

FOREIGN LANGUAGE I

1	Course Title:	FOREIGN LANGUAGE I	
2	Course Code:	YAD101	
3	Type of Course:	Compulsory	
4	Level of Course:	First Cycle	
5	Year of Study:	1	
6	Semester:	1	
7	ECTS Credits Allocated:	3.00	
8	Theoretical (hour/week):	3.00	
9	Practice (hour/week):	0.00	
10	Laboratory (hour/week):	0	
11	Prerequisites:	None	
12	Language:	English	
13	Mode of Delivery:	Face to face	
14	Course Coordinator:	Okutman CÜNEYT AVŞAR	
15	Course Lecturers:	Okt. Gönül Uğuralp, Okt. Sedat Korkmaz, Okt. Elif Ertürk, Okt. Fevziye Işık, Okt. Murat Madak. Okt. Nusret Malkoç.	
16	Contact information of the Course Coordinator:	cuneytav@uludag.edu.tr; 0536 566 6457 Uludağ Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi A.B.D.	
17	Website:		
18	Objective of the Course:	To teach basic grammatical structures with the help of related lecturing and exercises, and to develop reading- comprehension-writing skills in a certain level.	
19	Contribution of the Course to Professional Development:		
20	Learning Outcomes:		
		1	To be able to distinguish and use given tenses with the help of keywords.
		2	To be able to form positive- negative sentences and questions in different tenses.
		3	To be able to reorder mixed items in a sentence according to English sentence structure
		4	To be able to form dialogues in basic subjects.
		5	To be able to learn new vocabulary
		6	To be able to comprehend the reading material in sentence, paragraph and textual level with increasing vocabulary.
		7	To be able to develop writing skills in paragraph and textual level with the help of given structures in related topics.
		8	
		9	
		10	
21	Course Content:		
		Course Content:	
Week	Theoretical	Practice	

1	At the beginning of this course, it is necessary to understand the level of the students. Generally, the students who take this course are of different levels. It is important to inform them that the course will begin from the very beginning of English, so they need to be patient and be willing to warm up. The course is mainly teacher-centred and students are asked to do classroom exercises. Materials are introduced and students are advised to do extra exercises after school. They are encouraged to feel free to ask any questions if they ever have a problem understanding a structure. Later, the sentence structure of Turkish and English is compared. In Turkish, a sentence starts with a subject followed by an object, whereas in English the sentence begins with a subject followed by a verb. In order to make a sentence negative, we use NOT and to make a sentence a question, we put the auxiliary verb at the beginning of the sentence. These rules are used for all tenses.			
2	UNIT 1: HELLO EVERYBODY! Grammar: ?m/is/are: The verb to be is introduced in all persons, singular and plural. The focus is on the positive, and questions with question words (where, what, and how).The negative and Yes/No questions are dealt with in Unit 2. Possessive adjectives My, your, his, and her are			
Activites		Number	Duration (hour)	Total Work Load (hour)
Theoretical	introduced as part of the work on introductions. In the Vocabulary and	14	3.00	42.00
Practicals/Labs		0	0.00	0.00
Self study and preparation	introduced and practised. Students look at the organization of a bilingual dictionary entry.	14	2.00	28.00
Homeworks		0	0.00	0.00
Projects	ticket. Students are asked to work out the rules for using a/an and the formation of	0	0.00	0.00
Field Studies		0	0.00	0.00
Midterm Exams	Everyday English: Numbers 1-20 are revised and practised	1	8.00	8.00
Others		0	0.00	0.00
Final Exams	exchanging telephone numbers and work on saying hello and goodbye. Students are	1	12.00	12.00
Total Work Load				90.00
Total work load/ 30 hr	Workbook: Nationality adjectives (Italian, German, French, etc.): the numbers 1-20 are			3.00
ECTS Credit of the Course				3.00

<p>3</p>	<p>UNIT 2 MEETING PEOPLE</p> <p>The verb to be is given further practice, with an emphasis on questions, negatives, and short answers. The question words what, where, who, how old, and how much are revised or introduced. It is emphasized that in the negative, we use the contracted forms of not, not the contracted forms of the verb to be: i.e. she isn't, they aren't, you aren't, we aren't, and not she's not, they're not, you're not, we're not. The contraction 'I amn't isn't possible, and this is pointed out in the Grammar Spot on p13..</p> <p>The subject possessive 's is introduced in this unit with the help of Patrick's family. Here it is important to emphasize that possessive 's is different from –s used in plural nouns or contracted form of the verb to be. In this part of the lesson, use of s is revised with possessive 's and names used to define relatives are revised as well. In check it section and grammar spot students are asked to complete grammar exercises about the topic and along with grammar exercises students are asked to write about their families and ask and answer questions using grammatical structure.</p>	
<p>4</p>	<p>UNIT 2 MEETING PEOPLE</p> <p>Members of the family (father, aunt, etc.) and other words for personal relationships (boyfriend/girlfriend), were introduced last week. They are revised with questions and this week common adjectives and their opposites are introduced. Students match the pictures with the adjectives and after they comprehend the meanings clearly, they are asked to use each adjective in a sentence. Students are asked to read an e mail from Danka in class. After reading true false sentences are examined to find and correct the mistakes. Questions about e mail are answered and the passage is examined in detail. Students are asked to write a similar e mail in order to use learned structures.</p> <p>Everyday English: This section practises the language required in a cafe. Can I have...? is taught idiomatically. Food and drink vocabulary is introduced, and prices are practised. Workbook: The spelling of plural nouns is practised.</p>	

