



AUSTRALIAN NATIONAL COLLEGE OF ENGLISH

CRICOS: 03134F

# ACADEMIC HANDBOOK



**January 2021**

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## 1. Outline of the General English Course

### 1.1 Levels

General English has 4 levels. These are equal to the international standard levels described in the Common European of Reference of Languages (CEFR)

<i>Class</i>	<i>CEFR Level</i>
Elementary	A2
Pre-Intermediate	B1
Intermediate	B1+
Upper-Intermediate	B2

When you enrol, you will do a placement test which will test your English grammar, writing, speaking and listening levels. The ANCE staff will use this to place you in the correct level which will be best for your learning.

Each level has a teaching syllabus based on a student workbook which currently is *English File*. These books are based on 10 or 12 units and the course is taught in cycles. It is expected that an average student will take 10-15 weeks to complete a level, however sometimes this may be shorter or longer depending on the student.





## 1.2 Course Outline

### *Topics*

#### **Elementary**

- Unit 1      Greetings, the world and the classroom
- Unit 2      Things, colours and feelings
- Unit 3      Jobs, phrases and questions
- Unit 4      Family and everyday activities
- Unit 5      Verb phrases and the weather
- Unit 6      Phone language, the date and music
- Unit 7      Word formation and past time expressions
- Unit 8      Irregular verbs, the house and prepositions
- Unit 9      Food and high numbers
- Unit 10     Holidays, places and buildings
- Unit 11     Common adverbs, and the Internet
- Unit 12     Past participles

#### **Pre-Intermediate**

- Unit 1      Common verb phrases, describing people
- Unit 2      Holidays, prepositions of time & place
- Unit 3      Airports, relative clauses
- Unit 4      Shopping, make & do
- Unit 5      time expressions, health & body
- Unit 6      opposite verbs, adjectives & prepositions
- Unit 7      How to ..., Being happy
- Unit 8      Conditional sentences, possessive pronouns



- Unit 9 Animals, fear and biographies
- Unit 10 The passive, used to, and making decisions
- Unit 11 Sport & movement, phrasal verbs, and similarities
- Unit 12 The past perfect tense, reported speech and questions

### **Intermediate**

- Unit 1 Food & cooking, and family
- Unit 2 Money, changing lives
- Unit 3 transport, stereotypes
- Unit 4 Failure & success, phone language
- Unit 5 Sporting superstitions, relationships
- Unit 6 Cinema, the body
- Unit 7 Education, houses
- Unit 8 Shopping and work
- Unit 9 Third conditional sentences, electronic devices
- Unit 10 Modern icons, and crime

### **Upper Intermediate**

- Unit 1 Questions & answers, Do you believe in it?
- Unit 2 Call the doctor, Clothes & fashion
- Unit 3 Air travel, adverbial phrases
- Unit 4 The environment, risk-taking
- Unit 5 Feelings and expressing feelings
- Unit 6 Music and sleep
- Unit 7 Confusing verbs, actors

- Unit 8      Crime & punishment and the media
- Unit 9      Advertising & business,
- Unit 10     Science, and word pairs

### 1.3 Skills

Each week, lessons are based on a particular topic from the textbook. There are certain grammar points which are explained and practiced, vocabulary relating to the topic is learnt and the skills of reading, writing, listening and speaking are practiced every day.

Our classes are interactive, which means that students work with their teacher and other students as well as by themselves. We use games and activities and video & audio technology to help your learning. Because the classes are small (maximum 18), you can get individual help from your teacher.

### 1.4 Teaching Blocks

Our Academic Year is divided into 10 teaching blocks of 5 weeks each. In the 5<sup>th</sup> week of each block, you will receive a progress report and will be considered for level promotion. It takes 2-3 blocks to cover the syllabus, depending on level.



There is a different test at the end of each week. These are: Grammar & Vocabulary; Reading; Writing; Speaking and Listening.

### 1.5 Assessment of Study

#### Test Day

On Thursday of each week, you will have a test in the afternoon. The tests will cover the material you've studied over the previous 5 weeks and will be either: Grammar & Vocabulary; Reading; Writing; Speaking or Listening.

### Tests

Your teacher will give you the tests and these will have clear instructions about what you should do, how long it will take and how many marks each question is worth.

