

## SECOND FOREIGN LANGUAGE III (FRENCH)

1	Course Title:	SECOND FOREIGN LANGUAGE III (FRENCH)	
2	Course Code:	FRN4013	
3	Type of Course:	Optional	
4	Level of Course:	First Cycle	
5	Year of Study:	4	
6	Semester:	7	
7	ECTS Credits Allocated:	5.00	
8	Theoretical (hour/week):	2.00	
9	Practice (hour/week):	0.00	
10	Laboratory (hour/week):	0	
11	Prerequisites:	None	
12	Language:	Turkish	
13	Mode of Delivery:	Face to face	
14	Course Coordinator:	Prof. Dr. AYLA GÖKMEN	
15	Course Lecturers:	Yrd. Doç. Dr. İlknur PEKKANLI; Okt. Sedat KORKMAZ	
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 develop students' advanced reading skills and verbal communication skills.	
19	Contribution of the Course to Professional Development:		
20	Learning Outcomes:		
		1	Students will be able read and comprehend authentic texts of different genres.
		2	Students will be able to focus on more complex grammatical structures and advanced level vocabulary items.
		3	Students will be able to make short oral presentations, produce role-plays.
		4	Students will be able to watch short extracts of movies in the target language and participate in simple discussions on a related topic in class.
		5	Students will be able to write letters and e-mails of greeting, complaint, response etc, diary entries and short paragraphs.
		6	Students will be able to get further insights into the target culture and life style through authentic classroom materials and research tasks.
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21	Course Content:		
		<b>Course Content:</b>	
Week	Theoretical	Practice	

1	Unit 1: ARRIVALS On the plane Studying the vocabulary about the parts of a plane such as baggage compartment, air vent, reclining seat...etc.  Exercise 1 Asking for things Studying the language input for asking for things. Practice: How would you ask for these things? E.g. May I take another blanket? Exercise 2 Making conversation Completing the following dialogue using the expressions below. Checking your answers by listening to the dialogue on the CD. Now you do it: On the CD, you will hear the other passenger speaking to you, and you must answer her questions. Practice until you can do this without stopping the CD player.			
2	At the airport Exercise 3 Going through the airport Using the pages to check you know all the terms you may need for your flight. First, studying the pictures and the notes below them. Then reading the Language input and completing the sentences which follow. Studying the language input: have to or must. Giving examples. For example: I have to go through Customs. Using have to and some of the terms on previous pages to complete the			
Activites		Number	Duration (hour)	Total Work Load (hour)
Theoretical	Studying the language input: I'd like..... Example: I'd like to change my reservation	14	2.00	28.00
Practicals/Labs		0	0.00	0.00
Self study	situations? Example: Your return ticket is for 14:00 on 10 August. You want to leave earlier and preparation	14	5.00	70.00
Homeworks		0	0.00	0.00
Projects	I like to change my reservation. I'd like an earlier flight please	0	0.00	0.00
Field Studies		0	0.00	0.00
Midterm Exams	Studying the language input: Could you tell me how to get to the airport	1	15.00	15.00
Others		7	3.00	21.00
Final Exam	Practice: How would you ask the way to the airport	1	16.00	16.00
Total Work Load				150.00
Total work load	Practice: Below is the plan of an airport			5.00
ECTS Credit of the Course				5.00
	places where you go in the spaces beside the plan. At the hotel Exercise 7 Checking in Knowing what to say when you have a reservation and what to say when you ask for a room. For this exercise, you will need to understand the following symbols seen at a hotel. Practice: The following people all have hotel reservations. What do they say when they check in? Example: When you see these symbols you say: My name is Durand. I have a reservation. It's for three nights. A single room with shower and toilet. Could I have an early morning call, please?			

