**Sample Course Outline**

English as an Additional Language or Dialect

Foundation Year 12

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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 12

Unit 3 and Unit 4

Unit 3 – Life skills

| **Week** | **Syllabus content  (drawn from unit content and the Language Table)** | **Assessment tasks** |
| --- | --- | --- |
| **Context One: Educational and employment opportunities** | | |
| 1–2 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * use phonemic awareness and graphophonics to decode texts * demonstrate some understanding of common colloquial expressions * draw on background knowledge or [contextual](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) cues to guess the meaning of unknown words * identify and respond to the main ideas in a range of familiar texts * begin to identify emotive language and [sociocultural](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Sociocultural) references in different texts * identify and explain some common cultural references and colloquialisms * use graphic organisers and retrieval charts to extract accurate information from a growing variety of texts * identify how language and structure are used in simple persuasive texts * use dictionaries, library and web resources to locate specific information * identify the purposes and audiences of a growing range of text types, including subject specific texts * understand cultural variations in the use of language in everyday activities and relationships, such as family, leisure activities or work * identify the difference between formal and informal language across written and digital texts   **Language competencies**  Sociolinguistic competence   * identify the organisation of thoughts and ideas within Standard Australian English (SAE) texts (rhetorical patterns)   Sociocultural understandings and skills   * identify register variations between familiar, semi-formal and some formal contexts   **Texts:** *Keys to Work – A teaching kit for developing the employability skills of CALD workers* (teacher book and DVD), Jacky Springall, AMES Victoria; *English for Employment series – Finding Work (Beginner and Intermediate) and At Work (Beginner and Intermediate*) (workbook, CD and DVD), various authors, AMES NSW; *At Work in Australia series – Getting a job, Getting on with the job* (books and DVDs), Maggie Power and Jan Livingstone, AMES Victoria. | **Task 1: Response  (to formal written/ visual texts)**  Investigate different employability skills and analyse job advertisements for the types of skills they list. |
| 3–5 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * use appropriate structure, content and language for a range of common purposes and [audiences](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Audience) * use features of common genres, such as narratives, recounts, simple reports and short essays * use conjunctions and simple cohesive devices at sentence and paragraph level, including basic [in-text reference](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=anaphoric%20and%20cataphoric%20reference)s and referential pronouns * use [modals](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Modality) such as ‘will’, ‘would’, ‘can’, ‘should’, ‘might’ * use some subject-specific vocabulary and synonyms * spell everyday words accurately * use common punctuation accurately * use multimodal graphic organisers * use simple, compound and some complex sentences * employ commonly used technologies and media * use teacher support for planning and refining work, including editing for correct simple tenses, common punctuation, and a variety of simple, compound and some complex grammatical structures   **Language competencies**  Orthographic competence   * all items listed   Lexical competence   * as relevant to task   Grammatical competence   * as relevant to task   Sociolinguistic competence   * experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose   **Tasks:** *English for Employment series – Finding Work (Beginner and Intermediate) and At Work (Beginner and Intermediate)* (workbook, CD and DVD), various authors, AMES NSW; *At Work in Australia series – Getting a job, Getting on with the job* (books and DVDs), Maggie Power and Jan Livingstone, AMES Victoria; *Interview Success: Job winning strategies* (guide and DVD), AMES NSW; *Great Writing: Great Paragraphs*, various authors, Heinle. | **Task 2: Production (formal written)**  You will be given a selection of advertisements for jobs. Choose one and write a job application letter to apply for it. |
| 6–7 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * use appropriate rules of politeness in most situations * communicate ideas and opinions in a growing range of situations and rephrase when meaning is unclear * use intelligible [pronunciation](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Pronunciation) and [intonation](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Intonation) of words and phrases * use dictionaries, library and web resources to locate specific information * use appropriate structure, content and language for a range of common purposes and [audiences](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Audience) * use features of common genres, such as narratives, recounts, simple reports and short essays * use conjunctions and simple cohesive devices at sentence and paragraph level, including basic [in-text reference](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=anaphoric%20and%20cataphoric%20reference)s and referential pronouns * use [modals](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Modality) such as ‘will’, ‘would’, ‘can’, ‘should’, ‘might’ * use some subject-specific vocabulary and synonyms * use simple, compound and some complex sentences * employ commonly used technologies and media * use teacher support for planning and refining work, including editing for correct simple tenses, common punctuation, and a variety of simple, compound and some complex grammatical structures   **Language competencies**  Phonological features   * pronunciation, stress, rhythm, intonation and pitch for emphasis * phonemes and morphemes   Non-verbal language features   * use culturally appropriate gestures and behaviours   Lexical competence   * as relevant to task   Grammatical competence   * as relevant to task   Sociolinguistic competence   * experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose * initiate, sustain and end conversations in casual and formal contexts * identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) * develop and use anxiety reduction strategies   **Texts:** <http://www.jobguide.thegoodguides.com.au>;*Ship or Sheep?* Ann Baker, Cambridge University Press; *Tree or Three?* Ann Baker, Cambridge University Press; *Clickview: Great Public Speaking: An Audience in the Palm of Your Hand.* | **Task 3: Production (formal oral)** Give a presentation about a job/career that you would like to pursue in the future. |
