



## SAMPLE COURSE OUTLINE

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ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT  
ATAR YEAR 11

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

## Sample course outline

### English as an Additional Language or Dialect – ATAR Year 11

#### Unit 1 – Ways of life

Week	Syllabus content	Assessment tasks
1	<p>Overview of course and expectations – course documents and college assessment policy</p> <p><i>Ways of life</i></p> <p><b>Communication/Comprehension/Creating texts</b></p> <ul style="list-style-type: none"> <li>seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language/dialect to clarify understanding</li> <li>identifying linguistic and structural features of a range of more complex text types, including literary and transactional</li> <li>using appropriate structure and content to communicate ideas and opinions for different purposes and audiences</li> <li>using paragraphing to organise and communicate main and supporting ideas</li> <li>using strategies to reflect on and consolidate own learning</li> </ul> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>lexical and semantic: choosing vocabulary appropriate to purpose and audience</li> <li>grammatical: verb structures and tenses; voice(active, passive); temporal conjunctions</li> </ul> <p>Texts: 1–2 auto/biographies/auto/biographical extracts</p>	<p>Introductory writing (not assessed):</p> <p><i>Introducing myself</i></p> <p>Write a brief autobiography (family, interests, experiences, goals)</p>
2–3	<p><i>Ways of life</i> – Preparation for Task 1</p> <p><b>Communication/Comprehension/Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>using active listening strategies and working collaboratively with others</li> <li>using contextual information to predict the content of aural texts</li> <li>using strategies to reflect on and consolidate own learning</li> <li>defining some common SAE cultural references and implied meanings in texts</li> <li>using graphic organisers to collect and collate information</li> <li>describing the effect of register, style and tone on meaning</li> </ul> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>phonological features: pronunciation, stress, rhythm, intonation and pitch for emphasis; phonemes and morphemes</li> <li>lexical: gradually increasing a word bank of subject-specific vocabulary; understanding and using collocations, idiomatic expressions and colloquialisms</li> </ul> <p>Texts: aural and visual texts on attitudes to leisure and entertainment</p>	<p><b>Task 1: Response</b></p> <p>Complete a listening comprehension task in class by completing short answers to a range of texts.</p>
4–5	<p><i>Ways of life</i> – Preparation for Task 2</p> <p><b>Communication/Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>identifying linguistic and structural features of a range of more complex text types, including literary and transactional</li> <li>using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries</li> <li>using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches</li> <li>understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts</li> <li>identifying assumptions and beliefs underlying certain practices, including</li> </ul>	<p><b>Task 2: Production (oral)</b></p> <p>Read and view short fiction or non-fiction texts describing different customs around the world and their significance. Choose one custom and describe it in an oral presentation.</p>

Week	Syllabus content	Assessment tasks
	<p>variations in greetings and displays of respect in different cultures</p> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>• phonological: pronunciation, stress, rhythm, intonation and pitch for emphasis; phonemes and morphemes</li> <li>• non-verbal: using culturally appropriate gestures and behaviours</li> <li>• lexical: using subject-specific vocabulary; using lexical chains to create cohesion; using descriptive, rhetorical and persuasive language</li> <li>• grammatical: verb structures and tenses; subject-verb agreement; use of reference items to create cohesion</li> <li>• sociolinguistic: experimenting with the register of texts, developing appropriate use for audience and purpose</li> <li>• sociocultural: identifying cultural variations in symbolism, classification and gender behaviours</li> </ul> <p>Texts: short fiction or non-fiction texts describing a custom and its significance</p>	
6–7	<p><i>Ways of life</i> – Preparation for Task 3</p> <p><b>Communication/Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>• using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts</li> <li>• distinguishing between main ideas and supporting details and between fact and opinion</li> <li>• defining some common SAE cultural references and implied meanings in texts</li> <li>• selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources</li> <li>• using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension</li> <li>• identifying assumptions and beliefs underlying certain practices</li> <li>• using appropriate structure and content to communicate ideas and opinions for different purposes and audiences (compare and contrast structures)</li> <li>• using cohesive devices at sentence, paragraph and whole text level</li> </ul> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>• lexical and semantic: subject-specific vocabulary; using appraisal to express attitude and gradation</li> <li>• grammatical: comparative conjunctions; comparative and superlative forms of adjectives and adverbs, regular and irregular verbs</li> </ul> <p>Texts: documentary, <i>Ayen's Cooking School for African Men</i>; print texts presenting cultural ideas of gender roles</p>	<p><b>Task 3: Production (written)</b></p> <p>Write a compare and contrast essay addressing the statement: 'Parents' aspirations for their sons often differ from their aspirations for their daughters.'</p>
8–9	<p><i>Ways of life</i> – Preparation for Task 4</p> <p><b>Comprehension /Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>• identifying linguistic and structural features of range of more complex text types</li> <li>• distinguishing between main ideas and supporting details and between fact and opinion</li> <li>• defining some common SAE cultural references and implied meanings in texts</li> <li>• describing the effect of register, style and tone on meaning</li> <li>• explaining the effects of descriptive language and imagery in texts</li> </ul> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>• lexical: understanding and using collocations, idiomatic expressions and colloquialisms</li> <li>• sociocultural: recognising irony and how humour is created</li> </ul>	<p><b>Task 4: Response</b> Read and view a range of texts related to social media and the impact of associated technologies. Complete a reading and viewing task in class providing short and extended responses to previously unseen visual and print texts.</p>