5	<p>UNIT 3 THE WORLD OF WORK</p> <p>Grammar - Present Simple1 The Present Simple is the most used tense in the English language. It is therefore important to introduce it early in an elementary course. In New Headway Elementary - the THIRD edition the introduction is staged over two units. In this unit only the third person singular with its questions and negatives is presented and practised. All the other persons are introduced in Unit 4. Paragraphs about music professor Istvan Kis and doctor Pamela Green are used to introduce the topic. After reading the paragraphs, third person verbs in simple present are highlighted to increase the awareness about the topic they're going to learn. Later students are asked to complete the sentences with the verbs highlighted in paragraphs. And a similar paragraph about Fernando is prepared using the information given. Questions and negatives about third person are introduced and students are asked to complete grammar exercises. Subject and object pronouns along with possessive adjectives are introduced with the writing section. Students are asked to complete the exercises about pronouns.</p>	
6	<p>UNIT 3 THE WORLD OF WORK</p> <p>Work and jobs are the themes of this unit. The skills work includes a reading text about a man who lives on a remote Scottish island and has thirteen jobs! Students are asked to read the paragraph and later it is examined in detail. Sentences and pictures that describe the jobs are matched and comprehension questions about the passage are answered. In vocabulary section different jobs and their requirements are introduced. Everyday English students focus on how to tell the time in English. This is practised in short dialogues. Workbook: The spelling of the third person singular is practised (watches, goes). Question words such as Where? And How much?, and Yes/No questions are practised. Verbs of daily routine (get up, make breakfast) are introduced, with practice of questions and negatives.</p>	
7	<p>UNIT 4 TAKE IT EASY!</p> <p>Grammar - Present Simple 2 This unit follows on from the introduction of the third person in Unit 3 and introduces all other persons of the Present Simple, I, you, we, they, and the question and negative. The verb forms with these are all the same, without the inflection -s, and lend to cause less difficulty as a result. The third person is constantly revised alongside the other persons so that students can perceive the differences in form. Ceri Bevan's week is introduced to teach structure. Students are asked to complete the missing parts of the given questions about the passages and later the questions are answered according to the passages. Students are asked to write negatives and positives of the given sentences. Vocabulary: A variety of leisure activities (sports and hobbies) are introduced and these are practised in a personalized activity with the verb to like.</p>	

8	<p>UNIT 4 TAKE IT EASY!</p> <p>This section includes tasks where people from three different countries talk about their favourite season and what they do. This provides the opportunity to bring together and revise all persons of the Present Simple. Before reading the passages, students are asked to tell the month and the season of that week and later seasons and months are revised. Later students are asked to talk about the photos. Students read the passages and then answered the questions about the passage. The paragraphs are examined in detail and the mistakes in the exercise 5 are corrected according to the passage. Everyday English: Some common and useful social expressions are introduced and practised in short dialogues.</p> <p>Writing: Informal letter-writing is introduced via a letter to a penfriend. Students are asked to write an informal letter with the help of the structures they have studied.</p> <p>Workbook: Adverbs of frequency, e.g. always, sometimes, never are practised.</p>	
9	<p>UNIT 5 WHERE DO YOU LIVE?</p> <p>There is and there are structure is introduced in the grammar section. Students often confuse It's ?... with There's ?.... The difference is that Its ?... defines something and gives it a name. There's a...expresses what exists. The picture of a living room is used to introduce the subject. Students are given the structure with many examples and they are asked to form positive, negative sentences and questions about the structure. Along with there is/there are, basic objects used in house such as mirror, fireplace... are introduced with the simple prepositions of place. In this unit, some and any are presented only with count nouns. This/that/these/those is examined and students complete the grammar exercises to check their comprehension.</p>	
10	<p>UNIT 5 WHERE DO YOU LIVE?</p> <p>The theme of this unit is places. Students describe a living room, a kitchen, their classroom, and where they live themselves. There is a reading text about a man who has an unusual home - a house that is round like a bubble! This text consolidates the language of the unit. Students are asked to read the passage and then answer the questions and true and false section using the learned structure. The passage is examined and discussed in detail. Different types of vocabularies including furniture, electrical appliances... are revised. In writing section, a passage about the description of a place is read and analyzed and basic linking words are used to combine the sentences. Later students are asked to write a similar paragraph describing their own house. In everyday English section, directions are introduced and students are asked to describe where they are using the prepositions.</p>	

