

Language Policy

SCHOOL LANGUAGE POLICY

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I INTORODUCTION

A language is the basic tool which helps develop the personality of each human being both individually and culturally. It forms the basis of communication possessed by a man, it is essential to comprehend the laws governing the world, and – as it is – it is found in the centre of the educational system as its integral whole.

Students' understanding of that fact leads them, as a consequence, to broadening their knowledge and skills of the language, not only of the mother tongue but also – and maybe most of all – of languages different than their own. The knowledge of two, sometimes three languages becomes necessary to get to know and understand multi lingual, modern world and to be open to the problems of culturally and linguistically different nations.

Zespół Szkół nr 4/IX Liceum Ogólnokształcące, as an IB school tries through its language policy to face the above mentioned rules. Shaping our students' attitudes we do our best to make them realize the IBO programme is such a way that they become people who understand others' views and attitudes and who may express their own in more than one language. This policy simultaneously reflects school philosophy in terms of foreign language teaching and aims the school has as an IBO school.

School language policy – as an interpretation of its policy in terms of teaching and promoting the languages: Polish, English, French and German.

Type of school: LANGUAGE SCHOOL

Zespół Szkół nr 4/IX Liceum Ogólnokształcące, as the only school in the entire region, is a school promoting foreign languages through bilingual education. Both levels of the school; secondary and high, have classes where the teaching of the following subjects: mathematics, physics, chemistry, geography and history is guided in the English language. This fact, obvious in IBO programme, is a unique feature in Poland. It is therefore inextricably connected with philosophy and Policy which we have been consistently using for the last 15 years.

II ENROLMENT to the IBO class /and bilingual classes/ as a reflection of the emphasis and significance we attach to the role of foreign languages at our school.

Rules of enrolment to the pre-IB class

/pre-IB is the first class of the three-year high school system in Poland/

I A – subjects taken into consideration during the enrolment process, for which a student gets points: Polish, English or any other foreign language, mathematics, best mark among the following subjects: history, geography, biology, chemistry, and physics.

Additionally, candidates to class IA have to take the English language entrance exam which consists of:

- oral part for candidates who passed the final English language exam for junior high school getting 34 points
- written and oral parts for all the other candidates.

Points granted for the English language entrance exam:

- oral part - max 25 points
- written part - max 25 points (calculating the final English language exam for junior high school: **exam result / 2**)

The following students do not need to take the entrance exam (get the maximum number of points):

- students who have language certificates: FCE, CAE, CPE, TOEFL
- finalists and English subject competition winners
- graduates from bilingual junior high school who got at least four as the final mark for English

Notice: The minimum number of points needed by a candidate to be enrolled to IX Liceum Ogólnokształcące is 100.

Rules of enrolment to the first IB class (II class of a high school)

1. Graduates from the pre-IB class are enrolled to the first class IB in the first place who meet the inner school requirements.
2. The rules of the supplementary enrolment (for students different than graduates from pre-IB):
 - a. obtaining at least 4.0 average mark in class one of a high school ,
 - b. a mark of the value four or higher on the certificate for class one of a high school for a given subject that the student is going to study at a higher level in the B class,
 - c. passing entrance exams in English and maths,
 - d. interview in English,
 - e. behaviour mark – at least good.

III NATIVE LANGUAGE TEACHING (applies to IBO classes)

A language is an essential element of the culture of a nation, as well as it is the best reflection of this culture. The social experience of an individual as well as of the whole society is reflected in the language.

The progress of the culture of our society is shown in the demand for the language to become communicative and distinctive. School is the place and should treasure what is the most attractive in the Polish language, what associates us with the national culture and its tradition. The language is taught at school at different levels.

1. Listening and speaking:

- 1) recognizing the acts of speaking and their intentions; efficient speaking with awareness of intention,
- 2) using techniques of persuasion together with recognizing their value,
- 3) efficient and conscious using different types of spoken Polish depending on the communicative situation,
- 4) proper asking and answering questions; recognizing evocative, wrongly asked, trick and rhetorical questions,
- 5) using rich semantic and phraseological repertoire in variety of statements,
- 6) taking effective part in a dialogue, discussion and negotiation; listening to partners' statements,
- 7) active and critical listening to public statements; distinguishing the difference between fact and opinions.

2. Writing and text editing:

- 1) efficient using of different types of Polish in written form depending on the communicative situation,
- 2) creating longer, cohesive statements: subject analyses, preparing plans and summaries; creating titles and mid-titles,
- 3) editing own and others' texts, including the use of word processor: correcting, adjusting, dividing into parts, highlighting parts of the text,
- 4) changing own and others' texts: summary, shortening, developing, quoting,
- 5) eliminating wrong use of means causing ambiguity of the statement,
- 6) expressing by means of the basic genre forms: essay, review, report, interpretation of a literary work or its part.

3. Reading:

- 1) understanding different codes in mass culture forms,
- 2) distinguishing characteristic features and understanding the function of journalistic and scientific genre, press publications,
- 3) the skill and ability to comprehend literary works.

4. Understanding works of art:

- 1) in the interpretive manner:
- 2) in the historical manner:
- 3) in the axiological and existential manner:

5. Self - education:

- 1) making a synthesis of the newly studied material: combining the gathered information into the problem whole,
- 2) using specialist literature: taking notes, reporting; bibliography,
- 3) using other sources of information.

Language A1 SL school supported self-taught candidates

Unfortunately, there are no teachers of other languages than English, German and/or French available at our school. However, both Polish and English teachers have been trained to supervise and advise the potential candidates. Therefore the teachers are ready to:

- advise the candidate on choosing a course of study that conforms to IB regulations
- ensure that the candidate has access to the works chosen before starting the course of study
- provide formal literacy training, giving general advice on the techniques required for such tasks as essay writing and the commentary
- give the candidate a clear idea of the course of study, the papers to be taken, their format and the link to the course studied
- provide the candidate with the document *School supported self-taught language A1: A guide for students, supervisors, tutors and coordinators*, and past examination papers
- provide the candidate with the published genre questions for the formal oral commentary specific to the examination session
- ensure that the candidate works regularly, is studying the works approved by the examiner and is preparing seriously for the examination
- supervise the work required for the world literature component
- ensure that the candidate has regular access to and is familiar with the assessment criteria and corresponding descriptions for all assessed components

IV TEACHING SUBJECTS IN THE ENGLISH LANGUAGE (IB)

The aim of the programme is to prepare students for life, not for the exam. Thanks to its construction it is possible to keep the proportions between indispensable knowledge and the skills of analysing information. Students have to know the basic facts, but the most essential is the usage of knowledge in practice and critical thinking. The multiculturalism of the contemporary world is very important, but developing self-identity is also crucial.

IB Diploma Programme lasts for 2 years and it is implemented in English (except for the lessons of other foreign languages). The first year of high school (pre-IB) is a preparation for students, before starting the IB Diploma Programme, innovative methods of teaching, bilingual lessons and new curricula. The second and the third years is the period of the proper implementation of IB Diploma Programme. Students of the pre-IB class are usually the main group in the IB, but we give a chance for students, who are not from our school and want to start the IB Diploma Programme. Every student has to choose 6 subjects, one from each of the 6 groups. Every subject ends with the exam and 3 of them have to be passed at the standard level (SL) and 3 (but not more than 4) at the higher level (HL). HL course lasts for 240 hours, while SL for 150 hours, which means that HL course is implemented for 6 lesson hours per week, and SL for 4 lesson hours per week.

