



SAMPLE COURSE OUTLINE

ENGLISH
PRELIMINARY UNIT 3 AND UNIT 4

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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 – Preliminary

Unit 3 and Unit 4

Unit 3 (notional timeframe only – may take up to whole year)

Week	Key teaching points	Content
1	<p>Introduction to the unit, task requirements and assessment outline.</p> <p>Introduction to the Career Portfolio.</p> <p>Focus on: current skills and personal attributes needed to undertake a range of different jobs; planning for skill development.</p>	
2–4	<p>Introduction to Task 1: The job and I. Create a Career Portfolio outlining your strengths and your ability to perform various jobs.</p> <p>Goal setting and research on skills and personal attributes needed to undertake a range of different jobs.</p> <p>Focus on: examples of research techniques – using the library, internet, pamphlets etc.; keeping an organised record of findings.</p> <p>Students to develop a way to record their findings and keep them in the Career Portfolio. Students to highlight the relevant key words/sentences.</p> <p>Students brainstorm what needs to be included in the career portfolio.</p> <p>Task 1 due Semester 1 Week 4</p>	<p>Using appropriate vocabulary; creating familiar texts (booklet); creating questions and interpreting responses; learning social interaction conventions; practising speaking and listening skills, with a sense of purpose and for a particular audience; developing turn-taking techniques.</p> <p>Defining and discussing the differences between personal and interpersonal skills and providing examples of each; brainstorm the types of skills employers may be looking for when hiring new people; providing information.</p>
5–7	<p>Introduction to Task 2: What’s in a job? Create a booklet or an eBook on a chosen career and present it to the class.</p> <p>Students to identify a suitable job and to research skills, personal attributes, education and training required to do that job. They write a summary of the job requirements and explain why they would or would not be able to do this job. Students to identify personal preferences based on familiar and routine activities; they may identify likes and dislikes, hobbies and interests; and list the academic achievements that are necessary for them to be able to choose different types of careers that may suit their interests, skills and achievements.</p>	<p>Creating texts using appropriate vocabulary; developing group discussion skills; creating oral, visual, written and multimodal texts; accepting feedback from others; reflecting on texts created.</p>
8–12	<p>Task 2: What’s in a job? Create a booklet or an eBook on a chosen career and present it to the class.</p> <p>Peer evaluation and self-reflection.</p> <p>Am I suitable for a job?</p> <p>Students to view video clips presenting information about employability skills and preparing for the workplace.</p>	<p>Practising speaking and listening skills, with a sense of purpose and for a particular audience; developing turn-taking techniques.</p>

Week	Key teaching points	Content
	<p>Students learn that choices they make have consequences, different behaviours in the workplace may lead to different outcomes; introduction to conventions of role plays.</p> <p>Importance of team work and oral communication skills in role plays.</p> <p>Different scenarios on rules and behaviours in the workplace and consequences of breaking them; for example, conventions regarding punctuality.</p> <p>Task 2 due Semester 1 Week 8</p>	
13	<p>Introduction to Task 3: Role play.</p> <p>Students watch on-line episodes and scenarios on job readiness skills as a preparation for Task 3. See http://www.workgo.net.</p> <p>Main focus is on: the consequences of being late, missing work, or calling in sick as an excuse; keeping your employer informed at all times; meeting and exceeding your employer's expectations; avoiding non-work talk or dealing with personal business at work; focusing on safety and efficiency at work.</p>	Using appropriate vocabulary, facial expressions and body language; creating, interpreting and responding to questions in role plays; adapting communication to suit audiences; retelling ideas or information; reflecting on oral performance.
14–15	<p>Students form small groups and run through some of the different scenarios. They are to share their ideas about what possible decisions could be made and what their possible outcomes might be. They decide upon a best course of action. These best courses of action are then discussed with the rest of the class.</p> <p>Students to complete assessment Task 3 where they are put into small groups and presented with a scenario. Students rehearse their role play and then present to the class. Each student then completes a peer evaluation sheet.</p> <p>Feedback is given to students on their participation in the role play.</p> <p>Task 3 due Semester 1 Week 15</p>	
16	<p>Discuss the work covered in Semester 1.</p> <p>Students start to view job-related videos to gather information about different careers; they participate in discussions or rate effectiveness about the way information is presented in a range of job-related videos; they rate job-related videos in order of personal preference and/or effectiveness.</p>	

To have recorded a 'completion' for English Preliminary Unit 3, students will need to have completed the education and assessment program above, which addresses all three unit outcomes at least once in this English unit; and the teacher will have covered the content from Unit 3.

