



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

# ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

FOUNDATION COURSE

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Year 12 syllabus

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Important information**

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

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

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## Introduction to the Foundation courses

Foundation courses are designed for students who have not demonstrated the Western Australian Certificate of Education (WACE) standard of numeracy and Standard Australian English (SAE) literacy skills. These standards are based on Level 3 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.

Foundation courses provide a focus on the development of functional literacy and numeracy skills essential for students to meet the WACE standard of literacy and numeracy through engagement with the ACSF Level 3 reading, writing, oral communication and numeracy core skills.

The Foundation courses are:

- Applied Information Technology (List B)
- Career and Enterprise (List A)
- English (List A)
- English as an Additional Language or Dialect (EAL/D) (List A)
- Health, Physical and Outdoor Education (List B)
- Mathematics (List B)
- Religion and Life (List A)

## Literacy and numeracy focus

While much of the explicit teaching of literacy and numeracy occurs in the English, English as an Additional Language or Dialect, and Mathematics Foundation courses, all Foundation courses provide opportunities for the development of the literacy and numeracy capabilities identified in the Pre-primary to Year 10 Western Australian curriculum. The following set of literacy and numeracy skills drawn from both the ACSF (Level 3) core skills of reading, writing, oral communication and numeracy, and the Pre-primary to Year 10 English and Mathematics curriculum have been identified and are common to all Foundation courses. Where appropriate, opportunities for students to engage in activities with significant literacy and numeracy demands should be the focus of teaching, learning and assessment programs in this course.

### Literacy

Literacy involves students:

- developing the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for effective participation in society
- reading, writing, viewing, speaking and listening which includes creating oral, print, visual and digital texts
- using and modifying language for different purposes and for different audiences
- understanding how the English language works in different social contexts.

Foundation courses provide meaningful contexts for learning and practising specific literacy (L) skills as outlined below:

- L1 acquiring words leading to an appropriately expanding vocabulary; for example, using discipline-related words such as 'cardiovascular endurance' and 'resilience' in the Health, Physical and Outdoor Education Foundation course
- L2 developing pronunciation and spelling of key words, for example, discipline-related words such as 'phishing' in the Applied Information Technology Foundation course
- L3 using Standard Australian English (SAE) grammar and punctuation to communicate effectively
- L4 expressing increasingly complex ideas using a range of simple and complex sentence structures
- L5 using a range of language features, including the use of tone (for example, formal as opposed to personal), symbols (for example, in the workplace and/or in web page design), simple description (for example, the use of similes and/or contrast), and factual as opposed to emotive language
- L6 organising ideas and information in different forms and for different purposes and audiences; for example, providing information in dot point form, and/or providing information in an explosion chart
- L7 achieving cohesion of ideas at sentence, paragraph and text level
- L8 editing work for accuracy, coherence, clarity and appropriateness; for example, ensuring subject-verb agreement, the correct use of apostrophes and the appropriate use of vocabulary and verb forms
- L9 using a range of speaking and listening skills, for example: using the etiquette of 'turn-taking' in conversation and discussion; asking clarifying questions when listening; matching tone of voice to audience; and using a pause for emphasis
- L10 comprehending and interpreting a range of texts
- L11 developing visual literacy skills including creating images, designing graphs, reading tables and interpreting diagrams and symbols.

## Numeracy

Numeracy involves students:

- recognising and understanding the role of mathematics in the world
- developing the dispositions and capacities to use mathematical knowledge and skills purposefully
- increasing their autonomy in managing everyday situations.

Foundation courses provide meaningful contexts for learning and practising specific numeracy (N) skills and mathematical thinking processes as outlined in the examples below:

- N1 identifying and organising mathematical information; for example, extracting the key information from advertisements when comparing mobile phone plans
- N2 choosing the appropriate mathematics to complete a task; for example, choosing subtraction to determine the duration of a train ride from start to finish
- N3 applying mathematical knowledge, tools and strategies to complete a task; for example, using researched annual costs of running a car to estimate feasibility within a given budget; writing to a friend overseas with detailed estimates in response to a query about the annual cost of living in Australia; recording the results of a survey questionnaire on an issue (such as the legal driving age/benefits and disadvantages of social media/regulation of smoking)
- N4 representing and communicating mathematical conclusions; for example, summarising survey results as graph or a table as one component of a multimedia report; commenting on significant features in graphs and tables
- N5 reflecting on mathematical results in order to judge the reasonableness of the conclusions reached; for example, checking the probable accuracy of stated statistics against evidence collected (such as checking the stated number of employees requesting more varied cuisines in their work canteen in a written survey, against a rough estimate of employees supporting this in a show of hands in a workplace meeting).

