

**ALTINBAŞ UNIVERSITY**  
**Modern Languages Department**  
**2018-2019 Academic Year, Spring Term**  
**ENG 312 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 countable/uncountable nouns, comparative/superlative adjectives, future time expressions, some infinitives, and present perfect tense and gain reading, writing, speaking and listening skills based on certain contexts such as talking about eating habits, holiday plans, films/music 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 regularly encountered in work, school, leisure, etc.
- listen to understand and use necessary information appropriately.
- read for specific information and details at the grade level.
- talk about their experiences, leisure time activities and preferences using related tenses.
- 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 **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 312 SYLLABUS**

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b>  <b>1</b>  <b>Feb.</b> <b>11-15</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>To make the students understand the meanings and the use of the words for Food: 'Breakfast: bread, butter, cereal, cheese, coffee, eggs, jam, juice, milk etc.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>To read for details in an article of three paragraphs about the eating habits of three people with different jobs to answer 'Who?' questions related to the text.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To make the students form sentences with countable/ uncountable nouns with a/ an/ some/ any when necessary to give information about food</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To have the students work in pairs asking and answering questions about the food someone ate/ drank yesterday based on a food diary prepared beforehand.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>To listen for specific information in a TV cooking competition including two contestants' a starter, a main course and a dessert contest to fill the gaps with the food they cook and judge's comments.</li> </ul>	<p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use the words for 'food' and learn if they are countable or uncountable to tell about what they have for breakfast/lunch/dinner at the grade level.</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>read and use details in an article giving information about people's diets and guess the meanings of unknown words and answer comprehension questions given at the grade level.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>form sentences to tell about food and drinks and their amount using a/an/some/any with the correct function and in the correct place at the grade level.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>prepare dialogues in pairs to learn what each other ate/drank yesterday based on the food diary they prepared by using countable/ uncountable nouns and a/an/some/any at the grade level.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>understand and use information about the food the two contestants on a TV competition cook to fill the gaps and answer comprehension questions at the grade level.</li> </ul>	<p><b>English File Elem. Course Book, Unit 9</b></p> <p>1. 'What I ate yesterday', 9A. Vocabulary: 'food', 1a-b, p. 68  2. Reading: 2a-b-c-d-e, p. 68  3. Language Use: 3a-b-c, p. 69  4. Pronunciation: 4a-b, p. 69  5. Speaking: 5a-b, p. 69  6. Listening: 6a-b-c-d-e-f, p. 69</p> <p><b><u>Workbook p. 56 – 57.</u></b></p>	<p>*Instructors will show Course Outline file in the classroom.</p> <p>*Extra Reading &amp; Listening Activities (Icebreakers, getting to know each other)</p> <p>* EDMODO</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b>  <b>2</b>  <b>Feb.</b> <b>18-22</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>To make the students understand the meanings and the use of the words for Food containers: 'a bottle, a box, a , a carton, a jar, a packet, a tin'.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>To get the students to form questions 'How much/How many' with uncountable/ countable nouns and a lot of/ a few/ much/ many in the correct place and function.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>To have the students communicate with partners by using the questionnaire including quantifiers by asking 'how much/how many' questions to decide if they have a healthy lifestyle or not.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>To make the students read a magazine article 'White Gold' based on 'Quantifiers' to fill the gaps with specific words.</li> </ul>	<p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use the words for food containers to make the uncountable nouns countable ones to tell the number of bottles/boxes/ s/packets/tins and give answer to How much/How many questions at the grade level.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>ask and answer questions using 'how much/ many, a lot of, some, a few, much, many, a little' to give information about the amount of things with positive and negative sentences at the grade level.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>interact in a simple way with a partner provided the other person is prepared to repeat or rephrase things at an appropriate rate of speech while talking about their diets to decide if their partners have a healthy lifestyle or not using 'Quantifiers' at the grade level.</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>read an article from a magazine to use the words, 'sugar' and 'salt' and guess unknown words and phrases at the grade level.</li> </ul>	<p><b>English File Elem. Course Book, Unit 9</b></p> <p>1. 'White Gold', 9B. Vocabulary: 'food containers', 1a-b-c, p. 70  2. Language Use: 2a-b-c-d, p. 70  3. Pronunciation: 3a-b-c, p. 70  4. Speaking: 4a-b-c, p. 71  5. Reading: 5a-b-c, p. 71</p> <p><b><u>Workbook p. 58 – 59.</u></b></p>	<p>*Instructors will show Course Outline file in the classroom.</p> <p>*Extra Reading &amp; Listening Activities</p>

