



## SAMPLE COURSE OUTLINE

---

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT  
FOUNDATION 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 – Foundation Year 11

#### Semester 1 – Unit 1 – Moving between cultures

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
<b>Context One: Coming to Australia</b>		
1–2	<p><b>Comprehension/Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>begin to identify non-verbal cues and intonation to guess the meaning of words in familiar contexts</li> <li>use visual information/home language/dialect to support understanding of simple aural texts</li> <li>retell the gist of a story/identifying main ideas in a simple text</li> <li>recognise the different features of basic text types</li> <li>respond to simple aural texts about familiar topics</li> <li>identify/use familiar vocabulary, morphemes and computer symbols to determine meaning from texts</li> <li>keep charts or lists to organise/classify new vocabulary and knowledge</li> <li>use dictionaries, including bilingual and picture, and library and web resources to understand texts</li> </ul> <p><b>Language competencies</b></p> <p>Semantic</p> <ul style="list-style-type: none"> <li>listen for gist, develop argument and specific content</li> <li>understand and use words appropriate to the different semantic fields of SAE</li> </ul> <p>Sociocultural</p> <ul style="list-style-type: none"> <li>identify register variations between familiar, semi-formal and some formal contexts</li> <li>recognise some common cultural references</li> </ul> <p><b>Texts:</b> <i>Refugees</i> (reader), Miller, D. Lothian Books; <i>Lost and Found</i> DVD Langdon Rodda, AMES, Victoria; <a href="http://www.abc.net.au/btn/">www.abc.net.au/btn/</a>  <i>Life Threads: A Celebration of Multiculturalism in Western Australia</i>, Kerr.E., (ed.) Communicare Inc. Perth, 2003; <i>Refugees telling their stories</i>. Napper, T. (ed.) UNHCR High School Article Writing Competition, Australia 2003 &amp; 2004; <i>In their own voices: Teenage Refugees Speak Out</i>. Tekavec, V. Rosen Publishing Group N.Y. 1995</p>	<p><b>Task 1: Response (informal aural texts 5%)</b></p> <p><b>Task 2: Response (informal written/visual texts 5%)</b></p> <p>Respond to a variety of texts about immigration by answering multiple choice questions and completing cloze activities.</p>
3	<p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>use simple formulaic expressions/set phrases and common forms of address</li> <li>identify and use common cultural gestures and non-verbal behaviours</li> <li>question appropriately, knowing topics to avoid</li> <li>use personal space/sociocultural behaviour appropriately</li> <li>communicate needs and simple ideas to others using the support of visual cues/home language/dialect</li> <li>apply modelled pronunciation/intonation correctly</li> <li>engage in pair/group work</li> <li>question/check for clarification/understanding</li> </ul> <p><b>Language competencies</b></p> <p>Phonological features</p> <ul style="list-style-type: none"> <li>use pronunciation, stress, rhythm, intonation and pitch for emphasis</li> </ul> <p>Non-verbal language features</p> <ul style="list-style-type: none"> <li>use culturally-appropriate gestures and behaviours</li> </ul>	<p><b>Task 3: Production (informal oral texts 7.5%)</b></p> <p>Participate in a small group discussion considering questions about moving to a new country and the differences between Australian culture and the cultures of others.</p>

