

EUROPEAN SCHOOLS

Ref.: 97-D-62

Orig: EN

ENGLISH L II SYLLABUS

YEARS I - 7

**Approved by the Board of Governors
on 28 and 29 January 1997 in Brussels**

EUROPEAN SCHOOLS
ENGLISH LII SYLLABUS

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1. AIMS

1.1 General aims

In the secondary phase, schools both pass on subject knowledge and contribute to the broader personal and social education of pupils. Subject teaching aims to develop the knowledge, understanding and skills of particular disciplines, which enable pupils, whatever themes or topics they encounter, to grasp issues, to articulate and solve problems and to transfer their understanding from one context to another. The broader educational function of a school concerns the development of the pupil as a person and as a member of society. Through a growing awareness of self and of society - the cultural heritage as well as the present day with its problems and challenges to action - pupils must develop their identity and learn to act as both independent and responsible members of society. In school, pupils' education in subject disciplines and their personal and social education are inter-related and the activities to which they give rise are interdependent.

These two main objectives of all secondary teaching take on a specific importance and momentum in the European context through a better understanding of the richness which is part of the European cultures. This awareness of experience gained in the context of life in Europe should give rise to attitudes which combine a sense of national identity with respect for the traditions of each European country.

1.2 Subject specific aims

The learning of languages is a defining feature of the European Schools, giving the schools much of their special character. The place of the second language is central: it provides the means of engagement with a major culture different from the students' own but linked to it by a common European heritage. As well as personal and social benefit, learning a language should widen students' educational and employment opportunities. Furthermore, in the European Schools' context, learning one of the vehicular languages makes possible the learning of the human science subjects, which are taught in the second language from Y3. Experience with the second language should also facilitate students' development as learners of all subjects and especially of other languages, such as L3 from Y4 onwards.

The English L2 course aims:

- to develop students' ability to communicate effectively in speech and writing in English, to listen with understanding and to read accurately for information and enjoyment;
- to foster students' knowledge and understanding of the societies where English is spoken;
- to foster skills which will assist students as learners of other languages and of the human sciences.

The fact that the L2 course is open to all students, regardless of gender, ethnic origin, nationality or cultural background has implications for class organisation and choice of materials.

Special attention will be paid to the needs of slower learners or late entrants, both of whom may need short or long term remedial teaching; and to the needs of gifted and bilingual students, who may need special provision in mixed ability classes.

1.3 Objectives

The syllabus defines certain acts of communication that students should be able to participate in successfully by the end of the seventh year. These require the four global skills, listening, speaking, reading and writing, either in combination or in isolation. In order to participate in these acts of communication, the students need to develop the ability:

in listening

- to isolate the main points in an extended utterance;
- to interpret the speaker's meaning and intention;
- to follow the development of an extended utterance or dialogue;
- to recognise and interpret body language.

in speaking

- to speak accurately;
- to express meaning unambiguously;
- to speak with relevance;
- to enunciate clearly;
- to speak in appropriate registers;
- to use language for effect;
- to express figures, quantities, shapes etc. in verbal form;
- to expand upon notes.

in reading

- to isolate the main points in a text;
- to interpret the writer's meaning and intention;
- to recognise the structure of an extended text;

- to understand graphical and statistical information;
- to use dictionaries and reference texts, including electronic sources.

in writing

- to write accurately;
- to express meaning unambiguously;
- to write in the correct register;
- to structure a simple, compound and complex sentence;
- to structure a paragraph;
- to structure an extended text;
- to write for effect;
- to write for relevance;
- to take notes;
- to expand upon notes;
- to express figures, quantities, shapes, etc. in written form;
- to describe a work of literature or a newspaper article;
- to write a critical response to a work of fiction or non-fiction;

[The appendix contains a list of sub-skills to be achieved by the end of Y7]

2. CONTENTS

- 2.1** The Content of the syllabus refers to the acts of communication in which students should be able to participate by the end of the course, either in the real world or in a simulation of the real world.

