



Department of
Education

Year 11 ATAR EAL/D

Unit 1 – Ways of life



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Year 11 English as an Additional Language or Dialect

UNIT 1: *Ways of Life*

INFORMATION TO STUDENTS:

This resource package provides you with a range of learning materials to cover a period of two weeks or eight lessons. See table below for the two-week overview. Of course, you may work through these lessons at a pace that suits your learning. All work makes explicit reference to the Year 11 Syllabus and focuses on content and skills required for UNIT 1 as well as preparing you for the Semester One EAL/D examination.

PACKAGE OVERVIEW:

Lessons	Key Focus
1, 2 and 3	<i>Engaging with Unit 1 and school content</i>
4, 5 and 6	Writing skills: Understanding text types (<i>structures and features</i>)
7 and 8	Reading comprehension skills

LESSONS ONE, TWO and THREE – Engaging with Unit and Course Content

Learning Intentions

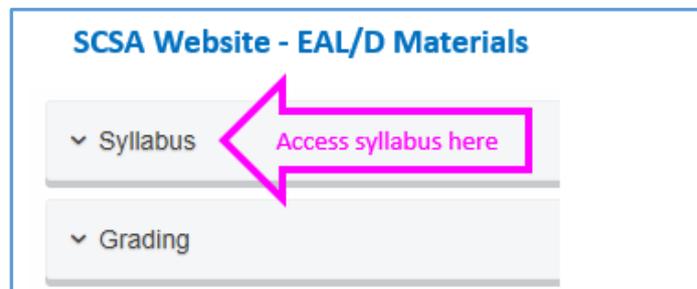
- Review Unit 1 Syllabus description and content applying your knowledge to your school's Course Outline.
- Reflect and evaluate SAE skills and apply to Course Outline.
- Align key course concepts with texts studied.

Syllabus link/s – UNIT CONTENT

- Communication skills and strategies (all points)
- Comprehension skills and strategies (all points)
- Language and textual analysis (all points)
- Creating texts (all points)

What you need

- A copy of EAL/D ATAR Syllabus Year 11. School Curriculum and Standards Authority (SCSA) (pp. 12-14)
Direct SCSA access: <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect> (see image below)
- Copy of **your** school Course Outline.



Success Criteria

- ✓ Develop understanding of Unit 1 description, content and skills
- ✓ Develop understanding of Unit 1 contexts, content and skills
- ✓ Reflect on Unit 1 content, contexts and skills and map to school Course Outline

STEPS

1. Read and match **unit content** to relevant explanations;
2. Understand your Unit 1 learning context;
3. Reflect on and audit school **Course Outline** and **texts read or viewed** (using a graphic organiser);
and
4. Write and reflect.

STEP 1: Read and match unit content to relevant explanations

- **Understanding Unit 1 Content: evaluate and reflect.**

In your study of the Year 11 EAL/D ATAR course, you need to become familiar with the syllabus which you will find on the SCSA website (link provided on previous page). Below are the headings for the UNIT 1 syllabus content.

- A. Read **Unit 1: Unit Content** (p 12. *Year 11 syllabus*). Take note of the main headings/sections and what each comprises. Use a dictionary to define any words you are unfamiliar with.
- B. On the table below, match **Unit 1 content** to explanations by drawing an arrow

Unit 1 Content	Unit 1 Content explanations
<i>Communication skills and strategies</i>	The process of writing to show understanding
<i>Comprehension skills and strategies</i>	<i>Understand</i> how language works to convey intended meaning
<i>Language and textual analysis</i>	The <i>process</i> of reading to understand
<i>Creating texts</i>	<i>Using</i> oral language to express understanding

STEP 2: Understanding the Learning context

- Understanding *Ways of Life*.

- A. Now read **Unit 1: Suggested contexts** (p. 12). *What has your area of focus been so far?*
- B. *Ways of Life* can cover a huge range of topics for study, consider the questions below and answer those that relate to the texts *you* have studied:
- What fiction texts/extracts have you read or viewed? *What were the main ideas discussed? What people or experiences did you focus on?
 - What non-fiction texts/extracts have you read or viewed? *What were the main ideas discussed? What people or experiences did you focus on?
 - What **attitudes**, values or beliefs were explored through each text? How do you know? (*Attitudes* are thoughts or feelings about an idea.)
 - What did you learn from the texts you have looked at so far?
 - Which text/s did you relate most to? Explain.

STEP 3: Reflect on and audit school Course Outline

- Reflecting on *your* school’s course outline.

