

The Australian Curriculum

Subjects	English as an Additional Language or Dialect
Units	Unit 1, Unit 2, Unit 3, Unit 4, Bridging Unit 1, Bridging Unit 2, Bridging Unit 3 and Bridging Unit 4
Curriculum version	Version 8.3
Dated	Friday, 16 December 2016

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The Australian Curriculum

English as an Additional Language or Dialect

English as an Additional Language or Dialect

Rationale and Aims

Rationale

English as an Additional Language or Dialect (EAL/D) 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 *EAL/D* 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.

EAL/D 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 mediums. Units 1 to 4 develop students' academic English skills in order to prepare them for tertiary study. Bridging Units 1 to 4 provide the linguistic foundation for work, training or further study.

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.

Aims

All senior secondary English subjects 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, English as an Additional Language or Dialect 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.

English as an Additional Language or Dialect

Organisation

Overview of the senior secondary Australian Curriculum

ACARA has developed senior secondary Australian Curriculum for English, Mathematics, Science and History according to a set of design specifications. The ACARA Board approved these specifications following consultation with state and territory curriculum, assessment and certification authorities.

The senior secondary Australian Curriculum specifies content and achievement standards for each senior secondary subject. Content refers to the knowledge, understanding and skills to be taught and learned within a given subject. Achievement standards refer to descriptions of the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

The senior secondary Australian Curriculum for each subject has been organised into four units. The last two units are cognitively more challenging than the first two units. Each unit is designed to be taught in about half a 'school year' of senior secondary studies (approximately 50–60 hours duration including assessment and examinations). However, the senior secondary units have also been designed so that they may be studied singly, in pairs (that is, year-long), or as four units over two years.

State and territory curriculum, assessment and certification authorities are responsible for the structure and organisation of their senior secondary courses and will determine how they will integrate the Australian Curriculum content and achievement standards into their courses. They will continue to be responsible for implementation of the senior secondary curriculum, including assessment, certification and the attendant quality assurance mechanisms. Each of these authorities acts in accordance with its respective legislation and the policy framework of its state government and Board. They will determine the assessment and certification specifications for their local courses that integrate the Australian Curriculum content and achievement standards and any additional information, guidelines and rules to satisfy local requirements including advice on entry and exit points and credit for completed study.

The senior secondary Australian Curriculum for each subject should not, therefore, be read as a course of study. Rather, it is presented as content and achievement standards for integration into state and territory courses.

Senior secondary English subjects

The senior secondary Australian Curriculum for English is presented in four subjects that share common features. These include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing and writing. Differences between the subjects lie in the emphasis on how knowledge and skills are developed and the contexts in which they are applied. Each of the four senior secondary Australian Curriculum subjects emphasises different aspects of the study of the English learning area.

In all subjects, teachers and students choose from a wide range of fiction and non-fiction (complete texts or extracts) in a range of forms and from a variety of contexts including earlier times, popular culture and different cultures.

- *English* is a study of literature, media and language in which students critically and creatively engage with a variety of texts in all language modes. English extends students' language, literature and literacy skills for a range of purposes and audiences and builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. Students engage in a detailed study of increasingly complex texts and language. They learn how to analyse different interpretations of texts and how to use language modes to achieve specific effects.

- *Essential English* is designed to develop students' literacy skills and for those who wish to undertake a practical English course. Students examine the purpose and language of a range of texts, expanding their ability to understand, evaluate and communicate effectively in and for a range of contexts. *Essential English* develops and refines students' language, literature and literacy skills which enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts.
- *Literature* provides students with the opportunity to study literature at an intensive level and aims to engage students in the detailed study of literary texts. It builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. *Literature* deepens students' understanding of conventions common to different types of composition, and refines their understanding of the effects of language through shared experience of texts and the creative process. Learning to appreciate literary texts, and to create their own, enriches students' understanding of human experiences and the capacity for language to communicate those experiences.
- *English as an Additional Language or Dialect (EAL/D)* is designed to develop students' knowledge, understanding and skills in Standard Australian English (SAE). Students studying this subject will benefit in all curriculum areas from explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of SAE. *EAL/D* provides a variety of language, literature and literacy experiences to accommodate the diverse range of starting points for students learning English as an additional language or dialect. *EAL/D* focuses on how language and texts can vary in structure and usage depending on cultural and social context, and how language can change according to audience and purpose. One of the key focuses of *EAL/D* is the development of students' oral language skills.

EAL/D Units 1–4 are designed for students undertaking a senior secondary program of study and extend students' language, literature and literacy skills in and for a range of contexts, purposes and audience. Students respond to and create texts in all language modes. *EAL/D* Unit 4 presents an equivalent level of cognitive challenge to Unit 4 of English.

EAL/D Bridging Units 1–4 are designed for students who are at the emerging phase (or early developing phase) of the Foundation to Year 10 *EAL/D* Learning Progression. These students may include:

- students who have had limited exposure to SAE. These students may have recently exited an Intensive English Centre, or be in a rural, remote or very remote setting with limited or no access to *EAL/D* specialist intervention
- students who are new to the Australian educational setting or who have had little or no prior formal education.

Students may choose to complete 2, 4, 6 or 8 *EAL/D* units, and units can be studied sequentially or concurrently.

As *EAL/D* students may perform at different levels of competence in oral communication skills and written ability, it is advised that all language modes be considered equally for appropriate placement into units.

Structure of English as an Additional Language or Dialect

Units 1–4

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.

Bridging Units 1–4

Bridging Unit 1 is designed for students who are at the Emerging phase of the EAL/D Foundation to Year 10 learning progression and focuses on developing communication skills in a range of contexts across the language modes of SAE. There is a particular focus on developing oral communication skills. Age-appropriate texts are used to develop vocabulary, grammar, language learning strategies and understanding. This includes the comprehension and retrieval of key information from familiar texts. The unit will enable students to apply their knowledge and understanding as they create simple texts that express their needs, opinions and ideas.

Bridging Unit 2 is aimed at students in the late Emerging phase of the EAL/D Foundation to Year 10 learning progression and focuses on consolidating communication skills in a range of contexts across the language modes of SAE. Through explicit teaching, the unit focuses on the consolidation of everyday vocabulary and the creation of connected oral, written and multimodal texts. Age-appropriate texts are used as a guide to respond to or reproduce simple texts in informal and rehearsed formal contexts. This unit will enable students to develop strategies for collecting, organising and presenting ideas and information.

