

BRITISH COUNCIL PROJECT

ENGLISH LANGUAGE - BASIC CONTENTS SECONDARY STUDIES FIRST YEAR OF THE ESO

1. Reading.

Pupils must be able to:

Read stories from other cultures and discuss similarities and differences in time, place, customs, relationships, etc.

- identify typical story themes,
- prepare, read and perform play scripts and compare organisation of scripts with stories.
- 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 then 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 use of paragraphs and ways of starting and ending the letter.

- identify the key features of explanatory texts: purpose, structure and

presentation.

- recognise how written instructions are organised.
- identify the features of instructional texts.

2. Writing.

Pupils must be able to:

- write an alternative ending for a known story.
- write new scenes and characters into a story.
- write play scripts based on own reading or oral work.
- write clear instructions using conventions learned from reading.
- write instructional texts, e.g. rules for games.
- write newspaper style reports, e.g. about school events.
- write an advertisement.
- write an individual, group or class letter for real purposes, e.g. put a point of

view,

protest, etc.

3. 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 use of verbs ' to be ' and ' have got '.
- consolidate use of modal verbs.
- identify adverbs of frequency, time, manner, place.
- consolidate work on apostrophes.
- consolidate previous work on sentence type, e.g. changing:
 - statement to question.
 - question to order.

- positive statement into a negative.
- investigate connecting words or phrases by position (besides, nearby), sequence (firstly, secondly), logic (therefore, so).
- wh- questions.

4. Word level work

Pupils must be able to:

- use prefixes: anti-, auto-, bi-, co-, ex-, mis-, non-,
- use and spell common suffixes e.g. -ly, -ful, -less, to generate new words from root words, e.g. hope/hopeful/hopeless.
- transform words, e.g. changing tenses: -ed, -ing; negation: un-, im-, il-; making comparatives; -er, -est; changing verbs to nouns, e.g. -ion, -ism: nouns to verbs: -ise, ify, -en.

5. Listening

Pupils must be able to:

- sustain attention.
- listen to and understand, individually and in groups, the teacher giving detailed explanations, presentation and storytelling.
- 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.

6. 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.
- organise what they say.
- use vocabulary and syntax to express more complex ideas.
- describe experiences and feelings.
- giving oral presentations to the class, giving an introduction and a conclusion.
- give reasons for opinions and actions.
- start using language to agree and disagree.

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; Reading, Writing, Grammatical level work, Word level work, Listening and Speaking.

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, general attitude of the pupil: interest in the class, participation. attendance, punctuality, etc.

The teacher will give the pupils as many tests as he/she considers necessary for each evaluation.

Exams will not be resat for each evaluation, as the objectives will be included in the following evaluation. 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.

The final marks will be the following:

- Written tests - 50%
- Oral & Listening tests - 30%
- Work and attitude in the classroom - 20%

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.