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PROVISIONAL PROGRAMME FOR ENGLISH AS A FIRST  
FOREIGN LANGUAGE IN THE FOURTH AND FIFTH YEARS  
OF THE PRIMARY SCHOOL

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PROVISIONAL PROGRAMME IN ENGLISH AS A FOREIGN  
LANGUAGE IN THE SECONDARY SCHOOL, YEARS 4-7

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THE FOURTH AND FIFTH YEARS OF THE PRIMARY SCHOOL

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# 1. INTRODUCTION

The programme for the fourth and fifth years is provisional. The compilers' lack of previous experience in this area means that its suggestions must be experimental and that individual teachers must be allowed to interpret them with a certain degree of freedom.

Bearing this in mind, however, there are arguments in favour of limiting fourth- and fifth-year work to one book of the core-course for each year. Thus fourth-year children would work on L.G. Alexander "Look, Listen and Learn" Book 2 and each teacher would be expected to undertake additional consolidation work without actually starting on Book 3 of the course until the fifth year. This leaves ample scope for the individual teacher to exploit and extend the scheme while he limits himself to "a book a year".

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## 2. OBJECTIVES

### Fourth year

The fourth-year course should aim at a controlled increase in structures and vocabulary with constant revision of the patterns encountered in the first three years.

The reading and writing scheme should consolidate the basic skills of understanding and speaking already acquired and reinforce the new patterns. Pupils should be prepared for more advanced and varied reading in the fifth year. A pleasant and spontaneous atmosphere should, however, continue to prevail.

### Fifth year

The course should now take into consideration the child's gradually maturing interests.

Progress is achieved through a change in subject matter, in centres of interest and in the method of presentation. Consolidation and expansion in the form of guided reading and writing should lead to a more creative use of the language.

By the end of the fifth year the pupil should have attained a level of proficiency in English, that will enable him, within his range of interest and experience, to communicate intelligibly and confidently in simple English.

During these two years attention should continue to be paid to developing the pupil's knowledge of the social and cultural background of the English-speaking world.

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### 3. METHODOLOGY

#### (General recommendations)

##### Listening

The importance of listening as a key-activity in the language-learning process has been referred to in the General Introduction to the programme for the first three years (see page 130/14).

During the fourth and fifth years, pupils must be given the opportunity to listen to more difficult language with increasing emphasis on comprehension through context. The use of an audio-visual method demands especially attentive listening. Lexical items and structures are presented in the form of dialogues, plays, stories, poems, songs, rhymes and games. The pupils must be encouraged to listen carefully to others using the language, individually and in groups, in order to promote accuracy and self-correction. Much of this practice can be given in an interesting way through group activities. A variety of aural and visual aids (such as the "Language Master", tape-recorder and head-phones, record-player, film-strip, radio and where possible, the language laboratory) is necessary in order to promote interest and good listening.

##### Spoken English

The over-all objective of teaching spoken English is the facilitation and extension of communication.

The immediate aims are ready comprehension and fluent, clear speech. Good speech depends on attentive listening and understanding.

Pronunciation: In practice, pupils will tend to copy their teacher's pronunciation and other speech characteristics.

The variety of vowel sounds peculiar to the English language should be taught in all their natural forms (e.g. unstressed vowel-sounds such as the neutral vowel etc). The same applies to consonants that offer particular difficulties.

Teachers should pay special attention to the varying difficulties which arise out of differing linguistic backgrounds.

Stress and Intonation : Differences in stress and intonation should be kept in mind by the teacher, and emphasised when this is appropriate. Pupils must be given practice in saying phrases and sentences so that they acquire a feeling for what might be called "contextual stress"; failure to achieve this certainly retards their comprehension of every-day English speech, and may restrict their own spoken English to a stilted variety.

While Primary School children may well be too young to cope with (or need) intonation pattern drills, they do need, by the fourth and fifth years, to recognise that there are intonation patterns, so that they may perceive them when they hear English spoken, and begin to associate these patterns with meaning. Such patterns require to be demonstrated, and pupils taught to pronounce them correctly.

Method : The teaching of spoken English should make use of all forms in which English is used orally, keeping in mind the children's age group and interests.

### Reading

The purpose of reading in English is manifold. Reading can be a means of obtaining a great deal of pleasure in any language, and this is equally true of reading in a foreign language. However, reading for these classes should be much more than merely a source of pleasure : it is a very important way of consolidating structures and vocabulary already encountered orally. Reading is also a means of introducing new themes and expanding structures and vocabulary.

