



COURSE (MODULE) DESCRIPTION

Course unit title	Course unit code
MODERN ENGLISH V/VI p.	

Lecturer (s)	Department where course unit is delivered
Coordinator(s): assoc. prof. dr. Dovilė Vengalienė Other: lect. Loreta Kamičaitytė	Kaunas Faculty Institute of Language, Literature and Translation Studies Muitinės g. 8, LT-44280 Kaunas

Cycle	Level of course unit	Type of the course unit
Bachelor (first cycle)	5/6	Compulsory and Subject of individual studies

Mode of delivery	Semester or period when the course unit is delivered	Language of instruction
Auditorium	Semester 5	English

Prerequisites and corequisites	
Prerequisites: Introduction to Linguistics, Introduction to Germanic Philology, Modern English I/VI, Modern English II/VI, Modern English III/VI, Modern English and Course Paper IV/VI	Corequisites: none

Number of ECTS credits allocated	Student's workload	Contact work hours	Individual work hours
5	130	68	62

Purpose of the course unit: programme competences to be developed		
To develop students' skills to expand and use English scientific vocabulary, to correctly apply syntactic structures corresponding to the topics indicated in the course content.		
Learning outcomes of course unit	Teaching and learning methods	Assessment methods
<p>The following subject-specific competencies are developed:</p> <ul style="list-style-type: none"> - Ability to discuss various scientific and journalistic topics; ability to characterize the activities of a selected researcher, cultural or educational figure, to discuss trends in science and technology. - Ability to read and critically analyse journalistic texts; to evaluate speeches of scientists and excerpts from radio and television programs, to formulate evaluation criteria, to discuss scientific fields and technological innovations, using abstractions and scientific terminology. - Knowledge of basic syntax terms related to course material. - Ability to compose different types of sentences and use them to create various texts. - Ability to analyze various texts in terms of vocabulary and syntax based on course material. <p>General competencies:</p>	<p>Lectures, practical classes, consultations, creative tasks, problem-based teaching, discussions, preparation for a presentation.</p> <p>Research methods: collection of relevant information, analysis of scientific literature, listening to audio and video material.</p> <p>Active teaching methods: group work, individual work, problem-based discussion; creating dialogues and situations.</p>	<p>Cumulative (individual and group tasks): tests, an oral assignment, a presentation, examination.</p>

-Ability to boost knowledge, develop professional skills and personal qualities continually.		
-Ability to work constructively in a team to perform the tasks assigned.		

Course content: breakdown of the topics	Contact work hours								Tasks
	Lectures	Consultations	Seminars	Practice classes	Laboratory	Practice	All contact work	Individual work	
Lexis									
1. Fame and Fortune: famous people in Lithuania and abroad. Their success stories. Outstanding scientists, their achievements and ideas. Idioms and phrases with <i>for</i> and <i>on</i> , phrasal verbs, comparisons, fixed phrases and proverbs.				17			17	6	Practical tasks in groups and individually. Reading original articles, brainstorming, text analysis, discussions, creative writing, presenting one's opinion. Analysis of audio material from Ted Talks. New Cambridge Advanced English, pp. 92-101. Oxford Word Skills, Units 41, 56, 58-66.
2. Science and education. Similarities and differences among education systems in the United States, Britain and Lithuania. State and private institutions of education. New trends in science. Idioms, phrasal expressions with the verbs <i>look</i> and <i>see</i> . Academic, literary, scientific and technical English and abbreviations.				15			15	6	Practical tasks in groups and individually. Reading original articles, text analysis, discussions, creative writing, presenting one's opinion. Analysis of audio material from Ted Talks. New Cambridge Advanced English, pp.102 -111. Oxford Word Skills, Units 28, 30,31, 69, 70,71, 72, 73
3. Preparation for the examination.		2					2	4	Vocabulary study based on the material analysed, review and analysis of the exercises done during the semester.
Total		2		32			34	16	
Syntax									

