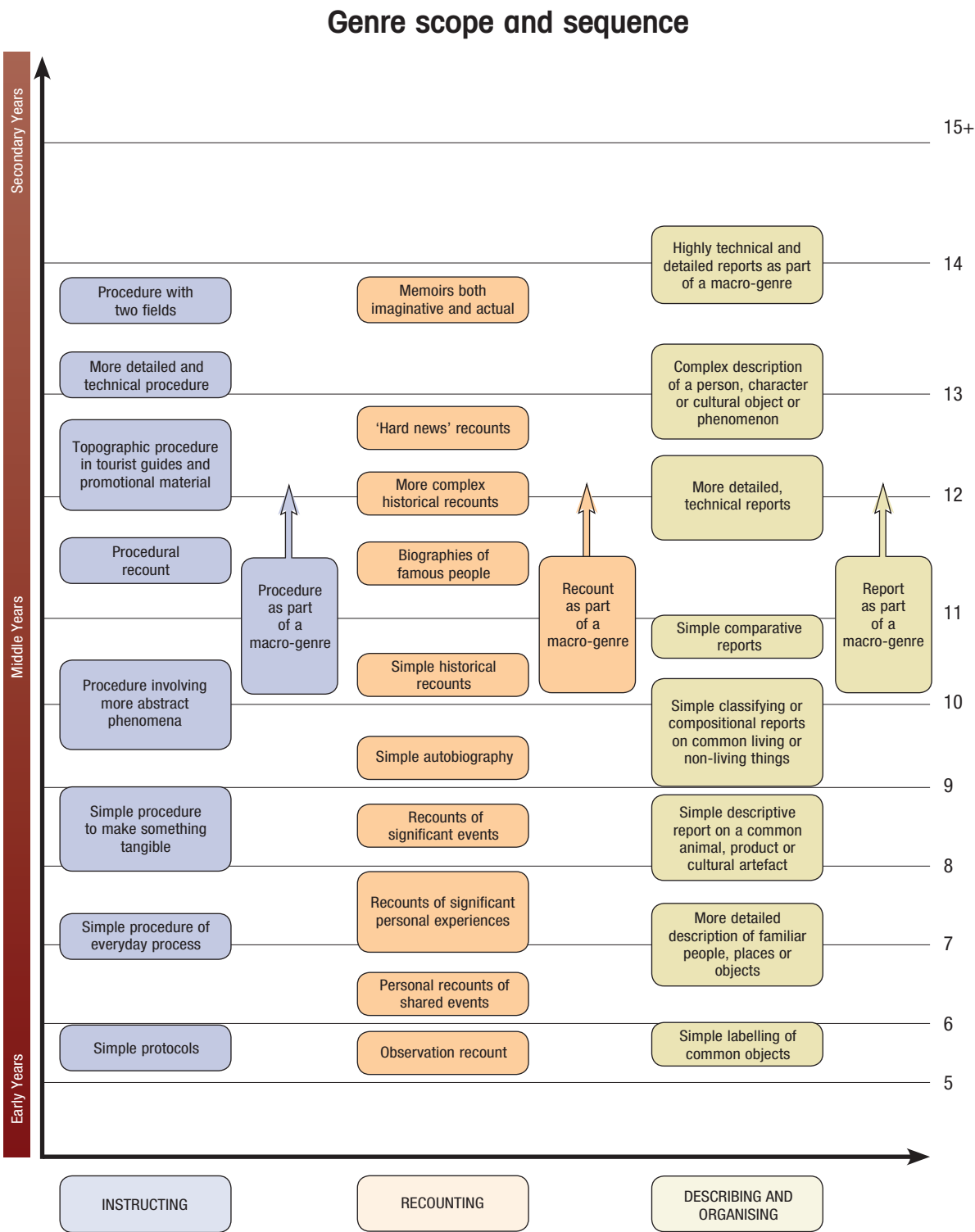
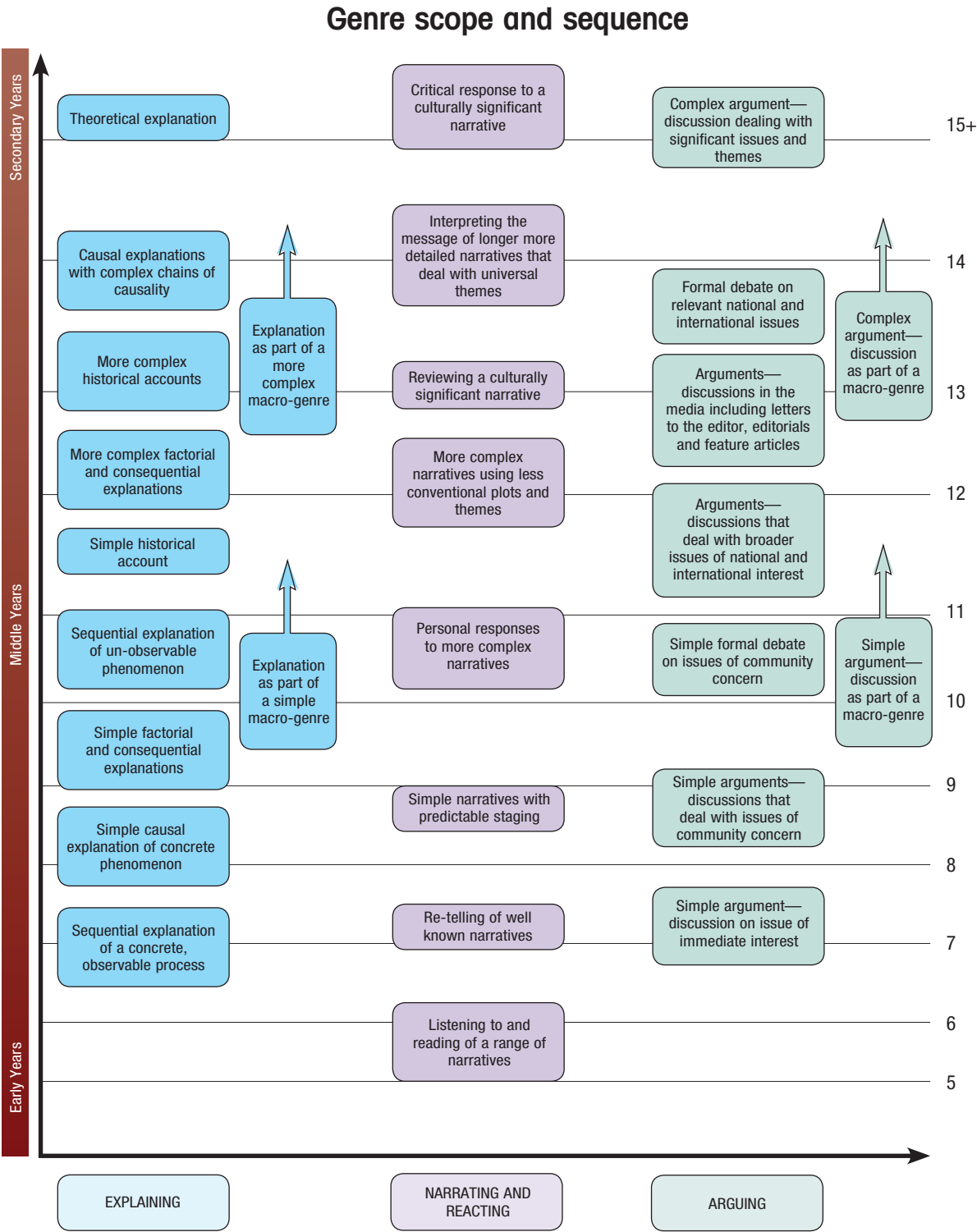


Mapping genre and register

Brian Dare

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





Planning for language development

Language development across schooling

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

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

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

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

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