

Subject card

Subject name and code	Practical English V, PG_00210537						
Field of study	English Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2028/2029		
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	3		Language of instruction		English		
Semester of study	5		ECTS credits		5.0		
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	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		6.0		29.0	125
Subject objectives	The aim of the classes is to improve practical knowledge of English, taking the pre-C1 level as the starting point and the CEFR level C1 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 in academic style, improve academic vocabulary resource and expand syntactic resources characteristic of academic English, consolidate grammatical correctness, as well as develop language fluency and correct pronunciation.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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 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.	Can communicate in English in speaking and writing, can read and listen with comprehension at C1 level.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] 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 C1 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_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, integrate and interpret information regarding practical English, using various sources at C1 level.	[SU2] presentation/project/paper/report [SU3] text preparation/written work
	[FAL3_U12] Independently plans and implements lifelong self-education, in particular in the field of the English language, linguistics and English-language literatures.	Can independently plan and implement their own lifelong learning, regarding practical English.	[SU1] oral statement/conversation/discussion
	[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 C1 level.	[SK1] oral statement/conversation/discussion [SK3] text preparation/written work [SK4] test/exam - oral or written
Subject contents	Integrated skills for academic purposes Vocabulary: lexical analysis of academic texts from various fields. Work on passive and active vocabulary and idioms. Active use of academic vocabulary in discourse. Listening: C1-level texts with high levels of content and lexical complexity; authentic materials such as current affairs programs, lectures, radio plays, academic podcasts, popular science films. Speakers use various accents. Skills: note-taking and information extraction, including after a single listening. Discussing issues raised in the listening material. Answering open-ended questions. Reading: C1-level texts: primarily authentic, long texts by prominent writers, journalists, or academics. Skills: practicing reading for comprehension, interpretation, and interaction with the text. Paraphrasing texts across different language registers. Speaking: pair and group work. Group presentations based on selected texts. Asking questions and responding to presentations. Giving and receiving feedback. Skills: developing discourse competence—monologues and dialogues, discussions, seeking consensus, presenting personal views, challenging arguments and theses put forward by other students, sharing information found online; active use of complex syntactic structures. Academic Writing Analysis of academic texts focusing on language, organization, and discourse. Reading and discussing sample bachelor's theses. Editing excerpts from bachelor's theses. Avoiding common errors. Revising one's own bachelor's thesis under the instructor's guidance and based on feedback from other students. Writing a short research essay (approximately 1,500 words) on a selected topic proposed by the instructor. Spoken Rhetoric The course focuses on developing communicative competence through discussions and dialogues, simulations of communicative situations, and formal presentations (including the use of visual aids such as PowerPoint). These exercises are based on specific vocabulary covered in class within the context of various topics, such as art and culture, social or political issues. Students also learn rhetorical techniques designed to capture the audience's attention, facilitate the understanding and retention of content, and persuade listeners to accept the speech's central thesis.		

Prerequisites and co-requisites	Successful completion of semester 4. English language proficiency at pre-C1 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:		
	In order to receive credit for the course Practical English V, it is necessary to obtain a passing grade (at least 51%) in each of the components: integrated skills for academic purposes, academic writing and spoken rhetoric.		
	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.component. The student obtains credit based on performing mandatory tasks, presentations, projects, and tests.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Academic writing: class work and essay	51.0%	35.0%
	Integrated skills for academic purposes: reading comprehension, listening comprehension, academic vocabulary, use of English, team presentations, individual presentations	51.0%	35.0%
	Spoken rhetoric: presentations, oral statements	51.0%	30.0%

Recommended reading	Basic literature	Bibliography for Integrated Skills for Academic Purposes Biber, Douglas, Susan Conrad and Geoffrey Leech (2002). Longman Student Grammar of Spoken and Written English. Pearson. Harrison, Mark (2013). New Proficiency Testbuilder Student Book - Key + Audio CD Pack. Macmillan. McCarthy, Michael and O'Dell, Felicity (2017) Academic Vocabulary in Use Vocabulary in Use. Cambridge University Press. McCarthy, Michael and Felicity O'Dell (2008). English Collocations in Use Advanced. Cambridge University Press. McCarthy, Michael and Felicity O'Dell (2007). English Phrasal Verbs in Use Advanced. Cambridge University Press. McCarthy, Michael and Felicity O'Dell (2017). English Vocabulary in Use Advanced. Cambridge University Selected materials from C1- level coursebooks, eg. Bell, Jan and Roger Gower (2015). Advanced Expert. Pearson. Selected Cambridge CAE-format tests: French, Amanda (2015). Advanced Testbuilder. Third Edition with key and 2 CD. Macmillan. Selected past papers from Cambridge CAE: University of Cambridge ESOL Examinations (2008). Certificate in Advanced English for updated exam with answers 2. Cambridge University Press. Online resources selected by the course teacher, in particular BBC documentaries. Bibliography for Academic Writing: Huntley, Helen (2005). Essential Academic Vocabulary. Cengage Learning. Jordan, R.R. (2008). Academic Writing Course. Longman. McCarthy, Michael and Felicity O'Dell (2017). Academic Vocabulary in Use. Cambridge University Press. Morley, John, Peter Doyle and Ian Pople (2007). University Writing Course. Express Publishing. Oshima, Alice and Ann Hogue (2007). Introduction to Academic Writing. Level 3. Pearson Longman. Oshima, Alice and Ann Hogue (2007). Writing Academic English. Level 3. Pearson Longman. MLA Handbook. Ninth edition. (2021). MLA Style Centre/APA
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		Handbook 7th Edition. Bibliography for Spoken Rhetoric: Freitag-Lawrence, Anne (2003) English For Work: Business Presentations. Harlow: Longman. Jones, Leo (1983). Eight Simulations: For Upper-intermediate and More Advanced Students of English. Cambridge: Cambridge University Press. Ur, Penny (1981). Discussions That Work: Task-Centred Fluency Practice. Cambridge: Cambridge Handbooks for Language Teachers. Ur, Penny and Andrew Wright (1992). Five-Minute Activities. A resource book of short activities. Cambridge: Cambridge Handbooks for Language Teachers
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	Supplementary literature	Huddleston, Rodney and Geoffrey K. Pullum (2002). The Cambridge Grammar of the English Language. Cambridge University Press. Jones, Daniel (2011). Cambridge English Pronouncing Dictionary. Cambridge University Press. Macpherson, Robin (2002). English for Writers and Translators. PWN. Macmillan https://www.macmillandictionary.com/. Materiały online szczególnie wybrane przez studentów np. TedTalks, BBC filmy dokumentalne, BBC Radio 4. Porzuczek, Andrzej, Arkadiusz Rojczyk, Janusz Arabski (2016). Praktyczny kurs wymowy angielskiej dla Polaków. Wydawnictwo Uniwersytetu Śląskiego. Vince, Michael (2003). Advanced Language Practice with Key. Macmillan. Retoryka: Giving opinions (2021). EFL Magazine - The magazine for English language teachers. Available at https://eflmagazine.com/functions/agreeingdisagreeing/ Accessed 28.05.2021. Presentations (2021). EFL Magazine - The magazine for English language teachers. Available at https://eflmagazine.com/business-english2/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.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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