



Government of **Western Australia**
School Curriculum and Standards Authority

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

GENERAL COURSE

Year 11 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2020.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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Rationale

The English as an Additional Language or Dialect (EAL/D) General course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of the English as an Additional Language or Dialect General course explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect. In the Western Australian context, the English as an Additional Language or Dialect General course makes specific provision for the development of SAE by users of Aboriginal English (AE) in a bi-dialectal approach based on the growing understanding of Aboriginal English as a marker of identity and deep level cultural conceptualisations.

The English as an Additional Language or Dialect General course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, everyday and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes and media.

Unit 1 to Unit 4 develop students' English skills in order to prepare them for a range of post-secondary settings.

Within each unit, students regularly use the language modes of listening, speaking, reading, viewing and writing to develop their communicative skills in SAE for a range of purposes, audiences and contexts.

Eligibility

The English as an Additional Language or Dialect course is available to students who speak English as an additional language or dialect and whose use of SAE is restricted. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment.

A Year 12 student can enrol into General and Foundation EAL/D courses with eligibility approval by the school principal. For a student to be approved, the school must complete and file the required documentation (Form 4) and supporting evidence. Schools must be prepared to submit this documentation and evidence when required by the Authority. All information and documentation is located on the EAL/D page of the Authority website: <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect>.

Aims

All senior secondary English courses aim to develop students’:

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition, the English as an Additional Language or Dialect General course aims to develop students’:

- understanding of the relationships between language, texts and ways of thinking and knowing in SAE
- ability to communicate ideas, feelings, attitudes and information appropriately in and through SAE across the curriculum areas
- inferential comprehension, critical analysis and reflection skills.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

Unit 1 focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed.

Unit 2

Unit 2 focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. Some cultural assumptions are explored and explained through the study of a variety of texts, including popular and literary texts. Strategies for collecting, organising and presenting ideas and information are consolidated.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- suggested contexts – contexts in which the unit content could be taught
- unit content – the content to be taught and learned.

Organisation of content

Content descriptions in each unit in the English as an Additional Language or Dialect General course are grouped under an organising framework that presents key aspects of learning that underpin language or dialect acquisition. The English as an Additional Language or Dialect General course organising framework which follows, includes aural, oral, written and multimodal texts:

- Communication skills and strategies
- Comprehension skills and strategies
- Language and textual analysis
- Creating texts

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated. Classroom contexts that address particular content descriptions will necessarily draw from more than one of these modes in order to support students' effective learning. To acknowledge these interrelationships, content descriptions incorporate the processes of listening, speaking, reading and viewing and writing in an integrated and interdependent way.

Language table

Key language skills for English as an Additional Language or Dialect (Foundation, General and ATAR courses)

The key language skills described below provide a focus for language instruction in any unit at students' point of need and should be taught in context and if relevant. Students should be given the opportunity to develop and demonstrate these skills in a variety of contexts. By the time students have completed Unit 4, they should be proficient in these language skills.

Phonological features

- pronunciation, stress, rhythm, intonation and pitch for emphasis
- phonemes and morphemes

Non-verbal language features

- using culturally appropriate gestures and behaviours

Orthographic competence

- using punctuation as required, including full stops, capitalisation, commas, apostrophes, question marks, inverted commas, colons, semi-colons, brackets and exclamation marks
- spelling subject-specific vocabulary correctly
- using subject-specific abbreviations, signs and symbols
- understanding common logographic signs
- distinguishing and using print, cursive and diverse fonts

Lexical competence

- gradually increasing a word bank of vocabulary in SAE, for example, subject-specific vocabulary
- understanding and using metalanguage correctly
- using discourse markers, for example, for showing cause and effect
- understanding and using collocations, idiomatic expressions and colloquialisms
- using synonyms and antonyms as required
- using lexical chains to achieve cohesion
- choosing vocabulary appropriate to purpose and audience
- using descriptive, rhetorical and persuasive language
- understanding and using formulaic and fixed expressions and collocations
- understanding proverbs
- understanding and using SAE word order within clauses and sentences

Grammatical competence (using an increasing range of the following accurately and appropriately for audience and purpose)

- clause and sentence structures
- questioning (including rhetorical questioning)
- types of verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes
- verb structures and tenses
- modality
- voice (active, passive)
- clause type (declarative, interrogative, imperative and exclamative)
- nominalisation
- additive, comparative, temporal and consequential conjunctions
- use of correct subject-verb agreement
- negative questioning
- direct and indirect speech
- use of reference items to achieve cohesion

Semantic competence

- listening for gist, development of argument and specific content
- understanding and using words appropriate to the different semantic fields of SAE
- identifying shifts in meaning according to syntax
- identifying inferred meanings in texts
- identifying ambiguous or inappropriate communication
- using appraisal to express engagement, attitude and gradation
- distinguishing between fact and opinion
- understanding the SAE classification systems used in academic environments

Sociolinguistic competence

- questioning for clarification as needed
- negotiating meaning
- understanding and using the language of persuasion
- experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose
- initiating, sustaining and ending conversations in casual and formal contexts
- identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns)
- developing and using anxiety reduction strategies

Sociocultural understandings and skills

- identifying register variations between familiar, semi-formal and some formal contexts
- recognising some common cultural references
- recognising some irony, and how humour is created
- using culturally accepted politeness conventions in listening, speaking and written protocols
- recognising cultural variations in acceptance of novice and expert knowledge
- understanding cultural differences in eye contact and personal space
- identifying cultural variations in symbolism, classification and gender behaviours

Texts

Teachers will use an array of material in class. Texts are drawn from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language in a range of contexts. Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal. Texts are structured for particular purposes; for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts or parts of texts may be selected, depending on units of study, cohorts and level of difficulty.

‘Literary texts’ refer to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes ‘literary texts’ is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic appeal and potential for enriching students’ scope of experience. Literary texts may include a broad range of fiction and non-fiction forms.

