

**ALTINBAŞ UNIVERSITY**  
**Modern Languages Department**  
**2018-2019 Academic Year, Spring Term**  
**ENG 212 COURSE OUTLINE**

**Instructor:**

**Office:**

**Office Hours:**

**Email/Tel:**

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

**Course Book:** English File, Elementary 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 simple present tense, possessive adjectives, demonstrative adjectives, imperatives, prepositions of time/place, adverbs of frequency and gain reading, writing, speaking and listening skills based on certain contexts such as introducing themselves/someone, saying how they feel, talking about their daily activities and so forth.

### **II. COURSE OBJECTIVES**

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

- read for specific information and details at the grade level.
- understand simple expressions in written and oral communication.
- tell a simple incident using simple present tense.
- describe what they do in a typical day using adverbs of frequency.
- give simple reasons and explanations for opinions and plans.
- write about eating habits of people from different countries.

### **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.

<b>ASSESSMENT AND GRADING</b>		
	<b>Percentage</b>	<b>GRADING SCALE</b>
Quiz	10%	100-90 : <b>AA</b>
In-Class Speaking Assignment	10%	89-85 : <b>BA</b>
In-Class 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 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 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 212 SYLLABUS

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
Week <b>1</b> Feb 11-15	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>To listen to and understanding a dialogue between two people on specific topics such as ‘introducing oneself’, ‘giving phone numbers’, ‘saying good bye’ and ‘days of the week’.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To ask and answering questions about personal information to introduce oneself and role playing dialogues based on greeting people.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To make sentences using ‘subject pronouns’ and ‘to be’ for singular and plural pronouns in affirmative sentences.</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Days of the week, Numbers (0-20): ‘Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, the weekend, a week day, what day is it today?, have a good weekend, see you on Monday’</li> <li>Numbers from 1 to 20 and ‘high numbers’ with phone numbers</li> </ul>	<p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>understand simple, standard speech which is carefully articulated and recognize familiar words and basic phrases concerning saying hello and good bye to someone and introducing themselves.</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 simple questions in areas of immediate need or on very familiar topics such as greeting someone, introducing themselves and saying good bye.</li> </ul> <p><b>GRAMMAR – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>form sentences in affirmative form of ‘verb to be’ to understand and use familiar everyday expressions and very basic phrases.</li> </ul> <p><b>VOCABULARY – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>understand and use common verbs phrases to greet people and to introduce oneself.</li> <li>understand and use numbers in everyday use, such as in telling phone numbers.</li> </ul>	<p><b>English File Elem. Course Book, Unit 1</b></p> <ol style="list-style-type: none"> <li>Listening &amp; Speaking: 1a-b-c-d-e-f, p. 4</li> <li>Grammar: ‘verb be &amp; pronouns’, 2a-b-c-d-e-f, p.5</li> <li>Pronunciation: 3a-b-c-d-e, p. 5</li> <li>Vocabulary: ‘Numbers; 1-20’ &amp; ‘Days of the week’, 4a-b-c-d, p. 5</li> <li>Listening &amp; Speaking: 5a-b-c, p. 5</li> </ol> <p><b>* Workbook p. 4 – 5</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> <p>* EDMODO</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
Week <b>2</b> Feb. 18-22	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>The World: Continents, Countries and Nationalities with languages: England-English /Ireland-Irish/Poland-Polish/Scotland-Scottish/Spain-Spanish etc.</li> <li>Numbers from 1 to 20 and ‘high numbers’ with phone numbers.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To form negative and interrogative sentences with ‘verb to be’.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To ask and answer questions about countries and nationalities.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>To listen to and understand a conversation on specific topics such as travelling.</li> <li>To listen to and understand a conversation formed with ‘verb to be’ based on nationalities and countries.</li> </ul>	<p><b>VOCABULARY – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use the words and phrases based on countries and nationalities and identify cities, languages and specific items related to these.</li> <li>understand and use numbers from 20 to 100 in everyday use.</li> </ul> <p><b>GRAMMAR – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>form sentences in negative and interrogative forms of ‘verb to be’ to understand and use familiar everyday expressions and very basic phrases.</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 tell about their nationalities and countries and role play sample dialogues.</li> </ul> <p><b>LISTENING – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>understand basic phrases and identify different dialogues based on countries and nationalities and numbers.</li> </ul>	<p><b>English File Elem. Course Book, Unit 1</b></p> <ol style="list-style-type: none"> <li>Vocabulary: ‘The world’, 1a-b-c-d, p. 6</li> <li>.Pronunciation: 2a-b-c, p. 6</li> <li>Grammar: ‘verb be in Yes/No questions &amp; negative forms’, 3a-b-c-d-e-f, p.7</li> <li>Pronunciation: 4a-b-c-d, p. 7</li> <li>Vocabulary: ‘Numbers, 21-100’, 5a-b-c-d-e, p.7</li> <li>.Listening: 6a-b-c, p.7 &amp; Song</li> </ol> <p><b>* Workbook p. 6 – 7</b></p>	<p>*Instructors will show Course Outline file in the classroom.</p> <p>*Extra Reading &amp; Listening Activities</p>

