

ENGLISH LANGUAGE

SYLLABUS FOR

SECONDARY SCHOOLS

2007

Please note that
the Syllabi for Form 1 and Form 2
as shown below
have been replaced by a new curriculum
which can be accessed through the
Form 1 and Form 2 Curriculum pages.

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Overall Aims of The English Language Syllabus for Secondary Schools

The rationale underlying this English Language Syllabus for Secondary Schools is informed by the conviction consistently supported by research that an *eclectic* approach to the learning and teaching of English that encompasses a variety of pedagogical methodologies provides the ideal conditions that are conducive to effective learning and teaching of English. This approach involves a reflective, open-minded, learner-centred approach to teaching and learning that uses whatever is good and works for the individual learner.

Whichever methodology is used for a particular lesson or set of lessons, be it *communicative language teaching*, *task-based learning approach*, *the Presentation, Practice and Production method (PPP)*, *the lexical approach*, or the use of *Discovery* activities, teachers of English should promote and maximise their learners' success by helping them reach the learning outcomes targeted in the various attainment levels and the various sections.

Research shows that learning and teaching are most successful, effective and long-lasting when learners are active and enthusiastic participants in their own learning and when the various components of a syllabus are interrelated. Therefore, teachers of English are advised to pursue approaches that motivate, engage and challenge learners, elicit useful learner response, make learners feel that learning is an enjoyable experience and facilitate learning-to-learn skills.

Thematic approaches can be useful in promoting interdisciplinarity and in exposing learners to English cultures. Pair and group work can also be effective under the right circumstances.

In this version of the English Language Syllabus each attainment level of each section is ongoing, incremental and cumulative. Although the four language skills of listening, spoken interaction and spoken production, reading and writing are presented in separate sections, an integrated-skills approach, that also takes into consideration other related skills such as knowledge of vocabulary, grammar, spelling, pronunciation, intonation, syntax, meaning, and usage, together with exposure to a variety of English cultures, is strongly recommended.

Finally, teachers' choice of language items and outcomes in the various sections and levels is to be determined by the needs and learning strategies of learners. Teachers are free to respond to student needs, irrespective of whether what teachers choose to work on is below or higher than the level set in the syllabus. In this respect differentiated teaching opportunities provide the optimal conditions for giving individual attention to each learner and ensuring that every learner is being helped to succeed.

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INTRODUCTION

This syllabus is a revised version of the 2002 English Language Syllabus for Secondary Schools. It has been prepared by the English Section of the Curriculum Department.

This version, like the previous one, takes into consideration different learning abilities. A major feature of this syllabus concerns the learning targets. These are now presented, to a much greater extent than before, in terms of learning outcomes. The syllabus is divided into seven (7) Attainment Levels, where each Attainment Level incorporates the level/s preceding it. For example, the learning outcomes for Attainment Level 5 are all the learning outcomes for Attainment Levels 1, 2, 3 and 4 with the addition of the learning outcomes specified for Attainment Level 5.

The seven **Attainment Levels** of the syllabus are related to the various Forms as follows:

	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
FORM I	Attainment Level 1	Attainment Levels 1 and 2	Attainment Levels 1 – 3
FORM II	Attainment Level 2	Attainment Levels 2 and 3	Attainment Levels 2 – 4
FORM III	Attainment Level 3	Attainment Levels 3 and 4	Attainment Levels 3 – 5
FORM IV	Attainment Level 4	Attainment Levels 4 and 5	Attainment Levels 4 – 6
FORM V	Attainment Level 5	Attainment Levels 5 and 6	Attainment Levels 5 – 7

The following are some examples aimed at illustrating how the syllabus works. An academically challenged Form 1 learner will probably only work on Attainment Level 1 outcomes; other learners could proceed to more demanding Attainment Levels.

The teacher, preferably in consultation with the teacher of the previous year, will decide which Attainment Level is appropriate for a particular learner. Decisions should be based on an examination of students' previous work and any other relevant records.

The seven Attainment Levels and their corresponding learning outcomes have been matched, where applicable, with the six-level scale (A1, A2, B1, B2, C1, C2) and corresponding descriptors embedded in the Common European Framework of Reference for Languages.

Note on The Lisbon Education and Training Objectives for 2010

The Lisbon Objectives are a list of targets that signatory countries, including Malta, are committed to reaching by certain dates. These targets could impinge in one way or another on language learning and teaching. Below are some of the key themes or competencies related to these objectives.

Entrepreneurship

Enterprise is an important motivating force in modern societies and could in certain contexts be a determining factor in success or failure both at individual level as well as on the level of the community as a whole. Throughout their classroom experience, school children should be encouraged to nurture and develop a spirit of entrepreneurship. This means that they should be open to new ideas, willing to experiment, negotiate, analyse, carry out research, learn from others' experiences and use their imagination, besides learning the practical skills that are required for the tasks and projects that they undertake. Essentially, they should be driven by a basic desire for self-improvement and an eagerness to make the best use of their skills and resources. The teacher's task is to provide the opportunities for this to come about, and to support such development by appropriate input and guidance.

Gender equity

The principle of gender equity should be reflected in the students' speech and writing as well as in their behaviour. Pronouns should be used with care so that there is no impression of bias or stereotyping in the students' use of language. Students should be instructed in identifying evidence of bias and avoiding bias in their speech and writing.

Lifelong Learning

Lifelong learning has become an essential goal of an enterprising society. More than a skill, it is an attitude that facilitates and promotes learning and training throughout life. The continual change and evolution of society means that people often have to learn new skills and acquire knowledge in order to keep up with the demands at work and at home. Therefore, our schoolchildren need to be equipped with learning-to-learn skills and the knowledge and mentality that will enable them to become life-long learners. We need to help them develop into independent learners, to have confidence in their individual abilities, and to change and develop continually.

