

ENGLISH LANGUAGE – BASIC CONTENTS

THIRD YEAR OF ESO

➤ **Listening**

Pupils must be able to:

- ✓ Listen to somebody reading from a book.
- ✓ Identify the gist and key points when listening to readings, radio, TV, etc., and recall them in order to use this information to explore, reflect and argue about the topics.
- ✓ Ask and answer relevant questions to demonstrate and clarify understanding and extend ideas.
- ✓ Begin to identify explicit and implicit meanings paying attention to tone of voice and body language.
- ✓ Identify the main methods used by presenters to explain, persuade, amuse, or argue a case. e.g., emotive vocabulary, humour, transition words.
- ✓ Listen and respond appropriately to others (peer group, visiting speakers, etc.), taking into account what they say.
- ✓ Recognise the features of a variety day-to-day situation (offerings, requests, suggestions, advice, instructions, directions and explanations) such as vocabulary, tone, grammar structures.
- ✓ Listen to and recognise different types of questions (open, closed, leading, rhetorical, etc.).

➤ **Speaking**

Pupils must be able to:

- ✓ Read aloud from a variety of texts.
- ✓ Recount or summarize and identify the differences between the oral and the written version of a story, anecdote or experience.
- ✓ Prepare and give short oral presentations with certain fixed features:
 - Search and organisation information
 - Audience awareness
 - Consideration to language features
 - Delivery (body language, eye contact, intonation, speed)
 - Structure (introduction, body, conclusion and evaluation of experience)
 - Topic and subtopics
 - Evaluation of own and others' presentations
- ✓ Use question forms correctly, both in structure and purpose.
- ✓ Reply to questions justifying answers and using logical connectors in a correct way.
- ✓ Use day-to-day language for a variety of day-to-day situations (offerings, requests, suggestions, advice, instructions, directions and explanations).
- ✓ Draw on vocabulary from other subject areas and sources.
- ✓ Consolidate the use of persuasive language.
- ✓ Use discourse markers.

Group dialogue and interaction targets: Pupils must be able to talk effectively as members of a group, by:

- ✓ Assuming different responsibilities in discussion, such as acting as group leader, secretary and observer.
- ✓ Contributing in a relevant way to promote, oppose, explore and question within a discussion.
- ✓ Using language to perform a variety of functions to expand thinking, such as:
 - Speculating
 - Making deductions
 - Justifying opinions and actions

- Evaluating ideas
- Reporting
- Explaining and clarifying
- Researching
- Planning
- ✓ Coping with disagreement.

➤ Reading and Writing

➤ Text level work

Pupils must be able to:

- ✓ Consolidate reading skills: skimming, scanning, inferring...
- ✓ Make clearly-organised notes: using key words, bullet points, abbreviations, etc.
- ✓ Plan and organise the contents of their writing (whether fiction or non-fiction) bearing in mind purpose, audience, paragraphing, etc., and using a range of methods to organise and explore ideas (flow charts, lists, Venn diagrams, mind-maps, spider diagrams).
- ✓ Draft and proof-read their writing according to the purpose and audience, by using checklists and other devices.
- ✓ Be responsible for the legibility of handwriting and layout and improve presentation.
- ✓ Retrieve information from different sources in an effective way: using indexes, glossaries, hot links, diagrams, and websites.
- ✓ Consolidate the skills required to divide the texts into paragraphs:
 - Starting new paragraphs: change of time, viewpoint and topic
 - Identify the main idea in a paragraph and how the rest of sentences support or illustrate it
 - Recognise and use cohesion techniques in the organisation of paragraphs (introduction, body and conclusion)
- ✓ Reinforce the use of IT to improve written work-plan, revise, edit, acknowledge sources, etc.
- ✓ Notice the different ways in which information can be given: web pages, printed texts, flow charts, presentations, graphs, moving images, etc.
- ✓ Identify the key points of a given text and be able to summarize it.
- ✓ Recognize different points of view in a text: author or narrator, sources, characters in a novel or play, agents.
- ✓ Consolidate the ability to recognize elements of fact and opinion.
- ✓ Analyse texts using appropriate terminology: plot, theme, character, structure, conclusion, purpose...
- ✓ Work out the meaning of new words using context, etymology, morphology, compound patterns and sounding.

