



SAMPLE COURSE OUTLINE

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
FOUNDATION YEAR 11
SAMPLE 2

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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 11

Semester 1 – Unit 1 – Moving between cultures

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
Context One: My Australia, our Australia		
1–2	<p>Comprehension/Language and text analysis skills and strategies</p> <ul style="list-style-type: none"> begin to identify non-verbal cues and intonation to guess the meaning of words in familiar contexts use visual information/home language/dialect to support understanding of simple aural texts retell the gist of a story/identifying main ideas in a simple text recognise the different features of basic text types respond to simple aural texts about familiar topics identify/use familiar vocabulary, morphemes and computer symbols to determine meaning from texts keep charts or lists to organise/classify new vocabulary and knowledge use dictionaries, including bilingual and picture, and library and web resources to understand texts <p>Language competencies</p> <p>Semantic</p> <ul style="list-style-type: none"> listen for gist, develop argument and specific content understand and use words appropriate to the different semantic fields of SAE <p>Sociocultural</p> <ul style="list-style-type: none"> identify register variations between familiar, semi-formal and some formal contexts recognise some common cultural references <p>Texts:</p> <ul style="list-style-type: none"> http://www.sbs.com.au/nitv/article/2015/06/26/about-our-stories http://legacy.australianetwork.com/myaustralia/default.htm http://www.abc.net.au/heywire/ <i>Pictures from My Memory: My Story as a Ngaatjatjarra Woman</i>, Lizzie Marrkilyi Ellis, Laurent Dousset, 2016 <i>Aboriginal and Torres Strait Islander Children and Young People Speak Out</i>, Commissioner for Children and Young People Western Australia, 2015. <i>Children and Young People from Culturally and Linguistically Diverse Backgrounds Speak Out</i>, Commissioner for Children and Young People Western Australia, 2016. <i>This is Me – Stories from culturally and linguistically diverse children and young people</i>, Commissioner for Children and Young People Western Australia, 2016. <i>This is Me – Aboriginal young people’s stories</i>, Commissioner for Children and Young People Western Australia, 2015. 	<p>Task 1: Response (informal aural texts 5%)</p> <p>Task 2: Response (informal written/visual texts 5%)</p> <p>Explore the topic of multicultural Australia by listening to, reading and viewing information and discussions about different Australians. Respond to a variety of texts by answering multiple-choice questions and completing cloze activities.</p>

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
3	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> • use simple formulaic expressions/set phrases and common forms of address for everyday situations • identify and use common cultural gestures and non-verbal behaviours • question appropriately, knowing topics to avoid • use personal space/sociocultural behaviour appropriately • communicate needs and simple ideas to others using the support of visual cues/home language/dialect • apply modelled pronunciation/intonation correctly • engage in pair/group work • question/check for clarification/understanding <p>Language competencies</p> <p>Phonological features</p> <ul style="list-style-type: none"> • use pronunciation, stress, rhythm, intonation and pitch for emphasis <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"> • gradually increase a word bank of vocabulary in SAE; for example, subject-specific vocabulary • choose vocabulary appropriate to purpose and audience <p>Grammatical competence</p> <ul style="list-style-type: none"> • use clause and sentence structures • use verb structures and tenses • use additive, comparative, temporal and consequential conjunctions • use correct subject–verb agreement • use reference items to achieve cohesion <p>Semantic competence</p> <ul style="list-style-type: none"> • identify ambiguous or inappropriate communication <p>Sociolinguistic competence</p> <ul style="list-style-type: none"> • question for clarification as needed • 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 • 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:</p> <ul style="list-style-type: none"> • <i>This is Me – Stories from culturally and linguistically diverse children and young people</i>, Commissioner for Children and Young People Western Australia, 2016. • <i>This is Me – Aboriginal young people’s stories</i>, Commissioner for Children and Young People Western Australia, 2015. 	<p>Task 3:</p> <p>Production (informal oral texts 7.5%)</p> <p>Part A: Participate in a role play to demonstrate that the norms of ‘politeness’ and ‘respect’ in verbal and non-verbal behaviours differs across cultures.</p> <p>Part B: Participate in a two-way barrier game activity using short autobiographical texts about Australians from a variety of cultural backgrounds.</p>

