

EAL Framework Certificate II in EAL (Access)

EAL Framework

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Further unit information is available in the EAL Framework curriculum document:

[VIC EAL Framework \(education.vic.gov.au\)](http://education.vic.gov.au)

<p>Elements* covered describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p> <p>* AMEPOne units may not cover all the elements and performance criteria.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element — they identify the standard for the element. Assessment of performance is to be consistent with the evidence guide.</p>
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Certificate II in EAL (Access) (Core Unit) – My Story, My Settlement Goals/Certificate I in General Education for Adults

Develop learning goals [VU22358]

AMEPOne **Unit Title:** *Aisha goes to class*

AMEPOne **Level:** Level 4

In this unit, we meet Sarah, a teacher, and Aisha a student returning to English classes. Together they build a learning plan and learn about people who can support Aisha's learning journey.

Elements* covered	Performance criteria	In this AMEPOne unit Students will learn:
1. Identify learning goals	1.1 Identify own learning goals with guidance from appropriate support person/s 1.2 Identify current skills and knowledge 1.3 Compare current skills and knowledge with those needed to meet identified goals to identify any gaps	<ul style="list-style-type: none"> • to write your learning needs and goals • some barriers to learning • about people who can help you • what to write in a learning plan • ways to reduce barriers to learning
2. Plan and implement learning goals	2.1 Identify the features of a learning plan 2.2 Identify supporting resources that can assist in meeting goals	<ul style="list-style-type: none"> • why you need a review • what to review • what steps can be taken next

Certificate II in EAL (Access) (Core Unit)

Participate in simple conversations and transactions [VU22601]

AMEPOnline **Unit Title:** *Bamboo shoots and vine leaves*

AMEPOnline **Level:** Level 4

In this unit, we watch students Ivan and Xin have a conversation in a supermarket. Our teacher Christine, helps us to understand each of the different parts of a conversation and gives us some ideas on how we can have better conversations.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
1. Participate in simple conversations	2.3 Respond to and use openings and closings with familiar expressions in simple conversations 2.4 Respond to and offer invitations to participate or take a turn 2.5 Ask for and give information, explanations or opinions on familiar topics 2.6 Respond to and make requests for restatement, clarification and suggestion as required 2.7 Reflect on participation in casual conversation 2.8 Determine strategies required to improve performance	<ul style="list-style-type: none">• how to politely start and end a conversation• to understand and evaluate a conversation• the three parts of a conversation• to evaluate your speaking skills• how to continue a conversation• to understand body language and intonation• how to use body language and intonation• how to improve a conversation• to recognise positive body language• to recognise appropriate intonation

Certificate II in EAL (Access) (Core Unit)

Give and respond to simple spoken information and directions [VU22602]

AMEPOnline **Unit Title:** *Asad listens to his mother*

AMEPOnline **Level:** Level 4

In this unit, we meet Asad, a student. Asad has moved out of his family's home and does not know how to use the washing machine. He calls his mother Haweya, to ask her for her help.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
3. Give a set of simple spoken instructions or directions	3.1 Prepare to give simple spoken instructions or directions for a familiar process 3.2 Give instructions or directions clearly and coherently 3.3 Use visual aids or other supports as required 3.4 Repeat, re-state and clarify where needed	<ul style="list-style-type: none">• to understand spoken instructions• how to give instructions in the correct order• how to give instructions using sequence words• to politely ask someone to repeat instructions• to politely ask someone to explain instructions further• about imperative verbs• how to give instructions using imperative verbs

Certificate II in EAL (Access) (Core Unit)

Read and write simple personal communications and transactional texts [VU22603]

AMEPOnline **Unit Title:** *Amari gets a message*

AMEPOnline **Level:** Level 4

In this unit, we meet Amari, a student. Amari gets a message to attend a doctor's appointment. His teacher Christine helps him to understand the message. Amari also learns about emails.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
1. Read simple personal communications	1.1 Identify the context and purpose of simple personal communications 1.2 Locate specific conventions in communications 1.3 Identify important details or actions required	<ul style="list-style-type: none">to understand a text messageabout formal language in a text messageabout informal language in a text messageto write a text message using informal language
2. Write simple personal communications	2.1 Plan and draft simple personal communications 2.1 Use layout conventions and staging appropriate to the context and purpose	<ul style="list-style-type: none">to understand a formal emailto recognise formal language in an emailto write an email using formal language

Certificate II in EAL (Access) (Core Unit)

Read and write simple instructional and informational texts [VU22604]

AMEPOnline **Unit Title:** *Asad gets a job*

AMEPOnline **Level:** Level 4

In this unit, we meet Asad, a student. Asad finds a job ad online. Let's join him as he takes a closer look at his job description and learns about informational texts.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
3. Read simple information texts	3.1 Scan simple information text and identify the main ideas 3.2 Locate supporting information	<ul style="list-style-type: none">to read a job adto read a job descriptionto read a noticeto write a notice
4. Write a simple informational text	4.1 Confirm audience and purpose for the simple informational text 4.2 Plan and draft a simple information text 4.3 Select and order information 4.5 Proofread and correct final draft	<ul style="list-style-type: none">to use a mind mapto write information for a posterto check information for a poster

Certificate II in EAL (Access) (Core Unit)

Read and write simple descriptive and narrative texts [VU22605]

AMEPOnline **Unit Title:** *New Years Eve*

AMEPOnline **Level:** Level 4

In this unit, we meet Xin, a student. Xin reads his classmate Mai Lin's story about going to the zoo. He then works with his teacher Christine to plan and write his own story.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
3. Read simple narrative texts	3.1 Scan simple narrative text and identify the main ideas 3.2 Identify specific details 3.3 Note features of narrative text	<ul style="list-style-type: none">• to understand a narrative• about purpose and audience• about past tense• about adjectives and conjunctions: and, but, because
4. Write a simple narrative text	4.1 Confirm audience and topic for the simple narrative text 4.2 Plan and draft a simple narrative text 4.3 Select and order information	<ul style="list-style-type: none">• to write a narrative• to check your writing