

Subject card

Subject name and code	Practical English III, PG_00210533						
Field of study	English Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2027/2028		
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	2		Language of instruction		English		
Semester of study	3		ECTS credits		8.0		
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		72.0	200
Subject objectives	The aim of the classes is to improve practical knowledge of English, taking the B2 level as the starting point and the CEFR level B2+ 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 accuracy, as well as develop language fluency and correct pronunciation on segmental and super segmental level.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAL3_K03] Is prepared 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 independently, critically evaluate their own actions, the actions of the teams they manage and the organizations in which they participate, and accept responsibility for the consequences of these actions.	[SK1] oral statement/conversation/discussion [SK2] 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 constructions as well as constructing written and oral statements within the framework of cultural conventions of communication in English at the B2+ level.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [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.	Is able to search, analyze, assess, select, and integrate information from various sources, interpret it and draw conclusions regarding practical English at B2+ level.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work
	[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 their knowledge and skills in English on B2+ 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 B2+ level, observing the cultural rules of communication in English.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written
	[FAL3_U11] Interacts with others, plans and organizes individual and team work.	Is able to cooperate with others, plan and organize individual and team work, cooperating with others in the context of learning English at B2+ level.	[SU2] presentation/project/paper/report
	[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 B2+ level.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] test/exam - oral or written

Subject contents	Integrated Skills: English in the Press and Media																	
	Vocabulary Further enrichment of vocabulary resource with advanced collocations and idiomatic expressions, practicing the use of lexical and grammatical-lexical units based on texts such as newspaper articles, podcasts, and other materials from the English-language media. Listening Texts at the B2/B2+ level: minimally adapted and authentic; monologues and dialogues, radio plays, and short excerpts from authentic television programs. Skills: Improving global and individual comprehension skills, working on understanding factual content and the speaker's implied meaning. Reading Texts at the B2/B2+ level: authentic or minimally adapted texts of varying length, including literary, journalistic, and pedagogical texts. Developing elements of textual discourse analysis and synthesis: features of textual organization (exemplification, comparison, reference), coherence and cohesion (linking text elements using conjunctions, sentence connectors, pronouns, articles, and determiners) in gap-filled text tasks (cloze tests). Expanding receptive and active vocabulary based on the texts and podcasts discussed. Speaking Tasks: Group conversations and discussions, class presentations: individual and group presentations. Skills: Improving interactive skills; improving the ease and fluency of expression, formulating theses and hypotheses and justifying them, structured statements and working on the logical flow of argumentation, expanding the range of language register to include more advanced and formal expressions. Written Language Component Individual and team work in the process of creating longer texts; argumentative models in discursive essays (block and point-by-point). Grammatical, lexical, and stylistic devices used in essays. Working on the correctness and linguistic diversity of essays. Developing vocabulary and syntactic resources in extended essays. Expanding the range of conjunctions and adverbial connectors in student texts. Working with sources: the concept of plagiarism, documentation of citations, basic paraphrasing skills, and a short bibliography. Referencing content in popular science texts according to MLA or APA style sheets. Practical Grammar Component Semester 3 topics: Various types of complex sentences (participial, adverbial, noun, attributive). Inversion and emphatic constructions. Reported speech. Student's own work: Selection from the given sources: Phrasal verbs. Practical Phonetics Component Word stress, stress patterns depending on word structure (suffixation, compound words, distinctive stress patterns for distinguishing grammatical categories). Sentence stress, rhythm of speech in English, rhythmic patterns, weak and strong forms of grammatical words. Speech segments and their structure (speech units). Words receiving primary sentence stress. Introduction of the concept of connected speech.																	
Prerequisites and co-requisites	Basic requirements: The command of English at B2 level. Passing the PNJA II exam at the end of semester 2. Attendance at all classes is mandatory, unless the student obtains the Dean's approval to pursue their studies under an individual study arrangement (IOS). The student receives a pass with a grade. The student must complete each component of the course to obtain a pass. 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 tasks, presentations, projects, and passing tests.																	
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>Integrated skills: reading comprehension, listening comprehension, use of English, team presentations, individual presentations</td><td>51.0%</td><td>25.0%</td></tr><tr><td>Phonetics:loud reading pronunciation tests</td><td>51.0%</td><td>25.0%</td></tr><tr><td>Practical grammar: tests</td><td>51.0%</td><td>25.0%</td></tr><tr><td>Writing: essays</td><td>51.0%</td><td>25.0%</td></tr></table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Integrated skills: reading comprehension, listening comprehension, use of English, team presentations, individual presentations	51.0%	25.0%	Phonetics:loud reading pronunciation tests	51.0%	25.0%	Practical grammar: tests	51.0%	25.0%	Writing: essays	51.0%	25.0%
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Recommended reading	Basic literature	A.1. Obligatory sources: 1 Integrated skills: 1 Biber, Douglas, Susan Conrad and Geoffrey Leech (2002). Longman Student Grammar Of Spoken And Written English. Pearson. 2 Harrison, Mark (2013). New Proficiency Testbuilder Student Book - Key + Audio CD Pack. Macmillan. 3 O'Dell, Felicity (2000) English Vocabulary in Use. Upper-Intermediate. Cambridge University Press. 4 McCarthy, Michael and Felicity O'Dell (2008). English Collocations in Use Advanced. Cambridge University Press. 5 McCarthy, Michael and Felicity O'Dell (2007). English Phrasal Verbs in Use Advanced. Cambridge University Press. 6 McCarthy, Michael and Felicity O'Dell (2017). English Vocabulary in Use Advanced. Cambridge University 7 Wybrane materiały z podręczników na poziomie C1, np. Bell, Jan and Roger Gower (2015). Advanced Expert. Pearson. 8 Tests: Cambridge CAE: French, Amanda (2015). Advanced Testbuilder. Third Edition with key and 2 CD. Macmillan. 9 Tests: Cambridge CAE: University of Cambridge ESOL Examinations (2008). Certificate in Advanced English for updated exam with answers 2. Cambridge University Press. 10 Online materials selected by the teacher, especially BBC documentaries. 11 Authentic materials prepared by the teacher. 2 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. 7 APA Handbook 7th Edition 3 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 Mann, Malcolm and Steve Taylore-Knowles (2008). Destination C1&C2 Grammar and Vocabulary. Macmillan. 5 Vince, Michael (2009). Advanced English Practice. Heinemann. 6 Wellman, Guy and Richard Side (2006). Grammar and Vocabulary for Cambridge Advanced and Proficiency. Longman. 7 West, Clare (2013). Recycling Advanced English. Cambridge. 4 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 Hewings, Matin (2007). English Pronunciation in Use Advanced. 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 Porzucek, 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. 5 Sobkowiak, Włodzimierz (2004). English Phonetics for Poles. Wydawnictwo Poznańskie.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Minimally adapted and authentic; monologues and dialogues, radio dramas, and short excerpts from authentic television programs. Skills: developing the ability to understand both the general meaning and specific elements of texts; working on comprehension of factual content as well as the speaker's implied meaning. Improving interactive competences (focusing on the interlocutor during dialogic discourse) and monologic competences (fluency and ease of expression, formulating theses and hypotheses and justifying them). Individual and group work in the process of creating longer texts. Models of argumentative structure in discursive essays (block and point-by-point formats). Practical Grammar: Various types of complex sentences (participial, adverbial, noun, and relative clauses). Inversion and emphatic constructions. Sentence Stress: rhythm of English speech, rhythmic patterns, weak and strong forms of grammatical words. Speech segments and their structure.	
Work placement	Not applicable	

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