**Chapters and course units**

**LECTURE 1:** VOCABULARY IN CONTEXT

1. The importance of vocabulary development for advanced learners

* Integrative part in other skills (reading, listening, speaking and writing)
* A vehicle of transporting ideas and messages
* Basic part in tests
* A key to successful educational career

1. Context clues

* Examples
* Antonyms
* Synonyms
* General sense of the text

**LECTURE 2:** VOCABULARY LEARNING: TYPES OF MEANING

* Polysemy (multiple meanings)
* Synonymy
* Metaphor
* Register
* Connotations

**LECTURE 3:** FORMULAIC LANGUAGE

1. Idioms

* Form and use
* Common metaphors in idioms

1. Phrasal verbs

* Multi-word verbs
* Literal and non-literal meaning
* Particles
* Four basic types of phrasal verbs

1. Collocations

* Importance of learning collocations
* Strong, fixed and weak collocations
* Grammatical categories of collocations
* Intensifying and softening adverbs

**LECTURE 4:** WORD FORMATION

* Prefixes
* Suffixes
* Word building and word blending

**TUTORIALS (TDS)**

* **TD1. words in context:** detriment, dexterous, discretion, facetious, gregarious, optimum, ostentatious, scrupulous, sensory, vicarious

**Ref:** Nist, S. L. & Mohr, C. (2002). Advancing vocabulary skills. 3rd Ed. Georgia. USA. Twnsend Press. Unit 01 (pp. 8-11)

* **TD2.** 1. **Types of meaning** (polysemy, metaphore)

**Ref:**

* McCarthy, M., & O’dell, F. (2002). English vocabulary in use: Advanced. Cambridge. Cambridge University Press. (pp. 14, 15)
* Hurford, J. R., Heasley, B. & Smith, M. B. (2007). Semantics: a coursebook. 2nd Ed. Cambridge. CUP
* Marsavs, H. (1999). English for Intermediate students. (pp. 37-38)

2. **Types of meaning** (Register, connotations)

**Ref:**

McCarthy, M., & O’dell, F. (2002). English vocabulary in use: Advanced. Cambridge. Cambridge University Press. (p. 16)

* **TD3.** **Idioms**
* put a foot in sth, took a shine, flash in the pan, as quiet as a mouse, safe and sound,
* go up in the world, knock into shape, prick up your ears, a debt of hounor, lick your wounds, run its course
* common metaphors in idioms (work=war, understanding=seeing, emotion=colour, life=a jouney. Life=a gumble)

**Ref:** McCarthy, M., & O’dell, F. (2002). English Idioms in use: Advanced. Cambridge. Cambridge University Press. (pp. 7, 9, 13)

* **TD4. Phrasal verbs**
* Literal and non-literal meaning
* Transitive and intransitive
* Separable and inseparable

**Ref:** Workman, G. (1993). Phrasal verbs and idioms: Upper-Intermediate. Oxford. Oxford University Press ( Unit 6. pp. 38-42)

* **TD5. Collocations**

**Ref:** McCarthy, M., & O’dell, F. (2008). English collocations in use: Advanced. Cambridge. Cambridge University Press. (pp. 7, 9, 21 /Unit 17+ 18. pp. 38-41)

* **TD6.** **Creating new meanings**
* prefixes: over, under, up, across/ con, com, e-, a(d), pro
* suffixes: able, conscious, free, rich, led, minded, ridden, proof, related, worthy
* word-building and word blending

**Ref:** McCarthy, M., & O’dell, F. (2002). English vocabulary in use: Advanced. Cambridge. Cambridge University Press. (pp. 23, 25, 27)

**LECTURE 01:** ADVANCED READING

* Reading strategies
* Getting ready to read
* Engaging in reading
* Reacting to reading
* Active and Critical reading

**LECTURE 02:** PERSUASIVE PUBLIC SPEAKING

* Determine your purpose and topic
* Understanding your audience
* Organizing your ideas
* Practicing and presenting your speech
* Features of an effective public speech (language and style)

**LECTURE 03:** NEWS STORIES

* Tabloid Vs. Broadsheet
* Inverted pyramid, Hour glass, story telling
* Headlines, the lead, the story
* Nominalization

**LECTURE 04:** BUSINESS CORRESPONDENCE

* Writing business e-mails
* Motivation letter and CV

**LECTURE 05:** WRITING A BOOK REVIEW

* Introduction
* Summary of content
* Analysis and evaluation
* Conclusion