In this syllabus, the acts of communication are divided into three sections, namely those in which students should be able to participate by the end of the third, fifth and seventh years respectively.

It should be pointed out that whilst this syllabus takes into account the existence of language skills in isolation (listening, reading, speaking, writing), it recognises that the predominant form of authentic communication requires the integration of these skills (such as listening then speaking, reading then writing, reading then speaking, listening then writing).

A. Acts of communication that pupils should be able to participate in by the end of the third year of the secondary school.

Listening

- listen/watch for information and pleasure, e.g. interpersonal communication, audio-visual media such as radio, TV, films, CDs;
- listen for a variety of purposes (e.g. for gist, for accurate reproduction) to single or repeated texts, dramatic representations, etc.

Speaking

- participate in conversation and discussion;
- give an oral summary of, and a simple personal response to a documentary/announcement/film/play/fictional or non-fictional text;
- respond to a fictional or non-fictional text;
- speak from prepared notes/statistics/graphical information;
- participate in group discussions, role-play and drama.

Reading

- read a variety of texts for information and pleasure (including junior or simplified works of literature, newspaper and magazines);
- read in a variety of ways e.g. skimming and scanning etc.

Writing

- write a reply to an informal letter;
- write a summary of a text;
- write on their own initiative: informal letters, descriptions, fiction, instructions;
- write a personal response to a junior or simplified piece of literature;
- write notes and then a summary of a news broadcast/documentary/film/play/announcement;
- write a report derived from graphical or statistical information.

B. Acts of communication that pupils should be able to participate in by the end of the fifth year of the secondary school.

Listening

- listen/watch for information and pleasure, e.g. interpersonal communication, audio-visual media such as radio, TV, films, CDs;
- listen for a variety of purposes (e.g. for gist, for accurate reproduction) to single or repeated texts, dramatic representations, etc.

Speaking

- participate in formal and informal conversation;
- give an oral summary of, and a simple personal response to a news broadcast/documentary/announcement/speech/film/play/fictional or non-fictional text;
- express an opinion on a news broadcast/documentary/announcement/film/play;
- make a value judgement on a fictional or non-fictional text;
- speak from prepared notes/statistics/graphical information;
- participate in group discussions, role-play and drama.

Reading

- read a variety of texts for information and pleasure (e.g. works of literature, newspaper and magazines, works of reference);
- read in a variety of ways e.g. skimming and scanning etc.

Writing

- write a reply to an informal letter, a formal letter and a job advertisement;
- write a summary of a text;
- write on their own initiative: formal and informal letters, descriptions, fiction, instructions;
- write a personal response to a piece of literature;
- write notes and then a summary of a news broadcast/documentary/film/play/announcement;

- write notes and then a personal response to a news broadcast/documentary/film/play/announcement;
- write a report derived from graphical or statistical information.
- write essays on topics of general interest.

C. Acts of communication that pupils should be able to participate in by the end of the seventh year of the secondary school.

Listening

- listen/watch for information and pleasure, e.g. lectures, speeches, audio-visual media such as radio, TV, films, CDs;
- listen for a variety of purposes (e.g. for gist, for accurate reproduction) to single or repeated texts, dramatic representations, etc.

Speaking

- participate in an interview;
- participate in formal and informal conversation and discussion;
- give an oral summary of, and a personal response to a news broadcast/documentary/announcement/lecture/speech/film/play/fictional or non-fictional text;
- express an opinion on a news broadcast/documentary/announcement/film/play;
- give a critical response to a news broadcast/documentary/announcement/film/play;
- make a value judgement on a fictional or non-fictional text;
- speak from prepared notes/statistics/graphical information;
- participate in group discussions, role-play and drama.

Reading

- read a variety of texts for information and pleasure (e.g. works of literature, newspaper and magazines, works of reference);
- read in a variety of ways e.g. skimming and scanning etc.