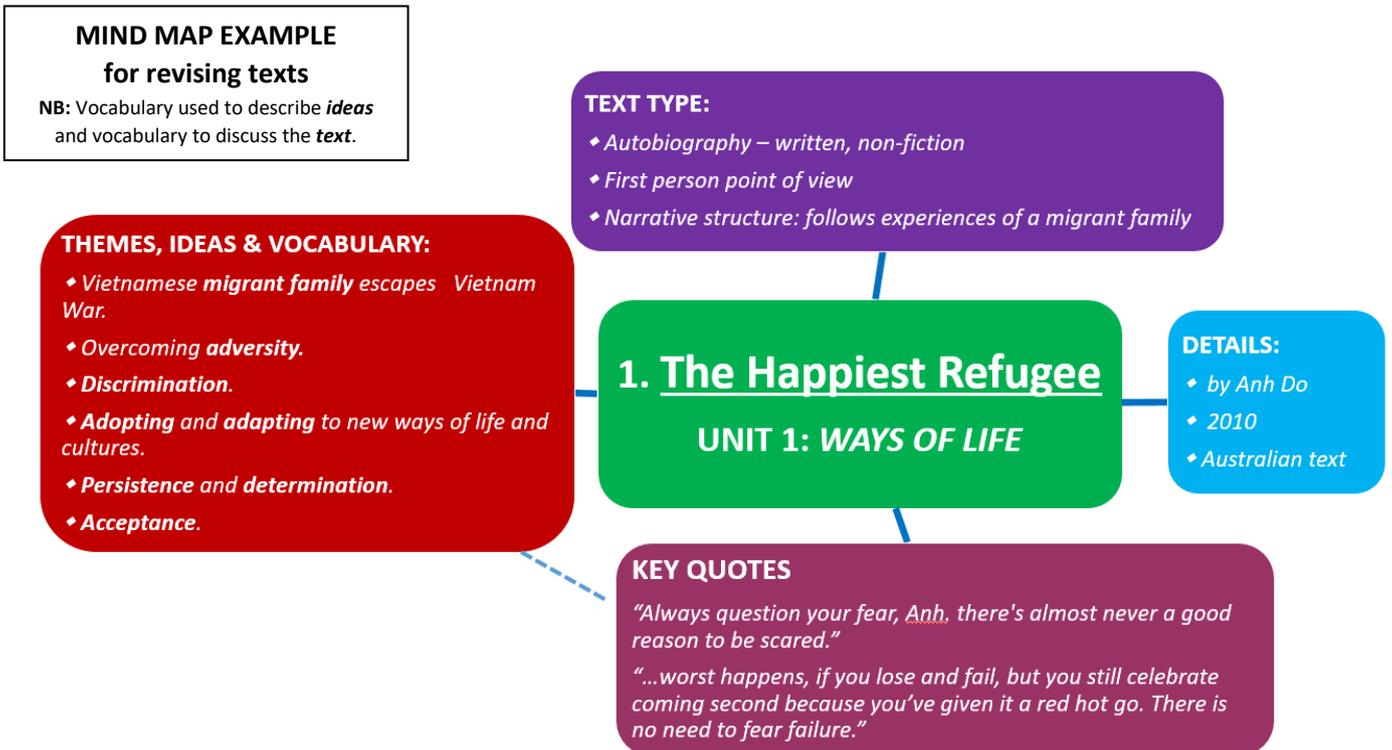
It is imperative that you understand the syllabus. Examiners create all exam questions based on the syllabus concepts, so it is important that you understand these concepts. Your [school’s] Course Outline should therefore make explicit links to the syllabus and determine every part of your school work.

A. Take out your Course Outline and highlight where the syllabus content has been addressed (see example below from the SCSA Year 11 SAMPLE Course Outline. (p.1. at: https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0003/9228/English_as_Additional_Language_ATAR_Y11_sample_course_outline_WACE_201516.pdf).

B. Create a list of questions to ask your teacher if there is anything you do not understand.

Unit 1 – Ways of life		
Week	Syllabus content	Assessment tasks
1	<p>Overview of course and expectations – course documents and college assessment policy</p> <p><i>Ways of life</i></p> <p>Communication/Comprehension/Creating texts</p> <ul style="list-style-type: none"> • seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language/dialect to clarify understanding • identifying linguistic and structural features of a range of more complex text types, including literary and transactional • using appropriate structure and content to communicate ideas and opinions for different purposes and audiences • using paragraphing to organise and communicate main and supporting ideas • using strategies to reflect on and consolidate own learning <p>Language competencies</p> <ul style="list-style-type: none"> • lexical and semantic: choosing vocabulary appropriate to purpose and audience • grammatical: verb structures and tenses; voice(active, passive); temporal conjunctions <p>Texts: 1–2 auto/biographies/auto/biographical extracts</p>	<p>Introductory writing (not assessed):</p> <p><i>Introducing myself</i></p> <p>Write a brief autobiography (family, interests, experiences, goals)</p>
	<p><i>Ways of life</i> – Preparation for Task 1</p> <p>Communication/Comprehension/Language and textual analysis</p> <ul style="list-style-type: none"> • using active listening strategies and working collaboratively with others • using contextual information to predict the content of aural texts 	<p>Task 1: Response</p> <p>Complete a listening comprehension task in class by completing</p>

- Revising what you have studied so far.
- C. Use a *graphic organiser* (example of a *mind map* below), to revise and consolidate your understanding of each text you have read or viewed so far this year. *A mind map is particularly useful as you can keep adding to this document as you continue with your course study. It also makes perfect exam preparation!



STEP 4: Write and reflect

- What **paragraph structure** you have been learning about and developing (i.e. TEEEL, TEEET, PEEEL...)?

In a school context, following a clear paragraph structure is an important way of demonstrating your ability to *organise ideas* and *write academically*.

- A. Revise the paragraph structure used at your school. Then, **write one paragraph about one of the texts you have studied in this course so far and what it explores about the Unit 1's overarching theme: *Ways of Life***.

