

## Course Overview MYP Intensive English Programme G6 to G9, UWC Thailand 2017-2018

**Note:** Additional details of the ESOL programme including the course, suitability, progression and reporting can be found at the end of this document.

	<b>Key English Test (KET) (Aligned with IB Phase 1+2)</b>	<b>Preliminary English Test (PET) (Aligned with IB Phase 3+4)</b>	<b>First Certificate in English (Aligned with IB Phase 5+6)</b>
<b>Objectives</b>	<b>Speaking</b>	<b>Speaking</b>	<b>Speaking</b>
	demonstrate an understanding of word order in English;	to enable students to have a greater phonological awareness;	follow more complex oral instruction;
	demonstrate a basic vocabulary sufficient for everyday use;	to make them feel more confident in expressing themselves;	ask and answer questions coherently and spontaneously;
	use those sounds in English that do not occur in their mother tongue;	to prepare them to read, understand and interpret more difficult texts (some will be subject related);	use more complex structures in oral communication;
	have learnt the appropriate intonation and stress patterns of English;	to enable them to use the writing process for self expression and to cope with academic demands;	ability to debate and argue a point of view;
	can give basic personal information, can exchange greetings, can ask for simple information necessary to daily school life.	to increase their vocabulary and grammatical awareness;	expressing opinions and comparing and recommending;
		to make the subject material, topics and themes relevant to the interests of the students;	speculation about the future.

<b>Objectives</b>	<b>Reading Comprehension</b>	<b>Reading Comprehension</b>	<b>Reading Comprehension</b>
	demonstrate a recognition of words and sentence patterns in English;	to explore narrative order: identify and map out the main stages of the story: introductions, build-ups, climaxes or conflicts and resolutions;	to comment critically on the language, style of periodicals, reviews, reports and leaflets;
	understand the conventions (punctuation and layout) of English;	compare and contrast poems and stories on similar themes, particularly their form and language, discussing personal responses and preferences;	to secure the skills of skimming, scanning and efficient reading so that research is fast and effective;
	respond to questions about a written text;	reading for gist and general understanding;	to appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value;
	to reinforce and apply their vocabulary skills through shared and guided reading appropriate to their level;	reading for specific information.	summarise effectively;
	to use contextual knowledge to predict the meaning of unfamiliar words;	use and understand spelling patterns (identifying phonemes);	infer ideas not stated explicitly;
	develop skills to enable them to determine meanings of unfamiliar words (dictionary and research skills)	understand longer and more difficult texts, some of which will be subject related;	draw reasonable conclusions from written texts;
<b>Objectives</b>	<b>Writing</b>	using context to identify meaning of new vocabulary;	distinguish between fact, opinion and fiction;
	to write simple instructions, e.g. getting to school, playing a game;	to identify different types of text, e.g. their content, structure, vocabulary, style, layout and purpose;	to identify the features of balanced written arguments which, e.g.:
	to use story structure to write about own experience in same/similar form;	to identify features of newspapers, articles, headlines and advertisements;	summarise different sides of an argument;
	common uses of capitalisation, e.g. , headings, titles, names;	predict newspaper stories from evidence of headlines;	clarify the strengths and weaknesses of different positions;

	be able to use correct the correct register, spelling and punctuation;	to identify features of instructional texts including; noting the intended outcome at the beginning;	signal personal opinion clearly.
	be able to write sentences which follow basic sentence patterns;	clearly set out sequential stages ;	
	To keep vocabulary and definition lists.	language of commands, e.g. imperative verbs;	
<b>Objectives</b>	<b>Grammatical Awareness</b>	<b>Writing</b>	<b>Writing</b>
	to be aware of word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit';	use longer and more complex sentences;	to divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next, e.g. through the choice of appropriate connectives;
	to be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. I am; the children are;	to use paragraphs in writing to organise and sequence of the narrative;	to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types;
	to use verb tenses with increasing accuracy in speaking and writing;	understand the differences and use of different writing styles such as descriptive writing, report writing, note taking, prose, functional writing;	to write non-chronological reports linked to other subjects;
	using simple gender forms, e.g. his/her correctly;	to use punctuation when constructing sentences.	use a greater variety of sentences with correct and appropriate verb forms, punctuation, capitalisation, plural forms and possessives;
	to use verb tenses with increasing accuracy in speaking and writing, e.g. cook/cooked look/looked		to develop a personal style;
<b>Objectives</b>		<b>Grammatical Awareness</b>	makes notes in study situations from oral, visual and written sources;

		to revise and extend work from the previous level;	to secure control of impersonal writing, particularly the sustained use of the present tense and the passive voice;
		to use comparative and superlative adjectives;	to construct effective arguments:
		use of possessive apostrophes;	developing a point logically and effectively;
		apostrophising singular nouns;	supporting and illustrating a point persuasively;
		to understand the significance of word order and its effect on meaning;	anticipating possible objections;
		the use of connectives, e.g. adverbs, adverbial phrases.	tailoring the writing to formal presentation where appropriate.
<b>Objectives</b>			<b>Grammatical Awareness</b>
			to revise all grammar from the two previous levels;
			to be familiar with and understand : past progressive; present perfect progressive; past perfect
			to revise earlier work on verbs and to understand the terms active and passive; being able to transform a sentence from active to passive, and vice versa;
			to note and discuss how changes from active to passive affect word order and sense of a sentence

