking: 3a-b, p. 65 4.Reading & Speaking: 4a-b-c-d, p. 65 <b>* Workbook p. 49 – 50.</b>	<b>*SPEAKING TASK</b> <b>* WRITING TASK ANNOUNCEMENT</b> *Extra Reading & Listening Activities

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 9</b> <b>9</b> Nov. 12-16	<b>VOCABULARY</b> •To make the students understand and learn the verb phrases with do, get, go, have: ‘get up, have breakfast, have a shower, go to school, have a coffee, have lunch, get a bus, go home, go shopping, do homework, do sport, have dinner, go to bed, have a nice day’.  <b>LISTENING</b> •To listen for specific information in a conversation about business life to guess the words given as phrases with do, get, go, and have.  <b>READING</b> •To read for details in an introduction to an article about a movie and the things happened in that movie based on ‘Simple Past Tense’  <b>SPEAKING</b> •To make the students interview a partner about his/her life in a day to learn his/her past activities based on ‘Simple Past Tense: Regular & Irregular verbs’  <b>WRITING</b> •To make the students write in a blog post about what someone did yesterday/in the past using linkers like ‘then, after that, after breakfast/lunch’.	<b>VOCABULARY - Students will be able to:</b> -use common verb phrases do, get, go, have to tell especially about the activities people did in the past.  <b>LISTENING - Students will be able to:</b> -listen to and understand dialogues based on ‘Simple Past Tense’ and past activities and guess the meaning of phrases given with do, get, go, have and fill the gaps.  <b>READING - Students will be able to:</b> -read and use details about an article on a film and what happened in it written in ‘Simple Past Tense’.  <b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b> -talk about their past activities.  <b>WRITTEN PRODUCTION - Students will be able to:</b> -order the sentences given in a sample blog and create their own about what they did yesterday using ‘Simple Past Tense’ and phrases learnt.	<b>English File Bgnr. Course Book, Unit 11</b> 1. 11B. Vocab: ‘verb phrases’, 1a-b, p. 66 2.Listening: 2a-b-c, p. 66 3.Language Use: ‘Simple past: Irregular verbs’, 3a-b-c, p. 66 4.Reading: 4a-b-c-d-e, p. 67 5.Pronunciation, p. 67 6.Speaking & Writing: 6a-b, p. 67  <b>* Workbook p. 51 – 52.</b>	<b>* WRITING ASSIGNMENT</b> *Extra Reading & Listening Activities

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week</p> <p><b>10</b></p> <p>Nov.</p> <p>19-23</p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>•To get the students listen to and repeat specific information about the places and their location given on a map to ask for and give directions.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To make the students ask for and give directions to tell about the location of places given as a map using useful phrases learnt and imperatives, such as ‘Turn left/right/go straight..’</li> </ul>	<p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-listen to and understand different conversations on where places on a map and find the places using the directions given.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-use a map and ask questions about location of some places like a supermarket, a bookshop or a factory and answer them by giving directions with useful phrases learnt.</li> </ul>	<p>English File Bgnr. Course Book, Unit 11</p> <p>1.Practical English: ‘Is there a bank near here?’, p. 68-69</p> <p><b>* Workbook p. 53.</b></p>	<p><b>*SPEAKING TASK ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week</p> <p><b>11</b></p> <p>Nov.</p> <p>26-30</p>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To make the students read and listen to the specific information in a story “Strangers on a Train” to guess the meanings of highlighted words and answer the following comprehension questions.</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>•To make the students understand and learn more irregular verbs: ‘buy-bought, leave-left, say-said, see-saw, send-sent, sit-sat, write-wrote....’</li> </ul> <p><b>LANGUAGE USE</b></p> <ul style="list-style-type: none"> <li>•To make the students form sentences using ‘Simple Past Tense’ with irregular verbs to tell about the things happened in the past</li> <li>•To revise the use of ‘Simple Past Tense’ with regular and irregular verbs by using them in the same text.