<p>1. The use and functions of the subjunctive mood in complex sentences. Preparatory <i>it</i> functioning as subject or object.</p>			4			4	4	<p>Individual and group practical tasks. Analysis of lecture notes, exercises.</p> <p><u>Tasks and literature:</u></p> <p>Yule G., <i>Oxford Practice Grammar</i>, pp. 168–169.</p> <p>Foley M., Hall D. <i>My Grammar Lab C1/C2</i>, pp. 244-249, 174-177, 188-191; Hewings, M., Haines, S. <i>Grammar and Vocabulary for Advanced</i>, pp. 161-167; Swan, M., Walter, C. <i>Oxford English Grammar Course (Advanced)</i>, pp.224-225, 228-229, 247, 106; Hewings, M. <i>Advanced Grammar in Use Units 39</i>, 96-97;</p> <p>Walker E., Elsworth S. <i>Grammar Practice for Upper Intermediate Students</i>, pp. 140–142; Side, R., Wellman, G. <i>Grammar and Vocabulary for Cambridge Advanced and Proficiency</i>, pp. 80-83, 168-169;</p> <p>Yule G. <i>Oxford Practice Grammar: Supplementary Exercises</i>, Ex.1–14, pp. 70–4.</p>
<p>2. Subordination. Adverbial clauses of condition, time, manner, reason, purpose, contrast and concession. Their structure, functions, conjunctions and punctuation. Types of conditional clauses. Position of clauses. Reduced clauses.</p>			8			8	8	<p>Individual and group practical tasks. Analysis of lecture notes, exercises.</p> <p><u>Tasks and literature:</u></p> <p>Yule G. <i>Oxford Practice Grammar</i>, pp. 196–207.</p> <p>Foley M., Hall D. <i>My grammar Lab C1/C2</i>, pp. 258-263, 164-173; Hewings, M., Haines, S. <i>Grammar and Vocabulary for Advanced</i>, pp. 94-99, 100-112; Hewings, M. <i>Advanced Grammar in Use</i>, Units 79-86;</p> <p>Walker E., Elsworth S., <i>Grammar Practice for Upper Intermediate Students</i>, pp. 148–150; Side, R., Wellman, G. <i>Grammar and Vocabulary for Cambridge Advanced and Proficiency</i>, pp. 84-99,</p>

									100-113; Swan, M., Walter, C. <i>Oxford English Grammar Course</i> (Advanced), pp.232-239; Yule G. <i>Oxford Practice Grammar: Supplementary Exercises</i> , Ex.1–15, pp. 75–79; ex. 1–15, p. 84; ex. 1–15, pp. 85–89.
3. Defining and non-defining relative clauses. The use of the relative pronouns <i>who(m)</i> , <i>which</i> and <i>that</i> . Relative clauses with prepositions. Position of prepositions in relative clauses. Punctuation. Possessives and pronouns (personal and indefinite) with relative clauses. Reduced relative clauses: their structure with present and past participles.				8			8	8	Individual and group practical tasks. Analysis of lecture notes, exercises. <u>Tasks and literature:</u> Yule G. <i>Oxford Practice Grammar</i> , pp. 172–183; Foley M., Hall D. <i>My Grammar Lab C1/C2</i> , pp.236-243; Hewings, M., Haines, S. <i>Grammar and Vocabulary for Advanced</i> , pp. 80-93; Hewings, M. <i>Advanced Grammar in Use</i> , Units 53-59; Walker E., Elsworth S., <i>Grammar Practice for Upper Intermediate Students</i> , pp. 154–156; Side, R., Wellman, G. <i>Grammar and Vocabulary for Cambridge Advanced and Proficiency</i> , pp. 182-187; Swan, M., Walter, C. <i>Oxford English Grammar Course</i> (Advanced), pp.210-215; Yule G. <i>Oxford Practice Grammar: Supplementary Exercises</i> , Ex.1–15, pp. 75–79;
4. Emphatic structures. Ways of emphasising information. Fronting and inversion. Cleft sentences. Punctuation with emphatic structures.				6			6	6	Individual and group practical tasks. Analysis of lecture notes, exercises. <u>Tasks and literature:</u> Yule G. <i>Oxford Practice Grammar</i> , pp. 208–219. Foley M., Hall D. <i>My Grammar Lab C1/C2</i> , pp.326-333; Hewings, M., Haines, S. <i>Grammar and Vocabulary for Advanced</i> , pp.148-153; Swan, M., Walter, C. <i>Oxford English Grammar Course</i> (Advanced), pp. 257-261, 292; Hewings, M. <i>Advanced Grammar in Use</i> , Units 98-100;

									Walker E., Elsworth S. <i>Grammar Practice for Upper Intermediate Students</i> , pp. 148–150; Side, R., Wellman, G. <i>Grammar and Vocabulary for Cambridge Advanced and Proficiency</i> pp. 118-119, 196-203; Yule G. <i>Oxford Practice Grammar: Supplementary Exercises</i> , Ex. 1–17, pp. 90–94;
5. Punctuation in complex sentences.				6			6	6	Individual and group practical tasks. Meyers A. <i>Gateways to Academic Writing</i> , pp. 349–369 Truss L. <i>Eats, Shoots and Leaves</i> . <u>Tasks:</u> Meyers A. <i>Gateways to Academic Writing</i> , pp. 350–369. Punctuation of different texts. <u>Recommended reading:</u> Lukeman N. <i>The Art of Punctuation</i> .
6. Preparation for tests and examination.		2					2	14	Studying rules and constructions based on lecture material and revision and analysis of exercises done during the semester.
Total	16	2		32			34	46	
Total	16	4		64			68	62	

Assessment strategy	Comparative weight percentage	Date of examination	Assessment criteria
Lexis			
Homework and participation are compulsory			
Vocabulary tests (2)	20%	During the semester	The two vocabulary tests are evaluated as follows: 10 Excellent knowledge and skills. 9 Very good knowledge and skills. 8 Good knowledge and skills. 7 Average knowledge and skills. 6 Satisfactory knowledge and skills. 5 Weak knowledge and skills. 0-4 Dissatisfactory knowledge and skills.
Oral assignments (2 presentations)	40%	During the semester	The two presentations are evaluated as follows: 10 Excellent knowledge and skills. 9 Very good knowledge and skills. 8 Good knowledge and skills.

