

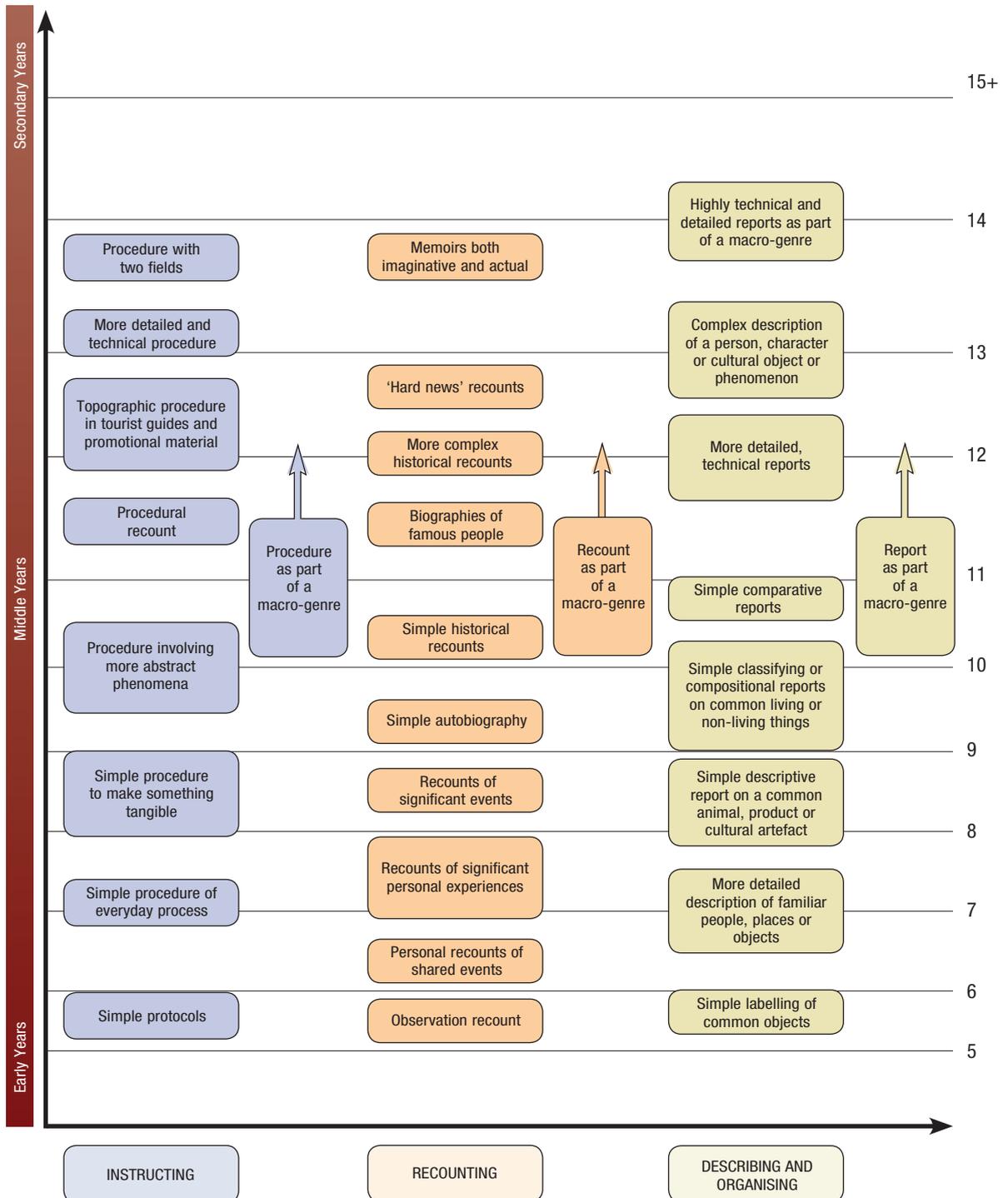
# Reading 4

## Mapping genre and register

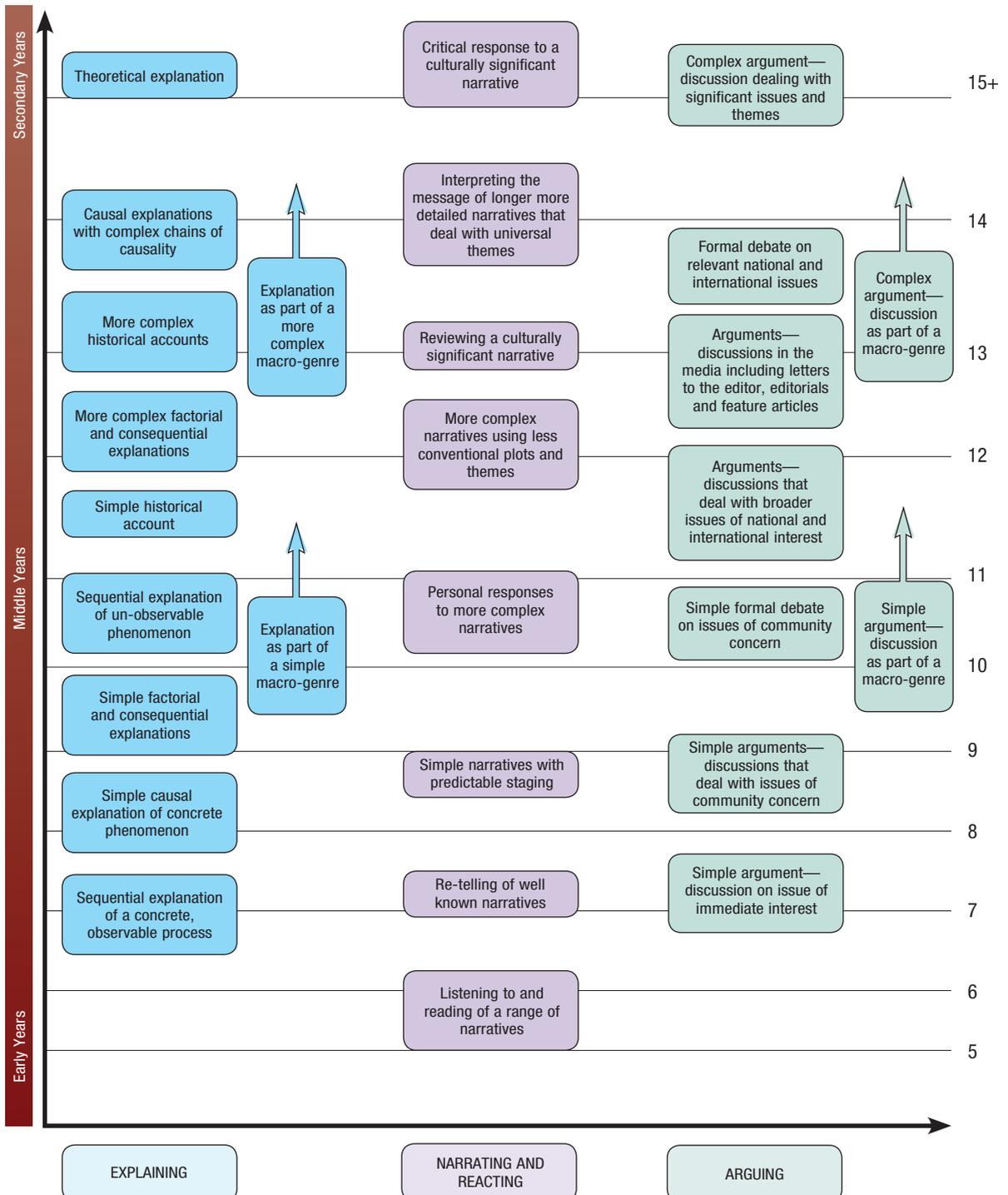
Brian Dare

Dare B (2009) *Genre scope and sequence*. Adelaide, South Australia, Lexis Education.