- | | |
|--|---|
| Group 1: LANGUAGE A1 | Polish SL/HL |
| Group 2: SECOND LANGUAGE | English HL, French ab initio, German ab initio and SL |
| Group 3: Individuals and societies | History SL/HL, Geography SL/HL |
| Group 4: Experimental sciences | Biology SL/HL, Chemistry SL/HL, Physics HL/SL |
| Group 5: Mathematics | Math studies/SL/HL |
| Group 6: Visual Arts or second subjects from group 2, 3 or 4 | |

Every student is also obliged to:

- complete the course of Theory of Knowledge (TOK). The aims of this subject are varied, but the most important purpose is gaining the ability of critical thinking and noticing relations between different types of knowledge.
- prepare the work called Extended Essay (about 4000 words). This work should be based on student's individual research. It is the preparation for further investigations during university studies.
- complete the CAS /creativity, action and service/ programme

V THE ENGLISH LANGUAGE AS A SUBJECT OF TEACHING (IB)

Zespół Szkół nr4 / IX LO as an IB school has the English language in its educational offer as a subject of the IBO hexagon. The subject teacher is prepared and trained to guide the classes at four levels:

- 1 Ab Initio
- 2 English B – SL – self-taught /as a supervisor/
- 3 English B – SL
- 4 English B – HL

On account of the language policy of Polish schools (the English language is taught from primary school) there have always been students to have been taught at the HL level. Besides, the English language is the language of instruction, the tool, to study all the other subjects. Therefore, the school has never and will never introduce studying that language at any different level.

VI THE GERMAN LANGUAGE AS A SUBJECT OF TEACHING (IB)

Zespół Szkół nr4 / IX LO as an IB school has the German language in its educational offer as a subject of the IBO hexagon and it is taught as a second language. The subject teacher is prepared and trained to guide the classes at all three levels:

- 1 Ab Initio
- 2 German B – SL
- 3 German B – HL

The German language is in the curriculum of most secondary schools, beginning in year 1 in the number of 1 lesson a week, and therefore, students who choose this language as one of the exam subjects usually decide to choose the Ab Initio level.

VII THE FRENCH LANGUAGE AS A SUBJECT OF TEACHING (IB)

Zespół Szkół nr4 / IX LO as an IB school has the French language in its educational offer as a subject of the IBO hexagon. The subject teacher is prepared and trained to guide the classes at all three levels:

- 1 Ab Initio
- 2 Français B – niveau moyen
- 3 Français B – niveau superieur

On account of the language policy of Polish schools (the French language is taught not until a secondary school in a limited number of hours) there has been no one so far to be taught at the HL level. However, there is a considerable number of students every year who want to study at the two other levels.

VIII SCHOOL LANGUAGE POLICY AS A DOCUMENT IN COMPLIANCE WITH OTHER SCHOOL DOCUMENTS

All the language /English, German and French/ course outlines were created according to IBO curricula. However, it is worth adding that all of them were also written in compliance with the school documents; Subject Assessment System and Inner School Assessment System. These documents are available in Polish and are well known to all of our teachers since they follow the content of these documents while teaching other classes implementing the Polish system of education.

IX COOPERATION WITH THE LIBRARY

THE ROLE OF THE SCHOOL LIBRARY

Modern library has a number of functions. Undoubtedly, the reader is the most important element of all these functions, as well as his needs and interest. Therefore, the most obvious task of each library is a thorough adjustment to the real needs of its users.

Each school library, regardless its degree of modernization takes part in the realization of the educational process of the school as a basis of all teaching materials. Modern school library should also be a competent information centre for teachers.

School libraries cease to carry their former, traditional functions: collecting, classifying and lending books. They take over new functions of:

- helping teachers and students realize teaching and educational programmes,
- helping students acquire the skill of searching and using information from different sources and use information technology effectively,
- developing students' intellectual abilities and personal interests.

The school library in Zespół Szkół nr 4 wants to meet these requirements, adjusting to both students and teachers' needs. The basic activities of the library, taking into consideration the language type of the school are:

- subscribing foreign language newspapers and magazines in accordance with language teachers' needs;
- providing information about language courses and workshops;
- guiding classes in the reading room using multimedia information centre;
- searching for information and materials that are to be used during the lessons;
- discussing with the teachers the details concerning the purchase of the teaching materials;
- enlisting sponsors' cooperation in the scope of foreign literature;
- collecting materials in foreign languages;
- lending language dictionaries, newspapers and other materials for the classes;
- making copies of materials that are to be used during the classes;
- collecting, storing and lending additional materials prepared by particular teachers for the students;
- collecting and storing school documents and lending these to students;

School library in Zespół Szkół nr 4 is seen as an efficient organization with a competent service. Different venues and classes organized by the library integrate whole school community. The cooperation between librarians, management and teachers is systematic.

X COOPERATION WITH OTHER INSTITUTIONS

In order to provide our students with a multi lingual and multi cultural dimension of teaching our school takes numerous interesting initiatives. Undoubtedly, one of them is the cooperation that we have had for many years now with different institutions which deal with teaching and promoting foreign languages: English, French and German.

We have been cooperating with Kazimierz Wielki University in Bydgoszcz. We are proud to say that among our teachers there are university lecturers. Our students have the opportunity to take part in lectures and classes organized by university faculties or take part in different meetings and lectures given by university professors and specialists in the fields the students are interested in.

The cooperation with Teachers' Training College gives numerous opportunities to broaden the knowledge and extend horizons in the scope of foreign language learning and teaching, new solutions in didactics and ways of using them in their own work. Students and teachers may also make use of this cooperation receiving materials to learn and teach foreign languages, books and other useful documents as far as the process of auto didactics is concerned.

The Polish French Association and *Alliance Française* are the institutions which we have been cooperating with as part of making the French language popular and the culture of the French speaking countries.

We are also deeply involved in the realization of European Educational Programmes *Comenius (Lifelong Learning Programme)* and *Youth in action*.

Thanks to our cooperation with schools from Ireland, Northern Ireland, Turkey, Greece, Romania, Italy, Great Britain our students may get to know the culture and history of these countries. Students and teachers cooperating with one another break stereotypes, become more tolerant in relation to other countries and nations since they look at these countries from their friends' perspectives.

Of course, English is the language of communication during all working meetings, correspondence and discussing particular topics, which contributes to the increase of language competence of students and teachers.

XI ORGANIZING LANGUAGE COMPETITIONS

The German language - language competitions organized by Zespół Szkół nr 4

German speaking countries – language, knowledge and culture competition for secondary school students – a two stage competition for secondary school students from Bydgoszcz and the region.

The main objectives of the competition::

- make students interested in German speaking countries;
- increase of motivation to develop language skills;
- extend students' knowledge in the scope of culture;
- make the literature of German speaking countries popular;
- motivate students to active, independent work.

The German language competition for sixth grade students form Bydgoszcz and the region – organized annually since 2003, usually as part of the educational grant. The competition checks the general knowledge of the German language, and aims to make primary school students interested in the German language and make them want to study that language.

Declamation contests organized for Bydgoszcz secondary school students. Each edition has a different topic: Naturgedichte, Liebesgedichte, and presentation of parts of prose.

School Poster Competition in the German language ‘Famous Austrians and Germans’ for secondary school students.

School language competition like tourist competition for high school students, Christmas poster in the German language competition etc.

The English language - language competitions organized by Zespół Szkół nr 4

The school organizes the most important and the most prestigious competition for secondary school students in the entire region. The school is the centre of the annual English language and culture competition. Qualifying to the final stage as well as winning it gives each student extra points which are taken into consideration during the official process of enrolment into the high school system.

XII PROMOTION OF LANGUAGES AND CULTURE OF DIFFERENT NATIONS BY MEANS OF MAINTAINING THEATRE GROUPS

MC Company, our school theatre group, was established to promote the culture and language of English speaking countries. It is based on thorough study of literary texts and films based on these texts. The aim of all practice sessions is to produce a play from a very beginning to the very moment of showing it on the stage during a live performance at several theatre festivals and competitions.

The whole work of preparing a play starts with writing the script which is based on the literary text and is somehow related to numerous cultural symbols. Therefore, the final product may be a mixture of several plays and films or suchlike. The final product provide the audience with great entertainment where everybody is able to recognize pictures of general culture and culture related topics.

The group has rehearsals once or twice a week depending on the time we have to prepare to yet another competition. However, we also produce plays for our school on numerous occasions.

