



Learning English: Achievement and Proficiency (LEAP)

# **LEVELS 7-10 LANGUAGE**



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WRITING	Level 7	Level 8	Level 9	Level 10
<b>CREATING TEXTS</b> <i>See also overviews of Text types forms and functions for more detailed descriptions of expectations for various genres</i>	<p>Independently composes elementary genres having a number of stages or a series of events. In these texts they:</p> <ul style="list-style-type: none"> <li>• support ideas with some detail and elaboration</li> <li>• begin to organise text into paragraphs, that are mainly focused on one idea or a set of similar/related ideas. Paragraphs often reflect the stages of the text type, eg a narrative may be broken into three paragraphs: one for the setting/orientation; one for the events/complication; and one for the resolution</li> <li>• begin to choose vocabulary appropriate to the purpose and context</li> </ul>	<p>Independently composes elementary genres including structural features appropriate to the type of text and task in simple logical order. In these texts they:</p> <ul style="list-style-type: none"> <li>• organise text in simple, logically ordered paragraphs that are mainly focused on one idea, subtopic or event and begin to write topic sentences</li> <li>• use language features to create coherence and add detail to their texts</li> </ul> <p>Composes more developed genres with the aid of questions or headings to frame the text</p>	<p>Independently composes a variety of logically ordered texts for different purposes and audiences. In these texts they:</p> <ul style="list-style-type: none"> <li>• demonstrate an increasing control of paragraphs by writing in longer (more elaborated), logically ordered paragraphs that are mainly focused on one idea, subtopic or event and have a simple topic sentence and supporting details</li> <li>• select specific vocabulary and use language features to extend ideas, eg to develop and explain a point of view</li> </ul>	<p>Writes detailed, logically ordered texts, elaborating on key ideas with specific details for a range of purposes and audiences. In these texts they:</p> <ul style="list-style-type: none"> <li>• select structural elements to suit the purpose</li> <li>• appropriately construct more developed introductory paragraphs and topic sentences that help the reader predict what is to come and provide a basic concluding paragraph</li> <li>• use more formal and extended language features to report ideas and information and express opinions</li> <li>• make considered choices from an expanding vocabulary to enhance cohesion and structure</li> </ul>

GRAMMAR: Whole text level	Level 7	Level 8	Level 9	Level 10
	COHESIVE DEVICES			
Reference (such as pronouns and demonstratives/ pointers)	Mostly uses pronouns accurately and unambiguously to link objects or people across the text	Uses pronouns accurately to: <ul style="list-style-type: none"> <li>mostly unambiguously track multiple people, places and objects</li> <li>begin to refer back to things to carry an idea forward: <i>his ration was 3 kg beef, 3 kg flour, 1.3 kg maize meal and ... This was ...</i></li> </ul>	Uses reference items appropriately in longer complex factual genres such as explanations to maintain flow: <i>the woodchips are mixed with water to make a pulp. This pulp is ...; In the middle of 1852 gold mining licences were introduced. These licences ...</i>	Uses reference items with nominalisations or summarising nouns to compact and carry forward information: <i>earthquakes occur when the plates move. This movement ...; Canteens have a traffic lights method: green light foods are ..., orange light ... and red light ... This method is ...</i>
Text connectives	Uses simple, everyday text connectives formulaically to organise texts and show logical sequence of paragraphs and sentences: <i>then; so; but; and; next; firstly; secondly; thirdly</i>	Uses simple, everyday text connectives to begin paragraphs and sentences to show logical connections: <i>first; at first; after; after that; today; but; next time; in the end; also</i>	Begins to use less common, more written-like text connectives to organise the stages of the text and show some logical connections: <i>firstly; in addition; finally; in conclusion; also; first; at first; now; instead; on the other hand; however; therefore</i>	Uses 1–2 alternatives to organise stages of the text: <ul style="list-style-type: none"> <li>alternatives to text connectives: <i>another argument</i> instead of 'secondly'</li> <li>rhetorical questions: <i>'What about the animals?'</i></li> </ul> Uses more written-like text connectives to logically connect paragraphs and sentences: <i>in addition; for example; for instance; therefore; consequently</i>
