

**THE DEPARTMENT OF
FOREIGN LANGUAGES**

**WROCLAW UNIVERSITY
OF SCIENCE AND
TECHNOLOGY**

SUBJECT CARDS

**SPANISH LANGUAGE
I LEVEL**

2022/2023

THE DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT CARD
“Foreign language”

Name in Polish	Język hiszpański A1
Name in English	Spanish Language 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 in University (ZZU)	60
Number of hours of total student workload (CNPS)	70
Form of crediting	Crediting with grade
Number of ECTS points	2
Including the number of ECTS points for practical classes (P)	2
Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)	1.5

PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL 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 LEARNING OUTCOMES

RELATING TO KNOWLEDGE

PEU_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

PEU_U01	The student understands short statements, simple commands, requests, questions and information concerning people, phone number, address, price, time etc.
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PEU_U02	The student comprehends simple texts concerning everyday life and e.g. information boards, advertisements, wishes, text or e-mail messages, simple questionnaires.
PEU_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.
PEU_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	
PEU_K01	The student is 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 indicativo</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	<p>Work, jobs, different professions, learning (school) – studies, names of faculties and the studied specializations. Spanish favourite jobs.</p> <p>My family.</p> <p>Panamericana: We learn about Mexico.</p> <p>Work environment: Basic things we do at work.</p> <p>Summing up: Portfolio</p>	2
Cs 7	<p>Describing appearance and personality features, marital status.</p> <p>Cardinal numbers up to 100.</p> <p>Non-stresses possessive pronouns.</p> <p>Verb: <i>estar</i>. Opposition of <i>ser/estar</i>. Question words: <i>quién, cuánto, por qué</i>.</p> <p>Adjectives and nouns.</p> <p>Sciences–related vocabulary: Calculations up to 100, percentages.</p> <p>Work environment: Family business</p>	2
Cs 8	<p>Verb <i>gustar</i>. Free time, hobbies and abilities.</p> <p>Interview with Javier Mariscal</p> <p>Verbs: <i>saber/poder, jugar</i></p> <p>Date. Months. Birthday – song.</p> <p>Pan Americana: A visit to Guatemala, Salvador and Honduras.</p> <p>Work environment: Sections in a company, posts.</p> <p>Summing up: Portfolio</p>	2
Cs 9	<p>Revision and comprehension check.</p> <p>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.</p> <p>Frequency of actions.</p> <p>Sciences – related vocabulary: Weight and volume (ton, kilo, gram, and litre).</p> <p>Work environment: Company customs (holiday baskets).</p> <p>Olive production in Spain.</p>	2
Cs 11	<p>Marketplace: fruit, vegetable, basic expressions.</p> <p><i>Presente de indicativo</i> tense (partly irregular verbs <i>e: ie</i>), cardinal numbers up to a million.</p> <p>Supermarket shopping, calculation, asking for a price.</p> <p>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.</p> <p>Time, hour, time of day.</p> <p><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>.</p> <p>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?</p> <p>Eating – verbs <i>otro, un poco (más) de</i>.</p> <p><i>Presente de indicativo</i> tense (partly irregular verb <i>e:i</i>), prepositions: <i>otro, un poco (más) de</i>.</p> <p>Pan Americana: Visit in Nicaragua, Costa Rica, Panama.</p> <p>Work environment: Arranging business dinner.</p> <p>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.</p> <p>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.</p> <p>Contractions: <i>al, del</i>.</p>	2

	Afternoon in Barcelona	
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 to 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 to 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 on 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
 N6.IT Tools: MS Teams, ZOOM, ePortal

EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT

Evaluation (F-formative assessment P-summative assessment)	Learning outcomes code	Way of evaluating learning outcomes achievement
F1 - 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	classroom work (e.g. individual, pair and team work, oral and/or written statements);
F2 - 25 % of the final grade for homework	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_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 - 25 % of the final grade for test assignments	PEU_W01 PEU_U01 PEU_U02 PEU_U04	test assignments (min. one test per semester – test, mini test, etc.);
P1 - 25 % of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02 PEU_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:

