

**Subject card**

<b>Subject name and code</b>	Descriptive Grammar (English), PG_00139355						
<b>Field of study</b>	German Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			Polish 95% English 5% Polish		
<b>Semester of study</b>	3	<b>ECTS credits</b>			3.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of German Language and Translation Studies -> Institute of German Philology -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		mgr Agnieszka Kallas				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	60.0	0.0	0.0	0.0	60
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	60		4.0		11.0	75
<b>Subject objectives</b>	The aim is to acquire practical and theoretical knowledge of English grammar						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_U04] Is able to use methods and tools typical of their chosen specialization, i.e.: translation, foreign language teaching methodology or business and economy.	The student can put theoretical knowledge of English grammar into practice in his didactic work ( is able to identify typical educational tasks; is able to analyse school curriculum in the context of descriptive grammar of English is able to adjust his level of English to the level of their students can prepare a grammar test checking the knowledge of their students chooses the didactic methods for activating their students	[SU1] oral statement/conversation/discussion
	[FGL3_W10] Knows and understands the main directions of linguistics.	The student: has acquired theoretical and practical knowledge of English grammar; knows basic terms of grammar categories, tenses and other grammar issues; can apply them in practice; has acquired key competence of teaching practical English grammar in connection with theory	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[FGL3_U01] Seeks, analyses, evaluates, selects and uses information from various written and oral sources, is able to document it appropriately, create an adequate bibliography.	The student can search, analyse and assess information using different sources ( digital, written and social ones)	[SU1] oral statement/conversation/discussion
	[FGL3_K01] They are aware of their knowledge and skills, and have a critical approach to the received and acquired content.	The student is conscious of their knowledge and the level of their skills and is able to apply their knowledge of descriptive grammar of English in practice	[SK1] oral statement/conversation/discussion
[FGL3_K02] Is ready to establish contacts and ask for help when expert knowledge is needed to solve a problem.	The student is able to assess when they need expert help for solving some descriptive grammar issue and knows where to look for it	[SK1] oral statement/conversation/discussion	
Subject contents	Syntax: different kinds of sentences, different kinds of nouns, articles, pronouns, adjectives, adverbs, verbs - regular and irregular ones, conditionals, passive voice, reported speech; homonyms; words of confusing spelling and pronunciation		
Prerequisites and co-requisites	The level of English B2		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	tests	51.0%	70.0%
	preparing for classes and active participation	51.0%	30.0%
Recommended reading	Basic literature	Power D. Walker E. Elsworth S. Grammar Practice for Upper-Intermediate Students, Pearson Longman 2008. Alexander, L.G., Longman English Grammar, Longman 1994. Hewing, M. Advanced Grammar in Use. Cambridge University Press 2017 Side, R. and Wellman, G. Grammar and Vocabulary for Cambridge Advanced and Proficiency, Pearson Education Limited 2002. McCarthy, M., Odell, F., English Vocabulary in Use, Cambridge University Press 2017	
	Supplementary literature	Vince, M. First Certificate Language Practice, Heinemann 1996. Vince, M. Advanced Language Practice, Heinemann 1994. Dictionary of Contemporary English, Longman. Oxford Advanced Learners Dictionary, Oxford University Press	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Vocabulary game consisting in selecting : proper and common nouns; plural and singular  Making-up a story on the basis of some pictures ( applying different past forms of verbs)		
Work placement	Not applicable		