The total grade for assessment is a grade as follows

A	85-100%	Excellent – very high level of competence
B	75-84%	Very good – high level of competence
C	60-74%	Satisfactory – competent for the level
D	45-59%	Unsatisfactory – not yet competent
E	0-45%	Fail – or not completed

Your teacher will mark your tests and show you your corrected paper. You will be given feedback about how you performed and how you can improve. The test papers are then kept in your academic file as a record of your progress through the course. If you wish to see these at a later time, you can ask your teacher to show them to you.

### Excursions

On the Thursday of test week, there are excursions to important cultural places around Melbourne, such as the National Art Gallery, various museums, St Kilda Beach, Old Melbourne Gaol, Yarra River cruise, Melbourne Aquarium and other interesting places.

Excursions are an important part of your learning as they give you an opportunity to learn about Australian culture and practice your English. Some of our excursions will cost money but many are free. Excursions are compulsory and attendance is marked.





## 1.6 Academic Progression Policy

### Successful completion of Levels

To progress from one level to the next, you need to score A or B overall in the tests for each block of 5 weeks. If the class teacher and the Academic Coordinator think a student is performing exceptionally well, they may be promoted to the next level with less than 10 weeks in that level if they show consistently high levels of understanding and participation in class.

If you scores 3 C's in 3 blocks, you have successfully completed the level and should be promoted to the next level. The teacher will discuss this with you to see if you feel confident about progressing or waiting for another block before progressing. A student who has spent 4 blocks in one level (20 weeks including breaks) and has consistently scored C's, should be promoted to the next level.

### Students not scoring satisfactorily in assessments

There are several reasons why students may get a D score (less than 60%). They may just fall below 59% for a test due to a particular reason. They may be returning from a break between their CoEs, or perhaps other circumstances. Teachers will discuss such circumstances with you and note these on your Academic File. However the mark will still stand for academic purposes (but not for determining non-progress).

An E score would mean a very poor performance and/or lack of understanding in that area, or an unexplained absence. If you are absent from tests without a good reason, you will be given zero (0%). If you have a good reason for being absent for a test, your teacher may give you the test at another time.

Students scoring D or E will be counselled one on one by the class teacher to determine why the student performed poorly and suggest ways to help the student improve for next time.

It may be decided in consultation with the student, the Academic Manager and class teacher, that the student be moved down to a more appropriate level. (This can be the case when the student was wrongly placed at enrolment.)

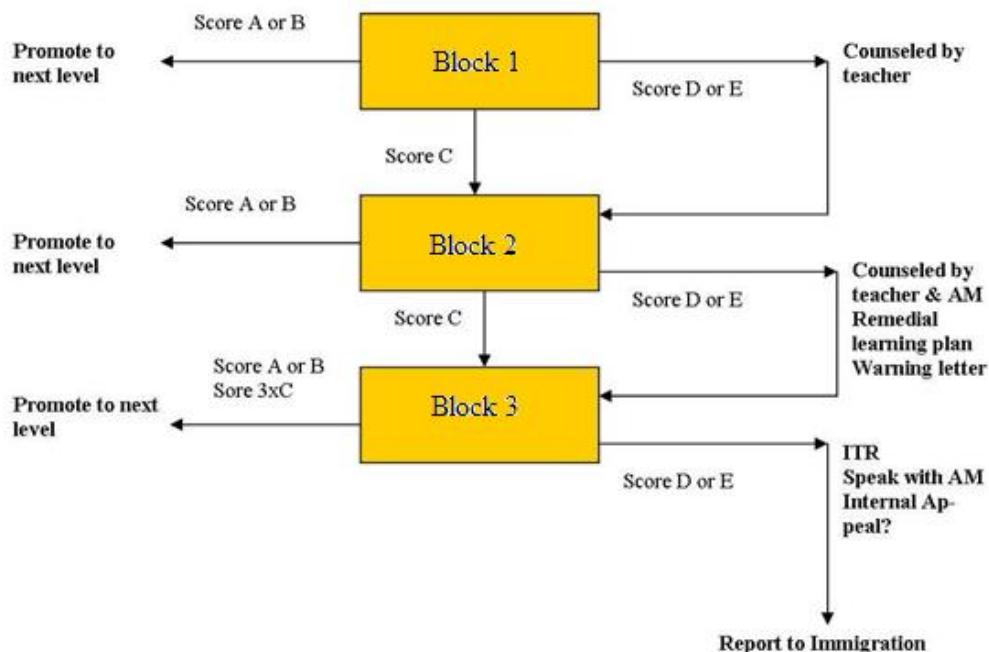
If you score two consecutive D or E, or two out of the last 3, you will be counselled by the teacher along with the Academic Manager. The student's progress will be discussed and a study plan to help you learn will be suggested. A formal warning letter regarding failure to make academic progress will be issued to the student. The class teacher will monitor your progress carefully over the following 5 weeks. This is noted on your academic file.

