

Subject card

Subject name and code	Practical English I, PG_00053043						
Field of study	Management of Artistic Institutions						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		English		
Semester of study	1		ECTS credits		5.0		
Learning profile	practical		Assessment form		credit		
Conducting unit	Division of Research into the Performing Arts -> Institute of English and American Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Olga Aleksandrowska				
	Teachers		dr Zbigniew Czaja mgr Patrycja Zielke mgr Joanna Gilis-Siek				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	90.0	0.0	0.0	0.0	90
	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	90		2.0		33.0	125
Subject objectives	Improving practical knowledge of general and specialist English in the four language skills (speaking, writing, reading and listening) with a focus on improving vocabulary, fluency, pronunciation and grammatical correctness, and based on various thematic issues, particularly in relation to issues related to art, business and management.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[ZIAL3_W07] They possess a solid knowledge of English grammar and vocabulary at the B2 level, with a focus on practical application in arts management and/or artistic practice.	Possesses a solid knowledge of English grammar and vocabulary at the B2 level, especially regarding issues related to business and management of artistic institutions.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
	[ZIAL3_U06] They are capable of preparing standard written works in both Polish and English for diverse purposes, in various formats, lengths, and styles, employing fundamental theoretical approaches and sources.	Is able to prepare standard written works in both Polish and English for diverse purposes, in various formats, lengths, and styles, employing reliable sources.	[SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task
	[ZIAL3_U08] They are capable of autonomously planning and pursuing lifelong learning in areas such as arts and literature studies, management of arts and cultural institutions, and/or artistic pursuits.	Is able to find and skillfully use a variety of materials for independent learning of English in the field of business and management, both in paper and digital form.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU5] implementation of a problem task
	[ZIAL3_K01] They are prepared for a critical assessment of their knowledge and skills; they understand the importance of ongoing learning and professional development in managerial and/or artistic activity.	Is capable of critically assessing his/her knowledge and skills in English, in particular regarding issues related to the management of artistic institutions; demonstrates the need to constantly expand his/her language skills.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written [SK5] implementation of a problem task
	[ZIAL3_U05] They are proficient in using a foreign language at the B2 level of the Common European Framework of Reference for Languages (CEFR).	Is proficient in speaking, writing, reading and listening in English at the B2 level of the Common European Framework of Reference for Languages (CEFR).	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU6] demonstration of practical skills
	[ZIAL3_W09] They are familiar with the fundamental concepts and principles of intellectual property protection and copyright law.	Is familiar with the English equivalents of fundamental concepts related to intellectual property protection and copyright law.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task

Subject contents	Component topics: integrated course - 30 hours Expanding the vocabulary used in topics discussed during classes, creating lexical sets (e.g. interests and hobbies, character traits, interpersonal relationships, advertising, current cultural and artistic events, etc.). Improving the ability to read short and longer texts adapted for language teaching purposes and authentic texts, with particular emphasis on press articles, literary, cultural and sociological texts. Improving the ability to listen to texts adapted for learning purposes, as well as shorter authentic texts representing various types and genres. Improving the skills of dialogic and monologue discourse (dialogues and exercises with information gaps, simulations and role-playing, communication games and activities, short individual statements). Writing: creating written statements of various content, volume and style. Component topics: grammar - 30 hours Consolidation of selected grammatical issues and structures, including: grammatical tenses, articles, prepositions, word formation, conditionals, modal verbs, gerunds and infinitives, sentence order, question tags, passive voice, reported speech, relative clauses, subjunctive, subjunctive mood. Paraphrases, transformations, gap tests, multiple choice, translation elements. Component topics: phonetics - 30 hours Presenting the accent diversity of the English language. Standard British English sound system. Phonetic alphabet. Speech apparatus and articulatory settings. The consonant system of the English language. The vowel system of the English language. Time relations in English. Word stress, stress patterns depending on the word structure (suffixation, compound words, distinctive stress patterns to distinguish grammatical categories).		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	oral / written utterances	51.0%	40.0%
	active participation in classes	51.0%	20.0%
	oral / written tests	51.0%	40.0%
Recommended reading	Basic literature Boyd E., CAE Gold Plus Exam Maximiser, Harlow 2008. Celce-Murcia M., Teaching Pronunciation, Cambridge 2010. Cuprych Z., English Grammar Exercises for Polish Students, Elbląg 2007. Evans V., FCE use of English 1 & 2, Express Publishing 1998. Foley M., Hall D., Advanced Learner's Grammar, Longman 2003. Graver B.D., Advanced English Practice, Oxford 1986. Hewings M., Advanced Grammar in Use, Cambridge 2003. Hewings M., Pronunciation Practice Activities, Cambridge 2004. Jones L., Eight Simulations: For Upper-intermediate and More Advanced Students of English, Cambridge University Press 1983. Kenny N., Newbrook J., Acklam R., CAE Gold Plus, Harlow 2008. Klippel F., Keep Talking, Cambridge 1984. Mańczak-Wohlfeld E., Niżegorodcew A., Willim E., A Practical Grammar of English, Warszawa 1993. Patoka, Z., Fandrejewska A., Success in Business Success in Life, wyd. Poltext 2018. Scheffler P., Repetytorium w zdaniach do tłumaczenia, Poznań 2010. Soars L., Soars J., New Headway Upper Intermediate, Oxford 1998. Tomalin B., Stempleski S., Cultural Awareness, Oxford 1993. Thomson A.J., Martinet A.V., A Practical English Grammar, Oxford 1986. Ur P., Discussions That Work: Task-Centred Fluency Practice, Cambridge Handbooks for Language Teachers 1981. Willim E., Mańczak-Wohlfeld E., A Contrastive Approach to Problems with English, Warszawa 1987. Materiały autentyczne, np. TED talks, http://www.americanrhetoric.com/, http://poets.org/ itp. Hewings M., Advanced Grammar in Use, Cambridge 2009. McCarthy M., O'Dell F., English Collocations in Use Advanced, Cambridge 2009. McCarthy M., O'Dell F., English Vocabulary in Use Advanced, Cambridge 2002. McCarthy M., O'Dell F., English Vocabulary in Use Upper-Intermediate, Cambridge 2000. Sawala K. et al., Say It Right. Multimedialny kurs wymowy angielskiej, Swarzędz 2009. Swan M., Practical English Usage, Oxford 2005. Thomson A.J., Martinet A.V., A Practical English Grammar, Oxford 1986. Vince M., Advanced Language Practice, Macmillan 2009. Wellman G., The Heinemann English Wordbuilder, Oxford 1989.		

	Supplementary literature	EAPFoundation.Com., Speaking Available at https://www.eapfoundation.com/speaking/ Accessed 28.05.2021. EFL Magazine, Giving opinions, Available at https://eflmagazine.com/functions/agreeing-disagreeing/ Accessed 28.05.2021. EFL Magazine, Resources, Available at https://eflmagazine.com/resources/ Accessed 28.05.2021. Szpila G., An English-Polish Dictionary of False Friends, Egis 2003. Quirk R., Greenbaum S., Leech G., Svartvik J., A Comprehensive Grammar of the English Language, Longman 1985. Cambridge Advanced Learners Dictionary. Cambridge International Dictionary of English. Longman Dictionary of Contemporary English. Longman Language Activator. Macmillan English Dictionary. Macmillan English Dictionary for Advanced Learners. Oxford Advanced Learner's Dictionary of Current English. słowniki idiomów, np. Longman Dictionary of English Idioms. słowniki kolokacji, np. Oxford Collocations Dictionary of English, Oxford 2002. słowniki synonimów.
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Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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