University of Gdańsk

Subject card

Subject name and code	Practical Spanish Language I, PG_00136563		
Field of study	Spanish and Portuguese Studies		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2026/2027
Education level	Bachelor's studies	Subject group	Obligatory subject group in the field of study
Mode of study	full-time studies	Mode of delivery	at the university
Year of study	1	Language of instruction	Spanish
Semester of study	1	ECTS credits	14.0
Learning profile	academic	Assessment form	credit
Conducting unit			
Name and surname of lecturer (lecturers)	Subject supervisor	mgr Małgorzata Płończak	
	Teachers	mgr Angela Macioszczyk mgr Antonio Mejia Perez dr Magdalena Bulińska mgr Małgorzata Płończak	

Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	210.0	0.0	0.0	0.0	210
	E-learning hours included: 0.0						

Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study	SUM
	Number of study hours	210	14.0	126.0	350

Subject objectives	Development of linguistic skills in Spanish (reading and listening comprehension, writing, speaking), getting to know the socio-cultural realities of the Spanish language area, and acquiring knowledge of grammar and vocabulary so that, by the end of the semester, the student will be able to speak Spanish at levels A2/ A2+ according to the CEFR. Further objectives: getting rid of language barriers, acquisition of ability to speak in public, work in a group, communicate with one another.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[IBEL3_K04] Is aware of cultural differences and related challenges, is able to apply in practice the knowledge of mechanisms of intercultural communication	The student is aware of the cultural difference and diversity of the Spanish language area, has respect for cultural differences, including values, behaviour, customs, language. He/she is able to apply in practice the knowledge of mechanisms of intercultural communication.	[SK2] presentation/project/paper/ report [SK3] text preparation/written work [SK5] implementation of a problem task
[IBEL3_U17] Be able to express him/herself accurately and coherently in Spanish and communicatively in Portuguese in writing and speaking on selected philological and cultural subjects.	The student is be able to express him/herself coherently in Spanish that corresponds to level A2/ A2+ on basic topics related to language, literature and culture.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work
[IBEL3_U15] Is able to use available multimedia devices and modern technology to obtain information, for self-study or to establish contact with professionals; is able to describe documents from electronic sources reliably	The student is able to use available multimedia devices and modern technology to obtain information, self-educate or establish contact with specialists, and is able to describe documents from electronic sources reliably.	[SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU6] demonstration of practical skills
[IBEL3_W13] Has a basic knowledge of cultural institutions and an orientation to contemporary literary and cultural life in Spanish- and Portuguese-speaking countries	The student has a basic knowledge of the cultural institutions of Spanish-speaking countries and an orientation towards the contemporary culture of Spanish-speaking countries (literature, cinema, theatre, art).	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work
[IBEL3_K01] He is ready to critically evaluate the knowledge he possesses and the content he receives	The student is ready to evaluate critically his/her philological knowledge and perceived content.	[SK4] test/exam - oral or written [SK6] demonstration of practical skills
[IBEL3_U11] Has the ability to produce typical written work in Spanish on specific topics, using basic theoretical approaches as well as a variety of sources	The student is able to express himself/herself coherently in writing in Spanish on basic topics concerning the private, public and academic spheres.	[SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills
[IBEL3_K05] Is ready to participate in cultural life and use its various forms and media	The student is ready to participate in cultural life, especially in the cultural life of Spanish-speaking countries, using its various forms and media.	[SK2] presentation/project/paper/ report [SK5] implementation of a problem task [SK8] observation of student's independent or team work
[IBEL3_U16] Can make observations and interpretations of socio-cultural phenomena, analysing their links with various disciplines in the humanities	The student is able to observe and interpret socio-cultural phenomena taking place in countries of the Spanish language area.	[SU2] presentation/project/paper/ report [SU5] implementation of a problem task [SU8] observation of student's independent or team work
[IBEL3_W03] Knows basic linguistic terminology in Spanish	The student is familiar with the grammatical structures of the Spanish language, the basic linguistic terminology in Spanish and the general and specific vocabulary corresponding to levels A2/ A2+ according to the CEFR.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
[IBEL3_U12] Has the ability to prepare oral presentations in Spanish on specific topics, using basic theoretical approaches as well as a variety of sources	The student is able to express him/ herself coherently orally in Spanish on basic topics concerning the private, public and academic spheres.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written [SU6] demonstration of practical skills
[IBEL3_W12] Understands the diversity of information sources, the complex nature of language and the historical variability of meanings in Spanish and Portuguese	The student is aware of the variety of sources of information about the language and knows and understands the complexity of the Spanish language.	[SW2] presentation/project/paper/ report [SW3] text preparation/written work
[IBEL3_K06] Is aware of co-responsibility for the preservation of the cultural heritage of a given region, country, especially Poland and the Iberian language area	The student feels co-responsible for the preservation of the cultural heritage of Poland and the Spanish and Spanish-speaking area.	[SK2] presentation/project/paper/ report [SK3] text preparation/written work [SK5] implementation of a problem task
[IBEL3_W10] He/she knows and understands basic terms and principles of copyright protection	The student knows and understands the basic concepts and principles of copyright protection.	[SW2] presentation/project/paper/ report [SW3] text preparation/written work