Bridging Unit 3 is aimed at students who are in the Developing phase of the EAL/D Foundation to Year 10 learning progression and 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.

Bridging Unit 4 is aimed at students who are in the late Developing phase of the EAL/D Foundation to Year 10 learning progression and 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.

Organisation of content

Content descriptions in each unit in *EAL/D* are grouped under an organising framework that presents key aspects of learning that underpin each subject. Organisers vary between subjects according to the distinctive focus of each subject. The organising framework in *EAL/D* is:

- Communication strategies

- Comprehension strategies
- Language and textual analysis
- Creating texts.

Organisation of achievement standards

The achievement standards have been organised under two dimensions that underpin key aspects of responding to or creating texts. This structure applies to all subjects in senior secondary English.

Dimension 1	Responding to oral, written and multimodal texts
Dimension 2	Creating oral, written and multimodal texts

Senior secondary achievement standards have been written for each Australian Curriculum senior secondary subject. The achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following the completion of study of senior secondary Australian Curriculum content for a pair of units. They are broad statements of understanding and skills that are best read and understood in conjunction with the relevant unit content. They are structured to reflect key dimensions of the content of the relevant learning area. They will be eventually accompanied by illustrative and annotated samples of student work/ performance/ responses.

The achievement standards will be refined empirically through an analysis of samples of student work and responses to assessment tasks: they cannot be maintained a priori without reference to actual student performance. Inferences can be drawn about the quality of student learning on the basis of observable differences in the extent, complexity, sophistication and generality of the understanding and skills typically demonstrated by students in response to well-designed assessment activities and tasks.

In the short term, achievement standards will inform assessment processes used by curriculum, assessment and certifying authorities for course offerings based on senior secondary Australian Curriculum content.

ACARA has made reference to a common syntax (as a guide, not a rule) in constructing the achievement standards across the learning areas. The common syntax that has guided development is as follows:

- Given a specified context (as described in the curriculum content)
- With a defined level of consistency/accuracy (the assumption that each level describes what the student does well, competently, independently, consistently)
- Students perform a specified action (described through a verb)
- In relation to what is valued in the curriculum (specified as the object or subject)
- With a defined degree of sophistication, difficulty, complexity (described as an indication of quality)

Terms such as 'analyse' and 'describe' have been used to specify particular action but these can have everyday meanings that are quite general. ACARA has therefore associated these terms with specific meanings that are defined in the senior secondary achievement standards glossary and used precisely and consistently across subject areas.

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, viewing and writing in an integrated and interdependent way.

Texts

Teachers will use an array of material in class. Texts include literary texts, fiction and non-fiction, media texts, everyday texts, and workplace texts, from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language drawn from a range of contexts.

Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal. Texts can be written, spoken, multimodal, and in print or digital/online.

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 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 include a broad range of forms such as novels, poetry, short stories, plays, fiction, multimodal texts such as film, and non-fiction.

Sample text list

The following texts are examples of literary texts suitable for the study of *EAL/D* 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

Blueback by Tim Winton (novel)
Walk in My Shoes by Alwyn Evans (novel)
The China Coin by Allan Baillie (novel)
Haroun and the Sea of Stories by Salman Rushdie (novel)
The Whale Rider by Witi Ihimaera (novel; film directed by Niki Caro)
Adaptations of Shakespeare such as the film of *Twelfth Night* directed by Trevor Nunn
The Black Balloon directed by Elissa Down (film)
The River by Libby Hathorn and illustrated by Stanley Wong (picture book)
Tales from Outer Suburbia by Shaun Tan (short stories)
One Night the Moon directed by Rachel Perkins (film; also see soundtrack)
Billy Elliot directed by Stephen Daldry (film)
Harvey Krumpet created and directed by Adam Eliot (clay animation)

Poetry

The Simple Gift by Steven Herrick
Oodgeroo Noonuccal
At the Round Earth's Imagined Corners: A Multicultural Anthology of Contemporary Poetry edited by Ken Watson
Bush songs and music: <http://australia.gov.au/about-australia/australian-story/bush-songs-and-music>
Robert Frost
Windchimes: Asia in Australian poetry edited by Rowe and Smith

Non-fiction

Unpolished Gem by Alice Pung (memoir)
Maybe Tomorrow by Boori Monty Pryor and Meme McDonald (autobiography)
Freedom From Fear by Aung San Suu Kyi (speech)
I am Eleven directed by Genevieve Bailey (documentary)
A World without Water directed by Brian Woods (documentary)
The Legacy: An elder's vision of our sustainable future by David Suzuki (lecture)
Making Multicultural Australia: www.multiculturalaustralia.edu.au *The Happiest Refugee: A Memoir* by Anh Do

Language table

Key language skills for EAL/D

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. 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
- 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 word order within clauses and sentences.

Grammatical competence:

- clause and sentence structure
- 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 noun-verb agreement
- negative questioning
- direct and indirect speech
- use of reference items to achieve cohesion.

Semantic competence:

- listening for 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 how language is used to persuade
- experimenting with the register of texts (tone, language, audience)
- initiating, sustaining and ending conversations in casual and formal contexts
- identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns).

Sociocultural understanding:

- 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.

Links to Foundation to Year 10

Each senior secondary English subject draws upon, develops and emphasises different knowledge, understanding, skills and processes related to the strands of Language, Literature and Literacy used in the Foundation to Year 10 curriculum. The emphasis differs according to the nature of each subject. While each senior secondary English subject places a different emphasis on the three strands, each subject is expected to advance skills in each of the strands. For example, while students encounter, respond to, analyse and create a wide range of literary texts in *EAL/D*, the focus of the units is on language learning and the development of oral language and literacy skills in SAE.

Representation of General capabilities

General capabilities covered in *EAL/D* include: *Literacy, Numeracy, Information and communication technology (ICT) capability, Critical and creative thinking, Personal and social capability, Ethical understanding and Intercultural understanding.*

Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In *EAL/D* 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 *EAL/D* 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 *EAL/D* 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 (ICT) capability

There is a particular focus in *EAL/D* on 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 *EAL/D* 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 mediums to practise and consolidate their English language skills.

