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| **Study Programme** | English Language and Literature (undergraduate) |
| **Course** | Contemporary English Language II (exercises) |
| **Status of the Course** | obligatory |
| **Year** | 2017/2018 | **Semester** | II |
| **ECTS Credits** | 5 |
| **Teacher** | Leonarda Lovrović, senior language instructor: Katarina Ćurković Denona, language instructor |
| **e-mail** | llovrovi@unizd.hr |
| **consultation hours** | Tuesday 12-13, Friday 12-13 |
| **Associate / Assistant** | / |
| **e-mail** | / |
| **Consultation hours** | / |
| **Place of Teaching** | Stari kampus, Obala Kralja Petra Krešimira IV./2 |
| **Mode of Teaching**  | exercises, office hours |
| **Teaching Workload****Lectures + Seminars + Exercises** | 90 classes (exercises) |
| **Assessment Criteria & Mode of Examination**  | Students are to take 2 tests and the final written exam. The first test is a dictation, and the second test is an essay. The final written exam comprises grammar, vocabulary, reading comprehension and translation. Students who do not pass the tests are to take them as part of the final written exam in the exam period. In order to pass the exam, students are due to pass all its three aforementioned parts. The tests/the final written exam can be taken only at the scheduled time. Students are to come on time for the test/final written exam; otherwise, they will not be permitted to take it. Students who do not accept the test grades are due to take the tests as part of the final written exam. Having passed the final written exam, students are to pass the final oral exam. If they do not pass the final oral exam in the winter exam period, they are to take the final written exam including dictation and essay in the autumn exam period. |
| **Start date** |  | **End date** |  |
| **Mid-Term, End-of-Term Examinations** | **Term 1** |  **Term 2** | **Term 3** | **Term 4** |
| 7th week | 8th week | / | / |
| **Final Examinations**  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **Learning Outcomes** | Upon completion of the course students will be able to:- communicate in various social situations (level C1)- discuss various topics, - read authentic texts,- write reviews, essays and summaries,- students will be able to write clear and coherent paragraphs and essays, as well as be able to appropriately paraphrase and summarise academic texts- use advanced vocabulary,- use complex grammatical structures,- use adequate terminology when talking about the language, - translate short texts, - understand the culture and social life of the English-speaking countries.  |
| **Enrolment Requirements**  | Enrolment in the 2nd semester of the undergraduate study programme of English Language and Literature |
| **Course Contents** | In the course students develop their language skills on level C1. They develop their speaking skills needed for interactive communication and get acquainted with cultural norms of the English-speaking countries. Also, students practice descriptions, they express their personal attitudes on the basis of visual prompts and discuss different topics. Students are encouraged to express their opinion and develop their critical thinking. Furthermore, the focus is on the achievement of high standards in reading and writing. Vocabulary enrichment includes the study of idioms with the aim of improvement in written and oral communication. Students analyse individual grammatical structures within the grammatical system, thus gradually developing their grammatical competence and gaining an insight in the functioning of the English language. Students restructure their knowledge doing more complex exercises and translations. They work on basic grammatical structures systematising and classifying them in a general overview. Also, students develop learning strategies and are trained for independent work. |
