VCAL Literacy Skills Units - Advice for teachers

**LITERACY SKILLS UNITS**

Foundation | Intermediate | Senior

Advice for Teachers

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This document has been prepared to support teachers to deliver these units. It provides pedagogical advice and suggestions, teaching strategies, examples of assessment tasks, possible integrated activities and other support material.

It is not to be confused with the VCAL Curriculum Planning Guide (the compulsory course content document), which needs to be read hand-in-hand with this Advice for Teachers document.

All VCAL teachers are also strongly encouraged to read through the VCAL Unit Assessment Planning Guide and the VCE and VCAL Administrative Handbook.

If using VCAL units to meet the eligibility requirements of the literacy component of the VCAL Literacy and Numeracy Skills strand, the Reading and Writing unit must be completed at the award level or above. The Oral Communication unit, taken at the appropriate level, can be included as one of the general credits in a student’s VCAL learning program. It is appropriate, but not mandatory, that an Oral Communication unit is integrated with a Reading and Writing unit.

Within this Advice for Teachers, knowledge and skills have been articulated from the elements of each learning outcome. It is not an exhaustive or mandatory list.

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VCAL Literacy Skills – Foundation

* Reading and Writing
* Oral Communication

The knowledge and skills required for demonstrating achievement in each unit are provided in the learning outcome and associated elements.

Students must demonstrate achievement in all learning outcomes in each of these two units. All elements in a learning outcome must be met in the one task for students to demonstrate achievement in that outcome. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

General delivery and teaching strategies

Learning programs should be based on adult learning and youth development principles. Students should be given a clear opportunity to:

* negotiate curriculum content that builds on the student’s interests, abilities and strengths
* focus on curriculum content that gives practical ‘hands-on’ opportunities for learning
* encourage their personal development and growth across the learning program
* contribute and achieve, and have that positive achievement celebrated and valued formally and informally
* learn at their own pace
* learn in different ways according to different learning styles.

Conditions of assessment

The conditions related to assessment of learning outcomes may differ according to the particular learning environment, mode of delivery and field or topic of study. Students should have access to:

* a range of assessment tasks/activities
* a learning environment appropriate to the task
* appropriate software tools and devices
* support and advice.

Assessing students with disabilities

While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way.

Flexibility in assessment methods is important, particularly for students with disabilities. For example, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate learning outcomes usually demonstrated through the spoken word. Similarly, students who are hearing impaired may sign their response, and those with a physical disability may use a voice synthesiser or communication board.

In some instances the time taken to respond in alternative modes may be considerably longer than through speech and it may be unrealistic to expect such students to achieve the outcomes in the stated nominal hours. Students may therefore need more time to complete the learning outcomes in these cases

Reading and Writing

Unit purpose

The purpose of this unit is to enable students to develop knowledge, skills and attributes to read and write simple or short texts. Texts will deal with mainly personal and familiar topics but may include some unfamiliar aspects.

At this level students, often with support, use the writing process with an awareness of the purpose and audience of the text.

In reading students are able to identify the main point of the text, some key details and express an opinion about the text as a whole as well as some of the details.

Teaching and learning strategies

* Text awareness activities such as class exploration of a range of personal texts – stories, journals, autobiographies, visual prompts, personal profiles, poems and music – to become familiar with key features of the genre. Multimedia could be a source of any of these texts.
* Pre-writing activities such as group discussion of topics of personal interest, sharing personal anecdotes or favourite stories.
* Supported writing activities such as teacher transcription of a range of students’ experiences, teacher modelling of key discourse features, joint construction of texts, cloze exercises, jumbled sentences, sentence starters, speed writing and speed copying.
* Spelling/vocabulary activities such as brainstorming the spelling of key terms from the topic, looking for common letter patterns, memorising sight words, recognising ‘sound-alike’ words, understanding sound/spelling relationships, using prefixes and suffixes, breaking words into syllables, constructing personalised word lists and using a dictionary. Appropriate software tools and devices could be the source of any of these activities.
* Subject matter may be ‘everyday’ and may include some unfamiliar material.

Suggested activities and assessment tasks

As part of the outline of each Learning Outcome in this unit there are short descriptions of suggested examples of activities and/or assessment tasks appropriate to that Learning Outcome. These are supplemented by more expanded activities/tasks at the end of the Learning Outcomes for this unit. These later activities/tasks are also meant to be suggested activities/tasks. The aim of them is to provide support for the teacher.

Each of these expanded activities/tasks provides one or more of the following:

* a link to a specific Learning Outcome
* links to multiple Reading and Writing Learning Outcomes
* links to both Reading and Writing as well as Oral Communication Learning Outcomes

Learning Outcome 1 – Writing for Self-expression

Write a simple recount, narrative or expressive text on a familiar subject.

Elements

* Use simple planning, drafting and editing processes to produce written texts.
* Use language and tone appropriate to the text’s purpose and audience.
* Sequence and structure ideas, information and/or events coherently.
* Write at least one paragraph or equivalent.
* Spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Knowledge and Skills

* The difference between formal and informal writing.
* Appropriate formatting of the text.
* Structural conventions of recount, narrative or expressive texts.
* Chronological sequencing of events.
* Use appropriate software tools and devices for drafting, editing and production of the text.
* Use structural conventions of recount, narrative or expressive texts.
* Use conventions of paragraph writing.
* Use grammatically correct simple sentence forms.
* Use complex sentence structures occasionally.
* Use upper and lower case letters.
* Use generic grammatical forms.
* Develop spelling and vocabulary and some accurate use of vocabulary to convey meaning.

Examples of assessment tasks/activities

* Write a recount about a personal experience; for example, the birth of a sibling, a family illness, a local community event.
* Create a simple expressive text; for example, a poem or a song, a YouTube clip or a script.
* Write a description of people, places, activities or ideas, which may be real or imaginary.
* Write a personal email or extended text; for example, to a friend about a new job or something you have done recently.
* Use multimedia as a stimulus for writing a description or personal story.
* Write a journal documenting a work experience.

Learning Outcome 2 – Writing for Practical Purposes

Write a simple instructional or transactional text on a familiar subject.

Elements

* Use simple planning, drafting and editing processes to produce written texts.
* Use language and tone appropriate to the text’s purpose and audience.
* Sequence and structure information and/or ideas coherently.
* Write at least one paragraph or three to four pieces of information in point form.
* Spell, punctuate and use grammar sufficiently for the meaning to be understood.

Knowledge and Skills

* The difference between private and public writing.
* Appropriate formatting of the text.
* Structural conventions of instructional or transactional texts.
* Conventions of paragraph use, grammar and sentence structure.
* Use software tools and devices for drafting, editing and production of the text.
* Use headings and subheadings.
* Use maps and diagrams.
* Use dot points or lists.
* Use formal letter format.
* Use note format.
* Logically sequence instructions.
* Consistently use grammatically correct simple sentence forms.
* Occasionally use complex sentences.
* Consistently use upper and lower case letters.
* Regularly use generic grammatical forms.
* Develop spelling and vocabulary and some accurate use of vocabulary to convey meaning.

Examples of assessment tasks/activities

* Write instructions about how to use a machine (context could be in the home, community or at work), make or build something.
* Write a letter with a transactional purpose; for example, an application for a mobile phone, a complaint that an appliance does not work, a request for information on a topic of study or an invitation to a guest speaker to come to your school/organisation.
* Write a note or a text message, passing on information received from another form of communication; for example, voice mail to written message.
* Write to complete a simple form requiring some open-ended information or a description; for example, an accident form.
* Write a letter to an employer thanking them.
* Write a list of tasks to be completed by other members of a work group.

Learning Outcome 3 – Writing for Knowledge

Write a simple report or explanatory text on a familiar subject.

Elements

* Use simple planning, drafting and editing processes to produce written texts.
* Use language and tone appropriate to the text’s purpose and audience.
* Sequence and structure information and ideas coherently.
* Write at least one paragraph or equivalent.
* Spell, punctuate and use grammar sufficiently for the meaning to be understood.

Knowledge and Skills

* Stages of writing, including planning, drafting and editing. The audience of the text.
* The purpose of the text.
* The difference between private and public writing.
* Appropriate language for audience and purpose.
* Appropriate formatting of the text.
* Structural conventions of report or explanatory texts.
* Conventions of paragraph use, grammar and sentence structure.
* Use software tools and devices for drafting, editing and production.
* Use structural conventions of report or explanatory texts.
* Use conventions of paragraph writing.
* Use grammatically correct simple sentence forms.
* Use complex sentences occasionally.
* Use upper and lower case letters.
* Use generic grammatical forms.
* Develop spelling and vocabulary and some accurate use of vocabulary to convey meaning.

Examples of assessment tasks/activities

* Write a simple report on an event that you attended or participated in recently.
* Write a paragraph explaining the results of a survey on a health, community, work or legal issue.
* Write a report on an historic place in your locality.

Learning Outcome 4 – Writing for Public Debate

Write a simple persuasive and/or argumentative text expressing a point of view on a familiar subject.

Elements

* Use the processes of planning, drafting, editing and evaluation to produce written texts.
* Use language and tone appropriate to the text’s purpose and audience.
* Sequence and structure ideas and arguments coherently.
* Write at least one paragraph or equivalent.
* Provide supporting evidence, which may be broad or general, for a point of view.
* Spell, punctuate and use grammar sufficiently for the meaning to be understood.

Knowledge and Skills

* The difference between private and public writing.
* Structural conventions of a persuasive and/or argumentative text.
* Conventions of paragraph use, grammar and sentence structure.
* Structural conventions of a persuasive and/or argumentative text.
* Conventions of paragraph writing.
* Use a computer for drafting, editing and production of the text.
* Use grammatically correct simple sentence forms.
* Use complex sentences occasionally.
* Use upper and lower case letters.
* Regularly use generic grammatical forms.
* Develop spelling and vocabulary and some accurate use of vocabulary to convey meaning.

Examples of assessment tasks/activities

* Write a paragraph expressing an opinion on a topic currently in the media.
* Write a ‘letter to the editor’ or your place of learning about an issue that concerns you personally.
* Write on an issue of current public concern providing evidence to support your position.
* Work with a group to develop an action plan on an occupational health and safety issue.

Learning Outcome 5 – Reading for Self-expression

Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text.

Elements

* Identify the purpose of the text.
* Identify the main ideas and key descriptive details in the text.
* Explain the meaning of key words and phrases.
* Identify similarities/differences between texts on similar subjects or with similar text types.
* Evaluate and express an opinion on the effectiveness of text.

Knowledge and Skills

* Word attack skills (phonic and visual letter patterns, syllabification, word origins).
* Key words, phrases and non-textual clues critical to gaining meaning from the text.
* Punctuation and how it affects meaning and assists comprehension.
* Language choices convey meaning.
* Texts reflect an author’s bias, feelings and experiences.
* Use context to predict meaning.
* Link text to other types of texts (oral, written, film, cartoons, Internet, video clips, etc.).
* Identify similarities/differences between texts in terms of language used and overall text structure.
* Distinguish differences between texts on similar topics, but with different purposes (different genres).
* Express an opinion on a text.
* Develop understanding of how texts reflect an author’s culture, experiences and value system.

Examples of assessment tasks/activities

* Read and compare two personal accounts of an event or experience.
* Read or view a famous children’s fable and a modern children’s story and compare the structure and meaning of the texts.
* Read a journal extract from a famous character. Compare with other information written about this person. Note: This task could be linked to Reading and Writing: Reading for Knowledge, Learning Outcome 7, in this unit.

Learning Outcome 6 – Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a simple instructional or transactional text.

Elements

* Identify the purpose of the text.
* Identify the main ideas and/or key procedures.
* Explain the meaning of key words and phrases.
* Identify similarities/differences between texts on similar subjects or with similar text types.
* Express an opinion on the text or its subject matter.

Knowledge and Skills

* Word attack skills (phonic and visual letter patterns, syllabification, word origins).
* Non-textual cues provide clues to meaning.
* Key words and phrases critical to gaining meaning from the text.
* Punctuation and how it affects meaning and assists comprehension.
* Awareness of how texts may reflect an author’s experiences, intentions and/or bias.
* Language choices convey meaning.
* Use context to predict meaning.
* Develop awareness of how language choices relate to text purpose.
* Link text to other types of texts (oral, written, film, cartoons, Internet, video clips, etc.).
* Identify similarities/differences between texts in terms of language used and overall text structure.
* Distinguish between texts on similar topics, but with different purposes.
* Express an opinion on the text.
* Develop understanding of how texts reflect an author’s culture, experiences and value system.
* Develop awareness of how texts may reflect an author’s experiences, intentions and/or bias.

Examples of assessment tasks/activities

* Read a letter from a government department; for example, the Department of Human Services, and comment on the tone of the letter.
* Read a do-it-yourself instruction sheet or view a YouTube clip about; for example, replacing a car tyre or repairing a skateboard. Evaluate the clarity and effectiveness of the instructions given in the text.
* Read manual instructions on changing the ring tone on your mobile phone. Discuss whether the instructions were easy to follow and why or why not.
* Read a bus/train/tram timetable and then plan a trip to the movies using public transport.

Learning Outcome 7 – Reading for Knowledge

Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject.

Elements

* Identify the purpose of the text.
* Identify the main ideas and key factual data in the text.
* Explain the meaning of key words and phrases.
* Identify similarities/differences between texts on similar subjects or with similar text types.
* Express an opinion on the text or on its subject matter.

Knowledge and Skills

* Word attack skills (phonic and visual letter patterns, syllabification, word origins).
* Non-textual cues to provide clues to meaning.
* Punctuation and how it affects meaning and assists comprehension.
* Texts reflect an author’s experiences, intentions and/or bias.
* How language choices convey meaning.
* Identify key words and phrase critical to gaining meaning from the text.
* Link text to other types of texts (oral, written, film, cartoons, Internet, video clips etc.).
* Identify similarities/differences between texts in terms of language used and overall text structure.
* Distinguish between texts on similar topics, but with different purposes (different genres).
* Express an opinion on the text.
* Develop understanding of how texts reflect an author’s culture, experiences and value system.

Examples of assessment tasks/activities

* Read a report on an item of news, a brochure, or an online article. Discuss the information in relation to other available information on the topic.
* Read an information sheet/bulletin. Examine it in terms of layout and content, identifying the purpose of the text then link with other information known; for example, background information.
* Read an informative article. Select the main ideas and discuss whether the author is giving their opinion, and provide evidence of this. Refer to the persuasive techniques used by the author.
* Read two websites on a similar topic/subject and discuss the information presented.
* Read a job advertisement from two different sources; for example, a newspaper and online. Compare the two presentations of information.

Learning Outcome 8 – Reading for Public Debate

Demonstrate that meaning has been gained from reading a simple persuasive or discursive text on a familiar subject.

Elements

* Identify the explicit and/or underlying purpose of a text.
* Identify the main ideas and key information and arguments in the text.
* Explain the meaning of key words and phrases.
* Identify similarities/differences between texts on similar subjects or with similar text types.
* Identify any persuasive devices used in the text.
* Express own view on the subject or text, giving reasons.

Knowledge and Skills

* Word attack skills (phonic and visual letter patterns, syllabification, word origins).
* Non-textual cues to provide clues to meaning.
* Punctuation and how it affects meaning and assists comprehension.
* Texts reflect an author’s experiences, intentions and/or bias.
* How language choices relate to text purpose.
* Use context to predict meaning.
* Identify key words and phrases critical to gaining meaning from the text.
* Link text to other types of texts.
* Identify similarities/differences between texts in terms of language used and overall text structure.
* Distinguish between texts on similar topics, but with different purposes.
* Express an opinion on the text.

Examples of assessment tasks/activities

* Read one or more letters to the editor on the same issue but offering different views. Work out how they are different by examining structure, vocabulary, persuasive devices and plausibility of the writer.
* Examine an online text that has clearly expressed opinions. Compare this with another text form dealing with the same issue.
* Read an article on an issue of public interest. Identify the position of the author and point to the vocabulary in the text that helps the reader identify that position.

Expanded sample assessment tasks/activities for Foundation level – Reading and Writing

Assessment tasks/activities similar in complexity to these examples are recommended.