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<b>Week 3</b> Feb. 25- March 1	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Classroom Language &amp; objects: 'board, chair, computer, desk, door, picture, table, wall, window, open your books, go to page 84, do exercise a, sorry I'm late'.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>To Listen for specific information in an interview to complete the necessary details about basic personal details such as name, surname, country, nationality, age, address, number, postcode.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To ask for &amp; answer questions to communicate about personal information and specific details using 'Possessive Adjectives' and on famous people.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To form sentences using 'Possessive Adjectives' and identifying the difference between pronouns and adjectives.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>To complete a form on a student visa and write a paragraph about oneself.</li> </ul>	<p><b>VOCABULARY – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use the words and phrases based on 'common objects' in everyday use and identify things in the classroom.</li> </ul> <p><b>LISTENING – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>understand simple, standard speech which is carefully articulated and recognize familiar words and basic phrases concerning information about personal details.</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 simple questions in areas of immediate need or on very familiar topics, such as introducing themselves, their friends and giving specific information and guessing details about famous people using 'Possessive Adjectives' at the grade level.</li> </ul> <p><b>GRAMMAR – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>understand and use the adjectives in correct place and function in a sentence and use 'Possessive Adjectives' to describe possessions at the grade level.</li> </ul> <p><b>WRITING – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>complete an application form for a student visa and write a paragraph about themselves.</li> </ul>	<p><b>English File Elem. Course Book, Unit 1</b></p> <p>12. Vocabulary: 1a-b-c-d, p. 8</p> <p>13. Pronunciation: 2a-b-c-d-e, p.8</p> <p>14. Listening &amp; Speaking: 3a-b-c-d, p. 9</p> <p>15. Grammar: 'Possessive Adjectives', 4a-b-c, p. 9</p> <p>16.. Speaking, 5, p. 9</p> <p>17. Writing, p. 9, p. 111</p> <p><b>* Workbook p. 8 – 9.</b></p>	<p>*Extra Reading &amp; Listening Activities</p>

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<b>Week 4</b> March 4-8	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>In a hotel: 'reception, the lift, single room, double room, bar, ground floor'.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>To listen to understand and use specific information on a dialogue based on checking into a hotel using necessary phrases.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To role play a dialogue taking place at a hotel to arrange a room.</li> </ul>	<p><b>VOCABULARY – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>understand and use words/phrases for 'checking into a hotel' in everyday use.</li> </ul> <p><b>LISTENING – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>listen to and understand specific information to use it in checking into a hotel and asking for rooms and places in a hotel.</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 simple questions in areas of immediate need or on very familiar topics, such as meeting new people at a hotel and reserving a room there.</li> </ul>	<p><b>English File Elem. Course Book, Unit 1</b></p> <p>1. Practical English: P. 10 – 11</p> <p><b>* Workbook p. 10.</b></p>	<p><b>*SPEAKING TASK-1 ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

