

Basic data of the subject	
Academic unit:	Faculty of Architecture, Design and Wood Technology
Program:	Design and Construction of Wooden Products
Title of the subject:	English III
Level:	Bachelor
Course Status:	Mandatory
Year of studies:	II
Number of hours per week:	2
Value of Credits - ECTS:	3
Course lecturer:	Anylë Shala
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Course description:	
	In addition to sharpening their existing linguistic skills, this course also creates the opportunity for students to learn and discuss about intellectually engaging content, which enables them to advance their English skills and at the same time, develop their critical thinking. The main book used in this course is the fourth one in the "Global" series, entitled "Global Upper-Intermediate", and in order to familiarize students with terms and a career-specific vocabulary, certain chapters taken from "English for Design Students" will also be utilized in lectures.
Objectives of the course:	
	The main aim of this course is to help students advance their English skills, with special emphasis on oral communication, as well as to introduce them to the terminology which pertains to their field of study.
Expected learning outcomes:	
	<p>Upon completion of this course, students should be able to:</p> <ul style="list-style-type: none"> <li>• utilize the diverse techniques of oral communication in English</li> <li>• read and comprehend with some difficulty texts in English which contain basic terminology pertaining to their field of study (such as various materials</li> </ul>

	<p>and structures, furniture, etc.)</p> <ul style="list-style-type: none"> <li>• use critical thinking and awareness of the major challenges of the contemporary world to improve written communication in English</li> <li>• listen to and comprehend with some difficulty conversations or lectures of medium length on various topics from everyday life</li> </ul>
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<b>Contribution to the student load (which must correspond with learning outcomes)</b>			
<b>Activity</b>	<b>Hour</b>	<b>Day/Week</b>	<b>In total</b>
Lectures	3	15	45
Theoretical exercises / laboratory	0	0	0
Internship	0	0	0
Contacts with teacher / consultations	1	5	5
Field exercises	0	0	0
Midterm, seminars and projects.	1	1	1
Homework	1	5	5
Studying (at the library or at home)	1	10	10
Final preparation for the exam	2	1	2
Time spent on evaluation (tests, quiz and final exam)	1	2	2
Projects and presentations	1	5	5
<b>Total</b>			<b>75</b>
<b>Teaching methodology:</b>			
	<p>The communicative approach will be used during lectures as it is thought to be the most successful method to learn a foreign language. This approach allows students to develop and enhance their language skills in various ways, e.g. questions and answers, discussions, description of events, people etc., different requests, comparisons etc.</p>		
<b>Assessment methods:</b>			
	<ul style="list-style-type: none"> <li>- Attendance and participation in classroom activities: 5%</li> <li>- Presentation: 10%</li> <li>- Midterm test: 25%</li> <li>- - Final exam: 60%</li> </ul>		
<b>Literature</b>			

<b>Basic literature:</b>	Global Upper-Intermediate Course Book by Lindsay Clanfield. Macmillan Education, 2011.
<b>Additional literature:</b>	Global Upper-Intermediate Workbook by Robert Campbell and Adrian Tennant. Macmillan Education, 2011. English for Design Students by T.IO.Kasatkina. 2013.
<b>Designed learning plan:</b>	
<b>Week</b>	<b>Lecture</b>
<b>Week one:</b>	Introduction to the course, discussion of the syllabus and the necessary materials
<b>Week two:</b>	<b>Unit 1: Alive and Well (part one)</b> Grammar: Auxiliaries, Review 1: present tenses; Reading texts: How does your city make you feel alive? Listening texts: Genealogy; Vocabulary: Predictive adjectives; Speaking: Supporting opinions, Emphasizing <b>From English for Design Students:</b> Lesson 1. Interior design
<b>Week three:</b>	<b>Unit 1: Alive and Well (part two)</b> Grammar: Review 2: future tenses, Future perfect and future continuous; Reading texts: What are you optimistic about? Winning the battle against disease; Listening texts: What are you optimistic about? Vocabulary: The suffix '-able', Metaphors: illness; Speaking: All's well that ends well, Your personal goals <b>From English for Design Students:</b> Lesson 2. Interior Designers
<b>Week four:</b>	<b>Unit 2: Right and Wrong (part one)</b> Grammar: Questions review; Reading texts: E pur si muove, The right answer quiz; Listening texts: The right answer quiz; Vocabulary: Certainty and truth, 'right'; Speaking: Certainty and truth, Change your mind! speaking game; Agreeing and disagreeing <b>From English for Design Students:</b> Lesson 3: How to become an interior decorator
<b>Week five:</b>	<b>Unit 2: Right and Wrong (part two)</b> Grammar: The definite article; Narrative tenses; Reading texts: No longer at ease by Chinua Achebe; Listening texts: The wrong word; Vocabulary: The prefix 'mis-', Metaphors: honesty and dishonesty; Speaking: No longer at ease <b>From English for Design Students:</b>

