



İSTANBUL TİCARET  
ÜNİVERSİTESİ

**English Preparation School**

# **DISTANCE LEARNING SYLLABUS**

**2019 – 2020 SPRING**

**Level 3 + 4 (B1 + B2) (6 weeks + 2 weeks)**

Week 1: 6 <sup>th</sup> – 10 <sup>th</sup> April		Unit 1: IDENTITY			
READING	WRITING	LISTENING	SPEAKING	VOCABULARY	GRAMMAR
<p><b>Skillful Unit 1 Reading 1&amp;2</b></p> <p>By the end of this week, the students will be able to:</p> <p>Understand classification in texts.</p>	<p><b>Writing Booklet Unit 1:</b> Go through phrases for certain personality types and write a paragraph describing your character.</p> <p>(or somebody you know well)</p>	<p><b>Skillful Unit 1 Listening 2</b></p> <p>Track 1.2 – Methods used for identifying people</p> <p>(Related speaking point: which method of identification did you find most / least useful? Why?)</p>	<p>Discussion about identity and identification</p>	<p>Vocabulary from the texts, vocabulary exercises, including academic words. (RW)</p> <p>Vocabulary items of the listening covered in the lesson (Track 1.2) (LS)</p>	<p>*Using <i>other/the other</i></p> <p>*Reflexive pronouns</p> <p><b>Grammar Café 4: Unit 6 Reflexives</b></p>
<b>Project</b>	NONE				
<b>ACHIEVE 3000</b>	Assign these articles for the following week’s writing: “The Brain Question”, “To Text, or To Talk”				

Week 2: 13 <sup>th</sup> – 17 <sup>th</sup> April		Unit 2: DESIGN			
READING	WRITING	LISTENING	SPEAKING	VOCABULARY	GRAMMAR
<p><b>Skillful Unit 2 Reading 1&amp;2</b></p> <p>By the end of this week, the students will be able to:</p> <p>* recognize when a writer is paraphrasing to avoid repetition</p> <p>* recognize when an author is giving examples</p>	<p><b>* Writing Booklet Unit 2:</b> Choose ONE of the topics below and write your paragraph.</p> <p>Topic ONE: The advantages of hand-made products over machine-made products. Use specific reasons and examples in your answer.</p> <p>Topic TWO: The advantages of machine products over hand-made products. Use specific reasons and examples in your answer.</p> <p><b>* Achieve3000 Writing Task</b></p>	<p><b>Skillful Unit 2 Listening 2</b> (Track 2.2) – Virtual Reality &amp; Augmented Reality</p>	<p><b>Discussion about design</b></p> <p><b>Integrated Speaking based on the Listening 2:</b></p> <p>“What are the similarities and differences between virtual reality and augmented reality? Compare and contrast them by giving examples from real-life applications.”</p>	<p>Vocabulary from the texts, vocabulary exercises, including academic words. (RW)</p> <p>Vocabulary items of the listening covered in the lesson (Track 2.2) (LS)</p>	<p><i>Can</i> for universal truths</p> <p><b>Grammar Café 5: Unit 4 Embedded Questions</b></p>
<b>Project 1</b>	Assign for next week: “Research about the design of a house, product, etc. Students can choose a design topic relevant to their department”				
<b>ACHIEVE 3000</b>	Assign these articles for the following week’s writing: “World Problems: Cleaning the Air with Bikes”, “Who Says Cities and Bikes Don’t Mix”				

Week 3: 20 <sup>th</sup> – 24 <sup>th</sup> April		Unit 3: THOUGHT			
READING	WRITING	LISTENING	SPEAKING	VOCABULARY	GRAMMAR
<p><b>Skillful Reading 1&amp;2</b></p> <p>By the end of this week, the students will be able to:</p> <p>* recognize and understand ellipses.</p> <p>* understand the function of questions in a text.</p>	<p>* <b>Writing Booklet Unit 3:</b> What is the difference between EQ and IQ? Why is EQ more important than IQ in work environment?</p> <p>* <b>Achieve3000 Writing Task</b></p>	<p><b>Skillful Unit 3 Listening 2</b> (Track 3.2) - Impact of Internet use on our ability to form and store memories.</p>	<p>Discussion about Thought and Cognitive System</p> <p>Discussing different stages of development/life span development (After Skillful Reading 1)</p> <p>Extra speaking point: how was learning before Internet and how has it changed after Internet? (After Skillful Listening 2)</p>	<p>Vocabulary from the texts, vocabulary exercises, including academic words. (RW)</p> <p>Vocabulary items of the listening covered in the lesson (Track 3.2) (LS)</p>	<p>*Adverbs for hedging</p> <p><i>Probably, maybe, perhaps, likely, some, most, a few, about, approximately, somewhat, predominantly</i></p> <p>*Adverbial phrases</p> <p><i>In some cases, for some people, most of the time, for the most part</i></p> <p><b>Grammar Café 5: Unit 15&amp;16 Quantifiers</b></p>
<b>Project 1</b>	The Students submit the Design Project assigned last week (Week 2).				
<b>ACHIEVE 3000</b>	Assign these articles for the following week’s writing: “Robot Nation”, “Robots Becoming More Like People”				