Writing

- write a reply to an informal letter, a formal letter and a job advertisement (including writing CV);
- write a summary of a text or a collection of texts;
- write on their own initiative: formal and informal letters, descriptions, fiction, instructions, verse, speech, advertisements, dramatic dialogues;
- write a personal response to a piece of literature;
- write notes and then a summary of a news broadcast/documentary/speech/film/play/announcement;
- write notes and then a personal response to a news broadcast/documentary/speech/film/play/announcement;
- write a personal response to a work of literature/ newspaper editorial/news broadcast/documentary/speech/film/play/announcement;
;
- write a report derived from graphical or statistical information.
- write a considered personal response to themes of general topical interest.

2.2 Topics

The following are the broad topic areas that provide contexts for learning and using English. These topics can be used as organisational devices for teachers in the planning of their courses:

Everyday activities

classroom activities;
home life and school;
food, health and fitness.

Personal and social life

self, family and personal relationships;
free time and social activities;
holidays and special occasions.

The world around us

home town and local area;
the natural and made environment;
people, places and customs.

Education and employment

further education and training;
careers and employment;
language and communication in the workplace;
the economy.

The international world

life in the UK, Ireland and elsewhere;
world events and issues;
tourism.

The media

the nature of modern media;
the role of the media in today's world;
the differences between the media.

Literature and philosophy

the works of modern writers of literature in English;
some experience of pre-twentieth century writers, including Shakespeare (in Y6 and Y7);
some consideration of social and ethical issues in the world today.

3. TEACHING AND LEARNING

3.1 Methods

The method that each individual teacher employs will be determined by a combination of the aims of the course, the needs of the class, the resources available and the skills of the teacher. For example, the aims of a beginners' course are most likely to require an emphasis on the introduction and practice of new language, whereas the aims of an advanced course are most likely to require an emphasis on the use of language for the purpose, for example, of the appreciation of literature and film, the understanding of a writer's intention, or a discussion of world issues.

The presentation of three language learning units in appendix II demonstrates one of the most widely accepted methods for the introduction of new language.

It consists of a four-stage process:

- stage one consists in the **presentation** of new language, usually in the context of a "text". This stage makes students *aware* of the new language;
- stage two consists in the **isolation** and **explanation** by the teacher of the new language. This stage enables students to *understand* the new language;
- stage three consists in the **controlled practice** of the new language. This stage helps place the new language in short-term memory, where it becomes part of student's *knowledge* of the language;
- stage four consists in the **autonomous use** of the new language. This stage helps place the new language in long-term memory, where it can be assessed as part of the student's language *skill*.

3.2 Activities

In order to achieve the above-mentioned language objectives, the students should be given opportunities to take part in a wide range of activities. These could include formal and informal discussion, games, role-play, drama and simulation.

Communication within the classroom should be not only with the teacher in whole-class activities, but also with each other in pairs and groups. Moreover, this communication should be not only to practise skills, but also to use language for real purposes, or a simulation of real purposes.

In addition, students should be given guidance on how to:

- understand and apply patterns, rules and exceptions in language forms and structures;
- use context and other clues to interpret meaning;
- develop coping strategies for dealing with the reception or production of difficult language;

- understand and use formal, neutral and informal language;
- use dictionaries and reference materials;
- develop their independence in language learning and use.

3.3 Composition of classes

In the cases where parallel classes for each year group are created, it is expected that classes will be composed of students of different nationalities and abilities. Each student in a mixed ability class should be given the opportunity to learn and make optimal progress. This has implications for lesson planning, which include adapting suitable materials at various levels for use within one class.

In addition to this, schools provide the following support for late entrants and slow learners:

- "cours de soutien": one additional lesson a week, which is offered in the first three years of the secondary school, for classes of 15 or more pupils.

A maximum of 25% of the class may take part in these extra lessons, which are taught by the class L2 teacher, and are intended to supply extra support for slower learners, to enable them to keep up with the rest of the class. This implies approaching grammatical points in a different way from the method used in the main body of the class; offering extended possibilities for oral and written practice; encouraging extra reading, etc.