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<b>Week 3</b> <b>Feb. 25- March 1</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>•To make the students understand and use High numbers: with thousands and millions.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>•To get the students to listen to a Quiz show for details to learn about how much the contestant win and specific information about numbers to take notes.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To make the students form sentences using 'Comparative Adjectives' to compare two thing/groups/people etc. with the correct function.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To communicate through a quiz via the questions with comparative adjectives.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To read for specific information in two articles about Quiz shows and the best contestant in one of them to use the verbs and highlighted words.</li> </ul>	<p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use the high numbers to give information about the numbers of things/places etc. such as population of places, calories of food and kilometers at the grade level.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen to and use information about the quiz show and write the high numbers they hear at the grade level.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the use of 'comparative adjectives' and use them to compare things with 'than' with the correct function and in the correct place at the grade level.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- prepare a quiz and communicate through it by asking and answering questions based mainly on 'quantifiers' and 'comparative adjectives' at the grade level.</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read and understand the information about two famous quiz shows and contestants there to fill the gaps in the article and guess unknown words at the grade level.</li> </ul>	<p><b>English File Elem. Course Book, Unit 9</b></p> <ol style="list-style-type: none"> <li>1. 'Quiz Night', 9C. Vocabulary: 'high numbers', 1a-b-c-d-e-f, p. 72</li> <li>2. Listening: 2a-b-c-d, p. 72</li> <li>3. Language Use: 'Comparative Adjectives', 3a-b, p. 73</li> <li>4. Pronunciation: 4a-b, p. 73</li> <li>5. Speaking, 73</li> <li>6. Reading: 6a-b-c-d-e, p. 73</li> </ol> <p><u>Workbook p. 60 – 61.</u></p> <p><u>Practical English – HW. P. 74-75.</u></p>	<p>*Extra Reading &amp; Listening Activities</p>

