

# RAMOWY PROGRAM KOMPONENTÓW PNJA

## PNJA (Writing) - Outline

**Semester one:** introduction to writing/descriptive writing - punctuation, British and American spelling/vocabulary; description of a person, place, object; thematic vocabulary, adjectives/compound adjectives, clauses, linking vocabulary, prewriting techniques, planning, topic sentence, paragraph structure, introduction to academic vocabulary

**Semester two:** descriptive and comparative writing – comparison and contrast expressions, compare/contrast description, formal vs. informal style, academic vocabulary

**Semester three:** introduction to academic writing – paragraph structure, topic sentence, argumentation, conclusion, formal style, discourse markers, cohesion/coherence

**Semester four:** introduction to using sources – essay structure, researching information, paraphrasing and summarising, citing sources

**Semester five:** argumentative writing – types of argumentative texts, researching, paraphrasing, summary writing, using sources

**Semester six:** academic writing – formal register, citing sources, preparing references, technical / specialist vocabulary

## PNJA (Speaking and Listening) -Outline

**Semester one:** Introduction to the course. Building confidence and developing general strategies for speaking and active listening. Skills integration: emphasising that speaking and listening should not be taught in isolation as they complement each other. Typical topic areas might include: travelling, family life, free time and entertainment, communication and language learning.

**Semester two:** Gradual introduction of authentic listening materials. Listening for specific information; listening for gist; developing awareness of context and audience. Discussions based on listening passages in standard English and American accents. Typical topic areas might include: traditions and customs, topical issues, stereotypes, work, education, Internet and social media.

**Semester three:** Consolidation and extension of experience gained in the first year of study. Encouraging of greater learner independence. Introduction of effective presentation strategies. First student presentations.

**Semester four:** The importance of inferring opinion and attitude from intonation; conveying a message through implication and expressing mood and attitude. Extension of subject matter to include topic areas such as health and social issues, globalisation, taboos. Advanced presentation skills. Student presentations.

**Semester five:** Continuing emphasis on skills integration to foster increased communicative efficiency. Importance of clear pronunciation and vocabulary development. Helping students to listen critically and improve their general fluency. Student presentations.

**Semester six:** Further emphasis on learner independence. Continuing development of all areas of the course. Improving general language awareness and fluency. Typical topic areas might include: crime and punishment, humour across cultures, science. Student presentations.

## PNJA (Reading) - Outline

**Semesters one and two:** This course is designed to teach basic reading strategies and strengthen reading skills. It lays emphasis on basic word-attack strategies, expanding vocabulary, paragraph organization, basic comprehension skills, and reading strategies.

*Skills practiced:* guessing vocabulary from context; finding key words; predicting; reading for detailed comprehension; extracting specific information (scanning); reading for general comprehension (skimming); interpreting linking and referencing devices.

Types of exercises: multiple matching (headings); multiple matching (specific information); multiple choice; gapped text; open-ended questions; true/false statements; transferring information; sentence completion.

**Semesters three and four:** This course introduces effective reading and inferential thinking skills in preparation for advanced -level reading.

*Skills practiced:* consolidation and extension of experience gained in the first year of study; previewing and predicting the content of a reading selection (considering the title, headings and subheadings; identifying the arrangement of topic, and subtopic through outlining; discussing previous knowledge on the subject; asking questions that might be answered in the reading); understanding paragraph structure; being able to determine the main idea and supporting details of the paragraph; being able to determine the main idea of the whole section; summarizing a text by listing and writing the main ideas; paraphrasing; drawing conclusions.

Types of exercises: multiple choice; multiple matching; open-ended questions; transferring information; sentence completion; context questions; identifying function; identifying functional organization.

**Semesters five and six:** This course concentrates on comprehension and analysis of advanced-level reading materials. Emphasis is on critical thinking skills.

*Skills practiced:* consolidation and extension of experience gained in the first two years of study; previewing; contextualizing (placing a text in its historical, biographical, and cultural context); outlining and summarizing; distinguishing vocabulary associated with fact from vocabulary associated with opinion; recognizing stated or implied facts; recognizing stated or implied opinions; determining the author's purpose; testing the logic of a text as well as its credibility and emotional impact; comparing and contrasting related readings.

Types of exercises: multiple choice; open-ended questions; sentence completion; transferring information; expressing personal opinion both verbally and in writing; negotiating answer to questions; participating in discussion.

## PNJA (Grammar) – Outline

**Semester one:** introduction to grammar (basic grammatical notions, parts of speech: nouns, adjectives, adverbs, pronouns, articles, numerals, prepositions); the course concentrates on the basics of grammar; the emphasis is on grammatical correctness; some texts are included to show how grammar works in context.

**Semester two:** the system of tenses (tense vs. aspect); the course aims at building the students' knowledge and awareness of different verb forms with special emphasis on the tense system of English.

**Semester three:** (simple, compound and complex sentences); the course deals with advanced structures including gerunds and infinitives, reported speech, the passive and the causative, as well as modality in English.

**Semester four:** (complex sentences); the course concentrates on the complex sentence, discussing in detail types of subordinate clauses (adverbial, adjectival and nominal) and their functions in an English sentence.

**Semesters five and six:** (review of grammar at the level of text); the course is designed to develop the students' grammatical awareness; discussion concentrates on aspects such as: tenses, the subjunctive mood, conditionals, ways of expressing emphasis, consistency of tense, voice, mood, etc.; some attempt is made to compare certain aspects of English and Polish grammar and analyse typical mistakes of Polish speakers of English.