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<p>Lexical competence</p> <ul style="list-style-type: none"> <li>gradually increase a word bank of vocabulary in SAE; for example, subject-specific vocabulary</li> <li>choose vocabulary appropriate to purpose and audience</li> </ul> <p>Grammatical competence</p> <ul style="list-style-type: none"> <li>use clause and sentence structures</li> <li>use verb structures and tenses</li> <li>use additive, comparative, temporal and consequential conjunctions</li> <li>use correct subject–verb agreement</li> <li>use reference items to achieve cohesion</li> </ul> <p>Semantic competence</p> <ul style="list-style-type: none"> <li>identify ambiguous or inappropriate communication</li> </ul> <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> <li>question for clarification as needed</li> <li>initiate, sustain and end conversations in casual and formal contexts</li> <li>develop and use anxiety reduction strategies</li> </ul> <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> <li>identify register variations between familiar, semi-formal and some formal contexts</li> <li>use culturally accepted politeness conventions in listening, speaking and written protocols</li> <li>understand cultural differences in eye contact and personal space</li> <li>identify cultural variations in symbolism, classification and gender behaviours</li> </ul>	
4–6	<p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>develop cursive/print orthography/keyboarding skills</li> <li>use simple sentences/correct word order/simple conjunctions</li> <li>spell words accurately</li> <li>use basic punctuation accurately</li> <li>develop an understanding about choice of register</li> <li>use common high-frequency vocabulary accurately</li> <li>use commonly-used logographs and abbreviations</li> <li>use teacher editing and conferencing</li> </ul> <p><b>Language competencies</b></p> <p>Orthographic competence</p> <ul style="list-style-type: none"> <li>spell subject-specific vocabulary correctly</li> <li>use subject-specific abbreviations, signs and symbols</li> <li>understand common logographic signs</li> <li>distinguish and use print, cursive and diverse fonts</li> </ul> <p>Lexical competence</p> <ul style="list-style-type: none"> <li>gradually increase a word bank of vocabulary in SAE; for example, subject-specific vocabulary</li> <li>use synonyms and antonyms as required</li> <li>choose vocabulary appropriate to purpose and audience</li> <li>understand and use SAE word order within clauses and sentences</li> </ul> <p>Grammatical competence</p> <ul style="list-style-type: none"> <li>use clause and sentence structures</li> <li>use different verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes</li> <li>use verb structures and tenses</li> <li>use correct subject–verb agreement</li> <li>use reference items to achieve cohesion</li> </ul> <p><b>Texts:</b> <i>Effective Academic Writing 1: The Paragraph</i>, Savage, A. &amp; Shafiei, M. OUP; <i>Great Writing: Great Sentences for Great Paragraphs</i>, various writers.</p>	<p><b>Task 4:</b> <b>Production</b> <b>(informal written texts 5%)</b></p> <p>Write a letter to a friend or relative in your home country telling them about your school life and environment.</p>

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
<b>Context Two: Cultural communities</b>		
7–10	<p><b>Comprehension/Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>• identify and use common cultural gestures and non-verbal behaviours</li> <li>• engage in pair/group work</li> <li>• question for clarification and check for understanding</li> <li>• keep charts or lists to organise or classify new vocabulary and knowledge</li> <li>• retell the gist of a story and identify the main ideas in a simple text</li> </ul> <p><b>Language competencies</b></p> <p>Semantic</p> <ul style="list-style-type: none"> <li>• listen for gist, development of argument and specific content</li> <li>• understand and use words appropriate to the different semantic fields of SAE</li> </ul> <p>Sociocultural</p> <ul style="list-style-type: none"> <li>• identify register variations between familiar, semi-formal and some formal contexts</li> <li>• recognise some common cultural references</li> <li>• use culturally accepted politeness conventions in listening, speaking and written protocols</li> <li>• recognise cultural variations in acceptance of novice and expert knowledge</li> <li>• understand cultural differences in eye contact and personal space</li> <li>• identify cultural variations in symbolism, classification and gender behaviours</li> </ul>	<p><b>Task 5: Response (formal aural texts 5%)</b></p> <p>Conduct and record an interview with a peer about the way of life in the cultural community of origin. Complete a retrieval chart to summarise the information you hear.</p>
11–12	<p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>• identify/use common cultural gestures and non-verbal behaviours</li> <li>• apply modelled pronunciation/intonation correctly across patterns of words</li> <li>• convey simple information in oral/written/multimedia forms about familiar topics</li> <li>• use simple sentences with correct word order and simple conjunctions</li> </ul> <p><b>Language competencies</b></p> <p>Phonological features</p> <ul style="list-style-type: none"> <li>• use pronunciation, stress, rhythm, intonation and pitch for emphasis</li> </ul> <p>Non-verbal language features</p> <ul style="list-style-type: none"> <li>• use culturally appropriate gestures and behaviours</li> </ul> <p>Lexical competence:</p> <ul style="list-style-type: none"> <li>• choose vocabulary appropriate to purpose and audience</li> </ul> <p>Grammatical competence:</p> <ul style="list-style-type: none"> <li>• use clause and sentence structures</li> <li>• use verb structures and tenses</li> <li>• use additive, comparative, temporal and consequential conjunctions</li> <li>• use correct subject–verb agreement</li> <li>• use reference items to achieve cohesion</li> </ul> <p>Semantic competence</p> <ul style="list-style-type: none"> <li>• identify ambiguous or inappropriate communication</li> </ul> <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> <li>• experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose</li> </ul> <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> <li>• identify register variations between familiar, semi-formal and some formal contexts</li> <li>• use culturally accepted politeness conventions in listening, speaking and written protocols</li> <li>• understand cultural differences in eye contact and personal space</li> <li>• identify cultural variations in symbolism, classification and gender behaviours</li> </ul> <p><b>Texts:</b> <i>We are what we talk.</i> (Workbook, DVD &amp; CD) De Silva, H., Hilton, J. &amp; D; <i>Say it Again.</i> Hajncl, L. AMES, Victoria.</p>	<p><b>Task 6: Production (formal oral texts 7.5%)</b></p> <p>Give an oral presentation to the class about the cultural community of one of your peers.</p>

