



SAMPLE COURSE OUTLINE

**ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
GENERAL YEAR 11**

Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

Disclaimer

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 – General Year 11

Semester 1 Unit 1 – Cross cultural perspectives

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
1	<p>Overview of course and expectations – course documents and school assessment policy. Appraisal of student levels and linguistic and cultural background Self-introduction. Use of dictionaries, thesaurus, school library and resources, and web-based resources.</p>	
2–3	<p>Communication/Comprehension/Language and textual analysis</p> <ul style="list-style-type: none"> draw on background knowledge or contextual cues to guess the meaning of unknown words use a range of strategies, such as completing retrieval charts and taking notes, to extract accurate information from texts demonstrate understanding of some common idiomatic and colloquial expressions <p>Language competencies</p> <p>Phonological</p> <ul style="list-style-type: none"> use pronunciation, stress, rhythm and intonation for emphasis use phonemes and morphemes <p>Lexical</p> <ul style="list-style-type: none"> gradually increase a word bank of subject-specific vocabulary understand and use collocations, idiomatic expressions and colloquialisms <p>Texts: Aural and visual texts on food, cooking and eating in different cultures sourced from e.g. TV programs and documentaries hosted by such well-known figures as Jamie Oliver, Antonio Carluccio, Anthony Bourdain.</p>	<p>Task 1: Response Listening comprehension: write responses to a range of aural texts</p>
4–6	<p>Communication and Comprehension skills and strategies</p> <ul style="list-style-type: none"> communicate opinions and ideas in familiar and some unfamiliar situations and use rephrasing when meaning is unclear use intelligible pronunciation and intonation of words and phrases collaborate as a way to solve to solve problems or to create texts interact and use forms of address appropriately in familiar and classroom contexts adopt appropriate listening behaviours in some unfamiliar situations translate from home language or dialect to SAE employ language learning strategies, including using dictionaries, finding opportunities to practise English and seeking clarification <p>Language and textual analysis</p> <ul style="list-style-type: none"> identify common differences in lexis and grammar between spoken and written language in familiar texts understand how language use, including forms of address and conventions of politeness, changes in different contexts across cultures <p>Language competencies</p> <p>Non-verbal language features</p> <ul style="list-style-type: none"> use culturally appropriate gestures and behaviours <p>Lexical</p> <ul style="list-style-type: none"> understand and use formulaic and fixed expressions and collocations choose vocabulary appropriate to purpose and audience use some subject-specific vocabulary, synonyms, antonyms and collocations 	<p>Task 2: Production (oral) Conduct an interview with a classmate, if possible from another culture, about diet and cooking practices</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<p>Grammatical</p> <ul style="list-style-type: none"> • use clause and sentence structures • frame questions • use verb structures and tenses • use modality • use correct subject-verb agreement <p>Sociolinguistic</p> <ul style="list-style-type: none"> • initiate, sustain and end casual and formal conversations <p>Sociocultural</p> <ul style="list-style-type: none"> • identify register variations between familiar, semi-formal and some formal contexts • understand cultural differences in eye contact and personal space <p>Creating texts</p> <ul style="list-style-type: none"> • use subject-verb agreement, correct order of multiple adjectives, correct word order and modal auxiliaries • use cohesive devices at sentence level, including anaphoric and cataphoric reference, and common conjunctions <p>Texts: Short fiction or non-fiction texts describing eating practices and their significance in different cultures. Sourced from newspapers, magazines, websites, books and encyclopaedias.</p>	
7–9	<p>Communication/Comprehension /Language and textual analysis</p> <ul style="list-style-type: none"> • outline the purposes of a growing range of text types, including academic texts • identify common variations of language and structure across different media <p>Creating texts</p> <ul style="list-style-type: none"> • use appropriate form, content and style for a range of common purposes and audiences • use elements, including titles, headings and visuals to structure texts • use commonly used technologies and media <p>Texts: Documentaries such as <i>Ayen's Cooking School for African Men</i>; ABC science programs; Radio National <i>First Bite</i>.</p>	<p>Task 3: Production (written)</p> <p>Create a brochure or webpage promoting the eating of a healthy diet</p>
