**DESCRIPTION OF A STUDY COURSE – SYLLABUS**

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| **Title of a course** | **English Language II** | | | | |
| **Study programme** | **Professional undergraduate study Occupational Safety** | | | | |
| **Status of a course** | Obligatory | | | | |
| **Year of study** | 1. | **Semester** | S | **ECTS credits** | 3 |
| **Teaching plan**  **(L + E + S+ Pr)** | 1L+1E | | | | |
| **Goals of a course** | | | | | |
| The aim of the course is to educate future professionals in the field of occupational safety, i.e. to be able to communicate in written and oral communication in a foreign language, to develop linguistic abilities to read / understand professional texts, to listen to texts in a foreign language, and to use adopted language structures in the context of the language of the profession. | | | | | |
| **Conditions for enrolling course** | | | | | |
| No conditions | | | | | |
| **Expected learning outcomes on a level of a course** | | | | | |
| 1. Razumjeti i objasniti sadržaj stručnih tekstova (areas where safety professionals can specialize, occupational safety, industrial hygiene, environmental safety, fire protection engineering, ergonomics, chemical process safety). 2. Koristiti usvojeni stručni vokabular u novom kontekstu. 3. Objasniti gramatičke strukture i pravila u kontekstu stručnih tekstova. 4. Koristiti gramatičke strukture u novome kontekstu stručnih sadržaja. 5. Prezentirati stručni sadržaj na stranom jeziku. 6. Explain the content of an expert text. 7. Use adopted professional vocabulary in a new context. 8. Explain grammar structures and rules and use them in the new context of professional content   Present professional content in a foreign language | | | | | |
| **Content of a course** | | | | | |
| Vocabulary and linguistic patterns typical for the field of safety science.  Exercises include: Questions words and question tags. Verb tenses (Future - shall/will, going to future, future perfect simple and continuous).  Lectures selected from the booklet Career Guide To The Safety Profession. | | | | | |
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