

YISHUN SECONDARY SCHOOL

Subject & Code: EL 1190

Level & Stream: Sec 4 Normal (Academic)

| The Curriculum and Approaches to Learning | | Key Programmes / Competitions |
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| <p>In line with the requirements of the EL Syllabus 2020, the teaching of English Language at YSS focuses on building a strong foundation in language and enriching language learning for all. We teach language skills with an emphasis on grammar and spoken English, using rich texts and a variety of language resources to enable students to appreciate and use the language beyond the classroom. The learning experiences guide discovery of language skills through differentiated instruction and authentic tasks, leverage on ICT tools and platforms, and explore real world issues and multiple perspectives.</p> | | <p>The Strait Times IN Reading Programme</p> <p>EL Oracy Workshops and Consultation Sessions</p> |
| Term/ Week | Learning Experiences (chapter, activity) | Learning Outcomes & Assessment |
| Term 1 | <p><u>Reading and Viewing:</u></p> <ul style="list-style-type: none"> ● Comprehension Skills Revising the skills – Factual, Vocab, Inferential, Language for Impact, Evaluative Questions ● Summary Writing Skills Content identification, Rephrasing/Explaining In Your Own Words <p><u>Speaking and Representing</u></p> <ul style="list-style-type: none"> ● Oral Communication Skills <ul style="list-style-type: none"> - Planned Response - Spoken Interaction <p><u>Writing and Representing:</u></p> <ul style="list-style-type: none"> ● Personal Discussion ● Narrative Writing ● Discursive Essay ● Argumentative Writing <p><u>Grammar</u></p> <ul style="list-style-type: none"> ● Editing practices | <ul style="list-style-type: none"> ● Apply critical reading and viewing by focusing on implied meaning, higher order thinking, judgement and evaluation ● Elaborate on/ substantiate points through the use of details, anecdotes, concrete examples, experiences and feelings ● Speak with accurate pronunciation and appropriate intonation ● Use appropriate skills, strategies and language to convey and construct meaning during interactions ● Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone ● Apply knowledge of grammatical rules at word, phrase and sentence levels. ● Demonstrate a rich vocabulary that supports the development of listening, reading, viewing, speaking, writing and representing skills |

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| | <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Thematic vocabulary learning during Oral Communication lessons and through Voices at Play units | |
| <p>Term 2</p> | <p><u>Reading and Viewing:</u></p> <ul style="list-style-type: none"> • Comprehension Skills All question types – Factual, Vocab, Inferential, Language for Impact, Evaluative Questions • Summary Writing Skills Content identification, Rephrasing/Explaining In Your Own Words • Comprehension Practice Papers <p><u>Speaking and Representing</u></p> <ul style="list-style-type: none"> • Oral Communication Skills <ul style="list-style-type: none"> - Planned Response - Spoken Interaction Use of transitional words, PEEL format <p><u>Writing and Representing:</u></p> <ul style="list-style-type: none"> • Formal Email • Revision of all Situational Writing types Letter, Email, Proposal, Speech, Talk • Revision of all Continuous Writing Types Personal Discussion, Narrative Writing, Discursive Writing, Argumentative Writing <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Editing practices <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Thematic vocabulary learning during Oral Communication lessons <p><u>Listening and Viewing</u></p> <ul style="list-style-type: none"> • Listening Comprehension skills | <ul style="list-style-type: none"> • Apply critical reading and viewing by focusing on implied meaning, higher order thinking, judgement and evaluation • Elaborate on/ substantiate points through the use of details, anecdotes, concrete examples, experiences and feelings • Speak with accurate pronunciation and appropriate intonation • Use appropriate skills, strategies and language to convey and construct meaning during interactions • Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone • Apply knowledge of grammatical rules at word, phrase and sentence levels. • Demonstrate a rich vocabulary that supports the development of listening, reading, viewing, speaking, writing and representing skills • Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding • Use appropriate skills and strategies to evaluate texts |

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| | Previous years' GCE 'N' Level Listening Comprehension examination | |
| Term 3 | <p><u>Reading and Viewing</u> Comprehension Skills</p> <ul style="list-style-type: none"> • Revision of All Question Types • Revision of Summary Skills • Revision of Visual Text Skills <p><u>Writing and Representing</u></p> <ul style="list-style-type: none"> • Revision of all types of Continuous Writing (structure and language features) • Revising all types of Situational Writing (format and language features) <p><u>Speaking and Representing</u> Oral Communication Skills</p> <ul style="list-style-type: none"> • Planned Response • Spoken Interaction <p><u>Listening and Viewing</u> Listening Comprehension Practices (Attempt all other past years' listening comprehension examination papers)</p> <p><u>Grammar</u> Intensive Editing practices and revision of all grammatical items</p> | <p>Intensive Revision (All Core Skills)</p> <p>GCE 'N' Level Oral Exam</p> |
| Term 4 | GCE N-level Examination | |