MEFP-BRITISH COUNCIL PROGRAMME

ENGLISH LANGUAGE – BASIC CONTENTS

FOURTH YEAR OF ESO

➢ **LISTENING**

Pupils must be able to:
- ✓ Identify 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.
- ✓ Answer relevant questions to demonstrate and clarify understanding: open, closed, leading and rhetorical.
- ✓ Recognise changes in direction of the conversation or argument.
- ✓ Identify explicit and implicit meanings paying attention to tone of voice, intonation and body language.
- ✓ Recognise the main intonation patterns for questions, conversation fillers, requests, and other purposes as well as word and sentence stress.
- ✓ Listen to differences in the main regional and international varieties of English.
- ✓ Respond to the main methods used by presenters to explain, persuade, amuse, or argue a case. E.g., emotive vocabulary, humour, transition words. And start to recognise bias (ambiguity and omission of information).
- ✓ Be active listeners in different situations (peer group, visiting speakers, etc.), taking into account what they say by nodding, looking at the speaker, showing respect and support.
- ✓ Recognise the features of vocabulary, tone and grammar structures to be able to respond to a variety of day-to-day situations.

➢ **SPEAKING**

Pupils must be able to:
- ✓ Recount or summarize and identify the differences between the oral and the written version of a story, anecdote or experience.
- ✓ Prepare and give oral presentations with certain fixed features in an effective way. Use of IT to present their material.
- ✓ Show enough confidence to recover from their mistakes.
- ✓ Respond to changes in direction of the conversation or argument.
- ✓ Use question forms correctly, both in structure and purpose and reply using logical connectors.
- ✓ Plan linked questions to use in interviews.
- ✓ Use day-to-day language for a variety of formal and informal situations (offerings, requests, suggestions, advice, instructions, directions and explanations).
- ✓ Use the main intonation patterns for questions, conversation fillers, requests and other purposes.
- ✓ Improve their pronunciation and stress patterns paying special attention to: consonant clusters, final consonants, long vowels, silent letters, etc.
- ✓ Draw on taught vocabulary from English and other subject areas and sources.
- ✓ Revise the use of persuasive language.
- ✓ Show control of their speech by using a growing variety of structures and extending vocabulary to enrich the meaning avoiding empty words.

Group dialogue and interaction targets

Pupils must be able to talk effectively as members of a group, by:
- ✓ Working in-group situations assuming different responsibilities in discussion, such as acting as group leader, secretary and observer to plan, evaluate and solve problems.
- ✓ Making significant individual contributions to promote, oppose, explore and question within a discussion and develop their argumentative skills.
- ✓ Consolidating the use of language to perform a variety of functions to solve problems and expand thinking, such as:
  - o Speculating
  - o Making deductions
  - o Arguing and persuading
  - o Contrasting and comparing
  - o Justifying opinions and actions
  - o Evaluating ideas
  - o Reporting
  - o Explaining and clarifying
  - o Researching
  - o Planning
- ✓ Reaching agreements by reflecting on evidence from different viewpoints and coping with disagreement.
- ✓ Adopting communication strategies to negotiate meaning in conversational situations: shifting the turn taking, coping with misunderstandings, asking for explanations and repetitions, etc.

➢ **READING AND WRITING**

1) Text level work

Pupils must be able to:
- ✓ Consolidate reading skills: skimming, scanning, inferring…
- ✓ Consolidate note-taking skills in terms of speed and accuracy and organisation: using key words, bullet points, abbreviations, etc.
- ✓ Increase the speed and accuracy in planning and structuring 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.
- ✓ Analyse and write texts using appropriate paragraph breaks.
- ✓ Use IT to produce written work-plan, revise, edit, acknowledge sources, etc. in a more systematic and critical way.
- ✓ Evaluate the different ways in which information can be given: web pages, printed texts, flow charts, presentations, graphs, moving images, etc.
- ✓ Consolidate the use of significant reading approaches to make sense of texts: making connections, questioning and predicting, visualizing, inferring, synthesizing, summarizing, relating to personal experience, evaluating.

