

## Anglický jazyk / English

Ř.	Ročník / Year	Předmět / Subject	Výstupy ŠVP G "Sunny Canadian International School - most do celého světa" / Outcomes of School education program	Cambridge English - Preliminary (PET) for Schools	Cambridge International Standards - CORE	Cambridge International Standards - EXTENDED (N/A if not applicable)	Učivo (pojmy) / Subject Matter	Průřezová témata / Cross-curricular Subjects	Mezipředmět. Vazby / Connections to Other Subjects	Poznámka / Notes
1	4G1-4G2	English Literature			Student understands the meanings of literary texts and their contexts, and explore texts beyond surface meaning	Student understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes	Analyzing Literary texts	MKV3		Cambridge IGCSE
2	4G1-4G2	English Literature			Student shows detailed knowledge of the content of literary drama, poetry and prose)	Student shows detailed knowledge of the content of literary drama, poetry and prose), supported by reference to the text	Analyzing Literary texts	MKV3		Cambridge IGCSE
3	4G1-4G2	English	Student understands the main points and ideas of an authentic oral expression with a rather complex content on a current topic and expresses its main as well as complementary information.	Student understands instructions on classes and homework given by the teacher and is able to take notes in class.			reading and listening comprehension			Cambridge IGCSE
4	4G1-4G2	English		Student understands routine information and articles.	Student understands simple texts, e.g. public notices and signs (including timetables and advertisements)	Student understands and selects from a range of texts in a variety of forms, including public notices, signs, and magazines and newspapers	information from the media			Cambridge IGCSE
5	4G1-4G2	English		Student understands most information of a factual nature in their school subjects.	Student identifies and retrieves some facts from simple texts, e.g. to complete a form	Student identifies and retrieves facts, details, important points and themes from a range of texts, including extended pieces of writing, e.g. to complete a form	reading and listening comprehension			Cambridge IGCSE
6	4G1-4G2	English	Student identifies the structure of a text and distinguishes between the main and complementary information.	Student understands the main points of straightforward instructions or public announcements.	Student selects and organises some relevant information from a range of texts including letters, brochures, forms and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds	Student selects and organises relevant information from a range of texts including letters, brochures, forms, extended texts and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds	reading and listening comprehension	MKV3		Cambridge IGCSE
7	4G1-4G2	English		Student understands factual articles in magazines and letters from friends expressing personal opinions.	Student recognises some ideas, opinions and attitudes in a range of texts	Student recognises and understands ideas, opinions and attitudes within extended texts and explore the connections between them	reading and listening comprehension			Cambridge IGCSE
8	4G1-4G2	English Literature	Student infers the meaning of unknown words based on already acquired vocabulary, context, knowledge of word formation and cognates.		Student begins to understand what is implied but not actually written, e.g. gist, purpose and intention	Student understands what is implied but not actually written, e.g. gist, purpose and intention	lexicology			Cambridge IGCSE
9	4G1-4G2	English	Student receives information of a rather complex content with a good degree of comprehension and is able to convey it in such a way that he/she is understood while using grammar correctly.	Student is able to write coherently on a given topic for a specified audience. i.e. letters, emails, texts	Student carries out simple writing tasks in response to a written stimulus, such as completing a form, writing a postcard, a short letter, a basic summary or an extended piece of writing (100–150 words) in an appropriate and accurate form of English	Student carries out a range of writing tasks in response to a written stimulus, on a range of topics, including completing a form, writing a postcard, a letter, a summary or extended piece of writing in an appropriate, accurate and clear form of English	longer writings, grammar			Cambridge IGCSE
10	4G1-4G2	English	Student describes in detail his/her surroundings, interests and activities related to them. Student creates lucid texts on a wide range of topics and express his/her attitudes.	Student talks about topics such as films or music and describes his/her reaction to them.	Student describes, reports and gives personal information	Student describes, reports and gives a wide range of information	independent oral expression			Cambridge IGCSE
11	4G1-4G2	English	Student structures formal as well as informal written expressions logically and clearly, using different styles.	Student is able to write a description of an event i.e. a school trip.	Student identifies, organises and presents material in a particular format for a particular audience or purpose, e.g. an article for a school newspaper	Student identifies, organises, structures and presents material in an appropriate format and register for a particular audience or purpose, e.g. an article for a school newspaper	longer writings			Cambridge IGCSE
12	4G1-4G2	English		Student identifies the main points of TV programmes on familiar topics.	Student understands simple information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations	Student understands and selects from a range of information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations	information from the media			Cambridge IGCSE