Sentence openers – Orientation to the message <b>adverbs/adverbial phrases</b> (circumstance of time and/or place and beyond, eg manner) <b>subordinate clauses</b> (of time and condition)	Begins to use some alternative elements as sentence openers: <ul style="list-style-type: none"> <li>procedure: 1–2 simple circumstances: <i>Carefully, cut</i></li> <li>adverbial phrases to express circumstances of time and/or place to begin paragraphs at key stages of texts: <i>After a while; On 13 May 1787</i></li> <li>1–2 examples of either 'when', 'after' or 'if' subordinate clauses: <ul style="list-style-type: none"> <li>'when' in narratives and explanations: <i>When I woke up, I was not in my bed anymore; After I finished breakfast, I went for a walk; When a volcano erupts, it starts to spurt out with bits of lava</i></li> <li>'if' in explanations and arguments: <i>If a volcano erupts it ...; If you spend your money sometimes, that's OK</i></li> </ul> </li> </ul>	Uses some alternative elements as sentence openers: <ul style="list-style-type: none"> <li>procedure: 1–2 simple circumstances: <i>With your hands, mix</i></li> <li>adverbial phrases to express circumstances of time and/or place to help stage the text and occasionally within paragraphs in recounts and explanations: <i>On Sunday; The next day; On the beach; Back home</i></li> <li>subordinate clauses with 'when' and 'after' or 'if': <ul style="list-style-type: none"> <li>'when/after' in narratives and explanations: <i>When he arrived in NSW, he ...; After it is cleaned, it ...</i></li> <li>'when/if' in explanations and arguments: <i>If the surface is smooth, the car ...; If/when you buy expensive things, ...</i></li> </ul> </li> </ul>	Chooses starting points of the sentence to give prominence to the messages of the text as appropriate to the genre using: <ul style="list-style-type: none"> <li>more specific and formal circumstances of time and place to locate events on a timeline in historical recounts, biographies and reports: <i>On December 3 1854; By 1868; In his lifetime; On Mars</i></li> <li>subordinate clauses beyond 'when'/'if' <ul style="list-style-type: none"> <li>in recounts and narratives to denote time: <i>After we collected the data, we learnt new things about chance; Before the first wharf was built, ships were tied to the Leichhardt Tree</i></li> <li>in arguments and explanations with <i>if, when and to (meaning in order to)</i>: <i>If you were your child, wouldn't you want ...; To get the light, we tried at least five different ways</i></li> </ul> </li> </ul>	Chooses starting points of the sentence to effectively orient the reader to the messages of the text: <ul style="list-style-type: none"> <li>1–2 circumstances beyond time and place, typically manner: <i>With money, you can go on holidays; Slowly, they...</i></li> <li>subordinate clauses with a wider range of conjunctions <ul style="list-style-type: none"> <li>in recounts and narratives to denote time: <i>Once it is time to practise the play, she gets ...</i></li> <li>in arguments and explanations to denote: <ul style="list-style-type: none"> <li>condition: <i>When a child comes home to their parents, they ...; If he hadn't discovered penicillin, it ...;</i></li> <li>reason (cause): <i>Because there was no work, they decided ...; In order to increase the population, the Australian Government ...</i></li> </ul> </li> </ul> </li> </ul>
passive voice (to focus on the 'done to' rather than 'do-er')	May occasionally use passive voice as modelled in a learning area topic: <i>The mail was delivered in different ways; Government House was built in 1927</i>	Begins to use passive voice to maintain topic focus: <i>James Richardson was punished in 1790. He was given 50 lashes</i>	Uses passive voice to maintain topic focus: <i>30 miners were killed; Many Chinese miners had been sent by wealthy merchants; Wolfgang and his family were taken by police to a refugee camp</i>	
abstractions (through nominalisation)	Thread begins at Level 9		Begins to use nominalisations to shift the focus from people to abstractions: <i>My prediction; In anger the miners... rather than 'I predict' or 'the miners were angry'</i>	Uses nominalisations to shift from a focus on people to one of abstraction: <i>His major discovery; Our hypothesis; Obesity is caused by ...</i>

GRAMMAR: Sentence level	Level 7	Level 8	Level 9	Level 10	
	SENTENCE STRUCTURES				
Simple sentences	Writes <b>generally accurate and more developed simple sentences</b> with more elaboration by adding circumstances and/or expanding noun groups: <i>Many years ago mail was delivered in many different ways; Now you can see a little yellow bean on the side of the stem; The yabby’s small arm is growing to its natural size; Jake was a medium-sized boy with brown hair and green eyes</i>			Begins to vary length and structure of sentences <b>for effect</b>	