The level of complexity of mathematical information to which the above numeracy skills are applied is outlined below:

- whole numbers and familiar or routine fractions, decimals and percentages
- dates and time, including 24 hour times
- familiar and routine 2D and 3D shapes, including pyramids and cylinders
- familiar and routine length, mass, volume/capacity, temperature and simple area measures
- familiar and routine maps and plans
- familiar and routine data, tables, graphs and charts, and common chance events.

## Representation of the other general capabilities

In addition to the literacy and numeracy capabilities, teachers may find opportunities to incorporate the remaining capabilities into the teaching and learning program for the English as an Additional Language or Dialect Foundation course. The unit information, specifically the unit content, identifies the expected student learning within each syllabus. The general capabilities are not assessed unless they are identified within the specified unit content.

### Information and communication technology capability

Information and communication technology (ICT) is an important component of the English as an Additional Language or Dialect Foundation course. Students use communication technologies to assist with their development across the four language modes. They also use ICT when they respond to and create multimodal texts.

### Critical and creative thinking

In the English as an Additional Language or Dialect Foundation course, students employ existing linguistic and cultural knowledge as they acquire the language of critical and creative thinking. Students use creative thinking when they interpret texts for their purpose, context and audience. Through listening to, reading, viewing, creating and presenting texts and interacting with others, students develop their ability to respond to and create texts in different ways.

### Personal and social capability

Language is central to personal and social identity. The English as an Additional Language or Dialect Foundation course acknowledges that students may bring with them well-developed skills of self-expression, and this course enables them to acquire Standard Australian English (SAE) to continue to develop these skills in another language. Students become effective communicators in English who are able to articulate their own opinions and beliefs and to interact and collaborate with others in the medium of SAE.

### Ethical understanding

The English as an Additional Language or Dialect Foundation course helps students to continue building a strong personal and socially oriented outlook, and awareness of the influence that their values and behaviour have on others. They engage in the exploration of rights and responsibilities and learn to manage conflict and uncertainty more effectively as they reflect on the issues and dilemmas of their own lives, in combination with those presented in a range of texts. Students use reasoning skills, empathy and imagination as they consider and make judgements about actions and motives and speculate on how life experiences affect people's decision making. Students develop understanding of ethical research strategies.

### Intercultural understanding

There is a strong link between the English as an Additional Language or Dialect Foundation course and intercultural understanding. Students' existing cultural understandings are valued and shared as they develop an understanding of Australian cultures. As students acquire SAE, they learn to question stated and unstated cultural beliefs and assumptions, and how these affect their own lives, relationships and expectations.



## **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 Foundation course. The unit information, specifically the unit content, identifies the expected student learning within each syllabus. 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 Foundation course recognises that Aboriginal students and staff bring to their learning and work environment a wealth of cultural knowledge. The course also provides a way for non-Aboriginal staff and students to learn from their Aboriginal counterparts.

Respect for the role of the first language or dialect provides the basis for the development of students' effective bilingual or bidialectal communication.

### **Asia and Australia's engagement with Asia**

The English as an Additional Language or Dialect Foundation course recognises that Asian students bring to their learning and work environment a wealth of knowledge of Asian culture. It also provides a way for non-Asian students to learn from their Asian counterparts.

### **Sustainability**

The English as an Additional Language or Dialect Foundation course develops students' abilities in listening, speaking, reading, viewing and writing to investigate, analyse and communicate ideas and information related to sustainability. Students acquire language in this course to develop and share knowledge about social and environmental world views.

## Rationale for English as an Additional Language or Dialect Foundation

The English as an Additional Language or Dialect Foundation course is designed for students beginning to acquire English as an additional language or dialect. These students come from diverse linguistic, cultural and educational backgrounds: they are possibly new to the Australian education system, from limited or disrupted schooling backgrounds; they may be bidialectal students, including Aboriginal students who speak Aboriginal English (AE), a creole or one or more Aboriginal languages; or they may have many years of formal education. The course builds on the wealth of cultural and linguistic knowledge and life experience students bring to their study of Standard Australian English (SAE) in the process of development of cross-cultural language learning skills.

