English as a Second Language

Unit Plan

Year 8 English as a Second Language/ISEC:

Habitat, Nature and National Parks

Miss Olivia Rose

A1606000

**SHORT TERM PROGRAM/UNIT FOR ESL**

**NAME: Olivia Rose ESL YEAR LEVEL: 8**

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| **Scales Range:** Levels 5-8  **Learners Backgrounds:**  There are 15 students in this year 8 English as a Second Language class. The students come from a range of countries and have been living in Australia for a variety of different years. There are 7 students from Korea, 3 from Japan, 4 from China and 1 from Vietnam. A majority of the students are on a level 7; however there are some that are close to level 4 and a minority who are on higher levels.  **Program Duration:**  4 weeks | | |
| **Unit Purpose:**   * To expand the students speaking, reading, writing and listening outcomes through discussion, presenting to the class, research, discussion, listening to presentations and writing reports. * To improve basic research and note taking skills through excursion activities, scaffolding for writing tasks, note taking a presentation and internet research. * To develop and improve formal writing skills through scaffolding, drafting and finalising a research report. * To develop and improve informal personal tasks such as reflections: both written and oral through discussion and completing class activities. * To encourage peer support and co-operation within a majority of the learning tasks through discussion, group work, asking questions and “pair and share” activities.   **Unit Objectives:**   * Understand and define ‘habitat’ * Name and describe the different habitats of Australia * Understand why parks and national parks are important to the ecosystem of Australia * Define and understand why certain animals survival is under threat | | |
| **Genre ( Sociocultural context )**  Reference items:  – personal pronouns eg *it, they, you, your, we*  – demonstrative pronounseg *this, these, there*  – definite/indefinite articles for geographical names*:* eg *Australia,. Adelaide*  Word set:  – classification, eg *oceans,*  – part/whole relationshipeg *Australia–states* | | **Field ( Situational Context )**  Participants:  Everyday vocabulary eg *animals, care, death, food*  Technical vocabulary eg *flora, fauna, habitat, conservation park, extinction, habitat*  Noun groups as participants: eg *the coldest geographical area in Australia*  – pointer: *the*  – describer*: coldest*  – thing/key concept: *geographical area*  – qualifier*: in Australia*  Processes:  – action eg *locate, copy*  – relationaleg *is/are, has/have*  Circumstances:  – place eg *in the grasslands, in the wetlands etc*  Prepositions:eg *from, on, around, between, along*  Comparatives:eg *less, more, smaller, closer, higher than, the coldest* |
| **TENOR**  Speech functions:  – commands eg *Find, discuss, write, note, think, answer, go.*  – statements eg *Habitats are vital for survival*  – questions eg *What is.?/Which is?/Where are...?/*  Pronunciation: Recognise and read syllables in long place names | **MODE**  Foregrounding:  – non human eg *Morialta Conservation* Park is located 10km north east of Adelaide  – existential eg *There* are seven habitats in Australia  Tenses:  – simple present (active/passive voice) eg *find/is found, are located, was*  Subject/verb agreement eg *The habitat is, the habitats are*  Spelling:  Punctuation: egcapital letters, full stops, commas, question marks, semi colons.  Visual literacy: egMaps, pictures | |
| **Aim and Rationale**  This unit plan is designed in accordance with the SACSA Framework for a standard year 8 English as a Second Language subject. This four week unit plan covers twelve individual 45 minute lessons and aims at furthering the grammatical, linguistic, writing, researching and speaking skills of the students through the topic ‘Habitats, Nature and National parks’. Within learning a geography based topic, students will be required to evaluate, discuss, write, explain, summarise and respond to the information and texts to further their literacy skills.  This unit aims at reaching every individual student learning needs with flexibility in the assessment requirements along with differentiated tasks to reach the diverse learning styles. Respect has been given to students cultural backgrounds and activities have been designed to incorporate cultural backgrounds and familiarities. This unit plan has been designed to be engaging, interesting, hands on and productive. The focus of oral English as well as written has been incorporated along with research, IT resources and physiological activities.  Through this unit plan, students will be able to develop their knowledge, confidence and ability to communicate and understand the English language. They will also develop skills beneficial to mainstream schooling and further studies. | | |
| **Sequence of teaching and learning:**  **Students Activities**   * Understand and define ‘habitat’ * Identify the difference between Humans habitat and animals habitat * Name and identify several habitats of Australia * Practice the correct geographical names of habitats in Australia. * Understand the importance of National Parks * Write sentences/paragraphs about habitats/threatened species * Research different habitats and the temperature, climate and physical surroundings * Go on a ‘mini excursion’ to Kensington Park Reserve to observe and note take surrounding and importance of parks. * Compare parks in home country to parks in Adelaide. * Understand safe practices for excursions and rules in National Parks. * Have an excursion to Marialta Conservation Park and write an email. * Create and write personal emails reflecting and evaluating their excursion and what they have learnt in class. * Work with ICT to produce email and research. * Discuss with class findings and observations as well as work in groups and pairs. * Play the ‘threatened species game’. * Heavily scaffold, draft and finalise report on presentation.   **Assessment**  *What tasks will enable learners to demonstrate their learning?*  Summative assessment 40%   * Email home to parents from excursion (300-500 words)   Formative assessment 60%  Report- Newsletter report on presentation on Ecosystems (maximum 400 words)  Scaffold due:  Draft due:  Final due:  **Assessment**  *What tasks will enable learners to demonstrate their learning?* | | |
| **Resources**  <http://australianmuseum.net.au/Wild-Kids-Habitats>  <http://www.burnside.sa.gov.au/Discover/Parks_Facilities/Parks_Facilities_Search/Kensington_Gardens_Reserve#.U_GQrxC7IoN>  <http://www.environment.nsw.gov.au/resources/education/NationalParkTeachersGuide.pdf>  <http://www.environment.sa.gov.au/parks/Find_a_Park/Browse_by_region/Adelaide_Hills/Morialta_Conservation_Park>  I will also give this information booklet to all students for further research/understanding/ to work on when finished activities etc.  <http://www.environment.nsw.gov.au/resources/education/NationalParkTeachersGuideFactSheets.pdf> | | |

