



## INTEGRATED SKILLS II COURSE SYLLABUS

Course basic data	
<b>Academic unit:</b>	Faculty of Philology
<b>Course title:</b>	Integrated skills II
<b>Program:</b>	English Language and Literature
<b>Study cycle:</b>	Bachelor
<b>Course status:</b>	Obligatory
<b>Study year:</b>	I
<b>Weekly classes:</b>	2+8
<b>Value in credits – ECTS:</b>	7 ECTS
<b>Time / location:</b>	15 weeks / campus
<b>Course Lecturers:</b>	Prof. asoc. dr. Sejdi Sejdiu; Shaun Hicka, English Language Fellow Rezarta Ramadani, Teaching Assistant; Marseda Halilaj, Teaching Assistant
<b>Contact emails:</b>	<a href="mailto:sejdi.sejdiu@uni-prizren.com">sejdi.sejdiu@uni-prizren.com</a> ; <a href="mailto:rezarta.ramadani@uni-prizren.com">rezarta.ramadani@uni-prizren.com</a> ;
<b>Course description:</b>	The course develops the skills and literacies needed to navigate the information-rich world of global English. Students will engage with the inspirational ideas of respected professionals giving talks, and through thought-provoking texts and infographics.
<b>Course objectives:</b>	The course objective is to enhance students' knowledge on English grammar, vocabulary and develop further the four essential skills required for communication in English. This will be achieved by providing students with detailed explanations covering English grammar rules in depth, and practice activities for analysis. Critical thinking is the ability to develop and use an analytical and evaluative approach to learning through problem solving tasks. Students use the target language in productive speaking and writing assignments where they are given the opportunities to analyse and evaluate a situation, and make use of the new language both critically and creatively. This will help students move from using 'lower-order thinking' to 'higher-order thinking'. Topics chosen are highly interesting and motivate speaking activities that resonate students' own experiences, to make new language relatable. These encounters with language will be built on through consolidation, recycling, repetition, and testing.
<b>Study outcomes:</b>	Students will improve their command of English language skills, grammar and vocabulary through a broad spectrum of activities and assignments that set them up for further study or work in an English-speaking environment. At the end of the course, students are expected to gain solid understanding of grammar and of the four skills in order to construct more-complex sentences in English.



<b>Student workload (should correspond with student' study outcomes)</b>			
<b>Activity</b>	<b>Hours</b>	<b>Days/weeks</b>	<b>Total</b>
Lectures	2	15	30
Theoretical//laboratory practice	4	15	60
Tutorials			
Consultations	1	15	15
Field practice			
Colloquiums, seminars			
Assignments	2	15	30
Student's independent study time (in the library or at home)			
Final exam preparation			
Time spent on assessment (tests, quizzes, final exam)	1	10	10
Projects, presentations, etc.	2	15	30
<b>Total</b>			<b>175 hours (7 ECTS)</b>
<b>Teaching methodology:</b>	Using a learn-practice-use in context approach, students are expected to become functional in English as quickly as possible. The communicative activities then help students internalize the grammar in context.		
<b>Evaluation criteria in %:</b> Attendance & Assignments Mid-term test Final exam	Evaluation in % - Final grade 0% – 49% - 5 50% - 60% - 6 61% - 70% - 7 71% - 80% - 8 81% - 90% - 9 91% - 100% - 10		
<b>Literature</b>			
<b>Primary literature:</b>	Dummett, P., Hughes, J., & Stephenson, H. (2018). <i>Life – Advanced</i> . National Geographic Learning: United Kingdom.  Dummett, P., Hughes, J., & Stephenson, H. (2018). <i>Life – Advanced Workbook</i> . National Geographic Learning: United Kingdom.  Hashemi, L., & Murphy, R. (2019). <i>English Grammar in use</i> . Cambridge University Press.		



