

English language II

Basic data of the subject	
Academic unit:	Faculty of Education
Subject:	English language II
Program:	Primary
Level:	Bachelor
Subject status:	Obligatory
Year of studies:	2026/2027 2 nd year, 3 rd semester
Number of hours per week:	2+2
Credit value – ECTS:	6
Time / location:	
Professor:	Prof. Asst. Dr. Jasmin Jusufi
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Description of the subject	English Language II is an obligatory course offered to second-year students of the Primary Program at the Bachelor level. The course is designed to further develop students' communicative competence at an intermediate level through systematic practice of the four core language skills: reading, writing, listening, and speaking. The program expands students' grammatical knowledge, enriches their academic and functional vocabulary, and strengthens their ability to use English accurately and fluently in both academic and real-life contexts. Emphasis is placed on authentic texts, interactive tasks, critical discussions, and structured writing activities that support language accuracy and communicative confidence. The course also consolidates previously acquired knowledge while preparing students for more advanced language use and for their future professional role as primary educators who may use English in instructional and intercultural settings.
Objectives of the course:	The English Language II course aims to further develop students' communicative competence at an intermediate level by strengthening and expanding their knowledge of grammar,

	vocabulary, pronunciation, and functional language use. The program provides systematic and advanced practice in the four core language skills: reading, writing, speaking, and listening. Through authentic texts, cultural topics, and communicative tasks, students will deepen their understanding of language structures and improve their fluency and accuracy in both oral and written communication. The course also aims to enhance students' critical thinking, interactive participation, and ability to express opinions, arguments, and ideas clearly in academic and real-life contexts. Furthermore, it prepares students for more advanced language studies and supports their future professional role as primary educators who may use English in teaching, intercultural communication, and continuous professional development.
Expected learning outcomes:	Knowledge By the end of the course, students will be able to: • Demonstrate knowledge of intermediate grammatical structures (e.g., present perfect and present perfect continuous, conditionals, reported speech, passive voice, modal verbs of probability and obligation). • Explain the use of complex sentence structures and verb patterns in spoken and written English. • Recognize and understand extended vocabulary related to education, media, culture, careers, and social issues. • Identify main ideas, supporting details, and implicit meaning in authentic intermediate-level texts. • Understand key pronunciation features such as connected speech, stress patterns, and intonation in discourse

Skills By the end of the course, students will be able to: • Read and critically analyze intermediate-level texts, identifying arguments and specific information. • Write coherent and well-structured paragraphs, essays, formal and informal letters using appropriate grammar and vocabulary. • Participate actively in discussions, expressing opinions, agreeing and disagreeing appropriately. • Deliver short presentations on assigned topics with clarity and organization. • Understand longer listening passages and extract essential information and speaker intention. • Apply intermediate grammatical structures accurately in both spoken and written communication. Competencies By the end of the course, students will be able to: • Communicate confidently and fluently in English in academic, professional, and intercultural contexts. • Work collaboratively in group tasks and projects using English as the medium of interaction. • Demonstrate autonomy in language learning through independent study and reflective practice. • Use English effectively in future professional contexts, particularly within primary education settings.			
Contribution to the student's workload (which must correspond to the student's learning outcomes)			
activity	hour	Day/week	Overall

Lectures	2	15 weeks	30 hours
Theoretical/laboratory exercises	2	15 weeks	30 hours
Practical work			
Contacts with the teacher/consultations	2		2 hours
Field exercises			
Colloquiums, seminars			
Homework	2	15 days	30 hours
Student's independent study time (in the library or at home)	3	15 days	45 hours
Final exam preparation	10		10 hours
Time spent in assessment (tests, quizzes, final exam)	2	2 days	4 hours
Projects, presentations, etc			
TOTAL			151 hours
Teaching methodology:	The course is delivered through an interactive and communicative approach that integrates lectures with practical language activities. Approximately 30% of each session is dedicated to guided practice, reinforcement exercises, and skill-based tasks. Teaching methods include discussions, pair and group work, presentations, listening activities, grammar workshops, and writing tasks. Authentic materials and real-life scenarios are incorporated to promote critical thinking and meaningful communication. Continuous feedback and formative assessment are used to support students' progress and encourage active participation throughout the semester.		
Evaluation methods:	• Regular attendance and active participation – 10% • First Midterm (Colloquium I – written test) – 40% • Independent student work / projects / presentations – 10% • Second Midterm (Colloquium II – written and/or oral assessment) – 40%		
LITERATURE			

