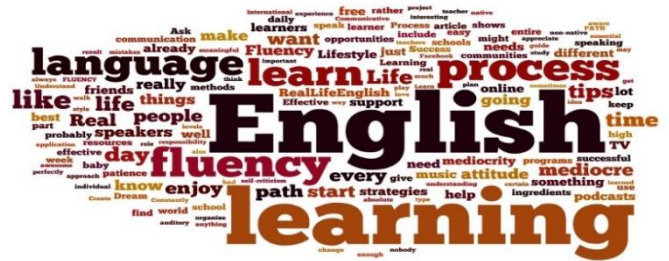


# ENGLISH

## CORE SUBJECT: Across Two Semesters

### WHY STUDY ENGLISH?

The study of English is central to the learning and development of all young Australians. It helps to create confident communicators, imaginative thinkers and informed citizens.



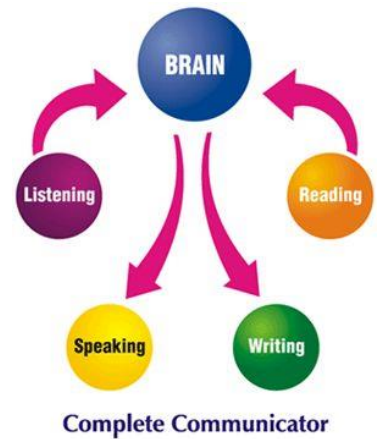
It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them to become ethical, thoughtful, informed and active members of society. The study of English in the Australian Curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

### COURSE AIMS:

The study of English ensures that students:

- learn to listen, read, view, speak, write, create and reflect on a variety of spoken, written and multimodal texts across a range of contexts
- appreciate, enjoy and use English language in all its variations and develop a sense of its power to evoke feelings, convey information, form ideas, facilitate interactions with others, entertain, persuade and argue
- understand how Australian English works in its spoken and written forms and in combination with others forms of communication to create meaning
- develop interest and skills in inquiring into aesthetic aspects of texts and develop and informed appreciation of literature



### COURSE ORGANISATION:

The study of English in Year 9 is a two semester program organized upon two different thematic approaches:

#### Year 9 Units

##### Semester 1 EN622 - Conflict

Through an examination of contemporary texts students will be introduced to reading practices appropriate to middle school English and will develop an understanding and appreciation of characters in literature and their experiences with conflict. This unit will take a particular focus upon cultural assumptions and how they can influence conflict.



##### Semester 2 EN623 – Something Serious, Something Light



Through an examination of a variety of comedy and tragedy texts (prose, film, literature) students will be introduced to reading practices that examine the text in context, explore dominant discourses in these texts and authors' style



## Assessment

Teaching and learning in English is centred upon Language, Literature and Literacy. Assessment is focused on student ability to respond to texts (**receptive**) and to create texts (**productive**).

Assessment Techniques will include:

- imaginative texts
- informative texts
- persuasive texts

Each semester will require **three (3)** student responses; two written and one spoken. At least one of these pieces of assessment will be completed under supervised or exam conditions.

## WHY ENGLISH IS HARD TO LEARN

We'll begin with *box*; the plural is *boxes*,  
But the plural of *ox* is *oxen*, not *oxes*.  
One fowl is a *goose*, and two are called *geese*,  
Yet the plural of *moose* is never called *meese*.

You may find a lone *mouse* or a house full of *mice*;  
But the plural of *house* is *houses*, not *hice*.  
The plural of *man* is always *men*,  
But the plural of *pan* is never *pen*.

If I speak of a *foot*, and you show me two *feet*,  
And I give you a *book*, would a pair be a *beek*?  
If one is a *tooth* and a whole set are *teeth*,  
Why shouldn't two *booths* be called *beeth*?

If the singular's *this* and the plural is *these*,  
Should the plural of *kiss* be ever called *keese*?

We speak of a *brother* and also of *brethren*,  
But though we say *mother*, we never say *methren*.  
Then the masculine pronouns are *he*, *his*, and *him*;  
But imagine the feminine . . . *she*, *shis*, and *shim*!



- ANONYMOUS

KEEP  
CALM  
AND ENJOY  
LEARNING  
ENGLISH