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<b>Week 5</b> <b>March 11-15</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>•Things: 'table, lamp, computer, chair, pencil, photo, window, printer, phone, pieces of paper, etc.'</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To use singular words with indefinite articles 'a-an' and plural words with plural '-(e)s' and forming sentences using demonstratives (this- that – these – those) with singular / plural nouns.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>•To listen to the people talking about what they have on their tables.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To ask for and answer questions based on what things someone has by describing the things on a table.</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 things and describe objects using them.</li> </ul> <p><b>GRAMMAR – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand and use the articles, demonstratives and singular/plural nouns in sentences.</li> </ul> <p><b>LISTENING – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen to the people describing the things they have on a table where they work.</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 about the things in a room and role play dialogues about that.</li> </ul>	<p><b>English File Elem. Course Book, Unit 2</b></p> <ol style="list-style-type: none"> <li>1.Vocabulary: 'Things', 1a-b-c, p. 12</li> <li>2.Grammar: 2a-b, p. 12</li> <li>3.Pronunciation: 3a-b, p. 12</li> <li>4.Listening &amp; Speaking: 4a-b-c-d-e, p. 13</li> <li>5.Grammar: 5a-b-c, p. 13</li> <li>6.Pronunciation: 6a-b-c, 13</li> </ol> <p><b>* Workbook p. 11 – 12.</b></p>	<p><b>*SPEAKING TASK-1</b></p> <p><b>* QUIZ ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

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<b>Week 6</b> <b>March 18-22</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>•Colors &amp; Adjectives: 'black, yellow, grey, pink, orange, brown, green, blonde, old ,dark, beautiful, ugly, fat, thin, easy, tall, short, dirty, fast, high, long, etc.'</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To use adjectives correctly in a sentence with the nouns.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To read to understand and use necessary information on Hollywood stars to guess the meanings of some specific words.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To communicate with a partner to describe famous people using adjectives and job related words.</li> </ul>	<p><b>VOCABULARY – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use the words for 'colors, adjectives &amp; modifiers to tell about flags, and to describe famous people before/after nouns.</li> </ul> <p><b>GRAMMAR – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- form sentences using adjectives to describe nouns in the sentences correctly.</li> </ul> <p><b>READING- Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand very short, simple texts, for example texts on the descriptions of famous people and guess the meanings of phrases and words.</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 simple questions in areas of very familiar topics such as describing famous people using adjectives and verb 'to be'.</li> </ul>	<p><b>English File Elem. Course Book, Unit 2</b></p> <ol style="list-style-type: none"> <li>1.Vocabulary: 2B, 1a-b-c-d-e, p. 14</li> <li>2.Grammar: 'Adjectives', 2a-b-c-d, p. 14</li> <li>3.Pronunciation: 3a-b-c-d-e-f, p. 15</li> <li>4.Vocabulary: 4a-b, p. 15</li> <li>5.Reading: 5a-b, p. 15</li> <li>6.Writing &amp; Speaking: 6a-b-c, p. 15</li> </ol> <p><b>* Workbook p. 13 – 14.</b></p>	<p><b>* QUIZ</b></p> <p>*Extra Reading &amp; Listening Activities</p>

