



Course: 2° año A y B.
Year: 2017
Subject: Language
Teacher: Andrea Borga- Virginia Perez

ARCHIVEMENT AIMS

- Develop awareness of the features characterizing different genres.
- Demonstrate accuracy in grammar usage, spelling and punctuation.
- Use the new lexical items appropriately and accurately in different written and oral contexts.
- Understand how words can describe atmosphere.
- Show awareness of fact, opinion and different viewpoint.
- Plan, draft and structure written work effectively (150-200 words).
- Express themselves accurately in order to communicate effectively.
- Develop a positive attitude towards learning.
- Show commitment and responsibility in the school environment.

EXAM SYLLABUS

Unit 1:

- ❖ Reading and Writing: description of people and place-
- ❖ Dictionary and contextual work
- ❖ Spelling: -tion words, -ful endings
- ❖ Grammar: irregular nouns (singular and plural), countable and uncountable, collective and abstract nouns, quantifiers, reported speech, revision of past tenses. Reporting verbs.
- ❖ Skills: distinguish between facts and opinions, summarise, infer.



Unit 2:

- ❖ Reading and Writing: diary entry, description of a place, first and third person narrative, dramatic dialogue. Direct Speech. Framing Questions.
- ❖ Punctuation: punctuating dialogue
- ❖ Dictionary and contextual work
- ❖ Spelling: “ph” saying “f”, “ei words”, “ic words”, “ai words”, “double l words”
- ❖ Grammar: adjectival clauses, present tense to express future, simple future / going to. Conditionals.
- ❖ Skills. Distinguish viewpoint, sequence, contrast

Unit 3:

- ❖ Reading and Writing: dialogue, letter: persuasive and argumentative. Summary.
- ❖ Grammar: adverbial clauses, simple, compound and complex sentences. Tenses. Modals.
- ❖ Figurative Language
- ❖ Punctuation: punctuating dialogue
- ❖ Spelling: “ea” saying short “e”, “ow” words, “ence” words, silent “k” words, soft “g” words”
- ❖ Dictionary and contextual work
- ❖ Skill: distinguish emotive language and personal viewpoint

Unit 4:

- ❖ Reading and Writing: story writing- paragraph writing (descriptive, sequencing and explanation paragraphs) Argumentative.
- ❖ Grammar: reported or indirect speech, sequence and chronology linkers. Passive voice.
- ❖ Spelling: “ight” words, “oa” words, “le” words, “aught” words, “or” words
- ❖ Sentence variety- figurative language- viewpoint
- ❖ Dictionary and contextual work
- ❖ Skills: identify shifting viewpoint



Note: Apart from the text types already listed in the units above, other genres will be dealt with during the academic year (e.g. formal letters: asking and giving information, among others). Similarly, the list of grammar points may be enlarged in case the need to teach other contents arises.

Assessment and evaluation criteria

Students should:

- Conform to the school and class rules.
- Show knowledge and application of the contents and skills listed above in different class activities and unit tests.
- Hand in exercises and writing pieces in due time.
- Speak English in class.

Marks will be an average of academic performance and attitude as well. Commitment and responsibility will also influence the students' final mark.

Bibliography:

- Reilly, G. And Wren, W. (2003). Skills in Fiction 2. Nelson Thornes- Framework English.
- Reilly, G. And Wren, W. (2003). Skills in Non-Fiction 2. Nelson Thornes- Framework English.
- Mc Nab, L., Pilgrim, I. and Slee, M. (2001). Skills in English 2. Framework Edition.
- Successful Writing Upper-Intermediate. Virginia Evans Express Publishing.
- Advanced Learner's dictionary and Thesaurus.