

Subject card

Subject name and code	Practical English I, PG_00210522						
Field of study	English Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Subject group related to scientific research 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		10.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	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	120.0	0.0	0.0	0.0	120
	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	120		8.0		122.0	250
Subject objectives	The aim of the classes is to improve practical knowledge of English, taking the B1 level as the starting point and the CEFR level B1+ as the target. General and academic language training will include four language skills: listening, speaking, reading and writing, including the ability to create spoken and written texts, improve vocabulary resource and expand syntactic resources, consolidate grammatical correctness, as well as develop language fluency and correct pronunciation.						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[FAL3_K01] Is prepared to critically evaluate the extent of their knowledge and skills, in particular in the field of the English language, linguistics and English-language literature.		Is ready to critically evaluate one's knowledge and skills in English on B1+ level.		[SK1] oral statement/conversation/discussion [SK3] text preparation/written work [SK4] test/exam - oral or written		
	[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.		Is able to create written and oral statements at B1+ level, observing the cultural rules of communication in English.		[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] test/exam - oral or written		
	[FAL3_U09] Speaks and writes in English at C1 level.		Can communicate in English in speaking and writing, can read and listen with comprehension at the B1+ level.		[SU1] oral statement/conversation/discussion [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 and lexical constructions as well as constructing written and oral statements at B1+ level observing the cultural conventions of communication in English.		[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] text preparation/written work		

Subject contents	Integrated course component Reading Texts at B1/B1+ level: shorter and longer texts, including selected short authentic texts. Skills: developing general understanding of the text (reading for gist) and practicing targeted reading (skimming and scanning), reading for understanding selected, more detailed information such as the function of the text, the opinion/attitude of the writer towards the content presented, the tone of the text. Lexis The lexical scope is closely related to the topic of classes. Word formation: verbs with complex meanings (so-called phrasal verbs) in the literal and metaphorical sense, gerunds, prefixes and suffixes, noun and adjective compounds, analyzed in texts and practiced productively in word formation tasks; semantic relations: synonyms, antonyms, polysemy and homophony; collocations, idioms and expressions; examples of colloquial and formal register. Listening Texts: adapted for pedagogical purposes and short authentic texts, both dialogues and monologues. Skills: developing the ability to understand globally and to understand selected content aspects such as the topic being discussed, the speaker's opinion and attitude towards the presented content, directly communicated and implied content; practicing the use of paraphrase in describing the content of the texts listened to (three and four-option multiple choice questions). Speaking: Tasks: exercises with information gaps, dialogues, group conversations, and individual long turns. Skills: developing interactive competences (initiating interactions, exchanging information and views, expressing agreement and disagreement, engaging in dialogue discourse, cooperation with an interlocutor, maintaining a conversation) and monologue skills (summarizing the content discussed, expressing one's own opinions and those of interlocutors, providing justification for one's own opinions); monitoring pronunciation, at the level of individual sounds , words and sentence stress. Written English component Individual and team work in the text creation process. Writing scripts of the text production process. Stages of the text writing process, individual and team, and stages of its editing. Feedback from the Instructor and other team members on the text created individually and collectively. The paragraph as the basic element of the text. Paragraph structure and organization: topic sentence, supporting evidence, concluding sentence. Coherence and cohesion of the paragraph. Overview of syntactic issues: sentence structure in English and basic sentence types; conjunctions and adverbial connectors. Review of spelling and punctuation issues. Verification of the credibility of sources and documentation of sources. Practical Grammar component The practical grammar course includes organizing and expanding knowledge of the rules of English grammar at an upper-intermediate level to implement them in practice. Topics in semester 1: Parts of speech and parts of sentences. Verb. Verb forms. Tenses. Infinitive and gerund forms after verbs. Passive voice. Modal verbs. Student's own work: selection according to the given sources: prepositions. Practical Phonetics: Presenting the accent diversity of English (native and non-native accents). Standard sound system of British English and its graphical representation (phonemic chart). Introduction to phonemic transcription. Speech apparatus and articulatory settings. The vowel system of the English language. Work on the pronunciation of English sounds in the order chosen by the teacher, with the emphasis on the sounds that cause the most difficulty.
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Prerequisites and co-requisites	Basic requirements: Knowledge of English at B1 level		
	Attendance at all classes is mandatory, unless the student obtains the Dean's approval to pursue their studies under an individual study arrangement (IOS).		
	Additional requirements: The student receives a pass with a grade. The student must complete each component of the course to obtain a pass (phonetics, practical grammar, integrated skills course, written English). To pass the course, the student must obtain 51% of the total number of points from each component. The student obtains credits based on performing mandatory oral and written tasks, and passing tests. Failure to obtain a positive grade for even one of the components results in a negative grade for the whole subject.		
	During the phonetics course students will write at least one transcription test. Transcription tests are worth 20% of the final grade, while loud reading tests are worth 80% of the final grade.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	writing: written tests	51.0%	25.0%
	Integrated skills: reading comprehension, listening comprehension, Use of English, individual presentations	51.0%	25.0%
	phonetics:reading tests and transcription tests	51.0%	25.0%
	practical grammar: written tests	51.0%	25.0%

