

**Kierunek: Filologia, specjalność: Filologia angielska**

**Studia pierwszego stopnia**

**Egzamin dyplomowy**

**Rok akademicki 2020/2021**

**Zagadnienia kierunkowe**

1. Discuss the Anglo-Saxon poetry based on the example of *Beowulf*.
2. Discuss the Elizabethan sonnet: explain its form and give examples.
3. Based on the play *Hamlet* by William Shakespeare, present the Elizabethan drama; explain the way Elizabethan theatre was organized (a typical building, financing, actors, etc.).
4. Compare Metaphysical and Cavalier poetry and give examples of both types of poetry.
5. Explain how literary influences and the rise of the middle class instigated the development of the novel in Britain in the 18<sup>th</sup> century: give example titles of 18<sup>th</sup> century British novels.
6. Discuss how pantheism and the cult of nature are expressed in Romantic poetry.
7. Present the features of Victorian novels and their role in shaping the ideology of the era.
8. Discuss the main assumptions of aestheticism on the basis of *The picture of Dorian Grey* and/or the Arts and Crafts Movement.
9. Focusing on George Orwell's *1984*, present Anti-Utopianism as a response to the threat of totalitarianism.
10. Present the major works of British fantasy fiction and explain their global popularity.
11. Focusing on the works of Ralph Waldo Emerson and Henry David Thoreau, discuss the main ideas of American Transcendentalism.
12. Discuss the main characteristics of Gothic literature as based on the works of Edgar Allan Poe.
13. Compare the presentation of the Puritans in *Of Plymouth plantation* by William Bradford and *The scarlet letter* by Nathaniel Hawthorne.
14. Discuss the criticism of the antebellum South as expressed in *The adventures of Huckleberry Finn* by Mark Twain.
15. Discuss the criticism of American society as expressed in *The great Gatsby* by Francis Scott Fitzgerald.
16. Discuss the concepts of 'coherence' and 'cohesion' and their significance in inter-linguistic investigation.
17. Discuss the distinction between 'qualitative' vs. 'quantitative' methods in research. Try to illustrate their significance in cultural, translation or didactic studies.
18. Explain the concept of 'pragmatics' and its relationship to culture in any language.  
Provide some examples.
19. Define the concept of 'figurative language' and explain how this area of language is catered for by the translators.

20. Name some most popular word-formation processes and explain why they are indispensable in any language evolution.
21. Discuss how meaning is defined and present different approaches to meaning provided by semantic studies.
22. Define the concept of Critical Discourse Analysis and explain why it is crucial to understand its main principles.
23. Present the main types of morphemes in the English language and explain how knowledge on morphological processes affects our understanding of the language.
24. Name the main properties of the human language and show how they enable humans to use language.
25. Explain what minimal pairs are in language and their function in understanding the phonology of a particular language.
26. Name some most popular stages in the writing development process. Present writing conventions visible in the alphabetic writing.
27. Present the theories on language origin tell us about its beginnings, pointing to those theory which is the most credible.
28. Explain how you understand the distinction between descriptive and prescriptive approach to language. Discuss the approach which is more popular these days.
29. Define the concept of 'language variation' and explain what social, geographical and cultural aspects it is due to.
30. Present the causes of the establishment of the original 13 colonies in America. Describe the harsh beginnings of the British settlement in America.
31. Outline the causes and effects of the American Revolution (the War of Independence).
32. Present the origin of the American Constitution and its significance in later centuries.
33. Outline the territorial expansion of the USA in the 19th century and present the role of Manifest Destiny in this process.
34. Outline the causes and effects of the Civil War of 1861-1865 in America.
35. Present the dominant American values and beliefs. How visible are they in everyday American culture, politics or economy.
36. Discuss the separation of powers in American government.
37. Discuss the issue of immigration in the United States of America and explain why the country is dubbed as a state of immigrants.
38. Present the system of education in the USA and discuss its influence on the American society.
39. Discuss the issue of religion in the USA and explain how you understand 'the wall of separation principle'.
40. Discuss the meaning of the constitutional principle 'The queen reigns but does not rule'.
41. Present the causes and effects of the latest development in Britain referred to as Brexit.