Texts for the English as an Additional Language or Dialect General course include literary texts, non-literary texts, and texts which support language/dialect acquisition:

- fiction – novels, short stories, fables, fairy tales, plays, poems, song lyrics, movies, television shows, comic books, computer games
- non-fiction – biographies, autobiographies, journals, essays, speeches, reference books, news reports, documentaries, photographs, diagrams
- media texts – newspaper articles, magazine articles, editorials, websites, advertisements, documentaries, photographs, television programs, radio programs
- everyday texts – recipes, instructions, diagrams, timetables, notices, blogs, movies, television shows, comic books, computer games, manuals
- workplace texts – reports, minutes, application forms, safety regulations, email
- written or spoken texts – dialogues, speeches, monologues, conversations, radio programs, interviews, lectures, stories of origin
- multimodal texts – picture books, graphic novels, web pages, films, television programs, performances, advertisements, cartoons, music videos, computer games, maps
- digital texts – online books, websites, computer games, social networking sites, email, SMS, apps
- visual texts – photographs, diagrams, charts, graphs, tables, cartoons, pictures
- texts to support language/dialect acquisition – dictionaries, thesauruses, reading comprehension and writing skills development, vocabulary development, grammar practice and communicative activities texts.

Suggested text lists

Texts are suggested, not prescribed. Suggested text lists can be found at <http://wace1516.scsa.wa.edu.au/english/>

Sample text list

The following texts are examples of literary texts suitable for the study of the English as an Additional Language or Dialect General course and are intended to stimulate thinking about teaching resources in relation to the content of the curriculum. The following examples are not meant to be prescriptive.

| Fiction |
|---|
| <p><i>Blueback</i> by Tim Winton (novel)</p> <p><i>Walk in My Shoes</i> by Alwyn Evans (novel)</p> <p><i>The China Coin</i> by Allan Baillie (novel)</p> <p><i>Haroun and the Sea of Stories</i> by Salman Rushdie (novel)</p> <p><i>The Whale Rider</i> by Witi Ihimaera (novel; film directed by Niki Caro)</p> <p>Adaptations of Shakespeare, such as the film of <i>Twelfth Night</i> directed by Trevor Nunn</p> <p><i>The Black Balloon</i> directed by Elissa Down (film)</p> <p><i>The River</i> by Libby Hathorn and illustrated by Stanley Wong (picture book)</p> <p><i>Tales from Outer Suburbia</i> by Shaun Tan (short stories)</p> <p><i>One Night the Moon</i> directed by Rachel Perkins (film; also see soundtrack)</p> <p><i>Billy Elliot</i> directed by Stephen Daldry (film)</p> <p><i>Harvey Krumpet</i> created and directed by Adam Eliot (clay animation)</p> |
| Poetry |
| <p><i>The Simple Gift</i> by Steven Herrick</p> <p><i>Oodgeroo Noonuccal</i></p> <p><i>At the Round Earth's Imagined Corners: A Multicultural Anthology of Contemporary Poetry</i> edited by Ken Watson</p> <p>Song lyrics</p> <p>Robert Frost</p> <p><i>Windchimes: Asia in Australian poetry</i> edited by Rowe and Smith</p> |
| Non-fiction |
| <p><i>Unpolished Gem</i> by Alice Pung (memoir)</p> <p><i>Maybe Tomorrow</i> by Boori Monty Pryor and Meme McDonald (autobiography)</p> <p><i>Freedom From Fear</i> by Aung San Suu Kyi (speech)</p> <p><i>I am Eleven</i> directed by Genevieve Bailey (documentary)</p> <p><i>A World without Water</i> directed by Brian Woods (documentary)</p> <p><i>The Legacy: An elder's vision of our sustainable future</i> by David Suzuki (lecture)</p> <p><i>Making Multicultural Australia</i> (website)</p> <p><i>The Happiest Refugee: A Memoir</i> by Anh Do</p> |

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the English as an Additional Language or Dialect General course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In the English as an Additional Language or Dialect General course, literacy skills are developed in conjunction with language learning through a focus on comprehending and creating written, spoken, visual and digital texts or a combination of these, and using and modifying language for different purposes in a range of contexts. In the English as an Additional Language or Dialect General course, students apply, extend and refine their repertoire of literacy skills and practices by studying the use and impact of English in texts and contexts outside the classroom and in other subjects.

Numeracy

Students use numeracy in the English as an Additional Language or Dialect General course when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences and problem solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in non-fiction texts or consider timing and sequence when developing photo stories. They draw conclusions from statistical information, interpret and use quantitative data as evidence in persuasive texts and evaluate the use of statistics in media and other reports.

Information and communication technology capability

There is a particular focus in the English as an Additional Language or Dialect course on information and communication technology (ICT) through the use of digital texts and on understanding and creating multimodal texts. For example, students explore the effects of sound and image as they consider how ideas are communicated in digital texts. They use digital technologies when they access, manage and use information and when creating their own texts. In the English as an Additional Language or Dialect General course, students use digital tools to create and respond to texts. They develop skills in reading, viewing and responding to digital and multimodal texts and create texts using different modes and media to practise and consolidate their English language skills.

Critical and creative thinking

Critical and creative thinking is integral to the study and creation of texts in the English as an Additional Language or Dialect General course. Students analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence and draw reasoned conclusions. Students experiment with text structures and language features as they transform and adapt texts for different purposes, contexts and audiences. Students use critical thinking when they use their knowledge of language to analyse a range of texts in relation to their purpose, context, audience, structural and language features, and underlying and unstated assumptions. They investigate the ways language is used to position individuals and social and cultural groups. Creative thinking enables students to apply imaginative and inventive capacities in the creation of their own original works.

Personal and social capability

Students develop personal and social capability in the English as an Additional Language or Dialect General course by developing their communication skills, teamwork, and understanding of verbal and non-verbal modes of interaction. They develop empathy with and appreciation of the perspectives of others. The study of English as an Additional Language or Dialect helps students to understand and more effectively manage themselves and to understand different personal and social experiences, perspectives and challenges. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts and social situations. The English as an Additional Language or Dialect General course actively assists students with the development of communication skills needed for conversation, research, presentations, and the expression of viewpoints and arguments. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

Ethical understanding

Ethical understanding is explored in the English as an Additional Language or Dialect General course through the selection of texts for study, for example, when students engage with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions. They examine and question values, attitudes, perspectives and assumptions in texts, comparing these with their own. Students develop greater empathy for the rights and opinions of others by interacting with and interrogating a range of texts and social situations. The English as an Additional Language or Dialect General course assists students to develop the skills of visualising and predicting the consequences of certain behaviours and engaging in the exploration of rights and responsibilities. They develop increasingly advanced communication, research, and presentation skills to express considered viewpoints. They develop effective and ethical research strategies and research protocols.

