

**ALTINBAŞ UNIVERSITY**  
**School of Foreign Languages**  
**Basic English Department**  
**2018-2019 Academic Year**  
**B2 LEVEL**

**LISTENING & SPEAKING COURSE OUTLINE**

## **1. Course Description**

This course is designed to develop listening and speaking skills. The course aim is to prepare students to be able to understand standard speech spoken at a normal rate and follow even complex lines of argument provided the topics are reasonably familiar in education, film, books and literature, media, arts, news, lifestyles and current affairs. This course provides practice in listening, speaking, vocabulary acquisition and comprehension skills. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible and they are able to take an active part in discussion in familiar contexts. They are able to correct mistakes if they have led to misunderstandings, can make a note of “favorite mistakes” and consciously monitor speech for it/them and generally they can correct slips and errors if they become conscious of them.

## **2. Goals and Learning Outcomes**

*Course Aim:*

The course aims at helping learners to achieve a comprehensive English language proficiency of Advanced User defined as B2 level on the Common European Framework of Reference for Languages (CEFR), developing “critical thinking skills” to interact with a degree of fluency and spontaneity.

*Course objectives:*

The course is intended to develop students’ language skills to:

- understand standard spoken language, live and broadcast on both familiar and unfamiliar topics
- present clear, detailed, descriptions on a wide range of subjects related to their field of interest
- explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
- understand most TV news, current affairs programs such as documentaries, live interviews and talk shows, etc.
- give precise information about their personal details
- express abstract ideas such as globalization and education
- gain a new degree of language awareness

## **3. Materials**

- UNLOCK 4 – Listening & Speaking Skills

#### 4. Overall Structure of the Course and Requirements

The format of this course will be based on in-class discussions on the assigned materials and exercises designed to reinforce important listening & speaking skills and strategies. Students are expected to **attend class regularly**, participate in listening and speaking activities, complete the given assignments before and after class, ask questions and turn in assignments on time and correct their mistakes upon teacher and peer feedback.

#### 5. Course Policies

- **Assignments:** All assignments are due at the start of the lesson hour unless otherwise specified. The assignments and other tasks must be submitted as scheduled in the syllabus and as announced in class. Exceptions will only be made in exceptional circumstances.
- **Electronic devices:** No iPods, mobile phones or other electronic devices will be allowed in class. Cell phones must be switched off during the class.
- **Plagiarism:** Plagiarism refers to a form of cheating that has been defined as ‘the false assumption of authorship; the wrongful act of taking the product of another person’s mind and presenting it as one’s own. To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft. Simply put, plagiarism is not tolerated in this university. Respect yourself enough to have faith in what you can accomplish on your own, rather than stealing someone else’s work. Any student caught cheating or plagiarizing (meaning copying something from the Internet and /or from a friend and turning it in as their own work) will receive a 0 (ZERO) on that assignment.

#### 6. Rules

- Attend class every day. If you are unable to attend class, email your instructor, or talk to your instructor before you need to be absent.
- Be on time for class and participate. Your success and the success of your peers in this course are influenced by your prompt attendance and participation. You are expected to participate in class and in groups.
- Do all of your work, and do it on time! You must complete all of your homework and in class work for this course on the day it is due. When you return to class after an absence, it is your responsibility to talk to your instructor or friends before class to find out which work you have missed.
- Hand in 4+2 speaking assignments throughout the semester.
- Do not plagiarize. All of your work must be your work, not someone else’s. Do not ask friends, roommates, or anyone else to do your work. Plagiarism may result in failure.
- Throughout the lessons only English will be used as a means of communication, both between teacher-student and between student-student interactions. Breaking any of these rules will result in negative points.

