



Course Description: 2023-2024

Teacher's Name :	Subject :	Class :	Number of students :
Nicholas Lomas	L1 English	S5ENA	23
Contact :		Availability (day and period) :	
<p>If you have any questions or would like to arrange a meeting, please do not hesitate to contact me. nicholas.lomas@teacher.eurisc.eu</p>		<p>My reception hour is Monday at 2.40 pm but other times are possible by prior arrangement.</p>	
General Course Description :			
<p><u>English as a Mother Tongue (S5ENA - 2022-23, LOMAS)</u></p> <p>The teaching of L1 has a special importance in the European Schools: it is a vital means of establishing and confirming the pupil's linguistic and cultural identity, thereby providing a foundation for engagement with other subjects, notably other languages and cultures.</p> <p>The L1 course aims to:</p> <ul style="list-style-type: none"> • develop pupils' abilities to communicate effectively in speech and writing, and to listen and respond with sensitivity and understanding; • encourage pupils to be enthusiastic, responsive and knowledgeable readers; • assist pupils' development when transferring these skills to other learning contexts; • enrich pupils' lives by introducing them to experiences beyond those encountered in their daily lives, and contribute to their personal and social development. <p>Its position as a global language means that English is vital for communicating with others in schools and in the wider world, and is fundamental to learning in other curriculum areas. Through studying English, pupils develop skills in speaking, listening, reading and writing that are necessary to participate in society and employment; pupils learn to express themselves precisely, creatively and imaginatively and to communicate with others confidently and effectively.</p>			



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Literature in English is rich and universally influential. It reflects the experiences of people from many countries and societies and from different times; it contributes to individuals' sense of cultural identity. Through its study, pupils learn to become enthusiastic and critical readers of stories, poems and plays as well as of non-fiction, media and multimodal texts, gaining access both to the personal pleasure and enlightenment that reading offers and to the world of knowledge and experience that it reveals.

Studying the patterns, structures, origins and conventions of English helps pupils understand how the language works and how to develop and improve their own use of it. Drawing on this understanding, pupils can choose and adapt what is appropriate to say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

Objectives:

- read and understand written texts of increasing lexical demand from a range of fiction and non-fiction sources, including electronic and digital media, responding to and interpreting linguistic, literary and presentational features, ideas and concepts;
- write coherent texts in an increasing range of forms and structures, and of increasing length and complexity, from impersonal as well as personal viewpoints;
- in speech or writing, present developed reasons and explanations for opinions and ideas in a variety of forms and in different contexts;
- listen and respond appropriately to others' spoken or written productions, challenging content or expression when appropriate;
- show increasing awareness of how language and literature reflect their social, cultural and historical setting;
- show increasing awareness of how language changes over time and in different contexts;
- choose and use effective strategies to organise learning, developing individual responsibility for identifying appropriate study skills and tools.

Content:

- speak and listen in a range of contexts, both formal and informal, learning to adapt their speech to different situations; participate in small and large group discussions and in a wide range of drama activities; consider and reflect on significant features of their own and others' spoken performances;
- read a variety of literary and non-literary texts, both fiction and non-fiction, across a range of genres, in print and in electronic, digital or multimodal formats;
- write in a wide variety of genres and for different purposes, for themselves and for specific or unknown readers, choosing appropriate language, styles, forms and structures; take notes from written and oral sources, summarising and reporting accurately; develop the use of narrative, non-narrative and dramatic techniques;

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- use the grammatical, lexical and orthographic features of standard English as appropriate; write neatly, fluently and legibly; use ICT skills to produce printed, electronic or digital copy; employ a variety of simple, compound and complex phrase, clause and sentence structures to enable precise shades of meaning; show awareness of effective discourse structure; use an increasing range of punctuation and presentational devices;
- develop an awareness of how language changes over time and of how meanings relate to specific social, cultural and historical contexts;
- develop self-awareness and self-assessment skills as a speaker, listener, reader and writer and set appropriate targets to improve and enhance competences in English.

Key competences targeted during the course:

Reading competence

- Identifying and using the general and particular information which a text contains.
- The ability to reflect on the purpose of the text, on the communication objectives, on what the text articulates, on the intention of the author/narrator, on the different respective viewpoints, whatever the kind of text.

