



<b>Enseignement secondaire</b>		
<b>Classes internationales</b>		
	<b>Régime anglophone</b>	
<b>Anglais</b>		
<b>Programme</b>		
<b>7IEC</b>		
Leçons hebdomadaires: 4		
Langue véhiculaire: anglais		
Nombre minimal de devoirs par trimestre: 3 (2 écrits minimal, le 3 <sup>e</sup> peut être un oral ou une production de l'élève)		

## Description

The course aims at developing both linguistic and collocational competence and performance of the learners. There will be a strong emphasis on both oral and written expression as well as the buildup of vocabulary and the strengthening of basic grammar (pre-intermediate level). Elementary knowledge about language, style and content and approaches to texts, both literary and topical, will be fostered. Students will read and write about and debate a wide array of topics and texts appropriate to their level and zone of proximal development (ZPD), thus establishing and promoting fundamental argumentative and formal language skills. The course includes a variety of learning activities and methodological approaches.

## Pre-Requisites

Learners need to have achieved A2 level of fluency in English in terms of the Common European Framework for Languages rating scale at the very least in order to keep up with a highly demanding syllabus delivered entirely in English.

## Aims of the course

- prepare students for competences required for grades 8 & 9.
- familiarise them with the basics of textual criticism and analysis.
- introduce them to various texts and topics.
- coach them to become autonomous learners and to appreciate reading and debating.



- improve their linguistic competence (grammar application, vocabulary range, written and oral expression).
- improvement of oral and written skills through systematic, precise and constructive summative and formative feedback and remedial work.

## Assessment

- classical written tests consisting of applied grammar and vocabulary exercises, critical seen and/or unseen text commentaries, reading comprehension, as well as basic comparative/argumentative essays based on coursework.
- individual and/or group oral presentations.
- testing based on portfolio teaching.
- testing will be assessed according to the requirements of the Luxembourg Ministry of Education as well as adapted from marking grids officially used by the MYP.

## Course materials

- Coursebook: Cambridge Checkpoint English Coursebook 7 by Marian Cox (Cambridge University Press). (ISBN : 978-1107670235)
- Topical material (text/audio/video) selected and supplied by the English teacher.
- Simple novels / plays / poems / short stories from literature in English, chosen by the English teacher.

Examples of suggested reading may include:

- Boyne, John. The Boy in the Striped Pyjamas.
- Dahl, Roald. The Witches.
- Dahl, Roald. Matilda.
- Green, John. Looking for Alaska.
- Lewis, C.S. The Lion, the Witch and the Wardrobe.
- Morpurgo, Michael. Warhorse.
- Palacio, R.J. Wonder
- Smith, Dodie. The Hundred and One Dalmatians.
- Sutcliffe, Rosemary. The Eagle of the Ninth.
- Swindells, Robert. Invisible.
- Swindells, Robert. Stone Cold.
- Westall, Robert. The Machine Gunners.
- Wyss, Johann Rudolf. The Swiss Family Robinson.
- Zephaniah, Benjamin. Face.
- Zephaniah, Benjamin. Terror Kid.