

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.

TERM ONE

Main topic, skills and content:

Unit1 Environmental issues

to develop a greater understanding of environmental issues. including alternative sources of power, climate change, carbon footprints and global warming

ASSESSMENTS:

Speaking and listening activity: Energy

www.englishclub.com/eslworksheets/conversation/TP_Energy.pdf

to initiate and sustain a conversation at some length.

to infer attitude from what is said and adapt a followup question, e.g. You seem worried at the thought

of a nuclear disaster. Can you tell me why?

Speaking

S2

range

S1 communicate ideas/opinions clearly. accurately, and effectively

develop responses and link ideas using a

to apply appropriate planning strategies, taking account the context and aim of the letter.

Speaking and listening strategies:

S3 use a range of structures grammatical and vocabulary accurately and effectively

of linking devices

appropriate

S4 show control of pronunciation and intonation patterns

S5 engage in а conversation and contribute effectively to help move the conversation forward

to make notes from reading and when planning writing, which can include lists or diagrams.

to redraft work after proof-reading, and are aware of when their letters are ready for presentation.

to read critically and match information to scientific definitions.

Listening

L2 understand ideas. opinions and attitudes

L3 show understanding of the connections between opinions ideas, and attitudes

How green are you?

to compare ideas and opinions on the topic and make an informed choice.

Imagine that there is a proposal to build a wind farm in your area to provide a non-polluting form of **L4** understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings

alternative energy. Write a letter to your newspaper saying what you think of this idea.

Planning and drafting strategies:

Writing

W1 communicate information/ideas/opinions clearly, accurately and effectively

W2 organise ideas into coherent paragraphs using a range of appropriate devices

W3 use a range of grammatical structures and vocabulary accurately and effectively

W4 show control of punctuation and spelling

W5 use appropriate register and style/format for the given purpose and audience

Reading and discussion strategies:

Reading

R1 identify and select relevant information

R2 understand ideas, opinions, and attitudes

R3 show understanding of the connections between

Global warming message board-

to discuss and evaluate ideas and opinions from different sources and be able to recognise the difference between subjective experience and objective facts.

to draw inferences from the information given or the tone of a text.

to judge the impact of a range of dramatic vocabulary and expressions, using intensifiers, e.g.

'Disastrous', 'deeply worrying'.

to use evidence to support opinions.

to recognise and use rhetorical questions for emphasising a point.

to use time- related expressions.

to use a variety of tenses to express what is happening now, what has happened, and what may happen in the future.

Writing activity: Writing an article based in the future

Global warming has been a problem for many years. Write an article for a newspaper.

Less able students could write a letter expressing their concerns about global warming and suggesting ways to control it.

to apply knowledge of sentence formation to predict the use of prepositions after verbs, nouns.

	ideas, opinions and attitudes	Reading and predicting: 'High Winds Hit Oman'
	R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and	to recognise and use suffixes, correctly spelled.
	feelings	to recognise the connotations of a word and give example sentences.
Writing strategies:	Writing	
Using persuasive techniques:	W1 communicate information/ideas/opinions clearly, accurately and effectively	to extract information and identify key words and phrases in a given context.
	W2 organise ideas into coherent paragraphs using a range of appropriate linking devices	Students are aware of elision and assimilation in speech and are able to use this knowledge to take notes correctly.
	W3 use a range of grammatical structures and vocabulary accurately and effectively	
	W4 show control of punctuation and spelling	
	W5 use appropriate register and style/format for the given purpose and audience	
Reading strategies:	Reading	
Predicting	R1 identify and select relevant information	
	R2 understand ideas, opinions and attitudes	
	R3 show understanding of the connections between ideas, opinions and attitudes	

