

**Burnage Academy for Boys - English as an Additional Language**  
**Key Stage 4 Curriculum**

*We ensure that all students are given the opportunity to learn how to communicate in a language other than their own, whilst developing the skills necessary for academic success in languages. We also aim to raise awareness and foster appreciation for those with the ability to speak another language and demonstrate how language skills are to be valued and can support future career and personal goals.*

- EAL KS4 classes are made up of mixed-levels pupils, therefore, this curriculum takes into consideration suggested topics and areas of grammatical focus and language skills appropriate for the spectrum of ESOL entries/levels (Entry 1 through to Level 2).
- The curriculum is to be supplemented with level-appropriate lessons and language content from the Key Dates list below, the '12 Years a Slave' SOW as well as tailored lessons addressing the individual EAL needs of pupils and KS4 classes as a whole.
- EAL staff will follow the outlined assessments for half-termly data and ensure that a writing step is recorded on SIMS for.
- Pupils will complete and engage with a range of tasks in-class which will allow EAL staff to monitor progress of reading, writing, speaking and listening skills. This progress will be used to monitor which entry or level pupils will sit in the final ESOL exams.
- EAL staff will support and integrate all pupils from a diverse range of backgrounds and needs with the wider-school life and raise awareness of greater British Values.

**Key dates**

European Day of Languages – 26<sup>th</sup> September

Black History Month – October

Bonfire Night – 5<sup>th</sup> November

Remembrance Day – 11<sup>th</sup> November

International Men's Day – 19<sup>th</sup> November

Human Rights Day – 10<sup>th</sup> December

Christmas – 25<sup>th</sup> December

Holocaust Memorial – January

Chinese New Year - February

International Women's Day – 8<sup>th</sup> March

Easter – March/April

**Scheme of Work**

12 Years a Slave



**Curriculum Intent:** In year 10, pupils will continue developing and practising their academic and general English language skills for success in the final ESOL examinations, for accessing their education as a whole and for integrating with the wider world, British values and local communities in Manchester to which they are connected. The primary focus of year 10 is to build a sound foundation of language which equips pupils with the needed skills and knowledge to work at the appropriate ESOL entry or level. Through exploring a vast range of topics such as Food Chains, Human Robotics, Health and Lifestyle, Travel, and World & Current Affairs, pupils will have the opportunity to develop their reading, writing, listening and speaking skills as well as their grammar skills and broadening their vocabulary set. Alongside this, pupils will be given the opportunity to expand their wider knowledge of the local and wider world through key-calendared topics/dates such as Black History Month, Holocaust Memorial Day, International Women’s Day, and much more. Given the nature of EAL classes and pupil diversity, the EAL department is encouraged to tailor topics, tasks, grammar skills and vocabulary sets to the individual needs of their pupils and class as a whole. This personalises the EAL experience and provides room for teaching and learning flexibility within the curriculum.

