

**ALTINBAŞ UNIVERSITY**  
**Modern Languages Department**  
**2018-2019 Academic Year, Fall Term**  
**ENG 311 COURSE OUTLINE (Tentative)**

**Instructor:**

**Office Hours:**

**Email/Tel:**

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

**Course Book:** English File, Elementary 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 modal “can/can’t”, present continuous tense, object pronouns, some gerunds, simple past tense, there is/there are and gain reading, writing, speaking and listening skills based on certain contexts such as weather, daily/free time activities, shopping, music, biography, memories, asking for address and so forth.

### **II. COURSE OBJECTIVES**

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

- understand the main points of clear standard input on familiar matters (shopping, asking for directions etc)
- listen to understand and use necessary information on familiar matters,
- read for specific information and details at the grade level,
- talk about things they like doing / don’t like doing.
- tell a simple incident or a story using past tense.

### **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>

**IMPORTANT NOTES:**

- \* 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 311 SYLLABUS**

WEEKS	OBJECTIVES - The course is intended to develop students' language skills	OUTCOMES	MATERIALS	NOTES
<b>Week</b>  <b>1</b>  <b>Sept.</b> <b>17-21</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>to get the students to be familiar with some verb phrases: 'buy a newspaper, call/phone, come here, dance the tango, draw a picture, find some money, give someone a present, hear a noise, help someone, look for your keys, meet a friend, paint a picture, play chess, ride a bike, run a race, see a film, sing a song, swim, take photos, take your umbrella, talk to a friend, tell someone a secret, travel by plane, turn on / off the TV, use a computer, wait for a bus, walk home'.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To form sentences to tell about abilities and inabilities-possibilities &amp; requests and to ask questions using 'can/can't'.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To ask and answer questions to prepare an interview with 'can / can't' with the activities to decide what partners can/can't do.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>To read for details in an article about British TV programs to guess the meanings of highlighted words and make comments on similar things in one's country.</li> </ul>	<p><b>VOCABULARY – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>form phrases with verbs at the grade level to use them in the sentences to tell what they do in their free time.</li> </ul> <p><b>GRAMMAR – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>form simple sentences using 'can/can't' in affirmative, negative and question forms.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>prepare short dialogues with 'can / can't' using them in affirmative, negative and question forms to learn if their partners are artistic, sporty, musical or good with words.</li> </ul> <p><b>READING Students will be able to:</b></p> <ul style="list-style-type: none"> <li>read an article about a TV program and guess the meaning of highlighted words and use them correctly.</li> </ul>	<p><b>English File Elem. Course Book, Unit 4</b></p> <ol style="list-style-type: none"> <li>Revise and Check, p. 34, 35</li> </ol> <p><b>English File Elem. Course Book, Unit 5</b></p> <ol style="list-style-type: none"> <li>'Do you have the X factor?' 5A, Vocabulary: 1a-b, p. 36</li> <li>Grammar: 2a-b-c-d-e-f, p. 36</li> <li>Pronunciation: 3a-b-c, p. 37</li> <li>Speaking: 4a-b, p. 37</li> <li>Reading: 5a-b-c, p. 37</li> </ol> <p><b>* Workbook p. 30 – 31.</b></p>	<p>*Instructors will show Course Outline file in the classroom.</p> <p>*Extra Reading &amp; Listening Activities (Icebreakers, getting to know each other)</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b>  <b>2</b>  <b>Sept.</b> <b>24-28</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Verbs / verb phrases about noise: "cry, bark, talk loudly, play loud music etc.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To ask and answer questions about others' neighbors.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To form sentences using 'Present Continuous Tense' to tell about the actions happening at the moment of speaking.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>To listen to someone talking about his/her city and understand the city rules he/she mentions.</li> </ul>	<p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>form phrases with verbs at the grade level to use them in the sentences to tell what they do in their free time.</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 'yes/no' questions about their partners' neighbors using adjectives.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>form sentences using 'Present Continuous Tense' and fill in the gaps in the exercises given.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use necessary information given about a city and the rules.