Later reading will become a means of gaining factual information, of appreciating literature and of generally helping the children who study English as a "living language" to understand the cultural background of the English-speaking world.

Therefore, it is important that the children should enjoy reading and develop good reading habits as early as possible.

Reading is not an entirely new skill to these children, since they have been reading in their mother-tongue for at least three years. The teacher should be aware of those children who already have reading problems in their own language. Difficulties arising out of unfamiliar vowel- and consonant-combinations need special attention (see also under "Spoken English").

Reading is a skill which has to be mastered fairly early in most courses (e.g. L.G.Alexander : "Look, Listen and Learn" Book 1, Unit 14 - third year). Courses usually recommend the parallel use of "link readers" at various set stages. Therefore, a classroom library should be started with structured readers, and also with suitable reading schemes used in the teaching of English mother-tongue, sometime during the fourth year. Use should be made of as much reading material as possible to consolidate words met and also to vary the pace and form of a lesson (see appendix on suitable additional reading material such as flash-cards etc).

In the fourth and fifth years opportunities for reading beyond the structural readers provided should be given to those children who are able.

Reading should go outside their active use of the language. By the end of the fifth year it is to be hoped that a broad range of suitably selected books will be available for use in either the suggested library or in a "book corner". Additional reading schemes and reading material in general would have to be checked for lexical problems, new structures, reading age and interest level.

The reading in the fourth and fifth years should lead to a more confident use of the language. At the same time, it is important that reading be guided and that adequate steps be taken to ensure that the children comprehend what they read. All forms such as silent personal reading, group-reading and reading aloud need to be encouraged. The teacher has to ensure that the intonation and rhythm of the language are not lost through hesitation and that pronunciation remains of an acceptable standard. Reading should be regarded as an important means of broadening the pupil's command of English, of helping to develop fluent writing and of extending his general knowledge and his background knowledge of the English-speaking world.

### Writing

The skill of writing will have been introduced in a simple form during the third year.

Written work must at all times during the primary course, follow the mastery of the spoken word and familiarity with the reading of the word.

Reading and writing skills are inextricably woven, and although reading will precede writing skills, the intense enthusiasm of most children to write down what they can read should not be totally ignored or worse still actively discouraged.

Flash cards will have been used in the third year and a careful selection of these will provide a sound introduction to the skill of writing. Used as simple captions for drawings in scrapbooks, for example, these familiar words will soon be fluently, confidently and correctly written. The "Pupil's Workbook" of the core-course (Workbook II) can then be tackled with more confidence and success.

Phonetic spelling lists and simple dictations based upon these will prove a useful reinforcement to writing skills. Towards the end of the fourth year the children should have mastered the writing skills to the point where simple "guided" composition -- perhaps allied to pictures -- should be introduced. The transition from fourth to fifth would see the introduction of simple written comprehension.

The final stage, at the end of the fifth year, would be the introduction of free creative writing, in which the pupil is, by the use of known structures and vocabulary, able to express himself in good, fluent, simple English.

Correction of written work should be dealt with promptly and constructively i.e. positively rather than negatively. The merits of occasional selective marking need to be considered.



### Evaluation and Assessment

The recommended core-course provides built-in techniques for evaluation and assessing the pupil's progress.

If these are found to be inadequate the teacher must devise his own method of continuous assessment of both oral and written work. Such assessment should indicate difficulties met by individual pupils and suggest relevant reinforcement work.

Provision should be made for pupils who have not reached the level required ; either because they are late beginners or have individual difficulties.

#### 4. CONTENT

##### The Syllabus

The syllabus for years four and five is contained in the core-course (L.G. Alexander "Look, Listen and Learn, Books 2 and 3). The grammatical structures are clearly indicated in the Teacher's books for this course.

It is advisable to follow the order indicated, although teachers are free to present and supplement the work in their own way.

The children are expected to understand the structures and use them confidently and fluently in a variety of situations. They should also be able to understand and practise them in the newly-acquired skills of reading and writing.

The greater part of the pupil's work is still oral, however.

##### The Structures

In Book 2, lessons 1-16 the structures and vocabulary already learnt in Book 1 are revised. (including : Present Continuous, Present Simple, "going to" future etc.).

Lessons 17-43 continues the revision while at the same time some new structures are introduced.

In lesson 43 the Past Simple is introduced and in Lesson 85 the Present Perfect.

These two tenses are revised and contrasted.

By the end of Book 2, the pupils should have a good basic knowledge of the language and the four most frequent tenses.