#### 7. Assessment and Grading

Students must satisfactorily complete all course requirements to receive a passing grade in this class. Grades will be assigned using the following weights:

| <b>ASSESSMENT AND GRADING</b>  |  |            |
|--|--|------------|
| <b>WRITING TASKS</b><br>4 tasks x 5 points each                        |  | 20 points  |
| <b>SPEAKING TASKS</b><br>Face to face: 4 tasks x 5 points each         |  | 20 points  |
| <b>LITERATURE CIRCLES</b><br>1 tasks x 20 points each                  |  | 20 points  |
| <b>QUIZZES</b><br>(5 quizzes x 10 points each)<br>(6th quiz 25 points) |  | 75 points  |
| <b>CLASS PROJECT</b>   |  | 20 points  |
| <b>ONLINE ASSIGNMENTS</b>  |  | 50 points  |
| <b>MIDTERM</b>   |  | 100 points |
| <b>TOTAL</b>   |  | 305 points |
| <b>MINIMUM GRADE FOR ELIGIBILITY</b>                                   |  | 198 points |

## 8. Course Outline

Course objectives, materials and outcomes are listed below. However, circumstances may call for a departure from this schedule. Any changes in the schedule will be made in advance.

|                                       | SKILLS & STRATEGIES   | MATERIALS   | LEARNER OUTCOMES   | NOTES  |
|---------------------------------------|---|---|--|--|
| <b>WEEK 1</b><br><b>17-21.09.2018</b> | <ul style="list-style-type: none"> <li>- Handling communication</li> <li>- Understanding key words</li> <li>- Understanding main ideas</li> <li>- Listening for key information</li> <li>- Listening for opinion</li> <li>- Asking and answering questions about globalization</li> <li>- Understanding and using pie charts</li> </ul>   | <p><b>UNLOCK 4</b><br/><b>LISTENING &amp; SPEAKING</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 1</b><br/><b>(GLOBALIZATION)</b></li> <li>- <b>GR.Material.no.01.All Tenses Revision</b></li> <li>- <b>GR.Material.no.02.Past Modals Of Deduction.Worksheet</b></li> </ul>  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- express feelings and give descriptions</li> <li>- relate key words to their definitions</li> <li>- understand and articulate the main idea of a video</li> <li>- restate explicitly stated information</li> <li>- predict the content of a radio programme</li> <li>- restate the speaker's attitude and point of view</li> <li>- talk about import &amp; export</li> <li>- discuss advantages &amp; disadvantages of globalization</li> <li>- describe charts and data</li> </ul>  | <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Revision (B1 All Tenses)</li> <li>- Past Modals of Deduction</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Globalization and environment (carbon footprint, processing, imported)</li> </ul>  |
| <b>WEEK 2</b><br><b>24-28.09.2018</b> | <ul style="list-style-type: none"> <li>- Understanding key vocabulary</li> <li>- Understanding main ideas</li> <li>- Filling in missing information</li> <li>- Listening for advice and suggestions</li> <li>- Listening for gist &amp; opinion</li> <li>- Making inferences</li> <li>- Asking and answering questions about jobs and education</li> <li>- Giving opinion and making suggestions</li> <li>- Identifying note-taking strategies</li> </ul> | <p><b>UNLOCK 4</b><br/><b>LISTENING &amp; SPEAKING</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 2 (EDUCATION)</b></li> <li>- <b>Note-taking strategies ppt</b></li> <li>- <b>Note-taking material</b></li> <li>- <b>GR.Material.no.03.Relative Clause.Worksheet</b></li> <li>- <b>GR.Material.no.04.Reduced Relative Clause.Worksheet</b></li> </ul> <p><b>QUIZ 1</b><br/><b>28.09.2018</b></p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- relate key words to their definitions</li> <li>- restate explicitly stated information</li> <li>- identify specific details</li> <li>- understand a particular meaning in different grammatical forms</li> <li>- predict the content</li> <li>- restate the speaker's attitude and point of view</li> <li>- make inferences based on tone, expressions and emotion</li> <li>- talk about jobs and skills they require</li> <li>- list the phrases of signposting an opinion: agreeing and disagreeing</li> <li>- discuss education systems</li> <li>- outline note-taking strategies</li> </ul> | <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Review of Relative Clause</li> <li>- Reduced Relative Clause (omitting rel. pronoun&amp; active-passive)</li> <li>* <b>The girl <u>who sits</u> next to Peter is my neighbor's daughter.</b></li> <li>* <b>The girl <u>sitting</u> next to Peter is my neighbor's daughter.</b></li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Academic adjectives to describe professions (manual, technical, medical)</li> </ul> |

