



SAMPLE COURSE OUTLINE

**ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
FOUNDATION YEAR 12**

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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 – Foundation Year 12

Unit 3 and Unit 4

Unit 3 – Life skills

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
Context One: Educational and employment opportunities		
1–2	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • use phonemic awareness and graphophonics to decode texts • demonstrate some understanding of common colloquial expressions • draw on background knowledge or contextual cues to guess the meaning of unknown words • identify and respond to the main ideas in a range of familiar texts • begin to identify emotive language and sociocultural references in different texts • identify and explain some common cultural references and colloquialisms • use graphic organisers and retrieval charts to extract accurate information from a growing variety of texts • identify how language and structure are used in simple persuasive texts • use dictionaries, library and web resources to locate specific information • identify the purposes and audiences of a growing range of text types, including subject specific texts • understand cultural variations in the use of language in everyday activities and relationships, such as family, leisure activities or work • identify the difference between formal and informal language across written and digital texts <p>Language competencies</p> <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • identify the organisation of thoughts and ideas within Standard Australian English (SAE) texts (rhetorical patterns) <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> • identify register variations between familiar, semi-formal and some formal contexts <p>Texts: <i>Keys to Work – A teaching kit for developing the employability skills of CALD workers</i> (teacher book and DVD), Jacky Springall, AMES Victoria; <i>English for Employment series – Finding Work (Beginner and Intermediate) and At Work (Beginner and Intermediate)</i> (workbook, CD and DVD), various authors, AMES NSW; <i>At Work in Australia series – Getting a job, Getting on with the job</i> (books and DVDs), Maggie Power and Jan Livingstone, AMES Victoria.</p>	<p>Task 1: Response (to formal written/ visual texts)</p> <p>Investigate different employability skills and analyse job advertisements for the types of skills they list.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
3–5	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • use appropriate structure, content and language for a range of common purposes and audiences • use features of common genres, such as narratives, recounts, simple reports and short essays • use conjunctions and simple cohesive devices at sentence and paragraph level, including basic in-text references and referential pronouns • use modals such as ‘will’, ‘would’, ‘can’, ‘should’, ‘might’ • use some subject-specific vocabulary and synonyms • spell everyday words accurately • use common punctuation accurately • use multimodal graphic organisers • use simple, compound and some complex sentences • employ commonly used technologies and media • use teacher support for planning and refining work, including editing for correct simple tenses, common punctuation, and a variety of simple, compound and some complex grammatical structures <p>Language competencies</p> <p>Orthographic competence</p> <ul style="list-style-type: none"> • all items listed <p>Lexical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Grammatical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose <p>Tasks: <i>English for Employment series – Finding Work (Beginner and Intermediate) and At Work (Beginner and Intermediate)</i> (workbook, CD and DVD), various authors, AMES NSW; <i>At Work in Australia series – Getting a job, Getting on with the job</i> (books and DVDs), Maggie Power and Jan Livingstone, AMES Victoria; <i>Interview Success: Job winning strategies</i> (guide and DVD), AMES NSW; <i>Great Writing: Great Paragraphs</i>, various authors, Heinle.</p>	<p>Task 2: Production (formal written)</p> <p>You will be given a selection of advertisements for jobs. Choose one and write a job application letter to apply for it.</p>
6–7	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • use appropriate rules of politeness in most situations • communicate ideas and opinions in a growing range of situations and rephrase when meaning is unclear • use intelligible pronunciation and intonation of words and phrases • use dictionaries, library and web resources to locate specific information • use appropriate structure, content and language for a range of common purposes and audiences • use features of common genres, such as narratives, recounts, simple reports and short essays • use conjunctions and simple cohesive devices at sentence and paragraph level, including basic in-text references and referential pronouns • use modals such as ‘will’, ‘would’, ‘can’, ‘should’, ‘might’ • use some subject-specific vocabulary and synonyms 	<p>Task 3: Production (formal oral)</p> <p>Give a presentation about a job/career that you would like to pursue in the future.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<ul style="list-style-type: none"> • use simple, compound and some complex sentences • employ commonly used technologies and media • use teacher support for planning and refining work, including editing for correct simple tenses, common punctuation, and a variety of simple, compound and some complex grammatical structures <p>Language competencies</p> <p>Phonological features</p> <ul style="list-style-type: none"> • pronunciation, stress, rhythm, intonation and pitch for emphasis • phonemes and morphemes <p>Non-verbal language features</p> <ul style="list-style-type: none"> • use culturally appropriate gestures and behaviours <p>Lexical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Grammatical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose • initiate, sustain and end conversations in casual and formal contexts • identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) • develop and use anxiety reduction strategies <p>Texts: http://www.jobguide.thegoodguides.com.au; <i>Ship or Sheep?</i> Ann Baker, Cambridge University Press; <i>Tree or Three?</i> Ann Baker, Cambridge University Press; <i>Clickview: Great Public Speaking: An Audience in the Palm of Your Hand.</i></p>	
