



ENGLISH LANGUAGE ARTS MOVERS 2 LEVEL

I. INSTRUCTIONAL RESOURCES:

1. Text: English Time 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 who have passed Movers 1 level can study English Language Arts in Movers 2. 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

Teachers introduce the concept of past, present and future verbs. This allows them to further improve their ability to create meaning dialogue and describe events in all three tenses. Comparative adjectives are also introduced providing them the ability to better define their environment and communicate more specific ideas. The syllabus introduces them to further vocabulary groups including the solar system, daily activities, sports, professions and many others. Reading practice is now combined with creative writing reflecting some of the ideas taken from the National Geographic readers. By the time students finish the year most can construct and correctly pronounce meaningful, descriptive sentences and have a vocabulary base of several hundred words.

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.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

3. Integration of Knowledge and Ideas

RL.9 Determine the meaning of words, phrases in the text to characters found in stories

WRITING

1.Text and type purpose

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.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

LS.6 Adapt speech to variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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
C	6.5-7.9	Passed with merit
D	5-6.4	Passed
F	0-4.9	Failed

IX. POLICIES

1. Foreign Teachers' Responsibilities

- 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.
- 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.
- 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	English Time 4 – Unit 1, 2, 3	1 week	
4	IN TOWN THE MIRROR	<p>A. Conversation Time: Excuse me. I'm looking for the museum. Is it far? Not really. Walk two blocks. Turn right. It's on the left. Did you say turn right of turn left? Turn right. It's on the left. Thank you very much. You're welcome. Have fun!</p> <p>B. Word Time: see a movie, rent a video, ride the bus, visit a friend, buy a donut, mail a letter, get a haircut, take a taxi</p> <p>C. Practice Time: I'm/She's/We're going to ride the bus. I'm not/She isn't/We aren't going to ride the bus. (all pronouns)</p> <p>D. Phonics Time: -le</p>	3 weeks	

5	AT THE FOOD FESTIVAL	<p>A. Conversation Time: What are you eating? Fried rice. Try some. It's good. No, thanks. Come on. Just a little. Oh, all right. But not too much. Here you go. Hey! It's delicious! I told you so.</p> <p>B. Word Time: Taco/tacos, burrito/ burritos, french fry/ french fries, hot dog/ hot dogs, spaghetti, curry, iced tea, lemonade</p> <p>C. Practice Time: What are you going to have? I'm going to have a hot dog. What's he going to have? He's going to have some curry. What are they going to have? They're going to have some curry. (all pronouns)</p> <p>D. Phonics Time: -er</p>	2 weeks	
6	DURING THE YEAR	<p>A. Conversation Time: What's your favorite subject? I like math. It's fun. Excuse me. Where's the library? Go straight. It's across from the music room. Thanks. Sure. Oh. It's time for art class. Great. That's my favorite.</p> <p>B. Word Time: spring, fall, summer, winter plant flowers, pick apples, build a snowman, go to the beach, play in the leaves, go skiing</p> <p>C. Practice Time: I'll plant flowers in the spring. I won't go skiing.</p> <p>D. Phonics Time: al, au and aw</p>	3 weeks	REVIEW MIDTERM TEST
	REVIEW 2	<p>A. Story Time B. Activity Time</p>	1 week	

7	<p style="text-align: center;">AT THE AQUARIUM</p>	<p>A. Conversation Time: Which one do you want? Os, I don't know. They're all cute. Well, it's time to go. Please make up your mind. Um, okay. I'll take this one. Are you sure? I'm positive. Great. Let's get it. Dad, the cashier is over here.</p> <p>B. Word Time: whale, dolphin, eel, shark, octopus, crab, big, small, fast, slow</p> <p>C. Practice Time: The whale is bigger than the dolphin.</p> <p>D. Phonics Time: ar and or</p>	2 weeks	
8	<p style="text-align: center;">AT THE SAFARI PARK THE EMPTY POT</p>	<p>A. Conversation Time: Dad, Guess what! What? There's a monkey on the car! Quick! Shut the window. Look! There it is. Oh, it's cute. It's not cute. It's scary. Don't worry. It won't hurt you. Aw! It's going away.</p> <p>B. Word Time: Elephant, giraffe, turtle, fall. Fat, cheetah, snake, chimpanzee, short, thin</p> <p>C. Practice Time: Which one is the tallest? The giraffe is the tallest.</p> <p>D. Phonics Time: ou and ow</p>	3 weeks	

