

**THE DEPARTMENT OF
FOREIGN LANGUAGES**

**WROCLAW UNIVERSITY
OF TECHNOLOGY**

SUBJECT CARDS

SPANISH LANGUAGE

I LEVEL

2015/2016

THE DEPARTMENT FOR FOREIGN LANGUAGES
SUBJECT CARD
“Foreign language”

Name in Polish	Język hiszpański, poziom A1
Name in English	Spanish Language, Level A1
Main field of study (if applicable)	-
Specialization (if applicable)	-
Level and form of studies	1st level, full time
Kind of subject	university- wide
Subject code	JZL100686C

	Classes
Number of hours of organized classes at University (ZZU)	60
Number of hours of total student work load (CNPS)	70
Form of crediting	Crediting with grade
Number of ECTS points	2
Including number of ECTS points for practical (P) classes	2
Including number of ECTS points for direct teacher-student contact (BK) classes	1.5

PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES

No prerequisites

SUBJECT OBJECTIVES

- C1.** Introduction to Spanish pronunciation, intonation and accent.
- C2.** Introduction to basic contents and linguistic means concerning everyday life and basic inter cultural issues.
- C3.** Development of the basic linguistic functions: understanding of spoken and written statements, speaking, reading and writing.
- C4.** Realizing the importance of self-study and preparation for independent learning of Spanish.

SUBJECT EDUCATIONAL EFFECTS

RELATING TO KNOWLEDGE

PEK_W01	The student possesses basic knowledge about the phonetic system of Spanish language, basic vocabulary and grammar constructions within the range of everyday life topics (naming people, places, relations, hobbies, basic characteristics, time expressions concerning events and activities) and basic knowledge of socio-cultural behaviours.
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RELATING TO SKILLS

PEK_U01	The student understands short statements, simple commands, requests, questions and information concerning people, phone number, address, price, time etc.
PEK_U02	The student comprehends simple texts concerning everyday life and e.g. information boards, advertisements, wishes, text or e-mail messages, simple questionnaires.
PEK_U03	The student communicates on a proper level in everyday life situations is able to e.g.

	say hello, say goodbye, introduce themselves, express request and say 'thank you', make an appointment, set a date, buy a ticket, name their university, faculty and/or major of studies.
PEK_U04	The student describes with the use of simple sentences e.g. their family, hobbies, place of education (work), surroundings (home) and activities, is able to fill in a very simple form (personal data), prepare a short note or a list of needs or tasks (e.g. shopping list, day agenda), write a short message (text message or e-mail).
RELATING TO SOCIAL COMPETENCES	
PEK_K01	The student s able to work in a group; understands the need for self-study learning and the need for further development, recognizes the importance of inter cultural knowledge.

PROGRAMME CONTENT		
Classes		Number of hours
Cs 1	Requirements for successful crediting in the course. Rules of participation in the classes. Learning the phonetic system of Spanish with regard of linguistic variants: alphabet, pronunciation, rules of intonation and stress. Basic classroom language	2
Cs 2	How to learn a foreign language – different learning styles, Howard Gardner’s multiple intelligences. Basic useful expressions to say hello, goodbye, introduce, meet others. Request and gratitude. Cardinal numbers to up to 10, definite article, feminine, plural form of a noun. Famous Spanish people. Spanish names and surnames. Origins of Spanish words. Phonetic exercises. Sciences-related vocabulary: basic calculations up to 10.	2
Cs 3	Expressions related to basic personal information and reasons why we learn Spanish. Personal pronouns, different forms of addressing people (characteristic for Spain and Latin America countries), <i>presente de indicative</i> tense (regular verb form), construction of a sentence. Panamericana: Mid and South America – countries, capitals, landscapes variety of cultures. Work environment: international vocabulary Summing up: Portfolio	2
Cs 4	First meetings. Formal and informal style of introduction, conversation topics during the first meeting: country of origin, ‘how are you’, polite expressions, knowledge of foreign languages. Alphabet, spelling, asking for a telephone number, e-mails address. Indefinite article, verb forms: <i>ser, tener</i> , question words: <i>cómo, qué, dónde, de dónde, cuál</i> . Work environments: integration of the disabled Phonetic exercises.	2
Cs 5	I have an interesting job: job and workplace. Basic personal info (self-presentation), presentation of others. Filling in a form. <i>Presente de indicativo</i> tense (regular and irregular verbs), negatives.	2
Cs 6	Work, jobs, different professions, learning (school) – studies, names of	2

