

Curriculum

Subject: English language

Year: 5

Lesson allocation: 2/66

Language: English

Subject profile:

English language is an optional subject that aims to increase the language competence of Year 5 students through further developing their already acquired language competence. It achieves this by enriching their pre-established competence with predefined language specialities, both lexical and morphological. Furthermore, we will also concentrate on mastering the most demanding grammatical and lexical phenomena through detailed analysis. Through doing so we shall prepare our students for their studies in English speaking countries. Our primary objective is to ensure our students achieve the level of C2 in the Common European Framework for foreign languages, which corresponds directly with the abilities and skills of a native speaker of English. We shall also concentrate on developing the skill of communicating fluently and accurately in English, in both written and oral methods. The subject also concentrates on preparing students for the obtainment of a suitable IELTS score, which is one of the criteria for enrolling with British and various other universities. At the same time, a considerable part of the contents of the lessons will be dedicated to translating subject based texts, as part of the preparation for obtaining the Expert Certificate in English.

Aims of the subject

- To further develop already acquired language competence through detailed analysis and practice of tenses
- To effectively use advanced grammar structures concentrating on language specialities
- To acquire the language necessary for obtaining the C2 level through vocabulary and language practice, as well as through the use of authentic materials like audio and video recordings
- To achieve the desired level in the IELTS exam necessary for studying at British universities through guided work
- To practice translation of subject-based texts as preparation for obtaining the Expert Certificate in English
- To maintain 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

Educational strategies

listening comprehension, reading comprehension, discussion, analysis, group work, pair work, individual work, presentation

Resources

Grammar and vocabulary worksheets, audio materials, authentic materials, the Internet, CPE Practice Tests, IELTS Practice Tests, etc.

Contents

Thematic unit – number of lessons: Translation -7					
Aims: to acquire the theoretical knowledge and practical skills necessary for translating texts to make subject based translations from L1 into L2 and vice versa following basic translation rules and techniques					
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
The Theory of Translation	1	- to acquire the theoretical knowledge necessary for translating texts	- students acquired the theoretical knowledge necessary for translating texts	- discussion - observation - comprehension questions - written feedback	- personal and social development - computer literacy - media education - financial literacy - environmental education
Original texts vs translated texts Clarity, Accuracy, Consistency of terminology, Intelligibility, Non-expressivity					
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
Translation of subject based texts	6	- to make subject based translations from L1 into L2, following basic translation rules and techniques	- students made subject based translations from L1 into L2, following basic translation rules and techniques	- discussion - observation - comprehension questions - written feedback	- moral codex - personal and social development - computer literacy - media education - financial literacy - environmental education
Texts on biology, geography, chemistry, mathematics, economics, history, ICT					

Thematic unit – number of lessons: Language in Use - 11

Aims: to revise and further develop students’ use of stative verbs, conditionals, inversion, emphasis, wish clauses, irregular verbs and articles to evaluate personal progress and diagnose one’s strengths and weaknesses

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
Stative verbs	1	<ul style="list-style-type: none"> - to revise and further develop students’ use of stative verbs and conditionals - to get practical skills when using inversion and emphasis - to revise and further develop students’ use of wish clauses, irregular verbs and articles - to evaluate personal progress and diagnose one’s strengths and weaknesses 	<ul style="list-style-type: none"> - students revised and further developed their use of stative verbs and conditionals - students got practical skills when using inversion and emphasis - students revised and further developed their use of wish clauses, irregular verbs and articles - students evaluated their personal progress and diagnosed their strengths and weaknesses 	<ul style="list-style-type: none"> - discussion - observation - comprehension questions - practice test 	<ul style="list-style-type: none"> - moral codex - personal and social development - computer literacy - media education - financial literacy
Conditionals	1				
Inversion; Emphasis	2				
Review of Tenses	2				
CPE Practice Test	2				
Wish clauses; Irregular verbs	1				
The use of Articles	1				
CPE Practice Test	1				

Thematic unit – number of lessons: Speaking - 7

Aims: to practise and further develop students’ speaking abilities maintaining the desired level – C1/C2

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
Subject to students’ choice	7	<ul style="list-style-type: none"> - to practise and further develop students’ speaking abilities maintaining the desired level – C1/C2 	<ul style="list-style-type: none"> - students practised and further developed their speaking abilities maintaining the desired level – C1/C2 	<ul style="list-style-type: none"> - discussion - observation - comprehension questions 	<ul style="list-style-type: none"> - moral codex - personal and social development - computer literacy - media education - financial literacy

Thematic unit – number of lessons: Vocabulary - 12

Aims: to acquire and use effectively the listed parts of the English vocabulary in conversations with ease

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
Collocations	2	- to acquire and effectively use the listed parts of the vocabulary in conversations	- students acquired and effectively used the listed parts of the vocabulary in their conversations	- discussion - observation - comprehension questions	- moral codex - personal and social development - computer literacy - media education - financial literacy
Possibility, probability, certainty, obligations	2				
Ability, quality, achievement	2				
Phrases	1				
Adjectives, adverbs, word transformation	2				
Fixed expressions, idioms, sayings	2				
Key words for fluency	1				

Thematic unit – number of lessons: IELTS - 6

Aims: to identify the different parts to IELTS tests
to practise listening, reading, writing and speaking skills for IELTS tests

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
Parts of the test	1	- to identify the different parts of the IELTS tests - to practice listening, reading, writing and speaking for the IELTS tests	- students identified the different parts of the IELTS tests - students practised listening, reading, writing and speaking for the IELTS tests	- discussion - observation - comprehension questions - practice tests	- moral codex - personal and social development - computer literacy - media education - financial literacy - environmental education
Writing practice	2				
Listening practice	1				
Reading practice	1				
Speaking practice	1				

Criteria for evaluation and assessment:

ASSESSMENT IN Y5

Semester 1		Semester 2	
Tests:	50%	Test:	50%
Speaking:	25%	Speaking:	25%
Translation:	25%	Translation:	25%

THE MARK FOR TESTS includes marks for grammar, vocabulary and IELTS 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.

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 TRANSLATION: includes marks for short subject based texts to be translated from L1 into L2 or vice versa. Each student will also be given a test based on the subject they sign up for at the beginning of the term. A minimum of one test is required.

SPECIAL CONDITIONS: No cell phones are allowed in the lessons. They must be switched off and kept in bags at all times. When taking tests, students will be seated separately and will only have a pen, a task sheet and an answer sheet on their desks. 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 a pre-described minimum of marks for each area, as described above. Attendance is mandatory and any absence higher than 30% of the total number of lessons in the given term will automatically result in a Term test, regardless of the reason for absence and the number of tests taken.

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