Intercultural understanding

In the English as an Additional Language or Dialect General course, intercultural understanding encourages students to make connections between their own experiences and the experiences of others. Through the study of contemporary texts, texts from the past and texts from diverse cultures, students explore and analyse these connections. Students understand and can express the interdependence of language, culture, identity and values, particularly in the Australian context, and are able to appreciate and empathise with the cultural beliefs, attitudes and values of others. They study how cultural concepts, beliefs, practices and perspectives are represented in a range of textual forms and for a variety of purposes and audiences. They pay special attention to the contribution of Aboriginal and Torres Strait Islander Peoples and Asian cultures to literature and other media in Australia.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the English as an Additional Language or Dialect General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The English as an Additional Language or Dialect General course values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. Through the study of texts, students are provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal and Torres Strait Islander Peoples and their contribution to Australian society. The suggested text lists for the English as an Additional Language or Dialect General course include a selection of Aboriginal and Torres Strait Islander literature.

Asia and Australia's engagement with Asia

There are strong social, cultural and economic reasons for Australian students to engage with Asia and with the contribution of Asian Australians to our society and heritage. It is through the study of texts from Asia that a creative and forward-looking Australia can engage with our place in the region. Through story articulated in a range of media, students are provided with opportunities to develop understanding of the diversity of Asia's peoples, environments and traditional and contemporary cultures. Texts relevant to this priority are included in the suggested text lists for the English as an Additional Language or Dialect General course.

Sustainability

The English as an Additional Language or Dialect General course provides the opportunity for the development of informed and reasoned points of view, discussion of issues, research and problem solving. In this context, teachers are encouraged to select texts and issues for discussion connected with sustainability. Through analysis of media articles, documentaries and digital texts, students have the opportunity to research and discuss this global issue and learn the importance of respecting and valuing a wide range of world views.

Unit 1

Unit description

Unit 1 focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed.

The thematic focus for this unit is **cross-cultural perspectives**. Using knowledge and skills from their existing languages and cultures, students continue to acquire English in order to present themselves, build relationships with peers and others in the community, explore experiences with others, reflect on their role as cross-cultural learners and investigate differences between their first cultures, languages and dialects and other Australian cultures.

Through the exploration of topics such as family structures, people of significance and the rights or obligations of sports heroes, students have the opportunity to develop an appreciation of cultural differences and values and learn to take audience and purpose into account effectively.

Students learn about the differences between text types and the cultural purposes and contexts associated with these.

Learning outcomes

By the end of this unit, students:

- communicate in a variety of rehearsed and unrehearsed contexts
- demonstrate literal comprehension of information and ideas used in familiar and simple unfamiliar texts
- respond to texts to identify purpose, audience, language features and social references
- create short, simply structured oral, written and multimodal texts using a growing range of vocabulary and simple grammatical structures.

Suggested contexts

Within the broad area of **cross-cultural perspectives**, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

- family structures/living arrangements: nuclear/extended/blended/single; attitudes towards different family structures
- personal/social activities: eating at home or out – significance of food to social interaction; changes to diet and eating habits
- status of people: sporting heroes – rights and obligations to the wider community; people of significance in my culture; performing and visual artists
- significant people, places and events: in the home culture, or in the wider community involving concepts of space, distance and time.

Unit content

This unit includes the knowledge, understandings and skills described below. For more specific detail of key language skills and knowledge underpinning the mastery of these communicative capacities in SAE, refer to the Language table to be found under Organisation of content.

This course has suggested text lists.

Communication skills and strategies

- communicating ideas and opinions in familiar and some unfamiliar situations and rephrasing when meaning is unclear
- using intelligible pronunciation and intonation of words and phrases
- collaborating as a way to solve problems or to create texts
- adopting appropriate listening behaviours in some unfamiliar situations
- interacting and using forms of address appropriately in familiar and classroom contexts
- demonstrating understanding of some common idiomatic and colloquial expressions
- employing language learning strategies, including using dictionaries, finding opportunities to practise English and seeking clarification

Comprehension skills and strategies

- drawing on background knowledge or contextual cues to guess the meaning of unknown words
- translating from home language or dialect to SAE
- recounting plot details and describing settings and characters in texts
- using a range of strategies, such as completing retrieval charts and taking notes to extract accurate information from texts
- identifying and responding to the main ideas in a range of familiar texts
- identifying emotive language in a growing range of situations
- identifying sociolinguistic and sociocultural references in a growing range of situations
- identifying simple cultural references, idiomatic language and colloquialisms
- employing ICT and investigative strategies to locate relevant information from sources

Language and textual analysis

- outlining the purposes of a growing range of text types, including academic texts
- identifying dialogue, and first-person and third-person narration used in texts
- identifying common differences in lexis and grammar between spoken and written language in familiar texts
- understanding how language use, including forms of address and conventions of politeness changes in different contexts across cultures

- identifying common variations of language and structure across different media

Creating texts

- using appropriate form, content and style for a range of common purposes and audiences
- using first-person and third-person narration
- using elements, including titles, headings and visuals to structure texts
- using commonly used technologies and media
- using some subject-specific vocabulary, synonyms, antonyms and collocations
- using subject-verb agreement, correct order of multiple adjectives, correct word order and modal auxiliaries
- using description, imagery and some characterisation
- using cohesive devices at sentence and paragraph level, including anaphoric and cataphoric reference, and common conjunctions
- using a growing range of strategies for planning and refining work, including editing and incorporating feedback for correct simple tenses, common punctuation, spelling, and a variety of simple and compound sentences

Unit 2

Unit description

Unit 2 focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. Some cultural assumptions are explored and explained through the study of a variety of texts, including popular and literary texts. Strategies for collecting, organising and presenting ideas and information are consolidated.

