



<b>Enseignement secondaire</b>		
<b>Classes internationales</b>		
	<b>Régime anglophone</b>	
<b>Anglais</b>		
<b>Programme</b>		
<b>5IEC</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 5I course aims at developing both linguistic and collocational competence of the learners and introduces them to key aspects of approaches to literary and topical texts with a strong emphasis on analysis of language, style and content. The students will learn how to summarise, respond to reading and identify and analyse writer's effects and strategies as well as a variety of textual approaches, structures and forms. Constructing argumentation with relevant evidence in written work and oral discussions, as well as getting accustomed to the appropriate register suitable to academic writing is also central. The emphasis is on the acquisition and application of transferable skills, and the course includes diverse learning activities and methodological approaches.

## Pre-Requisites

Learners need to have achieved B2 level of fluency in English in terms of the Common European Framework for Languages rating scale at 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 our intermediate preparatory grades 10/11, leading them up to the IBDP (grades 12 & 13).



- Specific teaching of sentence-building, vocabulary extension, accuracy, various writing skills (response writing, continuous writing, essays) for coursework tests and assignments, as well as speaking (group debates, dialogues, giving and responding to talks and arguments), reading (gist and specific information) and listening skills.
- familiarise them with the basic forms and strategies of different kinds of writing.
- introduce them to various literary genres and texts in a socio-cultural and historical context.
- coach them to become autonomous learners.
- introduce them to think critically about texts and issues.
- 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 language exercises, critical seen and/or unseen text commentaries, extensive and intensive reading comprehension and response papers, as well as comparative/argumentative essays based on coursework.
- individual and/or group oral presentations.
- testing based on portfolio teaching and various writing assignments (response writing, creative writing).
- 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 IGCSE First Language English Coursebook (4th edition) by Marian Cox (Cambridge University Press) (ISBN : 978-1107657823)
- Novels / plays / poems/ short stories from literature in English, chosen by the English teacher.
- Examples of novels/plays include:
  - Alexie, Sherman. The absolutely true Diary of a Part-time Indian.
  - Cormier, Robert. After the First Death.
  - Golding, William. Lord of the Flies.
  - Lee, Harper. To Kill a Mockingbird.
  - London, Jack. Call of the Wild.
  - Lowry, Lois. The Giver.
  - Orwell, George. Animal Farm.
  - Pullman, Philip. Northern Lights.
  - Russell, Willy. Educating Rita.
  - Salinger, J.D. The Catcher in the Rye.
  - Shusterman, Neil. Unwind.
  - Steinbeck, John. Of Mice and Men.
  - Stevenson, R.L. Treasure Island.
  - Tolkien, J.R.R. The Hobbit.