Week 4: 27 <sup>th</sup> April – 1 <sup>st</sup> May		Unit 4: FIRE			
READING	WRITING	LISTENING	SPEAKING	VOCABULARY	GRAMMAR
<p><b>Skillful Reading 1&amp;2</b></p> <p>By the end of this week, the students will be able to:</p> <ul style="list-style-type: none"> <li>* Read and use word parts to understand meaning</li> <li>* Read and identify point of view</li> </ul>	<p><b>* Writing Booklet Unit 4:</b> Write a paragraph explaining the causes and effects of deforestation.</p> <p><b>* Achieve3000 Writing Task</b></p>	<p><b>Skillful Unit 4 Listening 2</b> (Track 4.2) – Forest fires, friend or foe</p>	<p>Discussing the causes and effects of environmental problems (global warming, climate change, etc.)</p> <p>Suggest solutions for these problems.</p>	<p>Vocabulary from the texts, vocabulary exercises, including academic words. (RW)</p> <p>Vocabulary items of the listening covered in the lesson (Track 4.2) (LS)</p>	<p>* Identifying gerunds and reduced clauses</p> <p><i>“Setting fires in windy weather is dangerous.”</i></p> <p><i>“Burning all night, the fire destroyed...”</i></p> <p><b>Grammar Café 4: Unit 13 Gerunds with Prepositions</b></p>
<b>Project 2</b>	Assign for next week: “Choose a global problem. Write about its causes and effects”				
<b>ACHIEVE 3000</b>	Assign these articles for the following week’s writing: “New Life at Yellow Stone & Foxes”, “Fires and Cats-Oh My!”				

Week 5: 4 <sup>th</sup> – 8 <sup>th</sup> May		Unit 5: MOVEMENT			
READING	WRITING	LISTENING	SPEAKING	VOCABULARY	GRAMMAR
<p><b>Skillful Reading 1&amp;2</b></p> <p>By the end of this week, the students will be able to:</p> <p>*Read and annotate a text</p> <p>*Read and recognize text structure</p>	<p><b>* Writing Booklet Unit 5:</b>  <a href="https://www.oshaeducationcenter.com/articles/crowd-management-safety/">https://www.oshaeducationcenter.com/articles/crowd-management-safety/</a></p> <p>WRITING TASK: Write a summary of the article given in the link.</p> <p><b>* Achieve3000 Writing Task</b></p>	<p><b>Skillful Unit 5 Listening 2</b>            (Tracks 5.3 + 5.4) – Crowd management</p>	<p>Extra speaking point: “What could be the effects of ineffective crowd management?”</p> <p>Try to come up with worst case scenarios and suggest solutions to eliminate such risks.</p>	<p>Vocabulary from the texts, vocabulary exercises, including academic words. (RW)</p> <p>Vocabulary items of the listening covered in the lesson (Tracks 5.3+5.4) (LS)</p>	<p>* The future passive:  <i>will + be +V3</i>  <i>won't +be +V3</i></p> <p>* Phrases on p. 95</p> <p><b>Grammar Café 6:</b></p> <p><b>Unit 1 Complex Passives</b></p>
<b>Project 2</b>	The Students submit the Design Project assigned last week (Week 4).				
<b>ACHIEVE 3000</b>	Assign these articles: “A Flag in the Ocean”, “Making the Great Lakes Greater”, “Problems on the Mississippi”				

