



COURSE OUTLINE

YEAR 12 GENERAL ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

UNIT 3 & 4: 2022



The thematic focus for unit 3 is **attitudes, issues, identity**. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore wider social contexts beyond the personal and immediate community. From their position as cross-cultural learners, they examine issues and different points of view to develop, present and express ideas and opinions in relation to these.

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
1	1 - 4	<p>Social and cultural practices</p> <p>Share information about cultural celebrations (from your country of origin and a country of your choice)</p> <p>Research different ways of celebrating cultural events</p> <p>Consider how our identity is shaped by our customs and traditions.</p> <p>Write a report and present a speech on your findings.</p> <p>Focus on:</p> <ul style="list-style-type: none">• Cultural celebrations• Cultural attitudes and values• Speech conventions• Conversation practices• Pronunciation• Grammar	<p>Communication skills and strategies</p> <ul style="list-style-type: none">• using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches• understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts• identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures• using active listening strategies and working collaboratively with others <p>Comprehension skills and strategies</p> <ul style="list-style-type: none">• selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources• using a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension• using strategies to plan, reflect on and consolidate own learning <p>Creating texts</p> <ul style="list-style-type: none">• using appropriate structure and content to communicate ideas and opinions for different purposes and audiences• using paragraphing to organise and communicate main and supporting ideas• using digital, multimodal and print-based technologies• using common language features, including subject specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences• using description, characterisation, and direct and indirect speech• using cohesive devices at sentence, paragraph and whole text level• using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately	<p>Task 1: Investigation:</p> <p><i>Research and write a report on two cultural celebrations of your choice</i></p> <p>Term 1, Week 3</p> <p>Task 2: Production (Oral)</p> <p><i>Deliver a presentation about a cultural celebration of your choice</i></p> <p>Term 1, Week 4</p>

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			<ul style="list-style-type: none"> using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	
1	5 - 8	<p>Significant places</p> <p>View and read texts about significant places in Australia.</p> <p>Learn about conceptions of land and ownership, impact of industries and people, sites of cultural significance.</p> <p>Respond to a text you have viewed in an email.</p> <p>Write an article about your chosen place, its significance and threats or issues facing that place.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Social issues Impact of change Impact of industry/people Note taking Email conventions Grammar 	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> seeking assistance and asking for clarification in social, work and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding, seeking feedback understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts distinguishing between main ideas and supporting details and between fact and opinion defining some common SAE cultural references and implied meanings in texts selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources using a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension using strategies to plan, reflect on and consolidate own learning <p>Language and textual analysis</p> <ul style="list-style-type: none"> explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance <p>Creating texts</p> <ul style="list-style-type: none"> using appropriate structure and content to communicate ideas and opinions for different purposes and audiences using paragraphing to organise and communicate main and supporting ideas using digital, multimodal and print-based technologies using common language features, including subject specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences using cohesive devices at sentence, paragraph and whole text level using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately 	<p>Task 3: Response <i>Email to the program director in response to a story from a current affairs program studied</i></p> <p>Term 1, Week 6</p> <p>Task 4: Production (Written) <i>Write an article for National Geographic</i></p> <p>Term 1, Week 8</p>

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			<ul style="list-style-type: none"> using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	
<p>1</p> <p>2</p>	<p>9-10</p> <p>1-3</p>	<p>Significant figures - Autobiography</p> <p>Read and discuss an autobiography about a significant figure in society e.g. <i>The Happiest Refugee</i> by Anh Do.</p> <p>Investigate and produce an oral presentation about the biography studied.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Autobiography conventions Significant figures Cultural values and attitudes Note taking Speech conventions Grammar 	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> seeking assistance and asking for clarification in social, work and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding, seeking feedback using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts distinguishing between main ideas and supporting details and between fact and opinion defining some common SAE cultural references and implied meanings in texts selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources using a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension using strategies to plan, reflect on and consolidate own learning <p>Language and textual analysis</p> <ul style="list-style-type: none"> identifying how different purposes and contexts influence language choices and meaning explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance describing the effect of register, style and tone on meaning explaining the effects of descriptive language and imagery in texts describing how language reflects sociocultural constructions of age, gender, race and identity <p>Creating texts</p> <ul style="list-style-type: none"> using appropriate structure and content to communicate ideas and opinions for different purposes and audiences using digital, multimodal and print-based technologies 	<p>Task 6: Production (Oral)</p> <p><i>Oral presentation about the autobiography studied</i></p> <p>Term 2, Week 4</p>