</li> </ul>	<p><b>English File Elem. Course Book, Unit 5</b></p> <ol style="list-style-type: none"> <li>'Love your neighbors' 5B, Vocabulary &amp; Speaking: 1a-b-c, p. 38</li> <li>Grammar: 2a-b-c-d-e-f, p. 39</li> <li>Pronunciation &amp; Speaking: 3a-b-c, p. 39</li> <li>Listening: 4a-b-c, p. 39</li> </ol> <p><b>* Workbook p. 32 – 33.</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> Oct. 1-5	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>The weather and seasons: 'cloudy, cold, foggy, hot, sunny, snowing, raining, windy, spring, autumn, summer, winter'.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>To listen to a travel guide talking about weather in London and to decide if the sentences are true or false.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>To read for specific information in a guide book about the weather of London and find the unknown words in the text.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To ask and answer questions with a partner about their preferences about places.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To understand the difference between 'Present Continuous Tense' and 'Simple Present Tense'.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>* To get the students to write Facebook posts to share what they are doing on holiday.</li> </ul>	<p><b>VOCABULARY – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use words for weather and seasons to describe a city and give answer to 'What's the weather like?' question.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>listen to a travel guide talking about the weather of a city to decide on correct/false statements.</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>read and understand the details in a text and fill in the gaps in the exercises about the weather.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>prepare a dialogue and ask and answer questions with their partners about their cities and what they can do there.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>learn more about 'Present Continuous Tense' and identify the difference between 'Present Continuous Tense' and 'Simple Present Tense'.</li> </ul> <p><b>WRITING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>write posts on social networking websites to talk about what they are doing on holiday.</li> </ul>	<p><b>English File Elem. Course Book, Unit 5</b></p> <p>4. 'Sun and City' 5C, Vocabulary &amp; listening: 1a-b-c-d, p. 40</p> <p>5. Reading &amp; Speaking: 2a-b-c, p. 40</p> <p>6. Grammar: 3a-b-c-d-e, p. 41</p> <p>7. Pronunciation: 4a-b-c, p. 41</p> <p>8. Writing, 5a-b, p. 41</p> <p><b>* <u>Workbook p. 34 – 35.</u></b></p>	<p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 4</b> Oct. 8-12	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Clothes: "jacket, jeans, skirt, shirt, trousers, sweater etc."</li> <li>* Saying prices.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>To listen to conversation that takes place at a clothes shop.</li> </ul>	<p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use words for clothes to describe what they wear.</li> <li>use prices of clothes.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>listen to the people talking about buying clothes.</li> </ul>	<p><b>English File Elem. Course Book, Unit 5</b></p> <p>Practical English p. 42 – 43.</p> <p><b>* <u>Workbook p. 36.</u></b></p>	<p><b>* QUIZ ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b> <b>5</b> Oct. 15-19	<b>GRAMMAR</b> •To form sentences using 'Object Pronouns' by using them in the correct form and place in the sentences.  <b>READING</b> •To read to understand and use specific information about book covers based on 'object pronouns'.  <b>LISTENING</b> •To read to understand and use necessary phrases from a conversation on a phone call.  <b>SPEAKING</b> •To get the students to interview a partner with a questionnaire about how often/when/where someone reads.	<b>GRAMMAR - Students will be able to:</b> - use 'object pronouns' in the correct place and form such as using them as the objects of sentences, after the verbs and after prepositions.  <b>READING - Students will be able to:</b> - read for specific information in a text based on book covers to match the sentences given with the correct book cover. - read the conversation between people in different times of the day based on a phone call to see the difference between the 'object pronouns & possessive adjectives'.  <b>LISTENING - Students will be able to:</b> - listen to and understand useful phrases to use on a phone call based on 'object pronouns' at the grade level.  <b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b> -give or seek personal views and opinions about reading a book by asking necessary questions.	<b>English File Elementary Course Book, Unit 6</b>  1.'Reading in English' 6A, Grammar: 1a-b-c-d, p. 44 2.Pronunciation: 2a-b-c-d, p. 44 3.Reading & listening: 3a-b-c-d-e-f, p. 45 4. Speaking p. 45  <u>* Workbook p. 37 – 38.</u>	<b>* QUIZ</b>  *Extra Reading & Listening Activities