Sample task 1

Write a reflective piece or journal entry about a shared experience you have had; for example, a Year level retreat, or a camp you have attended

Suggested Level/Outcome

* Foundation Reading and Writing–Writing for Self-expression – Learning Outcome 1

Sample task 2

Organise and plan a trip to the local cinema to see a film. Read a train/bus timetable, consider costings and complete the required ‘excursion forms’ and paperwork. Upon return, write a reflection about or review of the film to be shared.

Suggested Level/Outcomes

* Foundation Reading and Writing–Writing for Knowledge – Learning Outcome 3
* Foundation Reading and Writing–Reading for Knowledge – Learning Outcome 7

Sample task 3

Research and write a history of a local person, place or event, inclusive of data, anecdotes and chronological timeline.

Suggested Level/Outcome

* Foundation Reading and Writing–Writing for Knowledge – Learning Outcome 3

Sample task 4

Select and research a cause that you feel connected to or passionate about. Write a set of arguments as to why this particular cause deserves wider public support.

Suggested Level/Outcome

* Foundation Reading and Writing–Writing for Public Debate – Learning Outcome 4

Sample task 5

In pairs, examine an assigned topic; for example, overfishing, pollution, over-population and research responses to a series of in-depth questions.

Suggested Level/Outcomes

* Foundation Reading and Writing–Writing for Knowledge – Learning Outcome 3
* Foundation Reading and Writing–Reading for Knowledge – Learning Outcome 7

Sample task 6

This task encourages students to draw on their existing knowledge and the knowledge of others in their class and their peers. Students participate in a class discussion about ways of obtaining money. They compare and contrast different ways of getting paid and establish a written set of criteria for their ideal part-time job.

Suggested Level/Outcomes

* Foundation Reading and Writing–Reading for Knowledge – Learning Outcome 7

Sample task 7

* Print out examples of nouns and verbs.
* Cut them into little slips of paper and put them into a hat or bag.
* Invite each student to draw two words from the hat (you can use more for more advanced students).
* Give each student a minute to come up with a sentence that uses those two words
* Invite each student to share their sentence with the class.
* Display the sentences and repeat the steps.

Suggested Level/Outcomes

* Foundation Reading and Writing–Reading for Self-expression – Learning Outcome 1

Sample task 8

Print out examples of career-based nouns and corresponding action verbs; for example, Veterinarian Assistants / clean animals, Roof Tilers / lift heavy materials, Electricians / install lighting and wiring, Personal Trainers / oversee physical programs, Carpenter / construct roof trusses etc.

* Cut them into separate slips of paper and put them into a separate hat or bag.
* Invite each student to draw a slip of paper from each hat (you can use more than one slip for more advanced students).
* Give each student a minute to come up with a sentence that includes the words from the two slips of paper.
* Invite each student to share their sentence with the class.
* Display the sentences and repeat the steps.
* Finish off by all students matching the careers nouns with the best fit of the action verbs.

Suggested Level/Outcome

* Foundation/Intermediate Reading and Writing – Writing for Self-Expression – Learning Outcome 1

Sample task 9

|  |  |  |  |
| --- | --- | --- | --- |
| Vunerable | Youse | Pumkin | Haitch |
| Ballooan | Knowan | Febuary | Pitcha |
| Medisin | Burgular | Antartic | nothink |
| Sectary | Esadon | particuly | deteriate |
| aks | nucular | factry | tweny |
| bichumen | excetera | advocado | satistics |
| lugsury | amacher | Libery |  |

* Can you rewrite these common spelling errors correctly?
* Are there any others you can think of, especially work terminology such as ‘differenshul’, ‘machanec’, ‘driva’, ‘werkplace’, ‘drilla’, ‘cament’ etc.?
* What is the key reason we tend to have trouble with the spelling of these words?

Suggested Level/Outcome

* Foundation or Intermediate Reading and Writing – Writing for Self-Expression – Learning Outcome 1

Sample task 10

Hand out envelopes with a number of cards in them to each group. These can be found below and might need to be adjusted for less literate students – pictures could be used instead of words.

Students need to decide whether the name on the each card is a Need or a Want.

NEED WANT

Water Holiday

Food Mobile phone

Shelter (mortgage/rent) Gym membership

Travel (public transport only) Car (and running costs)

Electricity Fast food/takeaway

Gas Restaurant dining

Heating Entertainment

Insurance Clothing

Phone (landline only) iPod

Healthcare fund payments Beauty services

TV Designer clothing

Furniture (basic) Dishwasher

Washing machine Pet

Internet connection Sunglasses

School fees Gifts

School uniforms Books/magazines/newspapers

Suggested Level/Outcome

* Foundation or Intermediate Reading and Writing – Writing for Self-Expression – Learning Outcome 1

Sample task 11

Students provide as many synonyms as possible for the words below. There is room for a maximum of four synonyms per word.

| Word | Synonym 1 | Synonym 2 | Synonym 3 | Synonym 4 |
| --- | --- | --- | --- | --- |
| Problem |  |  |  |  |
| Afraid |  |  |  |  |
| Story |  |  |  |  |
| Sad |  |  |  |  |
| Person |  |  |  |  |
| Ghost |  |  |  |  |
| Road |  |  |  |  |

Suggested Level/Outcome

* Foundation or Intermediate Reading and Writing – Writing for Self-Expression – Learning Outcome 1

Sample task 12

Find a magazine or newspaper and cut out about 40 words ensuring you have a balance of parts of speech.

* Stick them onto a sheet of paper in no particular order; for example, something like this:



* Students construct as many sentences as possible in a set period of time. Encourage students to construct sentences as complicated as possible.
* Invite each student to share their sentence with the class.
* Display the sentences and repeat the steps.

Suggested Level/Outcome

* Foundation or Intermediate Reading and Writing – Writing for Self-Expression – Learning Outcome 1

Sample task 13 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Foundation |
| --- | --- |
| Keep healthy | * Reading and Writing: Writing for Practical Purposes, Learning Outcome 2
* Reading and Writing: Writing for Knowledge, Learning Outcome 3
* Reading and Writing: Writing for Public Debate, Learning Outcome 4
* Reading and Writing: Reading for Practical Purposes, Learning Outcome 6
* Reading and Writing: Reading for Public Debate, Learning Outcome 8
 |

Complete a survey on personal health and fitness.

* Identify adolescent health concerns and possible ways to address them.
* Develop an awareness of a pamphlet or similar about safety and responsible use of equipment.

Sample task 14 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Foundation |
| --- | --- |
| Let’s have an event! | * Reading and Writing: Writing for Self-expression, Learning Outcome 1
* Reading and Writing: Writing for Practical Purposes, Learning Outcome 2
* Reading and Writing: Writing for Knowledge, Learning Outcome 3
* Oral Communication: Oracy for Practical Purposes, Learning Outcome 3
* Reading and Writing: Reading for Self-expression, Learning Outcome 5
* Reading and Writing: Reading for Practical Purposes, Learning Outcome 6
* Reading and Writing: Reading for Knowledge, Learning Outcome 7
 |

* In a group, students organise an event/project they are undertaking. This will involve requesting information, either by phone, email or written means from various venues, for information on similar events/competitions/expos, costing, estimating times.
* After the initial research, students produce a flyer/bulletin/letter advertising/informing participants of the event, detailing the requirements, directions, instructions, how to get there and the cost.
* Write/give a report on the activity for the student newsletter.

Note: This would be best organised as a group activity.

Oral Communication

Unit purpose

At the end of this unit students will be able to use and respond to spoken language, around everyday subject matter, which may include some unfamiliar aspects, for a range of purposes in a number of contexts, which may be interrelated.

Types of oral texts

Interactions/oral texts at this level will:

* be short in duration and conducted with a familiar listener
* concern personal and familiar subject matters in predictable contexts
* use familiar vocabulary, which may include some that is unknown, familiar or technical
* clearly convey meaning despite variations in grammar, pronunciation, stress patterns and intonation
* use pace and change in tone or emphasis to enhance meaning.

Suggested activities and assessment tasks

As part of the outline of each Learning Outcome in this unit there are short descriptions of suggested examples of activities and/or assessment tasks appropriate to that Learning Outcome. These are supplemented by more expanded activities/tasks at the end of the Learning Outcomes for this unit. These later activities/tasks are also meant to be suggested activities/tasks. The aim of them is to provide support for the teacher.

Each of these expanded activities/tasks provides one or more of the following:

* a link to a specific Learning Outcome
* links to multiple Oral Communication Learning Outcomes
* links to both Oral Communication as well as Reading and Writing Learning Outcomes

Learning Outcome 1 – Oracy for Self-expression

Use and respond to spoken language to explore with others story and life experiences

Elements

* Participate in or share a short discussion, account or anecdote.
* Make some use of verbal and non-verbal features of spoken communication, which may include: intonation, eye contact, gesture and pace.
* Begin to recognise the role verbal and non-verbal features play in conveying meaning in other oral presentations.
* Reflect and evaluate the effectiveness of spoken language.

Knowledge and Skills

* Appropriate language for an audience and purpose of spoken communication.
* Responses to questions, instructions, statements and narratives.
* Pace, tone and/or emphasis maintain listener attention.
* The role of non-verbal communication.
* Sequencing information appropriately.
* Questions to clarify understanding.
* Extracting specific items of information.
* Recount and discuss personal experiences, and convey key information or ideas on a familiar topic.
* Respond to simple, brief narratives.
* Understand the meaning of short familiar spoken texts.

Examples of assessment tasks/activities

* Read a story to a small group of primary school students and discuss with them their opinions of the story.
* Briefly retell a story describing a favourite part of the story.
* Listen to a talk from a guest speaker on an issue of personal interest to students. Discuss and identify any use of effective communication skills.
* Make a brief presentation to a small group on a topic of interest and answer audience questions; for example, Speaking Circles: in groups of about five, each person speaks (usually one to three minutes) following any thread or theme.
* Recount a story, anecdote or experience.
* Listen to a guest speaker from another country to learn about their life experience. Discuss your response to their story.
* Listen to a recording of someone telling their story and recount the general information to a partner.
* Develop a three-minute oral presentation on a life experience or story to share with the group.
* Work in pairs/small groups and give a short talk about a memory, an experience or a hobby.

Learning Outcome 2 – Oracy for Knowledge

Use and respond to spoken language that present information about familiar topics

Elements

* Take part in a talk or discussion to provide or elicit information on a familiar topic.
* Identify key points from a brief informative talk.

Knowledge and Skills

* Appropriate language for the audience and purpose of the spoken communication.
* Sequencing information appropriately.
* Pace, tone and/or emphasis to maintain listener attention.
* The meaning of short familiar spoken texts.
* Monitor interaction and rephrase questions and statements for clarity.
* Open and close a talk according to purpose and audience.
* Develop understanding of the role of visual supports in aiding the communication process, for example photos, maps, diagrams.
* Develop understanding of accent, non-standard varieties of English and languages other than English in familiar contexts.
* Identify purpose – what the listener will know following the interaction.
* Ask questions to clarify understanding.

Examples of assessment tasks/activities

* Listen to a talk from a guest speaker on an issue of interest; for example, the local environment. Recount the general information to a partner.
* Make a brief presentation to a small group on a topic of interest and answer audience questions.
* Take part in a short exchange of information on a familiar topic.
* Take part in a group activity of interest. Give an account of what you all did.
* Listen to a guided tour or recorded report and recount the information to a partner.
* Listen to an audio presentation from the Internet on a topic of interest and recount the general information to a partner.
* Take part in a multimedia presentation on a topic of interest to inform the listener.

Outcome 3 – Oracy for Practical Purposes

Use and respond to spoken language in short transactions in familiar contexts

Elements

* Give instructions taking into account the needs of the listener.
* Exchange or obtain goods or services in real or simulated settings.
* Identify key instructions in a short oral transaction.
* Evaluate the effectiveness of language used.

Knowledge and Skills

* Appropriate language for the audience and purpose of the spoken communication.
* The difference between formal and informal spoken English.
* Sequencing information appropriately.
* The meaning of short familiar spoken texts.
* Develop understanding of negotiating and bargaining.
* Adjust pace, tone and/or emphasis to maintain listener attention.
* Develop understanding of the role of non-verbal communication.
* Ask questions to clarify understanding.

Examples of assessment tasks/activities

* Give spoken instructions on a simple process/procedure in the workplace, answering questions from the listener.
* Give simple instructions on how to operate a piece of technology to a person unfamiliar with the process; for example, sending a text message on the mobile phone or operating a multimedia device.
* Verbally respond to an advertisement in the local paper and comment on how effectively the task was completed.
* Participate in a role-play involving the return of a faulty product, clarifying key points.
* Produce a multimedia presentation on how to perform a simple and familiar task/process. Give the spoken instructions to a partner or the class.

Outcome 4 – Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language to explore issues or solve problems on a familiar topic.

Elements

* Express a point of view about an issue and elicit the point of view of another or others.
* Participate in an oral exchange requiring some negotiation.
* Demonstrate active listening.

Knowledge and Skills

* The audience of the text and their prior knowledge, interests and relationship to speaker.
* The purpose of the text.
* Appropriate language for the audience and purpose of the spoken communication.
* Pace, tone and/or emphasis to maintain listener attention.
* The meaning of short familiar spoken texts.
* Monitor interaction and rephrase questions and statements for clarity.
* Develop understanding of the role of visual supports in aiding the communication process.
* Ask questions to clarify understanding.

Examples of assessment tasks/activities

* Interview another person in your group about how they would deal with an imagined scenario (workplace bullying or harassment) and verbally report back to a small group.
* Participate in group discussions about current issues in the news. Negotiate roles within the small group and then report back to other groups.
* Set up a group to organise a function/event. Decide on priority tasks and present your findings to the group.
* Listen to an interview or a report on a topic of interest. Interview another person in your group about the topic and report back to the class.
* Participate in a meeting to resolve a problem in work relations or group participation in a project. Note: This task could be used to also cover Personal Development Skills Intermediate Unit 1, Learning Outcome 5.

Expanded sample assessment tasks/activities for Foundation level – Oral communication

Assessment tasks/activities similar in complexity to these examples are recommended.

Sample task 1

Research and present to the class on a current social issue. Presentations should include a sound discussion of one side of the issue and a possible solution to at least one related problem.

Suggested Level/Outcome

* Foundation Oral Communication–Oracy for Exploring Issues and Problem Solving – Learning Outcome 4

Sample task 2

Select an appropriate story and read it to a small group of primary school aged children, and facilitate discussion engaging audience responses to the story. Liaise with the classroom teacher, librarian or other similar person to aid in the story selection. Discuss the outcome of the activity with same person after the story has been presented.

Suggested Level/Outcome

* Foundation Oral Communication–Oracy for Knowledge – Learning Outcome 2

Sample task 3

Research information about a character from a film you have seen recently, or after watching trailers about an upcoming film, and relay information about the character to a partner or small group, responding to any questions asked.

Suggested Level/Outcome

* Foundation Oral Communication–Oracy for Knowledge – Learning Outcome 2

Sample task 4

Research, prepare and deliver a lesson to your classmates on a topic of your choosing. Choose a topic that has practical/physical instructions; for example, origami, a card game, performing a first-aid procedure. Seek oral feedback from your classmates.

Suggested Level/Outcome

* Foundation Oral Communication–Oracy for Practical Purposes – Learning Outcome 3

Sample task 5

Reflect on a personal experience you had of a school event. Share your response with others.

Suggested Level/Outcome

* Foundation Oral Communication–Oracy for Self-expression – Learning Outcome 1

Sample task 6

Select a topic of interest to students in the class and prepare and deliver a brief presentation with the intent of informing your audience about key aspects of your topic.

Suggested Level/Outcome

* Foundation Oral Communication–Oracy for Knowledge – Learning Outcome 2

Sample task 7

The student’s task is to choose a person of interest of their choice, e.g. actor, band, athlete etc. This task can be done in pairs or individually. They are then required to document the areas they will be researching. The students research their chosen topic and create an informative slide presentation starting with a short introduction. When the task is completed the students deliver their presentation to an audience/class.

Suggested Level/Outcome

* Foundation Oral Communication–Oracy for Self-expression – Learning Outcome 1
* Foundation Oral Communication–Oracy for Knowledge – Learning Outcome 2

Sample task 8

Prepare slips of paper with instructions, for example:

* You are knitting on a fast train.
* You are eating spaghetti with chopsticks.
* You are sweeping leaves outside on a windy day.
* You are washing a big, angry dog.
* You are a clumsy waiter.
* You are a tightrope walker.
* You are operating a pneumatic drill that keeps stopping and starting.
* You are a bricklayer laying a row of bricks with sloppy mortar.