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| <p><b>WEEK 3</b><br/><b>01-05.10.2018</b></p> | <ul style="list-style-type: none"> <li>- Using background knowledge &amp; visuals to predict content</li> <li>- Listening for key information</li> <li>- Listening for main ideas</li> <li>- Listening for opinion and attitude</li> <li>- Note-taking</li> <li>- Using persuasive language</li> <li>- Asking and answering questions about diseases and vaccination</li> <li>- Listening for detail</li> <li>- Understanding statistics</li> <li>- Asking and answering questions about risks and hazards in life</li> </ul> | <p><b>UNLOCK 4</b><br/><b>LISTENING &amp; SPEAKING</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 3 (MEDICINE)</b></li> <li>- <b>Listening 2: Note-Taking</b></li> <li>- <b>UNIT 4 (RISK)</b></li> <li>- <b>GR.Material.no.05.Would &amp; Used To Revision.Worksheet</b></li> <li>- <b>GR.Material.no.06.Get Used To-Be Used To.Worksheet</b></li> <li>- <b>GR.Material.no.07.Causatives.Worksheet</b></li> </ul> <p><b>Writing task 1</b><br/><b>02.10.2018</b></p> <p><b>FCF Task 1</b><br/><b>Literature Circle Task 1</b><br/><b>04.10.2018</b></p> <p><b>QUIZ 2</b><br/><b>05.10.2018</b></p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- restate new vocabulary through contextual clues</li> <li>- predict the content</li> <li>- fill in missing information</li> <li>- identify main ideas</li> <li>- take notes on key information while-listening</li> <li>- understand the importance of persuasive language to draw attention</li> <li>- talk about diseases</li> <li>- discuss the effects of vaccination</li> <li>- transfer information into graphic organizer</li> <li>- interpret statistics</li> <li>- discuss facing risks and hazards in life</li> </ul> | <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Review of would &amp; used to</li> <li>- Get used to &amp; Be used to</li> <li>- Causatives (Have &amp; Get)</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Scientific research (researcher, controlled, proven)</li> <li>- Adjectives to describe risk (major, potential)</li> </ul> |
| <p><b>WEEK 4</b><br/><b>08-12.10.2018</b></p> | <ul style="list-style-type: none"> <li>- Understanding main ideas</li> <li>- Listening for gist</li> <li>- Understanding the details</li> <li>- Signposting</li> <li>- Understanding academic vocabulary for production and processes</li> <li>- Sequencing events</li> </ul>   | <p><b>UNLOCK 4</b><br/><b>LISTENING &amp; SPEAKING</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 5 (MANUFACTURING)</b></li> <li>- <b>Note-Taking &amp; While-Listening Materials</b></li> </ul>   | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- relate academic vocabulary for production and processes to its definition</li> <li>- classify main ideas</li> <li>- identify specific details</li> <li>- transfer information into graphic organizer</li> <li>- predict content</li> <li>- list the steps in the process of manufacturing something</li> </ul>   | <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Review of Conditionals (Type 0-1-2-3)</li> <li>- Mixed Conditionals</li> <li>- Wish</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Academic vocabulary for production and processes</li> </ul>  |