Course outcome	Subject outcome	Method of verification
[IBEL3_U10] Be able to use specialist language and communicate accurately and coherently in Spanish with humanities professionals, using a variety of communication channels and techniques	The student is able to use a specialised language at a basic level corresponding to level A2/ A2+	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills

Subject contents

The target minimum level of mastery of the 4 language skills at the end of the semester with reference to the levels of the CEF is: A2/ A2+. The curricular content presented is the assumed minimum; the content may be expanded depending on the level of language proficiency of the students in the exercise groups formed in the 1st year. The detailed selection of content and the order in which it is taught depends on the leading textbook chosen by the lecturer teaching the PNJH module "Cuatro destrezas".For the beginners' group, the recommended textbook is "Campus Sur".

Framework content

Reading comprehension: the student is able to understand short, simple texts from the private sphere, such as text messages, short emails, notes, and simple, short texts from the public sphere, such as signs, signs on notice boards, advertisements, menu cards, etc.

Listening comprehension: the student is able to understand a simple statement spoken slowly; they understand simple questions, instructions and guidance addressed to them, and are able to identify the main idea of what they have heard.

Speaking/Interaction: the student is able to talk about themselves, their interests, where they live, their family, their work, their own experiences and past events; they can give instructions, advice and simple directions; they can express feelings (e.g. satisfaction, dissatisfaction) and ask others for their opinion; they can ask and answer simple questions addressed to them concerning their private life or simple situations in public and academic contexts.

Mediation: the student is able to identify and convey specific information from a written text; is able to describe in simple terms what an uncomplicated chart or diagram shows (e.g. basic numerical data), using familiar phrases; is able to translate short, simple phrases or messages from everyday life (e.g. a short sign, simple instructions) from Spanish into Polish or vice versa, whilst retaining the meaning; is able to express, in simple terms, their impressions or what they liked most about a short, straightforward text or story; is able to participate in simple group work, sharing basic ideas with others and listening to their opinions on familiar topics; is able to encourage others to speak in a simple conversation, is able to make a simple invitation and ensure that a brief social interaction proceeds in a basic, friendly manner.

Writing: the student is able to write a short, simple text, e.g. an email, a message, a chat post, a profile, a description, an account of an event, a CV or a recipe, and can fill in a form with personal details.

Grammar: noun, number and gender. Definite and indefinite articles. Omission of the article (I). Adjectives: number, gender, correspondence with a noun, formation, gradation. Personal pronouns in the form of a subject, direct and indirect object, reflexive pronouns. Verbs *ser, estar, tener*. Form of *hay*. Pronouns of regular and irregular verbs in the *presente de indicativo* tense. Verbs like gustar. Adverbs and adverbial expressions of place, time, frequency, manner. Possessive, indicative, interrogative, exclamative, indefinite pronouns. Principal and ordinal numerals. Prepositions (I). Periphrastic constructions: *ir a + infinitivo, estar + gerundio, acabar de + infinitivo, tener que + infinitivo, haber que + infinitivo, poder + infinitivo.* Past tenses of the indicativo mode: *pretérito indefinido, pretérito perfecto, pretérito imperfecto*. Specifying dates. Elements of phonetics: basic principles of pronunciation, stress and intonation.

