



ENGLISH LANGUAGE ARTS FLYERS LEVEL

I. INSTRUCTIONAL RESOURCES:

1. Text: English Time 5 + 6, Susan Rivers and Setsuko Toyama (2001), Oxford University Press.
Our World Readers, National Geographic Learning.
2. Others: Teacher selected materials.

II. COURSE PREREQUISITE:

Students who have passed Movers 2 level can study English Language Arts in Flyers. In cases of students with great consistency of English skills, they may request and be assessed for promotion to the next level. They will need to be assessed as part of their application process to the school to enable the correct level of placement.

All entry decisions will be provided by the IP management team.

III. COURSE DESCRIPTION

Extensive reading comprehension and writing are developed at the beginning of the year. Students are exposed to extensive multi-paragraph texts and dialogue where they must master the cadence of reading the texts as well as understand them. Present continuous and present perfect verbs are reinforced, again, honing the students' ability to create dialogue that can not only be easily understood but also be grammatically correct. The syllabus also introduces numerous adverbs allowing the students to quantify the verbs they have already learned. Additional vocabulary groups are also taught including: natural disasters, cities and countries, recreation and others. Creative writing is also emphasized through the use of the National Geographic reader's writing exercises regarding proverbs and fables. Upon completion of Flyer level, students have a solid foundation in the grammatical constructs of English. Their pronunciation has been honed with constant correction for five years and they have a vocabulary base of hundreds of words. There is also a series of standardized tests which they need to complete, which allows them to concentrate on any weaknesses they might have, in preparation for them to move onto middle school.

Each class has three forty-minute sessions in a week. Teaching and learning procedures are level-based and student-centered. Each unit from the student book is divided into two pages a week which is discussed and tackled thoroughly by the foreign teacher and Vietnamese teachers (listening and grammar). In order to evaluate and assess the students' understanding of concepts, students are tasked to accomplish two pages from their workbooks that correspond to the lesson that they've learned in their student books.

IV. COURSE GOALS

Students should be able to:

1. Master the English alphabet and improve their phonetic skills through guided drills and exercises.
2. Develop and enhance students' writing skill (upper and lowercase letters).
3. Orally produce phonetic sounds and blending.
4. Associate spelling-sound to common consonant digraphs.
5. Identify, compare and contrast concepts lifted from each unit.
6. Learn and utilize new words appropriate to their level and be able to use them in context.
7. Accomplish the numerous writing tasks and activities for specific learning purposes (evaluation, assessment and follow-up).

8. Engage themselves in an actual language discourse with confidence, fluency and accuracy.

V. COURSE OBJECTIVES

At the end of this course, students of this level are expected to achieve higher level of understanding pertaining to the goals and objectives stated in the AERO CURRICULUM FRAMEWORK.

READING LITERATURE

1. Key ideas and details

RL.1 Explain the words and details in the text; Refer to details and examples while explain the text; Describe in detail the characters, setting or event

RL.2. Write an opinion piece on a topic; Summarize using key details from the text

RL.3 Describe in detail the characters, setting or event; Explain the words and details in the text

2. Craft and Structure

RL.6 Assess how point of view or purpose shapes the content and style of a text.

READING INFORMATIONAL TEXT

1. Key ideas and details

RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Craft and Structure

RI. 4. Read on-level text with purpose and understanding.

WRITING

1.Text and type purpose

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LANGUAGE FOUNDATION

1.Conventions of standards in English

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2 Spell grade appropriate words correctly

L.3 Chose words and phrases to convey ideas precisely

LISTENING AND SPEAKING

LS.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

LS.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

LS.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

VI. COURSE REQUIREMENTS

1. Assessments.

The students must take the course for the whole school year. Students are assessed and evaluated based on their performance in the learning activities set by the school and by the teacher. Students are required to read the reading materials from their books and complete the written tasks in their workbooks. There will be oral and written tests in each semester which will gauge the students' understanding of their learned concepts.