I. ¡Nos vemos! I, 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

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| 2. Agnieszka Kowalewska, <i>Hiszpański nie gryzie</i> , Edgard
3. Jolanta Dutkowska, <i>Manos a la obra. Gramática y ejercicios</i> , Idea
4. Anna Wawrykiewicz, <i>Repetitorium gramatyki języka hiszpańskiego z ćwiczeniami</i> , Wagros
5. Virtual Learning Environment (www.wsn.sjo.pwr.edu.pl): General language: Spanish language
A1 tasks for self-study; Specialistic language : Spanish language A1 Materials for classwork and self-study |
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SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)
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Head of Romance and Slavic Languages Section, Ewa Dmowska, M.A. ewa.dmowska@pwr.edu.pl

Last update: 11.09.2022

DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT CARD
“Foreign language”

Name in Polish	Język hiszpański A2
Name in English	Spanish Language 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 in University (ZZU)	60
Number of hours of total student workload (CNPS)	70
Form of crediting	Crediting with grade
Number of ECTS points	2
Including the number of ECTS points for practical classes (P)	2
Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)	1.5

PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES

Level A1 in Spanish according to the Common European Framework of Reference for Languages.

SUBJECT OBJECTIVES

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

SUBJECT LEARNING OUTCOMES

RELATING TO KNOWLEDGE

PEU_W01	The student possesses appropriate for the level linguistic knowledge concerning everyday life matters and inter cultural knowledge that enable basic communication in Spanish.
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RELATING TO SKILLS

PEU_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).
PEU_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).
PEU_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.
PEU_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	
PEU_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...</i> and <i>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.	2

	Summing up: Portfolio Work environment: a CV	
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</i> tense and <i>pretérito imperfect</i> tense – 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</i> tenses.	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,	2

	description of an outfit. Shopping online. Questions: different use of <i>qué</i> and <i>cuál</i> .	
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 to 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 invitation for a party, responding. Differentiating verbs: <i>poner venir, decir</i> .	2
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> . Abbreviated 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 on the results of the final test. Course summary. Crediting grades.	2
	Total hours	60

TEACHING TOOLS USED

- N1. Course book for Spanish language 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
- N7. IT Tools: MS Teams, ZOOM, ePortal

EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT

Evaluation (F-formative assessment P-summative assessment)	Learning outcomes code	Way of evaluating learning outcomes achievement
F1 - 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	classroom work (e.g. individual, pair and team work, oral and/or written statements);
F2 - 25 % of the final grade for homework	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_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 - 25 % of the final grade for test assignments	PEU_W01 PEU_U01 PEU_U02 PEU_U04	test assignments (min. one test per semester – test, mini test, etc.);
P1 - 25 % of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02 PEU_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:

I. ¡Nos vemos! 2, (student's book + workbook), 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. Virtual Learning Environment (www.wsn.sjo.pwr.edu.pl): Specialistic language: Spanish language A2 Materials for classwork and self-study

SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)
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Head of Romance and Slavic Languages Section, Ewa Dmowska, M.A. ewa.dmowska@pwr.edu.pl

Last update: 11.09.2022

THE DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT CARD
“ Foreign language ”

Name in Polish	Język hiszpański B1.1
Name in English	Spanish Language 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 in University (ZZU)	60
Number of hours of total student workload (CNPS)	70
Form of crediting	Crediting with grade
Number of ECTS points	2
Including the number of ECTS points for practical classes (P)	2
Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)	1,5

PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL 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 LEARNING OUTCOMES

RELATING TO KNOWLEDGE

PEU_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

PEU_U01	The student understands key issues of oral statements and information on familiar, general topics, distinguishes key information in non-complicated oral statements.
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PEU_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.
PEU_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.
PEU_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	
PEU_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.	4

	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>	
Cs 11	Revision.	2
Cs 12	Spanish in the world, favourite words in Spanish. El Día E – święto języka hiszpańskiego. 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</i> , <i>pretérito indefinido</i> , <i>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</i> , <i>es muy útil</i> , <i>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</i> , <i>prefiero</i> , <i>es importante</i> , <i>tengo miedo de</i> , <i>es lógico</i> , <i>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 lifestyles. Expressing surprise.	2
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
 N8 IT Tools: MS Teams, ZOOM, ePortal

EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT

Evaluation (F-formative assessment P-summative assessment)	Learning outcomes code	Way of evaluating learning outcomes achievement
F1 - 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	classroom work (e.g. individual, pair and team work, oral and/or written statements);
F2 - 25 % of the final grade for homework	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_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 - 25 % of the final grade for test assignments	PEU_W01 PEU_U01 PEU_U02 PEU_U04	test assignments (minimum one test per semester – test, mini test);
P1 - 25 % of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02 PEU_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

