

# Curriculum Framework Overview

## Understanding and using this framework

Theme and focus numbers

The focus of the teaching sequence

### 1.1 Getting On with Others

#### Aims, Skills and Language

*Students need to understand the effect and implications of their own views, speech and actions on others in order to negotiate social interactions, forge friendships and develop personal and social relations.*

*T = Teacher Ss = Students*

	New to ELLL	Exploring ELLL	Consolidating ELLL
1.1.1	<ul style="list-style-type: none"> <li>■ To explore the concept of personal quality for generating useful vocabulary and language expressions.</li> <li>■ To give Ss the opportunity and language to express their own views and values.</li> <li>■ To begin to develop a way of expressing, in English, qualities and traits that are important to Ss and that they respect.</li> <li>■ To enable Ss to better understand their peers and themselves.</li> </ul>	<ul style="list-style-type: none"> <li>■ To encourage Ss to think critically about what qualities are important to them in friends.</li> <li>■ To introduce Ss to a wider range of adjectives and phrases for describing personality traits.</li> <li>■ To practise using language to express preference e.g. <i>"I like people who are confident...good fun...but I prefer people who are loyal."</i></li> <li>■ To practise using language to support ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>■ To practise presenting opinions with supporting reasons and justifications.</li> <li>■ To introduce Ss to more sophisticated adjectives to describe personal traits and characteristics.</li> </ul>
1.1.2	<ul style="list-style-type: none"> <li>■ To enable Ss to better understand and explore their own selves and personalities.</li> <li>■ To provide Ss with an opportunity to express their own views and values.</li> <li>■ To begin to develop a way of expressing, in English, qualities and traits Ss identify in themselves.</li> <li>■ To learn more about one another to provide the basis for enriching or establishing friendships.</li> </ul>	<ul style="list-style-type: none"> <li>■ To provide Ss with the opportunity to think critically but constructively about their own personalities.</li> <li>■ To use a range of modal verbs to express ability and tendencies.</li> <li>■ To use comparatives and superlatives to describe personal strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>■ To practise presenting ideas and opinions to others both verbally and in writing.</li> <li>■ To use modifiers to signal the strength of intended meaning e.g. <i>quite, fairly, extremely</i> to more closely reflect their skills e.g. <i>"I am fairly assertive, but at times I can be quite shy."</i></li> </ul>

Lesson aims, skills and language differentiated by learner language level. Refer to page 8 for further explanation.

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Explicit language and literacy concerns which inform learning outcomes in this focus area and each activity. These underpinning concerns are central to students successfully accessing school literacies. Refer to page 8 for further explanation.

## Suggested Activities for Class

### Register

- ◆ informal oral
- ◆ formal written

### Multimodality

- verbal communication
- graphic organisers/key visuals

New to ELLL	Exploring ELLL	Consolidating ELLL	
<p>Ss are given vocabulary matching activities introducing new key vocabulary describing personal qualities e.g. <i>helpful, funny, honest, greedy, selfish</i>. T produces a +/- chart for Ss to use to sort qualities.</p> <p>In groups Ss list qualities they look for in people with whom they interact in everyday life e.g. <i>youth workers, police officers</i>. In larger groups Ss share these ideas and help each other to generate vocabulary and language expressions for discussing the qualities these professionals are meant to have. Ss use these ideas to create a collage sharing the characteristics they value most that can be displayed in class.</p>	<p>Ss offer reasons why they prefer some qualities over others.</p>	<p>T compares Ss' accounts with person specifications related to jobs such as EAL teacher, bus driver, administrative officer.</p>	<p><b>Knowledge/ Resources</b></p> <ul style="list-style-type: none"> <li>▲ qualities in people</li> </ul> <p><b>Genre</b></p> <ul style="list-style-type: none"> <li>● list</li> <li>● display</li> </ul> <p><b>Language Functions</b></p> <ul style="list-style-type: none"> <li>■ comparing</li> <li>■ suggesting</li> </ul>
<p>In groups Ss record the qualities that they see in themselves. Ss use these ideas to produce a profile of themselves to present to the class or to display. T provides sentence starters or writing frame for this purpose.</p>	<p>In groups Ss mind map the qualities that they see in themselves.</p> <p>Ss use these ideas to produce a profile of themselves to present to the class or to display. This includes what they see as their strengths and weaknesses. Ss compare their strengths and weaknesses with a partner.</p>	<p>T gives Ss sample statements of other people's self-descriptions, using modifiers. Ss use these ideas to produce a profile of themselves to present to the class or to display. T encourages Ss to use a wide range of language expressions of self-description.</p>	<p><b>Knowledge/ Resources</b></p> <ul style="list-style-type: none"> <li>▲ qualities in people</li> </ul> <p><b>Genre</b></p> <ul style="list-style-type: none"> <li>● mind map</li> <li>● display</li> <li>● student profile</li> </ul> <p><b>Language Functions</b></p> <ul style="list-style-type: none"> <li>■ presenting</li> <li>■ describing</li> </ul>

Suggested activities, differentiated according to learner language levels.