

**ÇANKAYA UNIVERSITY**

**ENGLISH LANGUAGE UNIT**

**2018-2019 ACADEMIC YEAR**

**SPRING TERM**

**SYLLABUS FOR ENG122**

**ACADEMIC ENGLISH II**

**FOR ALL DEPARTMENTS**

Academic English 2 is a compulsary spring semester course designed for freshmen students and it will be offered online in this academic year.

This is an online course and therefore, you are supposed to have access to webonline with your webonline username and password to be able to take this courses.

Our coursebook is **New Language Leader** / Intermediate Coursebook and you need to get a copy of the book.

This book is comprised of 12 units. We are going to cover **units 7-12** in Academic English 2 course. The content is taught in video lessons, which means there is a video for each unit in the book. You will study the units through these videos and do the relevant exercises in the book. Therefore, you should get a copy of the book and follow the videos to study the units.

Moreover, there are worksheets and unit tests to complete at the end of each unit. All materials of this course are uploaded to webonline.

The grading for the course is based on a midterm exam, a final exam and online listening quizzes. Midterm and final exams will **not** be taken online. You are supposed to come and take these exams at school. Listening quizzes, on the other hand, will be **online**.

Finally, this online course is offered by the instructors of English Language Unit. You can reach their contact information on the Unit’s website: aeu.cankaya.edu.tr. For more information, please look at the syllabus below.

We wish you a productive and happy semester ☺

**OBJECTIVES:**

**Upon studying the assigned materials and completing the course successfully, students will**

* identify the main idea of a paragraph
* identify specific information by listening and reading
* identify facts and examples in a reading passage
* extract specific information from reading and listening texts
* infer the writer’s opinion
* recognize and use grammatical and lexical items specific to B1 level

**TEXTBOOKS: New Language Leader Intermediate** B1-B2 by David Cotton, David Falley, Simon Kent – Pearson and Longman – 2014

 (\*\*Only units 7-12 will be covered in this course.)

**METHOD OF INSTRUCTION:** Online lecture, language exercises, out-of-class writing tasks

**ATTENDANCE:** Students are **NOT** required to attend classes since ENG 122 is an online course.

**MAKE-UP POLICY FOR EXAMS:** Students who miss the midterm or final exam will not be given a make-up exam unless they submit an approved medical report or any other official document proving their excuse to university authorities.

**GRADING:**

Online Quizzes (Listening): 10 %

Midterm (Reading, Grammar, Vocabulary): 30 %

Final (Reading, Grammar, Vocabulary, Writing): 60 %

**QUIZZES**

* Students will take **5** listening quizzes made up of multiple choice questions.
* All quizzes will be taken **online**.
* Each quiz will be graded out of **20** and the results of all 5 quizzes will be added up at the end of the term.
* These quizzes account for **10 %** of the final grade.
* Students will have **20 minutes** to complete each quiz.
* They will have **2 attempts** to complete a quiz. If the student cannot complete the quiz in his/her first attempt, he/she will lose **25%** of his/her quiz grade in his/her second attempt.

**MIDTERM & FINAL EXAMS**

* Students will take a midterm exam throughout the term and a final exam at the end of the term.
* These exams will **NOT** be taken online. Students are supposed to come and take the exams in a classroom assigned for them.

**ONLINE ACTIVITIES (Optional)**

* Students will use **the activation code** in their course book to access to New Language Leader Online activities.
* Please go to the following link to learn about the registration process: https://www.pearsonelt.com/myenglishlab/student-register.html

**ONLINE COURSE POLICY**

* Each student will enroll in a course section.
* As soon as the students enroll in a course section, they will also be enrolled in the W**ebonline** systemof Çankaya University. While logging in, they will use their e-mail username and password.
* Students are supposed to follow the online courses weekly.
* After watching the required videos, they will do extra online activities in worksheets each week.
* Students must check their e-mail address regularly to get the announcements about the course sent by the course instructor.

