

**Subject card**

<b>Subject name and code</b>	Practical English II, PG_00189673						
<b>Field of study</b>	Management of Artistic Institutions						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2026/2027		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study Subject group related to practical vocational preparation		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			English		
<b>Semester of study</b>	2	<b>ECTS credits</b>			6.0		
<b>Learning profile</b>	practical	<b>Assessment form</b>			exam		
<b>Conducting unit</b>	Division of Research into the Performing Arts -> Institute of English and American Studies -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	Subject supervisor		dr Olga Aleksandrowska				
	Teachers						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	90.0	0.0	0.0	0.0	90
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	90		6.0		54.0	150
<b>Subject objectives</b>	Improving practical knowledge of general and specialist English in the four language skills (speaking, writing, reading and listening) with a focus on improving vocabulary, fluency, pronunciation and grammatical correctness, and based on various thematic issues, particularly in relation to issues related to art, business and management.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[ZIAL3_K01] They are prepared for a critical assessment of their knowledge and skills; they understand the importance of ongoing learning and professional development in managerial and/or artistic activity.	Is able to critically assess his/her knowledge and skills in English, in particular regarding issues related to the management of artistic institutions; demonstrates the need to constantly expand his/her language skills.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written [SK5] implementation of a problem task
	[ZIAL3_U08] They are capable of autonomously planning and pursuing lifelong learning in areas such as arts and literature studies, management of arts and cultural institutions, and/or artistic pursuits.	Is able to find and skillfully use a variety of materials for independent learning of English in the field of business and management, both in paper and digital form.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU5] implementation of a problem task
	[ZIAL3_W09] They are familiar with the fundamental concepts and principles of intellectual property protection and copyright law.	Is familiar with the English equivalents of fundamental concepts related to intellectual property protection and copyright law.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
	[ZIAL3_U05] They are proficient in using a foreign language at the B2 level of the Common European Framework of Reference for Languages (CEFR).	Is proficient in speaking, writing, reading and listening in English at the B2 level of the Common European Framework of Reference for Languages (CEFR).	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU6] demonstration of practical skills
	[ZIAL3_U06] They are capable of preparing standard written works in both Polish and English for diverse purposes, in various formats, lengths, and styles, employing fundamental theoretical approaches and sources.	Is able to prepare standard written works in both Polish and English for diverse purposes, in various formats, lengths, and styles, employing reliable sources.	[SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task
	[ZIAL3_W07] They possess a solid knowledge of English grammar and vocabulary at the B2 level, with a focus on practical application in arts management and/or artistic practice.	Possesses a solid knowledge of English grammar and vocabulary at the B2 level, especially regarding issues related to business and management of artistic institutions.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task

<p>Subject contents</p>	<p>Component topics: integrated course - 30 hours</p> <p>Expanding the vocabulary used in topics discussed during classes, creating lexical sets (e.g. interests and hobbies, character traits, interpersonal relationships, advertising, current cultural and artistic events, etc.). Improving the ability to read short and longer texts adapted for language teaching purposes and authentic texts, with particular emphasis on press articles, literary, cultural and sociological texts. Improving the ability to listen to texts adapted for learning purposes, as well as shorter authentic texts representing various types and genres. Improving the skills of dialogic and monologue discourse (dialogues and exercises with information gaps, simulations and role-playing, communication games and activities, short individual statements). Writing: creating written statements of various content, volume and style.</p> <p>Component topics: grammar - 30 hours</p> <p>Consolidation of selected grammatical issues and structures, including: grammatical tenses, articles, prepositions, word formation, conditionals, modal verbs, gerunds and infinitives, sentence order, question tags, passive voice, reported speech, relative clauses, subjunctive, subjunctive mood. Paraphrases, transformations, gap tests, multiple choice, translation elements.</p> <p>Component topics: phonetics - 30 hours</p> <p>Presenting the accent diversity of the English language. Standard British English sound system. Phonetic alphabet. Speech apparatus and articulatory settings. The consonant system of the English language. The vowel system of the English language. Time relations in English. Word stress, stress patterns depending on the word structure (suffixation, compound words, distinctive stress patterns to distinguish grammatical categories).</p>
<p>Prerequisites and co-requisites</p>	<p>Successfully completing all PNJA components in semester 1.</p> <p>A student will be admitted to the exam if they receive a passing grade for all components of the course in semester 2.</p> <p>oral/written utterances:</p> <p>51.0% (passing threshold)</p> <p>40.0% (percentage of the final grade)</p> <p>oral/written tests:</p> <p>51.0% (passing threshold)</p> <p>40.0% (percentage of the final grade)</p> <p>active participation in classes:</p> <p>80.0% (passing threshold)</p> <p>20.0% (percentage of the final grade)</p>

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	oral exam	51.0%	20.0%
	written exam - Grammar test	51.0%	40.0%
	written exam - Integrated Course test	51.0%	40.0%

Recommended reading	Basic literature	<p>Boyd E., CAE Gold Plus Exam Maximiser, Harlow 2008.</p> <p>Celce-Murcia M., Teaching Pronunciation, Cambridge 2010.</p> <p>Cuprych Z., English Grammar Exercises for Polish Students, Elbląg 2007.</p> <p>Evans V., FCE Use of English 1 &amp; 2, Express Publishing 1998.</p> <p>Foley M., Hall D., Advanced Learner's Grammar, Longman 2003. Graver B.D., Advanced English Practice, Oxford 1986.</p> <p>Hewings M., Advanced Grammar in Use, Cambridge 2003.</p> <p>Hewings M., Pronunciation Practice Activities, Cambridge 2004.</p> <p>Jones L., Eight Simulations: For Upper-intermediate and More Advanced Students of English, Cambridge University Press 1983.</p> <p>Kenny N., Newbrook J., Acklam R., CAE Gold Plus, Harlow 2008. Klippel F., Keep Talking, Cambridge 1984.</p> <p>Mańczak-Wohlfeld E., Niżegorodcew A., Willim E., A Practical Grammar of English, Warszawa 1993.</p> <p>Patoka, Z., Fandrejewska A., Success in Business Success in Life, wyd. Poltext 2018.</p> <p>Scheffler P., Repetytorium w zdaniach do tłumaczenia, Poznań 2010.</p> <p>Thomson A.J., Martinet A.V., A Practical English Grammar, Oxford 1986.</p> <p>Willim E., Mańczak-Wohlfeld E., A Contrastive Approach to Problems with English, Warszawa 1987.</p> <p>Authentic materials, e.g. TED talks, <a href="http://www.americanrhetoric.com/">http://www.americanrhetoric.com/</a>, <a href="http://poets.org">http://poets.org</a> /etc.</p> <p>Hewings M., Advanced Grammar in Use, Cambridge 2009.</p> <p>McCarthy M., O'Dell F., English Collocations in Use Advanced, Cambridge 2009.</p> <p>McCarthy M., O'Dell F., English Vocabulary in Use Advanced, Cambridge 2002.</p> <p>McCarthy M., O'Dell F., English Vocabulary in Use Upper-Intermediate, Cambridge 2000.</p> <p>Sawala K. et al., Say It Right. Multimedialny kurs wymowy angielskiej, Swarzędz 2009. Swan M., Practical English Usage, Oxford 2005.</p> <p>Thomson A.J., Martinet A.V., A Practical English Grammar, Oxford 1986. Vince M., Advanced Language Practice, Macmillan 2009.</p>
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		Wellman G., The Heinemann English Wordbuilder, Oxford 1989.
	Supplementary literature	n/a
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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