13	4G1-4G2	English	Student understands the main points and ideas when reading an authentic text or written expression with a rather complex content on a current topic	Student understands factual information from a variety of sources and is able to summarize the main points.	Student identifies and retrieves some facts from material, e.g. a formal talk	Student identifies and retrieves facts, details, important points and themes from a range of material, e.g. a formal talk	reading and listening comprehension			Cambridge IGCSE
14	4G1-4G2	English Literature	Student distinguishes between individual speakers in a discourse, identifies different styles, emotional tones, opinions and attitudes of the individual speakers	Student expresses simple opinions on abstract or cultural matters in a limited way.	Student recognises some ideas, opinions and attitudes	Student recognises and understands ideas, opinions and attitudes and explore the connections between them	attitude, opinion, viewpoint			Cambridge IGCSE
15	4G1-4G2	English Literature			Student begins to understand what is implied but not actually spoken, e.g. gist, purpose and intention	Student understands what is implied but not actually spoken, e.g. gist, purpose and intention	attitude, opinion, viewpoint			Cambridge IGCSE
16	4G1-4G2	English			Student identifies the important points or themes of the material including attitude, relationships between speakers	Student identifies the important points or themes of the material including attitude, relationships between speakers	attitude, opinion, viewpoint			Cambridge IGCSE
17	4G1-4G2	English	Student formulates his/her opinion in such a way that he/she is understood, using correct grammar, spontaneously and coherently; communicate fluently on abstract as well as specific topics in less common or specialised situations, respecting the rules of pronunciation.		Student carries out a range of speaking activities, e.g. responds to questions on topics within a defined range such as past and present schooling, future plans, current affairs	Student demonstrates competence in a range of speaking activities, e.g. respond to questions on a range of topics including past and present schooling, future plans, current affairs	interaction, grammar			Cambridge IGCSE
18	4G1-4G2	English	Student begins, carries on and ends conversations with native speakers and joins in active discussion on various topics concerning more specialised interests.	Student asks simple questions and takes part in factual conversations	Student conducts a sustained conversation with some confidence	Student conducts a sustained conversation with a sense of audience and purpose	interaction			Cambridge IGCSE
19	4G1-4G2	English	Student reacts spontaneously and using correct grammar in more complicated, less common situations while using appropriate phrases and expressions.	Student repeats back what people say to check that he has understood.		Student responds confidently to new, topical ideas	independent oral expression, grammar			Cambridge IGCSE
20	4G3-4G4	English			Student develops awareness of own linguistic history and current competence in the language		orthography			AS and A Level English - OUP Textbook Chapter 2
21	4G3-4G4	English			Student thinks about himself as a producer and consumer of text		longer writings			AS and A Level English - OUP Textbook Chapter 2
22	4G3-4G4	English	Student utilises various types of dictionaries, informative literature, encyclopaedias and media.		Student acquires vocabulary needed in order to analyze texts		lexicology			AS and A Level English - OUP Textbook Chapter 2
23	4G3-4G4	English	Student describes the plot and the sequence of events in a film or play.		Student demonstrates analytical vocabulary in action		orthography			AS and A Level English - OUP Textbook Chapter 2
24	4G3-4G4	English			Student develops awareness of how thinking and writing by other people can help the student reflect upon the thinking process and choices he makes in his own writing		emotion			AS and A Level English - OUP Textbook Chapter 2
25	4G3-4G4	English	Student presents a coherent speech on an assigned topic.		Student establishes a firm grounding in discourse analysis		reading and listening comprehension			AS and A Level English - OUP Textbook Chapter 2
26	4G3-4G4	English				<b>Student examines the language of advertising</b>	information from the media			AS and A Level English - OUP Textbook Chapter 3
27	4G3-4G4	English				Student examines ways in which language can unconsciously convey attitudes and values, particularly in relation to gender	moral attitudes and functions			AS and A Level English - OUP Textbook Chapter 3
28	4G3-4G4	English				Student examines language change and variation	grammar			AS and A Level English - OUP Textbook Chapter 3