**4 Week Lesson Plans Year Eight English as a Second Language**

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|  | Week one |
| Lesson1  50 minutes | * Ask students “what do all humans need to survive? In pairs, students will write a list of what they think humans need to survive. They will then highlight their answers that answer “which of these do plants and animals need”. Share on board. * Generate list of “food, water and cover” on board. Write students answers under the headings. * Pair works: students answer “where do humans get the food, water and cover from?” Generate a list of student answers. * Teacher draw a picture of where she gets these resources from (e.g. house with tap, shops, neighborhood) * Students draw a picture of where they live- then add drawings of where they get food, water, shelter as teacher reads out and write on board with examples. * Inform students that they have just drawn their ‘habitats’. Introduce ‘habitat’ and definition. Compare ‘human’s habitat’ with ‘animals habitats’ on PowerPoint. |
| Lesson2  50 minutes | * Review previous lesson (what is habitat/how does our habitat compare with animals?) * Introduce the class topic “different habitats” * Look at different habitats in Australia definition sheet: Forest, woodland, grasslands, desert, wetland, urban and ocean and artic: allow students time to read over definitions and translate. Class discussion of description of every habitat. * Separate the class into six different groups and give them butchers paper and an individual habitat. Using their computers to research (<http://australianmuseum.net.au/Wild-Kids-Habitats>) they must define on their paper what a ‘habitat’ is and describe the temperature, climate and physical surroundings. (teacher will explain definition of these) * Individual habitat groups will present their habitat to the class and the habitats will be stuck together on the wall. |
| Lesson3  50 minutes | * Review previous lessons (what is a habitat? /what different habitats are there in the world?) * Let’s look at another type of habitat: National Parks! * As an introduction, the class will go for a “mini excursion” to ‘Kensington Park Reserve’. Give out clipboard, paper and pen to students. Write 10 words that they see in the park e.g. play equipment, paths, garden, ponds etc. * When back in class, Class will discuss: * What is a park used for? * Who uses the park? * What could you see at the park that humans had made? * Why are parks important? * What animals did we see at the park? Is the park their habitat? * Is there any parks in your home country? Describe to the class * Students will need to write a paragraph on their excursion to the park, they will need to include the questions answered in the previous discussion and a description of the park. * Paragraphs are to be between 50-100 words and handed to teacher at the end of the class. |
|  | Week 2 |
| Lesson 4  50 minutes | * Introduce the word ‘National Parks’ * Show the ‘what is a national park’ poster on the smart board, ask the students to look at it closely. * Brainstorm using a mind map what a national park might have in it using the posters pictures. * Introduce and analyze new vocabulary that involves national parks. * Give out parent forms for excursion to Marialta Conservation Park. (Explain what a conservation park is). Students must get parent/guardian to sign. Read out loud and explain words that are confusing. Get students to translate. Ask if they have parents/guardians that don’t speak English to arrange alternative confirmations. * Explain trip to Marialta Conservation Park that will be attending the following week. * Show pictures of park and the map and where we will be going to. Give definitions of different national park vocabulary that we will come across when on the excursion. * To conclude the class, make sure students write out what to bring for excursion e.g. safe footwear, camera, water bottle, lunch and sunscreen. * Give students questions to be answered in excursion. Homework: translate and make sure you understand questions. |