<u>PRIMARY LITERATURE:</u>

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

<u>SECONDARY LITERATURE:</u>

1. I. Radomska, *Repetytorium leksykalno-gramatyczne*, poziom B1-B2, Edgar
2. J. Dutkowska, *Manos a la obra. Gramática y ejercicios*, Idea
3. A. Wawrykowicz, *Repetytorium gramatyki języka hiszpańskiego z ćwiczeniami*, Wagros
4. Virtual Learning Environment (www.wsn.sjo.pwr.edu.pl); Specialistic language: Spanish language B1 Materials for and self-study

SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)
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Head of Romance and Slavic Languages Section, Ewa Dmowska, M.A. ewa.dmowska@pwr.edu.pl

Last update: 11.09.2022

THE DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT CARD
“Foreign language”

Name in Polish	Język hiszpański B1.2
Name in English	Spanish Language B1.2
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	JZL100893C

	Classes
Number of hours of organized classes in University (ZZU)	60
Number of hours of total student workload (CNPS)	70
Form of crediting	Crediting with grade
Number of ECTS points	2
Including the number of ECTS points for practical classes (P)	2
Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)	1.5

PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES

The student possesses suitable skills in Spanish language that enable learning at the level B1 according to the Common European Framework of Reference for Languages.

SUBJECT OBJECTIVES

- C1.**Improving language skills achieved at previous levels.
- C2.**Integrating language skills with the process of communication for professional and social needs that enable functioning in a multicultural and multilingual society.
- C3.**Working on issues connected with language typical for work environment.
- C4.**Implementing student's self-study of the Spanish language.

SUBJECT LEARNING OUTCOMES

RELATING TO KNOWLEDGE

PEU_W01	The student possesses appropriate for the level knowledge on general subjects (private and social life), on selected problems of modern world and, to a limited extent, in the area of science and technology (LSP), necessary for communication (oral and written).
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RELATING TO SKILLS

PEU_U01	The student understands content and intention of written statements (texts), recognises detailed information in more complex written statements (texts) and interprets a heard text (or its fragments).
PEU_U02	The student comprehends relatively long texts, is able to use general and scientific/technical dictionaries as well as others (e.g. electronic) sources of

	information, formulates general meaning of a scanned text, searches for necessary information in the text and is capable of its simple analysis.
PEU_U03	The student is able to speak about general issues connected e.g. with higher education, fields of study, taught subjects, work environment, participates in a discussion on familiar topics, illustrates talks on general topics with examples, conducts simple negotiations.
PEU_U04	The student is able to write a summary of a read text; on the basis of sample texts is able to compose and write their own non-literary text e.g. CV, application, advertisement.
RELATING TO SOCIAL COMPETENCES	
PEU_K01	The student has the ability of proper creative, receptive, interactive behaviours, at the same time developing their personal traits – being open-minded, interested, motivated; works in a group and understands its relations, attitudes and tasks; develops their own style of current and future learning.

PROGRAMME CONTENT		
Classes		Number of hours
Cs 1	Rules of participation in the classes and requirements for successful crediting in the course. Self – presentation. Autobiography – revision of past tenses.	2
Cs 2, 3	The world of senses – how we see the world around us. Does the sixth sense exist? – Discussion. Senses vs memories from the past. Blindness therapy – a visit to a zoo. Revision of <i>imperative</i> . Revision of <i>presente</i> and <i>subjuntivo</i> . The use of <i>presente de subjuntivo</i> in the sentences of purpose.	4
Cs 4, 5	My musical profile. Advantages and disadvantages of zoological gardens – expressing an opinion. Speech linkers. The world of tastes, smells and sounds. Forms and shapes. Talking about musical and culinary tastes. Peruvian cuisine. Polish cuisine – discussion. The world of wine. The verb <i>oler</i> . Relative clauses. Idioms – the world of senses. With taste: vino.	4
Cs 6, 7	Description of appearance and character. Expression of transition states and feelings. Describing personal relationships- positive and negative. Writing an advertisement: we are looking for a new neighbor. The beauty and the higher salary. Frida Kahlo. The world of friendship. The advertisement leaflet. <i>Ser</i> and <i>estar</i> + <i>adjetivo</i> . Relative clauses with <i>indicativo</i> and <i>subjuntivo</i> . With taste: <i>azafrán</i> .	4
Cs 8	Revision. The ways of communication. Canelo – the extraordinary friendship. Work with a dictionary: abbreviations and symbols. Work with a literary text.	2
Cs. 9, 10	Important events: description of festivals and its preparations. Giving wishes. Expressing doubts. Evaluating and expressing own opinion. Summary of a text. The use of <i>subjuntivo</i> with the verb <i>querer</i> : <i>el que quieras, cuando quieras, como quieras, lo que quieras...</i> The use of <i>subjuntivo/indicative</i> in time clauses: <i>cuando, mientras, aunque</i> .	4

