# SYLLABUS

| **Basic data of the subject** | |
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| **University** | **University of Applied Sciences in Ferizaj** |
| **Academic unit** | **Faculty of Engineering and Informatics** |
| **Program** | **Industrial Engineering and Informatics** |
| **Title of the subject** | **English Language III** |
| **Level** | **Bachelor** |
| **Course Status** | **Obligatory** |
| **Year of studies** | **II, Semester IV** |
| **Number of hours per week** | **2** |
| **Value of Credits - ECTS** | **3** |
| **Time / location** | |
| **Course lecturer** | |
| **Contact details** | |
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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 "Oxford English for Careers: Technology 1" 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** | ● *Upon completion of this course, students should be able to:*<br>● *utilize the diverse techniques of oral communication in English*<br>● *read and comprehend with some difficulty texts in English which contain basic terminology pertaining to their field of study (engineering and technology)*<br>● *write short essays about their personal experiences and other topics discussed throughout the semester* |

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| | • *listen to and comprehend with some difficulty short conversations or lectures on various topics related to engineering and technology* |
| **Prerequisites** | *Passing the English II exam* |

| **Contribution to the student load (which must correspond with learning outcomes)** | | | |
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| **Activity** | **Hour** | **Day/Week** | **In total** |
| Lectures and exercises | 2 | 15 | 30 |
| Internship | | | |
| Contacts with teacher / consultations | 1 | 10 | 10 |
| Field exercises | | | |
| Midterm, seminars and projects. | 1 | 1 | 1 |
| Homework | 1 | 15 | 15 |
| Studying (at the library or at home) | 1 | 15 | 15 |
| Final preparation for the exam | 2 | 1 | 2 |
| Time spent on evaluation (tests, quiz and final exam) | 1 | 2 | 2 |
| Projects and presentations. | | | |
| **Total** | | | **75** |

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| **Teaching methodology** | *The course lasts for 15 weeks and is developed through lectures as well as group and individual practice/exercises. Active student participation is a key element in achieving learning outcomes, therefore students are strongly encouraged to regularly take part in lectures and various other activities in class. Lectures, exercise through questions and answers, group discussions, and pair work* |
| **Assessment methods** | *Students will be assessed in the following ways:*<br>*- Class engagement and homework: 10%*<br>*- Midterm test: 30%*<br>*- Final exam: 60%*<br>*This allows for the student to be assessed continuously throughout the semester, but also at the end, in the final examination.*<br>*Class engagement includes active participation in various class discussions and activities that take place during lectures. Homework is assigned at the end of each lecture and then discussed at the beginning of the following lecture. For each completed assignment/homework, students earn points which are then calculated with the points collected from the other forms of assignment.*<br>*In the midterm test and final exam, students are assessed through a form which is filled in by each student individually. This form can contain objective or subjective questions through which student learning results can be assessed.* |

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| | *Objective questions are: 1) multiple choice questions, 2) filling in the blanks, and 3) connecting/matching up. Whereas subjective questions are presented in the form of an essay through which student's skills of thought expression and articulation in English are assessed.*<br>*Assessment:*<br>*90-100 points – grade 10(ten)*<br>*80-89 points – grade 9(nine)*<br>*70-79 points – grade 8(eight)*<br>*60-69 points – grade 7(seven)*<br>*50-59 points – grade 6(six)*<br>*0-49 points – student has to re-sit the exam.* |
| **The ratio of theory and practice** | Theory: 30%; Practice, with exercises: 70% |
| **Literature** | |
| **Basic Literature** | 1. *Global Upper-Intermediate Course Book by Lindsay Clanfield. Macmillan Education, 2011.* |
| **Additional Literature** | 2. *Global Upper-Intermediate Workbook by Robert Campbell and Adrian Tennant. Macmillan Education, 2011.*<br>3. *Oxford English for Careers: Technology 1 by Eric H. Glendinning. Oxford University Press, 2009.* |
| **Designed learning plan** | |
| **Week:** | **Lectures and exercises to be held** |
| **Week one** | *Introduction to the course, discussion of the syllabus and the necessary materials* |
| **Week two** | *Unit 1: Alive and Well (part one)*<br>*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*<br>*From Technology 1:*<br>*Technology and Society – Technological innovations; Technology and work; Branches of technology; Satellite launch systems* |
| **Week three** | *Unit 1: Alive and Well (part two)*<br>*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*<br>*From Technology 1:* |