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<b>Week 4</b> <b>March 4-8</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>•To have the students understand and learn the words for Places &amp; Buildings: 'art gallery, bridge, bus station, car park, castle, chemist's, pharmacy, church, department store, hospital, market, mosque, museum, police station, post office, railway station, river, road, mall, square, temple, theatre, town hall'.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To form positive and negative sentences and making questions using 'Superlative Adjectives'.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To have the students read for details in an article about cycling on the most dangerous road in the World to answer the comprehension questions and guess the meaning of unknown words.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To make the students practice role playing a dialogue as if one of the partners is a tourist in a town and the other one lives there to ask and answer questions based on 'Superlative Adjectives' and words for 'Places and buildings'.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>•To write an advertisement of a town/city for tourists using Superlative Adjectives by adding photos.</li> </ul>	<p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand and use the words for places and buildings to give information about the cities and places at the grade level.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the function, form and use of 'Superlative Adjectives' and use them in sentences to tell which thing is the biggest, tallest, most popular in a group at the grade level.</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read and use details in an article about cycling to answer comprehension questions and guess the meanings of unknown words especially adjectives given in comparative &amp; superlative adjectives at the grade level.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- ask and answer questions and prepare a dialogue by using Superlative Adjectives about the important/famous places in a city/place at the grade level.</li> </ul> <p><b>WRITING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- write an advertisement about the cities they are from and give information about the places and buildings using Superlative Adjectives.</li> </ul>	<p><b>English File Elem. Course Book, Unit 10</b></p> <ol style="list-style-type: none"> <li>1.'The most dangerous road', 10A.</li> </ol> <p>Vocabulary: 'places and buildings', 1a-b-c, p. 76</p> <ol style="list-style-type: none"> <li>2.Language Use: 2a-b-c-d-e, p. 76</li> <li>3. Pronunciation: 3a-b-c, p. 77</li> <li>4. Reading: 4a-b-c-d, p. 77</li> <li>5. Speaking &amp; Writing: 5a-b, p. 77</li> </ol> <p><u>Workbook p. 63 – 64.</u></p>	<p><b>*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>LISTENING</b></p> <ul style="list-style-type: none"> <li>•To listen to the details in a radio travel program about couch surfing and decide if the sentences given are true or false.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To make the students form positive, negative sentences and questions using 'be going to future' for future plans and arrangements.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To have the students read for specific information in a blog for a trip to guess the meaning of highlighted phrases and to find the problems.</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>•To make the students understand and use the words for Holidays correctly: 'stay in a hotel/ with a friend/ for a week, see sb round your town/ city, show the sights, go by train/ back home, have a good time/ nice meals'.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To have the students plan a holiday to visit three cities in the same continent by answering some questions and talking about plans about that vacation.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>•To make the students write a formal email to make reservation at a hotel/restaurant using the necessary phrases learnt.</li> </ul>	<p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen to and use the details about couch surfing in sentences given to decide if they are true or false and understand the difference between dictionary meaning of 'couch' and 'couch surfing' at the grade level.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the rules and function of "be going to" and use it to give information about future plans and arrangements by using future time expressions at the grade level.</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read a blog on a trip to find the problems occurred and answer the comprehension questions at the grade level.</li> </ul> <p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use the words for holiday to tell about which country is good to visit/ stay and what to do there using phrases for suggestions and be going to for plans at the grade level.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- make a plan for a holiday of ten days and share their plans with their partners using 'be going to' at the grade level.</li> </ul> <p><b>WRITING – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- write a formal email in the correct format and with necessary phrases learnt to reserve a room at the grade level.</li> </ul>	<p><b>English File Elem. Course Book, Unit 10</b></p> <ol style="list-style-type: none"> <li>1.'CouchSurf round the world', 10B. Listening: 1a-b-c-d, p. 78</li> <li>2. Language Use: 'be going to (plans)', 2a-b-c-d-e-f, p. 78</li> <li>3. Pronunciation &amp; Speaking: 3a-b, p. 79</li> <li>4. Reading: 4a-b-c, p. 79</li> <li>5. Vocabulary &amp; Speaking: 5a-b-c-d-e, p. 79</li> <li>6. Writing, p. 79</li> </ol> <p><b><u>Workbook p. 65 – 66.</u></b></p>	<p><b>SPEAKING TASK-1</b></p> <p><b>* QUIZ ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 6</b> <b>March 18-22</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>•Verb phrases about fortune telling: "become famous, get a lot of money, be lucky, fall in love etc.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To have the students read for specific information in a story about fortune telling and complete the gaps with the appropriate words.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>•To listen to the details in a story about fortune telling and complete the gaps with the appropriate words in the sentences given.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To make the students form positive, negative sentences and questions using 'be going to future' for predictions.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To have the students create a dialogue and role play a fortune telling and have them use "be going to" for predictions.</li> </ul>	<p><b>VOCABULARY - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- use the verb phrases about fortune telling. "Become famous; get a lot of money, be lucky, fall in love etc."</li> </ul> <p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read a story and answer the comprehension questions at the grade level.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen to the details in a story about fortune telling and complete the gaps with the appropriate words in the sentences given.</li> </ul> <p><b>GRAMMAR - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the rules and function of 'be going to' and use it to give information about predictions.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- role play a fortune telling and use "be going to" for predictions at the grade level.</li> </ul>	<p><b>English File Elem. Course Book, Unit 10</b></p> <ol style="list-style-type: none"> <li>1. What's going to happen?, 10C.</li> </ol> <p>Vocabulary: 1a-b p.80</p> <ol style="list-style-type: none"> <li>2. Reading and Listening: 2a-b-c-d-e- p. 80</li> <li>3. Grammar be going to (predictions): 3a-b-c-d , p. 81</li> <li>4.Pronunciation: 4a-b-c-d p. 81</li> <li>5. Speaking: p. 81</li> <li>6. Revise and Check p.82 – 83.</li> </ol> <p><b>* <u>Workbook p. 67 – 68.</u></b></p>	<p><b>* QUIZ</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week</b> <b>7</b> <b>March</b> <b>25-29</b>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>•To have the students read two different blogs about two cities and to answer the comprehension questions and guess the meaning of highlighted words.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>•To make the students form sentences with adverbs of manner and practice them in the sentences.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>•To listen to a person talking about a city in detail and complete the gaps with the appropriate words in the sentences given.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>•To have the students create a dialogue in small groups about a time when they went to another city or country.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>•To make the students write blog with two paragraphs about a country or city they have visited.</li> </ul>	<p><b>READING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- read and use details in blogs about different cities to answer comprehension questions and guess the meanings of unknown words especially adverbs of manner and modifiers at the grade level.</li> </ul> <p><b>GRAMMAR – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand the function of adverbs of manner and use them correctly in the sentences.</li> </ul> <p><b>LISTENING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- listen to a person talking about a city and understand it in detail and complete the gaps with the appropriate words in the sentences given.</li> </ul> <p><b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- create a dialogue in small groups about a time when they went to another city and country and give details about the people, food, driving etc.</li> </ul> <p><b>WRITING - Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- write a blog about a country or city they visited.</li> </ul>	<p><b>English File Elem. Course Book, Unit 11</b></p> <ol style="list-style-type: none"> <li>1. First impressions, 11A. Reading: 1a-b-c-d p.84</li> <li>2. Grammar: 2a-b-c-d p.85</li> <li>3. Pronunciation: 3a-b-c p. 85</li> <li>4. Listening and Speaking: 4a-b-c- p.85</li> <li>5. Writing: p.85</li> </ol> <p><b>* Workbook p. 69 – 70.</b></p>	<p><b>* IN-CLASS WRITING TASK ANNOUNCEMENT</b></p> <p><b>*Extra Reading &amp; Listening Activities</b></p>

