

**THE DEPARTMENT OF  
FOREIGN LANGUAGES**

**WROCLAW UNIVERSITY  
OF SCIENCE AND  
TECHNOLOGY**

**SUBJECT CARDS**

**POLISH LANGUAGE  
II LEVEL**

**2022/2023**

<b>THE DEPARTMENT OF FOREIGN LANGUAGES SUBJECT CARD “Foreign language”</b>	
<b>Name in Polish</b>	<b>Język polski A1</b>
<b>Name in English</b>	<b>Polish Language A1</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>2nd level, full time</b>
<b>Kind of subject</b>	<b>university-wide (elementary)</b>
<b>Subject code</b>	<b>JZL100605C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in University (ZZU)</b>	<b>45</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>60</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 corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>1,5</b>

<b>PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES</b>
None

<b>SUBJECT OBJECTIVES</b>	
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.	
<b>SUBJECT LEARNING OUTCOMES</b>	
<b>RELATING TO KNOWLEDGE</b>	
<b>PEU_W01</b>	The student possesses knowledge of 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.
<b>RELATING TO SKILLS</b>	
<b>PEU_U01</b>	1.The student understands short statements, simple commands, requests, questions and information concerning people, phone number, address, price, time etc.

	2.Follows a simple, not complex text, when the pace is slow and clear pronunciation.
<b>PEU_U02</b>	1.The student comprehends simple texts concerning everyday life and e.g. simple personal questionnaire, information boards 2. The student comprehends short, simple texts (ex. simple wishes, simple message, text message, email).
<b>PEU_U03</b>	1. The student can say hello, introduce yourself and his/her family, say goodbye, express request and say “thank you”, 2. The student can ask and answer questions related to familiar topics; 3. The student can express an opinion on a topic related to everyday life; 4. The student can participate in a simple and short conversation (ex. make an arrangement, order).
<b>PEU_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>PEU_K01</b>	The student is able to work in an intercultural group; understands the need for self-study 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	Learning a phonetic system of Polish language: alphabet, pronunciation, intonation and stress.	3
Cs 2	<b>My name is...</b> <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	<b>My country, my Home</b> <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	<b>I live here</b> 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	<b>First shopping</b> Nominative case of singular and plural nouns. <i>Czy jest...? Tak, jest. Nie, nie ma</i> . Numbers 200 - 1000. The verbs: <i>mieć, wychodzić</i> - singular.	3
Cs 6	<b>A room</b> Singular and plural adjectives. <i>Coś jest mniejsze (większe) niż...</i> Possessive genitive. The verb: <i>czuć się w</i> – singular.	3

Cs 7	<b>He buys a coat</b> Numbers 1000 - 8000. Nominative case of singular and plural adjectives. The verbs: <i>myśleć, kupować</i> – singular.	3
Cs 8	<b>Lesson</b> The verbs belonging to the conjugation: <i>-am, -asz, -ę, -isz, -ysz, -esz, -em</i> singular. <i>Która godzina?</i>	3
Cs 9	<b>Monday</b> 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	<b>My group</b> Instrumental case of singular and plural nouns. The verb: <i>chcieć</i> -singular.	3
Cs 11	<b>A friend calls Home</b> 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	<b>A friend has a cold</b> 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	<b>At the railway station</b> <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	<b>A trip to Warsaw</b> 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
	<b>Total hours</b>	<b>45</b>

#### 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  
N7 IT Tools: MS Teams, ZOOM, ePortal

#### EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT

Evaluation (F-formative assessment P-summative assessment)	Learning outcomes code	Way of evaluating learning outcomes achievement
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F1 – 25% of the final grade for classroom work)	PEU_W01, PEU_U01, PEU_U02, PEU_U03, PEU_U04, PEU_K01	classroom work (e.g. individual, pair and team work, oral and/or written statements);
F2 – 25% of the final grade for homework	PEU_W01, PEU_U01, PEU_U02, PEU_U03, PEU_U04, PEU_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	PEU_W01, PEU_U01, PEU_U02, PEU_K01	test assignments (min. one test per semester – test, mini test, etc.);
P1 – 25% of the final grade for the final test	PEU_W01, PEU_U01, PEU_U02, PEU_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., Małyska 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. Stempel 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. Stempel I., *Polski krok po kroku. Gry i zabawy językowe, poziom A1*, Kraków 2012.

<b>SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)</b>
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Head of Polish and English Language Centre for Foreigners, Agata Wardyńska, M.A. <a href="mailto:agata.wardynska@pwr.edu.pl">agata.wardynska@pwr.edu.pl</a>
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**Last update: 11.09.2022**

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

<b>Name in Polish</b>	<b>Język polski A2</b>
<b>Name in English</b>	<b>Polish Language A2</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>2nd level, full time</b>
<b>Kind of subject</b>	<b>university-wide</b>
<b>Subject code</b>	<b>JZL100720C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in university (ZZU)</b>	<b>45</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>60</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 corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>1,5</b>

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

Knowledge of Polish on level A1 according to 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 LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEU_W01</b>	The student possesses appropriate for the level linguistic knowledge concerning everyday life matters and inter cultural knowledge that enable to cope with basic communication in Polish.
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**RELATING TO SKILLS**

<b>PEU_U01</b>	The student understands simple sentences, simple requests, questions, and information related to people, telephone number, address, price, telling the time etc.
<b>PEU_U02</b>	The student comprehends relatively simple descriptions of everyday life situations and information desks, advertisements, wishes, text messages, emails and simple forms.

