

**Secondary English Department**

***5th year. English as a Second Language (IGCSE)***  *Teacher: María Eugenia Accaputo.*

*The aims of this course are to*:

1. Enable students to communicate accurately, appropriately and effectively in speech and writing;
2. Enable students to understand and respond appropriately to what they hear, read and experience;
3. Encourage students to enjoy and appreciate variety of language;
4. Complement students’ other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);
5. Promote students’ personal development and an understanding of themselves and others.

|  |  |  |
| --- | --- | --- |
| **SKILLS** | **Students are expected to:** | **Students will be assessed on their ability to:**  |
| **Reading** | Demonstrate understanding of words and phrases within extended texts. Identify and develop facts, ideas and opinions. Summarise, paraphrase and re-express. Demonstrate some understanding of how writers achieve their effects. Recognise and respond to simple linguistic devices including figurative language. Extract specific information. | Demonstrate understanding of implicit meanings and attitudes. Analyse, evaluate and develop facts, ideas and opinions. Demonstrate understanding of how writers achieve effects. Select for specific purposes.  |
| **Writing** | Express thoughts, feelings and opinions in order to interest, inform or convince the reader. Convey simple and detailed facts, ideas and opinions in an orderly sequence. Use appropriate vocabulary.Demonstrate some sense of audience and context.Demonstrate adequate control of spelling, punctuation and grammar Attempt a variety of sentence structures. | Articulate experience and express what is thought, felt and imagined. Sequence facts, ideas and opinions. Use a range of appropriate vocabulary Use register appropriate to audience and context Make accurate use of spelling, punctuation and grammar.  |
| **Listening and speaking** | Describe experience in simple terms and express intelligibly what is thought, felt and imagined. Recognise and give statements of opinion and attitude.Present facts, ideas and opinions in an orderly sequence.Communicate with some clarity, focus and purpose.Communicate with some awareness of audience and context.Make relevant comments on what is heard. | Articulate experience and express what is thought, felt and imagined. Present facts, ideas and opinions in a sustained, cohesive order. Communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers. Use register appropriate to audience and context.Listen to and respond appropriately to the contributions of others. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TOPIC | CONTENT | LANGUAGE AND VOCABULARY | RANGE OF LEARNING ACTIVITIES | PREPARING FOR ASSESSMENT | SKILLS |
| **UNIT 1** | **Knowledge and understanding** | **Specific language focus** | **Broader skills development** | **Exam practice** | **Key Study Skills** |
| Science and Technology | Artificial IntelligenceTeenage and adult brainTeenagers’ problems to get up in the morningHistory of ScienceInventors and inventionsScience fictionMedical science and sightAdvances in modern technology | Linking words and phrasesAvoiding redundant wordsWords to attract attentionSpecialist science vocabularyPrefixes & suffixes | Skimming and reading for gist and scanningDebating the importance of technologyWriting a letter to request somethingWriting a letter to ask for adviceDiscussing opposing points of viewWriting an article for a competition entry | Writing an opinion paragraphExercise 1-2: Reading comprehensionWrite a letter asking for adviceNote-taking (reading)Exercise 5: summary writingMultiple choice questions (LC)Developing vocabulary (Speaking)Using prompts (writing) Write an article | Selecting appropriate notes when reading an information textUnderstanding how multiple-choice questions work in the Listening testDeveloping vocabulary while speakingUtilizing prompts when Writing a letter to a friendMaking notes and writing a competition entry |

**(Students will be provided with the description of the unit contents at the beginning of each term / unit).**

**Resources:**

Lucantoni, P. , (2014), *Cambridge IGCSE English as a Second Language* (4th Edition), UK: Cambridge University Press.

Lucanoni, P. and Dyer, B. ,(2011), *English as a Second Language , Exam Preparation Guide, Reading and Writing*, UK: Cambridge University Press.

Akhrust C., Bowley, L., Dyer, B. & Roberts, D., (2014), *English as a Second Language for Cambridge IGCSE*, UK: Cambridge University Press.

Vince, M. (2009), *First Certificate Language Practice*, 4th Edition, Oxford: Macmillan Education

Flower, J. (2010), First Certificate Organizer, UK: Heinle ELT.