The English as an Additional Language or Dialect Foundation course focuses on the language modes of listening, speaking, reading and viewing, and writing in SAE. In order to achieve competency across these modes students explore and practice the linguistic structures and conventions of SAE, while they develop the sociolinguistic and sociocultural skills that enable them to interact successfully in contexts where SAE is used. At the conclusion of the course, students may access further training, education or employment and achieve their personal goals.

The diverse nature of the students in this course demands flexibility in how it is delivered, both contextually and pedagogically. For some students, a vocational focus is more appropriate, while other students require more emphasis on academic skills and processes. Some students may progress quickly in the acquisition of SAE. The course is designed to enable teachers to adapt the context of the content to deliver it appropriately to the cohort they have. For all students, support through teacher modelling and scaffolding, as well as visual and contextual support, is essential. The use of resources related to everyday Australian life and social interactions will also be essential for all students to learn to engage effectively in Australian society. An additional focus of this course is the development of students' own language learning and communication strategies so that they become independent lifelong learners.

### 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>.

## Course aims

The English as an Additional Language or Dialect Foundation course aims to develop students’:

- listening skills, so that they comprehend and respond to aural texts and interpret visual cues and gestures. This enables them to communicate in a range of spoken exchanges in social, educational and work contexts
- speaking skills in the use of everyday language and non-verbal gestures in face-to-face interactions. They develop their oral communication skills and interact appropriately with others in social, educational and work contexts
- reading and viewing comprehension skills, so that they respond appropriately to written and visual texts encountered in social, educational and work contexts
- writing skills, so that they create written texts with accurate and appropriate structures and conventions of SAE to communicate with others in social, educational and work contexts.

## 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 12 syllabus is divided into two units, which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 3

This unit focuses on students responding to and creating cohesive texts in familiar contexts in SAE. Students engage with familiar and some unfamiliar texts to develop language skills for effective communication in SAE in most social, familiar and some community situations. The unit enables students to create 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 4

This unit focuses on responding to and creating cohesive 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 and audiences 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. 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
- unit content – the content to be taught and learned.

### Organisation of content

Content descriptions in each unit in English as an Additional Language or Dialect 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 organising framework which follows includes aural, oral, written and multimodal texts:

- Communication skills and strategies
- Comprehension skills and strategies
- Language and textual analysis
- Create a range of texts.

| Unit | Total unit class contact hours | Required (core) content | Unit Focus   |
|------|--------------------------------|-------------------------|--------------|
| 3    | 55                             | All content is core     | Life skills  |
| 4    | 55                             | All content is core     | Life choices |

All the content descriptions for each unit are compulsory. It is recommended that teachers choose a number of the suggested contexts in which to teach the content descriptions.

When deciding the contexts in which to teach the unit content and their duration, teachers need to consider:

- the time required to achieve the learning outcomes for each context
- whether extension work within the context will be covered
- the needs, interests and abilities of students.

### 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. This table is not an exhaustive list; rather, it is a guide to focus teachers on some essential skills that students should develop.

#### 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 familiar to increasingly unfamiliar settings, using language that ranges from the everyday language of personal experience to common subject-specific and some abstract terminology. Texts provide important opportunities for learning about aspects of human experience and intercultural understandings. 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, depending on units of study, cohorts and levels of difficulty.

Texts for the English as an Additional Language or Dialect Foundation course include fiction and non-fiction texts and texts which support language or 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, resumés, letters of application, thanks, invitation, complaint, opinion
- written or spoken texts – dialogues, speeches, monologues, conversations, radio programs, interviews, lectures, stories of origin

- multimodal texts – brochures, picture books, graphic novels, web pages, films, television programs, performances, advertisements, cartoons, music videos, computer games, maps, PowerPoint presentations
- 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 or dialect acquisition – dictionaries, thesauruses, reading comprehension and writing skills development, vocabulary development, grammar practice and communicative activities texts.

### **Sample text list**

This syllabus has a sample text list in Appendix 3.



## Unit 3

### Unit description

Unit 3 focuses on students responding to and creating cohesive texts in familiar contexts in Standard Australian English (SAE). Students engage with familiar and some unfamiliar texts to develop language skills for effective communication in SAE in most social, familiar and some community situations. The unit enables students to create 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 **life skills**. Students continue to acquire SAE in order to present themselves and build relationships with peers and others in the wider community and workplace. They investigate similarities and differences between their first cultures, language and dialects and other Australian cultures.

Students explore topics such as personal safety, managing relationships, educational opportunities, occupational choices, occupational health and safety, conflict resolution and negotiation and handling discrimination in the workplace. They develop life skills to allow them to function successfully in the wider Australian society.

