

M4 Core English

Course Syllabus - 2026 Term 1

Teacher: Kacey Gavin

Department: English

Subject Code: EN31101

Periods per week: 3

Credits: 1.5

Course Description

In this course, students will be presented with a variety of resources that will further develop their skills in reading and writing from previous years of study. They will learn to select relevant details, understand the difference between what is directly stated and implied, and expand on writing for different purposes and audiences. Students will listen to a range of spoken material, including talks and conversations, to develop listening skills. Students will also engage in conversations, discussions, and debates on a variety of topics and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

This course seeks to develop each student's ability to use English effectively for the purpose of practical communication and form a solid foundation for the skills required for further study or employment. The course will promote students' personal development and their ability to generate ideas and fulfil assessments using a balance of in-class activities and independent study.

Course Content

Please note that the order in which units are delivered throughout the semester may change.

Unit 1 – Entertainment – Film and Book Reviews

In this unit, students will explore different aspects of film (such as genre, suspense, character, theme etc.) and be introduced to key relevant vocabulary. They will read and listen to a range of reviews and comprehensively reflect upon the differences in style, opinions, and attitudes between them. Using a chosen film/novel, students will construct a written review or critique (novel) and give a short oral presentation (film).

Unit 2 – Our Planet and Current Affairs - Constructing an Argument

In this unit students will identify and carefully select key information from written and audio texts, which explores pros and cons, to then establish whether these can collectively be used to compile a 'good' argument. They will use relevant topics (global warming, crime, current affairs etc.) to participate in active discussions acquire the foundations to plan, draft and write an essay which presents an argument on a chosen topic.

Unit 3 – Travel and Outdoor Life – Travel and Persuasive Writing

In this unit, students will read a range of travel articles, brochures and magazines for comprehension, detail, and understanding of persuasive writing style. Students will compare style and tone of different travel writing features and will actively review language structures such as gerunds, clauses, and precise adjectives/adverbs to compose a persuasive letter and descriptive account of a holiday or tourist destination.

Unit 4 – Student Life and Conversation – Developing Interactive Conversation Skills and Exploring Formal/Informal Register

In this unit, students will Improve communication skills by actively engaging with different conversation types which implement strategies such as body language, open questions, paraphrasing, reflection, clarification, and suggestions. They will read and listen to a range of sources which offer advice, both formally and informally, paying attention to tone/register and building vocabulary through formal and colloquial words/phrases.

Unit 5 – Ethical Issues – Debates, Blog Writing, and Informed Responses to Ethical Questions

In this unit, students will read and listen to a variety of texts to establish the difference between fact and opinion, and how these are presented effectively in non-fiction formats. Students will be Introduced to debate components and participate in active debates in-class on ethical issues/practices around the world.

Please note:

Other units may be substituted from the IGCSE curriculum to fit the contextual and ability needs of the students. Students will be informed where this is required.

Learning Outcomes

- Understand, communicate, and respond to factual information and ideas from a range of texts, e.g., leaflets, articles, blogs and webpages

- Identify ideas, opinions, and attitudes from a range of texts and explain the connections between them
- Recite and discuss what is implied but not directly stated, e.g., gist, purpose, and intention in a variety of texts
- Select and organise relevant information and ideas into coherent paragraphs and use a range of appropriate linking devices
- Respond to a written source and show awareness of appropriate register and style/ format for the given purpose and audience, e.g., a summary, an informal email, an article, a report, and a review.
- Produce written texts with an adequate range of language structures (i.e., grammatical and lexical), punctuation and spelling.
- Communicate factual information, abstract ideas, and arguments with good expansion through oral presentation, discussions and debates
- Engage in a conversation on a range of topics familiar to the candidate's experience, e.g., current affairs, ethical issues and/or past experiences
- Produce responses with an adequate range of language structures (i.e. grammatical and lexical)
- Produce responses that show sufficient control of pronunciation and intonation

Learning Resources

- *Cambridge IGCSE First Language English Coursebook Fifth Edition*. Author: Marian Cox. ISBN: 978-1-108-43888-9.
- Google Classroom

Additional Texts and resources:

- Other supplementary online, digital and textbook resources.

Assessment Methods

Assessment will be conducted across all four skills to demonstrate students' ability to meet the required learning outcomes. Continuous assessment of language and grammar usage will be factored into rubrics for all written and spoken assignments.

Writing assessment will include a mixture of short compositions and project-focused assignments whereas reading assessment will include a variety of texts (blogs, articles, magazines, brochures, short novels, journals etc.) with comprehension activities and understanding expressed through shared forums.

Speaking/listening assessment will be continuous through in-class activities and exploration of texts. Furthermore, students will present oral presentations and engage in at least one assessed debate/discussion.

Homework Policy

Any late assignments will receive a 20% penalty when submitted up to one week late. Students will only receive a maximum score of 50% on the assignment should it be submitted after this time. Any work which remains unsubmitted for a period which **exceeds two weeks** may be awarded with a **mark of zero**.

If students are absent when assignments are assigned or on an assignment due date, it is the responsibility of the student to contact the teacher to make alternative arrangements for submission. Extensions will only be considered in exceptional circumstances.

Evaluation Breakdown

Student Work	40%
Assessments	30%
Final Exam	30%

Thai National Curriculum Standards

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity for interpreting what has been heard and read from various types of media and ability to express opinions with proper reasoning

F1.1 GR.10/1: Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.

F1.1 GR.10/2: Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading.

F1.1 GR.10/3: Explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read.

F1.1 GR.10/4: Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feeling and opinions

F1.2 GR.10/1: Converse and write to exchange data about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to society, and communicate the data continuously and appropriately.

F1.2 GR.10/2: Choose and use requests and give instructions, clarifications and explanations fluently.

F1.2 GR.10/3: Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.

F1.2 GR.10/4: Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.

F1.2 GR.10/5: Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents with proper reasoning.

Standard 1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

F1.3 GR.10/1: Speak and write to present data themselves/experiences, news/incidents, matters and various issues of interest to society.

F1.3 GR.10/2: Speak and write to summarise the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.

F1.3 GR.10/3: Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration.

Strand 2: Language and Culture

Standard F2.1 Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

F2.1 GR.10/1: Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of native speakers.

F2.1 GR.10/2: Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers.

F2.1 GR.10/3: Participate in, give advice and organise language and cultural activities appropriately.

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language.

F2.2 GR.10/1: Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

F2.2 GR.10/2: Analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately.

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1 Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view.

F3.1 GR.10/1: Research/search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing.

Strand 4: Language and Relationship with Community and the World

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

F4.1 GR.10/1: Use language for communication in real situations/simulated situations in the classroom, school, community and society.

Standard F4.2: Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

F4.2 GR.10/1: Use foreign languages in conducting research, collecting, analysing and summarising knowledge/various data from the media and different learning sources for further education and livelihood.

F4.2 GR.10/2: Disseminate/convey to the public data and news about the school, community and the local area/the nation in foreign languages.

[Total 21 indicators]