Vocabulary: introducing oneself, personal details, background, occupations, relationships, plans, leisure time, organising meetings, suggestions, stereotypes, character traits, appearance, behaviour, places, home, town, location, describing spaces, life experiences, events, memories, travel, tourism, getting around, organising a trip, generations, intergenerational differences, lifestyles, interpersonal relationships, friendship, relationships, communication, fashion, clothes, appearance, the body, health, food, eating habits, health, lifestyle.

Prerequisites and co-requisites		
Assessment methods and criteria		

Subject passing criteria	Passing threshold	Percentage of the final grade
Assessment of the module Conversation and vocabulary	51.0%	20.0%
assessment of the module Integrated Skills	51.0%	40.0%
Assessment of the module Practical Grammar	51.0%	40.0%

Recommended reading

Basic literature

Core textbooks (selection is made by the teacher of the Module Integreted Skills):

- VV. AA. (2020): Campus Sur, A1-B1 (textbook and workbook). Barcelona: Difusión.
- VV. AA. (2021): Sueña (all levels, workbook and exercise book). Madrid: Anaya.
- Lecturer-authored material based on original newspaper texts and radio/ TV programmes/ podcasts.

Practical grammar:

- Aragonés, L., Palencia, R. (2009): Gramática de uso del español A1-A2. Teoría y práctica. Madrid: Ediciones SM.
- Aragonés, L., Palencia, R. (2009): Gramática de uso del español B1-B2. Teoría y práctica. Madrid: Ediciones SM.
- Castro, F. (2006): Uso de la gramática española. Elemental. Madrid: Edelsa.
- Castro, F.(2006): Uso de la gramática española. Intermedio. Madrid: Edelsa.
- Castro, F. (2006): Aprende gramática y vocabulario, B1. Madrid: SGEL.
- Moreno, C., Hernández, C., Miki Kondo, C. (2021): En gramática. Elemental A1/A2. Madrid: Anaya.
- Moreno, C., Hernández, C., Miki Kondo, C. (2022): En gramática. Medio B1. Madrid: Anaya.
- Romero Dueñas, C., González Hermoso, A., Cervera Vélez, A. (2008): Competencia gramatical en uso A2. Madrid: Edelsa.
- Romero Dueñas, C., González Hermoso, A., Cervera Vélez, A. (2008): Competencia gramatical en uso B1. Madrid: Edelsa.
- VV AA (2025): Gramática básica del estudiante de español.A1-B1.Barcelona: Difusión

Vocabulary:

- Domínguez López, J., Nueda Guzmán, M.S.(2007): ¡Viva el vocabulario! A1-A2. Madrid: EnClave ELE.
- Encinar, A. (2012): Uso interactivo del vocabulario nivel A1-B1. Madrid: Edelsa.
- Baralo, M., Genís, M., Santana, M.E.(2013): En vocabulario. A1-A2. Madrid: Anaya.
- Baralo, M., Genís, M., Santana, M.E. (2011): En vocabulario. B1. Madrid: Anaya.

Supplementary literature

- Ángeles Palomino, M. (2003): Dual. Pretextos para hablar. Madrid: Edelsa.
- VV.AA. (2014): Cronómetro A2. Madrid: Edinumen.
- VV.AA. (2013): Cronómetro B1. Madrid: Edinumen.
- VV.AA. (2013): Relatos 1. Historias cortas para aprender español. Madrid: Edinumen.
- VV.AA. (2013): Relatos 2. Historias cortas para aprender español. Madrid: Edinumen.
- VV.AA. (2022): Relatos 3. Historias cortas para aprender español. Madrid: Edinumen.

eResources addresses

Example issues/ example questions/ tasks being completed

- Tests. Exams.
- Written assignments.
- Translation of sentences.
- Grammatical transformations.
- Grammaticalisation
- Oral presentations.
- Presentations.
- Discussions in pairs/groups.

Work placement

Not applicable

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