|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Study Programme** | English Language and Literature - Teacher's Education (graduate) | | | | | |
| **Course** | Contemporary English Language VIII (exercises) | | | | | |
| **Status of the Course** | obligatory | | | | | |
| **Year** | 2018/2019 | | **Semester** | | II | |
| **ECTS Credits** | 3 | | | | | |
| **Teacher** | Leonarda Lovrović, senior language instructor | | | | | |
| **e-mail** | llovrovi@unizd.hr | | | | | |
| **consultation hours** | Tuesday 12-14 | | | | | |
| **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** | 60 classes (exercises) | | | | | |
| **Assessment Criteria &Mode of Examination** | Students are to take 2 tests and the final written exam. Tests and the final written exam can be taken only at the scheduled time. Students are to come on time for the test and the final written exam; otherwise, they will not be permitted to take them in that term. | | | | | |
| **Start date** |  | | **End date** | |  | |
| **Mid-Term, End-of-Term Examinations** | **Term 1** | **Term 2** | | **Term 3** | | **Term 4** |
| 8th week | 15th week | |  | |  |
| **Final Examinations** | **Term 1** | **Term 2** | | **Term 3** | | **Term 4** |
|  |  | |  | |  |
| **Learning Outcomes** | Upon completion of the course students will be able to:  - use different reading strategies,  - write summaries, essays, etc.  - support their attitudes,  - self-evaluate and evaluate various pieces of writing  - judge and evaluate opinions,  - use advanced vocabulary (idioms, collocations, phrasal verbs)  - use complex grammatical structures,  - translate longer texts. | | | | | |
| **Enrolment Requirements** | Enrolment in the 2nd semester of the graduate study programme of English Language and Literature | | | | | |
| **Course Contents** | In the course students achieve high standards in all skills (level C2). They further develop their reading skills. They write summaries, essays, etc., thus further developing their writing skills. Students improve their speaking skills and are encouraged to develop their critical thinking. Furthermore, students enrich their vocabulary (idioms, collocations, phrasal verbs) and develop their translation competence. Doing translation exercises, students revise and use complex grammatical structures. | | | | | |
| **Required Reading** | Gardner, P.S. (2005). *New Directions*. Cambridge: Cambridge University Press.  McCarthy, M., O'Dell, F. (2002). *English Vocabulary in Use Advanced*. Cambridge: Cambridge University Press. | | | | | |
| **Additional Reading** | Bailey, S. (2015). *Academic Writing: A Handbook for International Students.* New York: Routledge.  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 due to attend classes, at least 70%. Students are to come to classes on time, do tasks and participate in activities. | | | | | |
| **Mark Grading Scale** | Tests/the final written exam:  90-100% – excellent (5)  80-89 %– very good (4)  70-79 %– good (3)  60-69% – sufficient (2)  0-59% – fail (1)  Students are to do their homework assignments regularly and participate in activities. | | | | | |
| **Final Grade Calculation** | Test 1: 45%, Test 2: 45% / Written exam: 90%  Homework: 10% | | | | | |
| **Comments** | / | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Topics - Lectures** | | | |
| **No.** | **Date** | **Title** | **Literature** |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| 7. |  |  |  |
| 8. |  |  |  |
| 9. |  |  |  |
| 10. |  |  |  |
| 11. |  |  |  |
| 12. |  |  |  |
| 13. |  |  |  |
| 14. |  |  |  |
| 15. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Seminars** | | | |
| **No.** | **Date** | **Title** | **Literature** |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| 7. |  |  |  |
| 8. |  |  |  |
| 9. |  |  |  |
| 10. |  |  |  |
| 11. |  |  |  |
| 12. |  |  |  |
| 13. |  |  |  |
| 14. |  |  |  |
| 15. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Exercises** | | | |
| **No.** | **Date** | **Title** | **Literature** |
| 1. |  | Introduction to the course  Reading: Dublin  Vocabulary: Tourism  Writing: article  Translation | McCarthy, M., O'Dell, F. (2002) – Unit 32  Teacher-made materials |
| 2. |  | Listening: I just sued the school system  Reading: School Is Bad for Children  Speaking: discussion  Vocabulary: synonyms  Writing: report  Translation | Gardner, P. S. (2005) – Chapter 2, Core reading 1  Teacher-made materials |
| 3. |  | Listening and speaking: Another Brick in the Wall (song)  Reading: newspaper articles  Writing: summary  Vocabulary: Education: debates and issues  Translation | McCarthy, M., O'Dell, F. (2002) – Unit 12  Teacher-made materials |
| 4. |  | Listening and speaking: Dead Poets’ Society (film)  Speaking: debate  Academic vocabulary: nouns and adjectives  Translation | Bailey, S. (2015) – Unit 3.3  Teacher-made materials |
| 5. |  | Reading: Paul Bowles, You have left your lotus pods on the bus (short story)  Speaking: discussion  Vocabulary: The language of law  Translation | McCarthy, M., O'Dell, F. (2002) – Unit 47  Teacher-made materials |
| 6. |  | Reading: The New American Dreamers  Speaking: discussion  Vocabulary: synonyms  Writing: using different tones  Translation | Gardner, P. S. (2005) – Chapter 5, Core reading 1  Teacher-made materials |
| 7. |  | Reading: newspaper articles  Speaking: discussion  Writing: summary  Vocabulary: At work: colleagues and routines  Translation | McCarthy, M., O'Dell, F. (2002) – Unit 7  Teacher-made materials |
| 8. |  | **TEST 1**  Translation | Teacher-made materials |
| 9. |  | Reading: Sex Roles  Speaking: discussion  Vocabulary: affixes and word roots  Writing: summarising and paraphrasing  Translation | Gardner, P. S. (2005) – Chapter 4, Core reading 1 Teacher-made materials |
| 10. |  | Listening and speaking: Billy Elliot (film)  Speaking: debate  Vocabulary: All the rage: clothes and fashion  Translation | McCarthy, M., O'Dell, F. (2002) – Unit 22  Teacher-made materials |
| 11. |  | Reading: V.S. Naipul, Love, Love, Love, Alone (short story)  Speaking: discussion  Vocabulary: Relationships: positive aspects  Academic vocabulary: adverbs and verbs  Translation | McCarthy, M., O'Dell, F. (2002) – Unit 14  Bailey, S. (2015) – Unit 3.4  Teacher-made materials |
| 12. |  | Listening and speaking: Runaway Train (song)  Reading: newspaper articles  Writing: summary  Vocabulary: Describing the world  Translation | McCarthy, M., O'Dell, F. (2002) – Unit 33  Teacher-made materials |
| 13. |  | Reading: Sex, Sighs and Conversation: Why Men and Women Can’t Communicate  Speaking: discussion  Vocabulary: connotations of words  Writing: summarising and paraphrasing; report  Translation | Gardner, P. S. (2005) – Chapter 4, Core reading 3  Teacher-made materials |
| 14. |  | Reading: Ernest Hemingway, Cat in the Rain (short story)  Speaking: discussion, debate  Vocabulary: Trees, plants and metaphors  Translation | McCarthy, M., O'Dell, F. (2002) – Unit 36  Teacher-made materials |
| 15. |  | Translation  **TEST 2** | Teacher-made materials |

Teacher: Leonarda Lovrović