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b> <b>6</b> Oct. 22-26	<b>VOCABULARY</b> •To make the students understand and use Phone Language in different conversation in different times of the day. •To make the students understand and learn 'the date': 'January, February, March, April, May, June, July, August, September, October, November, December' & Ordinal Numbers .  <b>READING</b> •To read for specific information in the first part of a text 'Favorite Times' about the third Monday and the third Friday in June to understand the dates, the weather and seasons.  <b>LISTENING</b> •To listen for specific information about favorite dates to use the details in gap filling activities.  <b>GRAMMAR</b> •To get the students form sentences using 'verb + -ing' with some specific verbs, such as 'love, like, don't mind, don't like, hate'.  <b>SPEAKING</b> •To get the students to interview a partner about his/her likes and dislikes using pictures.  <b>WRITING</b> •To have the students write a short article using photos or drawings based on the reading text learnt about favorite times.	<b>VOCABULARY - Students will be able to:</b> - talk on the phone using related phrases and words learnt. - the dates; months and ordinal numbers in the sentences using the preposition 'on' correctly and say the years using 'in' at the grade level.  <b>READING - Students will be able to:</b> - read and understand specific information about the different times of the year to give answer to some specific questions on favorite month/season/public holiday and to fill in the gaps appropriately at the grade level.  <b>LISTENING - Students will be able to:</b> - listen and understand questions and recognize familiar phrases in a speech about favorite time of day, day of the week, month, season, public holiday to take notes for 'Why?' questions in the exercises at the grade level.  <b>GRAMMAR - Students will be able to:</b> - use the verbs 'love, like, don't mind, don't like, hate' to tell about their preferences using 'verb + -ing' with these at the grade level.  <b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b> - interact in a simple way such as interviewing a partner on likes/dislikes and activities at the grade level.  <b>WRITING - Students will be able to:</b> - write an article based on favorite times using likes/dislikes.	<b>English File Elem. Course Book, Unit 6</b>  1.'Times we love', 6B. Vocabulary and Pronunciation: 1a-b-c-d-e-f-g, p. 46 2. Reading: 2a-b-c, p. 46 3. Listening: 3a-b, p. 47 4. Language Use: 'like+ (verb+ing), 4a-b-c, p. 47 5. Speaking & Writing: 5a-b-c-d, p. 47  <u>* Workbook p. 39 – 40.</u>	<b>* MIDTERM ANNOUNCEMENT</b>  *Extra Reading & Listening Activities

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b> <b>7</b> Oct.29 –Nov.2	<b>VOCABULARY</b> •To make the students understand and learn the words for Music: ‘hip hop, rock, classical, Latin, jazz, reggae, blues, heavy metal, R&B’.  <b>GRAMMAR</b> •To make the students form sentences with be or do with their correct use and function at the grade level.  <b>SPEAKING</b> •To make the students interview a partner with a music questionnaire based on the verbs be and do in questions to learn/give opinions about musical taste.  <b>READING</b> •To make the students read for details in an article about how music changes the lives of young people in Venezuela to guess the meanings of highlighted words given based on music.  <b>WRITING</b> •To write an informal email to a pen friend to give information about themselves.	<b>VOCABULARY - Students will be able to:</b> - use the kinds of music to tell about their likes/dislikes and where a music kind is from at the grade level.  <b>GRAMMAR - Students will be able to:</b> - revise the use of be and do in sentences as using ‘be’ as a main verb and an auxiliary verb in Present Continuous Tense and using ‘do-does’ to make questions and negatives in Present Simple Tense at the grade level.  <b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b> - ask and answer simple questions to learn their partners’ opinions about music using be and do in the questions and give opinions using like/don’t like at the grade level.  <b>READING - Students will be able to:</b> - read and understand a text about music and music kinds and guess the meanings of the words given.  <b>WRITING - Students will be able to:</b> - write an informal email to a friend to give info about them.	<b>English File Elem. Course Book, Unit 6</b>  1. ‘Music is changing their lives’, 6C. Vocabulary: 1a-b-c, p. 48 2. Language Use: 2a-b-c, p. 48 3. Pronunciation: 3a-b, p. 48 4. Speaking: 4a-b, p. 49 5. Reading: 5a-b-c-d, p. 49 6. Writing: p. 49  <u>* Workbook p. 41 – 42.</u>	<b>* MIDTERM</b>  <b>*SPEAKING TASK ANNOUNCEMENT</b>  *Extra Reading & Listening Activities