- Midterm Exam

(30%)

• Final Exam	(50%)
• Others	(20%)
Attendance	(5%)
Class discipline	(5%)
Class participation	(5%)
Reading and writing tasks....	(5%)
Workbook.....	(5%)
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> (100%)

2. Special Class Activities

Specialized class activities such as speaking club, outside classes, English in Music, Drama and listening, grammar and media are part of the school’s support curriculum to assess the students’ language literacy.

VII. GRADING

Students’ performance will be assessed and evaluated through achievement tests and other assessment tools as specified below.

1. Achievement Tests..... (80%)
 - Mid-term (30%)
 - Final Exam (50%)

2. Other Assessments..... (20%)
 - Attendance
 - Class discipline
 - Class participation
 - Reading and writing tasks....
 - Workbook.....

3. Special Class Activities

Special class activities, such as speaking club activities and reading club activities, may also be the tools to measure student progress made in their English language skills development.

VIII. GRADING SCALE

This scale is operated to translate marks into point values, and vice versa, when calculating student final grades.

MARK	RANGE	INTERPRETATION
A	9-10	High distinction
B	8-8.9	With distinction
C	6.5-7.9	Passed with merit
D	5-6.4	Passed
F	0-4.9	Failed

IX. POLICIES

1. Foreign Teachers’ Responsibilities
 - a. All foreign teachers are expected to plan and design organized learning activities pertinent to the AERO CURRICULUM FRAMEWORK OF TEACHING ENGLISH LANGUAGE ARTS. Teachers must write and submit their lesson plans where learning objectives, activities and outcomes are clearly specified. Teachers must submit these lesson plans a week advanced.
 - b. Teachers are expected to deliver and demonstrate mastery of their craft in accordance to the learning goals specified in their lesson plans and needs that the students demonstrate. They

help students learn English grammar, pronunciation and conversational skills. Teachers must come up with authentic and meaningful learning activities appropriate the learners' level.

- c. All foreign English teachers must be committed and dedicated to hone not only linguistically competitive learners but more importantly, independent and global citizens with characters and personality through meaning learning activities that encourages their curiosity, strive for higher learning, confidence and eagerness.
- d. Teachers are expected to create a learning environment where students are socially, emotionally, physically, intellectually, psychologically secured.
- e. All foreign English teachers are also responsible in conducting speaking tests. Teachers must give fair judgment to the student's/students' performance based on a set of criteria.

2. Student Responsibilities

- a) All students are expected to meet at least 10% of the 20% criteria set for the attendance. Failure to do so entails resolving actions by the subject teacher.
- b) Students must demonstrate proper behavior in class. Students must not harm their classmates in any form (physical, emotional and psychological). They must exhibit politeness in actions and words to all at all times.
- c) Students are expected to execute the learning tasks assigned by the teacher. This includes completion of the activities in their workbooks, writing tasks and drills. They must also participate in all learning activities done in class.
- d) Failure to meet the desirable standards entails actions for resolution.

X. COURSE SCHEDULE

UNIT	TITLE	CONTENT	TIME	NOTES
	REVIEW 1	A. Conversation Time Review B. Digger's Diary C. Max's Diary D. Word Time and Focus Time Review E. Pair work: Student A F. Pair work: Student B	2 weeks	
6	THE SCHOOL CONCERT	A. Conversation Time: Helping a friend clean up B. Word Time: tuba, flute, cymbals, drums, xylophone, electric keyboard, harp, cello, recorder, trumpet C. Focus Time: well, badly, quietly, loudly, quickly, slowly, happily, sadly D. Practice Time:	2 weeks	