	<p>faculties and the studied specializations. Spanish favourite jobs. My family. Panamericana: We learn about Mexico. Work environment: Basic things we do at work. Summing up: Portfolio</p>	
Cs 7	<p>Describing appearance and personality features, marital status. Cardinal numbers up to 100. Non-stresses possessive pronouns. Verb: <i>estar</i>. Opposition of <i>ser/estar</i>. Question words: <i>quién, cuánto, por qué</i>. Adjectives and nouns. Sciences–related vocabulary: Calculations up to 100, percentages. Work environment: Family business</p>	2
Cs 8	<p>Verb <i>gustar</i>. Free time, hobby and abilities. Interview with Javier Mariscal Verbs: <i>saber/poder, jugar</i> Date. Months. Birthday – song. Pan Americana: A visit in Guatemala, Salvador and Honduras. Work environment: Sections in a company, posts. Summing up: Portfolio</p>	2
Cs 9	<p>Revision and comprehension check. Techniques for vocabulary learning. Cultural similarities and differences.</p>	2
Cs 10	<p>Food: basic products, packing, Spanish foods. How to eat healthily – food pyramid. Frequency of actions. Sciences – related vocabulary: Weight and volume (ton, kilo, gram, and litre). Work environment: Company customs (holiday baskets). Olive production in Spain.</p>	2
Cs 11	<p>Marketplace: fruit, vegetable, basic expressions. <i>Presente de indicativo</i> tense (partly irregular verbs <i>e: ie</i>), cardinal numbers up to a million. Supermarket shopping, calculation, asking for a price. Sciences – related vocabulary: Calculations up to one million.</p>	2
Cs 12	<p>In a pub, ordering a small meal (tapas) and drinks – Spanish customs. Time, hour, time of day. <i>Presente de indicativo</i> tense (partly irregular verb <i>o:ue</i>), personal pronouns in the function of an object, impersonal form <i>se</i>. Work environment: CEO daily schedule</p>	2
Cs 13,14	<p>Meals, in a restaurant, typical Spanish cuisine, eating customs. Eat to live or live to eat? Eating – verbs <i>otro, un poco (más) de</i>. <i>Presente de indicativo</i> tense (partly irregular verb <i>e:i</i>), prepositions: <i>otro, un poco (más) de</i>. Pan Americana: Visit in Nicaragua, Costa Rica, Panama. Work environment: Arranging business dinner. Summing up: Portfolio</p>	4
Cs 15	<p>Description of a city (Seville), Seville sightseeing, landmarks. Four cardinal directions. Order in narration. Days of the week. My town. Opposition: <i>haber/estar</i>.</p>	2
Cs 16	<p>At the tourist office, names of shops and institutions and their location (prepositions), days of the week. Contractions: <i>al, del</i>. Afternoon in Barcelona</p>	2

Cs 17	Asking for directions, means of transport, buying tickets, moving around the city (Bogota). Museum of Gold in Bogota. Frequency. Construction: <i>tener que</i> , verbs: <i>ir, seguir</i> . What's your address? Abbreviations. Pan Americana: A visit in Columbia. Summing up: Portfolio	2
Cs 18, 19	Moving around Wroclaw. Travelling (Majorca) Tourist folder, free time during holidays. At the travel agent's. Choosing a hotel, booking a room. Holiday types. Preferences and tastes (<i>gustar, encantar, molestar, interesar</i>). Spanish language course at Majorca. <i>Presente de indicativo</i> tense (irregular verbs) – traveler's report. <i>También/tampoco</i> . Pan Americana: A visit in Ecuador. Sciences – related vocabulary: Basic units of length and distance (meter, kilometer). Summing-up: Portfolio	4
Cs 20	Revision and comprehension check. Techniques for vocabulary learning. Cultural similarities and differences.	2
Cs 21	Clothes suitable for a trip. Colours. Following the steps of St Jacob - <i>Camino de Santiago</i> . Seasons. Daily activities. Reflexive verbs in <i>presente de indicativo</i> tense. <i>Presente de indicativo</i> tense (partly irregular verb <i>c:zc</i>), personal accusative.	2
Cs 22	Comparatives and superlatives. Demonstrative pronouns. <i>Gerundio</i> , construction <i>estar + gerundio</i> . Camina Inca. Weather, temperature. Pan Americana: A visit in Peru. Work environment: First day at work – advice and warnings (<i>se recomienda, es mejor, conviene, es necesario</i>). Summing up: Portfolio	2
Cs 23	Making arrangements – a phone call. Relative pronouns: <i>que, donde</i> . Preposition + pronoun. Construction: <i>ir a + infinitive</i> . Pan Americana: A visit in Chile. Summing up: Portfolio	2
Cs 24, 25	My new flat – description, furniture, equipment. Rooms. Flat or a dorm? Writing an e-mail. Renting ads. Flats in Spain – buy or rent? Advantages and disadvantages of different types of flats. Ordinal numbers to 10. Prepositions. Pronouns: <i>muchos, pocos, todos, algunos, (casi) nadie, la mitad, la mayoría</i> . Paying and receiving compliments. Sciences – related vocabulary: Basic units of area (square meter, square kilometer). Work environment: Analysis of the diagrams in a questionnaire related to living conditions of company employees.	4
Cs 26	Las TIC – basic vocabulary related to the Internet and computer skills (hardware and software).	2
Cs 27	Holiday tradition in Spanish speaking countries.	2

