



COURSE CARD

1. Basic information

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| Course name in English: | A2+ Spanish Language 30h | |
| Course name in Polish: | Język hiszpański A2+ 30 | |
| Number of hours: | 30 | |
| Type of course: | Language course | |
| Form of course: | Language course | |
| Code of course: | JZL100994C/SJO000SD0012C | |
| Course leader: | Ewa Dmowska | |
| Faculty of the course leader: | The Department of Foreign Languages | |
| Email address of the course leader: | ewa.dmowska@pwr.edu.pl | |
| Scientific discipline(s) assigned to the course (doctoral students representing the marked disciplines can participate in the course): | Architecture and urban planning | <input checked="" type="checkbox"/> |
| | Automation, electronic, and electrical engineering | <input checked="" type="checkbox"/> |
| | Information and communication technology | <input checked="" type="checkbox"/> |
| | Biomedical engineering | <input checked="" type="checkbox"/> |
| | Chemical engineering | <input checked="" type="checkbox"/> |
| | Civil engineering and transport | <input checked="" type="checkbox"/> |
| | Mechanical engineering | <input checked="" type="checkbox"/> |
| | Environmental engineering, mining, and energy | <input checked="" type="checkbox"/> |
| | Mathematics | <input checked="" type="checkbox"/> |
| | Chemical sciences | <input checked="" type="checkbox"/> |
| | Physical sciences | <input checked="" type="checkbox"/> |
| | Management and quality studies | <input checked="" type="checkbox"/> |

2. Objectives

1. Improving language competences achieved at previous levels.
2. Integration of language skills with the process of communicating for professional and social needs, enabling functioning in a multicultural and multilingual society.
3. Working on the issues of language used in the work environment.
4. Introducing the student to self-study of the Spanish language.

3. Content

Detailed information about the course content, including topics and form of classes.

| No. | Topic | Number of hours | Form of classes |
|-----|---|-----------------|-----------------|
| 1 | Requirements for successful crediting in the course. Rules of participation in the classes. The repetition of the regular and irregular forms of the Indefinido tense. | 2 | Language course |



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| 2 | Staying in a spa, introducing pretérito imperfecto - regular and irregular verbs. Interview with the owner of the spa, comparing modern and past standards. Comparing living conditions in different epochs of human history. Contemporary times and childhood times, comparison. Phrases: a los 16 años, cuando tenía 16 años, cuando iba al colegio, antes, | 2 | Language course |
| 3 | Old habits and their influence on health. Exercises to consolidate the forms of time pretérito imperfecto - Spanish school in the 1950s. Holidays: carnival in Spanish-speaking countries. Summary: Portfolio. Work environment: problems at work; giving advice to colleagues. | 2 | Language course |
| 4 | Memories from the past: games, books, films popular in the 60s, 70s and 80s. Pretérito imperfecto - continuation. Storytelling, terms ordering the story: después, al día siguiente, al terminar, ... | 2 | Language course |
| 5 | Famous animals from books and movies. Spanish fairy tale: El ratoncito Pérez. Differentiation of verbs: poner and ponerse, encontrar and encontrarse, llamar and llamarse, dormir and dormirse, quedar and quedarse. Formation of diminutives. Use of the tenses pretérito indefinido and pretérito imperfecto - juxtaposition | 2 | Language course |
| 6 | Telling stories, terms that build narratives: primero, luego, mientras, entonces, total que, al final,.... New irregular verbs in the pretérito indefinido: buscar, empezar. Stories related to childhood and various events, using the tenses pretérito indefinido and pretérito imperfecto in the appropriate context. | 2 | Language course |
| 7 | Arranging stories, revising and practicing the use of the tenses pretérito indefinido and pretérito imperfecto. Holidays: Las Fallas in Valencia. Summary: Portfolio. Work environment: creating a biography from a CV. | 2 | Language course |
| 8 | Repeating. Official languages in Spain and Spanish-speaking countries. A visit to Madrid. Description of the illustration. Description of the different types of intelligence: interpersonal, visual, musical, etc. | 2 | Language course |
| 9 | Shopping, types of shops, shopping habits, bargaining. A visit to the market: El Rastro in Madrid. Indefinite pronouns: todo, alguno, ninguno,.... | 2 | Language course |
| 10 | The direct and indirect object pronouns. Dialogue in a clothing store, types of materials, description of clothes. Shopping in the age of the Internet. Questions: difference between the use of qué and cuál. | 2 | Language course |
| 11 | The origins of rumba, biography of a famous artist, vocabulary related to music. Arranging an interview. Verbal periphrases: empezar a, seguir, dejar de, seguir sin, volver a. | 2 | Language course |



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| 12 | Various types of family and business celebrations, making wishes. Writing an invitation to a party / event and responding to the invitation. Differentiation of verbs: ir and llevar, traer and venir | 2 | Language course |
| 13 | Revision and comprehension check. | 2 | Language course |
| 14 | Final test | 2 | Language course |
| 15 | Discussing the results of the final test. Course summary. Crediting grades. | 2 | Language course |

4. Prerequisites

List of prerequisites relating to knowledge, skills and other competences for course participants.