		<p>How did he play the tuba? He played the tuba well. How did they play the tuba? They played the tuba well. (all pronouns)</p> <p>E. Reading Time: Sunnyville Students Give Spring Performance (newspaper article)</p>		
7	ZOO ANIMALS ESCAPE!	<p>A. Conversation Time: Making an emergency telephone call</p> <p>B. Word Time: tiger, eagle, panda, bear, kangaroo, parrot, moose, camel, baboon, leopard</p> <p>C. Focus Time: run → ran; walk → walked; fly → flew; hop → hopped</p> <p>D. Practice Time: What were you doing when the baboon walked by? We were washing the car when the baboon walked by. What was he doing when the baboon walked by? He was washing the car when the baboon walked by (all pronouns)</p> <p>E. Reading Time: Welcome to Sunnyville Zoo's Giant Panda Home (informational sign)</p>	2 weeks	
8	IN KINDERGARTEN	<p>A. Conversation Time: Encouraging someone to try again</p> <p>B. Word Time: say the alphabet, throw a ball, blow a bubble, count to ten, build a sand castle, spell a word, catch a frog, cut out a heart, peel an orange, speak English</p> <p>C. Focus Time: Annie is tall. Annie was short. Ted can play basketball. Ted could play basketball.</p> <p>D. Practice Time: When I was little, I could peel an</p>	2 weeks	REVIEW MIDTERM TEST

		<p>orange.</p> <p>When you were little, you couldn't peel an orange. (all pronouns)</p> <p>E. Reading Time: Dear Stan (personal letter)</p>		
9	<p>THE TALE OF THUNDER AND LIGHTNING CITIES AROUND THE WORLD</p>	<p>A. Conversation Time: Interviewing an airline pilot</p> <p>B. Word Time: Rome, Taipei, Tokyo, London, Seoul, New York City, Paris, Honolulu, San Francisco, Hong Kong</p> <p>C. Focus Time: January, February, March, April, May, June, July, August, September, October, November, December</p> <p>D. Practice Time: When did he go to Hong Kong? He went in April. How long was he there? He was there for one week. When did they go to Hong Kong? They went in April. How long were they there? They were there for one week. (all pronouns)</p> <p>E. Reading Time: Welcome to New York City, the Big Apple! (tourist brochure)</p>	3 weeks	
10	<p>AT SCHOOL</p>	<p>A. Conversation Time: Discussing yesterday's TV programs</p> <p>B. Word Time: skip lunch, forget my homework, go to bed late, fall off my chair, get a good grade, lose my favorite pencil, make a mistake, take off my jacket, win a prize, turn off the fan</p> <p>C. Focus Time: hungry, nervous, tired, embarrassed, happy, sad, disappointed, cold, hot, proud</p> <p>D. Practice Time: If I skip lunch, I'll be hungry.</p>	2 weeks	

		<p>If she skips lunch, she'll be hungry. (all pronouns)</p> <p>E. Reading Time: The History of TV (timeline)</p>		
	<p>HOW THE TIGER GOT HIS STRIPES REVIEW 2 HOW THE MILKY WAY BEGAN</p>	<p>A. Conversation Time Review B. Interview with Digger C. Interview with Max D. Word Time and Focus Time Review E. Pair work: Student A F. Pair work: Student B</p>	6 weeks	<p>REVIEW FINAL TERM TEST SCHOOL REPORT</p>
	<p>DO YOU REMEMBER CLASSROOM LANGUAGE</p>	<p>Page VI, VII Page VIII</p>	1 week	<p>English Time 6</p>
1	<p>AT MAY'S DEPARTMENT STORE</p>	<p>A. Conversation Time: Buying a gift</p> <p>B. Word Time: lamp, couch, pajamas, pants, ring, watch, sneakers, stuffed animal, sunglasses, calculator</p> <p>C. Focus Time: more/the most: expensive, popular, comfortable, beautiful, good/better/the best, bad/worse/the worst</p> <p>D. Practice Time: The white watch is better than the blue one. The black watch is the best. The white sneakers are more expensive than the blue ones. The black sneakers are the most expensive.</p> <p>E. Reading Time: Dear Gabby (advice column)</p>	2 weeks	

