

MEFP-BRITISH COUNCIL PROJECT

ENGLISH LANGUAGE – BASIC CONTENTS

SECOND YEAR OF ESO

➤ **Listening**

Pupils must be able to:

- ✓ listen to the teacher reading from a book;
- ✓ identify the gist and key points when listening to readings, radio, TV, etc.;
- ✓ ask and answer relevant questions to demonstrate and clarify understanding and extend ideas;
- ✓ listen and respond appropriately to others (peer group, visiting speakers, etc.), taking into account what they say;
- ✓ recognise day-to-day language used for directions, instructions and explanations; and identify typical features (vocabulary, tone, structure)
- ✓ listen for and begin to recognise different types of questions (open, closed, leading rhetorical, etc.).

➤ **Speaking**

Pupils must be able to:

- ✓ read aloud from a variety of texts;
- ✓ recount a story, anecdote or experience, and consider how this differs from written narrative;
- ✓ use question forms correctly, both in structure and purpose;
- ✓ reply to questions correctly (using *because* appropriately and/or alternative phrases);
- ✓ use day-to-day language for directions, instructions and explanations;
- ✓ draw on vocabulary from other subject areas and sources;
- ✓ develop and use summary skills;
- ✓ Group dialogue and interaction targets: Pupils must be able to talk effectively as members of a group, by:
 - Making contributions (including asking questions to the group for clarification) relevant to the activity and taking turns in a discussion
 - Giving reasons for opinions and actions
 - Using language to agree and disagree

➤ **Reading**

Pupils must be able to:

- ✓ read stories from other cultures and discuss similarities and differences in time, place, customs, relationships, etc.;
- ✓ investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs;
- ✓ recognise different points of view in a novel through identifying the narrator or explaining how events might look from a different point of view;
- ✓ understand aspects of narrative structure: how chapters in a book (or paragraphs in a short story or chapter) are linked together;
- ✓ find out about the works of famous authors drawing on previous knowledge;
- ✓ prepare, read and perform play scripts and compare organisation of scripts with stories;
- ✓ identify the differences between biography and autobiography;
- ✓ recognise elements of fact, opinion and fiction;

- ✓ use skimming and scanning skills to retrieve specific information quickly and efficiently;
- ✓ read and evaluate a range of instructional texts;
- ✓ identify the features of recounted texts such as sports reports, diaries, police reports, including an introduction to orientate reader, a chronological sequence or fact and opinion;
- ✓ identify the key features of explanatory texts: purpose, structure and presentation;
- ✓ recognise how written instructions are organised; advertisements.

➤ **Writing**

Pupils must be able to:

- ✓ change narrative perspective by writing a story with two different narrators;
- ✓ write an extended story, worked on over time on a theme identified in reading;
- ✓ write a brief synopsis of a text, e.g. for back cover blurb;
- ✓ summarise a passage in a given number of words;
- ✓ write a short section of a story as a script, e.g. using stage directions, location/setting;
- ✓ write play scripts based on own reading or oral work;
- ✓ write an advertisement;
- ✓ write instructional texts and test them out, e.g. rules for games, using conventions learned from reading;
- ✓ divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next, e.g. through the choice of appropriate connectives.

➤ **Sentence level work**

Pupils must be able to:

- ✓ use correct word order in sentences;
- ✓ investigate the construction of some complex sentences (cause, effect, explanation);
- ✓ secure the use of the terms active and passive: identify examples and experiment in transformation from active to passive and vice versa;
- ✓ revise the language conventions and grammatical features of the different types of text;
- ✓ investigate connecting words and phrases by collecting and beginning to use examples from reading;
- ✓ investigate conditionals through texts (first conditional & second conditional);
- ✓ use correctly punctuation marks;
- ✓ be aware of the differences between direct and reported speech (present and past);
- ✓ secure the use of exclamations;
- ✓ Investigate the use of relative pronouns and relative clauses.

➤ **Word level work**

Pupils must be able to:

- ✓ continue to use spelling strategies from 1^o ESO;
- ✓ develop word building and word families;
- ✓ use antonym prefixes: ir-, un-, im-, il-
- ✓ use prefixes: anti-, auto-, bi-, co-, ex-, mis-, non-, be-, trans-;
- ✓ by using suffixes, change verbs to nouns, e.g. -ion, -ism or nouns to verbs: -ise, -ify, -en;

- ✓ securely use word endings such as –ing, -ful, -less, -ess, -al, -able;
- ✓ revise irregular plurals;
- ✓ investigate and securely use some common idiomatic expressions;
- ✓ be aware of the use of adverbs and adverbial phrases.

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 could be a diagnostic test to evaluate the starting level of the pupil in the English language.
7. The final marks will be the following:

▪ 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%