SAMPLE COURSE OUTLINE

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT
ATAR YEAR 11
## Sample course outline

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

#### Unit 1 – Ways of life

<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
<th>Assessment tasks</th>
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</table>
| 1    | Overview of course and expectations – course documents and college assessment policy  
      | Ways of life     | Introductory writing (not assessed):  
      |                  | *Introducing*: Write a brief autobiography (family, interests, experiences, goals) |
|      | **Communication/Comprehension/Creating texts**  
      | • seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language/dialect to clarify understanding  
      | • identifying linguistic and structural features of a range of more complex text types, including literary and transactional  
      | • using appropriate structure and content to communicate ideas and opinions for different purposes and audiences  
      | • using paragraphing to organise and communicate main and supporting ideas  
      | • using strategies to reflect on and consolidate own learning  
      | **Language competencies**  
      | • lexical and semantic: choosing vocabulary appropriate to purpose and audience  
      | • grammatical: verb structures and tenses; voice (active, passive); temporal conjunctions  
      | Texts: 1–2 auto/biographies/auto/biographical extracts | |
| 2–3  | Ways of life – Preparation for Task 1  
      | **Communication/Comprehension/Language and textual analysis**  
      | • using active listening strategies and working collaboratively with others  
      | • using contextual information to predict the content of aural texts  
      | • using strategies to reflect on and consolidate own learning  
      | • defining some common SAE cultural references and implied meanings in texts  
      | • using graphic organisers to collect and collate information  
      | • describing the effect of register, style and tone on meaning  
      | **Language competencies**  
      | • phonological features: pronunciation, stress, rhythm, intonation and pitch for emphasis; phonemes and morphemes  
      | • lexical: gradually increasing a word bank of subject-specific vocabulary; understanding and using collocations, idiomatic expressions and colloquialisms  
      | Texts: aural and visual texts on attitudes to leisure and entertainment | Task 1: Response  
      | Listening comprehension: short answers to a range of texts | |
| 4–5  | Ways of life – Preparation for Task 2  
      | **Communication/Comprehension/Language and textual analysis/Creating texts**  
      | • identifying linguistic and structural features of a range of more complex text types, including literary and transactional  
      | • using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries  
      | • using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts  
      | • using culturally accepted politeness conventions and protocols in different contexts | Task 2: Production (oral)  
<pre><code>  | Description of a custom |
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| 6–7  | Ways of life – Preparation for Task 3  
Communication/Comprehension/Language and textual analysis/Creating texts  
- identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures  
- using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts  
- differentiating between main ideas and supporting details and between fact and opinion  
- using dictionaries, thesauruses and grammar texts to assist language learning and comprehension  
- using cohesive devices at sentence, paragraph and whole text level  
Language competencies  
- lexical: understanding and using collocations, idiomatic expressions and colloquialisms  
- sociocultural: recognising irony and how humour is created  
Texts: documentary, Ayen’s Cooking School for African Men; print texts presenting cultural ideas of gender roles | Task 3: Production (written)  
Compare and contrast essay: ‘Parents’ aspirations for their sons often differ from their aspirations for their daughters.’ |
| 8–9  | Ways of life – Preparation for Task 4  
Comprehension /Language and textual analysis  
- identifying linguistic and structural features of range of more complex text types  
- distinguishing between fact and opinion  
- defining some common SAE cultural references and implied meanings in texts  
- describing the effect of register, style and tone on meaning  
- explaining the effects of descriptive language and imagery in texts  
Language competencies  