2	<p style="text-align: center;">ON VACATION THE CAVE PEOPLE OF KARAWARI</p>	<p>A. Conversation Time: Talking about vacations</p> <p>B. Word Time: hungry, quiet, strong, stubborn, light, happy, weak, old, busy, cute</p> <p>C. Focus Time: hungry as a bear, weak as a kitten, strong as an ox, stubborn as a mule, old as the hills, busy as a bee, quite as a mouse, light as a feather, happy as a clam, cute as a button</p> <p>D. Practice Time: Mark isn't as busy as Ken. Ken is as busy as a bee. The octopus isn't as cute as the dolphin. The dolphin is as cute as a button.</p> <p>E. Reading Time: Hi Annie! (email)</p>	3 weeks	
3	<p style="text-align: center;">AT THE STATE FAIR</p>	<p>A. Conversation Time: Comforting a friend and offering to help</p> <p>B. Word Time: discouraged, uncomfortable, full, worried, envious, embarrassed, surprised, angry, proud, scared</p> <p>C. Focus Time: He's worried. Isn't he worried? Yes, he is. Isn't he worried? No, he isn't. She was worried. Wasn't she worried? Yes, she was. Wasn't she worried? No, she wasn't.</p> <p>D. Practice Time: Aren't you discouraged? Yes, I am. No, I'm not. Isn't she discouraged? Yes, she is. No, she isn't. Weren't you discouraged? Yes, I was.</p>	4 weeks	<p style="text-align: center;"><i>OFF TET HOLIDAY</i></p>

		<p>No, I wasn't. Wasn't she discouraged? Yes, she was. No, she wasn't.</p> <p>E. Reading Time: State Fair Winner (newspaper article)</p>		
4	AT THE RANCH	<p>A. Conversation Time: Following a pancake recipe</p> <p>B. Word Time: Clean the stable, paint the sign, play with the dog, fix the fence, make biscuits, feed the horse, put on sunscreen, set the table, bring the first aid kit, build a fire</p> <p>C. Focus Time: Review of present, present continuous, and past tense</p> <p>D. Practice Time: He's setting the table, isn't he? Yes, he is, No, he isn't. They set the table, didn't they? Yes, they did. No, they didn't.</p> <p>E. Reading Time: The A-OK Dude Ranch (brochure)</p>	4 weeks	REVIEW MIDTERM TEST
5	NATURAL DISASTERS	<p>A. Conversation Time: Agreeing on a TV show to watch</p> <p>B. Word Time: tidal wave, typhoon, thunderstorm, earthquake, tornado, flood, drought, landslide, fire, blizzard</p> <p>C. Focus Time: scary, exciting, loud, awful, windy, dangerous</p> <p>D. Practice Time: Have you ever seen a tidal wave? Tes, I have. It was awful. Has she ever been in a tida wave? No, she hasn't..</p> <p>E. Reading Time: Frequently Asked Questions About Tornadoes (pamphlet)</p>	2 weeks	

	REVIEW 1	<p>A. Conversation Time Review</p> <p>B. Letters from Digger</p> <p>C. Emails from Max</p> <p>D. Word Time and Focus Time Review</p> <p>E. Pair work: Student A</p> <p>F. Pair work: Student B</p>	2 weeks	
6	AT THE MALL TWO BROTHERS, TWO REWARDS	<p>A. Conversation Time: Shopping for a T –shirt (cost, size, color)</p> <p>B. Word Time: read the magazine, drink the coffee, draw the portrait, play the video game, try on the jacket, do the puzzle, make the cappuccino, finish lunch, buy the cell phone, eat the candy bar</p> <p>C. Focus Time: Review of present, past, and present perfect tenses</p> <p>D. Practice Time: I have already read the magazine. I haven't finished lunch yet. She has already read the magazine. She hasn't finished lunch yet.</p> <p>E. Reading Time: Flood Clothes Sunnyville Mall (newspaper article)</p>	5 weeks	REVIEW FINAL TEST SCHOOL REPORT
7	SCHOOL SUBJECT	<p>A. Conversation Time: Talking about report cards</p> <p>B. Word Time: English, math, science, history, gym, art, music, geography, computer science, health</p> <p>C. Focus Time: interested, interesting, bored, boring, tired. Tiring, confused, confusing</p>	1 week	
TOTAL:			43 WEEKS	