Cs 28	Revision and comprehension check.	2
Cs 29	Final test.	2
Cs 30	Commenting the results of the final test. Course summary. Crediting grades.	2
	Total hours	60

TEACHING TOOLS USED

- N1.Course book for general language
- N2.Teacher's own didactic materials
- N3.Grammar and lexical tasks and exercises
- N4.Dictionaries, maps
- N5.Consultations

EVALUATION OF SUBJECT EDUCATIONAL EFFECTS ACHIEVEMENT

Evaluation (F- forming (during semester) P- concluding (at semester end))	Educational effect number	Way of evaluating educational effect achievement:
F1- % for classroom work (25 % of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_U04 PEK_K01	classroom work (e.g. individual, pair and team work, oral and/or written statements);
F2- % for homework (25 % of final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_U04 PEK_K01	homework tasks (e.g. short oral and/or written statements; a short self-presentation and on a given topic in accordance with the programme content; grammatical and lexical exercises);
F3 – % for test assignments (25 % of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_U04	test assignments (min. one test per semester – test, mini test, etc.)
P1 – % for the final test (25 % of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_U04	final test, controlling the skills practiced during the classes and at home, in accordance with the programme of the course.
P2 = F1 + F2 + F3 + P1		

PRIMARY AND SECONDARY LITERATURE

PRIMARY LITERATURE:

1. *¡Nos vemos! 1*, podręcznik i zeszyt ćwiczeń; autorzy: E. M. Lloret, R. Ribas, B. Wiener, M. Görrissen, M. Häuptle-Barceló, P. Pérez Cañizares, Difusión

SECONDARY LITERATURE:

1. Anna Wawrykowicz, *Español de pe a pa Nuevo A1-A2*, Wagros
2. Agnieszka Kowalewska, *Hiszpański nie gryzie*, Edgard
3. Jolanta Dutkowska, *Manos a la obra. Gramática y ejercicios*, Idea

4. Anna Wawrykowicz, *Repetytorium gramatyki języka hiszpańskiego z ćwiczeniami*, Wagros
5. Wirtualne Środowisko Nauki (www.wsn.sjo.pwr.edu.pl): Język ogólny: język hiszpański A1 - materiały do samodzielnej pracy; Język specjalistyczny: język hiszpański A1 – materiały do pracy na lektoratach i materiały do samodzielnej nauki.

SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)

Head of Roman and Slavic Languages Section, Ewa Dmowska, MA ewa.dmowska@pwr.edu.pl

MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT
Spanish Language, Level A1, 60 hours
 AND EDUCATIONAL EFFECTS FOR MAIN FIELD OF STUDY

Subject educational effect	Correlation between subject educational effect and educational effects defined for main field of study	Subject objectives	Programme content	Teaching tool number
PEK_W01	T1A_U01	C1, C2, C3,	Cs 1-26	N 1- N 5
PEK_U01	T1A_U02	C1, C2, C3, C4	Cs 1-28	N 1- N3, N 5
PEK_U02	T1A_U01,	C2, C3, C4	Cs 2-28	N 1- N 4
PEK_U03	T1A_U02, T1A_U05	C1, C2, C3	Cs 1-25	N 1, N2, N3, N 5
PEK_U04	T1A_U01,	C2, C3, C4	Cs 3-26	N 1 – N 3
PEK_K01	T1A_K01, T1A_U05	C2, C3, C4	Cs 1-27	N 1 – N 5