| **Context Two: Occupational Health and Safety** | | |
| 8–9 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * draw on background knowledge or [contextual](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) cues to guess the meaning of unknown words * identify and respond to the main ideas in a range of familiar texts * use dictionaries, library and web resources to locate specific information * identify the purposes and audiences of a growing range of text types, including subject specific texts * employ commonly used technologies and media   **Language competencies**  Semantic competence   * understand the SAE classification systems used in academic environments   Sociolinguistic competence   * identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns)   Sociocultural understandings and skills   * recognise some common cultural references   **Texts:** *Speak Safe – OHS Awareness for CALD Workers* (teacher guide, DVD and CD), Maggie Power and Carmel O’Day, AMES Victoria; *Keys to Work – A teaching kit for developing the employability skills of CALD workers* (teacher book and DVD), Jacky Springall, AMES Victoria; *Occupational Health and Safety,* Robyn Edwards, AMES Victoria; *Certificate II in Spoken and Written English – CSWE II Workbook* (2009 Edition)AMES NSW. | **Task 4: Response  (to informal written/visual texts)**  Discuss what Occupational Health and Safety (OHS) is and how it relates to the workplace. View and interpret a number of safety and warning signs that are commonly used and identify a number of hazards in workplace situations through viewing and reading activities. |
| 10 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * demonstrate some understanding of common colloquial expressions * draw on background knowledge or [contextual](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) cues to guess the meaning of unknown words * begin to identify emotive language and [sociocultural](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Sociocultural) references in different texts * identify and explain some common cultural references and colloquialisms * use graphic organisers and retrieval charts to extract accurate information from a growing variety of texts * use dictionaries, library and web resources to locate specific information * identify the purposes and audiences of a growing range of text types, including subject specific texts * understand cultural variations in the use of language in everyday activities and relationships, such as family, leisure activities or work   **Language competencies**  Semantic competence   * listen for gist, development of argument and specific content * understand and use words appropriate to the different semantic fields of SAE * identify ambiguous or inappropriate communication * distinguish between fact and opinion   Sociolinguistic competence   * question for clarification as needed * understand and use the language of persuasion * identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns)   Sociocultural understandings and skills   * identify register variations between familiar, semi-formal and some formal contexts * recognise some common cultural references * recognise some irony, and how humour is created * 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   **Texts:** *Teaching Listening and Speaking: From Theory to Practice,* Jack C. Richards, Cambridge University Press. | **Task 5: Response (to formal aural texts)** Listen to a talk from a representative of WorkSafe WA and take notes. Use these notes to write a summary of the main points from the talk. |
| 11–12 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * use phonemic awareness and graphophonics to decode texts * demonstrate some understanding of common colloquial expressions * draw on background knowledge or [contextual](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) cues to guess the meaning of unknown words * describe characters and settings presented in narrative texts and recount plot details * identify and respond to the main ideas in a range of familiar texts * begin to identify emotive language and [sociocultural](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Sociocultural) references in different texts * identify and explain some common cultural references and colloquialisms * use graphic organisers and retrieval charts to extract accurate information from a growing variety of texts * use dictionaries, library and web resources to locate specific information * identify the purposes and audiences of a growing range of text types, including subject specific texts * identify the features of common genres such as narratives, recounts and simple short stories or novels * understand cultural variations in the use of language in everyday activities and relationships, such as family, leisure activities or work   **Language competencies**  Semantic competence   * listen for gist, development of argument and specific content * understand and use words appropriate to the different semantic fields of SAE * identify shifts in meaning according to syntax * identify ambiguous or inappropriate communication * use appraisal to express engagement, attitude and gradation * distinguish between fact and opinion * understand the SAE classification systems used in academic environments   Sociocultural understandings and skills   * identify register variations between familiar, semi-formal and some formal contexts * recognise some common cultural references * recognise some irony, and how humour is created * 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   **Texts:** *Speak Safe – OHS Awareness for CALD Workers* (teacher guide, DVD and CD), Maggie Power and Carmel O’Day, AMES Victoria; *Keys to Work – A teaching kit for developing the employability skills of CALD workers* (teacher book and DVD), Jacky Springall, AMES Victoria; *At Work in Australia series – Getting a job, Getting on with the job* (books and DVDs), Maggie Power and Jan Livingstone, AMES Victoria. | **Task 6: Response (to informal aural texts)** Investigate the skills required to record facts surrounding an OHS incident. Listen to/watch scenarios and make notes about the incidents. |

