

**Subject card**

<b>Subject name and code</b>	Practical English IV, PG_00141066						
<b>Field of study</b>	English Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>				2025/2026	
<b>Education level</b>	undergraduate studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	part-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			English English		
<b>Semester of study</b>	4	<b>ECTS credits</b>			13.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Zakład Glottodydaktyki i Przetwarzania Języka Naturalnego -> Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Maria Fengler				
	<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	112.0	0.0	0.0	0.0	112
	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>	112		8.0		205.0	325
<b>Subject objectives</b>	The general aim of the Practical English Learning course is to improve practical knowledge of English, taking the B2 level as a starting point and gradually progressing to the C1 level, as defined by the Common European Frame of Reference. Language training, general and academic, will include four language skills: listening, speaking, reading and writing, including the ability to create spoken and written texts, to improve vocabulary knowledge and expand syntactic resources, to consolidate grammatical correctness, as well as developing language fluency and correct pronunciation .						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAL3_K03] Is ready to make decisions and to critically evaluate and take responsibility for the consequences of their own actions and the actions of the teams in which they participate, in particular when performing analytical and interpretative tasks in the field of English-language literature and linguistics.	Is ready to make decisions and to critically evaluate them and to take responsibility for the consequences of their own actions and the actions of the teams in which they participate when carrying out different language projects.	[SK8] observation of student's independent or team work
	[FAL3_W05] He / she has advanced knowledge of the basic conceptual and terminological apparatus in the field of linguistics, including in particular those applicable in the study of the English language.	Has an advanced knowledge of the basic concepts and terms relevant to practical English.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[FAL3_U06] Prepares texts and speeches, takes part in discussions in English and translates English-language texts, following the cultural conventions of English-language communication.	Prepares texts and speeches, takes part in discussions in English and translates English-language texts, following the cultural conventions of English-language communication.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report
	[FAL3_W14] Knows and understands the grammatical and lexical principles of the English language, the principles of the construction of written and oral statements, and the cultural conventions of communication in English at C1 level.	Knows and understands the grammatical and lexical principles of the English language, the principles underlying the construction of written and oral texts, and the cultural conventions of communication in English at C1 level.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[FAL3_K05] Is ready to engage in social and professional life, including undertaking and co-organising activities for the social environment, also using knowledge and skills in the field of English, linguistics and English-language literature.	Is ready to engage in social and professional life, including undertaking and co-organising activities for the social environment, also using their knowledge and skills in the field of English.	[SK1] oral statement/conversation/ discussion
	[FAL3_U01] Searches, analyzes, evaluates, selects and integrates information from various sources, interpret and draw conclusions, in particular with regard to issues related to the English language, linguistics and English-language literature.	Has the ability to search for, analyze, evaluate, select and integrate information from various sources, to interpret and draw conclusions, in particular with regard to issues related to the English language.	[SU5] implementation of a problem task
	[FAL3_K01] Critically evaluates the extent of their knowledge and skills, in particular in the field of the English language, linguistics and English-language literature.	Critically evaluates the level of their knowledge and skills in the field of the English language.	[SK1] oral statement/conversation/ discussion
	[FAL3_W17] Knows and understands the basic concepts and principles of copyright law, in particular those applicable to research in the field of linguistics and literature in the framework of English philology and in professional work.	Knows and understands the basic concepts and principles of copyright law in the creation of their own written and oral texts and in future professional work.	[SW2] presentation/project/paper/ report [SW3] text preparation/written work
	[FAL3_U12] Independently plans and implements lifelong self-education, in particular in the field of the English language, linguistics and English-language literatures.	Independently plans and implements lifelong self-education in the field of the English language.	[SU1] oral statement/conversation/ discussion
	[FAL3_U09] Speaks and writes in English at C1 level.	Speaks and writes in English at C1 level.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written
	[FAL3_W12] Knows and understands selected issues and terminology relevant to the study of history, culture and realities of English-speaking countries, which constitute the basic context for research on the English language and English-language literature.	Knows and understands essential English terminology in the field of general knowledge and knowledge of the modern world.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion

