

# Spanish language

| THE DEPARTMENT FOR FOREIGN LANGUAGES<br>SUBJECT CARD<br>“Foreign language” |                                  |
|--|----------------------------------|
| Name in Polish   | Język hiszpański, poziom A1      |
| Name in English  | Spanish Language, Level A1       |
| Main field of study (if applicable)  | -                                |
| Specialization (if applicable)   | -                                |
| Level and form of studies  | 1 <sup>st</sup> level, full time |
| Kind of subject  | university- wide                 |
| Subject code   | JZL100686C                       |

|   | Classes              |
|---|----------------------|
| Number of hours of organized classes at University (ZZU)                        | 60                   |
| Number of hours of total student work load (CNPS)                               | 70                   |
| Form of crediting   | Crediting with grade |
| Number of ECTS points   | 2                    |
| Including number of ECTS points for practical (P) classes                       | 2                    |
| Including number of ECTS points for direct teacher-student contact (BK) classes | 1.5                  |

| PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES |
|---|
| None  |

| SUBJECT OBJECTIVES   |
|--|
| <p>C1 Learning proper Spanish pronunciation, intonation and stress.</p> <p>C2 Learning basic content and linguistic means in the range of everyday subjects and basic intercultural subjects.</p> <p>C3 Education in the basic range of linguistic activity: understanding speech and written language, speaking, writing and reading.</p> <p>C4 Explaining the need of self-work and preparing the student for self- learning of Spanish.</p> |

| SUBJECT EDUCATIONAL EFFECTS  |   |
|------------------------------|---|
| <b>Relating to knowledge</b> |   |
| <b>PEK_W01</b>               | The student possesses knowledge concerning the bases of phonetic system of Spanish language, basic vocabulary and grammatical structures in the area of everyday life (naming people, places and relations among people, interests, expressing basic characteristics, placing activities and events in time) and basic knowledge about socio-cultural behaviours. |
| <b>Relating to skills</b>    |   |
| <b>PEK_U01</b>               | The student understands short statements, simple commands, requests, questions and information about people, telephone number, address, price, time etc.  |
| <b>PEK_U02</b>               | The student reads and understands simple texts from everyday life and e.g. information labels, announcements, occasional wishes, SMS news or e-mail, easy   |

|                                       |   |
|---------------------------------------|---|
|                                       | forms.  |
| <b>PEK_U03</b>                        | The student communicates on a proper level in everyday life situations, is able e.g. to greet, say “goodbye”, introduce themselves, express a request, thank, arrange a meeting and its time, buy a ticket, name the university, faculty and/or the studied department.   |
| <b>PEK_U04</b>                        | The student applies simple sentences to describe e.g. their family, interests, learning and working place, surrounding (flat), basic activities and is able to fill in a very simple form (personal data), write a simple note or a list of needs and tasks (e.g. a list of shopping, timetable), write a short note (SMS or e-mail). |
| <b>Relating to social competences</b> |   |
| <b>PEK_K01</b>                        | The student is able to co-operate in a team, understands the need of self-work and of learning for further development, sees the importance of intercultural knowledge.   |