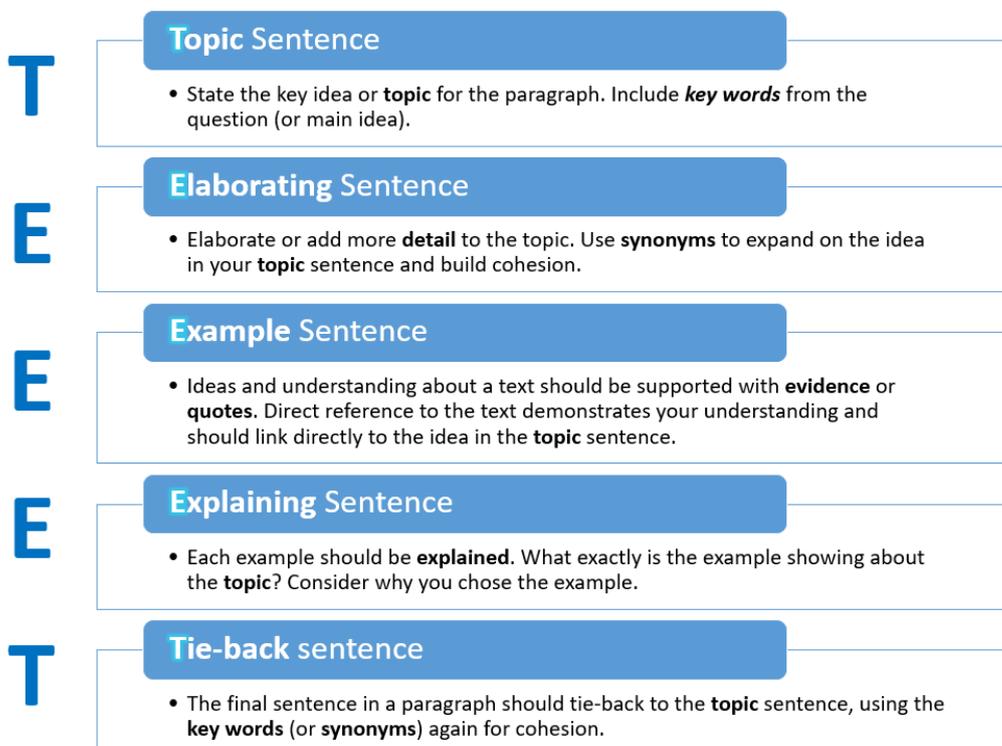
Don't forget to include some evidence in your paragraph. Use the topic sentence and suggested paragraph structure below if you need a starting point.

*For your **topic** sentence, **state the title** and the **main idea explored in the text** (this provides the topic or focus for your paragraph).

EXAMPLE TOPIC SENTENCE:

The autobiographical text, *The Happiest Refugee* by Anh Do, **explores the experiences of Do's refugee Vietnamese family** who came to Australia in the 1970s. The central idea explored...

Suggested paragraph structure [TEEET]



LESSONS FOUR, FIVE and SIX – Writing skills: Understanding Text Types

Learning Intentions

- Understand how a variety of oral, written and multimodal texts are used to develop understanding of text structures and language features.
- Explore the relationship between these structures and features and the context, purpose and audience of texts. (p.12 Year 11 syllabus).
- Develop explicit knowledge of a range of text types.

Syllabus links – UNIT CONTENT

- Language and textual analysis
 - identifying how different purposes and contexts influence language choices and meaning.
- Creating texts
 - using appropriate structure and content to communicate ideas and opinions for different purposes and audiences;
 - using paragraphing to organise and communicate main and supporting ideas;
 - using digital, multimodal and print-based technologies;
 - using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms, and conjunctions connecting ideas within and across sentences; and
 - using cohesive devices at sentence, paragraph and whole text level.

What you need

- Paper and pen to take notes and for the completion of exercises.
- Links to online texts as applicable to each activity or lesson.
- English dictionary (which you should have).

Success Criteria

- ✓ Understanding elements of writing paragraphs.
- ✓ Understanding skills to improve own writing.
- ✓ Developed understanding of text types as relevant to Unit 1.
- ✓ Developed skills in recognising and writing feature articles.

STEPS

1. Writing academically: the paragraph.
2. Introduction to text types.
3. Text types in action.
4. Over to you.

STEP 1: Writing academically: the paragraph

- How do I improve my paragraph writing?

As stated in the previous lesson, your ability to write a clear paragraph is an important aspect of this EAL/D course and writing academically across all subjects.

- A. **Think to yourself:** What is a paragraph? Or, more importantly, what makes a good paragraph? Essentially, a successful paragraph should have **cohesion** and **focus** (that means, it should focus on **one topic only**).
- B. **Use a CHECKLIST** such as the one below to guide your thinking about what makes a 'good paragraph'. You might like to keep a copy of this checklist to reflect on your paragraph writing into the future.