Critical and creative thinking

Critical and creative thinking is integral to the study of and creation of texts in *EAL/D*. 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 *EAL/D* 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 *EAL/D* 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. *EAL/D* 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 *EAL/D* 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. *EAL/D* 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 *EAL/D*, 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 Cross-curriculum priorities

The senior secondary English curriculum 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 illustrative text lists for each subject include a selection of Aboriginal and Torres Strait Islander literature.

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 mediums, 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 illustrative lists for each subject.

Each of the senior English subjects 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.

English as an Additional Language or Dialect

Unit 1

Unit Description

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose and audience of texts. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

Learning Outcomes

By the end of this unit, students:

- communicate ideas and opinions in a range of contexts
- demonstrate literal and inferential comprehension of information, ideas and language used in texts
- understand and apply social and cultural references from different contexts
- plan and create oral, written and multimodal texts appropriate to purpose and audience.

Content Descriptions

Communication skills and strategies including:

- seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding (ACEEA001)
- using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, for example, interviews and role plays (ACEEA002)
- understanding non-verbal cues as related to SAE contexts; for example, conventions of eye contact, gesture, physical space/distance (ACEEA003)
- understanding and using some common cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts (ACEEA004)
- using active listening strategies and working collaboratively with others. (ACEEA005)

Comprehension skills and strategies including:

- predicting the form and content of texts from structural and visual elements and contextual information (ACEEA006)
- describing linguistic and structural features of a range of more complex text types including literary and transactional texts (ACEEA007)
- distinguishing between fact and opinion, main ideas and supporting details presented in texts (ACEEA008)
- defining common cultural references and implied meanings in texts (ACEEA009)
- locating suitable information sources, skimming for general meanings and scanning for specific information, note-taking, summarising, paraphrasing and using graphic organisers to collect and collate information (ACEEA010)
- using a range of reference texts such as bilingual dictionaries to assist language learning and comprehension (ACEEA011)
- using strategies to reflect on and consolidate own learning. (ACEEA012)

Language and text analysis skills and strategies including:

- describing how different purposes and contexts influence language choices and meaning (ACEEA013)
- explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance (ACEEA014)
- describing the effect of register, style and tone on meaning (ACEEA015)
- explaining the effects of descriptive language and imagery in texts (ACEEA016)
- analysing how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity (ACEEA017)
- describing the forms and conventions of texts created in different modes and mediums including visual texts (ACEEA018)
- describing similarities in and differences between texts (ACEEA019)
- using metalanguage to discuss texts and their composition. (ACEEA020)

Create a range of texts:

- using appropriate structure and content to communicate ideas and opinions for different purposes and audiences (ACEEA021)
- using digital, multimodal and print-based technologies (ACEEA022)
- using common language features, for example, subject specific vocabulary, synonyms and antonyms, adjectives and

adverbs used to create modality, some nominalisation, common collocations and idioms (ACEEA023)

- using description, characterisation, and direct and indirect speech (ACEEA024)
- using cohesive devices at sentence, paragraph and whole text level (ACEEA025)
- using research skills and strategies, for example, note-taking and note-making, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately (ACEEA026)
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries. (ACEEA027)

English as an Additional Language or Dialect

English as an Additional Language or Dialect

Unit 2

Unit Description

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Learning Outcomes

By the end of this unit, students:

- use communication skills to analyse and compare attitudes and values in texts
- demonstrate literal and inferential comprehension of information, ideas and language used in texts
- understand personal, social and cultural attitudes and perspectives in a range of texts from different contexts
- plan, create and refine oral, written and multimodal texts appropriate to context, purposes and audiences.

Content Descriptions

Communication skills and strategies including:

- initiating, sustaining and concluding interactions in a range of familiar and unfamiliar contexts (ACEEA028)
- using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level (ACEEA029)
- understanding and using non-verbal cues in a range of formal and informal contexts (ACEEA030)
- understanding common cultural references, conceptual metaphors and connotations (ACEEA031)
- experimenting with register and tone to create rapport (ACEEA032)
- organising and presenting spoken information appropriate to audience and purpose (ACEEA033)
- listening, reading and viewing for specific purposes and content. (ACEEA034)

Comprehension skills and strategies including:

- describing and classifying the form, medium and subject matter of texts (ACEEA035)
- describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in literary texts (ACEEA036)
- explaining ideas, issues and arguments presented in non-fiction texts (ACEEA037)
- interpreting cultural references and implied meanings in texts (ACEEA038)
- locating, selecting and evaluating information sources and synthesising information from these sources (ACEEA039)
- using a range of reference texts (including bilingual dictionaries) to assist interpretation and explanation of ideas. (ACEEA040)

Language and text analysis skills and strategies including:

- describing how the selection of text structures and language features can influence an audience (ACEEA041)
- explaining overt and implicit assumptions made in texts, for example, as seen in editorial opinions and stereotypes in advertising (ACEEA042)
- explaining the effects of shifts in register, style and tone (ACEEA043)
- analysing how point of view shapes audience response (ACEEA044)
- analysing connections between texts (ACEEA045)
- explaining the visual features of texts and interpreting graphic representations of data (ACEEA046)
- using language to express judgement of an object, a process, or a performance (ACEEA047)
- using metalanguage to express personal and critical responses to texts. (ACEEA048)

Create a range of texts:

- using different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies (ACEEA049)
- using subject-specific vocabulary, nominalisation, and nouns and verbs used to create modality, collocations, idioms and figurative language (ACEEA050)
- using a range of cohesive and structural devices (ACEEA051)
- using persuasive, descriptive and emotive language as appropriate (ACEEA052)
- using experimentation with different registers and tones (ACEEA053)

- using research skills and strategies, for example, notes, summaries and graphic organisers to collect, collate and evaluate information, appropriate paraphrasing, quotation, in-text citation and end-of-text referencing (ACEEA054)
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries. (ACEEA055)

