



SYLLABUS OF THE COURSE “INTEGRATED SKILLS I”

Basic data of the course:			
Academic unit:	Faculty of Philology		
Course title:	Integrated skills I		
Programme:	English Language and Literature		
Study cycle:	Bachelor		
Status of the course:	Obligatory		
Year:	I		
Course classes per week:	Lectures 2 Exercises 8		
Credits – ECTS:	7		
Time / location:			
Professors of the course:	Professors: Sejdi Sejdiu Shaun Hicks Ast. Rezarta Ramadani-Hyseni Ast. Marseda Halilaj		
Contact:	sejdi.sejdiu@uni-prizren.com Shaun.Hicks@colorado.edu rezarta.ramadani@uni-prizren.com marseda89@gmail.com		
Course description:	Grammar is treated as a necessary component embedded in all four skills areas, and students are encouraged to use the focal grammar topic with each skill in every chapter. The course also focuses on improving students' fluency, a larger vocabulary, and the ability to express themselves by using more complex sentence structures.		
Course objectives:	This course aims at improving students' understanding of English grammar through the use of the four skills - reading, writing, listening and speaking, in order to internalize concepts for better use in all their communication.		
Learning outcomes:	Students improve their command of English through a broad spectrum of activities 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.		
Student workload (should correspond to the student's learning outcomes)			
Activity	Classes	Days/weeks	Total
Lectures	4	15	60
Theoretical/laboratory exercises	2	15	30



Practical work																	
Contacts with the teacher/consultations	1	15	15														
Exercises in terrain																	
Colloquiums, seminars																	
Homework	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														
Total			175 classes (7 ECTS)														
Teaching methodology:	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.																
Evaluation methodology: Attendance & Assignments Writing compositions Oral presentations Mid-term test End-term test	<table border="1"> <thead> <tr> <th>Evaluation in %</th> <th>Final Grade</th> </tr> </thead> <tbody> <tr> <td>0-50</td> <td>5</td> </tr> <tr> <td>51-60</td> <td>6</td> </tr> <tr> <td>61-70</td> <td>7</td> </tr> <tr> <td>71-80</td> <td>8</td> </tr> <tr> <td>81-90</td> <td>9</td> </tr> <tr> <td>91-100</td> <td>10</td> </tr> </tbody> </table>			Evaluation in %	Final Grade	0-50	5	51-60	6	61-70	7	71-80	8	81-90	9	91-100	10
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Literature																	
Primary literature:	<ul style="list-style-type: none"> - Azar, S. B., & Hagen, A. S. (2017). <i>Understanding and using English Grammar</i> (5th ed.). Pearson. - Dummett, P., Hughes, J., & Stephenson, H. (2013). <i>Life – Upper Intermediate</i>. National Geographic Learning: United Kingdom. - Eastwood, J. (2009). <i>Oxford Practice Grammar Intermediate</i>. Oxford University Press. - Kalnins, S., & Zayat, J. (2014). <i>Communicating with grammar: Skills for life 2</i>. Oxford University Press. - Murphy, R. (2019). <i>Essential grammar in use</i> (5th ed.). Cambridge University Press. 																



Extra literature:

Designed lesson plan:		
Week	Lectures	Exercises
<i>Week 1:</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>Week 2:</i>	Present tenses review; the passive; vocabulary, nouns and phrasal verbs Reading comprehension Pronunciation: weak forms	Listening: Three people talking about important relationships in their lives; Speaking: The generation gap; Reading: An article about changing attitudes in China Writing: Text type: an informal email; Exercises at the end of the unit.
<i>Week 3:</i>	Past simple and present perfect simple; past tenses review: past simple, past continuous, past perfect simple; past perfect continuous Pronunciation of contracted forms; linking and assimilation	Listening: An interview with a film critic; Speaking: A famous writer and filmmaker; Reading: An article about the brothers Grimm; Writing: Text type: a story; writing skill: using descriptive words. Exercises at the end of the unit.
<i>Week 4:</i>	Future forms review: <i>will; going to; about to</i> ; present continuous; present simple; future continuous and future perfect simple Pronunciation /t/ and /r/, and stress in two syllable words Vocabulary	Listening: Three people making predictions about the future; Speaking: Technological solutions; Reading: An article about appropriate technology; Writing: Text type: short email requests. Exercises at the end of the unit.
<i>Week 5:</i>	Expressions of quantity; determiners Expression of weak form 'of' Pronunciation: disappearing sounds	Listening: An extract from a radio programme about what's on in Melbourne; Speaking: Music and values; Reading: An article about the origin of rap; Writing: Text type: an online review. Exercises at the end of the unit.