These can be relatively easy or very complicated linguistically depending on your students.

Give a slip of paper to one student with the instructions that he/she is going to mime the activity and the others must guess what he/she is doing. No words can be spoken.

The first person to guess what action is being mimed is the winner and gets the next slip of paper.

Ensure all students have a chance to mime.

Suggested Level/Outcome

* Foundation Oral Communication – Oracy for Self-Expression – Learning Outcome 1

VCAL Literacy Skills – Intermediate

* Reading and Writing
* Oral Communication

The knowledge and skills required for demonstrating achievement in each unit are provided in the learning outcome and associated elements.

Students must demonstrate achievement in all learning outcomes in each of these two units. All elements in a learning outcome must be met in the one task for students to demonstrate achievement in that outcome. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

General delivery and teaching strategies

Learning programs should be based on adult learning and youth development principles. Students should be given a clear opportunity to:

* negotiate curriculum content that builds on the student’s interests, abilities and strengths
* focus on curriculum content that gives practical ‘hands-on’ opportunities for learning
* encourage their personal development and growth across the learning program
* contribute and achieve, and have that positive achievement celebrated and valued both formally and informally
* learn at their own pace
* learn in different ways according to different learning styles

Conditions of assessment

The conditions related to assessment of learning outcomes may differ according to the particular learning environment, mode of delivery and field or topic of study.

Students should have access to:

* a range of assessment tasks/activities
* a learning environment appropriate to the task
* appropriate software tools and devices
* support and advice

Assessing students with disabilities

While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way.

Flexibility in assessment methods is important, particularly for students with disabilities. For example, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate learning outcomes usually demonstrated through the spoken word. Similarly, students who are hearing impaired may sign their response, and those with a physical disability may use a voice synthesiser or communication board.

In some instances the time taken to respond in alternative modes may be considerably longer than through speech and it may be unrealistic to expect such students to achieve the outcomes in the stated nominal hours. Students may therefore need more time to complete the learning outcomes in these cases.

Reading and Writing

Unit purpose

The purpose of this unit is to enable students to develop the knowledge, skills and attributes to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level students, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information.

In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text taking into account its effectiveness.

At the end of the unit students will be able to read, comprehend and write a range of texts within a variety of contexts.

Teaching and learning at this level should seek explicitly to model and validate a wide range of learning-to-learn strategies. These strategies may include:

* risk taking (having a go)
* learning from mistakes
* reviewing and reflecting
* asking for and accepting help, advice and feedback
* linking new information to existing knowledge
* awareness of personal writing strengths and skills needing development
* giving voice to experiences and responding to the diverse experiences of others
* developing meta-language to talk about texts
* building awareness of personal communication strengths and methods of appraising progress
* developing skills for independent learning such as classifying, ordering and summarising information clearly
* using problem-solving strategies
* using material that is likely to generate student interest.

Suggested activities and assessment tasks

As part of the outline of each Learning Outcome in this unit there are short descriptions of suggested examples of activities and/or assessment tasks appropriate to that Learning Outcome. These are supplemented by more expanded activities/tasks at the end of the Learning Outcomes for this unit. These later activities/tasks are also meant to be suggested activities/tasks. The aim of them is to provide support for the teacher.

Each of these expanded activities/tasks provides one or more of the following:

* a link to a specific Learning Outcome
* links to multiple Reading and Writing Learning Outcomes
* links to both Reading and Writing as well as Oral Communication Learning Outcomes

Learning Outcome 1 – Writing for Self-expression

Write a recount, narrative or expressive text.

Elements

* Use the processes of planning, drafting and editing to produce written texts.
* Use language and tone appropriate to text purpose and audience.
* Sequence and structure information, ideas and events to suit purpose.
* Link several pieces of information within a text rather than treating them as separate units.
* Spell, punctuate and use grammar with reasonable accuracy.

Knowledge and Skills

* The difference between private and public writing.
* Appropriate language for the audience and purpose of the written text.
* Structural conventions of recount, narrative or expressive texts.
* Chronological sequencing of events.
* Conventions of paragraph use.
* Vocabulary specific to the topic.
* Spelling and vocabulary development and some accurate use of vocabulary to convey meaning.
* Use linking devices appropriate to text type.
* Generally use complex sentence structures.
* Appropriately sequence and link paragraphs within text.
* Select vocabulary to convey shades of meaning.
* Consistently use upper and lower case letters.
* Regularly use generic grammatical forms.
* Spelling and vocabulary development and some accurate use of vocabulary to convey meaning.

Examples of assessment tasks/activities

* Write a recount about a personal experience, reflecting on the experience or linking to general ideas.
* Write a biographical or autobiographical text.
* Research and write a biographical article based on a person of interest suitable for public viewing.
* Write a poem or song exploring in some depth people/relationships/ideas/places.

Learning Outcome 2 – Writing for Practical Purposes

Write an instructional or transactional text.

Elements

* Use the processes of planning, drafting and editing to produce written texts.
* Use language and tone appropriate to text purpose and audience.
* Sequence and structure information and/or ideas logically to suit purpose.
* Present several separate pieces of information within a text including detailed factual descriptions or data.
* Spell, punctuate and use grammar with reasonable accuracy.

Knowledge and Skills

* Structural conventions of instructional or transactional texts.
* Use of headings and subheadings.
* Inclusion of maps and diagrams.
* Use of dot points or lists.
* Formal letter and Note format.
* Vocabulary specific to the topic.
* Vocabulary to convey shades of meaning.
* Use conventions of paragraph writing.
* Appropriately sequence and link paragraphs within text.
* Use linking devices appropriate to text type.
* Generally use complex sentence structures.
* Spell with accuracy most frequently used words.
* Consistently use standard punctuation.

Examples of assessment tasks/activities

* Write instructions on how to use a machine (context could be in the home, community or at work).
* Prepare a formal letter of thanks or complaint to a specific individual/group.
* Prepare a resume and letter of application for a specific job.
* Prepare an instructional piece for an audience, inclusive of clear, step-by-step instructions; for example, how to ride a skateboard, how to survive a shark attack.

Learning Outcome 3 – Writing for Knowledge

Write a report or explanatory or expository text.

Elements

* Use the processes of planning, drafting and editing to produce written texts.
* Use language and tone appropriate to text purpose and audience.
* Sequence and structure information and ideas logically to suit purpose.
* Relate several separate pieces of factual information within a text rather than treating them as separate units and reach a conclusion.
* Spell, punctuate and use grammar with reasonable accuracy.

Knowledge and Skills

* The difference between private and public writing.
* Appropriate language for audience and purpose.
* Structural conventions of report, explanatory or expository texts.
* Use of headings and subheadings.
* Formatting a report.
* Use of referencing.
* Conventions of paragraph writing.
* Use a bibliography where appropriate.
* Demonstrate use of vocabulary specific to the topic.
* Appropriately sequence and link paragraphs within text.
* Use linking devices appropriate to text type.
* Generally use complex sentence structures.

Examples of assessment tasks/activities

* Write a report for a local or school newsletter informing readers of a coming or past event.
* Write an explanation of a system, event or process relevant to a classroom topic; for example, cause of war/conflict, structure of government, how to vote.
* Write a report on a social or environmental issue with a minimum of 300–500 words.

Learning Outcome 4 – Writing for Public Debate

Write a persuasive, argumentative or discursive text.

Elements

* Use the processes of planning, drafting and editing to produce written texts.
* Use language and tone appropriate to text purpose and audience.
* Sequence and structure ideas and arguments to suit purpose.
* Relate several ideas or pieces of information within a text rather than treating them as separate units.
* Provide evidence and argue persuasively for a point of view.
* Spell, punctuate and use grammar with reasonable accuracy.

Knowledge and Skills

* Structural conventions of argumentative or discursive texts.
* Conventions of paragraph writing.
* Vocabulary specific to the topic.
* Vocabulary to convey shades of meaning.
* Appropriately sequence and link paragraphs within text.
* Use linking devices appropriate to text type.
* Generally use complex sentence structures.
* Control the use of generic grammatical forms including modal structures.

Examples of assessment tasks/activities

* Write an essay presenting two sides of an argument and giving evidence for one point of view. The essay should be at least four paragraphs in length.
* Write a letter to a newspaper/online forum expressing an opinion about a social or environmental issue.
* Write to the local council arguing for the need for extended bike paths in the municipality.
* Write a short report on an issue of public concern presenting the issues, analysing the information and recommending a course of action. The text should be at least three paragraphs in length.

Learning Outcome 5 – Reading for Self-expression

Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.

Elements

* Identify the purpose of the text including any inferred purpose.
* Identify main ideas and key words used to express them.
* Identify the means used by the author to achieve the purpose of the text.
* Compare or contrast with other texts.
* Evaluate and express an opinion on the effectiveness of text.

Knowledge and Skills

* Different ways of reading for different purposes.
* Word attack skills (phonic and visual letter patterns, syllabification, word origins).
* Develop awareness of how texts reflect an author’s opinion or bias, feelings and experiences.
* How language choices convey meaning.
* Similarities between texts in terms of language used and overall text structure.
* Link text to other oral and written texts.
* Infer meaning and interpret messages.
* Distinguish differences between texts on similar topics, but with different purposes (different genres).
* Express a personal opinion on the text.

Examples of assessment tasks/activities

* Read, discuss and compare two or three texts on a single topic considering appropriateness of the text for engaging an intended audience.
* Read short stories of two different genres (comedy, horror, sci-fi, romance etc.) and compare the structure and meaning of the texts.
* Read a Greek myth and a Koorie dreamtime story. Compare the structure and meaning of both texts.
* Read a number of texts about a person of significant interest. The texts should represent different genres but should include a biographical or autobiographical text. Reflect on how the person is portrayed in each of the different texts and how this affects the perception of him/her.
* Read a text and correctly order a series of sequence sentences prepared by the teacher.

Learning Outcome 6 – Reading for Practical Purposes

Demonstrate that meaning has been gained from reading an instructional or transactional text.

Elements

* Identify the purpose of the text including any inferred purpose.
* Identify the main ideas and key procedures.
* Identify the means used by the author to achieve the purpose of the text.
* Compare or contrast with other texts.
* Evaluate an express an opinion on the effectiveness of the text.

Knowledge and Skills

* Different ways of reading for different purposes.
* Texts reflect an author’s experience, intentions and/or bias.
* How language choices relate to text purpose.
* Develop understanding of how language choices convey meaning.
* Infer meaning and interpret messages.
* Use context to predict meaning.
* Link text to other oral and written texts.
* Identify similarities between texts in terms of language used and overall text structure.
* Distinguish differences between texts on similar topics, but with different purposes (different genres).
* Express an opinion on the text.

Examples of assessment tasks/activities

* Read/view three or four short texts dealing with a contentious issue. Compare the structure of the texts and their effectiveness given their purpose and likely audience.
* Collect and read a range of do-it-yourself instruction sheets on; for example, making a table. Evaluate the clarity and effectiveness of these, given the text purpose and audience.
* Use the manual for a school photocopier to change the toner cartridge or to identify a fault and fix it. Discuss whether the instructions were easy to follow and why or why not.
* Read a text on a particular issue and suggest ways it might be improved to meet the needs of diverse readers.

Learning Outcome 7 – Reading for Knowledge

Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.

Elements

* Identify the purpose of the text including any inferred purpose.
* Identify the main ideas, supporting ideas and any examples.
* Identify the means used by the author to achieve the purpose of the text.
* Compare or contrast with other texts.
* Evaluate and express an opinion on the effectiveness of the text.

Knowledge and Skills

* Texts reflect an author’s bias, feelings and experiences
* Language choices relate to text purpose.
* Language choices convey meaning.
* Use context to predict meaning.
* Similarities between texts in terms of language used, overall text structure.
* Infer meaning and interpret messages.
* Link text to other oral and written texts.
* Distinguish differences between texts on similar topics, but with different purposes (different genres).
* Ability to express an opinion on the text.

Examples of assessment tasks/activities

* Read a range of articles from a number of sources about a particular topic. Compare the ways in which each text deals with the topic.
* Locate and compare statistical information presented in table or graphic form. Present the information as prose and discuss the effectiveness/clarity of presenting information in different forms.

Learning Outcome 8 – Reading for Public Debate

Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text.

Elements

* Identify the purpose of the text including any inferred purpose.
* Identify the means used by the author to achieve the purpose of the text.
* Identify the main arguments, ideas or suggestions used in the text.
* Compare or contrast with other texts.
* Evaluate and express an opinion on the effectiveness of the text.
* Express own opinion on the subject and give supporting reasons.

Knowledge and Skills

* Texts reflect an author’s experiences, intentions and/or bias.
* Use context to predict meaning.
* Language choices relate to text purpose such as use of inclusive pronouns and emotive language.
* Language choices convey meaning.
* Similarities between texts in terms of language used, overall text structure.
* Link text to other oral and written texts.
* Infer meaning and interpret messages.
* Distinguish differences between texts on similar topics, but with different purposes (different genres).
* Express an opinion on the text.

Examples of assessment tasks/activities

* Read one or more letters to the editor on the same issue but offering different views. Work out how they are different by examining structure, vocabulary and persuasive devices. Comment on the effectiveness of the letter/s.
* Examine a text with clearly expressed opinions. Contrast this with another text where the opposite opinion is argued. Evaluate the effectiveness of each text.
* Conduct a media analysis relating to a specific issue. Compare the different ways in which an issue is presented across a range of texts.

Expanded sample assessment tasks/activities for Intermediate level – Reading and writing

Assessment tasks/activities similar in complexity to these examples are recommended

Sample task 1

Prepare a sustained written piece exploring a series of significant, specified times in your life. These might include happiest moment, saddest day, funniest experience, first day of high school. It could also include an in-depth examination of a favourite text; for example, film, book, song, and its meaning within the context of your life.

Suggested Level/Outcome s

* Intermediate Reading and Writing–Writing for Self-expression – Learning Outcome 1

Sample task 2

Working with a teacher/client, prepare a travel itinerary, including information about travel destinations, activities and how to locate airfares and accommodation.

Suggested Level/Outcome

* Intermediate Reading and Writing–Writing for Knowledge – Learning Outcome 3

Sample task 3

Research and write a complete history of a local person, place or event, inclusive of data, anecdotes and chronological timeline.

Suggested Level/Outcome

* Intermediate Reading and Writing–Writing for Knowledge – Learning Outcome 3

Sample task 4

Complete a sustained, persuasive piece of writing that argues a specific point of view. Include several discrete (well-researched) paragraphs that focus upon a number of specific persuasive techniques (alliteration, anecdote, emotion, statistics etc.).

Suggested Level/Outcome

* Intermediate Reading and Writing–Writing for Public Debate – Learning Outcome 4

Sample task 5

Read/view a story as presented in two different text types (for example, novella and feature film, online profile and documentary, graphic novel and YouTube video) and complete several tasks comparing the form, impact and effectiveness of the text types.

Suggested Level/Outcome

* Intermediate Reading and Writing–Writing for Knowledge – Learning Outcome 3
* Intermediate Reading and Writing–Reading for Self-expression – Learning Outcome 5

Sample task 6

In pairs, prepare an instruction-based activity; for example, how to make a paper plane, how to assemble a plastic model, how to perform a card trick to be attempted by classmates. Rotate, undertaking each task and providing written feedback/commentary of effectiveness/ appropriateness of instructions.

* Intermediate Reading and Writing–Writing for Knowledge – Learning Outcome 3

Sample task 7

Research an assigned topic (for example, a war, a natural disaster, a historically significant individual) and prepare and write a brief report that highlights the key aspects of the topic, with the intent of informing your audience about key aspects of your topic.

* Intermediate Reading and Writing–Writing for Knowledge – Learning Outcome 3

Sample task 8

Collect four short to medium length articles, representing both sides of an issue (two articles per point of view). Identify the techniques used by these articles and compare and comment upon their effectiveness.

* Intermediate Reading and Writing–Writing for Public Debate – Learning Outcome 4

Sample task 9

Select and research a cause that you feel connected to or passionate about. Write a set of arguments as to why this particular cause deserves wider public support.