<input checked="" type="checkbox"/> or <input type="checkbox"/>	CHECKLIST: Parts of a good paragraph
	Overall paragraph structure is evident (TEET structure or similar)
	Focuses on one topic only (has unity and cohesion)
	Topic sentence uses key words from question or topic provided
	Supporting evidence is included (as complete sentences that make grammatical sense)
	Each piece of evidence or example is introduced to give context and its relevance explained after use
	Tie-back sentence restates the idea from topic sentence. Includes key words or synonyms
	Includes <i>transitions, linking words</i> and/or <i>signposts</i> (e.g. <i>In addition, Moreover, Importantly, In contrast, Although, Furthermore, Similarly.</i>)
	Includes subject-specific vocabulary (the words about the topic of study)
	The paragraph has been proofread and is free of punctuation, spelling and grammatical errors (including typos)

- C. Let us see this checklist in action. Read the model paragraph below and highlight each part of the CHECKLIST you can identify. **Importantly, notice how every sentence reflects a part of the TEEET paragraph structure, and therefore works as a cohesive whole.*

TOPIC (as per previous paragraph work): **Write one paragraph about one of the texts you have studied in this course so far and what it explores about the Unit 1's overarching theme: *Ways of Life*.**

MODEL PARAGRAPH:

The autobiographical text, *The Happiest Refugee* by Anh Do, **explores the experiences of Do's refugee Vietnamese family** who came to Australia in the 1970s. The central idea explored by Do is how his refugee family overcame great adversity to adapt to Australian **way of life** and a very different society. In exploring this idea, Do reveals much about the ways life he experienced and what it means to be successful in life. Do suggests that '...if you lose and fail, but you still celebrate coming second because you've given it a red hot go. There is no need to fear failure.' Here, Do highlights that it is in trying that people are successful in life. He shows this view of life throughout the autobiography, for instance in his determination to conquer fear and overcome his hardships as a refugee leaving Vietnam. As a result, in reading this text we are given an insight into a unique way of life: that of a family forced to leave Vietnam and find refuge in a very different life and culture.

- D. Now revise your own paragraph writing. Return to the paragraph you were asked to write in the previous lesson (about a text you studied). Use the checklist and model paragraph to reflect on **what you did well** and what **could make your paragraph better**. Rewrite your paragraph to include these adjustments. *You might like to keep this work to show your class teacher, and use a guide for your ongoing progress.
- E. Going further. Build on your understanding of paragraph structure in academic writing, by accessing a range of paragraphs from textbooks or online. Use the **checklist** to guide this process and evaluate each paragraph.

STEP 2: Introduction to text types (forms of writing)

- Exploring text types.

Another important aspect of writing in an educational setting, is understanding how language is used for different contexts, purposes and audiences. This understanding is developed throughout your coursework, and assessed in your tasks and in **Section Three: Writing** of your EAL/D examinations. For this package, we will investigate some of the main *text types* you are expected to know and *create*.

- A. First, let us consider three broad categories of texts in schools: **EXPOSITORY TEXTS**, **NARRATIVE TEXTS**, **ARGUMENTATIVE TEXTS**. These categories allow us to understand that *texts have a purpose*. As writers, we need to know why we are writing and what we are trying to achieve – our *purpose*.

Look closely at each of the rows below that define and describe these three categories and add the correct term for each. *Use a dictionary to check your answers.

From here, think carefully about how the *purpose* of a text will determine the *language* and *structure* we expect.

Category of text	Defining and describing the PURPOSE
1.	<p>Entertain, instructor inform readers by telling a story. They can be fictional or non-fictional</p> <ul style="list-style-type: none"> ✓ fictional narrative: fairy tales, novels, science fiction, horror or adventure stories, fables, myths, legends, etc. or ✓ non-fictional narrative: articles, newspaper reports, historical writings.
2.	<p>Intended to persuade and convince the audience that an object, product, idea is in some way better than others. Argumentative texts justify an opinion or thesis through the reasoning or 'argument; with the aim of changing the reader's opinion.</p> <ul style="list-style-type: none"> ✓ The main arguments must support the thesis stated in the introduction and set out in logical order; ✓ Each argument must be presented in a separate paragraph in the body of the essay ✓ Each argument must be stated at the beginning of the paragraph and illustrated by examples and explanation.
3.	<p>Are intended to identify and characterise experiences, facts, situations, and actions in either abstract or real elements. They explain, inform or describe. These structures can be further classified into five categories:</p> <ul style="list-style-type: none"> ✓ description, where the author describes characteristics, features, attributes, etc. of a topic and gives examples. ✓ procedure or sequence: the author lists different activities in their chronological order or enumerates items in a numerical order. ✓ comparison: the author explains how two or more objects, events, experiences, are alike and/or different. ✓ problem-solution presentation: the author describes a problem and gives one or more solutions to the problem. ✓ cause-effect explanation: the author presents ideas, events in time, or facts as causes and the resulting effect(s) in time.

- B. Revise your understanding of a range of text types by accessing the following online links:
- Simple matching exercise: <https://wordwall.net/resource/41467/english/text-type-match-up-activity>
 - Text type definitions, you may wish to copy down:
<https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4108.pdf>
 - Definitions, examples and analysis of **non-fiction** texts to explore:
<https://www.bbc.co.uk/bitesize/guides/zwx8hv4/revision/1>
 - Definitions and examples of **fiction** texts to explore:
<https://www.bbc.co.uk/bitesize/guides/ztfm39q/revision/2>
- C. Check your understanding so far and match the word/term in column A to their definition column B. Write the number of the text type in column C. The first one is done as an example. (Again, use a dictionary and the website above to check your answers.)

