



**COURSE OUTLINE**  
**YEAR 11 GENERAL ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT**  
**UNIT 1: 2021**



The thematic focus for unit 1 is **cross-cultural perspectives**. Using knowledge and skills from their existing languages and cultures, students continue to acquire English in order to present themselves, build relationships with peers and others in the community, explore experiences with others, reflect on their role as cross-cultural learners and investigate differences between their first cultures, languages and dialects and other Australian cultures.

Through the exploration of topics such as family structures, people of significance and the rights or obligations of sports heroes, students have the opportunity to develop an appreciation of cultural differences and values and learn to take audience and purpose into account effectively.

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
1	1 - 4	<p><b>Cultural Celebrations</b></p> <p>Share information about culture and coming-of-age celebrations around the world.</p> <p>Research different ways of celebrating around the world.</p> <p>Consider how our identity is shaped by our customs and traditions.</p> <p>Write and present a speech presenting your findings.</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>• Coming-of-age celebrations</li> <li>• Cultural attitudes and values</li> <li>• Speech conventions</li> <li>• Conversation practices</li> <li>• Pronunciation</li> <li>• Grammar</li> </ul> <p><b>OLNA Preparation</b></p>	<p><b>Communication skills and strategies</b></p> <ul style="list-style-type: none"> <li>• communicating ideas and opinions in familiar and some unfamiliar situations and rephrasing when meaning is unclear</li> <li>• using intelligible pronunciation and intonation of words and phrases</li> <li>• collaborating as a way to solve problems or to create texts</li> <li>• adopting appropriate listening behaviours in some unfamiliar situations</li> <li>• interacting and using forms of address appropriately in familiar and classroom contexts</li> <li>• demonstrating understanding of some common idiomatic and colloquial expressions</li> <li>• employing language learning strategies, including using dictionaries, finding opportunities to practise English and seeking clarification</li> </ul> <p><b>Comprehension skills and strategies</b></p> <ul style="list-style-type: none"> <li>• drawing on background knowledge or contextual cues to guess the meaning of unknown words</li> <li>• translating from home language or dialect to SAE</li> <li>• recounting plot details and describing settings and characters in texts</li> <li>• using a range of strategies, such as completing retrieval charts and taking notes to extract accurate information from texts</li> <li>• identifying and responding to the main ideas in a range of familiar texts</li> <li>• identifying emotive language in a growing range of situations</li> </ul>	<p><b>Task 1: Production (Written)</b>  <i>Write a speech about culture and coming-of-age celebrations around the world</i></p> <p style="text-align: right;"><b>Term 1, Week 3</b></p>



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			<ul style="list-style-type: none"> <li>• identifying sociolinguistic and sociocultural references in a growing range of situations</li> <li>• identifying simple cultural references, idiomatic language and colloquialisms</li> <li>• employing ICT and investigative strategies to locate relevant information from sources</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>• outlining the purposes of a growing range of text types, including academic texts</li> <li>• identifying dialogue, and first-person and third-person narration used in texts</li> <li>• identifying common differences in lexis and grammar between spoken and written language in familiar texts</li> <li>• understanding how language use, including forms of address and conventions of politeness changes in different contexts across cultures</li> <li>• identifying common variations of language and structure across different media</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>• using appropriate form, content and style for a range of common purposes and audiences</li> <li>• using first-person and third-person narration</li> <li>• using elements, including titles, headings and visuals to structure texts</li> <li>• using commonly used technologies and media</li> <li>• using some subject-specific vocabulary, synonyms, antonyms and collocations</li> <li>• using subject-verb agreement, correct order of multiple adjectives, correct word order and modal auxiliaries</li> <li>• using description, imagery and some characterisation</li> <li>• using cohesive devices at sentence and paragraph level, including anaphoric and cataphoric reference, and common conjunctions</li> <li>• using a growing range of strategies for planning and refining work, including editing and incorporating feedback for correct simple tenses, common punctuation, spelling, and a variety of simple and compound sentences</li> </ul>	<p><b>Task 2: Production (Oral)</b>  <i>Deliver a speech about culture and coming-of-age celebrations around the world</i>  <b>Term 1, Week 4</b></p>