If a student scores 3 D's or E's, and "Intention to Report to Immigration" letter will be sent to the student by email. We are required by law to report students who do not make academic progress to the Department of Immigration. You will need to talk to the Academic Manager and be informed of your

situation and the internal appeals process. You have 20 working days from notification to appeal and provide evidence for compassionate & compelling circumstances.

Failure to appeal or the internal appeal being dismissed will lead the student to being reported to Immigration for lack of progress in course. This may mean the cancellation of your enrolment and possibly also your student visa.

Following is a flow diagram of the **Academic Progress**



## 1.7 Learning Outcomes (General English)

To be competent at each level, a student must reach proscribed learning outcomes in each of the four skill areas. These are equivalent to the Common European Framework levels of competency.

Following are the learning outcomes you will be assessed against for each level:



## Elementary (A 2)

**Listening:** Can understand very common phrases and commonly used words of immediate personal relevance, such as basic personal and family information, shopping, employment and where they live.

**Speaking:** Can use a series of simple phrases and sentences to describe their family and other people, living conditions, educational background and employment, and to exchange information on familiar, routine topics and activities. However they would probably not understand enough to maintain extended conversation without sympathetic support.

**Reading:** Can read short simple texts and find specific, predictable information in advertisements, menus and timetables.

**Writing:** Can write short, simple notes and messages relating to areas of immediate concern.

## Pre-intermediate (B 1)

**Listening:** Can understand main points in short simple spoken texts such as public announcements and instructions, short simple conversations on familiar topics.

**Speaking:** Can maintain short conversations with sympathetic, co-operative conversation partners on familiar, everyday topics. Can relate events from the past and the future; ask for assistance and directions; express preferences. Pronunciation often difficult to understand.

**Reading:** Can understand main points in short simple texts such as personal emails, notices re products/services/events, signs.

**Writing:** Can express basic ideas, using limited range of simple grammar and vocabulary.



### Intermediate (B 1+)

**Listening:** Can understand most points in conversation on familiar, everyday topics; and main points in a broader range of contexts such as news reports.

**Speaking:** Can participate in conversations and discussions on a range of topics in familiar situations. Ask for further information and explanation; discuss preferences.

**Reading:** Can understand main points in a range of texts on familiar topics, including technical information in own field. Can find specific information in a text; identify explicit arguments / opinions / conclusions.

**Writing:** Can use basic vocabulary and grammar to give information and opinions on a range of familiar topics and themes. Can attempt more complex grammar and vocabulary but with variable success.

### Upper-intermediate (B 2)

**Listening:** Can understand most content of standard speech in a range of academic / social / vocational contexts; often identify speaker's attitude.

**Speaking:** Can participate in conversations, discussions and interviews in many topic areas, sometimes beyond areas of familiarity. Can use an expanding range of grammar and vocabulary, including complex forms and uncommon expressions. Pronunciation rarely causes misunderstanding.

**Reading:** Can understand most content of a broad range of texts, including longer texts, news reports, and technical information; often identify writer's attitude.

**Writing:** Can use a range of grammar and vocabulary, mostly appropriate and accurate, to express concrete and abstract ideas. Can discuss and evaluate options and opinions. Can use mostly appropriate text formats, with appreciation of levels of formality/informality.

You need to be competent in all of these skill areas for each level before you can progress to the next level. Your teacher will work with you to help you gain competency and will give you feedback on your assignments and assessments about how you can improve.