English as an Additional Language or Dialect

Units 1 and 2 Achievement Standards

Responding to oral, written and multimodal texts

A	B	C	D	E
<ul style="list-style-type: none"> • analyses main ideas and supporting details in texts to comprehend literal and inferential meanings • analyses ways in which language choices and type of text are created to suit particular purposes and contexts • evaluates the effectiveness of text structures and language features in texts, in persuading and influencing audiences • analyses social and cultural references in texts and evaluates their effects and implications 	<ul style="list-style-type: none"> • analyses main ideas and supporting details in texts to identify literal and inferential meanings • analyses how purpose and context shape language choices and the type of texts that are created • analyses how text structures and language features are used to persuade audiences in familiar and some unfamiliar texts • analyses social and cultural references in texts and explains their effects 	<ul style="list-style-type: none"> • explains literal meanings and main ideas in texts • explains how purpose and context shape the type of texts that are created • explains how text structures and language features are used to persuade audiences in familiar texts • explains some social and cultural references in texts 	<ul style="list-style-type: none"> • describes literal meanings and main ideas in texts • describes the purpose and context of texts • describes aspects of text structures and language features used in familiar and some unfamiliar texts • identifies some social or cultural references in texts 	<ul style="list-style-type: none"> • locates some information in texts • identifies the purpose or context of texts • identifies some aspects of text structures and language features used in familiar texts • identifies obvious social and cultural references in texts

Creating oral, written and multimodal texts

A	B	C	D	E
<ul style="list-style-type: none"> • communicates ideas and information clearly and concisely in oral interactions • presents ideas and opinions selecting relevant evidence and examples to support a point of view • structures texts effectively for contexts, purposes and audiences in different modes and mediums • uses language features and conventions confidently and with sustained control of expression 	<ul style="list-style-type: none"> • communicates ideas and information competently in oral interactions • presents ideas and opinions selecting clear examples to support a point of view • structures texts appropriately for contexts, purposes and audiences in different modes and mediums • uses language features and conventions with clarity and control of expression 	<ul style="list-style-type: none"> • communicates ideas and information in oral interactions • presents ideas and opinions using some examples • structures texts for familiar and some unfamiliar contexts, purposes and audiences in different modes and mediums • uses language features and conventions with some consistency and accuracy 	<ul style="list-style-type: none"> • communicates some ideas and information in oral interactions • presents some ideas and opinions • structures texts for some familiar contexts, purposes or audiences in different modes and mediums • uses simple language features and conventions with some accuracy 	<ul style="list-style-type: none"> • communicates ideas or information in some familiar contexts • presents simple ideas or opinions • reproduces some text structures in different modes and mediums • uses simple language features or conventions with limited accuracy

English as an Additional Language or Dialect

Unit 3

Unit Description

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

Learning Outcomes

By the end of this unit, students:

- use communication skills to evaluate how texts present ideas and opinions
- understand the relationships between information, ideas, language and values in texts
- investigate and compare personal, social and cultural attitudes and perspectives in a range of texts from different contexts
- plan, create and refine extended oral, written and multimodal texts appropriate to different contexts, purposes and audiences.

Content Descriptions

Communication skills and strategies including:

- participating in a range of oral interactions such as rehearsed and impromptu classroom dialogues (for example, debates, discussions, role plays) (ACEEA056)
- using pausing, stress, rhythm, pitch and intonation to emphasise meaning (ACEEA057)
- using non-verbal cues to create rapport in a range of situations (ACEEA058)
- using cultural references, idioms and colloquialisms (ACEEA059)
- selecting and sustaining register and tone to suit different purposes, contexts and audiences. (ACEEA060)

Comprehension skills and strategies including:

- comparing and contrasting texts from different cultures and times, and discussing their purposes and effects (ACEEA061)
- distinguishing between and evaluating facts and opinions presented in texts (ACEEA062)
- examining how narrative point(s) of view are used to convey ideas, attitudes and values in literary texts and how arguments are presented in non-fiction texts (ACEEA063)
- explaining cultural beliefs and assumptions reflected in texts (ACEEA064)
- framing research questions to direct inquiry and synthesising information from multiple sources, including literary and non-literary texts (ACEEA065)
- reflecting on and analysing how language choices have influenced audience response. (ACEEA066)

Language and text analysis skills and strategies including:

- analysing how texts are influenced by other texts and contexts (ACEEA067)
- evaluating the effect of persuasive techniques, for example, rhetorical devices (ACEEA068)
- explaining the effects of literary and humorous techniques; for example, figurative language, rhythm and rhyme, and dramatic irony (ACEEA069)
- analysing the relationships between words, images and compositional aspects of texts that have visual elements (ACEEA070)
- evaluating the validity and relevance of evidence and assumptions in texts (ACEEA071)
- analysing how language forms and conventions used in different modes and mediums influence audiences (ACEEA072)
- using language to express a personal evaluation of an object, a process or a performance (ACEEA073)
- using metalanguage to review and evaluate texts. (ACEEA074)

Create a range of texts:

- using a range of genres and digital, multimodal and print-based technologies (ACEEA075)
- using language that influences the audience or that privileges certain ideas or perspectives over others (ACEEA076)
- using different sentence structures and forms suited to purpose, audience and subject (ACEEA077)
- using modality (including modality in a hypothetical past), nominalised language and discourse markers (ACEEA078)
- using sources such as reference texts, graphs, data and environmental texts to present a sustained and logical argument, and using appropriate paraphrasing, quotation, in-text citation and end-of-text referencing (ACEEA079)
- using strategies for assessing the relevance, reliability and validity of sources (ACEEA080)

- using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses. (ACEEA081)

English as an Additional Language or Dialect

English as an Additional Language or Dialect

Unit 4

Unit Description

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.

Learning Outcomes

By the end of this unit, students:

- respond to issues and ideas using sustained, persuasive and effective communication
- investigate the relationships between information, ideas, language and values in a range of texts
- examine personal, social and cultural attitudes and perspectives in a range of texts drawn from different contexts
- plan, create and refine extended oral, written and multimodal texts appropriate to a range of contexts, purposes and audiences.