### Learning outcomes

By the end of this unit, students:

- communicate about a variety of rehearsed and unrehearsed topics in familiar contexts with some support
- demonstrate literal comprehension of information and ideas used in familiar and simple unfamiliar texts
- respond to familiar texts to identify purpose and audience and some language and sociocultural features
- create short, simply structured oral, written and multimodal texts using a growing range of vocabulary and simple, compound and some complex structures.

### Suggested contexts

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

- personal safety: impact of social media, bullying, protective behaviours, managing dangerous situations
- managing relationships: peer to peer relationships, employee/employer relationships
- educational opportunities: options for further study and training, identifying skills, attributes and interests, exploring occupations, accessing career information
- workplace skills: team work, occupational health and safety, conflict resolution, negotiation, handling discrimination, workplace rights and responsibilities.

## 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 syllabus has a sample text list (refer to Appendix 3).

### Communication skills and strategies, including:

- using appropriate rules of politeness in most situations
- communicating ideas and opinions in a growing range of situations and rephrasing when meaning is unclear
- using intelligible pronunciation and intonation of words and phrases
- using phonemic awareness and graphophonics to decode texts
- demonstrating some understanding of common colloquial expressions
- collaborating as a way to solve problems or to create texts

### Comprehension skills and strategies, including:

- drawing on background knowledge or contextual cues to guess the meaning of unknown words
- describing characters and settings presented in narrative texts and recounting plot details
- identifying and responding to the main ideas in a range of familiar texts
- beginning to identify emotive language and sociocultural references in different texts
- identifying and explaining some common cultural references and colloquialisms
- using graphic organisers and retrieval charts to extract accurate information from a growing variety of texts
- using dictionaries and library and web resources to locate specific information

### Language and text analysis skills and strategies, including:

- identifying the purposes and audiences of a growing range of text types, including subject specific texts
- identifying the features of common genres such as narratives, recounts and simple short stories or novels
- identifying how language and structure are used in simple persuasive texts
- understanding cultural variations in the use of language in everyday activities and relationships, such as family, leisure activities or work
- identifying the difference between formal and informal language across written and digital texts

### Create a range of texts

- using appropriate structure, content and language for a range of common purposes and audiences
- using features of common genres, such as narratives, recounts, simple reports and short essays
- using conjunctions and simple cohesive devices at sentence and paragraph level, including basic in-text references and referential pronouns
- using modals such as 'will', 'would', 'can', 'should', 'might'
- using some subject-specific vocabulary and synonyms
- spelling everyday words accurately
- using common punctuation accurately
- using multimodal graphic organisers
- using simple, compound and some complex sentences
- employing commonly used technologies and media
- using teacher support for planning and refining work, including editing for correct simple tenses, common punctuation, and a variety of simple, compound and some complex grammatical structures

## Unit 4

### Unit description

Unit 4 focuses on responding to and creating cohesive extended texts in personal, social, community and workplace contexts in Standard Australian English (SAE). The ability to use SAE language skills to communicate for a range of purposes and audiences 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. Strategies for collecting, organising and presenting ideas and information are consolidated.

The thematic focus for this unit is **life choices**. Using knowledge and skills from their existing languages and cultures, students continue to learn to use SAE to identify and examine current and future life choices. Through studying this unit, students develop an understanding of the importance of making informed decisions about how to interact in a variety of Australian contexts.

Through the exploration of topics such as personal, educational, career, family, health and lifestyle choices, students learn about their rights and responsibilities and the opportunities available to them in the wider Australian community.

### 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 choices**, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

- personal choices: developing resilience and perseverance, choice of role models, self-discipline, sustainable living
- civics and citizenship: rights and responsibilities, citizenship, participation in Australian society
- work and study choices: the importance placed on work or further study; gender-specific vocations; workplace conditions; continuing work and the concept of retirement; further education; and cultural preferences in relation to certain vocations
- family choices: marriage, life partners, children, work/life balance, effects of the fly in/fly out lifestyle, care of the elderly
- health and lifestyle choices: diet, exercise, use and abuse of drugs and alcohol, responsibility for care of the disabled.

## Unit content

This unit builds on the content covered in Unit 3.

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 syllabus has a sample text list (refer to Appendix 3).