### Assessments & feedback

The tests and assessments you do will be based on the grammar, vocabulary and skills you have been learning and practicing. When assessing your progress, the teacher will also consider your participation in class activities. You will be given regular feedback about how you are performing and how you can improve your problem areas. You can speak to your teacher anytime and ask for help in improving areas you find difficult. Your teacher's job

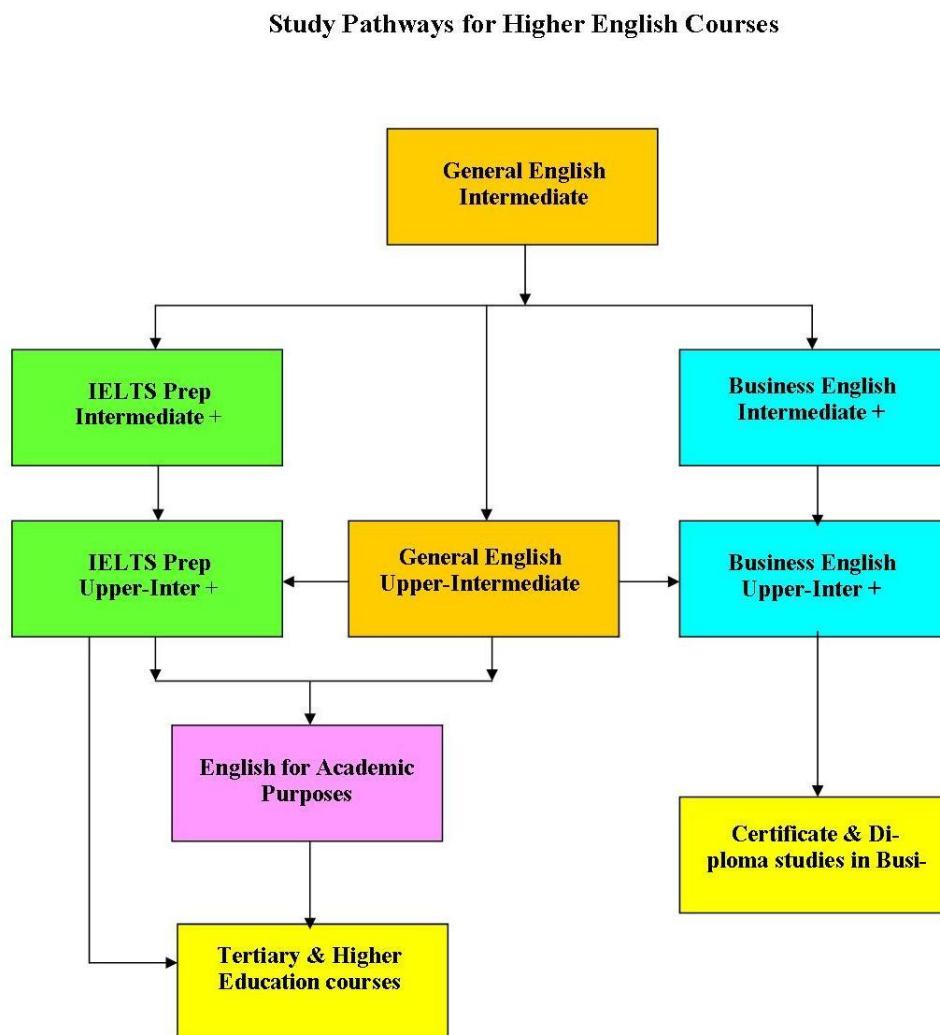
is to facilitate your learning and help you to be the best you can be. However learning is your responsibility and you must make every effort to do your best and put effort into your work.

## 2. Advanced Courses & Exam Preparation

ANCE offers three advanced English courses:

English for Academic Purposes	(IELTS 6.0)	10 weeks
IELTS Exam Preparation	Intermediate Level (4.5-5.5)	10 weeks
	Upper Intermediate (5.5 +)	10 weeks
Business English	Intermediate (4.5-5.0)	10 weeks
	Upper Intermediate (5.0-5.5)	10 weeks

These can be taken singularly or as a combination. The following diagram illustrates their relationships.





## 2.1 IELTS Preparation (only run if there are sufficient students)

ANCE IELTS preparatory course mainly focuses on the individual needs of students, yet practicing all essential exam skills and techniques.

However, our course is not only about English, but also about ability to find yourself in the English speaking society, functioning in it as citizens and members of community. IELTS exam is not only about how well you can speak, it is about how well you can recognize situations, take notes, answer questions, have a proper conversation both in formal and informal situations. It is about your ability to understand the instructions, leaflets, magazines, enrolment forms, as well as, labels, advertisements and more sophisticated political, social or environmental texts.

It is about you and your adaptation within the society and community.