**WRITING FEEDBACK SESSIONS**

* **Students will write a cause and effect essay in the final exam.**
* If students want to receive feedback for the writing tasks they have written, they can visit their course instructor in his/her office hours or set up an appointment with him/her via e-mail.

| WEEK | OBJECTIVES | NEW LANGUAGE LEADER | VOCABULARY | GRAMMAR | WRITING  | REMINDERS |
| --- | --- | --- | --- | --- | --- | --- |
|  | Sts will \*extract specific information from a reading text\*revise – learn patterns in word-building (verb/noun/adjective)\*learn a set of adjectives related to design \*use the topic vocabulary to describe designs | **Course Introduction** | **WORD BUILDING:** Art, artist, artistic, design (n/v), designer, well-designed, develop, developer, development, developing, engineer (n/v), engineering, innovate, innovator, innovation, innovative, invent, inventor, invention, inventive, manufacture, manufacturer, manufacturing, produce, producer, product, productive, scientist, science, scientific, use (n/v), usable, user |  |  |  |
| 111.02.201915.02.2019 |  |  | **DESIGN:** Elegant, functional, futuristic, handmade, innovative, mass-produced, retro, simple, streamlined, stylish, traditional, up-to-date |  |  |
|  | **Unit 7: Design*** 1. Design is Everywhere (pp. 66-67)

 Reading, Vocabulary, Pronunciation |  |  |
| 218.02.201922.02.2019 | Sts will \*learn to describe materials, shapes, and textures\*extract specific information from reading and listening texts\*extend their knowledge of abstract nouns\*extend-revise their knowledge of modal verbs for necessity and obligation\*use modal verbs (must – can’t – might – could) | 7.2. Design through the Ages (pp. 68-69)7.2. Reading and Vocabulary, Vocabulary, Listening, Grammar,  Language Reference and Extra Practice (pp. 138-139) * 1. Alessi’s Innovations (pp. 70-Reading, Listening, Grammar