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<b>Week</b> <b>7</b> <b>March</b> <b>25-29</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Feelings: 'hungry, thirsty, angry, sad, bored, etc.'</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>To listen to a conversation taking place on the road to order the dialogues and match them with the pictures and guess the meanings of the highlighted words and phrases.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To use imperatives to give orders using daily phrases and necessary words.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>In pairs, by asking and answering questions, to guess each other's problems on their feelings and giving suggestions by using imperative.</li> </ul>	<p><b>VOCABULARY – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use the words for feelings' to tell about their moods.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>understand simple, standard speech which is carefully articulated and recognize familiar words and very basic phrases concerning conversations written with imperatives.</li> </ul> <p><b>GRAMMAR – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>understand and use imperatives to give orders to others using necessary phrases learnt.</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 provided the other person is prepared to repeat or rephrase things at a slower rate of speech while talking about their moods and feelings and give suggestions by using imperative structures.</li> </ul>	<p><b>English File Elem. Course Book, Unit 2</b></p> <ol style="list-style-type: none"> <li>Vocabulary: 2C, 1a-b-c, p. 16</li> <li>Listening &amp; Reading: 2a-b-c, p. 16-17</li> <li>Grammar: 3a-b-c-d-e, p. 17</li> <li>Pronunciation: 4a-b, p. 17</li> <li>Speaking: 5 &amp; Song, p.17</li> </ol> <p><b>* Workbook p. 15 – 16.</b></p> <p><b>English File Elem. Course Book, Unit1&amp;2</b></p> <ol style="list-style-type: none"> <li>Revise and Check, p. 18-19</li> </ol>	<p><b>* IN-CLASS WRITING TASK ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b> <b>8</b> <b>April</b> <b>1-5</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Verb phrases: 'read a newspaper, have children, listen to the radio, go to the cinema, work in an office, cook a dinner, watch TV, drink mineral water, play tennis, like animals, play the guitar, say sorry, etc.'</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To form sentences using Simple Present Tense in positive and negative forms of the sentences.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>To read to understand the use of Simple Present Tense in a text on Britain</li> <li>To read to understand and use necessary information in a text on Britain to use the specific information in exercises.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To ask and answer questions about one's countries using Simple Present Tense based on the reading texts.</li> </ul>	<p><b>VOCABULARY – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use the verb phrases with go, read, watch, work, do, play, like, live, read, say, speak, study, etc. to match the pictures and to use them correctly in their daily lives.</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 Simple Present Tense in positive and negative sentences and use them correctly in necessary places.</li> </ul> <p><b>READING – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>understand and use details and specific information on countries and match the details with the pictures and guess the meanings of some specific phrases and verbs.</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 provided the other person is prepared to repeat or rephrase things at a slower rate of speech such as asking questions about each other's countries using Simple Present Tense.</li> </ul>	<p><b>English File Elem. Course Book Unit 3</b></p> <ol style="list-style-type: none"> <li>Vocabulary: 3A, 1a-b-c, p. 20</li> <li>Grammar: 2a-b-c, p. 20</li> <li>Pronunciation: 3a-b-c-d, p.20</li> <li>Reading &amp; Speaking: 4a-b-c-d, p. 21</li> </ol> <p><b>* Workbook p. 17 – 18.</b></p>	<p><b>*IN-CLASS WRITING TASK</b></p> <p><b>*SPEAKING TASK-2 ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 9</b> April 8-12	<b>VOCABULARY</b> •Jobs: ‘teacher, actor, waiter, taxi driver, administrator, factory worker, flight attendant, nurse, footballer, etc.’  <b>LISTENING</b> •To listen to understand and use details about jobs with specific verb phrases at the grade level.  <b>GRAMMAR</b> •To make sentences using question forms of Simple Present Tense and use them to ask questions about jobs.  <b>SPEAKING</b> •To ask and answer questions based on Simple Present Tense to tell about their daily routine using simple phrases in sentences with Wh-question words.  <b>READING</b> •To read to understand and use details on jobs and uniforms in a text based on Simple Present Tense to guess the meanings of highlighted words and to answer comprehension questions.	<b>VOCABULARY – Students will be able to:</b> - understand and use words for jobs in sentences using Simple Present Tense asking ‘What do you do?’ questions.  <b>LISTENING – Students will be able to:</b> - listen to and understand details about jobs used with verb phrases.  <b>GRAMMAR – Students will be able to:</b> - understand the function and question forms of Simple Present Tense with Yes/no and WH- question forms and use them to ask specific information on jobs.  <b>SPOKEN PRODUCTION &amp; INTERACTION – Students will be able to:</b> - ask and answer questions about their habits and routines using Simple Present Tense.  <b>READING – Students will be able to:</b> - read and understand a text on jobs in Simple Present Tense to use necessary details in exercises given with question forms of Simple Present Tense.	<b>English File Elem. Course Book Unit 3</b>  1. ‘Work and play’ 3B, Vocabulary: 1a-b-c, p. 22 2. Listening: 2a-b-c-d, p. 22 3. Grammar: 3a-b-c, p. 22 4. Pronunciation: 4a-b-c, p. 23 5. Speaking: 5a-b-c, p. 23 6. Reading: 6a-b-c-d, p. 23  <b>* Workbook p. 19 – 20.</b>	<b>*SPEAKING TASK-2</b>  <b>* MIDTERM ANNOUNCEMENT</b>  *Extra Reading & Listening Activities