### Communication skills and strategies, including:

- interacting with others in oral, written and digital forms in a range of contexts and using appropriate politeness conventions when required
- initiating, sustaining and ending communication in a range of familiar, some unfamiliar and some academic contexts
- using intelligible pronunciation, intonation and stress of words and phrases
- using some common idiomatic and colloquial expressions appropriately
- working collaboratively in learning activities
- seeking assistance and clarification in a range of contexts

### Comprehension skills and strategies, including:

- using knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts
- beginning to draw inferences from simple texts
- identifying and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts
- identifying and explaining common metaphors, symbols and sociocultural references in texts
- explaining common cultural references and colloquialisms
- using effective forms of recording and collating information for a growing range of contexts
- identifying reference items and their role in creating cohesive texts
- using dictionaries, ICT and library resources to locate information from other sources

### Language and text analysis skills and strategies, including:

- explaining the purposes and identifying the audiences of different types of texts
- identifying and describing text structures and language features used in a variety of texts
- explaining how language and structure are used in simple persuasive texts
- identifying how cultural variations in values and beliefs, and the concepts of community and society, are represented by language
- explaining how meaning varies with changes in tone and register

**Create a range of texts**

- using appropriate genre, content and style for a range of common, and some academic, purposes and audiences
- using a range of common cohesive devices and conjunctions at sentence, paragraph and whole-text level
- using the simple present, past and continuous tenses with growing accuracy
- using a range of common subject-specific vocabulary, synonyms, antonyms and collocations
- spelling more complex words accurately
- using a range of punctuation, including exclamation marks, inverted commas, colons and semi-colons
- using a range of simple adjectives and adverbs
- using simple, compound and complex sentences
- using a combination of technologies and media

## 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 Foundation Year 12 syllabus and the weighting for each assessment type.

**Assessment table – Year 12**

| Type of assessment   | Weighting |
|--|-----------|
| <b>Response to aural texts</b><br>Informal aural texts (5%) and formal aural texts (10%): discussions, announcements, instructions, speeches, interviews, multimedia presentations, films, radio broadcasts, television programs, drama.   | 15%       |
| <b>Production (oral)</b><br>Informal oral texts (5%) and formal oral texts (15%): group discussions, panel discussions, interviews, role-play, debates, conversations, meetings, drama, tutorials, speeches.   | 20%       |
| <b>Response (oral/written) to written/visual texts</b><br>Informal written/visual texts(10%) and formal written/visual texts (15%): descriptions, posters, procedures, instructions, letters, manuals, reviews, articles, reports, e-documents, workplace documents, essays, narratives, poetry, graphics, advertisements, multimedia presentations. | 25%       |
| <b>Production (written)</b><br>Informal written texts (10%) and formal written texts (15%): descriptions, brochures, reports, procedures, instructions, applications, letters, reviews, e-documents, workplace documents, essays, narratives, scripts, multimedia presentations.   | 25%       |
| <b>Externally set task</b><br>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.   | 15%       |

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description for each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing for 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 once over the year/pair of units. The externally set task occurs in Term 2.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

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

## Externally set task

All students enrolled in the English as an Additional Language or Dialect Foundation Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

### Externally set task design brief – Year 12

|                |   |
|----------------|---|
| <b>Time</b>    | 50 minutes  |
| <b>Format</b>  | Written   |
|                | Conducted under invigilated conditions  |
|                | Production (written) and Response to be tested on a cyclical basis  |
|                | Production (written): typically 1–2 tasks requiring extended writing<br>Response: typically requires students to respond to 1–2 texts |
| <b>Content</b> | The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based       |

Refer to the *WACE Manual* for further information.

## Grading

Schools report student achievement in terms of the following grades:

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

The teacher prepares a ranked list and assigns the student a grade for the pair of units. 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 Foundation Year 12 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](http://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 12

