



COURSE UNIT DESCRIPTION

Course unit title	Code
MODERN ENGLISH (1)	

Annotation
Modern English 1 (Lexis (1), Morphology, Phonetics) I/II p.

Lecturer(s)	Department, Faculty
Coordinating: Dr. Indrė Šležaitė Other: Lect. Loreta Kamičaitytė	Institute of Languages, Literature and Translation Studies, Kaunas Faculty of Vilnius University, 8 Muitinės St, LT-44280 Kaunas

Study cycle	Type of the course unit
First cycle	Compulsory or subject of individual studies

Mode of delivery	Semester or period when it is delivered	Language of instruction
Auditorium/online	Autumn semester (1st)	English

Requisites	
Prerequisites: None	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
15	400	166	234
Lexis (1) 5	Lexis (1) 134	Lexis (1) 66	Lexis (1) 68
Phonetics 5	Phonetics 133	Phonetics 34	Phonetics 99
Morphology 5	Morphology 133	Morphology 66	Morphology 67

Purpose of the course unit: programme competences to be developed
To have sufficient knowledge of English corresponding to levels C1 and C2; to expand vocabulary, develop skills in speaking, writing, listening and reading comprehension, pronunciation; to have awareness of the essential concepts, phenomena, laws and methods of phonetics and phonology.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Lexis (1): At the end of this course students are expected to: – have expanded their active vocabulary of contemporary English and mastered skills in listening	Explanatory and problem-based instruction, individual and group work with active vocabulary and grammar, problem raising and discussion, listening comprehension methods of active learning and	Examination. Evaluation of activities in Lexis classes, results of 2 tests and homework tasks.

comprehension, speaking, pronunciation, reading and writing;	teaching (group discussions), individual oral and written tasks.	
<p>Phonetics:</p> <p>At the end of the course, students will be able to:</p> <ul style="list-style-type: none"> -pronounce English sounds correctly; – understand the differences between the English and Lithuanian sound systems; – write phonetic transcription; -graphically represent the prosodic features of the text; -to recognize the prosodic features of the text while reading the marked text. 	Explanatory and problem-based teaching methods using multimedia; practical tasks in articulation and intonation, error analysis; analysis of phonetic and prosodic rhythmic structure of the text and intonation; marking of prosodic text elements.	Cumulative evaluation of practical tasks, two oral assignments and final examination.
<p>Morphology:</p> <p>At the end of the course, students will be able to:</p> <ul style="list-style-type: none"> -recognize and use C1-C2 level English grammar structures; -theoretically justify the correct use of complex grammatical structures; -recognize the grammatical structures used in standard English and its variants; -use appropriate grammatical structures in various types of texts (academic, literary, journalistic); -correctly select grammatical structures when translating from English into Lithuanian. 	Explanatory and problem-based methods using various electronic tools; individual and group tasks, case study, discussions in groups, exercises.	Examination. Evaluation of active participation in classes, five tests and homework tasks.

Course content: breakdown of the topics	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship/work placement	Contact hours, total	Individual work	Assignments
Lexis (1) 1.Desert Islands. A year on a desert island: expedition to the Arctic. Problem of surviving. Analysis of the poem “The Castaways or Vote for Caliban“ by A. Mitchell. All’s well that ends well. Idioms and collocations with <i>all</i> .				12			12	10	Language practice, preparation for discussion, topic presentation.
2. Around the World: United Nations, world music, wonders of the world. Customs and traditions in different parts of the planet. EU member states. Idioms with <i>lose</i> .				12			12	10	Language practice, preparation for discussion, topic presentation.
3. Test				2			2	5	Preparation for the test.

4. Show Business: films, TV shows, concerts. The effect of mass media on society and individual. New tendencies and technologies in film production: 3D versus traditional films. Idioms with <i>at...</i> and <i>by...</i>			12			12	10	Language practice, preparation for discussion, topic presentation.
5. Enjoying Meals: national and world cuisines. Favourite foods, healthy food, diets and their effect on human body, exotic meals. Idioms with <i>bring, carry</i> and <i>take</i> .			12			12	10	Language practice, preparation for discussion, topic presentation.
6. Test			2			2	5	Preparation for the test.
Travelling: travellers and tourists, trips to different continents, individual and group tourism (advantages and disadvantages), the influence of travelling on people's world outlook. Pleasures and problems of travelling. The most memorable journey, travelogues, the importance of knowing your own country. Idioms with <i>high, middle</i> and <i>low</i> .			12			12	10	Language practice, preparation for discussion, topic presentation.
8. Revision		2				2	8	Preparation for the examination.
Total		2	64			66	68	