Last update 20.02.15

DEPARTMENT FOR FOREIGN LANGUAGES SUBJECT CARD <i>“Foreign language”</i>	
Name in Polish	Język hiszpański, poziom A2
Name in English	Spanish Language, Level A2
Main field of study (if applicable)	-
Specialization (if applicable)	-
Level and form of studies	1st level, full time
Kind of subject	university- wide
Subject code	JZL0100694C

	Classes
Number of hours of organized classes at University (ZZU)	60
Number of hours of total student work load (CNPS)	70
Form of crediting	Crediting with grade
Number of ECTS points	2
Including number of ECTS points for practical (P) classes	2
Including number of ECTS points for direct teacher-student contact (BK) classes	1.5

PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES
Level A1 in Spanish according to the Common European Framework of Reference for Languages.

SUBJECT OBJECTIVES
<p>C1. Developing communicative skills in typical everyday life situations, by expanding the range of linguistic means (vocabulary and grammar).</p> <p>C2. Continuous development of linguistic skills (listening, reading, writing and speaking)</p> <p>C3. Broadening inter cultural knowledge.</p> <p>C4. Preparation for independent learning of Spanish language.</p>

SUBJECT EDUCATIONAL EFFECTS	
RELATING TO KNOWLEDGE	
PEK_W01	The student possesses appropriate for the level linguistic knowledge concerning everyday life matters and inter cultural knowledge that enable basic communication in Spanish.
RELATING TO SKILLS	
PEK_U01	The student understands simple sentences (monologues, dialogues) concerning everyday life events, distinguishes key information in simple messages e.g. at a railway station, at the airport, in a department store).
PEK_U02	The student comprehends relatively simple descriptions of everyday life situations (e.g. descriptions of people, things, places, journeys), is able to find necessary information in the text (tourist folders, timetables, menu).
PEK_U03	The student, in a manner appropriate for the level, talks about himself, about other

	people and immediate environment (e.g. students dorm, university, city), about past events (e.g. spending the weekend), about their plans (e.g. holiday plans) and can participate in conversation (dialogue) on familiar topics.
PEK_U04	The student is able to provide brief information on everyday life matters, following a proper sequence of events (e.g. CV), can write down essential information (e.g. concerning their activities at the university) and fill in a simple form.
RELATING TO SOCIAL COMPETENCES	
PEK_K01	The student has the ability to learn, using particular techniques (e.g. focusing on core information, effective collaboration when working in pairs or groups, the ability to use available materials for self-study, the ability to use new technologies), notices the relationships and differences between foreign and national culture.

PROGRAMME CONTENT		
Classes		Number of hours
Cs 1	Requirements for successful crediting in the course. Rules of participation in the classes. Revision from A1 level course. Self-presentation: introducing, names of faculties and majors, talking about preferences, hobbies, describing daily routines.	2
Cs 2	Introduction of <i>pretérito indefinido</i> tense – regular and irregular verbs: <i>ser/ir</i> , time adverbials connected with the use of <i>indefinido</i> : <i>ayer, la semana pasada, en 2002, ...</i> Biography, memories, asking questions about the past. Historical events. Vocabulary related to the history of products imported from America. Work environment: analysis of questionnaires, statistics.	2
Cs 3	Biographies of famous people - <i>pretérito indefinido</i> tense. Spanish language in the world; number of Spanish-speaking people. Classroom activities. Expressing preferences and difficulties connected with learning. Methods of foreign languages learning. Equipment of an office. Construction: <i>es de..., sirve para... and lo (que)</i> .	2
Cs 4	Description of personality features, forming feminine forms from masculine ones – revision. Description of personal traits, personality adjectives that help to learn Spanish. A song: introduction of irregular forms of <i>pretérito indefinido</i> tense. Practice on irregular forms of <i>pretérito indefinido</i> tense.	2
Cs 5	Learning of different competences – expressions such as: <i>hace dos días/ un mes/ unos años, desde el martes/el año 2006</i> . Sport achievements: practice on <i>pretérito indefinido</i> tense. Writing an e-mail – informal language. Summing up: Portfolio Work environment: a CV	2
Cs 6	Revision of <i>pretérito indefinido</i> tense.	2
Cs 7,8	Health and beauty, pampering and healing treatments. Body parts. Symptoms (verbs <i>tener</i> and <i>estar</i>). Verb <i>doler</i> and its use. Advice for an ill person. Names of basic medicines. At the chemist's – dialogue. Stressful situations, expressing opinions. Adverb formation. Spanish siesta.	4