Content Descriptions

Communication skills and strategies including:

- participating in and managing collaborative discussions and presentations in a range of contexts, for example debates and seminars (ACEEA082)
- using pausing, stress, rhythm, pitch and intonation for particular effects (ACEEA083)
- using a range of non-verbal cues to complement and enhance meaning (ACEEA084)
- using devices such as understatement, exaggeration and stereotyping (ACEEA085)
- modulating register and tone to achieve specific purposes and effects. (ACEEA086)

Comprehension skills and strategies including:

- comparing and contrasting texts in different forms and mediums, their purposes and effects, and the values, attitudes and biases reflected in these texts (ACEEA087)
- analysing connotations and figurative language, for example, metaphors, imagery and personification (ACEEA088)
- evaluating how rhetorical devices are designed to influence and persuade (ACEEA089)
- evaluating how audience response to ideas and issues is manipulated (ACEEA090)
- integrating ideas and information from a range of literary and reference texts using direct and indirect quotation (ACEEA091)
- reflecting on and evaluating personal interpretations and those of others. (ACEEA092)

Language and text analysis skills and strategies including:

- analysing and explaining how changes in context create changes in meaning (ACEEA093)
- analysing how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues (ACEEA094)
- analysing how culturally based representations of concepts such as knowledge or authority are conveyed (ACEEA095)
- evaluating the manipulation of text structures and language features for different purposes (ACEEA096)
- analysing and using elements of appraisal in texts to convey attitudes and opinions and evaluate the effectiveness of texts. (ACEEA097)

Create a range of texts:

- using a range of types of texts and digital, multimodal and print-based technologies (ACEEA098)
- using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features (ACEEA099)
- using stylistic and grammatical choices for effect, including complex lexical elements, modality in the past conditional and subject-specific language forms and features (ACEEA100)
- using culturally specific phrases, idioms, collocations and references (ACEEA101)
- using a range of research sources and methods, for example, interviews, surveys or questionnaires (ACEEA102)
- using accurate attribution of knowledge and appropriate referencing (ACEEA103)
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses. (ACEEA104)

English as an Additional Language or Dialect

Units 3 and 4 Achievement Standards

Responding to oral, written and multimodal texts

A	B	C	D	E
<ul style="list-style-type: none"> evaluates information, ideas and attitudes presented in texts, demonstrating insightful understanding critically analyses how relationships between context, purpose and audience influence texts evaluates the effectiveness of text structures, language features and conventions in different modes and mediums to convey personal, social and cultural perspectives critically analyses relationships between language, values, culture and identity and evaluates how they influence and change understanding 	<ul style="list-style-type: none"> evaluates information, ideas and attitudes presented in texts, demonstrating clear understanding analyses how context, purpose and audience together influence texts analyses how text structures, language features and conventions are used in different modes and mediums to convey personal, social and cultural perspectives analyses connections between language, values, culture and identity and explains how they influence understanding 	<ul style="list-style-type: none"> explains information, ideas and attitudes presented in texts explains how context, purpose and audience influence texts analyses how text structures, language features and conventions are used in different modes and mediums to convey some perspectives explains connections between language, values, culture and identity 	<ul style="list-style-type: none"> describes information and ideas presented in texts describes how some aspects of context, purpose and audience influence texts describes how some text structures, language features and conventions are used in different modes and mediums identifies connections between language, values, culture and identity 	<ul style="list-style-type: none"> identifies some information and ideas presented in texts identifies how some aspects of context, purpose or audience influence texts identifies text structures, language features or conventions used in different modes and mediums identifies some aspects of language, culture and identity

Creating oral, written and multimodal texts

A	B	C	D	E
<ul style="list-style-type: none"> • sustains communication fluently, spontaneously and appropriately in oral interactions • selects compelling evidence and examples to justify ideas and arguments • structures texts that are innovative and effective for diverse contexts, purposes, audiences, modes and mediums • uses sophisticated language features and conventions with effective control of style, register and expression 	<ul style="list-style-type: none"> • sustains communication clearly and effectively in oral interactions • selects relevant evidence and examples to support ideas and arguments • structures texts that are effective for different contexts, purposes, audiences, modes and mediums • uses complex language features and conventions with consistent control of register and expression 	<ul style="list-style-type: none"> • sustains communication in a range of oral interactions • selects evidence and examples to support ideas and arguments • structures texts appropriate to different contexts, purposes, audiences, modes and mediums • uses language features and conventions with control of register and expression 	<ul style="list-style-type: none"> • communicates ideas and information in straightforward oral interactions • uses some evidence or examples to support ideas and arguments • structures texts for some contexts, purposes, audiences, modes and mediums • uses familiar language features and conventions with some control of expression 	<ul style="list-style-type: none"> • communicates ideas or information in some contexts • presents some ideas or points of view • reproduces text structures in different modes and mediums • uses some language features and conventions with limited control of expression

English as an Additional Language or Dialect

Bridging Unit 1

Unit Description

Bridging Unit 1 is designed for students who are at the Emerging phase of the EAL/D Foundation to Year 10 learning progression and focuses on developing communication skills in a range of contexts across the language modes of SAE. There is a particular focus on developing oral communication skills. Age-appropriate texts are used to develop vocabulary, grammar, language learning strategies and understanding. This includes the comprehension and retrieval of key information from familiar texts. The unit will enable students to apply their knowledge and understanding as they create simple texts that express their needs, opinions and ideas.

Learning Outcomes

By the end of this unit, students:

- communicate to express their ideas on familiar topics using visual aids, modelled text and/or teacher support
- demonstrate an understanding of the main ideas in familiar texts and of literal information at sentence level
- respond to familiar texts and begin to articulate opinions
- create short, simply structured oral, written and multimodal texts on familiar topics with some accuracy.