| **Week** | **Syllabus content  (drawn from unit content and the Language Table)** | **Assessment tasks** |
| --- | --- | --- |
| **Context Three: Workplace discrimination** | | |
| 13–14 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * describe characters and settings presented in narrative texts and recount plot details * identify and respond to the main ideas in a range of familiar texts * use graphic organisers and retrieval charts to extract accurate information from a growing variety of texts * use dictionaries, library and web resources to locate specific information * understand cultural variations in the use of language in everyday activities and relationships, such as family, leisure activities or work * use appropriate structure, content and language for a range of common purposes and [audiences](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Audience) * use features of common genres, such as narratives, recounts, simple reports and short essays * use conjunctions and simple cohesive devices at sentence and paragraph level, including basic [in-text reference](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=anaphoric%20and%20cataphoric%20reference)s and referential pronouns * use [modals](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Modality) such as ‘will’, ‘would’, ‘can’, ‘should’, ‘might’ * use some subject-specific vocabulary and synonyms * spell everyday words accurately * use common punctuation accurately * use multimodal graphic organisers * use simple, compound and some complex sentences * employ commonly used technologies and media * use teacher support for planning and refining work, including editing for correct simple tenses, common punctuation, and a variety of simple, compound and some complex grammatical structures   **Language competencies**  Orthographic competence   * all items listed   Lexical competence   * as relevant to task   Grammatical competence   * all items listed   Semantic competence   * listen for gist, development of argument and specific content   **Texts:** *It’s Your Right: Your workplace rights in Australia* (kit),Maggie Power, AMES Victoria; *Getting to know the law in my new country* (DVD with multilingual editions), Carmel Davies and Elsie Hill, AMES Victoria; *Great Writing: Great Paragraphs,* various authors, Heinle. | **Task 7: Production (informal written)**  Read and view Hayat’s story about workplace discrimination. Write a number of paragraphs to summarise Hayat’s experience, including what she did to resolve the conflict.  **Externally set task:** A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school. |

| **Week** | **Syllabus content  (drawn from unit content and the Language Table)** | **Assessment tasks** |
| --- | --- | --- |
| 15 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * use appropriate rules of politeness in most situations * communicate ideas and opinions in a growing range of situations and rephrase when meaning is unclear * use intelligible [pronunciation](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Pronunciation) and [intonation](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Intonation) of words and phrases * use phonemic awareness and graphophonics to decode texts * demonstrate some understanding of common colloquial expressions * collaborate as a way to solve problems or to create texts * use appropriate structure, content and language for a range of common purposes and [audiences](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Audience) * use some subject-specific vocabulary and synonyms * use simple, compound and some complex sentences   **Language competencies**  Phonological features   * pronunciation, stress, rhythm, intonation and pitch for emphasis * phonemes and morphemes   Non-verbal language features   * use culturally appropriate gestures and behaviours   Lexical competence   * as relevant to task   Grammatical competence   * as relevant to task   Semantic competence   * listen for gist, development of argument and specific content * understand and use words appropriate to the different semantic fields of SAE * identify shifts in meaning according to syntax * identify ambiguous or inappropriate communication * use appraisal to express engagement, attitude and gradation   Sociolinguistic competence   * question for clarification as needed * negotiate meaning * understand and use the language of persuasion * experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose * initiate, sustain and end conversations in casual and formal contexts * develop and use anxiety reduction strategies   Sociocultural understandings and skills   * 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 * understand cultural differences in eye contact and personal space * identify cultural variations in symbolism, classification and gender behaviours   Texts: *It’s Your Right: Your workplace rights in Australia* (kit), Maggie Power, AMES Victoria; *Getting to know the law in my new country* (DVD with multilingual editions), Carmel Davies and Elsie Hill, AMES Victoria;  *Say it Again at Work*, Lilliana Hajncl, AMES Victoria. | **Task 8:** **Production (informal oral)**  Role-play a workplace scenario where a worker is discriminated against. Act out an appropriate conflict resolution strategy. |