Compound sentences <b>coordinating (linking) conjunctions</b>	Writes <b>generally accurate compound sentences</b> to express and combine ideas through a range of coordinating (linking) conjunctions: <b>and; and then; but; or; so</b> : <i>We get our mail delivered by motorbike <b>but</b> sometimes we have to get messages by phone or email as well; We need food and water to survive <b>so</b> you shouldn’t spend money on toys all the time; Just imagine going back <b>and</b> doing something you love such as going to a theme park, having a party <b>or</b> even just doing something fun at school; The Chinese claimed the best digging spots <b>but</b> the Victorian government wanted to force them out</i>				
Complex sentences with subordinate clauses <b>subordinating (binding) conjunctions</b>	Writes <b>basic complex sentences</b> using: <ul style="list-style-type: none"><li><b>common subordinating conjunctions: because; if; when; after</b>: <i>The Governor does all the jobs for the Kings and Queens of England <b>because</b> they don’t live here; If you touch an object that’s hot, heat will go into you; <b>When</b> a volcano erupts, it starts to spurt out with bits of lava</i></li></ul>	Writes <b>more developed complex sentences</b> using: <ul style="list-style-type: none"><li><b>subordinating conjunctions</b> to show <b>more complex relationships</b> of time: <b>after; when; until; as; while</b>: <i>Walk ahead 80 steps <b>until you are beside the tuckshop</b>; <b>While we were reading Storm Boy</b>, we also were doing some school work; <b>After he had served his seven years as a convict</b>, he joined the New South Wales Corps in 1792</i></li></ul>	Writes <b>complex sentences</b> to <b>effectively develop and expand ideas</b> using: <ul style="list-style-type: none"><li><b>subordinating conjunctions</b> to show <b>more complex relationships</b> of time and <b>cause/effect</b>: <b>because; when; after unless; if; so that; as; until</b>: <i>‘Got ya,’ growled the dogcatcher <b>as he shoved the puppy into the cage</b>; <b>When Lily walked in the door</b>, her dad was sitting at the table with his head in his hands; The light reflected on each book <b>until it got to my eye</b></i></li></ul>	Writes a <b>variety of complex sentences</b> to <b>effectively elaborate, extend or explain ideas</b> using: <ul style="list-style-type: none"><li><b>less common subordinating conjunctions: while; until; once</b><ul style="list-style-type: none"><li>– including those that <b>show manner</b>: <b>as</b></li><li>– and <b>concession</b>: <b>although; even if; even though</b></li></ul></li></ul>	
<b>non-finite clauses infinitive ‘to + verb’ form</b> , meaning ‘in order to’ <b>‘-ing’ form of verb</b> often following conjunctions ‘by’ or ‘for’	<ul style="list-style-type: none"><li><b>basic, ‘spoken-like’ non-finite clauses</b> with varying accuracy: <i>It has big ears <b>to hear</b>; I see the yabbies <b>playing dead or resting</b>; Just imagine <b>going back and doing something you love such as having a party</b>; I went with two families, <b>including my own</b>; The column chart and bar chart are best <b>for comparing data</b>; They would die <b>by being burnt</b>; You can trap heat <b>by wearing clothes</b></i></li></ul>			<ul style="list-style-type: none"><li><b>more ‘written-like’ non-finite clauses</b> (beginning to use): <i>He is famous <b>for establishing the Cremorne Gardens</b>; Other settlers came <b>to start cattle properties and to open shops</b>; <b>To get the light</b>, we tried at least five different ways; There are over 1200 varieties of watermelon, <b>ranging from less than a pound, to up to 200 pounds and over!</b></i></li></ul>	<ul style="list-style-type: none"><li><b>more ‘written-like’ non-finite clauses</b>: <i>I figured out the missing spaces <b>by adding/subtracting the numbers on the other side</b>; Buildings crumble, <b>leaving debris all over the affected area</b>; <b>To test if the cover does make a difference</b>, you could water the plants by the same amount; ‘I didn’t steal it,’ I said, <b>trying to sway her attitude</b></i></li></ul>
<b>relative clauses</b>	Thread begins at Level 8	<ul style="list-style-type: none"><li><b>relative pronouns (which)</b> but with varying accuracy: <i>It has meat in its body, <b>which the shark feeds on</b></i></li></ul> <p>(Note: begins to use as embedded clauses – as qualifiers in noun groups. See noun groups – adding details after the key noun.)</p>	<ul style="list-style-type: none"><li><b>relative pronouns (which)</b> with varying accuracy: <i>Then multiply five and six, <b>which equals thirty</b>; A net-type beak has a pit in it, <b>which can carry things</b></i></li></ul>	<ul style="list-style-type: none"><li><b>relative pronouns (who, which and where)</b> with <b>greater accuracy</b>: <i>They stopped at Freemantle with cliffs and rolling green hills and white buildings, <b>which gave them a great first impression</b>; The lightest ball (<b>which is the yellow/orange ball</b>) will bounce the highest; I am distressed for my friend, Hope Jameson, <b>who was separated from her family</b>; There was a Federal convention in Sydney, <b>where they drew up a draft constitution</b></i></li></ul>	

GRAMMAR: Group and word level	Level 7	Level 8	Level 9	Level 10