10–12	<p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> • draw on background knowledge or contextual clues to guess the meaning of unknown words • use a range of strategies, such as completing retrieval charts and taking notes, to extract accurate information from texts • identify and respond to the main ideas in a range of familiar texts • identify sociolinguistic and sociocultural references in a growing range of situations • identify simple cultural references, idiomatic language and colloquialisms • recount plot details and describe settings and characters in texts <p>Language and textual analysis</p> <ul style="list-style-type: none"> • outline the purposes of a growing range of text types • identify common variations of language and structure across different media <p>Language competencies</p> <p>Orthographic</p> <ul style="list-style-type: none"> • use punctuation as required • spell subject-specific vocabulary correctly 	<p>Task 4: Response</p> <p>Reading and viewing comprehension: write short and extended responses to previously unseen visual and print texts</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<p>Lexical</p> <ul style="list-style-type: none"> gradually increase a word bank of vocabulary use discourse markers, for example, for showing cause and effect <p>Grammatical</p> <ul style="list-style-type: none"> use direct and indirect speech <p>Semantic</p> <ul style="list-style-type: none"> identify inferred meanings in texts <p>Sociolinguistic</p> <ul style="list-style-type: none"> identify the organisation of thoughts and ideas within SAE texts <p>Creating texts</p> <ul style="list-style-type: none"> use some subject-specific vocabulary, synonyms, antonyms and collocations use subject and verb agreement, correct word order and modal auxiliaries use description, imagery and some characterisation identify emotive language in a growing range of situations use cohesive devices at sentence and paragraph level, including anaphoric and cataphoric reference and common conjunctions use a growing range of strategies for planning and refining work, including editing and incorporating feedback for correct simple tenses, common punctuation, spelling, and a variety of simple and compound sentences <p>Texts: Films that explore the cultural significance of food and eating such as <i>Eat, Drink, Man, Woman; Chocolat; Ratatouille; Big Night</i></p>	
13–15	<p>Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> draw on background knowledge or contextual clues to guess the meaning of unknown words use a range of strategies, such as completing retrieval charts and taking notes, to extract accurate information from texts identify and respond to the main ideas in a range of familiar texts identify simple cultural references, idiomatic language and colloquialisms use appropriate form and content and style for a range of common purposes and audiences use a growing range of strategies for planning and refining work, including editing and incorporating feedback for correct simple tenses, common punctuation, spelling, and a variety of simple and compound sentences <p>Language competencies</p> <p>Orthographic</p> <ul style="list-style-type: none"> use punctuation as required spell subject-specific vocabulary correctly use subject-specific abbreviations, signs and symbols <p>Lexical</p> <ul style="list-style-type: none"> use lexical chains to achieve cohesion use discourse markers, for example, for showing cause and effect choose vocabulary appropriate to purpose and audience <p>Grammatical</p> <ul style="list-style-type: none"> use direct and indirect speech use voice – active and passive use reference terms to achieve cohesion <p>Texts: Two or three texts (non-fiction e.g. blogs, magazine or newspaper articles, documentaries; fiction such as short stories) on the issues listed or others</p>	<p>Task 5: Investigation</p> <p>Write a report on an issue related to food such as obesity, junk food, vegetarian diets, anorexia and bulimia</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
16–17	<p>Communication skills and strategies/Creating texts</p> <ul style="list-style-type: none"> • use common language features, including subject-specific vocabulary, synonyms and antonyms • identify simple cultural references, idiomatic language and colloquialisms <p>Language competencies</p> <p>Phonological</p> <ul style="list-style-type: none"> • use pronunciation, stress, rhythm and intonation <p>Lexical</p> <ul style="list-style-type: none"> • use synonyms and antonyms as required • choose vocabulary appropriate for purpose and audience • use descriptive language <p>Grammatical</p> <ul style="list-style-type: none"> • use questioning (including rhetorical questioning) • use negative questioning <p>Semantic</p> <ul style="list-style-type: none"> • listen for gist • develop argument and specific content <p>Sociolinguistic</p> <ul style="list-style-type: none"> • question for clarification as needed • negotiate meaning <p>Sociocultural</p> <ul style="list-style-type: none"> • recognise cultural variations in acceptance of novice and expert knowledge 	<p>Task 6: Production (oral)</p> <p>Give an oral presentation on the cuisine of a particular culture</p>
18–20	<p>Comprehension/Language and textual analysis/Creating text</p> <ul style="list-style-type: none"> • use appropriate form, content and style for a range of common purposes and audiences • use some subject-specific vocabulary, synonyms, antonyms and collocations • identify sociolinguistic and sociocultural references in a growing range of situations • recount plot details and describe settings and characters in texts • use a growing range of strategies for planning and refining work, including editing and incorporating feedback for correct simple tenses, common punctuation, spelling, and a variety of simple and compound sentences <p>Language competencies</p> <p>Grammatical</p> <ul style="list-style-type: none"> • use verb structures and tenses; modality; use of correct subject-verb agreement <p>Semantic</p> <ul style="list-style-type: none"> • identify inferred meanings in texts <p>Texts: Documentaries, websites, news and magazine articles</p>	<p>Task 7: Production (written):</p> <p>Write an essay on attitudes to food preparation and eating as represented in a feature film that you have viewed</p>