	<p>Hewings, M. (2013). <i>Advanced Grammar in Use</i>. Cambridge University Press.</p> <p>Hewings, M., &amp; Haines, S. (2015). <i>Grammar and vocabulary for advanced</i>. Cambridge University Press.</p> <p>Edwards, L. (2009). <i>Integrated Skills Work and Language Practice</i>. Delta Publishing.</p> <p>Yule, G. (2015). <i>Oxford Practice Grammar: Advanced</i>. Oxford University Press.</p>
<b>Extra literature:</b>	Extra materials, scripts, etc.

Designed lesson plan:		
Weeks	Lectures	Practice
<i>1<sup>st</sup> week:</i>	Introduction to the course, textbook, syllabus, lectures and practice, assignments, mid-term test & end-term test, final exam	Introduction to the course, textbook, practice activities and methodology.
<i>2<sup>nd</sup> week:</i>	Word-building: binominal pairs The continuous aspect Time phrases	<ul style="list-style-type: none"> <li>• Listening: a talk by a sociologist about understanding what makes people who they are</li> <li>• Speaking: your favorite saying situations in your life</li> <li>• Exercises at the end of the unit</li> <li>• Reading: an article about the lessons we learn from the past; an article about the language of Shakespeare</li> <li>• Writing: taking notes writing skill: using abbreviations</li> </ul>
<i>3<sup>rd</sup> week:</i>	Word-building: phrasal verb 'get' Grammar: Perfect forms Grammar: Passive forms Idioms: safety Word focus: foot/feet Vocabulary: personal qualities	<ul style="list-style-type: none"> <li>• Listening: a talk about the livelihood of Kazakh nomads</li> <li>• Speaking: more than a job safety features</li> <li>• Exercises at the end of the unit</li> <li>• Reading: an article about the Moken people of Myanmar; an article about rock climbing in</li> </ul>



		<p>Yosemite</p> <ul style="list-style-type: none"> <li>• Writing: a covering letter or email writing skill: fixed expressions</li> </ul>
<i>4<sup>th</sup> week:</i>	<p>Vocabulary: describing towns Grammar: qualifiers Grammar: intensifying adverbs Vocabulary: adverb + adjective collocations Word focus: ground</p>	<ul style="list-style-type: none"> <li>• Listening: an interview with an architect</li> <li>• Speaking: how spaces affect you</li> <li>• Exercises at the end of the unit</li> <li>• Reading: an article about two towns with individual characters ; an article about the architect Zaha Hadid</li> <li>• Writing: an opinion essay writing skill: discourse markers</li> </ul>
<i>5<sup>th</sup> week:</i>	<p>Word-building: -able Grammar: future probability Vocabulary: phrasal verb 'come' Word focus: give Grammar: past modals</p>	<ul style="list-style-type: none"> <li>• Listening: a news report about bionic body parts</li> <li>• Speaking: how people managed in the past</li> <li>• Exercises at the end of the unit</li> <li>• Reading: an article about the future of bendable technology; an article about a social entrepreneur</li> <li>• Writing: a proposal writing skill: making recommendations</li> </ul>
<i>6<sup>th</sup> week:</i>	<p>Vocabulary: repeated word pairs Grammar: emphatic structures Word-building: synonyms Grammar: avoiding repetitions Word focus: matter</p>	<ul style="list-style-type: none"> <li>• Listening: an extract from a talk by a travel writer</li> <li>• Speaking: how you travel</li> <li>• Exercises at the end of the unit</li> <li>• Reading: a travel blog about different approaches to travelling; an article about travel in graphic novels</li> <li>• Writing: a review writing skill: using descriptive words</li> </ul>
<i>7<sup>th</sup> week:</i>	<p>Word-building: compound words Grammar: phrasal verbs Vocabulary: injuries Idioms with health Grammar: verb patterns Word focus: face</p>	<ul style="list-style-type: none"> <li>• Listening: a conversation between two friends about health and exercise</li> <li>• Speaking: exercise trends</li> <li>• Exercises at the end of the unit</li> <li>• Reading: an article about different exercise regimes; an article about beauty</li> <li>• Writing: a formal report writing skill: avoiding repetition</li> </ul>
<i>8<sup>th</sup> week:</i>	Mid-term test	