| Lesson5  Half a day | * Meet at school; take bus to Marialta Conservation Park. Excursion time: 3 hours. Bus back to school at lunchtime. (excursion will focus on what class has been learning about habitats and how different animals live in their habitat/how theirs is different to humans habitat) |
| Lesson6  50 minutes | * Review Excursion- what worked/didn’t work * Go through and finish excursion worksheet if didn’t finish * In pairs highlight what they enjoyed the most about the national park. Share with the class. * Compare the natural surrounds to that of their home country. E.g. different fauna and flora, animals. * Students will write an email home of around 300-500 words on their excursion. They will need to include some information of what they have learnt in the last few weeks and what they enjoyed about the excursion and what they saw. Also include a comparison to their home countries natural surroundings/national parks/ They will need to include pictures of their excursion in the email. * Students given example email to look over before writing their own. Told explicatively they have to write an email in their own words and not copy it. * Teacher will go over email structure and what needs to be in it. Including some example adjectives and topic themes. Give out sheet describing what they will need to do. (assessment 1) * Class time dedicated to writing email. |
|  | Week Three |
| Lesson7  50 minutes | * Continue working on email home to parents. Teacher will go around and check individual email. * Narratives must be finished by the end of the class and drafts submitted to teacher. |
| Lesson8  50 minutes | * Drafts handed back. Students given time in class to finalize their emails and hand finals to the teacher. * Teacher will summarize strengths and places they can improve on for following emails/writing tasks. |
| Lesson9  50 minutes | * Play the ‘threatened species game’ * Before we play: explain what does threatened species mean and include examples. Explain why they may be threatened. * Explain ‘threatened species game’ to students. Also explain how its job of national parks to protect threatened animals. (more information in lesson plan) * Play the game. * Pair and share: students discuss what this game meant to them and what they understood from it: share back with class. * Teacher will give three native Australian animals that are threatened in Australia with photos. Are there any animals that are threatened from student’s home country? * Students choose one animal and research why it is threatened and what people can do to help it. Draw the animal and write a paragraph of 50-100 words explaining why it is threatened and what we can do to help it. * Explain at end of class that next lesson will be watching a presentation on the environment- need to meet in performance hall. |
|  | Week Four |
| Lesson10  50 minutes | * Class watches presentation on ecosystems. |
| Lesson11  50 minutes | * Give out assignment sheets for informative report- letter to the school newsletter on presentation. * Class discussion on what they learnt/favourite thing about presentation. Go around and individually give one reason. * Teacher reads out assignment. Students must write due dates in diary. Teacher gets students to highlight words and write definitions next to them. * Thoroughly scaffold and go through assignment steps. * Mind map some ideas for scaffold plan. Positives/negatives, information etc. * Students start on scaffold plan. * Rest of lesson spent individually working on scaffold with individual teacher help. |
| Lesson12  50 minutes | * Sports day- no lesson * Students must email in scaffold for newsletter draft. |