Year 10	HT1	HT2	HT3	HT4	HT5	HT6
<p><b>Content &amp; Knowledge</b></p> <ul style="list-style-type: none"> <li><b>Topic 1: Food Chains</b> Pupils will explore and develop their understanding of natural food chains in the animal world through reading texts and researching food chain examples. Pupils will develop and practise using subject-specific vocabulary which will be beneficial for the final assessment. Pupils will be able to utilise content learnt/used in their Science lessons to guide their learning.</li> <li><b>Topic 2: Neanderthals</b> Pupils will explore and develop their understanding of the history of Neanderthals through visuals and reading texts. Pupils will consolidate their</li> </ul>	<ul style="list-style-type: none"> <li><b>Topic 1: Food Chains</b> Pupils will explore and develop their understanding of natural food chains in the animal world through reading texts and researching food chain examples. Pupils will develop and practise using subject-specific vocabulary which will be beneficial for the final assessment. Pupils will be able to utilise content learnt/used in their Science lessons to guide their learning.</li> <li><b>Topic 2: Neanderthals</b> Pupils will explore and develop their understanding of the history of Neanderthals through visuals and reading texts. Pupils will consolidate their</li> </ul>	<ul style="list-style-type: none"> <li><b>Topic 1: Pecha Kucha Presentations: World Christmas</b> Pupils will research, explore and learn about Christmas traditions and celebrations around the world. Pupils spend time learning about presentation and speech skills; specifically the Pecha Kucha presentation system. A focus will be put on a variety of study skills, as pupils will have the opportunity to work with peers, collaborate and manage their work-load independently. Pupils will use texts and the Internet to collate their presentation content. Pupils will then have the opportunity to</li> </ul>	<ul style="list-style-type: none"> <li><b>Topic 1: Travel</b> Pupils will have the opportunity to explore, learn about and consider different travel destinations (hot/cold climates, city breaks, beach holidays, safari expeditions, etc.) and different travel accommodation (hotels, camping tents, huts, apartments, etc.). Pupils will use reading texts, visualise, personal experience and preference to explore the above. Pupils will explore the positives and negatives of different travel options, formulate tables of advantages, use subject-specific vocabulary and understand and practise using ‘should have’ for past regrets/wishes/advice</li> </ul>	<ul style="list-style-type: none"> <li><b>Topic 1: Healthy Habits/Lifestyle</b> Pupils will learn about and discuss healthy habits and lifestyles. We will look at a variety of sub-topics such as; <ul style="list-style-type: none"> <li>Smoking</li> <li>Exercise</li> <li>Health and Illness</li> <li>Going to the doctor</li> <li>Healthy/Unhealthy habits</li> <li>Technology and health</li> <li>Mental VS Physical well-being</li> <li>Subject-specific vocabulary</li> <li>‘Should’</li> <li>Modal verbs</li> <li>‘Used to’</li> <li>First conditionals</li> <li>Second conditionals</li> <li>Adverbs of frequency</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Topic 1: ESOL</b> Pupils will work to become familiar with the different components of the ESOL exams (reading, writing, listening &amp; speaking). Pupils will use the half-term as preparation and practice for the upcoming mocks in HT6. By completing ESOL-style tasks and ESOL past papers, they will begin to develop an understanding of the range of questions styles, paper format and requirements. This is part exam-technique and part language development. During this time, progress will be monitored through in-class tasks, book marking and assessment, and teacher will use all the above to decide which entries/levels are the most appropriate for students. Suggested practice modes: <ul style="list-style-type: none"> <li>ESOL Pearson past papers</li> <li>Reading texts on a range of topics (job</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Topic 1: ESOL</b> Pupils will work to become familiar with the different components of the ESOL exams (reading, writing, listening &amp; speaking). Pupils will use the half-term as preparation and practice for the upcoming mocks in HT6. By completing ESOL-style tasks and ESOL past papers, they will begin to develop an understanding of the range of questions styles, paper format and requirements. This is part exam-technique and part language development. During this time, progress will be monitored through in-class tasks, book marking and assessment, and teacher will use all the above to decide which entries/levels are the most appropriate for students. Suggested practice modes: <ul style="list-style-type: none"> <li>ESOL Pearson past papers</li> <li>Reading texts on a range of topics (job</li> </ul> </li> </ul>

