



# ARAB UNITY SCHOOL

## CURRICULUM OVERVIEW

YEAR -11 English as Second Language (0511)

2021 – 2022

### A guide for Parents and Students

#### SUBJECT: English as A Second Language

##### Overview of the year:

Cambridge IGCSE English as a Second Language offers learners the opportunity to gain lifelong skills and knowledge including:

- better communicative ability in English
- improved ability to understand English in a range of everyday situations and in a variety of social registers and styles
- greater awareness of the nature of language and language-learning skills
- wider international perspective

Students will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. They will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. They will engage in conversations on a variety of topics and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity. The course will enable students to become independent users of English, and to be able to use English to communicate effectively in a variety of practical contexts.

<p><b>TERM ONE</b></p> <p>Main topic, skills and content:</p> <p><b><u>Unit1 Environmental issues</u></b></p> <p><b>Speaking and listening strategies:</b></p>	<p>to develop a greater understanding of environmental issues, including alternative sources of power, climate change, carbon footprints and global warming</p> <p><b>Speaking</b></p> <p><b>S1</b> communicate ideas/opinions clearly, accurately, and effectively</p> <p><b>S2</b> develop responses and link ideas using a range of appropriate linking devices</p> <p><b>S3</b> use a range of grammatical structures and vocabulary accurately and effectively</p> <p><b>S4</b> show control of pronunciation and intonation patterns</p> <p><b>S5</b> engage in a conversation and contribute effectively to help move the conversation forward</p> <p><b>Listening</b></p> <p><b>L2</b> understand ideas, opinions and attitudes</p> <p><b>L3</b> show understanding of the connections between ideas, opinions and attitudes</p>	<p><b>ASSESSMENTS:</b></p> <p><b>Speaking and listening activity: Energy</b></p> <p><a href="http://www.englishclub.com/esl-worksheets/conversation/TP_Energy.pdf">www.englishclub.com/esl-worksheets/conversation/TP_Energy.pdf</a></p> <p>to initiate and sustain a conversation at some length.</p> <p>to infer attitude from what is said and adapt a follow-up question, e.g. You seem worried at the thought of a nuclear disaster. Can you tell me why?</p> <p>to apply appropriate planning strategies, taking account the context and aim of the letter.</p> <p>to make notes from reading and when planning writing, which can include lists or diagrams.</p> <p>to redraft work after proof-reading, and are aware of when their letters are ready for presentation.</p> <p>to read critically and match information to scientific definitions.</p> <p><b>How green are you?</b></p> <p>to compare ideas and opinions on the topic and make an informed choice.</p> <p>Imagine that there is a proposal to build a wind farm in your area to provide a non-polluting form of</p>
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<p><b>Planning and drafting strategies:</b></p>	<p><b>L4</b> understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</p> <p><b>Writing</b></p> <p><b>W1</b> communicate information/ideas/opinions clearly, accurately and effectively</p> <p><b>W2</b> organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p><b>W3</b> use a range of grammatical structures and vocabulary accurately and effectively</p> <p><b>W4</b> show control of punctuation and spelling</p> <p><b>W5</b> use appropriate register and style/format for the given purpose and audience</p>	<p>alternative energy. Write a letter to your newspaper saying what you think of this idea.</p> <p><b>Global warming message board-</b></p> <p>to discuss and evaluate ideas and opinions from different sources and be able to recognise the difference between subjective experience and objective facts.</p> <p>to draw inferences from the information given or the tone of a text.</p> <p>to judge the impact of a range of dramatic vocabulary and expressions, using intensifiers, e.g. 'Disastrous', 'deeply worrying'.</p> <p>to use evidence to support opinions.</p> <p>to recognise and use rhetorical questions for emphasising a point.</p> <p>to use time- related expressions.</p> <p>to use a variety of tenses to express what is happening now, what has happened, and what may happen in the future.</p> <p><b>Writing activity: Writing an article based in the future</b></p> <p>Global warming has been a problem for many years. Write an article for a newspaper.</p>
<p><b>Reading and discussion strategies:</b></p>	<p><b>Reading</b></p> <p><b>R1</b> identify and select relevant information</p> <p><b>R2</b> understand ideas, opinions, and attitudes</p> <p><b>R3</b> show understanding of the connections between</p>	<p>Less able students could write a letter expressing their concerns about global warming and suggesting ways to control it.</p> <p>to apply knowledge of sentence formation to predict the use of prepositions after verbs, nouns.</p>



