

# TAX 101

## TAS Senior Curriculum English

### Tax 101 - Interactive: The Australian Taxation System

<b>Practical English Level 1</b>	<p><b>PART A: READING</b> Learners will read and respond to simple text. They will identify and demonstrate understanding of information from simple text, and respond. A wide range of simple text types typical of everyday adult settings, including the workplace, will be read. These may include:</p> <ul style="list-style-type: none"><li>• brochures, advertisements, catalogues</li></ul> <p><b>PART B: WRITING</b> Learners will write simple text for different audiences and purposes. They will use appropriate layout and format, correct spelling, punctuation and grammar. They will edit and finalise text. A wide range of simple text types typical of everyday adult settings, including the workplace, will be written. These may include:</p> <ul style="list-style-type: none"><li>• drafting posters, brochures, pamphlets.</li></ul>
<b>Essential Skills – Reading and Writing Level 2</b>	<p><b>PART A: READING</b> Learners will read, understand and discuss routine texts. They will identify the purpose of the text. A wide range of routine text types, typical of everyday adult settings including the workplace, will be read. Learners will:</p> <ul style="list-style-type: none"><li>• find and read information from a range of everyday sources both online and in hard copy</li><li>• read texts that are intended to explain, update, warn, forecast, instruct and request, describe, give direction</li><li>• recognise major text features</li></ul> <p><b>PART B: WRITING</b> Learners will write routine text for different audiences and purposes. They will demonstrate the necessary skills to write routine texts typical of everyday adult settings, including the workplace. Learners will:</p> <ul style="list-style-type: none"><li>• plan for writing by generating ideas, choosing topics, selecting information, making dot points</li><li>• select layout and structure, use sequencing of ideas, and ordering of content</li><li>• write drafts using selected text type modify content of drafts as a result of seeking and receiving feedback from teachers and/or supervisors</li><li>• write text for a purpose (such as to record something, provide information, summarise, give advice, express an opinion, make a request, give an instruction,</li><li>• proofread and edit written text, and check meaning is clear seek, listen to and accept feedback and advice, and amend written text as required finalise text for presentation to intended audience</li></ul>

English  
Applied  
Level 2

**STRAND TWO: Read and view for meaning and purpose**

Learners will:

- read and view widely for purpose and enjoyment, and to explore ideas and attitudes
- learn the ways in which purpose, context and audience influence content use language features including visual and aural cues
- identify the ways in which main ideas, values and supporting details are represented in individual, community and workplace texts.

**Description:** In this strand learners will engage with a range of written and visual texts to:

- summarise ideas and information presented in read and viewed texts

**STRAND THREE: Creating texts for individual, community and workplace audiences**

Learners will learn to:

- use appropriate processes such as drafting, revising, editing, proofreading and referencing in the creation of texts
- select text structures, language features and visual techniques to communicate and represent ideas and information.

**Description:** Learners learn:

- to summarise ideas and information presented in texts to understand how texts are structured to organise information, such as hyperlinks, chapter headings and indexes
- the use of appropriate language, content and mode for different purposes and audiences in everyday individual, community or workplace context
- to use strategies for planning, drafting and proofreading, and appropriate referencing.

# YOUR TAX

TAS Senior Curriculum  
English

## Your Tax - Activity 2: Working and paying tax

### Practical English Level 1

#### **PART A: READING**

Learners will read and respond to simple text. They will identify and demonstrate understanding of information from simple text, and respond. A wide range of simple text types typical of everyday adult settings, including the workplace, will be read. These may include:

- brochures, advertisements, catalogues
- salary scales and payslips

#### **PART B: WRITING**

Learners will write simple text for different audiences and purposes. They will use appropriate layout and format, correct spelling, punctuation and grammar. They will edit and finalise text. A wide range of simple text types typical of everyday adult settings, including the workplace, will be written. These may include:

- filling in forms, questionnaires, surveys
- drafting posters, brochures, pamphlets.

### Essential Skills – Reading and Writing Level 2

#### **PART A: READING**

Learners will read, understand and discuss routine texts. They will identify the purpose of the text. A wide range of routine text types, typical of everyday adult settings including the workplace, will be read.

Learners will:

- find and read information from a range of everyday sources both online and in hard copy
- read texts that are intended to explain, update, warn, forecast, instruct and request, describe, give direction
- recognise major text features
- participate in and contribute to discussions with individuals and small groups about what has been read to confirm their understanding and share their interpretations of routine texts express their opinions and personal point of view in response to reading routine texts.

