



Subject card

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| Subject name and code | , PG_00061235 | | | | | | |
| Field of study | Design and Construction of Yachts | | | | | | |
| Date of commencement of studies | October 2022 | | Academic year of realisation of subject | | 2023/2024 | | |
| Education level | first-cycle studies | | Subject group | | | | |
| Mode of study | Full-time studies | | Mode of delivery | | at the university | | |
| Year of study | 2 | | Language of instruction | | Spanish | | |
| Semester of study | 3 | | ECTS credits | | 2.0 | | |
| Learning profile | practical profile | | Assessment form | | assessment | | |
| Conducting unit | Language Center -> Vice-Rector For Education | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | mgr Małgorzata Majer | | | | |
| | Teachers | | mgr Małgorzata Majer | | | | |
| Lesson types and methods of instruction | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 0.0 | 30.0 | 0.0 | 0.0 | 0.0 | 30 |
| | 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 | 30 | | 0.0 | | 0.0 | 30 |
| Subject objectives | The aim of the course is to develop the ability to use Spanish effectively in the academic and professional environments. | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
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| | [K6_U82] is able to obtain and process information related to field of study and academic environment in foreign language at B2 level of the Common European Framework of Reference for Languages (CEFR) | Understands simple statements (monologues, dialogues) about real-life events everyday life and recognizes the most important information in simple messages, e.g. at the station, at the airport, in a department store. Can read and understand fairly simple descriptions of everyday events (e.g. descriptions of people, objects, places, travel reports) and can find the necessary information in texts (e.g. in tourist catalogues, timetables, menus). He talks about himself, other people and places he knows in a way appropriate to his level (e.g. dormitory, university, city), about past events (e.g. spending the weekend), o their plans (e.g. holiday plans) and can participate in a conversation (dialogue) on familiar topics. | [SU1] Assessment of task fulfilment [SU2] Assessment of ability to analyse information [SU4] Assessment of ability to use methods and tools |
| | [K6_K82] is equipped to participate in lectures, seminars and laboratory classes conducted in foreign language | A student: 1) responds to commands 2) determines the main idea of the statement 3) determines the intentions of the sender/author of the statement 4) determines the context of the statement 5) finds specific information in the statement | [SK4] Assessment of communication skills, including language correctness [SK5] Assessment of ability to solve problems that arise in practice |
| | [K6_W81] has knowledge of grammatical structures and lexical resources needed to communicate in foreign language in terms of general and specialist language related to field of study | The student knows the constructions: 1. es de..., sirve para... and lo (que) 2. irregular verbs in the present tense: doler 3. creating an adverb from the form of an adjective 4. regular and irregular verbs: cheese, estar, ver; words like: a los 16 años, cuando tenía 16 años, cuando iba al colegio, antes 5. distinction between verbs: poner and ponerse, encontrar and encontrarse, llamar and llamarse, dormir and dormirse, quedar and quedarse 6. creating diminutives 7. terms that build narratives: primero, luego, mientras, entonces, total que, al final 8. indefinite pronouns 9. direct and further object pronouns 10. interrogative pronouns 11. verbal periphrases: empezar a, seguir, dejar de, seguir sin, volver a 12. past perfect pretérito perfecto, regular and irregular verbs: decir, hacer, poner, ver, escribir, volver 13. distinction between verbs: ir and llevar, traer and venir 14. imperative mood – regular and irregular forms of verbs: poner venir, decir 15. structures: es normal, es usual, tienes que, no puedes 16. use of the verbs ser and estar 17. future tense futuro, regular and irregular verbs: decir, hacer, poder, poner, tener, venir, salir, querer, saber, hay | [SW3] Assessment of knowledge contained in written work and projects [SW2] Assessment of knowledge contained in presentation |

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| | Course outcome | Subject outcome | Method of verification |
| | [K6_U81] is able to communicate appropriately in foreign language at B2 level of the Common European Framework of Reference for Languages (CEFR) in everyday life, in academic and professional environments | The student creates statements: 1) describes people, animals, objects, places and phenomena; 2) presents facts from the present and future 3) presents intentions, dreams, hopes and plans for the future; 4) describes preferences; 5) expresses and justifies his opinions; 6) expresses feelings and emotions; | [SU2] Assessment of ability to analyse information [SU3] Assessment of ability to use knowledge gained from the subject |
| | [K6_K81] is able to cooperate in international team | The student uses: 1) basic knowledge of the countries, societies and cultures of the communities that they speak a given modern foreign language and about their home country, taking into account the local, European and global context; 2) awareness of the relationship between one's own and foreign cultures and sensitivity intercultural. | [SK4] Assessment of communication skills, including language correctness [SK5] Assessment of ability to solve problems that arise in practice |
| Subject contents | <p>Vocabulary:</p> <p>Professional language development enhanced by scenario-based exercises, case studies, comprehension tasks, reading assignments, professional articles, vocabulary exercises contextualized in the field.</p> <p>Writing:</p> <p>Developing skills in writing various texts essential in the academic and work environments, including an abstract of an academic thesis, a report, a data analysis and a process description. Developing writing techniques such as style and register, coherence and cohesion, using in-text references and paraphrasing.</p> <p>Listening and speaking:</p> <p>Developing listening comprehension and communication skills in the academic and work environments. Practising giving presentations, participating in formal business meetings, videoconferences and negotiations. Developing intercultural awareness, critical thinking and project management skills.</p> <p>Reading:</p> <p>Developing comprehension skills in reading academic and professional texts, with particular emphasis on critical reading, skimming and scanning, selecting and prioritising information, recognising and understanding implicit meanings, and note taking.</p> | | |
| Prerequisites and co-requisites | Before joining a language group, students are expected to demonstrate language ability at level B2. | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | participation | 60.0% | 20.0% |
| | tests | 60.0% | 60.0% |
| | writing | 60.0% | 20.0% |

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| Recommended reading | Basic literature | Arcoiris 1 Textbook for learning Spanish + CD 2017. Author of the book: Nieto-Kauczyńska D. . Publisher: Przystanek Edu. ISBN code: 9788393560851 |
| | Supplementary literature | 1. Repetitory Spanish language. 2023 Monika Kalbara, Draco publishing house ISBN code: 978-83-66834-49-12. Spanish. Grammar with exercises. 3rd edition 2023, Publisher: EDGARD, ISBN: 978-83-67663-53-3 |
| | eResources addresses | Adresy na platformie eNauczenie: |
| Example issues/ example questions/ tasks being completed | | |
| Work placement | Not applicable | |

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