

Ten Steps to Polish

A resource designed to support practitioners with learning and teaching of Polish as an L3 in primary school.



Contents

- Introduction 3
- Programme overview 4
- Lesson descriptors 6
- Language passport..... 8
- Appendix 1: Polish sounds 13
- Appendix 2: Lesson vocabulary sound files 14
- Appendix 3: Primary Progression Framework 33



Introduction

Ten Steps to Polish is a programme that offers an opportunity for primary learners to engage in an exciting and interesting L3 language learning experience. The Ten Steps to Polish resource will support practitioners to teach a series of ten engaging and relevant Polish lessons in the classroom. With the recommendations of *'Language Learning in Scotland: A 1+2 Approach'* in mind, the programme offers a blend of language and culture where pupils can explore Poland and its cultural heritage. Each lesson within the 'Ten Steps' programme includes specific and thematic target language and allows for the development of all four skills: listening, talking, reading and writing.

Storytelling and the acquisition of literacy skills feature greatly and are interwoven throughout the lessons with a Scottish child who finds out about having a Polish grandfather. Having made that discovery, the child embarks on an imaginary journey to Poland to meet relatives and learn all about Poland, its people and culture. Whilst the handbook for teachers contains support and guidance, lessons are supported by sound files to assist with pronunciation and understanding.

We hope you and your learners enjoy engaging with Ten Steps to Polish and would be happy to hear any feedback you may have about the resource overall.

secretary@sikorskipolishclub.org.uk

This handbook was created and developed by The Polish Social and Educational Society, Glasgow (The Sikorski Polish Club) with the support and guidance of SCILT (Scotland's National Centre for Languages) and the Polish Consulate in Edinburgh.

Programme overview

- This is a 10-week block of lessons designed for one lesson per week.
- It can serve as part of the L3 entitlement.
- The course will develop all four skills: listening, talking, reading and writing.
- It will take pupils beyond word level into the ability to form sentences and to communicate naturally at a simple level.
- The course has interdisciplinary, cross-curricular and cultural contexts.
- It will support literacy, numeracy, HWB, DYW and digital learning.
- There are integrated formative assessment opportunities.
- It will incorporate appropriate existing cultural/language materials.
- To support the teachers each of the 10 lessons will be accompanied by sound files.

Theme: Storytelling and travel

Week	Theme	Polish language	Cultural aspect
1	The Scottish characters are introduced	introduction to Polish language/greetings	Poland on the map. Geography of Poland Polish Scottish connections.
2	The children plan their trip to Poland	days of week	Planning a trip to Poland.
3	The children go to Warsaw	numbers, seasons, months and birthdays	Warszawa. Polish capital. Landmarks and legends of Warsaw (Mermaid, Wars and Sawa, Bazyliszek).
4	The children meet their family members and travel to Gdansk	family	Gdańsk. The Baltic Sea: Polish amber and Scottish merchants.
5	The children find out about Polish diaspora and travel to Poznań	countries/nationalities	Poznań and Gniezno. Beginning of the Polish kingdom. Poznań legends (Goats and Lech, Czech and Rus). Toruń- Nicolaus Copernicus and Gingerbread Men

6	The children discover Polish food and attend a wedding in Zakopane	food + drink	Zakopane and Polish Highlands Winter sports in Poland. Wedding traditions and Polish food.
7	The children are introduced to Polish art	colours	Łódź - Polish industrial city. Polish Textiles (traditional Polish patterns-folklore and outfits).
8	The children go shopping in Kraków	clothing	Kraków, Old Capital of Poland Wawel Castle and the Wawel Dragon legend Wieliczka Salt Mine;Pope John Paul II
9	The children share what they like doing and take a trip to Mazury	likes and dislikes	Mazury - Polish Lake District Polish hidden treasures – incl. Amber chamber. Tradition of sailing. Storks.
10	The children discuss cultural topics they have learnt	recap all language to date	Review all intercultural understanding

Lesson descriptors

The sequence of lessons runs parallel to a story about a Scottish child who learns that they have a Great Grandparent who is Polish. The child, along with their friends, plan a trip to Poland and learn all about Polish history and culture.

Lesson 1	Lesson one is an introductory lesson which focuses on basic greetings and introductions. Children will learn to introduce themselves to others. This lesson will introduce the geography of Poland and its position on the world map in comparison to Scotland. Children can explore the major cities of Poland, locating main rivers and mountain ranges in the country. Identifying historical links between Scotland and Poland will provide the children with a sense of relevance. This lesson will introduce the Scottish characters of our story who decide to trace the family history of their Polish great grandparent.
Lesson 2	The language section of the lesson focuses on revising basic greetings in Polish from week 1 and introducing the days of the week. The child and her friends plan a trip to Poland. They discuss mode of transport, cities to visit and key landmarks.
Lesson 3	This lesson focuses on numbers from 0-12, birthdays, months and seasons. Pupils will learn to count from 0-12 in Polish and will be able to ask and say when their birthday is. During this lesson the child meets her family in Poland and they visit a variety of Polish landmarks in Warsaw. As Warsaw is the capital city of Poland it would be beneficial to make comparisons between landmarks in Warsaw and landmarks in Edinburgh. For example, comparing Łazienki Park to Princes Street park and other such landmarks.
Lesson 4	<p>The focus for this lesson is family, the vocabulary of family members will be introduced. This provides an opportunity to discuss the family members introduced in the previous lesson as well as the other family members introduced in this lesson.</p> <p>The characters will travel to Gdańsk where they will meet family members. They will explore the Baltic Sea, and be introduced to some traditional days celebrated in Polish culture. A link could be made between Scottish and Polish traditions, comparing Pancake Tuesday and Polish Fat Thursday.</p>
Lesson 5	<p>This lesson focuses on countries and nationalities. Pupils will be able to state their nationality and where they are from. They will be able to ask where someone is from and what their nationality is. The characters of our story visit the Polish city of Poznań. They meet other family members and learn about the other countries that their family members came from or migrated to.</p> <p>People who have migrated from Poland are known as Polish diaspora. A day trip to Torun to discover Copernicus and Gingerbreadmen.</p>