A	B	C
1. Narrative Text	provides the textual reference or evidence to support the point in a paragraph.	2
2. Example sentence	gives reasons and offers a point of view to try and convince others.	
3. Expository text	a non-fiction text type that tells the story of someone's life. Usually written to inform and entertain.	
4. Topic sentence	one sentence clearly states the main idea of the paragraph.	
5. Feature article	a type of article that explores a news story in more depth. Usually written to inform and entertain.	
6. Elaborating sentence	adds further detail on the main idea or topic. Usually follows the topic sentence	
7. Persuasive essay	tells a story as a source of entertainment, information and for sharing cultural knowledge.	
8. Biography	a type of argumentative writing that uses logic and reason to convince readers to believe an idea/opinion or to take action.	

STEP 3: Text types in action

- Looking closer at text types: *the Feature Article*.

In **Section Three: Writing** of the EAL/D examination you are required choose which text type you would like to write (and demonstrate your understanding of). Typically, in this section, there are FIVE questions and **FOUR text types** to choose from. Common text types you can choose to write are: Essays, Speeches, Letters, and Feature Articles.

To look closer at **text type features or conventions**, you should know, we will focus on the FEATURE ARTICLE. *Of course, you will explore the other text types independently and as part of your coursework.

- A. CONTEXT, PURPOSE and AUDIENCE. This is our starting point for understanding and creating any text. All decisions about creating a text come from this understanding. Note down the following for a feature article:
- Context:** a news item (from an online or hard-copy publication). The topic arises from an issue, event or person of interest to society (at the time it is produced).
 - Purpose:** to inform, entertain and persuade. For a magazine, it is often why a reader will buy the issue.
 - Audience:** this is the writer's or publisher's decision. The *target audience*, or the *intended reader*, determines the content, language and style of the article. *Not who **can** read the article, but who **you are writing for** (e.g. teens, young female adults, young male adults...).
- B. When we read texts, we have certain expectations. For example, when I read a newspaper article I would expect to see a headline (title) and in many cases a photograph with a caption. For a letter, I expect to see a particular layout with a salutation (greeting) that begins the letter. These expected elements or features are key to understanding how we create or produce texts.

Access the links below to develop or revise your understanding of the **elements of a feature article**. Take notes so you have this information to return to.

- SLIDESHARE: *Generic Conventions of Magazine Feature Articles*
<https://www.slideshare.net/jenmcnulty/the-generic-conventions-of-magazines-feature-article>
- Detailed PPT: *Conventions of a Feature Article*
<http://mrspenglishpage.weebly.com/conventions-of-a-feature-article.html>
- SLIDESHARE: *Feature Article Analysis*
<https://pt.slideshare.net/thegardenofedenhall/feature-article-analysis-27054704/3>
- Youtube: *Feature Article*
https://www.youtube.com/watch?v=7_0jz6hXi6c

- C. You will now read a feature article to identify the main elements. Use the table on the next page called *List for elements of a Feature Article (with brief explanations)* to support this process.
- N.B.** You may your own have a list of elements for a feature article, which may vary slightly. This is fine, it is just important to know what *you* should include when writing a feature article.

Access the article “No employer in Australia can tell women to wear dresses’: so why can’t school girls wear shorts?” by Kate Prendergast in *Education Review*.

- Article link (you may find it useful to print this out):
<https://www.educationreview.com.au/2019/10/no-employer-in-australia-can-tell-women-to-wear-dresses-so-why-cant-school-girls-wear-shorts/>
- Consider the **context**, **purpose** and **audience** for this article.
 ASK YOURSELF: Where does it appear? What is its purpose? Who is it for? Is this written for me? How do I know?
- Now, read the feature article and highlight each of these **elements**. Notice how the elements work together to engage and inform the audience.
- **Reflect:** What is the purpose of this article and who is the target audience? Were you engaged/informed/persuaded? Do you think this is successful in achieving its purpose?

List for elements of a Feature Article (with brief explanations):

Structure we expect	Language we expect
<p>Title or headline To grab the readers' attention and highlight the general topic of the 'story'.</p>	<p>First person or Second person point of view Use of 'I', 'we' or 'you', to convey a conversational or friendly tone that connects the reader, whilst also a sense of authority about the topic.</p>
<p>Subheading or Hook To capture gist or story and maintain reader interest.</p>	<p>Vocabulary – subject specific Use of words associated with the topic and shows the writer as 'expert'.</p>
<p>By-line The name of the writer/journalist. May also serve to attract the reader.</p>	<p>Rhetorical questions Questions directly posed to reader to engage, connect and persuade. (e.g. From article: '...so why can't school girls wear shorts?')</p>
<p>Text grabs Part of an article (usually a quote) made bigger that is important, controversial or humorous. Also creates a point of interest, which breaks up the columns.</p>	<p>Personal opinion As a way of connecting with the reader, the writer will use their opinion and even state their own personal connection to the story.</p>
<p>Introductory paragraph Begins with the most important part of the story. It expands on the hook and establishes the writer's tone and focus for the article.</p>	<p>Facts Use of evidence or statistics to reinforce writer as expert and further to persuade audience.</p>
<p>Body paragraphs The body is broken into sections and it contains most of the details of the story and your opinion. This includes names, places, dates/times, events, quotes, pictures, diagrams and other visual elements.</p>	<p>Quotes and Anecdotes Direct quotes from experts or people involved and personal accounts to add authority, authenticity and emotion.</p>
<p>Concluding paragraph Should provoke some sort of reaction and leave and leave a lasting impression on the reader. It should prompt the reader to form an opinion and/or make a decision.</p>	<p>Persuasive Language elements Emotive, descriptive and figurative language. Repetition, Expert opinion. Rhetorical questions. All used to create an engaging, creative article that is also informative.</p>

STEP 4: Over to you...

