

**THE DEPARTMENT OF
FOREIGN LANGUAGES**

**WROCLAW UNIVERSITY
OF TECHNOLOGY**

SUBJECT CARDS

SPANISH LANGUAGE

II LEVEL

2015/2016

THE DEPARTMENT FOR FOREIGN LANGUAGES
SUBJECT CARD
“ 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 | 2nd level, full time |
| Kind of subject | university- wide |
| Subject code | JZL100473C |

| | Classes |
|--|-----------------------------|
| Number of hours of organized classes at University (ZZU) | 45 |
| Number of hours of total student work load (CNPS) | 60 |
| 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

No prerequisites.

SUBJECT OBJECTIVES

- C1.** Introduction to Spanish pronunciation, intonation and accent.
C2. Introduction to basic contents and linguistic means concerning everyday life and basic inter cultural issues.
C3. Development of the basic linguistic functions: understanding of spoken and written statements, speaking, reading and writing.
C4. Realizing the importance of self-study and preparation for independent learning of Spanish.

SUBJECT EDUCATIONAL EFFECTS

Relating to knowledge

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| PEK_W01 | The student possesses the basic knowledge about the phonetic system of Spanish language, basic vocabulary and grammar constructions within the range of everyday life topics (naming people, places, relations, hobbies, basic characteristics, time expressions concerning events and activities) and basic knowledge of socio-cultural behaviours. |
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Relating to skills

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| PEK_U01 | The student understands short statements, simple commands, requests, questions and information concerning people, phone number, address, price, time etc. |
| PEK_U02 | The student comprehends simple texts concerning everyday life and e.g. information boards, advertisements, wishes, text or e-mail messages, simple questionnaires. |
| PEK_U03 | The student communicates on a proper level in everyday life situations is able to e.g. |

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| | say hello, say goodbye, introduce themselves, express request and say 'thank you', make an appointment, set a date, buy a ticket, name their university, faculty and/or major of studies. |
| PEK_U04 | The student describes with the use of simple sentences e.g. their family, hobbies, place of education (work), surroundings (home) and activities, is able to fill in a very simple form (personal data), prepare a short note or a list of needs or tasks (e.g. shopping list, day agenda), write a short message (text message or e-mail). |
| Relating to social competences | |
| PEK_K01 | The student is able to work in a group; understands the need for self-study learning and the need for further development, recognizes the importance of inter cultural knowledge. |

| PROGRAMME CONTENT | | |
|----------------------------------|---|------------------------|
| Form of classes - classes | | Number of hours |
| C 1 | Requirements for successful crediting in the course. Rules of participation in the classes. Learning the phonetic system of Spanish with regard of linguistic variants: alphabet, pronunciation, rules of intonation and stress. Basic classroom language | 2 |
| C 2 | How to learn a foreign language – different learning styles, Howard Gardner’s multiple intelligences. Basic useful expressions to say hello, goodbye, introduce, meet others. Request and gratitude. Cardinal numbers to up to 10, definite article, feminine, plural form of a noun. Famous Spanish people. Spanish names and surnames. Origins of Spanish words. Phonetic exercises. Sciences-related vocabulary: basic calculations up to 10. | 2 |
| C 3 | Expressions related to basic personal information and reasons why we learn Spanish. Personal pronouns, different forms of addressing people (characteristic for Spain and Latin America countries), <i>presente de indicative</i> tense (regular verb form), construction of a sentence. Pan Americana: Mid and South America – countries, capitals, landscapes variety of cultures. Work environment: international vocabulary Summing up: Portfolio | 2 |
| C 4 | First meetings. Formal and informal style of introduction, conversation topics during the first meeting: country of origin, ‘how are you’, polite expressions, knowledge of foreign languages. Alphabet, spelling, asking for a telephone number, e-mail address. Indefinite article, verb forms: <i>ser, tener</i> ; question words: <i>cómo, qué, dónde, de dónde, cuál</i> . Work environments: integration of the disabled Phonetic exercises. | 2 |
| C 5 | I have an interesting job: job and workplace. Basic personal info (self-presentation), presentation of others. Filling in a form. <i>Presente de indicativo</i> tense (regular and irregular verbs), negatives. | 2 |
| C 6 | Work, jobs, different professions, learning (school) – studies, names of faculties and the studied specializations. Spanish favourite jobs. | 2 |