			to revise work on complex sentences:
			identifying main clauses;
			ways of connecting clauses;
			constructing complex sentences;
			appropriate use of punctuation;
			to revise work on contracting sentences:
			summary;
			note making;
			editing;
			to use reading to:

			investigate conditionals, e.g. using if ...then, might, could, would, and their uses, e.g. in deduction, speculation, supposition;
			use these forms to construct sentences which express, e.g. possibilities, hypotheses;
			explore use of conditionals in past and future, experimenting with transformations, discussing effect, e.g. speculation about possible causes (past) reviewing a range of options and their outcomes (future).

## **English for Speakers of other Languages (ESOL)**

### **Background**

The English for Speakers of Other Languages (ESOL) programme makes provision for the needs of non-native English speakers within the school. The support offered takes various forms including scheduled classes and, in some cases, in-class support, and is delivered by specialist teachers of ESOL working with small groups of students. Our initial aim is to foster the acquisition of survival language to enable students to cope with the practical aspects of class and school life and to function socially. Once that basic structure and vocabulary are in place, our next aim is to assist students in acquiring the necessary spoken and written language to function fully in the mainstream school programme.

### **Suitability and Placement**

Our first aim is to identify all students who need to be placed in the ESOL programme. Therefore, non-native English speakers are given an initial placement test before being accepted into the school. The results determine their level of English and establish their specific language needs. Our first aim is to identify all students who need to be placed in the ESOL programme. Therefore, all applicants who do not use English as their first language at home, or have not studied at an English medium school, will be given a comprehensive assessment to determine their level of English and to establish their specific language needs. This assessment is conducted by an ESOL specialist and takes the form of a writing sample, and/or an on-site written, reading and oral assessment appropriate to their age. In addition, students may be asked for a writing sample in their home language to help determine their potential to take on a new language. Other considerations include the main language spoken by the child, the principal language of

both parents and the student's educational background. Based on the assessment results, and the age of the student, recommendations of suitability are passed to the Middle school principal. Non-native English speakers will not start a new language unless they have achieved a pre-set level of competence, according to age and desired year group.

### **The ESOL Levels and Progression**

There are currently six levels of attainment that are linked closely to the IBO Language Acquisition Phases, and follow the Common European Framework of Reference for Languages (CEFR), from Cambridge Young Learners (Starters, Movers and Flyers), as used in Junior School, through to Key English Test (KET), Preliminary English Test (PET) and First Certificate (FCE) as used in the Middle School. The programme has been carefully designed to be progressive, allowing students to advance through the levels. This also provides students with continuity throughout their learning at UWCT as the Junior school uses Cambridge's Young Learners Levels.

### **Course Outline and Reporting**

The ESOL programme specifically focuses on reading and writing (including grammar and vocabulary), speaking and listening (including phonology and function), and viewing and presenting (closely aligned with IBO subject criteria). Internationally recognised UCLES Cambridge English Language examinations are used to assess students' understanding and progress and are administered each term. At the end of the year, each student will receive a Cambridge level and a final MYP Grade, as in other subjects areas.

### **Overview of ESOL in G6 to G9**

Students in Grades 6 to 8 receive help in all areas of language acquisition in order to reach a high level of English language proficiency and achieve full participation in the MYP curriculum. The content and methodology of the ESOL programme reflect and relate as much as possible to the core IB subjects and to real world issues.

### **Intensive English Programme (IEP) in the Middle School Grades 6-9**

The Intensive English Programme (IEP) was designed specifically to support students with clear potential but limited language skills in Grades 6 to 8. ESOL students, however bright and enthusiastic, are constantly held back by their shortfalls in language. Our approach, teaching methods and materials are designed with the specific needs of these students in mind. The programme, which can last for up to a year, is offered in small groups for 12 hours per week and focuses on Intensive English. However, students also study other subjects such as P.E, Music, The Arts, Design, Mathematics and take part in afterschool activities and events, so they are still very much part of the school community. As the student's English improves, they are integrated into other core subjects such as Science and Individuals and Societies. However, attending the IEP does not guarantee entrance to the MYP and students need to work hard and perform well in the termly assessments.

**IB Language B English classes in Grades 9-10**

After successful completion of the IEP programme, ESOL students entering Grade 9 will receive on-going English support during scheduled Language B English classes. In some cases, ESOL students may be supported in mainstream classes until they transition to fully independent users of English.

**Student Expectations**

Competence in English is the key to success for any ESOL learner, especially in G6 – G8. Therefore, it is vital that all subject teachers and parents support and encourage students as much as possible. Moreover, fluency in English can take several years and an individual's progress depends on a number of factors. Not only must students work hard in the classroom, but it is also vital that they are willing to use English in their free time, and, most importantly, that they are keen to improve. All second language students with these qualities have an excellent chance of making rapid progress and achieving academic proficiency in English.