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
<b>Context Three: Accessing community services</b>		
13–15	<p><b>Comprehension/Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>understand the purpose of various form of communication in simple contexts</li> <li>use visual cues to predict subject matter/content in texts on familiar topics</li> <li>understand the function of different parts of speech</li> <li>follow the left/right and top/bottom layout of English texts</li> <li>identify the linear structure of SAE texts</li> </ul> <p><b>Language competencies</b></p> <p>Semantic competence</p> <ul style="list-style-type: none"> <li>listen for gist, development of argument and specific content</li> <li>understand and use words appropriate to the different semantic fields of SAE</li> <li>identify inferred meanings in texts</li> <li>identify ambiguous or inappropriate communication</li> <li>use appraisal to express engagement, attitude and gradation</li> </ul> <p><b>Texts:</b> AMES NSW Website:</p> <ul style="list-style-type: none"> <li><i>Understanding good health</i></li> <li><i>Beach safety</i></li> <li><i>Fire safety Module for ESOL students</i></li> <li><i>Calling an Ambulance</i></li> </ul> <p><a href="http://www.moneysmart.com.au">www.moneysmart.com.au</a>; <i>Driving in Western Australia</i>, Northern Suburbs Community Legal Centre; <i>Residential Tenancy in WA</i>, Northern Suburbs Community Legal Centre</p>	<p><b>Task 7: Response (formal written/visual texts 7.5%)</b></p> <p>Read and view a range of texts related to accessing services in Australia – health care, transport and financial services. Complete comprehension activities in response.</p>
16–19	<p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>develop cursive/print orthography/keyboarding skills</li> <li>convey simple information in oral/written/multimedia forms</li> <li>use simple sentences/correct word order/simple conjunctions</li> <li>spell words accurately</li> <li>use basic punctuation accurately</li> <li>develop an understanding about choice of register</li> <li>use common high-frequency vocabulary accurately</li> <li>use commonly-used logographs and abbreviations</li> <li>use teacher editing/conferencing</li> </ul> <p><b>Language competencies</b></p> <p>Orthographic competence</p> <ul style="list-style-type: none"> <li>spell subject-specific vocabulary correctly</li> <li>use subject-specific abbreviations, signs and symbols</li> </ul> <p>Lexical competence</p> <ul style="list-style-type: none"> <li>gradually increase a word bank of vocabulary in SAE; for example, subject-specific vocabulary</li> <li>use synonyms and antonyms as required</li> <li>choose vocabulary appropriate to purpose and audience</li> <li>understand and use SAE word order within clauses and sentences</li> </ul> <p>Grammatical competence</p> <ul style="list-style-type: none"> <li>use clause and sentence structures</li> <li>use different verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes</li> <li>use verb structures and tenses</li> <li>use correct subject–verb agreement</li> <li>use reference items to achieve cohesion</li> </ul>	<p><b>Task 8: Production (formal written texts 7.5%)</b></p> <p>Produce a brochure for people who are newly arrived in Australia to give them basic information about accessing services in Australia.</p>

