

**THE DEPARTMENT OF
FOREIGN LANGUAGES**

**WROCLAW UNIVERSITY
OF TECHNOLOGY**

SUBJECT CARDS

POLISH LANGUAGE

II LEVEL

2016/2017

THE DEPARTMENT FOR FOREIGN LANGUAGES SUBJECT CARD “ Foreign language”	
Name in Polish	Język polski, poziom A1
Name in English	Polish 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 (elementary)
Subject code	JZL100605C

	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
None

SUBJECT OBJECTIVES	
<p>C1.Introduction to Polish pronunciation, intonation and accent. C2.Introduction to basic contents and linguistic means concerning everyday life and basic inter cultural issues. C3.Developing basic linguistic functions: understanding of spoken and written statements. C4.Realizing the importance of self-study and preparation for independent learning of Polish</p>	
SUBJECT EDUCATIONAL EFFECTS	
RELATING TO KNOWLEDGE	
PEK_W01	<p>1. The student possesses knowledge of phonetic system of Polish language. 2. Knows basic vocabulary and grammatical structures in the area of : – naming people, places, social relationships, interests, and basic descriptions; - placing activities and events in time: - everyday life situations and conversations: - fundamental sociocultural behavior.</p>
RELATING TO SKILLS	
PEK_U01	<p>1. The student understands familiar words and expressions in short statements, simple commands, requests, questions and information (e.g.</p>

	Concerning people, telephone numbers, addresses, price, time); 2. The student is able to follow a simple text, when the pace of speaking is slow and the pronunciation is clear.
PEK_U02	1. The student understands general meaning of simple texts from everyday life, simple forms, information boards; 2. The student is able to read and understand short, simple texts (e.g. holiday wishes, congratulations, text messages or emails).
PEK_U03	The student is able: 1. introduce himself/herself and the family, say hello and goodbye, ask for something and say thank you. 2. ask the question and answer a question concerning familiar topics; 3. in a simple way answer and express the opinion concerning the topics of everyday life.; 4. participate in a simple short conversation (e.g. making arrangements or orders).
PEK_U04	1. The student is able to describe his/her family, environment, interests, activities; 2. The student is able to fill in a simple form (personal data), make simple notes or a list (e.g. shopping list, agenda); 3. The student is able to write short wishes or a short information (a text message or email).
RELATING TO SOCIAL COMPETENCES	
PEK_K01	The student is able to co-operate in a multicultural team, understands the need of self-work and of learning for further development, understands the significance of intercultural knowledge.

PROGRAMME CONTENT		
Classes		Number of hours
Cs 1	Learning a phonetic system of Polish language: alphabet, pronunciation, intonation and stress.	3
Cs 2	My name is... <i>Kto to jest? To jest... Jak on (ona) się nazywa? Co to jest? To jest... Czy to jest...? Tak, to jest... Nie, to nie jest...</i> Numbers 0 - 10. The verb <i>mieszkać</i> – singular. Nominative case of singular nouns.	3
Cs 3	My country, my Home <i>To są...</i> Nominative case of plural nouns . Possessive pronouns: <i>twój, twoja, twoje, twoi, mój, moja, moje, moi</i> . The verbs: <i>wiedzieć, rozumieć</i> – Singular. Numbers 11- 19.	3
Cs 4	I live here Nominative case of plural nouns. Demonstrative pronouns : <i>ten, ta, to, te, ci</i> . Possessive pronouns: <i>jego, jej</i> . The verb: <i>pamiętać</i> - singular. Numbers 20 - 100.	3
Cs 5	First shopping Nominative case of singular and plural nouns.	3