Content Descriptions

Communication skills and strategies including:

- communicating needs and ideas to others using visual cues or home language or dialect (ACEEA105)
- repeating modelled pronunciation and intonation, patterns of words, phrases, simple clauses, and sentences (ACEEA106)
- engaging in group work to promote language learning (ACEEA107)
- understanding common cultural gestures and behaviours used by SAE speakers; for example, nods, eye contact, and non-verbal behaviour such as turn-taking and the distance deemed appropriate when engaging in conversation. (ACEEA108)

Comprehension skills and strategies including:

- using visual information and home language or dialect to support understanding (ACEEA109)
- identifying characters and settings presented in stories (ACEEA110)
- keeping charts or lists to organise or classify new vocabulary and knowledge (ACEEA111)
- retelling the gist and responding to texts and ideas considered in class (ACEEA112)
- identifying familiar vocabulary and morphemes, and using these to determine meaning from texts (ACEEA113)
- using dictionaries, picture dictionaries and bilingual resources to understand texts. (ACEEA114)

Language and text analysis skills and strategies including:

- understanding the purpose of the various forms of communication (ACEEA115)
- using visual cues to predict subject matter and content in literary texts (ACEEA116)
- knowing that language choices can influence the success of communication (ACEEA117)
- identifying how language and imagery can change according to context (ACEEA118)
- articulating different ways that texts can be interpreted. (ACEEA119)

Create a range of texts:

- using some written and oral text forms and grammatical structures, including the linear sequencing of events through the use of simple sentences, conjunctions, punctuation and paragraphs (ACEEA120)
- using simple first-person recounts and descriptions (ACEEA121)
- using graphic representations of information (ACEEA122)
- using everyday vocabulary (ACEEA123)
- using commonly used logographs, for example \$, &, and abbreviations, for example Mr, Mrs (ACEEA124)
- using teacher editing and conferencing including editing for word order, articles, prepositions and simple tenses. (ACEEA125)

English as an Additional Language or Dialect

English as an Additional Language or Dialect

Bridging Unit 2

Unit Description

Bridging Unit 2 is aimed at students in the late Emerging phase of the EAL/D Foundation to Year 10 learning progression. It focuses on consolidating communication skills in a range of contexts across the language modes of SAE. Through explicit teaching, the unit focuses on the consolidation of everyday vocabulary and the creation of connected oral, written and multimodal texts. Age-appropriate texts are used as a guide to respond to or reproduce simple texts in informal and rehearsed formal contexts. This unit will enable students to develop strategies for collecting, organising and presenting ideas and information.

Learning Outcomes

By the end of this unit, students:

- present rehearsed texts on familiar topics with some reliance on visual aids, modelled texts and/or teacher support
- comprehend literal information in a range of short, familiar texts
- respond to familiar texts and begin to support ideas by identifying some common language features
- create short, simply structured oral, written and multimodal texts with growing accuracy.

Content Descriptions

Communication skills and strategies including:

- communicating ideas orally, digitally and in writing; rewording for understanding and asking for clarification or repetition; using home language or dialect (ACEEA126)
- independently approximating the pronunciation, intonation and stress of words and phrases (ACEEA127)
- collaborating to produce short texts that present facts, a point of view or opinion (ACEEA128)
- using rules of politeness in SAE for everyday situations, for example, through acknowledging the speaker when being spoken to, interacting with a range of participants, entering and exiting conversations, making email contact or using protocols in social situations such as visiting or dining. (ACEEA129)

Comprehension skills and strategies including:

- interpreting non-verbal cues and intonation to guess the meaning in unfamiliar situations (ACEEA130)
- identifying and describing characters, settings and events presented in stories (ACEEA131)
- using simple graphic organisers (ACEEA132)
- identifying essential information from a range of familiar texts (ACEEA133)
- retelling and responding to familiar texts (ACEEA134)
- using known vocabulary and familiar text structures to find information (ACEEA135)
- using modelled research skills and strategies to find information. (ACEEA136)

Language and text analysis skills and strategies including:

- identifying the way information in texts has been ordered and structured (ACEEA137)
- identifying and explaining text structures and language features used in literary texts (ACEEA138)
- explaining the purposes of common text types (ACEEA139)
- understanding and explaining how information may be included in or excluded from texts to achieve a purpose (ACEEA140)
- identifying the persuasive nature of simple text types (ACEEA141)
- understanding how there can be nuances in familiar, commonly used words. (ACEEA142)

Create a range of texts:

- using simple written and oral text forms, punctuation and grammatical structures including graphic representations of information (ACEEA143)
- using descriptions of people, places and events (ACEEA144)
- using a growing range of technologies and mediums (ACEEA145)
- using simple comparative language, and reference items such as referential and demonstrative pronouns (ACEEA146)
- using modal adjectives and adverbs, for example, always, never, sometimes, often (ACEEA147)
- using familiar vocabulary including countable and uncountable nouns (ACEEA148)
- using growing accuracy with spelling (ACEEA149)
- using a growing range of conjunctions (ACEEA150)
- using simple strategies for planning and editing. (ACEEA151)

English as an Additional Language or Dialect

Bridging Units 1 and 2 Achievement Standards

Responding to oral, written and multimodal texts

A	B	C	D	E
<ul style="list-style-type: none">explains literal and implied ideas and information presented in short textsexplains an attitude or point of view in simple textsexplains the purpose of familiar text structures and vocabulary used in texts	<ul style="list-style-type: none">describes literal and some implied ideas and information presented in short textsdescribes an attitude or point of view in simple textsdescribes the purpose of familiar text structures and vocabulary used in texts	<ul style="list-style-type: none">identifies literal ideas and information presented in short familiar textsidentifies a point of view in simple textsidentifies the purpose of familiar text structures and vocabulary used in texts	<ul style="list-style-type: none">locates some literal information presented in short familiar texts with supportunderstands that texts have a purposeidentifies some familiar text structures and vocabulary used in texts	<ul style="list-style-type: none">locates very limited literal information in some short familiar texts with supportlocates simple text structures and vocabulary used in texts

Creating oral, written and multimodal texts

A	B	C	D	E
<ul style="list-style-type: none"> • communicates ideas for different purposes and audiences in oral interactions • creates texts that describe varied events and personal information clearly in different modes and mediums • uses familiar text structures and language features • communicates simple ideas with clarity 	<ul style="list-style-type: none"> • communicates ideas for familiar purposes and audiences in oral interactions • creates texts that describe events and personal information in different modes and mediums • uses some familiar text structures and language features • communicates simple ideas meaningfully with some clarity 	<ul style="list-style-type: none"> • communicates an idea for some familiar purposes and audiences in oral interactions • creates texts that recount experiences or personal information in different modes and mediums • reproduces familiar text structures and language features • communicates simple ideas with limited control of expression 	<ul style="list-style-type: none"> • communicates an idea for a familiar purpose in oral interactions • creates texts that recount aspects of experiences or personal information in different modes and mediums • reproduces some familiar text structures and language features • repeats simple ideas with very limited control of expression 	<ul style="list-style-type: none"> • communicates in limited oral interactions • creates simple recounts or descriptions in different modes and mediums • demonstrates minimal control of expression

English as an Additional Language or Dialect

Bridging Unit 3

Unit Description

Bridging Unit 3 is aimed at students who are in the Developing phase of the EAL/D Foundation to Year 10 learning progression. It 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.

