

Curriculum

Subject: English language

Year: 3

Lesson allocation: 4/132

Language: English

Subject profile:

English language is a subject that aims to increase the language competence of Year 3 students throughout the year. On the one hand, this is done both lexically and morphologically through acquiring new grammatical structures and vocabulary, as well as through studying the classics of British and American literature and through conversation. On the other hand, a lot of emphasis is put on further developing and perfecting the students' already existing listening, reading, speaking and writing skills. Furthermore, our main objective is to ensure our students strive to achieve level C1/C2 in the Common European Framework for foreign languages at the end of the year.

Aims of the subject:

- to further develop already acquired language competence through detailed analysis and practice of tenses
- to effectively use advanced grammar structures
- to acquire the language necessary for obtaining level C1 through vocabulary and language practice, as well as through the use of authentic materials like audio and video recordings
- to practice text translation as preparation for obtaining the Basic Certificate in English in Y4
- to maintain and further develop communication abilities through class discussions on a variety of subjects
- to allow student input in tackling individual requests concerning their current and/or future studies
- to learn to identify the different types of narrative modes (1st person narrative, 3rd person narrative, omniscient narrative)
- to classify a literary work based on analysing several key aspects such as era, style, mood, point of view, etc.
- to encourage critical and analytical thinking
- to make students' interest in the written word grow
- to increase students' interest in writing

Educational strategies

listening comprehension, reading comprehension, discussion, analysis, group work, pair work, individual work, presentation, observation, etc.

Resources

CAE Result, grammar and vocabulary worksheets, audio materials, authentic materials, the Internet, CAE Practice Tests, short stories, novels, etc.

Contents

Thematic unit – number of lessons: Conversation -33					
Aims: to identify the most common problems in families; to compare and contrast the types of housing; to suggest ways of gaining appropriate employment; to discuss the advantages and disadvantages of leisure activities and hobbies; to explain the importance of sports, literature and arts in one’s life; to list common health threats and ways to avoid them; to acquire basic skills in order to help the environment; to discuss the types of human relationships and talk about their importance in the development of an individual; to analyse the moral issues connected with medical ethics; to list and explain basic human rights; to list the types of crimes and suggest appropriate punishments to correct them; to discuss problems wildlife faces nowadays and suggest ways of improving the situation; to compare the advantages and disadvantages of English as a world language					
Topic:	No of lessons	Educational output A student is to/able to:	Criteria for assessment	Methods and means of assessment	Cross curriculum relations and topics
Family life	33	- to identify the most common problems in families	- students identified the most common problems in families	- discussion	- moral codex
Housing problems		- to compare and contrast the types of housing and elicit the problems people face	- students compared and contrasted the types of housing and elicited the problems people face	- observation	- human rights
Employment, unemployment		- to discuss the advantages and disadvantages of leisure activities and hobbies	- students discussed the advantages and disadvantages of leisure activities and hobbies	- comprehension questions	- protection of the environment
Leisure time, hobbies		- to explain the importance of sports, literature and arts in one’s life	- students explained the importance of sports, literature and arts in one’s life	- interview	- prevention of xenophobia, racism, anti-Semitism
Sports		- to explain the importance of sports, literature and arts	- students explained the importance of sports, literature and arts	- written assignment	- protection of one’s life
Literature and arts		- to list common health threats and ways to avoid them	- students listed common health threats and ways to avoid them		- the use of renewable resources of energy, separation of waste
Health care		- to acquire basic skills in order to help the environment	- students acquired basic skills in order to help the environment		- financial literacy
The environment		- to discuss the types of human relationships and talk about their importance in the development of an individual	- students discussed the types of human relationships and talked about their importance in the development of an individual		- multiculturalism and media education
Human relationships		- to analyse the moral issues connected with medical ethics	- students analysed the moral issues connected with medical ethics		
Medical ethics		- to list and explain basic human rights	- students listed the types of crimes and suggested appropriate punishments to correct them		
Human rights		- to list the types of crimes and suggest appropriate punishments to correct them	- students discussed problems wildlife faces nowadays and suggest ways of improving the situation		
Crime and punishment		- to discuss problems wildlife faces nowadays and suggest ways of improving the situation	- students compared the advantages and disadvantages of English as a world language		
Wildlife		- to compare the advantages and disadvantages of English as a world language			
International use of English					

Thematic unit – number of lessons: English in Use and skills - 66

Aims: to practice listening, reading and writing skills; to master the techniques necessary when completing various test tasks; to write effectively with regards to different writing styles to revise tenses, gerunds and infinitives, future forms, character adjectives, easily confused words, phrasal verbs, expressions with luck and age to practise past tenses and use expressions with animals; to revise the use of indirect speech; to practise word formation to use modals with present and past tenses; to practise expressions with right and left to practise participle clauses and phrasal verbs with off and in; to change the form of various words based on context; to use passives accurately to acquire and adequately use a number of phrasal verbs with out and over to use comparatives and superlatives correctly; to understand how emphasis is used in English; to practise expressions with earth, world and ground

