

**CENTRAL TEXAS COLLEGE  
SYLLABUS FOR TURKISH 1412  
BEGINNING TURKISH II**

**Semester Hours Credit: 4/2**

INSTRUCTOR: \_\_\_\_\_

OFFICE HOURS: \_\_\_\_\_

**I. INTRODUCTION**

- A. In this course four basic skills will be introduced. Students will have survival proficiency and learn to express themselves in Turkish, concentrating on the four skills of speaking, listening, writing, and reading. This syllabus is designed to prepare students to speak at intermediate low in the proficiency scale at the end of the course and provide a working knowledge of Turkish with equal emphasis on listening and reading comprehension as well as speaking and writing. American Council on the Teaching of Foreign Languages (ACTFL) Guidelines describes the intermediate speakers as: “They can create with the language. They are capable of asking questions as well as answering them. They can handle everyday social encounters (greeting, the use of polite formulas and the like) -with some degree of appropriateness. They can handle simple survival situations (finding lodging, food, transportation and the like). Their discourse is characterized by simple sentences or phrases, normally limited to present time, with little use of cohesive devices or embedded sentences structure. Intermediate-level are intelligible to native speakers who are used to dealing with foreigners.”
- B. This course may be used to fulfill language requirements as outlined in your degree plan. Please check your degree plan to determine the status of this course in your program of study. It may be counted for credit towards the undergraduate language requirement and the Turkish minor and Near Eastern Languages and Culture graduate degrees.
- C. This course is occupationally related and serves as preparation for careers in: education, international business, and many other occupations.
- D. Prerequisite(s): TURKISH 1411 with a course grade of “C” or higher or 2 years of Turkish from an accredited high school.

**II. LEARNING OUTCOMES**

Upon successful completion of Beginning Turkish II, the student should be able to

- A. Create sentences and questions to describe and illicit information about people, places and ideas. (C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).
- B. Identify basic vocabulary in context orally and in written form. (C5, C6, C15, C18, F1 F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).
- C. Meet some practical writing needs such as everyday events, short simple letters, topics related to personal experience. In listening, they will be able to understand sentence length utterances, which consist of limited vocabulary. Students will also

be able to read simple connected text dealing with a variety of socials and basic needs. The text at this level includes descriptions and narration such as simple short stories, news items, simple songs, selected simple poems, social notices, and bibliographical information. (C1, C3, C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16)

- D. One of the goals of this course is to prepare students to communicate in Turkish by using cultural sensitivity. Cultural presentation materials will be included in course materials about Turkish culture from a variety of perspectives, including that of insider, cultural elite, or outsider. Issues of daily life, social responsibilities, morality, hobbies, personal relationships, and events such as holidays will give students a glimpse into the thought process of native speakers. (C5, C6, C8, C9, C13, C14, C15, C18, F1, F2, F3, F5, F6, F7, F8, F9, F10, F12, F13, F14, F15, F16, F17)

### **III. INSTRUCTIONAL MATERIALS**

The instructional materials identified for this course are viewable through [http://www.ctcd.edu/im/im\\_main.asp](http://www.ctcd.edu/im/im_main.asp)

### **IV. COURSE REQUIREMENTS:**

- A. Reading Assignments:  
The aim will be master the basic communicative skills and the fundamentals of Turkish grammar. In this course, we will work through the materials, using various extra resources. The students are expected to prepare for class daily by reading all grammar explanations assigned for that day. Assignments will include daily homework, a weekly notebook check of exercises, and grammar.
- B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers:  
The exercises should be done in a standard composition notebook. Listening exercises and outside materials will be provided by the instructor at various times during the course. A summary of grammatical concepts learned throughout the semester should be kept in a separate composition notebook, and will be graded twice during the course. You must own (and put to good use) an approved English-Turkish/Turkish-English dictionary.
- C. Intensive Beginning Turkish Notebook Rules  
The notebook assignment consists of two parts. The first part is all of the exercises assigned during the courses which will be collected weekly (Thursdays and returned on Friday) and graded in the notebook. The second part is a summary of all the grammar you learn during the course. Some students do one part in each half of one notebook, while others get two notebooks. You are creating a summary of all you have learned in Beginning Turkish II, so accuracy and neatness are golden. You can decorate, embellish, use color markers, use page tabs, or whatever helps you steer through the notebook.
- D. Class Performance:  
As in any language class, class participation is crucial to learning. All missed work must be made up, but there will be no make-up for surprise quizzes. Full

attendance and active class participation are essential to success in any language course. There will be daily assignments, notebook assignments, weekly quizzes, Midterm, and Final exams.