	Lesson 4: Elements and principles of Interior Design
<b>Week six:</b>	<b>Unit 3: Land and Sea (part one)</b> Reading texts: The Sacred Balance by David Suzuki; Listening texts: A news story; Vocabulary: 'land' and 'country'; Collocations for the natural world; Speaking: 19 <sup>th</sup> century Cree Indian quotation; Contractions <b>From English for Design Students:</b> Lesson 5: Materials and structures
<b>Week seven:</b>	<b>Unit 3: Land and Sea (part two)</b> Grammar: Present perfect, present perfect continuous; Adjective order; Reading: Amazing Ocean Facts; Listening: The Carta Marina; Vocabulary: The sea; Speaking: Maps <b>From English for Design Students:</b> Lesson 6: Color in design
<b>Week eight:</b>	Midterm test
<b>Week nine:</b>	<b>Unit 4: Magic and Mystery (part one)</b> Grammar: Modals of speculation: present and past; Passive and anticipatory 'it'; Reading: Magical places; Listening: The conjurer; Vocabulary: Metaphors, Suffixes; Speaking: The conjurer <b>From English for Design Students:</b> Lesson 7: The furnishings of the buildings
<b>Week ten:</b>	<b>Unit 4: Magic and Mystery (part two)</b> Grammar: Past perfect and past continuous; Reading: The Invisible Man by H.G. Wells; Listening: A lecture on mysteries of the silver screen: plot devices; Vocabulary: Vague language; Speaking; Discussing a quotation <b>From English for Design Students:</b> Lesson 8: Contemporary style of decoration
<b>Week eleven:</b>	<b>Unit 5: Parents and Children (part one)</b> Grammar: 'will' for present habits; Reading: Baby and Child Care by Dr Spock; Discussing quotations about names and naming; Listening: Names; Vocabulary: Metaphors: relationships; Speaking: Naming customs <b>From English for Design Students:</b> Lesson 9: Decorating in tropical style
<b>Week twelve:</b>	<b>Unit 5: Parents and Children (part two)</b> Grammar: past habits; be used to/ get used to; Reading: Now here, now there by Molly Wizenberg; Listening: Children of their time; Vocabulary: Adjectives to describe taste and texture; prefixes with 'self'; Speaking: Childhood food memories; Generation gap: find someone who...

<b>Week thirteen:</b>	<b>Unit 6: Power and Money (part one)</b> Grammar: The passive voice; Causative have/get; Reading: Quote me on that!, The Masters of the Universe?; Listening: The power of words; Vocabulary: Adverb phrases; Speaking: Famous political quotations; Delivering a speech
<b>Week fourteen:</b>	<b>Unit 6: Power and Money (part two)</b> Grammar: 'quite'; Reading: Ten facts about lotteries; Economics for everyone by Jim Stanford; Vocabulary: Metaphors: money; Collocations
<b>Week fifteen:</b>	<b>Review of the covered materials and preparation for the exam</b>

**Academic policies and rules of conduct:**

Students must have the necessary materials and attend lectures regularly. They are also expected to participate in various discussions and activities during lectures.