Our course is based on *Oxford IELTS Objectives Intermediate & Advanced*, complemented with a huge range of other resources.

Monday	Tuesday	Wednesday	Thursday
Vocabulary work	Vocabulary work	IELTS TEST practice - writing & Listening	FOCUS ON SPEAKING
The Use of English & elements of grammar	The Use of English & elements of grammar	IELTS TEST practice - reading & speaking	FOCUS ON LISTENING
FOCUS ON SPEAKING	FOCUS ON SPEAKING	FOCUS ON WRITING 2	OPEN SESSION - Individual needs
FOCUS ON READING	FOCUS ON WRITING 1		

The course is flexible and tailored to the needs of particular group of students.

It requires full participation and engagement to achieve desired results.

Students are expected to put a lot of individual input as the nature of the exam requires a fair amount of self-study in time outside the classroom.

ANCE cannot guarantee the achievement of the required scores, however it can guarantee an expertise and full commitment of experienced teachers.

The students are guided through the techniques, provided with explanations, advice and help. They are also provided with an extended amount of self-study material, which they are expected to complete and study to successfully understand the elements of IELTS examination.

## 2.2 English for Academic Purposes (only run if there are sufficient students)

EAP is ideal for international students intending to go into

- vocational training at diploma level or advanced diploma level
- higher education at undergraduate level or post-graduate level

The course operates at CEFR level B2, catering for learners at the upper intermediate level. It assists them to improve the macro-skills of listening, speaking, reading and writing for use in academic contexts. The course also assists students to become aware of the key features of tertiary education in Australia and other English-speaking countries.

The EAP Upper-intermediate course is designed to effectively meet the diverse needs of learners by incorporating a variety of teaching approaches and learning activities. This integrated approach allows learners to develop the four macro-skills in relevant and appropriate communicative contexts. Attention to form, function and meaning will be highlighted throughout the course. For much of the course, a task-based approach provides a means to integrate skills and knowledge for communicative purposes.

The EAP course seeks to cover a fair range of tasks and topics, encouraging students to broaden their general knowledge without forcing on them excessive technical detail of specific topics. Its about how to learn academically in English. The main focus of the course is on developing skills that learners' are likely to need as well as overall awareness of academic life.

The course covers 10 weeks and is designed to fit for students who have done Upper Intermediate but may or may not want to do the IELTS exam. You can do it before or after the IELT Prep course, or instead of it.



## 2.3 Business English (only run if there are sufficient students)

This is for students who wish to improve their general English skills and vocabulary before doing further studies in business courses. The course also provides a means to add to their overall knowledge of international business.

Business English has two levels:

- Intermediate (CERF B1)
- Upper Intermediate (CERF B2)

The course can be used as preparation for the Cambridge Business English Certificate levels 1 & 2 and provides a pathway to mainstream business study courses in vocational training and higher education. Each level takes 10 weeks, but may vary depending on the student's rate of progress.

Business English is offered only if there is a significant student demand for the course.

Study topics include:

- Personal identification
- The office, general business environment and routine
- Entertainment of clients
- Free time
- Relationships with colleagues and clients
- Travel and conference meetings
- Using the telephone
- Health and safety
- Buying and selling
- Company structures, systems and processes
- Products and services
- Results and achievements
- Business issues
- General interest topics such as food and drink, education (training courses), consumer goods, current events, shopping and prices, weather etc.





### 3. Timetables

The timetables for classes are as follows. Daytime classes are for all levels. At this time, there are 3 evening classes for Pre-Intermediate, Intermediate and Upper Intermediate. Most students study during the daytime. If you wish to change to the evening classes, you must ask the Academic Manager. You can not swap between day and evening classes; you must be enrolled on one or the other.

#### DAILY CLASS TIMES

- Daytime class

	Mon	Tues	Wed	Thur	Fri
<b>8:45am – 10:45am</b>	lesson 1	lesson 1	lesson 1	lesson 1	-
<i>10:45am -11:00am</i>	<i>break</i>	<i>break</i>	<i>break</i>	<i>break</i>	-
<b>11:00am – 1:00pm</b>	lesson 2	lesson 2	lesson 2	lesson 2	-
<i>1:00pm – 1:45pm</i>	<i>lunchtime</i>	<i>lunchtime</i>	<i>lunchtime</i>	<i>lunchtime</i>	-
<b>1:45pm – 2:45pm</b>	lesson 3	lesson 3	lesson 3	lesson 3	-
	5 hrs	5 hrs	5 hrs	5 hrs	Total: <b>20</b>