<http://www.2100science.com/Videos/Artificial_Intelligence_Thinking_Big.aspx>

<https://www.youtube.com/watch?v=rL6RRIOZyCM>

<https://www.youtube.com/watch?v=l-Q5Hm6uypE>

<https://www.youtube.com/watch?v=r9mvRRwu5Gw>

*Assessment*

English as a subject is part of the curriculum which belongs to the “Ciclo Básico del Bachillerato”. Therefore, the regulations as regards evaluation, marking scheme and promotion, are the ones in force in accordance with the “Régimen Académico (Res. 587/11) Dirección de Escuelas de la Provincia de Buenos Aires, Therefore, passing this subject is as compulsory as any other to be promoted to the following year and counts as one of the two subjects that may be pending of promotion and the student is allowed to have.

The passing average mark is 7/10. The assessment will be varied, formative and summative, continuous throughout the year. There will be unit tests, progress tests and final term tests. The promotion conditions are detailed in the handout (in Spanish) duly signed by the students’ parents. Dates of written and oral tests or assignments will be informed at least one week in advance. If the student is absent on that day, she / he will have to justify her / his absence. The objectives, contents and evaluation criteria of each test / task will be also duly informed and explained in advance. To work out the term / final mark the teacher will take into account the following aspects:

* The overall student’s performance and progress
* The student’s attitude, participation and work in class as well as the student’s commitment and responsibility shown in his / her daily class work.
* Compliance with the handing-in of exercises, activities, tasks, etc. required by the teacher on due time.
* Marks of Term Tests and Final Term Exams as well as other term marks (oral and /or written).

When the student is absent, she / he must ask for the activities done in class and those exercises or tasks to be done for next class. The written exercises done in class as well as the photocopies used during the lesson or as homework must be kept in a folder. The booklet, the folder and any materials required by the teacher must be brought to school and be available to be used in class.

***Evaluación***

La asignatura “inglés” pertenece al currículo del Ciclo Básico del Bachillerato. Por lo tanto, El régimen de evaluación, acreditación y calificación es el que establece el Régimen Académico (Res. 587/II) de la Dirección de Escuelas de la Provincia de Buenos Aires. De allí que esta asignatura es de promoción para el curso siguiente superior (cuenta como una materia más para pasar al año siguiente y se encuentra incluida dentro del máximo de 2 (dos) asignaturas pendientes que puede registrar un alumno). Por lo tanto, el promedio final para aprobar esta asignatura es por lo menos de 7/10. La evaluación será formativa y sumativa, continua a lo largo de todo el ciclo lectivo. Habrá evaluaciones de los aprendizajes variadas, en cualquier momento del proceso, cuando el docente lo considere conveniente: de contenidos puntuales, de cierre de unidad, integradoras y/o trimestrales. Las condiciones de promoción se encuentran detalladas en la nota explicativa (en castellano) que deberá ser firmada por los padres. Las fechas de las evaluaciones escritas, orales o para la entrega de trabajos, serán avisadas al menos con una semana de anticipación. Si el alumno no concurre a clases ese día deberá justificar su ausencia. Los objetivos, contenidos y criterios de evaluación en cada caso serán debidamente informados y explicados en clase. Para el cierre de la nota de los trimestres y la nota final, el docente tendrá en cuenta:

* La actuación integral del alumno y su progreso.
* la actitud del alumno, su participación y trabajo, así como el compromiso y responsabilidad que demuestre en su desempeño diario en clase.
* el cumplimiento en tiempo y forma con los ejercicios, actividades, tareas, etc. requeridos por el docente.
* las notas obtenidas en las evaluaciones parciales y de fin de trimestre (orales y/o escritas).

Cuando el alumno no concurra a clase deberá informarse sobre las actividades realizadas ese día y los ejercicios o la tarea que debe hacer para la clase siguiente. La ejercitación escrita hecha en clase o como tarea, así como las fotocopias utilizadas, deben guardarse en una carpeta. El cuadernillo (boklet), la carpeta y todo aquel material requerido por el docente debe traerse a la escuela y estar disponible para su uso en clase.

……………………………………… ……………………………………. ……………………………….

Firma del padre / madre Firma del alumno Firma del docente