Phonetics 1. Theoretical basis: course goals, basic concepts of phonetics. Objectives, methods and research objects of phonetics as a branch of science. Speech sound production. The organs of speech, phonetic and phonological units.			3			3	9	Reading scientific literature (Roach, Peter <i>English Phonetics and Phonology</i>).
2. English vowel system and classification. Comparison of English and Lithuanian vowel systems. International Phonetic Transcription Sign System.			5			5	12	Reading scientific literature (Roach, Peter <i>English Phonetics and Phonology</i>), individual practical tasks.
3. Written assignment			1			1	4	
4. Characteristics of intonation, rhythm and tone of the English language. Phonetic transcription. Marking of intonation, strong and weak syllables; marking of primary and secondary stress.			4			4	13	Reading scientific literature (Roach, Peter <i>English Phonetics and Phonology</i>), individual practical tasks.
5. Peculiarities of the articulation of English diphthongs. Phonetic transcription. Comparison of English and Lithuanian diphthong pronunciation.			3		3		11	Reading scientific literature (Roach, Peter <i>English Phonetics and Phonology</i>), individual practical tasks.
6. English consonant system. Phonetic transcription. Comparison of pronunciation of English and Lithuanian consonants.			6			6	15	Reading scientific literature (Roach, Peter <i>English Phonetics and Phonology</i>), individual practical tasks.
7. Written assignment			1			1	4	

8. Regularities of English intonation, marking of intonation. Practical tasks.			5			5	13	Reading scientific literature.
9. Variants of the English language. Global English usage and pronunciation features.			4			4	8	Reading scientific literature.
10. Preparation for the written examination.		2				2	10	
In total		2	32			34	99	

Morphology			8			8	8	
1. The noun: types, functions, main terms. Cases. Compound nouns.								
2. Articles. Using articles with nouns. The position of articles in a sentence.			8			8	9	
3. The pronoun. Types and functions of pronouns. Their use.			8			8	6	
4. Adjectives. Their types and use in a sentence. Adverbs. Their types and position in a sentence.			6			6	7	
5. The verb and its morphological structure. Classification of verbs, their forms and morphological categories. Tense system. The passive voice.			12		12		13	
6. The infinitive. Its forms and use in sentences. The gerund, its forms and use.			10			10	11	
7. Auxiliary verbs <i>be, have</i> and <i>do</i> . Their characteristics, differences from other types of verbs. Types and characteristics of modal verbs (<i>can, may, must, have to, ought to, should, be able to, dare, need, ought to and used to</i>).		2	10			12	11	
8. The preposition. Its characteristics and types.			2			2	2	
In total		2	64			66	67	

Assessment strategy	Weight %	Deadline	Assessment criteria
Lexis (1)			
Examination in Lexis	70%	January	Assessment of the examination: 10-9 points: excellent and very good, 100-90% correct answers 8-7 points: good and sufficient, 89-70% correct answers. 6-5 points: satisfactory and weak: 69-50% correct answers. 4-3 points: knowledge and skills do not exceed 49-30% correct answers. 2-1-0 points: knowledge and skills do meet minimum requirements.
Tests (2)	30%	October, November	Assessment of the test: 10-9 points: excellent and very good, 100-90% correct answers 8-7 points: good and sufficient, 89-70% correct answers. 6-5 points: satisfactory and weak: 69-50% correct answers. 4-3 points: knowledge and skills do not exceed 49-30% correct answers. 2-1-0 points: knowledge and skills do meet minimum requirements.
Phonetics			
Phonetics examination	40%	January	Assessment of the examination: 10-9 points: excellent and very good, 100-90% correct answers 8-7 points: good and sufficient, 89-70% correct answers. 6-5 points: satisfactory and weak: 69-50% correct answers. 4-3 points: knowledge and skills do not exceed 49-30% correct answers.