42. Present the characteristics of broadsheets and tabloids and explain in what way the categories are meaningful in the British society.
43. Comment on the statement - sport plays a very important role in the British culture – and find arguments supporting or dismissing the claim by referring to the major sports, sporting events and venues in Britain.
44. Present the major characteristics of the educational system in Britain. Find parallels between public schools and JK Rowling's Hogwarts School of Witchcraft and Wizardry.
45. Outline the development of the British Parliament. Explain why its evolution is unique among other parliamentary systems.
46. Present the development of the British monarchy. Concentrate on the most crucial stages.
47. Discuss the history of the British Empire and the way it has influenced the British position in the world.
48. Present the significance of the Norman invasion of 1066 for the British history.
49. Comment on the Scottish-English relations in the 10th-20th centuries.
50. Outline the causes and effects of the Reformation in England.

### **Zagadnienia specjalnościowe / specjalizacyjne**

51. Present the characteristics of pre-primary, lower primary, and upper primary pupils which are relevant for language teaching. Discuss practical suggestions for EFL teachers and for parents of children who learn English as a foreign language.
52. Discuss the main factors which may affect the process of learning English pronunciation and present ideas/techniques the teacher can use to help Polish learners of English improve their pronunciation and/or overcome pronunciation problems.
53. Discuss the main principles of designing effective pronunciation activities for learners in different age groups (i.e. pre-primary, lower primary, and upper primary pupils). Give examples of appropriate pronunciation teaching techniques/exercises.
54. Define the term 'vocabulary' and discuss the question of what is involved in teaching vocabulary (i.e. what needs to be taught) in the EFL classroom. Discuss different ways of presenting the meaning of new vocabulary items in the EFL classroom. Give examples.
55. Present a step by step procedure for presenting new vocabulary items to EFL learners. Discuss the differences between the procedures for introducing new words to children who cannot read and write and children who can read and write.
56. Discuss the main principles of teaching EFL grammar to learners in different age groups (i.e. pre-primary, lower primary, and upper primary pupils).
57. Discuss the differences between the deductive method of teaching grammar and the inductive method. Discuss the main advantages and disadvantages of different approaches that teachers can take in offering grammatical instruction in the EFL classroom.

58. Discuss the main criteria for selecting stories for children in the EFL classroom. Present a typical procedure and the main principles of working with a storybook in the young learner classroom.
59. Discuss the main advantages of using music, songs, chants and rhymes with young learners in the EFL classroom. Present the main steps in a procedure for introducing a song or a chant to learners in the EFL classroom.
60. Discuss the main advantages and principles of using art and craft activities with young learners in the EFL classroom. Give examples of effective techniques/tasks.
61. Discuss the role and ways of using drama and puppets in teaching English as a foreign language to young learners.
62. Discuss the idea of Content and Language Integrated Learning (CLIL) and present ways in which it can be implemented in the EFL classroom. Give examples of different types of CLIL-style activities.
63. Describe different skills and strategies foreign language learners should be able to use in response to what they are reading or listening for (i.e. the purpose of the reading/listening task).
64. Present the main types of EFL classroom reading performance.
65. Present a set of principles for designing successful extensive EFL reading activities. Explain the terms 'extensive reading' and 'intensive reading'.
66. Discuss the main principles of teaching reading to children in different age groups. Give examples of reading activities based on the phonic approach and the global approach.
67. Present the main principles and techniques of developing young learners' listening comprehension skills in the EFL classroom.
68. Present the main principles for designing lessons and techniques that can help EFL learners develop their speaking skills. Give examples of tasks which can be used to encourage spontaneous communication among learners in the EFL classroom.
69. Discuss the differences between the product approach and the process approach to writing instruction in the EFL classroom.
70. Discuss the main principles and ways of teaching writing to young learners in different age groups. Give examples of useful techniques.