- lexical: understanding and using collocations, idiomatic expressions and colloquialisms  
- sociocultural: recognising irony and how humour is created  
Texts related to the impact of the media, such as print and visual advertisements; extracts from a text such as Scott Westerfield’s So Yesterday. | Task 4: Response  
Reading and viewing comprehension: short and extended responses to unseen texts |
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| 10–12| **Ways of life** – Preparation for Task 5  
**Comprehension/Language and textual analysis/Creating texts**  
- skimming for general meaning and scanning for specific information  
- defining some common SAE cultural references and implied meanings in texts  
- identifying how different purposes and contexts influence language choices and meaning  
- analysing how language reflects sociocultural constructions of age, gender, ethnicity and identity  
- using appropriate structure and content to communicate ideas and opinions for different purposes and contexts  
- using digital, multimodal and print-based technologies  
- using research skills and strategies, including note-taking, note-making, summaries and graphic organisers to collect and collate information, paraphrasing and synthesising, quoting and referencing appropriately  
- using strategies for planning, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries  
**Language competencies**  
- orthographic: using punctuation as required  
- lexical: using lexical chains to achieve cohesion  
- grammatical: direct and indirect speech  
- sociolinguistic: experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose  
Texts: two–three texts (non-fiction e.g. blogs, magazine or newspaper articles, documentaries; fiction such as short stories) on issues affecting young people today; exemplar feature articles | **Task 5: Investigation**  
Feature article: A major challenge faced by young people today |
| 13   | **Ways of life** – Preparation for Task 6  
**Communication skills and strategies/Creating texts**  
- using appropriate structure to communicate ideas and opinions for different purposes and audiences  
- using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts  
- understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance  
- using active listening strategies and working collaboratively with others  
- using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences  
- understanding common cultural references, conceptual metaphors and connotations  
**Language competencies**  
- grammatical: questioning (including rhetorical questioning); negative questioning  
- semantic: listening for gist, development of argument and specific content  
- sociolinguistic: questioning for clarification as needed; negotiating meaning  
Text/Information input: from Task 5 reading and notes | **Task 6: Production (oral)**  
Panel discussion: Stresses on today’s young people |
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| 14–16 | Ways of life – Preparation for Task 7  
Comprehension/Language and textual analysis/Creating texts  
- identifying linguistic and structural features of a range of more complex text types, including literary texts  
- using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension  
- explaining the effects of descriptive language and imagery in texts  
- analysing how language reflects sociocultural constructions of age, gender, ethnicity and identity  
- using appropriate structure and content to communicate ideas and opinions for different purposes and audiences  
- using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences  
- using strategies for planning, editing and refining, including monitoring and correcting spelling, grammar and punctuation  
Language competencies  
- grammatical: verb structures and tenses; modality; use of correct subject-verb agreement  
- semantic: identifying inferred meanings in texts; identifying shifts in meaning according to syntax  
- sociocultural: recognising irony and how humour is created  
Texts: short stories such as Lu Hsun, *My Old Home*; Peter Cowan, *The Red-backed Spiders* | Task 7: Production (written): Persuasive essay, previously unseen topics referring to texts                                                                                                                                                                                                  |
| 17–18 | Practice and revision for examinations  
Task 8a: written examination  
Task 8b: practical (oral) examination                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                       |
## Unit 2 – Making choices