## Sample course outline

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

#### Semester 2 – Unit 2 – Moving between cultures

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
<b>Context One: The Australian Environment</b>		
1	<p><b>Comprehension/Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>identify non-verbal cues and intonation to guess meaning in unfamiliar situations</li> <li>identify essential information</li> <li>retell and respond to familiar texts</li> </ul> <p><b>Language competencies</b></p> <p>Semantic</p> <ul style="list-style-type: none"> <li>listen for gist, development of argument and specific content</li> <li>understand and use words appropriate to the different semantic fields of SAE</li> </ul> <p>Sociocultural</p> <ul style="list-style-type: none"> <li>identify register variations between familiar, semi-formal and some formal contexts</li> <li>recognise some common cultural references</li> </ul>	<p><b>Task 9: Response (formal aural texts 5%)</b></p> <p>Listen to a guest speaker talk about our responsibilities for looking after the environment. Answer comprehension questions about what you learn.</p>
2–4	<p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>use simple written, oral and multimedia text forms</li> <li>use clauses with a growing range of conjunctions</li> <li>use simple comparative language and reference items</li> <li>use modal adjectives and adverbs</li> <li>use familiar and some subject-specific vocabulary</li> <li>spell with growing accuracy</li> <li>use common punctuation with growing accuracy</li> <li>use information from a range of graphic organisers</li> <li>use simple paragraphs</li> <li>use teacher editing and conferencing</li> </ul> <p><b>Language competencies</b></p> <p>Orthographic competence</p> <ul style="list-style-type: none"> <li>spell subject-specific vocabulary correctly</li> <li>use subject-specific abbreviations, signs and symbols</li> <li>understand common logographic signs</li> <li>distinguish and use print, cursive and diverse fonts</li> </ul> <p>Lexical competence</p> <ul style="list-style-type: none"> <li>gradually increase a word bank of vocabulary in SAE; for example, subject-specific vocabulary</li> <li>use synonyms and antonyms as required</li> <li>choose vocabulary appropriate to purpose and audience</li> <li>understand and use SAE word order within clauses and sentences</li> </ul> <p>Grammatical competence</p> <ul style="list-style-type: none"> <li>use clause and sentence structures</li> <li>use different verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes</li> <li>use verb structures and tenses</li> <li>use correct subject–verb agreement</li> <li>use reference items to achieve cohesion</li> </ul> <p><b>Texts:</b> <i>Effective Academic Writing 1: The Paragraph</i>. Savage, A., Shafiei, M., OUP; <i>Weaving it Together; Connecting Reading and Writing Book 1</i> (Student book, CD and Teacher’s book), Heinle; <i>Great Writing: Great Sentences for Great Paragraphs</i>, various authors, Heinle</p>	<p><b>Task 10: Production (informal written texts 5%)</b></p> <p>Write a letter to a friend describing what you learnt from the guest speaker and encouraging your friend to take action to help look after the environment.</p>

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
5–7	<p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>• use rules of politeness for everyday situations</li> <li>• communicate ideas by asking for clarification/repetition or using the support of visual cues/home language/dialect</li> <li>• approximate pronunciation/intonation and stress of words/phrases</li> </ul> <p><b>Language competencies</b></p> <p>Semantic</p> <ul style="list-style-type: none"> <li>• listen for gist, development of argument and specific content</li> <li>• understand and use words appropriate to the different semantic fields of SAE</li> </ul> <p>Sociocultural</p> <ul style="list-style-type: none"> <li>• identify register variations between familiar, semi-formal and some formal contexts</li> <li>• recognise some common cultural references</li> <li>• use culturally-accepted politeness conventions in listening, speaking and written protocols</li> <li>• recognise cultural variations in acceptance of novice and expert knowledge</li> <li>• understand cultural differences in eye contact and personal space</li> <li>• identify cultural variations in symbolism, classification and gender behaviours</li> </ul>	<p><b>Task 11: Production (informal oral texts 7.5%)</b></p> <p>Interview students at your school (and record your interviews) to find out what their attitudes are toward the environment.</p>
8–10	<p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>• use simple written, oral and multimedia text forms</li> <li>• use clauses with a growing range of conjunctions</li> <li>• use simple comparative language and reference items</li> <li>• use modal adjectives and adverbs</li> <li>• use familiar and some subject-specific vocabulary</li> <li>• spell with growing accuracy</li> <li>• use common punctuation</li> <li>• use information from a range of graphic organisers</li> <li>• use simple paragraphs</li> <li>• use teacher editing and conferencing</li> </ul> <p><b>Language competencies</b></p> <p>Orthographic competence</p> <ul style="list-style-type: none"> <li>• spell subject-specific vocabulary correctly</li> <li>• use subject-specific abbreviations, signs and symbols</li> <li>• understand common logographic signs</li> <li>• distinguish and use print, cursive and diverse fonts</li> </ul> <p>Lexical competence</p> <ul style="list-style-type: none"> <li>• gradually increase a word bank of vocabulary in SAE; for example, subject-specific vocabulary</li> <li>• use synonyms and antonyms as required</li> <li>• choose vocabulary appropriate to purpose and audience</li> <li>• understand and use SAE word order within clauses and sentences</li> </ul> <p>Grammatical competence</p> <ul style="list-style-type: none"> <li>• use clause and sentence structures</li> <li>• use different verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes</li> <li>• use verb structures and tenses</li> <li>• use correct subject–verb agreement</li> <li>• use reference items to achieve cohesion</li> </ul> <p><b>Texts:</b> <i>Effective Academic Writing 1: The Paragraph</i>. Savage, A., Shafiei, M., OUP; <i>Weaving it Together; Connecting Reading and Writing Book 1</i> (Student book, CD and Teacher’s book), Heinle; <i>Great Writing: Great Sentences for Great Paragraphs</i>, various authors, Heinle</p>	<p><b>Task 12: Response (formal written texts 7.5%)</b></p> <p>Write a letter to the principal of your school making suggestions about what your school could do to help look after the environment better.</p>



Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
<b>Context Two: Australian Cultural Events and People</b>		
11–13	<p><b>Comprehension/Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>• identify non-verbal cues and intonation to guess meaning</li> <li>• identify and describe characters/settings/events in stories</li> <li>• identify essential information in a range of familiar texts</li> <li>• retell and respond to familiar texts</li> <li>• use known vocabulary/familiar text structures to find information</li> <li>• use dictionaries – bilingual/picture and library/internet resources</li> </ul> <p><b>Language competencies</b></p> <p>Semantic competence</p> <ul style="list-style-type: none"> <li>• listen for gist, development of argument and specific content</li> <li>• understand and use words appropriate to the different semantic fields of SAE</li> <li>• identify inferred meanings in texts</li> <li>• identify ambiguous or inappropriate communication</li> <li>• use appraisal to express engagement, attitude and gradation</li> </ul> <p><b>Texts:</b> Easynews video series (DVD and workbook) various authors and presenters, AMES, Victoria; <a href="http://www.abc.net.au/btn/">www.abc.net.au/btn/</a></p>	<p><b>Task 13: Response (informal aural texts 5%)</b> Explore different Australian cultural events and celebrations and complete comprehension activities in response.</p> <p><b>Task 14: Response (informal written/visual texts 5%)</b> Explore different Australian cultural events and celebrations and complete comprehension activities in response.</p>
14–16	<p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>• use rules of politeness for everyday situations</li> <li>• communicate ideas by asking for clarification/repetition or using the support of visual cues/home language/dialect</li> <li>• approximate pronunciation/intonation and stress of words/phrases</li> <li>• use phonemic awareness and graphophonics to begin to decode texts</li> </ul> <p><b>Language competencies</b></p> <p>Phonological features</p> <ul style="list-style-type: none"> <li>• use pronunciation, stress, rhythm, intonation and pitch for emphasis</li> </ul> <p>Non-verbal language features</p> <ul style="list-style-type: none"> <li>• use culturally-appropriate gestures and behaviours</li> </ul> <p>Lexical competence</p> <ul style="list-style-type: none"> <li>• choose vocabulary appropriate to purpose and audience</li> </ul> <p>Grammatical competence</p> <ul style="list-style-type: none"> <li>• use clause and sentence structures</li> <li>• use verb structures and tenses</li> <li>• use additive, comparative, temporal and consequential conjunctions</li> <li>• use correct subject–verb agreement</li> <li>• use reference items to achieve cohesion</li> </ul> <p>Semantic competence</p> <ul style="list-style-type: none"> <li>• identify ambiguous or inappropriate communication</li> </ul> <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> <li>• experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose</li> </ul> <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> <li>• identify register variations between familiar, semi-formal and some formal contexts</li> <li>• use culturally-accepted politeness conventions in listening, speaking and written protocols</li> <li>• understand cultural differences in eye contact and personal space</li> <li>• identify cultural variations in symbolism, classification and gender behaviours</li> </ul>	<p><b>Task 15: Production (formal oral texts 7.5%)</b> Choose one popular Australian cultural event and give an oral presentation about it.</p>

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
17–19	<p><b>Comprehension/Language and textual analysis/Creating texts</b></p> <ul style="list-style-type: none"> <li>• identify purposes/audiences of common text types</li> <li>• identify the way information is ordered and structured in familiar texts</li> <li>• understand the way language/structure are used in common media</li> <li>• understand how the meaning of words can change according to context</li> <li>• expand vocabulary by understanding and using unfamiliar words/subject-specific words</li> </ul> <p><b>Language competencies</b></p> <p>Semantic competence</p> <ul style="list-style-type: none"> <li>• identify inferred meanings in texts</li> <li>• distinguish between fact and opinion</li> </ul> <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> <li>• identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns)</li> <li>• develop and use anxiety reduction strategies</li> </ul> <p>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> <li>• identify register variations between familiar, semi-formal and some formal contexts</li> <li>• recognise some common cultural references</li> </ul>	<p><b>Task 16: Response (formal written/visual texts 7.5%)</b></p> <p>Read a short biography about a famous Australian person and complete extended writing activities in response.</p>