<p><b>Listening skills:</b></p>	<p><b>Listening</b></p> <p><b>L1</b> identify and select relevant information</p> <p><b>L2</b> understand ideas, opinions and attitudes</p> <p><b>Speaking</b></p> <p><b>S1</b> communicate ideas/opinions clearly, accurately and effectively</p> <p><b>S2</b> develop responses and link ideas using a range of appropriate linking devices</p> <p><b>S3</b> use a range of grammatical structures and vocabulary accurately and effectively</p> <p><b>S4</b> show control of pronunciation and intonation patterns</p> <p><b>S5</b> engage in a conversation and contribute effectively to help move the conversation forward</p>	
<p><b>TERM TWO</b></p> <p>Main topic, skills and content:</p> <p><b><u>Unit 2 Science and nature</u></b></p>	<p>to develop a greater understanding of zoos, animal extinction, the ethics of the use of science on animals, future scientific inventions and the whaling industry</p>	<p>identify literal and non-literal uses of the phrasal verb 'look up' and develop further work on phrasal verbs, contrasting literal and non-literal uses</p> <p>understand that bias creates a one-sided view.</p> <p>infer information from the tone of a text.</p>



<p><b>Listening strategies:</b></p>	<p><b>Listening</b></p> <p><b>L1</b> identify and select relevant information</p> <p><b>L2</b> understand ideas, opinions and attitudes</p> <p><b>L3</b> show understanding of the connections between ideas, opinions and attitudes</p> <p><b>L4</b> understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</p>	<p>Listening activity: The electronic zoo</p> <p><i>Success International English Skills for IGCSE</i> (Georgian Press) Unit 9</p> <p>Listen to a talk about the concept of an electronic zoo. Modern technology is used to portray the animals in natural settings.</p>
<p><b>Writing strategies:</b></p>	<p><b>Writing</b></p> <p><b>W1</b> communicate information/ideas/opinions clearly, accurately and effectively</p> <p><b>W2</b> organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p><b>W3</b> use a range of grammatical structures and vocabulary accurately and effectively</p> <p><b>W4</b> show control of punctuation and spelling</p> <p><b>W5</b> use appropriate register and style/format for the given purpose and audience</p>	<p>to orientate themselves to the text and mentally prepare for what they might hear, in terms of language and content.</p> <p>to identify exact detail.</p> <p>use appropriate sentence structure and grammar to achieve purpose.</p> <p><b>Writing activity: The zoo visit</b></p> <p>Imagine that you have visited a zoo and write about your visit for the school magazine. This can be based on real or imagined experience. The writing can be targeted as an article for a teenage magazine.</p>

<p><b>Reading strategies:</b></p> <p>Linking devices:</p> <p>Spelling and vocabulary for topic areas – Science and English:</p> <p>Homophones and homonyms:</p>	<p><b>Reading</b></p> <p><b>R1</b> identify and select relevant information</p> <p><b>R2</b> understand ideas, opinions and attitudes</p> <p><b>R3</b> show understanding of the connections between ideas, opinions and attitudes</p> <p><b>R4</b> understand what is implied but not directly stated, e.g. gist, writer’s purpose, intention and feelings</p>	<p>recognise and use past simple, continuous and perfect forms.</p> <p>recognise and use countable and uncountable nouns when checking subject-verb agreement.</p> <p>identify and use the correct prepositions after verbs, adjectives, etc.</p> <p><b>Reading activity: Big cat in danger</b></p> <p>recognise and use pronoun references and subordinate clauses. They understand their role in text cohesion.</p> <p>recognise and use vocabulary from science. They are able to apply knowledge of word structure and root.</p>
<p><b>Reading strategies:</b></p> <p>Bias and conflict:</p>	<p><b>Reading</b></p> <p><b>R1</b> identify and select relevant information</p> <p><b>R2</b> understand ideas, opinions and attitudes</p> <p><b>R3</b> show understanding of the connections between ideas, opinions and attitudes</p> <p><b>R4</b> understand what is implied but not directly stated, e.g. gist, writer’s purpose, intention and feelings</p>	<p>to describe science inventions, e.g. mouse, and recognise and use them correctly.</p> <p>recognise and apply homonyms and homophones.</p> <p>use spelling strategies such as syllabification to spell words correctly.</p> <p><b>Reading activity: Science and ethics</b></p> <p>use contextual clues and knowledge of vocabulary and grammar to predict meaning of unfamiliar words and expressions, e.g. bio tech, regulatory hurdles; has won initial permission.</p> <p>analyse words using knowledge of sentence structure and word type and word derivation to work out meaning.</p> <p>read the arguments and identify conflicting points of view.</p> <p>recognise and apply the difference between fact and point of view.</p> <p>use inference to draw conclusions.</p>