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| English as a Second Language Lesson Plan | | |
| Area of Learning: ‘Habitats, Nature and National Parks’ | Level: 8  Time: 50 minutes  Number of Students: 15 | |
| Learning Focus: Students explore what are threatened species, examples of threatened species, the causes of threatened species and extinction and how people can help stop the extinction of animals.  Class consideration: As there are different levels of English proficiency in the class, most words explained will be written on the board so that students can translate them. Students will be working in groups with individual student involvement. Using a practical and fun activity will hopefully allow students to gain an idea of how animals can become endangered. | | |
| Student Outcomes:   * Students will be able to define what ‘threatened species’ means and give examples. * Students will develop an understanding of what causes animals to be in danger of survival. * Develop research skills * Gain communication skills in the English language. * Students will develop values and attitudes relating to respect for life on earth * Students will develop knowledge and understanding about the nature and function of ecosystems and how they are interrelated * Students will develop the knowledge and understand of the impact of people on environment * Identify national parks as places which people manage threatened species to ensure their survival. * Demonstrate an understanding of the need to protect threatened species. | Focus Questions:   * What is a threatened species? * What are some examples of threatened species? * What are the causes of extinction for animals? * What can people do to prevent the extinction of animals and threatened species?   Materials needed:   * Newspaper separated into many sheets * Cd player * Cd with appropriate student ages music * Threatened animals worksheet x 15 | |
| **Introduce: (10 minutes)**   * Introduce the class to the word threatened ‘species’ * What does ‘threatened’ and ‘extinction’ mean? * Class discussion on these words and write down in book.   **Develop (15 minutes)**   * Let’s look at some examples! Show pictures of some native animals in Australia that are ‘extinct’ or ‘threatened’. Use this website: <http://www.kidcyber.com.au/topics/austendangered.htm> . Print out copies and give to students and as pairs fill in worksheet. (worksheet A) * Are there any animals from your home countries that are extinct? Threatened? Endangered? Short class discussion   **Practical Learning (10 minutes)**   * Play the ‘threatened species game’ * Explain ‘threatened species game’ to students. * Game rules: in open space of classroom spread large pieces of newspaper around the ground. These newspaper pieces represent bushland. Each piece can support 4 students. The students represent native animals. Explain that when the music starts, students either walk or move like native animals (e.g. kangaroo, koala). When the music stops, they have to find a piece of paper to stand on. (The paper represents a hiding spot/protection/home for the animals). * As the game is played, the teacher removes the paper with different scenarios (e.g. we need to build a road, we need to cut down these trees for paper etc.). The students who don’t find a paper are removed from the game. These students represent animals that die because their homes are removed/destroyed. (explain all these instructions at the start ensuring students understand)- These newspaper sheets may also become torn/tatty. This represents bushland that is not large enough to provide for all the animals. * Play game   **Discussion (10 minutes)**   * Once the game is finished, in pairs get students to discuss what they thought the game meant, what happened to them when they lost? * Class discussion on consequences for animals when humans interfere. * Explain how its job of national parks to protect threatened animals.   **Review:**   * In groups summarise what we have learnt from todays lesson. Report back to class.   Explain at end of class that next lesson will be watching a presentation on the environment- need to meet in performance hall. | | Word Bank  Habitat  Threatened species  Extinction  National Parks  Native animals  Prevention  causes  endangered  *Extinct* means there are no more left, none have been found for over 50 years. *Critically Endangered* indicates that the species is facing an extremely high risk of being extinct (no more of the species left) very soon. *Endangered* means a species is in danger of becoming extinct.  *Vulnerable* means that the species is not yet named as endangered, but numbers are continuing to drop/die.  **Homework:.** Students choose one animal and research why it is threatened and what people can do to help it. Draw the animal and write a paragraph of 50-100 words explaining why it is threatened and what we can do to help it. |