			7 Average knowledge and skills. 6 Satisfactory knowledge and skills. 5 Weak knowledge and skills. 0-4 Dissatisfactory knowledge and skills.
Examination	40%	During the examination session	The examination test is evaluated as follows: 10 Excellent knowledge and skills. 9 Very good knowledge and skills. 8 Good knowledge and skills. 7 Average knowledge and skills. 6 Satisfactory knowledge and skills. 5 Weak knowledge and skills. 0-4 Dissatisfactory knowledge and skills.
Syntax			
Homework tasks and participation	10%	During the semester	1: a student completes all homework assignments on time, participates actively in class activities; 0.5 point: students participate in lectures, perform tasks, are ready with some homework assignments. 0: a student rarely completes homework assignments; skips 1/3 of classes.
Tests (2)	50%	During the semester	The tests consist of open and closed questions. 5 points: knowledge and skills are excellent; one or two small errors. 4 points: knowledge and skills are very good; occasional minor errors. 3 points: knowledge and skills are good; some mistakes. 2 points: knowledge and skills are satisfactory; some major mistakes. 1 point: poor knowledge and skills; a lot of serious mistakes. 0 points: minimum requirements are not met.
Examination	40%	During the examination session	The examination consists of open and/or closed questions. 4 points: knowledge and skills are excellent; 3 points: knowledge and skills are very good; occasional minor errors. 2 points: knowledge and skills are good; some major mistakes. 1 point: knowledge and skills are satisfactory; a lot of mistakes. 0 points: minimum requirements are not met.
The final mark is calculated according to the following formula: (evaluation for Lexis x 2 credits) + (evaluation for Syntax x 3 credits) : 5			

Author	Year	Title	Number of periodical publication or publication Volume	The place of publication and publisher or online link
Required reading				
Gairns, R., Redman, S.	2013	<i>Oxford Word Skills (Advanced)</i>		OUP
McCarthy, M., O'Dell, F.	2002	<i>English Vocabulary in Use Advanced</i>		CUP
Hewings, M., Haines, S.	2015	<i>Grammar and Vocabulary for Advanced</i>		CUP
Leo Jones	2010	<i>New Cambridge Advanced English. Student's Book</i>		Great Britain: Cambridge University Press
Cotton, D., Falvey D., Kent S.	2010	<i>Language Leader Advanced</i>		Person/Longman
O'Dell, F., McCarthy, M.	2008	<i>English Collocations in Use Advanced</i>		CUP
McCallum, George P.	2000	<i>Idiom Drills</i>		New York, San Francisco, London: Harper & Row

Side, R., Wellman, G.	2002	<i>Grammar and Vocabulary for Cambridge Advanced and Proficiency</i>		Longman
Yule, G.	2010	<i>Oxford Practice Grammar: Advanced</i>		OUP
Yule, G.	2011	<i>Oxford Practice Grammar Advanced: Supplementary Exercises</i>		Oxford
Walker, E., Elsworth, S.	2000	<i>Grammar Practice for Upper Intermediate Students</i>		Longman
Hewings, M.	2013	<i>Advanced Grammar in Use</i>		CUP
Swan, M., Walter, C.	2015	<i>Oxford English Grammar Course (Advanced)</i>		OUP
Foley, M., Jacobs, R. A.	2009	<i>Advanced Learner's Grammar</i>		Longman
Truss, L.	2003	<i>Eats, Shoots and Leaves</i>		Profile Books
Meyers, A.	2004	<i>Gateways to Academic Writing</i>		Pearson
Recommended reading				
Jacobs, R. A.	1995	<i>English Syntax: A Grammar for English Language Professionals</i>		OUP
Radford, A.	2004	<i>English Syntax: An Introduction</i>		CUP
Haines, S.	2012	<i>Cambridge English Vocabulary for Advanced</i>		CUP
Van Valin, R.D.	2001	<i>An Introduction to Syntax</i>		CUP
Kroeger, P.R.	2004	<i>Analyzing Syntax</i>		CUP
Murphy, R.	2013	<i>English Grammar in Use</i> , Free downloadable app for Androids		CUP and Amazon Digital Services LLC
Lukeman, N.	2006	<i>The Art of Punctuation</i>		OUP
Radford, A.	2005	<i>Minimalist Syntax</i>		CUP