



Intensive English Centre
Class Course Planner
Term 2 – 2026
EAL English Unit - Biography

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: *Beginners*

Teacher: *Samara Falcao*

| Week | Curriculum Intent | Assessments x3 | Feedback x 3 |
|-------|---|--|---|
| Wk 1 | Building field knowledge – Orientation of the unit - Understand and sequence - Text: Retelling and sequencing - Generic structure – Orientation - Introduce the subject and explain why the person is noteworthy | | Course Planner Assessment and expectations |
| Wk 2 | Building field knowledge - Understand and sequence biographical text - Text: teacher’s made exemplar biographies about people they know - Retelling and sequencing - Life events in chronological order (family, childhood, education, career and key achievements - major events in life) - Summary – Reaffirm the person importance and contribution to society | | Ongoing feedback |
| Wk 3 | Deconstruction of the text - Modelled writing (I do) - Focus: early life and personal information | Reading and comprehending a biography | Ongoing feedback |
| Wk 4 | Deconstruction of the text - Modelled writing (I do) - Focus: adult life and routine | Reading and comprehending a biography | |
| Wk 5 | Deconstruction of the text - Modelled writing (I do) - Focus: future aspirations and/or death and late life | Reading and comprehending a biography | Unit work check in |
| Wk 6 | Joint construction of text (We do) - Modelled writing (I do) - Focus: early life and personal information | Writing a biography | Ongoing feedback |
| Wk 7 | Joint construction of text (We do) - Modelled writing (I do) - Focus: adult life, routine, and future aspirations | Writing a biography | |
| Wk 8 | Independent construction of text (assessment) (You do) - Proofreading - Editing - Conferencing/Publishing | Writing a biography | Writing conferencing |
| Wk 9 | Assessment – presentation (You do) - Proofreading - Typing it online - Immersive reader | EAL Bandscales – Writing Presentation Written piece | |
| Wk 10 | - Consolidation of biographies | Moderation of writing based on the EAL Bandscale levels | |



Intensive English Centre
EAL English Grammar
Class Course Planner
Term 2, 2026

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 4037 5222

www.trinitybayshs.eq.edu.au

Class: Beginners Grammar

Teacher/s: Samara Falcao

| Week | Curriculum Intent | Assessment x 3 | Feedback x 3 |
|----------|--|----------------|------------------------|
| T2 Wk1 | Course preparation and orientation – course planner, rules and expectations Sentence structure <ul style="list-style-type: none"> • simple sentences • compound sentences | | Course Planner |
| T2 Wk2 | Pronouns <ul style="list-style-type: none"> • subject • object • possessive | | |
| T2 Wk3 | Prepositions <ul style="list-style-type: none"> • time • place | Quiz | Quiz feedback |
| T2 Wk4 | Noun groups <ul style="list-style-type: none"> • adjectives + noun | | |
| T2 Wk5 | Past tense <ul style="list-style-type: none"> • irregular verbs • regular verbs | | |
| T2 Wk6 | Past passive <ul style="list-style-type: none"> • be + past participle verb | Quiz | Quiz feedback |
| T2 Wk7 | Term review | | |
| T2 Wk8 | Term review | Quiz | Quiz feedback |
| T2 Wk9 | Assessment (exam) | Assessment | |
| T2 Wk 10 | Consolidation review | | Assessment feedback |



Intensive English Centre
EAL Mathematics
Class Course Planner
Term 2, 2026

Trinity Bay SHS

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Class: Beginners Mathematics

Teacher/s: Samara Falcao

| Week | Curriculum Intent | Assessment x 3 | Feedback x 3 |
|-------------|--|---|---------------------|
| Wk 1 | Number and sequences Recognise, model, represent and order numbers to 10 Learn Addition strategies to 1 digit | Mini whiteboards- checking for understanding | |
| Wk 2 | Number and sequences Recognise, model, represent and order numbers to at least 20 Learn and practice Addition strategies to 2 digits | | |
| Wk 3 | Number and place value Recognise, model, represent and order numbers to at least 100 Learn Addition strategies to 3 digits including regrouping and trading. | Mini whiteboards- checking for understanding | Ongoing feedback |
| Wk 4 | Number and place value Recognise, model, represent and order numbers to at least 1 000 Recall Addition and Subtraction strategies to 3 digits including regrouping and trading. | Addition and subtraction mini tests- timed | |
| Wk 5 | Number and place value Represent and solve problems involving addition and subtraction using efficient mental and written strategies and appropriate digital technologies (ACMNA057). | | |
| Wk 6 | Number and place value Learn and identify ones, tens, hundreds, and thousands, in various different formats | Booklet exercises | |
| Wk 7 | Number and place value Recall addition facts for single-digit addition and related subtraction facts to develop efficient mental strategies for computation (ACMNA 055). <u>Add</u> single and multi-digit numbers. | | |
| Wk 8 | Number and place value Learn and identify round numbers, being able to estimate calculations. | | |
| Wk 9 | Revision for Exam Exam | | |
| Wk 10 | Review of Term/ Revision of Exam | | |



