

<b>UNIVERSITY OF KRAGUJEVAC</b>	
<b>Faculty of Philology and Arts, Kragujevac</b>	
<b>S Y L L A B U S</b>	
<b>Programme</b>	<b>56:English Language and Literature</b>
<b>Course Name and Code</b>	<b>English Language – Integrated Skills 1</b>
<b>Course Structure</b> (lectures, seminars)	1 lecture per week 6 hours of language practice and development per week
<b>Year of Study</b>	First
<b>Academic Year</b>	2014/15
<b>Semester</b>	1 and 2
<b>ECTSCredits and Course Status</b> (mandatory or elective)	12 ECTS, Mandatory Course
<b>Instructor(s)</b>	Tatjana Grujić Marija Lojanica Milan Milanović Tijana Tošić
<b>Course Requirements</b>	None
<b>Course Aims</b>	<p>The students will master basic translation skills and learn how to practically apply their implicit knowledge of linguistic structures working on a range of carefully selected texts varying in style and register.</p> <p>The students will master the relevant elements of writing and speaking. The students will become familiar with different essay types and their characteristics and learn how to recognize and apply various registers in their own writing.</p> <p>The students will master analysis of different text types ranging from newspaper articles to novels. They will become acquainted with basic morphological processes in English, develop their B2/C1 (CEFR) reading, writing and speaking skills as well as vocabulary and grammar.</p> <p>The students will acquire practical and theoretical knowledge of sentence elements, structure and functions. They will learn how to manipulate sentence elements to produce synonymous utterances.</p>
<b>Course Overview</b>	<p><u>Translation:</u> Students are required to translate into Serbian selected extracts from a collection of short stories written by contemporary English writers. The aim of this course segment is to familiarize students with basic translation techniques and give them the opportunity to practically apply their knowledge of English grammar and vocabulary.</p> <p><u>Writing and speaking:</u> The students will learn how to activate their implicit knowledge of grammar when writing and analyzing different essay types paying special attention to spelling, punctuation and register.</p> <p><u>Vocabulary development:</u> The student improve their reading and comprehension skills working on a range of carefully selected B2/C1 English texts. The classes are</p>

	<p>structured in such a way to promote development of students' synonym and antonym generation skills. Special attention is paid to problem areas such as false friends, homonyms, phrasal verbs, idioms and collocations.</p> <p><u>Grammar:</u> The students will improve their knowledge of the English sentence elements and structure and be given ample practice pertaining to parts of speech, sentence elements and functions, verb categories and forms (both finite and non-finite), subject-predicate agreement, reported speech and sequence of tenses.</p>
<p><b>Grading System</b> (including segment percentage)</p>	<p>30 % : attendance, assignments, dictations, reading comprehension test) 10 %: oral end-of-course exam 60%: written end-of-course exam consisting of:</p> <ul style="list-style-type: none"> <li>• 20% grammar test</li> <li>• 15% writing task</li> <li>• 10% vocabulary test</li> <li>• 15% translation task</li> </ul>
<p><b>Textbooks and Mandatory Reading</b></p>	<p><u>Translation:</u> <u>Short stories collection:</u></p> <ol style="list-style-type: none"> <li>1. S. Maugham, <i>The Luncheon</i></li> <li>2. S. Maugham, <i>The Promise</i></li> <li>3. S. Maugham, <i>Mr Know-All</i></li> <li>4. R.Dahl, <i>Taste</i></li> <li>5. S. Maugham, <i>The Fall of Edward Bernard</i></li> <li>6. R.Dahl, <i>Lamb to the Slaughter</i></li> <li>7. Paula Fox, <i>Grace</i></li> <li>8. R.Dahl, <i>Poison</i></li> </ol> <p><u>Grammar and vocabulary:</u> Sue O'Connell, <i>Focus on First Certificate</i>, Longman, 1999 Tricia Aspinall &amp; Annette Capel, <i>Advanced Masterclass CAE</i>, Oxford: OUP Michael Vince, <i>Advanced Language Practice</i>, Oxford: Macmillan ,1994 Vince, Michael and Peter Sunderland: <i>Advanced Language Practice: with key</i>. Oxford:Macmillan Heinemann, 2003. Thomson, A. J. and Martinet, A. V: <i>A Practical English Grammar</i>. Oxford: OUP, 1997 Alexander; L. G. : <i>Longman English Grammar</i>. Edinburgh Gate: Longman, 1996. Hewings, M.: <i>Advanced Grammar in Use</i>. A Self-Study Reference and Practice Book for Advanced Learners of English. Cambridge:CUP, 1999. Swan, Michael: <i>Practical English Usage</i>. Oxford: OUP, 1990. Swan, Michael and Catherine Walter. <i>How English Works: A grammar practice book</i>. Oxford: OUP, 2000. Foley, Mark and Diane Hall: <i>Longman Advanced Learners' Grammar</i>. A self-study reference and practice book with answers. Edinburgh Gate: Longman, 2003. Allen, W. S.: <i>Living English Structure</i>. Longman 1996 Course instructor's supplementary practice material</p> <p><u>Speaking and writing:</u> <u>Essentials of Writing</u>, Barron's Press, 2000, New York A.Oshima, A.Hogue, <u>Introduction to Academic Writing</u>, Longman, 1997,</p>