Language Reference and Extra Practice (pp. 138-139) | **MATERIALS, SHAPES and TEXTURES: -**  aluminum, canvas, leather, paper, plastic, steel, straw, wooden* Angular, circular, curved, square
* Hard, polished, rough, smooth, soft
 | **7.2 Modals (Necessity and Obligation):** Can/can’tCouldShould/shouldn’t Have to/mustDon’t have to/mustn’t**7.3 Modals (Present Deduction):** MustCan’tCould/Might |  |  |
| 325.02.201901.03.2019 | (7.5) Sts will \* understand the main points to consider when proofreading written work\*practice proofreading a report\*extend their range of linking words and phrases\*written a report in the context of design(8.1) Sts will \*expand their knowledge of business vocabulary\*extract specific information from reading and listening texts | 7.5. Study Skills & Writing (pp. 74-75) Proofreading  Writing a Product Report**Unit 8: Business**8.1. In Business (pp. 76-77) Vocabulary and Reading, Listening | **BUSINESS TERMS and ROLES:** business, charge (v.), community, competitor, customer, entrepreneur, invest, investor, law, loss, manufacturer, manufacturing, owner, partner, prices, profit, retail, retailer, staff, supplier, taxes, wages, wholesaler |  |  |  |
| 404.03.201908.03.2019 | Sts will \*extract specific information from reading texts\*revise the use of pronoun referencing (e.g. *their, those, it*)\*extend their knowledge of past continuous\*use the past continuous speaking and writing\*extend their knowledge of business collocations\*revise-learn more about the past perfect simple | 8.2. Business Dilemmas (pp. 78-79) Reading, Grammar, Pronunciation Language Reference and Extra Practice (pp. 140-141) 8.3. Business Icons (pp. 80-81) Reading, Vocabulary, Grammar Language Reference and Extra Practice (pp. 140-141) | **COLLOCATIONS:** do some market research, make a business plan, do the first year accounts, go into partnership, set up a company, launch a new product range/an advertising campaign, make money/a profit, recruit a new manager/talented employees, reduce production costs, run a factory, set up an overseas branch, go out of business, reduce the number of staff, run the business badly | **8.2 Past Continuous****Past Perfect Simple** |  | **\*Listening Quiz 1 (2%)** |
| 511.03.201915.03.2019 | (8.5) Sts will \*extend their understanding of differences between formal and informal registers in writing\*learn a set of useful phrases for writing emails\*extract specific information from different types of correspondence\*write emails in both formal and informal business contexts(9.1) Sts will \*extract specific information from reading texts\*learn collocations in the context of engineering\*discuss and write about great engineering achievements | **Unit 9: Engineering**9.1. From Engines to Engineers (pp. 86-87) Reading, Listening, Vocabulary | **UNIT 9****COLLOCATIONS:** build a mode/ prototype, do (some) research, do safety tests, find a solution, make a breakthrough, meet deadlines, solve a problem, test a theory |  |  |  |
| 618.03.201922.03.2019 | Sts will \* extract specific information from a reading text\*extend their range of vocabulary in the context of hazards and global threats\*extend their knowledge of passive forms\*revise and practice using articles | 9.2. Survival Engineering (pp. 88-89) Grammar, Pronunciation, Reading Language Reference and Extra Practice (pp. 142-143) 9.3. Superstructures (pp. 90-91) Reading, Listening, Grammar Language Reference and Extra Practice (pp. 142-143) | **GLOBAL THREATS:** asteroid, alien invasion, collide, collision, comet, deflect, devastation, draught, earthquakes, extinction, famine, genetic engineering, hazardous, hurricanes, impact, infectious diseases, meteor, meteorite, overpopulation, probe, superbugs, threat, tsunamis, volcanoes, wipe out**PRODUCTION:**  aircraft, aviation, flight test, limited number, mass-produce, modify, modification, model, prototype, simulation, test drive, wind tunnel | **9.2 The Passive****9.3 Articles** |  | **\*Listening Quiz 2 (2%)** |
| 725.03.201929.03.2019 | (9.5) Sts will \* learn strategies and useful language for taking part in a group discussion\*extract specific information from reading and listening texts\*revise one use of the passive\*write an article describing a process(10.1) Sts will \*extract specific information from a reading text\*learn phrasal verbs in the context of trends\*write about a recent trend in their country | **Unit 10: Trends**10.1. It’s the New Thing (pp. 96-97) Reading, Vocabulary | **UNIT 10****PHRASAL VERBS:** buy into, catch on, die out, find out, keep up with, pick up on, slow down, take over |  |  |  |
| 801.04.201905.04.2019 | Sts will review the subjects they have learnt until this week. | \*Midterm Review Activities  |  |  |  | **\*Midterm Exam (30 %)****\*\*Please visit our website** [**http://aeu.cankaya.edu.tr/**](http://aeu.cankaya.edu.tr/) **to learn in which classroom you will take the exam.** |
|  | **\*Midterm Exam (30 %)** |  |  |
| 908.04.201912.04.2019 | Sts will \* extract specific information from reading and listening texts\*learn phrases for introducing examples\*expand their vocabulary to talk about fashion\*revise-extend their knowledge of expressions of quantity (e.g. *a couple of, a little*)\*practice the pronunciation of different numbers\*learn which verbs take the infinitive or the gerund form | 10.2. Trends in Fashion (pp. 98-99) Reading, Vocabulary, Listening, Grammar Language Reference and Extra Practice (pp. 144-145) 10.3. Death of the Music Indusrty? (pp. 100-101) Reading, Pronunciation, Grammar Language Reference and Extra Practice (pp. 144-145) | **FASHION:** designer, fashion, fashionable, fashion blogger, fashion-conscious, fashion show, fashion statement, fashion victim, high street fashion, unfashionable, stylist, trendsetter**DESCRIBING TRENDS:** be down, be up, decline (n/v), decrease (n/v), dramatic, drop (n/v), fairly constant, fall (n/v), go up, gradual, greatest fall/rise, grow, improve (v), increase (n/v), level off,marked fall, peak, remain (relatively) stable, rise (n/v), sharp rise, sharp drop, significant, slight, slow, stabilize, steady, sudden, top out (at) | **10.2 Expressions of quantity****10.3 Infinitives and -ing (gerund) forms** |  | **\*Listening Quiz 3 (2%)** |