<p>Lesson 6</p>	<p>This lesson focuses on food and drink, particularly food that is traditional to Polish culture. The children should be given the opportunity to discuss the similarities and differences between Polish and Scottish food. To use the language in context pupils could create a menu and use role play to order food and discuss their likes and dislikes.</p> <p>The characters within the story travel to the Polish Highlands, Zakopane, for the wedding of a family member. At this point it would be beneficial to introduce the class to Polish wedding traditions.</p> <p>It is also a fantastic opportunity to make comparisons between Poland and Scotland as the people of Zakopane speak in a Polish highland dialect (comparison: Scots language), Polish highland clothing (comparison: Scottish kilts) and Polish highland music (comparison: Scottish traditional music).</p>
<p>Lesson 7</p>	<p>This lesson focuses on introducing colours. It adds to the progression of our character's story as they travel to Lodz and visit the museum of art. Pupils can focus on different types of Polish art, for example; Wycinanki paper art which would give an opportunity to create Polish folk art and describe the colours they have used.</p> <p>Also, there is the Central Museum of textiles within Łódź that the characters of our story could visit. Pupils could design their own textiles and describe the colours they have chosen using Polish.</p>
<p>Lesson 8</p>	<p>This lesson will focus on learning about clothing. This lesson coincides with the characters of our story travelling to Kraków and visiting the Salt Mines, Wawel Castle (learn about the Wawel Dragon) and the Jagiellonian University. Prior to their visit the characters must buy warmer clothing and visit the local clothes shops. Pupils would be able to design an outfit that is suitable for the weather and describe the clothes they have chosen for their outfit.</p> <p>The story of the Wawel Dragon is an interesting piece of Polish folklore which could make cultural links to the Loch Ness Monster in Scotland. The Jagiellonian University is the oldest university in Poland, similar to the University of Glasgow in Scotland.</p>
<p>Lesson 9</p>	<p>This lesson focuses on a person's likes and dislikes. Pupils will be able to describe the hobbies they enjoy and develop their language skills using the verbs to like and not to like. Children should take this opportunity to use previously learned language. An example of this could be a child explaining that they like to read with their mum. Pupils have an opportunity to expand their conversational language, speaking in sentences instead of using short responses.</p> <p>The characters in the story are going camping in the Polish Lake District - Mazury and searching for a hidden treasure, sailing and storks.</p>
<p>Lesson 10</p>	<p>In this final lesson, pupils will have the opportunity to consolidate and revise the knowledge and cultural topics learned in this course in a more relaxing, interesting and interactive format. Pupils will revise the basic language skills in practical ways to build confidence in using the Polish language within a familiar context. At this point, time should be taken to evaluate the pupil's learning.</p>



Language passport

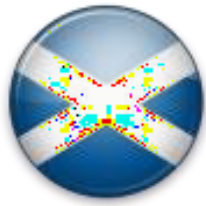
Name: _____

School: _____

Class: _____



Welcome to your language passport!



Hello



Cześć

You can keep track of your progress during your Polish learning journey. Good luck!

Draw the Scottish and Polish flags in the boxes below.



Can you mark where Poland and Scotland are on this map of the world?

Showing my Understanding

I can enjoy and take part in a song and a story in Polish	
I can repeat new vocabulary and short sentences	
I can tell you the words I understand when I listen	
I can write some simple Polish words	
I can read some words in Polish	

Using my Language

I can introduce myself	
I can greet other people	
I can say how I feel	
I can find out how you feel	
I can tell you information about myself	

I can ask you about yourself	
I can count to 10 in Polish	
I can take part in a conversation	
I am starting to say the date	
I can express my likes and dislikes of different things	
I can match some Polish words to pictures	
I can tell you some short sentences in Polish from topics we have covered in class	
I can explain some facts about Polish	
I can explain some cultural facts about the topics I have covered	
I am becoming aware of different cultures and languages	

The background of the slide is a detailed, light blue-toned map of Europe and the Mediterranean region. The map shows various geographical features, including coastlines, rivers, and city names. The text is centered on a white rectangular area with a blue border.

My favourite Polish word is:

My favourite things
about learning
Polish:

I would like to learn more about:

Appendix 1: Polish sounds

Watch the video tutorials:

- [Introduction to Polish sounds](#)
- [Polish sounds 1](#)
- [Polish sounds 2](#)
- [Polish sounds 3](#)
- [Polish sounds 4](#)
- [Polish sounds 5](#)

Polish letters	Polish sounds	Polish words
c	ts - its	cebula - an onion
ć	ch' - cheetah, cheese	mówić - to speak mówić po polsku - to speak Polish
j	y - yacht	jabłko - an apple
ł	w - wind	ładna - pretty
ó	oo - pool	łódka - a boat
ś	sh' - sheep	ślimak - a snail
ą	on(g) - pond	wąż - a snake
ę	en(g) - tend	ręka - a hand
ch	ch - Scottish word Loch	chleb - a bread
cz	ch - chocolate	czekolada - a chocolate
dz	ds - kids	dzwon - a bell
dź	j - jeans	dźwig - a crane
dż	j - joke	dżem - a jam
ż, rz	g - rouge	żaba - a frog, rzeka - a river

Appendix 2: Lesson vocabulary sound files

Lesson 1 - Introduction to the Polish language and greetings

- [Listen to the sound file 'Lesson 1: Greetings'](#)

Polish	Pronunciation	English
Cześć	chesh'ch'	Hello/goodbye
Co słychać?	tso swi-hach'	What's up?
Dobrze / W porządku	dob-zhe / v-por-zhon- tku	I am fine.
Dziękuję!	dj'yen-koo-ye	Thank you!
Jestem...	yes-tem	I am...
Do widzenia!	doh vee-dze-n'ya	Bye!

Lesson 1 - Sample conversation

- [Listen to the sound file 'Lesson 1: Sample conversation'](#)

Calum: Cześć. (Hi.)