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

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 9</b> April 8-12	<b>VOCABULARY</b> <ul style="list-style-type: none"> <li>Words and phrases related to internet such as “attachment, download, skype, upload, Wi-Fi, online...”</li> </ul> <b>SPEAKING / LISTENING</b> <ul style="list-style-type: none"> <li>To have the students work in pairs and create a dialogue about the things they do on the internet using adverbs of frequency.</li> </ul> <b>GRAMMAR</b> <ul style="list-style-type: none"> <li>To get the students to use the articles “a, an, the” and practice them.</li> <li>To get the students to work in pairs and create simple conversations about different topics.</li> </ul>	<b>VOCABULARY – Students will be able to:</b> <ul style="list-style-type: none"> <li>conduct routine, everyday transactions involving familiar situations and topics.</li> </ul> <b>SPOKEN PRODUCTION &amp; INTERACTION / LISTENING - Students will be able to:</b> <ul style="list-style-type: none"> <li>understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</li> </ul> <b>GRAMMAR – Students will be able to:</b> <ul style="list-style-type: none"> <li>discuss everyday practical issues in a simple way when addressed clearly, slowly and directly and discuss what to do, where to go and make arrangements to meet.</li> </ul>	<b>English File Elem. Course Book, Unit 11</b> <ol style="list-style-type: none"> <li>Men, Women and the Internet 11C. Vocabulary and Pronunciation: 1a-b-c-p.88</li> <li>Speaking and Listening: 2a-b-c-d- p.89</li> <li>Grammar: 3a-b-c- p. 89</li> </ol> <p><b>* Workbook p. 73 – 74.</b></p>	<b>SPEAKING TASK-2</b> <p><b>* MIDTERM ANNOUNCEMENT</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 10</b> April 15-19	<b>LISTENING</b> <ul style="list-style-type: none"> <li>To listen to a dialogue between two people and mark the statements given “True” or “False”.</li> </ul> <b>VOCABULARY</b> <ul style="list-style-type: none"> <li>Public transport “bus, plane, taxi, train, tram etc.”</li> </ul>	<b>LISTENING - Students will be able to:</b> <ul style="list-style-type: none"> <li>understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</li> </ul> <b>VOCABULARY – Students will be able to:</b> <ul style="list-style-type: none"> <li>conduct routine, everyday transactions involving familiar situations and topics.</li> </ul>	<b>English File Elem. Course Book, Unit 11</b> <ol style="list-style-type: none"> <li>Practical English</li> </ol> <p><b>* Workbook p. 75.</b></p>	<p><b>* MIDTERM</b></p> <p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 11</b> April 22-26	<b>GRAMMAR</b> <ul style="list-style-type: none"> <li>To make the students form sentences in “Present Perfect Tense”.</li> </ul> <b>VOCABULARY</b> <ul style="list-style-type: none"> <li>Irregular past participles.</li> </ul> <b>SPEAKING / LISTENING</b> <ul style="list-style-type: none"> <li>To have the students work in groups and create dialogues about the films they have watched.</li> </ul>	<b>GRAMMAR – Students will be able to:</b> <ul style="list-style-type: none"> <li>understand the function of “Present Perfect Tense” and use them correctly in the sentences.</li> </ul> <b>VOCABULARY – Students will be able to:</b> <ul style="list-style-type: none"> <li>understand and use the past participle of irregular verbs.</li> </ul> <b>SPOKEN PRODUCTION &amp; INTERACTION / LISTENING - Students will be able to:</b> <ul style="list-style-type: none"> <li>talk about the films they have watched and understand the dialogues about it.</li> </ul>	<b>English File Elem. Course Book, Unit 12</b> <ol style="list-style-type: none"> <li>12A. Books and Films Grammar 1a,b,c,d,e p.92</li> <li>Vocabulary. 3a,b,c,d,e p.93</li> <li>Speaking and Listening 4a,b,c,d p.93</li> </ol> <p><b>* Workbook p. 76 – 77.</b></p>	<p>*Extra Reading &amp; Listening Activities</p>