	With taste: tomate.	
Cs. 11	Latin phenomenon: <i>fiestas de quinceañeras</i> . Organizing fiesta. The use of contrast <i>pero/sino</i> . Group work on the project: The Latin fiesta.	2
Cs. 12	The presentation of the project: The Latin fiesta	2
Cs. 13, 14	Description of the country ; Statistical data. Geographical location. Climate types. Test- Do you know the Latino world. Languages of Bolivia. Puerto Rico.	4
Cs. 15	Presentation in groups of the chosen Latin country.	2
Cs. 16	The opening and closing of a presentation at a conference. Presentation structure – the mind map. Linkers. Expressing comments after a presentation.	2
Cs. 17	Tense <i>perfecto de subjuntivo</i> – The conjugation of regular and irregular verbs and the use of <i>perfecto de subjuntivo</i> . Revision of verbs and expressions used with <i>subjuntivo</i> . The clash of tenses: <i>perfecto de indicativo</i> and <i>perfecto de subjuntivo</i> . With taste: jamón.	2
Cs. 18, 19	The <i>spanglish phenomenon</i> . The influence of English language into Spanish – discussion. Reported speech – present tense: revision. Reported speech in the past with the use of <i>indicativo: Dijo/decía que</i> and the sequence of tenses <i>in indicativo</i> (the change of a subject, pronouns, time and place adverbials).	4
Cs. 20	Revision	2
Cs. 21, 22	The state and society. Political and social problems – expressing an opinion. Membership in organizations and associations- discussion. Looking for an employee in the Job Fair. The Employee Rights.	4
Cs. 23	The forms of a protest. The ‘Indignants’ protest 15-M. Expressing obligation. The work on a project : the description of a protest in a country or in the world- a group work (following the given instructions).	2
Cs 24	Presentation of the project concerning the current protest in a country or in the world.	2
Cs. 25	Revision of tenses in <i>subjuntivo</i> .	2
Cs. 26	The tense <i>imperfecto de subjuntivo</i> : Regular and irregular verbs- conjugation. The use of <i>imperfecto de subjuntivo</i> . The clash of tenses: <i>imperfecto de indicativo</i> and <i>imperfecto de subjuntivo</i> .	2
Cs. 27	The use of <i>como si</i> . I and II conditional. With taste: aceite de oliva.	2
Cs. 28	Revision.	2
Cs. 29	Final test.	2
Cs. 30	Discussing test results. Crediting.	2
	Total hours	60

TEACHING TOOLS USED

N1 Course book for Spanish language
 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 multimedia and Internet
 N6 Dictionaries, maps
 N7 Consultations
 N8 IT Tools: MS Teams, ZOOM, ePortal

EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT

Evaluation (F-formative assessment P-summative assessment)	Learning outcomes code	Way of evaluating learning outcomes achievement
F1 - 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	classroom work (e.g. individual, pair and team work, oral and/or written statements);
F2 - 25 % of the final grade for homework	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	homework tasks (oral and/or written statements - including a longer non-literary text e.g. formal and informal letter; a self- presentation and on a given topic concerning everyday life and professional issues (future career plans); tasks based on a longer, read text concerning every day and professional issues (studies, work); grammatical and lexical exercises
F3 - 25 % of the final grade for test assignments	PEU_W01 PEU_U02 PEU_U03 PEU_U04	test assignments (min. one test per semester – test, mini test, etc.);
P1 - 25 % of the final grade for the final test	PEU_W01 PEU_U02 PEU_U04	final test assignment, controlling the skills practised 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! 3*, coursebook and workbook, authors: E. M. Lloret Ivorra, R. Ribas, B. Wiener, M. Gorrissen, M. Hauptle-Barceló, P. Pérez Cañizares