| <b>PROGRAMME CONTENT</b>         |  |                        |
|----------------------------------|--|------------------------|
| <b>Form of classes - classes</b> |  | <b>Number of hours</b> |
| C 1, 2                           | Learning the phonetic system of Spanish with regard of linguistic variants: alphabet, pronunciation, rules of intonation and stress. Alphabet, spelling.   | 4                      |
| C 3                              | Basic useful expressions; articles, personal pronouns, feminine and plural of the noun, question pronouns.   | 2                      |
| C 4                              | Making acquaintances, introducing themselves: verb “ser”, construction of the sentences, demonstrative pronouns.   | 2                      |
| C 5 - 8                          | Basic personal data concerning themselves and their closest family, short self-presentation and characteristics of other people; verbs: “estar, haber”, adjectives, non-stressed possessive pronouns.                | 8                      |
| C 9 - 12                         | Basic everyday activities, timetable (clock-time, times of the day, days of the week, months); present tense of the indicative mode (regular and partially irregular and totally irregular verbs), pronouns of time. | 8                      |
| C 13                             | Work, jobs, learning (school) – studies, names of faculties and the studied specialization.  | 2                      |
| C 14                             | TEST   | 2                      |
| C 15                             | Private telephone conversation.  | 2                      |
| C 16, 17                         | Living place (house, flat), moving around the city; prepositions, personal accusative, ordinal numbers.  | 4                      |
| C 18, 19                         | Leisure time, interests, weather; verb “gustar”, reflexive verbs, causative clauses.   | 4                      |
| C 20, 21                         | Shopping of basic articles, cardinal numbers.  | 4                      |
| C 22, 23                         | Meals, in the restaurant, at the chemist’s, health; verb “doler”, construction “tener que”, indefinite pronouns.   | 4                      |
| C 24 - 26                        | Culture, traditions and customs (selected texts).  | 6                      |
| C 27 - 30                        | Repetition and confirmation of the material. FINAL TEST  | 8                      |
|                                  | <b>TOTAL HOURS</b>   | <b>60</b>              |

| <b>TEACHING TOOLS USED</b>  |
|---|
| N1 Coursebook for general language<br>N2 Teacher’s own didactic materials<br>N3 Grammatical and lexical exercises<br>N4 Dictionaries, maps<br>N5 Consulting |

| <b>EVALUATION OF SUBJECT EDUCATIONAL EFFECTS ACHIEVEMENT</b>                     |  |  |
|--|--|--|
| <b>Evaluation</b> (F- forming (during semester) P- concluding (at semester end)) | <b>Educational effect number</b>                               | <b>Way of evaluating educational effect achievement</b>  |
| F1- percentage (25 % of final grade) of classroom work                           | PEK_W01<br>PEK_U01<br>PEK_U02<br>PEK_U03<br>PEK_U04<br>PEK_K01 | Classroom work (e.g. individual, pair and team work, oral and/or written statements);  |
| F2- percentage (25 % of final grade) of homework                                 | PEK_W01<br>PEK_U01<br>PEK_U02<br>PEK_U03<br>PEK_U04<br>PEK_K01 | homework (e.g. short oral and/or written statements in the form of short self-presentation and on given subject according to the learning programme, grammatical and lexical exercises); |
| F3 – percentage (25 % of final grade) of control tests                           | PEK_W01<br>PEK_U01<br>PEK_U02<br>PEK_U04                       | control tests in the semester minimum 1 control work–tests and quizzes);   |
| P1 – percentage (25 % of final grade) of the final test                          | PEK_W01<br>PEK_U01<br>PEK_U02<br>PEK_U04                       | assessment of the final test controlling the skills practised during the classes and at home, according to the programme of the course.  |
| P2 = F1 + F2 + F3 + P1   |  |  |

### **PRIMARY AND SECONDARY LITERATURE**

#### **PRIMARY LITERATURE:**

1. *¡Nos vemos! I* (student's book + work book), E. M. Lloret, R. Ribas, B. Wiener, M. Görrissen, M. Häuptle-Barceló, P. Pérez Cañizares, Difusión

#### **SECONDARY LITERATURE:**

1. Jolanta Dutkowska, *Manos a la obra. Gramática y ejercicios*
2. Anna Wawrykiewicz, *Repetytorium gramatyki języka hiszpańskiego*

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

Kierownik Zespołu Języków Romańskich i Słowiańskich mgr Teresa Trochimczuk,  
[teresa.trochimczuk@pwr.edu.pl](mailto:teresa.trochimczuk@pwr.edu.pl)

