

English as a Second Language

Course Description	<p>During the course of Key Stage 3 the students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in English. Students will develop knowledge of the culture of English-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.</p> <p>The purpose of the ESL programme is to develop the skills of listening, speaking, reading and writing. This is done through purposeful activities which build up language gradually. The emphasis is on real language which will become the useable skill of the learner.</p>
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Course Aims	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none">• read easily, fluently and with good understanding• develop the habit of reading widely and often, for both pleasure and information• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language• appreciate our rich and varied literary heritage• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
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<p>Course Content</p> <p>(Major Concepts and Areas Covered)</p>	<p>Year 7:</p> <p>PET (Preliminary English Test) is an exam set by the University of Cambridge ESOL Examinations. By passing the exam, students will get a qualification which shows that they have an intermediate level of English and that they can:</p> <ul style="list-style-type: none">• use English in a range of everyday situations with native or non-native speakers• understand written texts from everyday life such as street signs and public notices, informal written notes and simple magazine and newspaper articles• understand spoken English in a range of situations such as public announcements, information on the radio, and talks and interviews• pick out factual detail and identify opinion and attitudes from longer reading and listening texts• follow instructions and ask and answer questions appropriately• express opinions and offer advice• take part in a discussion and exchange factual information on familiar topics. <p>Reading</p> <ul style="list-style-type: none">• understand simple texts, e.g. public notices and signs (including timetables and advertisements)• identify and retrieve some facts from simple texts, e.g. to complete a form• select and organise some relevant information from a range of texts including letters, brochures, forms and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds• recognise some ideas, opinions and attitudes in a range of texts• begin to understand what is implied but not actually written, e.g. gist, purpose and intention <p>Writing</p> <ul style="list-style-type: none">• carry out simple writing tasks in response to a written stimulus, such as completing a form, writing a postcard, a short letter, a basic summary or an extended piece of writing (100–150 words) in an appropriate and accurate form of English• describe, report and give personal information• identify, organise and present material in a particular format for a particular audience or purpose, e.g. an article for a school newspaper <p>Listening</p> <ul style="list-style-type: none">• understand simple information presented in a variety of forms, e.g. an answer phone message, news, weather, travel, interviews, dialogues and
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telephone conversations

- identify and retrieve some facts from material, e.g. a formal talk
- recognise some ideas, opinions and attitudes
- begin to understand what is implied but not actually spoken, e.g. gist, purpose and intention

Speaking

- carry out a range of speaking activities, e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs
- conduct a sustained conversation with some confidence

Grammar and vocabulary

- consolidate and build on their knowledge of grammar and vocabulary through:
 - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
 - studying the effectiveness and impact of the grammatical features of the texts they read
 - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
 - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
 - using Standard English confidently in their own writing and speech
 - discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology

Year 8-9:

International English Language Testing System (IELTS)

This course will equip students with foundational knowledge, methods and materials enabling them to achieve their goal of a high IELTS band score. They will be introduced to the concept and format of IELTS.

Listening

- main ideas
- voice changes
- specifics
- finding the hidden meaning
- memory enhancement

	<p>Reading</p> <ul style="list-style-type: none"> • skimming • scanning • paragraph focus • contextual clues • facts/opinions • prediction • matching headings • multiple choice • matching questions to sentences • true/false/not given type of questions <p>Writing</p> <ul style="list-style-type: none"> • describing given diagrams/flow charts/tables/graphs/pie charts • summarizing • academic vocabulary • usage of tenses • writing introductions/paragraphs/conclusions • writing academic essays • writing arguments/opinions • comparing/contrasting ideas • writing to a given time frame and word limit <p>Speaking</p> <ul style="list-style-type: none"> • rate of speech • fluency • usage tenses • synonyms • word/sentence stress • pronunciation • coherence • clarity • individual long turn/two-way discussion
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Suggested Texts and Materials	<p>Elliott S., Thomas A. (2015). <i>Compact Preliminary for Schools Student's Book without Answers with CD-ROM with Testbank</i>. Cambridge, UK: Cambridge English</p> <p>Brook-Hart G., Jakeman V. (2012). <i>Complete IELTS Bands 4-5 Student's Book without Answers with CD-ROM</i>. Cambridge, UK: Cambridge English</p>
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	Brook-Hart G., Jakeman V. (2012). <i>Complete IELTS Bands 5-6.5 Student's Book without Answers with CD-ROM</i> . Cambridge, UK: Cambridge English
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Delivery and Methodology	<p>Length of course: 3 year Number of hours taught per week: 5</p> <p>How to teach this subject? What is the teacher supposed to do? (present/instruct/observe) What are the students supposed to do? (learn/practice/produce) Types of classroom activities (theoretical/practical) External activities (projects? assignments? homework? field trips?)</p>
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Assessment Objectives (Specifications and Standards)	<p>AO1: Reading</p> <ul style="list-style-type: none"> • identify and retrieve facts and details • understand and select relevant information • recognise and understand ideas, opinions and attitudes and the connections between related ideas • understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place <p>AO2: Writing</p> <ul style="list-style-type: none"> • communicate clearly, accurately and appropriately • convey information and express opinions effectively • employ and control a variety of grammatical structures • demonstrate knowledge and understanding of a range of appropriate vocabulary • observe conventions of paragraphing, punctuation and spelling • employ appropriate register/style <p>AO3: Listening</p> <ul style="list-style-type: none"> • identify and retrieve facts and details • understand and select relevant information • recognise and understand ideas, opinions and attitudes and the connections between related ideas • understand what is implied but not actually stated, e.g. gist, relationships between speakers, speaker's purpose/intention, speaker's feelings, situation or place
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	<p>AO4: Speaking</p> <ul style="list-style-type: none"> • communicate clearly, accurately and appropriately • convey information and express opinions effectively • employ and control a variety of grammatical structures • demonstrate knowledge of a range of appropriate vocabulary • engage in and influence the direction of conversation • employ suitable pronunciation and stress patterns
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<p>Scheme of Assessment</p> <p>(Evaluation of Student Performance)</p>	<p>Approximate weighting of assessment objectives for qualification:</p> <p>AO1: 35 % AO2: 35 % AO3: 15 % AO4: 15 %</p> <p>Formative (progressive) assessment will be carried out using past PET/IELTS test papers.</p> <p>Summative assessment will be via new Mock PET/IELTS exams.</p> <p>Weighting of formative and summative assessments (Y7-9):</p> <p>Before midterm: 20% After midterm: 20% Midterm Examination: 30% Final Examination: 30%</p>
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<p>Grading Policy</p> <p>and Additional Expectations (if any)</p>	<p>IELTS band score criteria:</p> <p>9 – Expert User: Fluent with complete understanding 8 – Very Good User: Full operational command, occasional inaccuracies 7 – Good User: Operational command, occasional inaccuracies 6 – Competent User: Effective command, inaccuracies 5 – Modest User: Partial command, many mistakes 4 – Limited User: Limited command, frequent problems 3 – Extremely Limited User: Only general understanding 2 – Intermittent User: Only basic understanding with difficulty 1 – Non User: No language ability 0 – Did Not Take Test: N/A</p>
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All assessment is criterion referenced and aligned to learning objectives as outlined in teacher's semester projections. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group.

Formative assessments may be given a mark, a grade or a comment. It values teacher judgement and informs the learner about strengths and weaknesses as well as next steps. All summative assessments are graded on a scale as published in the whole school assessment policy. The grades and grade boundaries for ESL are:

90-100%: A*

80-89%: A

75-79%: B+

70-74%: B

65-69%: C+

60-64%: C

55-59%: D+

50-54%: D

0-49%: F