SECONDARY LITERATURE:

1. I. Radomska, *Repetytorium leksykalno-gramatyczne B1-B2*, Edgar

2. J. Dutkowska, *Manos a la obra. Gramática y ejercicios*, Idea

3. A. Wawrykiewicz, *Repetytorium gramatyki języka hiszpańskiego z ćwiczeniami*, Wagros

4. Virtual Learning Environment (www.wsn.sjo.pwr.edu.pl); Specialistic language: Spanish language B1 Materials for and self-study

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

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Last update: 11.09.2022

THE DEPARTMENT OF FOREIGN LANGUAGES
SUBJECT CARD
“Foreign language”

Name in Polish	Język hiszpański B2.1
Name in English	Spanish Language B2.1
Main field of study (if applicable)	-
Specialization (if applicable)	-
Level and form of studies	1stlevel, full time
Kind of subject	university-wide
Subject code	JZL100898C

	Classes
Number of hours of organized classes in University (ZZU)	60
Number of hours of total student workload (CNPS)	70
Form of crediting	Crediting with grade
Number of ECTS points	2
Including the number of ECTS points for practical classes (P)	2
Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)	1.5

PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES

Knowledge of Spanish language at level B1 on the scales of the Common European Framework of Reference for Languages

SUBJECT OBJECTIVES

1. Developing communication skills for academic purposes in technical and scientific areas.
2. Developing language proficiency, as required in an academic environment at a technical university.
3. Aiding the student’s own work in the area of specialist language.

SUBJECT LEARNING OUTCOMES

RELATING TO KNOWLEDGE

PEU_W01	Student has knowledge on the topics related to a technical university’s academic environment and to the problems of the modern world, as well as intercultural knowledge required in communication.
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RELATING TO SKILLS

PEU_U01	Student understands texts and utterances on academic topics and understands the users of a language.
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PEU_U02	Student has general and selective reading skills and is able to use adequate resources to understand academic and specialist texts.
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PEU_U03	Student has a repository of language tools sufficient to talk on a required topic, formulate and justify opinions, express and clarify his/her position, demonstrate the advantages and disadvantages of certain solutions.
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PEU_U04	Student writes texts typical of academic environment (e.g. opinions, summaries)
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	using formal and informal register as required.
RELATING TO SOCIAL COMPETENCES	
PEU_K01	Student knows how to use knowledge while observing the constraints of foreign culture; student is aware of language requirements in an international academic environment.

PROGRAMME CONTENT		
Classes		Number of hours
Cs 1	Principles of classwork and crediting. Self-presentation. Experience in learning Spanish. Fields of study and specializations, knowledge of foreign languages, professional career.	2
Cs 2	Are you happy? Revision of questions, the use of : <i>qué</i> and <i>cuál</i> . Questions about hobby and interests. Happiness Questionnaire.	2
Cs 3	Memories from childhood. Biography of a Spanish dancer. Revision of past tenses -indicative mood : <i>pretérito indefinido, pretérito perfecto, pretérito imperfecto</i> . Describing experiences with the use of <i>pretérito perfecto</i> .	2
Cs 4	Comparing the previous age and contemporary Times. The life of Spanish women at the end of the XIX century. Memories from childhood: consolidation of <i>pretérito imperfecto</i> . Writing: a report : work conditions in Poland in 1900.	2
Cs 5	Writing a letter: formal and informal. Typical expressions and phrases. Cover letter.	2
Cs 6	The <i>spanGLISH</i> phenomenon – revision and collecting information about the phenomenon. Revision of material.	2
Cs 7	Electronic equipment. Describing the object. Practices of usage a mobile phone. Video: The increasing number of Spanish people are addicted to their mobiles. Virtual libraries. E-books vs traditional books.	2
Cs 8	Furniture and household appliances. House of the future : how will we live in 2020. Introduction of <i>futuro perfecto</i> .	2
Cs 9	What disturbs you? What annoys you? Expressing emotions : <i>presente de subjuntivo</i> i <i>pretérito imperfecto de subjuntivo</i> . The importance of electric appliances in people’s life.	2
Cs 10	Writing formal emails (in academic and professional communication) The most frequently used conjunctions: <i>en primer lugar, lo mejor es, por otro lado, etc</i> . Text messages:short forms. The use of Ipod, the interview with a film director Fernando Trueba.	2
Cs 11	Food: revision of vocabulary and introducing new words. Healthy food, different diets, nutritional quality of vegetables. Culinary usage of flowers. Video: healthy food.	2
Cs 12	Cooking: verbs connected with preparing dishes. Writing a recipe. Time clauses with the use of <i>cuando, en cuanto, tan pronto como, hasta que</i> . The usage of <i>subjuntivo</i> i <i>indicativo</i> , summarizing. The interview with a Basque cook.	2
Cs 13	Healthy habits. Revision and completion of vocabulary – parts of the body. Idiomatic expressions. Conditional sentences.	2
Cs 14	Different types of advertisements, typical expressions and abbreviations. Writing an advertisement.	2