<p><b>TERM THREE</b></p> <p>Main topic, skills and content:</p> <p><b><u>Unit 3 Media and Films</u></b></p> <p><b>Speaking strategies:</b> Listen and respond</p> <p><b>Speaking activity:</b> <b>Conversation questions:</b> <b>The media</b></p>	<p><b>Speaking</b></p> <p><b>S1</b> communicate ideas/opinions clearly, accurately and effectively</p> <p><b>S2</b> develop responses and link ideas using a range of appropriate linking devices</p> <p><b>S3</b> use a range of grammatical structures and vocabulary accurately and effectively</p> <p><b>S4</b> show control of pronunciation and intonation patterns</p> <p><b>S5</b> engage in a conversation and contribute effectively to help move the conversation forward</p> <p><b>Listening</b></p> <p><b>L1</b> identify and select relevant information</p> <p><b>L2</b> understand ideas, opinions and attitudes</p> <p><b>L3</b> show understanding of the connections between</p>	<p>to develop a greater understanding of the media including media reporting, the pros and cons of television and the power of films. They have a chance to discuss the world of films, attraction of films, film seasons, write a film review and design a poster</p> <p>to listen closely to the speakers.</p> <p>to use clues such as body language, facial expressions and intonation, to understand what is being said and follow the speakers' attitudes.</p> <p>to use different registers: e.g. I object to. I can't stand, I don't mind.</p> <p>to listen for accuracy in the speakers' use of grammar, e.g. use of tenses, pronouns, prepositions, word order, phrasal verbs. Students can peer- correct and can improve their own usage from identifying the mistakes of others.</p> <p>to use clarification strategies:</p> <p>Do you mean that...?</p> <p>Can you go over that point again?</p> <p>I don't see what you mean.</p> <p>Why do you say that...?</p> <p>to analyse text and comment on the style and language used.</p> <p>to draw comparisons between different writing styles and their effects</p> <p>Compare two ways of presenting the same news story. Identify a major news story that has really grabbed your attention and is reported in two different newspapers or magazines. Then compare the way the story is presented in each</p>
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<p><b>Writing strategies:</b></p>	<p><b>Speaking</b></p> <p><b>S1</b> communicate ideas/opinions clearly, accurately and effectively</p> <p><b>S2</b> develop responses and link ideas using a range of appropriate linking devices</p> <p><b>S3</b> use a range of grammatical structures and vocabulary accurately and effectively</p> <p><b>S4</b> show control of pronunciation and intonation patterns</p> <p><b>S5</b> engage in a conversation and contribute effectively to help move the conversation forward</p> <p><b>Writing</b></p> <p><b>W1</b> communicate information/ideas/opinions clearly, accurately and effectively</p> <p><b>W2</b> organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p><b>W3</b> use a range of grammatical structures and vocabulary accurately and effectively</p> <p><b>W4</b> show control of punctuation and spelling</p> <p><b>W5</b> use appropriate register and style/format</p>	<p>to identify the use of the topic sentence to introduce an idea which is then developed in the paragraph.</p> <p>gain more understanding of the concept of target audience and can identify the prior knowledge the target audience might be expected to have.</p> <p>to infer the author's attitude and intention from the text.</p> <p>The reading text 'Film Festival Season' is used to elicit students' ideas about the target audience for this topic, assumed prior knowledge the target audience possesses, the intention of the author (to give information and to promote/persuade).</p> <p>Students can work individually to write their film reviews. A teenage magazine could be selected as a target audience. A range of vocabulary and suitable expressions for describing films and persuading young people to see them could be elicited beforehand.</p> <p>Students are to bring in cuttings of film reviews taken from the newspaper to explore in groups. This would support their understanding of genre, vocabulary, persuasive techniques, etc. before planning their own reviews.</p> <p>to apply logical thinking skills to produce a sensible plan for their film festival.</p>
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