<table>
<tr><td rowspan="9">To be completed by Field of Study Team</td><td colspan="3">Module name:
PRACTICAL ENGLISH</td><td colspan="2">Module code:</td></tr>
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	Module name: **PRACTICAL ENGLISH**			Module code:	
To be completed by Field of Study Team	Course name: **PRACTICAL ENGLISH**			Course code:	
	Faculty: **INSTITUTE OF PEDAGOGY AND LANGUAGES**				
	Field of study: **Philology**				
	Mode of study: **FULL-TIME PROGRAMME**		Learning profile: **PRACTICAL**	Speciality: **ENGLISH PHILOLOGY - ENGLISH TEACHER**	
	Year / semester: **2/3**		Module/course status: **COMPULSORY**	Module/ course language: **ENGLISH**	
	Type of classes	lecture	class	laboratory	project	seminar	other (please, specify)
	Course load		**90**				

Module/ course coordinator	**mgr Marlena Kardasz**
Lecturer	**mgr Sylwia Góralewicz** **dr Piotr Kallas** **mgr Lyudmila Pashits** **mgr Elżbieta Rywelska-Genge** **mgr Danuta Zdrojewska** **mgr Arco Van Ieperen** **mgr Stuart Woodbridge**
Module/ course objectives	The course aims to enable the students to improve their competence in spoken and written English at B2 level of the Common European Framework of Reference for Languages. While developing their language skills in listening comprehension, reading comprehension, speaking and writing, students will improve their fluency as well as accuracy in pronunciation, vocabulary and grammar. The course also aims to encourage the students to: - work individually and independently and engage in linguistic investigation using available grammar reference and grammar practice materials as well as dictionaries - search for information using available sources, including the Internet - organise and manage their own work and learning in limited time - think critically, express opinions and discuss problems within a group - ask questions about relevant issues as well as language form and structure - work on projects and prepare presentations both individually and in cooperation with other students

Entry requirements	Successfully completed exam after term 2

LEARNING OUTCOMES		
No.	LEARNING OUTCOME DESCRIPTION	Learning outcome reference
01	The student identifies grammatical, lexical and syntactic features of the language at B2 level of the Common European Framework of Reference for Languages.	K_W06
02	The student recognises formal differences between various forms of written expression at B2 level of the Common European Framework of Reference for Languages.	K_W06
03	The student explains the meaning of words with reference to word formation processes at B2 level and the meaning of words related to the subject matters discussed.	K_W06
04	The student recognises simple and complex sentence structures.	K_W06
05	The student identifies features typical of various forms of written and oral expression.	K_W09
06	The student identifies and differentiates the registers and styles of writing.	K_W09
07	The student locates particular sentence parts and explains the connections between them.	K_W09
08	The student identifies logical and semantic connections in the text.	K_W09
09	The student recognizes the keynote of the text.	K_U04
10	The student differentiates and applies various reading comprehension strategies.	K_W09
11	The student plans logical and coherent forms of written expressions.	K_U08
12	The student formulates various texts applying a proper format.	K_U08
13	The student searches for, classifies and organises information necessary for formulating their own utterances and texts.	K_U01
14	Basing on source materials, the student prepares correct and accurate utterances using diverse language structures adequate for the subject matter at B2 level of the Common European Framework of Reference for Languages.	K_U01, K_U08, K_U09
15	The student critically evaluates and interprets the theses included in the texts.	K_U04

16	The student indicates the arguments put forward by other authors.	K_U06
17	The students draws conclusions and formulates their own opinions based on information included in the source materials.	K_U06
18	The student uses English at B2 level of the Common European Framework of Reference for Languages (combining speaking, writing, and reading and listening comprehension skills.	K_U17
19	The student can critically evaluate their knowledge and they understand the constant need to improve their language skills.	K_K01
20	The student can correct their own and others' mistakes in speech and writing.	K_K01
21	The student efficiently organises their work, critically evaluates its advancement and achieves the goals desired.	K_K02
22	The student uses traditional source materials and modern technologies in order to gain knowledge of English and improve the language skills.	K_K02
23	The student can plan their own work and prepare presentations either in pairs or in groups. They can select information and they manage a small team.	K_K03

