

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), 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 A.2.2/ B. 1.1 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_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 A.2.2/ B. 1.1 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_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_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 A.2.2/ B.1.1 according to the CEFR.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] text preparation/written 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 A.2.2/ B.1.1.	[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_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_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_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_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_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_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

	Course outcome	Subject outcome	Method of verification
	[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_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: A.2.2/ B.1.1. 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 Integrated Skills. Framework content Reading comprehension: the student understands simple utilitarian and literary texts from the private sphere, e.g. concerning daily life, place of residence, childhood description, biography, from the public sphere, e.g. advertisements and advertising brochures, newspaper headlines and simple articles, and from the educational sphere, e.g. description of a language course. Can identify the main idea of texts, find specific information, identify the context (author/sender of the text, time, place). Listening comprehension: the student can understand simple texts from the private and public sphere, can identify the topic of the utterance, can find detailed information in clear and slow text, can identify the context of the utterance, can respond to specific communication needs of interlocutors. Speaking: the student can give simple descriptions of people, places, living conditions, learning, daily routines, can talk about a past event, can talk about his/her life, can explain his/her plans for the future, can take part in a conversation on familiar topics, can react in various communicative situations, e.g. Can react in a variety of communicative situations, e.g.: can make proposals, invitations, apologies, can say 'yes' and 'no' to proposals, invitations, apologies, can express and react to requests, can agree and disagree with an interlocutor, can express opinions, value judgements, emotions and feelings, can receive and give information on familiar matters, can give instructions. Writing: the student can write texts about everyday life, past events (description, simple story, biography), can write a note, an email. Can write a simple summary. Can write a simple dissertation on topics related to his/her own interests. Can write a job/scholarship application. Grammar: use of past tenses in contrast. Imperative mode: orders and prohibition, informal and formal style. <i>Presente de subjuntivo</i> tense: forms of the imperative mode. Expression of wishes (I). <i>Futuro imperfecto (simple) de indicativo</i> tense. <i>Futuro perfecto (compuesto)</i> tense. Expression of the future: contrast futuro simple/ presente de indicativo/ ir a + infinitivo. Time clauses. Conditional clauses with <i>si</i> - periodo real. Conditional clauses with other conjunctive expressions. Expressions of probability in relation to the present and future. Periphrastic constructions: <i>ir + gerundio, seguir + gerundio, llevar + gerundio, seguir sin + infinitivo, llevar sin + infinitivo, dejar de + infinitivo, volver a + infinitivo, ponerse a + infinitivo</i>. <i>Condicional simple</i> tense (some uses). Noun clauses (oraciones sustantivas) (I). Relative clauses (oraciones de relativo) (I). Parts of speech. Vocabulary: everyday life, leisure, entertainment, sports, travel, countries and their inhabitants, geography (fauna, flora, climate), transport, city, neighbourhoods, home, stages of life, life experiences, life events, food, meals, eating.		
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 A.2.1.		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Examination mark for the grammar part	51.0%	10.0%
	Examination mark for reading comprehension part	51.0%	5.0%
	Examination mark for the writing part	51.0%	10.0%
	Examination mark for the speaking part	51.0%	10.0%
	Examination mark for the vocabulary part	51.0%	10.0%
	Semester mark: arithmetic average of marks from 3 modules	51.0%	50.0%
	Examination mark for the listening comprehension part	51.0%	5.0%
Recommended reading	Basic literature		
	Core textbooks (selection is made by the teacher of the Module Integrated 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. - Material authored by the lecturer based on original newspaper texts and radio/TV programmes/codcasts. 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. 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. • Oral presentations. • Presentations. • Discussions in pairs/groups.	
Work placement	Not applicable	

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