Book 3 covers an Intermediate Stage and contains revision lessons (1-16) and more advanced structures (e.g. auxiliaries, Present Perfect Continuous, Past Continuous, Conditional 1, and some relatives etc).

By the end of this year the children will have acquired a good standard of English.

The Vocabulary : a complete list of the vocabulary covered is given at the end of the Teachers Books.

Suitable songs and stories are also included. The individual teacher is advised to supplement this material as he wishes.

APPENDIX ON ADDITIONAL READING MATERIAL

1. Posters and Postcards with titles on them are displayed around the classroom.
2. The Blackboard. Children often want to use and write a word which they can pronounce.
3. Drawings which are done by the children can have captions under them.
4. Scrapbooks can be made and arranged by the children. Captions can be written or cut out to put under the pictures.
5. Calendars with English scenes, names, and dates in English can be hung on the walls.
6. Wallcharts which are used for language teaching may have some written words on them.
7. Flashcards can have both pictures and words written on them.  
These may be used in several ways :
  - a. to teach new language structures  
e.g. Have you got a dog ? (word plus picture)
  - b. to play team games by giving instructions.  
e.g. Touch the table. Go to the door
  - c. to play team games, matching words to pictures.
8. Children's Games with pictures and words printed on them.
  - a. Bingo or Lotto can be played by pupils in groups with the teacher (or a pupil) calling.
  - b. Dominoes can be played in groups first with the numbers on one side, and then with the pictures and words on the other side (animals, Disney characters)
  - c. Jigsaw puzzles can be played in groups too. Words can be printed or struck on certain pictures.
  - d. Snap can be played in twos or more.
  - e. Happy Families. This is especially suitable for names and professions.
  - f. Junior Scrabble. Suitable for fourth and fifth years.
  - g. I-Spy etc. etc.

9. Comic Strips and Cartoons from newspapers, comics or magazines, cut out or copied by the teacher.
10. Graded Readers (e.g. Longmans or Ladybird) may be used for private, group or class reading for 10-15 minutes per week.

These may be used in the following ways :

- a. for comprehension aural and written.
  - b. for four-line dialogues and intonation practice.
  - c. for acting scenes.
  - d. for consolidating structures already learnt and therefore they must be suitable for the level of the class.
11. Other Readers e.g. traditional stories. These can be used at the teacher's discretion and provided they are suitable for a younger reading age.
  12. Songbooks can be used, if the children have already learnt and sung the songs before.

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PROVISIONAL PROGRAMME IN ENGLISH AS  
A FOREIGN LANGUAGE IN THE SECONDARY  
SCHOOL, YEARS 4-7

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OBJECTIVES TO BE REACHED AT THE END OF THE 7-YEAR COURSE

GENERAL REMARKS

1. The 4th and 5th years are a period of mainly linguistic consolidation. At this stage the teaching should concentrate on extending language skills, both in the fields of grammar and vocabulary, resulting in a greater degree of fluency and accuracy in both oral and written usage.
2. In the 6th and 7th years a stage has been reached at which it seems advisable to concentrate less on the linguistic aspect of language teaching. The age of the students makes it possible to deal with more complicated and abstract concepts, which should be gradually incorporated into the teaching.
3. After the 5th year, account should be taken of the fact that the students may choose English as a first, second or third foreign language. The difference lies in the eventual level of achievement, which thus implies different standards of valuation.

ACHIEVEMENTS

The skills mastered by the end of the course should include :

- a. the ability to communicate easily within those forms of spoken English which are generally accepted and on topics which are not too specialised in subject-matter or in language ;
- b. the ability to read and understand any text which is not too specialised in subject-matter or language ;
- c. the ability to write in present day English on subjects that do not involve a use of specialised language.

## APPENDIX I

### GRAMMATICAL NOTIONS

It seems natural that, as to grammar by far the greater part of the 4th, 5th, 6th and 7th years should be devoted to the repetition, elaboration and extension of the items enumerated for the first 3 years with special attention to the following :

### VERBS

To be added : Present Perfect Continuous

Past Perfect Continuous

Auxiliaries : can -- will be able to -- have been able to  
may -- will be allowed to -- have been allowed to  
must -- will have to -- had to -- have had to  
dare

### ARTICLES

Uses and omission of the indefinite article : He is a captain.  
He is captain of the Illustrious.  
He acted as a friend.

Uses and omission of the definite article : with abstract and material nouns :

History is bunk.

Butter is expensive.

with names of streets, parks, and institutions :

He went to hospital.