E. Class Participation:

Two excused absences are allowed with advanced warning or with proper documentation after the absence. After that, and in the case of unexcused absences, absences will hurt your final grade. Full attendance and active class participation are essential to success in any language course. There will be daily assignments, notebook assignments, Voice/Discussion Boards, Voice Emails, Live Classrooms, weekly quizzes, and Midterm and Final exams.

- F. Class participation, reading, listening, notebook assignments, weekly quizzes, and oral and narrative presentations, will help students to measure their progress. As students acquire multiple skills in speaking of the present and past, they will learn to manipulate basic sentence patterns through drills, team competitions, and games. Materials, such as videos, cartoons, short stories, proverbs, photographs, brochures, simple poems, newspaper articles, and CDs will correlate learning with doing.

## V. EXAMINATIONS

- A. Student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons, must arrange to take an early examination if allowed by the instructor. Unexpected absences due to illness or extenuating circumstances require the student to see the instructor about individual make-up work in lieu of the missed examination. One exam maximum per semester may be allowed to be made due to valid reasons.
- B. Students without excused absences will be given a zero for the examination missed. There will be no make-up for surprise quizzes.

## VI. SEMESTER GRADE COMPUTATIONS

Notebook (Class participation)	15 Points
Listening & Reading Assignments	15 Points
Quizzes	15 Points
Individual Project	5 Points
Collaborative Project	5 Points
Midterm Exam	20 Points
Final Exam	25 Points
<b>Total</b>	<b>100 Points</b>

<b>Grading Scale:</b>	A= 90 -100
	B= 80 - 89
	C= 70 - 79
	D=60 - 69
	F= 59 and below

## **VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR**

- A. **Course Withdrawal:** (Consistent with CTC policy) It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for refund. The withdrawal form must be signed by the student. Application for Withdrawal will be accepted at any time prior to Friday to the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions for other lengths is as follows: 11- week session Friday of the 8th week 8-week session Friday of the 6th week 5 1/2-week session Friday of the 4th week. The equivalent date (75 % of the semester) will be used for sessions of the other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade for "F" or "FN" for nonattendance.
- B. **Administrative Withdrawal:** (Consistent with CTC policy) An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.
- C. **Incomplete Grade:** (Consistent with CTC policy) The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
- D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory. Students who receive cellular calls and pages during class disrupt the normal classroom learning environment. To avoid this disruption, student must turn off all cellular phones, pagers, and beepers when entering the classroom.
- E. **American's with Disabilities Act (ADA):** Students requiring accommodations for disabilities are responsible for notifying the instructor. Reasonable accommodations will be granted in full compliance with federal and state law and Central Texas College policy.

- F. Students are expected to initiate outside help if needed. It is the student's responsibility to monitor feedback provided by the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.
- G. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- H. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

## **VIII. COURSE OUTLINE**

### **A. Lesson One: Textbook Unit 9**

#### **1. Lesson Outline:**

- a) Languages skills
- b) Daily activities vocabulary
- c) Leisure activities vocabulary
- d) Entertainment vocabulary

#### **2. Learning Outcomes: Upon successful completion of this lesson, the student will:**

- a) Demonstrate the ability to speak about language skills, ask for personal information, talk about leisure activities, ask about likes, dislikes, and talk about hobbies. .
- b) Use the derivative suffix +CA, the ablative case, and definite and indefinite direct objects.
- c) Use vowel lengthening in word stems and European loanword in Turkish.

#### **3. Learning Activities:**

- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
- b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
- c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
- d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).

- e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
  - f) Listening and writing exercises: (C8, F5, F1)
  - g) Independent oral and written exercises: (C18, F5, F1, F11)
  - h) Pronunciation and substitution drills and notebook writing assignments. (F2, F5, F6, F11)
  - i) Class activities, completing dialogues and then practicing them in pairs. (F7, F9, F11, F15, C1, C6, C9)
4. Equipment and Materials:
- a) Textbook
  - b) Outside reading materials and additional exercises provided by the instructor
5. Audio-Visual Aids
- a) CD-ROM
- B. Lesson Two: Textbook Unit 10
1. Lesson Outline:
- a) Review of Unit 6-9
  - b) Education
  - c) Addresses and locations
  - d) Occupations
  - e) Families and Relatives
  - f) Languages
  - g) Home
  - h) Shopping
  - i) Age
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
- a) Demonstrate the ability to ask about activities, describe activities, ask for and give personal information, exchange addresses and phone numbers.
  - b) Demonstrate the ability to ask about locations, describe locations, express possession, talk about food and prices, give orders, make request, ask about activities, and ask about age.
  - c) Demonstrate the ability to ask about and describe families, ask about activities, describe activities, ask about wishes, express wishes, and describe persons and objects.
3. Learning Activities:
- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).