Gosia: Cześć. (Hi.)

Calum: Jak się masz? (How are you?)

Gosia: Fajnie, dziękuję. Jak się masz?
(Good, thank you. How are you?)

Calum: Fajnie, dziękuję. (Good, thank you.)

Gosia: Jak masz na imię?
(What is your name?)

Calum: Mam na imię Calum. (My name is Calum.)

Jak masz na imię? (What is your name?)

Gosia: Mam na imię Gosia
(My name is Gosia.)

Skąd Jesteś ?

(Where are you from?)

Jestem z Polski. A ty?

(I am from Poland. And you?)

Calum: Jestem ze Szkocji. (I am from Scotland)

Gosia: Fajnie! (Good!)

Calum: Do widzenia. (Good bye.)

Gosia: Do widzenia. (Good bye.)

Lesson 2 - Days of the week

- [Listen to the sound file 'Lesson 2: Days of the week'](#)

Polish	Pronunciation	English
Dzisiaj jest...	dj'shay yest	Today is...
poniedziałek*	po-n'ye-dj'ya-wek	Monday
wtorek	fto-rek	Tuesday
środa	sh'ro-da	Wednesday
czwartek	chwar-tek	Thursday
piątek	p'yon-tek	Friday
sobota	so-bo-ta	Saturday
niedziela	n'ye-dj'e-la	Sunday

*In Polish we do not use a capital letter at the start of the word when we write the days of the week.

Lesson 3 - Numbers, seasons, months and birthdays

- [Listen to the sound file 'Lesson 3: Seasons, months, birthdays'](#)

Zima Winter	Wiosna Spring	Lato Summer	Jesień Autumn
grudzień gru-dzhen' December	marzec ma-zhets March	czerwiec cher-vets June	wrzesień wzhe-shen' September
styczeń sti-chen' January	kwiecień kve-tsen' April	lipiec li-pets July	październik pazh-dzher-nik October
luty lu-tih February	maj may May	sierpień sher-pen' August	listopad lis-to-pad November

Polish	Pronunciation	English
zima	zh'eema	winter
wiosna	v'yos-na	spring
lato	la-toh	summer
jesień	ye-sh'en'	autumn

a) Kiedy masz urodziny?

(When do you have your birthday?)

b) Latem.

(In summer).

W lipcu.

(In July).

a) Ile masz teraz lat?

(How old are you **now**?)

b) Mam 12 (dwanaście) lat.

(I am 12 years old).

Polish	Pronunciation	English
Kiedy masz urodziny?	Kyedi mash uroginee	When do you have your birthday? (*direct translation)

Zima - Zimą (in winter)	Wiosna - Wiosną (in spring)	Lato - Latem (in summer)	Jesień - Jesienią (in autumn)
w grudniu (in December)	w marcu (in March)	w czerwcu (in June)	we wrześniu (in September)
w styczniu (in January)	w kwietniu (in April)	w lipcu (in July)	w październiku (in October)
w lutym (in February)	w maju (in May)	w sierpniu (in August)	w listopadzie (in November)

Ile masz lat? (How old are you?)

Mam ... lat. (I am ... years old.)

POLISH	PRONUNCIATION	ENGLISH	I have= Mam *	Number *	Year/s= rok, lata, lat *
1 JEDEN	ye-den	One	Mam	jeden	rok
2 DWA	dva	Two	Mam	dwa	<u>lata</u>
3 TRZY	tshih	Three	Mam	trzy	<u>lata</u>
4 CZTERY	chte-rih	Four	Mam	cztery	<u>lata</u>
5 PIĘĆ	p'yen'ch'	Five	Mam	pięć	lat
6 SZEŚĆ	shesh'ch'	Six	Mam	sześć	lat
7 SIEDEM	sh'ye-dem	Seven	Mam	siedem	lat
8 OSIEM	o-sh'yem	Eight	Mam	osiem	lat
9 DZIEWIĘĆ	dj'ye-v'yen'ch'	Nine	Mam	dziewięć	lat
10 DZIESIĘĆ	dj'ye-sh'yen'ch'	Ten	Mam	dziesięć	lat
11 JEDENAŚCIE	ye-de-nashche	Eleven	Mam	jedenaście	lat
12 DWANAŚCIE	dva-nashche	Twelve	Mam	dwanaście	lat

POLISH	ENGLISH
<p>Ile masz lat ?</p> <p>Mam 2, 3, 4 lata. Mam 5 lat.</p>	<p>How old are you?</p> <p>I am 2, 3, 4 years old. I am 5 years old.</p>

*** Direct Translation from English to Polish of the sentence 'I am 5 years old' = I have 5 years = Mam 5 **lat**.

BUT when we use the number 1 (jeden) form changes to singular: I have one year = Mam **(1)** jeden rok. For numbers 2, 3, 4 we use different forms too: I have two, three, four years = Mam **2** (dwa), **3** (trzy), **4** (cztery) - **lata**.

Lesson 4 - My family

- [Listen to the sound file 'Lesson 4: Family'](#)

Kto to jest? (Who is this?)

To jest moja rodzina (This is my family).

To jest mój tata. (This is my dad.)

To jest moja mama. (This is my mum.)

To jest mój brat. (This is my brother.)

To jest moja siostra. (This is my sister.)

Polish	Pronunciation	English
tata	ta-ta	dad
mama	ma-ma	mum
brat	brat	brother
siostra	sh'os-tra	sister
dziadek	dj'ya-dek	grandfather
babcia	bab-ch'ya	grandmother
ciocia	ch'yo-ch'ya	aunt
wujek	vu-yek	uncle
rodzina	ro-dj'ee-na	family

Lesson 5 - Countries and nationalities

- [Listen to the sound file 'Lesson 5: Countries, nationalities'](#)

Co to jest? (What is this?)

Skąd jesteście? (Where are you from?)

