UNIT OVERVIEW
English (ESL)

Stage 4 Year 8

Unit: Fantasy

This unit of work was developed by Peter Lawrence of Toongabbie Christian School and Judith Mee, TESOL Consultant, as part of the 2004-5 ATESOL NSW Quality Teacher Programme Project: Programming ESL in English 7-12 within a Quality Teaching framework.

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CLASS: YEAR 7 Parallel ESL
TITLE OF UNIT: FANTASY

DURATION: 10-12 WEEKS

COURSE COMPONENT:
This unit is designed to support the ESL students in their study of a Yr 7 English unit on fantasy. It can also stand alone as a skills based unit

RATIONALE:
The ESL unit is a skills based unit with the focus on developing reading and writing skills and confidence in oral interaction. The students in the current group are from two classes using different topics and texts. Hence there needs to be language and knowledge skills that can apply to both English units of work.

CLASS/STUDENT AND THEIR NEEDS:
The ESL class has four students: three boys and one girl. Their cultural backgrounds are Korean, Chinese, Malaysian and Egyptian. The linguistic level varies among the students. As a group, the students, excluding the Arabic student, have reasonable strategies in oral communication but have significant problems with comprehension and writing. At this early stage of the year I would place the students at level 5 in their oral skills and at level 3/4 in their reading and skills (ESL Scales). (I am still coming to term with the scales).

The students have obvious difficulties with grammar viz tenses, prepositions, participles etc. They are able to read, stiltlingly, but lack understanding, probably due to limited vocabulary.

SYLLABUS OUTCOMES:
1. A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure
4. A student uses and describes language forms and features and structures of texts appropriate to different purposes, audiences and contexts
6. A student draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts.
9. A student demonstrates understanding that texts express views of their broadening world and their relationship within it
10. A student identifies considers and appreciates cultural expression in texts

METHOD OF DELIVERY:
Withdrawal group with ESL teacher from two different English classes
Therefore two English set texts
Students taken not just from English lessons
Five periods per fortnight – 60 minute lessons
Focus on language across the curriculum
Focus for this project is to pick out strategies focused on helping students meet outcomes of their English unit(s)

ASSESSMENT TASKS
Informal teacher assessment
Peer assessment
Formal creative writing task

**HOW UNIT WILL BE/WAS EVALUATED:**

Sharing and discussion
Individual tasks
Group activities
Listening skills
Oral Presentation
On going informal assessment of skills development
Analysis of ESL students’ performance in English set tasks
ESL Teacher with Mainstream Teacher
ESL Teacher with student