| **Required Reading** | Thomas A., Burgess, S. (2015). Gold Advanced. Harlow: Pearson. (units 7- 12)Eastwood, J. (2005). Oxford Learner's Grammar: Grammar Finder. Oxford: Oxford University Press. Eastwood, J. (2005). Oxford Learner's Grammar: Grammar Builder. Oxford: Oxford University Press. Swan, M. (2005). A Practical English Usage. Oxford: Oxford University Press.Martinović, A. (2016). An Introduction to Academic Writing (Course booklet/Studentska skripta) Zadar: Sveučilište u Zadru .  |
| **Additional Reading** | Wright, J. (1999). Idioms Organiser. Boston: LTP Language.Biber, D., Conrad, S., Leech, G. (2015), Student Grammar of Spoken and Written English. Harlow: Pearson.Biber, D., Conrad, S., Leech, G. (2015), Student Grammar of Spoken and Written English: Workbook Harlow: Pearson.De Chazal, Edward, Rogers, Louis (2013). Oxford EAP - A course in English for Academic Purposes (Intermediate). Oxford: Oxford University Press.Jordan, R. R. (2004) Academic Writing Course. Essex: Pearson Education Limited.Oshima, Alice, Hogue, Ann. (2006). Introduction to Academic Writing (3rd ed.). London: Pearson Longman.Thomson, A.J., Martinet, A.V. (1993). A Practical English Grammar. Oxford: Oxford University Press. Paterson, Ken, Wedge, Roberta. (2013). Oxford Grammar for EAP. Oxford: Oxford University Press. Karlovčan, V. (2002). An Advanced Learner's English Grammar. Zagreb: Profil International.Teacher-made materials |
| **Internet Sources** | www.dailymail.co.uk, www.telegraph.co.uk |
| **Course Evaluation Procedures** | Self-evaluation, interior and exterior evaluation |
| **Conditions for Obtaining Signatures** | Students are to attend classes, at least 70%. Students are to come to classes on time, do tasks and participate in activities.  |
| **Mark Grading Scale** | The final written exam grade:70% - grammar, vocabulary, reading comprehension, translation,20% - essay,10% - dictation. Dictation:0 - 4 errors - excellent (5),5 - 8 errors - very good (4),9 - 12 errors - good (3),13 - 16 errors - sufficient (2),17 + errors - fail (1).Essay: Task completion, coherence and cohesion, vocabulary and grammar will be assessed. The final exam (grammar, vocabulary, reading comprehension, translation):90-100% – excellent (5)80-89 %– very good (4)70-79 %– good (3)60-69% – sufficient (2)0-59% – fail (1)In the final oral exam students are expected to show a high level of competence in oral communication (C1/C2) as well as to talk about grammatical structures and various topics.Students are to do their homework assignments regularly and participate in the activities.  |
| **Final Grade Calculation** | Written exam: 70% Oral exam: 20% Homework / participation: 10% 90-100% – excellent (5)80-89 %– very good (4)70-79 %– good (3)60-69% – sufficient (2)0-59% – fail (1) |
| **Comments** | / |

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| **Topics - Lectures** |
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| **Seminars** |
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| **Exercises** |
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| 1. |  | Introduction to the courseReading: gapped textVocabulary: multiple-choice cloze, collocations with *go*Dictation (practice)Writing: Introduction to paraphrasingGrammar: Questions and negation The imperative Exclamations | Thomas A., Burgess, S. (2015). – Unit 7Martinović, A. (2016). – Lesson 4Eastwood, J. (2005). – 10-21Swan, M. (2005). – 480-488, 367-371, 268, 195Teacher-made materials |
| 2. |  | Listening: multiple choiceVocabulary: collocations: sales and marketing; idioms (The Office is a Battlefield)Speaking: collaborative task and discussionWriting: SummarisingGrammar: The passive | Thomas A., Burgess, S. (2015). – Unit 7Martinović, A. (2016). – Lesson 5Eastwood, J. (2005) – 86-96Swan, M. (2005). – 412-420 Teacher-made materials |
| 3. |  | Reading: Saki, The Open Window (short story)Speaking: discussion Vocabulary: idioms (A Project is a Race) Dictation (practice)Writing: Writing introductions Grammar: The passive | Martinović, A. (2016). – Lesson 6 Eastwood, J. (2005). – 86-96 Swan, M. (2005). – 412-420 Teacher-made materials |
