



# The Asian International School

## ENGLISH LANGUAGE ARTS STARTERS 2 LEVEL

### I. INSTRUCTIONAL RESOURCES:

1. Text: English Time 2, 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 1 can study English Language Arts in Starters 2. 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

Students begin to focus more on pronunciation, concentrating initially on long and short vowels so that the students can begin to sound-out longer English words. This course also begins to broaden the students' vocabulary by introducing higher numbers, various colors, and different kinds of food, common objects, and action words that will help students to engage themselves in the actual language discourse. Reading and writing practice continues with short stories such as "The Ant and The Grasshopper" and others that spark the students' interest and desire to read more and perform writing tasks for special purposes. Basic grammar points and structures are also introduced along with pronouns, the Five WH questions (who, what, where, when, why) and some useful verbs.

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 have learned in their student books.

### IV. COURSE GOALS

Students should be able to:

1. Observe proper capitalization, punctuations, and spelling.
2. Orally produce and distinguish phonetic sounds and blending focusing on long and short vowel sounds.
3. Develop and enhance students' creative writing skill through scaffolding.
4. Associate sounds to spelling.
5. Identify and interpret important points and concepts lifted from a text.
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* 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.

#### **2. Craft and Structure**

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

- a. Describe how a narrator's or speaker's point of view influences how events are described.

### **READING FUNDAMENTAL SKILLS**

#### **1. Print Concepts**

*RF.1a.* Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

*RF.2a.* Distinguish long from short vowel sounds in spoken single-syllable words.

*RF.2b* Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

#### **2. Phonics and word recognition**

*RF.3a* Distinguish long and short vowels when reading regularly spell one-syllable words.

*RF.3b* Know spelling sound correspondences for additional common vowel teams.

### **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.

### **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.

L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**LISTENING AND SPEAKING**

**1.Comprehension and Collaboration**

LS.1 Participate in collaborative conversations with diverse partners

**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.

**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/>
		(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 outside class, 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.

<b>MARK</b>	<b>RANGE</b>	<b>INTERPRETATION</b>
<b>A</b>	<b>9-10</b>	<b>High distinction</b>
<b>B</b>	<b>8-8.9</b>	<b>With distinction</b>
<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>CLASSROOM LANGUAGE DO YOU REMEMBER?</b>	<b>Page VI, VII, VIII</b>	1 week	
<b>1</b>	<b>AT HOME WITH ANNIE</b> <b>THE NORTH WIND AND THE SUN</b>	<p><b>A. Conversation Time:</b> How old are you? I'm ten. How old are you? I'm six.</p> <p><b>B. Word Time:</b> mother, father, sister, brother, grandmother, grandfather</p> <p><b>C. Practice Time:</b> Who's he? He's my father. Who's she? She's my mother.</p> <p><b>D. Phonics Time:</b> Jj and Yy</p>	3 weeks	
<b>2</b>	<b>IN THE CLASSROOM</b>	<p><b>A. Conversation Time:</b> Is today Monday? No, it's Tuesday. Yay! My birthday is on Wednesday! Cool!</p> <p><b>B. Word Time:</b> write, talk, draw, read, sleep, eat</p> <p><b>C. Practice Time:</b> I'm drawing. I'm not writing. He's/She's drawing. He's/She's not writing.</p> <p><b>D. Phonics Time:</b> Ll and Rr</p>	2 weeks	

3	<p style="text-align: center;"><b>AT THE BIRTHDAY PARTY</b></p>	<p><b>A. Conversation Time:</b> This is for you. Happy Birthday. Thanks. You're welcome. Open it.</p> <p><b>B. Word Time:</b> cry, sing, shout, run, laugh, walk</p> <p><b>C. Practice Time:</b> We're/You're/They're singing. We/You/They aren't singing</p> <p><b>D. Phonics Time:</b> Cc, Qq, -ck, and -x</p>	2 weeks	<b>REVIEW</b>
	<p><b>MIDTERM TEST REVIEW 1</b></p>	<p><b>A. Story Time:</b> <b>B. Activity Time:</b></p>	2 weeks	<b>MIDTERM TEST</b>
4	<p style="text-align: center;"><b>AT THE STORE WINDOW</b></p>	<p><b>A. Conversation Time:</b> Hello? Hello. May I speak to Sam please? Sure. Hold on. No problem.</p> <p><b>B. Word Time:</b> get dress, eat breakfast, walk to school, study English, watch TV, take a shower</p> <p><b>C. Practice Time:</b> What's he/she/it doing? He's/She's/It's walking to school. What are you/they doing? We're/they're walking to school.</p> <p><b>D. Phonics Time:</b> Long /a/</p>	2 weeks	
5	<p style="text-align: center;"><b>AT THE AIRPORT</b></p> <p style="text-align: center;"><b>THE ANT AND GRASSHOPPER</b></p>	<p><b>A. Conversation Time:</b> Where are you from? I'm from France. Oh. You speak English very well. Thank you very much.</p> <p><b>B. Word Time:</b> thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-five, thirty, forty, fifty</p> <p><b>C. Practice Time:</b> What time is it? It's one o'clock. It's two fifteen.</p> <p><b>D. Phonics Time:</b> Long /e/</p>	3 weeks	
6	<p><b>AT THE FLOWER SHOP</b></p>	<p><b>A. Conversation Time:</b> Where do you live?</p>	3 weeks	<b>FINAL TERM TEST</b>