Semester 2 Unit 2 – Life experiences

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
1–2	<p>Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • use appropriate form, content and style for a range of familiar, and unfamiliar purposes and audiences • identify and discuss meaning, purpose, audience and the values and attitudes presented in a range of texts • use common subject-specific vocabulary, synonyms, antonyms and collocations • use imaginative and descriptive language <p>Language competencies</p> <p>Sociolinguistic</p> <ul style="list-style-type: none"> • explain how meaning changes with shifts in tone and register • develop appropriate use of language for audience and purpose <p>Sociocultural</p> <ul style="list-style-type: none"> • recognise some common cultural references <p>Texts: Films, documentaries, images, feature articles and websites</p>	<p>Task 8: Response: Write a response to a multimodal text that has some artistic or aesthetic quality</p>
3–5	<p>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 • use repair strategies and seeking assistance and clarification in a range of contexts • work collaboratively in learning activities, including problem solving and creating texts • use active listening skills • initiate, sustain and conclude interactions using SAE conventions and protocols, in a range of familiar, some unfamiliar, and some academic contexts • use intelligible pronunciation, intonation and stress, of words and phrases in a range of context • identify and discuss meaning, purpose, audience and the values and attitudes presented in a range of texts • identify and describe cultural variations in values and beliefs, including conceptions of the sacred, respect, taboos, values associated with naming, titles and construction of gender • develop control over direct and indirect speech • plan, organise and use a combination of technologies and media <p>Language competencies</p> <p>Lexical and semantic</p> <ul style="list-style-type: none"> • use discourse markers, for example, for showing cause and effect <p>Grammatical</p> <ul style="list-style-type: none"> • use verb structures and tenses; voice (active, passive) • use correct subject-verb agreement <p>Sociolinguistic</p> <ul style="list-style-type: none"> • question for clarification as needed <p>Sociocultural</p> <ul style="list-style-type: none"> • use culturally accepted conventions in speaking protocols <p>Texts: Print and visual texts, including books, documentaries, websites, encyclopaedias. Visit to an art gallery e.g. Art Gallery of Western Australia for a tour focused on Indigenous art, or an excursion to a dance production or concert</p>	<p>Task 9: Production (Oral) Present a tutorial (in pairs) on a particular song or piece of music, artwork or dance</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
6–8	<p>Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • use a range of cohesive and structural devices at sentence, paragraph and whole-text level, including referencing, lexical chains and conjunctions • use a growing range of strategies for planning and refining work, including editing for correct spelling, consistent use of common punctuation • use imaginative and descriptive language • explain the purposes and structures of different types of texts • identify and describe text structures and language features used in a variety of texts, including some literary texts • explain how meaning changes with shifts in tone and register • use some common idiomatic and colloquial expressions appropriate for the context of communication <p>Language competencies</p> <p>Orthographic</p> <ul style="list-style-type: none"> • use punctuation as required <p>Lexical</p> <ul style="list-style-type: none"> • use discourse markers, for example, showing cause and effect • understand and use collocations, idiomatic expressions and colloquialisms <p>Grammatical</p> <ul style="list-style-type: none"> • use verb structures and tenses; voice (active, passive) • use different clause types • use direct and indirect speech <p>Sociolinguistic</p> <ul style="list-style-type: none"> • experiment with the register of texts <p>Texts: Australian Bush Ballads, narrative poetry</p>	<p>Task 10: Production (written) Narrative – Converting song lyric or narrative poem to prose narrative or play script</p>
10–12	<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 • adopt efficient forms of recording and collating information in a growing range of contexts • identify and describe cultural variations in values and beliefs, including conceptions of the sacred, respect, taboos, values associated with naming, titles and constructions of gender • identify cohesive elements and their role in creating texts • use a range of common cohesive devices at sentence, paragraph and whole-text level, including referencing, lexical chains and conjunctions • use simple, compound and some complex sentences • use simple present, past and future tense and simple forms of modality <p>Language competencies</p> <p>Sociolinguistic</p> <ul style="list-style-type: none"> • understand and use the language of persuasion <p>Texts: Articles, documentaries, websites, books, radio programs</p>	<p>Task 11: Investigation Write a report on the art/music/ dance traditions of a particular culture</p>