* Intermediate Reading and Writing–Writing for Public Debate – Learning Outcome 4

Sample task 10

Make up a number of job advertisements, for example:

Pizza Maker

* Busy pizza shop
* Experience needed or a willingness to learn
* Evening shifts 6 days a week inc. Saturday
* Must provide own transport
* Small groups form a selection panel to interview a selected number of students for the jobs they have applied for.
* Selected students will need to have completed a short application that covers the main points of the job advertisement as well as any personal information deemed useful.
* The selection panel interviews the selected student with a number of prepared questions.
* The selection panel assesses the student under headings such as: knowledge of the position, enthusiasm, ability to work as part of a team, etc.
* The selection panel provides the selected student with a verbal/written assessment including a decision to employ or not.

Suggested Level/Outcomes

* Intermediate Oral Communication–Oracy for Self-expression – Learning Outcome 1
* Intermediate Reading and Writing–Writing for Practical Purposes - Learning Outcome 2

Sample task 11

Famous phrases, proverbs and adages relating to work:

A picture paints a thousand words

Better safe than sorry

Good things come to those who wait

A stitch in time saves nine

Measure twice, cut once

Do as you would be done by

You can’t make a silk purse from a sow’s ear

Good fences make good neighbours

A bad worker often blames their tools

* Explain the real meaning/s for the list above and describe a work-related situation it relates to.
* Write your own adages that have a work focus.

Suggested Level/Outcome

* Intermediate Reading and Writing – Writing for Knowledge – Learning Outcome 3

Sample task 12

Collect a ‘folio’ of persuasive written pieces; for example, online, newspapers, magazines, TV/video transcripts, and provide a written critique of their impact/effectiveness in relation to a set of given criteria.

Suggested Level/Outcome

* Intermediate Reading and Writing–Writing for Self-expression – Learning Outcome 1

Sample task 13

Show students a television food commercial designed to sell a food product. You could show a video clip/television commercial of your choice or you may wish to show digital resource: [youtube.com/watch?v=\_KnE7ewhCeY](file:///%5C%5Cvcaafs02%5CCommProd01%24%5CVCAL%5CVCAL%20Advice%20for%20Teachers%5Cyoutube.com%5Cwatch%3Fv%3D_KnE7ewhCeY) (chicken McBites).

Discuss whether purchasing the advertised item would be a healthy food choice. Brainstorm ideas why parents and children would still buy this product. Discussion questions could include:

* What is the purpose and audience of the advertisement? How do you know?
* What sound effects or music does the commercial use? Do the sounds make it more exciting?
* Do you think the product could make you happy or popular?

Consider why the particular actors were chosen for the advertisement. Do you think they really use the product? Does the product look bigger or better on TV than in real life?

Do you think it will work in the same way at home as it did on the commercial?

Help students to identify what gimmicks/tricks the advertiser chose to match the purpose of the advertisement to its audience; for example, humour, promises, special offers, exaggerations, quotes, abbreviations or rhetorical questions.

Suggested Level/Outcome

* Intermediate Reading and Writing – Writing for Knowledge – Learning Outcome 3

Sample task 14

|  |  |  |
| --- | --- | --- |
| Biography | Western | Horror |
| Romance | Science fiction | Animation |
| Action | Adventure | Comedy |
| Crime | Drama | Thriller |
| Historical | Mystery | Fantasy |
| Political | Saga | Satire |

* Using personal knowledge or internet-based research attempt to find at least one very good example of a film that fits into each of these genre categories.
* Based on your research what genre is most popular, least popular?

Suggested Level/Outcome

* Intermediate Reading and Writing – Writing for Knowledge – Learning Outcome 3

Sample task 15

* Students first explore resumes using the internet.
* They then work as a class or groups to construct a sample resume for a character in a book or film they have read or seen.
* Students explore job advertisements and online job sites for possible modern careers for the character from the book or film.
* They create a resume for their character for the selected job.
* They write a letter of application for the character for the selected career.

Suggested Level/Outcome

* Intermediate Reading and Writing – Writing for Knowledge – Learning Outcome 3

Sample task 16

If it is to be, it is up to me! – If it is to be, it is up to us!

Notice 10 words each with only two letters make up these two sayings.

Try and construct a sentence with as many two-letter words only used, then only three-letter words used, and then with only four-letter words used.

Suggested Level/Outcome

* Intermediate Reading and Writing–Writing for Self-expression – Learning Outcome 1

Sample task 17 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units |
| --- | --- |
| An excursion | * Reading and Writing: Writing for Self-expression, Learning Outcome 1
* Reading and Writing: Writing for Practical Purposes, Learning Outcome 2
* Reading and Writing: Writing for Knowledge, Learning Outcome 3
* Reading and Writing: Reading for Self-expression, Learning Outcome 5
* Reading and Writing: Reading for Practical Purposes, Learning Outcome 6
* Reading and Writing: Reading for Knowledge, Learning Outcome 7
* Oral Communication: Oracy for Practical Purposes, Learning Outcome 3
 |

An excursion

* In a group, students organise an excursion relevant to a project they are undertaking. This will involve requesting information from the venue, locating and reading information about the intended excursion, costing, estimating times, and writing a letter or notice to participants giving directions/instructions about what they need to do.
* After the excursion, students produce a flyer on the place they went for the excursion detailing the highlights, how to get there, and the cost.
* Write a report on the excursion for the student newsletter.

Sample task 18 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Intermediate |
| --- | --- |
| A VCAL pamphlet | * Reading and Writing: Writing for Practical Purposes, Learning Outcome 2
* Reading and Writing: Reading for Knowledge, Learning Outcome 7
* Oral Communication: Exploring Issues and Problem Solving, Learning Outcome 4
 |

A pamphlet on VCAL for prospective students

* Visit the Victorian Curriculum and Assessment Authority (VCAA) website for information about the Victorian Certificate for Applied Learning (VCAL) program in Victoria.
* Read the information highlighting the most important information.
* Design a pamphlet for prospective students to tell them about the VCAL program in your setting and the benefits to particular students and their pathways. Think about the diagrams and photographs that could be used to make it appealing.
* Discuss where the information should go on the pamphlet.
* Write the content for the pamphlet. Enter it onto a software tool or device.
* Using an appropriate software tool or device, lay out the pamphlet. You may need to edit what you have written. Remember to use diagrams and make the pamphlet look interesting.

Sample task 19 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Intermediate |
| --- | --- |
| Buying a motor vehicle | * Reading and Writing: Writing for Public Debate, Learning Outcome 4
* Reading and Writing: Reading for Knowledge, Learning Outcome 7
* Oral Communication: Oracy for Knowledge, Learning Outcome 2
 |

Buying a motor vehicle

* Visit www.consumer.vic.gov.au/cars and choose either: Buying a new car or Buying a used car
* Write a paragraph detailing:
* the registration fees for buying a car or a motor-cycle.
* an opinion on why you think the registration fees vary depending on where you live in Victoria.

and/or

* Write a paragraph detailing:
* the ways you can use to buy a used car.
* the statutory warranty details if you buy a used car from a licensed motor car trader.
* an opinion on whether it’s more advisable to buy a used car from a licensed motor car trader or a private seller.
* Use slide presentation software to inform the class about the key issues when deciding to buy a motor vehicle.

Sample task 20 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Intermediate |
| --- | --- |
| An event in history | * Reading and Writing: Writing for Self-expression, Learning Outcome 1
* Reading and Writing: Writing for Practical Purposes, Learning Outcome 2
* Reading and Writing: Writing for Knowledge, Learning Outcome 3
* Reading and Writing: Writing for Public Debate, Learning Outcome 4
* Reading and Writing: Reading for Knowledge, Learning Outcome 7
* Oral Communication: Oracy for Knowledge, Learning Outcome 2
 |

An event in history

* Read text/articles about an event in history; for example, Gallipoli, Eureka stockade
* Make a timeline of the event.
* Write a paragraph or cartoon strip detailing the event.
* Express an opinion on the event.
* Imagine you are participating in this historical event. Write a personal account of your experience, a journal entry or a letter to a friend.
* Present your experience in the form of a dialogue or play.

Sample task 21 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Intermediate |
| --- | --- |
| Career planning | * Reading and Writing: Writing for Practical Purposes, Learning Outcome 2
* Oral Communication: Oracy for Knowledge, Learning Outcome 2
 |

Career planning

* Visit a Careers Reference Centre or go online to a careers website and gather information on careers and courses.
* Arrange to interview someone in a particular job or undertaking a course. Design the questions using the information from the Careers Reference Centre or similar.
* Conduct the interview and record relevant information.
* Collect job ads, key selection criteria, etc. for jobs you are interested in.
* Look at your personal skills base and contrast with skills needed for the jobs.
* Create a study plan to bridge gaps in skills.

Sample task 22 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Intermediate |
| --- | --- |
| Who stays? | * Reading and Writing: Writing for Public Debate, Learning Outcome 4
* Oral Communication: Oracy for Exploring Issues and Problem Solving, Learning Outcome 4
 |

Who stays?

The end of the world is fast approaching. The last spaceship to leave Earth for the safety of a faraway planet is about to leave.

There are only places on the spaceship for six people but there are 10 people left on planet Earth:

* A famous female movie star aged 35
* A famous male sports star aged 25
* A male priest aged 60
* A female doctor aged 65
* A pregnant woman aged 30
* A male school student aged 15
* A female army officer aged 40
* A male armed policeman aged 45
* A female carpenter/builder aged 50
* A male political leader aged 40
* In groups decide, giving written reasons, which four people should have to stay behind or which six people should be given a place on the spaceship.
* Present your group decisions to the class.

Sample task 23 – with links to appropriate Learning Outcomes

| Task | Literacy Skills Units – Intermediate |
| --- | --- |
| PMI that issue! | * Reading and Writing: Writing for Practical Purposes, Learning Outcome 2
* Oral Communication: Oracy for Knowledge, Learning Outcome 2
 |

PMI that issue!

Using the PMI method (considerations for an issue = Plus, considerations against an issue = Minus, and considerations needing more investigation = Interesting), record each group’s views on a choice of these following issues:

* School uniforms should be abolished
* We are becoming too dependent on computers
* The drinking age should be lowered to 16 years old
* Euthanasia should be legal
* The death penalty is acceptable in some cases
* Celebrities earn too much money
* We do not really need religion
* Soft drugs should be legalised
* Corporal punishment should be allowed in schools
* Video games contribute to youth violence
* Marriage is out-dated
* Torture can be acceptable
* Smoking should be banned worldwide
* You will be happier if you stay unmarried
* Using animals in medical research is justified

Sample task 24 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Intermediate |
| --- | --- |
| Pets | * Reading and Writing: Reading for Knowledge, Learning Outcome 7
* Reading and Writing: Reading for Public Debate, Learning Outcome 8
* Oral Communication: Oracy for Knowledge, Learning Outcome 2
* Oral Communication: Oracy for Exploring Issues and Problem Solving, Learning Outcome 4
 |

* Inform students that Australia has one of the world’s highest rates of pet ownership: 36% of households own dogs and 23% own cats. Overall, over 70% of households own a pet.
* Why do people have pets? It may be necessary to distinguish between working animals and companion animals.
* Students brainstorm a list of costs involved in having a pet; for example, food, equipment, registration, vet’s fees etc.
* Discuss non-financial costs. These can include time needed for exercising or grooming, being responsible for the care of a pet, and the emotional costs involved in a pet’s illness or death.
* Students research families about the pets they have owned and how much they have cost to buy. What things must be considered when purchasing a pet (e.g. allergies, space at home, the ability to look after a pet properly)?
* Students research pet ownership statistics on the Australian Companion Animal Council Inc. website: [acac.org.au](file:///%5C%5Cvcaafs02%5CCommProd01%24%5CVCAL%5CVCAL%20Advice%20for%20Teachers%5Cacac.org.au).
* Brainstorm reasons why people keep animals other than as pets; for example, a direct food source, edible products, means of transport, working animals etc.
* Identify the ethical and environmental issues concerning pet ownership.
* Students make a data show presentation that clearly identifies a significant issue relating to pet ownership.

Oral Communication

Unit purpose

At the end of this unit students will be able to use and respond to spoken language, around everyday subject matter, which may include some unfamiliar aspects, for a range of purposes in a number of contexts, which may be interrelated.

A supportive and encouraging learning environment needs to be developed so that students feel comfortable to take risks and participate safely. Students should not be forced to participate until they feel safe to do so. By rotating turns and scaffolding skills, students can develop this confidence. Establishing a consensus on guidelines for talks and discussions by listening to and respecting others is important.

Suggested activities and assessment tasks

As part of the outline of each Learning Outcome in this unit there are short descriptions of suggested examples of activities and/or assessment tasks appropriate to that Learning Outcome. They are supplemented by more expanded activities/tasks at the end of the Learning Outcomes for this unit. These later activities/tasks are also meant to be suggested activities/tasks. The aim of them is to provide support for the teacher.

Each of these expanded activities/tasks provide one or more of the following:

* a link to a specific Learning Outcome
* links to multiple Oral Communication Learning Outcomes
* links to both Oral Communication as well as Reading and Writing Learning Outcomes.

Learning Outcome 1 – Oracy for Self-expression

Use and respond to spoken language to communicate story and life experience.

Elements

* Share a narrative, recount or anecdote.
* Make use of verbal and non-verbal features of spoken communication including: intonation, eye contact, gesture, pace and pronunciation.
* Demonstrate an understanding of the role of verbal and non-verbal features by commenting on the effectiveness of others’ oral presentations.

Knowledge and Skills

* Formal and informal registers of spoken English.
* The varieties of language in familiar and unfamiliar contexts.
* The role of non-verbal communication.
* Emotive language.
* Features and structure of a talk.
* Open and close a talk according to purpose and audience.
* Adjust pronunciation and fluency to enhance meaning.
* Use different strategies to respond to listener.
* Deduce meaning of unfamiliar items.
* Infer information not explicitly stated.
* Clarify understanding.
* Distinguish main points from supporting details.
* Predict subsequent parts of the discourse.

Examples of assessment tasks/activities

* Interview a range of different people about their life stories.
* Participate in a discussion about a personal experience of schooling over the year.

Listen to a guest speaker from another country to learn about their life experience. Retell to classmates what you found most interesting about the guest speaker’s life experiences.

* Make a brief presentation to a small group on a topic of interest and answer audience questions.
* Participate in a role-play activity.
* Retell a favourite story to classmates, paraphrasing and using images to assist.
* Develop a short oral presentation on a life experience or story to share with the group.
* Listen to a talk from a guest speaker on an issue of personal interest to students. Discuss and note any use of effective communication skills.
* Watch or listen to a recording of a particularly effective communication piece; for example, a political speech or stand-up comedy. Recount the intent/effectiveness of the pieces.
* Prepare a multimedia presentation on a topic of interest where the presentation uses only pictures and key words to communicate and the speech carries the meaning.

Learning Outcome 2 – Oracy for Knowledge

Use and respond to spoken language in informative talks in a range of contexts.

Elements

* Give an oral presentation answering questions if appropriate.
* Identify key points and supporting information in an informative talk.
* Comment on the content and effectiveness of an informative talk.
* Make systematic notes from a spoken text in a chosen field of knowledge.

Knowledge and Skills

* The audience of the text and their knowledge, interests and relationship to speaker.
* Appropriate language for audience and purpose.
* Pace, tone and/or emphasis that enhance meaning.
* Different strategies to respond to listener.
* The role of visual supports.
* Persuasive language.
* Features and structure of a talk.
* Identify purpose – what the listener will know following the interaction.
* Deduce meaning of unfamiliar items.
* Recognise discourse indicators for introducing an idea or changing a topic.
* Clarify understanding.
* Distinguish main points from supporting details.
* Predict subsequent parts of the discourse.

Examples of assessment tasks/activities

* Listen to a talk from a guest speaker on an issue of interest; for example, the local environment. Discuss the points raised and evaluate the performance of the speaker.
* Make a brief presentation at a team meeting.
* Participate in a forum presenting information to a community group. Make notes from and evaluate the talks of each speaker.
* Take part in a group project to promote an area of interest; for example, a school social, a school camp, class fundraising event. Give an account of what you all did.
* Listen to a guided tour of an excursion; for example, the Museum or Shrine of Remembrance. Present a reflective piece noting the main points and evaluating the guide’s presentation.