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|                                       |  | <ul style="list-style-type: none"> <li>- <b>GR.Material.no.08.Mixed Conditionals-Wish.Worksheet</b></li> <li>- <b>GR.Material.no.09.Conditionals(0-1-2-3).Worksheet</b></li> </ul> <p><b>Writing task 2</b><br/><b>09.10.2018</b></p> <p><b>FCF Task 2</b><br/><b>11.10.2018</b></p> <p><b>QUIZ 3</b><br/><b>12.10.2018</b></p>   |   | (method, management, production)  |
| <b>WEEK 5</b><br><b>15-19.10.2018</b> | <ul style="list-style-type: none"> <li>- Understanding main ideas</li> <li>- Asking and answering questions about endangered animals</li> <li>- Distinguishing main ideas from details</li> <li>- Listening for detail and opinion</li> <li>- Matching headings to complex prepositions</li> <li>- Understanding key vocabulary</li> <li>- Listening for text organization features</li> <li>- Signposting language in a presentation</li> </ul> | <p><b>UNLOCK 4</b><br/><b>LISTENING &amp; SPEAKING</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 6 (ENVIRONMENT)</b></li> <li>- <b>Note-Taking &amp; While-Listening Materials</b></li> <li>- <b>GR.Material.no.10.Passive Revision.Worksheet</b></li> <li>- <b>GR.Material.no.11.Five Week Grammar Revision.Worksheet</b></li> </ul> <p><b>MIDTERM EXAM</b><br/><b>18.10.2018 Written</b></p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- decide on the main idea of a speech</li> <li>- talk about endangered animals</li> <li>- contrast between main ideas and details</li> <li>- complete notes identifying key information</li> <li>- describe important details</li> <li>- identify speaker's opinion</li> <li>- write correct prepositions to complete sentences</li> <li>- use key words to describe environmental change</li> <li>- identifying speaker's register and style</li> <li>- explain a problem and offer a solution</li> </ul> | <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Review of Passive (all types)</li> <li>- Revision of 4 Weeks</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Verbs to describe environmental change (adapt, decline, survive)</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>- Giving background information and explaining a problem</li> </ul>  | <p><b>19.10.2018 Speaking</b></p>  |   |   |
| <p><b>WEEK 6</b><br/><b>22-26.10.2018</b></p>    | <ul style="list-style-type: none"> <li>- Listening for main ideas</li> <li>- Listening for detail</li> <li>- Understanding analogies</li> <li>- Understanding academic vocabulary for architecture and transformation; and networks and systems</li> <li>- Listening for gist and attitude</li> <li>- Understanding syntactic rules</li> <li>- Asking and answering questions about architecture</li> <li>- Listening for text organization features</li> <li>- Listening for opinion</li> <li>- Asking and answering questions about energy-saving</li> <li>- Keeping a discussion moving</li> </ul> | <p><b>UNLOCK 4</b><br/><b>LISTENING &amp; SPEAKING</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 7 (ARCHITECTURE)</b></li> <li>- <b>UNIT 8 (ENERGY)</b></li> <li>- <b>GR.Material.no.12.Noun Clause.Worksheet</b></li> </ul> <p><b>Writing task 3</b><br/><b>23.10.2018</b></p> <p><b>FCF Task 3</b><br/><b>Literature Circle Task 2</b><br/><b>25.10.2018</b></p> <p><b>QUIZ 4</b><br/><b>26.10.2018</b></p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- decide on the main idea of a speech</li> <li>- identify specific details</li> <li>- compare something to another thing with similar qualities</li> <li>- relate academic vocabulary for architecture and transformation to its definition</li> <li>- illustrate implicitly stated information</li> <li>- identify speaker's attitude</li> <li>- present a problem</li> <li>- make polite suggestions and respond to suggested solutions</li> <li>- compare modern buildings to old buildings</li> <li>- talk about architectural forms</li> <li>- recognize digressions</li> <li>- use cohesive devices to connect ideas</li> <li>- relate academic vocabulary for networks and systems to its definition</li> <li>- identify persuasive techniques</li> <li>- talk about alternative energy sources</li> <li>- show interest in topic</li> <li>- summarize main points in a discussion</li> </ul> | <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Noun Clause</li> </ul> <p><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>- Academic vocabulary for architecture and transformation (transform, anticipate, maintain)</li> <li>- Academic vocabulary for networks and systems (generation, capacity, volume)</li> </ul> |
| <p><b>WEEK 7</b><br/><b>29.10-02.11.2018</b></p> | <ul style="list-style-type: none"> <li>- Using knowledge to predict content</li> <li>- Understanding main ideas</li> </ul>  | <p><b>UNLOCK 4</b><br/><b>LISTENING &amp; SPEAKING</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 9 (ART&amp;DESIGN)</b></li> </ul>  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- predict content before listening</li> <li>- determine main ideas in a speech</li> </ul>  | <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Reported Speech</li> </ul> <p><b>VOCABULARY:</b></p>  |