Week	Syllabus content	Assessment tasks
	Texts related to the impact of the media, such as print and visual advertisements; extracts from a text such as Scott Westerfield's <i>So Yesterday</i> .	
10–12	<p><i>Ways of life</i> – Preparation for Task 5</p> <p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>skimming for general meaning and scanning for specific information</li> <li>defining some common SAE cultural references and implied meanings in texts</li> <li>identifying how different purposes and contexts influence language choices and meaning</li> <li>analysing how language reflects sociocultural constructions of age, gender, ethnicity and identity</li> <li>explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance</li> <li>using appropriate structure and content to communicate ideas and opinions for different purposes and contexts</li> <li>using digital, multimodal and print-based technologies</li> <li>using, description, characterisation and direct and indirect speech</li> <li>using research skills and strategies, including note-taking, note-making, summaries and graphic organisers to collect and collate information, paraphrasing and synthesising, quoting and referencing appropriately</li> <li>using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries</li> </ul> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>orthographic: using punctuation as required</li> <li>lexical: using lexical chains to achieve cohesion</li> <li>grammatical: direct and indirect speech</li> <li>sociolinguistic: experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose</li> </ul> <p>Texts: two–three texts (non-fiction e.g. blogs, magazine or newspaper articles, documentaries; fiction such as short stories) on issues affecting young people today; exemplar feature articles</p>	<p><b>Task 5: Investigation</b></p> <p>Investigate a range of challenges that young people face today. Analyse the elements of feature articles and how to write one. Choose one challenge that interests you and write a feature article.</p>
13	<p><i>Ways of life</i> – Preparation for Task 6</p> <p><b>Communication skills and strategies/Creating texts</b></p> <ul style="list-style-type: none"> <li>using appropriate structure to communicate ideas and opinions for different purposes and audiences</li> <li>using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches</li> <li>understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance</li> <li>using active listening strategies and working collaboratively with others</li> <li>using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences</li> <li>understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts</li> </ul> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>grammatical: questioning (including rhetorical questioning); negative questioning</li> <li>semantic: listening for gist, development of argument and specific content</li> <li>sociolinguistic: questioning for clarification as needed; negotiating meaning</li> </ul>	<p><b>Task 6: Production (oral)</b></p> <p>In a small group, choose one of the issues that was investigated in Task 5. Present a panel discussion of this issue to your class.</p>