### **MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT Spanish Language, Level A1, 60 hours AND EDUCATIONAL EFFECTS FOR MAIN FIELD OF STUDY**

| <b>Subject educational effect</b> | <b>Correlation between subject educational effect and educational effects defined for main field of study</b> | <b>Subject objectives</b> | <b>Programme content</b> | <b>Teaching tool number</b> |
|-----------------------------------|---|---------------------------|--------------------------|-----------------------------|
| PEK_W01                           | T1A_U01   | C1, C2, C3,               | C 1 - 26                 | N 1- N 5                    |
| PEK_U01                           | T1A_U02   | C1, C2, C3, C4            | C 1 – 29                 | N 1- N3, N 5                |
| PEK_U02                           | T1A_U01,  | C2, C3, C4                | C 2 – 29                 | N 1- N 4                    |

|                |                  |            |          |                  |
|----------------|------------------|------------|----------|------------------|
| <b>PEK_U03</b> | T1A_U02, T1A_U05 | C1, C2, C3 | C 1 - 26 | N 1, N2, N3, N 5 |
| <b>PEK_U04</b> | T1A_U01,         | C2, C3, C4 | C 2 - 29 | N 1 – N 3        |
| <b>PEK_K01</b> | T1A_K01, T1A_U05 | C2, C3, C4 | C 1 – 26 | N 1 – N 5        |

Data aktualizacji 26.06.2014

**THE DEPARTMENT FOR FOREIGN LANGUAGES**  
**SUBJECT CARD**  
*“Foreign language”*

|  |  |
|--|--|
| <b>Name in Polish</b>                      | <b>Język hiszpański, poziom A2</b>     |
| <b>Name in English</b>                     | <b>Spanish Language, Level A2</b>      |
| <b>Main field of study (if applicable)</b> | -                                      |
| <b>Specialization (if applicable)</b>      | -                                      |
| <b>Level and form of studies</b>           | <b>1<sup>st</sup> level, full time</b> |
| <b>Kind of subject</b>                     | <b>university- wide</b>                |
| <b>Subject code</b>                        | <b>JZL0100694C</b>                     |

|  | <b>Classes</b>              |
|--|-----------------------------|
| <b>Number of hours of organized classes at University (ZZU)</b>                        | <b>60</b>                   |
| <b>Number of hours of total student work load (CNPS)</b>                               | <b>70</b>                   |
| <b>Form of crediting</b>   | <b>Crediting with grade</b> |
| <b>Number of ECTS points</b>   | <b>2</b>                    |
| <b>Including number of ECTS points for practical (P) classes</b>                       | <b>2</b>                    |
| <b>Including number of ECTS points for direct teacher-student contact (BK) classes</b> | <b>1.5</b>                  |

**PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES**

Knowledge of Spanish language on the level A1 according to the Common European Framework of Reference for Languages.

**SUBJECT OBJECTIVES**

- C1 Developing skills in communication in typical situations of everyday life through broadening linguistic means (vocabulary and grammar)  
 C2 Continuation of teaching linguistic skill in the frame of listening, reading, writing and speaking.  
 C3 Enrichment of intercultural knowledge.  
 C4 Preparing and introducing the student to their self-learning of Spanish.

**SUBJECT EDUCATIONAL EFFECTS**

**Relating to knowledge**

|                |  |
|----------------|--|
| <b>PEK_W01</b> | The student possesses knowledge adequate to the level in the area of everyday life and cultural knowledge, making it possible to communicate in Spanish. |
|----------------|--|

**Relating to skills**

|                |  |
|----------------|--|
| <b>PEK_U01</b> | The student understands simple statements (monologue and dialogue) on the subject of everyday events and recognizes the main information in simple announcements, e.g. at the railway station, airport, department store.  |
| <b>PEK_U02</b> | The student reads and understands simple descriptions of everyday events (e.g. descriptions of people, things, travel relations) and also is able to find necessary information in the texts (e.g. in the tourist catalogues, transportation timetables, menu etc.). |

|                                       |  |
|---------------------------------------|--|
| <b>PEK_U03</b>                        | Relatively to the level – The student speaks about themselves, other people, known places (e.g. students' hostel, university, city), about past events (e.g. spending the weekend), their plans (e.g. holiday plans) and is able to participate in the conversation (dialogue) on known subjects.                      |
| <b>PEK_U04</b>                        | The student is able to describe briefly information concerning typical matter of everyday life following a proper sequence of events (e.g. CV), write down essential information (e.g. concerning the classes at the university) and fill in a simple form.  |
| <b>Relating to social competences</b> |  |
| <b>PEK_K01</b>                        | The student is able to learn using particular techniques (e.g. concentrating on basic information, efficient co-operating during pair work or team work, skill of using available materials for self-learning, skill in using new technologies), notices connections and differences between home and foreign culture. |