Recommended reading	Basic literature	A.1. Obligatory sources: Integrated skills: 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 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, np. Bell, Jan and Roger Gower (2015). 7 Tests: Cambridge First/Cambridge Advanced 9 Online materials selected by the teacher, especially BBC documentaries. 10 Authentic materials prepared by the teacher. Written English: 1 Huntley, Helen (2005). Essential Academic Vocabulary. Cengage Learning. 2 Jordan, R.R. (2008). Academic Writing Course. Longman. 3 McCarthy, Michael and Felicity O'Dell (2008). Academic Vocabulary in Use. Cambridge University Press. - Morley, John, Peter Doyle and Ian Pople (2007). University Writing Course. Express Publishing. 4 Oshima, Alice and Ann Hogue (2007). Introduction to Academic Writing. Level 3. Pearson Longman. 5 Oshima, Alice and Ann Hogue (2007). Writing Academic English. Level 3. Pearson Longman. 6 MLA Handbook. Ninth edition. (2021). MLA Style Centre or APA Handbook 7th edition (2020). Practical Grammar: 1 Foley, Mark and Diane Hall (2012). My Grammar Lab. Pearson. 2 Foley, Mark and Diane Hall (2008). Advanced Learners Grammar. Longman. 3 Hewings, Martin (2007). Advanced Grammar in Use. Cambridge University Press. 4 Vince, Michael (2009). Advanced English Practice. Heinemann. 5 West, Clare (2013). Recycling Advanced English. Cambridge. Practical phonetics: 1 Baker, Ann (2011). Ship or Sheep Intermediate Pronunciation course. Cambridge University Press. 2 Hancock, Mark (2003). English Pronunciation in Use Intermediate. Cambridge University Press. 3 Marks, Jonathan (2012). English Pronunciation in Use Elementary. Cambridge University Press.
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	Supplementary literature	A.2. Self study sources: 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 Online materials, especially selected by students, e.g. Ted talks, BBC filmy documentaries, BBC Radio 4 . 6 Porzyczek, Andrzej, Arkadiusz Rojczyk, Janusz Arabski (2016). Praktyczny kurs wymowy angielskiej dla Polakow. Wydawnictwo Uniwersytetu Slaskiego. 7 Vince, Michael (2003). Advanced Language Practice with Key. Macmillan. 8 Rhetorics: Giving opinions (2021). EFL Magazine - The magazine for English language teachers. Available at https://eflmagazine.com/functions/agreeing-disagreeing/ Accessed 28.05.2021. - Presentations (2021). EFL Magazine - The magazine for English language teachers. Available at https://eflmagazine.com/business-english-2/presentations/ Accessed 28.05.2021. - Resources (2021). EFL Magazine - The magazine for English language teachers. Available at https://eflmagazine.com/resources/ Accessed 28.05.2021 - Speaking (2021). EAPFoundation.Com. Available at https://www.eapfoundation.com/speaking/ Accessed 28.05.2021 A.3 Supplementary literature: 1 Huddleston, Rodney and Geoffrey K. Pullum (2002). The Cambridge Grammar of the English Language. Cambridge University Press. 2 Macpherson, Robin (2002). English for Writers and Translators. PWN. 3 Ponsonby, Mimi (1998). How Now Brown Cow. Prentice Hall. 4 Sobkowiak, Włodzimierz (2004). English Phonetics for Poles. Wydawnictwo Poznańskie.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Developing general text comprehension (reading for gist) and practicing targeted reading (skimming and scanning) Developing the ability to understand globally and to understand selected content aspects such as the topic being discussed, the speaker's opinion and attitude towards the content presented, content communicated directly and implied Developing interactive competences (initiating interactions, exchanging information and views, expressing agreement and disagreement, engaging in dialogue discourse, cooperation with the interlocutor, maintaining the conversation) Stages of the text writing process, individual and collective, and stages of its editing Tenses. Infinitive and gerund forms after verbs. Passive voice. Modal verbs. Standard sound system British English and its graphical representation (phonemic chart).	
Work placement	Not applicable	

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