<p>learning through comprehension questions. Pupils will have a chance to discuss their beliefs and opinions around The Theory of Evolution; utilising learning from Science and Humanities lessons. Pupil will practise their comparative writing skills.</p> <ul style="list-style-type: none"> <li>• <b>Topic 3: Human Robotics</b></li> </ul> <p>Pupils will explore and discuss their opinions on the creation and use of human robotics through visuals, documentary trailers, reading texts and independent research. Pupils will consolidate their learning through comprehension questions. Pupils will develop writing to argue skills, expressing reasons and academic writing skills.</p>	<p>practise their IT skills and create their PowerPoint presentations (using visuals as a way of developing their speaking skills).</p> <ul style="list-style-type: none"> <li>• <b>Topic 2: Christmas</b></li> </ul> <p>Pupils will develop their understanding of the origins of Christmas through reading texts, class discussions, visuals prior knowledge and content learnt through Humanities lessons. Pupils will explore two sides of Christmas, i.e. Christmas and Christianity VS Christmas and Father Christmas. Pupils will have the opportunity to discuss, share and write about similarities and differences between Christmas and a key celebration in their own cultures. This topic will support cultural integration/awareness, British values, and the importance of cultural events amongst a diverse community as</p>	<p>and the first conditional to express future wishes. Pupils will have the chance to develop their understanding of the greater world, future possibilities and expressing their hopes/preferences.</p> <ul style="list-style-type: none"> <li>• <b>Topic 2: Environmental Issues</b></li> </ul> <p>Pupils will explore current 'hot topics' such as climate change, recycling, pollution, globalisation, rural and urban lifestyles, extreme climates and survival. Pupils will read a range of texts covering the topics, watch educational documentaries exploring the facts and impacts, and through consolidation such as comprehension questions. Pupils will develop their use of cause and effect phrases to explain impacts/results of problems. Pupils will have the chance to increase their awareness of important world topics and</p>	<ul style="list-style-type: none"> <li>▪ Present Simple questions</li> </ul> <p>Pupils will develop their language skills through prior knowledge, visuals, reading texts and short videos. Pupils will formulate and create questionnaires and have the chance to go around the school and ask staff members about their habits and preferences. Pupils will have chance to analyse data and formulate graphs and charts to represent their findings. This gives pupils the chance to transfer skills learnt in Math and Science. Pupils will have the chance to develop their understanding around topics such as mental health, physical well-being, long-term and short-term health issues.</p>	<p>adverts, letters, magazine articles, newspaper articles, web-pages, reviews, holiday brochure) with ESOL-style questions</p> <ul style="list-style-type: none"> <li>▪ ESOL-style writing tasks (letter of advice/complaint, emails to a friend about a trip, advice to a friend about travelling, movie/restaurant review, thank you notes, invitation notes, etc.)</li> <li>▪ Full-class practice of ESOL listening tasks (Listen and Respond)</li> <li>▪ Individual practice of ESOL speaking tasks (Presentation)</li> <li>▪ Pair-work developing conversation/discussion skills.</li> </ul>	<p>adverts, letters, magazine articles, newspaper articles, web-pages, holiday brochure) with ESOL-style questions</p> <ul style="list-style-type: none"> <li>▪ ESOL-style writing tasks (letter of advice/complaint, emails to a friend about a trip, advice to a friend about travelling, movie/restaurant review, thank you notes, invitation notes, etc.)</li> <li>▪ Full-class practice of ESOL listening tasks (Listen and Respond)</li> <li>▪ Individual practice of ESOL speaking tasks (Presentation)</li> <li>▪ Pair-work developing conversation/discussion skills.</li> </ul>
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		well as care and resilience to the wider communities they are connected to/live in.	consider their role in caring for the planet.			
<b>Key Skills/ Grammar</b>	<ul style="list-style-type: none"> <li><b>Topic 1:</b> Reading for detail Subject-specific vocabulary (e.g. prey, predator, consumer, producer) Passive voice Present simple tense</li> <li><b>Topic 2:</b> Research skills Reading for detail Comparative adjective Comparative connectives Have/Had</li> <li><b>Topic 3:</b> Expressing an opinion Agree/Disagree Justification using 'because'. Academic essay structure (e.g. intro, main body, conclusion).</li> </ul>	<ul style="list-style-type: none"> <li><b>Topic 1:</b> Presentation skills (organisation, content) Speaking for detail Speed, fluency and accuracy of speech Study skills Formal language</li> <li><b>Topic 2:</b> Reading for detail Speaking skills Comparative adjective Comparative connectives Subject-specific vocabulary (Jesus, Christians, star, gift, Bethlehem, snow, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><b>Topic 1:</b> Reading for detail Subject-specific vocabulary (e.g. book, rent, stay at, travel with, accommodation, etc.) 'Should have' Modal verbs First conditional</li> <li><b>Topic 2:</b> Reading for detail Listening for detail Cause and effect phrases: Can cause, leads to, can result in Subject-specific vocabulary (e.g. pollution, carbon foot print, increase, decrease, damage, air, natural resources, etc.) Modals verbs Article structure (heading, sub-headings, tone).</li> </ul>	<ul style="list-style-type: none"> <li><b>Topic 1:</b> Reading for detail Writing questions 'Should' Modal verbs 'Used to' First conditionals Second conditionals Adverbs of frequency Present Simple questions Subject-specific vocabulary (e.g. healthy, unhealthy, health, diet, well-being, weight, depression, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><b>Topic 1:</b> Reading for detail Content recall Writing for different purposes and audiences Speaking skills (formal and informal, accuracy, speed, fluency and pronunciation) Listening for detail and recall Note-taking skills Exam techniques and strategies</li> </ul>	<ul style="list-style-type: none"> <li><b>Topic 1:</b> Reading for detail Content recall Writing for different purposes and audiences Speaking skills (formal and informal, accuracy, speed, fluency and pronunciation) Listening for detail and recall Note-taking skills Exam techniques and strategies</li> </ul>

