

**THE DEPARTMENT OF  
FOREIGN LANGUAGES**

**WROCLAW UNIVERSITY  
OF SCIENCE AND  
TECHNOLOGY**

**SUBJECT CARDS**

**POLISH LANGUAGE**

**I LEVEL**

**2019/2020**

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

<b>Name in Polish</b>	<b>Język polski, poziom A1</b>
<b>Name in English</b>	<b>Polish Language, Level A1</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>JZL100541C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in 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 the number of ECTS points for practical (P) classes</b>	<b>2</b>
<b>Including the number of ECTS points for direct teacher-student contact (DC) classes</b>	<b>1.5</b>

**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 OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEK_W01</b>	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.
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**RELATING TO SKILLS**

<b>PEK_U01</b>	The student understands short statements, simple commands, requests, questions and information concerning people, phone number, address, price, time etc.
<b>PEK_U02</b>	The student comprehends simple texts concerning everyday life and e.g. information boards, advertisements, wishes, text or e-mail messages, simple questionnaires.
<b>PEK_U03</b>	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.
<b>PEK_U04</b>	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).
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEK_K01</b>	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.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
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
<b>Total hours</b>		<b>60</b>

<b>TEACHING TOOLS USED</b>	
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 THE ACHIEVEMENT OF SUBJECT EDUCATIONAL OUTCOMES

Evaluation (F- forming (during semester) P- concluding (at semester end))	Educational outcome number	Method of evaluating educational outcome achievement:
F1 - 25% of the final grade for 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 - 25% of the final grade for homework	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 -25% of the final grade for test assignments	PEK_W01 PEK_U01 PEK_U02 PEK_K01	test assignments (min. one test per semester – test, mini test, etc.)
P1 - 25% of the final grade for 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. 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. Mijakowska-Johnson M., *Polish For Foreigners Polski Dla Obcokrajowców*, 2011.
4. Miodunka W., *Cześć, jak się masz? Część I: Spotykamy się w Polsce. A Polish Language Textbook for Beginners*, Kraków 2005.
5. Stempek I., Grudzień M., *Krok po kroku. Zeszyt ćwiczeń z płytą CD. Poziom 1.*
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.

<b>SUBJECT LEADER(NAME AND SURNAME, E-MAIL ADDRESS)</b>
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**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
*“Foreign language”*

<b>Name in Polish</b>	<b>Język polski, poziom A2</b>
<b>Name in English</b>	<b>Polish 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>1st level, full time</b>
<b>Kind of subject</b>	<b>university- wide</b>
<b>Subject code</b>	<b>JZL100832C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in university (ZZU)</b>	<b>60</b>
<b>Number of hours of total student work load (CNPS)</b>	<b>80</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>3</b>
<b>Including the number of ECTS points for practical (P) classes</b>	<b>3</b>
<b>Including the number of ECTS points for direct teacher-student contact (DC) classes</b>	<b>2.5</b>

**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.** Broadening inter cultural knowledge.
- C3.** Continuous development of linguistic skills (listening, reading, writing and speaking).
- C4.** Preparation for independent learning of Polish language.

**SUBJECT EDUCATIONAL OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEK_W01</b>	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.
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**RELATING TO SKILLS**

<b>PEK_U01</b>	The student understands simple sentences (monologues, dialogues) concerning everyday life events, simple orders, requests and information.
<b>PEK_U02</b>	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.
<b>PEK_U03</b>	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.
<b>PEK_U04</b>	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.
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### RELATING TO SOCIAL COMPETENCES

<b>PEK_K01</b>	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.
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### 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. Expressing 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>Robilem zadanie / Zrobilem 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 written statements. Names and simple expressions in vocative.	4
Cs 25	Internet, computer, technology. Foreign words in Polish. Impersonal forms of verbs - <i>robi się / robiło się.</i>	2
Cs 26-27	<i>Do you like learning?</i> Education, studies, exams, plans for the future, work. Verbs created form 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
	<b>Total hours</b>	<b>60</b>

### 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 THE ACHIEVEMENT OF SUBJECT EDUCATIONAL OUTCOMES

<b>Evaluation</b> (F- forming (during semester) P- concluding (at semester end))	<b>Educational outcome number</b>	<b>Method of evaluating educational outcome achievement:</b>
F1 - 25% of the final grade for 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 - 25% of the final grade for 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 and on a given topic in accordance with the programme content; grammatical and lexical exercises);
F3 -25% of the final grade for test assignments	PEK_W01 PEK_U01 PEK_U02 PEK_U04	test assignments (min. one test per semester – test, mini test, etc.);
P1 - 25% of the final grade for 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. 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. Pasięka 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 LEADER(NAME AND SURNAME, E-MAIL ADDRESS)**

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