CURRICULUM CONTENTS
Lecture
n/a
Class
The subject-matter of the classes during the semester is divided into the following components: listening comprehension and speaking, reading comprehension and speaking, use of English, writing. The difficulty level of the materials and tasks used during the course allows students to reach the CEFR B2 level after the third semester.   **Listening comprehension and speaking**   Students develop understanding of authentic formal and academic speech. They take notes and identify the main message in an utterance as well as specific information. Students listen to different recordings in English such as interviews, radio and TV shows, discussions. They perform typical tasks facilitating listening comprehension in terms of identifying general or detailed information, interpreting implications and the speaker's tone of voice. Students practise speaking skills by expressing and justifying their opinions.   **Reading comprehension and speaking**   The tasks allow to facilitate reading comprehension and develop specialist and general vocabulary. Students develop their language competence while identifying types of publications, the tone of text and implications of content. They read in order to identify the main idea of a text, define the meaning of unknown words in context, differentiate between facts and opinions, understand relations in a sentence, predict the content of a text. Students practise speaking skills by expressing and justifying their opinions.   **Writing**   Defining the formal requirements for writing a logical, coherent and lucid text, which is grammatically and stylistically correct. Constructing correct sentences that introduce explanatory paragraphs. Writing coherent and logical explanatory paragraphs. Defining characteristic features of different types of reports (design, appropriate vocabulary and grammatical structures). Writing coherent and logical

reports of various kinds based on a given data.

Use of English

Analysing grammatical and logical structure of a text. Practising the correct use of different grammatical structures, including passive voice, reported speech, conditional clauses, inversion, and emphatic structures. Developing vocabulary, collocations, connotations and register, as well as idioms and phrasal verbs. Practising word formation.

Laboratory
n/a
Project
n/a

Basic literature	Moutsou, E. and S. Parker, <u>Use of English for the FCE Examination.</u> London: MM Publications, 1999 Evans,V., <u>FCE Use of English 1</u>. Newbury, Berkshire: Express Publishing, 2008 Evans,V., <u>FCE Use of English 2.</u> Newbury, Berkshire: Express Publishing, 2008 Evans V., Edwards L., <u>Upstream Advanced</u>, Student`s Book. Newbury, Berkshire: Express Publishing, 2003 Evans, Virginia. *Successful Writing Upper – Intermediate.* Express Publishing, 1998. Oshima , Alice. *Writing Academic English.* Pearson Education,2006. Zemach, Dorothy E. & Lisa A. Rumisek. *Academic Writing fom paragraph to essay.* Macmillan, 2009.
Additional literature	Clark, Stewart and Graham Pointon, <u>Word for Word.</u> Oxford: OUP, 2003 Watcyn, Jones, Peter and Jake Alboy, <u>Grammar and Usage for FCE</u>, Harlow, Essex: Pearson Education, 2006 DiPippo, Albert E.. *Rhetoric.* Glencoe Press, 1971. Evens, Virginia. *Successful Writing Proficiency .* Express Publishing, 1998. Macpherson, Robin. *English for Writers and Translators.* PWN, 1996. Smalzer, William R.. *Write to be Read.* Cambridge University Press, 1996. Oxford Collocations Dictionary; Oxford Dictionary of Synonyms and Antonyms; Longman Exams Dictionary

Teaching methods	• Class work, language practice activities • Discussion • Text analysis: expository techniques – written model text, spoken model text, pictures • Brain-storming sessions • Individual work, pairwork, groupwork • Problem-solving, discovery techniques • Formal instruction, explanation, coursebook work

Assessment methods	Learning outcome number
6 written tests : 2 reading comprehension tests, 2 listening comprehension tests, 2 use-of-English tests	01,02,03,04,05, 06,07,09,10,15, 18
2 oral tests	14,16,17,18
Home assignments and 'pass check' preliminary tests	01,02,03,04,05, 06,07,09,10,13, 14,15,16,17,18
Active participation in class	
4 writing assignments/ essays	08,11,12,06,18, 19,20,21,22,23

Form and terms of awarding credits	Summative assessment is based on coursework and successful completion of the tests and assignments mentioned above. Students` work is assessed within each of the four components of the Practical English course separately, and the final grade for the semester coursework is the average of the component grades, provided that all the components have been assessed as minimum satisfactory.

STUDENT WORKLOAD	
	Number of hours
Participation in lectures	
Independent study of lecture topics	
Participation in classes, labs, projects and seminars *	90
Independent preparation for classes *	70
Preparation of projects/essays/etc *	20
Preparation/ independent study for exams	20
Participation during consultation hours	10
Other	
TOTAL student workload in hours	**210**
Number of ECTS credits per course unit	**7**
Number of ECTS credits associated with practical classes	**200** **(90+70+20+20)** **6,7**
Number of ECTS credits for classes that require direct participation of lecturers	**100** **(90+10)** **3,3**