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		<p>Externally Set Task</p> <p>Significant places: cultural conceptions of land and ownership, impact of introduced species, impact of primary and secondary industry (mining, fishing, industrial plants); impact of people; sites of cultural significance</p> <p>Complete task as set by School Curriculum and Standards Authority.</p>	<ul style="list-style-type: none"> • using common language features, including subject specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences • using description, characterisation, and direct and indirect speech • using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately • using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses <p>EST Content as specified by SCSA – Creating texts</p> <ul style="list-style-type: none"> • using appropriate structure and content to communicate ideas and opinions for different purposes and audience • using paragraphing to organise and communicate main and supporting ideas • using cohesive devices at sentence, paragraph and whole text level 	<p>Task 5: EST Term 2, Week 2-4 Exact date to be advised</p>
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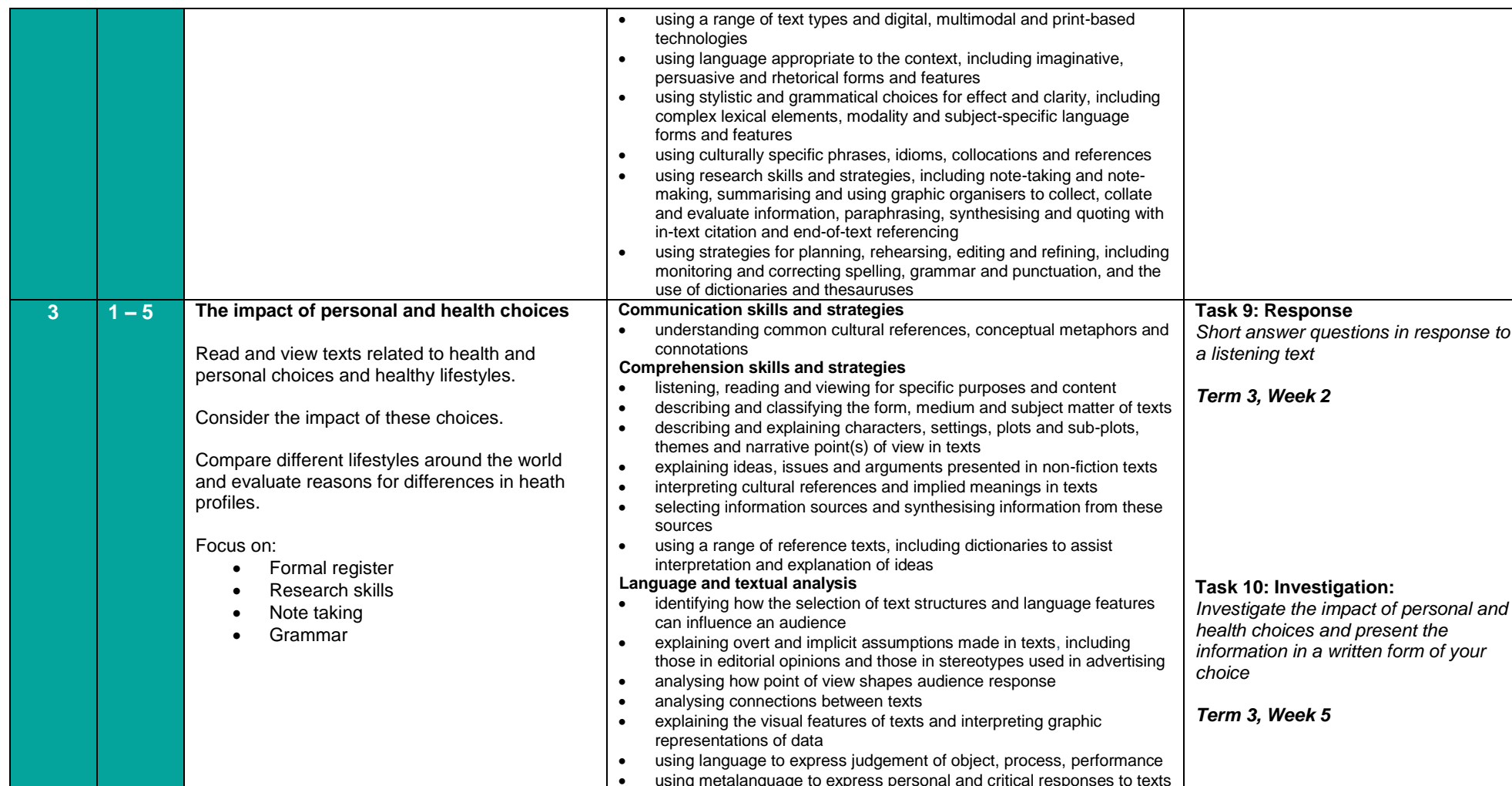
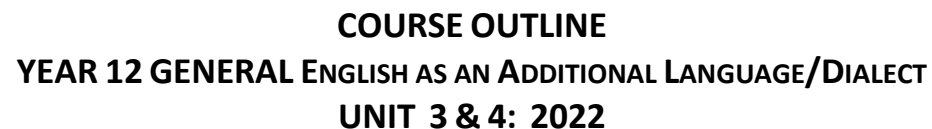
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The thematic focus for unit 4 is **society and community engagement**. Using knowledge and skills from their existing languages and cultures, students learn to use English to identify and examine issues of concern facing themselves, their families, communities and societies presented in a range of texts. They examine and use the ways language can be used to analyse choices, influence attitudes and effect change.

