

Subject card

Subject name and code	Practical English II, PG_00141031						
Field of study	English Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
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	part-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		English		
Semester of study	2		ECTS credits		13.0		
Learning profile	academic		Assessment form		exam		
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	112.0	0.0	0.0	0.0	112
	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	112		8.0		205.0	325
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 B2 as the end point. General and academic language training will include four language skills: listening, speaking, reading and writing, including the ability to create logical and coherent spoken and written texts, improve vocabulary knowledge and expand syntactic resources, consolidate grammatical correctness, as well as develop language fluency and correct pronunciation. The Practical English Course consists of four components: integrated skills, practical grammar, phonetics and written English.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAL3_K01] Critically evaluates 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 in the field of English practical English at the B2 level.	[SK1] oral statement/conversation/discussion [SK3] text preparation/written work
	[FAL3_K03] Is ready 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 his own actions, the actions of the teams he/she manages and the organizations in which he/she participates, and accept responsibility for the consequences of these actions.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[FAL3_K07] Is ready to take on responsible professional roles, including the observance and dissemination of ethical principles, in various spheres of activity related to the use of the English language.	Is ready to perform professional roles responsibly and comply with the principles of ethics in various areas related to the use of English at the B2 level.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work
	[FAL3_W12] Knows and understands selected issues and terminology relevant to the study of history, culture and realities of English-speaking countries, which constitute the basic context for research on the English language and English-language literature.	Knows and understands selected issues and terminology related to the history, culture and realities of life in English-speaking countries, which appear in the practical English study materials at the level B2.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] 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.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work
	[FAL3_U11] Interacts with others, plans and organizes individual and team work.	Is able to interact with others and plan and organise individual and team work in English language learning at the B2 level.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[FAL3_W05] He / she has advanced knowledge of the basic conceptual and terminological apparatus in the field of linguistics, including in particular those applicable in the study of the English language.	Has advanced knowledge of the English lexis for general and special purposes at the B2 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, ie. listens and reads with comprehension, writes essays and speaks at the B2 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 the 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_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, analyse and interpret, evaluate, select, collate and interpret information regarding English language from various sources at the B2 level.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] test/exam - oral or written
	[FAL3_W17] Knows and understands the basic concepts and principles of copyright law, in particular those applicable to research in the field of linguistics and literature in the framework of English philology and in professional work.	Knows and understands the concept and principles of property protection and copyright in relation to the use of other sources in texts created by oneself regarding the English language.	[SW3] text preparation/written work

	Course outcome	Subject outcome	Method of verification
	[FAL3_K05] Is ready to engage in social and professional life, including undertaking and co-organising activities for the social environment, also using knowledge and skills in the field of English, linguistics and English-language literature.	Is ready to engage in social and professional life using skills in the field of English at the B2 level.	[SK2] presentation/project/paper/report [SK3] text preparation/written work
	[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 the grammatical structures and lexical items as well as how to construct written and oral statements and knows 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

Subject contents	Integrated skills component: Lexis The lexical range is closely related to the subject matter of the class. Expanding the spectrum of vocabulary, examples of more compound verbs and more advanced collocations and idiomatic expressions; vocabulary found in the texts discussed in class and/or grouped into lexical collections for the discussion of a given topic; lexical and grammatical-lexical units practiced in tasks of productive language use (cloze tests, key-word transformations in Use of English). Listening Texts at the B1+/B2 level: adapted for pedagogical purposes and authentic texts; monologues and dialogues, longer radio plays and authentic TV programs. Skills: further work on developing global comprehension skills and relating to detailed content, presented directly and implied; expanding the use of paraphrase and practicing summarizing listening content; listening as a form of developing and deepening linguistic competence (lexical, grammatical, speaking). Reading Texts at B1+/B2 level: texts adapted for pedagogical purposes and shorter authentic texts, including texts with sociological, cultural and literary profiles; Skills: developing the ability to read, analyze and synthesize text discourse, meanings presented and implied; deducing the meaning of words from context; paraphrasing text contents; intensive work on the vocabulary present in texts; tasks integrating reading skills with other language skills (listening, speaking and writing). Speaking Tasks: information gap exercises, language games and activities; dialogues, conversations and discussions in groups and their summary in the class. Skills: Continue working on developing interactive competence (interlocutor orientation during dialogic discourse), developing continuity and fluency in shorter monologic speech, while maintaining the determinants of grammaticality and lexical correctness; continue working on monitoring pronunciation with emphasis on phonetic clarity (accuracy and comprehensibility). Written English component Types of paragraphs (descriptive, narrative, contrastive, discursive) and work on its creation and editing. Analysis of selected texts in terms of grammatical structures, vocabulary used and stylistic means. Structure of an essay: introduction, development and conclusion. Analysis of the thesis of the essay and independent and team work on its formulation, development and documentation in different parts of the essay. Discursive essay and its importance in academic writing. Analysis of sample discursive essays. Individual and team work on planning, creating and editing a discursive essay. Feedback on the created text from the Instructor and other team members. Verification of the credibility of sources. Bibliographic style sheets. Practical Grammar component Topics in semester 2: Conditional sentences. Conjunctive mode and non-real tense. Noun. Preposition. Adjective. Adverb. Types of sentences: singular, compound. Sentence formation. Student's own work: Choice according to the given sources: idioms. Practical phonetics component Presentation of the vowel system of the English language. The role of vowels in the sound system of the language. Temporal relations in English (short vowels, long diphthongs; shortening the length of vowels before voiceless consonants). Working on correct articulation of sounds, taking into account the appropriate length of vowels, which is phonemic in nature. Reading and creating phonetic transcription of single words, sentences and short texts.
------------------	---

Prerequisites and co-requisites	Entry requirements		
	Knowledge of English at the B1+ level		
	Passing of the subject Practical English I.		
	Additional requirements		
	A student is admitted to the examination provided that he/she passes all PNJA components in semester 2, i.e. obtains at least 51% of points in each of the components. The final exam covers the content of the subjects Practical English I and II.Students can take the final exam if they achieve a passing grade (51%) in each of the components of the subject (phonetics, practical grammar, integrated course, written language) in semester 2.		
	The exam consists of 4 parts: 1. listening/reading/vocabulary 2. grammar 3. writing 4. oral part. In order to pass the exam, the student must obtain a minimum of 51% in each part of the exam. Only then is the final grade calculated, which is the arithmetic average of the partial grades.For the reading/listening/vocabulary part of the exam, the student must pass each component of the test to receive a passing grade.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Essay writing exam	51.0%	25.0%
	Written exam in: listening and reading comprehension and Use of English	51.0%	25.0%
	Speaking exam	51.0%	25.0%
	Written exam in practical grammar	51.0%	25.0%

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. 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.
---------------------	------------------	---

	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 Roach, Peter (2012). English Phonetics and Phonology. Cambridge University Press. 5 Sobkowiak, Włodzimierz (2004). English Phonetics for Poles. Wydawnictwo Poznanskie. 6 Underhill, Adrian (1994). Sound Foundations. Macmillan.
	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	

Document generated electronically. Does not require a seal or signature.