Australian Curriculum and *Picture Dictionary for ESL Beginners*

As outlined in the Australian Curriculum, English as a second language (ESL), English as an additional language (EAL), and English as an additional dialect (EAD) learners are simultaneously learning a new language as well as the knowledge, understanding and skills related to each curriculum and subject area. *Picture Dictionary for ESL Beginners* provides a great support for those needing to see Australian examples and hear commonly used words with an Australian pronunciation. These learners represent a significant and growing percentage of learners in Australian schools may enter school at different ages and stages of schooling and at different stages of English language learning.

Picture Dictionary is an ideal resource for teachers and learners in upper primary and secondary years of the Australian curriculum, in three main ways.

1   It provides an interactive way for students to improve their literacy across the curriculum as a general capability, within any subject. The words and accompanied pictures in *Picture Dictionary* cover a wide range of topics that are relevant in a variety of subjects.

2   It is a useful audio and visual tool for teachers to support a learning pathway for their students who are working within the ESL scales outcomes, especially in regard to scales for Oral Interaction: 5.2, 6.2, 7.2, 8.2.

3   It may be used to support outcomes and content throughout the *English K–10 Syllabus*. Details are outlined below.

Stage 2

Objective A Speaking and listening 1
A student:

- communicates in a range of informal and formal contexts by a group, classroom, school and community contexts EN2-1A

Students:

- use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1688, ACELY1792)

Objective A Speaking and listening 2
A student:

- identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features EN2-6B

Students:

- understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts

Objective B Grammar, punctuation and vocabulary

A student:

- uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts EN2-9B

Students

- identify a variety of connectives in texts to indicate time, to add information and to clarify understanding

Stage 3

Objective A Spelling

A student:

- draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts EN3-4A

Students:

- understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)

Objective B Grammar, punctuation and vocabulary

A student:

- uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies EN3-6B

Students:

- understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

Stage 4
Objective B Outcome 1

A student:

- responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-1A

Students
recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)

ESL scales links to the English syllabus
The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7, Reading and Responding level 7** and **Oral Interaction level 8**.

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Stage 5
Objective B Outcome 3
A student:

- selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning EN5-3B

Students

- refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)