11	<p>UNIT 6 CAN YOU SPEAK ENGLISH?</p> <p>Grammar – can/can't. Students have already met the form can in the Everyday English section of Unit 2, but it is used only as a polite request Can I have...? In Unit 2 it was introduced idiomatically because it is a useful expression. Here, in Unit 6, the use is extended to ability, and all aspects of the form (statements, questions, negatives) are fully explored and practised. After the introduction of the structure students are asked to look at the pictures and match the given sentences with the pictures. Later they fill the chart that shows different abilities and they ask and answer the questions about their abilities: Can you drive a car? /I can speak French/ I can't cook. Then they tell their partner's abilities and disabilities. After that they are asked to tell about the abilities of computers and make predictions about the future abilities of computers. After exercises about can/can't, past form of to be is introduced to with the past form could/couldn't. Comparison of past and present with the pictures is used to introduce the subject. Grammar exercises are completed and students are asked to answer the questions about where were they at certain times last week. The structure is supported with an exercise about famous people and what they could do when they were children. Later students make similar statements about themselves. Possible misunderstandings are corrected with check it section and grammar exercises.</p>	
12	<p>UNIT 6 CAN YOU SPEAK ENGLISH?</p> <p>Vocabulary and pronunciation: We focus on words that sound the same but have a different spelling and meaning, i.e. homophones; for example see and sea. In reading section a passage about two talented teenagers is used to strengthen the grammar. Students are asked to read the two passages and the passages are discussed in detail. Comprehension questions are answered. Everyday English: Language useful for making phone calls is introduced and practised. Writing: Simple formal letters are introduced and students are asked to write a similar letter. Workbook: There is further practice on can/can't, was/were, and could/couldn't. The question How much...? is practised with is and was.</p>	

13	<p>UNIT 7 THEN AND NOW</p> <p>The Past Simple is introduced in this unit. Both regular and irregular forms are presented. The formation of the question and the negative is also introduced. Two passages about Shirley Temple Black are used to introduce the subject and to compare the simple present tense and the simple past tense. Students are asked to fill in the blanks in the passage with the correct forms of the tenses. At first regular verbs are introduced and then irregular verbs are introduced as well. Formation of the structure and the correct use of it are shown and revised in the grammar section. The difference between the past form of to be and did was explained and to check the understanding students are asked to complete the exercises.</p> <p>The passage "The year I was born" is used to show irregular verbs and students are asked to form the questions using the learned structure. Time expressions used in past tense are introduced and students form questions and answer the questions with these expressions. In check it section students are warned against common mistakes in this structure. In writing section students are asked to read a passage that describes a holiday and asked to write a similar passage.</p>	
14	<p>UNIT 7 THEN AND NOW</p> <p>Two reading passages about Amelia Mary Earhart and Yuri Gagarin are introduced. In this context two famous people from the past and their lives were discussed. Students are asked to read the passages and then the passages are studied in detail. True and false statements are examined for both passages and students are asked to answer the comprehension questions with the learned structure. They are asked to complete the missing parts of the questions and answer the questions. In vocabulary section compound nouns, verbs and nouns go together, basic prepositions are introduced. In Everyday English section ordinals and dates are introduced and they are supported with questions.</p>	
22	Textbooks, References and/or Other Materials:	1- New Headway Elementary Student's Book&Workbook Liz and John Soars third edition 2- English for Life Student's Book&Workbook Tom Hutchinson 3- Essential Grammar In Use Raymond Murphy.
23	Assesment	
TERM LEARNING ACTIVITIES		NUMBE R
		WEIGHT
Midterm Exam		1
Quiz		0
Home work-project		0
Final Exam		1
Total		2
Contribution of Term (Year) Learning Activities to Success Grade		40.00
Contribution of Final Exam to Success Grade		60.00

Total									100.00								
Measurement and Evaluation Techniques Used in the Course																	
24	ECTS / WORK LOAD TABLE																
25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS																
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16	
ÖK1	2	2	3	1	2	1	5	5	1	1	1	1	0	0	0	0	
ÖK2	2	2	3	1	2	1	5	5	1	1	1	1	0	0	0	0	
ÖK3	2	2	3	1	2	1	5	5	1	1	1	1	0	0	0	0	
ÖK4	2	2	3	1	2	1	5	5	1	1	1	1	0	0	0	0	
ÖK5	2	2	3	1	2	1	5	5	1	1	1	1	0	0	0	0	
ÖK6	2	2	3	1	2	1	5	5	1	1	1	1	0	0	0	0	
ÖK7	2	2	3	1	2	1	5	5	1	1	1	1	0	0	0	0	
LO: Learning Objectives PQ: Program Qualifications																	
Contribution Level:	1 very low			2 low			3 Medium			4 High			5 Very High				