LISTENING	
CEF	NOTE: Each attainment level incorporates any level or levels preceding it.
A2	<p>Attainment Level 1 Students will be able to:</p> <ul style="list-style-type: none"> • match an oral description to a picture; • follow oral instructions given in familiar everyday situations, e.g. follow oral classroom instructions; • understand classmates when they exchange personal information and speak about familiar topics, e.g. self, family, school and leisure activities; • understand meaning denoted by discourse markers, e.g. <i>and / but / so / then</i>.
A2	<p>Attainment Level 2 Students will be able to:</p> <ul style="list-style-type: none"> • follow oral instructions given in wider contexts, e.g. public announcements at the airport; • follow a variety of short spoken discourse, e.g. story, dialogue, talk, telephone conversation; • follow recorded spoken discourse, e.g. song, cartoon, story; • distinguish between facts and opinions related to familiar everyday topics.
B1	<p>Attainment Level 3 Students must be able to:</p> <ul style="list-style-type: none"> • identify intended audience and purpose of discourse; • distinguish between main and subsidiary ideas in discourse, e.g. short talks; • listen with understanding to longer discourse.
B1	<p>Attainment Level 4 Students will be able to:</p> <ul style="list-style-type: none"> • follow narratives, including those which do not follow a chronological sequence; • follow advertisements, weather forecasts, short news clips and public announcements; • distinguish between formal and informal registers in spoken English.
B2	<p>Attainment Level 5 Students will be able to:</p> <ul style="list-style-type: none"> • listen to a number of related pieces of discourse, e.g. news bulletins, debates and television programmes in order to identify the main idea(s) and/or specific information; • distinguish tone in spoken discourse, e.g. irony and humour; • follow texts, e.g. television documentaries and news bulletins characterised by a wide range of vocabulary and language structures.
B2	<p>Attainment Level 6 Students will be able to:</p> <ul style="list-style-type: none"> • follow extended dialogue in drama, television programmes, films and on the radio; • follow extended monologues; • recognise attitude of speaker; • distinguish different meanings marked by stress and intonation.
B2	<p>Attainment Level 7 Students will be able to:</p> <ul style="list-style-type: none"> • understand inferential meaning in a variety of spoken discourse; • recognise the speaker's intentions as revealed through the tone; • follow descriptions which are complex in terms of linguistic, thematic and lexical content, e.g. television documentaries.

SPOKEN PRODUCTION	
A2	<p>NOTE: Each Attainment Level incorporates any level or levels preceding it.</p> <p>Attainment Level 1 Students will be able to:</p> <ul style="list-style-type: none"> • talk in simple sentences with some support about a subject that they are interested in and familiar with, e.g. family, hobbies, friends, computer games; • present teamwork feedback related to classroom activities in a few simple sentences; • recite short texts that they have learnt by heart, e.g. rhymes, songs, play scripts or poems; • use simple utterances to describe the weather; • express figures as they occur in prices, dates, time and measurement; • describe their environment in terms of weight, texture, taste and smell; • read aloud texts, e.g. speeches, poems, announcements, drama.
A2	<p>Attainment Level 2 Students will be able to:</p> <ul style="list-style-type: none"> • rephrase information; • produce simple utterances related to personal and familiar topics and situations with attention to word stress, sentence stress and intonation; • describe people including themselves, familiar topics, places and objects in some detail; • tell a story in a simple sequence of events; • describe daily routines and habits; • talk about own skills and abilities; • give a short presentation on a familiar topic that they have prepared in advance; • describe personal events and activities; • express future plans; • describe possessions and everyday items.
B1	<p>Attainment Level 3 Students will be able to:</p> <ul style="list-style-type: none"> • talk briefly about and express their opinion about what they have heard, seen and read, e.g. a film, a book, a poem, a conversation, and a short article in a newspaper or magazine or on the Net; • describe personal experiences, reactions, dreams, hopes and ambitions; • explain and give reasons for actions, plans, or intentions; • describe how to do something, e.g. preparing a meal or looking after a pet or mending a puncture.
B1	<p>Attainment Level 4 Students will be able to:</p> <ul style="list-style-type: none"> • answer intelligible questions about a topic of their own choice; • relay information that other speakers have given them; • make comparisons and draw contrasts between films they have watched and books they have read.

B2	<p>Attainment Level 5 Students will be able to:</p> <ul style="list-style-type: none"> • give a talk with the aid of visuals about a topic of local interest, e.g. the advantages and disadvantages of tourism in learners' area; • describe and explain more complex processes; • explain a viewpoint on a topical issue, e.g. global warming, and elaborate on different aspects of the issue; • express feelings and attitudes about topics and situations in response to visual cues; • adopt a level of formality appropriate to the circumstances.
B2	<p>Attainment Level 6 Students will be able to:</p> <ul style="list-style-type: none"> • respond to hypothetical situations; • vary tone, volume and pace of delivery to indicate emotions and emphasise meaning; • report back to the class from group discussions about topical issues of general interest; • take an active part in informal discussion in familiar contexts, commenting, putting a point of view clearly, evaluating proposals and suggestions, and making and responding to hypotheses.
B2	<p>Attainment Level 7 Students will be able to:</p> <ul style="list-style-type: none"> • express with support and without much difficulty most of what they normally express in their own language; • give detailed presentations on a range of cultural, intercultural and social topics; • sum up something that has been said; • discuss and explain their attitude towards a topical issue; • develop a clear coherent argument, linking ideas logically, and expanding and supporting their points and stances with appropriate examples and arguments; • digress from a prepared plan in a presentation and follow up points raised by an audience or answer questions; • discuss values, attitudes and assumptions conveyed through language use and choice in spoken texts dealing with challenging themes and issues, e.g. on radio or television.