The thematic focus for this unit is **life experiences**. Using knowledge and skills from their existing languages and cultures, students consolidate their English language acquisition in order to share and reflect on their experiences of and participation in communities.

Through the exploration of topics such as work and study, leisure and entertainment, self-image and conceptions of beauty and cultural variations in values and beliefs, students have the opportunity to develop an appreciation of different cultural values and changing communities.

Learning outcomes

By the end of this unit, students:

- participate in and maintain oral and written communication in a variety of contexts
- demonstrate literal and some inferential comprehension of information and ideas used in texts
- examine a growing range of texts to identify and discuss text structures and language features
- use SAE with some accuracy to create oral, written and multimodal texts with increasing awareness of context, purpose and audience.

Suggested contexts

Within the broad area of **life experiences**, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

- work and study: the importance placed on work or further study; workplace conditions; tertiary training and education pathways; cultural and gender preferences in relation to certain vocations
- leisure and entertainment: the importance of music to a cultural way of life; story telling through art and music, dance and art forms; the impact of technology on leisure and entertainment
- self-image, fashion and cultural conceptions of beauty: how the media uses language, sound and visual techniques to present a certain image; the impact of media on identity; the influence of cultural fashion icons and fashion trends; conforming to images or stereotypes; marketers' part in promoting a certain image.

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below. For more specific detail of key language skills and knowledge underpinning the mastery of these communicative capacities in SAE, refer to the Language table to be found under Organisation of content.

This course has suggested text lists.

Communication skills and strategies

- interacting with others in oral, written and digital forms in a range of contexts
- using intelligible pronunciation, intonation and stress of words and phrases
- using repair strategies and seeking assistance and clarification in a range of contexts
- working collaboratively in learning activities, including problem-solving and creating texts
- initiating, sustaining and concluding communication using SAE conventions and protocols in a range of familiar, some unfamiliar and some academic contexts
- using active listening skills
- using some common idiomatic and colloquial expressions appropriate for the context of communication

Comprehension skills and strategies

- using knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts
- identifying and discussing meaning, purpose, audience and the values and attitudes presented in a range of texts
- adopting efficient forms of recording and collating information in a growing range of contexts
- identifying, inferring and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts
- identifying cohesive elements and their role in creating texts
- identifying and explaining common similes, metaphors, symbols and sociocultural references in texts

Language and textual analysis

- explaining the purposes and structures of different types of texts
- identifying and describing text structures and language features used in a variety of texts, including some literary texts
- identifying shifts in lexis and grammar between spoken and written language in a growing range of contexts
- explaining how meaning changes with shifts in tone and register
- identifying and describing cultural variations in values and beliefs, including conceptions of the sacred, respect, taboos, values associated with naming, titles and construction of gender

Creating texts

- using appropriate form, content and style for a range of familiar and some unfamiliar, purposes and audiences
- planning, organising and using a combination of technologies and media
- using common subject-specific vocabulary, synonyms, antonyms and collocations
- using imaginative and descriptive language
- developing control over direct and indirect speech
- using a range of common cohesive devices at sentence, paragraph and whole-text level, including referencing, lexical chains and conjunctions
- using simple, compound and some complex sentences
- using simple present, past and future tense and simple forms of modality
- using strategies for planning, drafting and refining work, including editing for correct spelling, consistent use of common punctuation, and seeking and using feedback

School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the English as an Additional Language or Dialect General Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

| Type of assessment | Weighting |
|---|-----------|
| Investigation Research using a range of texts: framing of questions, planning, location of sources, identification of information, assessment for relevance, note-taking, interaction with others, synthesis, evaluation, reflection. Presentation of findings in written, oral or multimedia form, using appropriate conventions. | 20%–30% |
| Response Comprehension, analysis and evaluation of a range of texts. Presentation of responses in written, oral or multimedia form, using conventions appropriate to context. | 20%–30% |
| Production (written) Production of reports, descriptions, procedures, articles, informal and formal letters, reviews, web-based texts, formal essays, narratives, scripts, poetry, manuals, speech texts, multimedia presentations. | 20%–30% |
| Production (oral) Participation in and/or production of group discussions, panel discussions, interviews, role-plays, debates, conversations, drama, tutorials, speeches. | 20%–30% |

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

Grading

Schools report student achievement in terms of the following grades:

| Grade | Interpretation |
|----------|--------------------------|
| A | Excellent achievement |
| B | High achievement |
| C | Satisfactory achievement |
| D | Limited achievement |
| E | Very low achievement |

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the English as an Additional Language or Dialect General Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

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| A | <p>Listening: Comprehends personal and school interactions, participates effectively in conversations on familiar contexts and attempts to infer unfamiliar information in general contexts.</p> |
| | <p>Engages fully with most speech in personal and school interactions, identifying main ideas and supporting information in a range of familiar contexts; responds appropriately. Identifies different SAE registers and some colloquial or idiomatic expressions; interprets and uses cultural cues and non-verbal language correctly. Uses a range of strategies to interpret the meaning of unfamiliar words, checking for clarification and making some inferences.</p> |
| | <p>Speaking: Communicates effectively in Standard Australian English (SAE) on familiar topics for a range of purposes and audiences, with some reliance on supportive interlocutors.</p> |
| | <p>Communicates relevant and organised ideas, using a range of cohesive devices; justifies opinion; asks and answers unprepared questions. Displays general control of a range of grammatical structures; self-corrects; uses a broad vocabulary with some colloquial and idiomatic expressions in both rehearsed and unrehearsed speech. Uses stress and intonation appropriately. Employs a range of communication strategies; uses notes or visual aids appropriately.</p> |
| | <p>Reading and viewing: Comprehends a variety of well-structured written, visual and electronic texts in familiar contexts and in less complex unfamiliar contexts.</p> |
| | <p>Interprets a range of authentic texts; comprehends information beyond the literal level. Differentiates between fact and opinion and identifies common stereotypes. Takes notes, summarises and comments on the main features of texts. Explains a range of idioms and symbols and identifies cultural references.</p> |
| | <p>Writing: Writes a range of texts about familiar and unfamiliar contexts, with general control of language and structure.</p> <p>Fully addresses the key requirements of a task, providing supporting examples and detail where relevant. Uses a wide range of topic-specific and generally appropriate vocabulary and employs appropriate register. Displays increased control over key grammatical features. Follows generic conventions; uses a variety of linking devices.</p> |
| B | <p>Listening: Comprehends most speech in personal and school interactions, identifying main ideas and responding appropriately.</p> |
| | <p>Comprehends key information and most supporting information on familiar topics; responds mostly appropriately. Identifies common SAE registers; interprets the gist of colloquial or idiomatic expressions and uses cultural cues and non-verbal language mostly correctly. Uses contextual support with some accuracy to interpret the meaning of unfamiliar words; seeks clarification.</p> |
| | <p>Speaking: Communicates effectively in SAE on familiar topics for a range of purposes and audiences, with a little reliance on supportive interlocutors.</p> <p>Communicates ideas that are mostly relevant and organised, using cohesive devices; justifies opinion simply; asks and answers straightforward, unprepared questions. Controls grammatical structures with some errors; uses vocabulary generally relevant to the task, including some idiomatic structures; makes some errors in choice of words. Displays developing fluency, stress and intonation. Employs communication strategies; uses support notes or visual aids appropriately.</p> |