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b> <b>8</b> Nov. 5-9	<b>GRAMMAR</b> •To get the students to form sentences using ‘was/were’ in positive and negative sentences  <b>SPEAKING</b> •To make the students ask and answer questions in Simple Past Tense.  <b>READING</b> •To make the students read for details in three audio extracts about people’s biography to give answer to the comprehension questions based on Past Simple: was-were.  <b>VOCABULARY</b> •To understand the meanings and use Word formation: ‘sport-sportsmen/ music-musician/poetry-poet/ write-writer/ paint-painter/ act-actor-actress/ direct film- director/ sing-singer/ compose-composer/ politics-politician/ science-scientist/ police-policeman-woman/business-businessman-woman/sail-sailor/art-artist/ invent-inventor.  <b>LISTENING</b> •To listen to understand and use specific information about famous people to fill the gaps with Simple Past Tense: was/were.	<b>GRAMMAR - Students will be able to:</b> - form sentences using ‘was/were’ to tell about the situations in the past with the correct time expressions at the grade level.  <b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b> - write the names of famous people alive and dead in a chart and ask & answer questions using is/are or was/were accordingly at the grade level.  <b>READING - Students will be able to:</b> - read and understand specific information about the given pictures from the National Portrait Gallery and information about famous people’s lives given with Simple Past Tense at the grade level.  <b>VOCABULARY - Students will be able to:</b> - understand the difference between verbs, nouns and add –er, -ian, -ist, -ian or woman-man for people’s jobs and use them correctly in writing and speaking activities at the grade level.  <b>LISTENING - Students will be able to:</b> - listen to and recognize simple sentences in dialogue about famous people to decide if they are alive or dead and fill the gaps correctly with the given information with was/were at the grade level.	1.Revise & Check: Unit 5 & 6, p. 50,51 (HW)  <b>English File Elem. Course Book, Unit 7</b> 1. ‘At the National Portrait Gallery’, 7A. Language Use: ‘was/were’, 1a-b-c-d, p. 52 2. Pronunciation & Speaking: 2a-b-c, p. 52 3. Reading: 3a-b-c-d, p. 53 4. Vocabulary: ‘word formation’: 4a-b-c-d, p. 53 5. Listening & Writing: 5a-b-c, p. 53  <u>* Workbook p. 43 – 44.</u>	<b>*SPEAKING TASK</b>  <b>* WRITING TASK ANNOUNCEMENT</b>  *Extra Reading & Listening Activities