SPOKEN INTERACTION	
CEF	NOTE: Each Attainment Level incorporates any level or levels preceding it. It is important to note that in exposing learners to formulaic, fixed structures that convey the language functions listed in this section, teachers do not need to directly teach the grammar underpinning the ‘formulaic’ language structure. Teachers are to expose learners to these structures as ‘chunks of language’ to be assimilated in a meaningful and motivating context.
A2	Attainment Level 1 Students will be able to: <ul style="list-style-type: none"> • exchange basic information on familiar and everyday matters; • respond appropriately to closed (Yes/No) questions about personal and familiar topics that require short-form answers, e.g. <i>Yes, I do, No, I don't</i>; • ask for repetition and/or clarification in the case of lack of understanding; • can initiate and respond to simple statements in areas of immediate need or on familiar topics; • ask and answer questions about what they do at home, at school and in their leisure time; • participate in normal classroom interaction; • express and respond to greetings, thanks, introductions and farewells.
A2	Attainment Level 2 Students will be able to: <ul style="list-style-type: none"> • participate in short, structured dialogues on familiar topics of interest in the classroom and in other situations where English is required; • apologise and politely accept another person’s apology; • invite a friend to a party; • accept and decline an invitation by a friend; • use basic interjections, e.g. <i>Wow, Hey, Oh dear, Cheers</i> appropriately; • give simple directions and instructions, e.g. how to get somewhere by using a plan or a map.
B1	Attainment Level 3 Students will be able to: <ul style="list-style-type: none"> • use basic skills related to speaking on the phone; • initiate, continue and close a conversation on familiar topics or topics of personal interest, e.g. family, school subjects, hobbies, computer games, and music; • express preferences; • make suggestions in discussions, express objections and give reasons for agreeing or disagreeing on topics of personal and general interest; • ask about and narrate events in the past, e.g. a weekend trip; • make a complaint, e.g. about unsuitable accommodation on an exchange visit; • give advice, e.g. about books to read.

B1	<p>Attainment Level 4 Students will be able to:</p> <ul style="list-style-type: none"> • ask about and express likes, dislikes, feelings and hopes; • ask for and give an opinion on familiar topics; • make, accept and refuse offers and requests; • express opinions; • pass and respond to a compliment; • express agreement and disagreement; • rephrase information.
B2	<p>Attainment Level 5 Students will be able to:</p> <ul style="list-style-type: none"> • request permission to speak; • draw someone's attention; • interrupt and contradict politely; • make suggestions in discussions, express objections and give reasons for agreeing or disagreeing on topics of personal and general interest.
B2	<p>Attainment Level 6 Students will be able to:</p> <ul style="list-style-type: none"> • ask for and follow detailed directions; • pass on detailed information on matters related to personal interests and current affairs; • demand explanations when something goes wrong; • exchange, check and confirm information.
B2	<p>Attainment Level 7 Students will be able to:</p> <ul style="list-style-type: none"> • participate in lengthy conversations about a variety of topics of general interest and express their point of view; • clear up misunderstandings during conversations and formal discussions; • participate in group discussions expressing opinions for and against and supporting their opinion; • express points of view providing facts, reasons and examples; • communicate spontaneously and fluently about topics of personal and general interest; • express the personal significance of events and experiences; • use persuasive language to defend their position and to convince others.

READING	
CEF	NOTE: all students will be able to read intensively a variety of texts (refer to Appendix 2 – <i>Reading: Source Material</i> for a list of possible text types and source material) whose content is linguistically and thematically accessible to learners at each level.
A2	NOTE: Each attainment level incorporates any level or levels preceding it. Attainment Level 1 Students will be able to: <ul style="list-style-type: none"> • derive information from timetables and posters; • demonstrate skimming and scanning skills when reading texts, e.g. adverts, articles and works of reference; • identify the referents of pronouns and demonstratives, e.g. <i>this, any, it</i> to build up meaning; • grasp main ideas in extended discourse, e.g. news items; • recognise paragraph organisation.
A2	Attainment Level 2 Students will be able to: <ul style="list-style-type: none"> • understand meaning denoted by discourse markers, e.g. <i>however, on the whole, in fact</i>; • deduce the meaning of words from the context; • distinguish between facts and opinions.
B1	Attainment Level 3 Students will be able to: <ul style="list-style-type: none"> • recognise the difference between factual and imaginative writing; • identify intended readership/audience and purpose of text; • draw on different features of texts, including layout and presentation, e.g. font, caption, illustration, sequencing, framing in order to obtain meaning and recognise broad categories of text type; • interpret information derived from graphs and maps.
B1	Attainment Level 4 Students will be able to: <ul style="list-style-type: none"> • recognise the attitude/s of author and character/s within the text; • evaluate and respond to texts which may include graphics.
B2	Attainment Level 5 Students will be able to : <ul style="list-style-type: none"> • understand connotation; • distinguish between contemporary and non-contemporary writing; • retrieve information from a range of sources.

B2	Attainment Level 6 Students will be able to: <ul style="list-style-type: none">• recognise how writers achieve their aims;• appreciate aspects of language, structure and themes in literary texts;• read with understanding articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
B2	Attainment Level 7 Students will be able to: <ul style="list-style-type: none">• identify and understand a wider range of text types in terms of literal meaning and inference;• identify different layers of meaning and understand their significance and effect;• make apt and careful comparison between texts, including consideration of audience, purpose and form;• appreciate the cultural content of a text;• evaluate the ability of the authors to achieve their effects through the use of linguistic, structural, stylistic and presentation devices;• understand contemporary literary prose and show appreciation of varieties of style.