- How do I approach writing a feature article in an examination or assessment?

Let us look at the *kind* of question you might receive in **Section Three: Writing** and consider how you might respond.

EXAMPLE EXAM QUESTION (for a feature article):

Write a feature article for your school's website that promotes student exchange programs*.

(*Where a student visits another country, living with a family and attending school, as part of their studies.)

- A. **TIME TO THINK:** In tackling this, and any other question, we must consider: context, purpose and audience.
- Notice this is for an **online, school** publication. The purpose is to **promote** this program (and the school) and the audience would be the **wider school community** (existing parents, prospective parents, community members and students).
 - Also critical, is that we **answer the question**, or directly address the topic. An important tip here is to use the **key words** from the question in your response: **student exchange program**. (The verb 'promote' is also important, but that should be considered earlier as part of the purpose.) This provides you with the focus for your response and shows your marker that you are actually answering the question!
 - Now consider what this would mean for your feature article. It should be an engaging, very positive and a well-presented article that reflects key values of the school.
**This thinking should now direct every part of your planning and writing.*
- B. Now use the 'Structure we expect' (above) to plan your article. What could an attention-grabbing, positive headline look like? **STUDENT PROGRAM THAT TICKS ALL THE BOXES...** If you were to include a photo, what would it look like? Lots of people smiling I imagine...
- C. And, consider **key words** or **subject-specific vocabulary** we might expect (language that is very positive and relates to the topic about 'school' and 'exchange').
- D. From here, read some more feature articles, to notice how language is used to *engage* and *inform* the reader. You might like to develop your skills further by writing this entire article and showing your teacher for feedback.

LESSONS SEVEN and EIGHT – Reading Comprehension

Learning Intention/s

- Understand how a variety of oral, written and multimodal texts are used to develop understanding of text structures and language features.
- Explore the relationship between these structures and features and the context, purpose and audience of texts. (p.12 Year 11 syllabus).
- Develop explicit comprehension skills – as relevant to Reading and Viewing section of examination.

Syllabus links – UNIT CONTENT

- Comprehension skills and strategies:
 - using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts;
 - distinguishing between main ideas and supporting details and between fact and opinion;
 - using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension; and
 - using strategies to reflect on and consolidate own learning.
- Language and textual analysis:
 - identifying how different purposes and contexts influence language choices and meaning;
 - describing the effect of register, style and tone on meaning; and
 - explaining the effects of descriptive language and imagery in texts.

What you need

- Paper and pen to take notes and for the completion of exercises.
- Links to online texts as applicable to each activity or lesson.

Success Criteria

- ✓ Revision and development of reading comprehension skills across a range of texts.
- ✓ Apply reading comprehension skills to make connections across texts.

STEPS

1. Revise and develop reading comprehension strategies.
2. Build reading comprehension skills.
3. Apply reading comprehension skills.
4. Reflect on reading comprehension skills.
5. Make connections.

STEP ONE: Revising and developing reading strategies

- What reading strategies do I use to read **accurately** (comprehension is 'correct') and **efficiently** (in as little time possible)?

An important part of improving your listening and reading skills is understanding how you make meaning. Developing your comprehension skills are critical to your ability to engage with and communicate in Standard Australian English. These skills are also assessed in **Section One** (Listening) and **Section Two** (Reading and Viewing) of your EAL/D Examinations.

The '**three levels of reading/comprehension**' is a strategy that allows us to become aware of how we construct meaning. **Remember this is what examiners are trying to assess.*

- A. To begin your understanding, copy down the three terms and definitions from the image below.

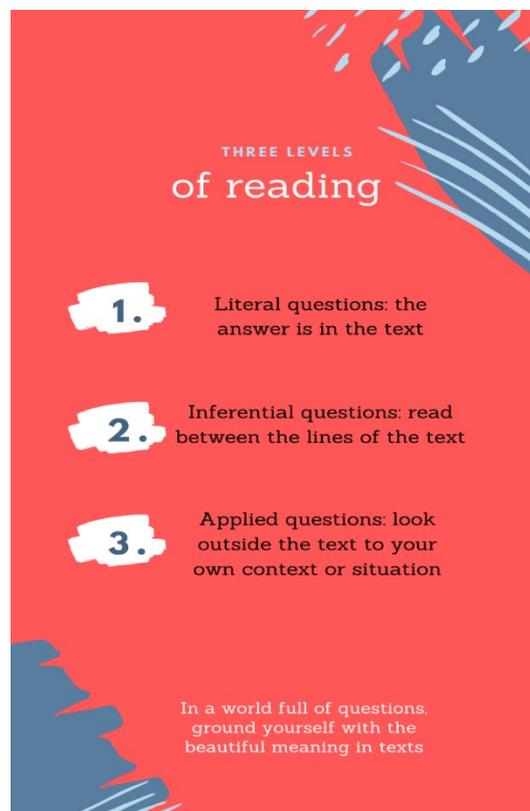


Image created with [Canva](https://www.canva.com/)

B. Revise the **THREE LEVELS OF COMPREHENSION**. There are many online resources you can access to further develop your understanding of the three levels. Access the two below as a useful starting point.