**Worksheet A: Threatened/Extinct Animals in Australia**

**Define these words:**

***Extinct***

***Critically Endangered***

***Endangered***

***Vulnerable***

**What are the names of these Australian animals/mammals that are extinct/endangered? (write name next to picture and whether it is extinct/endangered or vulnerable)**



21st July 2014

Dear Parents and Caregivers,

On the 13th of August, the Year 8 English as Second Language students will visit Marialta Conservation Park as part of their unit ‘Habitats, Nature and National Parks’. The excursion is designed for students to explore the natural parks in Adelaide and to have a practical experience within the wilderness of the park.

Within the unit the students are studying, habitats and the importance of National Parks have been a main focus. The excursion will allow students to put what they have learnt into practice as well as practice their English in an environment out of school.

Students are expected to arrive at school as per usual at the normal time of 8.15am. After homeroom they are to meet Miss Rose outside of the ESL classroom to board the school bus to Marialta. Students will, at all times, be accompanied by their teacher. We will also be having the SSO teacher, Miss Thorn accompanying the class for the excursion. The excursion will go for three hours and the students will be back at school by lunchtime. I have already confirmed with missed class teachers and substitute work has been set accordingly.

It is expected that students wear their sports uniform and wear comfortable hiking shoes/runners. Please make sure your son/daughters bring a hat and water bottle as well as a packed recess. Students are allowed to bring their school bag and are to bring a pen and ESL note book.

I would appreciate your assistance, by signing the attached consent form and returning it to school, no later than Monday the 27th of July 2014.

Kind Regards,

Olivia Rose

English as a Second Language Teacher



I give permission for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to attend an excursion to Marialta Conservation Park on the 13th August.

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Parent / Guardian Name Parent / Guardian Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Contact Number

**Year 8 Excursion**

**Marialta Conservation Park**

**Aim/Purpose:**

The purpose of this excursion is for ESL students to explore the natural surroundings Adelaide has to offer. In correspondence with the information they have been learning about habitats and the nature, this excursion will allow students to explore different habitats and the animals and wildlife that occupy it. Not only will it give students a chance to observe different animals that they may not be familiar with, students will also be able to explore different Australian flora and fauna. Along with learning about nature, students will also learn about different rules for National Parks, safety in National Parks, the history of Marialta National Park, the importance of National Parks and the significance of Marialta National Park to Aboriginal People.

This excursion aims to give students a learning experience outside of the school grounds. This will allow them to speak English outside of the classroom and improve their observation, discussion and questioning skills. The excursion also aims at teaching students a professional manner of acting out of the school grounds.

**Assessment:**

After the excursion, students are expected to write an email to their family or parents/guardians back home reporting on the excursion and what they have been learning in class. The email must be 100 to 400 words in length and follow the criteria as outlined in the assignment sheet. It is expected that students compare Marialta Conservation Park with the natural surrounds or National Parks in their home country.

**Expected Outcomes:**

I expect the students to behave well, without to many difficulties and hopefully no injuries. I hope that students will enjoy the excursion and benefit from immersing themselves in different landscape. Through this excursion it is expected that students develop observation and note taking skills as well as discussion skills. It is expected that students will be able to put their knowledge into action and take initiative in finding, understanding and analysing habitats, animals and different fauna/flora.