So far, the group has won several competitions at local, regional, national and international levels.

Apart from regular rehearsals and competitions students are also involved in making culture and language projects. Annually there are two sessions, one in winter when students present their film projects based on literature and one in summer when students present live projects based on English cultural shows.

XIII APPENDIX

COURSE OUTLINES

- ENGLISH

Marcin Czarnota

International Baccalaureate Course Outline in English

COURSE: ENGLISH B
LEVEL: higher (240 teaching hours=320 classes)
STAFFING: 6 classes a week (first IB year)
6 classes a week (second IB year)

ENGLISH B COURSE DESCRIPTION

The English B course focuses on language acquisition and the development in the four primary language skills: reading, writing, listening and speaking. These skills will be developed through the study and the use of a range of written and spoken material extending from everyday oral exchanges to literary texts. The course will give students the opportunity to reach a high degree of competence in English, to use it spontaneously and appropriately in unfamiliar as well as familiar circumstances, and explore the culture using this language.

The aims of English B course are to:

- enable students to understand and use English appropriately in a range of contexts and for a variety of purposes
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of English in relation to other areas of knowledge as well as of the relationship between the languages and cultures with which they are familiar
- broaden the students' perspective through the study of works from other cultures and languages
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of English as well as a basis for further study, work and leisure.

The objectives of English B course:

Having completed the English B course higher level candidates will be expected to demonstrate ability to:

- understand and use accurately oral and written forms of the language as well as a wide range of vocabulary
- select a register and style that are appropriate to the situation
- express ideas with general clarity and fluency as well as structure arguments in a clear, coherent and convincing way
- understand and analyze moderately complex written and spoken material

- assess subtleties of the language in a wide range of forms, styles and registers
- show an awareness of, and sensitivity to, the culture related to the English language
- communicate clearly and effectively in a wide range of situations (these situations extend to the domains of work, social relationships and include the discussion of the abstract ideas, for example).

STRATEGIES:

Competence in each of the primary language skills will involve an understanding of three interrelated areas:

- language (handling the language system accurately: grammar, syntax, etc)
- cultural interaction (selecting language appropriate to a particular cultural and social context)
- message (understanding ideas and how they are organized in order to communicate them appropriately).

In the course of study students will be expected to develop the linguistic skills by analysing different kinds of language and a wide variety of texts or other authentic materials selected in view of their communicative purpose and as a means of exploring aspect of the culture related to the English language. All activities will be related to the culture studied.

The course provides an adequate number of exercises which are focused on the creative approach to the acquired knowledge. Consequently, the students will be well prepared to use oral and written expressions as well as to think analytically and critically.

The English B course will include:

- presentation of the English B Programme: aims, objectives, syllabus and assessment criteria;
- development of oral skills through a number of oral activities which will form an integral part of classroom activities such as: individual oral commentary/analysis, activity based on a listening stimulus, activity based on a literary topic, group oral, paired oral /role-play; a variety of both spoken and written material will be used including: a radio/TV programme, a video recording, a conference, a play etc;
- development of listening skills through different types of listening experiences and situations, including a variety of accents and a range of language, contexts and ideas;
- development of reading skills through a range of texts such as a travel brochure, a set of instructions, a poem, an advert, a cartoon, a diagram of scientific text, a short story etc;
- development of writing skills through a range of different writing tasks of a communicative nature, some of them taking place in response to written texts. Types of texts will include: an anecdote, various types of letters - formal and informal, reports, reviews, a statement to the police, a set of instructions, guidelines and introduction.
- each year students will be exposed to a systematic presentation, explanation, development and review of appropriate grammatical structures and vocabulary, which will be integrated both with the structure of the course and with the study of topics and

development of skills. Each topic and each grammatical structure will be tested and assessed.

- during the course students will be required to build up a personal dossier of their own work and other material which they have found interesting and stimulating.
- moreover, students will be required to take two examinations at the end of each semester comprising one essay paper and one test on grammar and vocabulary as well as on oral skills.
- finally, all students will have at least four full-scale mock examinations during the two-year IB course.

TOPICS and TEACHING TIME

Possible topics will include:

social issues such as:

- | | |
|---|-----------|
| - advertising | 3 classes |
| - crime, punishment and the law | 3 cl. |
| - drugs | 2 cl. |
| - health and medicine | 3 cl. |
| - the society and institutions | 3 cl. |
| - family (generation gap, adoption, adolescence etc.) | 6 cl. |
| - violence | 2 cl. |
| - relationships (including love poetry) | 6 cl. |
| - education and learning | 3 cl. |
| - work and employment | 3 cl. |
| - the homeless | 2 cl. |
| - subcultures | 2 cl. |
| - minorities | 2 cl. |
| - emigration/immigration, refugees | 3 cl. |

global issues such as:

- | | |
|--|--------------|
| - current affairs/international concerns | 4 cl. |
| - conservation, environment (animal rights, global warming, greenhouse effect, endangered species) | 8 cl. |
| - energy | 2 cl. |
| - war, terrorism (including war poems) | 6 cl. |
| - the human rights | 3 cl. |
| - racism | 2 cl. |
| - disasters (earthquakes, volcanoes, epidemics, famine) | 6 cl. |
| - technical and scientific developments (genetic engineering, space exploration, ET, GM food, cloning) | 15 cl. |
| - mass transportation and communication | 3 cl. |
| - design technology, IT, the Internet | 3 cl. |
| - economic, political and social changes | 5 cl. |
| - cooking, eating and drinking | 3 cl. |
| - moral issues related to euthanasia, abortion, transplantation etc. | 4 cl. |
| - issues related to leisure and entertainment: the arts, theatre, cinema, music, fashion, tourism, travel and holidays, sport, media, hobbies, shops and shopping. – | about 15 cl. |

- varieties of English (headline English, US English, slang, the language of notices, abbreviations, new words in English, discourse markers etc) 10 cl.

cultural issues of the English speaking countries such as:

- country and people, history, literature, geography, identity, attitudes, political life, the law, international problems, religion, education, economy, transport, welfare, housing, food and drink, the arts, holidays and special occasions

(60 classes included in the course classes)

Grammar:

35 cl

- expressing past, present, future
- indirect speech
- conditionals, wishes, unreal past
- passive voice, causative 'have'
- relative clauses
- prepositions
- modals: present and past
- nouns, countable and uncountable, articles, plurals
- adjectives, adverbs, comparisons
- inversion/emphatic structures and question tags
- gerund forms and the infinitive
- phrasal verbs
- language functions
- time expressions
- clauses, linking words

About 60 classes will be allocated for developing writing skills writing skills such as: factual and evocative descriptions, factual and imaginative narrations, formal and informal letters, factual and argumentative explanations, controversial and balanced arguments, and analysis and critique.

The study of literary texts: 40 cl.

Watching films, TV programmes, commercials etc: 15 cl.

18 classes will be allocated for testing grammar and vocabulary.

20 classes will be allocated to IB mock examinations (including mock individual orals).

ASSESSMENT

The grades awarded during the course range from 1 to 7:

7 – excellent (command of spoken and written English is outstanding, e.g. fluent and with a touch authenticity, use of grammar and vocabulary is sophisticated and idiomatic, almost error-free and shows and understanding of nuances, interaction in conversation is extremely successful)

6 – very good (command of spoken and written English is very good, e.g. fluent, use of grammar and vocabulary is varied and idiomatic, almost error-free, interaction in conversation is very successful)

5 – good (command of spoken and written English is good: fluent, use of grammar and vocabulary is generally correct, varied and idiomatic, interaction in conversation is successful)

4 – satisfactory (command of spoken and written English is fairly good: mostly fluent, use of grammar and vocabulary is generally correct with some idiomatic expressions, interaction in conversation is quite successful)

3 – mediocre (command of spoken and written English is limited: comprehensible but with frequent lapses in fluency, use of grammar and vocabulary is sometimes incorrect and limited, interaction in conversation is basic)

2 – poor (command of spoken and written English is very limited: hesitant and not always comprehensible, interaction in conversation is limited)

1 – very poor (the level described above is not achieved).