Cs 15	The history of olive oil, its nutritional qualities and applications. Self-evaluation.	2
Cs 16	Sharing a flat, flatmates, social relations. The best friend, the importance of friendship, problems and solving problems. Description of personality. Word formation: creating verbal nouns.	2
Cs 17	Everlasting love, the importance of marriage vows. The song „Adoro”. Relative clauses with the use of <i>que, quien, cual, donde</i> .	2
Cs 18	The phenomenon of emigration. The story of Ecuadorian family. Problems, challenges and opportunities of emigration. The use of neutral pronoun <i>lo</i> . Writing a newspaper article about emigration.	2
Cs 19	Biography of a writer Octavio Paz. The poem „La calle”. Self-evaluation.	2
Cs 20	Advertising: different types and transmission channels. The most effective ways of product advertisement. Indirect speech. Complaints and claims.	2
Cs 21	Money: a bank account service. Does money give happiness? Discussion. Online shopping: advantages and disadvantages, purchase conditions.	2
Cs 22	The history of fair trade: principles, the importance and range of functioning. Adjectives formation : common suffixes.	2
Cs 23	Work with technical texts from the chosen field of study. Writing a complaint. Typical expressions, text organization.	2
Cs 24	The history of coffee. Self-evaluation.	2
Cs 25	Television: children and students education, the quality of tv programs, habits connected with watching TV. Living without TV. Clauses of purpose, the use of <i>para (que), con el fin de (que), con el objeto de (que), que</i> . The use of forms : <i>infinitivo i subjuntivo</i> , summary.	2
Cs 26	The world of tv series. Interesting facts about series production. The use of conjunctions : <i>porque, pues, a causa de, como, ya que, puesto que, que</i> . The use of <i>porque</i> with <i>subjuntivo</i> .	2
Cs 27	Journals and magazines, reading habits. Writing a blog.	2
Cs 28	Revision	2
Cs 29	Final test	2
Cs 30	Course summary	2
	Total hours	60

TEACHING TOOLS USED

N1 Course book for Spanish language
N2 Teacher’s own didactic materials
N3 Virtual Learning Environment
N4 Grammatical and lexical exercises
N5 Tasks with the use of audio means
N6 Tasks with the use of multimedia and Internet
N7 Dictionaries, maps
N8 Consultations
N9 IT Tools: MS Teams, ZOOM, ePortal

EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT

Evaluation (F-formative assessment P-summative assessment)	Learning outcomes code	Way of evaluating learning outcomes achievement
F1 – 25% of the final grade for classwork	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	Evaluation of language performance leading to effective communication in foreign language during classes (e.g. on the basis of individual work, pair work or team work, and based on speaking and listening skills)
F2 – 25% of the final grade for individual work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	oral or written evaluation of the student's individual work based on materials representing specialist language in the studied area
F3 – 25% of the final grade for work with specialist texts	PEU_W01 PEU_U01 PEU_U02 PEU_U04	oral or written summary of a specialist text related to the studied area
F4 – 25% of the final grade for the test	PEU_W01 PEU_U01 PEU_U02 PEU_U04	a test for the evaluation of the lexis and grammar acquired during the course
P = F1 + F2 + F3 + F4		

PRIMARY AND SECONDARY LITERATURE

PRIMARY LITERATURE:

1. *Español en marcha 4 (B2)*, Francisca Castro Viúdez, Ignacio Rodero Díez, Carmen Sardinero Franco, SGEL