<p><i>Week 6:</i></p>	<p>Verb+ infinitive or – <i>ing</i> Verbs with –<i>ing</i> and <i>to</i>+ <i>infinitive</i> Vocabulary: re-verbs</p>	<p>Listening: An interview about volunteer vacations; Speaking: Travel ideas; Reading: An extract from a travel magazine about historical hotels; Writing: Text type: a letter of complaint. Exercises at the end of the unit.</p>
<p><i>Week 7:</i></p>	<p>Phrasal verbs with <i>in</i> and <i>out</i> Grammar <i>not</i> Word focus <i>mind</i> Pronunciation: intonation in sentences with two clauses</p>	<p>Midterm</p>
<p><i>Week 8:</i></p>	<p>Midterm</p>	<p>Listening: An ecologist describing how we can avoid wasting natural resources; Speaking: How we use water conservation wishes; Reading: An article about Ecuador’s plan to protect resources; Writing: Text type: a letter to the press. Exercises at the end of the book.</p>
<p><i>Week 9:</i></p>	<p>Conditionals; Mixed conditionals sentences; <i>wish, would rather and if only</i> Pronunciation: contractions in conditionals Grammar: wish only, would rather, and if only Vocabulary: strong feelings Sentence stress</p>	<p>Listening: A radio news report about the parents of Chinese university freshmen; Speaking: The ethics of taking photographs; Reading: An article about the power of the press; Writing: Text type: minutes form a meeting. Exercises at the end of the book.</p>
<p><i>Week 10:</i></p>	<p>Reporting verbs; Passive reporting verbs Pronunciation: weak forms in verbs Schwa sound</p>	<p>Listening: An interview about Emerging Explorers; Speaking: Women at work; Reading: An article about the man who was king; Writing: A text type: an online profile. Exercises at the end of the unit.</p>
<p><i>Week 11:</i></p>	<p>Articles: <i>the</i> or zero article; Relative clauses; Reduced relative clauses, words Pronunciation: linking</p>	<ul style="list-style-type: none"> • Listening: An extract from a radio programme about a tribe with an unusual diet; • Speaking; Wedding traditions; • Reading: An article about body language;



	vowels Vocabulary: careers	<ul style="list-style-type: none"> • Writing: Text type: an informal email. Exercises at the end of the unit.
Week 12:	Habitual actions: present tenses, <i>will, used to, usually, be used to, and get used to</i> Vocabulary: raising children Pronunciation: letter 's'	<ul style="list-style-type: none"> • Listening: A talk by a psychologist on memory; • Speaking: Memory tests; • Reading: An article about an ethnobotanist; • Writing: A text type: an email about a misunderstanding; linking contrasting ideas. Exercises at the end of the unit.
Week 13:	Grammar: <i>could, was able to, manage to, succeed in;</i> Future in the past Vocabulary learning Pronunciation: contrastive sentence stress	<ul style="list-style-type: none"> • Listening: An interview with the author of <i>The Servant Economy</i>; • Speaking: The economy of your country; • Reading: An article about Norway's riches; • Writing: a report. Exercises at the end of the unit.
Week 14:	Focus adverbs <i>only, just, even;</i> focus adverbs <i>too, as well, also;</i> causative <i>have and get</i> Vocabulary: money Grammar: causative <i>have and get</i> <i>Pronunciation of sounds</i>	Recapitulation of the topics.
Week 15:	End term test	End term test
Academic policies and code of conduct		
<p>Students are obliged to comply with the code and conduct of the University "Ukshin Hoti" Prizren. Any suspected violation of the Code shall be referred to the University officials for further proceeding.</p>		