#### **PART B: WRITING**

Learners will write routine text for different audiences and purposes. They will demonstrate the necessary skills to write routine texts typical of everyday adult settings, including the workplace. Learners will:

- plan for writing by generating ideas, choosing topics, selecting information, making dot points
- select layout and structure, use sequencing of ideas, and ordering of content
- write drafts using selected text type modify content of drafts as a result of seeking and receiving feedback from teachers and/or supervisors
- write text for reading by peers, teachers, members of a team, clients, customers, supervisors or employers
- write text for a purpose (such as to record something, provide information, summarise, give advice, express an opinion, make a request, give an instruction,
- complete formatted texts such as online job applications, accident/incident reports, formatted job reports
- proofread and edit written text, and check meaning is clear seek, listen to and accept feedback and advice, and amend written text as required finalise text for presentation to intended audience

**(continued from previous page) Your Tax - Activity 2: Working and paying tax**

<b>English Applied Level 2</b>	<p><b>STRAND TWO:</b> Read and view for meaning and purpose Learners will:</p> <ul style="list-style-type: none"><li>• read and view widely for purpose and enjoyment, and to explore ideas and attitudes</li><li>• learn the ways in which purpose, context and audience influence content use language features including visual and aural cues</li><li>• identify the ways in which main ideas, values and supporting details are represented in individual, community and workplace texts.</li></ul> <p>Description: In this strand learners will engage with a range of written and visual texts to:</p> <ul style="list-style-type: none"><li>• summarise ideas and information presented in read and viewed texts</li></ul> <p><b>STRAND THREE:</b> Creating texts for individual, community and workplace audiences Learners will learn to:</p> <ul style="list-style-type: none"><li>• use appropriate processes such as drafting, revising, editing, proofreading and referencing in the creation of texts</li><li>• select text structures, language features and visual techniques to communicate and represent ideas and information.</li></ul> <p>Description: Learners learn:</p> <ul style="list-style-type: none"><li>• to summarise ideas and information presented in texts to understand how texts are structured to organise information, such as hyperlinks, chapter headings and indexes</li><li>• to use organisational strategies (e.g. graphic organisers – refer to list)</li><li>• the use of appropriate language, content and mode for different purposes and audiences in everyday individual, community or workplace context</li><li>• to use strategies for planning, drafting and proofreading, and appropriate referencing.</li></ul>
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**Your Tax - Activity 3: Completing your tax return**

<b>Practical English Level 1</b>	<p><b>PART A: READING</b> Learners will read and respond to simple text. They will identify and demonstrate understanding of information from simple text, and respond. A wide range of simple text types typical of everyday adult settings, including the workplace, will be read. These may include:</p> <ul style="list-style-type: none"><li>• pay advices, salary scales and payslips</li><li>• abbreviations and specific language appropriate to a workplace.</li></ul> <p><b>PART B: WRITING</b> Learners will write simple text for different audiences and purposes. They will use appropriate layout and format, correct spelling, punctuation and grammar. They will edit and finalise text. A wide range of simple text types typical of everyday adult settings, including the workplace, will be written. These may include:</p> <ul style="list-style-type: none"><li>• filling in forms, questionnaires, surveys</li></ul>
<b>Essential Skills – Reading and Writing Level 2</b>	<p><b>PART A: READING</b> Learners will read, understand and discuss routine texts. They will identify the purpose of the text. A wide range of routine text types, typical of everyday adult settings including the workplace, will be read. Learners will:</p> <ul style="list-style-type: none"><li>• find and read information from a range of everyday sources both online and in hard copy</li><li>• recognise and understand common vocabulary, specific technical terms/terminology, abbreviations, acronyms, terminology</li></ul> <p><b>PART B: WRITING</b> Learners will write routine text for different audiences and purposes. They will demonstrate the necessary skills to write routine texts typical of everyday adult settings, including the workplace. Learners will:</p> <ul style="list-style-type: none"><li>• complete formatted texts such as online job applications, accident/incident reports, formatted job reports</li></ul>