Learning Outcome 3 – Oracy for Practical Purposes

Use and respond to spoken language in instructions and transactions.

Elements

* Give instructions in several steps.
* Identify the key points in an oral text that offer support, advice or service.
* Comment on the content and effectiveness of oral instructions and transactions.

Knowledge and Skills

* The audience of the text and their knowledge, interests and relationship to speaker.
* Appropriate language for audience and purpose.
* Pace, tone and/or emphasis that enhance meaning.
* Different strategies to respond to listener.
* Non-verbal communication and visual supports.
* Persuasive language.
* Identify purpose – what the listener will know following the interaction.
* Identify features and structure of a transaction and apply that knowledge to similar transactions.
* Open, develop and close a transaction according to purpose and audience.
* Distinguish main points from supporting details.
* Infer information not explicitly stated.
* Recognise discourse indicators for introducing an idea or changing a topic.

Examples of assessment tasks/activities

* Give detailed spoken instructions that involve a number of interrelated steps in the workplace, identifying potential difficulties.
* Give complex instructions on how to operate a piece of technology to a person in class unfamiliar with the process; for example, pre-setting a video recorder.
* Participate in a cross-cultural cooking demonstration, clarifying key points and evaluating the instructions of each speaker.

Learning Outcome 4 – Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language to explore issues or solve problems.

Elements

* Participate in a group discussion on an issue, responding to and contributing alternative ideas.
* Use spoken language to identify and work towards solving problems with at least one other person.
* Comment on the range of ideas presented on an issue in a discussion.
* Demonstrate active listening.

Knowledge and Skills

* Pace, tone and/or emphasis that enhance meaning.
* Different strategies to respond to listener.
* Non-verbal communication and visual supports.
* Persuasive language.
* Open, develop and close a discussion taking into account the needs of others.
* Identify purpose – what the listener will know following the interaction.
* Distinguish main points from supportive details.
* Recognise discourse indicators for introducing an idea or changing a topic.
* Clarify understanding.
* Deduce meaning of unfamiliar items.
* Predict subsequent parts of the discourse.

Examples of assessment tasks/activities

* Interview a group of people about a particular issue; for example, health, or a workplace or community organisation.
* Participate in discussion about current issues in the news, summarising issues to accurately reflect and capture information presented.
* Participate in a meeting to resolve an issue. Note: This task could be used to also cover Personal Development Skills Intermediate Unit 1, Learning Outcome 5.

Expanded sample assessment tasks/activities for Intermediate level – Oral Communication

Assessment tasks/activities similar in complexity to these examples are recommended.

Sample task 1

Prepare and deliver a presentation to your classmates about ‘my five favourite things’. Select (or choose from a list) five of your favourite things to present to or discuss with the class; for example, movie, song, food, place, person, time of year. Explain the significance of these choices and take questions from your classmates.

Suggested Level/Outcome

* Intermediate Oral Communication–Oracy for Self-expression – Learning Outcome 4

Sample task 2

Interview a school staff member and prepare a biography in the form of an oral presentation with an accompanying visual presentation; for example, PowerPoint, Prezi. Include a question/answer session with the subject present (if possible).

Suggested Level/Outcome

* Intermediate Oral Communication–Oracy for Knowledge – Learning Outcome 2

Sample task 3

Form pairs and take turns to perform tasks blindfolded (ideally a complex task such as preparing a recipe or completing an obstacle course). After completing tasks, hold a class discussion and prepare a written reflection, highlighting effective and ineffective forms of communication.

Suggested Level/Outcome

* Intermediate Oral Communication–Oracy for Exploring Issues and Problem Solving – Learning Outcome 4

Sample task 4

Choose a specific issue and research and orally present both sides of the issue or conflict, including at least two possible solutions or resolutions.

Suggested Level/Outcome

* Intermediate Oral Communication–Oracy for Knowledge – Learning Outcome 2

Sample task 5

Respond to questions (who, what, when, where, how and why) about a novel or social media issue you have recently read. Give the novel/social media issue a rating out of 10 and explain why you gave it this rating.

Suggested Level/Outcome

* Intermediate Oral Communication–Oracy for Knowledge – Learning Outcome 2

Sample task 6

In pairs, examine a work or workplace issue; for example, workplace bullying, workplace safety, workplace technology and share your learning in a class discussion.

Suggested Level/Outcome

* Intermediate Oral Communication–Oracy for Practical Purposes – Learning Outcome 3

Sample task 7

Prepare and host a class debate or debates about a social issue or issues; for example, drug laws, lowering the driving age, addressing the road toll

Suggested Level/Outcome

* Intermediate Oral Communication–Oracy for Knowledge – Learning Outcome 2

Sample task 8

Research an assigned topic; for example, a war, a natural disaster, a historically significant individual and prepare and deliver a brief presentation with the intent of informing your audience about key aspects of your topic.

Suggested Level/Outcome

* Intermediate Oral Communication–Oracy for Knowledge – Learning Outcome 2

Sample task 9

Place the students into groups and ask each group to write the name of 12 topics they are interested in on separate pieces of paper. You may direct them towards a theme such as OHS, employability skills, starting your own business etc.

Tell the students to put the pieces of paper face down and to write the numbers 1 to 12 on the side facing up.

Give each group two dice. Students take turns to throw the dice, they turn over the piece of paper corresponding to the number on the dice and the whole group talks for two minutes about that topic.

After two minutes call out ‘throw again’. If a different number comes up they turn over that piece of paper and change topic. If it’s the same number they keep talking about the same topic for another two minutes. Continue until all the pieces of paper have been turned over and all the topics discussed.

Suggested Level/Outcome

* Intermediate Oral Communication–Oracy for Practical Purposes – Learning Outcome 3

Sample task 10

* Tell students that they have got the job of reporter for a magazine about vocations. They are going to interview some tradespersons and they need to prepare some general questions they can ask any tradesperson such as furniture maker, upholsterer, metal fabricator, plastics factory worker, childcare worker, electrician, events manager. This may require some preparation, research, prior discussion or definitions.
* Give some examples such as ‘Do you enjoy your job?’ or ‘Are you happy in your work?’ ‘How many years training are there to qualify in your trade?’
* Get students to write four questions and put them in a table with the questions going down the left hand column and space for five columns to the right.
* Then ask students which vocation they would like to be and give each one a sticky label or a sticky note for them to write the name of the vocation on and stick on their forehead.
* Put students into two concentric circles with the inner circle facing out and outer circle facing in.
* Tell students that they are going to interview the person directly in front of them for two minutes and note down all the information they find out. They are also going to be interviewed.
* The facing pairs take turns in the different roles of interviewer and tradesperson. At two-minute intervals call out ‘stop’ and ask the outer circle to move one person to the right. Call out ‘start’ to give students two more minutes with a new tradesperson.
* When each student has interviewed and been interviewed five times stop the activity.
* The information they have gathered about the tradespersons can then be shared with the group orally or used for a piece of writing for a vocation magazine.
* If you have an odd number rotate one person out of the circle each time you move the other circle around. This person can help you to monitor and can walk around the circle listening to the others in action and making a note of any mistakes they hear.

Suggested Level/Outcome

* Intermediate Oral Communication–Oracy for Exploring Issues and Problem Solving – Learning Outcome 4

Sample task 11 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Intermediate |
| --- | --- |
| Buying a motor vehicle | * Oral Communication: Oracy for Knowledge, Learning Outcome 2
* Reading and Writing: Writing for Public Debate, Learning Outcome 4
* Reading and Writing: Reading for Knowledge, Learning Outcome 7
 |

Visit www.consumer.vic.gov.au/cars and choose either: Buying a new car or Buying a used car

* Write a paragraph detailing:
* the registration fees for buying a car or a motorcycle.
* an opinion on why you think the registration fees vary depending on where you live in Victoria.

and/or

* Write a paragraph detailing:
* the ways you can use to buy a used car.
* the statutory warranty details if you buy a used car from a licensed motor car trader.
* an opinion on whether it’s more advisable to buy a used car from a licensed motor car trader or a private seller.
* Use slide presentation software to tell the class about the key issues when deciding to buy a motor vehicle.

Sample task 12 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Intermediate |
| --- | --- |
| PMI that issue! | * Oral Communication: Oracy for Knowledge, Learning Outcome 2
* Reading and Writing: Writing for Practical Purposes, Learning Outcome 2
 |

Using the PMI method (considerations for an issue = Plus, considerations against an issue = Minus, and considerations needing more investigation = Interesting), record each group’s views on a choice of these following issues. Each group will verbally present their PMI findings to the class.

* School uniforms should be abolished
* Using animals in medical research is justified
* Marriage is outdated
* The death penalty is acceptable in some cases
* Celebrities earn too much money
* Torture can be acceptable
* We are becoming too dependent on computers
* Smoking should be banned worldwide
* Soft drugs should be legalised.
* You will be happier if you stay unmarried
* We do not really need religion
* Euthanasia should be legal
* Video games contribute to youth violence
* The drinking age should be lowered to 16 years old
* Corporal punishment should be allowed in schools.

VCAL Literacy Skills – Senior

* Reading and Writing
* Oral Communication

The knowledge and skills required for demonstrating achievement in each unit are provided in the learning outcome and associated elements.

Students must demonstrate achievement in all learning outcomes in each of these two units. All elements in a learning outcome must be met in the one task for students to demonstrate achievement in that outcome. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

General delivery and teaching strategies

Learning programs should be based on adult learning and youth development principles. Students should be given a clear opportunity to:

* negotiate curriculum content that builds on the student’s interests, abilities and strengths
* focus on curriculum content that gives practical ‘hands-on’ opportunities for learning
* encourage their personal development and growth across the learning program
* contribute and achieve, and have that positive achievement celebrated and valued both formally and informally
* learn at their own pace
* learn in different ways according to different learning styles.

Conditions of assessment

The conditions related to assessment of learning outcomes may differ according to the particular learning environment, mode of delivery and field or topic of study.

Students should have access to:

* a range of assessment tasks/activities
* a learning environment appropriate to the task
* appropriate software tools and devices
* support and advice.

Assessing students with disabilities

While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way.

Flexibility in assessment methods is important, particularly for students with disabilities. For example, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate unit outcomes usually demonstrated through the spoken word. Similarly, students who are hearing impaired may sign their response, and those with a physical disability may use a voice synthesiser or communication board.

In some instances the time taken to respond in alternative modes may be considerably longer than through speech and it may be unrealistic to expect such students to achieve the outcomes in the stated nominal hours. Students may therefore need more time to complete the learning outcomes in these cases.

Reading and Writing

Unit purpose

The purpose of this unit is to enable students to develop the knowledge, skills and attributes to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text.

In reading, students identify the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text.

At the end of the unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

Teaching and learning at this level should seek explicitly to model and validate a wide range of learning-to-learn strategies. These strategies may include:

* risk taking (having a go)
* learning from mistakes
* reviewing and reflecting
* asking for and accepting help, advice and feedback
* linking new information to existing knowledge
* awareness of personal writing strengths and skills needing development
* giving voice to experiences and responding to the diverse experiences of others
* developing meta-language to talk about texts
* building awareness of personal communication strengths and methods of appraising progress
* developing skills for independent learning such as classifying, ordering and summarising information clearly
* using problem-solving strategies
* using material that is likely to generate student interest.

Suggested activities and assessment tasks

As part of the outline of each Learning Outcome in this unit there are short descriptions of suggested examples of activities and/or assessment tasks appropriate to that Learning Outcome. They are supplemented by more expanded activities/tasks at the end of the Learning Outcomes for this unit. These later activities/tasks are also meant to be suggested activities/tasks. The aim of them is to provide support for the teacher.

Each of these expanded activities/tasks provide one or more of the following:

* a link to a specific Reading and Writing Learning Outcome
* links to multiple Reading and Writing Learning Outcomes
* links to both Reading and Writing as well as Oral Communication Learning Outcomes.

Learning Outcome 1 – Writing for Self-expression

Write a complex recount, narrative or expressive text.

Elements

* Use the processes of planning, drafting and editing to produce written texts.
* Use language and tone appropriate to text purpose and audience.
* Organise ideas and information to suit purpose.
* Incorporate a range of topics, beliefs, issues or experiences.
* Use literary devices to convey character, setting and/or emotions.
* Spell, punctuate and use grammar with considerable accuracy.

Knowledge and Skills

* Structural conventions of recount, narrative or expressive texts.
* Chronological sequencing of events.
* Conventions of paragraph use.
* Vocabulary specific to the topic.
* Specialised vocabulary relevant to the topic.
* Use linking devices appropriate to text type.
* Consistently use complex sentence structures.
* Appropriately sequence and link paragraphs within text.
* Consistently use standard punctuation.
* Effectively use generic grammatical forms.

Examples of assessment tasks/activities

* Write a vivid description of a significant event from your childhood. Imagine you are writing it for your grandchildren to read.
* Write a short story for children.
* Interview someone of a different age about their reflections of a certain period or event in their lifetime. Write a biographical text reflecting and drawing on personal experience and knowledge of the era or event.
* Using a human interest or a newspaper story as stimulus, imagine and describe the events leading up to the event.
* Write a series of personal letters between friends tracing evolving problems/relationships/issues.
* Write a poem or song making complex explorations of people/relationships/ideas/places.

Learning Outcome 2 – Writing for Practical Purposes

Write a complex instructional or transactional text.

Elements

* Use the processes of planning, drafting and editing to produce written texts.
* Use language and tone appropriate to text purpose and audience.
* Organise information and/or ideas logically to suit purpose.
* Present specialist and/or technical knowledge, highlighting features of special note.
* Present information accurately, clearly and concisely.
* Spell, punctuate and use grammar with considerable accuracy.

Knowledge and Skills

* Structural conventions of instructional or transactional texts.
* Use of headings and subheadings.
* Inclusion of maps and diagrams.
* Use of dot points or lists.
* Formal letter and note format.
* Use appropriate language for audience and purpose.
* Logically sequence instructions.
* Use conventions of paragraph writing.
* Generally use complex sentence structures.
* Spell with accuracy most frequently used words.

Examples of assessment tasks/activities

* Prepare a leaflet on nutrition and cooking, including three recipes to support the nutritional information.
* Write a memo, or a work or public notice making sure the information is clearly structured and presented for the intended audience.
* Write the minutes of a meeting you attended recently.

Learning Outcome 3 – Writing for Knowledge

Write a complex report or explanatory or expository text.

Elements

* Use the processes of planning, drafting and editing to produce written texts.
* Use language and tone appropriate to text purpose and audience.
* Sequence and structure information and ideas logically to suit purpose.
* Present a range of abstract concepts and/or technical facts within a specialist field.
* Present information accurately, clearly and concisely.
* Spell, punctuate and use grammar with considerable accuracy.

Knowledge and Skills

* Software tools and devices in the writing process.
* Structural conventions of report, explanatory or expository texts.
* Use of headings and subheadings.
* Formatting a report.
* Conventions of paragraph writing.
* Use referencing and a bibliography where appropriate.
* Show use of vocabulary specific to the topic.
* Appropriately sequence and link paragraphs within text.
* Use linking devices appropriate to text type.
* Generally use complex sentence structures.

Examples of assessment tasks/activities

* Write an analytical report. The teacher and student should negotiate the topic.
* Write an explanation for primary school children of a natural phenomenon; for example, how the wind blows or how rain is formed.
* Write an information brochure on a health or an environmental issue. The topic will need to be researched and include technical information that is presented in a way that is easy for the general public to understand. Note: this task could be linked to Reading and Writing: Reading for Knowledge, Learning Outcome 7, in this unit
* Prose texts, such as essays, should be around 400–600 words.

Learning Outcome 4 – Writing for Public Debate

Write a complex persuasive, argumentative or discursive text.

Elements

* Use the processes of planning, drafting and editing to produce written texts.
* Use language and tone appropriate to text purpose and audience.
* Organise ideas and arguments to suit purpose.
* Provide and integrate evidence to support own argument.
* In an argumentative or discursive text acknowledge and rebut opposing point/s of view.
* Spell, punctuate and use grammar with considerable accuracy.

Knowledge and Skills

* The difference between private and public writing.
* Appropriate language for audience and purpose.
* Structural conventions of argumentative or discursive texts.
* Conventions of paragraph writing.
* Show use of vocabulary specific to the topic.
* Appropriately sequence and link paragraphs within text.
* Use linking devices appropriate to text type.
* Generally use complex sentence structures.