			2-1-0 points: knowledge and skills do meet minimum requirements.
Assignments (2)	30%		Assessment of the assignments: 10-9 points: excellent and very good, 100-90% correct answers 8-7 points: good and sufficient, 89-70% correct answers. 6-5 points: satisfactory and weak: 69-50% correct answers. 4-3 points: knowledge and skills do not exceed 49-30% correct answers. 2-1-0 points: knowledge and skills do meet minimum requirements.
Evaluation of practical tasks	30%	During the semester	3 points - all tasks are completed, the student actively consults with the teacher, corrects the mistakes made; 2 - 50% of the tasks are completed; the student consults with the teacher, corrects the mistakes made. 1 - completed less than 20% of tasks, rarely consults with the teacher, does not perform error analysis. 0 - the student rarely or not at all performs practical tasks, does not consult with the teacher or does it very rarely.
Morphology			
Examination	40%	January	Assessment of the examination: 10-9 points: excellent and very good, 100-90% correct answers 8-7 points: good and sufficient, 89-70% correct answers. 6-5 points: satisfactory and weak: 69-50% correct answers. 4-3 points: knowledge and skills do not exceed 49-30% correct answers. 2-1-0 points: knowledge and skills do meet minimum requirements.
Tests (5)	50%	During the semester	10-9 points: excellent and very good, 100-90% correct answers 8-7 points: good and sufficient, 89-70% correct answers. 6-5 points: satisfactory and weak: 69-50% correct answers. 4-3 points: knowledge and skills do not exceed 49-30% correct answers. 2-1-0 points: knowledge and skills do meet minimum requirements.
Participation in classes	10%	During the semester	Students actively participate in discussions and case studies, present their proposals and arguments.

Author	Publishing year	Title	Issue of a periodical or volume of a publication; pages	Publishing house or internet site
Required reading				
Leo Jones	2010	<i>New Cambridge Advanced English. Student's Book</i>		Great Britain: Cambridge University Press
McCallum, George P.	2000	<i>Idiom Drills</i>		New York, San Francisco, London: Harper & Row
Roach, P.	2000	<i>English Phonetics and Phonology</i>		Cambridge: Cambridge University Press
Pakerys, A.	2003	<i>Lietuvių bendrinės kalbos fonetika</i>		Vilnius: Enciklopedija
Eastwood, J.	2003	<i>Oxford Practice Grammar</i>		Oxford: Oxford University Press
Graver, B.D.	1995	<i>Advanced English Practice</i>		Oxford: Oxford University Press
Hewings, M.	2002	<i>Advanced Grammar in Use</i>		Cambridge: Cambridge University Press
Quirk, R., Greenbaum, S. et al.	1985	<i>A Comprehensive Grammar of the English Language</i>		London: Longman

Sinclair, J. (ed.)	2011	<i>Collins Cobuild English Grammar</i>		London: William Collins Sons & Co, Ltd.
Thomson, A.J., Martinet A.V.	1986	<i>A Practical English Grammar</i>		Oxford: Oxford University Press
Thomson, A.J., Martinet A.V.	1994	<i>A Practical English Grammar. Exercises 1, 2</i>		Oxford: Oxford University Press
Walker, E., Elsworth, S.	2000	<i>Grammar Practice for Upper Intermediate Students</i>		Harlow: Pearson Education Ltd.
Recommended reading				
	2003	<i>English Dictionary. Complete and Unabridged.</i>		Great Britain: Collins
	2005	<i>Cambridge Advanced Learner's Dictionary</i>		Great Britain: Cambridge University Press
	2000	<i>Oxford Dictionary of Idioms</i>		Great Britain: Oxford University Press
Ayoto, J. (Ed.)	2010	<i>Oxford Dictionary of English Idioms</i>		Oxford, GBR: Oxford University Press
Raškauskienė A., Ragaišienė I., Žemaitienė R.	2017	<i>Essay Writing for Exams</i>		Oxford: Oxford University Press, ISBN9780199466573
Brinton, L. J.	2000	<i>The Structure of Modern English: A Linguistic Introduction</i>		Amsterdam, NLD and Philadelphia, PA, USA: John Benjamins Publishing Company
Gimson, A.C., Cruttenden, A.	1994	<i>Gimson's Pronunciation of English</i>		London: Edward Arnold
Eastwood, J.	2009	<i>Oxford Learner's Grammar. Grammar Builder</i>		Oxford: Oxford University Press
Gethin, H.	1992	<i>Grammar in Context</i>		London: Longman