Kim jesteście? (Who are you? ** in this context - What nationality are you?*)

<p>To jest Polska. (This is Poland.)</p> <p>Skąd jesteście? (Where are you from?)</p> <p>Jestem z Polski. (I am from Poland.)</p> <p><u>POLAK/POLKA</u></p> <p>Kim jesteście? (Who are you?)</p> <p>Jestem Polakiem. (I am Polish (*male).)</p> <p>Jestem Polką. (I am Polish (*female).)</p>	<p>To jest Szkocja. (This is Scotland.)</p> <p>Skąd jesteście? (Where are you from?)</p> <p>Jestem ze Szkocji. (I am from Scotland.)</p> <p><u>SZKOT/SZKOTKA</u></p> <p>Kim jesteście? (Who are you?)</p> <p>Jestem Szkotem. (I am Scottish (*male).)</p> <p>Jestem Szkotką. (I am Scottish (*female).)</p>
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CO TO JEST?

To jest flaga. (This is a flag.)

To jest wyspa. (This is an island.)

To jest orzeł. (This is an eagle.)

Polish	Pronunciation	English
Ja	ya	I
Ja jestem	ya yes-tem	I am...
Szkot / Szkotka	Shkot / Shkot-ka	Scot
Ja jestem Szkotem/Szkotką	ya yes-tem shkot-em (male) shkot-kom (female)	I am Scottish
Polak / Polka	po-lak / pol-ka	Pole
Ja jestem Polakiem/Polką	ya yes-tem po-la-kyem (male) pol-kom (female)	I am Polish
Szkocja	shko-tsya	Scotland
Polska	pol-ska	Poland
flaga	fla-ga	flag
orzeł	or-zhew	eagle
wyspa	vis-pa	island
Co to jest?	tso to yest	What is this?
To jest	to yest	This is...

Lesson 6 - Food and drink

- [Listen to the sound file 'Lesson 6: Food and drink'](#)

Poproszę ... (Can I have...please?)

Lubię... (I like)

Poproszę naleśniki. (Can I have pancakes please?)
Lubię naleśniki. (I like pancakes.)
Poproszę pierogi. (Can I have dumplings please?)
Lubię pierogi. (I like dumplings.)
Poproszę sałatkę. (Can I have a salad please?)
Lubię sałatkę. (I like salad.)
Poproszę zupę. (Can I have soup please?)
Lubię zupę. (I like soup).
Poproszę chleb. (Can I have bread please?)
Lubię chleb. (I like bread.)
Lubię pić herbatę. (I like to drink tea.)
Lubię jeść pierogi. (I like to eat dumplings.)

Polish	Pronunciation	English
naleśniki	na-lesh'-n'ee- kee	pancakes
sałatka	sa-wat-ka	salad
herbata	her-ba-ta	tea
pierogi	p'ye-ro-g'ee	dumplings
jajka	yay-ka	eggs
woda	vo-da	water
chleb	hleb	bread
frytki	frit-kee	chips
jeść	yesh'ch'	eat
pić	p'eech'	drink
kiełbasa	k'yiew-ba-sa	sausage
jabłka	yap-ka	apples
zupa	zoo-pa	soup

*In Polish we use nouns in grammatical cases and form of a noun changes depending on the question and gender, for example: (Co to jest? = What is this?) To jest sałatka. Poproszę... (Kogo? co?= Who? What?) - sałatkę. (Co to jest? = What is this?) To jest herbata. Poproszę... (Kogo? co? = Who? What?) herbatę.

Lesson 7 - Colours

- Listen to the sound files:
 - [Lesson 7: Colours 1](#)
 - [Lesson 7: Colours 2](#)
 - [Lesson 7: Colours 3](#)

To jest (*) kolor. This is (*) (a colour).

To są (**) kolory. These are (**) (colours).

Polish	Pronunciation	English
kolor	ko-lor	colour
czarny	czar-nih	black
biały	b'ya-wih	white
czerwony	czەر-vo-nih	red
niebieski	n'ye-b'ye-skee	blue
zielony	zh'ye-lo-nih	green
żółty	zhoow-tih	yellow
fioletowy	fee-o-le-to-vih	purple
różowy	roo-zho-vih	pink
brązowy	bron-zo-vih	brown
To są...	toh sohn	These are...

Time to practise:

- To jest biały ser. (This is a white cheese).
- To jest niebieskie niebo. (This is a blue sky)
- To jest zielony ogórek. (This is a green cucumber).
- To jest różowy koń. (This is a pink horse.)
- To jest brązowa kredka. (This is a brown crayon.)
- To jest biała flaga. (This is a white flag.)
- To jest żółte jajko. (This is a yellow egg.)
- To jest fioletowa kredka. (This is a purple crayon).

- To jest **czerwone** jabłko./To są **czerwone** jabłka. (This is a red apple./These are red apples.)

*In Polish we distinguish gender forms of a noun.

Masculine ends with consonant : **p, b, t, d**, etc

Feminine ends with: **-a**

Neutral ends with :**-o, -e**

When we are trying to describe a noun with the support of an adjective we need to check the gender of a noun that we are thinking about. Names of colours in Polish belong to a group of adjectives and have their gender too.

- biały (masc.) -biała (fem.) -białe (neutral)
- czerwony (masc.) -czerwona (fem.) -czerwone (neutral)

Repeat the names of the colours (singular)

Masculine	Feminine	Neutral
biały	biała	białe **
czzerwony	czzerwona	czzerwone **
czarny	czarna	czarne **
zielony	zielona	zielone **
różowy	różowa	różowe **
żółty	żółta	żółte **
niebieski	niebieska	niebieskie **
fioletowy	fioletowa	fioletowe **

** Singular form of neutral noun is the same form in plural forms.

For example: czerwone jabłko (singular. red apple) – czerwone rękawiczki (plural. red gloves)

Lesson 8 – Clothing

- Listen to the sound files:
 - [Lesson 8: Clothing 1](#)
 - [Lesson 8: Clothing 2](#)

Ubranie. (Clothing.)

To jest kurtka. (This is a jacket.)

To są rękawiczki. (These are gloves.)