Week	Syllabus content	Assessment tasks
	Text/Information input: from Task 5 reading and notes	
14–16	<p><i>Ways of life</i> – Preparation for Task 7</p> <p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>• identifying linguistic and structural features of a range of more complex text types, including literary texts</li> <li>• using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension</li> <li>• explaining the effects of descriptive language and imagery in texts</li> <li>• analysing how language reflects sociocultural constructions of age, gender, ethnicity and identity</li> <li>• using appropriate structure and content to communicate ideas and opinions for different purposes and audiences</li> <li>• using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences</li> <li>• using strategies for planning, editing and refining, including monitoring and correcting spelling, grammar and punctuation</li> </ul> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>• grammatical: verb structures and tenses; modality; use of correct subject-verb agreement</li> <li>• semantic: identifying inferred meanings in texts; identifying shifts in meaning according to syntax</li> <li>• sociocultural: recognising irony and how humour is created</li> </ul> <p>Texts: short stories such as Lu Hsun, <i>My Old Home</i>; Peter Cowan, <i>The Red-backed Spiders</i></p>	<p><b>Task 7: Production (written):</b> Read short stories and news articles that relate to the topic of Ways of Life.</p> <p>Write a persuasive essay on previously unseen topics referring to the texts.</p>
17–18	Practice and revision for examinations	<p><b>Task 8a: written examination</b></p> <p><b>Task 8b: practical (oral) examination</b></p>

## Unit 2 – Making choices

Week	Syllabus content	Assessment tasks
1–2	<p><i>Making choices</i> – Preparation for Task 9</p> <p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>• listening, reading and viewing for specific purposes and content</li> <li>• describing and classifying the form, medium and subject matter of texts</li> <li>• explaining ideas, issues and arguments presented in non-fiction texts</li> <li>• interpreting cultural references and implied meanings in texts</li> <li>• using language to express judgement of an object, a process, or a performance</li> <li>• using a range of reference texts, including dictionaries, to assist interpretation and explanation of ideas</li> <li>• explaining the visual features of texts and interpreting graphic representations of data</li> <li>• explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising</li> <li>• producing different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies</li> </ul> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>• lexical and semantic: using discourse markers, for example, for showing cause and effect; using appraisal to express engagement, attitude and gradation</li> <li>• grammatical: verb structures and tenses; voice (active, passive); nominalisation; use of correct subject-verb agreement</li> <li>• sociolinguistic: questioning for clarification as needed</li> <li>• sociocultural: using culturally accepted conventions in listening, speaking and written protocols</li> </ul> <p>Texts: print and visual texts, including letters to the editor and texts such as cartoons, feature articles, editorials related to the topic of the guest speaker presentation/audio lecture</p>	<p><b>Task 9: Response</b></p> <p>Listen to a guest speaker presentation/audio lecture about culture shock and complete an oral/written response.</p>
3–4	<p><i>Making choices</i> – Preparation for Task 10</p> <p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>• listening, reading and viewing for specific purposes and content</li> <li>• analysing how point of view shapes audience response</li> <li>• explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising</li> <li>• understanding common cultural references, conceptual metaphors and connotations</li> <li>• describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in texts</li> <li>• producing different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies</li> <li>• using persuasive, descriptive and emotive language as appropriate</li> <li>• using strategies for planning, editing and refining, including monitoring and correcting spelling, grammar and punctuation; and the use of dictionaries and thesauruses</li> </ul> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>• sociolinguistic: experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose; identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns)</li> <li>• sociocultural: identifying the register variations between familiar, semi-formal and some formal contexts; recognising some common cultural references</li> </ul>	<p><b>Task 10: Production (written)</b></p> <p>View the film <i>Slumdog Millionaire</i> and read the book <i>Mao's Last Dancer</i>. Complete comprehension/textual analysis activities about the two texts. Write an essay on previously unseen topics referring to the texts.</p>

