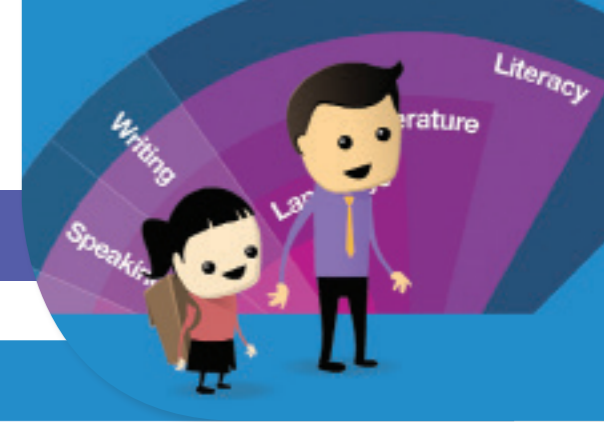


The BitL tool – English years 7– 8



English: Years 7– 8

<p>What do you already think? What strategies can you use before listening, reading or viewing a text?</p> <p>Activate prior knowledge of the topic.</p> <p>Establish a purpose for engaging with the text.</p> <p>Make predictions.</p> <p>Preview the text structure.</p>	<p>Can you identify purposes, contexts and audiences? How are different features combined for different purposes?</p> <p>Students listen to, read and view a variety of texts whose primary purpose is aesthetic, including early adolescent fiction, non-fiction, poetry and drama.</p> <p>Informative and persuasive texts, including media texts, present technical and content information about specialised topics and comprise more complex text structures and language features.</p> <p>Contexts and audiences involve familiar and unfamiliar, including those that relate to the curriculum, the school community, regional and global aspects.</p>	<p>How can you make meanings? What meaning making strategies can you use to interpret different texts across a variety of modes, representing a range of viewpoints?</p> <p>Text processing strategies and comprehension strategies as well as an expanding vocabulary applied to increase fluency and comprehension.</p> <p>Analysis of features according to audience and purpose and the reliability of sources of ideas and information.</p> <p>Selecting evidence to show representations from different viewpoints.</p> <p>Listening for and identifying different emphases in texts, using that information to elaborate upon discussions.</p>	<p>How can you make connections? How can you make connections between features, structures and the medium or mode used?</p> <p>Listening for and identifying different emphases in texts, using that information to elaborate upon discussions.</p> <p>Understanding how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.</p> <p>Explaining how language features, images and vocabulary are used to represent different ideas and issues in texts.</p> <p>Interpreting texts, questioning the reliability of sources.</p> <p>Selecting evidence from the text to show how events, situations and people can be represented from different viewpoints.</p>	<p>What do you think now? What can you explain and argue?</p> <p>Explaining the effectiveness of language choices used to influence the audience.</p> <p>Understanding how the selection of language features can be used for particular purposes and effects.</p>	<p>In what ways can you express your ideas, experiences and information? How can you combine ideas, structures and features in new ways to influence audiences?</p> <p>Making presentations and contributing actively to class and group discussions, using language patterns for effect.</p> <p>Creating, performing and discussing texts for different purposes, selecting language to influence audience response.</p> <p>Combining ideas, images and language features from other texts, expressing ideas in new ways.</p> <p>Understanding how the selection of language features can be used for particular purposes and effects.</p>
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■ Language strand
 ■ Literacy strand
 ■ Literature strand

Pedagogical questions:

- Why would we want to read/view/listen to this text?
- What do you already know about the topic?
- What do you already know about the historical or cultural context?
- What questions could you ask that might be answered by the text?
- What can you imagine?

Pedagogical questions:

- How can the purpose and audience of the text affect its structure?
- Does the text help us to understand the way it is structured? How?
- How might persuasive texts be affected by the medium of communication that is used?

Pedagogical questions:

- Which strategies can you use to interpret the text?
- How can comprehension strategies help you synthesise and critique ideas and issues? When do you use different strategies? Why?
- What devices have been used to increase the complexity of the text?
- How can the purpose and audience of the text affect its language features?
- How has language been compressed to achieve dramatic effect?
- Are clause structures used to pack more information into the text? How?
- What devices are used to improve text cohesion/flow?
- What punctuation conventions are used? Why?
- Does the text employ modality? If so, how?
- Does the text employ normalisation? If so, how and why?
- Is specialised vocabulary used in the text? Why has it been used?
- What 'new' words do we have now to describe new technology?
- How does the vocabulary of the text contribute to its technicality, abstraction or style?
- What factors influence the way we use English?
- How is English continuing to change? Why?
- How has English influenced, and been influenced by, other languages?
- How has language evolved over time? What factors have influenced its evolution?

