

Subject card

Subject name and code	Practical English IV, PG_00141066						
Field of study	English Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study		
Mode of study	part-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		English		
Semester of study	4		ECTS credits		13.0		
Learning profile	academic		Assessment form		exam		
Conducting unit	Division of Corpus Linguistics and Glottodidactics -> Institute of English and American Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Joanna Tillack				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	112.0	0.0	0.0	0.0	112
	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	112		8.0		205.0	325
Subject objectives	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. The Practical English Module consists of four components: integrated skills, practical grammar, phonetics and written English.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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 in English.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[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 practical English at the C1 level.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] test/exam - oral or written
	[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, using their knowledge and skills in practical English at the C1 level.	[SK2] presentation/project/paper/report [SK3] 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 at the C1 level, following the cultural conventions of English-language communication.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written
	[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 structures and lexis of the English language, knows how to construct 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_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 at the C1 level.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work
	[FAL3_U11] Interacts with others, plans and organizes individual and team work.	Interacts with others, plans and organizes individual and team work in the scope of practical English at the C1 level.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[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, which features in the materials for learning English at the C1 level.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] text preparation/written work
	[FAL3_U09] Speaks and writes in English at C1 level.	Listens and reads with comprehension, speaks and writes essays in English at C1 level.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] test/exam - oral or written
	[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 [SU3] text preparation/written work
	[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.	[SK2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
	[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 at the C1 level.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] text preparation/written work
	[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 at the C1 level.	[SK1] oral statement/conversation/discussion [SK3] text preparation/written work
Subject contents	Content of component 1: Integrated Skills 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. Lexis: advanced collocations and idiomatic expressions, the use of lexical and grammatical-lexical units in texts. 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. 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. 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. Content of component 2: Writing 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. References to short texts in essays, including an opinion essay. 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. The concept of plagiarism. Verification and documentation of sources. Content of component 3: Practical Grammar Various types of complex sentences (participle, adverbial, nominal, adjectival - relative). Inversion and emphatic constructions. Reported speech. Phrasal verbs. Nominalization. Content of component 4: Practical Phonetics 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.		

Prerequisites and co-requisites	Entry requirement: English language skills at B2+ level; passing the PNJA III course. Additional requirements: At the end of semester 4, the student receives a pass based on positive grades from the integrated course, practical grammar, phonetics and written language (pass threshold is 51%). Failure to pass any component of PNJA IV results in not being allowed to take the final exam. The student must attend classes according to the UG regulations. Semester 4 ends with an exam, which consists of four parts: a written test on practical grammar, a written test on reading and listening with comprehension and the use of English, a test on written language (essay) and a speaking exam. To pass the exam, all of its components must be passed with at least 51%. The grade from the oral exam is the arithmetic mean of all of its components.																	
Assessment methods and criteria	<table><tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr><tr><td>Practical Grammar test</td><td>51.0%</td><td>25.0%</td></tr><tr><td>Exam in essay writing</td><td>51.0%</td><td>25.0%</td></tr><tr><td>Speaking exam: individual long turn/conversation/discussion/presentation</td><td>51.0%</td><td>25.0%</td></tr><tr><td>Exam: Listening and Reading Comprehension test and Use of English test</td><td>51.0%</td><td>25.0%</td></tr></table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Practical Grammar test	51.0%	25.0%	Exam in essay writing	51.0%	25.0%	Speaking exam: individual long turn/conversation/discussion/presentation	51.0%	25.0%	Exam: Listening and Reading Comprehension test and Use of English test	51.0%	25.0%
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Recommended reading	Basic literature	<i>1 Integrated Skills</i> 1 Biber, Douglas, Susan Conrad and Geoffrey Leech (2002). Longman Student Grammar Of Spoken And Written English. Pearson. 2 O'Dell, Felicity (2000) English Vocabulary in Use. Upper-Intermediate. Cambridge University Press. 3 McCarthy, Michael and Felicity O'Dell (2008). English Collocations in Use Upper-Intermediate/Advanced. Cambridge University Press. 4 McCarthy, Michael and Felicity O'Dell (2007). English Phrasal Verbs in Use Advanced. Cambridge University Press. 5 McCarthy, Michael and Felicity O'Dell (2017). English Vocabulary in Use Advanced. Cambridge University. 6 Wybrane materiały z podręczników na poziomie B2/C1, np. Bell, Jan and Roger Gower (2015). Advanced Expert. Pearson. 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. <i>2 Practical Grammar</i> 1 Foley, Mark and Diane Hall (2012). My Grammar Lab. Pearson. 2 Hewings, Martin (2007). Advanced Grammar in Use. Cambridge University Press. 3 Vince, Michael (2009). Advanced English Practice. Heinemann. 4 Mann, Malcolm and Steve Taylor-Knowles (2008). Destination C1 & C2. Grammar and Vocabulary with Answer Key. Macmillan. 5 Side, Richard and Guy Wellman (2012). Grammar and Vocabulary for Cambridge Advanced and Proficiency. Longman. <i>3 Practical phonetics</i> 1 Hewings, Martin (2007). English Pronunciation in Use Advanced. Cambridge University Press. 2 SuperMemo i Maciej Rataj (2020). Say It Better Angielski. Poznań: SuperMemo. <i>4 Writing</i> 1 Jordan, R.R. (2008). Academic Writing Course. Longman. 2 McCarthy, Michael and Felicity O'Dell (2008). Academic Vocabulary in Use. Cambridge University Press. 3 Morley, John, Peter Doyle and Ian Pople (2007). University Writing Course. Express Publishing. 4 Oshima, Alice and Ann Hogue (2007). Writing Academic English. Level 3. Pearson Longman.
	Supplementary literature	1 Cambridge Advanced Learner's Dictionary, w. CD-ROM. Fourth edition. (2014) Cambridge University Press. 2 Jones, Daniel (2011). Cambridge English Pronouncing Dictionary. Cambridge University Press. 3 Macmillan English Dictionary For Advanced Learners (2002). Macmillan. 4 Macmillan https://www.macmillandictionary.com/. 5 Materiały online szczególnie wybrane przez studentów np. TedTalks, BBC filmy dokumentalne, BBC Radio 4. 6 Porzuczek, Andrzej, Arkadiusz Rojczyk, Janusz Arabski (2016). Praktyczny kurs wymowy angielskiej dla Polaków. Wydawnictwo Uniwersytetu Śląskiego.
	eResources addresses	

Example issues/ example questions/ tasks being completed	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. Examples of questions: Do people as individuals do enough to minimise the environmental threats? Do the governments take environmental threats seriously enough? What global initiatives should be taken to avert an impending environmental catastrophe?
Work placement	Not applicable

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