	VERBS AND VERB GROUPS			
Vocabulary	Developing an <b>increasing range of verbs</b> to express <b>more specialised learning area content and/or precise shades of meanings</b>		<b>Chooses vivid verbs for effect and/or more technical verbs to express more precise discipline-specific meanings, sounding more expert and adding credibility</b>	
<i>Representing different processes action/doing</i>	<b>Makes choices beyond everyday/spoken</b> to express action/doing: the sun <b>was rising</b> ; they <b>built</b> Government House; machines <b>destroyed</b> their homes; <b>look after</b> our environment Begins to choose verbs to affect the reader: <b>tiptoed</b> (instead of <b>walked</b> )	Uses <b>more specialised, precise choices</b> to express action/doing: one yabby <b>shed</b> its skin; he <b>travelled</b> by ship and <b>arrived</b> on 26 January 1788; we soon <b>settled in</b> ; the convicts <b>received</b> ...	<b>Choices</b> to express action/doing <b>begin to create more effective description and/or imply emotion to affect the reader</b> : it <b>was wobbling</b> from side to side; the cans <b>toppled</b> ; Lily <b>stormed off</b> ; the door <b>swung open</b>	<b>Choices</b> to express action/doing <b>create an appropriate level of formality and precision and/or create imagery</b> : she <b>placed</b> the bowl on the tray; she <b>attends</b> Baringa East; our ball ramp <b>was constructed</b> correctly and <b>produced</b> good results; buildings <b>crumble</b>
<b>mental thinking, feeling, perceiving, sensing</b> to represent inner processes	<b>Uses thinking/feeling, perception and sensing verbs</b> : I <b>can</b> easily <b>see</b> that the blue <b>was</b> the most popular; I <b>think</b> that ...; they <b>thought</b> ...; we now <b>know</b> ; this part <b>reminds</b> me of; he <b>would forget</b> she <b>was</b> there	<b>Chooses more 'specialised' thinking/feeling, perceiving and sensing verbs</b> : he <b>wanted to spread</b> Christianity; I <b>hope</b> you <b>choose</b> it; he <b>hadn't noticed</b> ; Lily <b>hoped</b> her dad <b>would be</b> upstairs; they <b>decided to go</b> ; I <b>will observe</b> the temperature; I <b>disagree</b>	<b>Chooses</b> mental processes for <b>more precision and to add shades of meaning</b> : I still <b>remember</b> ; people <b>could enjoy</b> new goods; I <b>suppose</b> you <b>wish to tell</b> me something; <b>believe</b> me; it <b>doesn't convince</b> her; she <b>prefers</b> it	
<b>relating being</b> (am, is, are, was were, will be) <b>having</b> (have, has, had, will have) <b>causing (made)</b>	Describes and informs using (as for Level 6): • <b>being: 1–2 synonyms for verb 'to be'</b> : a wombat <b>looks like</b> a small bear; a boat <b>called</b> the Pinky Winky; they <b>can</b> both <b>equal</b> the same number	<b>Describes using some variety to express relationships using</b> : • <b>synonyms beyond verb 'to be'</b> : it <b>is called</b> the 90 Mile Beach; the gardens <b>became</b> popular; it <b>had grown into</b> a successful town; they <b>could remain</b> patient; each angle <b>looks</b> the same; Nigeria <b>is made up of</b> 90% desert • <b>1–2 synonyms for simple verb 'to have'</b> : next time we <b>could include</b> more markers; most children <b>own</b> too many toys and games	<b>Choices provide more precise shades of 'being' and 'having'</b> : it <b>sounded</b> very inviting; their problems <b>included</b> ...; bushrangers <b>are known to be</b> lawbreakers; foxes <b>belong to</b> the same family; it <b>is considered</b> a pest	
	• <b>simple causing</b> : it <b>made</b> me <b>think</b>	• <b>1–2 causing verbs beyond simple (made) with varying accuracy</b> : I <b>think</b> that <b>was caused</b> by the pressure <b>building up</b> ; these licenses <b>caused</b> a lot of crime; stomach ulcers <b>cause</b> nausea and vomiting; air <b>is not effected</b> ('affected') by gravity	<b>Uses some causing with greater accuracy</b> : this <b>could mean</b> animals <b>will be endangered</b> ; technology <b>lets</b> us <b>communicate</b> ; the amount of light <b>affects</b> how well plants <b>grow</b> ; they <b>were affected</b> by drought; obesity <b>can cause</b> diabetes; money <b>can lead to</b> greed; earthquakes <b>can bring</b> heartbreak, grief and tears	
<b>saying</b> to represent interaction	<b>Uses simple, everyday verbs</b> : the message <b>says</b> <b>look after</b> our environment; I <b>will tell</b> you all about it; she <b>told</b> me <b>to keep</b> her; 'Mum, <b>can I go</b> to the fair,' Sally <b>asked</b> ; 'here's your money,' <b>said</b> Mum		<b>Choices begin to create more effective description and/or imply emotion to affect the reader</b> : 'Got ya,' <b>growled</b> the dogcatcher; 'I'll <b>be</b> there in a few minutes,' Jake <b>replied</b> ; 'you <b>can't!</b> ' <b>screamed</b> Dad	<b>Choices create an appropriate level of formality</b> : our school <b>has been discussing</b> the topic of money; 'please', I <b>started</b> ; it is often <b>argued</b> that ...