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| | Reading and viewing: Comprehends a range of everyday written, visual and electronic texts in familiar contexts and in less complex unfamiliar contexts. |
| | Interprets a range of authentic texts; interprets some information beyond the literal level. Takes mostly accurate notes and summarises the main points of texts. Differentiates between fact and opinion and identifies common stereotypes, although sometimes superficially. Interprets the main features of texts. Identifies and outlines the meaning of familiar idioms, basic symbolism and familiar cultural references. |
| | Writing: Writes a range of texts in familiar and unfamiliar contexts, with growing control of language and structure. |
| | Addresses the key requirements of a task, providing supporting details and examples that are mainly appropriate. Employs a varied, descriptive and appropriate vocabulary for the task; uses an appropriate register. Controls simple and compound grammatical features and simple punctuation, but displays variable control of complex structures and features. Shows control over generic conventions, including paragraphing and cohesive devices. |
| C | Listening: Comprehends short, moderately-paced speech on personal and school topics. |
| | Extracts basic information from conversation on familiar topics; responds appropriately in some circumstances and attempts to use cultural cues and non-verbal language. Understands common expressions. Identifies basic SAE registers; interprets the gist of some colloquial expressions. Relies on contextual support to interpret the meaning of unfamiliar words; occasionally seeks clarification. |
| | Speaking: Communicates effectively in SAE on familiar topics for a range of purposes and audiences with some reliance on supportive interlocutors. |
| | Communicates sufficient and relevant content, using a limited range of cohesive devices; offers a point of view; asks and answers unprepared questions. Demonstrates variable control of a range of structures with quite frequent errors in more complex structures; employs sufficient vocabulary for the task. Shows developing control of the sound system, stress and intonation patterns; uses simple strategies to improve pronunciation. Developing some communication strategies; some lapses in register as awareness develops; tends to rely on notes or visual aids. |
| | Reading and viewing: Comprehends short, well-structured written, visual and electronic texts in familiar contexts, identifying main ideas and specific information. |
| | Extracts key information from short, clear texts commonly found in the school context; interprets some implied meaning. Locates key words and summarises the gist of familiar texts with support from visual aids, dictionaries or teacher explanation. Identifies superficial aspects of text structure and outlines the meaning of familiar idioms and basic symbolism. Decodes information when cultural references are explained. |
| | Writing: Writes a range of texts in familiar contexts, with general control of language and structure. |
| | Addresses most of the key requirements of a task, with few supporting details and examples. Employs a simple, familiar vocabulary; attempts to use appropriate register. Uses basic grammatical forms and tenses correctly. Shows developing control over generic conventions, including paragraphing and basic cohesive devices, but writing is formulaic in nature. |

D

Listening: Comprehends short speech and face-to-face interactions related to familiar topics, with some contextual support.

Follows simple, short conversations on familiar matters, with some reliance on non-verbal cues and repetition. Understands simple, everyday expressions. Developing awareness of SAE registers; sometimes identifies cultural cues which signal the main stages of discourse. Relies on teacher assistance and support to make meaning.

Speaking: Communicates using simple connected spoken English on familiar topics, for a range of purposes and audiences, with considerable reliance on supportive interlocutors.

Communicates in simple oral interactions or presentations on familiar topics using basic cohesive devices; asks and answers predictable questions. Makes frequent errors in simple sentences; uses a limited and repetitive vocabulary. Pronunciation and intonation may impede communication. Employs a limited range of communication strategies; makes noticeable errors in use of register; relies heavily on non-verbal language, notes or visual aids.

Reading and viewing: Comprehends the gist of simple informational texts and short, non-complex text types for a range of everyday purposes, if provided with relevant contextual support.

Interprets short, everyday familiar texts and identifies basic organisational features. Experiments with decoding, though sometimes confuses similar words and phrases. Locates key words in texts and relies on support from visual aids, dictionaries or teacher explanation to summarise the main idea in a text. Identifies some superficial aspects of text structure and a few basic symbols and cultural references.

Writing: Writes texts in familiar contexts, with developing control of language and structural features.

Communicates simple ideas on familiar topics; employs a restricted vocabulary and makes inappropriate use of unfamiliar words. Frequently makes language errors. Uses the basic structure of familiar genres but uses only a few cohesive devices.