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| | <p>My family. Pan Americana: We learn about Mexico. Work environment: Basic things we do at work. Summing up: Portfolio</p> | |
| C 7 | <p>Describing appearance and personality features, marital status. Cardinal numbers up to 100. Non-stresses possessive pronouns. Verb: <i>estar</i>. Opposition of <i>ser/estar</i>. Question words: <i>quién, cuánto, por qué</i>. Adjectives and nouns. Sciences–related vocabulary: Calculations up to 100, percentages. Work environment: Family business</p> | 2 |
| C 8 | <p>Verb <i>gustar</i>. Free time, hobby and abilities. Interview with Javier Mariscal Verbs: <i>saber/poder, jugar</i> Date. Months. Birthday – song. Pan Americana: A visit in Guatemala, Salvador and Honduras. Work environment: Sections in a company, posts. Summing up: Portfolio Revision and comprehension check. Techniques for vocabulary learning. Cultural similarities and differences.</p> | 2 |
| C 9 | <p>Food: basic products, packing, Spanish foods. How to eat healthily – food pyramid. Frequency of actions. Sciences – related vocabulary: Weight and volume (ton, kilo, gram, and litre). Work environment: Company customs (holiday baskets). Olive production in Spain.</p> | 2 |
| C 10 | <p>Marketplace: fruit, vegetable, basic expressions. <i>Presente de indicative</i> tense (partly irregular verbs <i>e:ie</i>), cardinal numbers up to a million. Supermarket shopping, calculation, asking for a price. Sciences – related vocabulary: Calculations up to one million.</p> | 2 |
| C 11 | <p>In a bar, ordering a small meal (tapas) and drinks – Spanish customs. Time, hour, time of day. <i>Presente de indicativo</i> tense (partly irregular verb <i>o:ue</i>), personal pronouns in the function of an object, impersonal form <i>se</i>. Work environment: CEO daily schedule</p> | 2 |
| C 12 | <p><i>Presente de indicativo</i> tense (partly irregular verb <i>e:i</i>), prepositions: <i>otro, un poco (más) de</i>. Pan Americana: Visit in Nicaragua, Costa Rica, Panama. Work environment: Arranging business dinner. Summing up: Portfolio</p> | 2 |
| C 13 | <p>Description of a city (Seville), Seville sightseeing, landmarks. Four cardinal directions. Order in narration. Days of the week. My town. Opposition: <i>haber/estar</i>.</p> | 2 |
| C 14 | <p>At the tourist office, names of shops and institutions and their location (prepositions), days of the week. Contractions: <i>al, del</i>. Afternoon in Barcelona</p> | 2 |
| C 15 | <p>Asking for directions, means of transport, buying tickets, moving around the city (Bogota). Museum of Gold in Bogota. Frequency.</p> | 2 |