Week	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
13–15	<p>Comprehension/Language and textual analysis/Creating texts</p> <ul style="list-style-type: none"> • identify, infer and describe the main ideas and some supporting details in a range of familiar and some unfamiliar texts • use common subject-specific vocabulary, synonyms, antonyms and collocations • adopt efficient forms of recording and collating information in a growing range of contexts • identify cohesive elements and their role in creating texts • identify and explain common similes, metaphors, symbols and sociocultural references in texts • identify shifts in lexis and grammar between spoken and written language in a growing range of contexts <p>Language competencies</p> <p>Grammatical</p> <ul style="list-style-type: none"> • use clause and sentence structures; verb structures and tenses; use correct subject-verb agreement • understand and use SAE word order within clauses and sentences • use additive, comparative temporal and consequential conjunctions <p>Semantic</p> <ul style="list-style-type: none"> • identify inferred meaning in texts <p>Texts: Film: <i>Billy Elliot</i>, reviews, articles, visual images, interviews with artists</p>	<p>Task 12: Response Reading and viewing comprehension</p>
16–18	<p>Comprehension, Language and textual analysis</p> <ul style="list-style-type: none"> • identify and discuss meaning, purpose, audience and the values and attitudes presented in a range of texts • identify, infer and describe the main ideas and some supporting details in a range of familiar and some unfamiliar texts • identify shifts in grammar and lexis between spoken and written language in a growing range of contexts <p>Creating texts</p> <ul style="list-style-type: none"> • use appropriate form, content and style for a range of familiar, and some unfamiliar, purposes and audiences • use common subject-specific vocabulary, synonyms, antonyms and collocations • use a range of cohesive and structural devices • use strategies for planning, editing and refining, including monitoring and correcting spelling, grammar and punctuation; and the use of dictionaries and thesaurus • use simple, compound and some complex sentences <p>Language competencies</p> <p>Grammatical</p> <ul style="list-style-type: none"> • all items listed <p>Lexical and semantic</p> <ul style="list-style-type: none"> • as appropriate for the topic <p>Texts: All texts studied during the course</p>	<p>Task 13: Production (written) Essay on one of a range of unseen general topics linked to the role of the arts in telling stories within a culture</p>