Class Course Planner – 2026
Semester 1, Term 2
English (Unit work- Biography)

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 4037 5222

www.trinitybayshs.eq.edu.au

Class: Intermediate/ Pre-mainstream, Intensive English Centre
 Teacher/s: Astri Baker

| Week | Curriculum Intent | Assessment | Feedback x 3 |
|------|--|---|--|
| 1 | <p>Building field knowledge – Orientation of the unit Reading, comprehending, retelling and sequencing Explore the purpose and structure of biographies Orientation – introduce the subject and explain why they are noteworthy Life events in chronological order: family, childhood, education, career, key achievements, major events in life Summary – reaffirm the person importance and contribution to society</p> | | <p>Course Planner Assessment and expectations</p> |
| 2 | <p>Building field knowledge – Orientation of the unit As above plus language features of biographies</p> | | Ongoing feedback |
| 3 | <p>Joint example Creating questions, conducting recorded interviews, asking questions, listening, maintaining conversation. Listening to recording, changing into third person, notetaking, summarising, categorising information into structure of a biography.</p> | | Ongoing feedback |
| 4 | <p>Joint construction (We do) Write the biography using notes and structure.</p> | | |
| 5 | <p>Joint construction continued, Writing and editing Checking structure, checking language features</p> | | |
| 6 | <p>Planning for assessment (independent biographies) In pairs: Conducting interviews of subjects, listening, maintaining conversation, listening again and clarifying information, notes in third person, fill graphic organiser, prioritise information.</p> | | Ongoing feedback |
| 7 | <p>Independent construction (for assessment) You do Individually: Write the first draft of biography using structure and text features</p> | Assessment Task 1- Write a biography | Check in (Teachers meet regarding student progress) |
| 8 | <p>Learning about elements of editing Independent construction (You do) Editing and proofreading Conferencing Submit for feedback</p> | | Writing conferencing |
| 9 | <p>Assessment – presentation (You do) Incorporate feedback Final edit Publish and present to peers</p> | EAL Bandscales – Presentation (speaking) Writing | |
| 10 | Consolidation of Biographies | | Moderation with EAL Bandscales |



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Term 2, 2026**

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Class: EAL Grammar – Intermediate and Pre-Mainstream aligned to Biography unit

Teacher/s: Astri Baker

| Week | Curriculum Intent | Assessment x 3 | Feedback x 3 |
|------|---|-------------------|-----------------------|
| 1 | <p>Subject–Verb Agreement (when switching between past and present)</p> <p>Past Tenses</p> <p>Simple past for life events (regular and irregular verbs)</p> <p>Past continuous for background events</p> <p>Present perfect for life experiences up to now</p> | | Course Planner |
| 2 | <p>Tense continued Including - Past passive (be + past participle verb)</p> | | |
| 3 | <p>Pronouns and clear references</p> <p>subject</p> <p>object</p> <p>possessive (reflexive)</p> <p>consistent use of he/she/they</p> <p>Avoiding unclear “he/he” or “she/she” references</p> | | |
| 4 | <p>Articles (a/an/the)</p> <p>Focus on the most common biography errors:</p> <p>a (job/profession)</p> <p>the (award/achievement)</p> | | |
| 5 | <p>Time Expressions (& to reinforce chronological order) in 2005, at age 10, later, after that, eventually</p> <p>Common Complex Sentence Structures</p> <p>Time clauses</p> <ul style="list-style-type: none"> when, after, before, as, until | | |
| 6 | <p>Complex Sentences.</p> <p>Reason clauses</p> <ul style="list-style-type: none"> because, as <p>Contrast clauses</p> <ul style="list-style-type: none"> although, even though | | |

| | | | |
|----|---|------|----------------------|
| | Relative clauses <ul style="list-style-type: none"> • 'who' for people • 'that' for essential information | | |
| 7 | Prepositions <ul style="list-style-type: none"> • time • place • prepositional phrases | Quiz | Quiz feedback |
| 8 | Revision | | |
| 9 | Assessment | Quiz | Quiz feedback |
| 10 | Consolidation review | | Assessment feedback |