## Your Tax - Activity 6: Fixing a tax problem

<p><b>Practical English Level 1</b></p>	<p><b>PART A: READING</b> - Learners will read and respond to simple text. They will identify and demonstrate understanding of information from simple text, and respond. A wide range of simple text types typical of everyday adult settings, including the workplace, will be read. These may include:</p> <ul style="list-style-type: none"> <li>• phone book, white pages, yellow pages, websites, web addresses, electronic search engines</li> </ul> <p><b>PART B: WRITING</b> - Learners will write simple text for different audiences and purposes. They will use appropriate layout and format, correct spelling, punctuation and grammar. They will edit and finalise text. A wide range of simple text types typical of everyday adult settings, including the workplace, will be written. These may include:</p> <ul style="list-style-type: none"> <li>• drafting posters, brochures, pamphlets</li> </ul>
<p><b>Essential Skills – Reading and Writing Level 2</b></p>	<p><b>PART A: READING</b> - Learners will read, understand and discuss routine texts. They will identify the purpose of the text. A wide range of routine text types, typical of everyday adult settings including the workplace, will be read. Learners will:</p> <ul style="list-style-type: none"> <li>• find and read information from a range of everyday sources both online and in hard copy</li> <li>• participate in and contribute to discussions with individuals and small groups about what has been read to confirm their understanding and share their interpretations of routine texts express their opinions and personal point of view in response to reading routine texts.</li> </ul> <p><b>PART B: WRITING</b> - Learners will write routine text for different audiences and purposes. They will demonstrate the necessary skills to write routine texts typical of everyday adult settings, including the workplace. Learners will:</p> <ul style="list-style-type: none"> <li>• plan for writing by generating ideas, choosing topics, selecting information, making dot points select layout and structure, use sequencing of ideas, and ordering of content</li> <li>• write drafts using selected text type</li> <li>• write text for reading by peers, teachers, members of a team, clients, customers, supervisors or employers</li> <li>• write text for a purpose (such as to record something, provide information, summarise, give advice, express an opinion, make a request, give an instruction, create a piece of original writing</li> <li>• produce legible handwritten and word processed text, with reasonable accuracy</li> <li>• finalise text for presentation to intended audience</li> <li>• talk about their written text and be able to explain its content and intent</li> <li>• participate in and contribute to discussions with peers, teachers and supervisors about what has been written.</li> </ul>
<p><b>English Applied Level 2</b></p>	<p><b>STRAND TWO:</b> Read and view for meaning and purpose; Learners will:</p> <ul style="list-style-type: none"> <li>• learn the ways in which purpose, context and audience influence content</li> <li>• use language features including visual and aural cues to identify main ideas, supporting arguments and evidence</li> <li>• identify the ways in which main ideas, values and supporting details are represented in individual, community and workplace texts.</li> </ul> <p><b>Description:</b> In this strand learners will engage with a range of written and visual texts to:</p> <ul style="list-style-type: none"> <li>• summarise ideas and information presented in read and viewed texts</li> <li>• question texts to draw conclusions.</li> </ul> <p><b>STRAND THREE:</b> Creating texts for individual, community and workplace audiences; Learners will:</p> <ul style="list-style-type: none"> <li>• learn to write in a range of different forms for different purposes and audiences</li> <li>• select text structures, language features and visual techniques to communicate and represent ideas and information.</li> </ul> <p><b>Description:</b> In this strand learners will apply their learning from engagement with texts written by others, and use this learning to inform the creation of their own texts and develop their skills as a writer. Learners learn:</p> <ul style="list-style-type: none"> <li>• to understand how texts are structured to organise information, such as hyperlinks, chapter headings and indexes</li> <li>• the use of appropriate language, content and mode for different purposes and audiences in everyday individual, community or workplace contexts</li> </ul>