<b>PEU_U03</b>	The student, in a manner appropriate for the level, communicates in everyday life situations, is able to say hello and goodbye, introduce himself/herself, asks for sth and say thank you, arrange a meeting, set a date, buy a ticket, name university, faculty and/or a field of study.
<b>PEU_U04</b>	The student is able to describe with a simple sentences for ex. the family, interests, a place of study (work), environment (flat), basic activities and is able to fill in a simple form (personal details), make a simple note or a list of needs and tasks (ex. shopping list, diary), write a short message (text message or email).
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	The student has the ability to work in a group; understands the necessity of his/her own self-study and education for further development, notices the importance of intercultural knowledge.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
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
<b>Total hours</b>		<b>45</b>

<b>TEACHING TOOLS USED</b>
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 N7 IT Tools: MS Teams, ZOOM, ePortal

## EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT

Evaluation (F-formative assessment P-summative assessment)	Learning outcomes code	Way of evaluating learning outcomes achievement
F1 – 25% of the final grade for classroom work)	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	classroom work (e.g. individual, pair and team work, oral and/or written statements);
F2 –25% of the final grade for homework	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_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	PEU_W01 PEU_U01 PEU_U02 PEU_K01	test assignments (min. one test per semester – test, mini test, etc.);
P1 – 25% of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02 PEU_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., Małyska A., *Start 1: Survival Polish*, Warszawa 2010.
2. Janowska A., Pastuchowa M., *Dzień dobry. Podręcznik do nauki języka polskiego dla początkujących*, Katowice 1999.
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### **SECONDARY LITERATURE:**

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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 SUPERVISOR (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 B2 +</b>
<b>Name in English</b>	<b>Polish Language B2+</b>
<b>Main field of study (if applicable)</b>	
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>2nd level, full time</b>
<b>Kind of subject</b>	<b>university-wide</b>
<b>Subject code</b>	<b>JZL100899C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in University (ZZU)</b>	<b>15</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>30</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>1</b>
<b>Including the number of ECTS points for practical classes (P)</b>	<b>1</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>0,5</b>

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

Knowledge of German language at level B2 on the scales of the Common European Framework of Reference for Languages.

**SUBJECT OBJECTIVES**

1. Developing language skills for professional purposes in technical areas.
2. Aiding the student's own work.

**SUBJECT LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEU_W01</b>	Student has knowledge, skills and competences corresponding to the requirements established for CEFR additional level B2+, and uses them for professional purposes in his/her technical discipline.
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**RELATING TO SKILLS**

<b>PEU_U01</b>	Student understands foreign language texts and utterances in his/her own technical area and also in corresponding areas; student uses the texts and utterances to extract the required information and analyze it; he/she communicates in professional contexts and situations; he/she uses adequate language resources in writing and in speech.
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**RELATING TO SOCIAL COMPETENCES**

<b>PEU_K01</b>	Student is aware of the role that a foreign language has in professional communication and for their own professional development.
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<b>PROGRAMME CONTENT B2+</b>		
<b>Classes</b>		<b>Number of hours</b>
Cs 1	Presentation of one's own profile for professional purposes based on one's academic experience.	2
Cs 2	Describing, comparing and contrasting (e.g. properties of products, constructions, technologies, devices). Passive voice and its equivalent grammatical constructions.	2
Cs 3-4	Describing directions of development: potential and opportunities in a given field. Nominal and verbal style.	4
Cs 5-6	Verbal communication in professional technical jargon like business meetings, problem solving. Verb-noun collocations.	4
Cs 7	Written communication in professional environment in the field of technology, e.g. business correspondence and its rules. Attributive clauses. Participial constructions.	2
Cs 8	Final test and consolidation.	1
<b>Total hours</b>		<b>15</b>

<b>TEACHING TOOLS USED</b>
N1 Technical texts level B2+ N2 Teacher's own didactic materials N3 Grammar and lexical tasks N4 Tasks with the use of audio-visual materials, The Internet, N5 Dictionaries N6 Consultations N7 IT Tools: MS Teams, ZOOM, ePortal

<b>EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT</b>		
<b>Evaluation</b> (F-formative assessment P-summative assessment)	<b>Learning outcomes code</b>	<b>Way of evaluating learning outcomes achievement</b>
F1 – 50% of the final grade for the work performed by the student	PEU_W01 PEU_U01 PEU_K01	the evaluated aspects include effective communication and the ability to take part in numerous forms of interaction which correspond to the professional environment typical of the graduates of technical universities (individual work, group work, pair work, participation in discussions)
F2 – 50% of the final grade for the test	PEU_W01 PEU_U01 PEU_K01	a final test for the evaluation of the lexis and grammar covered in the course program.
P = F1 + F2		

<b>PRIMARY AND SECONDARY LITERATURE</b>
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<b><u>PRIMARY LITERATURE:</u></b>
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1. Virtual Learning Environment (<https://wsn.sjo.pwr.edu.pl>): Technical language: Materials for class-study, Słownik pojęć matematycznych.
2. Encyklopedia szkolna – matematyka, Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1990.

<b><u>SECONDARY LITERATURE:</u></b>
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1. Materials selected by a leading teacher (articles from professional journals, technical texts, films)
2. Nowicki W., O ścisłość pojęć i kulturę słowa w technice, Wydawnictwa Komunikacji i Łączności, Warszawa 1978.

<b>SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)</b>
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