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|  | **Course: ReFLAME Your English for Science** | | | | |
| **Course status predmeta** | | **Semester** | **No. of ECTS credits**[[1]](#footnote-1) | **Duration/No. of classes** | |
|  | |  |  | 4h per day/53 | |
| **Level**: B2.2/C1 | | | | | |
| **Prerequisites:** at least B2.1 level of General English | | | | | |
| **Course learning objectives:** Learning the basic vocational vocabulary; being able to use the newly acquired vocabulary in various oral and written vocational genres; being able to discuss specialised vocational topics; learning the most frequent grammar structures encountered in English for Electrical Engineering. | | | | | |
| **Lecturer:** Dragana Čarapić, PhD | | | | | |
| **Teaching methods:** reading, writing, listening, discussions, individual work, pair work, group work. | | | | | |
| **INTENSIVE SUMMER SCHOOL COURSE CONTENT:** | | | | | |
| **Day 1** | Reading about careers in electrical engineering; Listening about the prerequisites for studying electrical engineering; Discussing the studying experiences of electrical engineering students; Writing a CV; Grammar – Perfect Infinitive; Vocabulary – basic terms in electrical engineering: quantities and units, Instruments. Extra reading (in class or for homework) about the history of electricity. | | | | |
| **Day 2** | Reading about the types of projects electrical engineers can perform; Listening about the most important things an electrical engineer should know; Listening to an electrical engineer apprentice talking about his experience; Writing an application letter; Grammar – future plans; Vocabulary – basic terms in electrical engineering: circuits; Extra reading (in class or for homework) about famous electrical engineers. | | | | |
| **Day 3** | Reading about the early developments in electrical engineering; Listening about the history of multimeter; Speaking about the biggest inventions, major electrical engineers from the past, and the future of AI; Writing a motivation letter (for scholarships and mobilities); Grammar - Sequencing the past tenses; Vocabulary - *Electric, electrical, electronic.* Basic terms in electrical engineering: components; Extra reading (in class or for homework) about the ancient developments in electrical engineering. | | | | |
| **Day 4** | Reading about electricity generation and renewable energy sources; Listening about hydropower; Speaking about the most used renewable energy sources in the world; Writing academic & professional emails; Grammar – informal and formal language; Vocabulary - informal and formal vocabulary, basic vocabulary for electrical engineering: generators. Extra reading (in class or for homework) about wind turbines. | | | | |
| **Day 5** | Reading about electricity grids; Listening about smart grids; Speaking about the electrical grid in Montenegro; Writing and speaking - describing graphs and trends; Grammar – transitive and intransitive verbs; Vocabulary for describing graphs and trends, basic terms in electrical engineering: Transmission lines; Discussing the electricity facts about Montenegro. | | | | |
| **Day 6** | Reading about the energy saving tips, and home appliances; Listening about the invention and history of the TV set; Presenting a home appliance; Learning the problem- solution paragraph pattern and applying it in writing; Grammar – passive; passive with reporting verbs; Vocabulary – basic terms in electrical engineering: Market of electricity; Extra reading (in class or for homework) about electricity prosumers. | | | | |
| **Day 7** | Reading about control engineering and its history; Listening to two systems control engineers talking about what they do; Speaking about the Industry 4.0; Learning the sequence paragraph pattern and applying it in writing; Grammar – conditionals; Vocabulary – control engineering: basic terms; Extra reading (in class or for homework) about the Industry 4.0. | | | | |
| **Day 8** | Reading about control systems; Listening about open- and closed- loop systems in robotics; Speaking about how control engineering is used in power engineering, discussing a block diagram; Learning the classification paragraph pattern and applying it in writing; Grammar – first vs. second mention: definite reference in writing; Vocabulary – tasks in control technology; Extra reading (in class or for homework) about the internet of things. | | | | |
| **Day 9** | Reading about the future of the electricity grid; Listening and speaking about future electrical technologies; Learning the cause-effect paragraph pattern and applying it writing; Grammar – expressing causativity, causative have; Vocabulary – basic terms in electrical engineering: tools used by engineers. Extra reading (in class or for homework) about electrical cables made of living bacteria. | | | | |
| **Day 10** | Revision.  Test. | | | | |
| **Literature: *ReFLAME Your English for Electrical Engineering: Topics in Power and Control Engineering*.** 2021. Milica Vuković-Stamatović and Vesna Bratić. | | | | | |
| **Special remarks: -** | | | | | |
| **Learning outcomes:**  **Upon the completion of this course, a student will be able to:**  1. Demonstrate high levels of communicative competence in **vocational English for Electrical Engineering at** **the B2.2/C1.1 level** of the Common European Framework of Reference for Languages;  2. Use standard language norms at all language levels in written and oral communication;  3. Apply advanced grammar knowledge and specialised techniques and skills of written and oral translation and translate texts from English and into English in the field of electrical engineering;  4. Analyse the written or spoken text in detail and comprehensively and recognize key ideas and implicit meaning;  5. Discuss topics on specialized theoretical and practical knowledge related to the latest scientific achievements in the field of electrical engineering in general, and power and control engineering in particular. | | | | | |

1. Za one koji imaju mogućnost da dodijele ECTS kredite, osim za UCG. [↑](#footnote-ref-1)