Context Two: Occupational Health and Safety		
8–9	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • draw on background knowledge or contextual cues to guess the meaning of unknown words • identify and respond to the main ideas in a range of familiar texts • use dictionaries, library and web resources to locate specific information • identify the purposes and audiences of a growing range of text types, including subject specific texts • employ commonly used technologies and media <p>Language competencies</p> <p>Semantic competence</p> <ul style="list-style-type: none"> • understand the SAE classification systems used in academic environments <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> • recognise some common cultural references <p>Texts: <i>Speak Safe – OHS Awareness for CALD Workers</i> (teacher guide, DVD and CD), Maggie Power and Carmel O’Day, AMES Victoria; <i>Keys to Work – A teaching kit for developing the employability skills of CALD workers</i> (teacher book and DVD), Jacky Springall, AMES Victoria; <i>Occupational Health and Safety</i>, Robyn Edwards, AMES Victoria; <i>Certificate II in Spoken and Written English – CSWE II Workbook</i> (2009 Edition) AMES NSW.</p>	<p>Task 4: Response (to informal written/visual texts)</p> <p>Discuss what Occupational Health and Safety (OHS) is and how it relates to the workplace. View and interpret a number of safety and warning signs that are commonly used and identify a number of hazards in workplace situations through viewing and reading activities.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
10	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> demonstrate some understanding of common colloquial expressions draw on background knowledge or contextual cues to guess the meaning of unknown words begin to identify emotive language and sociocultural references in different texts identify and explain some common cultural references and colloquialisms use graphic organisers and retrieval charts to extract accurate information from a growing variety of texts use dictionaries, library and web resources to locate specific information identify the purposes and audiences of a growing range of text types, including subject specific texts understand cultural variations in the use of language in everyday activities and relationships, such as family, leisure activities or work <p>Language competencies</p> <p>Semantic competence</p> <ul style="list-style-type: none"> listen for gist, development of argument and specific content understand and use words appropriate to the different semantic fields of SAE identify ambiguous or inappropriate communication distinguish between fact and opinion <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> question for clarification as needed understand and use the language of persuasion identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> identify register variations between familiar, semi-formal and some formal contexts recognise some common cultural references recognise some irony, and how humour is created use culturally accepted politeness conventions in listening, speaking and written protocols recognise cultural variations in acceptance of novice and expert knowledge understand cultural differences in eye contact and personal space identify cultural variations in symbolism, classification and gender behaviours <p>Texts: <i>Teaching Listening and Speaking: From Theory to Practice</i>, Jack C. Richards, Cambridge University Press.</p>	<p>Task 5: Response (to formal aural texts)</p> <p>Listen to a talk from a representative of WorkSafe WA and take notes. Use these notes to write a summary of the main points from the talk.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
11–12	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • use phonemic awareness and graphophonics to decode texts • demonstrate some understanding of common colloquial expressions • draw on background knowledge or contextual cues to guess the meaning of unknown words • describe characters and settings presented in narrative texts and recount plot details • identify and respond to the main ideas in a range of familiar texts • begin to identify emotive language and sociocultural references in different texts • identify and explain some common cultural references and colloquialisms • use graphic organisers and retrieval charts to extract accurate information from a growing variety of texts • use dictionaries, library and web resources to locate specific information • identify the purposes and audiences of a growing range of text types, including subject specific texts • identify the features of common genres such as narratives, recounts and simple short stories or novels • understand cultural variations in the use of language in everyday activities and relationships, such as family, leisure activities or work <p>Language competencies</p> <p>Semantic competence</p> <ul style="list-style-type: none"> • listen for gist, development of argument and specific content • understand and use words appropriate to the different semantic fields of SAE • identify shifts in meaning according to syntax • identify ambiguous or inappropriate communication • use appraisal to express engagement, attitude and gradation • distinguish between fact and opinion • understand the SAE classification systems used in academic environments <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> • identify register variations between familiar, semi-formal and some formal contexts • recognise some common cultural references • recognise some irony, and how humour is created • recognise cultural variations in acceptance of novice and expert knowledge • understand cultural differences in eye contact and personal space • identify cultural variations in symbolism, classification and gender behaviours <p>Texts: <i>Speak Safe – OHS Awareness for CALD Workers</i> (teacher guide, DVD and CD), Maggie Power and Carmel O’Day, AMES Victoria; <i>Keys to Work – A teaching kit for developing the employability skills of CALD workers</i> (teacher book and DVD), Jacky Springall, AMES Victoria; <i>At Work in Australia series – Getting a job, Getting on with the job</i> (books and DVDs), Maggie Power and Jan Livingstone, AMES Victoria.</p>	<p>Task 6: Response (to informal aural texts)</p> <p>Investigate the skills required to record facts surrounding an OHS incident. Listen to/watch scenarios and make notes about the incidents.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
Context Three: Workplace discrimination		
13–14	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • describe characters and settings presented in narrative texts and recount plot details • identify and respond to the main ideas in a range of familiar texts • use graphic organisers and retrieval charts to extract accurate information from a growing variety of texts • use dictionaries, library and web resources to locate specific information • understand cultural variations in the use of language in everyday activities and relationships, such as family, leisure activities or work • use appropriate structure, content and language for a range of common purposes and audiences • use features of common genres, such as narratives, recounts, simple reports and short essays • use conjunctions and simple cohesive devices at sentence and paragraph level, including basic in-text references and referential pronouns • use modals such as ‘will’, ‘would’, ‘can’, ‘should’, ‘might’ • use some subject-specific vocabulary and synonyms • spell everyday words accurately • use common punctuation accurately • use multimodal graphic organisers • use simple, compound and some complex sentences • employ commonly used technologies and media • use teacher support for planning and refining work, including editing for correct simple tenses, common punctuation, and a variety of simple, compound and some complex grammatical structures <p>Language competencies</p> <p>Orthographic competence</p> <ul style="list-style-type: none"> • all items listed <p>Lexical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Grammatical competence</p> <ul style="list-style-type: none"> • all items listed <p>Semantic competence</p> <ul style="list-style-type: none"> • listen for gist, development of argument and specific content <p>Texts: <i>It’s Your Right: Your workplace rights in Australia</i> (kit), Maggie Power, AMES Victoria; <i>Getting to know the law in my new country</i> (DVD with multilingual editions), Carmel Davies and Elsie Hill, AMES Victoria; <i>Great Writing: Great Paragraphs</i>, various authors, Heinle.</p>	<p>Task 7: Production (informal written)</p> <p>Read and view Hayat’s story about workplace discrimination. Write a number of paragraphs to summarise Hayat’s experience, including what she did to resolve the conflict.</p> <p>Externally set task:</p> <p>A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
15	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • use appropriate rules of politeness in most situations • communicate ideas and opinions in a growing range of situations and rephrase when meaning is unclear • use intelligible pronunciation and intonation of words and phrases • use phonemic awareness and graphophonics to decode texts • demonstrate some understanding of common colloquial expressions • collaborate as a way to solve problems or to create texts • use appropriate structure, content and language for a range of common purposes and audiences • use some subject-specific vocabulary and synonyms • use simple, compound and some complex sentences <p>Language competencies</p> <p>Phonological features</p> <ul style="list-style-type: none"> • pronunciation, stress, rhythm, intonation and pitch for emphasis • phonemes and morphemes <p>Non-verbal language features</p> <ul style="list-style-type: none"> • use culturally appropriate gestures and behaviours <p>Lexical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Grammatical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Semantic competence</p> <ul style="list-style-type: none"> • listen for gist, development of argument and specific content • understand and use words appropriate to the different semantic fields of SAE • identify shifts in meaning according to syntax • identify ambiguous or inappropriate communication • use appraisal to express engagement, attitude and gradation <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • question for clarification as needed • negotiate meaning • understand and use the language of persuasion • experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose • initiate, sustain and end conversations in casual and formal contexts • develop and use anxiety reduction strategies <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> • identify register variations between familiar, semi-formal and some formal contexts • recognise some common cultural references • use culturally accepted politeness conventions in listening, speaking and written protocols • understand cultural differences in eye contact and personal space • identify cultural variations in symbolism, classification and gender behaviours <p>Texts: <i>It's Your Right: Your workplace rights in Australia</i> (kit), Maggie Power, AMES Victoria; <i>Getting to know the law in my new country</i> (DVD with multilingual editions), Carmel Davies and Elsie Hill, AMES Victoria; <i>Say it Again at Work</i>, Lilliana Hajncl, AMES Victoria.