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 10</b> April 15-19	<b>LISTENING</b> •To listen to understand and use details about meeting someone with specific verb phrases at the grade level.  <b>GRAMMAR</b> •To make sentences using question forms of Simple Present Tense and practicing the word order •To ask and answer questions about ‘Telling the time’ by using the question: ‘What’s the time?’ and give answers with ‘It’s... o’clock’  <b>VOCABULARY</b> •Question words and sentence stress: “how, how many, what, what kind, when, where, which, who, why.”  <b>SPEAKING</b> • To make a dialogue to get to know someone. • To make a dialogue with ‘What time?’ to ask about some activities in a typical day and role playing a dialogue based on buying coffee.  <b>WRITING</b> •Writing a personal profile about oneself using linkers ‘and, but, or’	<b>LISTENING – Students will be able to:</b> - listen to and understand details about meeting of 2 people used with verb phrases.  <b>GRAMMAR – Students will be able to:</b> - understand the word order of Present Simple Tense in question forms and understand the questions about “time” and answer them, and ask and answer questions in ‘Simple Present Tense’ about daily activities and their time in a day using ‘What time do you..?’ questions.  <b>VOCABULARY – Students will be able to:</b> - understand and use the question words in sentences using Simple Present Tense and answer them.  <b>SPOKEN PRODUCTION &amp; INTERACTION – Students will be able to:</b> - interview their partners by asking questions about their daily routine and what they do at a specific time by asking questions such as ‘What time do you go to work?’.  <b>WRITING – Students will be able to:</b> - write a profile of themselves accordingly with the headings using linkers and Simple Present Tense	<b>English File Elem. Course Book Unit 3</b>  1. ‘Love Online’, 3C: Listening: 1a-b-c-d-e-f-g, p. 24 2. Grammar: 2a-b, p. 25 3. Writing: p. 25- 111 4. Practical English: P.26-27  <b>* Workbook p. 21 – 22.</b>	<b>* MIDTERM</b>  *Extra Reading & Listening Activities

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 11</b> <b>April 22-26</b>	<b>VOCABULARY</b> <ul style="list-style-type: none"> <li>Family: 'aunt, mother, father, niece-nephew, son, uncle, daughter, father, grandfather-mother, etc.'</li> <li>Everyday Activities: 'have a shower/coffee/lunch/breakfast/a bath /pizza for dinner, do the housework/exercise, start/ finish work, get dressed, wake up, go shopping/to bed late/to work by bus/home early, get home late, watch TV and check e-mails, relax, sleep for eight hours, make the dinner, take the dog for a walk'.</li> </ul> <b>GRAMMAR</b> <ul style="list-style-type: none"> <li>To ask questions using 'whose-?' and give answers using possessive -'s- with the words to tell about possessions.</li> </ul> <b>LISTENING</b> <ul style="list-style-type: none"> <li>To listen to understand and use a dialogue based on relationships using Possessive 's and family words.</li> </ul> <b>SPEAKING</b> <ul style="list-style-type: none"> <li>To make a dialogue by asking and answering questions based on family words and possessions.</li> </ul>	<b>VOCABULARY – Students will be able to:</b> <ul style="list-style-type: none"> <li>use family words and ask/answer questions to tell about family members based on a family tree.</li> <li>form sentences using time words and expressions to tell about activities they do regularly by using 'Simple Present Tense'.</li> </ul> <b>GRAMMAR – Students will be able to:</b> <ul style="list-style-type: none"> <li>ask and answer questions with 'Whose' and give answers with possessive -'s to give information about family members.</li> </ul> <b>LISTENING – Students will be able to:</b> <ul style="list-style-type: none"> <li>understand simple, standard speech which is carefully articulated and recognize familiar words and very basic phrases concerning every day activities and habits in a day.</li> </ul> <b>SPOKEN PRODUCTION &amp; INTERACTION – Students will be able to:</b> <ul style="list-style-type: none"> <li>make a dialogue using 'whose' and 'possessive's' to ask and answer about family members based on a photo.</li> </ul>	<b>* Workbook p. 23.</b>  <b>English File Elementary Course Book, Unit 4</b>  1. 'Is she his wife or sister?', Grammar: p. 28  2. Vocabulary: 2a-b, p. 28  3. Pronunciation: 3a-b-c-d-e, p. 29  4. Listening & Speaking: 4a-b-c, p. 29  5. 'What a Life!' 4B, Vocabulary: 1a-b-c, p. 30  6. Pronunciation: 2a-b  <b>* Workbook p. 24 – 25.</b>	*Extra Reading & Listening Activities