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
4–6	<p>Creating a range of texts</p> <ul style="list-style-type: none"> develop cursive/print orthography/keyboarding skills use simple sentences/correct word order/simple conjunctions spell simple words accurately use basic punctuation accurately develop an understanding about choice of register use common high-frequency vocabulary accurately use commonly-used logographs and abbreviations use teacher editing and conferencing <p>Language competencies</p> <p>Orthographic competence</p> <ul style="list-style-type: none"> spell subject-specific vocabulary correctly use subject-specific abbreviations, signs and symbols understand common logographic signs distinguish and use print, cursive and diverse fonts <p>Lexical competence</p> <ul style="list-style-type: none"> gradually increase a word bank of vocabulary in SAE; for example, subject-specific vocabulary use synonyms and antonyms as required choose vocabulary appropriate to purpose and audience understand and use SAE word order within clauses and sentences <p>Grammatical competence</p> <ul style="list-style-type: none"> use clause and sentence structures use different verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes use verb structures and tenses use correct subject–verb agreement use reference items to achieve cohesion <p>Texts:</p> <ul style="list-style-type: none"> <i>Effective Academic Writing 1: The Paragraph</i>, Savage, A. & Shafiei, M. OUP <i>Great Writing: Great Sentences for Great Paragraphs</i>, various writers 	<p>Task 4:</p> <p>Production (informal written texts 5%)</p> <p>Write a letter to a past teacher and tell them about memorable experiences and/or significant events that have happened in your life over the past year.</p>
Context Two: Cultural communities		
7–10	<p>Comprehension/Communication skills and strategies</p> <ul style="list-style-type: none"> identify and use common cultural gestures and non-verbal behaviours engage in pair/group work question for clarification and check for understanding keep charts or lists to organise or classify new vocabulary and knowledge retell the gist of a story and identify the main ideas in a simple text <p>Language competencies</p> <p>Semantic</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 <p>Sociocultural</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 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 5: Response (formal aural texts 5%)</p> <p>Conduct and record (audio/visual or audio only) a short interview in SAE with a teacher in your school about their experiences teaching and/or living in the community where they live. Complete a retrieval chart to summarise the information you hear.</p>

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
11–12	<p>Communication skills and strategies/Creating a range of texts</p> <ul style="list-style-type: none"> • identify/use common cultural gestures and non-verbal behaviours • apply modelled pronunciation/intonation correctly across patterns of words • convey simple information in oral/written/multimedia forms about familiar topics • use simple sentences with correct word order and simple conjunctions <p>Language competencies</p> <p>Phonological features</p> <ul style="list-style-type: none"> • use pronunciation, stress, rhythm, intonation and pitch for emphasis <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"> • choose vocabulary appropriate to purpose and audience <p>Grammatical competence</p> <ul style="list-style-type: none"> • use clause and sentence structures • use verb structures and tenses • use additive, comparative, temporal and consequential conjunctions • use correct subject–verb agreement • use reference items to achieve cohesion <p>Semantic competence</p> <ul style="list-style-type: none"> • identify ambiguous or inappropriate communication <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>Sociocultural understandings and skills</p> <ul style="list-style-type: none"> • identify register variations between familiar, semi-formal and some formal contexts • 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:</p> <ul style="list-style-type: none"> • <i>We are what we talk.</i> (Workbook, DVD & CD) De Silva, H., Hilton, J. & D • <i>Say it Again.</i> Hajncl, L. AMES, Victoria. 	<p>Task 6: Production (formal oral texts 7.5%)</p> <p>In small groups, give a short presentation about the person who you interviewed in Task 5.</p>
Context Three: Accessing community services		
13–15	<p>Language and text analysis skills and strategies</p> <ul style="list-style-type: none"> • understand the purpose of various form of communication in simple contexts • use visual cues to predict subject matter/content in texts on familiar topics • understand the function of different parts of speech • follow the left/right and top/bottom layout of English texts • identify the linear structure of SAE texts <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 inferred meanings in texts • identify ambiguous or inappropriate communication • use appraisal to express engagement, attitude and gradation <p>Texts: https://www.moneysmart.gov.au/life-events-and-you/indigenous</p> <ul style="list-style-type: none"> ▪ Budgeting and saving ▪ Your bank account ▪ Borrowing money ▪ Mobile phones ▪ Cars ▪ Scams and warnings 	<p>Task 7: Response (formal written/visual texts 7.5%)</p> <p>Complete a number of short modules related to financial skills published on ASIC's <i>Money Smart</i> website. Complete comprehension activities in response.</p>