	<i>Czy jest...? Tak, jest. Nie, nie ma.</i> Numbers 200 - 1000. The verbs: <i>mieć, wychodzić</i> - singular.	
Cs 6	A room Singular and plural adjectives. <i>Coś jest mniejsze (większe) niż...</i> Possessive genitive. The verb: <i>czuć się</i> w – singular.	3
Cs 7	He buys a coat Numbers 1000 - 8000. Nominative case of singular and plural adjectives . The verbs: <i>myśleć, kupować</i> – singular.	3
Cs 8	Lesson The verbs belonging to the conjugation: <i>-am, -asz, -ę, -isz, -ysz, -esz, -em-</i> singular. <i>Która godzina?</i>	3
Cs 9	Monday The verbs belonging to the conjugation: <i>-am, -asz, -ę, -isz, -ysz, -esz, -em-</i> plural. <i>O której godzinie?</i> The days of the week.	3
Cs 10	My group Instrumental case of singular and plural nouns. The verb: <i>chcieć</i> -singular.	3
Cs 11	A friend calls Home Accusative case of singular and plural nouns. The verbs: <i>mieć, powtarzać, rozumieć, brać, kupować, woleć.</i> <i>Ile masz lat?</i>	3
Cs 12	A friend has a cold The verbs: <i>musieć, prosić o, płacić za, znać, czekać na.</i> Accusative case of demonstrative pronouns. Time expressions: <i>w poniedziałek, we wtorek...</i>	3
Cs 13	At the railway station <i>Która godzina?</i> Locative case of singular and plural nouns and demonstrative pronouns. The verbs: <i>kupować/kupić, jechać/pojechać</i> - commands.	3
Cs 14	A trip to Warsaw Past tense – perfective and imperfective verbs : <i>być, czytać/przeczytać, powtarzać/powtórzyć, pisać/napisać, uczyć się/nauczyć się.</i> Użycie <i>nie było.</i> Time expressions: <i>x... lat temu.</i>	5
Cs 15	Final test	1
	Total hours	45

TEACHING TOOLS USED	
N1 Polish language course books A1 N2 Teacher's own didactic materials N3 Grammatical and lexical exercises N4 Exercises using audio-visual means N5 Using real materials (albums, songs) N6 Consultations	

EVALUATION OF SUBJECT EDUCATIONAL EFFECTS ACHIEVEMENT		
Evaluation (F-	Educational	Way of evaluating educational effect

forming, during semester; P- concluding, at semester end)	effect number	achievement
F1 – % for test assignments (25% of the final grade)	PEK_W01, PEK_U01, PEK_U02, PEK_U03, PEK_U04, PEK_K01	test assignments (min. one test per semester – test, mini test, etc.);
F2- % for homework (25% of the final grade)	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 and on a given topic in accordance with the programme content; grammatical and lexical exercises);
F3- % for classroom work (25% of the final grade)	PEK_W01, PEK_U01, PEK_U02, PEK_K01	classroom work (e.g. individual, pair and team work, oral and/or written statements);
P1 – % for the final test (25 % of the final grade)	PEK_W01, PEK_U01, PEK_U02, PEK_K01	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. Dembińska K., Małycka A., *Start 1: Survival Polish*, Warszawa 2010.
2. Janowska A., Pastuchowa M., *Dzień dobry. Podręcznik do nauki języka polskiego dla początkujących*, Katowice 1999.
3. Kucharczyk J., *Zaczynam mówić po polsku*, Łódź 1992.
4. Małolepsza M., Szymkiewicz A., *Hurra!!! Po polsku 1*, Kraków 2005.
5. Miodunka W., *Cześć, jak się masz? Część I: Spotykamy się w Polsce. A Polish Language Textbook for Beginners*, Kraków 2005.
6. Stempek I., Stelmach A., Dawidek S., Szymkiewicz A., *Polski krok po kroku, Poziom A1, Seria podręczników do nauki języka polskiego dla obcokrajowców*, Kraków 2010.

SECONDARY LITERATURE:

1. Gałyga D., *Jak to łatwo powiedzieć*, Kraków 2011.
2. Lechowicz J., Podsiadły J., *Ten, ta, to. Ćwiczenia nie tylko gramatyczne dla cudzoziemców*, Łódź 2001.
3. Machowska J., *Gramatyka? Dlaczego nie?!, Ćwiczenia gramatyczne dla poziomu A1*, Kraków 2010.
4. Madelska L., Warchoń-Schlottman M., *Odkrywamy język polski. Gramatyka dla uczących (się) języka polskiego*, Kraków 2008.

5. Majewska-Tworek A., *Szumi, szura i szeleści: ćwiczenia fonetyczne nie tylko dla cudzoziemców*, Wrocław 2010.
6. Pelc T., *Teraz polski*, Łódź 1997.
7. Stempek I., *Polski krok po kroku. Gry i zabawy językowe*, poziom A1, Kraków 2012.

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

Head of Polish Language Section, Joanna Kozieja-Ruta, MA
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**MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT
Polish 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	Cs 1-21	N1-6
PEK_U01	T2A_U02	C1, C2, C3, C4	Cs 1-23	N1-4, N6
PEK_U02	T2A_U01	C2, C3, C4	Cs 2-23	N1-5
PEK_U03	T2A_U02	C1, C2, C3	Cs 1-21	N1-4, N6
PEK_U04	T2A_U01	C2,C3, C4	Cs 2-23	N1-4
PEK_K01	T2A_U02, T2A_U05	C2, C3, C4	Cs 1-22	N1-6

Last update 29.01.2016

THE DEPARTMENT FOR FOREIGN LANGUAGES
SUBJECT CARD
“ Foreign language ”

Name in Polish	Język polski, poziom A2
Name in English	Polish 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	JZL100720C

	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

Knowledge of Polish on level A1 according to Common European Framework of Reference for Languages.