WRITING	
CEF	NOTE: Each Attainment Level incorporates any level or levels preceding it.
A2	<p>Attainment Level 1 Students will be able to:</p> <ul style="list-style-type: none"> • write short, syntactically correct sentences about familiar topics, e.g. family, home, friends, leisure activities; • write with appropriacy and with a sense of audience short informal messages such as postcards and e-mails; • produce a short text about a particular topic mainly of a narrative and/or descriptive nature. <p><i>Note: Teachers are expected to set a writing task every two weeks (a minimum of 12 writing tasks in a scholastic year).</i></p>
A2	<p>Attainment Level 2 Students will be able to:</p> <ul style="list-style-type: none"> • write simple directions and instructions; • write a coherent and cohesive paragraph. <p><i>Note: Teachers are expected to set a free-writing exercise of about 100 words about a particular topic every two weeks (a minimum of 12 writing tasks in a scholastic year).</i></p>
B1	<p>Attainment Level 3 Students will be able to:</p> <ul style="list-style-type: none"> • write a variety of personal and informal letters, e.g. invitation, acceptance, refusal, directions, apology; • edit their written work; • write extended prose texts in response to a variety of cues such as graphics, written prompts and reading texts (directed writing). <p><i>Note: Teachers are expected to set compositions of about 150 words every 2 weeks (a minimum of 12 compositions in a scholastic year).</i></p>
B1	<p>Attainment Level 4 Students will be able to:</p> <ul style="list-style-type: none"> • write a dialogue; • write a biography; • write coherent and generally accurate texts, which are varied in structure and vocabulary, about familiar topics e.g. self, home, friends and leisure. <p><i>Note: Teachers are expected to set compositions of about 200 words every 2 weeks (a minimum of 12 compositions in a scholastic year).</i></p>
B2	<p>Attainment Level 5 Students will be able to:</p> <ul style="list-style-type: none"> • write a book review; • write a film review; • write a play review; • use the appropriate style and register in different types of formal letters, e.g. letters of request, complaint, apology, explanation, application for a job and a curriculum vitae; • summarise in point form. <p><i>Note: Teachers are expected to set compositions of about 250 words every 2 weeks (a minimum of 12 compositions in a scholastic year).</i></p>

<p>B2</p>	<p>Attainment Level 6 Students will be able to:</p> <ul style="list-style-type: none"> • express themselves in well-structured text, expressing clear points of view in well-linked paragraphs; • use a wide range of vocabulary, language structures and correct punctuation to achieve emphasis, to make fine distinctions and to create imaginative effects in narratives; • write reflective essays; • write argumentative essays; • write reports for a school magazine/newspaper in an appropriate style and for different purposes, e.g. to persuade, argue, advise, suggest and recommend; • write a summary in continuous prose.** <p><i>Note: Teachers are expected to set compositions of about 300 words every 2 weeks (a minimum of 12 compositions in a scholastic year).</i></p>
<p>B2</p>	<p>Attainment Level 7 Students will be able to:</p> <ul style="list-style-type: none"> • write an article for a school magazine; • write formal letters to a newspaper; • write different types of reports, e.g. assessment, informative and proposal reports; • write a variety of texts that are continually focussed on the task set, syntactically varied, consistently idiomatic, effectively structured, and largely free of spelling and punctuation errors. <p><i>Note: Teachers are expected to set compositions of about 350 words every 2 weeks (a minimum of 12 compositions in a scholastic year).</i></p> <p><i>*It is recommended that a letter of application and a CV be covered in Forms four/five.</i></p> <p><i>** Teachers of Forms four and five are to ensure that students are given adequate practice in summary writing. Teachers are expected to set a summary task at least every two weeks.</i></p>

APPENDIX 1

GRAMMAR AND KNOWLEDGE OF GRAMMAR

NOTE: Each Attainment Level incorporates any level or levels preceding it.

Students are considered to have reached a satisfactory level if they are able to:

Attainment Level 1

- use punctuation correctly, in particular the capital letter, comma, full stop, question mark, apostrophe;
- use:
 - nouns: singular and plural (regular and irregular);
 - pronouns: personal;
 - adjectives;
- use the definite and indefinite article: *the, a, an*;
- identify and use the following tenses:
 - simple present;
 - present continuous;
 - simple past (regular and irregular verbs);
- form the interrogative with:
 - verbs: *to be, to have, to do*;
 - relative pronouns: *who, what, where, when, why, how*;
- write statements in the affirmative and negative (including contractions);
- use the possessive;
- use the affirmative and the negative form of the imperative.

Attainment Level 2

- use punctuation correctly, in particular inverted commas and exclamation marks;
- identify and use the past continuous;
- use *going to* for future time ;
- identify and use link words (conjunctions): *and, but, because, or*;
- use link words for listing and adding, e.g. *first, next*;
- use pronouns: possessive, demonstrative, reflexive;
- use the determiners: *some, any*;
- use the interrogative with the verbs *to do, to have, to be* in the negative form;
- use countable and uncountable nouns.

Attainment Level 3

- use *will / shall* + infinitive for future time reference;
- use adverbs of frequency and manner;
- identify and use link words: *when, while, for, before, after, also, for example, such as*;
- form and use the comparative and superlative of adjectives;
- form the interrogative with: *whose, which*;
- use the Zero article;
- use prepositions of:
 - place e.g. *in, at, to, on, under, behind*;
 - direction e.g. *across, over*;
- use question tags;
- know the labels for the following parts of speech: noun, pronoun, verb, adjective, adverb, preposition and interjection;
- use relative pronouns.

Attainment Level 4

- produce compound and complex sentences;
- use adverbs of time and place;
- use punctuation correctly, in particular the semi-colon, colon, parenthesis, dash and hyphen;
- use quantifiers, e.g. *much, many, a lot of, plenty, a few, little, a little, several*;
- use prepositions of time, e.g. *until, since, for, during, after, before, while*;
- use nouns:
 - used only in the singular, e.g. *news, athletics, physics*;
 - used only in the plural, e.g. *jeans, trousers*;
- use link words in:
 - -summing up, e.g. *therefore, so, to conclude*;
 - comparing and contrasting, e.g. *the same as, even more important, however, on the other hand*;
- identify the infinitive form;
- use:
 - the present perfect simple;
 - the past perfect simple;
 - the simple present and present continuous with future time reference;
- know when to use *make* and *do*.

Attainment Level 5

- use link words, e.g. *furthermore, not only...but also, for instance, however, yet, either...or, whether...or, one or the other, namely, supposing*;
- use modal verbs: *can, could, must (had to), shall, should, will, would, may, might* in the affirmative, negative and interrogative forms;
- use the passive;
- use the following tenses:
 - present perfect continuous;
 - past perfect continuous;
- use *-ing* and *-ed* clauses as in, e.g. *The girls talking to Tom* and *The man injured in the accident*;
- use affixes:
 - negative suffixes: *-less*;
 - negative prefixes: *il-, im-, in-, ir-, dis-, mis-, un-*;
- change from direct to indirect/reported speech and from indirect/reported to direct speech;
- use adverbs (in the comparative and superlative form);
- use adverbs of probability / degrees of certainty.