## Your Tax - Interactive: Tax and you

<p><b>Practical English Level 1</b></p>	<p><b>PART A: READING</b> Learners will read and respond to simple text. They will identify and demonstrate understanding of information from simple text, and respond. A wide range of simple text types typical of everyday adult settings, including the workplace, will be read. These may include:</p> <ul style="list-style-type: none"> <li>• phone book, white pages, yellow pages, websites, web addresses, electronic search engines</li> </ul> <p><b>PART B: WRITING</b> Learners will write simple text for different audiences and purposes. They will use appropriate layout and format, correct spelling, punctuation and grammar. They will edit and finalise text. A wide range of simple text types typical of everyday adult settings, including the workplace, will be written. These may include:</p> <ul style="list-style-type: none"> <li>• drafting posters, brochures, pamphlets.</li> </ul>
<p><b>Essential Skills – Reading and Writing Level 2</b></p>	<p><b>PART A: READING</b> Learners will read, understand and discuss routine texts. They will identify the purpose of the text. A wide range of routine text types, typical of everyday adult settings including the workplace, will be read. Learners will:</p> <ul style="list-style-type: none"> <li>• find and read information from a range of everyday sources both online and in hard copy</li> <li>• participate in and contribute to discussions with individuals and small groups about what has been read to confirm their understanding and share their interpretations of routine texts express their opinions and personal point of view in response to reading routine texts.</li> </ul> <p><b>PART B: WRITING</b> Learners will write routine text for different audiences and purposes. They will demonstrate the necessary skills to write routine texts typical of everyday adult settings, including the workplace. Learners will:</p> <ul style="list-style-type: none"> <li>• plan for writing by generating ideas, choosing topics, selecting information, making dot points select layout and structure, use sequencing of ideas, and ordering of content</li> <li>• write drafts using selected text type</li> <li>• write text for a purpose (such as to record something, provide information, summarise, give advice, express an opinion, make a request, give an instruction, create a piece of original writing)</li> </ul>
<p><b>English Applied Level 2</b></p>	<p><b>STRAND TWO: Read and view for meaning and purpose; Learners will:</b></p> <ul style="list-style-type: none"> <li>• learn the ways in which purpose, context and audience influence content</li> <li>• use language features including visual and aural cues to identify main ideas, supporting arguments and evidence</li> <li>• identify the ways in which main ideas, values and supporting details are represented in individual, community and workplace texts.</li> </ul> <p><b>Description:</b> In this strand learners will engage with a range of written and visual texts to:</p> <ul style="list-style-type: none"> <li>• summarise ideas and information presented in read and viewed texts</li> </ul> <p><b>STRAND THREE: Creating texts for individual, community and workplace audiences; Learners will:</b></p> <ul style="list-style-type: none"> <li>• learn to write in a range of different forms for different purposes and audiences</li> <li>• select text structures, language features and visual techniques to communicate and represent ideas and information.</li> </ul> <p><b>Description:</b> In this strand learners will apply their learning from engagement with texts written by others, and use this learning to inform the creation of their own texts and develop their skills as a writer. Learners learn:</p> <ul style="list-style-type: none"> <li>• to understand how texts are structured to organise information, such as hyperlinks, chapter headings and indexes</li> <li>• the use of appropriate language, content and mode for different purposes and audiences in everyday individual, community or workplace contexts</li> </ul>

# BUSINESS TAX

TAS Senior Curriculum  
English

## Business Tax - Activity 3: Running a business: Tax obligations

<b>Practical English Level 1</b>	<p><b>PART A: READING</b> Learners will read and respond to simple text. They will identify and demonstrate understanding of information from simple text, and respond. A wide range of simple text types typical of everyday adult settings, including the workplace, will be read. These may include:</p> <ul style="list-style-type: none"><li>• simple documents with terminology, abbreviations and specific language appropriate to a workplace.</li></ul> <p><b>PART B: WRITING</b> Learners will write simple text for different audiences and purposes. They will use appropriate layout and format, correct spelling, punctuation and grammar. They will edit and finalise text. A wide range of simple text types typical of everyday adult settings, including the workplace, will be written. These may include:</p> <ul style="list-style-type: none"><li>• making notes, messages, short letters, simple emails and SMSs</li><li>• filling in forms, questionnaires, surveys</li></ul>
<b>Essential Skills – Reading and Writing Level 2</b>	<p><b>PART A: READING</b> Learners will read, understand and discuss routine texts. They will identify the purpose of the text. A wide range of routine text types, typical of everyday adult settings including the workplace, will be read. Learners will:</p> <ul style="list-style-type: none"><li>• recognise and understand common vocabulary, specific technical terms/terminology, abbreviations, acronyms, terminology</li><li>• recognise what is formal or informal text, and what is fact or opinion</li><li>• read and demonstrate understanding of the content of text (such as following instructions, applying information in trade manuals, replying to requests)</li></ul> <p><b>PART B: WRITING</b> Learners will write routine text for different audiences and purposes. They will demonstrate the necessary skills to write routine texts typical of everyday adult settings, including the workplace. Learners will:</p> <ul style="list-style-type: none"><li>• plan for writing by generating ideas, choosing topics, selecting information, making dot points select layout and structure, use sequencing of ideas, and ordering of content</li><li>• write drafts using selected text type</li><li>• write text for reading by peers, teachers, members of a team, clients, customers, supervisors or employers</li><li>• write text for a purpose (such as to record something, provide information, summarise, give advice, express an opinion, make a request, give an instruction, create a piece of original writing)</li><li>• write emails, letters, reports, comments, short articles, descriptions and reviews</li><li>• complete formatted texts such as online job applications, accident/incident reports, formatted job reports</li><li>• use special terms, technical terms and acronyms where appropriate</li><li>• produce legible handwritten and word processed text, with reasonable accuracy</li></ul>