Each student will undergo a continuous assessment according to the IB criterion-based method of assessment. Each criterion consists of six mark band descriptors defining achievement levels from 0 to 10.

Oral work that comprises both listening and speaking will be assessed in relation to the three criteria:

Criterion A: Language

– to what extent the student speaks English fluently and accurately;

Criterion B: Cultural Interaction

- to what extent the student interacts appropriately and successfully in the conversation;

Criterion C: Message

- to what extent the student is able to express ideas (communicate a message) and hold a coherent conversation.

In other words, the teacher will assess the student's abilities to communicate accurately for a range of purposes.

Written work that will be assessed in relation to the same criteria:

Criterion A: Language

– to what extent the student write in English fluently and accurately;

Criterion B: Cultural Interaction

- to what extent the student selects language appropriate to the audience and type of text;

Criterion C: Message

- to what extent the student communicates the message in a developed and organized way.

In other words, the teacher will assess the student's abilities to communicate accurately for a range of purposes.

Reading will be assessed on the basis of text-specific mark schemes. The teacher will assess the student's ability to

- understand an overall meaning;
- scan texts for particular details;
- understand structural features;
- interpret words or phrases from the context;
- understand grammatical features functioning in context and
- identify communicative purposes.

In the final year of the English B course two oral activities will be internally assessed by the teacher: Individual Oral and Interactive Oral Activity

RESOURCES:

The main textbooks in the first and second year of the course will be:

- Gude Kathy, *CAE Result*, Oxford 2008
- Gude Kathy, *Proficiency Masterclass*, Oxford 2002

-

and grammar books:

- Vince Michael, *First Certificate Language Practice*, MacMillan 2003
- Vince Michael, *Advanced Language Practice*, MacMillan 2003
- Side Richard, *Grammar and Vocabulary*, Longman 1999

vocabulary books:

- McCarthy Michael, *English Vocabulary in Use*, Cambridge, 1995
- Wellmann Guy, *Wordbuilder*, Heinemann 1999

skills: FCE, CAE and CPE test books, Oxford, Longman, Express

The relevant literary sources related to the topics studied will be:

British literature:

- Austen Jane, *Pride and Prejudice*
- Fielding Helen, *Bridget Jones's Diary*
- Bronte Emily, *Wuthering Heights*
- Dickens Charles, *Great Expectations*
- Orwell George, *Animal Farm*
- Shakespeare William, selected works
- Contemporary British poetry representatives

American literature:

- Twain Mark, *Adventures of Huckleberry Finn*
- Hemingway Ernest, *A Farewell to Arms*
- Fitzgerald F. Scott, *Great Gatsby*
- Steinbeck John, *Of Mice and Men*
- Whitman Walt, selected works
- Dickinson Emily, selected works

American and British culture:

- O'Driscoll James, *Britain*, Oxford, 1999
- Fiedler Eckhard, *America in close-up*, Longman, 1996
- McDowall David, *An Illustrated History of Britain*, Longman, 1997
- O'Callahan Brian, *An Illustrated History of the USA*, Longman 1997

American and British films:

- *Romeo and Juliet*
- *Braveheart*
- *Love Actually*
- *Nicholas Nickleby*
- *Jane Eyre*
- *Michael Collins*
- *Forrest Gump*
- *One Flew Over The Cuckoo's Nest*
- *The Last Of The Mohicans*

- *Grease*
- *The Matrix*
- *Blues Brothers*

Song lyrics from different decades.

The Internet.

Relevant ‘authentic’ readings and information from journals, periodicals and other sources, such as;

Newsweek,

National Geographic,

The World of English etc.

The Library.

In addition adequate materials, particularly in literature, culture and grammar and skills are accessible at the School Library as well as at the teachers’.

- GERMAN
AB INITIO

IB Diploma Programme – Course Outlines

Name of the course: German Ab Initio

Teacher’s name: Lucyna Redlak-Luchowska

Course description:

The German language course is designed and addressed to the beginners, the students who start learning German or have little previous experience of learning this language. The students begin learning the language in the 2008/2009 school year in class one of a High School (pre-IB class) using the following book ‘Alles klar’ 1a. During the first year of learning, having two hours a week, they learn the most important grammar and communicative structures, vocabulary that is essential to the basic communication. The learning continues in the classes two and three of a High School four hours a week.

The most important book I am going to use during the lessons is ‘Tangram aktuell’. The student’s book was published by Hueber, it is a newer version of the Tangram students book. There are unique texts to listen and read, a variety of exercises to develop all skills. The students are exposed to grammar rules and the usage of a large number of songs enables to practice pronunciation and intonation.

The syllabus is completed by numerous additional materials, adjusted to the student’s needs. It focuses on the equal development of the four language skills: listening, reading, speaking and writing.

I am going to use different teaching methods during the lessons, most of all active and creative ones to activate the process of learning to the maximum.

After each thematic charter I am going to check, in both oral and written form, students’ knowledge and the degree of mastering the material.

Topics:

The content of the course is divided, according to the syllabus, into 7 thematic groups:

1. man	personal data, address, family, appearance, clothes, fashion, character features, feelings, house, daily routines
2. education, profession	school, future plans, studying, job, career
3. city and services	kinds of shops, shopping, city transport, bank, post, telephone
4. food and drink	restaurant, meals and dishes, recipes
5. leisure time, travelling	hobby, sport, entertainment, neighbourhood, descriptions of streets, holidays, transport, accommodation
6. nature	weather, climate, geography, environment protection, international organizations
7. health, accidents	illnesses, medicines, accidents, repairs, notice boards, signs

The programme also discusses the following cultural issues:

- names of European countries, continents, languages
- territorial division of the German speaking countries
- Germany, Austria, Switzerland – the most important information, personalities, historical facts, e.g.: text *Die Wiedervereinigung Deutschlands*
- *international words*
- Vienna, Berlin, Leipzig, Munich – sight-seeing information
- German songs, e.g.: Herbert Grönemeyer
- German films, e.g.: *Goodbye Lenin*
- typical German dishes, regional dishes
- traditions and customs typical for some European countries / German regions, e.g. connected with Christmas, Easter
- German press, television
- examples of prose and poetry by German and other authors
- legends and tales
- trademark names of some products known all over the world, e.g. Mövenpick Kaffee
- education in Germany
- Berliner Dialekt
- international organizations, e.g. Greenpeace
- biographies of famous people, e.g.: actresses: Marlene Dietrich, musician: Clara Schumann, painter Paula Modersohn-Becker.

The IBO – required assessment

Assessment:

The grades awarded during the course range from 1 to 7:

7 – excellent (command of spoken and written German is outstanding, e.g. fluent and with a touch authenticity, use of grammar and vocabulary is sophisticated and idiomatic, almost error-free and shows understanding of nuances, interaction in conversation is extremely successful)

6 – very good (command of spoken and written German is very good, e.g. fluent, use of grammar and vocabulary is varied and idiomatic, almost error-free, interaction in conversation is very successful)

5 – good (command of spoken and written German is good: fluent, use of grammar and vocabulary is generally correct, varied and idiomatic, interaction in conversation is successful)

4 – satisfactory (command of spoken and written German is fairly good: mostly fluent, use of grammar and vocabulary is generally correct with some idiomatic expressions, interaction in conversation is quite successful)

3 – mediocre (command of spoken and written German is limited: comprehensible but with frequent lapses in fluency, use of grammar and vocabulary is sometimes incorrect and limited, interaction in conversation is basic)

2 – poor (command of spoken and written German is very limited: hesitant and not always comprehensible, interaction in conversation is limited)

1 – very poor (the level described above is not achieved).

Each student will undergo a continuous assessment according to the IB criterion-based method of assessment. Each criterion consists of six mark band descriptors defining achievement levels from 0 to 10.

