



## DESCRIPTION OF THE OBJECT

<b>FIELD OF STUDY</b>	ALL
<b>SPECIALISATION</b>	All specialities
<b>MODE OF STUDY</b>	Full-time studies/Part-time studies
<b>SEMESTER</b>	1

<b>Name of the subject</b>	English
<b>Hourly dimension of particular forms of classes</b>	Full-time studies – 30 Part-time studies - 18
	<ul style="list-style-type: none"> <li>• lectures</li> <li>• other forms</li> </ul>
	Full-time studies – 30; Part-time studies - 18

<b>Learning objectives:</b>	- have a basic knowledge of English and be able to use it in speaking and writing at B2 level (according to the guidelines of the Council of Europe - Common European Framework of Reference for Languages)
-----------------------------	---

<b>Learning outcomes for the subject</b>	
--	--

Number	Learning outcomes, a student who has successfully completed the course is able to:	Reference of learning outcomes for the programme	The reference to the learning outcomes for the area
EK_W01	know the grammatical rules and theoretical foundations of language functioning in its different grammatical areas and has a vocabulary from different areas of human activity	K_W01	P6S_WG
EK_U02	apply linguistic knowledge in order to understand spoken and written texts and to obtain key information and data from these texts; use linguistic knowledge in the production of written texts, both formal and private, and taking emotional aspects into account; express emotions spontaneously and present opinions, and be able to communicate effectively with native speakers	K_U12	P6S_UK
EK_K03	Participate actively and creatively (to the best of his/her abilities) in discussions, be open to views and attitudes expressed by other discussants, taking into account the cultural specificity of given nations; express his/her own opinion linguistically and culturally, taking into account the social roles and attitudes accepted in the culture of a given nation; understand the phenomena and processes occurring in the area of a given culture and nation; make choices using knowledge concerning a given cultural area and using language to the extent necessary to make such choices; have social and	K_K01 K_K07	P6S_KK P6S_KO

	linguistic competences enabling him/her to understand his/her own situation and the contextual constraints in which a given action takes place; feel the need to improve their language skills		
--	--	--	--

Content number	Educational/ curricular content	Reference to learning outcomes for the subject
	<b>Lectures</b>	
T_01	Personality types;- describing character and appearance. Vocabulary - prefixes. Questions of subject and complement.	EK_W01 EK_U02 EK_K03
T_02	Charisma - describing the personality and character traits of selected public figures. Present Simple vs Present Continuous - formation and usage;	EK_W01 EK_U02 EK_K03
T_03	Personality clash - expressing one's opinion about a suitable job candidate, agreeing or disagreeing with the interlocutor; Present Simple vs Present Continuous - question forms.	EK_W01 EK_U02 EK_K03
T_04	Study and writing skills - taking notes while reading; abbreviations and symbols. A comparative essay - comparing and arguing an opinion - a written statement. Conjunctions, conjunctions and their use.	EK_W01 EK_U02 EK_K03
T_05	Measuring your personality - personality tests and their usefulness in finding candidates for different positions at work.	EK_W01 EK_U02 EK_K03
T_06	Working in a global company - multiculturalism in companies; how to avoid conflicts resulting from different cultures.	EK_W01 EK_U02 EK_K03
T_07	Explorers; The Empty Quarters - communicating the content of texts read; phrasal verbs (1); literary translation of excerpts from a book.	EK_W01 EK_U02 EK_K03
T_08	A study trip - Discussion, arguing one's opinion using a variety of phrases; discussing pros and cons; a written statement or presentation on the image of Pole/Poland in the world; taking notes while listening.	EK_W01 EK_U02 EK_K03
T_09	Writing an essay - A biographical profile - an independent attempt to write a short biographical note about a chosen person.	EK_W01 EK_U02 EK_K03
T_10	Jobs - vocabulary related to work, occupations; describing job duties; answering questions about employment; writing a job advertisement; Present Perfect Continuous.	EK_W01 EK_U02 EK_K03
T_11	Homework - listing the most important aspects of a job e.g. promotion opportunities, salary and justifying your choice; Present Perfect Simple vs Present Perfect Continuous.	EK_W01 EK_U02 EK_K03
T_12	Writing skills - cover letter and CV - writing a CV and cover letter; making similar statements about your dream job.	EK_W01 EK_U02 EK_K03
T_13	Knowledge check	EK_W01 EK_U02 EK_K03

T_14	Knowledge check	EK_W01 EK_U02 EK_K03
------	-----------------	----------------------------

Methods and forms of teaching	Educational and curricular content
Lecture with multimedia presentation of selected issues	
Conversation lecture	T_01, T_02
Problem-based lecture	
Informative lecture	
Discussion	T_06, T_08, T_13
Working with text	T_07
Case study method	
Problem-based learning	
Didactic/simulation game	
Exercise method	T_01 - T_05, T_09, T_11 - T_14
Workshop method	
Project method	
Multimedia presentation	T_10
Audio and/or video demonstrations	
Activation methods (e.g. brainstorming, SWOT analysis technique, decision tree technique, „snowball” method, constructing „mind maps”)	
Inne (jakie?) –	
...	