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
2	6- 10	<p>Workplace Rights</p> <p>Investigate and discuss our rights at work.</p> <p>Write and present a speech for a group of Year 11 and 12 students in which you provide them with information and suggestions for the workplace.</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Workplace rights • Note-taking • Speech conventions • Grammar • Pronunciation • Non-verbal speech conventions 	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> • using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level • understanding and using non-verbal cues in a range of formal and informal contexts • understanding common cultural references, conceptual metaphors and connotations • experimenting with register and tone to create rapport • organising and presenting spoken information appropriate to audience and purpose, self-correcting when appropriate <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> • listening, reading and viewing for specific purposes and content • explaining ideas, issues and arguments presented in non-fiction texts • selecting information sources and synthesising information from these sources • using a range of reference texts, including dictionaries to assist interpretation and explanation of ideas <p>Language and textual analysis</p> <ul style="list-style-type: none"> • identifying how the selection of text structures and language features can influence an audience • explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising • explaining the effects of shifts in register, style and tone • analysing how point of view shapes audience response • analysing connections between texts • explaining the visual features of texts and interpreting graphic representations of data • using language to express judgement of an object, a process, or a performance • using metalanguage to express personal and critical responses to texts <p>Creating texts</p>	<p>Task 7: Production (Written) Write a speech for a group of Year 11 and 12 students in which you provide them with information and suggestions for the workplace</p> <p><i>Term 2, Week 8</i></p> <p>Task 8: Production (Oral) Present your speech</p> <p><i>Term 2, Week 9</i></p>



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			Creating texts <ul style="list-style-type: none"> using a range of text types and digital, multimodal and print-based technologies using stylistic and grammatical choices for effect and clarity, including complex lexical elements, modality and subject-specific language forms and features using culturally specific phrases, idioms, collocations and references using a range of research sources and methods, including interviews, surveys or questionnaires using research skills and strategies, including note-taking and note-making, summarising and using graphic organisers to collect, collate and evaluate information, paraphrasing, synthesising and quoting with in-text citation and end-of-text referencing using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	
3	6 – 10	Fiction Study – Global Issues Read a variety of short stories about contemporary issues. Select one story for analysis. Focus on: <ul style="list-style-type: none"> Summarising Verbal and non-verbal communication and etiquette Grammar 	Communication skills and strategies <ul style="list-style-type: none"> Initiating, sustaining and concluding interactions, demonstrating skills in turn-taking, changing topics and accepting and rejecting, in a range of familiar and unfamiliar contexts using intelligible pronunciation, stress, rhythm, and intonation at word, phrase and sentence level organising and presenting spoken information appropriate to audience and purpose, self-correcting when appropriate Comprehension skills and strategies <ul style="list-style-type: none"> describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in texts interpreting cultural references and implied meanings in texts Language and textual analysis <ul style="list-style-type: none"> identifying how the selection of text structures and language features can influence an audience using metalanguage to express personal and critical responses to texts analysing how point of view shapes audience response using language to express judgement of an object, or a process Creating texts <ul style="list-style-type: none"> using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features 	Task 11: Production (Written) <i>Persuasive essay – benefits of reading</i> Term 3, Week 7 Task 12: Production (Oral) <i>Oral presentation on a fiction story (contemporary issue)</i> Term 3, Week 9