Cs 9	A visit in a spa town, introduction to <i>pretérito imperfect</i> tense – regular and irregular verbs. Interview with an owner of spa, comparison of former and modern spa facilities. Comparison of life conditions in different times. Comparison of present times and childhood. Expressions: <i>a los 16 años, cuando tenía 16 años, cuando iba al colegio, antes, ...</i> .	2
Cs 10	Ancient customs and their influence on health. Practice on <i>pretérito imperfecto</i> tense – Spanish school in the 50-ties.. Holidays: Carnival in Spanish speaking countries. Summing up: Portfolio Work environment: Problems at work: giving advice to work colleagues.	2
Cs 11	Memories from the past: games, books, famous films from the 60-ties, 70-ties and 80-ties. More practice on <i>pretérito imperfecto</i> tense. Storytelling, ordering expressions: <i>después, al día siguiente, al terminar,</i> .	2
Cs 12	Well-known animals from books and movies. Spanish tale: El ratoncito Perez. Differentiating verbs: <i>poner</i> and <i>ponerse, encontrar</i> and <i>encontrarse, llamar</i> and <i>llamarse, dormir</i> and <i>dormirse, quedar</i> and <i>quedarse</i> . Diminutives. The use of <i>pretérito indefinido tense</i> and <i>pretérito imperfect tense</i> – comparison.	2
Cs 13	Storytelling, expressions for narration: <i>primero, luego, mientras, entonces, total que, al final, ...</i> . New irregular verbs in <i>pretérito indefinido</i> : <i>buscar, empezar</i> . Stories connected with childhood and different events, the proper use of <i>pretérito indefinido</i> and <i>pretérito imperfect tenses</i> .	2
Cs 14	Constructing a story, revision and practice on <i>pretérito indefinido</i> and <i>pretérito imperfect</i> tenses. Holidays: Las Fallas in Valencia. Summing up: Portfolio. Work-environment: writing a CV based biography.	2
Cs 15	Revision. Official languages in Spain and other Spanish-speaking countries. A visit in Madrid. Picture description: Different types of intelligence: interpersonal, visual, musical etc.	2
Cs 16	Shopping, types of shops, customs connected with shopping, bargaining. At a market place: El Rastro in Madrid. Indefinite pronouns: <i>todo, alguno, ninguno, ...</i> .	2
Cs 17	Object pronouns. Dialogue in a clothes shop, types of fabrics, description of an outfit. Shopping online. Questions: different use of <i>qué</i> and <i>cuál</i> .	2
Cs 18	The origins of rumba, biography of a well-known artist, vocabulary related to music. Constructing an interview. Verbal periphrasis: <i>empezar a, seguir, dejar de, seguir sin, volver a</i> . Summing up: Portfolio. Work environment: making a complaint.	2
Cs 19	<i>Pretérito perfecto</i> tense. Travelling to Cuba – a visit in Havana. Memories from a journey, preparing for a trip. A business trip. A railway trip. The use of forms <i>muy</i> and <i>mucho</i> .	2
Cs 20	Expressing dissatisfaction, complaint, apologizing and accepting an apology. Practice of <i>pretérito perfecto</i> tense.	2
Cs 21	Different family and business celebrations, wishes. Writing an	2

	invitation for a party, responding. Differentiating verbs: <i>poner venir, decir</i> .	
Cs 22	Communication at the party; giving a present, introducing, offering, requesting permission. Imperatives – regular and irregular forms of verbs: <i>poner venir, decir</i> .	2
Cs 23	Comparatives and superlatives – absolute superlative. Cultural differences connected with giving parties. Expressing rules with the use of expressions such as: <i>es normal, es usual, tienes que, no puedes</i> . Abridged forms of some adjectives. Summing up: Portfolio. Work-environment: writing an official invitation.	2
Cs 24	Charity institutions, children orchestra from Venezuela The use of verbs: <i>ser</i> and <i>estar</i> .	2
Cs 25	Future plans. An interview with an orchestra conductor. Different kinds of music. Introduction to <i>futuro</i> tense – regular and irregular verbs. Future possibilities.	2
Cs 26	Different types of voluntary work. Personality features of a volunteer. Sciences-related vocabulary: percentage, the analysis of statistic data. Comparative sentences. Expressing opinion, hypothesis, and necessity. Summing up: Portfolio. Work environment: filling in an application form.	2
Cs 27	Special purpose language: Internet and social networks. Studying abroad as an Erasmus student.	2
Cs 28	Revision	2
Cs 29	Final test.	2
Cs 30	Commenting the results of the final test. Course summary. Crediting grades.	2
	Total hours	60