GRAMMAR: Group and word level	Level 7	Level 8	Level 9	Level 10
	VERBS AND VERB GROUPS			
Grammatical accuracy	Thread ends at Level 10			
Expanded verb groups negatives modals	Shows control of modals and negatives: they <b>would die</b> ; they <b>wouldn't have anywhere to live</b> ; you <b>shouldn't spend</b> money; I <b>was not</b> in my bed		Thread ends at Level 7	
multi-word verb groups	Uses multi-word verb groups to begin to express shades of meaning: <ul style="list-style-type: none"> <li>phrasal verbs: <b>look after</b> our environment; I <b>woke up</b></li> <li>that provide details of timing: it <b>starts to spurt</b></li> </ul>	Uses multi-word verb groups to convey modality and combine mental and action processes: a male convict <b>was supposed to receive ...</b> ; the two families <b>decided to go</b> ; he <b>wanted to spread</b> Christianity	Uses multi-word verb groups including details of timing/duration: she <b>wasn't going to give up</b> ; it <b>would not need to eat or drink</b> ; kids <b>don't want to get teased or bullied</b> ; you <b>don't like being begged</b> ; he <b>was about to start playing</b>	
Tense simple elaborated	Shows control of simple present, simple past and simple future tense and correctly forms past tense to most common irregular verbs: <b>woke</b> ; <b>said</b> ; <b>told</b> ; <b>made</b> Uses elaborated tenses: <ul style="list-style-type: none"> <li>mostly accurate for '-ing' continuous (ongoing) forms: the sun <b>was rising</b>; the days <b>are getting</b></li> <li>beginning to use '-ed/en' perfect (completed) form: I <b>'ve seen</b> trees – though some errors likely: I <b>never seen</b> a place like this in my life</li> </ul>	Employs a range of tenses appropriately most of the time, to represent processes in more complex time relationships, using combinations of simple and elaborated tenses: We <b>went</b> (simple past) on holiday because we <b>were getting</b> (past continuous) <b>bored</b> back home. It <b>was</b> different because we <b>had settled in</b> (past perfect) at Kalbarri. When Lily <b>walked</b> (simple past) through the door, dad <b>was sitting</b> (past continuous) at the table with his head in his hands. The good thing <b>was</b> he <b>hadn't noticed</b> (past perfect). Occasional errors in more complex relationships: The day after we <b>had</b> a rather quiet day as it <b>was</b> (instead of <b>had been</b> ) a big day yesterday. One of the things that <b>is</b> (instead of <b>was</b> ) quite interesting in my life until then <b>was</b> that one day ...	Adjusts tense in a text if required using: <ul style="list-style-type: none"> <li>simple present tense to represent 'timeless' happenings: bears <b>hibernate</b></li> <li>continuous present for ongoing event: bears <b>are becoming</b> extinct</li> </ul> Chooses and forms complex verb groups with only an occasional error when expressing complex meanings such as relationships of time and passive constructions: Lily <b>moved</b> into a new suburb <b>called</b> Elizabeth Grove but the school <b>wasn't built</b> (instead of <b>hadn't been built</b> ) yet.	



GRAMMAR: Group and word level	Level 7	Level 8	Level 9	Level 10
	ADVERBS, ADVERBIAL GROUPS/PHRASES AND PREPOSITIONAL PHRASES TO EXPRESS CIRCUMSTANCES			
Vocabulary	Includes <b>more precise details</b> of circumstances selecting <b>more delicate and specialised vocabulary</b> to <b>express specialised learning area content and/or precise shades of meanings</b>		Includes more precise details of circumstances selecting <b>more delicate and specialised vocabulary</b> to <b>express more technical, discipline-specific content and/or to sound more expert and add credibility</b>	
Expressing details surrounding the process <b>place – where?</b> <b>time – when?</b>	<ul style="list-style-type: none"> <li>• <b>place:</b> <i>in the hills; out the window; in Government House; in a swamp; all over the world; in your lungs; out of the cages; beside the library; on the way there</i></li> <li>• <b>time:</b> <i>today; after a while; every two years; on 13 May 1787; for the same amount of time</i></li> </ul>		<ul style="list-style-type: none"> <li>• <b>place:</b> <i>into the distance; to the right; on his property</i></li> <li>• <b>time:</b> <i>in his lifetime; by 1868; immediately; after a period of time</i></li> </ul>	