- "cours de rattrapage": two extra lessons a week (or, if these replace the basic course, four periods a week) for late entrants who are beginners in L2, or do not have sufficient knowledge of the L2 to be able to follow the course. This course, which can be attended for a maximum of two years, is generally taught by a seconded teacher, and can be arranged for a minimum of five pupils (in exceptional cases numbers can be smaller). The course, which must be attended regularly, should aim to bring the late entrant up to a standard in which he or she can take part successfully in the main course.

3.4 Classrooms

Where possible, schools should provide full-time teachers with their own classrooms, which may be used by part-time teachers of the same subject.

These classrooms should be supplied with audio-visual equipment, computers, printers, phonemic charts, maps, provision for wall displays of pupils' own work etc.

3.5 Resource centres for students

To facilitate learning, schools need to place at the disposal of students one or more of the following resource centres:

Library

The school library should contain the following:

- English - English dictionaries (learners' dictionaries, dictionaries not intended for LII students, picture dictionaries);
- translation dictionaries;
- grammar summaries (for beginners, intermediate and advanced levels);
- simplified readers;
- unsimplified novels, plays, collections of poems, short stories, etc.;
- a selection of newspapers and magazines (including magazines for learners, e.g. the Mary Glasgow series).

Self-access centre

Schools need to develop facilities where students can come to:

- work independently on tasks intended to improve and extend their language ability;
- listen on headphones to audio-cassettes, especially readings of short stories, plays and novels;
- play language-learning based computer games;
- use word processors;
- follow individual learning programmes for gifted and bilingual children.

3.6 Teaching Resource Centre

It is recommended that teachers should collaborate in producing materials for teaching and store these in an easily accessible way.

Teaching materials for shared use could include worksheets and ideas for class readers, videos and worksheets on them for class use, reference books for teaching ideas, bilingual dictionaries, copies of class tests.

3.7 Primary and secondary liaison

Since effective liaison is dependent both on a continuity of the curriculum as students transfer from one cycle to another, and on good and regular contact between pupils and teachers of both cycles, it is expected that the administration of the schools make appropriate time available for secondary school teachers to:

- confer closely with their primary school colleagues on educational aims, curriculum and assessment;
- meet primary school colleagues on a regular basis to discuss pupils' progress;
- ensure the continuity of any remedial teaching which may have been carried out in the primary school.

3.8 English in the humanities

Teachers should be aware of the issues concerned with teaching towards the use of English as language of instruction in the teaching of history, geography and economics. To this end, there should be close communication between English LII teachers and the teachers of history, geography, and economics.

A detailed analysis of the problems of teaching English for use in the humanities, and recommendations to teachers of skills that they can develop to enable students to deal better with their humanities subjects, can be found in the report "English in the Humanities" (Appendix III).

However, the following are among the main issues referred to in that report, and to which LII teachers should pay attention:

- the use of those notions, functions, and grammatical points that are frequently used in history, geography and economics texts, e.g. passive and conditional construction, the language of hypothesis, speculation and comparison.

4. ASSESSMENT

- 4.1 Assessment takes two forms: formative (on-going - daily and weekly - assessment) and summative (B tests, the fifth year examinations, the Baccalaureate).

Formative assessment aims mainly at improving students' performance, at helping them to identify their weaknesses for remedial purposes, and at providing feed-back to the teacher on the quality of the syllabus and of the teaching methods used.

Summative assessment aims mainly at indicating the standard that each student has attained, for the benefit of the students, their parents, and - with regard to the fifth year examination and the Baccalaureate - for the benefit of further or higher education institutions and employers.

4.2 Marking

It is expected that students be given clear and detailed information of what they will be assessed on, and how their performance will be assessed, in terms of the skills that will be judged and the relative importance in the marking scheme of these skills.

It is to be hoped that, in addition to assessment by the teachers, students are given the opportunity and the skills to assess their own performance and that of their peers.

It is expected that teachers regularly give marks to students' written and spoken performances, add beneficial comments and keep accurate records.

Students should be strongly encouraged to correct language errors and to rewrite scripts where the content or the style is unsatisfactory.

