

UNIVERSITY OF KRAGUJEVAC	
Faculty of Philology and Arts, Kragujevac	
S Y L L A B U S	
Programme	56: English Language and Literature
Course Name and Code	English Language 4 – Integrated Skills (56904)
Course Structure (lectures, seminars)	lectures (2), seminars (4)
Year of Study	II
Academic Year	2025-2026
Semester	spring
ECTS Credits and Course Status (mandatory or elective)	5 (mandatory)
Instructor(s)	Jelena Danilović Jeremić, associate professor Sanja Markeljić, language instructor Sandra Karajović, language instructor Marija Nenadić, language instructor
Course Requirements	Students must have fulfilled all the requirements and passed the final examination of the <i>English Language 1 – Integrated Skills</i> course, the <i>English Language 2 – Integrated Skills</i> course and the <i>English Language 3 – Integrated Skills</i> course
Course Aims	Further development and consolidation of language competences at the C1 level across all four language skills of the target language. Systematic integration of both receptive and productive language skills, and improvement of lexical, grammatical, discourse, and pragmatic competence. Balanced development of fluency and accuracy in written and spoken expression in accordance with the communicative purpose and the target level of proficiency in the English language.
Course Overview	Theoretical instruction The structure of the simple sentence in relation to the structure of the complex sentence. The concept and structure of the complex sentence; types of complex sentences. Finite and non-finite predication. The structure of the complex sentence with subordination. Classification of dependent and independent clauses according to the form of the predicate and their function. Characteristics of finite and non-finite adverbial, nominal, and adjectival clauses. Adverbial clauses of place, time, condition, manner, cause, result, and purpose. Restrictive and non-restrictive adjectival (relative) clauses. The function and properties of the nominal clause. Practical instruction Reception, interpretation, and production of more complex selected written or spoken texts, including their analysis and paraphrasing. Intensive development of target vocabulary, selection of collocations, and further refinement of the ability to express oneself clearly, appropriately, and in a coherently structured manner on more complex topics, including argumentation and exemplification.

Grading System (including segment percentage)	Pre-exam requirements – 10% (class participation, homework), 10% dictation Written part of the exam* – 60%, or by the segments, respectively: • 10% – Grammar test (theory) • 15% – Essay • 15% – Vocabulary • 20% – Grammar test (practice) Oral exam – 20% <i>*Note:</i> By successfully passing the test for each written segment respectively, the candidate is exempt from taking the corresponding segment at the written part of the examination; students qualify for the (mandatory) oral part of the examination if they have achieved the passing score of at least 51% of the maximum number of points for each of the segments respectively.
Textbooks and Mandatory Reading	Gude, K. & Duckworth, M. (1994). <i>Masterclass, Proficiency</i>. Oxford: OUP. Hal, D. & Foley, M. (2012). <i>My Grammar Lab – advanced</i>. London: Pearson Education Limited. Hewings, M. (1999). <i>Advanced Grammar in Use. A Self-Study Reference and Practice Book for Advanced Learners of English</i>. Cambridge: CUP. Lunsford, A. & Connors, R. (1997). <i>The Everyday Writer – A Brief Reference</i>. New York: St. Martin's Press McCarthy, M. & O'Dell, F. (2002). <i>English Vocabulary in Use: Advanced</i>. Cambridge: CUP. Quirk, R. & Greenbaum, S. et al. (1985). <i>A Comprehensive Grammar of the English Language</i>. London: Longman. Lodge, D. (2011). <i>Changing Places</i>. London: Vintage. Ishiguro, K. (2005). <i>Never Let Me Go</i>. New York: Vintage Books.