

**THE DEPARTMENT OF
FOREIGN LANGUAGES**

**WROCŁAW UNIVERSITY
OF TECHNOLOGY**

SUBJECT CARDS

POLISH LANGUAGE

I LEVEL

2015/2016

THE DEPARTMENT FOR FOREIGN LANGUAGES SUBJECT CARD <i>“Foreign language”</i>	
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	1st level, full time
Kind of subject	university- wide
Subject code	JZL100541C

	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
No prerequisites

SUBJECT OBJECTIVES
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, speaking, reading and writing. C4. Realizing the importance of self-study and preparation for independent learning of Polish

SUBJECT EDUCATIONAL EFFECTS	
RELATING TO KNOWLEDGE	
PEK_W01	The student possesses basic knowledge about the phonetic system of Polish 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.
RELATING TO SKILLS	
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.

	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 independent learning and the need for further development, recognizes the importance of inter cultural knowledge.

PROGRAMME CONTENT		
Classes		Number of hours
Cs 1	The alphabet. Phonetic system of Polish language (pronunciation, stress). Saying hello and goodbye. Set of useful expressions (<i>e.g. I don't understand, I have a question, What does it mean?</i>)	2
Cs 2	Naming people and object. Introducing.	2
Cs 3	Verb <i>to be</i> . Cardinal numbers. Shopping for basic products.	2
Cs 4	Adjectives. <i>In a restaurant</i> – dialogue. Ordering food.	2
Cs 5	Grammatical gender of nouns and adjectives – defining features of objects.	2
Cs 6	Verb <i>to have</i> . Accusative cases of nouns and adjectives in singular.	2
Cs 7-9	<i>Who is he/she? What is he/she?</i> Jobs in nominative and ablative case. Describing people. Verb <i>to live</i> .	6
Cs 10	Conjugation – <i>ę, -isz</i> . Expressions like: <i>how much is it/ how much are they?</i>	2
Cs 11	Question <i>How old are you?</i> . Family members. Possessive pronouns.	2
Cs 12-13	Hobbies, free time. Comparison of conjugations. Expressions of frequency.	4
Cs 14	Meals – <i>What do you have for breakfast, lunch and dinner?</i> Accusative and ablative case.	2
Cs 15	Daily routines. <i>What do you do first and what next?</i>	2
Cs 16	Verbs of movement: verb go in different Polish forms (<i>iść-chodzić, jechać-jeździć</i>). Different meaning of verb <i>to know</i> (<i>wiedzieć, umieć znać</i>)	2
Cs 17-19	Hours, days of the week, times of day. Questions: <i>What's the time? At what time? From what time to what time?</i>	6
Cs 20	Months. Weather. Health. Adjectives and adverbs.	2
Cs 21	I like – I don't like. Genitive case of nouns and adjectives in singular.	2
Cs 22	Expressions like: a carton of milk, a bottle of water, a piece of cake (<i>karton mleka, butelka wody, kawałek ciasta</i>). Genitive case.	2
Cs 23	Place of living (a flat, a house)	2
Cs 24-25	<i>That was before... (To już było...)</i> Past tense (imperfect aspect)	4
Cs 26-27	<i>What are your plans?</i> Future tense (imperfect aspect)	4
Cs 28	Computer – basic information. Studies, university. Work.	2
Cs 29-30	Revision and consolidation. Final test	4
Total hours		60

TEACHING TOOLS USED		
N1.Course book, level A1 N2.Teacher's own didactic materials N3.Grammar and lexical tasks N4.Tasks with the use of audio tools N5.Authentic 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 (e.g. short oral and/or written statements; a short self-presentation, a presentation 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_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
<u>PRIMARY LITERATURE:</u> 1. Dembińska K., Małyńska 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. Stempel 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. <u>SECONDARY LITERATURE:</u> 1. Gałyga D., <i>Jak to łatwo powiedzieć</i>, 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 joanna.kozieja-ruta@pwr.edu.pl

**MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT
Polish Language, Level A1, 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	Cs 1-28	N1-N6
PEK_U01	T1A_U02	C1, C2, C3, C4	Cs 1-30	N1-N4, N6
PEK_U02	T1A_U01	C2, C3, C4	Cs 2-30	N1-N6
PEK_U03	T1A_U02, T1A_U05	C1, C2, C3	Cs 1-28	N1-N6
PEK_U04	T1A_U01	C2, C3, C4	Cs 2-30	N1-N6
PEK_K01	T1A_K01, T1A_U05	C2, C3, C4	Cs 2-30	N1, N5

Last update 30.03.15

THE DEPARTMENT FOR FOREIGN LANGUAGES SUBJECT CARD <i>“Foreign language”</i>	
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	1st level, full time
Kind of subject	university- wide
Subject code	JZL100832C

	Classes
Number of hours of organized classes at University (ZZU)	60
Number of hours of total student work load (CNPS)	80
Form of crediting	Crediting with grade
Number of ECTS points	3
Including number of ECTS points for practical (P) classes	3
Including number of ECTS points for direct teacher-student contact (BK) classes	2.5

PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES
Level A1 in Polish 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. Enriching knowledge about basic linguistic contents and means within everyday life issues and basic inter cultural issues. C3. Improving, within a basic range, linguistic activities(listening, reading, writing and speaking) C4. Implementing self-study and preparing for further independent learning of Polish language.