As far as possible, tests should relate closely to the content of what has been taught/learned and to the way in which things have been taught. A wide variety of test types is likely to encourage a wide variety of teaching techniques. To the extent that testing reflects teaching, and not vice versa, there will be a positive washback effect.

4.3 Range of assessment opportunities

The wider the range of performances assessed, the more reliable the student's mark; teachers are therefore encouraged to provide students with a wide range of assessment opportunities for both their A and B marks. A marks are given for class- and home-work; B marks are given for formal tests.

Performances for which an A mark can be given might include:

- individual oral;
- group oral
- listening tests;
- viewing tests;
- in-class short tests (dictation, spelling grammar, etc.);
- projects;
- reports;
- oral exposé;
- a variety of short reading and writing tests.

Performances for which a B mark can be given might include:

- essays;
- reading comprehension;
- listening tasks;
- watching tasks;
- writing tasks.

4.4 Describing the marks

Since the European Schools operate generally on a 1 to 10 mark scale, it seems appropriate to apply this scheme to all assessments of student performance. It is suggested that each assessable performance be valued as follows:

DEFINITION OF GRADES	MARKS
The grade " excellent " should be given for an outstanding answer to the subject matter set. This does not mean that the performance is flawless. However, the mark 10 should denote a performance which is outstanding in all respects.	10
	9
The grade " very good " should be given if the performance fully meets the requirements of the subject and the question.	8.9
	8
The grade " good " should be given if the performance generally meets the requirements of the subject and the question.	7.9
	7
The grade " satisfactory " should be given if the performance does show weaknesses but still meets the requirements of the subject and the question on the whole.	6.9
	6
The grade " unsatisfactory " should be given if the performance does not meet the requirements of the subject and the question shows that the necessary basic knowledge exists and the weaknesses can be remedied in the foreseeable future.	5.9
	4
The grade " highly unsatisfactory " should be given if the performance does not meet the requirements of the subject and the question shows that the necessary basic knowledge exists and the weaknesses can be remedied in the comparatively distant future.	3.9
	2
The grade " totally unsatisfactory " should be given if the performance does not meet the requirements of the subject and the question, the basic knowledge being so sketchy that the weaknesses cannot be remedied in the foreseeable future.	1.9
	1
The grade " nil " should be given in the event of a blank or unacceptable paper or absence of an answer or of a practical project.	0

Note:

- a. "Excellent" does not necessarily mean "perfect", but rather "the best that can be expected under the circumstances"
- b. The higher the level of class, the less likely it becomes that marks of 1 to 3 are given.

[The following will be added to the appendix later:

- grade descriptors for the end of years 3, 5 and 7;

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4.5 Harmonisation

Teachers are encouraged to share tests, both formative and summative, with colleagues teaching parallel classes. Exchange of language testing techniques with teachers of other languages might also prove mutually beneficial.

4.6 Baccalaureate

[BAC PARAGRAPH TO BE ADDED WHEN THE LANGUAGES COMMITTEE HAS REPORTED].

5. ADVANCED COURSE

(Syllabus of L2 advanced course to be added)

APPENDIX I

In order to achieve the skills detailed in 1.3, the mastery of the following subskills is necessary. These subskills can be seen as the basic building blocks of language understanding and production, and therefore represent the language objectives of the teacher's classroom activities.

These subskills can be divided into those belonging to the four global skills, listening (and watching), reading, speaking, and writing. Some subskills are necessary for the acquisition of more than one global skill.

Subskills necessary for successful listening

- can recognise and distinguish between phonemes;
- can interpret stress and intonation;
- can recognise key words and phrases;
- can cope with "noise": interference, indistinct pronunciation, unknown words/expressions, non-standard accent;
- can recognise nuances of meaning within a word and phrase;
- can recognise speech markers;
- can isolate information at speed;
- can predict what the speaker will say next;
- can recognise cohesive devices (however, on the one hand etc.) and structure markers (to begin with, in conclusion etc.);
- can recognise register;
- can watch for meaning e.g. gestures, facial expressions, etc.;
- can understand graphical and statistical information.