Evaluation criteria in relation to particular learning outcomes				
Learning outcome	For assessment 2	For assessment 3	For assessment 4	For assessment 5
W01	The student is not able to state the grammatical rules and does not know the theoretical foundations of the functioning of language in its different grammatical areas and does not possess a vocabulary from different areas of human activity.	Students will be able to identify grammatical rules and will know the theoretical foundations of language functioning in different grammatical areas and have a vocabulary from different areas of human activity.	Student/ka nie tylko potrafi podać reguły gramatyczne i zna teoretyczne podstawy funkcjonowania języka w różnych jego obszarach gramatycznych oraz posiada zasób słownictwa z różnych obszarów aktywności człowieka, ale także potrafi poprawnie operować większością prostych struktur, potrafi budować zdania w większości wypadków spójnie. Na ogół używa szerokiego zakresu słownictwa odpowiedniego do zadania. Używa poprawnie niedużej ilości elementów słownictwa o charakterze bardziej złożonym i abstrakcyjnym.	Students will not only be able to identify grammatical rules and know the theoretical foundations of language functioning in different grammatical areas and possess a range of vocabulary from different fields of human activity, but also be able to correctly apply most structures. Can build coherent sentences and uses a wide range of vocabulary which at times goes beyond the syllabus. Uses more complex/abstract vocabulary correctly.
U02	Students will not be able to apply their linguistic knowledge to understand	Students will be able to apply their linguistic knowledge to understand	The student not only has the ability to apply his/her linguistic knowledge to	Students will be able to apply their linguistic knowledge in order to

	<p>spoken and written texts and to obtain key information and data from these texts; they will not be able to use their linguistic knowledge in the process of creating official and private written texts, taking into account the emotional aspect; they will not be able to express their emotions spontaneously and present their opinions, and their fluency in speaking will not enable them to communicate effectively with a person for whom the given language is their mother tongue.</p>	<p>spoken and written texts and to obtain key information and data from these texts; they will be able to use their linguistic knowledge in the process of creating official and private written texts, taking into account an emotional aspect; they will be able to express spontaneously their emotions and present their opinions, and their fluency in speaking will enable them to communicate effectively with a native speaker of a given language.</p>	<p>understand spoken and written texts and to extract key information and data from them, but also has the ability to use his/her linguistic knowledge in the process of creating official and private written texts, taking into account the emotional aspect, expressing his/her emotions spontaneously and presenting his/her opinion. can extract most of the information Can extract most of the information they need and put it into writing, and they can usually recognise the feelings and reactions of the speaker. but in addition can extract most of the information you need and put it into writing, and usually recognises the feelings and reactions of the speaker.</p>	<p>understand spoken and written texts and to obtain key information and data from these texts; they will use their linguistic knowledge in the process of creating official and private written texts, taking into consideration the emotional aspect; they will be able to express spontaneously their emotions and present their opinions, and their fluency in speaking will enable them to communicate effectively with a native speaker of a given language. In addition, they will be able to extract most of the information In addition, you will be able to extract most of the information you need and put it into writing, and you will usually be able to recognise can identify the speaker's feelings and reactions and give a clear and detailed description of the issues at stake, elaborating on some aspects and rounding off with an appropriate conclusion.</p>
K03	<p>The student does not participate actively in discussions, is not open to views and attitudes expressed by other discussants, taking into account the cultural specificity of given nations; at the linguistic and cultural level, he/she is not able to express his/her own opinion, taking into account social roles and attitudes accepted in the culture of a given nation; he/she does not understand phenomena and processes occurring in the area of a given culture and nation, taking into account the situation related to threats to public security; is not able to make choices with the use of knowledge concerning a given cultural area and using language to the extent necessary to make such choices; does not have social and linguistic competences enabling him/her to understand his/her own situation and the contextual constraints in which a given activity takes place; does not</p>	<p>The student participates actively and creatively in a discussion, is open to views and attitudes expressed by other discussants, taking into account the cultural specificity of given nations; at the linguistic and cultural level he/she is able to express his/her own opinion, taking into account social roles and attitudes accepted in the culture of a given nation; he/she understands phenomena and processes occurring within the given culture and nation, taking into account the situation related to threats to public security; is able to make choices with the use of knowledge concerning a given cultural area and using language to the extent necessary to make such choices; has social and linguistic competences enabling him/her to understand his/her own situation and the contextual constraints in which a given action takes place feel the need to improve their language skills</p>	<p>The student not only actively and creatively participates in a discussion, but is open to views and attitudes expressed by other discussants, taking into account the cultural specificity of given nations; at the linguistic and cultural level he/she is able to express his/her own opinion, taking into account social roles and attitudes accepted in the culture of a given nation; he/she understands phenomena and processes occurring in the area of a given culture and nation, taking into account the situation related to threats to public security; is able to make choices with the use of knowledge concerning a given cultural area and using language to the extent necessary to make such choices; has social and linguistic competences enabling him/her to understand his/her own situation and the contextual constraints in which a given action takes place has social and linguistic competences that enable them to understand their own situation and the</p>	<p>The student not only actively and creatively participates in a discussion, but is open to views and attitudes expressed by other discussants, taking into account the cultural specificity of given nations; at the linguistic and cultural level he/she is able to express his/her own opinion, taking into account social roles and attitudes accepted in the culture of a given nation; he/she understands phenomena and processes occurring in the area of a given culture and nation, taking into account the situation related to threats to public security; is able to make choices with the use of knowledge concerning a given cultural area and using language to the extent necessary to make such choices; has social and linguistic competences enabling him/her to understand his/her own situation and the contextual constraints in which a given action takes place has social and linguistic competences that enable him/her to understand</p>

