

MEFP-BRITISH COUNCIL PROJECT

ENGLISH LANGUAGE - BASIC CONTENTS

FIRST YEAR OF ESO

➤ **Listening**

Pupils must be able to:

- ✓ sustain attention;
- ✓ listen to and understand, individually and in groups, the teacher giving detailed explanations, presentations or telling stories;
- ✓ listen to and understand recordings, and others in the group;
- ✓ listen to and understand specific information;
- ✓ identify key points in discussion and evaluate what they hear;
- ✓ listen and respond to others appropriately, taking into account what they say.

➤ **Speaking**

Pupils must be able to:

- ✓ speak audibly and clearly;
- ✓ read aloud;
- ✓ retell stories and use improvisation;
- ✓ choose and use relevant vocabulary;
- ✓ use question forms correctly;
- ✓ focus on the main point and reply to questions appropriately (using *because* when necessary);
- ✓ organise what they say;
- ✓ use vocabulary and syntax to express more complex ideas;
- ✓ describe experiences and feelings;
- ✓ give oral presentations in the class, including an introduction and a conclusion;
- ✓ give reasons for opinions and actions;
- ✓ start using language to agree and disagree;
- ✓ Take part in role plays.

➤ **Reading**

Pupils must be able to:

- ✓ identify typical story themes;
- ✓ identify characters and setting in a story;
- ✓ find out about popular authors and writers, and use this information to select reading material by favourite writers;
- ✓ identify the main features of newspapers, including layout, range of information, organisation of articles, advertisements and headlines;
- ✓ predict newspaper stories from headlines, making notes and checking against the original article;
- ✓ read examples of letters written for a range of purposes, e.g. to recount, explain, complain, congratulate, etc. and understand form and layout, including the use of paragraphs and ways of starting and ending the letters;
- ✓ identify the features of different types of poems (rhyme, alliteration, similes, assonance);
- ✓ read and interpret poems in which meanings are implied or multilayered.
- ✓ develop inference and connotation.
- ✓ Identify and use figurative language (hyperbole, similes and metaphors)

➤ **Writing**

Pupils must be able to:

- ✓ write an alternative ending for a known story;
- ✓ write new scenes and characters into a story;
- ✓ write newspaper style reports, e.g. about school events;
- ✓ write chronological and non-chronological reports linked to other subject areas;
- ✓ write a newspaper article out of a headline and vice versa;
- ✓ write an individual, group or class letter for real purposes, e.g. put a point of view, protest, etc.;
- ✓ use reading as a model for practising the skill of biographical and autobiographical writing in role (popular personalities, historical characters, links with history);
- ✓ write a poem using rhyme and some of the figures identified.
- ✓ write different types of stories: suspense, descriptive, science fiction or fantasy, a persuasive blog post, a scene from a play, a biography, a character report;
- ✓ Use analogy.

➤ **Sentence level work**

Pupils must be able to:

- ✓ use verb tenses in the past, present, present perfect and future;
- ✓ use forms: active, interrogative, imperative, negative;
- ✓ use person: 1st, 2nd, 3rd
- ✓ consolidate the use of verbs ' to be ' and ' have got ';
- ✓ use modal verbs;
- ✓ identify adverbs of frequency, time, manner, place;
- ✓ work on apostrophes;
- ✓ consolidate previous work on sentence type (statements, questions and negatives).
- ✓ investigate connecting words or phrases by position (besides, nearby), sequence (firstly, secondly), logic (therefore, so);
- ✓ use wh- questions.
- ✓ identify reported speech vs direct speech;
- ✓ use the imperative;
- ✓ use the passive voice in the present and the past;
- ✓ use basic punctuation;
- ✓ use subordinating conjunctions.

➤ **Word level work**

Pupils must be able to:

- ✓ use and spell common prefixes and suffixes to generate new words from root words;
- ✓ transform words, e.g. changing tenses: - ed, -ing;
- ✓ make comparatives; -er, -est;
- ✓ use possession in a proper way;
- ✓ identify homophones, homonyms, synonyms;
- ✓ consolidate previous work on nouns (proper, countable, uncountable, collective) and gender;
- ✓ consolidate previous work on adjectives and adverbs.
- ✓ use hyphens.

EVALUATION CRITERIA

1. Pupils must control 50% of the vocabulary used during the academic year.
2. They must be able to use all the skills mentioned before: listening, speaking, reading and writing as well as both sentence and word level work.
3. The evaluation will be continuous, taking into account not only the written and oral tests, but also the activities carried out in the class, homework and general attitude of the pupil (interest in the class, participation, attendance, punctuality, etc.).
4. The teacher will give the pupils as many tests as he/she considers necessary for each evaluation.
5. Exams will not be resat for each evaluation as the objectives will be included in the following evaluation.
6. At the beginning of the academic year, there will be a diagnostic test to evaluate the starting level of the pupil in the English language.
7. The final marks will be the following:

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| ▪ Written, oral and listening tests: | 70% |
| ▪ Products by students (essays, writings, projects, etc) | 20% |
| ▪ Work and attitude in the classroom: | 10% |
8. So to consider a pupil qualified enough to go on to the following school year, he/she must attain not only all the basic contents mentioned before but also to show a positive attitude to the subject, school, classmates and teacher.
9. If the school should close down, the percentages would be modified depending on the duration, the term and the groups affected. New percentages will be agreed on by the English Department.
10. The final mark of the subject will be calculated applying the following percentages:
 - 1st term: 25%
 - 2nd term: 35%
 - 3rd term:40%