Basic literature:		• Harris, M., Mower, D., & Sikorzynska, A. (2019). <i>Opportunities: Intermediate student's book</i> (Global ed.). Pearson Education. • Murphy, R. (2019). <i>English grammar in use</i> (5th ed.). Cambridge University Press. • Wright, A., Betteridge, D., & Buckby, M. (2006). <i>Games for language learning</i> (3rd ed.). Cambridge University Press. • Eastwood, J. (2019). <i>Oxford practice grammar: Intermediate</i> (Updated ed.). Oxford University Press.
Additional literature:		• Oxenden, C., Latham-Koenig, C., & Seligson, P. (2019). <i>English file: Intermediate student's book</i> (4th ed.). Oxford University Press. • Soars, L., & Soars, J. (2019). <i>New headway: Intermediate student's book</i> (5th ed.). Oxford University Press. • McCarthy, M., & O'Dell, F. (2017). <i>English vocabulary in use: Intermediate</i> (3rd ed.). Cambridge University Press.
Designed lesson plan:		
Week	Topic	Language Focus & Activities
Week 1	Adventure	Questions and negatives; Parts of speech and meaning; Word formation; Collocations (words that go together)
Week 2	Story	Present tenses (review); Present Continuous; Numbers and dates; Present Passive
Week 3	Travel	Past Simple vs. Past Continuous; Reading: <i>The Painter and the Writer</i> ; Discussion: Books and films
Week 4	The Media	Quantity and articles; Modal verbs (obligation, permission); Requests and offers; Discussion: Advice for a foreign visitor
Week 5	Advertising	Verb patterns; Future intentions (going to vs. will); Reading: <i>My Kind of Holiday</i>
Week 6	People	Expressions with "like"; Collocations; Reading: <i>Global Pizza</i> ; Discussion: Popular food around the world

Week 7	Learning & Work	Present Perfect (for/since); Present Perfect Passive; Phrasal verbs (literal vs. idiomatic); Reading: <i>Dream Jobs</i> ; Discussion: Current news topics
Week 8	Midterm Exam	Colloquium I
Week 9	Careers	Time clauses; First Conditional; Making suggestions; Reading skills: <i>Who Wants to Be a Millionaire?</i> ; Discussion: "What would you do if you had 15 million dollars?"
Week 10	Culture Shock	Modal verbs of probability (must, could, might, can't); Agreeing and disagreeing strategies
Week 11	Civilization	Present Perfect Continuous; Compound nouns; Quantifiers (how much, how many, some, any, little, few, etc.)
Week 12	Celebrities	Phrasal verbs; Indirect questions; Question tags; Formal and informal letters
Week 13	Shopping & Traditions	Reported speech; Reported statements, questions, and requests; Discussion: Customs related to births, weddings, and celebrations
Week 14	Traveling	Tense revision (Present and Past Tenses, Passives); Adjectives and adverbs; General grammar consolidation
Week 15	Final Exam	Colloquium II

Academic policies and rules of conduct:

- Attend classes regularly and arrive on time, as attendance is an essential component of successful course completion.
- Actively participate in lectures, discussions, group work, and practical activities.
- Come prepared for each class with the required textbook, materials, and completed assignments.
- Respect academic integrity by submitting original work and avoiding plagiarism or any form of cheating.
- Maintain respectful communication and behavior toward the lecturer and fellow students.
- Turn off or silence mobile phones and electronic devices during class unless used for academic purposes.
- Present a valid student ID during midterm examinations and the final assessment.