Unit 4 – Life choices

| **Week** | **Syllabus content  (drawn from unit content and the Language Table)** | **Assessment tasks** |
| --- | --- | --- |
| **Context Four: Personal choices** | | |
| 1–2 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * interact with others in oral, written and [digital forms](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Digital%20forms) in a range of [contexts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) and use appropriate politeness conventions when required * initiate, sustain and end communication in a range of familiar, some unfamiliar and some academic [contexts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) * use intelligible [pronunciation](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Pronunciation), [intonation](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Intonation) and [stress](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Stress) of words and phrases * use some common [idiomatic](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Idiom) and colloquial expressions appropriately * use effective forms of recording and collating information for a growing range of [contexts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) * use a combination of technologies and media   **Language competencies**  Phonological features   * pronunciation, stress, rhythm, intonation and pitch for emphasis * phonemes and morphemes   Non-verbal language features   * use culturally appropriate gestures and behaviours   Lexical competence   * as relevant to task   Grammatical competence   * as relevant to task   Semantic competence   * listen for gist, development of argument and specific content * identify shifts in meaning according to syntax * identify ambiguous or inappropriate communication * use appraisal to express engagement, attitude and gradation * distinguish between fact and opinion   Sociolinguistic competence   * question for clarification as needed * negotiate meaning * understand and use the language of persuasion * experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose * initiate, sustain and end conversations in casual and formal contexts * identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns) * develop and use anxiety reduction strategies   Sociocultural understandings and skills   * recognise some common cultural references * recognise some irony, and how humour is created * 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 | **Task 9: Response (informal oral)**  Choose a person in your family/community group whom you consider to be a role model. Interview that person about his/her life choices and take notes. |
| 3–4 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * interact with others in oral, written and [digital forms](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Digital%20forms) in a range of [contexts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) and use appropriate politeness conventions when required * initiate, sustain and end communication in a range of familiar, some unfamiliar and some academic [contexts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) * use intelligible [pronunciation](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Pronunciation), [intonation](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Intonation) and [stress](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Stress) of words and phrases * use some common [idiomatic](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Idiom) and colloquial expressions appropriately * use effective forms of recording and collating information for a growing range of [contexts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) * use appropriate genre, content and [style](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Style) for a range of common, and some academic, purposes and [audiences](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Audience) * use a range of common cohesive devices and conjunctions at [sentence](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Sentence), paragraph and whole-text level * use the simple present, past and continuous tenses with growing accuracy * use a range of common subject-specific vocabulary, synonyms, antonyms and [collocations](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Collocation) * use a range of simple adjectives and adverbs * use simple, compound and complex sentences * use a combination of technologies and media   **Language competencies**  Phonological features   * pronunciation, stress, rhythm, intonation and pitch for emphasis * phonemes and morphemes   Non-verbal language features   * use culturally appropriate gestures and behaviours   Lexical competence   * as relevant to task   Grammatical competence   * as relevant to task   Sociolinguistic competence   * experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose * develop and use anxiety reduction strategies   Sociocultural understandings and skills   * use culturally accepted politeness conventions in listening, speaking and written protocols * understand cultural differences in eye contact and personal space   **Texts:** Students’ notes from Task 9. | **Task 10: Production (formal oral)**  Using the notes from your interview  (Task 9), give a presentation to your peers about your family/community role model. |

