

# EAL Framework Certificate I in EAL (Access)

# EAL Framework

## Certificate I in EAL (Access)

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

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

<p><b>Elements* covered</b> describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p> <p>* AMEPOnline units may not cover all the elements and performance criteria.</p>	<p><b>Performance criteria</b> 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>
---	--

### Certificate I in EAL (Access) (Core Unit) – My Story, My Settlement Goals

Plan language learning with support [VU22590]

AMEPOnline **Unit Title:** *Li Learns English*

AMEPOnline **Level:** Level 3

In this unit, we join Li, a student as he begins his English learning journey. Maria his teacher helps him to build his learning goals and a learning plan.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
1. Outline personal language learning needs	1.2 Identify language learning preferences 1.3 Identify language learning needs	<ul style="list-style-type: none"> <li>• to identify what you want to learn</li> <li>• to identify who can help you</li> <li>• to identify how you like to learn</li> <li>• the parts of a learning plan</li> <li>• what to write in a learning plan</li> <li>• questions to check your learning</li> <li>• about barriers to your learning</li> <li>• what steps to take next</li> </ul>

## Certificate I in EAL (Access) (Core Unit)

### Participate in short simple exchanges [VU22591]

AMEPOnline **Unit Title:** *Asad and Noora at work in the supermarket*

AMEPOnline **Level:** Level 3

In this unit, we join students Asad and Noora, as they begin working at a supermarket. They will learn about speaking politely to customs and ways of asking questions at work.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
2. Make and respond to simple requests or inquiries	2.1 Use polite language forms or expressions to initiate and respond to simple requests or inquiries 2.2 Use questions to make simple requests or inquire about goods and services 2.3 State need and give simple explanations 2.4 Use appropriate closings	<ul style="list-style-type: none"><li>to speak at work</li><li>to use polite language</li><li>to say hello and goodbye</li><li>to ask questions at work</li><li>to talk to a customer politely</li><li>to say goodbye</li></ul>

## Certificate I in EAL (Access) (Core Unit)

### Give and respond to short, simple spoken instructions and information [VU22592]

AMEPOnline **Unit Title:** *Follow instructions and directions*

AMEPOnline **Level:** Level 3

In this unit, Asad talks to his teacher Fai about instructions. Fai also teaches us about following and giving directions

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
1. Respond to a short, simple everyday spoken instructions or directions	1.1 Identify simple everyday spoken instructions and directions in a range of familiar contexts 1.2 Follow instructions or directions relating to movement and position	<ul style="list-style-type: none"><li>to follow instructions</li><li>to understand imperatives in instructions</li><li>to understand words that say to do or not to do something</li><li>to understand time order words in instructions</li><li>to follow directions</li><li>to understand imperatives in directions</li><li>to understand time order words in directions</li><li>to understand words that describe locations</li></ul>

## Certificate I in EAL (Access) (Core Unit)

### Read and write short simple messages and forms [VU22593]

AMEPOnline **Unit Title:** *I've got a message*

AMEPOnline **Level:** Level 3

In this unit, we meet Ana, a student. Ana often gets messages. Let's look at Ana's messages and learn about how to read and write them ourselves.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
1. Read short simple written messages for immediate everyday purposes	1.1 Identify the purpose of the short simple message 1.2 Identify the key information in the message 1.3 Locate familiar words or phrases	<ul style="list-style-type: none"><li>to choose reasons for messages</li><li>to find information in messages</li><li>to understand words in messages</li><li>how to write a message</li><li>how to check your writing</li></ul>
2. Write short simple messages for immediate personal and social purposes	2.1 Identify purpose for the short simple message 2.2 Select and use appropriate layout conventions 2.3 Convey information clearly in short sentences 2.4 Check writing and make revisions as needed	

## Certificate I in EAL (Access) (Core Unit)

### Read and write short, simple informational and instructional texts [VU22594]

AMEPOnline **Unit Title:** *Noora reads information and instructions*

AMEPOnline **Level:** Level 3

In this unit, we meet Noora, a student. We join Noora in her workplace and see how she uses information and instructions.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
1. Respond to a short, simple everyday spoken instructions or directions	1.1 Identify simple everyday spoken instructions and directions in a range of familiar contexts 1.2 Follow instructions or directions relating to movement and position	<ul style="list-style-type: none"><li>to follow instructions</li><li>to understand imperatives in instructions</li><li>to understand words that say to do or not to do something</li><li>to understand time order words in instructions</li><li>to follow directions</li><li>to understand imperatives in directions</li><li>to understand time order words in directions</li><li>to understand words that describe locations</li></ul>