**Location:**

Marialta Conversation Park is located on Stradbroke Rd, Woodforde SA 5134. It is situated at the base of the Adelaide Hills, 10km from the centre of Adelaide.

**Activity:**

**8.40:** Meet Miss Rose outside of the ESL classroom to tick off names and board bus

**8.50:** Board bus to Marialta Conservation Park.

**9.00:** Arrive at Marialta Conservation Park, roll call, explore the information signs and translate what they mean to the students.

**9.20:** Begin walking track 1: stop and go as seen necessary observing different fauna, flora, habitats, animals and natural objects. Students should be taking notes and photos when need be. Walk up to the lookout and cave for talk on Aboriginal importance and photo time.

**10.00:** Recess break: Roll call, stop for a food and water break. Discuss what we have found already and what we find interesting. Allocate time for questions.

**10.30:** Continue walk until reach the waterfall. Observe what different species would call the water their habitat. Why is the water important for the wildlife in the area? What would happen if the waterfall dried up?

**10.40:** Begin walking back to bus.

**11.00:** Drink break and discussion time. Roll call. Time for students to ask questions and reflect on the excursion so far. 20 minutes allocated for time to fill out excursion worksheets.

**11.20:** Continue walk.

**11.30:** Return to entrance for bus. Roll call.

**11.50:** Arrive back at school in time for lunch. Roll call. Thankyou’s and notices for next lesson.

**Marialta Park Conservation Park**

**Excursion Activity Worksheet**

**Name:**

**In my native language it translates as**

**What lives in a National Park?**

**What does Marialta Conservation Park look like? (Use some adjectives)**

**Why are National Parks important?**

**Describe an animal you have seen (draw a picture if you would like/take a photo)**

**List some habitats you have seen (e.g. cave, hole, water, tree, etc) what do you think lives in these habitats?**

**Describe a new plant/shrub/tree you have seen? Does anything call this plant their home?**

**Reflection on Excursion**

**Excursion to Marialta Conservation Park**

From the teachers (my) perspective, the excursion went really well. There was little behaviour management and no students were hurt or injured. As the first time for the students on an excursion for ESL, the students were respectful, behaved and listened to instructions. However, at times, it was hard to get all of the student’s attention and to ensure that they all stayed in on large group while walking. Some students walked faster than others, however we had one of the SSO teachers come with us so she was able to walk at the back of the group to ensure no students got lost, injured or confused. As the class has a range of literacy and listening levels, it was sometimes hard to know if all the students understood the instructions, conversations and discussions about the park. However, I made sure that every break time was used for discussion where every student had the chance to discuss their feelings, observations and ask questions. One of the challenges was ensuring students spoke English throughout the excursion, many a time I would look over to hear students speaking their native language so it was challenging to ensure English only was spoken.

After the excursion, we had a class discussion on how the students found the excursion and what they enjoyed/didn’t enjoy. Overall, the students really enjoyed exploring Marialta Conservation Park and observing all the animals, flora and fauna. However, it was quite a cold day so they found it a little uncomfortable at times because of the chill, but were glad to be walking to keep warm. The students sometimes found the English names of plants difficult to grasp, however, after returning to class and further researching their findings it was easier.

Overall, the students cannot wait for another excursion and really enjoyed immersing themselves in Australian nature. After speaking with quite a few of them they hope to bring their families and friends for a bush walk to Marialta and teach them everything they learnt from the park.