Attainment Level 6

- use semi-modal verbs: *dare, need, used to, ought to* in the affirmative, negative and interrogative forms;
- use the conditional (first, second, third and zero);
- use affixes:
 - adjective suffixes: *-y, -ly, -ish, -like, -some, -worthy, -able, -ible, -ive, -ful, -al, -ous*;
- practise word building using affixes to change grammatical class:
 - noun to adjective, e.g. *help + ful, context → contextual*;
 - verb to noun, e.g. *sing + er, demolish → demolition*;
 - adjective to adverb, e.g. *quiet + ly, vague → vaguely*;
 - noun to verb, e.g. *haste + n, gravity → gravitate*;
- use phrasal verbs.

Attainment Level 7

- be able to use the gerund and/or infinitive;
- be able to use these tenses:
 - future continuous;
 - future perfect simple.

Appendix 2

READING: SOURCE MATERIAL

The following are examples of likely sources for extracts teachers can avail themselves of for reading lessons:

- autobiography;
- biography;
- literary non-fiction, e.g. travel accounts;
- novels;
- on-line authors;
- science fiction;
- short story;
- text of a speech;
- transcript of a conversation, e.g. between school leavers;
- writers' diaries;
- writers' letters;
- advertising material;
- brochures, e.g. for a safari park;
- encyclopaedia articles (non-technical);
- instructions, e.g. sports training;
- leaflets, e.g. on animal experimentation;
- letters, e.g. job seeking;
- pamphlets;
- reports, e.g. world wildlife;
- summary accounts, e.g. historical event;
- textbooks, e.g. popular science;
- web page, giving specific information;
- newspaper background article;
- newspaper editorial;
- newspaper leading article;
- press advertisement;
- on-line information;
- radio script;
- television script;

(Courtesy of Edexcel International)

APPENDIX 3

SUGGESTED LEARNING AND TEACHING STRATEGIES

LISTENING

- exposure of students to spoken English, including conversation at normal speed;
- exposure to casual listening on the radio, on TV and other media;
- exposure to listening with a purpose, e.g. listening to instructions and explanations on how to operate machines, followed by answering of multiple choice questions or completing a table or a grid;
- breaking down of long texts into manageable units;
- reading aloud of texts by teachers and/or students;
- recording and playing of texts by teachers and/or students in pairs / groups;
- listening and taking notes.

SPOKEN PRODUCTION AND INTERACTION

- using role play in order to practise speaking with a sense of audience;
- using role play in order to practise speaking with a specific purpose as in exchanging greetings, giving thanks, making apologies, requesting information and performing other language functions;
- using prompts such as cue cards or words / phrases on blackboard / white board to encourage speaking;
- using formal or informal discussions simple descriptions, and small talk to stimulate students' use of the language;

Below are further practical suggested strategies adopted from Klippel, F. (1984) *Keep Talking* CUP, that can be adopted in the classroom.

Awards	creating awards and discussing candidates for them
Who is it?	describing appearance and clothing
Brainstorming	finding as many ideas as possible
Chain story	telling a story and extending it
Sequencing	putting pictures in order and giving reasons
Miming	guessing activities
Consequences	giving a situation and discussing consequences
Role play	preparing a role play in groups
Guess what?	describing an unseen object and guessing
Desert Island	listing objects necessary for survival and giving reasons
Problem page	finding solutions to a problem
Everyday problems	sharing personal problems
Find someone who	questioning the other group members to find a specific person
Your house is on fire	listing objects you would rescue and why

Getting it together	co-operating in a task and discussing the shared experience
Interview	asking and answering questions
Advertisement	trying to sell a product
Famous people	talking about who you would like to be and why
Talk	delivering a prepared talk on a favourite topic
Looking for a job	choosing someone for a job
Debate	defending an argument
Radio programme	writing and recording a radio programme
Instructions	giving and following instructions for building something or finding the way
New rules	inventing and guessing rules for a new game
Outing	planning a day out such as a picnic or a school outing
Optimists / Pessimists	making optimistic and pessimistic statements
Our room	discussing how to furnish a room
Who lives there?	guessing from a picture who could live there
Colours	defending one's tastes in colours
Similar / Different	discussing similarities and differences
Spending money	agreeing on how to spend a sum of money
Phone call	telephoning with the help of cue cards

READING

Attainment Level 1

- the relation of information to a drawing;
- the reading and interpretation of information presented as a chart;
- the following of a linked series of written instructions;
- the arrangement of scrambled sentences in the correct order;
- the following of a narrative or description where the ideas and events are presented in sequence;
- the reading of a story and the stating of the main idea;
- the choice of the best title from a list of alternatives;
- the answering of questions ranging from factual to interpretative;
- skimming for general idea / gist.

Attainment Level 2 (Incorporates Suggested Strategies for Level 1)

- the differentiation between fact and opinion;
- the prediction of the subject of a text from the title;
- the writing of a title to fit the story;
- the highlighting of grammatical cohesion devices in a text;
- the understanding of the layout of texts, the use of headings, sub-headings...;
- the identification of logical relationships marked by conjunctions and link words and understanding the relationship between the different parts of the sentence(s).

Attainment Level 3 (Incorporates Suggested Strategies for Levels 1 and 2)

- the deduction of the meaning and cohesive use of unfamiliar lexical items;
- the recognition and ignoring of redundant lexical items in a text;

- the use of an index and table of contents;
- the reading of a passage and selection of what will happen next from a list of alternatives.

Attainment Level 4 (Incorporates Suggested Strategies for Levels 1-3)

- the use of reference words and sequence markers;
- the handling of complex sentences;
- the prediction of what will happen next in a story;
- the arrangement of scrambled paragraphs into the correct order;
- the ability to recognise topic sentences and key words.