- b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
  - c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
  - d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
  - e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
  - f) Listening and writing exercises: (C8, F5, F1)
  - g) Independent oral and written exercises: (C18, F5, F1, F11)
  - h) Reading about basic characteristics of the Turkish language and information about Turkey as presented by the instructor (F1, F2)
  - i) Pronunciation and substitution drills, listening exercises, notebook writing assignments and reading assignments in text book. (F2, F5, F6, F11)
  - j) Class activities, completing dialogues and then practicing them in pairs. (F7, F9, F11, F15, C1, C6, C9)
4. Equipment and Materials:
- a) Textbook
  - b) Outside reading materials and additional exercises provided by the instructor
5. Audio-Visual Aids
- a) CD-ROM

### C. Lesson Three: Textbook Unit 11

1. Lesson Outline:
  - a) Dates and times, units of time, days, months, seasons
  - b) Scheduling vocabulary
  - c) Cultural events
  - d) Adverbs of time
  - e) The genitive-possessive compound
  - f) Compound nouns
  - g) Buffer consonant *n*
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
  - a) Demonstrate the ability to ask and tell the time, make daily/weekly schedules, talk about time-related activities, and talk about cultural events.
  - b) Demonstrate the ability to use adverbs of time and the genitive-possessive compound.

- c) Demonstrate the ability to use compound nouns and the buffer consonant *n*.

3. Learning Activities:

- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
- b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
- c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
- d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
- e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
- f) Listening and writing exercises: (C8, F5, F1)
- g) Independent oral and written exercises: (C18, F5, F1, F11)
- h) Reading about basic characteristics of the Turkish language and information about Turkey as presented by the instructor (F1, F2)
- i) Pronunciation and substitution drills and notebook writing assignments: (F2, F5, F6, F11)
- j) Class activities, completing dialogues and then practicing them in pairs: (F7, F9, F11, F15, C1, C6, C9)

4. Equipment and Materials:

- a) Textbook
- b) Outside reading materials and additional exercises provided by the instructor

5. Audio-Visual Aids

- a) CD-ROM

D. Lesson Four: Textbook Unit 12

1. Lesson Outline:

- a) Sports, exercise, and recreation
- b) Prices and shopping
- c) Numbers
- d) Definite past tense
- e) Ordinal numbers
- f) Case endings

2. Learning Outcomes: Upon successful completion of this lesson, the student will:
  - a) Formulate questions about dislikes and likes.
  - b) Describe sports activities.
  - c) Demonstrate the ability to buy, sell and bargain things, talk about past events, and celebrate birthdays.
  - d) Use the definite past tense (affirmative and negative) and ordinal numbers.
  - e) Demonstrate the ability to use the primary postpositions *ile*, *icin*.
  - f) Review case endings.
3. Learning Activities:
  - a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
  - b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
  - c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
  - d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
  - e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
  - f) Listening and writing exercises: (C8, F5, F1)
  - g) Independent oral and written exercises: (C18, F5, F1, F11)
  - h) Reading about basic characteristics of the Turkish language and information about Turkey as presented by the instructor: (F1, F2)
  - i) Pronunciation and substitution drills, listening exercises, and notebook writing assignments: (F2, F5, F6, F11)
  - j) Class activities, completing dialogues and then practicing them in pairs: (F7, F9, F11, F15, C1, C6, C9)
4. Equipment and Materials:
  - a) Textbook
  - b) Outside reading materials and additional exercises provided by the instructor
5. Audio-Visual Aids
  - a) CD-ROM

## E. Lesson Five: Textbook Unit 13

1. Lesson Outline:

- a) Prices and Shopping
  - b) Verbal nouns
  - c) Primary postpositions
  - d) Express necessity
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
- a) Demonstrate the ability to ask about prices, buy and sell things, bargain, and express needs.
  - b) Use verbal nouns, *-mA*, *-mA* and primary postpositions *gibi*, *kadar*.
  - c) Demonstrate the ability to express necessity: *gerek*, *lazım*, *gerek-*, *ihtiyaç*, *ihtiyaçı ol-*
3. Learning Activities:
- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
  - b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
  - c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
  - d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
  - e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
  - f) Listening and writing exercises: (C8, F5, F1)
  - g) Independent oral and written exercises: (C18, F5, F1, F11)
  - h) Reading about basic characteristics of the Turkish language and information about Turkey as presented by the instructor: (F1, F2)
  - i) Pronunciation and substitution drills, listening exercises and notebook writing assignments: (F2, F5, F6, F11)
  - j) Class activities, completing dialogues and then practicing them in pairs: (F7, F9, F11, F15, C1, C6, C9)
4. Equipment and Materials:
- a) Textbook
  - b) Outside reading materials and additional exercises provided by the instructor
5. Audio-Visual Aids
- a) CD-ROM