SUBJECT OBJECTIVES

- C1** Developing skill in communicating in typical situations of everyday life by broadening linguistic means (vocabulary and grammar).
C2 Broadening the knowledge of basic content and language means in the range of everyday life topics and basic intercultural subjects.
C3 Continuation of learning linguistic skills in the range of listening, speaking, writing and reading.
C4 Explaining the need of self-study and preparing the student for continuation of self-study of Polish language.

SUBJECT EDUCATIONAL EFFECTS
RELATING TO KNOWLEGDE

PEK_W01	The student possesses knowledge of Polish phonetic system basis, fundamental vocabulary and basic grammatical structures in the area of everyday life topics (people, places, relationships, interests, basic characteristics, placing activities and events in time) as well as fundamental knowledge of sociocultural behavior.
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RELATING TO SKILLS

PEK_U01	The student understands short statements, simple commands, requests, questions and information about people, telephone numbers, addresses, price, hour etc.
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PEK_U02	The student reads and understands simple texts from everyday life and e.g. label plates, notice boards, advertisements, congratulations, text messages or emails, simple forms.
PEK_U03	Relatively to the level, the student can communicate in everyday life situations, e.g. can say hello and goodbye, introduce himself/herself, ask for something, say thank you, arrange the meeting, set the date, buy a ticket, give the name of the university, faculty and department.
PEK_U04	The student is able to describe his/her family, interests, school, university, place of work, surroundings (a flat), simple activities and can fill in a simple form (personal data), make simple notes or a list (e.g. shopping list, agenda), write a short information (a text message or email).
RELATING TO SOCIAL COMPETENCES	
PEK_K01	The student is able to learn in a team; understands the necessity of self-study and further development; understands the significance of intercultural knowledge.

PROGRAMME CONTENT		
Form of classes - classes		Number of hours
Cs 1-2	Interests, leisure. Comparing conjugations. Expressions of frequency.	6
Cs 3	Meals – <i>co jesz na śniadanie, obiad i kolację?</i> Accusative and instrumental case.	3
Cs 4	Everyday routines. <i>Co robisz najpierw, a co potem?</i>	3
Cs 5	The verbs of movement: <i>iść- chodzić, jechać- jeździć</i> . The verbs: <i>wiedzieć, umieć, znać</i> .	3
Cs 6-7	Telling the time, days of the week, time of day. Structures: <i>Która godzina? O której godzinie? Od której do której?</i> Telephone conversation.	6
Cs 8	Months. Weather. Health. Adjectives and adverbs.	3
Cs 9	<i>Lubię – nie lubię</i> . Genitive case- singular and plural nouns and adjectives.	3
Cs 10	Structures : <i>karton mleka, butelka wody, kawałek ciasta</i> . Genitive case.	2
Cs 11	Place of living (a house, a flat). In a hotel – to book, etc.	3
Cs 12	<i>To już było...</i> Past Tense (imperfective aspect)	3
Cs 13	<i>Jakie masz plany?</i> Future Tense (imperfective aspect)	3
Cs 14-15	Computer – basic information. Study programmes, university. Work.	5
Cs 16	Revision of the material. FINAL TEST	2
Total hours		45

TEACHING TOOLS USED
N1 Polish language course books A2 N2 Teacher's own didactic materials N3 Grammatical and lexical exercises N4 Exercises using audio-visual means