TEACHING TOOLS USED

- N1.Course book for Spanish language, level A2
- N2.Teacher's own didactic materials
- N3.Tasks with the use of audio-visual means and the Internet
- N4.Grammar and lexical tasks and exercises
- N5.Dictionaries, maps
- N6.Consultations

EVALUATION OF SUBJECT EDUCATIONAL EFFECTS ACHIEVEMENT

Evaluation (F- forming (during semester) P- concluding (at semester end)	Educational effect number	Way of evaluating educational effect achievement:
F1- % for classroom work (25 % of the final grade)	PEK_W01 PEK_U01 PEK_U02	classroom work (e.g. individual, pair and team work, oral and/or written statements);

	PEK_U03 PEK_U04 PEK_K01	
F2- % for homework (25 % of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_U04 PEK_K01	homework tasks (e.g. oral and/or written statements including a short non-literary text; a self-presentation and on a given topic related to everyday life and professional issues; tasks based on a short, read text related to everyday life and professional issues (studies, work); grammatical and lexical exercises);
F3 – for test assignments (25 % of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_U04	test assignments (min. one test per semester – test, mini test, etc.);
P1 – % for the final test (25 % of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_U04	final test, controlling the skills practiced during the classes and at home, in accordance with the programme of the course.
P2 = F1 + F2 + F3 + P1		

PRIMARY AND SECONDARY LITERATURE

PRIMARY LITERATURE:

1. *¡Nos vemos! 2*, (student's book + workbook), E. M. Lloret, R. Ribas, B. Wiener, M. Görrissen, M.Hauptle-Barceló, P. Pérez Cañizares, Difusión

SECONDARY LITERATURE:

1. Anna Wawrykowicz, Español de pe a pa Nuevo A1-A2, Wagros
2. Agnieszka Kowalewska, Hiszpański nie gryzie, Edgard
3. Jolanta Dutkowska, Manos a la obra. Gramática y ejercicios, Idea
4. Anna Wawrykowicz, Repetytorium gramatyki języka hiszpańskiego z ćwiczeniami, Wagros
5. Wirtualne Środowisko Nauki (www.eportal.pwr.edu.pl): Język specjalistyczny: język hiszpański A2 – materiały do pracy na lektoratach i materiały do samodzielnej nauki.

SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)

Head of Roman and Slavic Languages Section, Ewa Dmowska, MA,
Ewa.dmowska@pwr.edu.pl

MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT **Spanish Language, Level A2, 60 hours** AND EDUCATIONAL EFFECTS FOR MAIN FIELD OF STUDY

Subject educational effect	Correlation between subject educational effect and educational effects defined for main field of study	Subject objectives	Programme content	Teaching tool number
PEK_W01	T1A_U01	C1, C2, C3	C 1 - 27	N 1-6
PEK_U01	T1A_U02	C1, C2, C3, C4	C 1 - 30	N 1-4, N 6
PEK_U02	T1A_U01,	C1, C2, C3, C4	C 1 - 30	N 1 - 5
PEK_U03	T1A_U02, T1A_U05	C1, C2, C4	C 1 - 29	N 1-4, N 6
PEK_U04	T1A_U02, T1A_U05	C2, C4	C 1 - 30	N 1-4, N 6

PEK_K01	T1A_U01, T1A_U05, T1A_K01	C1, C2, C3, C4	C 1 - 30	N 1-4, N 6
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Data aktualizacji 28.03.2014

THE DEPARTMENT FOR FOREIGN LANGUAGES
SUBJECT CARD
“ Foreign language”

Name in Polish	Język hiszpański, poziom B1.1
Name in English	Spanish Language, Level B1.1
Main field of study (if applicable)	-
Specialization (if applicable)	-
Level and form of studies	1st level, full time
Kind of subject	university- wide
Subject code	JZL100807C

	Classes
Number of hours of organized classes at University (ZZU)	60
Number of hours of total student work load (CNPS)	70
Form of crediting	Crediting with grade
Number of ECTS points	2
Including number of ECTS points for practical (P) classes	2
Including number of ECTS points for direct teacher-student contact (BK) classes	1,5

PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES

Level A2 of Spanish according to the Common European Framework of Reference for Languages.