He lives near Hyde Park.

with parts of the body :

He took him by the hand.

### NOUNS

Pair plurals : eg trousers, spectacles, scissors, etc.

Post genitive : a friend of my father's

(a friend of mine)

Genitive with time and distance : yesterday's paper  
a two hours' walk

Partitive preposition : a pound of butter, a bottle of wine

Appositional preposition : the county of Kent

Some expressions with genitive : to my heart's content  
at his wit's end  
for art's sake, etc.

### ADJECTIVES

Conversion : the rich, the blind.

### PRONOUNS

Interrogative : who -- which : Who did that ? -- Which of you did that ?  
what -- which.

### RELATIVE CLAUSES

Position of preposition : I saw the man who (that, zero) you were talking about.

Continuative and restrictive clauses :

a) My father, who is 78, is coming tomorrow.

b) The man who(m) (that, zero) you see there is my uncle.

"Which" + "who(m)" not used after :

only, any, all, nothing, something, everything,  
anything, superlatives

"What" = all that

"Which" referring to a whole sentence :

I have to go to school, which is rather unpleasant.

### EXAMPLES OF USES OF VERB FORMS AND AUXILIARIES

to be added : further functions of "to be" + -ing :

He is always grumbling.

: present perfect continuous :

He has been waiting all afternoon.

: past perfect continuous :

He had been playing the piano for an hour when I came in.

: present perfect passive :

He has been beaten.

: past perfect passive :

He had been beaten.



: future passive :

He will be beaten.

: conditional passive :

He knew that he would be beaten.

: present continuous passive :

My car is being repaired.

: past continuous passive :

I could not come because my house was being painted.

Further uses of auxiliaries :

Can : I can see a dog in this picture.

Can vs. May : We may put out chairs in the garden, and if so we can have tea there.

If you behave you may (can) go to the cinema tonight.

"Must not" vs. "need not/don't have to"

"Must" vs. "have to"

All people must die.

You must go now !

You have to leave now, if you want to catch your train

"Must" vs. "should"

You must do your homework.

You should (ought to) do your homework.

"to be to"

I was to meet him at the station, but he wasn't there.

You are to do your homework now !

"Shall"

Shall I tell him ?

"Will"

He will sit there for hours.

"Would"

He used to sit down in that chair, and then he would sleep for the rest of the day.

Emphatic "to do"

I did tell you !

Do be quiet !

GERUND VS INFINITIVE

I like to go to school.

I like going to school.

### PASSIVE VOICE

Subject corresponding to direct object :

I beat my brother at tennis / My brother was beaten at tennis.

Subject corresponding to indirect object :

They gave him a medal / He was given a medal.

Subject corresponding to prepositional object :

We shall look into the matter / The matter will be looked into.

"Have" + object + passive past participle :

I had the house painted last year.

Special attention should be paid to the frequent application of the passive rather than the impersonal construction :

One should not do that. / It is not done.

Passive gerund :

Your hair needs cutting.

It's not worth repeating.

### SENTENCE STRUCTURE

Reported speech :

He said that he wasn't hungry.

He said that he hadn't seen it.

Indirect questions :

He asked us if we had been there.

He wondered who had done that, etc.

Inversion after initial negative sentence qualifier :

Only then did he believe me.  
Never have I heard anything so ridiculous.

Conditional sentence :

I will tell you if you tell me.

I would tell you if you told me.

I would have told you if you had told me.

N.B. The examples given are not meant to be exhaustive. They only serve to remove any misunderstandings about the terminology.

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## APPENDIX II

### VOCABULARY

The student's knowledge of vocabulary at the end of the seven-year course should enable him to understand to a large extent spoken and written English of a non-specialised nature (but on the level of educated people), when used in accepted grammatical structures. He should also be able to use the language actively without seriously offending against accepted usage, so that he can make himself understood.

A distinction must be made between active, passive, specialised or professional and sub-standard vocabulary.

Sub-standard (unconventional English, slang) is not taught as part of the official course.

Specialised vocabulary (both active and passive) cannot be taught in a secondary school except to a very limited extent, eg :

some grammatical terminology	(Present, Passive voice, Auxiliary, etc)
some school terminology	(oral exam, test-paper, etc).

It should be borne in mind that this vocabulary is only used to make teaching in English possible and its use should remain functional. Under this heading also comes some vocabulary in connection with the cultural content of the course (eg : Speaker, Public School, Life Peer, etc) and vocabulary in connection with the European context in which the pupils live.

