



## ENGLISH LANGUAGE ARTS MOVERS 1 LEVEL

### I. INSTRUCTIONAL RESOURCES:

1. Text: English Time 3 + 4, Susan Rivers and Setsuko Toyama (2001), Oxford University Press. Our World Readers, National Geographic Learning.
2. Others: Teacher selected materials.

### II. COURSE PREREQUISITE:

Students passed Starters 2 can study English Language Arts in Movers 1. However, in cases of students with consistent above average English skills, they may request and be assessed for promotion to the next level.

### III. COURSE DESCRIPTION

This is the year when students move into a higher level of complexity in language which involves creating sentences, both in response to text questions and describing their environment. Focus is again on pronunciation with emphasis on consonant strings and diphthongs. Possessive pronouns and adjectives are introduced, furthering the students' ability to create meaningful dialogue and communicate more complex ideas. Reading for meaning is continued partnered with more National Geographic readers, such as "Four Blind Men" with increasingly complex prose. As the students move through the year's syllabus, numerous other vocabulary groups are introduced: transportation, clothing, body parts, environment and others, increasing their ability to communicate meaningfully in both written and oral forms. Students are honed and trained to become more independent learners through carefully selected learning activities provided by the foreign teachers.

Each class has three forty-minute sessions in a week. Teaching and learning procedures are level-based and student-centered. Each unit from the students' 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. Interpret, analyze, and demonstrate their understanding from written texts.
2. Confidently verbalize their understanding of concepts through structured speaking activities.
3. Identify important points lifted from a text and be able to compare and contrast ideas.
4. Observe proper capitalization, punctuations and spelling in required writing tasks.
5. Develop and enhance students' creative writing skill through scaffolding.
6. Associate sounds to spelling.
7. Learn and utilize new words appropriate to their level and be able to use them in context.

8. Accomplish the numerous writing tasks and activities for specific learning purposes (evaluation, assessment and follow-up).
9. Engage themselves in an actual language discourse with confidence, fluency and accuracy.
10. Develop independence in learning through student-centered learning activities.

## **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* 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.

a. Ask and answer questions about key details in a text.

*RL.2.* Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

a. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

*RL.3* Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

a. Describe characters, settings, and major events in a story, using key details.

### **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* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **LISTENING AND SPEAKING**

#### **1.Comprehension and Collaboration**

*LS.2* Determine the main idea and supporting details of a text or story

*LS.3* Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### **4.Presentation of Knowledge and Ideas**

*LS.4* Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

LS.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

## 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%)
		(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 ..... (5%)
  - Class discipline .....(5%)
  - Class participation .....(5%)
  - Reading and writing tasks....(5%)
  - Workbook.....(5%)

### 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

<b>C</b>	<b>6.5-7.9</b>	<b>Passed with merit</b>
<b>D</b>	<b>5-6.4</b>	<b>Passed</b>
<b>F</b>	<b>0-4.9</b>	<b>Failed</b>

## 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.
3. 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.
4. 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.
5. Failure to meet the desirable standards entails actions for resolution.

## X. COURSE SCHEDULE

UNIT	TITLE	CONTENT	TIME	NOTES
	<b>REVIEW</b>	<b>UNIT 1, 2</b>	1 week	
<b>3</b>	<b>AT ANNIE'S HOUSE TORTOISE AND HARE'S</b>	<b>A.Conversation Time:</b> Let's go to the movies on Thursday. I can't. How about Friday? Sorry, I'm busy. Is Saturday okay?	3 weeks	