Examples of assessment tasks/activities

* Choose an issue of relevance to the local community and write a speech to persuade people of your point of view.
* Write an argumentative or a discursive essay on a topic of public concern such as immigration, biotechnology or censorship. Present two points of view and provide evidence to support the view taken.
* Write two editorials, each one representing an opposing point of view.
* Write two speeches, one for parents and one for primary students, arguing for the need to change one aspect of the school program; for example, the student welfare policy.
* Prose texts, such as essays, should be around 400–600 words.

Learning Outcome 5 – Reading for Self-expression

Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text.

**Elements**

* Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.
* Identify the fundamental point of view shaping the text and the devices used to present that point of view (for example, characters).
* Compare and contrast with other texts.
* Present an opinion on the text taking into account the content and its effectiveness in relation to the audience and purpose.

 Knowledge and Skills

* The audience and purpose of the text.
* Different ways of reading for different purposes.
* Word attack skills (phonic and visual letter patterns, syllabification, word origins).
* Non-textual cues to provide clues to meaning.
* Develop awareness of how texts reflect an author’s opinion or bias, feelings and experiences.
* Understanding of how language choices convey meaning.
* Infer meaning and interpret messages.
* Link text to other oral and written texts.
* Identify similarities between texts in terms of language used and overall text structure.
* Distinguish differences between texts on similar topics, but with different purposes (different genres).
* Express a personal opinion on the text.
* Develop understanding of how texts reflect an author’s culture, experiences and value system.

Examples of assessment tasks/activities

* Read a fictional text. Identify the point of view shaping the text and discuss the devices used to present the point of view.
* Read a narrative text. Use a narrative structure graph to plot the storyline of the text. Discuss the main incidents or events in the text and compare and contrast with other texts, both print and non-print.
* Read two short horror stories. Compare and contrast the devices used to establish the atmosphere in the text and comment on their effectiveness.
* Compare a short story with a novel to be decided by the class.

Learning Outcome 6 – Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.

Elements

* Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.
* Identify the key instructions and any interpretations.
* Identify (if any) misleading information in the text.
* Compare and contrast with other known texts.
* Present an opinion on the text taking into account the content and its effectiveness in relation to the audience and purpose.

Knowledge and Skills

* The audience and purpose of the text.
* Non-textual cues to provide clues to meaning.
* Different ways of reading for different purposes.
* Language choices relate to text purpose.
* Language choices convey meaning.
* Texts reflect an author’s experience, intentions and/or bias.
* Link text to other oral and written texts.
* Identify similarities between texts in terms of language used and overall text structure.
* Distinguish differences between texts on similar topics, but with different purposes (different genres).
* Express an opinion on the text.
* Develop understanding of how texts reflect an author’s culture, experiences and value system.

Examples of assessment tasks/activities

* Read a set of instructions that includes some commentary or interpretative remarks and comment on its effectiveness.
* Read minutes for a series of meetings to become familiar with the issues and topics of discussion. Summarise these and comment on their structure and effectiveness.
* Collect information from different banks on credit card options. Evaluate the clarity of the texts and their effectiveness and note any ways they encourage use of their credit card facilities.

Learning Outcome 7 – Reading for Knowledge

Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory, expository or informative text.

Elements

* Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.
* Differentiate between information and interpretation in the text.
* Extract information relevant to given research task.
* Compare and contrast with other texts.
* Analyse the conclusions reached.
* Present an opinion on the content and effectiveness of the text in relation to the audience and purpose.

Knowledge and Skills

* Different ways of reading for different purposes.
* Texts reflect an author’s bias, feelings and experiences
* Use context to predict meaning.
* Language choices relate to text meaning and purpose.
* Similarities between texts in terms of language used, overall text structure.
* Infer meaning and interpret messages.
* Link text to other oral and written texts.
* Distinguish differences between texts on similar topics, but with different purposes (different genres).
* Ability to express an opinion on the text.
* Develop understanding of how texts reflect an author’s culture, experiences and value system.

Examples of assessment tasks/activities

* Contribute an informative report to a class research project on a topic of interest to the group. Include critical notes on the references used.
* Read two or more informative or explanatory texts on the same topic, noting the author’s purpose and whether it was achieved effectively. The topic should be negotiated between the teacher and student.

Learning Outcome 8 – Reading for Public Debate

Demonstrate that meaning has been gained from reading a complex, persuasive, argumentative or discursive text.

Elements

* Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.
* Identify the underlying values system implicit in the text.
* Compare and contrast with other texts.
* Evaluate the arguments and evidence given.
* Present an opinion on the text, taking into account the content and the effectiveness of the text in relation to the audience and purpose.

Knowledge and Skills

* Awareness of text audience and purpose.
* Different ways of reading for different purposes.
* Texts reflect an author’s experiences, intentions and/or bias.
* Language choices relate to text purpose such as use of inclusive pronouns and emotive language.
* Similarities between texts in terms of language used, overall text structure.
* Link text to other oral and written texts.
* Develop understanding of how language choices convey meaning.
* Distinguish differences between texts on similar topics, but with different purposes (different genres).
* Express an opinion on the text.
* Develop understanding of how texts reflect an author’s culture, experiences and value system.

Examples of assessment tasks/activities

* Collect information from agencies expressing different points of view on an issue of public concern. Present the issue to the class, explaining the different viewpoints.
* Read two newspaper editorials on the same topic. Summarise the proposals, evaluate the reasons and evidence used, and how the argument has been structured. Give a personal opinion of the texts and their content.

Expanded sample assessment tasks/Activities for Senior level – Reading and writing

Assessment tasks/activities similar in complexity to these examples are recommended.

Sample task 1

Organise a visit to meet residents of a local aged care facility, or access family members of a different age, and interview them about a particular time period or event in their life. Write a biographical text or ‘life story’ piece reflecting what was discussed. Include photos and images, if possible. Present the finished piece to them at a special celebration event.

Suggested Level/Outcome

* Senior Reading and Writing – Writing for Self-expression – Learning Outcome 1

Sample task 2

Write a set of comprehensive instructions for an activity with which you are not familiar. Perform the action yourself, following your own instructions, and then have another person perform the action following your instructions. Film/record them doing so, and provide any feedback or written response to questions they ask regarding the correct performance of the activity.

Suggested Level/Outcome

* Senior Reading and Writing – Writing for Knowledge – Learning Outcome 3

Sample task 3

Write an extended report about an historical or a mythical character of interest that has also featured in a film or visual text. Research the content of the report using a variety of sources, and explain how the character has been represented.

Suggested Level/Outcome

* Senior Reading and Writing – Writing for Knowledge – Learning Outcome 3

Sample task 4

Read a variety of texts as they relate to a VET course, or non-fictional information of interest. Write extensive notes and commentary about the information that can be used as revision of the content of the texts.

Suggested Level/Outcome

* Senior Reading and Writing – Writing for Knowledge – Learning Outcome 3

Sample task 5

Read a text and compare it with a film of the same text. Identify the shared aspects of the two texts, as well as the variance and differences between the two. Write a comparative essay and present it to a small group.

Suggested Level/Outcome

* Senior Reading and Writing – Writing for Knowledge – Learning Outcome 3

Sample task 6

Research a specific topic of local concern and present the information in a report format, commenting on the effectiveness of the texts. The report should include recommendations and include technical information that is presented in a way that is easy for the general public to understand.

Suggested Level/Outcome

* Senior Reading and Writing – Writing for Public Debate – Learning Outcome 4

Sample task 7

Cut a number of images from newspapers and describe how the visual techniques create emotion e.g. black and white profile of farmer on his arid land as a metaphor for stark reality.

Suggested Level/Outcome

* Senior Reading and Writing – Writing for Self-Expression – Learning Outcome 1

Sample task 8

Select and research a charity or not-for-profit organisation that you feel connected to or passionate about. Ensure you have read a variety of materials extensively, to help support your opinion of this organisation. Write your report as if you are a Member of Parliament speaking in Parliament supporting a new law that will benefit your charity or not-for-profit organisation.

Suggested Level/Outcome

* Senior Reading and Writing – Writing for Public Debate – Learning Outcome 4

Sample task 9

* Identify a number of advertising campaigns that use persuasive techniques and identify how the techniques used appeal to the customer.
* Complete the table below (some already completed) before commencing the analysis of the selected advertising campaigns.

|  |  |
| --- | --- |
| Persuasive technique | Appeal to customer |
| Alliteration |  |
| Personal anecdotes |  |
| Rhetorical questions |  |
| Emotive words |  |
| Money saving references | Appeal to frugality |
| Headlines |  |
| Inclusive references/language |  |
| Reference to children or pets | Appeal to cuteness, caring |
| Referring to modern or fashionable | Appeal to desire for new, latest |
| Use of metaphors |  |
| Jargon |  |
| Exaggeration |  |
| Quoting experts/scientists | Appeal to authority |
| Including criticism of opposition views |  |
| Repetition of key words or phrases |  |
| Referring to long time use | Appeal to tradition |
| Use of statistics |  |
| Using humour |  |

Suggested Level/Outcome

* Senior Reading and Writing – Writing for Knowledge – Learning Outcome 3

Sample task 10

1. Traditional approach to assess students’ ability to understand an unfamiliar text:

In the Shakespeare play *As You like It* there is the famous reference to the Seven Ages of Man.

All the world’s a stage

And all the men and women are merely players

they have their exits and entrances,

and one man in his time plays many parts

His acts being seven ages. At first, the infant,

Mewling and puking in the nurse’s arms.

Then the whining schoolboy, with his satchel

And shining morning face, creeping like snail

Unwillingly to school. And then the lover,

Sighing like furnace, with a woeful ballad

Made to his mistress’ eyebrow. Then a soldier,

Full of strange oaths and bearded like the pard,

Jealous in honour, sudden and quick in quarrel,

Seeking the bubble reputation

Even in the cannon’s mouth. And then the justice,

In fair round belly with good capon lined,

With eyes severe and beard of formal cut,

Full of wise saws and modern instances;

And so he plays his part. The sixth age shifts

Into the lean and slippered pantaloon,

With spectacles on nose and pouch on side;

His youthful hose, well saved, a world too wide

For his shrunk shank, and his big manly voice,

Turning again toward childish treble, pipes

And whistles in his sound. Last scene of all,

That ends this strange eventful history,

Is second childishness and mere oblivion,

Sans teeth, sans eyes, sans taste, sans everything.

* Identify the seven ages.
* Identify words that are no longer commonly used. What are their meanings?
* Explain the meaning of the last line.
* Identify people you know at each of the seven ages.
* Attempt a rewrite of the wording into modern language.

Suggested Level/Outcome

* Senior Reading and Writing – Writing for Self-Expression – Learning Outcome 1
1. Applied learning VCAL/workplace approach to assess students’ ability to understand an unfamiliar text:

Research and locate an excerpt from a technical text such as a Material Safety Data Sheet (MSDS). Translate the excerpt into plain English.

Example of a MSDS

What are hazardous substances?

‘Hazardous substances’ are substances that have the potential to harm human health. They may be solids, liquids or gases; they may be pure substances or mixtures. When used in the workplace, these substances often generate vapours, fumes, dusts and mists. A wide range of industrial, laboratory and agricultural chemicals are classified as hazardous.

Hazardous substances may enter the human body in a number of ways, depending on the substance and how it is used (the nature of the work). The major routes of exposure to hazardous substances in the workplace are inhalation and skin contact or absorption. Less frequently, these substances may be ingested, or injected into the body

Hazardous substances may cause immediate or long-term health effects. Exposure to these substances may result in poisoning, irritation, chemical burns, sensitisation, cancer, birth defects or diseases of certain organs such as the skin, lungs, liver, kidneys and nervous system. The severity of the health effects depends on the substance and the dose absorbed.

Examples of hazardous substances include: acute toxins such as cyanide; substances harmful after repeated or prolonged exposure such as mercury and silica; corrosives such as sulphuric acid and caustic soda; irritants such as ammonia; sensitising agents such as isocyanates; and carcinogens such as benzene and vinyl chloride.

The Regulations define a ‘hazardous substance’ as one which:

(a) is listed in the List of Designated Hazardous Substances; or

(b) meets the criteria for a hazardous substance set out in the Approved Criteria for Classifying Hazardous Substances.

The List of Designated Hazardous Substances (The List) and Approved Criteria for Classifying Hazardous Substances (The Approved Criteria) are publications produced by the National Occupational Health and Safety Commission (NOHSC). They are intended for use by manufacturers and importers, not by employers and employees. Employers and employees using substances in the workplace should be able to identify a hazardous substance from the manufacturer’s/importer’s label and Material Safety Data Sheet (MSDS).

Suggested Level/Outcome

* Senior Reading and Writing – Writing for Practical Purposes/Knowledge – Learning Outcome 2

Sample task 11 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Senior |
| --- | --- |
| A story to a play | * Reading and Writing: Writing for Self-expression, Learning Outcome 1
* Reading and Writing: Reading for Self-expression, Learning Outcome 5
* Oral Communication: Oracy for Knowledge, Learning Outcome 2
 |

* Read a short story, myth or legend.
* Adapt the story into a play or film form.
* Write up the script using the conventions of dramatic scripts.
* Workshop the play in class and contrast with the original form.
* Evaluate the different forms, content and effectiveness of meaning.
* Examine the range of cultural definitions at work within the narrative (personal, gender, nationality).

Sample task 12 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Senior |
| --- | --- |
| Tracking a current event | * Reading and Writing: Writing for Public Debate, Learning Outcome 4
* Reading and Writing: Reading for Knowledge, Learning Outcome 7
* Reading and Writing: Reading for Public Debate: Learning Outcome 8
 |

* Track an event in the newspapers over a set period of time. Collect and read the newspaper articles, cartoons, editorials and letters to the editor.
* Make a list of the ‘for’ and ‘against’ arguments.
* Decide which opinion you will support and write an argumentative essay.

Sample task 13 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Senior |
| --- | --- |
| Australia – our music home | * Senior Reading and Writing – Writing for Practical Purposes Learning Outcome 2
* Senior Oral Communication – Oracy for Self-Expression – Learning Outcome 1
 |

* Research the lyrics to a well-known ‘Australia’ song such as ‘I Still Call Australia Home’ – Peter Allen, ‘True Blue’ – John Williamson, ‘Down Under’ – Men at Work, ‘Great Southern Land” – Icehouse, ‘Raining on the Rock’ – John Williamson, ‘Treaty’ – Yothu Yindi, ‘It’s Not Too Late’ – Archie Roach etc.
* Comment in detail on the key themes of the song in terms of the essential features of Australia/Australian life.
* Discuss student responses to related issues e.g. have you ever been proud to be an Australian? When? Why?
* Outline your views on how Australia is different to other countries?
* Are we really ‘The Lucky Country’? – 1964 Donald Horne reference.
* What values are Australians portrayed as exhibiting? Are they realistic?
* Does the Australian landscape influence the Australian way of life? Explain.
* Produce a video of students either individually or in groups singing a well-known Australian song.
* Produce a video of students either individually or in groups singing an original ‘Australia’ song.
* Present the videos in the format of the television shows ‘The Voice’, ‘Australia Has Got Talent’, ‘Australian Idol’ etc.

Sample task 14 – with links to multiple Learning Outcomes

| Task | Literacy Skills Units – Senior |
| --- | --- |
| Australia – our movie home | * Senior Reading and Writing – Writing for Practical Purposes Learning Outcome 2
* Senior Oral Communication – Oracy for Self-Expression – Learning Outcome 1
 |

* Select two quintessential ‘Australia’ movies such as ‘Bootmen’, ‘Kenny’, ‘The Castle’, ‘Australia’, ‘The Club’, ‘Rabbit Proof Fence’, ‘The Dish’, ‘Muriel’s Wedding’, ‘Jasper Jones’, ‘Picnic at Hanging Rock’ etc.
* Comment in detail on how the key themes of the two films selected portray the essential features of Australia/Australian life.
* Comment in detail on how essential features of Australia/Australian life are contrasted in the two selected movies.
* Which movie best portrays your view on what constitutes the Australian way of life and/or the typical Australian values? Justify your views.

Oral Communication

Unit purpose

At the end of this unit students will be able to use and respond to spoken language, around everyday subject matter, which may include some unfamiliar aspects, for a range of purposes in a number of contexts, which may be interrelated.