### Genre scope and sequence



### Genre scope and sequence



## Planning for language development

### Language development across schooling

FIELD	EARLY	MIDDLE	LATER
<b>Processes</b>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>introduce different process types beginning with action, then saying, then mental, then relational</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify action processes in procedures, narratives and recounts</li> <li>name simple tenses (present and past)</li> <li>explain simple examples of subject–verb agreement</li> <li>use a small range of mental and saying processes to project</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>consolidate different process types with focus on increasing delicacy and presence in different genres</li> <li>explore the function of mental and saying processes to project and quote thoughts, feelings and sayings</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify different process types and their function</li> <li>name and form main tenses including common irregular verbs</li> <li>see that a process can be made up of a number of auxiliary elements and the participle form of the verb</li> <li>identify processes consisting of more than one verb</li> <li>identify the difference between quoted and reported speech</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>consolidate different process types with focus on increasing delicacy and precision, particularly in technical texts</li> <li>introduce more technical verbs and how they might be nominalised</li> <li>explore the role of processes in direct and reported speech in a range of texts</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>name and use most tenses</li> <li>recognise and explain the function of different parts of the process</li> <li>change quoted to reported speech</li> <li>move between tenses in a text (eg ‘I went there regularly as a young boy and still have fond memories of that place’)</li> </ul>
<b>Participants</b>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>introduce the notion of human and non-human participants and the difference between the actor (the doer) and goal (the done to)</li> <li>link participants to nominal group</li> <li>introduce students to the functional elements of the nominal group</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify some participants in a clause</li> <li>identify simple nominal groups and name pointer, numerative, describer/s and classifier/s</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>introduce the notion of a generalised participant</li> <li>consolidate understanding of role of the nominal group in participants</li> <li>consolidate qualifiers realised through prepositional phrases and clauses</li> <li>introduce notion of nominal group complexes</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify most participants in a clause even when there are three participants</li> <li>identify most nominal groups and name pointer, numerative, describers, classifiers and qualifiers</li> <li>identify intensifiers and their role</li> <li>identify a simple nominal group complex</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>introduce the notion of an abstract participant through nominalisation</li> <li>introduce the function of embedded clauses</li> <li>investigate marked use of describers in nominal group</li> <li>consolidate and extend understandings of nominal group complexes</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>form straightforward nominalisations from verbs</li> <li>understand how more indirect nominalisations are formed</li> <li>change common nominalisations back into verb or adjective forms</li> </ul>

	EARLY	MIDDLE	LATER
FIELD			
Circumstances	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>introduce students to simple circumstances of place, time and manner and explore their function in recounts and procedures</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify some circumstances in a clause</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>introduce students to full range of circumstances</li> <li>consolidate understanding of role of the nominal group in circumstances</li> <li>explore how circumstances can be realised by prepositional phrases and adverbial phrases</li> <li>contrast the function of circumstances across narratives</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify the function of circumstances</li> <li>identify the difference between a circumstance in a clause and a qualifier in a nominal group</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>explore ways of realising circumstantial information through the nominal group</li> <li>explore the use of circumstances across different genres</li> <li>explore increasing delicacy in the choices of circumstances</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify and use a range of circumstances realised through both adverbial and prepositional phrases</li> </ul>
TENOR			
Mood	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>introduce students to the mood system by exploring the role of imperative mood in procedures</li> <li>contrast the function of statements, questions and commands</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify and name the imperative mood in simple procedures as commands</li> <li>identify the difference between a statement and a question</li> <li>identify and name 'wh' questions</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>consolidate student understanding of the three main mood systems</li> <li>begin to explore metaphorical commands by contrasting with more direct commands</li> <li>explore the role of mood tags in questions and statements</li> <li>explore the connection between roles and the mood choices appropriate to those roles</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify the three main mood systems</li> <li>identify and name 'polar' questions</li> <li>give some examples of indirect commands</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>explore the relationship between the speech functions and their realisations (questions realised through declaratives, commands realised through declaratives etc)</li> <li>explore the function of rhetorical questions in persuasive texts</li> <li>explore in further depth metaphorical commands</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>use rhetorical questions in a persuasive text</li> <li>recognise and produce a range of metaphorical commands</li> </ul>

