University of Gdańsk

Subject card

Subject name and code	Spanish Language II, PG_00136559						
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	2		ECTS credits	15.0			
Learning profile	academic		Assessment form	exam			
Conducting unit	Division of Iberian Studies -> Institute of Romance Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Małgorzata Płończak				
	Teachers						
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	151.0	375

Subject objectives	Development of linguistic skills in Spanish (reading and listening comprehension, writing, speaking, mediation), 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 B1/ B1+ according to the CEFR. Further objectives: getting rid of language barriers, ability to speak in public, work in a group, communicate with one another.

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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 B1/ B1+ according to the CEFR.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[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_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_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_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_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_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_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 B1/ B1+.	[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
	[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_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_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_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 B1/ B1+ on basic topics related to language, literature and culture.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work

Course outcome	Subject outcome	Method of verification
[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
[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

Subject contents	The assumed minimum level of mastery of the 4 language skills at the end of the semester with reference to the levels of the CEFR is: B1/B1+. 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 teacher of the module Integreted Skills. In the beginners' group (Group 1), the recommended textbook is "Campus Sur. A1–B1". Framework content **Reading comprehension:** the student understands functional, informative, journalistic and literary texts of moderate complexity from the private sphere, e.g. concerning everyday life, place of residence, descriptions of childhood and biographies; from the public sphere, e.g. advertisements and promotional leaflets, newspaper headlines and simple articles, and from the educational/ academic sphere, e.g. a description of a language course. They are able to identify the main idea of the texts, locate specific information, determine the context (author/source of the text, time, place) and identify the author's intentions and attitudes. **Listening comprehension:** the student understands simple texts from the private, public and academic spheres; is able to identify the topic of a spoken passage; is able to find specific information in a text spoken clearly and slowly; is able to identify the context of a passage; and is able to recognise the speaker's general attitude towards the topic, e.g. approval, disapproval, interest or surprise; understands the main meaning of longer utterances (e.g. lectures, radio and television programmes, podcasts) if they are clearly articulated and concern current events or topics that are familiar and/or of personal interest; is able to understand and respond to the specific communication needs of interlocutors. **Speaking and oral interaction:** the student is able to give simple descriptions of people, places, living conditions, studies and everyday activities; is able to talk about a past event; is able to talk about their life and life experiences; is able to outline plans for the future; and is able to give a short, prepared presentation on a familiar topic; is able to take part in a conversation on familiar topics; is able to respond in various communicative situations, e.g. to make suggestions, extend invitations, apologise, and respond to suggestions and invitations, apologies, is able to express wishes and respond to them, is able to agree or disagree with the other person, is able to express their own opinions, value judgements, emotions and feelings, is able to obtain and formulate information on familiar topics, is able to give instructions; is able to explain what they do not understand and ask for clarification. **Online interaction**: the student is able to take part in simple online discussions; express their opinions on familiar topics; write short messages and comments in an appropriate tone; respond to others' comments; ask and answer questions; describe experiences, events and impressions; take part in a collaborative online task; and respond to others' suggestions. **Mediation**: the student is able to convey the most important information from a simple, clearly structured text to others; convey basic information between languages; work with others to complete a task, put forward their own ideas and suggestions, ask others for their views, facilitate communication between people, and summarise the key information presented by several people; resolve a misunderstanding concerning a simple issue; and take basic cultural differences into account. **Writing:** the student is able to write texts about everyday life and past events (descriptions, simple stories, biographies), and can write a note or an email. They can write a job application or a scholarship application. They can write a simple summary. They can write a short argumentative text. They can describe the advantages and disadvantages of various options in a simple way. They can compose a text consisting of several logically connected paragraphs and use basic linking words and phrases to organise the text. **Grammar:** use of past tenses in contrast. Imperative mode: orders and prohibition, informal and formal style. *Presente de subjuntivo* tense: forms of the imperative mode. Expression of wishes (I). *Futuro imperfecto (simple) de indicativo* tense. *Futuro perfecto (compuesto)* tense. Expression of the future: contrast futuro simple/ presente de indicativo/ ir a + infinitivo. Time clauses. Conditional clauses with *si* - periodo real. Conditional clauses with other conjunctive expressions. Expressions of probability in relation to the present and future. Periphrastic constructions: *ir + gerundio, seguir + gerundio, llevar + gerundio, seguir sin + infinitivo, llevar sin + infinitivo, dejar de + infinitivo, volver a + infinitivo, ponerse a + infinitivo*. *Condicional simple* tense (some uses). Noun clauses (oraciones sustantivas) (I). Relative clauses (oraciones de relativo) (I). Parts of speech. **Vocabulary:** education, studies, work, plans for the future, time management, responsibilities, work, productivity, consumption, ecology, the environment, responsible consumption, advertising, marketing, consumerism, the influence of advertising, stories, events, challenges, experiences, social media, the Internet, digital communication, traditions, customs, holidays, cultural differences, emotions, feelings, relationships, ways of expressing emotions.

Prerequisites and co-requisites	Prerequisite for participation in this course is passing the PNJH course in semester 1.Knowledge of Spanish at a minimum level A2.

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
Examination mark for reading comprehension part	51.0%	5.0%
Examination mark for the writting part	51.0%	10.0%
Examination mark for the speaking part	51.0%	10.0%
Examianation mark for the vocabulary part	51.0%	10.0%
Examination mark for the listening comprehension part	51.0%	5.0%
Semester mark: arithmetic average of marks from 3 modules	51.0%	50.0%
Examination mark for the grammar part	51.0%	10.0%

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.
- Original teaching materials prepared by the lecturer based on original press and literary texts, as well as radio, television and podcast programmes.

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.
- Bellver Roses, V., San Andrés Monjas, M.C.. (2007): ¡Viva el vocabulario! B1-B2. 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. Madryt: Edelsa. • Robles Ávila, S., Montero Curiel, M.L., Dell'Olmo Robles, S. (2022): En pragmática. Nivel medio-avanzado B1-B2. Madrid: Anaya. • 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. • Vocabulary and grammar exercises based on informative or literary texts. • Oral presentations. • Presentations. • Discussions in pairs/groups.	
Work placement	Not applicable	

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