

## Syllabus and schemes of work

### Polish for foreigners 2 Level A1 First-cycle studies

**Duration:** 60 hours (2x30)

**Starting level:** A1.1

**Target level:** A1.3

#### **RATIONALE FOR THE SYLLABUS**

- The course aims to help students develop the language skills needed to succeed in today's life and workplaces by focusing on the development of professional communication skills.
- In this course, students will learn and practice effective communication in Polish while modelling real-life and business situations. Students will practice what they learn with a variety of in-class exercises, oral presentations, and written assignments.
- The course develops students' autonomy by asking them to reflect on how they are learning by suggesting different ways of recording new vocabulary, taking account of different learning styles and preferences, finding opportunities to use the target language outside the class (teachers ask students to communicate in the target language, reflecting on strengths and weaknesses, and study skills).
- Learners should allocate an appropriate amount of time for achieving the intended learning outcomes.

<p><b>1. Aims of the course and its duration:</b></p>	<ul style="list-style-type: none"> <li>• The aim of the course is to further develop communicative competence in general Polish and Polish for professionals.</li> <li>• The collaboration of the participants of the education process (teacher and student) leads to preparation of students for their everyday life and roles in the business environment.</li> <li>• The development of language skills involves learning vocabulary and grammar structures and applying them.</li> <li>• The aim of the course is also to familiarize students with elements of general and corporate culture in Poland and encourage them to use the language outside the classroom.</li> <li>• Another objective is to develop self-directed, autonomous learning skills and lifelong learning strategies.</li> <li>• Students will be encouraged to self-reflect on their strengths and weaknesses which will support their self-learning process.</li> </ul>
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	<p><b>Course duration:</b> 2 semesters - 60 hours (2x30)</p>
<p><b>2. The content of the course:</b></p>	
<p>Main topic areas</p>	<p>General language and language for job:</p> <ul style="list-style-type: none"> <li>• names of drinks and dishes</li> <li>• restaurant dialogues</li> <li>• exchanging currencies</li> <li>• talking about expenses</li> <li>• hobbies</li> <li>• free time activities</li> <li>• temporal relations</li> <li>• daily routine</li> <li>• daily routine of the working day</li> <li>• days of the week</li> <li>• day times</li> <li>• adverbs of frequency</li> <li>• appointment making</li> <li>• family relations</li> <li>• family members descriptions</li> </ul>
<p>Lexical and grammatical structures</p>	<ul style="list-style-type: none"> <li>• names of meals and dishes</li> <li>• types of shops</li> <li>• basic foodstuff, stationery, medicine, cosmetics</li> <li>• structure: <i>lubić</i> + infinitive</li> <li>• adverbs specifying frequency</li> <li>• nouns and adjectives in singular and plural forms</li> <li>• hours</li> <li>• day times</li> <li>• days of the week</li> <li>• adverbs of frequency</li> <li>• conjugation of verbs in the past tense</li> <li>• age</li> <li>• family members</li> <li>• measures and scales</li> <li>• accusative case forms</li> <li>• possessive pronouns in nominative case</li> <li>• genitive singular of nouns</li> <li>• possessive pronouns and nouns</li> <li>• verbs <i>lubić, woleć, jeść, pić, iść, jechać, spać, myć się, rozmawiać, jeździć, chodzić</i></li> <li>• offers</li> <li>• invitations</li> </ul>
<p>Language functions / ability to communicate</p>	<ul style="list-style-type: none"> <li>• formal and informal communication</li> <li>• dialogues in restaurants and pubs</li> <li>• comparing product prices</li> <li>• expressing time relations</li> </ul>

	<ul style="list-style-type: none"> <li>• expressing space relations</li> <li>• conversations about preferences, films, books, daily routines</li> <li>• dialogues about activities now and in the past</li> <li>• comparing product prices</li> <li>• reporting events</li> </ul>
Academic component	<ul style="list-style-type: none"> <li>• exchanging information with university staff</li> <li>• talking about university environment</li> <li>• describing students' rights and obligations</li> </ul>
<b>3. Expected learning outcomes:</b>	
Speaking	<p><b>At the end of the course student knows how to:</b></p> <ul style="list-style-type: none"> <li>• talk about their likes or dislikes</li> <li>• place an order in a restaurant</li> <li>• shop in different types of stores</li> <li>• talk about free time activities</li> <li>• talk about studies</li> <li>• use formal and informal register appropriately</li> <li>• describe food (quantity, colour, taste)</li> <li>• ask about culinary preferences</li> <li>• talk about healthy eating</li> <li>• talk about every day activities</li> <li>• deliver information about famous Polish people</li> <li>• inform about time</li> <li>• compare students' life in Poland and other countries</li> <li>• exchange information about the family</li> <li>• do shopping in a grocery</li> </ul>
Reading	<p><b>At the end of the course student can understand:</b></p> <ul style="list-style-type: none"> <li>• food names</li> <li>• descriptions of people</li> <li>• texts about culinary preferences</li> <li>• read currency rate tables</li> <li>• understand the content of promotional leaflets</li> <li>• texts about daily routine</li> <li>• texts about job routine</li> <li>• simple biographies of famous people</li> <li>• description of appearance and characteristics</li> <li>• dating advertisements</li> <li>• dialogues concerning evening and weekend plans</li> <li>• texts about holidays</li> <li>• texts about people</li> <li>• information from the repertoire of cinemas and theatres</li> </ul>