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
16–20	<p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> • begin to identify non-verbal cues and intonation to guess meaning of words in familiar contexts • retell the gist of a story and identifying the main ideas in a simple text • recognise different features of basic text types • respond to simple aural texts about familiar topics • identify familiar vocabulary, morphemes and computer symbols, and using these to determine meaning from texts • use dictionaries – bilingual/picture and library/internet resources <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 inferred meanings in texts • identify ambiguous or inappropriate communication • use appraisal to express engagement, attitude and gradation <p>Texts:</p> <p>https://www.moneysmart.gov.au/life-events-and-you/indigenous/money-talks-audio-series</p>	<p>Task 8: Response (informal oral/written) to aural texts</p> <p>Listen to select modules from the <i>Money Talks</i> audio series. Complete comprehension activities in response.</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
Context Four: Our community, our land		
1	<p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> identify non-verbal cues and intonation to guess meaning in unfamiliar situations identify essential information retell and respond to familiar texts <p>Language competencies</p> <p>Semantic</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 <p>Sociocultural</p> <ul style="list-style-type: none"> identify register variations between familiar, semi-formal and some formal contexts recognise some common cultural references 	<p>Task 9: Response (formal aural texts 5%)</p> <p>Task 9: Listen to a respected member of a community organisation/group talk about how the activities of their organisation/group contribute to maintenance of the community or environment. Answer comprehension questions about what you learn.</p>
2–4	<p>Comprehension/Language and text analysis skills and strategies/Create a range of texts</p> <ul style="list-style-type: none"> use simple written, oral and multimedia text forms use clauses with a growing range of conjunctions use simple comparative language and reference items use modal adjectives and adverbs use familiar and some subject-specific vocabulary spell with growing accuracy use common punctuation with growing accuracy use information from a range of graphic organisers use simple paragraphs use teacher editing and conferencing <p>Language competencies</p> <p>Orthographic competence</p> <ul style="list-style-type: none"> spell subject-specific vocabulary correctly use subject-specific abbreviations, signs and symbols understand common logographic signs distinguish and use print, cursive and diverse fonts <p>Lexical competence</p> <ul style="list-style-type: none"> gradually increase a word bank of vocabulary in SAE; for example, subject-specific vocabulary use synonyms and antonyms as required choose vocabulary appropriate to purpose and audience understand and use SAE word order within clauses and sentences <p>Grammatical competence</p> <ul style="list-style-type: none"> use different types of verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes use verb structures and tenses use correct subject–verb agreement 	<p>Task 10: Production (informal written texts 5%)</p> <p>Produce a mind map using a combination of images, symbols and writing to represent your understanding of your local community/environment.</p>