<b>manner – how?</b> <b>quality</b> (in what way/ manner?) <b>means</b> (by/ with what means?) <b>comparison</b> (compared to what?) – begins at Level 9	<ul style="list-style-type: none"> <li>• <b>manner:</b> <ul style="list-style-type: none"> <li>– <b>quality:</b> <i>easily; in many different ways</i></li> <li>– <b>means:</b> <i>by push bike</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>manner:</b> <ul style="list-style-type: none"> <li>– <b>quality:</b> <i>slowly, in a diagonal direction</i></li> <li>– <b>means:</b> <i>measure with the thermometer; marked on the map with symbols</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>manner:</b> <ul style="list-style-type: none"> <li>– <b>quality:</b> <i>quickly; suddenly; casually; peacefully; with his head in his hands</i></li> <li>– <b>means:</b> <i>by ship; with your thumb and pointer finger</i></li> <li>– <b>comparison:</b> <i>like them; built like a tower</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>manner:</b> <ul style="list-style-type: none"> <li>– <b>quality:</b> <i>in an annoyed voice; in peace; at the correct height and angle</i></li> <li>– <b>means:</b> <i>without money; through the discovery of what DNA looks like</i></li> <li>– <b>comparison:</b> <i>like kids my age</i></li> </ul> </li> </ul>
<b>cause – why?</b> <b>behalf</b> (for whom/on whose behalf?) <b>reason</b> (for what reason?) <b>purpose</b> (for what purpose?)	<ul style="list-style-type: none"> <li>• <b>cause:</b> <i>for the Governor and his family; for the government</i></li> </ul>		<ul style="list-style-type: none"> <li>• <b>cause:</b> <i>in return; because of this</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>cause:</b> <i>for land rights; for their major role in extracting penicillin; due to several factors</i></li> </ul>
<b>role – as what?</b>	Thread begins at Level 10			<ul style="list-style-type: none"> <li>• <b>role:</b> <i>as an assistant; as members of a single Australian community; as a farm labourer</i></li> </ul>
<b>angle – in whose view? according to whom?</b>	Thread begins at Level 11			
<b>contingency – in what circumstances? why/if?</b> <b>concession</b> (despite what?) <b>condition</b> (in what case? under what conditions?)	Thread begins at Level 11			

GRAMMAR: Group and word level	Level 7	Level 8	Level 9	Level 10
	NOUNS AND NOUN GROUPS INCLUDING ADJECTIVES AND ADJECTIVAL PHRASES			
Vocabulary	Choices of nouns and expansion of noun groups provide <b>more specialised, precise meanings</b> to <b>create detailed and accurate descriptions</b>		Creates elaborate noun groups to <b>build rich description</b> and <b>sound more expert and credible</b>	
	Key nouns beginning to shift from concrete people and things to <b>abstract</b> ideas through <b>nominalisations</b>			
Key nouns (the things central to the noun group)	Uses more specialised key nouns: <i>volcano; lava; container; environment; awards and medals; swamp</i>	Uses more precise discipline-specific key nouns: <i>lagoon; dune; fabric; pathways; convict; labourer</i>	Chooses key nouns to refer to the thing in a range of ways across a text, showing: <ul style="list-style-type: none"><li>more delicate meanings: <i>dog; puppy; mutt; rascal</i></li><li>more specialised meanings: <i>settlers; township; mill</i></li></ul>	Chooses key nouns to sound more expert and credible: <i>counsellors; community; debris; disaster</i>
nominalisations	Uses 1–2 topic specific nominalisations as key noun: <i>eruptions</i>	Uses nominalisations to express more specialised and abstract meanings: <i>transportation; pollution; connection; prediction; violence; growth; payment</i> Begins to use 1–2 common nominalisations to express cause: <i>reasons; results</i>	Chooses nominalisations to sound more expert and credible: <i>fitness; destruction; policy; rights; source</i> Uses 1–2 less common nominalisations to express cause: <i>several factors; an enormous effect</i>	
Adding details in front of the key noun	Added elements <b>provide more detailed descriptions</b> using: <ul style="list-style-type: none"><li>describers: <i>important visitors; one large and six medium smartie packets; the red hot mega bite of lava; massive roots</i></li><li>classifiers: <i>push bike; the first motor buses; Government House; the natural environment</i></li></ul>	Added elements <b>provide more detailed descriptions</b> using: <ul style="list-style-type: none"><li>describers to create more precise images: <i>gorgeous lakes; cool lagoons; wild winds; a rather quiet day; the rough surface; straight edge</i></li><li>classifiers: <i>a corner shop; a theme park; 195 male convicts; 1.3 kg maize meal; the cotton bag; the plastic bag; a fresh water crayfish</i></li></ul>	Chooses elements <b>to build rich description and/or to sound informed</b> appropriate to the purpose and audience using: <ul style="list-style-type: none"><li>describers: <i>scrunched-up balls of paper; successful sugar town</i></li><li>classifiers: <i>commercial sugar mill; the Victorian government; rectangular prism; square-based pyramid</i></li></ul>	Chooses elements <b>to build rich description and/or to sound more expert and credible</b> appropriate to the purpose and audience using: <ul style="list-style-type: none"><li>combined describers: <i>a balanced and nutritious diet</i></li><li>classifiers: <i>an innocent Chinese pig farmer; Aboriginal land rights; a renewable energy source</i></li></ul>