<b>Assessment</b>	<p><b>Skill: Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Higher:</b> ‘Discuss 2 advantages and 2 disadvantages of human robotics’.</li> <li>• <b>Intermediate:</b> ‘Do you think human robotics is a good or bad idea? Explain why and give 3 reasons’.</li> <li>• <b>Lower:</b> Organising advantages and disadvantages of human robotics in a table.</li> </ul>	<p><b>Skill: Speaking</b></p> <ul style="list-style-type: none"> <li>• <b>All levels:</b> Pecha Kucha speaking presentations on World Christmas.</li> </ul> <p><b>Skill: Writing</b></p> <ul style="list-style-type: none"> <li>• <b>All levels:</b> Self-evaluation of Pecha Kucha presentations.</li> </ul>	<p><b>Skill: Reading</b></p> <ul style="list-style-type: none"> <li>• <b>All levels:</b> ESOL-style reading assessment based on a travel advert.</li> </ul> <p><b>Skill: Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Higher and Intermediate:</b> Advice article on the dangers of climate change and the changes we can make.</li> <li>• <b>Lower:</b> Describe 3 negative facts about climate change. Extension: what are the solutions for these changes?</li> </ul>	<p><b>Skill: Writing</b></p> <ul style="list-style-type: none"> <li>• <b>All levels:</b> Formulate present simple questions for a health questionnaire.</li> </ul> <p>Write up a report of findings based on the questionnaire results.</p> <p><b>Skill: Reading</b></p> <ul style="list-style-type: none"> <li>• <b>All levels:</b> ESOL-style reading assessment based on newspaper article about smoking.</li> </ul>	<p><b>Skill: Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Higher</b> Formal letter (ESOL-style task)</li> <li>• <b>Intermediate:</b> Email to a friend (ESOL-style task)</li> <li>• <b>Lower:</b> Note to a friend (ESOL-style task)</li> </ul>	<p><b>Skill: Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• <b>All Levels</b> <b>ESOL Mock Examinations</b></li> </ul> <p><b>All pupils to sit appropriate ESOL reading and ESOL writing exam.</b></p>
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**Curriculum Intent:** In year 11, pupils will build on the understanding, knowledge and skills from year 10. Pupils will work to refine, further develop and progress in their English language skills and requirements of the ESOL examinations. Through further practise of grammar skills, reading, writing, speaking and listening pupils will gain confidence in sitting their ESOL mocks and final exams and be prepared for the vast range of potential topics and task-styles that they may be given. Pupils will continue integrating with the wider world, British values and local communities in Manchester to which they are connected. In order to challenge pupils, they will study more complex topics such as Feminism, Capital Punishment, Equality, Gender Roles, and much more in order to broaden their awareness of topics which they may need to develop a stance on in their adult lives. They will also explore options and opportunities for further education and understand the importance their English language abilities will play in the available avenues. Given the nature of EAL classes and pupil diversity, the EAL department is encouraged to tailor topics, tasks, grammar skills and vocabulary sets to the individual needs of their pupils and class as a whole. This personalises the EAL experience and provides room for teaching and learning flexibility within the curriculum.