F. Lesson Six: Continuation of Textbook Unit 13

1. Lesson Outline:
  - a) Daily Activities: Prices, shopping, needs
  - b) Complex phrasing using verbal nouns and primary prepositions
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
  - a) Demonstrate the ability to ask about prices, buy and sell things, bargain, and express needs.
  - b) Compose more complex phrasing using verbal nouns, *-mAK*, *-mA* and primary postpositions *gibi*, *kadar*
  - c) Demonstrate the ability to express necessity: *gerek*, *lazim*, *gerek-*, *ihtiyaç*, *ihtiyaçı ol-*
3. Learning Activities:
  - a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
  - b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
  - c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
  - d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
  - e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
  - f) Listening and writing exercises: (C8, F5, F1)
  - g) Independent oral and written exercises: (C18, F5, F1, F11)
  - h) Reading about basic characteristics of the Turkish language and information about Turkey as presented by the instructor (F1, F2)
  - i) Pronunciation and substitution drills, listening exercises, and notebook writing assignments: (F2, F5, F6, F11)
  - j) Class activities, completing dialogues and then practicing them in pairs: (F7, F9, F11, F15, C1, C6, C9)
4. Equipment and Materials:
  - a) Textbook
  - b) Outside reading materials and additional exercises provided by the instructor
5. Audio-Visual Aids
  - a) CD-ROM

## G. Lesson Seven: Textbook Unit 14

1. Lesson Outline:
  - a) Places
  - b) Directions
  - c) Transportation
  - d) Future Events
  - e) Getting a person's attention
  - f) Initial consonant clusters
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
  - a) Demonstrate the ability to ask about activities, the location of places, describe location of places, ask for directions, and give directions.
  - b) Show the ability to get someone's attention.
  - c) Compose statements about future events.
  - d) Utilize secondary postpositions, primary postpositions: *dogru, gore*, and pronunciation of initial consonant clusters.
3. Learning Activities:
  - a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
  - b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
  - c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
  - d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
  - e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
  - f) Listening and writing exercises: (C8, F5, F1)
  - g) Independent oral and written exercises: (C18, F5, F1, F11)
  - h) Reading about basic characteristics of the Turkish language and information about Turkey as presented by the instructor: (F1, F2)
  - i) Pronunciation and substitution drills, listening exercises, and notebook writing assignments: (F2, F5, F6, F11)
  - j) Class activities, completing dialogues and then practicing them in pairs: (F7, F9, F11, F15, C1, C6, C9)
4. Equipment and Materials:

- a) Textbook
  - b) Outside reading materials and additional exercises provided by the instructor
5. Audio-Visual Aids
- a) CD-ROM

#### H. Lesson Eight: Textbook Unit 15

1. Lesson Outline:

- a) Review of Units 11-14
- b) Future tense
- c) Dates and Times
- d) Daily Activities: Cultural Events
- e) Sport and exercise
- f) Prices and Shopping
- g) Birthdays
- h) Education
- i) Numbers
- j) Directions

2. Learning Outcomes: Upon successful completion of this lesson, the student will:

- a) Demonstrate the ability to ask and tell the time, make daily/weekly schedules, talk about time-related activities, and talk about cultural events.
- b) Demonstrate the ability to ask about sports activities, dislikes and likes.
- c) Demonstrate the ability to ask about prices, buy and sell things, bargain, express needs, and talk about future events.

3. Learning Activities:

- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
- b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
- c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
- d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
- e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
- f) Listening and writing exercises: (C8, F5, F1)

- g) Independent oral and written exercises: (C18, F5, F1, F11)
  - h) Reading about basic characteristics of the Turkish language and information about Turkey as presented by the instructor: (F1, F2)
  - i) Pronunciation and substitution drills, listening exercises, and notebook writing assignments: (F2, F5, F6, F11)
  - j) Class activities, completing dialogues and then practicing them in pairs: (F7, F9, F11, F15, C1, C6, C9)
4. Equipment and Materials:
- a) Textbook
  - b) Outside reading materials and additional exercises provided by the instructor
5. Audio-Visual Aids
- a) CD-ROM

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