- Link to website to *read further explanations* of the three levels of comprehension:
<https://www.kent.edu/writingcommons/three-level-comprehension-guide-active-reading>
- Link to youtube video with *questions to complete*:
<https://www.youtube.com/watch?v=NvfJSJ8Rsw4>

PLEASE NOTE: This 'reading strategy' can sometimes vary in wording. That is, you may find references to the THREE LEVELS of *READING*, *COMPREHENSION* or *MAKING MEANING*. Essentially these are all the same. Also, the third level may be referred to as the *APPLIED*, *CRITICAL* or *EVALUATIVE* level.

STEP TWO: Building reading strategies

- How do I understand complex texts?

A. Making predictions/Making annotations (*you may like to save or print this text*):

TEXT 1 **link:** <https://www.smh.com.au/lifestyle/health-and-wellness/nearly-half-of-australian-school-kids-are-stressed-heres-how-to-fix-it-20180126-h0omvq.html>

Read the title for **TEXT 1**: ‘Nearly half of Australian school kids are stressed. Here's how to fix it.’ and answer the following questions:

- Why does the headline begin with ‘nearly half’? What is being brought to our attention?
 - ‘Here’s how to fix it’? What needs to be fixed? And to whom is this speaking?
 - What might this article be about?
- Read the first paragraph: Does this affirm/change what you predicted? Any unfamiliar words? First, use ‘context clues’ then a dictionary to check definitions.
 - Clarify your understanding so far and highlight the key words in opening paragraph that link to the title.
 - Read for *gist*, highlighting the key words that re-appear across the extended text. What can you *infer* about this text?
 - Now read each paragraph closely. Paying close attention to the key idea introduced in each topic sentence and the detail that follows. How does each paragraph link to main idea (i.e. from title and first paragraph)? **Write key ideas in the margins.**

B. Now follow this same process for reading text two – ‘How therapy dogs can help’

TEXT 2 **link:** <https://www.abc.net.au/news/2018-03-20/therapy-dogs-can-help-reduce-student-stress-anxiety-depression/9564120>

- C. **EXTENSION:** ‘Applied questions’ (third level) requires you to evaluate texts and make connections. In this course, you will be asked to make connections across texts and to your own knowledge and/or experiences. ‘Have a go’ by thinking about:
- What is one idea that *both* these articles discuss?
 - Can you understand or relate to any of the ideas discussed in *both* articles?

D. Reading graphs and tables

As part of developing comprehension skills this course, you will need to show your understanding of visual texts. Visual texts you might see in an EAL/D examination could be a graph, table, cartoon, infographic or a photo). These can be difficult to comprehend as these texts can come in a variety of forms. When looking at visual texts, it is important to remember that they offer a lot of information in a condensed (summarised) form, so it is critical that we read and understanding part. Let us look at some visual texts about teenagers and stress.

Online **link:** <https://2016avs.weebly.com/blog/a-pictures-is-worth-a-thousand-words>

Use the tips below to assist your comprehension of the kinds of visual texts on this site:

- Read every single word/number carefully. Information provided is not extensive, so every detail should be noted and understood.
- Read the title/s accurately (every title provides you with the main idea). Notice this site has an overall title and each visual text has its own title. Can you see how these titles are quite specific? You are being told exactly that the idea is for each text.
- Read for 'gist', then read for detail (Who? Where? What? When? By whom?).
- Consider each kind of text and if you are required to read from top to bottom or left to right.
- Look at the **pie chart** ('Causes of Stress in Teens'). Can you see the 'key' for understanding the chart is directly below the title, and each colour corresponds to a section of the pie? And in each section there is a percentage which also relates to the size of the section. For this pie chart, notice that each percentage (cause of stress) is quite similar, so each 'piece of the pie' is a similar size. We can actually glean quite a lot of information about teenagers and stress from a very simple diagram.
 - Can you think of the kinds of questions you might be asked about this diagram?
 - For a step by step explanation of pie graphs you can go to:
<https://www.youtube.com/watch?v=KzXZfv9anpU>

STEP THREE: Applying the reading strategies

- A. Now complete some comprehension questions for the THREE texts above. *Obviously you have read these texts, but you might like to set a time limit (e.g. 15 minutes) to reflect 'test conditions' in some way.

QUESTIONS TEXT 1: 'Nearly half of Australian school kids are stressed. Here's how to fix it.'

1. List three impacts of school stress on young Australians and society.
2. Why are yoga and mindfulness considered such effective strategies?
3. Explain the need for better support of students who suffer from stress.

QUESTIONS TEXT 2: 'How therapy dogs can help'

4. List three benefits of therapy dogs at school.
5. Why is the human-animal bond so beneficial?
6. Explain the challenges of having a therapy dog program at school.

QUESTIONS TEXT 3 – Pie Chart: 'Causes of Stress in Teens'

7. What are the major causes of stress for teenagers?
8. Explain some reasons for this.

When you have completed all eight comprehension questions, see the end of this package for the answers.

STEP FOUR: Reflecting on reading skills

- What reading strategies do I use to read **accurately** (comprehension is 'correct') and **efficiently** (in as little time as possible).
- A. Reflect on your performance in the comprehension section and consider the following questions.
- Did you read the text *accurately*? Was your understanding 'correct'?
 - Did you read the questions *accurately* and address each directly?
 - What helped you understand the texts?
 - What hindered (stopped) your understanding?
- B. Now complete your final reflections. Copy down these headings (WWW and EBI). And using your responses from questions above, carefully consider strategies to assist you further.

