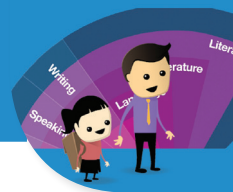


# English Bringing it to Life Year 9 – 10

## Student Questioning Tool



Ask these questions to help you become a powerful language user.

### What do you already think?

What strategies can you use before listening, reading or viewing a text?

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?

### Can you identify purposes, contexts and audiences?

How are different features combined for different purposes?

#### Language

Do you think there are similarities in purpose/text structure between traditional and contemporary texts in different media?  
Do you think there are differences?  
Can you explain them?

#### Literacy

Can you identify the purposes and effects of different spoken text structures?

#### Literature

How might the structure of the text relate to the purpose and audience for the medium used?

### 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?

Does the author creatively use sentence and clause structures in the text? How? Why?  
How are higher order concepts developed through clause combinations and nominalisations?

For what purposes has the author creatively used spelling (eg to create humour)?

For what purposes are punctuation, layout and font variations used?

How might visual features of the text influence audience response?

For what purposes and effects has the author innovated with the structure and language features of the text?

Which strategies can help you to retrieve information and connect ideas?

How do you use comprehension strategies to compare and contrast texts?

How can you use comprehension strategies to identify and analyse embedded perspectives?

How do the structure, language and visual choices in texts influence the way people, events, cultures, places, objects and concepts are represented?

What values/beliefs/assumptions are present in the text? How can you tell? How are these values/beliefs/ assumptions influenced by purpose and likely audience?

### How can you make connections?

How can you make connections between features, structures and the medium or mode used?

How do still and moving images influence audiences?

How does the author combine language and visual features to present information, opinion and perspective?

How can you connect and compare representations of individuals and groups in different historical, social and cultural contexts?

What intertextual connections can you make based on the structure and features of literary texts?

How is 'voice' used in literary texts to evoke particular emotional responses?

How reliable is this source of information?  
How do you know?

### What do you think now?

What can explain and argue?

How are text evaluations influenced by people's value systems, as well as by the purpose, context and mode of the text?

How can evaluations be expressed directly and indirectly? How do you choose which to use? Why?

How does the vocabulary used add to the specificity, abstraction and style of the text?

Do you think the sentence and clause structures used in the text are effective?

What makes you think this?

How are text construction and interpretation influenced by cultural perspectives and other texts?

What personal understandings of the world have you gained from texts? In what ways?

How can you reflect on, extend, endorse or refute others' responses?

How can you discuss notions of literary value and how they change according to context?  
How can you evaluate the social, moral and ethical positions in texts?

### 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?

What strategies can you use to spell new words?

How do you know which ones to use and when?

How can you create purposeful spoken texts to inform, persuade and engage?

How can you use 'voice' and language conventions and organisation patterns to engage audiences?

What appropriate, sequenced content and multimodal elements can you use to influence a course of action? How do you decide what to use?

How can you review and edit texts to improve their clarity and control?

How can you construct an argument about a text, based on initial impressions and subsequent analysis?

How can you plan and create literary texts that have a personal style? How do they reflect your personal style?

How can you create sustained literary texts that make relevant thematic and intertextual connections with other texts? Why?

How can you make your texts effective? How do you know they are effective?

How can you effectively edit and refine your texts?