

TAFE VICTORIA

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AMEP at Holmesglen


22484VIC Certificate I in EAL (Access)



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What to start with?

- Students cohort
- Principles of 2nd Language acquisition
- Settlement topics for electives
- Soft skills for electives
- Possible thematical cluster for delivery
- Concurrent delivery
- Assessing units separately/embedded Assessments
- Timetable and allocated hours



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What to start with?

To consider when planning :

Packaging rules for EAL

- To be eligible for the award of the 22484VIC Certificate I in EAL (Access) learners must successfully complete a total of 8 units comprising:
 - 1 core unit
 - 1 Speaking and Listening unit
 - 1 Reading and Writing unit
 - 2 Language Skills elective units which can be selected from Speaking and Listening and / or Reading and Writing
 - 3 electives

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Current Delivery Structure – Global Level

Unit code	Unit Title	Nominal hours	AMEP P/T
VU22591	Participate in short simple exchanges	80 hours	Term 1
VU22590	Plan language learning with support	30 hours	
VU22597	Locate health and medical information	50 hours	Term 2
VU22593	Read and write short simple messages and forms	80 hours	
VU22592	Give and respond to short, simple verbal instructions and information	80 hours	Term 3
VU22099	Recognise and Interpret Safety Signs and Symbols	10 hours	
VU22598	Identify Australian leisure activities	50 hours	Term 4
VU22595	Read and write short, simple descriptive and narrative texts	80 hours	



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Review – EAL Framework – Micro level

- Unpack the units
- For delivery and assessments ensure that teachers are familiar with Elements, Performance criteria, RLSK and Range Statement
- Organisational Compliance Requirements :
- ✓ Assessment Tool (includes the unit mapping)
- ✓ Unit Delivery Plan
- ✓ Unit Outline

- Start planning and resource development



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Unit Delivery Plan – Teachers

Outlines details of the unit, types of Assessments, detailed delivery schedule, including suggested resources

Session 2 ■	The language of common health conditions- colds and flu	Face-to-face/Classes	2 hours	<ul style="list-style-type: none"> Teacher led introduction to respiratory conditions. Class discussion on symptoms of colds, vocabulary to describe symptoms. What actions would be taken in country of origin. What actions would be taken in Australia. (20 mins) Teacher elicits or informs of traditions such as 'bless you', home remedies (honey and lemon), also hygiene and niceties of dealing with colds e.g. single use of tissues, washing hands, shaking hands, sneezing / coughing away from others, not going to work, medical certificates for work. Teacher elicits or informs of use of thermometer, strategies for dealing with a mild fever. Students in groups discuss home remedies for a cold. (30 mins) <p>Resource: Getting to know your medicine, A teaching resource for adult ESL- 'I've got a cold.'</p> <ul style="list-style-type: none"> Teacher models pronunciation, drill and practice of vocabulary related to colds. Controlled practice. Teacher highlights Present Simple tense is used to describe symptoms. (20 mins) Students complete a cloze text on the symptoms and causes of a cold. (15 mins) Teacher models pronunciation, drill and practice of vocabulary related to the flu. Controlled practice. Students practice in pairs. 10 mins) Group workshopping on the differences between colds and flu based on a reading text. Symptoms and actions. (15 mins) Teacher introduction to hospital emergency service available in Australia. (10 mins) <p>Homework: Complete unfinished class work. Review vocabulary: I've got a cold-Word Find and information provided in class about respiratory conditions.</p> <p>Resource: Getting to know your medicine, A teaching resource for adult ESL.</p>
			30 mins	

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Unit Outline- Students

- Outlines details of the unit, types of Assessments, delivery schedule – usually is quite simple for students to understand

1. Assessment details

Assessment task

Ensure that each task corresponds to what is stated on the Training and Assessment Strategy for the Unit.

Every task must be completed satisfactorily for competence to be achieved.

*Competence must be achieved before grades are allocated.

Methods of Assessment include:

A. Direct Observation/ Simulation Activities	B. Written/Verbal Questioning	C. Third Party Evidence	D. Portfolio/ Product	E. Project/ Report	Due Date/Session	Assessment method/s	Marks allocated *Graded units only
F. Presentation	G. Role Plays	H. Other					
Task 1: Health and well-being					Week 8	B	Enter mark
Task 2: Medical support and medical emergency					Week 9	D	Enter mark

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Unit Outline- Students

7. Schedule		
Session	Week beginning (optional)	Content/Topic/Activity/Assessment
Week 1	Enter text.	Orientation, introduction to the unit, review and extension of vocabulary for the body. The language of common health conditions- colds and flu. The language of common health conditions- broken bones.
Week 2	Enter text.	Felling ill. I feel... I have got... My ... hurts. The language of common health problems - tummy problems. Consolidation of common health conditions, symptoms and treatment.
Week 3	Enter text.	What is first Aid? Symptoms and actions. Describing how accidents or injuries happen. The language of common chronic conditions.