A supportive and encouraging learning environment needs to be developed so that students feel comfortable to take risks and participate safely. Students should not be forced to participate until they feel safe to do so. By rotating turns and scaffolding skills, students can develop this confidence. Establishing a consensus on guidelines for talks and discussions by listening to and respecting others is important.

Suggested activities and assessment tasks

As part of the outline of each Learning Outcome in this unit there are short descriptions of suggested examples of activities and/or assessment tasks appropriate to that Learning Outcome. They are supplemented by more expanded activities/tasks at the end of the Learning Outcomes for this unit. These later activities/tasks are also meant to be suggested activities/tasks. The aim of them is to provide support for the teacher.

Each of these expanded activities/tasks provide one or more of the following:

* a link to a specific Learning Outcome
* links to multiple Oral Communication Learning Outcomes
* links to both Oral Communication as well as Reading and Writing Learning Outcomes.

Learning outcome 1 – Oracy for Self-expression

Use and respond to spoken language to effectively communicate with others story and life experiences in different contexts.

Elements

* Present or participate in a sustained narrative, discussion, recount or anecdote.
* Make effective use of verbal and non-verbal features of spoken communication including: intonation, eye contact, gesture, pace, pronunciation and projection.
* Demonstrate an understanding of the role of verbal and non-verbal features through critical listening and analysis of other oral presentations.

Knowledge and Skills

* Formal and informal registers of spoken English.
* The varieties of language in familiar and unfamiliar contexts.
* Non-verbal communication and visual aids.
* Strategies used by speaker to achieve purpose.
* Evaluate and apply techniques used in a talk.
* Open, develop and close a talk according to purpose and audience adjusting for feedback as required.
* Distinguish main points from supporting details.
* Predict subsequent parts of the discourse.

Examples of assessment tasks/activities

* Interview a range of different people about their life stories and prepare an audio file on the information gained.
* Participate in a discussion about a personal experience of schooling over the year, as part of a panel led by a student facilitator.
* Present a formal speech to a group on a planned topic as part of a speech presentation dinner.
* Discuss changes in domestic routines and procedures to fit in with work and study demands.
* Participate in a school play.
* Prepare a puppet show or similar for a local school on an issue of relevance; for example, moving to high school.

Learning outcome 2 – Oracy for Knowledge

Use and respond to spoken language in sustained informative presentations in different contexts.

Elements

* Plan and deliver a sustained presentation in a group setting using appropriate staging and including open question time if appropriate.
* Make notes systematically from information presented orally covering key points and supporting information.
* Evaluate the content and effectiveness of a complex oral text.

Knowledge and Skills

* The audience of the text and their knowledge, interests and relationship to speaker.
* Appropriate language for audience and purpose.
* Pace, tone and/or emphasis that enhance meaning.
* The role of visual supports.
* Persuasive language.
* Open and close a talk according to purpose and audience.
* Identify and apply features and structure of a talk.
* Identify purpose – what the listener will know following the interaction.
* Recognise discourse indicators for introducing an idea or changing a topic.
* Clarify understanding.
* Distinguish main points from supporting details.

Examples of assessment tasks/activities

* Give an oral presentation to your own group or another class based on research undertaken in Reading and Writing for Knowledge.
* Talk to a group about an activity you have planned (for example, an excursion or a camp), answering questions at the end and noting the main points they raised.
* Listen to a range of sustained spoken texts, such as presentations by guest speakers and informative videos, noting key ideas in a systematic way and evaluating the content and effectiveness of the presentation.
* Listen to a speech by a political party or pressure group and comment on the implied assumptions and intentions of the speaker and the effectiveness of the presentation.
* Listen and respond to a report at a meeting.
* Critically review a complex oral text of interest; for example, a radio program or film, and present your review to your class.
* Participate in discussion characterised by an exchange of ideas and opinions supported by examples/evidence drawn from texts.

Learning outcome 3 – Oracy for Practical Purposes

Use and respond to spoken language in sustained and complex transactions in different contexts.

Elements

* Give complex instructions, including difficulties to be avoided, when explaining a procedure to others.
* Respond to a complex inquiry or complaint, giving details of action or explanation of any difficulties.
* Evaluate the content and effectiveness of a complex spoken transaction.

Knowledge and Skills

* Appropriate language for audience and purpose.
* Pace, tone and/or emphasis that enhance meaning.
* Different strategies to respond to listener.
* Non-verbal communication and visual supports.
* The range of listening strategies.
* Persuasive language.
* Identify purpose – what the listener will know following the interaction.
* Open, develop and close a transaction according to purpose and audience.
* Recognise discourse indicators for introducing an idea or changing a topic.
* Clarify understanding.
* Deduce meaning of unfamiliar items.
* Predict subsequent parts of the discourse.

Examples of assessment tasks/activities

* Give detailed spoken instructions that involve a number of interrelated steps in the workplace, identifying potential difficulties.
* Draw upon your own experience to explain to another student how to use a new computer application.
* Enquire at a number of local businesses about availability of part-time employment. Report to the class and evaluate the response.
* Participate in a formal job interview, applying knowledge of staging and relating past experience to selection criteria.

Learning outcome 4 – Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problems in different contexts.

Elements

* Use spoken language for the purpose of exploring ideas in an extended discussion, comparing them with those of others and questioning others to clarify ideas.
* Use spoken language to work in collaboration with others to meet an agreed objective.
* Evaluate the content and effectiveness of a sustained discussion.
* Demonstrate active listening.

Knowledge and Skills

* Appropriate language for audience and purpose.
* The significance of language, accent, non-standard varieties of English and languages other than English in familiar contexts.
* Pace, tone and/or emphasis that enhance meaning.
* Non-verbal communication and visual supports.
* Persuasive language.
* Open, develop and close a discussion taking into account the needs of others.
* Identify purpose – what the listener will know following the interaction.
* Recognise discourse indicators for introducing an idea or changing a topic.
* Clarify understanding.
* Deduce meaning of unfamiliar items.
* Predict subsequent parts of the discourse.

Examples of assessment tasks/activities

* Identify a social or economic issue that is of significant importance at the local, state, national or international level.
* Lead group discussions and explore solutions to specific problems related to a workplace OHS issue (select issues from work experience).
* Prepare and deliver to an audience two contrasting solutions to this issue.
* Prepare and deliver to an audience your personal solution to this issue.
* Prepare and deliver to an audience your views on an emerging or future local, state, national or international level issue that will gain significant importance in the short to long term future.

Expanded example assessment tasks/activities for Senior level – Oral communication

Assessment tasks/activities similar in complexity to these examples are recommended

Sample task 1

Prepare and present to a panel of significant people in your life information about your future plans and aspirations. Include information about your personal background and how you have reached this point. Explain where you are planning to go and what you hope to achieve in the future – tell your ‘story’. Use technology as part of your presentation, and be prepared to field questions from your audience at the completion of the presentation.

Suggested Level/Outcome

* Senior Oral Communication–Oracy for Self-expression – Learning Outcome 1

Sample task 2

Using an extended research report about a current celebrity who has featured in a film or visual text, explain and critically review how the character has been represented. Present the information to your class.

Suggested Level/Outcome

* Senior Oral Communication–Oracy for Knowledge – Learning Outcome 2

Sample task 3

Participate in a formal job interview, relating past experience to selection criteria and presenting a polished resume as part of the process. Explain what you have done in the past that specifically relates to the requirements of the job for which you are being interviewed. Prepare beforehand and ask at the appropriate time during the interview any questions you have about the position for which you are applying.

Suggested Level/Outcome

* Senior Oral Communication–Oracy for Practical Purposes – Learning Outcome 3

Sample task 4

Assume the role of chairperson of a mini ‘summit’ at which fellow students will outline their thoughts on key social issues facing Australia. Introduce the ‘summit’ topic, speakers etc. and facilitate an open Q&A session involving the audience.

Suggested Level/Outcome

* Senior Oral Communication–Oracy for Exploring Issues and Problem Solving – Learning Outcome 4

Sample task 5

Respond to questions (who, what, when, where, how and why) about a novel or social media issue you have recently read. Give the novel/social media issue a rating out of 10 and explain why you gave it this rating.

Suggested Level/Outcome

* Senior Oral Communication–Oracy for Exploring Issues and Problem Solving – Learning Outcome 4

Sample task 6

Research a cause that you feel connected to or passionate about. Prepare a set of arguments as to why this particular cause deserves wider public support and present these arguments to an audience. Ensure you are logical and forthright in what you say and how you argue for your cause.

Suggested Level/Outcome

* Senior Oral Communication–Oracy for Knowledge – Learning Outcome 2

Sample task 7

Prepare and host a class debate or debates about a social issue or issues; for example, drug laws, lowering the driving age, addressing the road toll.

Suggested Level/Outcome

* Senior Oral Communication–Oracy for Exploring Issues and Problem Solving – Learning Outcome 4

Sample task 8

Research an assigned topic (for example, a war, a natural disaster, a historically significant individual) and prepare and write an extensive report that clearly highlights the key aspects of your topic.

Suggested Level/Outcome

* Senior Oral Communication–Oracy for Knowledge – Learning Outcome 2

Sample task 9

Present to an audience a critique of a worker who has featured in a recent Work-Safe advertisement, film or visual text. Explain and critically review how the character has been represented, and how the specific Work-Safe issues have been dealt with.

Suggested Level/Outcome

* Senior Oral Communication–Oracy for Knowledge – Learning Outcome 2

Teaching and learning resources

The following are resources that could be used to support the delivery of the VCAL Literacy Skills units.

This list is not exhaustive.

Reading and writing resources – all levels

Real life resources

Wherever possible, students should work from real life resources, especially materials from their own life experience. These may include:

* shopping and advertising materials
* local maps, plans, street directories
* newspapers
* magazines
* information leaflets
* forms
* audio-visual forms of communication that involve reading.

Software tools and devices

Students should have access to computers preferably with Internet access. Appropriate software should be available such as:

* wordprocessing software
* presentation software
* desktop publishing software
* email software
* chat software.

Other software tools and devices that may be relevant include:

* mobile phones
* digital cameras.

Teacher text resources

The references listed below are not a definitive list and should be updated on a regular basis.

Deal, R, Honey, I, Jones, M, 2006, *CARS ‘R’US* (card set), Innovative Resources, Bendigo

Deal, R, Jones, M, 2004, *Koala Company* (card set), Innovative Resources, Bendigo

Deal, R, Gardner, F, Holton, J and Marrone, C, 2005, Shadows and Deeper Shadows – Telling our stories – owning our shadows – finding ways forward (slideshow), Attachment Resources

Graham, H, Hall, J, 2000, *Towards Work*, DSAMC Education

Hagston, J, 2001, *Music, Gigs and Concerts*, TAFE Frontiers, Melbourne

Hagston, J, 2001, *Work and the Dole*, TAFE Frontiers, Melbourne

Harris, C and Kierath, M, 2000, *Family Snaps*, West Coast Training Solutions, Perth

Harris, C, Kierath, M and Nicholson, A, 2000, *Time Flies*, West Coast Training Solutions, Perth

Harris, C, Kierath, M and Nicholson, A, 2000, *The Winners*, West Coast Training Solutions, Perth

Harris, C, Kierath, M and Nicholson, A, 2000, *What a Load of Rubbish!*, West Coast Training Solutions, Perth

Harris, C, Kierath, M and Nicholson, A, 2000, *Who Runs the Country?*, West Coast Training Solutions, Perth

Harrison, R, 2001, *Better Writing*, Garnet Publishing

Kindler L, 2015, 10 Radical ideas for Reluctant Readers, Multifangled

Masman, K, Rapp, K, 2005, Everyday Goddess – Acknowledging the Heroines Within Everyday Lives, Innovative Resources, Bendigo

Morrison House, 2000, Learning for Life – A Low-level Literacy Curriculum, ARIS

Oldfield, J and Pullan, R, 2004, *Inside Out: A Literacy Workbook*, Language Australia

Ridley, C, 2003, Real Texts: Authentic Texts for Adult and Youth Literacy Classes, Language Australia, Melbourne

*StreetSmart:* – Victoria Police Youth Citizens

J, Butcher, R, Greaves, D, 2001, Learning Differently– Assessing and Developing Literacy Skills with Adults and Young People, Donvale Living and Learning Centre

Clarke, Judith, 2000, *The Lost Day*, Henry Holt & Company, LLC

Herrick, Steven, 2004, *Simple Gift*, Simon & Schuster, Simon Pulse, New York

Herrick, Steven, 2006, *Lonesome Howl*, Allen & Unwin (Australia)

Kierath, M, Harris, C, *Youth Focus Reader – Activity Guide*, West Coast Solutions

Lyons, C, 2003, *Teaching Struggling Readers*, Heinemann

Metzenthen, David, 2006, *Falling Forward*, Penguin Australia

*New Internationalist*, New Internationalist Publications Ltd

Oshima, Alice and Hogue, Ann, 2007, *Introduction to Academic English*, 3rd Edition, Pearson Longman

The Big Issue

‘STREET SMART – An Urban handbook for the school leaver’, Voiceworks, Express Media

Associations

Drama Victoria **–** www.dramavictoria.vic.edu.au

Victorian Applied Learning Association **–** www.vala.asn.au

Victorian Association for the Teaching of English **–** www.vate.org.au

Oral communication resources – all levels

Human resources

Professional storytellers –probably the best way for students to experience the art of storytelling.

Other adults with life experience to share – family, immigrants, sportspeople, adventurers, survivors, achievers

Real life resources

Wherever possible, students should work from real life resources, especially materials from their own life experience. These may include:

* radio programs
* television programs
* films
* theatre
* plays.

Teacher text resources

Anderson, J, 2006, Role-plays for Today – Photocopiable Activities to Get Students Speaking, Delta Publishing

Barker, G, Lane Jenner, M, Deal, R and Welsh, B, 2006, Deep Speak – The World According to You, Innovative Resources, Bendigo

Byrne, S, 2004, Optimism Boosters – Harness the Power of Questions, Innovative Resources, Bendigo

Deal, R and Seamer, B, 2004, Signposts – Exploring Everyday Spirituality, Innovative Resources, Bendigo

Deal, R, Vallence, K, Billington, S, 2003, Sometimes Magic!, Innovative Resources, Bendigo

Deal, R, McCashen, W and Prideaux, J, 2002, Name the Frame – A Dynamic Tool for Making Socially-just Decisions, Innovative Resources, Bendigo

Deal, R, and Lane, T, 2003, Reflexions (card set), Innovative Resources, Bendigo

Deal, R and Espie, L, 2007, Words, Life’s Struggles and Joys, Innovative Resources, Bendigo

Deal, R, Espie, L, Welsh, B, 2007, Symbols – Simple, Potent Icons for Creating Change-oriented Conversations, Innovative, Resources, Bendigo

Finger, A, 2000, The Magic of Drama – An Oral Performance Activity Book, Full Blast Productions, Canada

Gammidge, M, 2004, Speaking Extra, Cambridge University Press

Graham, H, and Hall, J, 2001, Personally Speaking, DSAMC Education, Australia

Gibbs, J, 2001, Tribes: A New Way of Learning and Being Together Center Source, Centersource Systems LLC, California

Graham, H, Hall, J, 2001, Social Interaction, DSAMC, Australia

Hagston, J, 2001, Listen to That: Improving Your Oral Communication Skills, TAFE frontiers, Melbourne

Kroehnert, G, 2006, 100 Training Games, McGraw-Hill, Sydney

McCashen, W, 2005, The Strengths Approach, Innovative Resources

Spaventa, L, 2004, Improvisations for Creative Language Practice, Pro Lingua Associates

Western, D, Debeljakovic, S, 2001, Inside Out – A Journalling Kit, Innovative Resources

Wingate, J, 2000, Knowing Me, Knowing You – Activities to Develop Learning Strategies and Stimulate Conversation, Delata Publishing

Clarke, Judith, 2000, The Lost Day, Henry Holt & Company, LLC

Herrick, Steven, 2004, Simple Gift, Simon & Schuster, Simon Pulse, New York

Herrick, Steven, 2006, Lonesome Howl, Allen & Unwin (Australia)