Listening	<p><b>At the end of the course student can understand:</b></p> <ul style="list-style-type: none"> <li>• dialogues in restaurants and cafes</li> <li>• prices of products</li> <li>• texts about culinary habits</li> <li>• simple recipes</li> <li>• information about cinema repertoire</li> <li>• texts about culinary preferences</li> <li>• tests about daily routine</li> <li>• texts concerning fixing a date</li> <li>• texts about families</li> <li>• dialogues concerning directions</li> <li>• dialogues concerning invitations</li> <li>• dialogues in various types of shops</li> <li>• dialogues describing routine activities</li> </ul>
Writing	<p><b>At the end of the course student knows the rules and is able to</b></p> <ul style="list-style-type: none"> <li>• make a shopping list</li> <li>• write informal and formal e-mails about every day student life</li> <li>• complete a daily plan in a diary</li> <li>• plan meals for a week</li> <li>• prepare a menu for a party</li> <li>• describe activities of a day</li> <li>• make a dialogue based on a photography</li> <li>• describe in an email about their daily routine</li> <li>• write an email about a problem at the university</li> </ul>

**Main Main course book(s):**

Piotrowska-Rola E., Porębska M. „Polski jest cool” Lublin 2023 (książka studenta + zeszyt ćwiczeń)

**Additional materials:**

Teachers’ own materials

**SCHEMES OF WORK – INTENDED LEARNING OUTCOMES**

**SEMESTR 1 (30 HOURS)**

**PART ONE - HOURS 1 - 15**

**LISTENING**

Students will be able to understand recordings about professions.

Students will be able to understand people who talk about their free time activities.

Students will be able to understand job descriptions.

#### READING

Students will be able to understand texts about hobbies.

Students will be able to understand advertising brochures.

Students will be able to analyse diagrams about an average salary in Poland.

#### SPOKEN INTERACTION

Students will be able to make appointments.

Students will be able to talk about professions of their parents.

Students will be able to talk about their free time activities.

#### SPOKEN PRODUCTION

Students will be able to talk about their weekends.

Students will be able to talk about their daily routines.

Students will be able to describe how their free time activities.

#### WRITTEN PRODUCTION

Students will be able to describe their typical day.

Students will be able to write a blog about their typical week and ask questions about it.

Students will be able to write an e-mail about their free time activities.

### **PART TWO - HOURS 16 - 30**

#### LISTENING

Students will be able to understand a short radio programme about healthy food.

Students will be able to understand a short radio programme about celebrities.

Students will be able to understand a conversation in a restaurant.

#### READING

Students will be able to find needed information in a diagram about eating habits.

Students will be able to read the information about exchange rates.

Students will be able to compare prices in a supermarket.

#### SPOKEN INTERACTION

Students will be able to talk about exchange rates of currencies.

Students will be able to order dishes and drinks in a restaurant.

Students will be able to do shopping in various types of shops.

#### SPOKEN PRODUCTION

Students will be able to talk about their eating habits.

Students will be able to talk about their shopping.

Students will be able to talk about their preferences.

#### WRITTEN PRODUCTION

Students will be able to make a shopping list.

Students will be able to write an e-mail about their likes and dislikes.

Students will be able to compare product prices in different countries.

## **SEMESTR 2 (30 HOURS)**

### **PART TWO - HOURS 1 - 15**

#### **LISTENING**

Students will be able to understand recordings about professions.  
Students will be able to understand people who talk about their free time activities.  
Students will be able to understand job descriptions.

#### **READING**

Students will be able to understand texts about hobbies.  
Students will be able to understand advertising brochures.  
Students will be able to analyse diagrams about an average salary in Poland.

#### **SPOKEN INTERACTION**

Students will be able to make appointments.  
Students will be able to talk about professions of their parents.  
Students will be able to talk about their free time activities.

#### **SPOKEN PRODUCTION**

Students will be able to talk about their weekends.  
Students will be able to talk about their daily routines.  
Students will be able to describe how their free time activities.

#### **WRITTEN PRODUCTION**

Students will be able to describe their typical day.  
Students will be able to write a blog about their typical week and ask questions about it.  
Students will be able to write an e-mail about their free time activities.

### **PART TWO - HOURS 16 - 30**

#### **LISTENING**

Students will be able to understand information about opening time of institutions.  
Students will be able to understand information concerning breakfast preferences.  
Students will be able to understand statistical data in a radio programme.

#### **READING**

Students will be able to understand texts about everyday routines culinary preferences in Poland.  
Students will be able to understand texts about various people, their appearance and personal features.  
Students will be able to understand information presented in posters and adverts.

#### **SPOKEN INTERACTION**

Students will be able to talk about their eating habits.  
Students will be able to take part in a conversation about students life.  
Students will be able to talk about their plans.

#### **SPOKEN PRODUCTION**

Students will be able to deliver a presentation about a their culinary preferences.  
Students will be able to prepare and present statistical data concerning their daily routines.  
Students will be able to talk about everyday life in their country.

## WRITTEN PRODUCTION

Students will be able to describe their week.

Students will be able to write an email concerning their students life.

Students will be able to write an e-mail about their friends about their breakfast preferences.