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<th>Syllabus content</th>
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<td>1–2</td>
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<td>Task 9: Response</td>
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<td>Making choices – Preparation for Task 9</td>
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<td></td>
<td>Comprehension/Language and textual analysis/Creating texts</td>
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<td></td>
<td>• listening, reading and viewing for specific purposes and content</td>
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<td>• describing and classifying the form, medium and subject matter of texts</td>
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<td></td>
<td>• explaining ideas, issues and arguments presented in non-fiction texts</td>
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<td>• interpreting cultural references and implied meanings in texts</td>
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<td>• using a range of reference texts, including dictionaries, to assist interpretation and explanation of ideas</td>
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<td>• explaining the visual features of texts and interpreting graphic representations of data</td>
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<td>• explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising</td>
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<td>• producing different types of texts to present ideas and opinions</td>
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<td>Language competencies</td>
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<td>• lexical and semantic: using discourse markers, for example, for showing cause and effect; using appraisal to express engagement, attitude and gradation</td>
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<td>• grammatical: verb structures and tenses; voice (active, passive); nominalisation; use of correct subject-verb agreement</td>
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<td>• sociolinguistic: questioning for clarification as needed</td>
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<td>• sociocultural: using culturally accepted conventions in listening, speaking and written protocols</td>
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<td>Texts: print and visual texts, including letters to the editor and texts such as cartoons, feature articles, editorials related to the topic of the guest speaker presentation/audio lecture</td>
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<td>3–4</td>
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<td>Task 10: Production (written)</td>
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<td>Making choices – Preparation for Task 10</td>
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<td>Comprehension/Language and textual analysis/Creating texts</td>
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<td>• listening, reading and viewing for specific purposes and content</td>
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<td>• analysing how point of view shapes audience response</td>
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<td>• explaining overt and implicit assumptions made in texts</td>
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<td>• producing different types of texts for different purposes and audiences</td>
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<td>• using persuasive, descriptive and emotive language as appropriate</td>
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<td>• using strategies for planning, editing and refining, including monitoring and correcting spelling, grammar and punctuation; and the use of dictionaries and thesauruses</td>
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<td>Language competencies</td>
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<td>• sociolinguistic: experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose; identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns)</td>
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<td>• sociocultural: identifying the register variations between familiar, semi-formal and some formal contexts; recognising some common cultural references</td>
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<td>Texts such as (film): <em>Slumdog Millionaire</em>, and (autobiography), Li Cunxin, <em>Mao’s Last Dancer</em>, (Young reader’s edition)</td>
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<td>5–7</td>
<td><strong>Making choices</strong> – Preparation for Task 11  &lt;br&gt; <strong>Comprehension/Language and textual analysis/Creating texts</strong>  &lt;br&gt; - explaining ideas, issues and arguments presented in non-fiction texts  &lt;br&gt; - selecting information sources and synthesising information from these sources  &lt;br&gt; - using research skills and strategies, including note-taking and note-making; summarising and using graphic organisers to collect, collate and evaluate information; paraphrasing, synthesising and quoting with in-text citation and end-of-text-referencing  &lt;br&gt; - producing different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies  &lt;br&gt; - using a range of cohesive and structural devices  &lt;br&gt; - using strategies for planning, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and using dictionaries and thesauruses  &lt;br&gt; <strong>Language competencies</strong>  &lt;br&gt; - orthographic: using punctuation as required, including full stops, capitalisation, commas, apostrophes, question marks, inverted commas, colons, brackets and exclamation marks  &lt;br&gt; - lexical: using discourse markers, for example, showing cause and effect  &lt;br&gt; - grammatical: verb structures and tenses; voice (active, passive); nominalisation  &lt;br&gt; - semantic: distinguishing between fact and opinion; understanding the SAE classification systems used in academic environments</td>
<td>Task 11: Investigation  &lt;br&gt; Report on an issue</td>
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<tr>
<td>8–9</td>
<td><strong>Making choices</strong> – Preparation for Task 12  &lt;br&gt; <strong>Communication/Comprehension/Language and textual analysis/Creating texts</strong>  &lt;br&gt; - organising and presenting spoken information appropriate to audience and purpose, self-correcting when appropriate  &lt;br&gt; - initiating, sustaining and concluding interactions, demonstrating skills in turn-taking, changing topics and accepting and rejecting ideas, in range of familiar and unfamiliar contexts  &lt;br&gt; - using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level  &lt;br&gt; - understanding and using non-verbal cues in a range of formal and informal contexts  &lt;br&gt; - experimenting with register and tone to create rapport  &lt;br&gt; - explaining the visual features of texts and interpreting graphic representations of data  &lt;br&gt; - using metalanguage to express personal and critical responses to texts  &lt;br&gt; - producing different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies  &lt;br&gt; <strong>Language competencies</strong>  &lt;br&gt; - sociolinguistic: understanding and using the language of persuasion  &lt;br&gt; - sociocultural: understanding cultural differences in eye contact and personal space</td>
<td>Task 12: Production  &lt;br&gt; (oral)  &lt;br&gt; Seminar on an aspect of the selected issue in multimodal form</td>
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<td>Week</td>
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| 10–14 | **Making choices** – Preparation for Task 13  
**Comprehension/Language and textual analysis/Creating texts**  
- listening, reading and viewing for specific purposes and content  
- describing and classifying the form, medium and subject matter of texts  
- interpreting cultural references and implied meanings in texts  
- using a range of reference texts, including dictionaries, to assist interpretation and explanation of ideas  
- identifying how the selection of text structures and language features can influence an audience  
- analysing how point of view shapes audience response  
- explaining the effects of shifts in register, style and tone  
- analysing connections between texts  
- using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language  
- using persuasive, descriptive and emotive language as appropriate  
**Language competencies**  
- grammatical: clause and sentence structures; verb structures and tenses; use of correct subject-verb agreement  
Reading and viewing comprehension |
| 15 | **Making choices** – Preparation for Task 14  
**Creating texts**  
- producing different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies  
- using subject-specific vocabulary, nominalisation, nouns and verbs used to create modality, collocations, idioms and figurative language  
- using a range of cohesive and structural devices  
- using persuasive, descriptive and emotive language as appropriate  
- using strategies for planning, editing and refining, including monitoring and correcting spelling, grammar and punctuation; and the use of dictionaries and thesauruses  
**Language competencies**  
- grammatical: all items listed  
- lexical and semantic: as appropriate for the topic | **Task 14: Production (written)**  
Essay on one of a range of previously unseen general topics |
| 16 | Practice and revision for examinations | **Task 15a: Semester 2 written examination**  
**Task 15b: Semester 2 practical (oral) examination** |