Polish	Pronunciation	English
kurtka	koor-tka	jacket
spodnie	spod-n'ye	trousers
spódnica	spood-nee-tsa	skirt
buty	boo-tih	shoes
koszula	ko-shoo-la	shirt
czapka	tszapka	cap
rękawiczki	rehn-ka-veech-kee	gloves
nosić- (ja)noszę	no-sh'eech' –(ya) no-sh'eng	to wear - I wear
mieć-(ja) mam	m'yech' – (ya) mam	to have - I have

Use names of the colours and connect them with names of clothes and make a sentence using examples as below:

1. To jest czapka. Czapka jest **czzerwona**. To jest **czzerwona** czapka. Mam czapkę. Noszę czapkę.
2. To jest kurtka. Kurtka jest **czarna**. To jest **czarna** kurtka. Mam kurtkę. Noszę kurtkę.
3. To są buty. Buty są **brązowe**. To są **brązowe** buty. Mam buty. Noszę buty.
4. To są spodnie. Spodnie są **niebieskie**. To są **niebieskie** spodnie. Mam spodnie. Noszę spodnie.

Lesson 9 - Likes and dislikes

- [Listen to the sound file 'Lesson 9: Likes and dislikes'](#)

Co lubisz? (What do you like?)

Co lubisz robić? (What do you like to do?)

Czy lubisz...? (Do you like...?)

Polish	Pronunciation	English
Ja lubię	ya loo-b'ye	I like...
Ja nie lubię	ya n'ye loo-b'ye	I do not like...
śpiewać	sh'p'ye-vach'	sing
tańczyć	tan'-chich'	dance
pływać	pwi-vach'	swim
czytać	chi-tach'	read

Co lubisz robić?

Lubię czytać.

Co lubisz robić?

Lubię pływać etc

Czy lubisz tańczyć?

Nie. Nie lubię tańczyć.

Czy lubisz śpiewać?

Nie. Nie lubię śpiewać.

Lesson 10 – Recap all language

- [Listen to the sound file 'Lesson 10: Recap'](#)

Polish	Pronunciation	English
Cześć	chesh'ch'	Hello/bye
Co słychać?	Tso swi-hach'	What's up/how are you?
Jestem	yes-tem	I am.... (my name is)
Mam 5 (pięć) lat Mam urodziny w lipcu.	mam p'yen'ch'... lat mam urojeaknee v leepcu	I am 5 years old. My birthday is in July.
Jestem Szkotem/ Szkotką.	yes-tem shko-tem / shkot-kom	I am Scottish.
Jestem ze Szkocji.	yes-tem ze shko-tsyi	I am from Scotland.
Skąd jesteś?	skont yes-tesh'	Where are you from?
To jest jabłko.	to yest yap-ko	This is an apple.
Ja lubię czytać.	ya loo-b'ye chi-tach'	I like reading.
Ja lubię tańczyć i śpiewać.	ya loo-b'ye tan'chich' ee sh'p'yevach'	I like dancing and singing.
Ja nie lubię pływać.	ya n'ye loo-b'ye pli-vach'	I don't like swimming.
To są jabłka i naleśniki.	to sohn yap-ka ee na-lesh'-n'ee-kee	These are apples and pancakes.

Appendix 3: Primary Progression Framework

L3 Progression Polish – First Level

Experiences and outcomes	Learning intention	Revision	New vocabulary English Polish <i>[pronunciation]</i>	Culture	Suggested additional resources
1. Greetings					
<p>I am beginning to recognise similarities and differences between Scotland and a country (Poland) where the language I am learning is spoken, using simple words, visual prompts and media.</p> <p>MLAN 1-09a</p>	<p>I can recognise Poland on a map of the world.</p> <p>I can have a simple conversation using basic greetings in Polish.</p>		<p>Hello/Goodbye! Cześć! [chesh'ch']</p> <p>Hello, good day! Dzień dobry! [dj'yen' dob-rih]</p> <p>What's up? Co słyhać? [tso swi-hach']</p> <p>I am fine Dobrze [dob-zhe] W porządku [fpo-zhon-tku]</p> <p>Thank you! Dziękuję! [dj'yen-koo-ye]</p>	<p>Introduction of a story about a child who lives in Scotland and one day discovers they have a Polish Great grandfather. Together with her friends they decide to trace her family history.</p> <p>Location of Poland, recognition of map, flag, main cities.</p> <p>Exploring Polish</p>	<p>Info about Poland http://popolskupopolsce.edu.pl/baza-wiedzy#reg16</p> <p>History of Poland animation https://www.youtube.com/watch?v=iV98XaAlg1o</p> <p>L3 Polish – resources pack: Wojtek the Bear https://scilt.org.uk/Primary/Classroomresources/WojtektheBear/tabid/8313/Default.aspx</p> <p>Polish Flag and the coat of arms https://en.wikipedia.org/wiki/Coat_of_arms_of_Poland</p> <p>Polish legends https://meettheslavs.com/polish-mythology/</p>

			<p>Please/ Here you are! Proszę! [proh-sheh]</p> <p>My name is... Mam na imię... [Mam na ee-m'yeh]</p> <p>I am ... (Ja) jestem... [(Ya) yes-tem]</p> <p>yes / no tak / nie [tak] / [n'ye]</p> <p>bye! do widzenia (formal) [dohvee-dze-n'ya]</p>	<p>traces in Scotland (Woytek, monuments, map) historic links between Poland and Scotland.</p>	<p>Facts about Poland https://kids.nationalgeographic.com/geography/countries/article/poland</p> <p>Poland Facts for kids https://kids.kiddle.co/Poland</p> <p>Polish in 3 minutes – Greetings https://www.youtube.com/watch?v=9YHrrEvPy2A</p> <p>How to introduce yourself in Polish: https://www.youtube.com/watch?v=rnXYW1RcLUg&list=PL1B5E767B672DD422</p> <p>https://www.digitaldialects.com/Polish/Phrases.htm</p>
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2. Days of the week