Subskills necessary for successful reading

- can recognise key words and phrases;
- can recognise cohesive devices (however, on the one hand etc.) and structure markers (to begin with, in conclusion etc.);
- can recognise nuances of meaning within a word and phrase;

- can recognise register;
- can isolate information at speed;
- can use an English - English dictionary effectively;
- can use an LI - LII dictionary effectively.

Subskills necessary for successful speaking

- can speak with an accent or intonation that does not hinder communication;
- can communicate without undue hesitation;
- can use stress and intonation correctly according to the purpose and context;
- can manipulate language to communicate a wide range of functions (e.g. imparting and seeking factual information, expressing and finding out attitudes, getting things done, socialising, structuring discourse, communication repair);
- can choose suitable words or expressions according to the context and purpose;
- can use cohesive devices and structure markers;
- can keep to the point;
- can use the rules of discourse, e.g. turn-taking, signalling end of utterance, how to introduce/change a subject, etc.;
- can express him/herself in both simple and complex utterances;
- can use coping skills and avoidance techniques.

LESSON 2

Aim

To enable the students to recognise the difference between the use and form of the two tenses.

Material

Course book and cassette (Time for English Book 2 P58)

Method

- Teacher plays the cassette of the text; students follow; teacher asks questions to check understanding of the text.
- Teacher uses the text to illustrate the use of the simple past and the present perfect.
- Teacher writes the following on the blackboard, or gives a handout:
 1. Times: Anglo-Saxon times, Norman times, 16th century, 19th century;
: from Norman times till now.
 2. Verbs: farmed, had, held, have come
conquered, was, became, has invaded, have fled, have settled, came, numbered,
built, repaired.
- Students look at times and verbs lists and try to match the verbs with times, using information from the text.
- Teacher asks questions to help understanding of the use of the two tenses, based on the above activity.
- Teacher refer to the concept of "open" and "closed" time periods.
Teacher refers also to the use of "since".

LESSON 3**Aim**

To enable students to choose between the two tenses in everyday use.

Method

- Teacher asks students in small groups to say or write down differences in their own experience between the following sets of pairs:

in my primary school and since I started the secondary school;
during the last lesson and in this lesson;
when I lived in another country and now;
in my last English book and in this English book.

- Representatives of each group inform other groups of their answers.

Follow-up

To facilitate the acquisition of these two tenses and to practise their use, a lot of examples are vital, both from the teacher and from the students. Easy readers can be used to illustrate further examples, and to make the progression from presentation to transfer as natural as possible.

LESSON 2**Aim**

To practise the use of indirect questions and statements.

Materials

Course Book (Challenge, Upper Intermediate, Pupils' Book, Unit 7).
Workbook.

Method

- Students read the cartoon (Pupils' Book p.65, Ex 6) and in pairs write out then enact the original conversation that is related in the cartoon.
- Teacher redistributes the questions and answers from Lesson 1, and sets up a communication situation, where student A asks a question (from the list of questions) to student B, who must then report that question to student C. Student C uses the list of answers to answer the question to student B, who then reports it to student A. This therefore uses indirect questions. This activity rotates, so that other students have their turn to be in the middle. During this exercise - teacher should be particularly vigilant to correct errors of tenses etc.

In whole-class situation, teacher asks students what they would ask the characters in the pictures (p.66, Ex5), again practising indirect questions. Again, teacher corrects where necessary, and formulates on the board those forms that prove difficult.

Homework assignment: students prepare answers to the questions about themselves and their past in the workbook p.34, ex. 1a.

LESSON 3

Aim

To further practise the formation of indirect questions and statements in a more spontaneous way.

Materials

As for Lesson 2

Method

- In pairs or small groups, students tell each other what their answers were to the homework assignment questions (workbook, p.34, ex. 1a), using indirect statements, e.g. I wrote that....
- Students then work in pairs to find the answers to Workbook p.34, ex. 1b.
- Students then work individually to write some of Workbook p.35, ex. 2c and 1d, which require students to transpose direct statements and questions into indirect ones.
- Textbook p.67 and p.157 ex. 8: role play, in pairs, students take roles in the discussion of what a parent would do in such a situation with her/his daughter; in doing so, they use the expressions: "I'd tell her that/to....., or I'd ask her to/if...." This requires the formation of indirect statements and questions in a more authentic and spontaneous way.

