

Subject card

Subject name and code	Practical English II., PG_00177145						
Field of study	American 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	Division of American Studies -> Institute of English and American Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Justyna Stiepanow				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	150.0	0.0	0.0	0.0	150
	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	150		10.0		140.0	300
Subject objectives	The course aims to: • improve all English language skills: reading and listening comprehension, speaking and writing • expand students' lexis and phraseology • improve their American pronunciation in General American English • develop their public speaking skills • advance students' general writing skills • advance grammatical accuracy. The target level to the end of the second semester is the B1+/B2, according to CEFR.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[AMERL3_K07] Is prepared to adhere to ethical principles and to require others to do so in the performance of tasks related to the study programme, in research work in the field of American cultural and literary studies, and in professional work.	The student is prepared to adhere to ethical principles and require others to do so in the performance of tasks related to the study program, at language level B1+/B2.	[SK2] presentation/project/paper/report [SK3] text preparation/written work
	[AMERL3_K01] Is prepared to critically evaluate their knowledge and skills, particularly in the field of American cultural and literary studies, basic contextual knowledge of American studies and the English language.	The student is ready to critically assess their practical English language skills at the B1+/B2 level.	[SK1] oral statement/conversation/discussion [SK3] text preparation/written work
	[AMERL3_U08] Is able to interact with others and plan and organise individual and team work, in particular within the framework of American studies and in a chosen area of cultural or economic activity related to knowledge of cultural contexts and the English language.	The student is able to interact with others and plan and organize individual and team work, particularly in cultural contexts and in English at B1+/B2 level.	[SU2] presentation/project/paper/report [SU3] text preparation/written work
	[AMERL3_U06] Is able to use English at C1 level, prepare written work and oral presentations in accordance with cultural norms of communication, including in academic contexts.	The student is able to read and listen with understanding, create written texts and oral statements in English at the B1+/B2+ level.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written
	[AMERL3_U04] Is able to participate in debates, present and evaluate different opinions and positions, and discuss them, including issues related to cultural phenomena and processes in North America and American literature.	The student is able to participate in debates, present and evaluate different opinions and positions, and discuss them using English at the B1+/B2 level.	[SU1] oral statement/conversation/discussion

Subject contents	Content covered in <i>Writing</i> Texts highlighting the diversity of voices in American culture, the variety of perspectives (authors and authors of African-American, Korean, Puerto Rican, Eastern European, Native American descent). The concept of code switching using Spanglish and/or Ebonics as an example. A variety of languages, including sign language (Walters, Brody). Reading and responding to columns and short texts expressing opinions in the New York Times and New Yorker, among others. Exercises for clarity of expression (clarity). Restrictive and nonrestrictive sentences (restrictive and nonrestrictive clauses). Active verbs. Active vs. passive side, when and how to use. Comma, semicolon, period. Ways to express a personal opinion. Removing words from statements that do not carry meaning (tightening wordy sentences). Examples of essays using the contrast-and-compare technique. Independent creation of a thesis statement and the ability to distinguish its components. Drafting and planning a text (drafting and outlining). Content for practical grammar: Noun: number, genus, cases cont. Prepositions: definite and indefinite (a, the). Pronouns: personal, possessive, reflexive, re-ciprocal, demonstrative, quantitative, relative. Subordinate sentences (Relative Clauses: defining and non-defining, connective). Emphatic structures: cleft sentences, what-cleft sentences. Modal verbs and their expressive functions: ability, probability, necessity, will/would as modal verbs. Passive side + ergative verbs. Other passive constructions (have sb do sth, have sb doing sth, get sb to do sth). Idioms. Content for the phonetics component: Segmental phonetics 2: consonants. Places and manner of articulation. Sonic and voiceless consonants. Phonetic transcription. Content for Integrated Course: ics determined by the instructor to include both personalized topics that connect directly to students' experiences and more abstract issues that relate to various aspects of knowledge, science and culture. Lexis: Expansion of the spectrum of vocabulary, compound verbs and collocations and idiomatic expressions; Americanisms and their British equivalents; examples of the use of lexical and grammatical-lexical units in exercises of productive language use (cloze tests, key-word transformations and lexical sets in Use of English). Listening: Authentic podcasts, radio/TV programs related, for example, to lexical exercises or to the main topic of the class; monologues and dialogues. Continue to develop skills of global comprehension and relating to detailed content, presented directly and implied; expand the use of paraphrasing and practice summarizing listening content; listening as a form of developing and deepening linguistic competence (lexical, grammatical, speaking). Reading: Authentic texts of various lengths, including texts with a sociological and cultural profile. Developing the ability to read, analyze and synthesize textual discourse; expanding the scope of paraphrasing and summarizing excerpts from the texts under discussion; working on the vocabulary found in the texts; tasks that integrate reading skills with other language skills (listening, speaking and writing). Speaking: Dialogues, group conversations and discussions, individual and team presentations and speeches. Continue work on developing interactive competence (interlocutor orientation during dialogic discourse), developing continuity and fluency in shorter and longer monologic speech, while maintaining the determinants of grammaticality and lexical correctness; expanding linguistic functions (making hypotheses and presenting arguments to support one's reasons, expressing a wider range of subjective meanings and hypotheticals); continuing work on monitoring pronunciation with emphasis on phonetic clarity (accuracy and comprehensibility).
Prerequisites and co-requisites	Entrance requirement: B1+ level of English (CEFR) and passing the first semester of the Practical English module. The condition for admission to the Practical English module exam at the end of the second semester is to obtain a positive grade for each component: phonetics, written language, practical grammar and the integrated course. The final grade in the PNJA exam is the arithmetic mean of its individual parts: the practical grammar test, the essay, the integrated skills test and the speaking exam.