| 1015.04.201919.04.2019 | (10.5) Sts will \*learn about techniques for recording and learning vocabulary\*extract specific information from reading and listening texts\*extend their range of vocabulary to describe changes and trends\*analyse and write a short report on trends in recorded music formats and revenue(11.1) Sts will \*extract specific information from reading and listening texts\*expand their range of vocabulary to describe books, films and media genres\*write a review | **Unit 11: Arts and Media**11.1. Types of Media (pp. 106-107) Reading and Listening, Vocabulary | **UNIT 11****DESCRIBING BOOKS and FILMS:** atmosphere, audiences, breathtaking, brooding, cast, chapter, character, classic, dark, disturbing, dramatic, entertaining, episode, gripping, groundbreaking, heavy going, hilarious, magnificent, novel, out of this world, outstanding, page turner, plot, series, sketch, stunning |  | **Basic steps of essay writing** |  |
| 1122.04.201926.04.2019 | Sts will \*extract specific information from reading and listening texts\*learn a set of vocabulary connected with the artsExtend their knowledge of reported speech\*revise-learn about the use of reported questions\*practice using reported questions in an extended speaking and writing activity | 11.2. Media Recluses in the Arts (pp. 108-109) Reading, Vocabulary, Grammar Language Reference and Extra Practice (pp. 146-147) 11.3. Life of a Foreign Correspondent (pp. 110-111) Listening, Grammar, Reading Language Reference and Extra Practice (pp. 146-147)  | **MEDIA GENRES:** animation, autobiography, crime, current affairs programme, documentary, drama series, folk, garage, hip hop, horror, hospital drama, opera, quiz show, R&B, rap, reality, reggae, romantic comedy, science fiction, sitcom, soap, soul, thriller**WORDS CONNECTED WITH THE ARTS:** bestseller, biography, blockbuster, critic, epic, hit, household name, masterpiece, movie rights, royalties | **11.2 Reported Speech****11.3 Reported Questions** | **Basic steps of essay writing** | **\*Listening Quiz 4 (2%)****\*23rd April 2019, Tuesday– National Holiday** |
| 1229.04.201903.05.2019 | Sts will \*discuss the seriousness of different crimes\*extract specific information from reading and listening texts\*expand their knowledge of vocabulary in the context of crime\*learn a set of collocations in the context of crime\*revise-learn their knowledge of the third conditional\*practice using the third conditional | **Unit 12: Education**12.1. Real Crimes (pp. 116-117) Reading and Vocabulary12.2. The Causes of Crime (pp. 118-119) Listening, Reading, Vocabulary, Grammar Language Reference and Extra Practice (pp. 148-149) | **CRIME****\*CRIMES:** blackmail, bribery, cyber-stalking, dangerous driving, kidnapping, mugging, pickpocketing, (armed) robbery, shoplifting, smuggling, speeding, (car) theft, vandalism**\*PEOPLE CONNECTED TO CRIME:** the accused, attorney, burglar, captor, criminal, the defence, defendant, detective, gang, hostage, investigators, judge, jury, lawyer, (juvenile) offender, police, prisoner, the prosecution, prosecutor, (bank) robber, suspect, (car) thief/thieves, victim witnesses**\*THINGS CONNECTED TO CRIME:** case, court, crime scene, evidence, explosives, false pretences, fingerprint, fraud, getaway, guilty, guns, jail (US) / prison (UK), a job (= a crime), legal, mask, punishment, raid, ransom, reward, verdict**\*VERBS:** arrest, catch, charge (with), chase, convict, escape, face charges, hold up, identify suspects, investigate, offend, prove, rob, smash, stalk, steal, suspect, track (someone) down, vandalise, witness**WORD COMBINATIONS:** antisocial behaviour, bad behaviour, career decision, close relationship, criminal behaviour, genetic link, good behaviour, human behaviour, long tradition, vicious circle | **12.2 Third Conditional** | **Linkers for cause/effect essay** | **\*1st May 2019, Wednesday – National Holiday** |
| 1306.05.201910.05.2019 | Sts will \* extract specific information from reading and listening texts\*revise-learn about the form and use of modal perfects (e.g. *should have* + past participle)\*learn (more) about how to write a good summary\*write a summary \*extend their knowledge of linking words when describing cause and effect\*write a cause&effect essay | 12.3. Spectacular Robberies (pp. 120-121) Reading, Listening, Grammar Language Reference and Extra Practice (pp. 148-149)12.5. Study Skills & Writing (pp. 124) Summarizing Writing a Cause and Effect Essay |  | **12.3 Modals (Past Deduction):**Must have + past participleShould have + past participleShouldn’t have + past participleCouldn’t have + past participleMight have + past participle | **Task 5: Writing a Cause and Effect Essay (p. 125)** | **\*Listening Quiz 5 (2%)** |
| 1413.05.201917.05.2019 | Sts will revise all the vocabulary and grammar subjects learnt throughout the course. | \*Final Review Activities  |  |  |  | **\*Final Exam (60 %)****\*\*Please visit our website** [**http://aeu.cankaya.edu.tr/**](http://aeu.cankaya.edu.tr/) **to learn in which classroom you will take the exam.** |
|  | **\*Final Exam (60 %)** |  |  |