| 4. |  | Listening: sentence completionVocabulary: word formation; describing trendsSpeaking: long turn (speculating)Reading: cross-text multiple matchingWriting: Writing a summaryGrammar: The infinitive  | Thomas A., Burgess, S. (2015). – Unit 8Martinović, A. (2016). – Lesson 6Eastwood, J. (2005). – 97-110 Swan, M. (2005). – 279-292Teacher-made materials |
| 5. |  | Reading: newspaper articles Speaking: discussionVocabulary: idioms (Economics is Flying)Dictation (practice)Writing: Thesis statementGrammar: The gerund | Martinović, A. (2016). – Lesson 1Eastwood, J. (2005). – 111-120 Swan, M. (2005). – 293-300Teacher-made materials |
| 6. |  | Reading: gapped textSpeaking: long turn (paraphrasing)Listening: multiple matchingVocabulary: open cloze; expressions with *brain* and *mind*Writing: ConclusionGrammar: Participles | Thomas A., Burgess, S. (2015). – Unit 9Martinović, A. (2016). – Lesson 1Eastwood, J. (2005). – 112-129 Swan, M. (2005). – 408-411Teacher-made materials |
| 7. |  | Reading: Evelyn Waugh, Mr Loveday's Little Outing (short story)Speaking: discussionDictation (practice)Writing: Using sourcesGrammar: Indirect speech **TEST 1 (dictation)** | Martinović, A. (2016). – Lesson 2 Eastwood, J. (2005). – 258-265 Swan, M. (2005). – 274-278Teacher-made materials |
| 8. |  | *Test analysis*Reading: multiple matchingListening: sentence completionSpeaking: collaborative task (reaching a decision)Vocabulary: past participles + dependent prepositions;  multiple-choice clozeWriting: Using sources (cont.)Grammar: Indirect speech (cont.) | Thomas A., Burgess, S. (2015). – Unit 10Martinović, A. (2016). – Lesson 2Eastwood, J. (2005). – 258-265 Swan, M. (2005). – 274-278Teacher-made materials |
| 9. |  | Reading: newspaper articlesSpeaking: discussionVocabulary: idioms (Organisations are Gardens) Dictation (practice)Writing: ReferencingGrammar: Conditionals  | Martinović, A. (2016). – Lesson 3 Eastwood, J. (2005). – 243-251 Swan, M. (2005). – 256-264Teacher-made materials |
| 10. |  | Reading: multiple choiceListening: multiple matchingSpeaking: collaborative task and discussionVocabulary: expressions for describing compatibility;  open clozeWriting: Argument essaysGrammar: The unreal present and past *Homework assignment:* Susan Hill, A Bit of Singing and Dancing (short story) | Thomas A., Burgess, S. (2015). – Unit 11Martinović, A. (2016). – Lesson 5 Eastwood, J. (2005). – 230-232Swan, M. (2005). – 567Teacher-made materials |
| 11. |  | Reading: Susan Hill, A Bit of Singing and Dancing (short story)Speaking: discussionDictation (practice)Vocabulary: idioms (People are Liquid)Writing: Argument essays (cont.)Grammar: The noun phrase: modification Nouns | Martinović, A. (2016). – Lesson 5 Eastwood, J. (2005). – 130-149Swan, M. (2005). – 385-386, 439-440Teacher-made materials |
| 12. |  | Reading: multiple matchingVocabulary: word formation; onomatopoeic wordsWriting: Argument essays (cont.)Grammar: Nouns (cont.)  | Thomas A., Burgess, S. (2015). – Unit 12Martinović, A. (2016). – Lesson 5 Eastwood, J. (2005). – 130-149Swan, M. (2005). – 385-386, 439-440Teacher-made materials |
| 13. |  | Listening: multiple choiceSpeaking: collaborative taskVocabulary: idioms (Animal idioms) Dictation (practice)Writing: Argument essays (cont.)Grammar: Articles  | Thomas A., Burgess, S. (2015). – Unit 12Martinović, A. (2016). – Lesson 5 Eastwood, J. (2005). – 150-163Swan, M. (2005). – 61-70Teacher-made materials |
| 14. |  | Reading: Kazuo Ishiguro, A Family Supper (short story)Speaking: discussion; role playVocabulary: idioms (Body idioms)Writing: Argument essay (peer-review)Grammar: Articles (cont.)**TEST 2 (essay)** | Eastwood, J. (2005). – 150-163Swan, M. (2005). - 61-70Teacher-made materials |
| 15. |  | *Test analysis*Dictation (practice)Grammar: Revision | Teacher-made materials |

 Teacher: Leonarda Lovrović