4	<p><b>Exercise 8 Problems</b></p> <p>If you have a problem in your room, you may want to complain. For example; The air conditioning/heating doesn't work. Could you see to it at once, please? Practice: What will this man say to the receptionist?</p> <p>Progress check</p> <p>Homework: Try it yourself</p> <p>Now you have finished this unit, try to manage by yourself without the book. Use Unit 1 on the CD. On the CD, You will travel by plane, arrive at an airport, and go to your hotel. In some situations, you will hear a quiet voice telling you what to say. Practice until you can do the whole unit which lasts about five minutes without stopping the machine.</p>	
5	<p><b>Unit 2 After Hours</b></p> <p>Going out</p> <p><b>Exercise 1</b> Invitations: Explaining that when we want to invite a guest or colleague to go somewhere or do something, we say: Would you like to.....? Making invitations using the following information.</p> <p><b>Exercise 2</b> Accepting invitations</p> <p>Explaining that when we accept an informal invitation we say: Thanks, I'd love to. If the invitation is more formal, we say: Thank you very much, I'd be delighted. Looking at the invitations. First deciding if they are formal or informal and then practicing accepting them.</p> <p><b>Exercise 3</b> Declining invitations</p> <p>Telling that we must be very polite when we decline an invitation, whether formal or informal. Example: Thank you, but I'm afraid I can't; I have a prior engagement. Practicing declining invitations politely by giving reasons.</p> <p><b>Exercise 4</b> To go or not to go</p> <p>Listening to the CD without looking at the tapescript. You will hear your host inviting you to do several things. You will also hear a second voice telling you to accept or decline invitations. Answer the invitations accordingly.</p>	
6	<p><b>Exercise 5</b> The social programme</p> <p>Studying the language input: the present continuous tense. Explaining that we use it when we talk about arrangements we have made for the near future. Giving examples. Reading a text in which Ronald Barret is talking about the social programme arranged for him and his colleagues during his visit in New York. Underlining the verbs in the present continuous.</p> <p><b>Exercise 6</b> A busy week</p> <p>Looking at a page from your diary. From the information given in it, writing down seven sentences describing what you are doing each day. Using the same verbs that Ronald Barret used.</p> <p><b>Exercise 7</b> At your table</p> <p>Studying the datafile about the restaurant and covering the key and seeing if you can remember the name of each item in the restaurant which has a number.</p> <p>Review of the topics studied prior to mid-term examination.</p>	
7	Mid -Term Exam Week	

<p><b>8</b></p>	<p>Datafile: The menu Going over a menu in English, showing the different courses in a typical meal and the names of some typical dishes. Exercise 8 Ordering food Explaining that when we want to order something in a restaurant, we say: I'd like..... If we order a combination of dishes, we say: I'd like .....with.....and.....to follow. Looking at the menu again and practicing ordering different combinations of dishes. Exercise 9 Recommending food Telling that if we suggest a particular dish to our guest or colleague, we say: I can recommend the.....and perhaps add a reason. Example: I can recommend the blue cheese. It's a local speciality. Practising recommending food by matching the items with the reasons. Exercise 10 Table talk Telling that it is very important to make conversation at the table, both in a restaurant and on private occasions. Going over some of the everyday phrases used. Example: Offering: You must try my wife's special recipe! Accepting: Just a taste(food), Just a drop(drink) Refusing: I'd love some , but I couldn't manage more. Complimenting: This is delicious. Looking at the people eating and then studying the four phrases given. Matching the right phrase to the right person.</p>	
<p><b>9</b></p>	<p>Exercise 11: Paying the bill Looking at the dialogue. Writing the missing words from the list and then listening to the dialogue on the CD and checking your answers. Datafile: Expressing thanks Studying the formula for expressing thanks and response to thanks in English. Example: Thank you very much indeed. That's very kind of you. Don't mention it. It's a pleasure. Exercise 12 Thank you Practising the phrases shown in the Datafile. Writing down what you would say in the following situations. Progress check Homework: Now you have finished this unit, try to manage by yourself without the book. Use Unit 2 on CD. On the CD, you will go through the situations you met in the unit. Practise until you can do the whole unit, which lasts about five minutes, without stopping your machine.</p>	