For both the active and the passive vocabulary content of the course it should be borne in mind that for many students the European School is an intermediate step to higher education.

The passive vocabulary is increased by hearing and reading English and although it cannot be taught systematically it should be considered as an important element of the course.

It is essential that students should be encouraged to listen to English and read it outside the classroom. Students who take English as their first foreign language are required to submit a list of several articles and books read.

Active vocabulary : A definite list of the vocabulary the student is to master cannot be drawn up. It is suggested that a large degree of latitude should be left to the teacher responsible. As a rough guide-line, however, the following points should be observed :

1. Acquisition of vocabulary will progress gradually from the centres of interest (Years 1-3 inclusive) to more abstract and semantically more complicated concepts.
2. The vocabulary taught should, in principle, be based on frequency of occurrence. Between 2,000 and 3,000 semantic units would cover the general needs of an educated non-native speaker.
3. The structural words (eg particles, conjunctions, prepositions) should be known.
4. Special attention should be given to the so called "faux amis" (eg Fr actuel -- E. actual) in order to reduce misunderstanding and interference by the learner's other languages to a minimum.
5. The vocabulary taught should include the most frequent phrasal verbs (eg v. to look at, to look for, to look into, etc) and idioms (eg : I'm fed up, on the face of it, etc).
6. Differences between British and, in particular, American English (spellings, usage, meaning) should be pointed out when they occur.

The level required of the students who take English as their first foreign language is higher than for those who take English as their second foreign language.



### APPENDIX III

#### SOCIAL, CULTURAL AND LITERARY ASPECTS OF THE COURSE

##### SOCIAL AND CULTURAL

A working knowledge of the more important aspects of the social and cultural life of the English speaking world contributes to a greater insight into modern life in general and into that of the English speaking world in particular. Furthermore it provides the foreign learner with necessary background information for the spoken and written language.

It should be borne in mind, however, that a knowledge of the various political, religious, legal and educational institutions is to be given as an aid to better understanding and not as an end in itself, so that detailed information on such matters must be considered as being outside the scope of the English courses at the European Schools.

##### LITERATURE

Literature is an essential part of Western civilisation and uses language as its medium of expression. It must, therefore, form part of the course for more advanced students. As it uses language with aesthetic considerations and is not exclusively concerned with communication in its narrower sense (the exchange of information) students should be given at least some insight into the literatures of the English speaking world. Studying literature in English will, moreover, enable students to become acquainted with literary values and literary conventions outside the limits of their own literature. A knowledge of literatures other than one's own contributes to a better understanding of "la condition humaine". It is obviously impossible to treat the whole of literature in the limited time available, whereas detailed literary analysis of even a limited number of works requires a specialised and difficult vocabulary and a profound familiarity with the language that cannot be expected from the foreign language learner before or even at the level of the final examination. Therefore, the student should in practice be made familiar with at least some works of literary merit, especially

of the twentieth century, without being required to have a detailed knowledge of their possible interpretations and background.

When older works of literary value are discussed in class, care should be taken with the greatly increased linguistic difficulty of most of them.

Some comprehension of the importance of Shakespeare for the English speaking world and for literature in general must be considered as essential for a course that intends to give its students "access to a great heritage of literature".

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# APPENDIX IV

## NOTE ON THE FREQUENCY LISTS

Most course books available or suitable for secondary schools are based on the frequency counts for their vocabulary and structures.

The standard lists are :

Michael West : "General Service list" (Longmans) -- about 2,000 word meanings given.

Thorndike-Lorge : "Teacher's Word Book of 30,000 words" (Columbia University) -- meanings not supplied.

(The AA and A words in this list comprise the first 2,000 words. Words marked 49-40 extend this to about 3,000)

Erik Weis : "Grund -- und Aufbau Wortschatz" (Klett Verlag) -- with German translations

Weis/de Groot : "Engelse Woordschat" (Wolters-Noordhoff) -- with Dutch translations

Although these lists are useful it should be kept in mind that :

1. they are sometimes based on adult usage (especially Thorndike) ;
2. some were drawn up some time ago so that certain now more frequent words were less current then (eg pollution, atomic, nuclear) ;
3. that certain words with a low frequency (eg. "oral" in Throrndike between 3,000-10,000) are relatively frequent in the school context ;
4. not all lists distinguish the meanings which are most frequent ;
5. words may gain more frequent currency owing to political, economic or technological developments, etc (space, devolution, inflation).

This is clearly not an exhaustive list.

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