### I. GENERAL DATA ON SUBJECT COURSE

<table>
<thead>
<tr>
<th>Code and Name of Subject</th>
<th>LC.Y.013 Estonian for Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year, Term, Form of Studies</td>
<td>2018/2019 fall and spring semester, full time</td>
</tr>
<tr>
<td>Curriculum, Speciality and Module Where the Subject Belongs To</td>
<td>Aviation Company Management (2284)</td>
</tr>
<tr>
<td>Scope of Subject (ECTS)</td>
<td>3 ECTS</td>
</tr>
<tr>
<td>Form of control</td>
<td>Exam</td>
</tr>
<tr>
<td>Workload and Format of Studies</td>
<td>Practical language classes 32 contact hrs; individual follow-up work during out-of-class time</td>
</tr>
<tr>
<td>Language of Instruction</td>
<td>Estonian – English – Estonian</td>
</tr>
<tr>
<td>Additional Information (prerequisite subject courses, restrictions on participating in the course, etc)</td>
<td>No prerequisites, except every learner’s individual will and commitment</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Hans Künka</td>
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</tbody>
</table>

### II. THE GOAL, LEARNING OUTCOMES AND DESCRIPTION OF SUBJECT COURSE

**Goal of Subject Course**: To enable students acquire survival through beginners’ knowledge of the Estonian language, usable to establish contact in Estonian language settings, and pursue learning the language at the next level.

**Learning Outcomes**: Learners acquire certain essential, survival conversational skills in Estonian that comprise:
- expressing essential social courtesies in Estonian;
- forming simple questions in Estonian;
- operating with simple present and past forms;
- getting experience of reading and understanding easy texts (using simple syntax).

**Short Description of the Course**: This course is interactive, helping the language learners to start speaking Estonian since the first moment. It closely follows the principles of language ontogenesis in people and applies them into instruction and learning. Atmosphere is relaxed and students are encouraged to do their best and gain their most. Topics discussed enable to intertwine the syntax construction(s) just preceded as well as those learned earlier. The main impetus is given to let students become more encouraged, eager to use the language and continue learning it further.

### III. GRADING SYSTEMS AND CRITERIA

**Prerequisites to be allowed to take examination/preliminary examination**: Attending and participating in the classes throughout the course.

**Formation of Examination Mark/Of Preliminary Exam**

1. Class participation = 85%
   - Class participation involves regular practicing; also each time bringing in questions on ideas or phenomena encountered in different social settings
2. Capstone discussion = 15%

**Opportunities for settling arrears/insufficiencies in academic progress**: By appointment with the instructor.
GRADING SYSTEM | RESPECTIVE MARKING CRITERIA
--- | ---
| • Participating and taking initiative in classes (individual discussion + role play)
| • Work put in to performing assignments outside class
| • Perceptible progress demonstrated throughout the course, with interim mutual feedback. Capstone discussion at the end of the course

IV. SCHEDULE AND LIST OF TOPICS

<table>
<thead>
<tr>
<th>WEEK OF YEAR</th>
<th>WORK FORMAT</th>
<th>TOPICS</th>
</tr>
</thead>
</table>
|             |             | In its approach and setup the course resembles that of immersion. Still, the immersion is not total – the intermediation of English is used. This provides students with the feeling of confidence that they are always on a par, keep going ahead and are welcome to speak even if wrong. Every class will typically consist of four parts, as indicated below:

CLASS 1
a. Survival skills – Basic courtesies (Hello, please, thanks, goodbye)
b. Language structure – I am / you are, I have / you have (affirmative, interrogative, negative)
c. Topic – I and my folks (1)
d. Reading / writing (always a text / assignment that reinforces the material studied in the class (later also incorporating those, covered in previous classes)

CLASS 2
a. Survival skills – Where is...?
b. Language structure – my, his/her; he/she has
c. Discussion – I and my folks (2)
d. Reading / writing

CLASS 3
a. Survival skills – Could you ...
b. Language structure – verbs, 1st and 3rd person singular
c. Discussion – That’s what he/she does
d. Reading / writing

CLASS 4
a. Survival skills – Excuse me…, I’m sorry
b. Language structure -- Informal and formal you + agreement with verbs
c. Discussion – This is where I/you/he/she/live(s)
d. Reading / writing

CLASS 5
a. Essential skills – Responding to compliments
b. Language structure – verbs, 1st and 3rd person, plural
c. Discussion – This is what we eat and drink
d. Reading / writing

CLASS 6
a. Essential skills – Cues for starting a conversation
b. Language structure – Grammatical cases in Estonian (1)
c. Discussion – What I have been doing
d. Reading / writing

CLASS 7
<table>
<thead>
<tr>
<th>Class</th>
<th>Essential Skills</th>
<th>Language Structure</th>
<th>Discussion</th>
<th>Reading / Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Expressing positive emotions</td>
<td>Grammatical cases in Estonian (2)</td>
<td>I come from a nice country</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Expressing non-positive emotions</td>
<td>Expressing Simple Past</td>
<td>Briefly about the country where I'm staying</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Asking for advice</td>
<td>Numbers and Numerals</td>
<td>My weekend when at home</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Expressing agreement</td>
<td>Prepositional and postpositional words</td>
<td>My ordinary day</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Asking for advice</td>
<td>Comparison of adjectives</td>
<td>My good friend</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Making a compliment</td>
<td>Expressing Present Perfect in Estonian</td>
<td>This is the pastime activity I like to practice</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Turning down a request or suggestion</td>
<td>Expressing Future Tense in Estonian</td>
<td>This is what I like to wear</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Encouraging and uplifting one’s emotions</td>
<td>Expressing the Subjunctive</td>
<td>This is the character I would like to have</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Asking for clarity and confirmation</td>
<td>Adverbials + their comparison</td>
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</table>
CLASS 17
a. Essential skills – *Trying to express it in other words*
b. Language structure – *Making different sorts of questions*
c. Discussion – *I am in Aviation*
d. Reading / writing

CLASS 18
a. Essential skills – *expressing order prohibition, and warning*
b. Language structure – *Imperative mood*
c. Discussion -- *In the Airport*
d. Reading / writing

CLASS 19
a. Essential skills – *Expressing likelihood and probability*
b. Language structure – *Conditional sentences*
c. Discussion – *This is how I anticipate my career…*
d. Reading / writing

CLASS 20
a. Essential skills – *Capstone section*
b. Language structure -- *Capstone section*
c. Discussion – *Useful experience of staying abroad*

THE COURSE WRAPS UP –
Enjoy using what you have learned!
Welcome back to study at the next level!

V. LEARNING MATERIALS

Compulsory materials: All course texts and auxiliary materials will be distributed by the course instructor JIT = Just In Time.

Useful resources:
   This is a very good link – it unites learners of the same language(s) globally, and also carries responses with explanations and guidance from (native) speakers who will and have experience to share;
3. … - Estonian Phrasebook (available in local bookstores)