	New York Townsend, S., <u>Number Ten</u> , Penguin Books, 2002, London		
<b>Weekly Plan</b>			
<b>Week</b>	<b>Teaching Unit</b>	<b>Mandatory Reading</b>	<b>Individual Student Assignment</b>
1 <sup>st</sup>	S. Maugham: <i>The Luncheon</i> Basic principles of communication process <i>Taking a break</i> word formation, antonyms phrasal verbs-CATCH ➤ Course introduction and placement	S. Maugham: <b>The Luncheon</b> <i>Taking a break</i>	ALP, Leisure activities, p.188-191
2 <sup>nd</sup>	S. Maugham: <i>The Luncheon</i> Capitalization <i>Dear travel agent...</i> speaking activity, prepositions phrasal verbs-LIVE ➤ Parts of Speech ➤ Noun/verb/adjective/adverb	S. Maugham: <b>The Luncheon</b> <i>Dear travel agent...</i>	ALP, Travel and movement, p.192-195
3 <sup>rd</sup>	S. Maugham: <i>The Luncheon</i> Sentence structure: word order, sentence types, punctuation <i>Other people's jobs</i> expressions with do&make vocabulary exercises-money ➤ Parts of Speech ➤ Prepositions, determiners, pronouns, conjunctions, interjections	Alexander: pp. 1-30	Course instructor's supplementary materials
4 <sup>th</sup>	S. Maugham: <i>The Promise</i> Mock dictation <i>Professions</i> phrasal verbs-PUT speaking activity Syntactic Functions	Alexander: pp 4-10	Course instructor's supplementary materials
5 <sup>th</sup>	S. Maugham: <i>The Promise</i> Punctuation practice <i>Enthusiasms</i> discussion: hobbies, sports adjectives/nouns followed by prepositions/verbs Plural of Nouns	Alexander: pp 24-51 S. Maugham: <b>The Promise</b>	Course instructor's supplementary materials
6 <sup>th</sup>	S. Maugham: <i>The Promise</i> Sentence fragments, run-ons, dangling modifiers... <i>Lawbreakers</i> prepositional phrases phrasal verbs-GET discussion-the purpose of punishment ➤ Rules of Agreement	Alexander: 2.20-2.38 S. Maugham: <b>The Promise</b>	Course instructor's supplementary materials
7 <sup>th</sup>	S. Maugham: <i>Mr Know-All</i>	S. Maugham: Mr	Course

	Agreement - practice <i>Lawbreakers</i> phrasal verbs-BREAK confusable words Mid-term review	Know-All	instructor's supplementary materials
8 <sup>th</sup>	S. Maugham: <b>Mr Know-All</b> Sentence structure <i>Environment</i> discussion:pollution phrasal verbs-SET,CUT, LET Articles: general rules	Alexander: 3.15	Course instructor's supplementary materials
9 <sup>th</sup>	S. Maugham: <b>Mr Know-All</b> Prewriting techniques <i>Going the hard way</i> social types, quiz phrasal verbs-BRING Articles: Special cases	Alexander: 3.16-3.23	Course instructor's supplementary materials
10 <sup>th</sup>	R.Dahl: <b>Taste</b> Paragraph structure – basic elements <i>Family life</i> family relationships phrasal verbs-LOOK Review	R.Dahl: <b>Taste</b>	Course instructor's supplementary materials
11 <sup>th</sup>	R.Dahl: <b>Taste</b> <b>Dictation</b> <i>Family life</i> phrasal verbs-GET confusable words ➤ Verbs followed by infinitive/gerund		Course instructor's supplementary materials
12 <sup>th</sup>	R.Dahl: <b>Taste</b> Paragraph structure – coherence, transitional devices <i>Looking after yourself</i> discussion: healthy habits colloquial phrases:FOOD phrasal verbs-COME Modal verbs	Alexander 11.1-11.34	Course instructor's supplementary materials
13 <sup>th</sup>	R.Dahl: <b>Taste</b> <i>How Storms Are Named</i> <i>Narrow escapes</i> discussion:life-threatening situations phrasal verbs-GO homophones Adjectives and adverbs	Alexander Chapters 6 and 7	Course instructor's supplementary materials
14 <sup>th</sup>	R.Dahl: <b>Taste</b> <i>Shopping</i> reading comprehension test speaking activity End of term revision		Course instructor's supplementary materials
15 <sup>th</sup>	R.Dahl: <b>Taste</b> <b>Term test</b>		