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 12</b> <b>April 29- May 3</b>	<b>VOCABULARY</b> <ul style="list-style-type: none"> <li>Everyday Activities: 'have a shower/coffee/lunch/breakfast/a bath /pizza for dinner, do the housework/exercise, start/ finish work, get dressed etc.</li> </ul> <b>READING</b> <ul style="list-style-type: none"> <li>To read to understand and use details in an article on a daily routine to guess the meanings of highlighted words and phrases and match them with the correct adjectives.</li> </ul> <b>LISTENING</b> <ul style="list-style-type: none"> <li>To listen to a person talking about her daily routine for specific information to gap fill the necessary details.</li> </ul> <b>GRAMMAR</b> <ul style="list-style-type: none"> <li>To use 'Prepositions of time and place' with the sentences in 'Simple Present Tense'.</li> </ul> <b>SPEAKING</b> <ul style="list-style-type: none"> <li>To interview a partner about a typical week day by asking 'Wh- questions'</li> </ul> <b>WRITING</b> <ul style="list-style-type: none"> <li>To write a magazine article about one's favorite day.</li> </ul>	<b>VOCABULARY – Students will be able to:</b> <ul style="list-style-type: none"> <li>form sentences about activities they do regularly by using 'Simple Present Tense'.</li> </ul> <b>READING – Students will be able to:</b> <ul style="list-style-type: none"> <li>understand the function of words and prepositions of time in a text on days of two people and guess the meanings of words and phrases in Simple Present Tense.</li> </ul> <b>LISTENING – Students will be able to:</b> <ul style="list-style-type: none"> <li>listen and gap fill the details such as with a time word or number in a listening activity on one's daily routine.</li> </ul> <b>GRAMMAR – Students will be able to:</b> <ul style="list-style-type: none"> <li>understand and use 'preposition of time and place' properly and in the correct place with 'Simple Present Tense' sentences.</li> </ul> <b>SPOKEN PRODUCTION &amp; INTERACTION – Students will be able to:</b> <ul style="list-style-type: none"> <li>follow the main points in an informal discussion provided with an interview and ask and answer questions in 'Simple Present Tense' with 'Adverbs of Frequency' on their friends' typical days.</li> </ul> <b>WRITING – Students will be able to:</b> <ul style="list-style-type: none"> <li>ask questions about their friends' weekday and write a short article with the information they get.</li> </ul>	<b>English File Elem. Course Book, Unit 4</b>  1. 'What a Life!' 4B, Vocabulary: p. 30  2. Pronunciation: 2a-b  3. Reading & Listening: p. 30-31  4. Grammar: 4a-b-c-d, p. 31  5. Speaking & Writing: p. 31  <b>* Workbook p. 26 – 27.</b>	* <b>IN-CLASS SPEAKING ASSIGNMENT ANNOUNCEMENT</b>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 13</b> <b>May 6-10</b>	*IN-CLASS SPEAKING ASSIGNMENT	*IN-CLASS SPEAKING ASSIGNMENT	*IN-CLASS SPEAKING ASSIGNMENT	*IN-CLASS SPEAKING ASSIGNMENT

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b> <b>14</b> May 13-17	<b>VOCABULARY</b> •Time: 'Adverbs and expressions of frequency, every day/week/ month/year, once/twice/three times a week'  <b>GRAMMAR</b> •To use 'positions of adverbs and expressions of frequency' in the sentences in correct places.  <b>READING</b> •To read to understand the details in an article on different places in the world in Simple Present Tense to decide on the correct use of Adverb of Frequency.  <b>SPEAKING</b> • To interview a partner with a questionnaire on 'short life or long life' and by changing roles.	<b>VOCABULARY – Students will be able to:</b> - form sentences using time words and expressions to tell about activities they do regularly by using 'Simple Present Tense'.  <b>GRAMMAR – Students will be able to:</b> - understand and use 'Adverbs of Frequency' properly and in the correct place with 'Simple Present Tense' sentences.  <b>READING – Students will be able to:</b> - understand the function of adverbs and expressions of frequency in a text.  <b>SPOKEN PRODUCTION &amp; INTERACTION–Students will be able to:</b> - interview their partners by asking questions in Simple Present Tense with Adverbs of Frequency to learn the result of 'Short life or long life'.	<b>English File Elem. Course Book, Unit 4</b>  1. 'Short Life, Long Life?' 4C, Vocabulary:  1a-b, p. 32  2.Grammar: 2a-b-c-d, p. 32  3.Pronunciation: 3a-b-c-d, p. 32  4.Reading & Speaking: 4a-b-c-d-e,  5: Song, p. 33  6. Revise and Check p.34 – 35 (HW)  <u>* Workbook p. 28 – 29.</u>	<b>* END OF TERM EXAM ANNOUNCEMENT</b>  <b>* COURSE WRAP-UP</b>

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