	<b>RACE</b>	<p>No. What about Sunday? Sure! Sounds good!</p> <p><b>B. Word Time:</b> Have a snack, exercise, use a computer, watch videos, do homework, listen to music, clean up, wash the car</p> <p><b>C. Practice Time:</b> When do you exercise? I exercise in the morning/ afternoon/ evening. When does he exercise? He exercises at night. (all pronouns)</p> <p><b>D. Phonics Time:</b> Consonant Review</p>		
	<b>REVIEW 1</b>	<p><b>A. Story Time</b> <b>B. Activity Time</b></p>	1 week	
4	<b>AROUND TOWN</b>	<p><b>A. Conversation Time:</b> May I help you? Yes, please. One ticket to New York. One way or round trip? One way, please. What time does it leave? 2:45. Please hurry.</p> <p><b>B. Word Time:</b> Bus, subway, airplane, train, car, ferry, bicycle</p> <p><b>C. Practice Time:</b> How do they go to school? They go to school by bus How does she go to work? She goes to work by bus. (all pronouns)</p> <p><b>D. Phonics Time:</b> Ch, Tch and Sh</p>	2 weeks	

5	<b>AT THE HOSPITAL</b>	<p><b>A. Conversation Time:</b>          What's your address?          3 I Plain Road          Pardon me?          3 I Plain Road          How do you spell "Plain"?          P-l-a-i-n          Thank you. Have a seat, please          Thanks</p> <p><b>B. Word Time:</b>          Eye/ eyes, ear/ears, finger/fingers,          knee/knees, leg/legs, arm/arms,          hand/hands, foot/feet</p> <p><b>C. Practice Time:</b>          His foot hurt.          His feet hurt.          Their feet hurt.          (possessive adjectives)</p> <p><b>D. Phonics Time:</b>          Voiced /th/          Voiceless /th/</p>	3 weeks	<b>REVIEW MIDTERM TEST</b>
6	<b>AT THE LOST AND FOUND TABLE</b>	<p><b>A. Conversation Time:</b>          What are you looking for?          My watch! I can't find it.          Don't worry. I'll help you look for it.          Okay. Thanks.          What color is it?          It's red and blue.</p> <p><b>B. Word Time:</b>          jacket, camera, umbrella, wallet,          hairbrush, lunch box, keys, glasses</p> <p><b>C. Practice Time:</b>          Whose camera is this/that?          It's mine.          Whose keys are these/those?          They're hers.          (possessive pronouns)</p> <p><b>D. Phonics Time:</b>          Final y</p>	2 weeks	
	<b>REVIEW 2</b>	<p><b>A. Story Time</b>  <b>B. Activity Time</b></p>	1 week	

7	<p style="text-align: center;"><b>AT THE DRUGSTORE</b></p> <p style="text-align: center;"><b>ANANSI'S BIG DINNER</b></p>	<p><b>A. Conversation Time:</b> How much are these? They're one dollar each. Wow! That's cheap. I'll take three. Okay. That's three doolars. Hey! Don't forget your change! Oops! Thanks a lot.</p> <p><b>B. Word Time:</b> Money, soap, shampoo, makeup, film, medicine, toothpaste, sunscreen</p> <p><b>C. Practice Time:</b> I have some shampoo. I don't have any soap. He has some shampoo. He doesn't have any soap. (all pronouns)</p> <p><b>D. Phonics Time:</b> Final s</p>	3 weeks	
8	<p style="text-align: center;"><b>IN THE STATE PARK</b></p>	<p><b>A. Conversation Time:</b> Hey! Don't do that! What? Don't litter! Use the trash can. I'm sorry. Where is it? It's over there. It's under the tree. Oh! I see it. Thanks.</p> <p><b>B. Word Time:</b> grass, sand, snow, wildlife, trail/trails, tree/trees, mountain/mountains, river/rivers</p> <p><b>C. Practice Time:</b> There's some grass. There isn't any sand. There are some trees. There aren't any trails.</p> <p><b>D. Phonics Time:</b> Final es</p>	4 weeks	<p style="text-align: center;"><b>REVIEW FINAL TERM TEST SCHOOL REPORT</b></p>
9	<p style="text-align: center;"><b>IN THE KITCHEN</b></p>	<p><b>A. Conversation Time:</b> I'm hungry. Me, too. Let's have a snack. Do you want a chocolate chip cookie? No, thanks. I don't like cookies. What about some strawberry ice cream? Mm! that sounds good.</p> <p><b>B. Word Time:</b> Salt, pepper, tofu, hot sauce, instant noodles, pickles, mushrooms, beans sprouts</p>	4 weeks	