	does not feel the need to improve his/her language skills		contextual constraints on their actions; feels the need to improve their language skills, but also to negotiate on a given topic. Spontaneous spoken text is not error-free, but this does not prevent communication.	his/her own situation and the contextual constraints of the activity; feels the need to improve his/her language skills, but also to negotiate on a given topic. Communicates freely and spontaneously without searching for words, so that interactions with native speakers become natural.
--	---	--	---	---

Verification of learning outcomes	EK symbols for the module/subject		
	W01	U02	K03
Written examination			
Oral examination			
Written credit			
Oral credit			
Written colloquium	X	X	X
Oral colloquium	X	X	X
Test			
Project	X	X	X
Written work			
Report			
Multimedia presentation	X	X	X
Work during exercise	X	X	X
Other (which?) - ...			

<b>Number of ECTS credits and their calculation for <u>full-time studies</u></b>	1 point ECTS
	<b>Balance of workload of the average student:</b> - participation in exercises: .....30 x 1 hours = 30 hours, - preparation for exercise: .....10 x 1 hours = 10 hours, - participation in consultations: .....2 x 1 hours = 2 hours, - course credit .....: 5 x 1 hours = 5 hours.
Total student workload	47 hours

<b>Number of ECTS credits and their calculation for <u>part-time studies</u></b>	1 punkt ECTS
	<b>Balance of workload of the average student:</b> - participation in exercises: .....20 x 1 hours = 20 hours, - preparation for exercise: .....20 x 1 hours = 20 hours, - participation in consultations: .....2 x 1 hours = 2 hours, - course credit .....: 5 x 1 hours = 5 hours.
Total student workload	47 hours
<b>Reference literature</b>	
1. D. Cotton, D. Falvey, S.Kent, Wydawnictwo Peavson Longman 2008. 2. Language Leader, Intermediate, Pearson Education ; 2008	

**Complementary literature**

1. A Practical English Grammar, A.J. Thomson, A.V. Martinet, 4<sup>th</sup> Edition, Oxford University Press 2006.
2. English Grammar in Use Third Edition, R. Murphy, CUP 2006.
3. English Vocabulary in Use. Pre-intermediate and Intermediate, S. Redman, CUP 1999.
4. Business Correspondence. A Guide to Everyday Writing, L. Loughheed, Wyd. 2, Pearson Education 2005.
5. Business Vocabulary in Use, B. Mascull, CUP 2002.
6. Model Business Letters, E-mails & Other Business Documents, Shirley Taylor, 6<sup>th</sup> Edition, Prentice Hall Financial Times 2004
7. English for Business Studies, Ian MacKenzie, Cambridge University Press 2010.
8. Dynamic Presentation, Mark Powell, Cambridge University Press 2010.
9. Advanced English Grammar in Use, Martin Hewings, Cambridge University;