

Subject card

Subject name and code	Practical English II, PG_00210528						
Field of study	English Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
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	1		Language of instruction		English		
Semester of study	2		ECTS credits		12.0		
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	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		172.0	300
Subject objectives	The aim of the classes is to improve the operational command of English, taking the B1+ 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 correctness, as well as develop language fluency and correct pronunciation at the segmental level with the focus on reduced forms.						
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 knows the ways to construct written and oral statements at B2 level within the framework of cultural conventions of communication in English.		[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 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 B2 level, observing the cultural rules of communication in English.		[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] test/exam - oral or written		
	[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 one's knowledge and skills in English on B2 level.		[SK1] oral statement/conversation/discussion [SK3] text preparation/written work [SK4] test/exam - oral or written		

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 summarising 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, analyse and synthesise 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: Continuing working on developing interactive competence (interlocutor orientation during discourse), developing continuity and fluency in individual long turns while maintaining the determinants of grammaticality and lexical correctness; continuing working on pronunciation with emphasis on phonetic clarity (accuracy and comprehensibility). Written English component Types of paragraphs (descriptive, narrative, contrastive, discursive) and working on their creation and editing. Analysis of selected texts in terms of grammatical structures, vocabulary 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 unreal past. Noun. Preposition. Adjective. Adverb. Types of sentences: singular, compound. Sentence formation. Student's own work: idioms.
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	Practical phonetics component Presentation of the English consonant system. Practicing correct sound articulation, taking into account vowel length. Introduction to connected speech. Reading and producing phonemic transcription of individual words and short sentences.																	
Prerequisites and co-requisites	Entry requirements Knowledge of English at the B1+ level Passing of the subject Practical English I. Additional requirements Attendance at all classes is mandatory, unless the student obtains the Dean's approval to pursue their studies under an individual study arrangement (IOS). 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 skills course, writing). The exam consists of 4 parts: 1. listening/reading/vocabulary/use of English 2. grammar 3. writing 4. speaking test. 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/use of English part of the exam, the student must pass each component of the test to receive a passing grade. In phonetics the student will write at least one IPA test. IPA tests are worth 20% of the final grade, while loud reading tests are worth 80% of the final grade.																	
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>oral exam</td><td>51.0%</td><td>25.0%</td></tr><tr><td>written exam: Integrated skills: reading comprehension, listening comprehension, vocabulary & use of English</td><td>51.0%</td><td>25.0%</td></tr><tr><td>practical grammar exam</td><td>51.0%</td><td>25.0%</td></tr><tr><td>exam in essay writing</td><td>51.0%</td><td>25.0%</td></tr></table>			Subject passing criteria	Passing threshold	Percentage of the final grade	oral exam	51.0%	25.0%	written exam: Integrated skills: reading comprehension, listening comprehension, vocabulary & use of English	51.0%	25.0%	practical grammar exam	51.0%	25.0%	exam in essay writing	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 O'Dell, Felicity (2000) English Vocabulary in Use. Upper-Intermediate. Cambridge University Press. 3 McCarthy, Michael and Felicity O'Dell (2008). English Collocations in Use Advanced. Cambridge University Press. 4 McCarthy, Michael and Felicity O'Dell (2007). English Phrasal Verbs in Use Advanced. Cambridge University Press. 5 McCarthy, Michael and Felicity O'Dell (2017). English Vocabulary in Use Advanced. Cambridge University 6 Wybrane materiały z podręczników na poziomie C1, np. Bell, Jan and Roger Gower (2015). Advanced Expert. Pearson. 7 Tests: Cambridge CAE: French, Amanda (2015). Advanced Testbuilder. Third Edition with key and 2 CD. Macmillan. 8 Tests: Cambridge CAE: University of Cambridge ESOL Examinations (2008). Certificate in Advanced English for updated exam with answers 2. Cambridge University Press. 9 Online materials selected by the teacher, especially BBC documentaries. 10 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 Vince, Michael (2009). Advanced English Practice. Heinemann. 5 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 Marks, Jonathan (2012). English pronunciation in Use Elementary. CUP. 4 Authentic materials
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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 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 Poznańskie. 6 Underhill, Adrian (1994). Sound Foundations. Macmillan.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Work on developing skills in both global comprehension and understanding specific content, whether explicitly stated or implied. Texts at B1+/B2 level: texts adapted for pedagogical purposes and shorter authentic texts, including those with sociological, cultural, and literary content. Paraphrasing of textual content. Work on developing interactive competences, enhancing continuity and fluency in shorter monologic speech. Structure of an essay: introduction, body, and conclusion. The discursive essay and its importance in academic writing. Analysis of sample discursive essays. Evaluation of source credibility and proper bibliographic documentation. Conditional sentences, subjunctive mood, and unreal tenses. Noun, article, adjective, adverb. Types of sentences: simple and complex. Introduction to the vowel system of the English language. The role of consonants in the phonological system. Work on correct articulation of sounds, including the appropriate length of vowels.	
Work placement	Not applicable	

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