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1	5 - 8	<p><b>Food in our lives</b></p> <p>Read and respond to a text about food and the role it plays in our lives</p> <p>Investigate the importance of food and different eating habits and attitudes towards eating at home and out</p> <p>Produce a report about your findings</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>• Social issues</li> <li>• Cultural values</li> <li>• Subject specific vocabulary</li> <li>• Note taking</li> <li>• Grammar</li> </ul>	<p><b>Communication skills and strategies</b></p> <ul style="list-style-type: none"> <li>• communicating ideas and opinions in familiar and some unfamiliar situations and rephrasing when meaning is unclear</li> <li>• using intelligible pronunciation and intonation of words and phrases</li> <li>• collaborating as a way to solve problems or to create texts</li> <li>• adopting appropriate listening behaviours in some unfamiliar situations</li> <li>• interacting and using forms of address appropriately in familiar and classroom contexts</li> <li>• demonstrating understanding of some common idiomatic and colloquial expressions</li> <li>• employing language learning strategies, including using dictionaries, finding opportunities to practise English and seeking clarification</li> </ul> <p><b>Comprehension skills and strategies</b></p> <ul style="list-style-type: none"> <li>• drawing on background knowledge or contextual cues to guess the meaning of unknown words</li> <li>• translating from home language or dialect to SAE</li> <li>• recounting plot details and describing settings and characters in texts</li> <li>• using a range of strategies, such as completing retrieval charts and taking notes to extract accurate information from texts</li> <li>• identifying and responding to the main ideas in a range of familiar texts</li> <li>• identifying emotive language in a growing range of situations</li> <li>• identifying sociolinguistic and sociocultural references in a growing range of situations</li> <li>• identifying simple cultural references, idiomatic language and colloquialisms</li> <li>• employing ICT and investigative strategies to locate relevant information from sources</li> </ul>	<p><b>Task 3: Response</b>  <i>Short answer responses to questions related to an unseen text about diet</i>  <b>Term 1, Week 6</b></p> <p><b>Task 4: Investigation:</b>  <i>Investigate the importance of food in our lives</i>  <i>Part A: Research your topic and complete notes (10%)</i>  <i>Part B: Produce a report (15%)</i>  <b>Term 1, Week 8</b></p>

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			<p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>• outlining the purposes of a growing range of text types, including academic texts</li> <li>• identifying dialogue, and first-person and third-person narration used in texts</li> <li>• identifying common differences in lexis and grammar between spoken and written language in familiar texts</li> <li>• understanding how language use, including forms of address and conventions of politeness changes in different contexts across cultures</li> <li>• identifying common variations of language and structure across different media</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>• using appropriate form, content and style for a range of common purposes and audiences</li> <li>• using first-person and third-person narration</li> <li>• using elements, including titles, headings and visuals to structure texts</li> <li>• using commonly used technologies and media</li> <li>• using some subject-specific vocabulary, synonyms, antonyms and collocations</li> <li>• using subject-verb agreement, correct order of multiple adjectives, correct word order and modal auxiliaries</li> <li>• using description, imagery and some characterisation</li> <li>• using cohesive devices at sentence and paragraph level, including anaphoric and cataphoric reference, and common conjunctions</li> <li>• using a growing range of strategies for planning and refining work, including editing and incorporating feedback for correct simple tenses, common punctuation, spelling, and a variety of simple and compound sentences</li> </ul>	
1 and 2	9 - Week 1 (T2)	<p><b>Different families</b></p> <p>Discuss family structures</p> <p>Build vocabulary specific to this topic – e.g. sibling, nuclear, etc..</p>	<p><b>Comprehension skills and strategies</b></p> <ul style="list-style-type: none"> <li>• drawing on background knowledge or contextual cues to guess the meaning of unknown words</li> </ul>	<p><b>Task 5: Response</b></p>