Pedagogical questions:

- How are events, characters and settings combined in different kinds of stories?
- What are the effects of different representations in different media?
- How are audiences influenced by the structures and features of multimodal texts?
- What are the effects of technological innovations on texts?
- Does the author combine different modes and media in creating the text? Why? How?
- How are Country and Place, People, Identity and Culture interconnected in texts?
- How do combinations of words and images in texts represent particular groups in society? How do texts position readers in relation to those groups?
- How do conventions of speech adopted by communities (including accents and idioms) influence personal identities?
- How might you connect the ideas and viewpoints in texts drawn from different historical, social and cultural contexts? What strategies could you use?
- Do the ideas and viewpoints in the text reflect or challenge the values of individuals and groups? How?
- How do stories draw on our knowledge of other stories? Why?

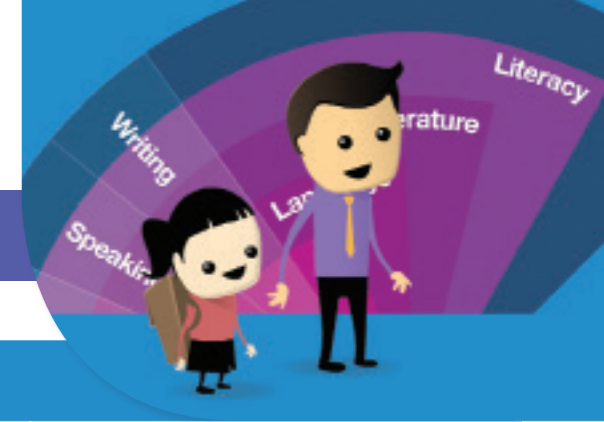
Pedagogical questions:

- What metalanguage can you use to discuss the aesthetic and social value of texts? Why would you use it?
- How can you evaluate aspects of literary texts, such as differing viewpoints?
- What devices are used to create tone (eg word play and parody)? How effective are they?
- How can you substantiate your text evaluation with reference to the text?
- What rhetorical devices can you use to persuade? How do you decide which to use?
- How can you evaluate the main ideas, concepts and points of view in spoken texts?
- How can you adapt interaction skills to suit different situations?
- How can you interpret the stated and implied meanings in spoken texts? What influences you? Why?

Pedagogical questions:

- What appropriate, sequenced content and multimodal elements can you use to promote a point of view or reflect a diversity of viewpoints? How did you decide?
- What deliberate language and textual choices can you make to create texts which raise issues, report events and advance opinions?
- How can you improve the effectiveness of texts through experimentation with text structures and language features?
- How can you experiment with language features from different types of texts? For what purposes?
- What literary texts can you plan and create that adapt aspects of other literary texts for particular purposes and effects? How do you choose what to use?
- What spelling rules and strategies can you use to spell new words? How do you know which ones to use and when?
- What editing strategies can you use to clarify meaning?
- What strategies can you use to help make your writing clear and fluent?

The BitL tool – English years 7 – 8



English: Years 7 – 8

What do you already think? <i>Continued</i>	Can you identify purposes, contexts and audiences? <i>Continued</i>	How can you make meanings? <i>Continued</i>	How can you make connections? <i>Continued</i>	What do you think now? <i>Continued</i>	In what ways can you express your ideas experiences and information? <i>Continued</i>
			<ul style="list-style-type: none"> • How can visual elements of the text generate a point of view? • How is the meaning of the text enhanced by allusions to other texts? • Are the sentences and clause structures used by the author effective? What makes them effective? • How do structures and features vary according to text purpose? • How can referenced sources add authority to a text? 		

By the end of Year 8, 'students select evidence from the text to show how events, situations and people can be represented from different viewpoints and understand how the selection of language features can be used for particular purposes and effects' (Achievement Standard). They do this through texts that 'include various types of media texts including newspapers, magazines and digital texts' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

Example: Year 8 - Text analysis of media texts

Language: Language variation and change (texts)

Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return.

Literature: Examining literature (identity)

Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups.

Literacy: Texts in context (choosing and using)

Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.

<p>What do you already know about the historical or cultural context of this text?</p> <p>What can you imagine this text will be about?</p>	<p>How can the purpose and audience of the text affect its structure?</p> <p>How might persuasive texts be affected by the medium of communication that is used?</p>	<p>How can the purpose and audience of the text affect its language features?</p> <p>How has language been compressed to achieve dramatic effect?</p> <p>Is specialised vocabulary used in the text? Why has it been used?</p> <p>How is English continuing to change? Why?</p> <p>How has language evolved over time? What factors have influenced its evolution?</p>	<p>What are the effects of different representations in different media?</p> <p>What are the effects of technological innovations on texts?</p> <p>How are audiences influenced by the structures and features of multimodal texts?</p> <p>How do combinations of words in this text represent particular groups in society? How does this text position readers in relation to those groups? How does it make you feel?</p>	<p>What metalanguage can you use to discuss the aesthetic and social value of texts? Why would you use it?</p> <p>What devices are used to create tone (eg word play and parody)? How effective are they?</p>	<p>What devices can you use to create the tone you are after in your text? How will you know they are effective?</p> <p>How can you experiment with language features from different types of texts? For what purposes?</p> <p>What literary texts can you plan and create that adapt aspects of other literary texts for particular purposes and effects? How do you choose what to use?</p>
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