**(continued from previous page) Business Tax - Activity 3: Running a business: Tax obligations**

<b>English Applied Level 2</b>	<p><b>STRAND TWO:</b> Read and view for meaning and purpose Focus: engagement with a wide variety of written and visual texts with an individual, community and workplace focus; Learners will:</p> <ul style="list-style-type: none"> <li>learn the ways in which purpose, context and audience influence content</li> </ul> <p><b>Description:</b> In this strand learners will engage with a range of written and visual texts to:</p> <ul style="list-style-type: none"> <li>summarise ideas and information presented in read and viewed texts</li> </ul> <p><b>STRAND THREE:</b> Creating texts for individual, community and workplace audiences Learners will:</p> <ul style="list-style-type: none"> <li>learn to select text structures, language features and visual techniques to communicate and represent ideas and information.</li> </ul> <p><b>Description:</b> In this strand learners will apply their learning from engagement with texts written by others, and use this learning to inform the creation of their own texts and develop their skills as a writer. Learners learn:</p> <ul style="list-style-type: none"> <li>to summarise ideas and information presented in texts</li> <li>to understand how texts are structured to organise information, such as hyperlinks, chapter headings and indexes</li> <li>the use of appropriate language, content and mode for different purposes and audiences in everyday individual, community or workplace contexts</li> </ul>
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**Business Tax - Activity 6: How is business tax collected?**

<b>Practical English Level 1</b>	<p><b>PART B: WRITING</b></p> <p>Learners will write simple text for different audiences and purposes. They will use appropriate layout and format, correct spelling, punctuation and grammar. They will edit and finalise text. A wide range of simple text types typical of everyday adult settings, including the workplace, will be written. These may include:</p> <ul style="list-style-type: none"> <li>making notes, messages, short letters, simple emails and SMSs</li> <li>filling in forms, questionnaires, surveys</li> </ul>
<b>Essential Skills – Reading and Writing Level 2</b>	<p><b>PART B: WRITING</b></p> <p>Learners will write routine text for different audiences and purposes. They will demonstrate the necessary skills to write routine texts typical of everyday adult settings, including the workplace. Learners will:</p> <ul style="list-style-type: none"> <li>write drafts using selected text type</li> <li>write text for reading by peers, teachers, members of a team, clients, customers, supervisors or employers</li> <li>write text for a purpose (such as to record something, provide information, summarise, give advice, express an opinion, make a request, give an instruction, create a piece of original writing)</li> <li>write emails, letters, reports, comments, short articles, descriptions and reviews</li> <li>complete formatted texts such as online job applications, accident/incident reports, formatted job reports</li> <li>produce legible handwritten and word processed text, with reasonable accuracy</li> </ul>
<b>English Applied Level 2</b>	<p><b>STRAND THREE:</b> Creating texts for individual, community and workplace audiences; Learners will:</p> <ul style="list-style-type: none"> <li>learn to write in a range of different forms for different purposes and audiences</li> <li>learn to select text structures, language features and visual techniques to communicate and represent ideas and information.</li> </ul> <p><b>Description:</b> In this strand learners will apply their learning from engagement with texts written by others, and use this learning to inform the creation of their own texts and develop their skills as a writer. Learners learn:</p> <ul style="list-style-type: none"> <li>to summarise ideas and information presented in texts</li> <li>to collect and process information</li> <li>the use of appropriate language, content and mode for different purposes and audiences in everyday individual, community or workplace contexts</li> </ul>