	Course outcome	Subject outcome	Method of verification
	[FAL3_U11] Interacts with others, plans and organizes individual and team work.	Interacts with others, plans and organizes individual and team work.	[SU8] observation of student's independent or team work
	[FAL3_K07] Is ready to take on responsible professional roles, including the observance and dissemination of ethical principles, in various spheres of activity related to the use of the English language.	Is ready to take on responsible professional roles, including the observance and dissemination of ethical principles, in various spheres of activity related to the use of the English language.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
Subject contents	<p><b>Content of component 1: Integrated Skills</b></p> <p>Topics selected will include both general ones and ones that give students the opportunity to relate to them personally, e.g. Man's impact on the environment; The role of technology in the modern world; Forms and channels of communication; Human personality and relationships; The role of culture, music and art in human life and values derived from them; The role of memory in human life; Educational experiences and strategies for learning the language. Current political, social and cultural events as well as selected aspects of the culture of the English-speaking may also serve as a source of input for the course topics.</p> <p>Lexis: advanced collocations and idiomatic expressions, the use of lexical and grammatical-lexical units in texts.</p> <p>Listening: Texts at C1 level: minimally adapted and authentic; monologues and dialogues, radio and television programmes, talks and mini-lecture.; Skills: improving understanding of factual and implied content.</p> <p>Reading: C1 level texts: authentic or minimally adapted, of various lengths; Skills: Analysis and synthesis of text discourse (exemplification, comparison, reference, coherence and consistency) in text tasks requiring reconstruction or completion (cloze text). Expanding receptive and active vocabulary.</p> <p>Speaking: Tasks: conversations and discussions in groups, delivery of the long turn; Skills: Improving interactive and monological competences (smoothness and fluency of expression; formulating theses and hypotheses and justifying them; logical structuring of statements; expanding the scope of the linguistic register.</p> <p><b>Content of component 2: Writing</b></p> <p>Individual and team work in the process of creating texts, including texts using team dynamics and synergy. Models of the flow of argumentation in discursive essays and opinion essays: block and point-by-point. Paraphrasing sentences and summarizing texts.</p> <p>References to short texts in essays, including an opinion essay.</p> <p>Grammatical, lexical and stylistic devices used in an essay. Linguistic correctness and diversity: vocabulary and grammar resources in an essay. Types of subordinate and multiple complex clauses. Enriching syntactic resources by combining simple sentences (sentence synthesis). Expanding the range of conjunctions and adverbial connectors.</p> <p>The concept of plagiarism. Verification and documentation of sources.</p> <p><b>Content of component 3: Practical Grammar</b></p> <p>Various types of complex sentences (participle, adverbial, nominal, adjectival - relative). Inversion and emphatic constructions. Reported speech. Phrasal verbs. Nominalization.</p> <p><b>Content of component 4: Practical Phonetics</b></p> <p>Speech units and their structure; analysis of speech units in texts Words that receive main sentence stress (tonic prominence). Aspects of English intonation: communicating new versus known/shared information; intonation of affirmative statements, questions, exclamations.</p>		

<p><b>Prerequisites and co-requisites</b></p>	<p>Knowledge of English at B2 level.</p> <p>The student receives course credits on the basis of:</p> <p>presence, active participation in class activities, systematic preparation of material as required by the course (20%,)</p> <p>completion of written assignments and oral tasks; written tests serve as an instrument for monitoring the acquisition of course input knowledge and the development of the language skills;</p> <p>In the case of Practical Phonetics, testing consists of assessed reading aloud and/or delivering mini-speeches and of tests covering course content.</p> <p>In the case of the Integrated Skills and Practical Grammar, test results have an 80% weighting; Grades on a scale of 2-5 are awarded for written assignments in the Writing Skills component.</p> <p>The minimum passing grade for tests is 51%.</p> <p>Passing all components with a positive grade is a condition for obtaining a course credit, which is a requirement for admission to the final examination at the end of term.</p>																	
<p><b>Assessment methods and criteria</b></p>	<table border="1"> <thead> <tr> <th data-bbox="445 904 798 943">Subject passing criteria</th> <th data-bbox="798 904 1142 943">Passing threshold</th> <th data-bbox="1142 904 1495 943">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="445 943 798 1070">written assignment carried out in class - assessed with reference to the relevance of content, use of appropriate genre/text form and advanced use of language</td> <td data-bbox="798 943 1142 1070">51.0%</td> <td data-bbox="1142 943 1495 1070">25.0%</td> </tr> <tr> <td data-bbox="445 1070 798 1198">written homework assignment - a summative grade including appropriacy of content, use of text format/structure and advanced use of language</td> <td data-bbox="798 1070 1142 1198">51.0%</td> <td data-bbox="1142 1070 1495 1198">15.0%</td> </tr> <tr> <td data-bbox="445 1198 798 1326">oral presentation delivered in class, assessed with reference to the relevance of content, the form and manner of presentation and advanced use of language</td> <td data-bbox="798 1198 1142 1326">51.0%</td> <td data-bbox="1142 1198 1495 1326">10.0%</td> </tr> <tr> <td data-bbox="445 1326 798 1366">written tests</td> <td data-bbox="798 1326 1142 1366">51.0%</td> <td data-bbox="1142 1326 1495 1366">50.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	written assignment carried out in class - assessed with reference to the relevance of content, use of appropriate genre/text form and advanced use of language	51.0%	25.0%	written homework assignment - a summative grade including appropriacy of content, use of text format/structure and advanced use of language	51.0%	15.0%	oral presentation delivered in class, assessed with reference to the relevance of content, the form and manner of presentation and advanced use of language	51.0%	10.0%	written tests	51.0%	50.0%
Subject passing criteria	Passing threshold	Percentage of the final grade																
written assignment carried out in class - assessed with reference to the relevance of content, use of appropriate genre/text form and advanced use of language	51.0%	25.0%																
written homework assignment - a summative grade including appropriacy of content, use of text format/structure and advanced use of language	51.0%	15.0%																
oral presentation delivered in class, assessed with reference to the relevance of content, the form and manner of presentation and advanced use of language	51.0%	10.0%																
written tests	51.0%	50.0%																