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
5–7	<ul style="list-style-type: none"> use reference items to achieve cohesion <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> use rules of politeness for everyday situations communicate ideas by asking for clarification/repetition or using the support of visual cues/home language/dialect approximate pronunciation/intonation and stress of words/phrases <p>Language competencies</p> <p>Semantic</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 <p>Sociocultural</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 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:</p> <ul style="list-style-type: none"> http://www.creativespirits.info/aboriginalculture/arts/aboriginal-poems#toc0 http://www.creativespirits.info/resources/books/spirituality-poetry/sunset#axzz48OzSwL8E http://www.creativespirits.info/resources/books/anthologies/indigenous-etchings-treaty#axzz48OznhTdn http://www.creativespirits.info/resources/books/children/anna-the-goanna#axzz48Ozru3wS http://www.creativespirits.info/resources/movies/#axzz48Ozru3wS http://www.creativespirits.info/resources/books/#axzz48Ozru3wS http://www.creativespirits.info/resources/music/#axzz48Ozru3wS http://www.creativespirits.info/aboriginalculture/arts/bradshaw-gwion-gwion-rock-art#axzz48Ozru3wS 	<p>Task 11: Production (informal oral texts 7.5%)</p> <p>Select a text (e.g. film, story, poem, image, artwork or song) that tells something about Aboriginal culture and way of life. Explain to your teacher or your class in SAE why you like it and what it means to you.</p>
8–10	<p>Create a range of texts</p> <ul style="list-style-type: none"> use simple written, oral and multimedia text forms about familiar topics, including simple reports and oral presentations use clauses with a growing range of conjunctions of addition and exclusion use simple comparative language, and reference items, such as referential and demonstrative pronouns use modal adjectives and adverbs; for example, always, never, sometimes, often use familiar vocabulary, including countable and uncountable nouns spell with growing accuracy use common punctuation with growing accuracy, including commas and apostrophes use information from a range of graphic organisers use simple paragraphs use familiar and some subject-specific vocabulary use teacher editing and conferencing, including editing for correct simple tenses, common punctuation, and a variety of simple and compound sentences <p>Language competencies</p> <p>Orthographic competence</p> <ul style="list-style-type: none"> spell subject-specific vocabulary correctly use subject-specific abbreviations, signs and symbols 	<p>Task 12: Production (formal written texts 7.5%)</p> <p>Using the text that you chose for Task 11, write a formal short essay to explain what this text means and why you like it.</p>

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<ul style="list-style-type: none"> understand common logographic signs distinguish and use print, cursive and diverse fonts Lexical competence <ul style="list-style-type: none"> gradually increase a word bank of vocabulary in SAE; for example, subject-specific vocabulary use synonyms and antonyms as required choose vocabulary appropriate to purpose and audience understand and use SAE word order within clauses and sentences 	
	Grammatical competence <ul style="list-style-type: none"> use clause and sentence structures use different types of verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes use verb structures and tenses use correct subject–verb agreement use reference items to achieve cohesion 	
Context Five: Australian Cultural Events and People		
11	Comprehension skills and strategies <ul style="list-style-type: none"> identify non-verbal cues and intonation to guess meaning identify and describe characters/settings/events in stories identify essential information in a range of familiar texts retell and respond to familiar texts use known vocabulary/familiar text structures to find information use dictionaries – bilingual/picture and library/internet resources Language competencies Semantic competence <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 inferred meanings in texts identify ambiguous or inappropriate communication use appraisal to express engagement, attitude and gradation Texts: Easynews video series (DVD and workbook) various authors and presenters, AMES, Victoria; www.abc.net.au/btn/	Task 13: Response (informal written/visual texts 5%) Explore different Australian cultural events and celebrations and complete comprehension activities in response.
12–14	Communication skills and strategies <ul style="list-style-type: none"> use rules of politeness for everyday situations communicate ideas by asking for clarification/repetition or using the support of visual cues/home language/dialect approximate pronunciation/intonation and stress of words/phrases use phonemic awareness and graphophonics to begin to decode texts Language competencies Phonological features <ul style="list-style-type: none"> use pronunciation, stress, rhythm, intonation and pitch for emphasis Non-verbal language features <ul style="list-style-type: none"> use culturally-appropriate gestures and behaviours Lexical competence <ul style="list-style-type: none"> choose vocabulary appropriate to purpose and audience Grammatical competence <ul style="list-style-type: none"> use clause and sentence structures use verb structures and tenses use additive, comparative, temporal and consequential conjunctions use correct subject–verb agreement use reference items to achieve cohesion Semantic competence	Task 14: Production (formal oral texts 7.5%) Choose one popular Australian sporting, cultural or historic event (e.g. Melbourne Cup, AFL Grand Final, ANZAC day) and give an oral presentation about it.