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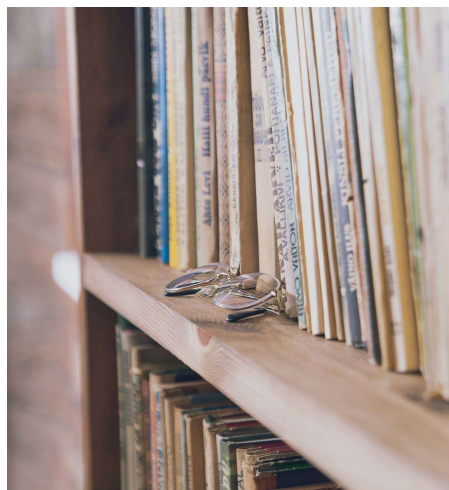
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Resources – Reading and Writing:

LMS – Brightspace (weekly lessons, updates, Assessments)

▪ Highly familiar:

- ✓ Face2face (text books)
- ✓ Real Writing 2, G. Palmer
- ✓ New Headway
- ✓ Living in Australia
- ✓ Good, Better, Best
- ✓ Read It, Write It, Australiasia



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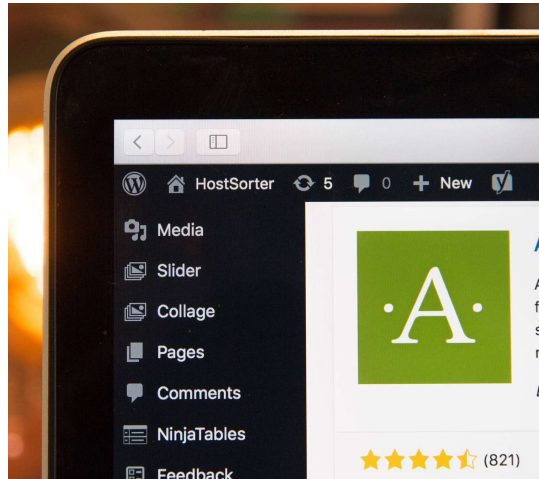
Resources – Reading and Writing :

▪ Websites:

- ✓ AMEP on-line
- ✓ LWA Virtual Hub
- ✓ British Council
- ✓ LinguaHouse

▪ Activities

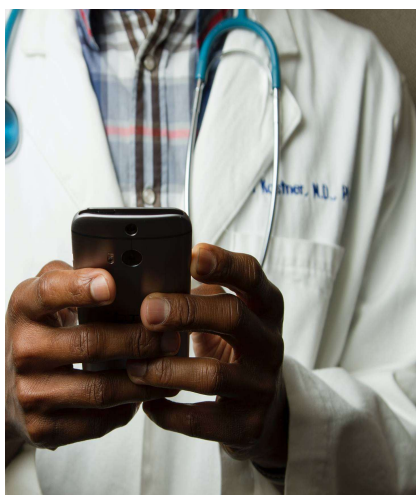
- created by the teachers



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Resources – Electives



▪ Highly familiar:

- ✓ Calling and Ambulance AMES
- ✓ Living in Australia
- ✓ Good, Better, Best
- ✓ 'Word Building Activities for Beginners', S. Boyer,

▪ Websites:

- ✓ [verywellhealth.com](https://www.verywellhealth.com)

▪ Specific:

- ✓ 'LIFE', Diabetes Victoria, Victoria State Government
- ✓ Guest speakers

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Sample Resources- Ambulance Victoria

Please complete and detach this form to apply. Then post to:
Ambulance Victoria, Reply Paid 278, South Melbourne VIC 3205
 No stamp required if posted within Australia.

Primary member	Date
<hr/>	
Mr/Mrs/Miss/Ms	
<hr/>	
Surname	
<hr/>	
First name	(Middle) Initial
<hr/>	
Date of birth	<input type="checkbox"/> Male <input type="checkbox"/> Female
<hr/>	
Residential address	
<hr/>	
Suburb	Postcode
<hr/>	
If your postal address is different from above, please include below	
Postal address	
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Suburb	Postcode
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Home phone	
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Mobile	
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Email	
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Sample Resources- Ambulance Victoria

2. Read the form and answer the following questions:

1. What is this form for?

2. Name 2 things your membership includes.
 -
 -
3. Who can be a dependant?

4. Name 5 ways how you can pay your fees.
 -
 -
 -
 -
 -
5. **You want to pay by cheque.** How much does 1 year membership cost for a single person?
6. How much does 5 year membership cost for a family? How much can you save for a family if you pay for 5 years upfront?

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Assessments

- Methods of Assessments- (refer to EAL)

Unit Code VU22593

Unit Title Read and write short simple messages and forms

Method(s) of
assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of a written message or form
- a portfolio containing evidence of completed messages and forms
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

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Assessments

- Concurrent Delivery
- Assessing separately
- Combination of purchased and created by the provider





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VU22597 Task 1

Knowledge task







Questions: Provide your responses in the boxes below each question.

Question 1: Look at the pictures below. Name the health condition in each picture with the words in the box. The first one has been done for you. pregnancy headache or migraine stomach ache common cold		Satisfactory response Yes <input type="checkbox"/> No <input type="checkbox"/>	
Answer:		Comment:	
a. 	b. 		
Stomach ache			
c. 	d. 		

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VU22597 Task 1

Question 4: Look at the pictures below and answer the questions.			Satisfactory response Yes <input type="checkbox"/> No <input type="checkbox"/>	
Answer:			Comment:	
a. 	b. 	c. 		
d. 	e. 	f. 		
i. Which things make you healthy? Pictures: _____ ii. Which things make you unhealthy? Pictures: _____				

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VU22597 Task 2 - Portfolio

1. Locate medical support in your local area.
 - Use the Internet to find out the information asked for in the first column.
 - Write down your answers in the second column.
 - Write down the website address/es where you found the information

Question	Answer	Website where you found this information
What is the name of your local hospital?		
What is the address of your local hospital?		
What is the address of your local medical clinic?		
What is the name /surname of one of the GPs at your local medical clinic?		
What is the address of your local pharmacy?		
What is the name of your local pharmacy?		

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Delivery Hours/Timetable

- Timetable:

Part time classes:

- 5 hours per day X3 days
- 150 hours per term



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YOU CAN DO IT!



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Questions



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