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>* To make students ask Wh / How questions and give answers in Simple Past Tense.</li> </ul>	<p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-read and understand a story and answer the comprehension questions given 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 irregular verbs for ‘Simple Past Tense’ in a text and pronounce them correctly while telling/writing about the past activities.</li> </ul> <p><b>LANGUAGE USE - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-understand the function, form and use of ‘Simple Past Tense with irregular verbs’ in positive and negative sentences and use them correctly in questions to tell about the activities they did in the past.</li> <li>-understand and revise the rules of ‘Simple Past Tense’ and do exercises given for the past time activities correctly.</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 in ‘Simple Past Tense’ with their partners.</li> </ul>	<p>English File Bgnr. Course Book, Unit 12</p> <p>1.‘Strangers on a train’, 12A. Reading &amp; Listening: 1a-b, p. 70</p> <p>2. Vocabulary &amp; Pronunciation: ‘more irregular verbs’, 2a-b-c, p. 70.</p> <p>3.Language Use: 3a-b-c, p. 71</p> <p>4.Speaking: 4a-b, p. 71</p> <p><b>* Workbook p. 54 – 55.</b></p>	<p><b>*SPEAKING TASK</b></p> <p><b>* SPEAKING ASSIGNMENT ANNOUNCEMENT</b></p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week</p> <p><b>12</b></p> <p>Dec.3-7</p>	<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
Week <b>13</b> Dec. 10-14	<b>VOCABULARY</b> •To make the students understand and learn future time expressions such as “tomorrow, next weekend, tonight, the day after tomorrow etc.”  <b>LANGUAGE USE</b> •To make the students form sentences using “Present Continuous Tense” for future meaning.  <b>LISTENING</b> •To get the students listen to specific information about people who are going on holiday.  <b>SPEAKING</b> * To make students ask Wh / how questions and give answers in Present Continuous Tense for their future plans.	<b>VOCABULARY - Students will be able to:</b> -use the future time expressions and pronounce them correctly  <b>LANGUAGE USE - Students will be able to:</b> -understand the function, form & use of ‘Present Continuous Tense in positive and negative sentences and use them correctly in questions to tell about the activities they will do in the future.  <b>LISTENING - Students will be able to:</b> - listen to and understand different conversations on plans that people make for their holiday.  <b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b> -ask and answer questions in ‘Present Continuous Tense’ with their partners or in small groups about their future plans.	<b>English File Bgnr. Course Book, Unit 12</b>  1. A Week-end in Venice’, 12B. Vocabulary: 1a-b, p. 72 2. Language Use: 2a-b-c, d, e, f, g p. 72 3. Pronunciation: 3a, b, p. 73 4. Listening: 4 a, b. p. 73 5. Speaking: 5a, b p. 73  <u>* Workbook p. 56 – 57.</u>	
WEEKS  Week <b>14</b> Dec. 17-21	<b>LANGUAGE USE</b> •To get the students to revise question words, Simple Past Tense, be going to for future plans and simple present tense.  <b>VOCABULARY</b> •To get the students to use the past forms of regular and irregular verbs in the sentences. •To get the students to use and practice the prepositions of place and direction “next to, opposite, between etc.”  <b>READING</b> •To read the details in a text and guess the meaning of highlighted words.	<b>LANGUAGE USE - Students will be able to:</b> - use Simple Past Tense, be going to for future plans and simple present tense in the sentences.  <b>VOCABULARY- Students will be able to:</b> -conjugate regular and irregular verbs to the Simple Past Tense. -use the prepositions of place and directions.  <b>READING- Students will be able to:</b> -read the details in a text and understand specific information about it.	<b>English File Bgnr. Course Book</b>  1. Unit 11 and 12 Revise and Check p.74 – 75.	<b>* END OF TERM EXAM ANNOUNCEMENT</b>
WEEKS  Week <b>15</b> Dec. 24-28	<b>END OF TERM EXAM WEEK</b>			