Attainment Level 5 (Incorporates Suggested Strategies for Levels 1-4)

- the ability to extract salient points to summarise;
- the presentation of key information derived from a text in a visual form by completing a table, diagram or graph;
- the presentation of key information derived from a text in a visual form by completing a paragraph;
- the following of a narrative or description when the ideas and events are presented out of sequence;
- the identification of instances of bias.

Attainment Level 6 (Incorporates Suggested Strategies for Levels 1-5)

- the understanding of the underlying purposes / function of a text;
- the following of a text when the ideas are presented out of sequence;
- the presentation of key information derived from a text in a visual form by completing a pie-chart or flow-chart;
- the differentiation between relevant and irrelevant information;
- the recognition of the tone of a text (eg. satire, irony, humour...).

Attainment Level 7 (Incorporates Suggested Strategies for Levels 1-6).

WRITING

- presentation of a model and familiarisation examples;
- controlled exercises to practise skills;
- guided (semi-controlled) work to lead pupils towards free writing;
- discussion (class, small group, pair);
- brainstorm / making notes / asking questions;
- fastwriting / selecting ideas / establishing a viewpoint;
- rough draft;
- preliminary self-evaluation;
- arranging information / structuring the text;
- first draft;
- group /peer evaluation and responding;
- second draft;
- self-evaluation / editing / proof-reading;
- finished draft;

(Adapted from White, R. and Arndt, V. (1991) *Process Writing*. Longman)

- final responding to draft;
- free-writing exercises;
- collaborative writing.

GRAMMAR AND KNOWLEDGE OF GRAMMAR

- focussing on only one grammatical structure at a time;
- making learners aware of three aspects of the grammar point:
 - meaning: the concept it expresses;
 - form: sequence of words expressed orally / in writing;
 - function: the situation it can be used in.
- stressing meaning and function of grammatical structures for communication;
- giving a clear model of the grammatical structure;
- establishing a situation and example to show meaning;
- providing a model of the spoken form of the grammatical item in focus;
- focussing on the written form;
- presenting grammar items in a context.

LEARNING TO LEARN

At every stage, students should be helped to become aware of the many resources that surround them. The use of **realia** is strongly recommended.

- Learning about the *learning climate* includes planning one's work, setting targets and deadlines, monitoring progress, evaluating work and keeping records. These can be learnt through questionnaires, quizzes, diary and other forms of record-keeping.
- Reference skills may include learning to use a dictionary, an encyclopaedia, a library catalogue, a telephone directory and other lists as well as their own class course book as reference. This in turn requires the ability to handle a table of contents, an index, headings and sub-headings.
- Memory training techniques may include mind maps, mnemonics, categorising, and association games.

APPENDIX 4

GLOSSARY

Adverbs of Probability / Degrees of Certainty

Examples:

actually (in fact, really), apparently, certainly, clearly, evidently, obviously, presumably, probably, undoubtedly, definitely, perhaps, possibly, surely.

absolutely, almost, barely, completely, enough, even, extremely, fairly, far, hardly, just, much, nearly, only, pretty, quite, rather, really, scarcely, so, too, very.

(Thomson, A. J. and Martinet, A. V. (1986) *A Practical English Grammar* [4th edition p. 58-59]. Oxford: OUP)

Coherence

The relationships which link the meanings of utterances in a discourse or of the sentences in a text. These links may be based on the speakers' shared knowledge. An example is:

A: *Could you give me a lift home?*

B: *Sorry, I'm visiting my sister.*

There is no grammatical or lexical link between A's question and B's reply (see Cohesion) but the exchange has coherence because both A and B know that B's sister lives in the opposite direction to A's home.

Generally a paragraph has coherence if it is a series of sentences that develop a main idea (i.e. with a Topic Sentence and supporting sentences which relate to it).

Cohesion

The grammatical and/or lexical relationships between the different elements in a text. This may be the relationship between different sentences or between different parts of a sentence. For example:

A: *Is Jenny going to the party?*

B: *Yes, she is.*

There is a link between 'Jenny' and 'she' and also between 'is ... coming' and 'is'.

In the sentence *If you are going to London, I can give you the address of a good hotel there* the link is between 'London' and 'there'.

Connotation

The additional meanings that a word or phrase has beyond its central meaning. These meanings, be they positive or negative show people's emotions and attitudes towards what the word or phrase refers to. For example, 'child' could be defined as a 'young human being' but there are many other characteristics which different people associate with 'child', e.g. 'affectionate', 'amusing', 'lovable', 'sweet', 'mischievous', 'noisy', 'irritating', 'grubby'.

Contracted Forms

Students are encouraged to use the full form of the verb but they should not be penalised for the use of contracted forms of verbs in the following styles of writing: informal letters, essays, articles, summaries, diary entries, and informal notes. Contracted forms are not acceptable in formal letter writing and in reports and, therefore, should be penalised.

Dialogue Writing

– Students should be directed not to use quotation marks when writing a dialogue. Format to be adopted should be – name of speaker, followed by colon, followed by the speaker’s words. For example:

John: Good morning, Mary.

– Students can opt to set the scene at the beginning of the composition and/or indicate some physical movement undertaken by characters, by writing short phrases / sentences which are to be placed in brackets. There should only be a few such interventions and not more than two sentences at any one point.

– Word count: speaker’s name before each ‘speech’, introductory words and interventions (if any) should not be taken into account.

Discourse

A general term for examples of language use, i.e. language which has been produced as the result of an act of communication. It refers to larger units of language such as paragraphs, conversations and interviews.

Discourse Markers

Make clear the connection between what we are going to say and what came before (e.g. talking about..., anyway, however). Some of them show our attitude to the truth of what we are saying (e.g. I suppose, I think, Frankly). Other show what kind of commitment is going on (e.g. after all [in persuading], I’m afraid [in polite refusals]).

Genre

A particular style, especially of literature, art, music, etc. recognizable by its particular subject or form, and having distinctive characteristics. Examples of genres are poems, letters, novels, reports and drama.