E

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

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| Aboriginal English (AE) | A rule-governed dialect, Aboriginal English is the most widespread form of communication and the lingua franca among Aboriginal Peoples across Australia. Aboriginal English is unique in that it carries deep level cultural conceptualisations different to those present in other Anglo-based dialects of English. |
| Active listening strategies | Verbal and non-verbal behaviour used to promote accurate listening. |
| Adverb | A word class that may modify a verb (for example, ‘beautifully’ in ‘She sings beautifully’), an adjective (for example, ‘really’ in ‘He is really interesting’) or another adverb (for example, ‘very’ in ‘She walks very slowly’). In English many adverbs have an –ly ending. |
| Anaphoric and cataphoric reference | Anaphoric reference: when a word in a text refers back to other ideas in the text for its meaning, for example: ‘I saw Jim. He is well.’ Cataphoric reference: when a word refers to ideas later in the text, for example: ‘It is amazing! This car is the best new deal around!’ |
| Appraisal | How attitudes are expressed in texts; that is, interpersonal meanings which convey an author’s evaluation of something or someone and which help to position the audience. |
| Appreciation | The act of discerning quality and value of literary texts. |
| Attitude | A way of thinking about a situation/idea/character. For example, an author or audience may be subjective, supportive or antagonistic towards something or someone. Also, from the perspective of pragmatics, it is a system of appraisal comprising: affect (positive or negative feelings), appreciation (evaluations of worth), and judgement (attitudes towards behaviour). |
| Audience | The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes students in the classroom, an individual, the wider community, review writers, critics and the implied audience. |
| Author | The composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography). |
| Clause | A grammatical unit that refers to a happening or state (for example, ‘The netball team won’ [happening], ‘The cartoon is an animation’ [state]). A clause usually contains a subject and a verb group/phrase (for example, ‘The team [subject] has played [verb group/phrase] a fantastic game’), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, ‘the match’ in ‘The team lost the match’) and/or adverbials (for example, ‘on a rainy night’ in ‘The team won on a rainy night’). A clause can be either a ‘main’ or ‘subordinate clause’ depending on its function: <ul style="list-style-type: none"> • a main clause does not depend on or function within the structure of another clause • a subordinate clause depends on or functions within the structure of another clause – it may function directly within the structure of the larger clause, or indirectly by being contained within a group/phrase. In these examples square brackets have been used to indicate the subordinate clause: <ul style="list-style-type: none"> • ‘I took my umbrella [because it was raining].’ • ‘[Because I am reading Shakespeare], my time is limited.’ • ‘The man [who came to dinner] is my brother.’ |

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| Clause type | Clause type is also referred to as mood. It refers to the classification of clauses in terms of their primary function. There are four main clause types in English: declarative, interrogative, imperative, and exclamative. |
| Cohesion | Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices, such as the use of substitution of pronouns for nouns, the use of anaphoric and cataphoric reference and the use of connectives and ellipses. Cohesion is also achieved through word associations (sometimes called lexical cohesion). Word associations include synonyms, antonyms (for example, 'worker/employee', 'ugly/beautiful'); repetition (for example, 'work, work, work – that's all we do!'); lexical chains (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.') and collocation (for example, 'white wine' not 'yellow wine'; 'burst into tears' not 'broke into tears'). |
| Collocation | Words that commonly occur in close association with one another (for example, 'blonde' goes with 'hair', not 'wine'; 'butter' is 'rancid' not 'rotten', 'salt and pepper' not 'pepper and salt'). |
| Colloquialism | An informal expression, often associated with local culture. |
| Complex sentence | A complex sentence has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am reading Shakespeare], my time is limited.'; 'The man [who came to dinner] is my brother.' |
| Compound sentence | A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction, such as 'and', 'but' or 'or'. In the following examples, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long]'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect]'. |
| Comprehension strategies | Strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: <ul style="list-style-type: none"> • activating and using prior knowledge • identifying literal information explicitly stated in the text • making inferences based on information in the text and their own prior knowledge • predicting likely future events in a text • visualising by creating mental images of elements in a text • summarising and organising information from a text • integrating ideas and information in texts • critically reflecting on content, structure, language and images used to construct meaning in a text. |
| Conceptual metaphor | Seeing one thing in terms of another, for example, 'Argument is war'; 'Prices are rising'. |
| Conjunction | A word class that joins other words, phrases or clauses together in logical relationships, such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions, such as 'and', 'or', 'but': <ul style="list-style-type: none"> • 'Mum and Dad are here.' (joining words) • 'We visited some of our friends, but not all of them.' (joining noun groups/phrases) |

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| | <ul style="list-style-type: none"> • ‘Did he miss the train or is it just late?’ (joining clauses). <p>Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions, such as ‘after’, ‘when’, ‘because’, ‘if’ and ‘that’:</p> <ul style="list-style-type: none"> • ‘When the meeting ended we went home.’ (time) • ‘That was because it was raining.’ (reason) • ‘I’ll do it if you pay me.’ (condition) • ‘I know that he is ill.’ (declarative) • ‘I wonder whether/if she’s right?’ (interrogative). |
| Context | The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning. |
| Convention | An accepted practice that has developed over time and is generally used and understood, for example, the use of specific structural aspects of texts, such as in report writing with sections for introduction, background, discussion and recommendations. |
| Cultural conceptualisation | Conceptualisation is the cognitive process of ordering, categorising and making sense of information. Cultural conceptualisations may be reflected and expressed through art, rituals, language and even silence. They permeate every aspect of language, including tone, pitch, words, word order, sentences and text forms as well as interpretations and analysis of spoken and written texts. |
| Dialect | <p>A dialect is a rule-governed variation of the same language. A dialect differs in some way from the same language at many levels, including pronunciation, vocabulary, grammar, text form, pragmatics and conceptualisations. Dialectal differences can evolve by native speakers moving to other locations geographically, people from other languages learning the new language with adaptations to fit their own language backgrounds or through socio-political events where a group of speakers are in the less-powerful minority and excluded from opportunities to be fully involved with main language speakers.</p> <p>The English as an Additional Language or Dialect course foregrounds the SAE language/dialect learning needs of Aboriginal and Torres Strait Islander students who speak an Aboriginal language or a variety of Aboriginal English or a creole as their home language. It also foregrounds the language/dialect learning needs of migrants and refugee students who speak an English-based creole, pidgin or dialect as their home language. Finally it foregrounds the needs of those who are learning English as a second or additional language.</p> |
| Digital forms | Audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature. |
| Discourse markers | Words and phrases used in speaking and writing to ‘signpost’ discourse by showing turns, joining ideas together, showing attitude, and generally controlling communication. Some people regard discourse markers as a feature of spoken language only (for example, ‘actually’, ‘so’, ‘OK’, ‘right?’, ‘anyway’). |
| Dramatic irony | When the words and actions of the characters have a different meaning for the reader than they do for the characters. |

