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***ENGLISH LANGUAGE PRIVATE SCHOOL, DUBAI***

***SCHOLASTIC SESSION: 2020-2021***

***SCHEME OF WORK FOR THE SPRING TERM (1st February, 2021 to April, 2021)***

***Name of the Teacher: Jaspal Subject: ENGLISH LANGUAGE Year:12***

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| ***Week*** | ***Topic*** | ***Specific learning objectives*** | ***Suggested Activities/Resources*** | ***Assessment Platform / Apps for AFL*** |
| **Week 1-3**  **Week** | *How language changes* | The student will:  • understand the influences on a language that lead to change  • observe the differences between older and current forms of English  • develop knowledge of linguistic analysis of English at different periods of time  • develop an understanding of current changes in English including the influence of technology, new media, visual English, global English  • observe grammatical changes and discuss notions of correctness  • use etymological dictionaries and map words according to their source language and explore other origins of the English word stock  • study texts that communicate visually: graphic novels, posters, street signs, packaging etc  • media texts, especially digital tests. | Issue groups of students with a selection of texts from different periods. These can include very early examples to give students an idea of the extent of change that has taken place. Texts can also be discussing issues within language change such as attitudes towards English, future of English, language death or current trends in English.  • Texts from different time periods- folk tales, dialect songs, letters, diaries, court records, newspapers, radio broadcasts, video clips • Word lists that represent loan words  • Word lists that represent words that originate in social, cultural and technological change  • Examples of visual English- adverts, signs, directions  • Digital texts- blogs, chat forums, emails | * Google forms * Quizziz * Exit/Entry Cards * Padlet * Kahoot * Nearpod etc. * Checklists * Rubrics * Self- Assessment   Teacher’s Choice |
| **Week 3-5** | Pidgins and creoles. | Students will:  • understand what a pidgin language is, what a creole language is and explore some examples of pidgins and creoles  • understand what a lingua franca is, function of a lingua franca and English as a global lingua franca  • understand the factors that lead to the formation of pidgins  • understand that pidgins and creoles are contact languages  • understand the process of creolisation and the main features of creolised languages.  • understand the functions of a pidgin language and the main features of pidgin languages. | Source audio of English based Pidgin and Creole languages and provide students with short transcripts to analyse along with the audio. A list of all English based creoles can be found on Wikipedia. https://en.m.wikipedia.org/wiki/English-based\_creole\_languages Introductory activities may include rewriting Creole sentences into Standard English, noting the lexical and grammatical changes. Students can also listen to some sentences and write the accent using phonetic spelling to help them recognise phonological features unique to the Creole. This can then be expanded on by transcribing specific pronunciations using the IPA, developing confidence with phonetics and terminology. Compare lexical and grammatical features in different creoles and identify common features e.g. lack of infections in nouns, verbs and adjectives, nouns not marked for number or gender, single particle negation no and simple vocabulary. Examples of pidgin languages can be found at: http://www.pentecostisland.net/languages/bislama/guide.htm http://matadornetwork.com/abroad/beginners-guide-to-nigerian-pidgin-english/ Word lists that give examples of loan words, Some resources can be found at http://www.ling.lancs.ac.uk/staff/mark/resource/creole.htm YouTube is also a good source for video clips of people taking in Creole and other varieties of English. | * Google forms * MS Forms * Quizziz * Exit/Entry Cards * Padlet * Kahoot * Nearpod etc. * Checklists * Rubrics * Self * Assessment * Teacher’s Choice |
| **Week- 6-8** | ***Geographical and social varieties*** | Students will understand  • national and international variation in English: that there is no such thing as ‘one English’ either nationally or internationally  • the different levels at which a language variety can vary: phonology, morphology, lexis and syntax, some distinctive features of national and international varieties, e,g. phonology: the glottal stop, /n/ /ŋ/ variation, syllable and stress timing. Lexis: how different varieties have different word stocks. Syntax: varying grammatical patterns across different varieties  • the different roles and status of received pronunciation, Standard English, General American  • the phonemic representations of accent used in the International Phonetic Alphabet (IPA). | Work with texts and transcripts from a wide range of varieties, e,g, American English, Afro-Caribbean English, Indian English, Singaporean English, British Standard English, British regional English. Class analysis of different varieties, and discussion of what constitutes ‘good’ English. Explore attitudes towards English and the views outlined in Prescriptivism and Descriptivism. Compare texts from different time periods(19th -21st century) to identify the emergence of new forms of English and impact of other cultures e.g. folk tales, dialect songs, letters, diaries, court records, newspapers, radio broadcasts, video clips Word lists that represent loan words Word lists that represent words that originate in social, cultural and technological change Examples of visual English - adverts, signs, directions Digital texts- blogs, chat forums, emails English phonemic reference chart – Edexcel Pearson’s version. Recordings of international varieties. Examples can be found at http://www.dialectsarchive.com BBC recordings of accents: www.bbc.co.uk/voices/ British library recordings: http://sounds.bl.uk/Accents-and-dialects/BBC-Voices Interviews with celebrities who speak international varieties Novels/short stories written using international varieties of English | * Google forms * MS Forms Quizziz * Exit/Entry Cards * Padlet * Kahoot * Nearpod etc. * Checklists * Rubrics * Self-Assessment   Teacher’s Choice |
| **Week:**  **9-10** |  | Students will:  • explore and analyse examples of different Englishes  . • identify sources of these examples, including media, social media, travel  • explore the influence of gender, culture and ethnicity on English  • identify the forms that are most familiar to them, and the ones they identify as ‘correct’ English | Students work with texts and recordings of English from different countries listen to recordings of first language English speakers and analyse the features compare these with English as it is spoken in their own location analyse written examples of English and see if they can identify a global ‘standard.’ Look at examples of very recent spoken and written English, for example text messages, poetry, casual talk, interviews, chat shows and reality TV, web language, social media. What is happening to English now? Discuss trends and what has happened to varieties of English in the past e.g. assimilation, language death. Read articles on the future of English and new international varieties that are emerging and their impact globally e.g. Indian English. | * Google forms * Online Tests * Quizziz * Exit/Entry Cards * Padlet * Kahoot * Nearpod etc. * Checklists * Rubrics * Self- Assessment   Teacher’s Choice |
| **Week-11**  **Week** | ***Revision and exam practice*** | Students will:  • revisit topics studied, practice analysis of texts and give each other feedback and receive feedback from peers. | Suggested activities/resources: Students will give short presentations to the class on aspects of the topic ‘Language in transition.’ Students analyse texts that present different varieties of modern English from a range of genres, modes and functions. Complete sample assessment materials and past papers to become familiar with exam format | * Google forms * Online Tests * Quizziz * Exit/Entry Cards * Padlet * Kahoot * Nearpod etc. * Checklists * Rubrics * Self- Assessment   Teacher’s Choice |

* ***Half Term Break from 21st February,2021 to 25th February,2021***
* ***Spring Break from 28th March, 2021 to 8th April,2021***

***Jaspal Kaur***

***Head of the Department.***