ADVANCED

This unit of lessons is intended for a sixth or seventh LII mainstream class.

The following four lessons are taken from a term's work on the theme of "Outsiders". Apart from the specific homework tasks set during these four lessons, students are expected to read one unabridged novel on the theme ("The Catcher in the Rye", "To Kill a Mockingbird" etc.) in the course of the term. This will be the subject of an oral exposé or written report towards the end of the term.

LESSON 1

Aim

1. To enable students to give an oral summary of a fictional text.
2. To enable students to express an opinion on a fictional text.
3. To enable students to transform prose fiction into dramatic dialogue.

Method

- Teacher hands out the short story "The Far and the Near" by Thomas Wolfe.
- Student A reads section 1 aloud. Exploitation for vocabulary/style/effect.
Student X gives a brief oral summary.
- Student B reads section 2 aloud. Exploitation for vocabulary/style/effect.
Student Y gives a brief oral summary. Various students predict possible endings.
- Student C reads section 3 aloud. Exploitation for vocabulary/style/effect.
Student Z gives a brief oral summary. Comparison of actual ending with predicted endings.
- Various students express opinions on the story.
- As an in-class exercise, students write their versions of the conversation implied in lines 20 - 31 of section 3.

LESSON 2

Aim

1. To enable students to give an oral account of their own experience.
2. To enable students to participate in an informal discussion.
3. To revise the use of the second conditional in the active and passive voice.

Method

- Teacher invites students to relate incidents when they have felt themselves to be outsiders.
 - Teacher initiates class discussion of what kind of people tend to be treated as outsiders; how/when/why?
1. Focus on grammar: teacher points out the use of the second conditional (e.g. "I wouldn't mind if they accepted our customs" / "If they didn't live in ghettos they wouldn't be treated differently";) and initiates oral and written practice.
 2. Homework assignment: students are asked to plan (but not yet write) a short story entitled "Odd man Out".

LESSON 3

Aim

1. To enable students to give an oral summary of a film.
2. To enable students to express an opinion on a film.
3. To enable students to give a critical response to a film orally.

Method

- Teacher asks student D to summarise the story so far of the film "One Flew Over the Cuckoo's Nest";
- Students watch the next section of the film (20 - 25 minutes), with frequent pauses to allow questions, opinions, critical comments and predictions of outcome.

LESSON 4

Aim

1. To enable students to express an opinion on a character in a film.
2. To enable students to relate a fictional character to a theme.
3. To enable students to draft a short piece of original fiction.
4. To enable students to express opinions on, and suggest improvements to, peer group writing.
5. To enable students to write a short piece of original fiction.

Method

- Students discuss the character of MacMurphy as revealed so far in "One Flew over the Cuckoo's Nest"; (NB this might take the form of a whole-class discussion, or small-group discussions with reporters).
- Students offer suggestions as to how MacMurphy can be seen in relation to the theme of "Outsiders".
- Teacher invites parallels with students' own experiences as related in lesson 2.
- Students start first draft of their short stories. Opening paragraphs are exchanged for comment and constructive criticism.
- Teacher selects one or two examples for whole-class discussion.
- Students continue drafting (teacher assists where necessary).
- Homework assignment: students complete the first draft of "Odd Man Out".

Follow up

- Teacher collects, corrects and returns the short stories for students to write a second draft, then marks the revised version.
- Students see the end of "One Flew over the Cuckoo's Nest" and write an essay about it.
- Students debate the motion "This class believes that foreigners should stay at home"
- Students read authentic texts and extracts on related news items (e.g. ethnic cleansing, Japanese students shot in the US, etc.) as a basis for reading comprehension exercises.
- Students prepare five-minute speech (from notes) on the theme.
- Students study and if possible see the play "Equus" by Peter Shaffer.