</p>	<p>Task 8: Production (informal oral)</p> <p>Role-play a workplace scenario where a worker is discriminated against. Act out an appropriate conflict resolution strategy.</p>

Unit 4 – Life choices

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
Context Four: Personal choices		
1–2	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • interact with others in oral, written and digital forms in a range of contexts and use appropriate politeness conventions when required • initiate, sustain and end communication in a range of familiar, some unfamiliar and some academic contexts • use intelligible pronunciation, intonation and stress of words and phrases • use some common idiomatic and colloquial expressions appropriately • use effective forms of recording and collating information for a growing range of contexts • use a combination of technologies and media <p>Language competencies</p> <p>Phonological features</p> <ul style="list-style-type: none"> • pronunciation, stress, rhythm, intonation and pitch for emphasis • phonemes and morphemes <p>Non-verbal language features</p> <ul style="list-style-type: none"> • use culturally appropriate gestures and behaviours <p>Lexical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Grammatical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Semantic competence</p> <ul style="list-style-type: none"> • listen for gist, development of argument and specific content • identify shifts in meaning according to syntax • identify ambiguous or inappropriate communication • use appraisal to express engagement, attitude and gradation • distinguish between fact and opinion <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • question for clarification as needed • negotiate meaning • understand and use the language of persuasion • experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose • initiate, sustain and end conversations in casual and formal contexts • identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) • develop and use anxiety reduction strategies <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> • recognise some common cultural references • recognise some irony, and how humour is created • use culturally accepted politeness conventions in listening, speaking and written protocols • recognise cultural variations in acceptance of novice and expert knowledge • understand cultural differences in eye contact and personal space 	<p>Task 9: Response (informal oral)</p> <p>Choose a person in your family/community group whom you consider to be a role model. Interview that person about his/her life choices and take notes.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
3–4	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • interact with others in oral, written and digital forms in a range of contexts and use appropriate politeness conventions when required • initiate, sustain and end communication in a range of familiar, some unfamiliar and some academic contexts • use intelligible pronunciation, intonation and stress of words and phrases • use some common idiomatic and colloquial expressions appropriately • use effective forms of recording and collating information for a growing range of contexts • use appropriate genre, content and style for a range of common, and some academic, purposes and audiences • use a range of common cohesive devices and conjunctions at sentence, paragraph and whole-text level • use the simple present, past and continuous tenses with growing accuracy • use a range of common subject-specific vocabulary, synonyms, antonyms and collocations • use a range of simple adjectives and adverbs • use simple, compound and complex sentences • use a combination of technologies and media <p>Language competencies</p> <p>Phonological features</p> <ul style="list-style-type: none"> • pronunciation, stress, rhythm, intonation and pitch for emphasis • phonemes and morphemes <p>Non-verbal language features</p> <ul style="list-style-type: none"> • use culturally appropriate gestures and behaviours <p>Lexical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Grammatical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose • develop and use anxiety reduction strategies <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> • use culturally accepted politeness conventions in listening, speaking and written protocols • understand cultural differences in eye contact and personal space <p>Texts: Students' notes from Task 9.</p>	<p>Task 10: Production (formal oral)</p> <p>Using the notes from your interview (Task 9), give a presentation to your peers about your family/community role model.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
Context Five: Health and lifestyle choices		