Oral work that comprises both listening and speaking will be assessed in relation to the three criteria:

Criterion A: Language

– to what extent the student speaks German fluently and accurately;

Criterion B: Cultural Interaction

- to what extent the student interacts appropriately and successfully in the conversation;

Criterion C: Message

- to what extent the student is able to express ideas (communicate a message) and hold a coherent conversation.

In other words, the teacher will assess the student's abilities to communicate accurately for a range of purposes.

Written work that will be assessed in relation to the same criteria:

Criterion A: Language

– to what extent the student write in German fluently and accurately;

Criterion B: Cultural Interaction

- to what extent the student selects language appropriate to the audience and type of text;

Criterion C: Message

- to what extent the student communicates the message in a developed and organized way.

In other words, the teacher will assess the student's abilities to communicate accurately for a range of purposes.

Reading will be assessed on the basis of text-specific mark schemes. The teacher will assess the student's ability to

- understand an overall meaning;
- scan texts for particular details;
- understand structural features;
- interpret words or phrases from the context;
- understand grammatical features functioning in context and
- identify communicative purposes.

In the final year of the German Ab Initio course two oral activities will be internally assessed by the teacher: Individual Oral and Interactive Oral Activity.

Non IBO monitoring:

- written or oral check of knowledge after each chapter,
- one hour tests after every two chapters,

- systematic check of homework,
- grading students' work during lessons / both oral and written.

Resources:

The materials used for the teaching can be divided into the following groups:

a) primary:

- student's book and workbook "*Tangram aktuell*", Hueber
- class CDs / tapes,
- '*Grammatik Alles klar*', WSiP

b) additional:

- German press "*Juma*" and "*Stern*",
- „*Repetitorium z gramatyki języka niemieckiego*”, S. Bęza
- „*Grammatikbogen*”, Langenscheidt
- „*Delfin*”, Hueber
- „*Alles klar*“ - WSiP
- „*Wortschatz und mehr - deutsch üben 9*”, Mary L.Apelt, Verlag für Deutsch,
- „*Deutsch 1*”, Cornelsen
- „*So geht's Fertigkeitentraining Grundstufe Deutsch*”, Klett
- „*Język niemiecki Gramatyka maturalna*“ - Langenscheidt
- test books,
- Internet sites, e.g. www.hueber.de, www.daf.uni-mainz.de, www.duden.de
- audio-visual aids, e.g. thematic boards, pictures, posters, maps, CDs with German songs, video tapes with films, news, advertisements, cartoons, etc.
- dictionaries
- poetry, e.g.: Heinrich Heine "*Nachtgedanken*", Kurt Tucholsky "*Das Ideal*"
- books (parts only):
„*Die Welle*” – Morton Rhue
„*Die Ilse ist weg*” – Christine Nöstlingen
„*Die drei dunklen Könige*“ – Wolfgang Borchert
„*Der kleine Prinz*“ – Saint-Exupery
Lesehefte: *Hamburg hin und zurück*, *Das Gold der alten Dame*, *Grenzverkehr am Bodensee*, *Ebbe & Flut*, *Elvis in Köln* – Langenscheidt

Teaching time

The order of the topics does not follow according to the syllabus. The order depends on the *Alles klar* method.

The author of the programme informs that according to the timetable and the curriculum of a high school in Poland teaching German begins in class one. The realization of some of the IB guidelines will automatically take place in the first year of learning.

Course: German ab initio
SL – 150 clock hours

A single teaching hour = 45 minutes

First year: 90 clock hours (120 teaching hours)

Second year: 60 clock hours (80 teaching hours)

$$\Sigma = 150 \text{ clock hours} = 200 \text{ teaching hours}$$

First year: 90 clock hours = 120 teaching hours

+Revision+Test+Results discussion = 24 teaching hours (to teacher's disposition)

Second year: 60 clock hours = 80 teaching hours

+ Revision+Test+Results discussion = 16 teaching hours (to teacher's disposition)

SL

IB Diploma Programme – Course Outlines

Name of the course: German B Standard Level

Teacher's name: Lucyna Redlak-Luchowska

Course description:

The German language course is designed and addressed to the students with some previous experience of learning German. The students begin learning the language in this school in the 2008/2009 school year in class one of a High School (pre-IB class) using the following book 'Alles klar' 1a/b. During the first year of learning, having two hours a week, they learn grammar and communicative structures, vocabulary that is essential to the basic communication. The learning continues in the classes two and three of a High School four hours a week.

The most important book I am going to use during the lessons is 'em' 1-3. The student's book was published by Hueber. There are unique texts to listen and read, a variety of exercises to develop all skills. It is important to make students interested in the culture of German-speaking countries, shaping an open attitude, tolerance and co-responsibility.

The syllabus is completed by numerous additional materials, adjusted to the student's needs. It focuses on the equal development of the four language skills: listening, reading, speaking and writing.

I am going to use different teaching methods during the lessons, most of all active and creative ones to activate the process of learning to the maximum.

After each thematic chapter I am going to check, in both oral and written form, students' knowledge and the degree of mastering the material.

At the end of the language B course **standard level** candidates are expected to demonstrate ability to:

- communicate clearly and effectively in a range of situations
- understand and use accurately oral and written forms of the language that are commonly encountered in a range of situations
- understand and use a range of vocabulary in common usage
- select a register that is generally appropriate to the situation
- express ideas with general clarity and some fluency
- structure arguments in a generally clear, coherent and convincing way
- understand and respond appropriately to written and spoken material of average difficulty
- assess some subtleties of the language in a range of forms, styles and registers
- show an awareness of, and sensitivity to, some elements of the culture(s) related to the language studied.

Topics:

The content of the course is divided, into thematic groups. The most relevant are:

1. work and free time
2. family and household
3. school
4. food and drink
5. music; film; theatre
6. holiday and travel
7. sport

8. fashion
9. people
10. cities
11. language
12. feelings; relationships
13. occupations; future plans
14. the media
15. car
16. health
17. society
18. advice, tip
19. literature
20. painting
21. crime
22. psychology
23. scholarship and progress
24. rhetoric, speech.

The programme also discusses the following cultural issues:

- names of European countries, continents, languages
- territorial division of the German speaking countries
- Germany, Austria, Switzerland – the most important information, personalities, historical facts
- international words
- typical German dishes, regional dishes
- Vienna, Berlin, and other cities – sight-seeing information
- Berliner Dialekt
- traditions and customs typical for some European countries / German regions, e.g. connected with Christmas, Easter; Christmas songs
- German press, television
- German songs, e.g.: Herbert Grönemeyer, Marlene Dietrich
- German films, e.g.: *Goodbye Lenin*
- examples of prose and poetry by German and other authors
- trademark names of some products known all over the world
- international organizations
- biographies of famous people, e.g.: actresses Marlene Dietrich, writers: K. Tucholsky, fashion designers: Karl Lagerfeld musician: Clara Schumann, painter Paula Modersohn-Becker

The IBO – required assessment

Assessment:

The grades awarded during the course range from 1 to 7:

7 – excellent (command of spoken and written German is outstanding, e.g. fluent and with a touch authenticity, use of grammar and vocabulary is sophisticated and idiomatic, almost error-free and shows and understanding of nuances, interaction in conversation is extremely successful)

6 – very good (command of spoken and written German is very good, e.g. fluent, use of grammar and vocabulary is varied and idiomatic, almost error-free, interaction in conversation is very successful)

5 – good (command of spoken and written German is good: fluent, use of grammar and vocabulary is generally correct, varied and idiomatic, interaction in conversation is successful)

4 – satisfactory (command of spoken and written German is fairly good: mostly fluent, use of grammar and vocabulary is generally correct with some idiomatic expressions, interaction in conversation is quite successful)

3 – mediocre (command of spoken and written German is limited: comprehensible but with frequent lapses in fluency, use of grammar and vocabulary is sometimes incorrect and limited, interaction in conversation is basic)

2 – poor (command of spoken and written German is very limited: hesitant and not always comprehensible, interaction in conversation is limited)

1 – very poor (the level described above is not achieved).