Sub-competences:

1. Understanding and using content
2. Picking out the significant details in the text
3. Analysing the significant details in texts from a linguistic and literary viewpoint

Writing competence

- The ability to use language with sufficiently accurate syntax, vocabulary and spelling.
- The ability to produce texts which comply with the instruction given and with their context.
- The ability to use different language registers and the stylistic devices which are suited to the genre of text and to its theme and purpose.

Sub-competences:

1. Producing texts which take account of the target readership
2. Meeting textuality criteria
3. Meeting style/expression criteria
4. Formal accuracy, compliance with the rules

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Arguing/reasoning competence

- The ability to argue, in speech or writing, contentious questions and important issues of a social, political and/or cultural nature, by adopting different viewpoints.
- The ability to convince, to persuade, to refute or to follow a line of thought in speech or writing, using theses, arguments and examples.
- The ability to formulate a clear, structured and coherent strategy for presenting arguments in speech or writing, employing appropriate syntactical, lexical and grammatical elements.

Sub-competences:

1. Identifying and presenting lines of argument
2. Appraising strategies for presenting arguments in a given text
3. Forming a personal opinion on a set theme

Language awareness

- The ability to recognise specific linguistic features of spoken or written texts and the ability to create spoken or written texts with regard to appropriate purpose, content, register and context.

Interpretation competence

- The ability, in speech or writing, to put forward explanations and to evaluate and appraise polysemic sources, such as poetic texts, songs and images.
- The ability to recognise the extra-linguistic factors which determine language use (pragmatic awareness).
- The ability to transcribe or re-create possible meanings of spoken or written texts through spoken or written personal responses, drawing on relevant knowledge external to the text.

Sub-competences:

1. Grasping the source text's intentions and reporting them critically
2. Formulating plausible interpretative hypotheses

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Subject/specialist competence

- Knowing concepts and terminology relevant to the subject area.
- Knowing main aspects of the subject and links with others. Specialist competence in a subject is expressed through the use of appropriate language and the accuracy of the content presented.
- This competence encompasses knowledge of the wider world as it affects the reception and production of written and spoken texts in English.

Sub-competences:

1. Identifying and understanding a theme or facts and appropriate contextual aspects or influences
2. Drawing on knowledge external to the text (general knowledge of the world and of different topics)
3. Drawing on and selecting specialist knowledge, for example, of literary genres and traditions

Critical thinking competence

- This involves reflection, in speech or writing, on how texts, in various genres or forms, present the real or imagined world to the listener or reader.
- It allows students to develop personal viewpoints, beliefs and values that they may bring to bear critically on texts, on their linguistic and literary features and on the issues raised by them.

Differentiation :

Differentiated approach follows a four step approach: i.e., content, process, product, and learning environment.

- Formulate lessons based on students' learning styles and pitch at appropriate level.
- Group students by shared interest, topic, or ability for assignments.
- Assess students' learning using formative assessment.
- Manage the classroom to create a safe and supportive environment.
- Continually assess and adjust lesson content/task setting to meet students' needs.
- Divide teacher time appropriately to ensure maximum support for all learners.



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Classroom rules:

In accordance with whole school policy:

<https://www.eeb3.eu/en/policies-and-rules-4/rules-of-the-european-school-of-brussels-iii/>

Assessment :

Formative assessment

Assessment is mainly formative. It builds on the learning achieved and progress made lower down the school. By means of assessment, teacher observation, tests and self- and peer-assessment, students enhance their awareness of both their current levels of attainment in each of the skill areas, and of how to make further progress throughout the course. The basis of assessments are the competences and the learning objectives. Marks awarded correspond to the harmonised marking scale currently in use.

Summative assessment

At the end of each semester there is a harmonised written examination to assess reading comprehension and written production. This consists of a reading comprehension on an unseen text and a literary essay on one, or more, of the studied texts. The time allocated for the examination is 3 periods.

Bibliography and other resources :

Set Texts for S5:

Henry V by William Shakespeare

Pride and Prejudice by Jane Austen

The Complete Maus by Art Spiegelman

The Crucible by Arthur Miller