### PROGRAMME CONTENT

| <b>Form of classes - classes</b> |   | <b>Number of hours</b> |
|----------------------------------|---|------------------------|
| C 1, 2                           | Introducing themselves, Studies names of the faculties and studied specialization. Describing the action while it continues – periphrase “estar + gerundio”. Expressing the time of duration of the action - periphrase “llevar + gerundio”. Expressing the intention - periphrase “ir a + infinitive”. | 4                      |
| C 3                              | Expressing disrespect, fear, preferences, acceptance, prohibition, regret and criticism. Diminutive of the nouns. Verbs with variancies: ”u:ue; e:i; c:zc”. Art.  | 2                      |
| C 4, 5                           | Expressing preferences, suggestions, asking for opinion, criticism, accepting. Cinema, theatre, sport. Indefinite pronouns, neutral pronoun “lo”.   | 4                      |
| C 6, 7                           | Gaining information. Description of time. Dependent questions. Compound questions.  | 4                      |
| C 8, 9                           | Describing future actions – Future tense (futuro imperfecto). Expressing plans. Holidays.   | 4                      |
| C 10, 11                         | Expressing the condition – conditionals type I. Expressing the reason – causative sentences with “como”.  | 4                      |
| C 12                             | Repetition.   | 2                      |
| C 13                             | TEST  | 2                      |
| C 14, 15                         | Description of past actions – past perfect tense ( <i>pretérito perfecto de indicativo</i> )  | 4                      |
| C 16, 17                         | Asking for help. Protesting, Opposing. Stressed possessive pronouns. Using the pronoun “mismo”. Railway station.  | 4                      |
| C 18 -20                         | Description of past actions – past perfect tense ( <i>pretérito indefinido</i> )  | 6                      |
| C 21, 22                         | Expressing suggestions, expressing necessity – periphrase “haber que + infinitive”. Expressing demand. Expressing the feelings. Relative pronouns. Verbs with variancy “i:y”. Hotel.  | 4                      |
| C 23, 24                         | Description of past repeated actions – past imperfect tense ( <i>pretérito imperfecto de indicativo</i> ).  | 4                      |
| C 25, 26                         | Past tenses – specification.  | 4                      |
| C 27, 28                         | Repeating the actions – periphrase “volver a + infinitive. Giving amount of time necessary for completing the action – periphrase “tardar en + infinitive”. Expressing supposition. Using   | 4                      |

|      |   |           |
|------|---|-----------|
|      | “todo”. Technical innovations, the car. |           |
| C 29 | Repetition.                             | 2         |
| C 30 | FINAL TEST.                             | 2         |
|      | <b>TOTAL HOURS</b>                      | <b>60</b> |

| <b>TEACHING TOOLS USED</b>                              |
|---|
| N1 Coursebook for Spanish language A2                   |
| N2 Teacher’s own didactic materials                     |
| N3 Materials using audio- visual means and the Internet |
| N4 Grammatical and lexical exercises                    |
| N5 Dictionaries, maps                                   |
| N6 Consulting   |