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b> <b>9</b> <b>Nov.</b> <b>12-16</b>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>To make the students read to understand and use specific information in a true story about a journey happened in the past.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To have the students form positive and negative sentences for actions happened in the past and questions using the second forms of regular verbs in Simple Past Tense.</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>To understand and use necessary Past time expressions in correct places: 'yesterday, last night-month-week-summer, three days-minutes ago, the day before yesterday, in 2009'.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To get the students to interview a partner using a questionnaire by asking 'When was the last time you...?'.</li> </ul>	<p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>understand a text written about the past and today to guess if the future promises came true or not by answering the questions given.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>form sentences using 'regular verbs' in Simple Past Tense to tell about the situations in the past with the correct time expressions at the grade level.</li> </ul> <p><b>VOCABULARY - 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 concerning the phrases formed with 'past time expressions' to make sentences in Simple Past Tense.</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 via a questionnaire to learn when their friends did some specific activities.</li> </ul>	<p><b>English File Elem. Course Book, Unit 7</b></p> <p>1. 'Chelsea girls', 7B. Reading &amp; Listening: 1a-b-c-d-e, p. 54</p> <p>2. Language Use: 'Past Simple: Regular verbs', 2a-b-c-d, p. 54</p> <p>3. Pronunciation: 3a-b-c, p. 55</p> <p>4. Vocabulary &amp; Speaking: 4a-b-c, p. 55</p> <p><b>* Workbook p. 45 – 46.</b></p>	<p><b>* WRITING ASSIGNMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b> <b>10</b> <b>Nov.</b> <b>19-23</b>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>To understand and use specific information in a conversation about people's memories about their best night out.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To have the students form positive, negative sentences and questions in Simple Past Tense: 'Irregular verbs' with the correct word order.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>To listen for specific information about a memorable night of a man from Spain to decide if the given information is correct or false.</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>To make the students understand and use the verb phrases with go, have, get: 'go by bus-car-plane/ go home/ go out/ go shopping/ go back/ etc.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To make the students interview a partner by using 'Wh-' questions given in Simple Past Tense about his/her memorable night.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>To write about their memorable night.</li> </ul>	<p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>read and understand the specific information in a conversation about a memorable night based on Simple Past Tense at the grade level.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>understand the function, form and use of Simple Past Tense: Irregular verbs in sentences to tell about past actions happened at the grade level.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>listen to and understand one's speech about a night out and decide why it was a memorable one and check the sentences given if they are true or false.</li> </ul> <p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use specific verbs phrases with go, get and have and use them in Simple Past Tense to tell about the things happened in the past at the grade level.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>interview their partners asking questions with 'wh-' words in Simple Past Tense about their memorable night at the grade level.</li> </ul> <p><b>WRITING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>write about their memorable night.</li> </ul>	<p><b>English File Elem. Course Book, Unit 7</b></p> <p>1. 'A night to remember', 7C. Reading: 1a-b-c, p. 56</p> <p>2. Language Use: 'Past Simple: Irregular verbs', 2a-b-c-d-e, p. 57</p> <p>3. Listening: 3a-b-c, p. 57</p> <p>4. Vocabulary: 'go, have, get', 4a-b, p. 57</p> <p>5. Pronunciation: 5a-b, p. 57</p> <p>6. Speaking &amp; Writing: 6a-b-c, p. 57</p> <p>7. Song, p. 57</p> <p><b>* Workbook p. 47 – 48.</b></p> <p>Practical English: 'Getting Lost', p. 58-59.</p>	<p><b>*SPEAKING TASK ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 11</b> Nov. 26-30	<b>READING</b> •To read a murder story in Simple Past Tense to give information about the people in the story and find true/false sentences.  <b>LISTENING</b> •To listen to the details in a conversation between an inspector and suspects to complete the chart with their answers.  <b>GRAMMAR</b> •To get the students to form sentences using regular and irregular verbs with Simple Past Tense in positive, negative and question forms.  <b>SPEAKING</b> •To role play a dialogue as a police interview with robbery suspects to decide if they are telling the truth or not.	<b>READING - Students will be able to:</b> - read and use details in a story about a murder in Simple Past Tense to guess who the murderer is and decide on true and false sentences at the grade level.  <b>LISTENING - Students will be able to:</b> - listen for details in a conversation about a murder and suspects and use the necessary details to find the murderer and what exactly happened.  <b>GRAMMAR - Students will be able to:</b> - understand the function, form and use of Simple Past Tense: Regular and Irregular verbs in sentences to tell about past actions and what happened in the past at the grade level.  <b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b> - interview their partners as if they are policemen and other partners are robbery suspects by asking questions in Simple Past Tense: Regular and Irregular verbs.	<b>Workbook p. 49.</b>  <b>English File Elem. Course Book, Unit 8</b>  1.'A murder story' Reading: 1a-b-c, p. 60 2.Pronunciation: 2a-b-c, p. 60 3.Listening: 3a-b-c, p. 61 4.Language Use: 4a-b-c-d, p. 61 5.Speaking: 5, p. 61  <b>* Workbook p. 50 – 51.</b>	<b>*SPEAKING TASK</b>  <b>* SPEAKING ASSIGNMENT ANNOUNCEMENT</b>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 12</b> Dec.3-7	<b>* SPEAKING ASSIGNMENT</b>	<b>* SPEAKING ASSIGNMENT</b>	<b>* SPEAKING ASSIGNMENT</b>	<b>* SPEAKING ASSIGNMENT</b>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 13</b> Dec. 10-14	<b>VOCABULARY</b> •To make the students use the words for the house: 'Rooms: bathroom, bedroom, dining room, garage, garden, hall etc.  <b>LISTENING</b> •To make the students listen for details in a conversation about a couple renting a house.  <b>GRAMMAR</b> •To make the students form positive and negative sentences using 'There is/ There are' to say somebody or something exists and forming questions using 'Is there/ Are there?'.  <b>SPEAKING</b> •To make the students work in pairs to ask and answer questions about home asking 'wh-' and 'yes/no' questions using 'There is/are' to describe rooms and houses.  <b>WRITING</b> •To get the students write a description of house or flat using there is/are.	<b>VOCABULARY - Students will be able to:</b> - use the specific words for house to read advertisements and give information about a house using 'There is/are' at the grade level.  <b>LISTENING - Students will be able to:</b> - listen for details in a conversation about renting a house based on asking and answering questions with 'There is/ are..' and fill in the gaps while listening at the grade level.  <b>GRAMMAR - Students will be able to:</b> - form sentences using 'There is/isn't/are/aren't' to tell about the things or people.  <b>SPOKEN PRODUCTION AND INTERACTION Students will be able to:</b> - create simple phrases and sentences to prepare dialogues 'there is/there are' in questions to learn the things in the houses/rooms of their friends' at the grade level.  <b>WRITING - Students will be able to:</b> - write about their houses and rooms to describe the objects there using 'There is/are/isn't/ aren't' at the grade level.	<b>English File Elem. Course Book, Unit 8</b>  1.'A house with a history', 8B. Vocabulary: 'the house', 1a-b-c-d, p. 62 2.Listening: 2a-b-c-d, p. 62 3.'A house with a history', 8B. Language Use: 'There is / there are', 3a-b-c, p. 63 4.Pronunciation: 4a-b-c-d-e-f, p. 63 5.Speaking: 5a-b, p. 63 6.Writing: p. 63  <b>* Workbook p. 52 – 53.</b>	