5	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • seek assistance and clarification in a range of contexts • begin to draw inferences from simple texts • identify and describe the main ideas and some supporting details in a range of familiar and some unfamiliar texts • identify and explain common metaphors, symbols and sociocultural references in texts • explain common cultural references and colloquialisms • use effective forms of recording and collating information for a growing range of contexts <p>Language competencies</p> <p>Semantic competence</p> <ul style="list-style-type: none"> • listen for gist, development of argument and specific content • understand and use words appropriate to the different semantic fields of SAE • identify shifts in meaning according to syntax • identify inferred meanings in texts • identify ambiguous or inappropriate communication • use appraisal to express engagement, attitude and gradation • distinguish between fact and opinion • understand the SAE classification systems used in academic environments <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • question for clarification as needed • understand and use the language of persuasion • identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> • recognise some common cultural references • recognise some irony, and how humour is created • use culturally accepted politeness conventions in listening, speaking and written protocols • recognise cultural variations in acceptance of novice and expert knowledge • understand cultural differences in eye contact and personal space 	<p>Task 11: Response (to formal aural texts)</p> <p>Listen to a talk given by someone from a health-related community group e.g. Alcoholics Anonymous, Beyond Blue, Aboriginal Health Council of WA, Black Dog Institute, Red Cross, Drug and Alcohol Youth Service. Take notes as you listen to the presentation.</p>
6–8	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • use dictionaries, ICT and library resources to locate information from other sources • use appropriate genre, content and style for a range of common, and some academic, purposes and audiences • use a range of common cohesive devices and conjunctions at sentence, paragraph and whole-text level • use the simple present, past and continuous tenses with growing accuracy • use a range of common subject-specific vocabulary, synonyms, antonyms and collocations • spell more complex words accurately • use a range of punctuation, including exclamation marks, inverted commas, colons and semi-colons 	<p>Task 12: Production (informal written)</p> <p>Using the notes from the presentation you listened to (Task 11) as well as your own research, design a brochure for your peers advising them about healthy lifestyle choices.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<ul style="list-style-type: none"> use a range of simple adjectives and adverbs use simple, compound and complex sentences use a combination of technologies and media <p>Language competencies</p> <p>Orthographic competence</p> <ul style="list-style-type: none"> all items listed <p>Lexical competence</p> <ul style="list-style-type: none"> all items listed <p>Grammatical competence</p> <ul style="list-style-type: none"> as relevant to task <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> understand and use the language of persuasion experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose <p>Texts: <i>Students' notes from Task 11; A selection of brochures to use as examples.</i></p>	
Context Six: Work and study choices		
9	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> use knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts begin to draw inferences from simple texts identify and describe the main ideas and some supporting details in a range of familiar and some unfamiliar texts identify and explain common metaphors, symbols and sociocultural references in texts explain common cultural references and colloquialisms explain the purposes and identify the audiences of different types of texts identify and describe text structures and language features used in a variety of texts <p>Language competencies</p> <p>Semantic competence</p> <ul style="list-style-type: none"> identify inferred meanings in texts identify ambiguous or inappropriate communication distinguish between fact and opinion <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> recognise some common cultural references <p>Texts: <i>Working Lives, Pornsawan Brawn and Helen de Silva Joyce, AMES NSW (reader and workbook).</i></p>	<p>Task 13: Response (to formal written/visual texts)</p> <p>Read the stories in the text <i>Working Lives</i> and answer comprehension questions in response.</p>
10	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> interact with others in oral, written and digital forms in a range of contexts and use appropriate politeness conventions when required initiate, sustain and end communication in a range of familiar, some unfamiliar and some academic contexts use intelligible pronunciation, intonation and stress of words and phrases use some common idiomatic and colloquial expressions appropriately work collaboratively in learning activities 	