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|   | <ul style="list-style-type: none"> <li>- Understanding detail</li> <li>- Listening for opinion</li> <li>- Making inferences</li> <li>- Understanding academic vocabulary related to art</li> <li>- Expressing different functions</li> <li>- Distinguishing facts and opinions</li> <li>- Asking and answering questions about art and design</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Note-Taking &amp; While-Listening Materials</b></li> <li>- <b>GR.Material.no.13.Reported Speech.Worksheet</b></li> </ul> <p style="color: green; margin-top: 10px;"><b>Writing task 4 30.10.2018</b></p> <p style="color: blue; margin-top: 10px;"><b>FCF Task 4 01.11.2018</b></p> <p style="color: red; margin-top: 10px;"><b>QUIZ 5 02.11.2018</b></p> | <ul style="list-style-type: none"> <li>- complete notes identifying key information</li> <li>- match speakers to the statements</li> <li>- infer opinions</li> <li>- relate academic vocabulary related to art to its definition</li> <li>- express contrasting opinions</li> <li>- differentiate facts and opinions</li> <li>- restate somebody's point</li> <li>- participate in a debate about art and design</li> </ul>   | <ul style="list-style-type: none"> <li>- Academic vocabulary related to art (appreciate, interpret, analyze)</li> </ul>   |
| <p><b>WEEK 8</b><br/><b>05-09.11.2018</b></p> | <ul style="list-style-type: none"> <li>- Understanding main idea</li> <li>- Listening for gist</li> <li>- Listening for key information</li> <li>- Understanding specific observations and generalizations</li> <li>- Understanding academic vocabulary related to ageing and retirement</li> <li>- Explaining causes and effects</li> </ul>             | <p><b>UNLOCK 4 LISTENING &amp; SPEAKING</b></p> <ul style="list-style-type: none"> <li>- <b>UNIT 10 (AGEING)</b></li> <li>- <b>Note-Taking &amp; While-Listening Materials</b></li> <li>- <b>GR.Material.no.14.Future Perfect.Worksheet</b></li> <li>- <b>GR.Material.no.15.Past Perfect Continuous.Worksheet</b></li> </ul> <p style="color: red; margin-top: 10px;"><b>QUIZ 6 07.11.2018</b></p>    | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- identify explicitly stated information</li> <li>- construct questions for answers</li> <li>- choose subjects discussed in a podcast</li> <li>- identify speakers</li> <li>- complete notes identifying details</li> <li>- identify specific observations and generalizations</li> <li>- relate academic vocabulary related to related to ageing and retirement to its definition</li> <li>- infer the connections between events (cause &amp; effect)</li> <li>- compare data</li> </ul> | <p style="color: red; margin-top: 10px;"><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>- Future Perfect</li> <li>- Past Perfect Continuous</li> </ul> <p style="color: green; margin-top: 10px;"><b>VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>- Academic verbs for support and assistance (permit, devote, contribute)</li> </ul> |



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| <b>WEEK 9</b><br><b>12-16.11.2018</b> |  | <b>REVISION MATERIALS</b><br><br><b>FINAL EXAM</b><br><b>15.11.2018 Written</b><br><b>16.11.2018 Speaking</b> | <b>Students will be able to:</b><br>- | <b>GRAMMAR:</b><br><b>REVISION</b><br><br><b>VOCABULARY:</b><br><b>REVISION</b> |
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