Year 11	HT1	HT2	HT3	HT4	HT5	HT6
<p><b>Content, Knowledge &amp; Skills</b></p>	<ul style="list-style-type: none"> <li><b>Topic 1: Feminism</b></li> </ul> <p>Pupils will explore and develop an understanding of a ‘hot topic’. Pupils will have the chance to read texts, examine visuals, and watch short videos which inform them of the values and principles of feminists. Pupils will be encouraged to share their thoughts on the topic and consider their upbringings, social and cultural norms and values, and their personal views.</p> <p>Pupils will develop their formal writing skills by considering vocabulary, style and tone. They will further practice academic writing structures and expand their vocabulary range. Pupils will practise and refine the needed language to agree/disagree and justifying their opinions.</p>	<ul style="list-style-type: none"> <li><b>Topic 1: Capital Punishment</b></li> </ul> <p>Pupils will discuss and explore the international and local legal aspects and rules around capital punishment. Pupils will read texts, watch short videos and research statistics around the use of capital punishment. Through the above, personal knowledge, background and upbringing, pupils will have an opportunity to formulate an opinion on the topic. All the skills focused on in HT1 are transferable to this HT. Pupils will also be given the chance to research and compare two murder case studies. This will integrate IT skills, comparison skills and reading skills. Pupils will further refine skills such as agree/disagree, formality,</p>	<ul style="list-style-type: none"> <li><b>Topic 1: ESOL</b></li> </ul> <p>Pupils will work to further develop skills needed in all the different components of the ESOL exams (reading, writing, listening &amp; speaking). Pupils will use the half-term as preparation and practice for their mock exams and for their final exams in HT6. By completing ESOL-style tasks and ESOL past papers, they will have the opportunity to refine their language skills needed for their entry/level and better their understanding of the range of questions styles, paper format and requirements. This is part exam-technique and part language development. During this time, progress will be monitored through in-class tasks, book marking and mock exams, and teachers will use all the above to decide which entries/levels pupils will be entered for in the final ESOL exams.</p> <p>Suggested practice modes:</p>	<ul style="list-style-type: none"> <li><b>Topic 1: ESOL Speaking and Listening</b></li> </ul> <p>Pupils will solely focus on the appropriate entry/level Speaking and Listening ESOL exam paper. Pupils will have the opportunity to practise all the possible question-styles that come up in the ESOL Speaking and Listening exam through a range of suggested topics.</p> <p><b>Listen &amp; Respond (individual):</b></p> <p>Pupils will develop their listening for detail and listening for gist skills. Pupils will practise their note-taking skills and their content—recall skills.</p> <p><b>Discussion (pair-work):</b></p> <p>Pupils will develop and gain confidence in conversational skills. Pupils will refine aspects such as turn-taking, interruptions, tone and</p>	<ul style="list-style-type: none"> <li><b>Topic 1: ESOL</b></li> </ul> <p>An amalgamation of the required skills needed for all components of the ESOL exams. Class teachers should use previous teaching, learning, progress and assessment outcomes to plan and prepare entry/level-specific lessons which enable pupils to practise and refine their language skills ahead of the final ESOL exams.</p>	<p><b>Final ESOL Exams</b></p>