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 12</b> April 29- May 3	<b>LISTENING</b> •To listen to a part of an episode from an American TV series and tick the statements given and answer the questions in full sentences.  <b>GRAMMAR</b> •To get the students to notice the differences between Simple Past Tense and Present Perfect Tense.  <b>VOCABULARY</b> •Irregular past participles.  <b>SPEAKING</b> •To have the students work in pairs and create a dialogue using Present Perfect Tense and then Simple Past Tense. Eg. Have you ever been on TV? What program was it?	<b>LISTENING - Students will be able to:</b> - understand and extract the essential information from a short part of an episode about predictable everyday matters such as planning a birthday party.  <b>GRAMMAR – Students will be able to:</b> - understand and use both Present Perfect Tense and Simple Past Tense at a grade level.  <b>VOCABULARY – Students will be able to:</b> - understand and use the past participle of irregular verbs.  <b>SPOKEN PRODUCTION &amp; INTERACTION - Students will be able to:</b> - ask and respond to questions about their experiences.	<b>English File Elem. Course Book, Unit 12</b>  1. 12B-I've never been there. Listening: 1a,b,c p.94  2. Grammar: 2a,b,c p.94  3. Vocabulary and Pronunciation: 3a,b,c,d,e p.95  4. Speaking: 4a,b p.95  <b>* Workbook p. 78 – 79</b>	<b>* IN-CLASS SPEAKING ASSIGNMENT ANNOUNCEMENT</b>

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

WEEKS	OBJECTIVES	OUTCOMES	MATERIALS	NOTES
<b>Week 14</b> May 13-17	<b>READING</b> •To have the students read an interview with a British actor and match the headings from the list given and mark the statements True or False.  <b>VOCABULARY</b> •to group the words according to their features.  <b>GRAMMAR &amp; SPEAKING</b> •To get the students to practice asking questions with various forms and tenses.	<b>READING - Students will be able to:</b> - read and understand an interview with a famous person to get the specific information.  <b>VOCABULARY – Students will be able to:</b> - identify the words and tell which group they belong to.  <b>GRAMMAR and SPOKEN PRODUCTION &amp; INTERACTION – Students will be able to:</b> - ask questions with various forms and respond to them.	<b>English File Elem. Course Book, Unit 12</b>  1. 12C- The English File Questionnaire. Reading: 1a,b,c p.96  2. Vocabulary: 2a,b p.96  3. Pronunciation: 3a,b, p.96  4. Grammar and Speaking: 4a,b p.96  <b>* Workbook p. 80 – 81.</b>	<b>* END OF TERM EXAM ANNOUNCEMENT</b>  <b>* COURSE WRAP-UP</b>

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