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<ul style="list-style-type: none"> identify ambiguous or inappropriate communication Sociolinguistic competence <ul style="list-style-type: none"> experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose 	
	Sociocultural understandings and skills <ul style="list-style-type: none"> identify register variations between familiar, semi-formal and some formal contexts 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 Texts: Easynews video series (DVD and workbook) various authors and presenters, AMES, Victoria; www.abc.net.au/btn/	
15–16	Language and text analysis skills and strategies <ul style="list-style-type: none"> identify purposes/audiences of common text types identify the way information is ordered and structured in familiar texts understand the way language/structure are used in common media understand how the meaning of words can change according to context expand vocabulary by understanding and using unfamiliar words/ subject-specific words Language competencies Semantic competence <ul style="list-style-type: none"> identify inferred meanings in texts distinguish between fact and opinion Sociolinguistic competence <ul style="list-style-type: none"> identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) develop and use anxiety reduction strategies Sociocultural understandings and skills <ul style="list-style-type: none"> identify register variations between familiar, semi-formal and some formal contexts recognise some common cultural references Texts: <ul style="list-style-type: none"> http://www.pearson.com.au/educator/english-language/pearson-english-readers/ http://www.aussieeducator.org.au/reference/famousaustralians.html#indig http://ia.anu.edu.au/ 	Task 15: Response (formal written/visual texts 7.5%) Read a short biography about a famous Australian person and complete extended writing activities in response.
17–20	Create a range of texts <ul style="list-style-type: none"> use simple written, oral and multimedia text forms about familiar topics, including simple reports and oral presentations use clauses with a growing range of conjunctions of addition and exclusion use simple comparative language, and reference items, such as referential and demonstrative pronouns use modal adjectives and adverbs; for example, always, never, sometimes, often use familiar vocabulary, including countable and uncountable nouns spell with growing accuracy use common punctuation with growing accuracy, including commas and apostrophes use information from a range of graphic organisers use simple paragraphs use familiar and some subject-specific vocabulary 	Task 16: Production (formal written 7.5%) Choose an Australian person who is a role model to you. Write a short descriptive essay about this person.

Weeks	Syllabus content (drawn from unit content and the Language Table)	Assessment tasks
	<ul style="list-style-type: none"> • use teacher editing and conferencing, including editing for correct simple tenses, common punctuation, and a variety of simple and compound sentences <p>Language competencies</p> <p>Orthographic competence</p> <ul style="list-style-type: none"> • spell subject-specific vocabulary correctly • use subject-specific abbreviations, signs and symbols <p>Lexical competence</p> <ul style="list-style-type: none"> • gradually increase a word bank of vocabulary in SAE; for example, subject-specific vocabulary • use synonyms and antonyms as required • choose vocabulary appropriate to purpose and audience • understand and use SAE word order within clauses and sentences <p>Grammatical competence</p> <ul style="list-style-type: none"> • use clause and sentence structures • use different types of verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes • use verb structures and tenses • use correct subject–verb agreement • use reference items to achieve cohesion <p>Texts:</p> <ul style="list-style-type: none"> • http://www.pearson.com.au/educator/english-language/pearson-english-readers/ • http://www.aussieeducator.org.au/reference/famousaustralians.html#indig • http://ia.anu.edu.au/ 	