

# Teaching Notes for *Western Australia English General:* *Year 11*

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## Overview

The book consists of 16 chapters. Each chapter is one of three types:

- skills-focussed
- text-focussed
- topic focussed

The skills--focussed chapters explain key skills and concepts in the Year 11 English General syllabus:

- Chapter 1 Reading skills and strategies
- Chapter 2 Write on
- Chapter 7 Listen up
- Chapter 10 Speak up

The following chapters are text-focussed

- Chapter 3 Short story study 'The Knife'
- Chapter 12 Short story study: 'A Moment in Time'.

The following chapters are topic-focussed:

- Chapter 4 Advertising
- Chapter 5 Special things
- Chapter 6 Work past and present
- Chapter 8 Autobiography study
- Chapter 9 Producing an autobiographical text
- Chapter 11 Opinions
- Chapter 13 Buyer Beware
- Chapter 14 Important places
- Chapter 15 Lifestyle
- Chapter 16 Towards work

The texts in each chapter were selected primarily for their ability to engage student interest and their usefulness in allowing students to practise the skills and develop the concepts required by the syllabus.

The order of chapters largely follows the syllabus, with Chapters 1-9 focussing on concepts from Unit 1 of the Year 11 English General syllabus and chapters 10-16 focussing on concepts from Unit 2. However, we have not treated the Unit structure as absolute, overlap between concepts from the two units being unavoidable. Thus some concepts from Unit 2 are dealt with in early chapters and some from Unit 1 in later chapters. Additionally, some concepts in the Year 12 course have been foreshadowed.

## Chapter features

Each chapter consists of the following features:

### **Chapter introduction**

This provides a rationale for studying the topic of the chapter.

### **Table of aims**

The general aims are drawn from the content of the Year 11 General syllabus. The specific aims explain those aspects of the general aims covered in the chapter.

### **Explanatory text**

This provides explanations of key concepts and skills.

### **Passages and images**

These are used to provide examples of the concepts being explained and to provide opportunities for students to practise important comprehension and analysis skills.

### **Marginal notes**

In many passages marginal notes are provided to help students understand unfamiliar vocabulary, allusions or concepts.

### **Information boxes**

These provide additional detail about concepts, skills and texts.

### **Written activities**

These require students to engage in some depth with the ideas and language in the passages provided.

### **Discussion activities**

These provide the opportunity for student discussion of the ideas raised by the passages and images provided. These could take the form of whole class or small group discussion.

### **Pause and think**

These activities are intended to break up the reading of longer texts and allow students the opportunity to consolidate their understanding of what they have read to this point in the text.

### **Suggested learning/assessment tasks**

At the end of most chapters is a suggested learning task which requires students to put into practice or build on the skills and concepts taught earlier in the chapter. The learning tasks could contribute to students' assessment program.

### **Work samples**

These provide models of the learning tasks students are asked to undertake. Many of these are accompanied by annotations, explaining key points.

## Possible course outline and assessment program using *Western Australia English General: Year 11*

Unit 1 Content	Assessment tasks
<p><b>Chapter 1 Reading skills and strategies</b></p> <ul style="list-style-type: none"> <li>• employ a variety of strategies to assist comprehension</li> <li>• relate texts to personal life and other texts</li> <li>• pose and answer questions that clarify meaning and promote deeper understanding of the text.</li> <li>• locate and extract information and ideas from texts</li> <li>• make inferences from content, text structures and language features.</li> </ul>	<p>Responding (5%): Answers to written activities</p>
<p><b>Chapter 2 Write on</b></p> <ul style="list-style-type: none"> <li>• develop appropriate vocabulary and sentence structures and use accurate spelling, punctuation and grammar.</li> <li>• plan, organise, draft and present written texts.</li> </ul>	<p>Responding (5%): Interpretive paragraph on Count Olaf</p>
<p><b>Chapter 3 Short story study 'The Knife'</b></p> <ul style="list-style-type: none"> <li>• relate texts to personal life and other texts</li> <li>• pose and answer questions that clarify meaning and promote deeper understanding of a text</li> <li>• understand how the use of narrative techniques shape audience responses</li> <li>• use appropriate language, content and mode for different purposes and audiences.</li> </ul>	<p>Responding (5%): Answers to written activities on 'The Knife' Creating (10%): Transforming 'The Knife' into another text</p>
<p><b>Chapter 4 Advertising</b></p> <ul style="list-style-type: none"> <li>• understand how social, community and workplace texts are constructed for particular purposes, audiences and contexts</li> <li>• the ways text structures and written and visual language features are used to communicate information and influence audiences</li> <li>• how conventions of written and visual language shape audience response</li> <li>• use appropriate language, content and mode for different purposes and audiences</li> <li>• using text structures and language features to communicate ideas and information</li> <li>• use strategies for planning, recording sources of information and proofreading.</li> </ul>	<p>Responding (10%): Analysis of an advertisement</p>
<p><b>Chapter 5 Special things</b></p> <ul style="list-style-type: none"> <li>• relate texts to personal life and other texts</li> <li>• pose and answer questions that clarify meaning and promote deeper understanding of a text</li> <li>• use appropriate language, content and mode for different purposes and audiences</li> <li>• use text structures and language features to communicate ideas and information</li> <li>• use strategies for planning and proofreading.</li> </ul>	<p>Responding (5%): Answers to written activities on 'The Gift of the Magi' Creating (10%): Production of a text about a special object</p>