Adding details after the key noun – qualifiers prepositional phrases as qualifiers	Adds <b>qualifiers using short prepositional phrases</b> : <i>many kings and queens from England; important visitors from other countries; the ice under the oak tree; the ash of the volcano; the largest ship in the fleet; the temperature of both shoes; a point of a star; the memories of all the soldiers; little shards of rock</i>		Adds <b>qualifiers using a longer prepositional phrase</b> : <i>a miner in the Gold Rush; the can at the bottom of the pile; the length of each side of the bigger shape; a closed shape with straight edges; the risk of heart disease and diabetes; the taste of the junk food at school canteens</i>	
embedded clauses as qualifiers	Thread begins at Level 8	Attempts qualifiers using embedded relative clauses to specify and define: <i>all the people that fought for us</i> ('that' used instead of 'who'); <i>puppies are dogs that you love and take care of</i>	Uses embedded relative clause as qualifiers to specify and define: <i>a silver covering that reflects the light; the Aboriginal people who lived there</i>	Uses embedded relative clause effectively to specify and define: <i>parents who have no time to make lunch for their own child; The Victoria Cross is awarded to those who have been extremely brave; three plants that are the same</i>  Begins to use <b>pruned clauses</b> omitting the relative pronoun and other words assumed to be understood: <i>the amount of energy (which-is) released during an earthquake</i>
multiple qualifiers	Thread begins at Level 11			



GRAMMAR: Group and word level	Level 7	Level 8	Level 9	Level 10
Vocabulary	EVALUATIVE LANGUAGE			
	Developing an <b>increasing range</b> of <b>less common evaluative language</b> to <b>appropriately express precise shades</b> of <b>emotions</b> and <b>judgements</b> and/or <b>more specialised evaluations</b> of things, to <b>sound more credible</b> , <b>predominantly</b> in narratives and persuasive texts			
Feelings and emotions	<b>Begins to choose more precise synonyms</b> to express feelings and emotions, eg <i>upset</i> instead of sad: <i>Abbie is <b>upset</b></i> ; <i>everyone <b>hates</b> Peter</i> ; <i>if we get very very <b>bored</b></i>	<b>Uses less common expressions, choosing synonyms</b> for feelings and emotions, eg <i>concerned</i> instead of worried: <i>Ben was <b>concerned</b></i> ; quite <i><b>heartbreaking</b></i> ; <i><b>constant terrifying fear</b></i> ; <i>we were all <b>happy</b> to get out of the car for a while</i> ; <i>all of us were <b>glad</b> to be home <b>safe and sound</b></i>	<b>Expresses feelings and emotions both explicitly and inferring to create mood</b> : <i>Lily <b>stormed off</b></i> ; <i>sitting <b>with his head in his hands</b></i> ; <i>'you <b>little rascal</b></i> ', <i><b>growled</b> the dogcatcher as he <b>shoved</b> the puppy into the dark cage</i> ; <i>he walked off <b>satisfied</b></i> ; <i>'<b>clean up your room now!</b>' she <b>yelled</b></i> ; <i>'<b>fine</b></i> ', <i>he <b>muttered</b></i> ; <i>looked <b>surprised</b></i> ; <i>was <b>amazed</b></i> ; <i>in <b>anger</b></i> ; <i>this made the miners <b>frustrated</b></i>	<b>Expresses feelings and emotions in more formal, written-like ways</b> : <i><b>Unfortunately</b>, it can get worse</i> ; <i>Erica finds her life and family very <b>embarrassing and not normal</b></i>  Includes <b>nominalisation</b> : <i>my <b>distress</b> for my friend</i> ; <i><b>heartbreak, grief and tears</b></i> ; <i>her biggest <b>fear</b></i>
Evaluation of things	Uses <b>common, everyday choices</b> , though not always appropriately to evaluate things: <i><b>important</b> functions</i> ; <i>fruit and water are very very <b>good</b> for you</i> ; <i>don't spend it on <b>dangerous</b> toys</i> ; <i><b>junk</b> food</i> ; <i>some toys are very <b>expensive</b></i> ; <i>the cola was <b>gross</b></i> ; <i>our <b>special</b> place</i> ; <i>it was <b>amazing</b></i> ; <i>she made sure that no bits of the book were <b>boring</b> so it was <b>interesting</b></i>		Evaluates things <b>using less common choices to affect the reader</b> : <i><b>healthy, hydrating and heaps of it!</b></i> ; <i>The <b>good</b> old watermelon is a <b>whopping</b> 92% water</i> ; <i>the gardens became <b>popular for entertainment</b></i> ; <i>a <b>successful</b> sugar town</i>	Evaluates things using <b>choices to add credibility</b> : <i>such a <b>well written</b> book</i> ; <i>really <b>surprising</b></i> ; <i><b>entertaining</b> and very <b>detailed</b></i> ; <i><b>powerful and life-saving</b> drug</i> ; <i><b>one of the biggest breakthroughs in medical history in the world</b></i> ; <i><b>great treat</b></i> ; <i>very <b>cheap product</b></i> ; <i>very <b>convenient</b> for parents</i>