		<p><b>C. Practice Time:</b> Is there any salt? Yes, there is. No, there isn't. Are there any pickles? Yes, there are. No, there aren't</p> <p><b>D. Phonics Time:</b> br, gr, and pr</p>		
	<b>REVIEW 3</b>	<p><b>A. Story Time</b> <b>B. Activity Time</b></p>	1 week	
10	<p><b>DOWNTOWN COUNTRY MOUSE VISITS CITY MOUSE</b></p>	<p><b>A. Conversation Time:</b> Look! Whose wallet is this? Maybe it's here. Let's ask. Excuse me. Yes? Is this your wallet? Yes, it is! Thanks you so much. You're welcome.</p> <p><b>B. Word Time:</b> Museum, movie theater, department store, hospital, restaurant, bookstore, bakery, drugstore</p> <p><b>C. Practice Time:</b> I was at the bookstore. I wasn't at the hospital. They were at the bookstore. They weren't at the hospital. (all pronouns)</p> <p><b>D. Phonics Time:</b> cr, dr, and tr</p>	3 weeks	
11	<p><b>AT HOME THE FOUR BLIND MEN</b></p>	<p><b>A. Conversation Time:</b> I'm bored. So am I. let's play soccer. Dad! We're going outside. Remember, you have to do your homework. I know, Dad. Be back at six. All right. Bye! Bye, kids. Have fun!</p> <p><b>B. Word Time:</b> Bathroom, dining room, bedroom, yard, hall, living room, kitchen, basement</p> <p><b>C. Practice Time:</b> Was she in the yard? Yes, she was. No, she wasn't. She was in the hall. Were they in the yard? Yes, they were.</p>	5 weeks	<b>OFF TET HOLIDAY</b>

		No, they weren't. They were in the hall.  <b>D. Phonics Time:</b> fl, pl, and sl		
12	<b>MIDTERM TEST AROUND THE HOUSE</b>	<b>A. Conversation Time:</b> Hello? Is Ted there, please? I'm sorry. You have the wrong number. Is this 245-8769? No, it isn't. It's 245-8768. Sorry. That's okay. Good-bye.  <b>B. Word Time:</b> Wash my hands, brush my teeth, clean my room, call a friend, practice the piano, dance, play video games, bake cookies  <b>C. Practice Time:</b> I called a friend. I didn't dance. (all pronouns)  <b>D. Phonics Time:</b> sm, sn, and sp	3 weeks	
	<b>REVIEW 4</b>	<b>A. Story Time B. Activity Time</b>	1 week	
	<b>REVIEW</b>	<b>UNIT 9, 10, 11 UNIT 1, 2, 3, 4 UNIT 5, 6, 7</b>	3 weeks	
	<b>CLASSROOM LANGUAGE DO YOU REMEMBER?</b>	<b>Page VI, VII, VIII</b>	1 week	<b>ENGLISH TIME 4</b>
1	<b>FINAL TERM TEST SCHOOL REPORT MOUSE DEER IN THE RAIN FOREST AT THE CAMPSITE</b>	<b>A. Conversation Time:</b> Wake up, Annie! What time is it, Penny? It's seven o'clock. It's time for breakfast. Good. I'm hungry. Smells good. What's for breakfast? We're having bacon and eggs. Yum! My favorite!  <b>B. Word Time:</b> Cook breakfast, listen to stories,	6 weeks	

		<p>laugh at jokes, climb the mountain, watch the sunrise, play cards, wash the pots and pans, clean the tent</p> <p><b>C. Practice Time:</b> Did you cook breakfast? Yes, I did. No, I didn't. I play cards. (all pronouns)</p> <p><b>D. Phonics Time:</b> Consonant Blend Review</p>		
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