|   |   |
|---|---|
| A | <p><b>Listening:</b> Comprehends personal and school interactions, participates effectively in conversations on familiar topics and attempts to infer unfamiliar information in general contexts.</p>   |
|   | <p>Interprets a range of authentic texts on familiar topics and some unfamiliar topics; responds appropriately. Engages in unprepared conversation on familiar topics; uses contextual support to interpret the meaning of common colloquial and idiomatic expressions and unfamiliar words.</p> <p>Responds using appropriate register, cultural cues and non-verbal language in familiar oral contexts. Produces appropriate notes which demonstrate full understanding of spoken texts; summarises key information from spoken texts.</p>  |
|   | <p><b>Speaking:</b> Communicates effectively in Standard Australian English (SAE) on familiar topics for varied purposes and audiences, with little reliance on others.</p>   |
|   | <p>Communicates relevant and organised ideas using common cohesive devices and appropriate register; justifies opinion; asks and answers unprepared questions.</p> <p>Displays control of simple grammatical structures with some errors in more complex forms; self-corrects obvious errors; uses vocabulary relevant to the task with some colloquial and idiomatic expressions. Uses understandable pronunciation and intonation of familiar and most new words; speaks mostly fluently with L/D 1 accent rarely impeding communication.</p> <p>Employs common communication strategies effectively; uses notes and visual aids appropriately.</p> |
|   | <p><b>Reading and viewing:</b> Comprehends a variety of well-structured written, visual and electronic texts in familiar and in less complex unfamiliar contexts.</p>   |
|   | <p>Comprehends authentic texts and comments on their purpose, audience and structure; interprets some information beyond the literal level.</p> <p>Differentiates between fact and opinion; engages with the texts by making relevant notes and providing extended personal response to the main themes; effectively summarises the key ideas.</p>  |
|   | <p><b>Writing:</b> Writes texts about familiar and unfamiliar contexts, with general control of language and structure.</p>   |
|   | <p>Engages with the topic and addresses the key requirements of a task using the appropriate generic conventions.</p> <p>Provides detail and relevant supporting examples; mostly uses appropriate register.</p> <p>Displays general control over key grammatical features and uses topic-specific vocabulary; spells and punctuates mostly with accuracy.</p> <p>Employs planning and editing skills such as drafting and proof reading.</p>   |

## B

**Listening:** Comprehends most speech in personal and school interactions, participates in conversations on familiar topics and identifies main ideas in general contexts.

Comprehends key information on familiar topics; responds mostly appropriately.

Engages in most unprepared conversation on familiar topics; interprets the gist of colloquial and some idiomatic expressions.

Uses contextual support with some success to interpret the meaning of unfamiliar words.

Uses register, cultural cues and non-verbal language mostly correctly in familiar oral contexts.

Produces appropriate notes which demonstrate adequate understanding of spoken texts; summarises some key points from spoken texts.

**Speaking:** Communicates effectively in SAE on familiar topics for varied purposes and audiences, with a little reliance on others.

Communicates ideas that are mostly relevant and organised, using some common cohesive devices and appropriate register with occasional lapses; justifies opinion simply; asks and answers straightforward, unprepared questions.

Generally controls simple grammatical structures with errors in more complex forms; uses mostly relevant vocabulary.

Uses understandable pronunciation and intonation with occasional L/D 1 interference.

Employs common communication strategies; mostly uses notes and visual aids appropriately.

**Reading and viewing:** Comprehends a variety of well-structured written, visual and electronic texts in familiar contexts.

Comprehends authentic texts and recognises their purpose, audience and structure; identifies some information beyond the literal level.

Differentiates between fact and opinion, although sometimes superficially.

Makes some relevant notes and provides personal response to the main themes; summarises the key ideas.

**Writing:** Writes texts about familiar and unfamiliar contexts, with some control of language and structure.

Addresses the key requirements of a task using the main features of the appropriate generic conventions.

Provides some detail and sufficient relevant supporting examples; often uses appropriate register.

Controls simple grammatical features, but displays variable control of more complex structures; uses some topic-specific vocabulary.

Spells and punctuates with general accuracy.

Uses some planning and editing skills.

## C

**Listening:** Comprehends short, moderately-paced speech on personal and school topics, participates in some conversations on familiar topics and identifies main ideas in familiar contexts.

Extracts basic information from spoken texts and conversation on familiar topics; responds appropriately in some circumstances and interprets the gist of some colloquial expressions.  
Relies on contextual support to interpret the meaning of unfamiliar words. Identifies familiar SAE registers and attempts to use cultural cues and non-verbal language in familiar oral contexts.  
Produces brief notes which demonstrate some understanding of spoken texts; summarises the main idea from a spoken text.

**Speaking:** Communicates effectively in SAE on familiar topics for some purposes and audiences, with some reliance on others.

Communicates sufficient and relevant ideas, using a limited range of common cohesive devices with lapses in register; offers a simple point of view; asks and answers straightforward questions.  
Demonstrates variable control of grammatical structures with quite frequent errors in complex forms; employs sufficient vocabulary for the task.  
Displays developing fluency and intonation with some L/D 1 interference.  
Uses some common communication strategies; tends to rely on notes or visual aids.