| <b>EVALUATION OF SUBJECT EDUCATIONAL EFFECTS ACHIEVEMENT</b>                     |  |   |
|--|--|---|
| <b>Evaluation</b> (F- forming (during semester) P- concluding (at semester end)) | <b>Educational effect number</b>                               | <b>Way of evaluating educational effect achievement</b>   |
| F1- percentage (25 % of final grade) of classroom work                           | PEK_W01<br>PEK_U01<br>PEK_U02<br>PEK_U03<br>PEK_U04<br>PEK_K01 | Classroom work (e.g. individual, pair and team work, oral and/or written statements);   |
| F2- percentage (25 % of final grade) of homework                                 | PEK_W01<br>PEK_U01<br>PEK_U02<br>PEK_U03<br>PEK_U04<br>PEK_K01 | homework (oral and/or written statements, among them a short useful text in the form of self-presentation as well as on given subject of everyday and professional life (studies, professional work), grammatical and lexical exercises); |
| F3 – percentage (25 % of final grade) of control tests                           | PEK_W01<br>PEK_U01<br>PEK_U02<br>PEK_U04                       | control tests in the semester (minimum 1 control work– tests and quizzes);  |
| P1 – percentage (25 % of final grade) of the final test                          | PEK_W01<br>PEK_U01<br>PEK_U02<br>PEK_U04                       | assessment of the final test controlling the skills practised during the classes and at home, according to the programme of the course.   |
| P2 = F1 + F2 + F3 + P1   |  |   |

| <b>PRIMARY AND SECONDARY LITERATURE</b>  |
|--|
| <b><u>PRIMARY LITERATURE:</u></b>  |
| 1. <i>¡Nos vemos!</i> 2, (student’s book + workbook), E. M. Lloret, R. Ribas, B. Wiener, M. Görrissen, M.Häuptle-Barceló, P. Pérez Cañizares, Difusión |
| <b><u>SECONDARY LITERATURE:</u></b>  |
| 1. Lourdes Miquel: Neus Sans, <i>De dos en dos</i> , Difusión  |
| 2. Luis Aragónés, Ramón Palencia, <i>Gramática de uso del español</i> , A1-A2, SM  |
| 3. Internet exercises  |

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

Kierownik Zespołu Języków Romańskich i Słowiańskich, mgr Teresa Trochimczuk,  
[teresa.trochimczuk@pwr.edu.pl](mailto:teresa.trochimczuk@pwr.edu.pl)

MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT  
**Spanish Language, Level A2, 60 hours**  
AND EDUCATIONAL EFFECTS FOR MAIN FIELD OF STUDY

| Subject educational effect | Correlation between subject educational effect and educational effects defined for main field of study | Subject objectives | Programme content | Teaching tool number |
|----------------------------|--|--------------------|-------------------|----------------------|
| PEK_W01                    | T1A_U01  | C1, C2,C3          | C 1 - 27          | N 1-6                |
| PEK_U01                    | T1A_U02  | C1, C2, C3, C4     | C 1 - 30          | N 1-4, N 6           |
| PEK_U02                    | T1A_U01,   | C1, C2, C3, C4     | C 1 - 30          | N 1 - 5              |
| PEK_U03                    | T1A_U02, T1A_U05   | C1, C2, C4         | C 1 - 29          | N 1-4, N 6           |
| PEK_U04                    | T1A_U02, T1A_U05   | C2, C4             | C 1 - 30          | N 1-4, N 6           |
| PEK_K01                    | T1A_U01, T1A_U05, T1A_K01  | C1, C2, C3, C4     | C 1 - 30          | N 1-4, N 6           |

Data aktualizacji 26.06.2014



**THE DEPARTMENT FOR FOREIGN LANGUAGES**  
**SUBJECT CARD**  
*“ Foreign language ”*

|  |  |
|--|--|
| <b>Name in Polish</b>                      | <b>Język hiszpański, poziom B1.1</b>   |
| <b>Name in English</b>                     | <b>Spanish Language, Level B1.1</b>    |
| <b>Main field of study (if applicable)</b> | -                                      |
| <b>Specialization (if applicable)</b>      | -                                      |
| <b>Level and form of studies</b>           | <b>1<sup>st</sup> level, full time</b> |
| <b>Kind of subject</b>                     | <b>university- wide</b>                |
| <b>Subject code</b>                        | <b>JZL100807C</b>                      |

|  | <b>Classes</b>              |
|--|-----------------------------|
| <b>Number of hours of organized classes at University (ZZU)</b>                        | <b>60</b>                   |
| <b>Number of hours of total student work load (CNPS)</b>                               | <b>70</b>                   |
| <b>Form of crediting</b>   | <b>Crediting with grade</b> |
| <b>Number of ECTS points</b>   | <b>2</b>                    |
| <b>Including number of ECTS points for practical (P) classes</b>                       | <b>2</b>                    |
| <b>Including number of ECTS points for direct teacher-student contact (BK) classes</b> | <b>1,5</b>                  |

**PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES**

Knowledge of Spanish language on the level A2 according to the Common European Framework of Reference for Languages.

**SUBJECT OBJECTIVES**

- C1 Developing linguistic competences using knowledge gained at previous courses.
- C2 Developing linguistic skills in the area of communication in different situations of everyday life in regard of intercultural issues.
- C3 Introducing selected issues of the language applied in the professional environment, according to the level of advance.
- C4 Preparing the student for self-learning of Spanish.

**SUBJECT EDUCATIONAL EFFECTS**

**RELATING TO KNOWLEDGE**

**PEK\_W01** The student possesses linguistic knowledge enabling them to formulate opinions about themselves and the surrounding, chosen profession, leisure time and knowledge concerning linguistic and cultural behavior in Spanish speaking countries.

**RELATING TO SKILLS**

**PEK\_U01** The student understands the main content of oral statements and information referred to familiar general topics, recognizes main information in not complicated oral statements.

|                                      |   |
|--------------------------------------|---|
| <b>PEK_U02</b>                       | The student reads and understands longer texts, is able to use standard dictionaries and other sources of information (e.g. the Internet), understands the general sense of a text and is able to find necessary information in the text.                                     |
| <b>PEK_U03</b>                       | The student is able to start and keep up a conversation on a given topic, react properly to the statement of the interlocutor in a familiar situational context, report other people's statements, express in a simple way opinions concerning private and professional life. |
| <b>PEK_U04</b>                       | The student is able to write a text on general topics, short, non-literary text e.g. invitation, and fill in a form.  |
| <b>RELATING TO SOCIAL COMPETENCE</b> |   |
| <b>PEK_K01</b>                       | The student has the ability for correct creative, receptive and interactive activities; is able to work in a group, elaborates individual style of learning.  |

| <b>PROGRAMME CONTENT</b>         |   |                        |
|----------------------------------|---|------------------------|
| <b>Form of classes - classes</b> |   | <b>Number of hours</b> |
| <b>C 1-2</b>                     | Contrastive use of past tenses of <i>indicativo</i> aspect  | 4                      |
| <b>C 3</b>                       | Indicativo aspect vs subjuntivo aspect; presente de subjuntivo tense, verbos regulares (regular verbs)  | 2                      |
| <b>C 4-5</b>                     | Presente de subjuntivo, verbos irregulares (irregular verbs)  | 4                      |
| <b>C 6-9</b>                     | The use of presente de subjuntivo   | 8                      |
| <b>C 10</b>                      | House and the nearest environment: house duties   | 2                      |
| <b>C 11-13</b>                   | The development of civilization and technology, sociological phenomena  | 6                      |
| <b>C 14</b>                      | The chosen problems of the modern World; diseases   | 2                      |
| <b>C 15 -16</b>                  | Imperativo aspect, verbos regulares (regular verbs), statements and negations   | 4                      |
| <b>C 17-19</b>                   | Imperativo aspect, verbos irregulares(irregular verbs), statements and negations, with personal pronouns, si + presente + imperativo, seguir + gerundio structure | 6                      |
| <b>C 20-21</b>                   | Personal information: personal data, features of character - both own and other people; the article of proper names   | 2                      |
| <b>C 22-23</b>                   | Learning and studying: faculties, subjects, requirements, documents, language courses, Spanish diplomas; impersonal form of a verb                                | 4                      |
| <b>C 24-25</b>                   | After graduating – family, home<br>Relative pronouns, structures: tener + participio, al + infinitivo, echarse a + infinitivo, ponerse a + infinitivo             | 4                      |
| <b>C 26</b>                      | Pluscuamperfecto de indicativo; comparison of past tenses   | 2                      |
| <b>C 27</b>                      | Chosen topics related to culture  | 2                      |
| <b>C 28</b>                      | Consolidation and revision of the material  | 2                      |
| <b>C 29</b>                      | Final test  | 2                      |
| <b>C 30</b>                      | Test discussion, crediting  | 2                      |
| <b>Total hours</b>               |   | <b>60</b>              |