29	4G3-4G4	English				Student compares English, the internet, and electronic communication	information from the media			AS and A Level English - OUP Textbook Chapter 3
30	4G3-4G4	English				Student examines diaries, autobiographies, and biographies	longer writings			AS and A Level English - OUP Textbook Chapter 3
31	4G3-4G4	English				Student comments on others' writing and develop an imaginative response which imitates the style and concerns of the original	moral attitudes and functions			AS and A Level English - OUP Textbook Chapter 4
32	4G3-4G4	English				Student produces texts of his own based on a stimulus	independent oral expression			AS and A Level English - OUP Textbook Chapter 4
33	4G3-4G4	English	Student reads literature in the language of study with comprehension.			Student identifies distinguishing features of texts, relate them to the function and context of the writing, and organise information	reading and listening comprehension			AS and A Level English Language - Paper 1 Passages
34	4G3-4G4	English	Student expresses and defends his/her ideas, opinions and attitudes using appropriate written as well as oral forms.			Student comments on aspects such as vocabulary, figurative language (e.g. use of metaphor and simile), word ordering and sentence structure, formality/informality of tone, and the communication of attitudes, bias or prejudice, structure	lexicology			AS and A Level English Language - Paper 1 Passages
35	4G3-4G4	English				Student writes for a specific purpose and/or audience using appropriate vocabulary, tone, and style	longer writings			AS and A Level English Language - Paper 1 Passages
36	4G3-4G4	English				Student writes imaginatively, using language to create deliberate effects, e.g. in conveying a mood or describing a character	longer writings			AS and A Level English Language - Paper 2 Writing
37	4G3-4G4	English				Student presents a view clearly, construct an argument carefully, and write coherently and persuasively	attitude, opinion, viewpoint			AS and A Level English Language - Paper 2 Writing
38	4G3-4G4	English				examine the language of advertising	information from the media			AS and A Level English - OUP Textbook Chapter 3
39	4G3-4G4	English				examine ways in which language can unconsciously convey attitudes and values, particularly in relation to gender	moral attitudes and functions			AS and A Level English - OUP Textbook Chapter 3
40	4G3-4G4	English				examine language change and variation	grammar			AS and A Level English - OUP Textbook Chapter 3
41	4G3-4G4	English				compare English, the internet, and electronic communication	information from the media			AS and A Level English - OUP Textbook Chapter 3
42	4G3-4G4	English				examine diaries, autobiographies, and biographies	longer writings			AS and A Level English - OUP Textbook Chapter 3
43	4G3-4G4	English	Students comment on and discuss various opinions on non-fiction and fiction texts adequately and using correct grammar.			comment on others' writing and develop an imaginative response which imitates the style and concerns of the original	moral attitudes and functions, grammar			AS and A Level English - OUP Textbook Chapter 4