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

Speaking strategies	Speaking	Speaking activity: Zoos – the pros and cons
	S1 communicate ideas/opinions clearly, accurately and effectively	Success International English Skills for IGCSE (Georgian Press) Unit 9 pages 165–167
	S2 develop responses and link ideas using a range of appropriate linking devices	Discussion and vocabulary-building: Brainstorm the advantages and disadvantages of zoos.
	S3 use a range of grammatical structures and vocabulary accurately and effectively	
	S4 show control of pronunciation and intonation patterns	
Reading strategies: Building vocabulary: phrasal verbs	S5 engage in a conversation and contribute effectively to help move the conversation forward	
Reading strategies:	Reading	Reading activity: Zoos: Newspaper report
Drawing inferences Awareness of bias	R1 identify and select relevant information	'Zoo visitors look up to new baby'
	R2 understand ideas, opinions and attitudes	
	R3 show understanding of the connections between ideas, opinions and attitudes	
	R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings	

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

Reading strategies:

Linking devices:

Spelling and vocabulary for topic areas – Science and English:

Homophones and homonyms:

Reading strategies:

Bias and conflict:

Reading

R1 identify and select relevant information

R2 understand ideas, opinions and attitudes

R3 show understanding of the connections between ideas, opinions and attitudes

R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings

Reading

R1 identify and select relevant information

R2 understand ideas, opinions and attitudes

R3 show understanding of the connections between ideas, opinions and attitudes

R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings recognise and use past simple, continuous and perfect forms.

recognise and use countable and uncountable nouns when checking subject-verb agreement.

identify and use the correct prepositions after verbs, adjectives, etc.

Reading activity: Big cat in danger

recognise and use pronoun references and subordinate clauses. They understand their role in text cohesion.

recognise and use vocabulary from science. They are able to apply knowledge of word structure and root.

to describe science inventions, e.g. mouse, and recognise and use them correctly.

recognise and apply homonyms and homophones.

use spelling strategies such as syllabification to spell words correctly.

Reading activity: Science and ethics

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.

analyse words using knowledge of sentence structure and word type and word derivation to work out meaning.

read the arguments and identify conflicting points of view.

recognise and apply the difference between fact and point of view.

use inference to draw conclusions.

	Writing	Writing activity:
	W1 communicate	Summarising: A Doctor in the House
Writing strategies:	information/ideas/opinions clearly, accurately and effectively	Make brief notes and write a summary of A Doctor in the House. Initial drafts can be exchanged and shared with the group to highlight areas which are a good example or need improvement.
Summarising:	W2 organise ideas into coherent paragraphs	
	using a range of appropriate linking devices	to identify how the first sentence of a paragraph introduces a main point.
	W3 use a range of grammatical structures and vocabulary accurately and effectively	practise skimming and scanning to locate the information required.
	W4 show control of punctuation and spelling	to plan and draft writing and judge how much detail to include.
		to identify suitable links and connectors to make a summary paragraph flow smoothly.
		to use paraphrasing or words of similar meaning rather than copying from the text.
		Writing activity: Making notes
Writing strategies:		'Gorillas have a word for it.'
Note-making:		to correct spelling errors.
		to recognise and use a range of linking words and expressions, relative clauses and pronouns to produce a concise summary with some words and expressions of their own.
		to write correctly punctuated dialogue

TERM THREE

Main topic, skills and content:

<u>Unit 3 Media and</u> Film<u>s</u>

Speaking strategies: Listen and respond

Speaking activity:
Conversation questions:
The media

Speaking

- **S1** communicate ideas/opinions clearly, accurately and effectively
- **S2** develop responses and link ideas using a range of appropriate linking devices
- S3 use a range of grammatical structures and vocabulary accurately and effectively
- **S4** show control of pronunciation and intonation patterns
- S5 engage in a conversation and contribute effectively to help move the conversation forward

Listening

- **L1** identify and select relevant information
- **L2** understand ideas, opinions and attitudes
- L3 show understanding of the connections between

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

to listen closely to the speakers.

to use clues such as body language, facial expressions and intonation, to understand what is being said and follow the speakers' attitudes.

to use different registers: e.g. I object to. I can't stand, I don't mind.

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.

to use clarification strategies:

Do you mean that...?

Can you go over that point again?

I don't see what you mean.