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| Everyday texts | Texts that are encountered in people's daily lives; for example, transport schedules, maps, emails, invitations, casual conversations, making an appointment with a doctor/dentist/health centre, an interaction with a retail person, a waiter taking orders, storytelling. |
| Figurative language | Word groups/phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect (for example, simile – 'white as a sheet'; metaphor – 'all the world's a stage'; personification – 'the wind grabbed at my clothes'). |
| Genre | The categories into which texts are grouped. The term has a complex history within literary theory and is often used to distinguish texts on the basis of their subject matter (for example, detective fiction, romance, science fiction, fantasy fiction), form and structure (for example, poetry, novels, biography, short stories). |
| Grammar | The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text. |
| Grapheme | The written representation of English sounds. For example, kn, nn and n are all graphemes of the sound /n/. |
| Group/phrase | The terms 'group' and 'phrase' are used by different schools of linguistics to refer to units intermediate between the clause and the word. In the English curriculum, 'group/phrase' is used to recognise these different usages. For example, the units enclosed in brackets in the following sentence are examples of a group/phrase: '(The carnival) (had made) (the two little girls with the red shirts) (very tired)'. In the example, 'the carnival' and 'the two little girls with the red shirts' are called noun groups/phrases because they have a noun ('carnival' and 'girls') as their major element; similarly, 'had made' is a verb group/phrase and 'very tired' an adjective group/phrase. |
| Idiom | A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, 'I am over the moon', 'on thin ice', 'a fish out of water', 'fed up to the back teeth'). |
| Intercultural | Pertaining to or taking place between two or more cultures. The intercultural approach to language teaching aims to foster in students a competence to act and react sensitively in intercultural encounters. Within an intercultural approach, the socio-cultural aspects of languages and their differences across cultures are explained so as to secure intercultural understanding. |
| Intonation | The rise and fall of one's voice when speaking; sometimes used for emphasis. |
| Language features | The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production. |
| Layout | The spatial arrangement of print and graphics on a page or screen, including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes. |
| Lexical chains | A sequence of related words in writing. |
| Lexis | Vocabulary of a language. |

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| Media texts | Spoken, print, graphic or electronic communications with a public audience. The media texts studied in English can be found in newspapers and magazines and on television, film, radio, computer software and the internet. |
| Medium | The resources used in the production of texts, including the tools and materials used (for example, digital text and the computer, writing and the pen or typewriter). |
| Metalanguage | Language used to discuss language (for example, language used to discuss film or literary study, such as setting, plot, character, <i>mise-en-scène</i> , symbolism, characterisation or language used to talk about grammatical terms, such as 'sentence', 'clause', 'conjunction'). |
| Modality | An area of meaning having to do with possibility, probability, obligation and permission. In the following examples, the modal meanings are expressed by the auxiliary verbs 'must' and 'may': <ul style="list-style-type: none"> • 'Sue may have written the note' (possibility) • 'Sue must have written the note' (probability) • 'You must postpone the meeting' (obligation) • 'You may attend the concert' (permission) Modality can also be expressed by several different kinds of words: <ul style="list-style-type: none"> • adverbs (for example, 'possibly', 'necessarily', 'certainly', 'perhaps') • adjectives (for example, 'possible', 'probable', 'likely', 'necessary') • nouns (for example, 'possibility', 'necessity', 'obligation') • modal verbs (for example, 'He[might come]'). |
| Mode | The various processes of communication: listening, speaking, reading/viewing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture. |
| Morpheme | The smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Similarly, 'like' has one morpheme, while 'dislike' has two: 'like' to describe appreciation and 'dis' to indicate the opposite. Morphemes are very useful in helping students work out how to read and spell words. |
| Multimodal text | Combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations). |
| Narrative | A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated). |
| Narrative point of view | The ways in which a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpreting what happens. |
| Nominalisation | A process for forming nouns from other words <ul style="list-style-type: none"> • from a verb, for example: 'reaction' from 'react' or • from a noun, for example: 'departure' from 'depart') or • from an adjective, for example: 'length' from 'long', 'eagerness' from 'eager'. Also, a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts. |
| Personification | The description of an inanimate object as though it were a person or living thing. |

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| Perspective | The way a reader/viewer is positioned by the author through the text, or how a particular ideology is embedded in a text, for example, a feminist perspective. |
| Phoneme | The smallest unit of sound in a word. The word 'is' has two phonemes: /i/ and /s/. The word 'ship' has three phonemes: /sh/, /i/, /p/. |
| Phrase | A unit intermediate between clause and word, consisting of a head word alone or accompanied by one or more dependents. The class of a phrase is determined by the head: a phrase with a noun as head is a noun group/phrase (for example, 'men' or 'the men who died'); one with a verb as head is a verb group/phrase (for example, 'went' or 'had gone'). |
| Point of view | The opinion or viewpoint expressed by an individual in a text, for example, an author, a narrator, a character or an implied reader. |
| Preposition | A word class that usually describes the relationship between words in a sentence: <ul style="list-style-type: none"> • space (for example, 'below', 'in', 'on', 'to', 'under', and so on: 'She sat on the table.') • time (for example, 'after', 'before', 'since': 'I will go to the beach after lunch.') • those that do not relate to space and time (for example, 'of', 'besides', 'except', 'despite', and so on: 'He ate all the beans except the purple ones') Prepositions usually combine with a noun group/phrase to form a prepositional phrase (for example, 'in the office', 'besides these two articles'). |
| Pronunciation | The way a word or language is spoken. This may vary regionally (for example, American English, British English), socially (by social class of speakers, their age, educational background, sexual orientation) and according to the setting (for example, formal, informal). |
| Realia | Objects from real life used for teaching purposes. |
| Register | The degree of formality or informality of language used for a particular purpose or in a particular social setting. |
| Rhetorical devices | Language techniques used in argument to persuade audiences (for example, rhetorical questions, repetition, propositions, figurative language). |
| Rhetorical question | A question that is asked to provoke thought rather than require an answer. |
| Rhythm | The 'beat' of spoken language. In a stress-timed language such as SAE, speakers put roughly equal time lags between stressed syllables, with the timing of the unstressed syllables between them being adjusted to accommodate the stress timing. |
| Scanning | When reading, moving the eyes quickly down the page seeking specific words and phrases. Scanning is also used when readers first find a resource to determine whether it will answer their questions. |
| Sentence | In writing, a sentence is marked by punctuation, but in speech, the boundaries between sentences are not always so clear. There are different types of sentences: <ul style="list-style-type: none"> • simple sentence – has the form of a single clause (for example, 'David walked to the shops' or 'Take a seat.') • compound sentence – has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction, such as 'and', 'but' or 'or'. In the following examples, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect].' |