N5 Using real materials (albums, songs) 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 – % for test assignments (25 % of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_U04 PEK_K01	test assignments (min. one test per semester – test, mini test, etc.);
F2- % for homework (25 % of the final grade)	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 and on a given topic in accordance with the programme content; grammatical and lexical exercises);
F3- % for classroom work (25 % of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_K01	classroom work (e.g. individual, pair and team work, oral and/or written statements);
P1 – % for the final test (25 % of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_K01	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
<p><u>PRIMARY LITERATURE:</u></p> <ol style="list-style-type: none"> 1. Dembińska K., Małycka A., <i>Start 1: Survival Polish</i>, Warszawa 2010. 2. Janowska A., Pastuchowa M., <i>Dzień dobry. Podręcznik do nauki języka polskiego dla początkujących</i>, Katowice 1999. 3. Kucharczyk J., <i>Zaczynam mówić po polsku</i>, Łódź 1992. 4. Małolepsza M., Szymkiewicz A., <i>Hurra!!! Po polsku 1</i>, Kraków 2005. 5. Miodunka W., <i>Cześć, jak się masz? Część I: Spotykamy się w Polsce. A Polish Language Textbook for Beginners</i>, Kraków 2005. 6. Stempek I., Stelmach A., Dawidek S., Szymkiewicz A., <i>Polski krok po kroku</i>, Poziom A1, Seria podręczników do nauki języka polskiego dla obcokrajowców, Kraków 2010. <p><u>SECONDARY LITERATURE:</u></p> <ol style="list-style-type: none"> 1. Gałyga D., <i>Jak to łatwo powiedzieć</i>, Kraków 2011. 2. Lechowicz J., Podsiadły J., <i>Ten, ta, to. Ćwiczenia nie tylko gramatyczne dla cudzoziemców</i>, Łódź

2001.

3. Machowska J., *Gramatyka? Dlaczego nie?!*, Ćwiczenia gramatyczne dla poziomu A1, Kraków 2010.

4. Madelska L., Warchoń-Schlottman M., *Odkrywamy język polski. Gramatyka dla uczących (się) języka polskiego*, Kraków 2008.

5. Majewska-Tworek A., *Szumi, szura i szeleści: ćwiczenia fonetyczne nie tylko dla cudzoziemców*, Wrocław 2010.

6. Pelc T., *Teraz polski*, Łódź 1997.

7. Stempek I., *Polski krok po kroku. Gry i zabawy językowe*, poziom A1, Kraków 2012.

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

Head of Polish Language Section, Joanna Kozieja-Ruta, MA

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**MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT
Polish 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	Cs 1 - 14	N 1- 6
PEK_U01	T2A_U02	C1, C2, C3, C4	Cs 1 - 15	N 1, N-4, N- 6
PEK_U02	T2A_U01	C1,C2, C3, C4	Cs 2 - 15	N 1- 6
PEK_U03	T2A_U02, T2A_U05	C1, C2, C4	Cs 1 - 14	N 1- 6
PEK_U04	T2A_U02, T2A_U05	C2,C4	Cs 2 - 15	N 1 - 6
PEK_K01	T2A_U01, T2A_U05	C1, C2, C3, C4	Cs 2 - 15	N 1, 5

Last update 29.01.2016

THE DEPARTMENT FOR FOREIGN LANGUAGES
SUBJECT CARD
“ Foreign language ”

Name in Polish	Język polski, poziom B1.1
Name in English	Polish Language, Level B1.1
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	JZL100833C

	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 A2 in Polish according to the Common European Framework of Reference for Languages.

SUBJECT OBJECTIVES

- C1.**Forming and developing linguistic competence, with the use of possessed skills, gained at previous levels.
- C2.** Improving all linguistic skills necessary for further linguistic development.
- C3.**Working with linguistic and cultural issues.
- C4.** Supporting students in their independent learning of Polish.

SUBJECT EDUCATIONAL EFFECTS

RELATING TO KNOWLEDGE

PEK_W01	The student possesses linguistic knowledge that enables to formulate opinions about themselves and their immediate environment, a chosen major and occupation, as well as inter cultural knowledge concerning and knowledge about Polish reality and culture.
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RELATING TO SKILLS

PEK_U01	The student understands oral and written statements on familiar topics.
PEK_U02	The student comprehends longer texts, and is able to select necessary information in the text.
PEK_U03	The student is able to use formal and informal language, suitable for the situation, express his/her opinion, start and keep up a conversation and react properly on interlocutor's statement in typical situations related to Polish reality.
PEK_U04	The student is able to write a longer text on general up to date topics and compose

	a short, non-literary test, e.g. an advertisement.
RELATING TO SOCIAL COMPETENCE	
PEK_K01	The student is able to work in a group, initiates creative activities, is able to work independently after classes and notices the importance of inter cultural knowledge.