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| | <p>Construction: <i>tener que</i>, verbs: <i>ir, seguir</i>. What's your address? Abbreviations. Pan Americana: A visit in Columbia. Summing up: Portfolio</p> | |
| C 16 | <p>Travelling- A visit on Majorca Tourist folder, free time during holidays. At the travel agent's. Choosing a hotel, booking a room. Holiday types. Preferences and tastes (<i>gustar, encantar, molestar, interesar</i>). Spanish language course at Majorca. <i>Presente de indicativo</i> tense (irregular verbs) – traveler's report. <i>También/tampoco</i>. Pan Americana: A visit in Ecuador. Sciences – related vocabulary: Basic units of length and distance (meter, kilometer). Summing-up: Portfolio</p> | 2 |
| C 17 | <p>Revision and comprehension check. Techniques for vocabulary learning. Cultural similarities and differences.</p> | 1 |
| C 18 | <p>Clothes suitable for a trip. Colours. Following the steps of St Jacob - <i>Camino de Santiago</i>. Seasons. Daily activities. Reflexive verbs in <i>presente de indicativo</i> tense. <i>Presente de indicativo</i> tense (partly irregular verb <i>c:zc</i>), personal accusative.</p> | 2 |
| C 19 | <p>Making arrangements – a phone call. Relative pronouns: <i>que, donde</i>. Preposition + pronoun. Construction: : <i>ir a + infinitive</i>. Pan Americana: A visit in Chile. Summing up: Portfolio</p> | 2 |
| C 20 | <p>My new flat – description, furniture, equipment. Rooms. Writing an e-mail. Renting ads. Ordinal numbers to 10. Prepositions. Pronouns: <i>muchos, pocos, todos, algunos, (casi) nadie, la mitad, la mayoría</i>. Paying and receiving compliments. Sciences – related vocabulary: Basic units of area (square meter, square kilometer). Work environment: Analysis of the diagrams in a questionnaire related to living conditions of company employees.</p> | 2 |
| C 21 | <p>Las TIC – basic vocabulary related to the Internet and computer skills (hardware and software). Holiday tradition in Spanish speaking countries.</p> | 2 |
| C 22 | <p>Revision and comprehension check.</p> | 1 |
| C 23 | <p>Final test.</p> | 2 |
| C 24 | <p>Commenting the results of the final test. Course summary. Crediting grades.</p> | 1 |
| | Total hours | 45 |

TEACHING TOOLS USED

N1 Course book for general language
 N2 Teacher's own didactic materials
 N3 Grammatical and lexical exercises
 N4 Dictionaries, maps
 N5 Consultations

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 (25 % of final grade) of classroom work | PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_U04 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 PEK_U01 PEK_U02 PEK_U03 PEK_U04 PEK_K01 | homework tasks (e.g. short oral and/or written statements; a short self-presentation on a given topic in accordance with the programme content; grammatical and lexical exercises); |
| F3 – percentage (25 % of final grade) of control tests | PEK_W01 PEK_U01 PEK_U02 PEK_U04 | test assignments (min. one test per semester – test, mini test, etc.) |
| P1 – percentage (25 % of final grade) of the final test | PEK_W01 PEK_U01 PEK_U02 PEK_U04 | final test, controlling the skills practiced during the classes and at home, in accordance with the programme of the course. |
| P2 = F1 + F2 + F3 + P1 | | |

PRIMARY AND SECONDARY LITERATURE

PRIMARY LITERATURE:

1. *¡Nos vemos! I*, podręcznik i zeszyt ćwiczeń; autorzy: E. M. Lloret, R. Ribas, B. Wiener, M. Görrissen, M. Häuptle-Barceló, P. Pérez Cañizares, Difusión

SECONDARY LITERATURE:

1. Anna Wawrykowicz, *Español de pe a pa Nuevo A1-A2*, Wagros
2. Agnieszka Kowalewska, *Hiszpański nie gryzie*, Edgard
3. Jolanta Dutkowska, *Manos a la obra. Gramática y ejercicios*, Idea
4. Anna Wawrykowicz, *Repetitorium gramatyki języka hiszpańskiego z ćwiczeniami*, Wagros
5. Wirtualne Środowisko Nauki (www.eportal.pwr.edu.pl): Język ogólny: język hiszpański A1 - materiały do samodzielnej pracy; Język specjalistyczny: język hiszpański A1 – materiały do pracy na lektoratach i materiały do samodzielnej nauki.