YEAR 8 ENGLISH AS A SECOND LANGUAGE

COVER SHEET

EMAIL HOME TO YOUR FAMILY/FRIENDS

‘HABITAT, NATURE AND NATIONAL PARKS’

NAME: DUE DATE: 20th July 2014

|  | **Reflection** |
| --- | --- |
| **A** | Insightful reflection on the processes and outcomes of practical and group activities, including their own performance. |
| **B** | Thoughtful reflection on the processes and outcomes of practical and group activities, including their own performance. |
| **C** | Considered reflection on the processes and outcomes of practical and group activities, including their own performance.  . |
| **D** | Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance. |
| **E** | Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance. |

|  | **Analysis** | | **Application** |  | |
| --- | --- | --- | --- | --- | --- |
| **A** | Comprehensive use of text-appropriate language features to make meaning. | Consistently clear and coherent writing and speaking, using a sophisticated vocabulary. | | |
| **B** | Effective and considered use of text-appropriate language features to make meaning. | Usually clear and coherent writing and speaking, using a sound vocabulary. | | |
| **C** | Some considered use of text-appropriate language features to make meaning. | Generally clear and coherent writing and speaking, using an appropriate vocabulary. | | |
| **D** | Partial use of text-appropriate language features to make meaning. | Occasionally clear and coherent writing and speaking, using a restricted vocabulary. | | |
| **E** | Attempted use of text-appropriate language features to make meaning. | Limited clarity and coherence in writing and speaking, using a limited vocabulary. | | |

Comments: Grade:

**Year 8 English as a Second Language Name:**

**Email home to your parents/friends: Summative Assessment**

**Task:**

Your task is to write an email home to your parents **or** friend about what you have learnt in English as a Second Language and the excursion to Marialta Conservation Park.

Length: 100-400 words

Your email should be typed on a word document. You need to include the three photos from your excursion to Marialta Conservation Park in your email. Your photos need to include a description of what is in the photo.

Your email needs to include:

(This needs to be in **paragraph** form. I DO NOT want to see dot points)

**Introduction:**

Make sure to include:

Dear…….

The name of your subject:

The name of your teacher:

The name of the place you went to for the excursion:

At least three interesting things you observed/found/enjoyed on the excursion.

What else you have learnt in English as a Second Language : (e.g. habitats)

**Body:**

1. *Describe three interesting observations/findings/ things you found interesting on the excursion. Make sure to include:*

* Where was the excursion located?
* Describe what the Conservation Park looked like
* What was the most interesting observation you made (e.g. an interesting tree/animal habitat)? Why did you find it interesting?
* What was the most interesting finding of the excursion (e.g. a new tree/rock/animal)? Please describe what it looked like and why you found it interesting?
* What did you enjoy most about the excursion? (e.g. visiting a new place, bush walking) Why you enjoyed it?

1. *What have you learnt about in this unit of English as a Second Language ‘habitat, nature and National Parks’*

* Explain to your parents/friends what else you have learnt about in ESL this term and how it relates to the excursion.

**Conclusion:**

End your email with a paragraph comparing Marialta Conservation Park to the natural surrounds/Nationals Parks in your home country.

Is the natural surroundings at Marialta Conservation Park different to that of your home country? Why?

You can finish your email with a concluding sentence that states:

* Why you miss your parents/friend?
* Will you explore the natural surrounds of your home country or Australia when you see them next?

Include three PHOTOGRAPHS of Marialta Conservation Park showing the three plants/animals/scenery that you found the most interesting. Include a description or name of the picture.

e.g.

Marialta Falls- the waterfall at Marialta Conservation Park

**Year 8 English as a Second Language**

**Response Text Task: Ecosystem Presentation**

**Formative Assessment No. 1**

**Task:** Length: 400 words

Your task is to write a review of the Ecosystem presentation for the school newsletter

Ensure that you use correct response text form, style and language, for your audience and purpose.

Your final product should be word processed. You can include one or two appropriate images to support your review.