Each student will undergo a continuous assessment according to the IB criterion-based method of assessment. Each criterion consists of six mark band descriptors defining achievement levels from 0 to 10.

Oral work that comprises both listening and speaking will be assessed in relation to the three criteria:

Criterion A: Language

– to what extent the student speaks German fluently and accurately;

Criterion B: Cultural Interaction

- to what extent the student interacts appropriately and successfully in the conversation;

Criterion C: Message

- to what extent the student is able to express ideas (communicate a message) and hold a coherent conversation.

In other words, the teacher will assess the student's abilities to communicate accurately for a range of purposes.

Written work that will be assessed in relation to the same criteria:

Criterion A: Language

– to what extent the student writes in German fluently and accurately;

Criterion B: Cultural Interaction

- to what extent the student selects language appropriate to the audience and type of text;

Criterion C: Message

- to what extent the student communicates the message in a developed and organized way.

In other words, the teacher will assess the student's abilities to communicate accurately for a range of purposes.

Reading will be assessed on the basis of text-specific mark schemes. The teacher will assess the student's ability to

- understand an overall meaning;
- scan texts for particular details;
- understand structural features;

- interpret words or phrases from the context;
- understand grammatical features functioning in context and
- identify communicative purposes.

In the final year of the German B SL course two oral activities will be internally assessed by the teacher: Individual Oral and Interactive Oral Activity.

Non IBO monitoring:

- written or oral check of knowledge after each chapter,
- one hour tests after every one or two chapters,
- systematic check of homework,
- grading students' work during lessons / both oral and written.

Resources:

The materials used for the teaching can be divided into the following groups:

a) primary:

- student's book and workbook "*em*", Hueber
- class CDs / tapes,
- "*em Grammatik*", Hueber

b) additional:

- student's book and workbook "*Tangram aktuell*", Hueber
- class CDs / tapes,
- "*Zertifikat Deutsch*" *Wortschatztraining* - Langenscheidt
- '*Grammatik Alles klar*', WSiP
- German press e.g. "*Juma*", "*Stern*",
- „*Grammatikbogen*“, Langenscheidt
- „*Wortschatz und mehr - deutsch üben 9*“, Mary L. Apelt, Verlag für Deutsch,
- „*Viel Erfolg*“ *Zbiór testów egzaminacyjnych z języka niemieckiego*
- „*Leichte Tests*“ Hueber
- test books,
- Internet sites, e.g. www.hueber.de, www.daf.uni-mainz.de, www.duden.de
- audio-visual aids, e.g. thematic boards, pictures, posters, maps, CDs with German songs, video tapes with films, news, advertisements, cartoons, etc.
- dictionaries
- poetry, e.g.: J.W. von Goethe, F. Schiller, Heinrich Heine, Kurt Tucholsky
- books or stories:
 - „*Die Welle*“ – Morton Rhue
 - „*Die Ilse ist weg*“ – Christine Nöstlingen
 - „*Die unwürdige Greisin*“ - Bertolt Brecht
 - „*Die drei dunklen Könige*“ – Wolfgang Borchert
 - „*Berlin! Berlin!*“ – Kurt Tucholsky
- Parts only:* „*Die Leiden des jungen Werthers*“ – Johann Wolfgang von Goethe
- „*Die verlorene Ehre von Katharina Blum*“ – Heinrich Böll
- „*Die Verwandlung*“ – Franz Kafka
- „*Im Westen nichts Neues*“ – Erich Maria Remarque
- „*Der Schimmelreiter*“ - Theodor Storm
- „*Aufschluss*“ Kurze deutsche Prosa im Unterricht Deutsch als Fremdsprache – Dietrich Krusche

Teaching time

The author of the programme informs that according to the timetable and the curriculum of a high school in Poland teaching German begins in class one. The realization of some of the IB guidelines will automatically take place in the first year of learning.

Course: German B SL course

SL – 150 clock hours

A single teaching hour = 45 minutes

150 clock hours = 200 teaching hours

First year: 90 clock hours = 120 teaching hours

+Revision+Test+Results discussion = 24 teaching hours (to teacher's disposition)

Second year: 60 clock hours = 80 teaching hours

+ Revision+Test+Results discussion = 16 teaching hours (to teacher's disposition)

- FRENCH

IB DIPLOMA PROGRAMME -COURSE OUTLINE

Name of the course: French Ab Initio

Teacher's name: Dorota Nelkowska

Course description: The French language course *Belleville* is designed and addressed to high school students who have no previous experience so far (or with little previous experience) of learning this language. It is intended to be realized in the classes for students with good language skills (a bilingual class with English as the language of instruction) who want to take the International Baccalaureate diploma programme.

The programme is adapted thematically to the problems of the school youth, allows the student to learn the communication skills fast (so called 'competence of communication') in typical, everyday life situations.

The teaching and learning process that is based on the *Belleville* method is fascinating. It tells about the adventures of young people which comprise three separate stories. Each story is connected with the same. All of them take place on the streets of Paris in Belleville. Why just there? Belleville is a cosmopolitan, full of life district, where one can meet lots of people of different colour, religions and nationalities.

The students are going to learn the language focusing on its four basic aspects (listening, speaking, writing and reading). These four fundamental skills, in the teaching of modern foreign languages, lead to reaching the appropriate and effective language communication. It is, however, really useful only on the condition that the students know the cultural and social realities of the people they would like to communicate with using the language. The author of the programme pays particular attention and devotes a lot of space to make students familiar with the issues of broad subject of the culture and civilization of France and French speaking countries.

Topics:

According to IOB guidelines (Ab Initio course), the topics of the classes consist of 7 broad topics.

1.	Man	Others and me, characteristic features, description, human relations, house - furniture, renting, buying, sales, location, family - family members, periods of life, everyday life routines, free time, the role of man and woman in the family, Polish and French families - similarities and differences
2	Science and work	Subjects taught at school, the school life, French education system, universities in France, students and teachers - the relations between them, work - professions and the duties connected with them, work conditions, labour market, part-time job, seasonal work in French speaking countries, job applications

3.	City - services and shopping	shops, goods, selling, buying, complaints, methods of payment, banks, insurance, post, technical devices and their service, means of transportation, airport and railway station, modern media and information processing, French television channels, French press, scientific discoveries and inventions - French scientists
4.	Meals and food	groceries - buying, preparing meals, restaurants and bars, diets, French and Polish traditional dishes - differences and similarities of culinary traditions of both countries, restaurants - ordering, dish of the day, types of meals, cooking recipes
5.	Leisure time, tourism, sport	travelling, accommodation in France and the administrative division, sightseeing, monuments, asking for directions, entertainment, sports and sport practising, extreme sports, professional sport, sport and health, sports practised in France and Poland
6.	Nature and environment	seasons, climate, fauna and flora, landscapes, geographical regions of France, environment protection and threats, natural disasters, space
7.	Health, accidents	Causes and symptoms of illnesses, treatment (at the doctor's), prescriptions and medicines, body parts, Road accidents, repairs

Assessment:

The grades awarded during the course range from 1 to 7:

7- **excellent** (command of spoken and written English is outstanding, e.g. fluent and with a touch authenticity, use of grammar and vocabulary is sophisticated and idiomatic, almost error-free and shows understanding of nuances, interaction in conversation is extremely successful)

6 -**very good** (command of spoken and written English is very good, e.g. fluent, use of grammar and vocabulary is varied and idiomatic, almost error-free, interaction in conversation is very successful)

5 -**good** (command of spoken and written English is good: fluent, use of grammar and vocabulary is generally correct, varied and idiomatic, interaction in conversation is successful)

4 -**satisfactory** (command of spoken and written English is fairly good: mostly fluent, use of grammar and vocabulary is generally correct with some idiomatic expressions, interaction in conversation is quite successful)

scan texts for particular details;

3 **-mediocre** (command of spoken and written English is limited: comprehensible but with frequent lapses in fluency, use of grammar and vocabulary is sometimes incorrect and limited, interaction in conversation is basic)

2 **-poor** (command of spoken and written English is very limited hesitant and not always comprehensible, interaction in conversation is limited)

1- **very poor** (the level described above is not achieved).

