literacy

the next step

The language features of texts commonly used in English

INDEX

NARRATIVE TEXTS

Why do we write Narratives?
To entertain, amuse or instruct.

In what text forms do we find Narrative texts?
Narrative texts may include: short stories, poems, songs, myths/legends, fairy tales, parables, plays, films, advertisements, novels –science fiction, fantasy, romance etc.

How can we structure Narratives?
❖ Orientation
❖ Complication
❖ Evaluation
❖ Resolution

What are the main language features of Narrative that need to be taught?

❖ **Language of Description**
E.g. The lake became a pale golden colour as the sun moved its warm hands across the landscape.
Kookaburras welcomed the morning with a chorus of deafening laughter.

❖ **Language to Indicate Time/Sequence**
E.g. Initially, soon after, later

❖ **Figurative Language**
E.g. The flames engulfed the bush like a glutton.

What other language features are there?
- Text Cohesion
This is an important feature of Narrative texts. Links and relationships within a text must be established if the text is to 'flow'. This is done through linking back to something already mentioned through the use of cohesive devices such as:
  - Referencing – through pronouns
  - Substitution and Ellipsis
  - Conjunctions or Connectives
  - Lexical Cohesion

- Subject/Verb Agreement
  - The story contains a suspenseful chase.
    subject   verb

  - The stories contain...
    subject   verb

- Noun groups
E.g. grey suffocating enemy

- Tense - consistency
This is the sense of time conveyed by the verbs, for example
  - Michael laughed *(past tense)*
  - "I am so angry!" she cried. *(present and past)*

EXPOSITION TEXTS

Why do we write Exposition texts?
To persuade by arguing one side of an issue. Often in an exposition the writer attempts to justify a position.

In what text forms do we find Exposition texts?
Exposition texts may include: essay, letter to the editor, speech, debate, editorial, feature article, review, advertisement, response

How can we structure Exposition texts?
- ❖ Thesis (position or argument)
- ❖ Arguments with supportive evidence
- ❖ Reinforcement of thesis and possible recommendations

What are the main language features of Exposition texts that need to be taught?
- **Language of Opinion**
  the story of… is deeply moving.
  the most telling…
  …is over-estimated

- **Language to indicate Sequence**
  E.g. In addition…

- **Modality**
  Language which expresses degree or certainty.
  E.g. It is **unlikely** that the film will appeal to a large audience. (low)
  The movie **will certainly** appeal to a large audience. (high)
  It is **essential** that viewers consider the context of the film…

- **Language of Cause and Effect**
  Causative verbs
  E.g. This *creates* the effect of…

What other language features are there?
- Passive
  E.g. Books are read for pleasure.

- Nominalisation   E.g. looking at → **observation**
  becomes

- Tense
  This is the sense of time conveyed by the verbs, for example
  - o Orwell wrote about… (past tense)
  - o The use of irony highlights (simple present tense)

- Technical language
  E.g. metaphor, juxtaposition, allegory

- Conditional
  E.g. If …then…

DISCUSSION TEXTS

Why do we write Discussion Texts?
To discuss by presenting both sides of an argument, concluding with a recommendation.

In what text forms do we find Discussion texts?
Discussion texts may include: essay, speech, letter to the editor, response, and feature article.

- **How can we structure Discussion Texts?**
- Thesis
- Arguments for
- Arguments against
- Recommendation

What are the main language features of Discussion Texts that need to be taught?
- **Language of Opinion**
  E.g. significantly, it is suggested that, surely

- **Language of Comparison/Contrast**
  E.g. whereas, are similar to

- **Language of Cause and Effect**
  E.g. because, so
  This *creates* the effect of…

- **Modality**
  Language which expresses degree or certainty.
  E.g. It is **unlikely** that the film will appeal to a large audience. (low)
      The movie **will certainly** appeal to a large audience. (high)
       It is **essential** that viewers consider the context of the film…

- **Language to indicate Sequence**
  E.g. In addition…

What other language features are there?
- Passive
  E.g. Books are read for pleasure.