Scaffold due: 12th August 2014

Draft due: 18th August 2014

Final due: 30th August 2014

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| **Achievement Standards** | **Low**  **E D** | **Satisfactory**  **C B** | **High**  **A B** |
| *Receptive Modes (listening, reading and viewing)*   * Ability to listen for and identify subtleties in tests and use that understanding to elaborate upon discussion |  |  |  |
| *Productive modes (speaking, writing and creating)*   * Has used audience appropriate language to influence their response. * Understands purpose, and has written and edited focussing on needs and interests of the target audience * Demonstrates understanding of grammar, selects vocabulary for effect and uses accurate spelling and punctuation. * Uses appropriate software, including word processing programs, to create, edit and publish response imaginatively. |  |  |  |

**Teacher Comment:**

**Grade:**

Year 8 English as a Second Language

Formative Assessment

**RESPONSE TEXT**

The purpose of a RESPONSE TEXT is to respond to a visual, written or performed work. Words that express judgements and descriptive language are important.

**CONTEXT: Ecosystem presentation**

You have just been an audience member watching a presentation given by a speaker about the ecosystem.

**TASK:**

Write a well-constructed and accurately written **response text** reviewing this presentation for the school newsletter: Length: 400 words

**THINK ABOUT:**

* Your overall opinion of the presentation
* Your audience- parents, teachers, students and community members- most of whom will not have seen the presentation, but who are interested in what it was about.
* Your specific purpose- what are you attempting to get your reading audience to think about/feel/understand?
* The content- what information do you include and what do you leave out? What aspects of the presentation are you going to give your opinions on? What else do you need in a review?
* Your use of language and style- what type of language and style is needed for your audience and purpose?
* The review format- how should you structure your review?

***What is my specific purpose?***

***Who is my specific target audience?***

***What appropriate language and style am I going to use for my purpose and audience?***

**Developing your draft**

**Use the notes below to help you scaffold a plan for your draft before you write your final copy.**

**Your response text will need a….**

**Title:**  your title should be *catchy* and summarise your overall opinion of the presentation.

**Paragraph 1: Context**

* What/when/where your saw the presentation, and who was the audience?
* Who was the presenter? Was there any one else involved in the presentation?
* One or two sentences introducing the content/idea/purpose of the presentation.
* One or two sentences that give your overall opinion.

**Paragraph 2: Description**

* Content: give an outline of the main things covered. E.g. what topics did the speaker talk about? Briefly sum up each topic.

**Paragraphs 3/4: Judgement**

**-Your opinion in detail-what you liked/didn’t like**

* For example, you might comment on how well the speaker spoke/engaged the audience- what did he/she do?
* How clearly could the presenter be heard? Was technology used? How and how effectively?
* Was it a good venue for this type of talk?
* The selection and quality of the information- was it suitable for the year 8 ESL audience? Did people learn anything?
* How engaging was the presenter? Did you notice any particular ways the presenter was trying to engage you as an audience member? E.g. opening comments, involving students, using teenager appropriate language, using props and/or technology to grab the teenage audience?

**Paragraph 5: Conclusion- overall statement about the presentation**

* Overall opinion about the presentation
* Who is it suitable for (ages/interests)?
* Would you recommend watching it?
* Give it a rating out of 10 (1=low-10=high)

**Language and Grammar of a Response Text**

* **Tense:** past tense when referring to an event that has already happened e.g. the presentation
* **Persuasive Language:** used in judgement, e.g. hilarious, dull, surprisingly
* **Clause or sentence themes:** related to the name of the speaker. E.g. Edward Harrison attempted to entertain….
* **Sequence of events:** only when key events are summarised
* **Use of relating, saying, thinking and action verbs:** e.g. The presenter was able to express his opinion about the importance of….

**Scaffold: Ecosystem Presentation**

|  |
| --- |
| **Title: (keep it *Catchy)*** |
| **Context (introduction) – Where/when/who involved/other details:**  **Linking Sentence (opinion overall)** |
| **Recount (description of content 3-5 main points)**  **-**  **-**  **-**  **-** |
| **Judgement (opinions 5-6 good judgement sentences and evidence/explanations for each. Break into positives, then negatives)**  **Positives**  **-**  **-**  **-**  **Negatives**  **-**  **-**  **-**  **-**  **-** |
| **Concluding statement (0verall opinion, and comes back to linking sentence in paragraph 1)** |