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

Head of Roman and Slavic Languages Section, Ewa Dmowska, MA ewa.dmowska@pwr.edu.pl

**MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT
Spanish Language, Level A1, 45 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 | T2A_U01 | C1, C2, C3 | C 1 – 21 | N 1- N 5 |
| PEK_U01 | T2A_U02 | C1, C2, C3, C4 | C 1 – 22 | N 1- N3, N 5 |
| PEK_U02 | T2A_U01 | C1,C2, C3, C4 | C 2 – 22 | N 1- N 4 |
| PEK_U03 | T2A_U02 | C1, C2, C4 | C 1 - 20 | N 1, N2, N3, N 5 |
| PEK_U04 | T2A_U01 | C2, C4 | C 3 - 21 | N 1 – N 3 |
| PEK_K01 | T2A_U02, T2A_U05 | C1, C2, C3, C4 | C 1 – 21 | N 1 – N 5 |

Last update 20.02.15

THE DEPARTMENT FOR FOREIGN LANGUAGES
SUBJECT CARD
“ Foreign language”

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|--|------------------------------------|
| Name in Polish | Język hiszpański, poziom A2 |
| Name in English | Spanish Language, Level A2 |
| Main field of study (if applicable) | - |
| Specialization (if applicable) | - |
| Level and form of studies | 2nd level, full time |
| Kind of subject | university- wide |
| Subject code | JZL0100474C |

| | Classes |
|--|-----------------------------|
| Number of hours of organized classes at University (ZZU) | 45 |
| Number of hours of total student work load (CNPS) | 60 |
| 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

Level A1 in Spanish according to the Common European Framework of Reference for Languages.

SUBJECT OBJECTIVES

- C1.** Developing communicative skills in typical everyday life situations, by expanding the range of linguistic means (vocabulary and grammar).
- C2.** Continuous development of linguistic skills (listening, reading, writing and speaking)
- C3.** Broadening inter cultural knowledge.
- C4.** Preparation for independent learning of Spanish language.

SUBJECT EDUCATIONAL EFFECTS

Relating to knowledge

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| PEK_W01 | The student possesses appropriate for the level linguistic knowledge concerning everyday life matters and inter cultural knowledge that enable basic communication in Spanish. |
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Relating to skills

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| PEK_U01 | The student understands simple sentences (monologues, dialogues) concerning everyday life events, distinguishes key information in simple messages e.g. at a railway station, at the airport, in a department store). |
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| PEK_U02 | The student comprehends relatively simple descriptions of everyday life situations (e.g. descriptions of people, things, places, journeys), is able to find necessary information in the text (tourist folders, timetables, menu). |
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| PEK_U03 | The student, in a manner appropriate for the level, talks about himself, about other people and immediate environment (e.g. students dorm, university, city), about past events (e.g. spending the weekend), about their plans (e.g. holiday plans) and can |
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| | participate in a conversation (dialogue) on familiar topics. |
| PEK_U04 | The student is able to provide brief information on everyday life matters, following a proper sequence of events (e.g. CV), can write down essential information (e.g. concerning their activities at the university) and fill in a simple form. |
| Relating to social competences | |
| PEK_K01 | The student has the ability to learn, using particular techniques (e.g. focusing on core information, effective collaboration when working in pairs or groups, the ability to use available materials for self-study, the ability to use new technologies), notices the relationships and differences between foreign and national culture. |