SECONDARY LITERATURE:

1. Virtual Learning Environment (<https://wsn.sjo.pwr.edu.pl>): Technical language: Spanish B2 – materials for self-study.
2. I. Radomska, *Repetytorium leksykalno-gramatyczne*, poziom B1-B2, Edgar
3. *Las claves del Nuevo Dele B2*, Difusión
4. *Vocabulario ELE B2*, SGEL
5. *Uso interactivo del vocabulario*, B2-C2, EDELSA
6. T. Weroniecki, *Słownik techniczny polsko-hiszpański*, Wyd. Naukowo-Techniczne
7. *Słownik wizualny 5 języków*, Reader's Digest
8. Teacher's own materials, newspapers, the Internet

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

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Last update: 11.09.2022

THE DEPARTMENT OF FOREIGN LANGUAGES

SUBJECT CARD
“Foreign language”

Name in Polish	Język hiszpański B2.2
Name in English	Spanish Language B2.2
Main field of study (if applicable)	-
Specialization (if applicable)	-
Level and form of studies	1stlevel, full time
Kind of subject	university-wide
Subject code	JZL100897C

	Classes
Number of hours of organized classes in University (ZZU)	60
Number of hours of total student workload (CNPS)	80
Form of crediting	Crediting with grade
Number of ECTS points	3
Including the number of ECTS points for practical classes (P)	3
Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)	2.5

PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES

Spanish language skills allowing the continuation of education at level B2 on the scales of the Common European Framework of Reference for Languages.

SUBJECT OBJECTIVES

1. Teaching and developing communication skills for academic purposes in technical and scientific areas.
2. Practicing language skills required in an academic environment and in specialist areas.
3. Aiding own work and using it in the area of specialist language in a studied area.

SUBJECT LEARNING OUTCOMES

RELATING TO KNOWLEDGE

PEU_W01	Student has knowledge, skills and competences corresponding to the requirements established for CEFR level B2; student knows and uses language tools (grammar, lexis and style) typical of academic and specialist language while observing the rules of the foreign culture.
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RELATING TO SKILLS

PEU_U01	Student understands and interprets academic texts and utterances as well as other forms of presentation in the area of science and technology.
PEU_U02	Student reads and understands academic texts related to technical disciplines, including the studied discipline; student obtains and interprets information from foreign language specialist sources.

PEU_U03	Student communicates in an academic environment; uses adequate language tools; uses specialist language; delivers presentations related to the studied area of technology.
PEU_U04	Student prepares formal texts (e.g. reports, presentations) using typical language structures.
RELATING TO SOCIAL COMPETENCES	
PEU_K01	Student understands the need to learn and develop his/her specialist language skills (within the lifelong learning framework) as well as the unique features of a foreign language's culture.

PROGRAMME CONTENT		
Classes		Number of hours
Cs 1	Self-presentation: a brief presentation of the field of study, scientific research, projects, professional future plans. The rules of self-presentation.	2
Cs 2, 3, 4	Education, academic communication: <ul style="list-style-type: none"> - academic vocabulary; - carrying out scientific research - a formal letter in academic environment - vocabulary related to basic sciences mathematics, physics, chemistry, information technology – las TIC) - work with technical texts 	6
Cs 5, 6, 7	In the Materials laboratory, specific communication: <ul style="list-style-type: none"> - a dialog in the Materials Laboratory; - types of materials (conventional, core...); - expressing doubts; - lexis (verbs, nouns) used in a laboratory. 	6
Cs 8, 9	Work on models: <ul style="list-style-type: none"> - asking for advice; - giving instructions; - tools and materials; - idiomatic expressions; - revision of past tenses. 	4
Cs 10, 11, 12	Discussing projects: <ul style="list-style-type: none"> - presenting a project, asking questions, describing a project; - design details, spatial concepts, graphic techniques; - impersonal forms; - giving an opinion with the use of <i>subjuntivo</i> i <i>indicativo</i> (I); - interpreting information; - <i>condicional compuesto</i>; - conditional sentences– III and mixed type. 	6
Cs 13, 14	In a computer lab: <ul style="list-style-type: none"> - submitting a project; - excuses and explanations; - the use of <i>por</i> i <i>para</i>; - expressing wishes, prohibitions and requests with the use of <i>subjuntivo</i>; - talking about hypothetical situations and expressing probability; - the use of IT programs. 	4