### TEACHING TOOLS USED

- N1 A general language coursebook
- N2 Teacher's own didactic materials
- N3 Grammatical and lexical exercises
- N4 Exercises using audio-visual means
- N5 Using the Internet
- N6 Dictionaries, maps
- N7 Consulting

### EVALUATION OF SUBJECT EDUCATIONAL EFFECTS ACHIEVEMENT

| Evaluation (F-forming, during semester; P-concluding, at semester end) | Educational effect number                                      | Way of evaluating educational effect achievement   |
|--|--|--|
| F1- percentage of classroom work (25% of final grade)                  | PEK_W01<br>PEK_U01<br>PEK_U02<br>PEK_U03<br>PEK_U04<br>PEK_K01 | classroom work (e.g. individual, pair and team work, oral and/or written statements);  |
| F2- percentage of homework (25% of final grade)                        | PEK_W01<br>PEK_U01<br>PEK_U02<br>PEK_U03<br>PEK_U04<br>PEK_K01 | homework (oral and/or written statements, e.g. on given topic related to the programme content, including self-presentation, and non-literary text concerning everyday life and professional issues, grammar-lexical tasks); |
| F3 – percentage of control tests (25% of final grade)                  | PEK_W01<br>PEK_U01<br>PEK_U02<br>PEK_U04                       | test assignments (minimum one test per semester – test, quiz).   |
| P1 – percentage of the final test (25% of final grade)                 | PEK_W01<br>PEK_U01<br>PEK_U02<br>PEK_U04                       | final test assignment controlling the skills practised during the classes and at home, in accordance to the programme of the course.   |
| P2 = F1 + F2 + F3 + P1   |  |  |

## PRIMARY AND SECONDARY LITERATURE

### **PRIMARY LITERATURE:**

1. E. M. Lloret Ivorra, R. Ribas, B. Wiener, M. Gorrissen, M. Hauptle-Barceló, P. Pérez Cañizares, *¡Nos vemos! 3* (student's book + workbook)

### **SECONDARY LITERATURE:**

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

Kierownik Zespołu Języków Romańskich i Słowiańskich mgr Teresa Trochimczuk,  
[teresa.trochimczuk@pwr.edu.pl](mailto:teresa.trochimczuk@pwr.edu.pl)

### MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT **Spanish Language, Level B1.1, 60h** AND EDUCATIONAL EFFECTS FOR MAIN FIELD OF STUDY

| Subject educational effect | Correlation between subject educational effect and educational effects defined for main field of study | Subject objectives | Programme content | Teaching tool number |
|----------------------------|--|--------------------|-------------------|----------------------|
| PEK_W01                    | T1A_U01, T1A_U03   | C2,C3              | C.1-26            | N1-7                 |
| PEK_U01                    | T1A_U01, T1A_U02   | C1,C2,C3, C4       | C.1-30            | N1-4, N7             |
| PEK_U02                    | T1A_U01, T1A_U04   | C1,C2,C3, C4       | C.1-30            | N1-3, N6-7           |
| PEK_U03                    | T1A_U01, T1A_U02,T1A_U04   | C1,C2,C3           | C. 1-26           | N1-3, N5-7           |
| PEK_U04                    | T1A_U01, T1A_U03, T1A_U05  | C1,C2, C3,C4       | C. 1-30           | N1-3, N5-7           |
| PEK_K01                    | T1A_K01  | C1,C2,C3,C4        | C. 1-26           | N1-7                 |

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