PROGRAMME CONTENT

| Form of classes - classes | | Number of hours |
|---------------------------|--|-----------------|
| C 1 | Requirements for successful crediting in the course. Rules of participation in the classes. Revision from A1 level course. Self-presentation: introducing, names of faculties and majors, talking about preferences, hobbies, describing daily routines. | 2 |
| C 2 | Introduction of <i>pretérito indefinido</i> tense – regular and irregular verbs: <i>ser/ir</i> , time adverbials connected with the use of <i>indefinido</i> : <i>ayer, la semana pasada, en 2002, ...</i> Biography, memories, asking questions about the past. Historical events. Vocabulary related to the history of products imported from America. Work environment: analysis of questionnaires, statistics. | 2 |
| C 3 | Biographies of famous people - <i>pretérito indefinido</i> tense. Spanish language in the world; number of Spanish-speaking people. Classroom activities. Expressing preferences and difficulties connected with learning. Methods of foreign languages learning. Equipment of an office. Construction: <i>es de..., sirve para... oraz lo (que)</i> . | 2 |
| C 4 | Description of personality features, forming feminine forms from masculine ones – revision. Description of personal traits, personality adjectives that help to learn Spanish. A song: introduction of irregular forms of <i>pretérito indefinido</i> tense. Practice on irregular forms of <i>pretérito indefinido</i> tense. | 2 |
| C 5 | Learning of different competences – expressions such as: <i>hace dos días/ un mes/ unos años, desde el martes/el año 2006</i> . Sport achievements: practice on <i>pretérito indefinido</i> tense. Writing an e-mail – informal language. Summing up: Portfolio Work environment: a CV | 2 |
| C 6 | Revision of <i>pretérito indefinido</i> tense. | 2 |
| C 7,8 | Health and beauty, pampering and healing treatments. Body parts. Symptoms (verbs <i>tener</i> and <i>estar</i>). Verb <i>doler</i> and its use. Advice for the ill person. Names of basic medicines. At the chemist's – dialogue. Stressful situations, expressing opinions. Adverb formation. Spanish siesta. | 4 |
| C 9 | A visit in a spa town, introduction to <i>pretérito imperfect</i> tense – | 2 |

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| | regular and irregular verbs. Interview with an owner of spa, comparison of former and modern spa facilities. Comparison of life conditions in different times. Comparison of present times and childhood. Expressions: <i>a los 16 años, cuando tenía 16 años, cuando iba al colegio, antes, ...</i> . | |
| C 10 | Ancient customs and their influence on health. Practice on <i>pretérito imperfecto</i> tense – Spanish school in the 50-ties. Holidays: Carnival in Spanish speaking countries. Summing up: Portfolio Work environment: Problems at work: giving advice to work colleagues. | 2 |
| C 11 | Memories from the past: games, books, famous films from the 60-ties, 70-ties and 80-ties. More practice on <i>pretérito imperfecto</i> tense. Storytelling, ordering expressions: <i>después, al día siguiente, al terminar,</i> . | 2 |
| C 12 | Well-known animals from books and movies. Spanish tale: El ratoncito Perez. Differentiating verbs: <i>poner</i> and <i>ponerse, encontrar</i> and <i>encontrarse, llamar</i> and <i>llamarse, dormir</i> and <i>dormirse, quedar</i> and <i>quedarse</i> . Diminutives. The use of <i>pretérito indefinido</i> tense and <i>pretérito imperfect tense</i> – comparison. | 2 |
| C 13 | Storytelling, expressions for narration: <i>primero, luego, mientras, entonces, total que, al final, ...</i> . New irregular verbs in <i>pretérito indefinido</i> : <i>buscar, empezar</i> . Stories connected with childhood and different events, the proper use of <i>pretérito indefinido</i> and <i>pretérito imperfect tenses</i> . | 2 |
| C 14 | Constructing a story, revision and practice on <i>pretérito indefinido</i> and <i>pretérito imperfect tenses</i> . Holidays: Las Fallas in Valencia. Summing up: Portfolio. Work-environment: writing a CV based biography. | 2 |
| C 15 | Revision. Official languages in Spain and other Spanish-speaking countries. A visit in Madrid. Picture description: Different types of intelligence: interpersonal, visual, musical etc. | 2 |
| C 16 | Shopping, types of shops, customs connected with shopping, bargaining. At a market place: El Rastro in Madrid. Indefinite pronouns: <i>todo, alguno, ninguno, ...</i> . | 2 |
| C 17 | Object pronouns. Dialogue in a clothes shop, types of fabrics, description of an outfit. Shopping online. Questions: different use of <i>qué</i> and <i>cuál</i> . | 2 |
| C 18 | <i>Pretérito perfecto</i> tense. Travelling to Cuba – a visit in Havana. Memories from a journey, preparing for a trip. A business trip. A railway trip. The use of forms <i>muy</i> and <i>mucho</i> . | 2 |
| C 19 | Expressing dissatisfaction, complaint, apologizing and accepting an apology. Practice of <i>pretérito perfecto</i> tense. | 2 |
| C 20 | Special purpose language: Internet and social networks. Studying abroad as an Erasmus student. | 2 |
| C 21 | Revision | 2 |
| C 22 | Final test. | 2 |
| C 23 | Commenting on the results of the final test. Course summary. | 1 |