SUBJECT OBJECTIVES

- C1.**Developing linguistic competence, with the use of possessed skills, gained at previous levels.
- C2.**Developing linguistic, communicative skills concerning everyday life situations including inter cultural issues.
- C3.**Introducing selected issues concerning professional language, in accordance with the advancement level.
- C4.**Preparing for independent learning of Spanish language.

SUBJECT EDUCATIONAL EFFECTS

RELATING TO KNOWLEDGE

PEK_W01	The student possesses linguistic knowledge that enables to formulate opinions about themselves and their immediate environment, a chosen profession, leisure time as well as knowledge concerning linguistic and cultural behaviors in Spanish speaking countries.
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RELATING TO SKILLS

PEK_U01	The student understands key issues of oral statements and information on familiar, general topics, distinguishes key information in non-complicated
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	oral statements.
PEK_U02	The student comprehends longer texts, is able to use standard dictionaries and other sources of information (e.g. Internet), understands main ideas of a read text, and is able to find necessary information in the text.
PEK_U03	The student is able to start and keep up conversation on a given topic, react properly on interlocutor's statement in familiar linguistic situations, report what others had said, express in a simple way opinions concerning private and professional life.
PEK_U04	The student is able to write a short text on general topics, a short non-literary text e.g. invitation, and fill in a form.
RELATING TO SOCIAL COMPETENCE	
PEK_K01	The student has the ability for correct behaviours, creative, receptive and interactive ones; is able to work in a group, elaborates individual style of learning.

PROGRAMME CONTENT		
Form of classes - classes		Number of hours
Cs 1	Classes participation rules. Forms of evaluation. Self-presentation. One's biography – revision of past tenses.	2
Cs 2	Different types of announcements. Natural environment, new animal species, types of landscape. Arranging a trip. Expressing joy, sadness, disappointment. A telephone dialogue.	2
Cs 3	Ecology-related problems. <i>Imperativo</i> , negative forms – regular and irregular verbs.	2
Cs 4	A visit in a park and related activities. Possessive and demonstrative pronouns. Holidays: St John's Night. Work environment: a phone call – formal and informal expressions.	2
Cs 5,6	Communication means: sources of information The use of forms: <i>el mismo, la misma, ...</i> A TV programme, types of programmes, pros and cons of television. Expressing opinions about television and the frequency of its watching.	4
Cs 7	<i>El condicional</i> – regular and irregular forms. Discussing TV: agreeing, disagreeing, doubting. Work environment: e-mailing etiquette	2
Cs 8	Vocabulary connected with the Internet and computer use. Internet-related activities. Revision of <i>gerundio</i> . Pronouns <i>por</i> and <i>para</i> . Holidays: vine festival in La Rioja	2

Cs 9, 10	World of work: jobs, pros and cons of different professions. Responsibilities and functions at work. Writing a job advertisement. Data analysis, important work aspects, looking for a job. A worker profile, job advertisements. Percentages, fractions and decimals, expressing quantity, ordinal numbers. Past tense: <i>pluscuamperfecto</i> . Structure: <i>estar + participio</i>	4
Cs 11	Revision.	2
Cs 12	Spanish in the world, favourite words in Spanish. Recalling learning at school. Revision of <i>pretérito imperfecto</i> tense.	2
Cs 13	Learning foreign languages: motivation. A perfect language teacher. Talking about ones' abilities and weaknesses Revision of <i>gerundio</i> .	2
Cs 14	Living abroad: pros and cons. Verbal periphrasis. Compilation of past tenses: <i>pretérito perfecto, pretérito indefinido, pretérito imperfecto</i> . Nationalities. Tastefully: coffee Work environment: formal letter, language course enquiry.	2
Cs 15	Travelling, tourist offers, accommodation, holiday activities, and means of transport. Travelling essential staff.	2
Cs 16	Giving advice to the travellers: <i>es recomendable, es muy útil, lo mejor es</i> . Revision of imperative. Introduction of <i>subjuntivo</i> .	2
Cs 17	The use of <i>infinitivo</i> and <i>subjuntivo</i> . Basic phrases: <i>me gusta, prefiero, es importante, tengo miedo de, es lógico, es mejor</i> . Travelling problems, offering help, consolation.	2
Cs 18, 19	Making a complaint, protesting, reacting, suggesting solutions. Practice on <i>subjuntivo</i> . Tastefully: an orange. Work environment: writing a complaint.	4
Cs 20	Lifestyle, types of accommodation, pros and cons. City and country life. Expressing opinions, argumentation against. Reported speech.	2
Cs 21	Household chores, sharing of chores in a modern society. Argumentation. Verb <i>decir</i> used with <i>indicativo</i> i <i>subjuntivo</i> – differentiating. Expressing requests and orders.	2
Cs 22	The quality of life and factors that influence it. Alternative	2