SUBJECT EDUCATIONAL EFFECTS	
RELATING TO KNOWLEDGE	
PEK_W01	The student possesses appropriate for the level linguistic knowledge concerning everyday life matters and socio cultural knowledge that enable coping with basic communication in Polish
RELATING TO SKILLS	
PEK_U01	The student understands simple sentences (monologues, dialogues) concerning everyday life events, simple orders, requests and information.
PEK_U02	The student comprehends relatively simple texts e.g. advertisements, wishes, text messages or e-mails, simple questionnaires, is able to find necessary information in a longer text
PEK_U03	The student, in a manner appropriate for the level, communicates everyday life situations, formal and informal, talks about himself, about other people and

	immediate environment (e.g. students dorm, university, city), about past events (e.g. spending the weekend), about plans (e.g. holiday plans) and can participate in 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, description of daily activities), can write down essential information (e.g. concerning their classes at the university) and fill in a simple form.
RELATING TO SOCIAL COMPETENCES	
PEK_K01	The student is able to work in a group, to act creatively, he or she understands the need of independent learning for the further development, notices the importance of inter cultural knowledge.

PROGRAMME CONTENT		
Classes		Number of hours
Cs 1	<i>Who am I?</i> First meetings. My country, my family and friends. Nominatives and ablatives.	2
Cs 2-3	<i>Hobbies, free time.</i> Types of coniugation in present tense. Talking about time <i>Kiedy?</i> And frequency <i>Jak często?</i> Ablative: <i>Interesuje się...</i>	4
Cs 4-5	Daily routines, <i>Co robisz najpierw, a co potem?</i> Suggesting, accepting and declining a meeting. Date, time, time of day, hour.	4
Cs 6	Verbs of movement: <i>iść-chodzić, jechać-jeździć.</i> Verbs <i>wiedzieć, umieć, znać.</i>	2
Cs 7-8	<i>I live and study in the city</i> – names of shops, services, institutions. Locative – <i>Jestem w...</i> and genitive – <i>Idę do...</i> Asking for directions.	4
Cs 9-10	Health, how we fee, incidents, visiting doctor. Names of body parts. Adjectives and adverbs. Verb <i>powinien.</i>	4
Cs 11	<i>Sport means health</i> – do you agree? Sport disciplines, seasons of the year. Expresing opinions.	2
Cs 12-13	<i>Eating and cooking.</i> Shopping for groceries, going to a caffe or a restaurant. Accusative and genitive (<i>mam / nie mam, trochę / kawalek</i>)	4
Cs 14-15	<i>Robiłem zadanie / Zrobiłem zadanie</i> – verbs in the past.	4
Cs 16-17	<i>I'm looking for a flat.</i> Flat furnishing, types of rooms, renting a room or a flat. Prepositions. Modal verbs - <i>chciałbym, czy mogę...</i>	4
Cs 18	<i>What's the weather going to be like?</i> Adverbs. Future imperfect tense.	2
Cs 19-20	<i>What are you doing after classes? What are your plans for the weekend?</i> – perfect and imperfect future tense.	4
Cs 21	<i>All the best!</i> Celebrations and traditions in my country. Verbs: <i>trzeba, można, warto, nie wolno</i>	2
Cs 22	<i>I wish you ...</i> Birthday, giving a party, wishes. Personal pronouns in dative.	2
Cs 23-24	<i>My dear</i> - letters, mails, text messages. Different forms of	4

	written statements. Names and simple expressions in vocative.	
Cs 25	Internet, computer, technology. Foreign words in Polish. Impersonal forms of verbs - <i>robi się</i> / <i>robiło się</i> .	2
Cs 26-27	<i>Do you like learning?</i> Education, studies, exams, plans for the future, work. Verbs created from nouns.	4
Cs 28	Summer and winter holidays. Trips, packing, holiday offers and means of transport. Perfect and imperfect future tense.	2
Cs 29-30	Revision and consolidation. Final test. Results of the test.	4
	Total hours	60

TEACHING TOOLS USED	
N1.Course book for Polish language, level A2 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, maps 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. Burkat A., Jasińska A., *Hurra!!! Po polsku 2*, Kraków 2005.
2. Kucharczyk J., *Zaczynam mówić po polsku*, Łódź 1992.
3. Miodunka W., *Cześć, jak się masz? Część II: Spotykamy się w Europie (A2)*, Kraków 2012.
4. Piotrowska-Rola E., Porębska M., *Polski jest cool*, Seria materiałów do nauczania języka polskiego jako obcego, Lublin 2013.
5. Stempek I., Stelmach A., Dawidek S., Szymkiewicz A., *Polski krok po kroku, Poziom A2, Seria podręczników do nauki języka polskiego dla obcokrajowców*, Kraków 2013.
6. Materiały własne prowadzącego kurs.

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? Ależ tak!*, Ćwiczenia gramatyczne dla poziomu A2, Kraków 2012.
4. Majewska-Tworek A., *Szumi, szura i szeleści: ćwiczenia fonetyczne nie tylko dla cudzoziemców*, Wrocław 2010.
5. Pasieka M., *Język polski dla cudzoziemców. Ćwiczenia dla początkujących*, Wrocław 2001.
6. Pelc T., *Teraz polski*, Łódź 1997.
7. Stempek I., *Polski krok po kroku. Gry i zabawy językowe*, Kraków 2012.
8. Stempek I., Stelmach A., *Krok po kroku. Tablice gramatyczne*, Kraków 2013.

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

Head of Polish Language Section, Joanna Kozieja-Ruta, MA Joanna.kozieja-ruta@pwr.edu.pl

MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT **Polish 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	Cs 1 - 30	N 1-4, N 6
PEK_U02	T1A_U01,	C1, C2, C3, C4	Cs 1 - 30	N 1 - 5
PEK_U03	T1A_U02, T1A_U05	C1, C2, C4	Cs 1 - 29	N 1-4, N 6
PEK_U04	T1A_U02, T1A_U05	C2, C4	Cs 1 - 30	N 1-4, N 6
PEK_K01	T1A_U01, T1A_U05, T1A_K01	C1, C2, C3, C4	Cs 1 - 30	N 1-4, N 6

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