Layout

The way a piece of writing appears on a page. The layout of a letter includes among other items the writer’s address at the top right-hand corner, the date just below the writer’s address and the salutation on the left-hand side one line below the date.

Register

A speech variety used by a particular group of people, usually sharing the same occupation (e.g. doctors, lawyers) or the same interests (e.g. football fans, stamp collectors). A particular register often distinguishes itself from other registers by having a number of distinctive words, by using words or phrases in a particular way (e.g. in tennis, dance...), and sometimes by special grammatical constructions (e.g. legal language...).

Typography

The style, size and arrangement of the letters in a piece of printing.

APPENDIX 5

LIST OF RECOMMENDED BOOKS

LISTENING

- Anderson, A. and Lynch, T. (1988) *Listening*. Oxford: OUP
- Blundell, L. and Stokes, J. (1981) *Task Listening*. Cambridge: CUP
- Brown, G. (1977) *Listening to Spoken English*. Harlow: Longman
- Byrne, D. (1985) *Teaching Oral English* (2nd. Ed). London: Longman
- Craven, m. (2004) *Listening Extra*. Cambridge: CUP
- Doff, A. and Becket, C. (1991) *Listening* (Books 1 and 2). Cambridge: CUP
- Dunn, V. and Guber, D. (1987) *Listening*. Oxford: OUP
- Green, J. (1987) *Listening* (Books 1-4). London: Cassell
- Maley, A. and Moulding, S. (1981) *Learning to Listen*. Cambridge: CUP
- Maley, A. and Doff, A. (1978) *Drama Techniques in Lang. Learning*. Cambridge: CUP
- McLean, A. (1981) *Start Listening*. London: Longman
- Rixon, S. (1986) *Developing Listening Skills*. London: Macmillan
- Rost, M. (1990) *Listening in Language Learning*. London: Longman
- Rost, M. (1991) *Listening in Action*. London: LTP
- Stokes, J. (1984) *Elementary Task Listening*. Cambridge: CUP
- Todd, F. (1981) *Focus Listening*. London: Macmillan
- Ur, P. (1981) *Discussions That Work*. Cambridge: CUP
- Ur, P. (1984) *Teaching Listening Comprehension*. Cambridge: CUP

SPOKEN PRODUCTION AND INTERACTION

- Andrews, J. (1977) *Say what you mean in English* (Book 2). Walton-on-Thames: Nelson
- Brims, J. (1986) *Speaking* (4 Books). London: Cassell
- Brown, R. (1989) *The Spoken Word Project*. London: Oliver & Boyd
- Gammidge, M. (2004) *Speaking Extra*. Cambridge: CUP
- Heathfield, D. (2005) *Spontaneous Speaking*. Delta Publishing
- Kirby, S. and Key, P. (1989) *Penguin Elementary Speaking Skills*. Harmondsworth: Penguin
- Klippel, F. (1987) *Keep Talking*. Cambridge: CUP
- Lowe, S. (2004) *Telephoning*. Delta Publishing
- Ramsey, G. and Rees-Parnall, H. (1989) *Well Spoken*. Harlow: Longman
- Watcyn-Jones, P. (1984) *Pair Work* (Books 1 and 2). Harmondsworth: Penguin
- Wilson, K. (1986) *Something to Say*. London: Edward Arnold

READING

- Abbs, B., Cook, V. and Underwood, M. (1980) *Authentic English for Reading 1*. Oxford: OUP
- Abbs, B., Cook, V. and Underwood, M. (1981) *Authentic English for Reading 2*. Oxford: OUP
- Benitez, L., Castrillo, J. M., Cerezal, N. and Suarez, C. (1988) *Reading Tasks*. Harlow: Longman
- Culshaw, G. and Waters, K.
 (1984) *Headwork 3*. Oxford: OUP
 (1984) *Headwork 4*. Oxford: OUP
 (1990) *Headwork 5*. Oxford: OUP
- Culshaw, C. and Craig, D.
 (1990) *Headwork 7*. Oxford: OUP
 (1990) *Headwork 8*. Oxford: OUP
- Davies, E. and Whitney, N. (1981) *Strategies for Reading*. London: Heinemann
- Davies, E. and Whitney, N. (1984) *Study Skills for Reading*. London: Heinemann
- Driscoll, L. (2004) *Reading Extra*. Cambridge: CUP
- Ecksturt, S., Lubelska, D. and Parker, S. (1989) *First impressions - Elementary*. London: Longman
- Ecksturt, S. and Lubelska, D. (1989) *Beneath the Surface - Pre-intermediate*. Harlow: Longman
- Ecksturt, S., and Lubelska, D., (1989) *Widely read - Intermediate*. London: Longman
- Ellis, M., and Ellis, P.
 (1982) *Between the lines - Early intermediate*. Walton-on-Thames: Nelson
 (1983) *Shades of meaning - Pre-intermediate*. Walton-on-Thames: Nelson
 (1983) *Take it as read - Intermediate*. Walton-on-Thames: Nelson
 (1983) *Take it as Read*. Walton-on-Thames: Nelson
- Greenall, S., and Pye, D. (1991) *Reading 1 - Cambridge skills for fluency*. Cambridge: CUP
- Greenall, S. and Pye, D. (1991) *Reading 2 - Cambridge skills for fluency*. Cambridge: CUP
- Haines, S. (1986) *Reading 2 - Cassell's foundation skills series*. Eastbourne: Cassell Ltd
- McSweeney, T. and Brierley, E. (1989) *Varieties of Reading; English Resources for GCSE*. Harlow: Longman
- Nuttall, C (2000) *Teaching Reading Skills in a Foreign Language*. Macmillan Heinemann
- Richards, J.C. (1998) *Extensive Reading in the Second Language Classroom*. Cambridge: CUP
- Roberts, P. (1994) *Cambridge First Certificate Reading and Vocabulary*. Cambridge: CUP
- Seely, John (1986) *Understanding*. Oxford: OUP
- Silberstein, S. (1994) *Techniques and Resources in Teaching English*. Oxford: OUP
- Walter, C. (1989) *Authentic Reading*. Cambridge: CUP
- Walters, D., and Culshaw, C. (1986) *English Headwork 3*. Oxford: OUP
- Widdowson, H. (ed) (1980) *Concepts in use*. Oxford: OUP
- Widdowson, H. (ed) (1979) *Discovering Discourse*. Oxford: OUP
- Widdowson, H. (ed) (1979) *Exploring functions*. Oxford: OUP