Topic:	No of lessons	Educational output A student is to/able to:	Criteria for assessment	Methods and means of assessment	Cross curriculum relations and topics
Tenses	66	<ul style="list-style-type: none"> - to revise tenses, gerunds and infinitives, future forms, character adjectives, easily confused words, phrasal verbs, expressions with luck and age - to practise past tenses and use expressions with animals; to revise the use of indirect speech; to practise word formation - to use modals with present and past tenses; to practise expressions with right and left - to practise participle clauses and phrasal verbs with off and in - to change the form of various words based on context - to use passives accurately - to acquire and adequately use a number of phrasal verbs with out and over - to use comparatives and superlatives correctly; to understand how emphasis is used in English; to practise expressions with earth, world and ground 	<ul style="list-style-type: none"> - students revised tenses, gerunds and infinitives, future forms, character adjectives, easily confused words, phrasal verbs, expressions with luck and age - students practised past tenses and used expressions with animals; they revised the use of indirect speech and practised word formation - students used modals with present and past tenses and practised expressions with right and left - students practised participle clauses and phrasal verbs with off and in - students changed the form of various words based on context - students used passives accurately - students acquired and adequately used a number of phrasal verbs with out and over - students used comparatives and superlatives correctly; they understood how emphasis is used in English and they practised expressions with earth, world and ground 	<ul style="list-style-type: none"> - discussion - observation - comprehension questions - practice test - practice exercises - project work - written assignment 	
Gerunds and infinitives					
Future forms					
Character adjectives					
Easily confused words					
Phrasal verbs					
Expressions with luck and age					
Past tenses					
Expressions with animals					
Indirect speech					
Word formation					
Modals					
Expressions with right and left					
Participle clauses					
Phrasal verbs with off and in					
Word formation					
Passives					
Phrasal verbs with out and over					
Comparatives and superlatives					
Expressions with earth, world and ground					

Thematic unit – number of lessons: Literature - 33

Aims:

- to analyse the setting, atmosphere, plot, climax, mood, point of view, etc. in the stories and novels
- to identify the main characters
- to explain the relationships between the characters
- to analyse key elements of the story/novel
- to compare and contrast the main characters and point out their motives
- to analyse the relationships between the characters
- to explain the reasoning behind the main character's actions

Topic:	No of lessons	Educational output A student is to/able to:	Criteria for assessment	Methods and means of assessment	Cross curriculum relations and topics
Short story	33	<ul style="list-style-type: none"> - to analyse the setting, atmosphere, plot, climax, mood, point of view, etc. in the stories and novels - to identify the main characters - to explain the relationships between the characters - to analyse key elements of the story/novel - to compare and contrast the main characters and point out their motives - to analyse the relationships between the characters - to explain the reasoning behind the main character's actions 	<ul style="list-style-type: none"> - students analysed the setting, atmosphere, plot, climax, mood, point of view, etc. in the stories and novels - students identified the main characters - students explained the relationships between the characters - students analysed key elements of the story/novel - students compare and contrasted the main characters and point out their motives - students analysed the relationships between the characters - students explained the reasoning behind the main character's actions 	<ul style="list-style-type: none"> - discussion - analysis - literary essay - comparison and contrast 	<ul style="list-style-type: none"> - moral codex - human rights - protection of the environment - prevention of xenophobia, racism, anti-Semitism - protection of one's life - the use of renewable resources of energy, separation of waste - financial literacy - multiculturalism and media education
Novel					

Criteria for evaluation and assessment:

ASSESSMENT IN Y3

Semester 1		Semester 2	
Tests:	50%	Tests:	40%
Speaking:	25%	Speaking:	20%
Writing:	25%	Writing:	20%
		Final Test	20%

THE MARK FOR TESTS includes marks for grammar, vocabulary, listening and reading tests. There will be a minimum of 2 tests in Term 1. Should a student miss more than one test they will be required to take a Term test. The date will be specified by the teacher in charge and no other dates will be available. This test will not be of the same difficulty as the original test. It will be more demanding and the contents of the whole term will be tested.

In the 2nd semester the mark for the Final test will be included in the final assessment which will be worth 20% of the final mark.

THE MARK FOR SPEAKING includes marks for formal pair/group presentations, individual interviews and group discussions. There should be a minimum of 1 mark per term.

THE MARK FOR WRITING: includes marks for essays based on the analysis of the literary works done in the lessons. These include short stories and a novel. Alternatively, the mark for writing may also be based on the analysis of the topics covered in conversation lessons. There should be a minimum of 1 mark per term.

FINAL TEST POLICY:

The Final Test will be taken on the day specified by the English Department. The exact day will be announced to students beforehand. The Final Test will consist of a language in use test, listening comprehension and reading comprehension test. Should a student miss the Final Test, they will be required to take it on a day advised by the headmaster, in the form of a board examination taken in August of the corresponding year. This policy is subject to change by the teacher in charge of Y4.

SPECIAL CONDITIONS: No cell phones are allowed in the lessons. They must be switched off and kept in bags at all times. When writing tests, students will be seated separately and will only have a pen, a task sheet and an answer sheet on it unless instructed otherwise by their teacher. Should a student breach the test conditions in any way (e.g. cell phone, cheat sheet, copying from another student, etc.) their task sheet and answer sheet will be taken away and they will not be allowed to continue the test. They will be assessed based on what they have managed to answer up to the point where they got caught cheating and/or violating any of the above stated conditions.

Criteria for assessment:

A student's mark will only be finalised on condition that they have the pre-described minimum number of marks for each area, as described above. On condition that it is not possible to meet the criteria for assessment, the students will have to abide by the law and take a board examination.

Approved by the English Department on September 6th, 2018 _____

Any changes to the contents of the Teaching plan are subject to change by the teacher in charge.

Elaborated by PaedDr. Katarína Stankovianska