	<p>The element of formal speech/letters writing, the ability to present your opinion and justification are all necessary skills for English Language Paper 2 Q5, and so we will encourage and develop transferable skill sets across mainstream subjects.</p> <p><b>Suggested follow-on topics:</b></p> <ul style="list-style-type: none"> <li>▪ Gender stereotypes</li> <li>▪ Gender Equality</li> <li>▪ Social Equality</li> <li>▪ Discrimination and the Law</li> <li>▪ Racism</li> </ul>	<p>justification from the previous HT but by applying them to their spoken presentations.</p> <p><b>Suggested follow-on topics:</b></p> <ul style="list-style-type: none"> <li>• Crime and Law</li> <li>• International Law VS UK Law</li> <li>• Justice and Morality</li> <li>• Religion and/VS Law</li> </ul>	<ul style="list-style-type: none"> <li>▪ ESOL Pearson past papers</li> <li>▪ Reading texts on a range of topics (job adverts, letters, magazine articles, newspaper articles, web-pages, holiday brochure) with ESOL-style questions</li> <li>▪ ESOL-style writing tasks (letter of advice/complaint, emails to a friend about a trip, advice to a friend about travelling, movie/restaurant review, thank you notes, invitation notes, etc.)</li> <li>▪ Full-class practice of ESOL listening tasks (Listen and Respond)</li> <li>▪ Individual practice of ESOL speaking tasks (Presentation)</li> <li>▪ Pair-work developing conversation/discussion skills.</li> </ul>	<p>emphasis, question-asking, presenting opinions and ideas. Pupils will practise using phrases to agree/disagree and suggesting alternative ideas.</p> <p><b>Presentation (individual and whole class):</b> Pupils will develop presentation skills by refining their formal speech techniques, accuracy, speed, fluency and pronunciation. Pupils will practise using phrases for sequencing their argument, persuasive language, and discussing advantages and disadvantages. Pupils will also develop and practise their note-taking and presentation planning skills.</p> <p>Suggest topics (ranging from E1 to L2):</p> <ul style="list-style-type: none"> <li>▪ Daily routine</li> <li>▪ Favourite hobbies</li> <li>▪ Films</li> <li>▪ Travel</li> <li>▪ Healthy habits</li> <li>▪ Study advice</li> <li>▪ Community changes</li> <li>▪ Sports and leisure</li> <li>▪ Recycling projects</li> <li>▪ Planning an event</li> </ul>		
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<b>Key Skills/ Grammar</b>	<ul style="list-style-type: none"> <li><b>Topic 1</b></li> </ul> Reading for detail Subject-specific vocabulary (e.g. Feminist, equality, inequality, sexism, gender, male, female). Writing to argue (agree/disagree) Comparative connectives Justification using 'because' Formal speech/letter writing techniques	<ul style="list-style-type: none"> <li><b>Topic 1:</b></li> </ul> Reading for detail Reading for information Subject-specific vocabulary (e.g. Death penalty, law, fair, unfair, justice, crime, murder, victim) Spoken presentation skills (tone, accuracy, fluency, speed, pronunciation) Formal speaking skills Planning a presentation Evaluation skills	<ul style="list-style-type: none"> <li><b>Topic 1:</b></li> </ul> Reading for detail Content recall Writing for different purposes and audiences Speaking skills (formal and informal, accuracy, speed, fluency and pronunciation) Listening for detail and recall Note-taking skills Exam techniques and strategies	<ul style="list-style-type: none"> <li><b>Topic 1:</b></li> </ul> Presentation skills Spoken fluency, accuracy, speed and pronunciation Speech techniques Listening for detail and gist Asking questions Conversational skills Note-taking and planning	<ul style="list-style-type: none"> <li><b>Topic 1:</b></li> </ul> Exam strategy Time management Reading instructions All language-related skills	
<b>Assessment</b>	<b>Skill: Writing</b> <ul style="list-style-type: none"> <li><b>All Levels</b></li> </ul> Formal Speech/Letter  Agree/Disagree with a statement related to feminism/equality.  <b>Skill: Reading &amp; Writing</b> <ul style="list-style-type: none"> <li><b>All Levels</b></li> </ul> <b>ESOL Mock Examinations</b>  <b>All pupils to sit appropriate ESOL reading and ESOL writing exam.</b>	<b>Skill: Speaking</b> <ul style="list-style-type: none"> <li><b>All Levels</b></li> </ul> Formal Presentation discussing their point of view on Capital Punishment.  <b>Skill: Writing</b> <ul style="list-style-type: none"> <li><b>All Levels</b></li> </ul> Self-evaluation of their spoken presentation.	<b>Skill: Reading &amp; Writing</b> <ul style="list-style-type: none"> <li><b>All Levels</b></li> </ul> <b>ESOL Mock Examinations</b>  <b>All pupils to sit appropriate ESOL reading and ESOL writing exam.</b>	<b>Skill: Speaking ESOL-style task</b> <ul style="list-style-type: none"> <li><b>Higher Level</b></li> </ul> Present your opinion between two options (e.g. going to a restaurant or having a house party/a cinema in the local area or a new shopping centre).  <ul style="list-style-type: none"> <li><b>Intermediate</b></li> </ul> Advice on a topic (e.g. studying, healthy habits)  <ul style="list-style-type: none"> <li><b>Lower Level</b></li> </ul> Discuss and describe a hobby/daily routine you have.  <b>Skill: Writing</b> Self-evaluation of their spoken presentation.	The assessments within this half term can be based on all/some components of the ESOL exams. Class teachers will prepare assessments appropriate to the needs of their pupils and specific to the entries/levels present. There must be one formal written assessment along with any other informal, in-class assessment.	<b>Final ESOL Exams</b>