Why do you say that ...?

to analyse text and comment on the style and language used.

to draw comparisons between different writing styles and their effects

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

ideas, opinions and newspaper.Comment on the use of headlines and attitudes by-lines, the use of photos or diagrams, the language used, the attitude of the reporter, the L4 understand what is target audience, and say whether you think the implied but not directly report is fair, intrusive, biased, etc. and why. stated, e.g. gist, speaker's Writing strategies: purpose, intention and Listening activity: Television – the pros and cons feelings www.teachingenglish.org.uk/lesson-plans/youngpeople-television Writing to know that unstressed syllables can be difficult to W1 communicate hear, they are able to listen for discourse markers information/ideas/opinions and grammatical structures. clearly, accurately and effectively W2 organise ideas into Checking back and confirming understanding: coherent paragraphs using range а of Learners are able to use strategies for checking appropriate linking back and confirming understanding during the devices dictation, e.g. W3 use a range of Can you say that again, did you say...? grammatical structures and vocabulary accurately Students will be able to integrate skills and apply and effectively their knowledge to produce a piece of wellconnected prose. W4 show control of punctuation and spelling **W5** use appropriate Imagine that the head teacher is thinking of asking register and style/format families to ban children watching television for a for the given purpose and week or more (you may think of a topic which is more relevant to your learners). The head teacher audience wants to know what the learners think. Students Listening strategies: write a letter to their head teacher saying what they think of this idea. Punctuation: Spelling: Listening L1 identify and select relevant information

Speaking

- **S1** communicate ideas/opinions clearly, accurately and effectively
- **S2** develop responses and link ideas using a range of appropriate linking devices
- **S3** use a range of grammatical structures and vocabulary accurately and effectively
- **S4** show control of pronunciation and intonation patterns
- S5 engage in a conversation and contribute effectively to help move the conversation forward

to identify the use of the topic sentence to introduce an idea which is then developed in the paragraph.

gain more understanding of the concept of target audience and can identify the prior knowledge the target audience might be expected to have.

to infer the author's attitude and intention from the text.

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).

Writing strategies:

Writing

W1 communicate information/ideas/opinions clearly, accurately and effectively

W2 organise ideas into coherent paragraphs using a range of appropriate linking devices

W3 use a range of grammatical structures and vocabulary accurately and effectively

W4 show control of punctuation and spelling

W5 use appropriate register and style/format

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.

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.

to apply logical thinking skills to produce a sensible plan for their film festival.

Reading strategies: for the given purpose and to produce creative ideas and to explore them in a audience logical sequence and to provide the detail and development which is necessary. Reading to explore possibilities, causes and consequences with each other, e.g. The reason we need a..... R1 identify and select relevant information to provide examples, For instance... A good understand ideas. example of that would be... opinions and attitudes R3 show understanding of to apply knowledge of the most appropriate format the connections between and structure for the poster. ideas. opinions and attitudes R4 understand what is to organise layout, and show they understand implied but not directly concepts such as eye-catching detail, judge the tone stated, e.g. gist, writer's and register for the target audience (informal, purpose, intention and enthusiastic). feelings to decide on appropriate pictures or diagrams for communicating the message Writing strategies: Writing activity: Writing a film review Writing W1 communicate information/ideas/opinions clearly, accurately and effectively Writing activity: Making a film festival poster W2 organise ideas into coherent paragraphs using range а of appropriate linking devices

	W3 use a range of grammatical structures and vocabulary accurately and effectively	
	W4 show control of punctuation and spelling	
Speaking:	W5 use appropriate register and style/format for the given purpose and audience	
Speaking activity: Planning a film festival		
	S1 communicate ideas/opinions clearly, accurately and effectively	
	S2 develop responses and link ideas using a range of appropriate linking devices	
	S3 use a range of grammatical structures and vocabulary accurately and effectively	
	S4 show control of pronunciation and intonation patterns	
Writing	S5 engage in a conversation and contribute effectively to help move the conversation forward	
	Writing	
	W1 communicate information/ideas/opinions clearly, accurately and effectively	

W3 use a range of grammatical structures and vocabulary accurately	
and effectively W4 show control of	
punctuation and spelling	
ws use appropriate register and style/format for the given purpose and audience	