<p><b>10</b></p>	<p>Unit 3 : Environment</p> <p>A. Answering lead-in questions.</p> <p>B. Reading the text entitled The Danube Delta- A Perfect Holiday Location. After reading, answering the comprehension questions.</p> <p>C. Vocabulary</p> <p>Ex.1: Writing down the new words in the text as well as their meaning in the following table. Then using these words in sentences of your own. Ex.2: Looking over the text again and finding synonyms for the following words and expressions such as comprise, renowned...etc. Ex. 3. a) Working with a partner and ranking the following environmental problems such as urban smog, acid rain according to how important you feel they are. Commenting on your choice. b) Matching the problems to the possible solutions below like stricter legislation regarding waste disposal and talking about them as in the example: Urban smog is a serious problem in cities. It could be dealt with by improving public transport so fewer people use private cars.</p> <p>Homework: Ex. 4. Matching the following words to form collocations and using them in sentences. Ex. 5. Finding out the meaning of the given words such as greenhouse effect, deforestation.....etc and using them to complete the sentences below.</p>	
<p><b>11</b></p>	<p>Checking the homework out and giving out the answers. Ex. 6. Unscrambling the words below and placing them under the following categories. Ex.7. Talking about the weather. Matching the two columns. Ex.8. As having become acquainted with a lot of words connected with weather, describing a typical day for each of the four seasons.</p> <p>D. Language In Use</p> <p>Narrating. Explaining what narrating is and its steps: a) We can start narrating by using expressions such as: Did I ever tell you about....., You'll never guess what happened to me.... b) If we want to stop a digression, we can say: As I was saying....., To get back to the story..... c) And when we want to speed up the end of a story, we may say: To cut a long story short....., Anyway, what happened in the end was..... d) Remembering that different sorts of questions can help people remember things that happened. If we want specific information, we need to use questions like these: What happened next?, What were you doing while....?,Then what did you do?.....etc. Here are also some expressions that are often used to answer specific questions: As far as I can remember....., I remember quietly clearly that....., The next thing I did was to ..... etc.</p>	

12	Remembering that in a narrative text, we should use The Past Tense. Giving tasks: 1. Working in small groups. Helping each other to remember as much as possible about these topics: Your last holiday, The last time you were interviewed, The most exciting sport event you've seen, Your earliest memory. Reporting the most amusing or interesting details back to the rest of the class. 2. Telling the rest of the class about a) a dream you remember b) an embarrassing experience c) an experience which made you laugh d) a frightening experience. Using the expressions presented above. Talking about the weather. Telling that this kind of conversation is what the Britons call 'small talk'. We can start talking to someone by using weather as a topic. We can use questions such as: What's the weather like today? What do you think about this cold/hot weather? Or we can put in remarks such as: I really hope that this terrible downpour will end soon. Let's hope that this hot weather won't last forever. Task: 1. Imagine your desk-mate/your teacher is a stranger. Try to start a conversation with him/her by using weather as a topic. 2. A relative from another city/another country is coming to spend a week in Bursa and before leaving, he/she calls to ask about the weather. Answer him/her while imagining that the date is: a) 20 December b) 8 October c) 1 May d) 15 August. Remark: for both tasks use the weather adjectives in the Vocabulary section of this unit.	
13	E. WRITING&DISCUSSION Writing a short essay about your best or your worst holiday. Starting by telling what you are going to write about, then in a paragraph or two describing the holiday. then mentioning why you liked it so much/why you didn't like it at all. In the end stating your intentions for the future: what you are going to do to repeat a marvelous experience or, on the contrary, to avoid a nightmare holiday.	
14	Make up and feedback session. Reviewing the topics prior to final examination.	
22	Textbooks, References and/or Other Materials:	1- New English File Upper- Intermediate Student's Book&Workbook Clive Oxenden, Christina Latham-Koenig, Paul Seligson. 2- Communicative English Focus Upper-Intermediate Student's Book David Grant, Robert McLarty; 3- Practical English for International Students Intermediate Gerald Lees and Tony Thorne. 4- English Language For Daily Use Third Edition Adina Mihaela Sebastian Chirimbu
23	Assesment	
TERM LEARNING ACTIVITIES		NUMBE R
Midterm Exam		40.00
Quiz		0.00
Home work-project		0.00
Final Exam		60.00
Total		100.00

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	
<b>24</b>	<b>ECTS / WORK LOAD TABLE</b>

<b>25</b>	<b>CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS</b>															
	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	4	5	1	1	1	1	0	0	0	0
ÖK6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>LO: Learning Objectives    PQ: Program Qualifications</b>																
<b>Contribution Level:</b>	<b>1 very low</b>		<b>2 low</b>		<b>3 Medium</b>		<b>4 High</b>		<b>5 Very High</b>							