<p><b>Chapter 6 Work past and present</b></p> <ul style="list-style-type: none"> <li>• pose and answer questions that clarify meaning and promote deeper understanding of texts</li> <li>• locate and extract information and ideas from texts</li> <li>• use text structures and language features to communicate ideas and information</li> <li>• use appropriate language, content and mode for different purposes and audiences</li> <li>• adapt listening behaviours to different contexts</li> <li>• work collaboratively and cooperatively.</li> </ul>	<p>Responding (5%): Answers to written activities on the passages Creating (15%): Production of a report on an occupation</p>
<p><b>Chapter 7 Listen up</b></p> <ul style="list-style-type: none"> <li>• adapt listening behaviours to different contexts</li> <li>• be receptive to others' ways of thinking</li> <li>• work collaboratively and cooperatively</li> <li>• use strategies for recording sources of information</li> <li>• summarise ideas and information presented in texts</li> <li>• comment on the use of language features, such as tone, register and style to influence responses.</li> </ul>	<p>Responding (10%): Report on an oral presentation</p>
<p><b>Chapter 8 Autobiography study</b></p> <ul style="list-style-type: none"> <li>• relate texts to personal life and other texts</li> <li>• pose and answer questions that clarify meaning and promote deeper understanding of a text</li> <li>• understand how texts are constructed for particular purposes, audiences and contexts</li> <li>• understand the ways text structures and written language features are used to communicate information and influence audiences.</li> </ul>	<p>Responding (5%): Answers to written activities on 'The New Kid and the Racehorse Goanna', 'Settlers on the Edge' and 'Five Ways to Disappoint your Vietnamese Mother' Creating (15%): Production of an autobiographical text</p>
<p><b>Chapter 9 Producing an autobiographical text</b></p> <ul style="list-style-type: none"> <li>• understand how texts are constructed for particular purposes, audiences and contexts</li> <li>• understand the ways text structures and written language features are used to communicate information and influence audiences</li> <li>• use text structures and language features to communicate ideas and information</li> <li>• use appropriate language, content and mode for different purposes and audiences.</li> </ul>	

Unit 2 Content	Assessment tasks
<p><b>Chapter 10 Speak up</b></p> <ul style="list-style-type: none"> <li>communicate ideas and information clearly in oral presentations</li> <li>work collaboratively and cooperatively with other people</li> <li>speak coherently and with confidence for different audiences and purposes</li> <li>interact confidently with others.</li> </ul>	<p>Creating (10%): Oral demonstration</p>
<p><b>Chapter 11 Opinions</b></p> <ul style="list-style-type: none"> <li>identify facts, opinions, supporting evidence and bias</li> <li>summarise ideas and information presented in texts.</li> </ul>	<p>Responding (5%): Written answers on 'Are there no jobs, or are our kids just slack?'</p>
<p><b>Chapter 12 Short story study 'A Moment in Time'</b></p> <ul style="list-style-type: none"> <li>identify the ways text structures and written and visual language features are used to influence audiences</li> <li>explain how the use of narrative techniques shape audience responses</li> <li>explain the effects of media, types of texts and text structures on audiences</li> </ul>	<p>Responding (5%): Answers to written activities on 'A Moment in Time' Creating (10%): Production of a short story</p>
<p><b>Chapter 13 Buyer Beware</b></p> <ul style="list-style-type: none"> <li>make inferences from content, text structures and language features</li> <li>summarise ideas and information presented in texts</li> <li>locate and select information from a range of sources</li> <li>identify the relevance and usefulness of a source</li> <li>use a range of strategies for finding information.</li> <li>speak coherently and with confidence for different audiences and purposes</li> <li>interact confidently with others.</li> </ul>	<p>Responding (10%): Answers to written activities on the passages Creating (10%): Report on a product</p>
<p><b>Chapter 14 Important places</b></p> <ul style="list-style-type: none"> <li>make inferences from content, text structures and language features</li> <li>summarise ideas and information presented in texts</li> <li>identify the ways in which main ideas, values and supporting details are presented in texts</li> <li>use persuasive, visual and literary techniques to engage audiences.</li> </ul>	<p>Responding (10%): Answers to written activities on the passages Creating (10%): Production of a text about an important place</p>
<p><b>Chapter 15 Lifestyle</b></p> <ul style="list-style-type: none"> <li>identify facts, opinions, supporting evidence and bias</li> <li>make inferences from content, text structures and language features</li> <li>summarise ideas and information presented in texts</li> <li>understand how language features, such as tone, register and style to influence responses.</li> </ul>	<p>Responding (10%) Answers to written activities on the passages Creating (10%) Production of an opinionative text</p>
<p><b>Chapter 16 Towards work</b></p> <ul style="list-style-type: none"> <li>make inferences from content, text structures and language features</li> <li>summarise ideas and information presented in texts</li> <li>use persuasive, visual and literary techniques to engage audiences in a range of modes and media.</li> </ul>	<p>Responding (5%): Answers to written activities on the passages Creating (5%): Resumes</p>

## **Chapter 1 Reading skills and strategies**

While it is not necessary for students to study later chapters in the order in which they appear in this book, this chapter needs to be studied at the beginning of the course. The chapter provides an introduction to important reading skills and strategies which form the basis of the written and discussion activities which appear in later chapters. This chapter also provides opportunities for students to familiarise themselves with the text.