Judgements of people (including characters)	Judges people using <b>simple, everyday language</b> : <i>they <b>do a good job at work</b></i> ; <i>the school <b>bully</b></i>	<b>Begins to use less common, more formal and written-like expressions</b> to judge people: <i>they were very <b>naughty</b></i> ; <i>he was <b>brave</b></i> ; <i>Ben was <b>so loyal</b></i>	Judges people <b>simply but appropriately</b> for the purpose and audience and to <b>help characterise</b> and <b>create mood</b> : <i>he is <b>famous</b></i> ; <i>he was <b>very messy and liked to mess things up on purpose</b></i> ; <i>the <b>stupid</b> dogcatcher</i> ; <i>she <b>wasn't going to give up</b></i>	Judges people using <b>appropriate choices</b> to affect the reader: <i><b>outgoing and loud</b></i> ; <i><b>did so much that didn't really sound possible</b> for a blind person</i> ; <i>she is <b>everything that Erica wants and wishes to be</b> ...</i> ; <i>Erica <b>tells lies</b> to make Alison jealous</i> ; <i><b>antisocial</b></i> ; <i><b>all they care about is themselves and computer games</b></i>
Varying the intensity	Uses <b>common, spoken-like resources</b> to strengthen intensity though <b>not always appropriately, often over-intensifying</b> : <i>it was <b>so</b> sunny</i> ; <i><b>everyone just</b> wastes <b>all</b> their money on toys</i> ; <i>adults could <b>even</b> collect stuff</i> ; <i>if we get <b>very very</b> bored</i> ; <i>spend on food, water and <b>even</b> fruit</i> ; <i>buy things to eat, but <b>only</b> good things to eat</i> ; <i>some people in the world have <b>not even one</b> toy, <b>not even one</b></i> ; <i>I <b>still</b> like toys</i> ; <i>he <b>only</b> washed once a week</i> ; <i>it <b>even</b> had dead flies in it</i> ; <i>I didn't <b>even</b> get to say goodbye</i> ; <i><b>everybody</b> is sad</i> ; <i>it won't solve <b>anything</b></i>		Strengthens intensity <b>appropriately in simple, everyday, spoken-like ways</b> : <i>people from <b>all over the globe</b></i> ; <i><b>Everyone</b> knew</i> ; <i>with <b>no</b> questions asked</i> ; <i><b>all</b> miners</i> ; <i>there was <b>nothing</b> they could do</i> ; <i><b>nearly every</b> Chinese</i> ; <i><b>really</b> healthy</i>	Varies intensity <b>to affect the reader</b> : <i><b>not just one</b> country but the <b>whole</b> world</i> ; <i>the <b>entire</b> affected area</i> ; <i><b>all over</b> the affected area</i> ; <i>I <b>almost</b> dragged her out</i> ; <i><b>millions and millions</b> of people <b>world wide</b></i> ; <i><b>every time</b> I have an infection, I <b>always</b> use penicillin</i>
Modality to express degrees of: obligation (should/must) probability (may/might) usuality (always, usually)	Uses <b>with some accuracy modal verbs and adverbs</b> to express modality: • obligation: <i>we <b>should</b> spend more on sports</i> ; <i>people would <b>have to</b> move</i> ; <i>we <b>need</b> food and water</i> ; <i>this <b>must</b> be soft</i> ; <i>one of the yabbies <b>has to</b> live under water</i> • probability: <i>they <b>thought</b> the sun moved but we now <b>know</b> that the earth spins</i> ; <i>you <b>may</b> think</i> ; <i><b>perhaps</b> I <b>could</b> have two layers</i> • usuality: <i>we <b>always</b> need food to survive</i> ; <i>they break, but <b>only</b> sometimes, not all the time</i> ; <i>I <b>never</b> go to bed early</i>		Uses a range of <b>modal verbs and adverbs accurately and appropriately in more formal contexts</b> such as <b>combining elements</b> of certainty, frequency and/or obligation in arguments: <i>people <b>might need</b> the money to pay rent or taxes</i> ; <i>you <b>don't always need</b> toys and games</i>	Expresses modality with a <b>greater range of language resources other than modal verbs and adverbs</b> : • modal auxiliaries: <i><b>could</b> die</i> ; <i>can bring</i> ; <i><b>may</b> never be happy</i> • adverbs: <i>will <b>probably</b> bounce</i> ; <i>I <b>normally</b> have</i> ; <i><b>maybe</b> really little things</i> ; <i><b>definitely</b></i> • processes: <i>were forced to pay</i> ; <i>I <b>urge</b> you</i> ; <i>you <b>need to</b> understand</i> ; <i><b>expected to</b></i> • adjectives: <i>it didn't sound <b>possible</b></i>