| **Week** | **Syllabus content  (drawn from unit content and the Language Table)** | **Assessment tasks** | |
| --- | --- | --- | --- |
| **Context Five: Health and lifestyle choices** | | | |
| 5 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * seek assistance and clarification in a range of [contexts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) * begin to draw inferences from simple texts * identify and describe the main ideas and some supporting details in a range of familiar and some unfamiliar texts * identify and explain common metaphors, symbols and [sociocultural](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Sociocultural) references in texts * explain common cultural references and colloquialisms * use effective forms of recording and collating information for a growing range of [contexts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context)   **Language competencies**  Semantic competence   * listen for gist, development of argument and specific content * understand and use words appropriate to the different semantic fields of SAE * identify shifts in meaning according to syntax * identify inferred meanings in texts * identify ambiguous or inappropriate communication * use appraisal to express engagement, attitude and gradation * distinguish between fact and opinion * understand the SAE classification systems used in academic environments   Sociolinguistic competence   * question for clarification as needed * understand and use the language of persuasion * identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns)   Sociocultural understandings and skills   * recognise some common cultural references * recognise some irony, and how humour is created * 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 | **Task 11: Response (to formal aural texts)**  Listen to a talk given by someone from a  health-related community group  e.g. Alcoholics Anonymous, Beyond Blue, Aboriginal Health Council of WA, Black Dog Institute, Red Cross, Drug and Alcohol Youth Service. Take notes as you listen to the presentation. | |
| 6–8 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * use dictionaries, ICT and library resources to locate information from other sources * use appropriate genre, content and [style](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Style) for a range of common, and some academic, purposes and [audiences](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Audience) * use a range of common cohesive devices and conjunctions at [sentence](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Sentence), paragraph and whole-text level * use the simple present, past and continuous tenses with growing accuracy * use a range of common subject-specific vocabulary, synonyms, antonyms and [collocations](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Collocation) * spell more complex words accurately * use a range of punctuation, including exclamation marks, inverted commas, colons and semi-colons * use a range of simple adjectives and adverbs * use simple, compound and complex sentences * use a combination of technologies and media   **Language competencies**  Orthographic competence   * all items listed   Lexical competence   * all items listed   Grammatical competence   * as relevant to task   Sociolinguistic competence   * understand and use the language of persuasion * experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose   **Texts:** *Students’ notes from Task 11;**A selection of brochures to use as examples.* | **Task 12: Production (informal written)**  Using the notes from the presentation you listened to (Task 11) as well as your own research, design a brochure for your peers advising them about healthy lifestyle choices. | |
| **Context Six: Work and study choices** | | | |
| 9 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * use knowledge of [text structure](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Text%20structure) to locate information and to aid understanding of increasingly unfamiliar texts * begin to draw inferences from simple texts * identify and describe the main ideas and some supporting details in a range of familiar and some unfamiliar texts * identify and explain common metaphors, symbols and [sociocultural](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Sociocultural) references in texts * explain common cultural references and colloquialisms * explain the purposes and identify the audiences of different [types of texts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Types%20of%20texts) * identify and describe [text structures](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Text%20structure) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Language%20features) used in a variety of texts   **Language competencies**  Semantic competence   * identify inferred meanings in texts * identify ambiguous or inappropriate communication * distinguish between fact and opinion   Sociocultural understandings and skills   * recognise some common cultural references   **Texts:** Working Lives*, Pornsawan Brawn and Helen de Silva Joyce, AMES NSW (reader and workbook).* | | **Task 13: Response  (to formal written/visual texts)**  Read the stories in the text *Working Lives* and answer comprehension questions in response. |
| 10 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * interact with others in oral, written and [digital forms](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Digital%20forms) in a range of [contexts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) and use appropriate politeness conventions when required * initiate, sustain and end communication in a range of familiar, some unfamiliar and some academic [contexts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) * use intelligible [pronunciation](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Pronunciation), [intonation](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Intonation) and [stress](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Stress) of words and phrases * use some common [idiomatic](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Idiom) and colloquial expressions appropriately * work collaboratively in learning activities | |  |
|  | * seek assistance and clarification in a range of [contexts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) * use the simple present, past and continuous tenses with growing accuracy * use a range of common subject-specific vocabulary, synonyms, antonyms and [collocations](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Collocation) * use a range of simple adjectives and adverbs * use simple, compound and complex sentences   **Language competencies**  Phonological features   * pronunciation, stress, rhythm, intonation and pitch for emphasis * phonemes and morphemes   Non-verbal language features   * use culturally appropriate gestures and behaviours   Lexical competence   * as relevant to task   Grammatical competence   * as relevant to task   Semantic competence   * listen for gist, development of argument and specific content * understand and use words appropriate to the different semantic fields of SAE * identify ambiguous or inappropriate communication * use appraisal to express engagement, attitude and gradation * distinguish between fact and opinion   Sociolinguistic competence   * question for clarification as needed * negotiate meaning * understand and use the language of persuasion * experiment with the register of texts (tone, language, audience), developing appropriate use for audience and purpose * initiate, sustain and end conversations in casual and formal contexts * develop and use anxiety reduction strategies   Sociocultural understandings and skills   * recognise some common cultural references * recognise some irony, and how humour is created * 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 | **Task 14: Production (informal oral)**  Participate in a small group discussion about work and study choices. Discuss how aspects of your lives, such as your culture/community/ family background/ gender/age/interests/ life choices, influence what you want to do in the future. | |