We recommend that teachers use this chapter to introduce students to the use of a reading journal in which students maintain a record of their answers to written activities throughout the course. The use of a reading journal will facilitate the assessment of students' responses, as per the suggested assessment program on pages 3-5. It should also provide a record of student's progress in the development of comprehension skills.

## **Chapter 2 Write on**

Some students might find some of the content of this chapter quite challenging and rather dry. However, it does provide information about important concepts which students need to understand to develop their writing skills. So it might be best to deal with this chapter in small 'chunks' spread over a number of weeks as students study later chapters.

## **Chapter 3 Short story study 'The Knife'**

We recommend that teachers read the short story aloud with the class following to facilitate students' comprehension.

## **Chapter 4 Advertising**

Teachers will find it useful to provide a collection of magazines to enable students to undertake the learning task at the end of the chapter.

## **Chapter 5 Special things**

As students might find some aspects of the language in 'The Gift of the Magi' challenging, we recommend that teachers read the short story aloud with the class following to facilitate students' comprehension. The learning/assessment task at the end provides students with the opportunity to construct a text on a topic of personal importance.

## **Chapter 6 Work past and present**

The learning task at the end of this chapter is intended to encourage students to develop students' social and oral interaction skills and to undertake research which is not desk-based. Once students have commenced the task, teachers could use class time to commence work on other chapters.

## **Chapter 7 Listen up**

This chapter provides suggestions for two methods of developing students' listening skills: a guest speaker program and the use of internet resources. Teachers could choose to use either or both of these methods, depending on the nature of the class and available resources. One or two periods a week could be devoted

to a guest speaker program, with students writing a report on each speaker and then choosing to submit the report they think is best or most interesting for submission for assessment.

If teachers elect to make use of internet resources the following approach might be suitable.

- Allocate one or two periods per week to viewing an online oral presentation, and require students to make notes on each.
- Students then choose one of the oral presentations viewed to re-watch and write a report on.

## **Chapter 8 Autobiography study: The New Kid and the Racehorse Goanna'**

This chapter forms a pair with the following chapter. It is intended to introduce students to the nature of autobiographical writing while providing students with an extended example of the genre.

## **Chapter 9 Producing an autobiographical text**

This chapter extends students' understanding of autobiographical writing by providing them with different approaches to the genre in preparation for producing their own text. The suggested learning/assessment task at the end of the chapter is deliberately left open as to how students approach the topic as a way of encouraging students to take more individual responsibility for how they shape a text.

## **Chapter 10 Speak up**

The learning task at the end of the chapter is designed to provide an interesting and more relevant alternative to the standard delivery of a form talk. Once students have chosen their topics, one or two periods a week could be allocated to this task, with a different student delivering their demonstration each period. Teachers might allow students to present their demonstrations using a video recording.

## **Chapter 11 Opinions**

This chapter provides an introduction to the study of opinionative writing which is further developed in Chapter 15. Teachers might elect to have students study this chapter and Chapter 15 in sequence.

## **Chapter 12 Short story study 'A Moment in Time'**

This story was chosen because of its reliance on setting and atmosphere as narrative techniques. It thus provides a useful complement to the earlier short story 'The Knife'. It also provides a useful model which students can draw on in constructing their own short story. The learning/assessment task at the end of the chapter allows students the opportunity to produce an imaginative text, thus providing variety within the range of learning/assessment tasks suggested within the book.

## **Chapter 13 Buyer Beware**

The passages in this chapter were chosen for their potential in engaging students in their current and future roles as critical consumers. The learning/assessment task at the end of the chapter requires students to demonstrate research skills. Teachers might allow students to present their reports using a video recording.

## **Chapter 14 Important places**

This chapter builds on Chapter 5 Special things by providing students with the opportunity to consider a topic of personal importance. The learning/assessment task at the end provides greater leeway of approach than in Chapter 5 as a way of encouraging students to take greater responsibility for the manner in which they construct a text.

## **Chapter 15 Lifestyle**

This chapter builds on the concepts taught in Chapter 11 Opinions. The learning/assessment task at the end requires students to put into practice the concepts studied. Students should be encouraged to draw on the techniques and language devices used in the studied texts.

## **Chapter 16 Towards work**

The passages in this chapter are designed to require students to apply their comprehension skills to graphically presented information as well as standard written texts. Teachers and students should treat the sample resume as an example which they might modify, using different approaches. Some students might already have resumes which they can adapt for the purposes of this learning/assessment task.