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.

Content Descriptions

Communication skills and strategies including:

- communicating ideas and opinions in a growing range of situations and rephrasing when meaning is unclear (ACEEA152)
- using intelligible pronunciation and intonation of words and phrases (ACEEA153)
- collaborating as a way to solve problems or to create texts (ACEEA154)
- adopting expected listening behaviours in some unfamiliar situations (ACEEA155)
- interacting and using forms of address appropriately in familiar and classroom contexts (ACEEA156)
- demonstrating some understanding of common idiomatic and colloquial expressions. (ACEEA157)

Comprehension skills and strategies including:

- drawing on background knowledge or contextual cues to guess the meaning of unknown words (ACEEA158)
- translating from home language or dialect to SAE (ACEEA159)
- describing characters and settings presented in literary texts and recounting plot details (ACEEA160)
- using a range of strategies, such as retrieval charts or note-taking, to extract accurate information from a growing variety of texts (ACEEA161)
- identifying and responding to the main ideas in a range of familiar texts (ACEEA162)
- identifying emotive language and sociocultural references in a growing range of situations (ACEEA163)
- identifying and explaining common cultural references, idiomatic language and simple colloquialisms (ACEEA164)
- employing ICT and investigative strategies to locate information from other sources. (ACEEA165)

Language and text analysis skills and strategies including:

- articulating the purposes of a growing range of text types, including academic texts (ACEEA166)
- identifying dialogue, and first-person and third-person narration used in literary texts (ACEEA167)
- identifying common differences in lexis and grammar between spoken and written language in familiar texts (ACEEA168)
- understanding cultural variations in the use of language in everyday activities and relationships such as family, leisure activities or attitudes (ACEEA169)
- identifying common variations of language and structure across different mediums. (ACEEA170)

Create a range of texts:

- using appropriate form, content and style for a range of common purposes and audiences (ACEEA171)
- using first-person and third-person narration (ACEEA172)
- using a growing range of fonts and layouts for effect (ACEEA173)
- using commonly used technologies and media (ACEEA174)
- using some subject-specific vocabulary, synonyms, antonyms and collocations (ACEEA175)
- using modal auxiliaries such as 'will', 'would', 'can', 'should', 'might' (ACEEA176)
- using description, imagery and an awareness of characterisation (ACEEA177)
- using cohesive devices at paragraph level, including anaphoric and cataphoric reference, referential pronouns and common conjunctions (ACEEA178)

- using a growing range of strategies for planning and refining work, including editing for correct simple tenses, common punctuation, and a variety of simple and compound sentences. (ACEEA179)

English as an Additional Language or Dialect

Bridging Unit 4

Unit Description

Bridging Unit 4 is aimed at students who are in the late Developing phase of the EAL/D Foundation to Year 10 learning progression. It 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.

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.

Content Descriptions

Communication skills and strategies including:

- interacting with others in oral, written and digital forms in a range of contexts (ACEEA180)
- using intelligible pronunciation, intonation and stress of words and phrases (ACEEA181)
- seeking assistance and clarification in a range of contexts (ACEEA182)
- working collaboratively in learning activities (ACEEA183)
- initiating, sustaining and ending communication in a range of familiar, some unfamiliar and academic contexts (ACEEA184)
- using some common idiomatic and colloquial expressions appropriate for the context of communication. (ACEEA185)

Comprehension skills and strategies including:

- using knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts (ACEEA186)
- identifying and discussing values and attitudes presented in literary texts (ACEEA187)
- adopting efficient forms of recording and collating information for a growing range of contexts (ACEEA188)
- identifying and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts (ACEEA189)
- identifying reference items and their role in creating cohesive texts (ACEEA190)
- identifying and explaining common metaphors, symbols and sociocultural references in texts. (ACEEA191)

Language and text analysis skills and strategies including:

- explaining the purposes and structures of different types of texts (ACEEA192)
- identifying and describing text structures and language features used in a variety of texts, including some literary texts (ACEEA193)
- identifying shifts in lexis and grammar between spoken and written language in a growing range of contexts (ACEEA194)
- explaining how meaning changes with shifts in tone and register (ACEEA195)
- identifying and describing how cultural variations in values and beliefs, for example, respect or honour, and the concepts of community and society, are represented by language. (ACEEA196)

Create a range of texts:

- using appropriate form, content and style for a range of common, and some unfamiliar, purposes and audiences (ACEEA197)
- using a combination of technologies and mediums (ACEEA198)
- using common subject-specific vocabulary, synonyms, antonyms and collocations (ACEEA199)
- using imaginative and descriptive language and growing control over direct and indirect speech (ACEEA200)
- using a range of common cohesive devices at sentence, paragraph and whole-text level such as referencing, lexical chains and conjunctions (ACEEA201)
- using simple, compound and some complex sentences (ACEEA202)
- using modality in the present tense (ACEEA203)
- using strategies for planning and refining work such as editing for consistent use of common punctuation. (ACEEA204)

English as an Additional Language or Dialect

Bridging Units 3 and 4 Achievement Standards

Responding to oral, written and multimodal texts

A	B	C	D	E
<ul style="list-style-type: none">• distinguishes between literal and implied meanings and analyses main ideas in familiar texts• explains the purpose and audience of texts• explains the effects of some text structures and language features used in texts• explains common cultural references in texts	<ul style="list-style-type: none">• explains literal meanings, some implied meanings and main ideas in familiar texts• describes the purpose and audience of texts• describes the effects of some text structures and language features used in texts• describes some common cultural references in texts	<ul style="list-style-type: none">• explains literal meanings and main ideas in familiar texts• identifies the purpose and audience of texts• describes some text structures and language features• identifies common cultural references in texts	<ul style="list-style-type: none">• describes literal meanings in short familiar texts• identifies the purpose of texts• identifies some text structures and language features• identifies some common cultural references in texts	<ul style="list-style-type: none">• identifies some literal meanings in texts• refers to some text structures and language features