**Reading and viewing:** Comprehends sections of well-structured written, visual and electronic texts in familiar contexts.

Extracts key literal information and some inferred meaning from accessible authentic texts; identifies aspects of their purpose, audience and structure.  
Locates key words and summarises the gist of familiar texts with some support from visual aids, dictionaries or teacher explanation.

**Writing:** Writes texts about familiar contexts that are brief or unsupported, with developing control of language and structure.

Addresses most of the key requirements of a task using some features of the appropriate generic conventions which are formulaic in nature.  
Provides few supporting details and examples; attempts to use appropriate register.  
Uses simple grammatical forms mostly correctly.  
Employs a simple, familiar vocabulary; spells and punctuates with developing accuracy.  
Attempts to plan and edit.

|   |   |
|---|---|
| D | <p><b>Listening:</b> Comprehends short speech and face-to-face interactions related to familiar topics with contextual support.</p>   |
|   | <p>Follows simple, short conversations and oral texts on familiar matters, with some reliance on non-verbal cues.</p> <p>Attempts to respond appropriately and identifies the most common colloquial expressions in SAE.</p> <p>Relies on aids to interpret the meaning of unfamiliar words; identifies key verbal and non-verbal cues in routine SAE contexts.</p> <p>Sometimes responds to spoken texts with brief and simple notes.</p>  |
|   | <p><b>Speaking:</b> Communicates using simple connected spoken English on familiar topics, with considerable reliance on others.</p>  |
|   | <p>Communicates in simple oral interactions on familiar topics using few common cohesive devices with frequent lapses in register; asks and answers predictable questions, with support.</p> <p>Makes frequent errors in simple sentences; uses a limited and repetitive vocabulary.</p> <p>Pronunciation, intonation and lack of fluency may impede communication.</p> <p>Employs a limited range of common communication strategies; relies heavily on non-verbal language, notes or visual aids.</p> |
|   | <p><b>Reading and viewing:</b> Comprehends the gist of simple informational texts and short, non-complex text types for everyday purposes, if provided with relevant contextual support.</p>  |
|   | <p>Comprehends short, everyday familiar texts and identifies their main purpose.</p> <p>Locates key words with support from visual aids, dictionaries or teacher explanation.</p>   |
|   | <p><b>Writing:</b> Attempts to write about familiar contexts, with limited control of language and structure.</p>   |
|   | <p>Attempts to address a key requirement of a task, but response is often irrelevant, brief, unstructured or lacking support.</p> <p>Makes frequent language errors; employs a restricted vocabulary and makes inappropriate use of unfamiliar words.</p>   |
| E | <p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>  |

## Appendix 2 – Glossary

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

### Aboriginal English

A rule-governed dialect, Aboriginal English is the most widespread form of communication and the lingua franca among Aboriginal people 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.

### 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:

- 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:

- '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.'

### Clause type

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 connected to the 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:

- 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':

- 'Mum and Dad are here' (joining words)
- 'We visited some of our friends, but not all of them' (joining noun groups/phrases)
- 'Did he miss the train or is it just late?' (joining clauses).

Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that':

- '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**

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 sociopolitical events where a group of speakers are in the less-powerful minority and excluded from opportunities to be fully involved with main language speakers.

The English as an Additional Language or Dialect course foregrounds the SAE language or 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 or 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.

**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.

**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**

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).

**Genre**

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').

**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 sociocultural aspects of languages and their differences across cultures are explained so as to secure intercultural understanding.

**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.

**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, mise-en-scène, 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':

- '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:

- 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

- 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.

**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:

- 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:

- 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].'
- 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**

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.

**Style**

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

A function in the structure of a clause usually filled by a noun group/phrase (for example, 'The dog [subject] was barking.')

- 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 agrees 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

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.

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:

- present states, as in 'He lives in Darwin'
- 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

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.

## Theme

The main idea or message of a text.

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.

**Types of texts**

Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior courses in the Australian Curriculum: English, 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.

**Analytical texts**

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.

**Imaginative texts**

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.

**Interpretive texts**

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.

**Persuasive texts**

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.

**Verb**

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').

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).

Virtually all verbs have contrasting past and present tense forms. Some are signalled by inflections such as '-s' and '-ed'. For example:

- walks (present tense)
- walked (past tense).

Other verbs have irregular forms that signal a change in tense. For example:

- present – 'am/is/are' and past – 'was/were'
- present participle 'being' and past participle 'been'.