Week 6: 11 <sup>th</sup> – 15 <sup>th</sup> May		Unit 6: DISEASE			
READING	WRITING	LISTENING	SPEAKING	VOCABULARY	GRAMMAR
<p><b>Skillful Reading 1&amp;2</b></p> <p>By the end of this week, the students will be able to:</p> <p>*Read and recognize text organization</p> <p>*Read and identify sentence functions</p>	<p><b>* Writing Booklet Unit 6:</b></p> <p>Unhealthy eating habits cause several health problems. Write a paragraph stating the causes of the problem and offer possible solutions.</p> <p><b>* Achieve3000 Writing Task</b></p>	<p><b>Skillful LS Unit 6 Listening 2</b> (Tracks 6.1 + 6.2) – Diseases</p>	<p>Discuss one of the topics below:</p> <p>* “How do you think technological advances will change healthcare systems globally in the future?”</p> <p>* “Talk about the ways we can manage stress”</p> <p>(Students will be encouraged to use by + gerund structure they learned in Session 3)</p>	<p>Vocabulary from the texts, vocabulary exercises, including academic words. (RW)</p> <p>Vocabulary items of the listening covered in the lesson (Tracks 6.1+6.2) (LS)</p>	<p>*Conditionals with <i>provided</i> and <i>unless</i>:</p> <p><i>Unless (if not)</i></p> <p><i>Provided (on condition that)</i></p> <p><b>Grammar Café 5: Units 2 &amp; 3 Conditionals</b></p> <p><b>Grammar Café 6: Unit 13 Real and Unreal conditionals</b></p>
<p><b>Project 3: The Main Project</b></p>	<p>Choose a specific problem relevant to your faculty and present the problem offering the possible solutions for it. Also, write an article about the problem. Project delivery: week 7</p>				
<p><b>ACHIEVE 3000</b></p>	<p>Medieval Europe: Understanding the Black Death&amp; Can Cell Phones Keep Sickness Away&amp; This Won’t Hurt A Bit-Really</p>				

Week 7: 18<sup>th</sup> – 22<sup>nd</sup> May

LEVEL 4 READING PACK

READING	WRITING	LISTENING	SPEAKING	VOCABULARY	GRAMMAR
<p>The Students read the following items:</p> <ul style="list-style-type: none"><li>* Universal Declaration of Human Rights</li><li>* Human Trafficking</li></ul>	<p><b>Response Writing:</b></p> <p>Students write a response paper referencing to the articles and the video on a given topic:</p> <p>“Reference to the International Declaration of Human Rights, the Human Trafficking reading and describe at least three ways that human trafficking is a violation of basic human rights.”</p>	<p>Watch the video about “Human Rights”:</p> <p><a href="https://www.youtube.com/watch?v=nDgIVseTkuE">https://www.youtube.com/watch?v=nDgIVseTkuE</a></p>	<p>Talk about the specific articles in “Universal Declaration of Human Rights”</p>	<p>Vocabulary List will be shared with teachers in Week 7</p>	<p><b>Noun Clauses and other grammar topics related to summary writing</b></p>
<p><b>ACHIEVE3000</b></p>	<p>Assign the article from Achieve3000: “Honoring People Who Make a Difference”</p>				



Week 8: 25 <sup>th</sup> – 29 <sup>th</sup> May		LEVEL 4 READING PACK			
READING	WRITING	LISTENING	SPEAKING	VOCABULARY	GRAMMAR
<p>The Students read the following items:</p> <ul style="list-style-type: none"> <li>* Walden, or Life in the Woods”</li> <li>* Tiny House Movement”</li> </ul>	<p><b>Response Writing:</b></p> <p>Students write a response paper referencing to the articles and video on a given topic:</p> <p>“In your opinion, would Thoreau approve of the Tiny House Movement? Give at least three reasons to support your answer.”</p>	<p>Watch the video about “Tiny House Movement”:</p> <p><a href="https://www.youtube.com/watch?v=GH1pAhogWcM">https://www.youtube.com/watch?v=GH1pAhogWcM</a></p>	<p>Talk about the “Tiny House Manifesto”</p>	<p>Vocabulary List will be shared with teachers in Week 8</p>	<p><b>Noun Clauses and other grammar topics related to summary writing</b></p>
<b>ACHIEVE3000</b>	Assign the article from Achieve3000: “A Tiny Place to Call Home”				