Creating oral, written and multimodal texts

A	B	C	D	E
<ul style="list-style-type: none"> • communicates appropriately in different contexts in oral interactions • creates familiar and some unfamiliar texts which are appropriate to different purposes, audiences, modes and mediums • selects text structures and language features appropriate to different types of texts • communicates ideas with clarity and control of expression in different contexts 	<ul style="list-style-type: none"> • communicates clearly in familiar and some unfamiliar contexts in oral interactions • creates familiar texts appropriate to different purposes, audiences, modes and mediums • uses text structures and language features in different types of texts • communicates ideas meaningfully and with some clarity and control of expression 	<ul style="list-style-type: none"> • communicates in familiar contexts in oral interactions • creates familiar texts for different purposes, audiences, modes and mediums • uses simple text structures and language features in different types of texts • communicates ideas with control of expression 	<ul style="list-style-type: none"> • communicates in some familiar contexts in oral interactions • creates texts for some familiar purposes and audiences in different modes and mediums • uses a limited range of familiar text structures and language features • communicates ideas with some control of expression 	<ul style="list-style-type: none"> • communicates in some oral interactions • creates texts for some familiar purposes in different modes and mediums • uses a very limited range of familiar text structures and language features • communicates ideas with limited control of expression

English as an Additional Language or Dialect

English as an Additional Language or Dialect Glossary

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:

- main clause does not depend on or function within the structure of another clause.
- 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

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 connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.').

Collocation

Words that commonly occur in close association with one another (for example, 'blonde' goes with 'hair', 'butter' is 'rancid' not 'rotten', 'salt and pepper' not 'pepper and salt').

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.

Dialect

Refers to English as an Additional Language or Dialect. EAL/D is the educational acronym referring to those students whose home language is a language or dialect other than Standard Australian English (SAE) and who require additional support to develop proficiency in SAE, which is the variety of spoken and written English used formally in Australian schools. The acronym EAL/D foregrounds the English language learning needs of Aboriginal and Torres Strait Islander students who speak an Aboriginal or Torres Strait creole, or a variety of Aboriginal English, as their home language, as well as those who speak a traditional or heritage Indigenous language, and migrant and refugee students who speak an English-based creole, pidgin or dialect as their home language, as well as those who are learning English as a second or additional language (ESL/EAL).

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.

Engagement

The perspective of the author (for example, 'It is obvious that...').

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.

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').

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.

Media texts

Spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. 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).

Metalinguage

Language used to discuss language (for example, language used to discuss film or literary study such as *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 postpone the meeting' (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, 'permit', 'oblige')

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 verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (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.

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).

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

The way language is affected by the society and culture within which it is situated.

Sociolinguistic

The way language is affected by society and its social structures and attitudes.

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. Standard Australian English

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 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 'Bears hibernate in winter'
- 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.

Tone

Tone describes the way the 'voice' is delivered. For example, the tone of voice or the tone in a passage of writing could be friendly or angry or persuasive.

Types of texts

Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior subjects 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', 'You are not permitted to smoke in here').

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'.

Achievement Standards Glossary

Glossary

Abstract

Abstract scenario: a scenario for which there is no concrete referent provided.

Account

Account for: provide reasons for (something).

Give an account of: report or describe an event or experience.

Taking into account: considering other information or aspects.

Analyse

Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.

Apply

Use, utilise or employ in a particular situation.

Assess

Determine the value, significance or extent of (something).

Coherent

Orderly, logical, and internally consistent relation of parts.

Communicates

Conveys knowledge and/or understandings to others.

Compare

Estimate, measure or note how things are similar or dissimilar.

Complex

Consisting of multiple interconnected parts or factors.

Considered

Formed after careful thought.

Critically analyse

Examine the component parts of an issue or information, for example the premise of an argument and its plausibility, illogical reasoning or faulty conclusions

Critically evaluate

Evaluation of an issue or information that includes considering important factors and available evidence in making critical judgement that can be justified.

Deduce

Arrive at a conclusion by reasoning.

Demonstrate

Give a practical exhibition as an explanation.

Describe

Give an account of characteristics or features.

Design

Plan and evaluate the construction of a product or process.

Develop

In history: to construct, elaborate or expand.

In English: begin to build an opinion or idea.

Discuss

Talk or write about a topic, taking into account different issues and ideas.

Distinguish

Recognise point/s of difference.

Evaluate

Provide a detailed examination and substantiated judgement concerning the merit, significance or value of something.

In mathematics: calculate the value of a function at a particular value of its independent variables.

Explain

Provide additional information that demonstrates understanding of reasoning and/or application.

Familiar

Previously encountered in prior learning activities.

Identify

Establish or indicate who or what someone or something is.

Integrate

Combine elements.

Investigate

Plan, collect and interpret data/information and draw conclusions about.

Justify

Show how an argument or conclusion is right or reasonable.

Locate

Identify where something is found.

Manipulate

Adapt or change.

Non-routine

Non-routine problems: Problems solved using procedures not previously encountered in prior learning activities.

Reasonableness

Reasonableness of conclusions or judgements: the extent to which a conclusion or judgement is sound and makes sense

Reasoned

Reasoned argument/conclusion: one that is sound, well-grounded, considered and thought out.

Recognise

Be aware of or acknowledge.

Relate

Tell or report about happenings, events or circumstances.

Represent

Use words, images, symbols or signs to convey meaning.

Reproduce

Copy or make close imitation.

Responding

In English: When students listen to, read or view texts they interact with those texts to make meaning. Responding involves students identifying, selecting, describing, comprehending, imagining, interpreting, analysing and evaluating.

Routine problems

Routine problems: Problems solved using procedures encountered in prior learning activities.

Select

Choose in preference to another or others.

Sequence

Arrange in order.

Solve

Work out a correct solution to a problem.

Structured

Arranged in a given organised sequence.

In Mathematics: When students provide a structured solution, the solution follows an organised sequence provided by a third party.

Substantiate

Establish proof using evidence.

Succinct

Written briefly and clearly expressed.

Sustained

Consistency maintained throughout.

Synthesise

Combine elements (information/ideas/components) into a coherent whole.

Understand

Perceive what is meant, grasp an idea, and to be thoroughly familiar with.

Unfamiliar

Not previously encountered in prior learning activities.