Recommended reading	Basic literature	<p><i>1 Integrated Skills</i></p> <p>1 Biber, Douglas, Susan Conrad and Geoffrey Leech (2002). Longman Student Grammar Of Spoken And Written English. Pearson.</p> <p>2 O'Dell, Felicity (2000) English Vocabulary in Use. Upper-Intermediate. Cambridge University Press.</p> <p>3 McCarthy, Michael and Felicity O'Dell (2008). English Collocations in Use Upper-Intermediate/Advanced. Cambridge University Press.</p> <p>4 McCarthy, Michael and Felicity O'Dell (2007). English Phrasal Verbs in Use Advanced. Cambridge University Press.</p> <p>5 McCarthy, Michael and Felicity O'Dell (2017). English Vocabulary in Use Advanced. Cambridge University.</p> <p>6 Wybrane materiały z podręczników na poziomie B2/C1, np. Bell, Jan and Roger Gower (2015). Advanced Expert. Pearson.</p> <p>7 Wybrane oryginalne testy Cambridge CAE: University of Cambridge ESOL Examinations (2008). Certificate in Advanced English for updated exam with answers 2/3/4/5. Cambridge University Press.</p> <p><i>2 Practical Grammar</i></p> <p>1 Foley, Mark and Diane Hall (2012). My Grammar Lab. Pearson.</p> <p>2 Hewings, Martin (2007). Advanced Grammar in Use. Cambridge University Press.</p> <p>3 Vince, Michael (2009). Advanced English Practice. Heinemann.</p> <p><i>3 Practical phonetics</i></p> <p>1 Hewings, Martin (2007). English Pronunciation in Use Advanced. Cambridge University Press.</p> <p>2 SuperMemo i Maciej Rataj (2020). Say It Better Angielski. Poznań: SuperMemo.</p> <p><i>4 Writing</i></p> <p>1 Jordan, R.R. (2008). Academic Writing Course. Longman.</p> <p>2 McCarthy, Michael and Felicity O'Dell (2008). Academic Vocabulary in Use. Cambridge University Press.</p> <p>3 Morley, John, Peter Doyle and Ian Pople (2007). University Writing Course. Express Publishing.</p> <p>4 Oshima, Alice and Ann Hogue (2007). Writing Academic English. Level 3. Pearson Longman.</p>
	Supplementary literature	<p>1 Cambridge Advanced Learner's Dictionary, w. CD-ROM. Fourth edition. (2014) Cambridge University Press.</p> <p>2 Jones, Daniel (2011). Cambridge English Pronouncing Dictionary. Cambridge University Press.</p> <p>3 Macmillan English Dictionary For Advanced Learners (2002). Macmillan.</p> <p>4 Macmillan <a href="https://www.macmillandictionary.com/">https://www.macmillandictionary.com/</a>.</p> <p>5 Materiały online szczególnie wybrane przez studentów np. TedTalks, BBC filmy dokumentalne, BBC Radio 4.</p> <p>6 Porzyczek, Andrzej, Arkadiusz Rojczyk, Janusz Arabski (2016). Praktyczny kurs wymowy angielskiej dla Polaków. Wydawnictwo Uniwersytetu Śląskiego.</p>
	eResources addresses	Adresy na platformie eNauczanie:

<p>Example issues/ example questions/ tasks being completed</p>	<p>Oral presentation delivered in class on the topic: What are the greatest threats to the environment in our times? followed by a round of questions asked of the presenter by the peers and the instructor and a free discussion on the state of the natural environment in open class.</p> <p>Examples of questions:</p> <p>Do people as individuals do enough to minimise the environmental threats?</p> <p>Do the governments take environmental threats seriously enough?</p> <p>What global initiatives should be taken to avert an impending environmental catastrophe?</p>
<p>Work placement</p>	<p>Not applicable</p>

Document generated electronically. Does not require a seal or signature.