Further Reading

- Grellet, F. (1981) *Developing reading skills*. Cambridge: CUP
- Greenwood, J. (1981) *Comprehension and reading*. (In Abbott, G., and Wingard, P. (eds) 1981 *Teaching English as an International Language*. London: Nelson)
- Holme, R. (1991) *Talking Texts*. Pilgrims Longman Resource Books, Harlow: Longman
- Nuttall, G. (1982) *Teaching reading skills in a foreign language*. London: Heinemann
- Wallace, C (1991) *Reading*. Oxford: OUP
- White, R. (1981) *Reading*. (In Johnson, K., and Morrow, K. (eds) 1981 *Communication in the classroom*. London: Longman)
- Williams, E. (1984) *Reading in the language classroom*. London: Macmillan

WRITING

- Case, Doug and Milne, John (1982) *Developing Writing Skills in English*. London: Heinemann
- Clarke, David F. (1984) *Inroads*. London: Heinemann
- Dyche, Ray (1986) *Graded Practice in Writing for a Purpose*. Harlow: Longman
- Fowler, W. S. (1989) *Progressive writing skills*. Walton-on-Thames: Nelson U.K
- Hedge, Tricia (1985) *In the Picture*. Walton-on-Thames: Nelson
- Hedge, Tricia (1986) *Freestyle*. Walton on Thames: Nelson
- Jolly, David (1984) *Writing Tasks*. Cambridge: CUP
- Jupp, T. C. and Milne, J. (1985) *Basic Writing Skills*. London: Heinemann
- Jupp, T. C. and Milne J. (1989) *Basic writing skills in English - Student's book*. Heinemann International
- King, G. (2004) *Good Writing Skills*. Harper Collins.
- Littlejohn, Andrew (1992) *Writing 2*. Cambridge: CUP
- MacAndrew, Richard (1993) *Cambridge First Certificate Writing*. Cambridge: CUP
- McSweeney, T. (1989) *Varieties of Writing*. Harlow: Longman
- Parry, Anne (1989) *Penguin Elementary Writing Skills*. London: Penguin
- Palmer, G. (2004) *Writing Extra*. Cambridge: CUP
- Pincas, Anita (1983) *Composition*. London: Macmillan
- Pincas, Anita (1982) *Teaching English Writing*. London: Macmillan
- Raines, A. (1983) *Techniques in Teaching Writing*. Oxford: OUP
- Self, David (1984) *Summary with a Purpose*. London: Macmillan
- Stephens, Mary (1986) *Practise Writing*. Harlow: Longman
- Tribble, Chris (1989) *Word for word*. Harlow: Longman
- White, R. and Arndt, V. (1991) *Process Writing*. London: Longman
- White, Ronald V. (1989) *Teaching Written English*. Oxford: Heinemann
- Withnow, Jean (1987) *Effective Writing*. Cambridge: CUP

GRAMMAR AND KNOWLEDGE OF GRAMMAR

- Celce-Muria, M. & Hilles, S. (1998) *Techniques & Resources in Teaching Grammar*. Oxford: OUP
- Doff, A. (1988) *Teach English*. Cambridge: CUP
- Hall, D. and Foley, M. (1990) *Survival Lessons*. Walton-on-Thames: Nelson
- Hancock, M. (1998) *Singing Grammar*. Cambridge: CUP
- Murphy, R. (1985) *English Grammar In Use*. Cambridge: CUP
- Murphy, R. (1990) *Essential Grammar In Use*. Cambridge: CUP
- Richards, J.C. (2000) *Functional English Grammar*. Cambridge: CUP
- Rinvolutri, M. (1984) *Grammar Games*. Cambridge: CUP
- Seller, D. (2002) *Grammar Goals*. Black Cat
- Thomson, A. J. and Martinet, A. V. (1986) *A Practical English Grammar*. Oxford: OUP
- Thornbury S. (1999) *How to Teach Grammar*. Longman
- Ur, P. and Wright, A. (1982) *Five Minute Activities*. Cambridge: CUP
- Ur, P. (1988) *Grammar Practice Activities*. Cambridge: CUP

Further reading

- Carter, R. and McCarthy, M. (2006) *Cambridge Grammar of English*. Cambridge University Press
- Chalker, S. (1984) *Current English Grammar*. London: Macmillan
- Crystal, D. (1987) *The Cambridge Encyclopaedia of Language*. Cambridge: CUP
- Downing, A. and Locke, P. (1992) *A University Course in English Grammar*. Hemel Hempstead
Prentice Hall International
- Swan, M. (1980) *Practical English Usage*. Oxford: OUP
- Thompson, A. J and Martinet, A.V. (1980) *A Practical English Grammar*. Oxford: OUP

LEARNING TO LEARN

- Abbott, A. (1994) *English For Life*. London: Collins Educational (contains ideas for teaching alphabetisation)
- Ellis, G., and Sinclair, B. (1991) *Learning to Learn English A course in Learner Training*. Cambridge: CUP (Teacher's Book and Student's Book)
- McCarthy, M. and O'Dell, F. (1994) *English Vocabulary in Use*. Cambridge: CUP
- O'Connor, J. (1994) *Use of Language Book 2*. Oxford: OUP
- Ur, P. and Wright, A. (1992) *Five-Minute Activities*. Cambridge: CUP
- Wenden, A. (1991) *Learner Strategies for Learner Autonomy*. Hemel Hempstead Prentice Hall International English Language Teaching

GENERAL

- Council of Europe, (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press
- Morrow, K. ed. (2007) *Insight from the Common European Framework* Oxford University Press
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THE END

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