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Written English Exam: essay	51.0%	25.0%
	IS Exam: reading and listening comprehension; use of English	51.0%	25.0%
	Practical Grammar Exam: written test	51.0%	25.0%
	Speaking Exam	51.0%	25.0%

Recommended reading	Basic literature	A.1. List of books for Practical Grammar: Cuprych, Zofia. <i>English Grammar Exercises for Polish Students</i>. WPWSZ Elbląg, 2007. Graver, B.D. <i>Advanced English Practice</i>. Oxford University Press, 2000. Mańczak-Wohlfeld, Annna Niżegorodcew, Ewa Willim. <i>A Practical Grammar of English</i>. PWN, 2021. Scheffler, Paweł. <i>Repetitorium w zdaniach do tłumaczenia</i>. LektorKlett, 2010. Swan, Michael. <i>Practical English Usage</i>. Oxford University Press, 2005. Thomson, A.J. & A.V Martinet. <i>A Practical English Grammar</i>. Oxford University Press, 2014. Vince, Michael. <i>Advanced Language Practice</i>. Macmillan, 2009 Foley, Mark; Hall, Diane. <i>My Grammar Lab Advanced</i>. Pearson, 2012. Hewings, Martin. <i>Advanced Grammar in Use</i>. CPU, 2013. Materiały własne prowadzącego A.2. List of books for Written English: Diana Hacker, Nancy Sommers, (2021). <i>Rules for Writers</i>, Tenth edition, Bedford/St. Martin's. Diana Hacker, Nancy Sommers, (2017). <i>Developmental Exercises to Accompany Rules for Writers</i>. Bedford/St. Martin's. Diana Hacker, Nancy Sommers, (2020). <i>Working with Sources: Exercises for Hacker Handbooks</i>, Second edition, Bedford/St. Martin's. Diana Hacker, Nancy Sommers, (2021). <i>Rules for Writers with Writing about Literature</i>, Tenth edition. Bedford/St. Martin's. Keith Walters, Michal Brody, (2005). <i>Whats Language Got to Do with It?</i> W. W. Norton & Company. Ursula K. Le Guin, (1998). <i>Steering the Craft: Exercises and Discussions on Story Writing for the Lone Navigator or the Mutinous Crew</i>. The Eight Mountain Press. Karen Elizabeth Gordon, (2003). <i>The New Well-Tempered Sentence: A Punctuation Handbook for the Innocent, the Eager, and the Doomed</i>, The Mariner Book. Annie Dillard, (2013). <i>The Writing Life</i>. Harper Perennial.
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		Natalie Goldberg, (2016). <i>Writing Down the Bones: Freeing the Writer Within</i>. Shambhala. Stephen King, (2020). <i>A Memoir of the Craft: On Writing</i>. Reissue edition. Scribner. <i>Langenscheidts Pocket Merriam-Webster Guide to Punctuation and Style</i>, (1998). Langenscheidt. William Strunk, E.B. White, (2023). <i>The Elements of Style</i>, Forth Edition, Sirius. Purdue University Online Writing Lab (OWL) https://owl.purdue.edu/owl/CommaQueenSeries, New Yorker: https://www.newyorker.com/video/series/comma-queen other materials suggested by the course teacher. A.3. List of books for Phonetics: Carley, Paul, and M. Mees, Inger. <i>American English Phonetics and Pronunciation Practice</i>. Routledge, 2020. Sawala, Krzysztof. Szczegola, Tomasz. Weckwerth, Jaroslaw. <i>Say It Right: Multimedialny kurs wymowy angielskiej (wersja amerykańska)</i>. SuperMemo World, 2009. Prator, Clifford H. <i>Manual of American English Pronunciation</i> 4th edition. CBS College Publishing, 1985. OConnor, J.D. <i>Phonetic Drill Reader</i>. Cambridge University Press, 1985. A.4. List of books for Integrated Skills: McCarthy, Michael, Felicity O'Dell. 2002. <i>English Vocabulary in Use Upper-Intermediate</i>. Cambridge: Cambridge UP. McCarthy, Michael, Felicity O'Dell. 2002. <i>English Phrasal Verbs in Use Intermediate</i>. Cambridge: Cambridge UP. McCarthy, Michael, Felicity O'Dell. 1995. <i>English Vocabulary in Use: 100 units of vocabulary reference and practice, upper-intermediate and advanced, self-study and classroom use</i>. Cambridge: Cambridge UP. American English podcasts BBC 4 podcasts
	Supplementary literature	none
	eResources addresses	

Example issues/ example questions/ tasks being completed	Reading and reacting to columns and short texts expressing opinions, e.g. in <i>The New York Times</i> and <i>The New Yorker</i>. Discussions and writing assignments on topics that may be close to students or provoke their opinions (climate, sport, AI). Reading and responding to short literary texts (e.g. Zitkala-Ša, Kinkaid, Sedaris).
Work placement	Not applicable

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