### Super - Activity 1: What is superannuation?

<p><b>Essential Skills – Reading and Writing Level 2</b></p>	<p><b>PART A: READING</b> Learners will read, understand and discuss routine texts. They will identify the purpose of the text. A wide range of routine text types, typical of everyday adult settings including the workplace, will be read. Learners will:</p> <ul style="list-style-type: none"> <li>• read to find relevant information by: reading ahead, highlighting, making notes, applying previous knowledge, recognising fact or opinion, using context to inform reading of unfamiliar text, and using dictionaries/web searches to clarify the meaning of text</li> <li>• read and demonstrate understanding of the content of text (such as following instructions, applying information in trade manuals, replying to requests)</li> </ul> <p><b>PART B: WRITING</b> Learners will write routine text for different audiences and purposes. They will demonstrate the necessary skills to write routine texts typical of everyday adult settings, including the workplace. Learners will:</p> <ul style="list-style-type: none"> <li>• write text for reading by peers, teachers, members of a team, clients, customers, supervisors or employers</li> <li>• write text for a purpose (such as to record something, provide information, summarise, give advice, express an opinion, make a request, give an instruction, create a piece of original writing)</li> </ul>
<p><b>English Applied Level 2</b></p>	<p><b>STRAND TWO:</b> Read and view for meaning and purpose Learners will:</p> <ul style="list-style-type: none"> <li>• learn the ways in which purpose, context and audience influence content</li> <li>• use language features including visual and aural cues to identify main ideas, supporting arguments and evidence</li> </ul> <p><b>Description:</b> In this strand learners will engage with a range of written and visual texts to:</p> <ul style="list-style-type: none"> <li>• summarise ideas and information presented in read and viewed texts</li> <li>• question texts to draw conclusions.</li> </ul> <p><b>STRAND THREE:</b> Creating texts for individual, community and workplace audiences Learners will:</p> <ul style="list-style-type: none"> <li>• learn to write in a range of different forms for different purposes and audiences</li> <li>• learn to select text structures, language features and visual techniques to communicate and represent ideas and information.</li> </ul> <p><b>Description:</b> In this strand learners will apply their learning from engagement with texts written by others, and use this learning to inform the creation of their own texts and develop their skills as a writer. Learners learn:</p> <ul style="list-style-type: none"> <li>• to summarise ideas and information presented in texts</li> <li>• to collect and process information</li> <li>• the use of persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts</li> </ul>

**Super - Activity 3: What do I need to do about super?**

<p><b>Practical English Level 1</b></p>	<p><b>PART A: READING</b> Learners will read and respond to simple text. They will identify and demonstrate understanding of information from simple text, and respond. A wide range of simple text types typical of everyday adult settings, including the workplace, will be read. These may include:</p> <ul style="list-style-type: none"> <li>• simple documents with terminology, abbreviations and specific language appropriate to a workplace</li> </ul> <p><b>PART B: WRITING</b> Learners will write simple text for different audiences and purposes. They will use appropriate layout and format, correct spelling, punctuation and grammar. They will edit and finalise text. A wide range of simple text types typical of everyday adult settings, including the workplace, will be written. These may include:</p> <ul style="list-style-type: none"> <li>• making notes, messages, short letters, simple emails and SMSs</li> </ul>
<p><b>Essential Skills – Reading and Writing Level 2</b></p>	<p><b>PART A: READING</b> Learners will read, understand and discuss routine texts. They will identify the purpose of the text. A wide range of routine text types, typical of everyday adult settings including the workplace, will be read. Learners will:</p> <ul style="list-style-type: none"> <li>• find and read information from a range of everyday sources both online and in hard copy</li> <li>• read to find relevant information by skimming, scanning, using paragraphs and sections, and using hyperlinks to find key information</li> <li>• recognise and understand common vocabulary, specific technical terms/terminology, abbreviations, acronyms, terminology</li> </ul> <p><b>PART B: WRITING</b> Learners will write routine text for different audiences and purposes. They will demonstrate the necessary skills to write routine texts typical of everyday adult settings, including the workplace. Learners will:</p> <ul style="list-style-type: none"> <li>• plan for writing by generating ideas, choosing topics, selecting information, making dot points select layout and structure, use sequencing of ideas, and ordering of content</li> <li>• write drafts using selected text type</li> <li>• write text for a purpose (such as to record something, provide information, summarise, give advice, express an opinion, make a request, give an instruction, create a piece of original writing</li> <li>• produce legible handwritten and word processed text, with reasonable accuracy</li> </ul>
<p><b>English Applied Level 2</b></p>	<p><b>STRAND TWO:</b> Read and view for meaning and purpose; Learners will:</p> <ul style="list-style-type: none"> <li>• use language features including visual and aural cues to identify main ideas, supporting arguments and evidence</li> </ul> <p><b>Description:</b> In this strand learners will engage with a range of written and visual texts to:</p> <ul style="list-style-type: none"> <li>• summarise ideas and information presented in read and viewed texts</li> </ul> <p><b>STRAND THREE:</b> Creating texts for individual, community and workplace audiences; Learners will:</p> <ul style="list-style-type: none"> <li>• learn to select text structures, language features and visual techniques to communicate and represent ideas and information.</li> </ul> <p><b>Description:</b> In this strand learners will apply their learning from engagement with texts written by others, and use this learning to inform the creation of their own texts and develop their skills as a writer. Learners learn:</p> <ul style="list-style-type: none"> <li>• to summarise ideas and information presented in texts</li> <li>• to collect and process information</li> <li>• the use of appropriate language, content and mode for different purposes and audiences in everyday individual, community or workplace contexts</li> </ul>