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<ul style="list-style-type: none"> • seek assistance and clarification in a range of contexts • use the simple present, past and continuous tenses with growing accuracy • use a range of common subject-specific vocabulary, synonyms, antonyms and collocations • use a range of simple adjectives and adverbs • use simple, compound and complex sentences <p>Language competencies</p> <p>Phonological features</p> <ul style="list-style-type: none"> • pronunciation, stress, rhythm, intonation and pitch for emphasis • phonemes and morphemes <p>Non-verbal language features</p> <ul style="list-style-type: none"> • use culturally appropriate gestures and behaviours <p>Lexical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Grammatical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Semantic competence</p> <ul style="list-style-type: none"> • listen for gist, development of argument and specific content • understand and use words appropriate to the different semantic fields of SAE • identify ambiguous or inappropriate communication • use appraisal to express engagement, attitude and gradation • distinguish between fact and opinion <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • question for clarification as needed • negotiate meaning • understand and use the language of persuasion • experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose • initiate, sustain and end conversations in casual and formal contexts • develop and use anxiety reduction strategies <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> • recognise some common cultural references • recognise some irony, and how humour is created • use culturally accepted politeness conventions in listening, speaking and written protocols • recognise cultural variations in acceptance of novice and expert knowledge • understand cultural differences in eye contact and personal space • identify cultural variations in symbolism, classification and gender behaviours 	<p>Task 14: Production (informal oral)</p> <p>Participate in a small group discussion about work and study choices. Discuss how aspects of your lives, such as your culture/community/family background/gender/age/interests/life choices, influence what you want to do in the future.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
Context Seven: Civics and citizenship		
11–12	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • seek assistance and clarification in a range of contexts • use knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts • begin to draw inferences from simple texts • identify and describe the main ideas and some supporting details in a range of familiar and some unfamiliar texts • identify and explain common metaphors, symbols and sociocultural references in texts • explain common cultural references and colloquialisms • use effective forms of recording and collating information for a growing range of contexts • identify reference items and their role in creating cohesive texts • use dictionaries, ICT and library resources to locate information from other sources • explain the purposes and identify the audiences of different types of texts • identify and describe text structures and language features used in a variety of texts • explain how language and structure are used in simple persuasive texts • identify how cultural variations in values and beliefs, and the concepts of community and society, are represented by language • explain how meaning varies with changes in tone and register • use a combination of technologies and media <p>Language competencies</p> <p>Semantic competence</p> <ul style="list-style-type: none"> • understand and use words appropriate to the different semantic fields of SAE • identify inferred meanings in texts • identify ambiguous or inappropriate communication • use appraisal to express engagement, attitude and gradation • distinguish between fact and opinion • understand the SAE classification systems used in academic environments <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • understand and use the language of persuasion • identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> • identify register variations between familiar, semi-formal and some formal contexts • recognise some common cultural references • recognise some irony, and how humour is created • recognise cultural variations in acceptance of novice and expert knowledge <p>Texts: <i>Life in Australia, Department of Immigration and Citizenship (available in various languages)</i> https://www.immi.gov.au/living-in-australia/values/book/english/lia_english_full.pdf</p>	<p>Task 15: Response (to informal written/visual texts)</p> <p>Read and view a number of texts, such as brochures, information sheets and websites, about the rights and responsibilities of being an Australian citizen, and participation in Australian society. Write short answers in response to questions on these topics.</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
13–15	<p>Communication/Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • use appropriate genre, content and style for a range of common, and some academic, purposes and audiences • use a range of common cohesive devices and conjunctions at sentence, paragraph and whole-text level • use the simple present, past and continuous tenses with growing accuracy • use a range of common subject-specific vocabulary, synonyms, antonyms and collocations • spell more complex words accurately • use a range of punctuation, including exclamation marks, inverted commas, colons and semi-colons • use a range of simple adjectives and adverbs • use simple, compound and complex sentences • use a combination of technologies and media <p>Language competencies</p> <p>Orthographic competence</p> <ul style="list-style-type: none"> • all items listed <p>Lexical competence</p> <ul style="list-style-type: none"> • all items listed <p>Grammatical competence</p> <ul style="list-style-type: none"> • as relevant to task <p>Texts: <i>Effective Academic Writing 2: The Short Essay, Alice Savage and Masoud Shafiei, OUP; Great Writing: From Great Paragraphs to Great Essays, various authors, Heinle.</i></p>	<p>Task 16: Production (formal written)</p> <p>Write a short essay about what being Australian means to you, and what kind of country you hope Australia will be in the future.</p>
13		Externally set task