Week	Syllabus content	Assessment tasks
	Texts such as (film): <i>Slumdog Millionaire</i> , and (autobiography), Li Cunxin, <i>Mao's Last Dancer</i> , (Young reader's edition)	
5–7	<p><i>Making choices</i> – Preparation for Task 11</p> <p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>explaining ideas, issues and arguments presented in non-fiction texts</li> <li>selecting information sources and synthesising information from these sources</li> <li>using research skills and strategies, including note-taking and note-making; summarising and using graphic organisers to collect, collate and evaluate information; paraphrasing, synthesising and quoting with in-text citation and end-of-text-referencing</li> <li>producing different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies</li> <li>using a range of cohesive and structural devices</li> <li>using strategies for planning, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and using dictionaries and thesauruses</li> </ul> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>orthographic: using punctuation as required, including full stops, capitalisation, commas, apostrophes, question marks, inverted commas, colons, brackets and exclamation marks</li> <li>lexical: using discourse markers, for example, showing cause and effect</li> <li>grammatical: verb structures and tenses; voice (active, passive); nominalisation</li> <li>semantic: distinguishing between fact and opinion; understanding the SAE classification systems used in academic environments</li> </ul> <p>Texts: model reports; a range of print and electronic texts relevant to an individual research topic related to <i>Making choices</i></p>	<p><b>Task 11: Investigation</b></p> <p>Investigate a range of social, environmental and global issues. Analyse the features of reports and how to write one. Choose one of the issues that you have investigated and write a report about it.</p>
8–9	<p><i>Making choices</i> – Preparation for Task 12</p> <p><b>Communication/Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>organising and presenting spoken information appropriate to audience and purpose, self-correcting when appropriate</li> <li>initiating, sustaining and concluding interactions, demonstrating skills in turn-taking, changing topics and accepting and rejecting ideas, in range of familiar and unfamiliar contexts</li> <li>using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level</li> <li>understanding and using non-verbal cues in a range of formal and informal contexts</li> <li>experimenting with register and tone to create rapport</li> <li>explaining the visual features of texts and interpreting graphic representations of data</li> <li>using metalanguage to express personal and critical responses to texts</li> <li>experimenting with different registers and tones</li> <li>producing different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies</li> </ul> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>sociolinguistic: understanding and using the language of persuasion</li> <li>sociocultural: understanding cultural differences in eye contact and personal space</li> </ul> <p>Texts: To be selected from materials used in preparation of the written report</p>	<p><b>Task 12: Production (oral)</b></p> <p>Choose one of the social, environmental or global issues that was investigated in Task 11. Present a multimodal seminar on an aspect of the selected issue to your class.</p>



Week	Syllabus content	Assessment tasks
10–14	<p><i>Making choices</i> – Preparation for Task 13</p> <p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>• listening, reading and viewing for specific purposes and content</li> <li>• describing and classifying the form, medium and subject matter of texts</li> <li>• interpreting cultural references and implied meanings in texts</li> <li>• using a range of reference texts, including dictionaries, to assist interpretation and explanation of ideas</li> <li>• identifying how the selection of text structures and language features can influence an audience</li> <li>• analysing how point of view shapes audience response</li> <li>• explaining the effects of shifts in register, style and tone</li> <li>• analysing connections between texts</li> <li>• using language to express judgement of an object, a process, or a performance</li> <li>• using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language</li> <li>• using persuasive, descriptive and emotive language as appropriate</li> </ul> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>• grammatical: clause and sentence structures; verb structures and tenses; use of correct subject-verb agreement</li> </ul> <p>Texts such as feature article, 'Stepping into another world...' and cartoon at <a href="http://google.com.au/imgres?q=Cartoons+Multiculturalism">http://google.com.au/imgres?q=Cartoons+Multiculturalism</a></p>	<p><b>Task 13: Response</b></p> <p>Read and view a range of texts related to the topic Making Choices. Complete a reading and viewing task in class providing short and extended responses to previously unseen visual and print texts.</p>
15	<p><i>Making choices</i> – Preparation for Task 14</p> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>• producing different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies</li> <li>• using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language</li> <li>• using a range of cohesive and structural devices</li> <li>• using persuasive, descriptive and emotive language as appropriate</li> <li>• using strategies for planning, editing and refining, including monitoring and correcting spelling, grammar and punctuation; and the use of dictionaries and thesauruses</li> </ul> <p><b>Language competencies</b></p> <ul style="list-style-type: none"> <li>• grammatical: all items listed</li> <li>• lexical and semantic: as appropriate for the topic</li> </ul>	<p><b>Task 14: Production (written)</b></p> <p>Write an in-class essay on one of a range of previously unseen general topics.</p>
16	Practice and revision for examinations	<p><b>Task 15a: Semester 2 written examination</b></p> <p><b>Task 15b: Semester 2 practical (oral) examination</b></p>