

Subject card

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| Subject name and code | Practical English IV, PG_00149609 | | | | | | |
| Field of study | Russian Studies | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2025/2026 | | |
| Education level | Bachelor's studies | Subject group | | | Obligatory subject group in the field of study Optional subject group | | |
| Mode of study | full-time studies | Mode of delivery | | | at the university | | |
| Year of study | 2 | Language of instruction | | | Polish English 80%, Polish 20% | | |
| Semester of study | 4 | ECTS credits | | | 3.0 | | |
| Learning profile | academic | Assessment form | | | exam | | |
| Conducting unit | Division of Russian Studies, Russian Literature and Culture -> Institute of Russian and Eastern Studies -> Faculty of Languages -> Rector | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | mgr Magdalena Kruk | | | | |
| | Teachers | | mgr Magdalena Kruk | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 0.0 | 30.0 | 0.0 | 0.0 | 0.0 | 30 |
| | E-learning hours included: 0.0 | | | | | | |
| Learning activity and number of study hours | Learning activity | Participation in didactic classes included in study plan | | Participation in consultation hours | | Self-study | SUM |
| | Number of study hours | 30 | | 2.0 | | 43.0 | 75 |
| Subject objectives | The aim is to develop the students' independence and ability to function in the general contexts of practical knowledge of English; to expand the vocabulary and grammatical structures; to increase the knowledge of the realities of English-speaking countries; to develop the listening, speaking, reading and writing skills in English. | | | | | | |

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| Learning outcomes | Course outcome | Subject outcome | Method of verification |
| | [ROSL3_U17] Has language skills in an additional modern language in line with the requirements of at least level B1 of the Common European Framework of Reference for Languages. | The student demonstrates the knowledge of the English language corresponding with at least B1 level, as described in the Common European Framework of Reference for Languages. | [SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills |
| | [ROSL3_U15] Has the ability to prepare simple oral presentations in an additional foreign language on economic, media studies, social studies, cultural studies, using a variety of sources. | The student, using different sources, is able to prepare simple presentations in English, especially on the contemporary social, economic and culture-related issues. | [SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU4] test/exam - oral or written [SU6] demonstration of practical skills |
| | [ROSL3_W14] Knows elements of the culture, history and realities of everyday life of the countries in which the modern foreign language studied in the language courses is used. | The student demonstrates the knowledge of culture, history as well as everyday life conditions in English-speaking countries. | [SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work |
| | [ROSL3_W12] He is aware of the complex nature of language and the complexity and historical variability of its meanings. | The student is aware of the complex nature of the English language, as well as the changes that the English language has been subjected to | [SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work |
| | [ROSL3_U09] Be able to recognise processes and barriers to intercultural communication. | The student is able to use the knowledge of the English language to remove barriers between cultures | [SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task |
| | [ROSL3_K02] He/she is prepared to actively participate in groups, organisations and institutions implementing cultural integration activities, promoting culture and is able to communicate with professionals and non-specialists in the field. | The student is able to work in groups and various institutions, aware at the same time of the importance of languages in the process of intercultural integration; can cooperate both in professional and lay contexts. | [SK1] oral statement/conversation/discussion [SK5] implementation of a problem task [SK6] demonstration of practical skills [SK8] observation of student's independent or team work |
| [ROSL3_K07] Recognises and respects differences in viewpoints determined by different national and cultural backgrounds and has a readiness to work towards the integration of cultures. | The student treats with respect various viewpoints, especially those resulting from linguistic, national and cultural differences, as well as promotes activities aiming at culture integration. | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK5] implementation of a problem task [SK8] observation of student's independent or team work | |
| Subject contents | <p>Group B1/B2: law crime and punishment, people and the environment, health and medicine; passive voice, conditional sentences, countable and uncountable nouns; article, essay</p> <p>Group B2+/C1: law crime and punishment, house and home, communication; academic English; reported speech, inversion, proposal, essay</p> <p>The content can be verified by the teacher, according to the level of the group.</p> | | |
| Prerequisites and co-requisites | The student demonstrates the language skills necessary to actively participate in classes. | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | active participation in classes; systematic preparation of written and oral assignments | 51.0% | 30.0% |
| | oral exam | 51.0% | 20.0% |
| | written exam | 51.0% | 50.0% |

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| Recommended reading | Basic literature | <ul style="list-style-type: none"> - Norris R., Ready for First, Macmillan, London 2023 - Norris R., French A., Ready for Advanced, Macmillan, London 2014 - Lansford P. (et al), Keynote, National Geographic Learning, Andover 2018 |
| | Supplementary literature | <ul style="list-style-type: none"> - Soars L., New Headway, Oxford University Press, Oxford 2018 - Mann M., Taylore-Knowles, S., Destination Advanced, Macmillan, Oxford 2013 - Vince M., Language Practice, Heinemann, Oxford 2014 - Gairns R., Redman S., Oxford Word Skills, Oxford University Press, Oxford 2013 |
| | eResources addresses | <p>Basic</p> <p>http://www.ted.com - TED Talks are videos from expert speakers on education, science, business and creativity.</p> |
| Example issues/ example questions/ tasks being completed | | |
| Work placement | Not applicable | |

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