	EARLY	MIDDLE	LATER
TENOR			
Modality	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>introduce students to simple examples of modality</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify some examples of language elements realising certainty, usuality, obligation and inclination</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>explore a range of elements that realise modality</li> <li>explore with students the effect of modality in persuasive texts</li> <li>contrast subjective ways of expressing modality with more objective forms</li> <li>explore with students the relationship between appropriate choices in modality and behaviour in school contexts</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify a range of language elements realising modality</li> <li>order language elements expressing modality on a continuum from high to low</li> <li>give examples of subjective and objective realisations</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>explore with students who uses high modality and who uses low modality</li> <li>examine texts from critical perspectives according to the degree of modality used</li> <li>explore range of interpersonal metaphor involving modality</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>use subjective and simple objective expressions of modality appropriately</li> <li>order language elements expressing modality on a continuum from high to low</li> <li>identify a wide range of language elements expressing modality</li> </ul>
Appraisal	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>explore with students a narrow range of evaluative vocabulary to express affect, judgment and appreciation</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify and use some examples of language elements realising:                             <ul style="list-style-type: none"> <li>affect (eg happy, like, hate, love, afraid, fear, worry, grumpy, nasty, pain)</li> <li>judgment (eg good, bad, friendly, clever, sensible, awful, fantastic, greedy, wicked)</li> <li>appreciation (eg delicious, beautiful, ugly, stupid, important, terrible)</li> </ul> </li> <li>use some common intensifiers (eg very happy, really like, quite friendly, a little bit afraid)</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>explore with students a wider range of resources including more metaphorical resources used to realise affect, judgment and appreciation</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify and use a wider range of language elements realising:                             <ul style="list-style-type: none"> <li>affect (eg adore, despise, like, celebrate, appreciate, anxiety, cut up, hurt, disgusting, warm, feared, bitterness, ashamed)</li> <li>judgment (eg as mad as a hatter, the brute, generous, sneaky, the moron, the charmer, faithful, loyal, helpful, glorious, determined)</li> <li>appreciation (eg successful, horrible, excellent, clever, well made, impressive, amazing)</li> </ul> </li> <li>use a wider range of intensifiers (eg quite adorable, extremely clever, amazingly warm, over-generous, somewhat despised)</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>explore with students a wide range of resources including a range of metaphorical resources used to realise affect, judgment and appreciation</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify and use a range of language elements realising:                             <ul style="list-style-type: none"> <li>affect (eg elation, loathed, despise, celebrate, emotion, appreciate, anxiety, cut up, hurt, disgusting, warm, feared, bitterness, rivalry)</li> <li>judgment (false, two-faced, devious generous, faithful, fine, sneaky, as loyal as a Labrador, villain, pathetic, unacceptable)</li> <li>appreciation (eg dull, gorgeous, cheerful, well written, bright, drab, impressive, ornate, silly, out of place)</li> </ul> </li> <li>use a range of intensifiers (eg intense rivalry, ecstatically happy, mixed emotion, wonderfully generous, surprisingly good, deeply appreciated, incredibly devious, intensely bright)</li> </ul>