		<p>I live on Oakville. Oh, really? Me, too. I like it. It's a nice place.</p> <p><b>B. Word Time:</b> red, yellow, blue, green, orange, brown, white, black</p> <p><b>C. Practice Time:</b> This is/That's red. This is/That's a red flower. These/those are yellow. These/those are yellow flowers.</p> <p><b>D. Phonics Time:</b> Long /i/</p>		
	<b>REVIEW 2 SCHOOL REPORT</b>	<p><b>A. Story Time:</b> <b>B. Activity Time:</b></p>	2 weeks	<b>SCHOOL REPORT</b>
7	<b>IN THE DEPARTMENT STORE</b>	<p><b>A. Conversation Time:</b> What color is it? It's blue. Blue is my favorite color! Blue is nice, but I like red.</p> <p><b>B. Word Time:</b> shoes, socks, shirts, skirts, jeans, shorts</p> <p><b>C. Practice Time:</b> What are these/those? They're shoes.</p> <p><b>D. Phonics Time:</b> Long /o/</p>	2 weeks	
8	<b>IN A MESSY CLASSROOM</b> <b>HARE IS SCARE</b>	<p><b>A. Conversation Time:</b> Oh, no! What a mess! Yeah, you're right. Let's clean up. Okay. Let's get the broom.</p> <p><b>B. Word Time:</b> computer, shelf, cupboard, table, desk, chair</p> <p><b>C. Practice Time:</b> Where's the book? It's in/on/under/next to the desk. Where are the books? They're in/on/under/next to the desk.</p> <p><b>D. Phonics Time:</b> Long /u/</p>	3 weeks	
9	<b>IN THE STORE</b>	<p><b>A. Conversation Time:</b> Uh-oh What's wrong? We're late. Please hurry! Oh...I can't decide.</p> <p><b>B. Word Time:</b></p>	4 weeks	<b>OFF TET HOLIDAY</b>

		<p>Candy, juice, soda pop, ice cream, popcorn, chips</p> <p><b>C. Practice Time:</b> I/You/We/They have candy. I/You/We/They don't have juice.</p> <p><b>D.Phonics Time:</b> Short /a/ and long /a/</p>		
	<b>REVIEW 3</b>	<p><b>A. Story Time:</b> <b>B. Activity Time:</b></p>	1 week	
<b>10</b>	<b>AT THE CLINIC</b> <b>MISTERM TEST</b>	<p><b>A.Conversation Time:</b> Hey! That's mine! No, it isn't. It's mine. Oops! Sorry. That's okay.</p> <p><b>B.Word Time:</b> stomachache, rash, sore throat, fever, cold, cough</p> <p><b>C. Practice Time:</b> He/She has a fever. He/She doesn't have a rash.</p> <p><b>D.Phonics Time:</b> Short /e/ and long /e/</p>	3 weeks	<b>MIDTERM TEST</b>
<b>11</b>	<b>AT HOME WITH TED</b>	<p><b>A.Conversation Time:</b> Ms. Lee, may I use the bathroom? Of course. Where is it? It's over there. I see it. Thanks.</p> <p><b>B.Word Time:</b> tape, glue, scissors, paper, paint, crayons</p> <p><b>C. Practice Time:</b> Does he/she have tape? Yes, he/she does. No, he/she doesn't. He/She has glue.</p> <p><b>D.Phonics Time:</b> Short /i/ and long /i/</p>	2 weeks	
<b>12</b>	<b>ON A PICNIC</b>	<p><b>A.Conversation Time:</b> Pass the cake, please. Which one? The chocolate cake. Here. Help yourself. Thanks.</p> <p><b>B.Word Time:</b> chicken, cheese, salad, fruit, bread, rice</p> <p><b>C. Practice Time:</b></p>	2 week	

		<p>He/She/It likes chicken. He/She/It doesn't like salad.</p> <p><b>D.Phonics Time:</b> Short /o/ and long /o/</p>		
	<p><b>REVIEW 4</b> <b>FINALTERM TEST</b> <b>SCHOOL REPORT</b> <b>STONE SOUP</b></p>	<p><b>A. Story Time:</b> <b>B. Activity Time:</b></p>	4 weeks	<p><i><b>FINALTERM</b></i> <i><b>TEST</b></i> <i><b>SCHOOL</b></i> <i><b>REPORT</b></i></p>
	<p><b>REVIEW</b></p>	<p><b>UNIT 7, 8, 9, 10, 11, 12</b> <b>UNIT 1, 2, 3, 4, 5, 6</b></p>	2 weeks	