<p>I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion.</p> <p>MLAN 1-07a</p>	<p>I can say and recognise the days of the week in Polish</p>	<p>My name is... Mam na imię... [Mam na ee-m'yeh]</p> <p>I am ... Ja jestem... [ja yes-tem]</p> <p>yes / no tak / nie [tak] / [n'ye]</p> <p>bye! do widzenia</p> <p>(formal) [doh vee-dze- n'ya]</p>	<p>Monday poniedziałek [po-n'ye-dj'ya-week]</p> <p>Tuesday wtorek [fto-rek]</p> <p>Wednesday środa [sh'ro-da]</p> <p>Thursday czwartek [chwar-tek]</p> <p>Friday piątek [p'yon-tek]</p> <p>Saturday sobota [so-bo-ta]</p> <p>Sunday niedziela [n'ye-dj'e-la]</p>	<p>A child, together with her friends plans a trip to Poland to learn more about her roots.</p> <p>Planning a trip to Poland. Visiting different cities.</p>	<p>Days of the week in Polish (for beginners)</p> <p>https://www.youtube.com/watch?v=MJiWSVgxifY</p>
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3. Numbers, seasons, months and birthdays

<p>With support I am becoming an active listener and can understand, ask and answer simple questions to share information.</p> <p>MLAN 1-03</p> <p>I am beginning to recognise similarities and differences between Scotland and a country (Poland) where the language I am learning is spoken, using simple words, visual prompts and media</p> <p>MLAN 1-09a</p>	<p>I can count to 12 in Polish.</p> <p>I can ask how old someone is and I can say how old I am in Polish.</p> <p>I can say and recognise the seasons and months of the year in Polish.</p>	<p>Monday poniedziałek [po-n'ye-dj'ya-week]</p> <p>Tuesday wtorek [fto-rek]</p> <p>Wednesday środa [sh'ro-da]</p> <p>Thursday czwartek [chwar-tek]</p> <p>Friday piątek [p'yon-tek]</p> <p>Saturday sobota [so-bo-ta]</p> <p>Sunday niedziela [n'ye-dj'e-la]</p>	<p>Zima - winter [zh'eema]</p> <p>Wiosna - spring [v'yos-na]</p> <p>Lato - summer [la-toh]</p> <p>Jesień - autumn [ye-sh'en']</p> <p>styczeń - January [sti-chen']</p> <p>luty - February [lu-tih]</p> <p>marzec - March [ma-zhets]</p> <p>kwiecień - April [kve-tsen']</p> <p>maj - May</p>	<p>Meeting the family in Poland, exploring landmarks of Warsaw, Łazienki, Zamek Królewski, The Palace of Culture and Science, Science Centre Copernicus, Legends of Wars and Sawa and Legend of Bazyliiszek</p>	<p>Numbers 1 - 10 https://www.youtube.com/watch?v=MYJA88dX3EM&t=7s</p> <p>Numbers 1 - 20: https://blogs.transparent.com/polish/polish-numbers-1-20-with-video/</p> <p>https://www.digitaldialects.com/Polish/numbers_1l.htm</p> <p>https://www.digitaldialects.com/Polish/numbers_2l.htm</p> <p>Warsaw in 5 minutes https://www.youtube.com/watch?v=wWFLZsPSCJ0</p> <p>Basilisk Legend - animation https://www.youtube.com/watch?v=cqGERRO2by</p>
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			<p>[may]</p> <p>czerwiec - June [cher-vets]</p> <p>lipiec - July [li-pets]</p> <p>sierpień - August [sher-pen']</p> <p>wrzesień - September [wzhe-shen']</p> <p>październik – October [pazh-dzher-nik]</p> <p>listopad - November [lis-to-pad]</p> <p>grudzień - December [gru-dzhen']</p> <p>zero zero [ze-ro]</p> <p>one jeden [ye-den]</p> <p>two dwa</p>	<p>!</p> <p>L3 Polish resource pack - Gwiazda Kopernika – The Star of Copernicus https://education.gov.scot/resources/gwiazda-kopernika-the-star-of-copernicus/</p> <p>Discover Warsaw - The Wars and Sawa Wa https://www.youtube.com/watch?v=Qb-7SeLhMdQ</p> <p>Polish in 3 minutes: Talking about age https://www.polishpod101.com/lesson/learn-polish-in-three-minutes-13-talking-about-your-age</p>
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[dva]

three trzy
[tshih]

four cztery
[chte-rih]

five pięć
[pyen'ch']

six sześć
[shesh'ch']

seven siedem
[sh'ye-dem]

eight osiem
[o-sh'yem]

nine
dziewięć
[dj'ye-vyen'ch']

ten
dziesięć
[dj'ye-sh'yen'ch']

eleven
jedenaście
[ye-den-ash-ch']

			<p>twelve dwanaście [d-va- nash-che']</p>		
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Ile masz lat?
How old are you?

Mam...lat.
I am...years old.)

4. Family

I am beginning to identify key information from a short, predictable conversation and react with words and/or gesture.

MLAN 1-02a

I can name some family members in Polish.

I can tell you my name in a Polish sentence.

Zima - winter
[zh'eema]

Wiosna - spring
[v'yos-na]

Lato - summer
[la-toh]

Jesień - autumn
[ye-sh'en']

styczeń - January
[sti-chen']

luty - February
[lu-tih]

marzec - March
[ma-zhets]

kwiecień - April
[kve-tsen']

maj - May

dad tata
[ta-ta]

mum mama
[ma-ma]

aunt ciocia
[ch'yo-ch'ya]

uncle wujek
[voo-yek]

brother brat
[brat]

sister siostra
[sh'yos-tra]

grandfather
dziadek
[dj'ya-dek]

grandmother
babcia
[bab-ch'ya]

Travelling to Gdańsk to meet some other members of the family (exploring Baltic Sea, learning about grey seals, Westerplatte, Solidarność, International Centre, Polish amber, Scots in Gdańsk, the Crooked Forest, Fat Thursday treats.