## Certificate I in EAL (Access) (Core Unit)

### Read and write short simple descriptive and narrative texts [VU22595]

AMEPOnline **Unit Title:** *What is your story?*

AMEPOnline **Level:** Level 3

In this unit, we meet Alice, a student. Alice has written a story about how she met her husband. Let's read Alice's story and learn how to write your own story.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
1. Read short, simple narrative texts	1.1 Identify the topic and the main ideas in the short simple narrative text 1.2 Scan text for specific information 1.3 Identify narrative text features	<ul style="list-style-type: none"><li>• topics for stories</li><li>• to understand information in an introduction</li><li>• past and present tense</li><li>• meanings of words in a story</li><li>• adjectives</li><li>• joining words</li><li>• meanings of words in the conclusion</li><li>• the order that things happen in a story</li><li>• time order of words</li><li>• to plan your writing</li><li>• to use simple present and past tense words</li><li>• to use time order words</li><li>• to use joining words</li><li>• to check your writing</li></ul>
4. Write short, simple narrative texts	4.3 Convey narration clearly in short sentences	

## Certificate I in EAL (Access) (Elective Unit) – Stay Safe

### Locate health and medical information [VU22597]

AMEPOnline **Unit Title:** *Stay well*

AMEPOnline **Level:** Level 3

In this unit, we meet Fai, a student, and her teacher Christine. Fai is feeling unwell. She will learn about how and where to get help when you need health care and information. We also look at keeping safe at work and looking after our mental health.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
1. Locate information about common health conditions	1.1 Recognise common health conditions 1.2 Describe the symptoms associated with common illnesses, ailments and conditions 1.3 Recognise appropriate actions to take to manage common illnesses and injuries	<ul style="list-style-type: none"><li>• some common illnesses and symptoms</li><li>• how to read information on medicines</li><li>• how to keep a first aid kit</li><li>• about Triple Zero (000)</li><li>• some emergency words</li><li>• when to call Triple Zero (000)</li><li>• dangers at work</li><li>• how to set up a work station</li><li>• injuries that can happen at work</li><li>• about mental health</li><li>• how to find help</li><li>• how to stay healthy</li></ul>
3. Read information on common household medicines	3.2 Identify the information contained on labels and its importance	
4. Access information on medical support in the local area	4.1 Identify main types of medical support	

## Certificate I in EAL (Access) (Elective Unit) – Stay Safe/Certificate I in Mumgu-dhal tyama-tiyt

### Recognise and interpret safety signs and symbols [VU22099]

AMEPOnline **Unit Title:** *Stay Safe*

AMEPOnline **Level:** Level 1

In this unit, Fai teaches us about safety in the home, safety in the community, safety at work and safety online. She also teaches us about safety signs and symbols.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
1. Identify features of common safety signs and symbols	1.1 Identify common safety signs and symbols 1.2 Identify the purpose of common safety signs and symbols 1.3 Identify features of common safety signs and symbols	<ul style="list-style-type: none"> <li>• to stay safe in the kitchen</li> <li>• food safety</li> <li>• safety signs</li> <li>• to describe safety signs</li> <li>• water safety</li> <li>• signs for personal protective equipment (PPE)</li> <li>• signs for fire safety</li> <li>• workplace safety</li> <li>• what scams are</li> <li>• to be safe online</li> </ul>
2. Recognise common safety signs and symbols	2.1 Use navigation skills to recognise the type of signs and symbols 2.2 Use reading strategies to interpret common safety signs and symbols	

## Certificate I in EAL (Access) (Elective Unit)/Certificate I in Mumgu-dhal tyama-tiyt

### Use recipes to prepare food [VU22106]

AMEPOnline **Unit Title:** *Christine makes Anzac biscuits*

AMEPOnline **Level:** Level 3

In this unit, we meet Christine, a teacher. She is following a recipe and making Anzac biscuits with her students.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
1. Prepare to cook	1.1 Identify requirements and quantities 1.2 Check information on ingredients 1.3 Select required ingredients	<ul style="list-style-type: none"> <li>• ingredients and equipment in a recipe</li> <li>• short forms for ingredients and equipment</li> <li>• steps in a recipe</li> <li>• to follow steps in a recipe</li> <li>• to identify ingredients and equipment in steps</li> <li>• equipment in a recipe</li> <li>• wet and dry ingredients</li> <li>• to prepare before baking</li> <li>• to say the temperature</li> <li>• hygiene when cooking</li> <li>• to clean up after cooking</li> </ul>
2. Produce food	2.1 Follow required order of operations 2.2 Apply hygiene practices to food handling 2.4 Store food items appropriately	