Metzenthen, David, 2006, Falling Forward, Penguin Australia

New Internationalist, New Internationalist Publications Ltd

Shere, J and Casey, S, 2000, Talking Solutions: Problem Solving in Learning English as a Second Language, Robert Andersen and Associates, Clifton Hill, Victoria

Voiceworks, Express Media

Comfort, J, Utley, D, 2005, Effective Presentations, Oxford Business English Skills (DVD)

Comfort, J, Utley, D, 2005, Effective Telephoning, Oxford Business English Skills (DVD)

Hadfield, J, 2005, Advanced Communication Games, Longman

Hagston, J, 2001, Oral Communication Level 4: Science and work, TAFE Frontiers, Melbourne

Hagston, J and Wignall, L, 2001, Oral Communication Level 4: Media and the law, TAFE Frontiers, Melbourne

Kaufmann, H and Westwood, V, 1999, The CGEA CD-ROM: an interactive multimedia computer resource for adult literacy and numeracy, Protea Textware, Hurstbridge, Victoria

Kaufmann, H and Westwood, V, 1996, Issues in English: an interactive multimedia computer program for literacy and English language learners, Protea Textware, Hurstbridge, Victoria

Kindler, J, Soccio, D and Tout, D, 1999, Work: meetings and monitoring at work, TAFE Frontiers, Melbourne

Verity, J, 2004, Succeeding at Interviews, How to Books

Wignall, L and Kindler, J, 1999, Media: TV shows, TAFE Frontiers, Melbourne

Wignall, L and Hagston, J, 2001, Oral Communication Level 4: Media and the Law, TAFE frontiers, Melbourne

Associations

Drama Victoria–www.dramavictoria.vic.edu.au

Victorian Applied Learning Association–www.vala.asn.au

Victorian Association for the Teaching of English–www.vate.org.au

Literacy Games

Word Up – 5 levels of Difficulty – Max Ploys

Articulate – A fast talking Description game – Ventura games

UP Words – A 3 Dimensional Word game – Milton Bradley

Pictionary – Mattel Games

Boggle- Parker Brothers

Scrabble – Mattel games

Readers

Dunn, A, Malakar, C, and Hanrahan, M, PageTurners! Series 1, 2 and 3, Preston Reservoir Adult Community Education

*The Hero* (2001), *The Beach* (1999) (Self Esteem)

*The Stud* (2001), *Tattoos* (2001) (Piercing and Tattoos)

*Mizuri the Cat* (1999), *A Dog’s Life* (1999), *Just One Friend* (2001) (Pets)

*Good Morning Max* (2006), *Just One Friend* (2001), *Shipwreck* (2006) (Relationships)

*Spare Parts* (2001), *Motor Bikes* (2006) (Cars and Bikes)

*Convicts* (2001), *Shipwreck* (2006) (Australian History)

*Football, Snakes Alive, I Hate the Beach. The Big TV* (2006) (Recreation)

Harrison, R, 2001, *Better Writing*, Garnet Publishing

Kierath, M, Harris, C, 2000, 2002, Youth Focus Readers, West Coast Training Solutions, Perth

*Body Art*

*On the Move*

*Money*

*Skateboarding*

*At The Gym*

Start to Read Series, AMES, NSW (for example, *Coffee Time*)

Spike Press, (for example, Mckeown, S, *Boating Tragedy*)

West Coast Training Solutions, Perth 2000, Reading and Writing Self-paced Materials

*Family Snaps*

*Time flies*

*Who Runs the Country?*

*What a Load of Rubbish!*

*The Winners*

AMES Real Life Readers, (for example, *The Verandah Ghost*)

Abridged Readers – recommended titles:

Thomas Keneally, *Schindler’s List*

Magazine Style Readers – recommended titles:

Burgess, M, 2005, *Billy Elliot*, Scholastic

Abridged Readers with Audio CD – recommended titles:

Cabot, M, *The Princess Diaries*, Macmillan Readers

Burke, K, *Mysteries of the Unexplained*, Penguin

Short Stories – recommended titles:

Davidson, S, 2004, *At the Footy and other Stories*, Macquarie Readers Series

Teaching strategies

Delivering Oracy for Self-expression – Foundation Level

Preparatory activities

Developing storylines:

* Tell a story with the whole class, with each student adding the next word in the story or having a connective that they have to use to start the sentence they are adding to the story, for example ‘And then …’.
* The importance of listening needs to be emphasised.
* Tell a story round the class using picture prompts.
* Play the ‘Fortunately/Unfortunately’ game, where each person in turn has to provide a sentence, beginning with either fortunately or unfortunately, that develops the narrative.

Practise storytelling:

* Tell students a story. In pairs they retell it (in their own words) with one person starting, and when the teacher calls ‘change’, the listener has to continue the story.
* Tell anecdotes in pairs: something funny, embarrassing, strange, worrying or unusual.
* Retell a story (for example, fairy story)

Confidence building activities

* Discuss the differences between written narratives and spoken ones.
* Compare a written traditional tale with a spoken version.
* Use ‘hot-seating’ as a strategy to place students in a situation where they are both preparing and answering questions in role as a familiar character.
* Develop ‘frozen pictures’ or tableaus of each scene of a well-known story. Take digital photos of each scene. Use these to tell the story.
* Read a poem, song or ballad together, with different students taking parts.
* Create paper bag puppets to tell about a funny incident at school.
* Discuss a situation that has happened on the weekend. Role-play in small groups.

Awareness raising activities

* Provide examples to listen to and model opportunities for student participation, for example invite a professional storyteller to share with the class.
* Listen to traditional tales which preserve elements of oral narrative.
* Watch discussions on chat shows to see how people tell stories.
* Listen to interviews where people explain experiences, for example The Tasmanian miners.
* Go to see a play.

Delivering Oracy for Self-expression – Intermediate Level

Preparatory activities

Developing storylines:

* Tell a story with the whole class, with each student adding the next word in the story or having a connective that they have to use to start the sentence they are adding to the story, for example ‘And then …’
* The importance of listening needs to be emphasised.
* Tell students a story. In pairs they retell it (in their own words) with one person starting, and when the teacher calls ‘change’, the listener has to continue the story.
* Tell a story round the class using picture prompts.
* Play the ‘Fortunately/Unfortunately’ game, where each person in turn has to provide a sentence, beginning with either fortunately or unfortunately, that develops the narrative.

Practise storytelling:

* Take a story with a familiar plot and reduce it to its main points.
* Consider decisions that have to be made when telling a story, for example tell a story with different viewpoints.
* Collect examples of traditional openings and endings from stories. Identify the key features.
* Tell whole stories in which each person writes one idea on separate cards for each of four categories: person, place, object and event. In pairs or groups develop a story from the four cards they now have.
* Tell anecdotes in pairs: something funny, embarrassing, strange, worrying or unusual. Retell the anecdote to the class, or to a different partner.
* Using a given prop (for example, a hat) in groups, develop a story to tell others.
* Give a TV news account of an incident.
* Retell a story (for example, fairy story) but change key elements, for example set it in present day, or alter the gender of key characters.
* Give an account of an event in four styles for three different audiences (for example, teacher/friend/parent).

Confidence building activities

* Speaking Circles – in groups of about five, each person speaks (usually 1–3 minutes) following any thread or theme. The responsibility of the rest of the group is to give the person speaking their full attention.
* Recount a story, anecdote or experience in small groups.
* Consider how this differs from written narrative.
* Tell someone a story. They need to write it. What will they add/change?
* Compare a written traditional tale with a spoken version.
* Students work in pairs/small groups and give a short talk about a memory, experience or hobby. Others in the group discuss questions to ask, using sentence starter prompts that guide them in responding to specific points made, for example ‘How did you feel when …’.
* Students hear clues to a mystery. In groups, they plan questions that reflect what they have heard. They then put them to the speaker and try to solve the mystery.
* Using a sentence prompt to start (for example, ‘You started it!’, or ‘I could expect that of you!’ role-play the outcome in pairs. All start at the same time. Volunteers may choose to share their conversation.
* Select a well-known character. Use ‘hot-seating’ as a strategy, students prepare and answer questions from that character’s point of view.
* Teach Edward de Bono strategies for groups to use when summing up results of group discussion.
* Choral Reading or Speaking – in small groups, prepare a group reading of lyrics or a poem.
* Puppets – Almost any object can be a puppet, for example a paper bag. An effective puppet is one that can be manipulated easily; however, it is not what the puppet looks like that counts, but rather how the student feels about, and uses, the puppet. Puppets can be incorporated into a variety of oral language strategies including storytelling, oral reporting, and choral speaking.
* Role-play provides the opportunity for students to develop and revise their understanding and perspectives by exploring thoughts and feelings of characters in given situations. The teacher may take a role, becoming an active participant in promoting independent thinking and co-operative learning.
* Improvisational drama can be used to extend students’ range of oral language and increase their understanding of human experience. It enables students to gain problem-solving experience in unpredictable situations. Through improvised drama, students build social skills. They become more sensitive listeners and more adept conversationalists.
* Readers theatre is a form of dramatic interpretation that involves students in reading scripts orally. Readers theatre requires no scenery, costumes, or action. Readers convey mood, tone, and emotion, and suggest character through the use of their voices, facial expressions, and gestures.

Awareness raising activities

* Provide examples to listen to and model opportunities for student participation, for example professional storytellers.
* Read aloud collections of traditional tales which preserve elements of oral narrative.
* Watch and discuss anecdotes: examples might be found as part of contributions to discussions/chat shows; debates; comedy shows; interviews, for example with celebrities who use the question to launch into amusing tales from their lives.
* Re-telling experiences: watch and discuss investigative programmes (for example, television’s ‘Today Tonight’) where people are asked to recount what happened to them or a presenter.
* Observe interviews which also ask people to explain experiences. Discuss the role of body language and visual supports in presenting information and answering questions.
* Go to see a play.
* Listen to famous speeches.

Delivering Oracy for Self-expression – Senior Level

Preparatory activities

Developing storylines

* Tell a story round the class developing one paragraph each. Listen carefully for plot development.
* Play the ‘Fortunately/Unfortunately’ game, where each person in turn has to provide a sentence, beginning with either fortunately or unfortunately, that develops the narrative.
* Take a story with a familiar plot and reduce it to its main points. Practice adding different levels of detail to these.
* Consider decisions that have to be made when telling a story (similar with written narratives), for example tell a story with different viewpoints.
* Collect examples of traditional openings and endings from stories. Identify key features and incorporate into stories.
* Tell whole stories in which each person writes one idea on separate cards for each of four categories: person, place, object and event. Redistribute these and students in pairs or groups develop a story from the four cards they now have.
* Tell students a story. In pairs they retell it (in their own words) with one person starting, and when the teacher calls ‘change’, the listener has to continue the story.
* Tell anecdotes in pairs: something funny, embarrassing, strange, worrying or unusual. Retell the anecdote to the class, or to a different partner, in the first person, changing details to suit.
* Using a given prop (for example, a hat) in groups, develop a story to tell others.
* Give a TV news account of an incident.
* Retell a story (for example, fairy story) but change key elements, for example set it in present day, or alter the gender of key characters.
* Give an account of an event differently depending on who the audience is (for example, teacher/friend/parent).

Confidence building activities

* Speaking circles – in groups of about five, each person speaks (usually 3–5 minutes) following any thread or theme. The responsibility of the rest of the group is to give the person speaking their full attention.
* Recount a story, anecdote or experience, and consider how this differs from written narrative. Discuss/work out differences between written narratives and spoken ones.
* Tell someone a story. They need to write it. What will they add/change?
* Compare a written traditional tale with a spoken version.
* Students work in pairs/small groups and give a short talk about a memory, experience or hobby. Others in the group discuss questions to ask which will elicit more information from the speaker.
* Students hear clues to a mystery. In groups, they plan questions that reflect what they have heard. They then put them to the speaker and try to solve the mystery.
* Solve conundrums.
* Answer questions.
* Role-play question/answer scenarios, for example courtroom, teacher/student interview, school council discussion, parent/child heated debate.
* Use ‘hot-seating’ as a strategy to place students in a situation where they are both preparing and answering questions in role as a character.
* Identify and report the main points to emerge from a discussion.
* Teach Edward de Bono strategies for groups to use when summing up results of group discussion.
* Develop drama techniques to explore in role a variety of situations and texts or respond to stimuli.
* Students work in pairs to become one character or person; as one of them acts out a part, the other voices the internal thoughts of the character, thus becoming their alter ego. Explore the difference between how people are feeling and the public front they sometimes put on; explore further why this is the case, and times when it is or is not appropriate.
* Hot-seat a character: a student needs to prepare himself/herself with as much available knowledge about a character as possible in order to be interviewed as that character; other students need to consider carefully what they want or need to ask the character in order to find out about his/her motives, values, relationships and actions.
* Present scripted and unscripted pieces to engage an audience.
* Dramatic retelling of well-known stories.
* Choral reading or speaking is simply reading or speaking in unison under the direction of a leader. Choral speaking offers genuine opportunity for problem solving as each group works out its own presentation. Texts for use can include poetry, ballads, lyrics or protests.
* Puppetry in the classroom: Puppets are creations that ‘come to life’ with the help of student puppeteers. Almost any object can be a puppet, for example a paper bag. An effective puppet is one that can be manipulated easily; however, it is not what the puppet looks like, but rather how the student feels about, and uses, the puppet. Puppets can be incorporated into a variety of oral language strategies including storytelling, oral reporting, and choral speaking.
* Role-play provides the opportunity for students to develop and revise their understanding and perspectives by exploring thoughts and feelings of characters in given situations. The teacher may take a role, becoming an active participant in promoting independent thinking and co-operative learning.
* Improvisational drama and pantomime can be used to extend students’ range of oral language and increase their understanding of human experience. It enables students to gain problem-solving experience in unpredictable situations. Through improvised drama, students build social skills. They become more sensitive listeners and more adept conversationalists.
* Readers theatre is a form of dramatic interpretation that involves students in reading scripts orally. Readers theatre requires no scenery, costumes, or action. Readers convey mood, tone, and emotion, and suggest character through the use of their voices, facial expressions, and gestures.

Awareness raising activities

* Provide examples to listen to and model opportunities for student participation for example, professional storytellers.
* Read aloud traditional tales which preserve elements of oral narrative.
* Analyse examples of anecdotes. Examples might be found as part of contributions to discussions/chat shows; debates; comedy shows; interviews, for example with celebrities who use the question to launch into amusing tales from their lives.
* Experiences: investigative programs where people are asked to recount what happened to them or a presenter recounts the event for them.
* Chat shows involve retelling experiences.
* Interviews also ask people to explain recent experiences or events.
* Police/court interviews/cross-examinations require retelling of experiences.
* Discuss the role of body language and visual supports in presenting information and answering questions.
* Forum theatre. This is a structure whereby a small group enacts a situation or dilemma while the rest of the class watches. The class can change the drama at any point as long as they can justify the change. The actors must then take the changes on board in their improvisation.
* Go to see a play.
* Listen to famous speeches.

Presenting a Play: Drama for an Audience – Foundation Level

On occasion, students and teacher may wish to present a play to an audience. There are many possible formats. At the Foundation level, a melodrama can be easily produced. A narrator takes the key role and other characters have only occasional dramatic lines.

Presenting a Play: Drama for an Audience – Intermediate and Senior Level

On occasion, students and teacher may wish to present a play to an audience. There are many possible formats. A script can be selected in advance, or written or developed by the students. A play can be memorised by student actors, or it can be presented as a staged reading, script-in-hand. Groups of students might develop a drama in context into a collective creation for presentation to others. Whatever the format, public performances should be infrequent and planned mainly for presentation to other classes or to parents.

Critical Awareness activities – Foundation Level

* Students should be encouraged to use audience feedback to reflect on, evaluate and modify their spoken texts to clarify meaning and their presentation skills.
* It is helpful to scaffold skills, focusing on one in each presentation, for example eye contact, voice, gesture, thus building up skills and confidence.
* Students would be supported to be aware of their reflections and use them to plan what aspects of oral presentations they will target next in their speaking.

Critical Awareness activities – Intermediate and Senior Level

* Listen to a recording of a personal speech or recount and evaluate how well it meets its audience and purpose through the language used.
* Listen to public speaker’s presentation and identify the key communication skills used.
* Watch an interview program and compare and contrast how they elicit information from their guests.
* Invite a professional storyteller to school and discuss the techniques used.