	lifestyles. Expressing surprise.	
Cs 23	Revision.	2
Cs 24	Literature and reading habits. Literary and film genres. A film and a book review. Retelling a story.	2
Cs 25	A history of a book. Passive voice. Hypothesizing about the future.	2
Cs 26	Text editing, linguistic and stylistic means that order the text. Traditional books and e-books.	2
Cs 27	<i>Futuro perfecto</i> tense. Expressing probability.	2
Cs 28	Revision.	2
Cs 29	Final test.	2
Cs 30	Discussing test results, crediting.	2
	Total hours	60

TEACHING TOOLS USED
N1 General language course books N2 Teacher's own didactic materials N3 Grammatical and lexical exercises N4 Tasks with the use of audio means. N5 Tasks with the use of the Internet N6 Dictionaries, maps N7 Consultations

EVALUATION OF SUBJECT EDUCATIONAL EFFECTS ACHIEVEMENT		
Evaluation (F-forming, during semester; P-concluding, at semester end)	Educational effect number	Way of evaluating educational effect achievement:
F1- % for classroom work (25% of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_U04 PEK_K01	classroom work (e.g. individual, pair and team work, oral and/or written statements);
F2- % for homework (25% of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_U04 PEK_K01	homework tasks (e.g. oral and/or written statements – including a short, non-literary text; a self-presentation and on a given topic concerning everyday life and professional issues; tasks based on a short, read text concerning everyday life and professional issues (studies, work); grammatical and lexical exercises);

F3 – % for test assignments (25% of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_U04	test assignments (minimum one test per semester – test, mini test);
P1 – % for the final test (25% of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_U04	final test assignment controlling the skills practiced during the classes and at home, in accordance with the programme of the course.
P2 = F1 + F2 + F3 + P1		

PRIMARY AND SECONDARY LITERATURE

PRIMARY LITERATURE:

1. *¡Nos vemos! 2*, podręcznik i zeszyt ćwiczeń, autorzy: E. M. Lloret, R. Ribas, B. Wiener, M. Görrissen, M. Häuptle-Barceló, P. Pérez Cañizares, Difusión
2. *¡Nos vemos! 3*, podręcznik i zeszyt ćwiczeń, autorzy: E. M. Lloret Ivorra, R. Ribas, B. Wiener, M. Görrissen, M. Häuptle-Barceló, P. Pérez Cañizares

SECONDARY LITERATURE:

1. I. Radomska, *Repetytorium leksykalno-gramatyczne*, poziom B1-B2, Edgar
2. J. Dutkowska, *Manos a la obra. Gramática y ejercicios*, Idea
3. A. Wawrykiewicz, *Repetytorium gramatyki języka hiszpańskiego z ćwiczeniami*, Wagros

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MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT **Spanish Language, Level B1.1, 60h** AND EDUCATIONAL EFFECTS FOR MAIN FIELD OF STUDY

Subject educational effect	Correlation between subject educational effect and educational effects defined for main field of study	Subject objectives	Programme content	Teaching tool number
PEK_W01	T1A_U01, T1A_U03	C2,C3	Cs1-29	N1-7
PEK_U01	T1A_U01, T1A_U02	C1,C2,C3, C4	Cs1-30	N1-4, N7
PEK_U02	T1A_U01, T1A_U04	C1,C2,C3, C4	Cs1-30	N1-3, N6-7
PEK_U03	T1A_U01, T1A_U02,T1A_U04	C1,C2,C3	Cs1-29	N1-3, N5-7
PEK_U04	T1A_U01, T1A_U03, T1A_U05	C1,C2, C3,C4	Cs 1-30	N1-3, N5-7
PEK_K01	T1A_K01	C1,C2,C3,C4	Cs 1-29	N1-7

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