- ✓ Identify the key points of a given text and be able to summarize it either orally or in writing, using skills such as:
  - o Paraphrasing
  - o Selecting key information
  - o Using the correct register and restructuring the information
  - o Writing objectively
  - o Writing concisely
- ✓ 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.
- ✓ Consider and start using different strategies to adapt writing to audience and transform one genre into another.
- ✓ 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.
- ✓ Produce a variety of fiction and non-fiction texts: academic essays, advertisements, descriptions, stories, poems, sketches…

1.1) 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:
  - ✓ Identifying these features by reference to the text
  - ✓ Considering and evaluating these features in relation to their own experience
  - ✓ Producing written responses: a letter to a character or to the author, a persuasive essay, etc.
- ✓ Read significant texts or extracts from different periods and reflect on their appeal over time.
- ✓ Analyse different points of view and tone in a fiction text (novels, short stories, poems, plays):
  - ✓ Identifying the narrator
  - ✓ Explaining how they influence the reader
  - ✓ Explaining how events are understood depending on different points of view
  - ✓ Recognising different tones: ironic, cynical, joyful…
  - ✓ Analysing events from different characters' perspectives
- ✓ Analyse 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/paragraphs linking, 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.

1.2) Non-fiction
✓ <u>Information, Explanation, Instruction</u>

- o Reinforce understanding of biography and autobiography and use it in their own writing.
- o Use inference and deduction to understand implicit and explicit points of view and apply them in oral and/or written communication.
- o Apply knowledge of non-fiction texts (science, geography and history) identifying the characteristic features of impersonal style, such as:
  - Complex sentences
  - Use of passive voice
  - Technical vocabulary
  - Hypothetical language (conditionals)
  - Use of connectives: sequential, causal, logical
  - Distinguish between fact and opinion, bias and objectivity
  - Paragraphing for purpose
- o Secure knowledge of instructional texts in terms of their purpose, organization and layout, clarity and usefulness.
- o Write chronological and non-chronological reports (sports reports, diaries, police reports):
  - Selecting and presenting information
  - Considering balance and ethics
  - Distinguishing between fact and opinion
  - Structuring introductory and closing paragraph to orientate the reader
  - Using chronological sequencers, sentence markers and logical connectors
  - Providing examples

✓ <u>Persuasion</u>
- o Revise and use examples of persuasive devices from reading and start to use them in their own writing.
- o Use persuasive techniques to start counter-arguing.

✓ <u>Discursive writing</u>
- o Use visual aids and writing frames to clarify viewpoints before writing and plan opposing arguments before developing them (mind maps, Venn diagrams, fish-bone diagram, grids…)
- o Use persuasive devices to write the arguments

2) 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 complex sentences by:
- o Identifying them in texts
- o Learning their functions
- o Being able to use them.
✓ Make sure the subject and the verb agree.

- ✓ Check use of singular and plural.
- ✓ Investigate the use of active and passive verbs analysing examples and transforming sentences in present, past and future.
- ✓ Consolidate the language conventions and grammatical features of the different types of texts:
    - ✓ Narrative using past simple, past continuous and past perfect
    - ✓ Recounts using past tense, clear chronology, connectives and sequences
    - ✓ Instructional texts clearly sequenced using the imperative
    - ✓ Reports
    - ✓ Explanatory texts (how and why) using present tense and impersonal voice
    - ✓ Persuasive texts emphasizing logical links
    - ✓ Discursive texts
- ✓ Recognise proverbs, dialect (slang), headlines…
- ✓ Use connecting words and phrases with simple or multiple purposes (since, for, as, but…).
- ✓ Work on contracting sentences for note making, editing or summarising.
- ✓ Use all types of conditional structures.
- ✓ Use punctuation marks correctly to clarify meaning.
- ✓ Consolidate and extend the work on different verbal tenses: present, past and future.
- ✓ Revise and extend the work on modal verbs for discursive writing, to speculate, to instruct, to infer and deduce and to refer to the past.

3) Word level work

Pupils must be able to:
- ✓ Use spelling strategies from previous years and check new vocabulary and individual errors.
- ✓ Consolidate the knowledge and spelling of prefixes and suffixes stressing similar sounding endings and homophones.
- ✓ Reinforce the use of the apostrophe and possessive apostrophe.
- ✓ Continue researching origins of words and make significant links with other languages.
- ✓ Consolidate the use of figurative language in texts: simile, metaphor, onomatopoeia, hyperbole, etc.
- ✓ Collect useful word banks.
- ✓ Make effective use of a variety of dictionary resources (monolingual, bilingual, thesaurus both on paper and on-line) and other ICT based resources.
- ✓ Recognise implied meaning and connotations in the writer's choice of words.

EVALUATION CRITERIA

1. Pupils must control 50% (minimum) of the vocabulary used during the academic year.

2. They must be able to use effectively 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 and contents will be included in the following evaluation.

6. At the beginning of the academic year, there can be a diagnostic test to evaluate the starting level of the pupil in the English language.

7. The final marks will be the following:
    - Tests: 70%
    - Products: 20%
    - Work and attitude in the classroom: 10%

8. So to consider a pupil qualified enough to pass the school year, he/she must attain not only all the basic contents mentioned before but also show a positive and respectful 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%