	EARLY	MIDDLE	LATER
MODE			
Theme and rheme	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>introduce students to the notion of theme and rheme</li> <li>explore the link between theme and rheme in sequential explanations</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify some circumstances in theme position in simple recounts</li> <li>use basic circumstances of time and place in theme position</li> <li>identify processes in theme position in simple procedures</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>consolidate understanding of theme and rheme by contrasting use across different genres and within genres</li> <li>introduce students to the notion of hyper-theme and macro-theme and draw parallels with theme</li> <li>begin to explore with students how active and passive voice are constructed</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify the link between theme and rheme across different genres</li> <li>identify hyper-themes in paragraphs</li> <li>show some control over rudimentary hyper-themes and macro-themes</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>explore the use of marked themes with two circumstances or with dependent clauses in theme position</li> <li>contrast the foregrounding of human and non-human participants in a text</li> <li>consolidate understanding of hyper-theme and macro-theme and making links to textual organisation</li> <li>develop more complex hyper- and macro-themes</li> <li>explore the use of different levels of macro-theme in extended texts</li> <li>explore the role of nominalisations in hyper- and macro-themes</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify hyper-themes in paragraphs and macro-themes in texts</li> <li>produce more complex hyper- and macro-themes</li> <li>identify different levels of macro-theme</li> <li>articulate the role that nominalisation plays in developing hyper- and macro-themes</li> </ul>
Clause complexity	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>introduce simple clauses as the units of meaning</li> <li>introduce ways of joining clauses into clause complexes, using linking conjunctions and a small range of binding conjunctions</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>with support, identify that a clause can consist of one process, or a process and one or more participants and can have circumstances</li> <li>with support, identify that sentences can be made up of one or more clauses</li> <li>identify sentence boundaries</li> <li>use most linking conjunctions and some of the more common binding conjunctions</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>explore ways of combining two or more clauses into one clause through the nominal group</li> <li>introduce students to the function of rhetorical conjunctions in simple arguments</li> <li>explore linking clauses through quoting and reporting</li> <li>explore the use of interrupting clauses</li> <li>explore with students ways to link simple dependent clauses to independent clause through the use of relative pronouns</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify clauses within sentences and say how they are linked</li> <li>use dependent clauses in theme position</li> <li>use a wide range of binding conjunctions</li> <li>use a small range of relative pronouns</li> <li>use some of the more common rhetorical conjunctions</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>introduce students to the use of non-finite clauses</li> <li>contrast embedded and interrupting clauses</li> <li>focus on role of cohesive conjunctions</li> <li>introduce students to more metaphorical ways of realising rhetorical conjunctions</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify and use non-finite clauses</li> <li>identify and use examples of embedded clauses</li> <li>use a full range of binding conjunctions and some of the common cohesive conjunctions</li> <li>use a greater range of rhetorical conjunctions</li> </ul>

	EARLY	MIDDLE	LATER
MODE			
Nominalisation	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>introduce the role of nominalisations in headings, particularly in factual genres</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>use some examples of very common nominalisations</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>explore the role of nominalisations in headings, particularly in factual genres</li> <li>introduce students to very common nominalisations and how they are formed</li> <li>link the use of nominalisation with more written language</li> <li>explore the role of nominalisation in developing technical names for the sum of actions involved in some process</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify some nominalisations and the grammatical elements from which they were formed</li> <li>understand a wide range of common nominalisations</li> <li>use a small range of common and technical nominalisations</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>explore the role of nominalisations as 'thing' within the nominal group</li> <li>explore the role of nominalisations in nominal group complexes</li> <li>consolidate the use of nominalisation in more written language</li> <li>explore with students less direct nominalisations and the way they are formed</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify a range of nominalisations including more technical examples</li> <li>understand how a nominalisation can function as 'thing' in the nominal group</li> <li>explain the connection between nominalisation and written language</li> </ul>
Reference system	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>explore the role of personal pronouns</li> <li>explore the role of other pronouns as reference items</li> <li>explore the role of 'the' as a reference item</li> <li>explore the use of repetition and basic synonyms</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>track some reference items to their referents</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>explore the role of demonstratives</li> <li>introduce students to text reference</li> <li>explore the use of repetition and synonyms across genres</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>track most reference items to their referents</li> <li>use a range of demonstratives as reference items</li> <li>substitute synonyms where appropriate in information reports and narratives</li> </ul>	<p><b>Teachers can:</b></p> <ul style="list-style-type: none"> <li>consolidate the use of demonstratives, particularly as text reference</li> <li>consolidate the use of repetition and synonyms across genres</li> <li>introduce the use of vocabulary chains in whole/part and class groupings</li> <li>contrast the use of synonymy and antonymy</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>track all text references to their referents</li> <li>use a range of text references in their writing</li> </ul>