44	4G3-4G4	English			produce texts of his own based on a stimulus		independent oral expression			AS and A Level English - OUP Textbook Chapter 4
45	4G3-4G4	English				deal with a wide range of texts, including transcripts of spoken language	interaction			AS and A Level English - OUP Textbook Chapter 7
46	4G3-4G4	English	Students reproduce freely and coherently an authentic text with vocabulary and language structures characteristic of a rather demanding text which he/she has read or listened to.			recast an original text for a different purpose or audience	longer writings	MKV3		AS and A Level English - OUP Textbook Chapter 7
47	4G3-4G4	English				compare recast texts with the original	longer writings			AS and A Level English - OUP Textbook Chapter 7
48	4G3-4G4	English				analyse texts in terms of their linguistic features: vocabulary, word order, and the structure of sentences/utterances, figurative language, formality/informality of tone, communication of attitudes, bias, or prejudice	grammar	MKV3		AS and A Level English - OUP Textbook Chapter 7
49	4G3-4G4	English				compare the language and style of different texts - including his own - and take into account their function and context	longer writings			AS and A Level English - OUP Textbook Chapter 7
50	4G3-4G4	English				demonstrate knowledge of how language is acquired by children and how it develops as they get older	phonetics			AS and A Level English - OUP Textbook Chapter 7
51	4G3-4G4	English				demonstrate knowledge of aspects of spoken as well as written language: for example, how particular social or occupational groups use language	lexicology			AS and A Level English - OUP Textbook Chapter 7
52	4G3-4G4	English				demonstrate awareness of issues and debates in linguistic theory, such as: the status of English as a global language, standard and non-standard English, local varieties of English, language changes over time with respect to information technology, descriptivist and prescriptivist attitudes to language, the interrelationship of language with culture and society	lexicology			AS and A Level English - OUP Textbook Chapter 7
53	4G3-4G4	English			write imaginatively, using language to create deliberate effects, e.g. in conveying a mood or describing a character		emotion			AS and A Level English Language - Paper 2 Writing
54	4G3-4G4	English	Students use a broad general vocabulary to develop argumentation without reducing the content of the communication.		present a view clearly, construct an argument carefully, and write coherently and persuasively		attitude, opinion, viewpoint			AS and A Level English Language - Paper 2 Writing
55	4G3-4G4	English				identify and analyse distinguishing features of written and spoken language in text(s), such as vocabulary, word order and the structure of sentences/utterances, figurative language (e.g. use of metaphor and simile), formality/informality of tone, and the communication of attitudes, bias or prejudice	grammar	MKV3		AS and A Level English Language - Paper 3 Text Analysis
56	4G3-4G4	English				relate literary features to the function and context of the text(s)	moral attitudes and functions	MKV3		AS and A Level English Language - Paper 3 Text Analysis

57	4G3-4G4	English				organise information coherently	independent oral expression			AS and A Level English Language - Paper 3 Text Analysis
58	4G3-4G4	English				specific features of spoken language which are influenced by context	interaction			AS and A Level English Language - Paper 4 Language Topics
59	4G3-4G4	English				the use of language to include and exclude	emotion			AS and A Level English Language - Paper 4 Language Topics
60	4G3-4G4	English				group identity, power and status	moral attitudes and functions			AS and A Level English Language - Paper 4 Language Topics
61	4G3-4G4	English				slang, jargon and other non-standard features	lexicology	MKV3		AS and A Level English Language - Paper 4 Language Topics
62	4G3-4G4	English				idiolect/sociolect/dialect	phonetics			AS and A Level English Language - Paper 4 Language Topics
63	4G3-4G4	English				speech sounds and accents	phonetics			AS and A Level English Language - Paper 4 Language Topics
64	4G3-4G4	English				theories and studies of social variation in language, for example variations according to gender, age, occupation, social class	moral attitudes and functions			AS and A Level English Language - Paper 4 Language Topics
65	4G3-4G4	English			read with understanding and analyse texts in a variety of forms		reading and listening comprehension			AS and A Level English Language - Assessment Objectives
66	4G3-4G4	English	Students employ monolingual and specialised dictionaries when writing on selected topics.		demonstrate a knowledge and understanding of English language and its use in a variety of contexts	demonstrate a knowledge and understanding of English language (including spoken language) and its use in a variety of contexts	reading and listening comprehension			AS and A Level English Language - Assessment Objectives
67	4G3-4G4	English			write clearly, accurately, creatively and effectively for different purposes/audiences, using different forms.		longer writings			AS and A Level English Language - Assessment Objectives
68	4G3-4G4	English			appreciate how different texts are shaped by their language and style		emotion			AS and A Level English Language - About the Syllabus

69	4G3-4G4	English			create their own imaginative and persuasive writing for different purposes and audiences		longer writings			AS and A Level English Language - About the Syllabus
70	4G3-4G4	English	Students find and accumulate information on a less common, specific topic from various texts and work with the information acquired.		research, select and shape information from different sources		reading and listening comprehension			AS and A Level English Language - About the Syllabus
71	4G3-4G4	English			analyse and compare written and spoken texts in close detail		reading and listening comprehension			AS and A Level English Language - About the Syllabus