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| **Study Programme** | English Language and Literature - Teacher's Education (graduate) | | | | | |
| **Course** | Contemporary English Language VII (exercises) | | | | | |
| **Status of the Course** | obligatory | | | | | |
| **Year** | 2017/2018 | | **Semester** | | I | |
| **ECTS Credits** | 3 | | | | | |
| **Teacher** | Leonarda Lovrović, senior language instructor | | | | | |
| **e-mail** | llovrovi@unizd.hr | | | | | |
| **consultation hours** | Tuesday 11-13 | | | | | |
| **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** | 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** |
| 7th week | 12th 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:  - use different reading strategies,  - write summaries, reviews and essays,  - 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 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 and essays, 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** | Fitzpatrick, M. (2005). *Engaging Writing: Paragraphs and Essays*. New York: Longman.  McCarthy, M., O'Dell, F. (2008). *English Vocabulary in Collocations Advanced*. Cambridge: Cambridge University Press.  McCarthy, M., O'Dell, F. (2007). *English Phrasal Verbs in Use Advanced*. Cambridge: Cambridge University Press.  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. Some homework assignments will be assessed. | | | | | |
| **Final Grade Calculation** | Written exam: 90%  Homework: 10% | | | | | |
| **Comments** | / | | | | | |

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| **Topics - Lectures** | | | |
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| **Seminars** | | | |
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| **Exercises** | | | |
| **No.** | **Date** | **Title** | **Literature** |
| 1. |  | Introduction to the course  Vocabulary: Economy and finance  Translation | McCarthy, M., O'Dell, F. (2002). *English Vocabulary in Use Advanced*. Cambridge: Cambridge University Press.  Teacher-made materials |
| 2. |  | Reading: American Values and Assumptions  Speaking: discussion  Vocabulary: Personal finance: balancing your books  Translation | 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.  Teacher-made materials |
| 3. |  | Reading: American Values and Assumptions (cont.)  Vocabulary: negative prefixes  Speaking: discussion  Writing: essay  Translation | Gardner, P. S. (2005). *New Directions.* Cambridge: Cambridge University Press.  Fitzpatrick, M. (2005). *Engaging Writing: Paragraphs and Essays.* New York: Longman.  Teacher-made materials |
| 4. |  | Reading: Paul Bowles, You have left your lotus pods on the bus (short story)  Speaking: discussion  Vocabulary: The news: gathering and delivering  Translation | McCarthy, M., O'Dell, F. (2002). *English Vocabulary in Use Advanced*. Cambridge: Cambridge University Press.  Teacher-made materials |
| 5. |  | Reading: newspaper articles  Writing: summary  Translation | Teacher-made materials |
| 6. |  | Test analysis  Reading: Graham Greene, The Invisible Japanese Gentlemen (short story)  Vocabulary: Health and illness 2  Translation | McCarthy, M., O'Dell, F. (2002). *English Vocabulary in Use Advanced*. Cambridge: Cambridge University Press.  Teacher-made materials |
| 7. |  | TEST 1 | / |
| 8. |  | Reading: Where Do We Stand?  Speaking: discussion  Vocabulary: Diet, sport and fitness  Translation | 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.  Teacher-made materials |
| 9. |  | Reading: Where Do We Stand? (cont.)  Speaking: discussion  Vocabulary: idioms  Writing: essay  Translation | Gardner, P. S. (2005). *New Directions.* Cambridge: Cambridge University Press.  Fitzpatrick, M. (2005). *Engaging Writing: Paragraphs and Essays.* New York: Longman.  Teacher-made materials |
| 10. |  | Reading: Lesley Knowlands, A Really Splendid Evening (short story)  Speaking: discussion  Vocabulary: Aspects of industrialisation  Translation | McCarthy, M., O'Dell, F. (2002). *English Vocabulary in Use Advanced*. Cambridge: Cambridge University Press.  Teacher-made materials |
| 11. |  | Reading: newspaper articles  Speaking: discussion  Writing: summary  Translation | Teacher-made materials |
| 12. |  | TEST 2 |  |
| 13. |  | Reading: Time Talks with an Accent  Speaking: discussion  Vocabulary: All the rage: clothes and fashion  Translation | 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.  Teacher-made materials |
| 14. |  | Reading: Time Talks with an Accent (cont.)  Speaking: discussion  Vocabulary: We are what we eat  Translation | 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.  Teacher-made materials |
| 15. |  | Revision | Teacher-made materials |

Teacher: Leonarda Lovrović