Knowledge of Spanish that enables the student to take part in a course at A2+ level according to CEFR

5. Learning outcomes

List of learning outcomes at level 8 of the Polish Qualifications Framework assigned to the course (mark the learning outcomes in the last column).

| Symbol | Learning outcome | |
|--------|--|-------------------------------------|
| | <i>KNOWLEDGE. Doctoral student knows and understands:</i> | |
| SzD_W3 | the main trends in the development of the scientific or artistic disciplines covered in the curricula; | <input type="checkbox"/> |
| SzD_W4 | research methodology; | <input type="checkbox"/> |
| SzD_W5 | the rules for the dissemination of scientific results, including in open access mode; | <input type="checkbox"/> |
| SzD_W6 | the fundamental dilemmas of modern civilization; | <input type="checkbox"/> |
| SzD_W7 | the legal and ethical conditions of scientific activity; | <input type="checkbox"/> |
| SzD_W8 | the economic and other relevant conditions of scientific activity; | <input type="checkbox"/> |
| SzD_W9 | basic principles of knowledge transfer to the economic and social spheres and commercialisation of results of scientific activity and know-how related to these results. | <input type="checkbox"/> |
| | <i>SKILLS. Doctoral student is able to:</i> | |
| SzD_U2 | use knowledge from different fields of science or art to creatively identify, formulate and innovatively solve complex problems or perform research tasks, in particular: - define the purpose and subject of scientific research, formulate a research hypothesis, - develop research methods, techniques and tools, and use them creatively, - draw conclusions on the basis of scientific research; critically analyse and evaluate the results of scientific research, expertise and other creative work and their contribution to knowledge development; transfer the results of scientific activities to the economic and social spheres; | <input type="checkbox"/> |
| SzD_U3 | communicate on specialised topics to the extent that they enable an active participation in the international scientific community; | <input checked="" type="checkbox"/> |



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| SzD_U4 | disseminate research results, including in popular forms; | <input type="checkbox"/> |
| SzD_U5 | initiate debates and participate in a scientific discourse; | <input checked="" type="checkbox"/> |
| SzD_U6 | be able to speak a foreign language at B2 level of the Common European Framework of Reference for Languages to a level that enables them to participate in the international scientific and professional environment; | <input type="checkbox"/> |
| SzD_U7 | plan and implement an individual or collective research or creative activity, including in an international environment; | <input type="checkbox"/> |
| SzD_U8 | independently plan and act for one's own development and inspire and organize the development of others; | <input type="checkbox"/> |
| SzD_U9 | plan classes or groups of classes and implement them using modern methods and tools. | <input type="checkbox"/> |
| <i>SOCIAL COMPETENCES. Doctoral student is ready to:</i> | | |
| SzD_K3 | fulfilling the social obligations of researchers and creators, initiate public interest activities, thinking and acting in an entrepreneurial way; | <input type="checkbox"/> |
| SzD_K4 | maintaining and developing the ethos of research and creative environments, including: - carrying out scientific activities in an independent manner, - respecting the principle of public ownership of research results, taking into account the principles of intellectual property protection. | <input type="checkbox"/> |

6. Evaluation

Short description of the method(s) used to evaluate the learning outcomes assigned to the course, e.g., exam, test, report, presentation, etc.

1. Assessment of active participation in classes.
2. Tests written during the semester.
3. Final test checking the language activities practiced during the classes as part of the student's own work in accordance with the program of the course being implemented.
4. Assessment of work in pairs and groups.

7. Teaching methods

Short description of the teaching methods used during the course, e.g., multimedia presentation, discussion, literature studies, developing written documents, own work, etc.

1. Course book for general language
2. Teacher's own didactic materials
3. Grammar and lexical tasks and exercises
4. Dictionaries, maps
5. Consultations
6. IT tools: MS Teams, ZOOM, ePortal

8. Literature

List of primary and secondary literature used to prepare the course and including additional knowledge for participants, e.g., books, textbooks, research papers, standards, web pages, etc.

PRIMARY LITERATURE:

1. ¡Nos vemos! A2, textbook and workbook; authors: M. Lloret, R. Ribas, B. Wiener, M. Görrissen, M. Häuptle-Barceló, P. Pérez Cañizares, Difusión



SECONDARY LITERATURE:

1. L. Aragonés, R. Palencia, *Gramática de uso del español. Teoría y práctica A1- A2*, SM
2. J. Fernández, R. Fernández Jódar, X. Pascual López, *Gramatyka języka hiszpańskiego, A1, A2, B1*, Draco
3. M. Baralo, M. Genís, M^a Eugenia Santana, *Vocabulario. Nivel elemental A1-A2*, Anaya
4. A. Bitton, *3 por uno A2. Repasa*, Edelsa
5. A. Kowalewska, *Hiszpański nie gryzie*, A1-A2, Edgard
6. Virtual Learning Environment (www.wsn.sjo.pwr.edu.pl): General language: Spanish language A2+ tasks for self-study; Specialistic language : Spanish language A2+ Materials for classwork and selfstudy

9. Other remarks

Additional remarks, comments, (e.g., language of the course)

Language of the course: Polish/Spanish