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		<p>Consider different attitudes towards family structures</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Note-taking</li> <li>• Graphic organisers</li> </ul>	<ul style="list-style-type: none"> <li>• adopting appropriate listening behaviours in some unfamiliar situations</li> <li>• using a range of strategies, such as completing retrieval charts and taking notes to extract accurate information from texts</li> <li>• identifying sociolinguistic and sociocultural references in a growing range of situations</li> <li>• identifying simple cultural references, idiomatic language and colloquialisms</li> </ul> <p><b>Communication skills and strategies</b></p> <ul style="list-style-type: none"> <li>• communicating ideas and opinions in familiar and some unfamiliar situations and rephrasing when meaning is unclear</li> <li>• adopting appropriate listening behaviours in some unfamiliar situations</li> <li>• demonstrating understanding of some common idiomatic and colloquial expressions</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>• identifying common differences in lexis and grammar between spoken and written language in familiar texts</li> <li>• understanding how language use, including forms of address and conventions of politeness changes in different contexts across cultures</li> <li>• identifying common variations of language and structure across different media</li> </ul>	<p>Complete short answer response to a listening text</p> <p><b>Term2, Week1</b></p>
2	2 - 7	<p><b>Significant figures – Autobiography/Biography</b></p> <p>Read and discuss extracts of autobiographies/biographies about prominent figures from Australia, including Anh Do's <i>The Happiest Refugee</i>, <i>My Place</i> by Sally Morgan and other cultures.</p> <p>Read articles about past and present Australian of the Year recipients.</p> <p>Discuss their rights and obligations to the community and their qualities that are admired by people in their culture. Identify how different cultures might value different qualities in people.</p>	<p><b>Communication skills and strategies</b></p> <ul style="list-style-type: none"> <li>• communicating ideas and opinions in familiar and some unfamiliar situations and rephrasing when meaning is unclear</li> <li>• using intelligible pronunciation and intonation of words and phrases</li> <li>• collaborating as a way to solve problems or to create texts</li> <li>• interacting and using forms of address appropriately in familiar and classroom contexts</li> <li>• demonstrating understanding of some common idiomatic and colloquial expressions</li> <li>• employing language learning strategies, including using dictionaries, finding opportunities to practise English and seeking clarification</li> <li>• translating from home language or dialect to SAE</li> </ul>	<p><b>Task 6: Production (Written)</b></p> <p>Write an essay about a person of significance to you (in-class)</p> <p><b>Term 2, Week 4</b></p>



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		<p>Investigate and produce an oral presentation about an autobiography studied.</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>• Autobiography conventions</li> <li>• Significant figures</li> <li>• Cultural values and attitudes</li> <li>• Note taking</li> <li>• Essay writing</li> <li>• Speech conventions</li> <li>• Grammar</li> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• using a range of strategies, such as completing retrieval charts and taking notes to extract accurate information from texts</li> <li>• identifying and responding to the main ideas in a range of familiar texts</li> <li>• identifying emotive language in a growing range of situations</li> <li>• identifying sociolinguistic and sociocultural references in a growing range of situations</li> <li>• identifying simple cultural references, idiomatic language and colloquialisms</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>• outlining the purposes of a growing range of text types, including academic texts</li> <li>• identifying dialogue, and first-person and third-person narration used in texts</li> <li>• identifying common differences in lexis and grammar between spoken and written language in familiar texts</li> <li>• identifying common variations of language and structure across different media</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>• using appropriate form, content and style for a range of common purposes and audiences</li> <li>• using first-person and third-person narration</li> <li>• using commonly used technologies and media</li> <li>• using some subject-specific vocabulary, synonyms, antonyms and collocations</li> <li>• using subject-verb agreement, correct order of multiple adjectives, correct word order and modal auxiliaries</li> <li>• using cohesive devices at sentence and paragraph level, including anaphoric and cataphoric reference, and common conjunctions</li> <li>• using a growing range of strategies for planning and refining work, including editing and incorporating feedback for correct simple tenses, common punctuation, spelling, and a variety of simple and compound sentences</li> </ul>	<p><b>Task 7: Production (Oral)</b>  <i>Oral presentation about the autobiography studied</i>  <b>Term 2, Week 6</b></p>