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| | *Studying technology – Branches of technology; Course description; Present Simple v Present Continuous* |
| **Week four** | *Unit 2: Right and Wrong (part one)*<br>*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*<br>*From Technology 1:*<br>*Appropriate technology – Explaining the difference between products; Stirling engine; The inventor; Explaining a diagram* |
| **Week five** | *Unit 2: Right and Wrong (part two)*<br>*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*<br>*From Technology 1:*<br>*Manufacturing – Nasser Aziz: Manufacturing engineer; Manufacturing processes; Modern manufacturing processes* |
| **Week six** | *Unit 3: Land and Sea (part one)*<br>*Reading texts: The Sacred Balance by David Suzuki; Listening texts: A news story; Vocabulary: 'land' and 'country'; Collocations for the natural world; Speaking: 19th century Cree Indian quotation; Contractions*<br>*From Technology 1:*<br>*Transport – Jan Bronec: Mechanical engineer; Making and acknowledging apologies; Car engines; The car of the future* |
| **Week seven** | *Unit 3: Land and Sea (part two)*<br>*Grammar: Present perfect, present perfect continuous; Adjective order; Reading: Amazing Ocean Facts; Listening: The Carta Marina; Vocabulary: The sea; Speaking: Maps*<br>*From Technology 1:*<br>*High living: skyscrapers – Leon Peters: Steel Erector; Showing visitors around a construction site; The tallest buildings in the world; Foundation types* |
| **Week eight** | *Mid-term test* |
| **Week nine** | *Unit 4: Magic and Mystery (part one)*<br>*Grammar: Modals of speculation: present and past; Passive and anticipatory 'it'; Reading: Magical places; Listening: The conjurer; Vocabulary: Metaphors, Suffixes; Speaking: The conjurer*<br>*From Technology 1:*<br>*Medical technology – Phillipe Rugeri: Mechatronics Engineer; Giving clear instructions; Devices for the blind; Devices for the elderly* |
| **Week ten** | *Unit 4: Magic and Mystery (part two)* |

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| | *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*<br>*From Technology 1:*<br>*Personal entertainment – Bruno Schleef: Video Games Designer; Making suggestions; Best-selling computer game genres; Opinions* |
| **Week eleven** | *Unit 5: Parents and Children (part one)*<br>*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*<br>*From Technology 1:*<br>*Information technology – Diana Mayo: IT Support Technician; Working on a help desk; Supercomputers; Describing changes; CADCAM; Computer peripherals* |
| **Week twelve** | *Unit 5: Parents and Children (part two)*<br>*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…*<br>*From Technology 1:*<br>*Telecommunications – Todd McArthur: Tele-communications Technician; Explaining in simple terms; Satellite communication systems; Mobile phones* |
| **Week thirteen** | *Unit 6: Power and Money (part one)*<br>*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* |
| **Week fourteen** | *Unit 6: Power and Money (part two)*<br>*Grammar: 'quite'; Reading: Ten facts about lotteries; Economics for everyone by Jim Stanford; Vocabulary: Metaphors: money; Collocations Reading – Mammoth problem* |
| **Week fifteen** | *Review of the covered material, preparation for the final exam* |
| **Academic policies and rules of conduct** | |
| *Students are obliged to regularly follow the lectures and exercises and to have with them the necessary material in order to achieve the best possible realization of the lectures and their involvement in the learning process. Students must come to lectures on time, keep calm and participate in the discussions and various activities that take place in the classroom.* | |