9	BY THE SEASHORE	<p>A. Conversation Time: Oh! I missed the ball. We won! We won! Congratulations. Nice game. It was close. Yeah, it was. Do you want to play again? Sure. This time we'll win. We'll see.</p> <p>B. Word Time: play Ping-Pong, play badminton, snorkel, go fishing, go horseback riding, go sailing, in-line skate, listen to music</p> <p>C. Practice Time: What do you like to do? I like to listen to music. What does he like to do? He likes to listen to music (all pronouns)</p> <p>D. Phonics Time: Oo</p>	2 weeks	REVIEW
	REVIEW 3	<p>A. Story Time B. Activity Time</p>	3 weeks	FINAL TERM TEST SCHOOL REPORT
10	AT SUMMER CAMP	<p>A. Conversation Time: Wow! What a cool kite! Thanks. I made it myself. You're kidding! No, it's true. I made it. Was it hard? No, it was easy. I'll show you. Great! What do we need? Paper and string. Let's get some.</p> <p>B. Word Time: collect stickers, sing, build a model, take a nap, read a comic book, make a video, paint, cycle</p> <p>C. Practice Time: We like singing, but we don't like building models. She likes singing, but she doesn't like building models. (all pronouns)</p>	2 weeks	

		<p>D. Phonics Time: er, ir, and ur</p>		
11	<p>AT THE PLANETARIUM RHODOPIS</p>	<p>A. Conversation Time: Wow! Did you see all the planets and stars? Yeah! That was a great show. Ms. Apple, can we go to the snack bar? Can we go to the gift shop? No, kids. We don't have time. Aw. But I want to buy a gift for my dad. And I'm thirsty. Please, Ms. Apple. We'll hungry. Sorry, kids. We have to catch the bus.</p> <p>B. Word Time: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto</p> <p>C. Practice Time: I want to see Mercury. Let me look. He wants to see Mercury. Let him look.</p> <p>D. Phonics Time: oi and oy</p>	3 weeks	
12	<p>AT SCHOOL THE GREEN RABBIT</p>	<p>A. Conversation Time: You dance very well. Thanks. I love dancing. I don't dance very well. Sure you do. You're a good dancer. But I don't practice enough. Well, practice make perfect. I have an idea. Let's practice together. That's a great idea. Thanks.</p> <p>B. Word Time: Musician/play the violin, engineer/build things, vet/help animals, computer programmer/program computers, nurse/take care of people, artist/draw</p> <p>C. Practice Time: Why do you want to be a vet? Because I like helping animals. Why does she want to be a vet? Because she likes helping animals.</p>	5 weeks	<p>OFF TET HOLIDAY</p>

		(all pronouns) D. Phonics Time: Vowel Blend Review		
	REVIEW 4	A. Story Time B. Activity Time	2 weeks	REVIEW MIDTERM TEST 2
	REVIEW	UNIT 9, 10, 11, 12 UNIT 1, 2, 3, 4 UNIT 5, 6, 7, 8	3 weeks	
	DO YOU REMEMBER CLASSROOM LANGUAGE	Page VI, VII Page VIII	1 week	
1	IN OLD SUNNYVILLE	A. Conversation Time: Asking about a museum's hours, entrance fees, and exhibits over the telephone B. Word Time: School, library, barbershop, bank, hotel, train station, post office, sidewalk, bridge, theater C. Focus Time: Beside, behind, across from, in front of, near, above D. Practice Time: Was there a library beside the post office? Yes, there was. No, there wasn't E. Reading Time: Ice Cream in America (historical reading)	2 weeks	
2	AT THE DINNER THE TUG-OF- WAR	A. Conversation Time: Ordering food in a restaurant B. Word Time: root beer, lemonade, roast beef, ham, chicken soup, fruit salad, iced tea, coffee, garlic bread, apple pie C. Focus Time: a bottle of root beer, a can of lemonade, a slice of ham, a piece of apple pie, a bowl of chicken soup, a glass of iced tea, a cup of coffee, a loaf of garlic bread	4 weeks	REVIEW FINALTER M TEST

		<p>D. Practice Time: How much root beer did she have? She had one bottle of root beer. How many bottle of root beer did she have? She had three bottles of root beer. (all pronouns)</p> <p>E. Reading Time: Papa Joe's Restaurant Opens (newspaper article)</p>		
3	DAILY ACTIVITIES	<p>A. Conversation Time: Shopping for a pie at a bakery</p> <p>B. Word Time: Walk to school, go to the dentist, do laundry, chop vegetable, iron a shirt, slice fruit, take a bus, wash my hair, stay home, buy groceries</p> <p>C. Focus Time: By myself, by himself, by herself, by yourself, by yourselves, by themselves, by ourselves</p>	1 week	
TOTAL:			43 WEEKS	