Fiction

- ✓ Develop a critical reflection and personal response to a selection of literary texts by means of keeping journals, discussing ideas with others, relating them to their own lives.
- ✓ Reflect about themes and language styles in the different genres.
- ✓ Investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs.
- ✓ Identify different narrators, points of view and tone in a fiction text (novels, short stories, poems, plays).
- ✓ Understand some arcaic language.
- ✓ Identify and use description, dialogue and action to portray characters, directly and indirectly.
- ✓ Consolidate aspects of narrative structure and how they are used and developed by the writer: chapters, passing of time, effectiveness.
- ✓ Write effective openings and endings to stories based on previous reading, focusing on the quality and effectiveness of writing.

- ✓ Explore and experiment different devices to make poems effective: rhythm, rhyme, line length, alliteration, imagery, etc.
- ✓ Read short scripts or extracts from longer plays and compare their structure with other genres.
- ✓ Write a short script based on the class reader, a poem, a persuasive text, or based on their own experience.
- ✓ Write a fantasy story, a drama script, a travel blog, a travel brochure, a character description, a poem, etc.

Non-fiction

- ✓ Information, Explanation, Instruction
 - Consolidate understanding of biography and autobiography and draw on this in their own writing.
 - Use inference and deduction to be aware of implicit and explicit points of view and the differences between both.
 - Read and start to use a range of non-fiction texts (Science, Geography and History) identifying the characteristic features of impersonal style and start to use them in their writing: (Complex sentences, the passive voice, technical vocabulary, hypothetical language (conditionals), use of connectives (sequential, causal, logical), distinguish between fact and opinion, bias and objectivity)
 - Secure knowledge of instructional texts in terms of their purpose, organization and layout, clarity and usefulness.
 - Use of understanding of recounted texts to write chronological and non-chronological reports (sports reports, diaries, police reports).
- ✓ Persuasion
 - Collect and analyse examples of persuasive devices from reading and start to use them in their own writing.
 - Create a holiday advertisement to persuade.
- ✓ Discursive writing
 - Use visual aids to plan opposing arguments before developing them (mind maps, Venn diagrams, fish-bone diagram, grids...)
 - Clarify viewpoints before writing.
 - Use persuasive devices to write arguments.

➤ **Sentence level work**

Pupils must be able to:

- ✓ Use different word classes correctly.
- ✓ Use correct **word order** in sentences.
- ✓ Expand their knowledge and use of **compound and complex sentences** by:
 - Identifying them in texts
 - Learning their functions
 - Being able to use them in a variety of positions within the sentence
- ✓ Make sure the **subject and the verb agree**.
- ✓ Consolidate the use of **active and passive verbs**.
- ✓ Consolidate the language conventions and **grammatical features** of the different types of texts.
- ✓ Investigate **connecting words**, conjunctions and phrases by classifying and using examples from reading and thesauruses and identifying connectives which have multiple purposes (since, for, as, but...).
- ✓ Work on contracting sentences for note making, editing or summarising.
- ✓ Consolidate **conditionals** through texts.
- ✓ Use **punctuation marks** correctly to clarify meaning.
- ✓ Revise and extend the work on **different verb tenses**:
 - Present versus present continuous to narrate, recount, describe or inform.
 - Different tenses to express future plans, intentions, arrangements and predictions.

- Present perfect and past to speak about experiences, and in descriptive, informative and explanatory writing.
- ✓ Revise and extend the work on **modal verbs** for discursive writing, to speculate, to instruct, to infer and deduce.
- ✓ Extend the work on reported speech and direct speech.

➤ **Word level work**

Pupils must be able to:

- ✓ Continue to use **spelling strategies** from 2^o ESO and check new vocabulary and individual errors.
- ✓ Consolidate the knowledge and spelling of **prefixes and suffixes** stressing similar sounding endings such as –cian, -sion, -tion.
- ✓ Revise the spelling of common homophones.
- ✓ Continue working on prepositions.
- ✓ Secure the use of the **apostrophe and possessive apostrophe**.
- ✓ Continue working on derivations and origins of proper names.
- ✓ Use **adverbs** in context (never, ever, just, too, enough, adverbs of frequency).
- ✓ Know how to make adjectives and how to put them in order in sentences.
- ✓ Understand the use of **figurative language** in texts: simile, metaphor, onomatopoeia, hyperbole, oxymoron, etc.
- ✓ Make effective **use of a variety of dictionary resources** (monolingual, bilingual, thesaurus both on paper and on-line) and **other ICT based resources**.

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 mark of each term will be assessed according to the following percentages:
 - Tests: 70%
 - Products: 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: 20%
 - 2nd term: 35%
 - 3rd term: 45%