Auxiliary verbs and modal verbs are two types of verbs:

- 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**

Visual components of a text such as placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle.

**Voice**

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).

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.

- 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'.

## Appendix 3 – Sample text list

### Language skills

#### Listening and Speaking skills

*Listening to Australia* – Intermediate (Workbook & CD), AMES NSW  
*Say it Again*, Lilliana Hajncl, AMES Victoria  
*Say it Again at Work*, Lilliana Hajncl, AMES Victoria  
*Play it Again* (MP3) Lilliana Hajncl, Maggie Power, Jan Livingstone, AMES Victoria  
*Be Understood!* Christina Maurer Smolder, Cambridge University Press  
*Ship or Sheep?* Ann Baker, Cambridge University Press  
*Tree or Three?* Ann Baker, Cambridge University Press

#### Grammar, Writing, Reading and Vocabulary

*Beginner Reader Series* (Workbook, reader & CD), AMES NSW  
*Essential Grammar in Use* (Workbook, with or without answers) Raymond Murphy, Cambridge University Press  
*Effective Academic Writing 2: The Short Essay*, Alice Savage & Masoud Shafiei, OUP  
*Weaving it Together: Connecting Reading & Writing* – Book 2 (Student book, CD, Teacher’s book), Heinle  
*Great Writing: Great Paragraphs*, various authors, Heinle  
*Great Writing: From Great Paragraphs to Great Essays*, various authors, Heinle  
*Basic Reading Power 2*, Linda Jeffries & Beatrice S. Mikulecky, Longman  
*Senior Text Types: A Writing Guide for Students*, Elli Housden, Farr Books  
*Science Literacy*, various authors, AMES NSW  
*Media Literacy*, various authors, AMES NSW

### Texts in contexts

#### Vocational skills

*Speak Safe – OHS Awareness for CALD Workers* (Teacher Guide, DVD & CD), Maggie Power & Carmel O’Day, AMES Victoria  
*At Work in Australia series – Getting a job , Getting on with the job* (Books & DVDs), Maggie Power & Jan Livingstone, AMES Victoria  
*Keys to Work – A teaching kit for developing the employability skills of CALD workers* (Teacher Book & DVD), Jacky Springall, AMES Victoria  
*Taking Care – Effective communication for CALD workers in aged care* (Teacher Guide & DVD), Jacky Springall, AMES Victoria  
*Caring for Children – Effective communication for CALD workers in child care* (Teacher Guide & DVD), Maggie Power, AMES Victoria  
*Occupational Health and Safety*, Robyn Edwards, AMES Victoria  
*Food Safety – What you should know* (CD), Natalie Ross, AMES Victoria  
*Working it Out* (CD), Santina Rizzo, AMES Victoria  
*Food for a New Beginning* (Book & CD), Carmel O’Day, AMES Victoria  
*English for Employment series – ‘Finding Work’* (Beginner and Intermediate) and ‘At Work’ (Beginner and Intermediate) (Workbook, CD & DVD), various authors, AMES NSW  
*Interview Success: Job winning strategies* (Guide & DVD), AMES NSW



**Life skills**

*The Ambulance Service and You* (Kit), Carmel O'Day, AMES Victoria

*Getting to know the law in my new country* (DVD with multilingual editions), Carmel Davies & Elsie Hill, AMES Victoria

*HealthWays* (Book & CD), Jan Edmonds & Paul Learmonth, AMES Victoria

**Life Choices**

*Diego, run*, Deborah Ellis, Allen & Unwin

*Diego's Pride*, Deborah Ellis, Allen & Unwin

*Hatched*, Tim Winton, illustrated Shaun Tan, Fremantle Press

*Parvana*, Deborah Ellis, Allen & Unwin

*Parvana's Journey*, Deborah Ellis, Allen & Unwin

*Red Dog*, Louis de Bernieres, Vintage Books

*Shauzia*, Deborah Ellis, Allen & Unwin

*The Heaven Shop*, Deborah Ellis, Allen & Unwin

*The Girl With No Name*, Pat Lowe, Penguin Books

*Rights at Work: Customer Service* (Workbook, DVD), various authors, AMES Victoria

*It's Your Right: Your workplace rights in Australia* (Kit), Maggie Power, AMES Victoria

*Living for Tomorrow* (Book, CD & DVD), Carmel Everitt, AMES Victoria

*Getting it Right at Work: Negotiating and Problem Solving* (Workbook, DVD), various authors, AMES NSW