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week <b>14</b> Dec. 17-21</p>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To read for specific information in a text about the description of a haunted hotel to find the chain of events and guess the meaning of unknown words related to hotels.</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>•To understand the meaning and correct use of Prepositions: Place and Movement: 'Place: in/ in front of/ on/ under/ behind/ between/ opposite/ next to/ over – Movement: from..to/ into/ out of/ up/ down/ towards'.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>•To listen to and use the details in an interview in a newspaper about the haunted hotel to correct the information given about the events happened while listening.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To get the students to form positive and negative sentences and questions using 'There was/were' as the past form 'There is/ are'.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To make the students communicate by using a photo of a haunted hotel room and asking and answering questions in pairs to learn what there was/were in it.</li> </ul>	<p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read a text about two different hotels with ghosts to understand the events related to ghosts and understand the words used related to hotels 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 specific prepositions for place and movement to tell about location and direction at the grade level.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen for details and correct the related information about the events at a hotel based on an interview with a person stayed there while listening at the grade level.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- form sentences using 'There was/wasn't/were/weren't to tell about the things or people at the grade level.</li> </ul> <p><b>SPOKEN PRODUCTION AND INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- remember what there was/were in a haunted hotel room and ask and answer questions to tell about the objects there at the grade level.</li> </ul>	<p><b>English File Elem. Course Book, Unit 8</b></p> <ol style="list-style-type: none"> <li>1.'A night in a haunted hotel', 8C.</li> <li>Reading: 1a-b-c-d, p. 64</li> <li>2.Vocabulary: 'Prepositions: place and movement', 2a-b, p. 65</li> <li>3.Pronunciation: 3a-b, p. 65</li> <li>4. Listening: 4a-b, p. 65</li> <li>5.Language Use: 'There was/were', 5a-b, p. 65</li> <li>6.Speaking, p. 65</li> <li>7. Revise and Check p.66,67 (homework)</li> </ol> <p><b>* Workbook p. 54 – 55.</b></p>	<p><b>* END OF TERM EXAM ANNOUNCEMENT</b></p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<p>Week <b>15</b> Dec. 24-28</p>	<b>END OF TERM EXAM WEEK</b>			