Cs 15, 16, 17, 18	Presentations related to the field of study: - presentation structure; - typical grammar and lexical structures; - giving a presentation.	8
Cs 19, 20	Leisure: - vocabulary related to Cinema, Spanish Cinema; talking about films; writing a review; - ways of spending free time, cultural events, talking about a positive influence of free time activities; - giving opinions with the use of <i>subjuntivo</i> i <i>indicativo</i> (II); writing a letter and giving arguments; - periphrasis – summary; <i>infinitivo compuesto</i> .	4
Cs 21, 22	Travelling: - means of transport, ways of travelling, equipment, talking about the favourite ways of spending holidays, time expressions with the use of <i>subjuntivo</i> . - Why do people travel? Differences between verbs <i>ser</i> i <i>estar</i> - revision; structure <i>ser</i> + <i>participio</i> (passive). - the idea of travelling around the world; forming verbs from nouns and adjectives; hotels in the future.	4
Cs 23, 24, 25	Job: - own business activity; expressing opinion/ agreement/ concerns; expressing threads; - „a working woman”; vocabulary related to jobs; revision of masculine and feminine form formation; - office workers; talking about official posts in Spain (library, post-office, school); vocabulary related to administration; conditional sentences (<i>siempre que, con tal de que, excepto</i>); - <i>pluscuamperfecto de subjuntivo</i> ; -writing CV.	6
Cs 26, 27	Crime: - talking about crime and punishment; the use of <i>indicativo</i> and <i>subjuntivo</i> with expressions <i>siempre que</i> and <i>mientras que</i> . - reporting a crime; court proceedings; relative clauses with the use of <i>indicativo</i> i <i>subjuntivo</i> .	4
Cs 28	A car: - car components; in a garage; a structure describing an unintentional incident (ex. <i>se me ha roto...</i>).	2
Cs 29	Final test.	2
Cs 30	Discussing test results. Course summary.	2
	Total hours	60

TEACHING TOOLS USED

N1 Course book for Spanish language
N2 Teacher’s own didactic materials
N3 Virtual Learning Environment
N4 Presentations
N5 Grammatical and lexical exercises

N6 Tasks with the use of multimedia and Internet
 N7 Dictionaries
 N8 Consultations
 N9 IT Tools: MS Teams, ZOOM, ePortal

EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT

Evaluation (F-formative assessment P-summative assessment)	Learning outcomes code	Way of evaluating learning outcomes achievement
F1 – 25% of the final grade for classwork	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	evaluation of language performance leading to effective communication in foreign language during classes (e.g. on the basis of individual work, pair work or team work, and based on speaking and listening skills)
F2 – 25% of the final grade for individual work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	oral or written evaluation of the student’s individual work based on materials representing specialist language in the studied area
F3 – 25% of the final grade for the presentation	PEU_W01 PEU_U03	a presentation delivered on a topic related to the studied area
F4 – 25% of the final grade for the test	PEU_W01 PEU_U01 PEU_U02 PEU_U04 PEU_K01	final test for the evaluation of language skills (understanding written and spoken texts) and the acquisition of grammar and lexis
P = F1 + F2 + F3 + F4		

PRIMARY AND SECONDARY LITERATURE

PRIMARY LITERATURE:

1. *Español en marcha 4* (B2), Francisca Castro Viúdez, Ignacio Rodero Díez, Carmen Sardinero Franco, SGEL.

2. *Arquitectura y construcción*, Paloma Úbeda Mansilla, María Luisa Escribano Ortega, Edinumen.

SECONDARY LITERATURE:

1. Virtual Learning Environment (<https://wsn.sjo.pwr.edu.pl>) Technical language: Spanish language B2 – materials for self-study.

2. *Uso interactivo del vocabulario*, B2-C2, Marisa de Prada, Dánica Salazar, Clara María Molero, EDELSA.

3. *Vocabulario ELE B2*, SGEL

4. *Gramática de uso del español B1-B2*, Luis Aragonés, Oxford University Press.

5. *Słownik techniczny polsko-hiszpański*, Tadeusz Weroniecki, Wyd. Naukowo-Techniczne.

6. Teacher's own materials, newspapers, the Internet

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

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Last update: 11.09.2022