Another Fat Thursday treat – film in English shows how to make the Faworki (Angel Wings)

<https://www.youtube.com/watch?v=25cFL9ecZDM>

Polish Amber (Hunterian Museum exhibition)

<https://www.youtube.com/watch?v=AHdeEEpMXgQ>

Museum of Amber in Gdańsk

<https://www.youtube.com/watch?v=4SZSer11m3M>

Crooked Trees Forest

<https://www.youtube.com/watch?v=5k12s3NzQBI>

How to talk about your family in Polish

<https://www.youtube.com/watch?v=RY5-wFmM4U>

		[may] czerwiec - June [cher-vets] lipiec - July [li-pets] sierpień - August [sher-pen'] wrzesień - September [wzhe-shen'] październik - October [pazh-dzher-nik] listopad - November [lis-to-pad] grudzień - December [gru-dzhen'] zero zero [ze-ro] one jeden			
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		<p>[ye-den]</p> <p>two dwa [dva]</p> <p>three trzy [tshih]</p> <p>four cztery [chte-rih]</p> <p>five pięć [pyen'ch']</p> <p>six sześć [shesh'ch']</p> <p>seven siedem [sh'ye-dem]</p> <p>eight osiem [o-sh'yem]</p> <p>nine dziewięć [dj'ye-vyen'ch']</p> <p>ten dziesięć [dj'ye-sh'yen'ch']</p>			
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		<p>eleven jedenaście [ye-den-ash-ch']</p> <p>twelve dwanaście [d-va- nash-che']</p> <p>How old are you? Ile masz lat? [Ee- leh mash lat?]</p> <p>I am [<i>number</i>] years old Mam...lat [Mam...lat]</p>			
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5. Countries and nations

<p>I can listen to and show understanding of language from familiar voices and sources.</p> <p>MLAN 1-01c</p>	<p>I can look for elements in characters to help me find their meanings.</p> <p>I can use some Polish words to describe myself in a simple sentence.</p>	<p>dad tata [ta-ta]</p> <p>mum mama [ma-ma]</p> <p>aunty ciocia [ch'yo-ch'ya]</p> <p>uncle wujek [voo-yek]</p> <p>brother brat [brat]</p> <p>sister siostra [sh'yos-tra]</p> <p>grandfather dziadek [dj'ya-dek]</p> <p>grandmother</p>	<p>I Ja [ya]</p> <p>I am Ja jestem [ya yes-tem]</p> <p>Scot Szkot / Szkotka [shkot / shkot-ka]</p> <p>Pole Polak / Polka [po-lak / pol-ka]</p> <p>Scotland Szkocja [shko-tsya]</p> <p>Poland Polska [Pol-ska]</p> <p>To jest Polska. (This is Poland.)</p> <p>Skąd jesteś?</p>	<p>Traveling to Poznan to meet yet another member of the family learning about other countries the family members came from or migrated to –Polish diaspora.</p> <p>Exploring Poznań (Poznań Cathedral, St. Martin’s Day crescent-shaped roll, Poznań goats, Bambers in Poznan) and Gniezno - the first capital of Poland.</p>	<p>Poznań’s Goats legend https://kocham-poznan.fandom.com/wiki/Pozna%C5%84_Goats</p> <p>Gniezno https://www.youtube.com/watch?v=9eUqPNHDqcl</p> <p>First King of Poland https://en.wikipedia.org/wiki/Boles%C5%82aw_I_the_Brave</p> <p>St Martin Croissants https://www.youtube.com/watch?v=1yXDXmiK1U</p> <p>Bambers migration to Poznań https://culture.pl/en/article/bambers-the-german-farmers-who-brought-new-life-to-poznan</p> <p>Story of the Poznan</p>
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		<p>babcia [bap-ch'ya]</p>	<p>(Where are you from?)</p> <p>Jestem z Polski. (I am from Poland.)</p> <p>To jest Szkocja. (This is Scotland.)</p> <p>Jestem ze Szkocji. (I am from Scotland.)</p>		<p>Goats</p> <p>https://keytopoland.com/post/story-of-the-poznan-goats</p>
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6. Food and drink

<p>I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts.</p> <p>MLAN 1-11a</p>	<p>I can talk about Polish food</p> <p>I can use a simple Polish sentence to say what foods I like and dislike.</p>	<p>I Ja [ya]</p> <p>I am Ja jestem [ya yes-tem]</p> <p>Scot Szkot / Szkotka [shkot / shkot-ka]</p> <p>Pole Polak / Polka [po-lak / pol-ka]</p> <p>Scotland Szkocja [shko-tsya]</p> <p>Poland Polska [Pol-ska]</p> <p>Jestem ze Szkocji. (I am from Scotland.)</p>	<p>dumplings pierogi [p'ye-ro-gee]</p> <p>sausage kiełbasa [k'yew-ba-sa]</p> <p>soup zupa [zoo-pa]</p> <p>bacon boczek [bo-chek]</p> <p>tea herbata [her-ba-ta]</p> <p>bread chleb [hleɸ]</p> <p>chips frytki</p>	<p>Traveling to Polish Highlands – Zakopane – winter capitol of Poland for the wedding of some family member</p> <p>Wedding traditions, memories of skiing, sledging, hiking), Tatry mountains, Rysy, Morskie Oko</p>	<p>Polish Highlands https://www.britannica.com/place/Mount-Rysy</p> <p>https://zakopane.com/en/highlanders-culture-short-guide/</p> <p>https://discovercracow.com/zakopane</p> <p>Polish wedding traditions https://culture.pl/en/article/a-foreigners-guide-to-polish-weddings</p> <p>Traditional Polish dishes: https://www.youtube.com/watch?v=mI95MxhmdMw</p> <p>How to make pierogi: https://www.youtube.com/watch?v=dA-IGCYftn8</p> <p>Learn Polish – Food & Drink:</p>
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			<p>[frit-kih]</p> <p>to eat jeść [yesh'ch']</p> <p>to drink pić [p'eech']</p> <p>I like / I don't like Ja lubię / Ja nie lubię [ya loo-b'yeh/ ya n'ye loo- b'yeh]</p>		<p>https://www.youtube.com/watch?v=mFphMlyQ4DI</p> <p>https://www.digitaldialects.com/Polish/Food.htm</p> <p>https://www.digitaldialects.com/Polish/Fruit.htm</p>
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7. Colours