WWW: What Worked Well? What questions did you perform best in? Why?

EBI: Even Better If? What could improve your performance?

STEP FIVE: Applying reading skills to make connections

EXTENSION – WRITING A SYNTHESIS RESPONSE Part of your EAL/D Examination, **Section Two: Reading and Viewing**, will be to make connections across texts and to your own context. That is, you will *infer* meaning across texts and *apply* your understanding to write an extended response. In EAL/D this is called a *synthesis* response.

Start your understanding of this process and complete the work below. (We will begin by connecting ideas across two texts and to yourself.) *Refer to your comprehension work and EXTENSION work in STEP TWO-PART C.

1. LIST MAIN IDEAS HERE:

Key ideas in TEXT 1 <i>'Nearly half of Australian school kids are stressed. Here's how to fix it.'</i>	Key ideas in TEXT 2 <i>'How therapy dogs can help.'</i>
<ul style="list-style-type: none"> e.g. Studies show yoga and mindfulness can help students manage stress. 	<ul style="list-style-type: none"> e.g. Research shows that therapy (strategies) can reduce signs of stress and depression.

2. CONNECT IDEAS HERE:

IDEAS	EXAMPLE from each TEXT	Link to you: <i>What do you know, think or relate to?</i>
<p>CONNECTING IDEA ONE: Research supports the use of programs to reduce stress and improve well-being for young people.</p>	<p>TEXT 1: <i>'...studies from the US and India show mindfulness based programs can...improve mood and decrease anxiety.'</i></p> <p>TEXT 2: <i>'Research suggests using therapy dogs in response to traumatic events can help reduce symptoms of depression, post-traumatic stress disorder and anxiety.'</i></p>	<p><i>As a secondary student currently dealing with stress related to school performance, I understand... In my opinion, the use of support programs is essential because...</i></p>
<p>CONNECTING IDEA TWO:</p>		
<p><i>Above, you can see IDEA ONE, that is similar across both texts, is about the benefits of support programs. This IDEA ONE becomes your PARAGRAPH ONE.</i></p>		

3. PARAGRAPH WORK: Consider how you might write about the connecting ideas presented in the texts. To begin, you will write **one paragraph** about **one idea** from the texts. Include examples from each text as well as your response to the idea. *Use the preceding work, along with the **starting sentences** below and the **signpost words** (next page), to support your writing.

EXAMPLE SENTENCES FOR PARAGRAPH ONE:

*Text **one** and **two** both present ideas about the benefits of support programs to help young people better deal with stress. **Text one**, the newspaper article by Michaela Pascoe, highlights the benefits of yoga and mindfulness as a...*

*Similarly, **text two**...*

In my opinion...

Signpost words



Image created with [wordclouds](#)

*This work is meant to support you to develop skills in **Reading and Viewing** and **Writing**. These two skills along with **Listening** and **Speaking** is what you are assessed on in this EAL/D course, including your examinations. This package is meant as a revision and/or further development of skills you should have been working on since the beginning of the year.*

PLEASE NOTE: This is a starting point [only] as you work towards Year 12 EAL/D WACE and is not meant as an exact reflection of the final WACE examination. If you would like to look at an example of a WACE EAL/D Examination you can go to the School Curriculum and Standards Authority (SCSA) website at: <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect>.

ANSWERS FOR comprehension questions: Lessons seven and eight – STEP TWO

TEXT 1: ‘Nearly half of Australian school kids are stressed. Here's how to fix it.

1. List three impacts of school stress on young Australians and society.
 - i. *Students may dropout/leave school.*
 - ii. *Academic achievement is likely to be poor.*
 - iii. *Students may engage in ‘risky behaviours’, such as drug use.*
2. Why are yoga and mindfulness considered such effective strategies? *These strategies have become popular as it works to decrease physiological markers. Mindfulness can improve resilience and yoga has been proven to improve grades and moods. Yoga has also been proven to improve self-image.*
3. Explain the need for better support of students who suffer from stress. *Adolescence is an important time to support students to better cope with stress so it is not carried into adulthood. Also, a range of studies show that yoga and mindfulness do work in reducing stress, so should be incorporated into school programs.*

TEXT 2: ‘How therapy dogs can help’

4. List three benefits of therapy dogs **at school**.
 - i. *Increase in school attendance*
 - ii. *Gains in confidence.*
 - iii. *Decreases in learner anxiety behaviours.*

or

 - iv. *Positive changes towards learning.*

or

 - v. *enhanced relationships with peers and teachers.*
5. Why is the human-animal bond so beneficial? *Can positively impact in many ways including reduces stress and increases attachment responses (feeling trust and love).*
6. Explain the challenges of having a therapy dog program at school. *Despite known benefits there are concerns about perceived risks such as sanitation (cleanliness) and dog temperament.*

TEXT 3 – Pie Chart: ‘Causes of Stress in Teens’

7. What are the major causes of stress for teenagers? *School work and parents are the major causes of stress, both at 23%.*
8. Explain some reasons for this. *Perhaps that this what most teenagers would have in common. And parents might also place stress on teenagers about school work, and all other areas.*