**Super - Activity 5: Super, the ATO and you**

<p><b>Practical English Level 1</b></p>	<p><b>PART A: READING</b> Learners will read and respond to simple text. They will identify and demonstrate understanding of information from simple text, and respond. A wide range of simple text types typical of everyday adult settings, including the workplace, will be read. These may include:</p> <ul style="list-style-type: none"> <li>• phone book, white pages, yellow pages, websites, web addresses, electronic search engines</li> <li>• brochures, advertisements, catalogues</li> </ul> <p><b>PART B: WRITING</b> Learners will write simple text for different audiences and purposes. They will use appropriate layout and format, correct spelling, punctuation and grammar. They will edit and finalise text. A wide range of simple text types typical of everyday adult settings, including the workplace, will be written. These may include: drafting posters, brochures, pamphlets.</p>
<p><b>Essential Skills – Reading and Writing Level 2</b></p>	<p><b>PART A: READING</b> Learners will read, understand and discuss routine texts. They will identify the purpose of the text. A wide range of routine text types, typical of everyday adult settings including the workplace, will be read. Learners will:</p> <ul style="list-style-type: none"> <li>• find and read information from a range of everyday sources both online and in hard copy</li> <li>• read to find relevant information by skimming, scanning, using paragraphs and sections, and using hyperlinks to find key information</li> <li>• recognise and understand common vocabulary, specific technical terms/terminology, abbreviations, acronyms, terminology</li> <li>• recognise what is formal or informal text, and what is fact or opinion</li> </ul> <p><b>PART B: WRITING</b> Learners will write routine text for different audiences and purposes. They will demonstrate the necessary skills to write routine texts typical of everyday adult settings, including the workplace. Learners will:</p> <ul style="list-style-type: none"> <li>• plan for writing by generating ideas, choosing topics, selecting information, making dot points select layout and structure, use sequencing of ideas, and ordering of content</li> <li>• write drafts using selected text type</li> <li>• write text for a purpose (such as to record something, provide information, summarise, give advice, express an opinion, make a request, give an instruction, create a piece of original writing)</li> <li>• produce legible handwritten and word processed text, with reasonable accuracy</li> </ul>
<p><b>English Applied Level 2</b></p>	<p><b>STRAND TWO: Read and view for meaning and purpose; Learners will:</b></p> <ul style="list-style-type: none"> <li>• use language features including visual and aural cues to identify main ideas, supporting arguments and evidence</li> <li>• identify the ways in which main ideas, values and supporting details are represented in individual, community and workplace texts.</li> </ul> <p><b>Description:</b> In this strand learners will engage with a range of written and visual texts to:</p> <ul style="list-style-type: none"> <li>• summarise ideas and information presented in read and viewed texts</li> </ul> <p><b>STRAND THREE: Creating texts for individual, community and workplace audiences Learners will:</b></p> <ul style="list-style-type: none"> <li>• learn to select text structures, language features and visual techniques to communicate and represent ideas and information.</li> </ul> <p><b>Description:</b> In this strand learners will apply their learning from engagement with texts written by others, and use this learning to inform the creation of their own texts and develop their skills as a writer. Learners learn:</p> <ul style="list-style-type: none"> <li>• to summarise ideas and information presented in texts</li> <li>• to collect and process information</li> <li>• the use of appropriate language, content and mode for different purposes and audiences in everyday individual, community or workplace contexts</li> <li>• the use of persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts</li> </ul>