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| | Crediting grades. | |
| | Total hours | 45 |

TEACHING TOOLS USED

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| N1 Course book for Spanish language A2 |
| N2 Teacher's own didactic materials |
| N3 Tasks with the use audio- visual means and the Internet |
| N4 Grammatical and lexical exercises |
| N5 Dictionaries, maps |
| N6 Consultations |

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 (25 % of final grade) of classroom work | PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_U04 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 PEK_U01 PEK_U02 PEK_U03 PEK_U04 PEK_K01 | homework tasks (e.g. oral and/or written statements including a short non-literary text; a self-presentation and on a given topic related to everyday life and professional issues; tasks based on a short, read text related to everyday life and professional issues (studies, work); grammatical and lexical exercises); |
| F3 – percentage (25 % of final grade) of control tests | PEK_W01 PEK_U01 PEK_U02 PEK_U04 | test assignments (min. one test per semester – test, mini test, etc.); |
| P1 – percentage (25 % of final grade) of the final test | PEK_W01 PEK_U01 PEK_U02 PEK_U04 | final test, controlling the skills practiced during the classes and at home, in accordance with the programme of the course. |
| P2 = F1 + F2 + F3 + P1 | | |

PRIMARY AND SECONDARY LITERATURE

PRIMARY LITERATURE:

1. *¡Nos vemos!* 2, (student's book + workbook), E. M. Lloret, R. Ribas, B. Wiener, M. Görrissen, M.Häuptle-Barceló, P. Pérez Cañizares, Difusión

SECONDARY LITERATURE:

1. Anna Wawrykowicz, *Español de pe a pa Nuevo A1-A2*, Wagros
2. Agnieszka Kowalewska, *Hiszpański nie gryzie*, Edgard
3. Jolanta Dutkowska, *Manos a la obra. Gramática y ejercicios*, Idea
4. Anna Wawrykowicz, *Repetitorium gramatyki języka hiszpańskiego z ćwiczeniami*, Wagros
5. Wirtualne Środowisko Nauki (www.eportal.pwr.edu.pl): Język specjalistyczny: język hiszpański A2 – materiały do pracy na lektoratach i materiały do samodzielnej nauki.

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

Head of Roman and Slavic Languages Section, Ewa Dmowska, MA, ewa.dmowska@pwr.edu.pl

**MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT
Spanish Language, level A2, 45 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 | T2A_U01 | C1, C2, C3, | C 1 - 21 | N 1-6 |
| PEK_U01 | T2A_U02 | C1, C2, C3, C4 | C 1 - 21 | N 1-4, N 6 |
| PEK_U02 | T2A_U01, | C1, C2, C3, C4 | C 1 - 23 | N 1 - 4 |
| PEK_U03 | T2A_U02, T2A_U05 | C1, C2, C4 | C 1 - 21 | N1, N2, N 6 |
| PEK_U04 | T2A_U02, T2A_U05 | C2, C4 | C 1 - 21 | N 1 – 4 |
| PEK_K01 | T2A_U01, T2A_U05 | C1, C2, C3, C4 | C 1 - 23 | N 1 – 6 |

Last update 20.02.15