Unit 4 (notional timeframe only – may take up to whole year)

Week	Key teaching points	Content
1	Introduction to Semester 2 tasks, assessment outline and expectations.	
2–5	<p>Introduction to Task 4: Write a Job application.</p> <p>Students read a range of job advertisements before writing a cover letter applying for a position, stating their skills, personal attributes and why they would be a good choice for the job.</p> <p>Students identify the requirements based on job advertisements and use resources such as the internet to find additional information.</p> <p>Brainstorm activities on the information for inclusion in job application letters.</p> <p>Students work on developing complex sentences or paragraphs by connecting statements to examples e.g. I have good self-management skills and use these by arriving on time and preparing my work area.</p> <p>Students to create job advertisements for dream jobs or school-based jobs which include appropriate abbreviations, requirements of the job and working conditions.</p> <p>Task 4 due Semester 2 Week 5</p>	<p>Creating texts using appropriate vocabulary and expression; engaging with and responding to elements of text; grouping ideas; identifying audience for texts; editing of punctuation and spelling; giving attention to information, objects, people, actions, emotions, events, places.</p>
6–8	<p>Introduction to Task 5: View a variety of formats and designs on how to write a resume.</p> <p>The main focus is on:</p> <ul style="list-style-type: none"> ▪ identifying personal preferences based on familiar and routine activities ▪ identifying likes and dislikes, hobbies and interests as well as academic achievements ▪ rating level of enjoyment or ability when undertaking a range of suggested activities ▪ identifying different types of careers that may suit interests, skills and achievements ▪ using a checklist to identify areas for improvement in own writing and making adjustments where required. <p>Task 5 due Semester 2 Week 8</p>	<p>Creating texts using appropriate vocabulary and expression; engaging with and responding to elements of text; grouping ideas; identifying audience for texts; editing of punctuation and spelling.</p>
9–13	<p>Introduction to Task 6: Conduct a mock job interview on your chosen career.</p> <p>The focus is on:</p> <ul style="list-style-type: none"> ▪ interview techniques with emphasis on questioning strategies to gain required information ▪ interview tips e.g. grooming, what to wear, first impression, arriving on time <p>Students watch interview clips to discuss techniques used by the interviewer to elicit the required information. Students to construct a set of five to ten open-ended questions to be asked in the course of the interview.</p>	<p>Creating texts with appropriate vocabulary and visuals; sequencing ideas; expressing and interpreting feelings; learning social interaction conventions; developing listening and speaking skills; engaging with and responding to elements of texts; identifying intended audience; locating and accessing required texts; reflecting on quality of text created; accepting feedback from others.</p>

Week	Key teaching points	Content
	<p>Role playing interviews in class – constructing questions, contributing to discussion, offering opinions, conducting interviews, recording information.</p> <p>Students complete a self-reflection activity on the strategies used in the interview process after mock interviews.</p> <p>Task 6 due Semester 2 Week 13</p>	
14–16	<p>General discussion about the work completed in the unit. Evaluation of students’ work already completed. Students will complete self-reflection questions:</p> <p>What have I learned? How could I continue to improve?</p> <p>Which tasks have I enjoyed the most and the least and why?</p>	Accepting feedback from others.

To have recorded a ‘completion’ for English Preliminary Unit 4, students will need to have completed the education and assessment program above, which addresses all three unit outcomes at least once in this English unit; and the teacher will have covered the content from Unit 4.