		Exercises
<i>9<sup>th</sup> week:</i>	Word-building: verb prefix out Grammar: passive reporting Idioms: business buzz words Grammar: nominalization Word focus: break	<ul style="list-style-type: none"> <li>• Listening: a talk by a journalist about digital technology</li> <li>• Speaking: the impact of digital media</li> <li>• Exercises at the end of the unit</li> <li>• Reading: a study of global facts about selfies; an article about a day at a hackers' conference</li> <li>• Writing: a news report writing skill: cautious language</li> </ul>
<i>10<sup>th</sup> week:</i>	Grammar: the adverb 'just' Grammar: purpose and result Word focus: hit	<ul style="list-style-type: none"> <li>• Listening: a talk by a neuroscientist about music therapy</li> <li>• Speaking: themes of songs</li> <li>• Exercises at the end of the unit</li> <li>• Reading: an interview with a musician about cultural influences a review of; a documentary about Bob Marley</li> <li>• Writing: a description writing skill: parallel structures</li> </ul>
<i>11<sup>th</sup> week:</i>	Word-building: verb + preposition Grammar: linking words Vocabulary: crime and punishment Grammar: present and perfect participles Word focus: board	<ul style="list-style-type: none"> <li>• Listening: The story of an unusual crime</li> <li>• Speaking: a case of fraud</li> <li>• Exercises at the end of the unit</li> <li>• Reading: an article about what personal letters reveal about our past; a story about hidden treasure</li> <li>• Writing: describing a past event Writing skill: sequencing events</li> </ul>
<i>12<sup>th</sup> week:</i>	Grammar: adverbs and adverbial phrases Vocabulary: being a good member of society Vocabulary: having fun Grammar: negative adverbials and inversion Word focus: free	<ul style="list-style-type: none"> <li>• Listening: an extract from a radio programme about ethnic communities</li> <li>• Speaking: being a good member of society</li> <li>• Exercises at the end of the unit</li> <li>• Reading: an article about ant society; an article about the Hadza of Tanzania</li> <li>• Writing: a discursive essay writing skill: referring to evidence</li> </ul>
<i>13<sup>th</sup> week:</i>	Vocabulary: feelings Grammar: unreal past forms Word-building: heteronyms	<ul style="list-style-type: none"> <li>• Listening: a short talk by a photographer about photographing people</li> </ul>



	Grammar: conditionals and inversion Word focus: beyond	<ul style="list-style-type: none"> <li>• Speaking: modern life</li> <li>• Exercises at the end of the unit</li> <li>• Reading: an article about understanding emotions; an article about artificial intelligence in the future</li> <li>• Writing: an email message writing skill: avoiding misunderstandings</li> </ul>
<i>14<sup>th</sup> week:</i>	Word-building: adverb + adjective collocations Grammar: approximation and vague language Idioms: adjective collocations Grammar: would Word focus 'move'	<ul style="list-style-type: none"> <li>• Listening: three people describe the landscape where they live</li> <li>• Speaking: natural and man-made features</li> <li>• Exercises at the end of the unit</li> <li>• Reading: an article about the importance of geoliteracy; an article about how wildlife are moving into our cities</li> <li>• Writing: a letter to a newspaper writing skill: persuasive language</li> </ul>
<i>15<sup>th</sup> week:</i>	Review of the course	<ul style="list-style-type: none"> <li>• Recapitulation of the topics.</li> </ul>

### Academic Policies and Code of Conduct

Students are obliged to comply with the code and conduct of the University "Ukshin Hoti" Prizren. Any suspected violation of the Code of Conduct, shall be referred to the University officials for further proceeding.