Each student will undergo a continuous assessment according to the IB criterion-based method of assessment. Each criterion consists of six mark band descriptors defining achievement levels from 0 to 10.

Oral work that comprises both listening and speaking will be assessed in relation to the three criteria:

Criterion A: Language

-to what extent the student speaks English fluently and accurately;

Criterion B: Cultural Interaction

-to what extent the student interacts appropriately and successfully in the conversation;

Criterion C: Message

-to what extent the student is able to express ideas (communicate a message) and hold a coherent conversation.

In other words, the teacher will assess the student's abilities to communicate accurately for a range of purposes.

Written work that will be assessed in relation to the same criteria:

Criterion A: Language

-to what extent the student speaks English fluently and accurately;

Criterion B: Cultural Interaction

-to what extent the student selects language appropriate to the audience and type of text;

Criterion C: Message

-to what extent the student communicates the message in a developed and organized way.

Reading will be assessed on the basis of text-specific mark schemes. The teacher will assess the student's ability to

- understand an overall meaning;
- understand structural features;
- interpret words or phrases from the context
- identify communicative purposes.
- understand grammatical features functioning in context and

In the final year of the French Ab Initio course two oral activities will be internally assessed by the teacher Individual Oral and Interactive Oral Activity.

Resources:

- 1 *Belleville 1&2*- FCuny, A.Johnson .-student's book
student's workbook
2 CD audio
- 2 *Panorama I* ~ Methode de francais, J. Girardet
2. Le Robert- dictionary of the French
3. *La civilisation progressive du francais* -Ross Steele (CLE International)
- 4 French press (up-to date). *Le Nouvel Observateur, le bouquin, Le francais dans le monde*
5. *Grammaire progressive du francais* -M.Gregoire (CLE International)
- 6 *Vocabulaire progressif du francais* -C.Miguel (CLE International)
7. *Phonétique progressive du francais* -A.Lete (CLE International)
8. *Les Français aujourd'hui avec l'Express* -J.Pecheur (CLE International)
- 9 *La France de toujours* ~ Nelly Mauchamp (CLE International)

Video tapes.

1. *Lyon site historique* -Un film de Georges Comte avec la participation du Centre National de la cinematographie.
2. *Sur le vif*(Collection "Tempo")

Suggested reading list:

- 1 Blais Cendrars -*Iles*
- 2 Daniel Defoe ~ *Robinson Crusoe* ~ fragment
- 3 Jules Renard- *Histoires naturelles* -fragment
- 4 La Fontaine -*Le lion devenu vieux*
- 5 Jules Verne ~ *Le tour du monde en quatre-vingt jours* ~ fragment
- 6 Charles Cros -*Le coffret de santal*
- 7 Edmond Rostand -*Cyrano de Bergerac* -fragment
- 8 Antoine de Sait-Exupery -*Le petit prince* -fragment
- 9 Jacques Prevert- *Poemes choisis*
- 10 GApollinaire *Clotilde* ("Alcools")
- 11 Jean Tardieu *Lafemme offensée* -comédie-eclairée -fragment
- 12 ADumas *Les trois mousquetaires* en français facile
- 13 G.Simenon *Maigret et la vieille dame* en français facile

The suggested list of topics on culture, literature and the history of France and French speaking countries

1. French cuisine.
2. The role of a woman in the modern French family.
3. Teachers in France and their work.
4. Studying in France -Sorbonne
5. Paris -most important places and monuments
6. Montmartre -a remarkable place.
7. Louis XIV -the Sun King
8. The French Revolution.
9. The French language in the world.

- 10. Political parties and politicians in France
- 11 Modern French society and its structure

Teaching time

The author indicates the exact division of the topics and hours of the programme, however, also showing that it can be a subject of alternation due to students' needs and expectations. The order of the topics does not follow according to the syllabus. The order depends on the Belleville method.

The author of the programme informs that according to the timetable and the curriculum of a high school in Poland teaching French begins in class one. The realization of some of the m guidelines will automatically take place in the first year of learning

The list of the topics to be taught in the 2005/2006 school year:

1.Objectifs communicatifs:

- Reconnaitre le français parmi d'autres langues, découvrir quelques éléments de la langue, se familiariser avec les consignes de classe;
- Saluer, se présenter/nom, âge, état civil, nationalité, adresse, numéro de téléphone/, identifier quelqu'un, faire répéter, présenter et rencontrer des gens, fréquenter des gens, échanger des informations personnelles;
- Demander/dire comment on va, remercier, prendre congé, apprendre à connaître quelqu'un; - Demander/dire ce que l'on aime ou pas, parler de ses goûts et de ses loisirs, échanger des informations et des opinions à propos de passe-temps, organiser divertissements ou rencontres, rédiger un article sur les passe-temps;
- Comprendre/poser des questions, décrire quelqu'un (physique, vêtements, couleurs), décrire le caractère de quelqu'un;
- Demander/donner des informations sur une personne, exprimer l'appartenance, s'exprimer poliment, écrire et répondre à une invitation/un message personnel, une carte de vœux

Objectifs linguistiques:

- Alphabet et phonétique, accents, tréma, cédille, ponctuation, majuscules, minuscules, chiffres(0-100);
- Phrase interrogative/intonation montante /,est-ce que,
- Phrase négative/ne. pas/,
- Conjugaison. verbes en -ER (premier groupe), quelques verbes en -IR (deuxième groupe), quelques verbes en -IR, -OIR, -RE (troisième groupe);
- Temps et modes indicatif présent,
- Article défini. *le, la, l~, le.l., indéfini. un, une, des*
- Pronom personnel *je, IL..* pronom disjoint/pour renforcer le sujet *moi, toi, lui.../*, après une préposition avec *moi*

Contenus socioculturels:

Où parle-t-on français? , la francophonie -qu'est-ce que c'est? , tutoyer ou vouvoyer -les salutations, les bruits et les signes de la rue, les prénoms français, quelques documents Français

Course: French Ab Initio

SL- 150 clock hours

A single teaching hour consists of 45 minutes

A SL course provides 4 teaching hours a week

First year: 36weeks / 4bours = 144 teaching hours

5 Subjects -5 hours

9 Subjects -6 hours Σ 93t. hours (as listed above)

2 Subjects- 7 hours

Revision+Test+Results discussion -12 hours (to teacher's disposition)

15 hours- the author gives the topics on culture and the reading list in the Resources

93+12+15=120 t. hours (90 clock hours)

- ENGLISH WRITTEN EXAM SAMPLE

The content of the tasks is in the native language.

**TEST SPRAWDZAJĄCY ZNAJOMOŚĆ JĘZYKA ANGIELSKIEGO
CZERWIEC 2010**

Imię i nazwisko

**PO WYKONANIU WSZYSTKICH ZADAŃ PRZENIEŚ ODPOWIEDZI NA KARTE
ODPOWIEDZI NA OSTATNIEJ STRONIE TESTU**

Zadanie 1

Przeczytaj poniższy artykuł. Na podstawie informacji w nim zawartych zdecyduj, które zdania podane w tabeli są zgodne z treścią tekstu (TRUE), a które nie (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt. (7 pkt)

EDMUND PERCIVAL HILLARY

Edmund Percival Hillary was born in 1919 in Auckland, New Zealand. His first job was working as an editor for the *Tuakan District News*, but he left his job to become a beekeeper like his father. He had his first mountaineering experience when he was sixteen years old on a school trip to Mount Ruapehu in New Zealand. After that, he became a keen climber and climbed mountains in New Zealand, in the Alps and eventually in the Himalayas.

Edmund made his first trip to the Himalayas in 1951 and later joined a British Everest Committee training team. Between 1920 and 1952, fifteen other expeditors to climb Mount Everest had failed and many climbers had died. In 1953, Hillary joined British mountaineer John Hunt's expedition to climb Mount Everest. Edmund Hillary and Tenzing Norgay, a Nepalese Sherpa, were the fittest members of the expedition group, so they were chosen to try to reach the peak of the mountain.