| **Week** | **Syllabus content  (drawn from unit content and the Language Table)** | **Assessment tasks** |
| --- | --- | --- |
| **Context Seven: Civics and citizenship** | | |
| 11–12 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * seek assistance and clarification in a range of [contexts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) * use knowledge of [text structure](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Text%20structure) to locate information and to aid understanding of increasingly unfamiliar texts * begin to draw inferences from simple texts * identify and describe the main ideas and some supporting details in a range of familiar and some unfamiliar texts * identify and explain common metaphors, symbols and [sociocultural](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Sociocultural) references in texts * explain common cultural references and colloquialisms * use effective forms of recording and collating information for a growing range of [contexts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Context) * identify reference items and their role in creating cohesive texts * use dictionaries, ICT and library resources to locate information from other sources * explain the purposes and identify the audiences of different [types of texts](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Types%20of%20texts) * identify and describe [text structures](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Text%20structure) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Language%20features) used in a variety of texts * explain how language and structure are used in simple persuasive texts * identify how cultural variations in values and beliefs, and the concepts of community and society, are represented by language * explain how meaning varies with changes in tone and [register](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Register) * use a combination of technologies and media   **Language competencies**  Semantic competence   * 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 * distinguish between fact and opinion * understand the SAE classification systems used in academic environments   Sociolinguistic competence   * understand and use the language of persuasion * identify the organisation of thoughts and ideas within SAE texts (rhetorical patterns)   Sociocultural understandings and skills   * identify register variations between familiar, semi-formal and some formal contexts * recognise some common cultural references * recognise some irony, and how humour is created * recognise cultural variations in acceptance of novice and expert knowledge   **Texts:** Life in Australia*, Department of Immigration and Citizenship (available in various languages)* <https://www.immi.gov.au/living-in-australia/values/book/english/lia_english_full.pdf> | **Task 15: Response (to informal written/visual texts)**  Read and view a number of texts, such as brochures, information sheets and websites, about the rights and responsibilities of being an Australian citizen, and participation in Australian society. Write short answers in response to questions on these topics. |
| 13–15 | **Communication/Comprehension/Language and textual analysis/Creating texts**   * use appropriate genre, content and [style](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Style) for a range of common, and some academic, purposes and [audiences](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Audience) * use a range of common cohesive devices and conjunctions at [sentence](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Sentence), paragraph and whole-text level * use the simple present, past and continuous tenses with growing accuracy * use a range of common subject-specific vocabulary, synonyms, antonyms and [collocations](http://www.australiancurriculum.edu.au/Glossary?a=SSCEEL&t=Collocation) * spell more complex words accurately * use a range of punctuation, including exclamation marks, inverted commas, colons and semi-colons * use a range of simple adjectives and adverbs * use simple, compound and complex sentences * use a combination of technologies and media   **Language competencies**  Orthographic competence   * all items listed   Lexical competence   * all items listed   Grammatical competence   * as relevant to task   **Texts:** Effective Academic Writing 2: The Short Essay*, Alice Savage and Masoud Shafiei, OUP; Gre*at Writing: From Great Paragraphs to Great Essays*, various authors, Heinle.* | **Task 16:** **Production (formal written)** Write a short essay about what being Australian means to you, and what kind of country you hope Australia will be in the future. |
| 13 |  | **Externally set task** |