<p>I am beginning to identify key information from a short predictable conversation and react with words and/or gesture.</p> <p>MLAN 1-02a</p>	<p>I can say which colours my family members and I like in a Polish sentence.</p>	<p>dumplings pierogi [p'ye-ro-gee]</p> <p>sausage kiełbasa [k'yew-ba-sa]</p> <p>soup zupa [zoo-pa]</p> <p>bacon boczek [bo-chek]</p> <p>tea herbata [her-ba-ta]</p> <p>to eat jeść [yesh'ch']</p> <p>to drink pić [p'eech']</p> <p>I like / I don't</p>	<p>colour kolor [ko-lor]</p> <p>black czarny [char-nih]</p> <p>white biały [b'ya-wih]</p> <p>red czerwony [cher-wo-nih]</p> <p>blue niebieski [n'ye-b'ye-skee]</p> <p>green zielony zh'ye-lo-nih]</p> <p>yellow żółty zhoow-tih]</p>	<p>Trip to Łódź - exploring post-industrial city, city of 18 rivers, Piotrkowska street.</p> <p>Visiting the Museum of Art, Textiles, Film Animations.</p> <p>Art making</p>	<p>Łódź in 7 minutes (Lonely Planet guide) https://www.youtube.com/watch?v=QEUb9byl1V8&feature=emb_logo</p> <p>L3 Polish resources including Polish folk patterns https://www.britishcouncil.org/school-resources/find/classroom-polish-language-and-culture-education-pack</p> <p>Museum of Art https://msl.org.pl/en/</p> <p>Around Łódź with famous characters from Polish cartoons https://lodz.travel/en/tourism/what-to-see/lodz-fairyland/</p> <p>Polish colours: https://www.youtube.com/watch?v=bKjozVJzJJY&t=18s</p>
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		like Ja lubię / Ja nie lubię [Ya loo-b'yeh/ ya n'ye loo- b'yeh]	purple fioletowy fee-o-le-to-vih pink różowy roo-zho-vih brown brązowy bron-zo-vih		https://www.digitaldialects.com/Polish/Colour.htm
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8. Clothing

With support I am becoming an active listener and can understand, ask and answer simple questions to share information.

MLAN 1-03

I can use my knowledge of colours in Polish to describe some items of clothing.

colour
kolor
[ko-lor]

black
czarny
[char-nih]

white
biały
[b'ya-wih]

red
czerwony
[cher-wo-nih]

blue
niebieski
[n'ye-b'ye-skee]

yellow
żółty
[zhoow-tih]

green
zielony
[zh'ye-lo-nih]

purple

trousers
spodnie
[spod-n'yeh]

shoes
buty
[boo-tih]

skirt
spódnica
[spood-nee-tsa]

to wear
nosić
[no-sh'eech']

I have
Ja mam
[ya mam]

Kraków and the Salt Mine - Wieliczka

Before going there they need to buy warmer clothes - trip to the supermarket, then visiting Wawel Castle (including the story about the Wawel Dragon) Kraków Cloth Hall, The Jagiellonian University in Krakow, obwarzanek (pretzel), Wieliczka

Legend of the Wawel Dragon
<http://www.youtube.com/watch?v=K6SEPEE9Ni4>

Selection of family tours (with bilingual activity sheets at the bottom) and interactive walks planning tool
<http://www.krakow.travel/en/przewodnik>

e.g.: ON THE TRAILS OF THE WAWEL DRAGON family walk through history
<http://www.krakow.travel/en/wycieczki/22704>

Wieliczka Salt Mine
<https://www.youtube.com/watch?v=EW-CttoP2v0>

Global perspectives: National dress of Poland
https://www.youtube.com/watch?v=q_iz3kZxigs

		<p>fioletowy [fee-o-le-to- vih]</p> <p>pink różowy roo-zho-vih</p> <p>brown brązowy bron-zo-vih</p>			
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9. Likes and dislikes

<p>I am beginning to share information about myself using familiar vocabulary and basic language structures.</p> <p>MLAN 1-02b</p> <p>With support I am becoming an active listener and can understand, ask and answer simple questions to share information.</p> <p>MLAN 1-03</p>	<p>I can use what I've learned to say which hobbies I like and dislike doing.</p>	<p>trousers spodnie [spod-n'yeh]</p> <p>shoes buty [boo-tih]</p> <p>skirt spódnica [spood-nee-tsa]</p> <p>to wear nosić [no-sh'eech']</p> <p>I have Ja mam [ya mam]</p>	<p>I like / I don't like Ja lubię / Ja nie lubię [ya loo-b'yeh/ ya n'ye loo- b'yeh]</p> <p>to read czytać [chih-tach']</p> <p>to play grać [grach']</p> <p>to sleep spać [spach']</p> <p>Co lubisz? What do you like?</p> <p>Co lubisz robić? What do you like to do?</p> <p>Czy lubisz...? Do you like...?</p>	<p>Children and their relatives go camping in Polish Lake District – Mazury and look for the hidden treasure - Amber Chamber or one of the Polish treasures still not discovered</p> <p>Sailing in Mazury, Storks, Grunwald Battle, Marlborck</p>	<p>Polish hidden treasures – Amber Chamber https://www.thefirstnews.com/article/could-secret-entrance-to-tunnel-hidden-in-wwii-bunker-complex-be-hiding-the-amber-room-6325</p> <p>Polish Lake District https://planpoland.com/sailing-mazury/</p> <p>https://planpoland.com/what-to-do-in-north-eastern-poland/</p>
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10. Recap

I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases.

MLAN 1-07b

With support, I am beginning to experiment with writing in the language I am learning.

MLAN 1-13

I can recall information from the course to discuss what I've learned and what I'd still like to learn about Poland.

I can use the language I've learned to talk about myself.

Revise all previous vocabulary.

Children are back in Scotland and telling friends about their trip to Poland.