## EVENING CLASS TIMES

- **Evening class**

	Mon	Tues	Wed	Thur	Fri
<b>5:00-7:00pm</b>	lesson 1				
<i>7:00-7:30pm</i>	<i>break</i>	<i>break</i>	<i>break</i>	<i>break</i>	<i>break</i>
<b>7:30-9:30pm</b>	lesson 2				
	4 hrs				

Total: **20**

### Attendance Requirements

It is a requirement by the Department of Immigration that General English **students on a Student Visa MUST study 20 hours per week** and you are not allowed to work during the time you should be in class. If your attendance falls below 80%, you may be reported to the Department of Immigration for visa violation.

See the *Student Handbook* for more information on Attendance Requirements.

Also, because this is an intensive English course, if you miss a day, you will miss important work and practice which will slow down your learning. Progressing through the course requires a good performance in the assessment tasks. If you are absent too much, you will not progress as fast and may need to extend your English studies. If you are absent please ring ANCE and tell us why you are absent. If students are absent for 3 consecutive days, they will be contacted by ANCE to ask why they are absent.

## 4. Learning Outside of Class

### 4.1 Homework and work outside of class

Homework will be set by your teacher each day. It is expected that students complete their homework before the next class as this is good practice of what they have been learning. Homework will be checked in class.

Learning English is a practical skill. You learn by using your English in your daily life. It is expected that you will read books & magazines in English, watch TV and movies in English and talk to people in English. This is the best way to practice what you have been learning.

It is possible to live in Melbourne and not speak English. Some students live with people from their country, only have friends who speak their language and work with people who speak their language. Experience has shown that students who only use their language outside of class do not progress very far in their study of English. Therefore it is important that you use your time living in Australia to practice English as much as possible. Not practicing English outside of class is a waste of your time and money because you won't learn effectively.



**REMEMBER:** There is no short-cut to learning English (or any language). The rate of learning and progression is directly related to how much effort and practice you put in. Teachers are there to help you, but you must make the most of this opportunity to learn English and practice!

### 4.2 Free Afternoon Classes

Extra free classes are available on some afternoons each week. These are open to students who want to practice their skills more. These classes cover various topics like: Conversation; English for Hospitality; Understanding Australian Culture; Applying for a Job; Music & Films, and other topics.

There are also short courses available from ANIBT at reduced cost, such as Responsible Service of Alcohol (RSA) and Barista Basics. These occur on Fridays and you can book these with the Student Services Officer.

## 5. Graduation

### 5.1 Certificates & Statements

When you complete your studies, you may be eligible for a Certificate of Achievement or a Statement of Participation. You will get these for each level you studied at. Certificate & Statements are only awarded at the completion of your studies.

To get a *Certificate of Achievement*, you must.

- Have studied at this level for 10 weeks or more
- Have a grade average of C or better
- Have a satisfactory attendance of at least 80%

You will get a *Statement of Participation* if:

- You have studied less than 10 weeks at this level,  
OR
- Have a grade average of D, OR
- Have an unsatisfactory attendance of less than  
80% (but not less than 70% with good reason for  
your absences).



If you have a very poor attendance record or a grade average of E, or studied less than 4 weeks, you will not be eligible for a Statement.

You may be required to show your Certificate or Statement to the Department of Immigration if you wish to extend your visa, or if you wish to study at another college or institution. Having a statement with "unsatisfactory" will not be very helpful for your future career.

## 5.2. Progression to ANIBT

Many ANCE students have a pathway to study a vocational subject at ANIBT. The minimal English requirement for entry into ANIBT is IELTS 5.5 or equivalent. This means the successful completion of Upper Intermediate English. Therefore you must be in Upper Intermediate before you can qualify for entry into ANIBT.

If you are scheduled to go into ANIBT but have not reached this level, you will need to extend your English course until you reach this level. The Academic Manager will advise you about whether you are ready for ANIBT or not, and how many weeks more English you require.

Also, remember that the better your English, the better your chances of success in vocational or higher education courses. Also, your chances of getting a job in Australia largely depend upon how good your English is. Likewise back in your country, you will have more and better opportunities to work with large foreign companies with a higher salary if you have good English. English is your Key to Opportunity!