On May 29th, 1953 at 11.03 am, Edmund Hillary and Tenzing Norgay reached the top of Mount Everest. They became famous all over the world and their successful climb became one of the most important events of the twentieth century. The British public were told of his achievement the night before the coronation of Elizabeth II. Queen Elizabeth II knighted Hillary and gave Norgay the George Medal, Britain's highest civilian award.

TRUE FALSE

- 1 Edmund Hillary comes from New Zealand.
- 2 Edmund Hillary's father worked for a newspaper.
- 3 Edmund became interested in climbing when he was on a school trip.
- 4 Hillary's first attempt to climb Mount Everest failed.
- 5 Hillary and Norgay were more likely to get to the top than other members of the team.
- 6 Queen Elizabeth II gave Hillary the George Medal.
- 7 The author's aim is to present opinions rather than facts in this text.

Zadanie 2

Przeczytaj tekst o niedźwiadkach koala. Z podanych odpowiedzi A,B, C wybierz jedną, zgodną z treścią tekstu. (5pkt)

Koalas live only on the continent of Australia, to be more specific, in the forests of Eastern and South-Eastern Australia. They do not live in rainforests, as some people think.

Koalas spend most of their time in the eucalyptus trees, sleeping for up to 16 hours a day. The only time they move is just after sunset when they get to another tree to stay asleep there for the rest of the day.

Koalas have soft, grey and white fur. They are about 70-80 centimetres long and weigh about 15 kilograms. Males are usually bigger than females. What is more, koalas living in the north are generally smaller than the ones from the south.

Koalas can live up to 17 years, although in fact males do not usually live more than 10 years. The sad fact is that almost 4000 koalas are killed every year, mostly by dogs and cars. As a result, there are now fewer than 100000 koalas in Australia.

1. Koalas live

- A. in the whole continent of Australia
- B. in some parts of Australia
- C. in rainforests.

2. Koalas sleep

- A. all day long.
- B. most of the day.
- C. just after sunset.

3. Koalas are

- A. very active.
- B. all grey.
- C. partly white.

4. Female koalas are usually

- A. not bigger than 70-80 cm.
- B. as big as males.
- C. bigger in the north.

5. Male koalas often

- A. live more than 17 years.
- B. kill dogs.
- C. die before they are 10 years old.

Zadanie 3

Dobierz odpowiednią wypowiedź z kolumny A do komentarza lub reakcji z kolumny B. (7 pkt)

A

1. I've just got another 'A+' in maths.
2. Has John finished his term project yet?
3. Betty was really upset when she saw you at the party, talking to Matt...
4. Tomek had a really bad fall last night.
5. Was Mark alone when you called?
6. Do you think Maggie and Sue are going to come over to your place tonight?
7. Do you have any idea what Olivia meant last night? She seemed really angry...

B

- a. Oh, I didn't know anything about it.
- b. No, I don't think he was.
- c. Oh my! How did it happen?
- d. Who can tell? You know what they're like...
- e. Wow! I'm sure it wasn't easy!
- f. I have absolutely no idea.
- g. Yes, I guess he has.

1.....2.....3.....4.....5.....6.....7.....

Zadanie 4

Dopasuj fragmenty zdań 1-8 i a-h, taka by powstały poprawne i sensowne wypowiedzi. (8 pkt)

- | | |
|--|--|
| 1. I think you really shouldn't | a. or you'll choke! |
| 2. Please ring Tony and tell him | b. go out and try to find her right away! |
| 3. Now I'm confused. How about | c. worry so much about your exam results. |
| 4. Don't eat and talk at the same time | d. get 2 kilos of potatoes, please. |
| 5. If I were you, I | e. I've got a big surprise. |
| 6. On your way home, stop at the supermarket and | f. think it's such a good idea. In fact, I don't want to see him at all. |
| 7. I'm sorry, but I don't | g. checking all the answers again with Mary? |
| 8. Don't just sit here - | h. wouldn't but this CD at all. It's not that good. |

1 2 3.....4.....5.....6.....7.....8.....

Zadanie 5

Przyporządkuj do każdego pytania (1-6) jedną z podanych odpowiedzi (A-F), wpisując odpowiednią literę w każdą kratkę. (6pkt)

1	How much does a single ticket cost?	
2	How far is the railway station?	
3	Can you pass me the salt, please?	
4	Could you tell me the way to the railway station?	
5	How much time does it take to get to the railway station?	
6	Can you tell me the time, please?	

- | | | |
|----------------------|-----------------------|------------------------------------|
| A. About 45 minutes. | B. Yes, here you are. | C. About 150 metres. |
| D. It's 12.30. | E. \$1,25. | F. Tern left into the next street. |

Zadanie 6

Z podanych odpowiedzi wybierz właściwą A,B,C lub D. (6 pkt)

1. Jack walked into the room with a gun in either
A) side B) door C) hand D) one
2. My bike, I had left at the gate, had disappeared
A) which B) whose C) where D) whom
3. Your hair needs
A) cutting B) to be cuted C) to cut D) to have been cutting
4. The winning horse by Mark Spencer
A) was rode B) was ridden C) rides D) was driven
5. Our teacher made us learn all Shakespearian sonnets heart
A) at B) by C) in D) on
6. I suddenly remembered that I my keys.
A) forget B) had forgotten C) had forget D) was forgetting

Zadanie 7

Z podanych odpowiedz wybierz właściwą A, B, C lub D. (5pkt)

1. Mary stopped swimming and just on the surface
A) sank B) floated C) dived D) poured
2. Jakes makes his working as a journalist
A) living B) life C) job D) earning
3. This is a fine house in a quiet neighborhood
A) single B) block C) detached D) alone
4. Jake likes his steak but I prefer mine well done.
A) loose B) uncooked C) rare D) fry
5. The best in that film was when the hero meets the 4 - headed dragon.
A) place B) act C) scene D) chapter

Zadanie 8

Uzupełnij tekst opisujący dzień Toma odpowiednimi wyrazami (A,B lub C). (6 pkt)

Tom usually wakes up (1) _____ 7 o'clock when his alarm clock starts (2) _____. However, he gets up about 10 minutes later. Then he washes his face and brushes his teeth. Before going to (3) _____ school, he has breakfast about 7.30. Tom's dad usually takes him to school. Sometimes Tom must go (4) _____ foot. On average he spends 6 hours at school always working very (5) _____. He returns home around 2 o'clock. His mum prepares dinner for him. After the meal, Tom does homework and then he plays computer games if his parents (6) _____. He meets his friends in the evening. He goes to bed at about 10 o'clock.

- | | | | | | |
|------------|------------|---------|------------------|----------------|----------|
| 1. a/ at | b/ on | c/ in | 4. a/ at | b/ on | c/ by |
| 2. a/ ring | b/ ringing | c/ rung | 5. a/ hard | b/ hardly | c/ much |
| 3. a/ the | b/ a | c/ - | 6. a/ will agree | b/ would agree | c/ agree |

SET 1

I. Wybierz jeden z podanych tematów i przedstaw swoją wypowiedź.

- Should corporal punishment be illegal? Do you approve of using it as a form of punishment?
- Your favourite American film.

II. Wykonaj zadania gramatyczno leksykalne.

-wybierz właściwe formy;

A Can you hear? Somebody *play/is playing* the guitar.

B I wish I *hadn't bought/didn't buy* that car. It keeps breaking.

-przekształć zdanie tak, aby drugie miało to samo znaczenie używając podanego słowa

1. I cannot tolerate this noise any more.

PUT

I this noise any more.

-połącz słowa z odpowiednią definicją

benefit, recommend, complete, project, reconsider
remark, represent, sufficient, lack, patriot

1. to think about something a second time
2. one who loves his country

III. Opisz co przedstawia obrazek i powiedz co o tym myślisz.