PROGRAMME CONTENT		
Classes		Number of hours
Cs 1	<i>Let's meet!</i> Introducing (nationality, family, friends). Plural forms of masculine adjectives and nouns. Declination of a noun <i>przyjaciel</i> .	3
Cs 2	<i>The department- studies.</i> Learning, education and hobbies. Plural forms of nouns and non-masculine adjectives – revision. Declination of neutral nouns that finish with –um.	3
Cs 3	<i>How many Poles have a steady job?</i> Expressing gladness and disappointment. Nationalities, living conditions, work conditions. Stereotypes. Syntax of numerals.	3
Cs 4	<i>What's the problem?</i> Healthy lifestyle, prevention, addictions. Personal pronouns and question words – forms of declination.	3
Cs 5	<i>Somebody's calling</i> Phone calls (formal and informal), sending messages. Question words <i>kto, co</i> and indefinite <i>ktoś, coś</i> . Definitions - <i>Ktoś, kto..., Coś, co...</i>	3
Cs 6	<i>Hi, Kate!</i> Requests, informing, correspondence. Vocative form of nouns in singular and plural. Declination of names and surnames.	3
Cs 7	<i>I'm cold</i> Mood, negative and positive feelings. Expressing opinion - <i>podoba mi się, pasuje mi</i> Dative of nouns and pronouns	3
Cs 8	<i>Shopping – I need a bigger size</i> Types of clothes, products, fabrics. Comparatives and superlatives.	3
Cs 9	<i>Nature on its problems</i> Ecology, climate, weather, environment protection. Gradation of adverbs.	3
Cs 10	<i>I've been reading and I've read this book</i> Culture, literature, entertainment. Expressing opinions. Imperfect and perfect aspect of future and past tenses.	3
Cs 11	<i>Be up to date!</i> Media, Internet, advertising Imperative.	3
Cs 12	<i>I would like to fix this</i> Services, asking for help (official situations), giving advice. Conditional mood. Modal verbs: <i>chciałbym, mógłbym, musiałbym</i> .	3
Cs 13	<i>If only I didn't lie to her..</i> Personal relations. Conditional sentences - <i>Jeżeli (Jeśli)... / Gdyby...</i>	3

Cs 14-15	Revision and consolidation Final test. Results of the test	6
	Total hours	45

TEACHING TOOLS USED

- N1.Course book for Polish language, level B1
N2.Teacher's own didactic materials
N3.Grammar and lexical tasks
N4.Tasks with the use of audio resources.
N5.Language games, grammar tables, dictionaries
N6.Authentic materials: albums, songs, press
N7.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- % for classroom work (25 % of the final grade)	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- % for homework (25 % of the final grade)	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 and on a given topic in accordance with the programme content; grammatical and lexical exercises);
F3 – % for test assignments (25 % of the final grade)	PEK_W01 PEK_U01 PEK_U02 PEK_U04	test assignments (min. one test per semester – test, mini test, etc.)
P1 – % for the final test (25 % of the final grade)	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. Achteлик A., Hajduk-Gawron W., Madeja A., Świątek M., *Bądź na B1. Zbiór zadań z języka polskiego oraz przykładowe testy certyfikacyjne dla poziomu B1*, Kraków 2009.
2. Burkat A., Jasińska A., Małolepsza M., Szymkiewicz A. *Hurra! Po polsku 3. Seria do nauki języka polskiego jako obcego*, Kraków 2009.
3. Kucharczyk J., *Już mówię po polsku*, Łódź 1999.
4. E. Lipińska, *Z polskim na ty. Podręcznik do nauki języka polskiego dla stopnia progowego*, Kraków 2003.
5. Stempek I., Stelmach A., *Polski krok po kroku 2*, Kraków 2013.
6. Materiały autorskie prowadzącego kurs.

SECONDARY LITERATURE:

1. Gębał P., *Od słowa do słowa toczy się rozmowa. Repetytorium leksykalne z języka polskiego jako obcego dla poziomów B1 i B2*, Kraków 2009.
2. Pelc T., *Teraz polski*, Łódź 1997.
3. Pyzik J., *Przygoda z gramatyką. Fleksja i słowotwórstwo imion. Ćwiczenia funkcjonalno-gramatyczne dla cudzoziemców*, Kraków 2000.
4. Stempek I., *Polski krok po kroku. Gry i zabawy językowe*, Kraków 2012.
5. Stempek I., Stelmach A., *Krok po kroku. Tablice gramatyczne*, Kraków 2013.
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MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT **Polish Language, Level B1.1, 45h** 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, T2A_U03	C1, C2, C3	Cs 1-15	N1-N7
PEK_U01	T2A_U02	C1, C2, C3, C4	Cs 1-15	N1-N7
PEK_U02	T2A_U01, T2A_U04	C2, C3, C4	Cs 1-15	N1-N7
PEK_U03	T2A_U02, T2A_U04	C1, C2, C3	Cs 1-15	N1-N7
PEK_U04	T2A_U02	C2, C3, C4	Cs 1-15	N1-N7
PEK_K01	T2A_U02, T2A_U05	C2, C3, C4	Cs 1-13	N1, N6, N5

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