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| | <ul style="list-style-type: none"> complex sentence – has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: ‘I took my umbrella [because it was raining].’; ‘[Because I am reading Shakespeare], my time is limited.’; ‘The man [who came to dinner] is my brother.’ |
| Sociocultural | Involving or relating to the combination of social and cultural factors as displayed within a specific language or dialect. |
| Sociolinguistic | The way language is affected by society and its social structures and attitudes. Sociolinguistic competence requires an awareness of cultural norms of language use. |
| Standard Australian English (SAE) | The variety of spoken and written English language in Australia used in more formal settings, such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the ‘common language’ of Australians. |
| Stress | The relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. |
| Stylistic features | The ways in which aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example, Jennings’s stories, Lawson’s poems), as well as the work of a particular period (for example, Elizabethan drama, nineteenth-century novels), or of a particular genre or type of text (for example, recipes, scientific articles, play-by-play commentary). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalisation, alliteration, metaphor, lexical choice. |
| Subject | <p>A function in the structure of a clause usually filled by a noun group/phrase (for example, ‘The dog [subject] was barking’).</p> <ul style="list-style-type: none"> The normal position of the subject is before the verb group/phrase, but in most kinds of interrogatives (questions) it follows the first auxiliary verb (for example, ‘Was the dog barking?’, ‘Why was the dog barking?’). In main clauses, the subject is an obligatory element, except in imperative (command) clauses (for example, ‘Be very tactful’) and in casual style (for example, ‘Want some?’). Most personal pronouns have a different form when they are the subject of a main clause (‘I’, ‘he’, ‘she’) than when they are the object (‘me’, ‘him’, ‘her’). For example, we say ‘She won the race’, not ‘Her won the race’. Similarly, we say, ‘Give it to Mary and me’, not ‘Give it to Mary and I.’ The verb must agree with the subject in person and number (for example, ‘Her son lives with her’ and, ‘Her sons live with her’). |
| Subject matter | Refers to the topic or theme under consideration. |
| Syntax | The ways in which sentences are formed from words, group/phrases and clauses. In some education settings, the terms ‘syntax’ and ‘grammar’ are used interchangeably. |
| Tense | <p>A grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense ‘has’ in ‘Sarah has a headache’ locates the situation in present time, while past tense ‘had’ in ‘Sarah had a headache’ locates it in past time.</p> <p>However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about:</p> <ul style="list-style-type: none"> present states, as in ‘He lives in Darwin’ |

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| | <ul style="list-style-type: none"> • actions that happen regularly in the present, as in ‘He watches television every night’ • ‘timeless’ happenings, as in information reports, such as ‘The earth revolves around the sun’ • references to future events, as in ‘The match starts tomorrow’ where the tense is present but the time future. Likewise in ‘I thought the match started tomorrow’ where the subordinate clause ‘the match started tomorrow’ has past tense but refers to future time. |
| Text structure | <p>The ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Examples of text structures in literary texts include sonnets, monologues and hypertext.</p> |
| Theme | <p>The main idea or message of a text.</p> <p>Grammatical theme indicates importance both within a clause and across a text. In a clause, the theme comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. The topic sentence serves as the theme for the points raised in a paragraph. A pattern of themes contributes to the method of development for the text as a whole.</p> |
| Types of texts | <p>Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior courses in the English curriculum, texts are classified as imaginative, interpretive, analytical or persuasive types of texts, although these distinctions are neither static nor discrete and particular texts can belong to more than one category.</p> <p>Analytical texts</p> <p>Texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation. Examples of these texts include commentaries, essays in criticism, reflective or discursive responses and reviews.</p> <p>Imaginative texts</p> <p>Texts whose primary purpose is to entertain or provoke thought through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books, and multimodal texts, such as film.</p> <p>Interpretive texts</p> <p>Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts. They include autobiography, biography, media feature articles, documentary film and other non-fiction texts. There is a focus on interpretive rather than informative texts in the senior years of schooling.</p> <p>Persuasive texts</p> <p>Texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and essays and articles.</p> |

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| Verb | <p>A word class that describes a kind of situation, such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').</p> <p>Verbs are essential to clause structure: all clauses contain a verb, except in certain types of ellipsis (for example, 'Sue lives in Sydney, her parents in Melbourne', where there is ellipsis of 'live' in the second clause).</p> <p>Virtually all verbs have contrasting past and present tense forms. Some are signalled by inflections such as '-s' and '-ed'. For example:</p> <ul style="list-style-type: none"> • walks (present tense) • walked (past tense). <p>Other verbs have irregular forms that signal a change in tense. For example:</p> <ul style="list-style-type: none"> • present – 'am/is/are' and past – 'was/were' • present participle 'being' and past participle 'been'. <p>Auxiliary verbs and modal verbs are two types of verbs:</p> <ul style="list-style-type: none"> • auxiliary verbs are also referred to as 'helping' verbs. They precede the main verb; for example, 'draw' (main verb) 'has drawn' (auxiliary verb assisting) • modal verbs express a degree of probability (for example, 'I might come home') or a degree of obligation (for example, 'You must give it to me'). |
| Visual elements | <p>Visual components of a text, such as placement, salience, framing, representation of action or reaction, shot size, social distance, and camera angle.</p> |
| Voice | <p>In the literary sense, voice can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text, or 'expert voice' in an exposition).</p> <p>In English grammar, voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions.</p> <ul style="list-style-type: none"> • In clauses expressing actions, like the above examples, the subject of the active, ('the dog') has the role of actor, and the object ('me'), the role of patient, whereas in the passive, the subject ('I') has the role of patient and the object of the preposition by, ('the dog'), the role of actor. • In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive, and the subject of the active, ('everyone') corresponds to the object of the preposition 'by'. |