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ENGLISH MAIN LANGUAGE, YEARS VI AND VII

The aims of the English main language course in the sixth and seventh years are

- to develop the student's ability to understand, interpret and judge with sensitivity a writer's or speaker's intentions, thus sharpening powers of critical response;
- to increase the student's linguistic resources and extend his competence in the handling of written and spoken language in a variety of contexts and registers; and
- to provide the student with an explicit knowledge of the rôle of language in society and its importance in the development of human relations, thought and behaviour.

The reading programme in the sixth year will aim to be as wide as is practicable, continuing and developing the fourth and fifth year course. The areas of study will take various forms, for instance,

- a writer and his background
- a period
- a genre
- a theme or topic
- linguistics/language in use
- literature in translation.

Reading will not be confined to formal literary categories; the student will be exposed to the many registers of the language in order to develop both his awareness of the range of possibilities and his critical discrimination.

For the seventh year, English main language teachers will decide on an area of study common to all schools. Thus the choice for the sixth year will depend on that agreed for the continuation in the seventh year; if, for example, the latter is to be based on a genre (tragedy), the sixth year of the course will explore other areas.

Oral work in class will test a student's immediate responses, and prepared and guided discussion will develop these further. Among other things, it presupposes a certain open-mindedness both to a writer's ideas and to his imaginative world. Such work is essential both for a fruitful pooling of ideas and as a preparation for the final examination.

In the more precise and demanding discipline of written work the student will be expected to demonstrate:

- an ability to communicate convincingly through the expression, organisation, development and illustration of his ideas;

- an ability to handle particular types of writing - the analytic, the polemical or the narrative, for example;
- an awareness of the appropriate register, for example, the suitability of idiomatic or emotive language to the task set;
- an ability to use the language correctly - accuracy in spelling, grammar, punctuation, paragraphing;
- in literary essays, a knowledge of the forms and techniques of literature and an understanding of the purposes served by their use;
- a sensitivity to nuances of word and phrase.