



COURSE OUTLINE
YEAR 11 GENERAL ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT
UNIT 2: 2021



The thematic focus for unit 2 is **life experiences**. Using knowledge and skills from their existing languages and cultures, students consolidate their English language acquisition in order to share and reflect on their experiences of and participation in communities.

Through the exploration of topics such as work and study, leisure and entertainment, self-image and conceptions of beauty and cultural variations in values and beliefs, students have the opportunity to develop an appreciation of different cultural values and changing communities.

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
2 and 3	10-11 1-2	<p>Education and Training Pathways</p> <p>Discuss different pathways for students leaving school</p> <p>Take notes from different websites</p> <p>Use subheadings to define topics</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Paragraphing • Note taking • Speech conventions • Brochure conventions • Grammar • Pronunciation • Non-verbal speech conventions 	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> • interacting with others in oral, written and digital forms in a range of contexts • using intelligible pronunciation, intonation and stress of words and phrases • using repair strategies and seeking assistance and clarification in a range of contexts • initiating, sustaining and concluding communication using SAE conventions and protocols in a range of familiar, some unfamiliar and some academic contexts • using active listening skills • using some common idiomatic and colloquial expressions appropriate for the context of communication <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> • using knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts • identifying and discussing meaning, purpose, audience and the values and attitudes presented in a range of texts • adopting efficient forms of recording and collating information in a growing range of contexts • identifying, inferring and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts <p>Language and textual analysis</p> <ul style="list-style-type: none"> • explaining the purposes and structures of different types of texts 	<p>Task 1: Production (Written) <i>Create a brochure about the different education and training pathways available</i> Term 3, Week 1</p> <p>Task 2: Production (Oral) Present to a group of students about the pathways available Term 3, Week 2</p>



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			<ul style="list-style-type: none"> identifying and describing text structures and language features used in a variety of texts, including some literary texts identifying shifts in lexis and grammar between spoken and written language in a growing range of contexts explaining how meaning changes with shifts in tone and register <p>Creating texts</p> <ul style="list-style-type: none"> using appropriate form, content and style for a range of familiar and some unfamiliar, purposes and audiences planning, organising and using a combination of technologies and media using common subject-specific vocabulary, synonyms, antonyms and collocations using imaginative and descriptive language using a range of common cohesive devices at sentence, paragraph and whole-text level, including referencing, lexical chains and conjunctions using simple, compound and some complex sentences using simple present, past and future tense and simple forms of modality <p>using strategies for planning, drafting and refining work, including editing for correct spelling, consistent use of common punctuation, and seeking and using feedback</p>	
3	3 - 7	<p>Feature film study</p> <p>View the feature film <i>Looking for Alibrandi</i></p> <p>Discuss the film and its themes.</p> <p>Look at differences in attitudes and values about: gender, age, work and further study, families, self-image.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Values and attitudes Letter writing skills Characterisation Note taking Grammar 	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> using repair strategies and seeking assistance and clarification in a range of contexts working collaboratively in learning activities, including problem-solving and creating texts initiating, sustaining and concluding communication using SAE conventions and protocols in a range of familiar, some unfamiliar and some academic contexts using active listening skills <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> using knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts 	<p>Task 3: Response <i>Write a letter as a character to another character from the studied feature film.</i> Term 3 Week 4</p>



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		<ul style="list-style-type: none"> Meaning, purpose and audience 	<ul style="list-style-type: none"> identifying and discussing meaning, purpose, audience and the values and attitudes presented in a range of texts adopting efficient forms of recording and collating information in a growing range of contexts identifying, inferring and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts identifying cohesive elements and their role in creating texts identifying and explaining common similes, metaphors, symbols and sociocultural references in texts <p>Language and textual analysis</p> <ul style="list-style-type: none"> explaining the purposes and structures of different types of texts identifying and describing text structures and language features used in a variety of texts, including some literary texts identifying shifts in lexis and grammar between spoken and written language in a growing range of contexts explaining how meaning changes with shifts in tone and register identifying and describing cultural variations in values and beliefs, including conceptions of the sacred, respect, taboos, values associated with naming, titles and construction of gender <p>Creating texts</p> <ul style="list-style-type: none"> using appropriate form, content and style for a range of familiar and some unfamiliar, purposes and audiences planning, organising and using a combination of technologies and media using common subject-specific vocabulary, synonyms, antonyms and collocations using imaginative and descriptive language developing control over direct and indirect speech using a range of common cohesive devices at sentence, paragraph and whole-text level, including referencing, lexical chains and conjunctions using simple, compound and some complex sentences using simple present, past and future tense and simple forms of modality 	<p>Task 4: Investigation: <i>Investigate one/ two themes from the film</i> <i>Part A: In-class notes and research on topic</i> <i>Part B: Produce a summary of your findings in the form of an essay</i> Term 3, Week 7</p>



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4	3-5	<p>Music Music Music</p> <p>The importance of music to different people</p> <p>The role music plays in everyday life</p> <p>How music may play a different role in distinct cultures</p> <p>Technological advances and how this affects listening to music for pleasure</p>	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> • interacting with others in oral, written and digital forms in a range of contexts • using intelligible pronunciation, intonation and stress of words and phrases • using repair strategies and seeking assistance and clarification in a range of contexts • working collaboratively in learning activities, including problem-solving and creating texts 	<p>Task 7: Production (written) <i>Write to persuade your audience on the importance of music.</i> Term 4, Week 4</p>



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