- Nominalisation   e.g. looking at   ➡ *becomes*   **observation**

- Tense
  This is the sense of time conveyed by the verbs, for example
    o Orwell wrote about… (past tense)
    o The use of irony highlights (simple present tense)

- Technical language – specific to the topic

- Generalised nouns e.g. novels, poems, composers

- Abstract nouns e.g. poverty, inequality

 References: _Literacy Across the Key Learning Areas Years 7 & 8_ (1996) National Professional Development Program; _Accessing Learning: Language and Literacy Development_ **in** _Key Learning Areas_ (1989) CEO Sydney & AIS **and** ESL _Learners Language Features of Text Types for English as a Second Language (ESL) Learners_ (2004) CEO Sydney

EXPLANATION TEXTS

Why do we write Explanation Texts?
To explain how or why something occurs. Explanation texts can explain <u>why</u>. E.g. Why did the animals in <u>Animal Farm</u> revolt? Explanation texts can explain <u>how.</u> E.g. How does the composer create the effect of…?

In what text forms do we find Explanation texts?
Explanation texts may include: essay, feature article, review, and critical response

How can we structure Explanation Texts?
- Phenomenon identification
- Explanation sequence
- Analysis/evaluation of impact

What are the main language features of Explanation Texts that need to be taught?

- **Language to Indicate Time/Sequence**
  E.g. Soon after, in addition…

- **Language of Cause and Effect**
  E.g. because, so
  This *creates* the effect of…

- **Language of Condition**
  E.g. If…then

- **Technical language specific to the topic**
  E.g. metaphor, juxtaposition, allegory

What other language features are there?
- Passive
  E.g. The poet uses irony to highlight… (active)
  becomes
  Irony has been used to highlight… (passive)

- Language of Generalisation
  E.g. novels, poems, composers

- Nominalisation
  E.g. … a novel which deals with the main character and the way she grows up and learns.
  becomes
  … a novel dealing with the education and maturation of its protagonist….

 References: *Literacy Across the Key Learning Areas Years 7 & 8* (1996) National Professional Development Program; *Accessing Learning: Language and Literacy Development* **in** *Key Learning Areas* (1989) CEO Sydney & AIS **and** ESL *Learners Language Features of Text Types for English as a Second Language (ESL) Learners* (2004) CEO Sydney

RESPONSE TEXTS

Why do we write Response Texts?
To interpret, analyse and evaluate a text from a personal point of view. The text may be visual, written or multi modal. Students may explain and support opinions and recommendations by making reference to the text.

In what text forms do we find Response texts?
Response texts may include: film review, novel review, response to art work, reports to a person or group.

How can we structure Response Texts?
- Context of the work – this may include highlighting those aspects of the text you intend to discuss.
- Description of the work.
- Interpretation, analysis and evaluation of the text, with references to the text.
- Judgement (may in clued recommendation)

More sophisticated response texts have the evaluation or judgment statements throughout the text.

What are the main language features of Response Texts that need to be taught?
- **Language of Opinion and Evaluation**
  E.g. significantly, it is suggested that, surely
   the most telling…
   …is over-estimated

- **Language of Cause and Effect**
  E.g. because, so
  This *creates* the effect of…

- **Modality**
  Language which expresses degree or certainty.
  E.g. It is **unlikely** that the film will appeal to a large audience. (low)
      The movie **will certainly** appeal to a large audience. (high)
       It is **essential** that viewers consider the context of the film…

What other language features are there?
- Language of Description
  E.g. heart touching performance
  … produces another entertaining performance

- Language to indicate Time/Sequence
  E.g. Soon after, in addition…

- Tense
  This is the sense of time conveyed by the verbs, for example
    o Orwell wrote about… (past tense)
    o The use of irony highlights (simple present tense

References: *Literacy Across the Key Learning Areas Years 7 & 8* (1996) National Professional Development Program; *Accessing Learning: Language and Literacy Development* **in** *Key Learning Areas* (1989) CEO Sydney & AIS **and** ESL *Learners Language Features of Text Types for English as a Second Language (ESL) Learners* (2004) CEO Sydney

INTERPRETIVE → CRITICAL RESPONSE TEXTS

Why do we write Interpretive/Critical Response texts?
To interpret texts by analysing key elements and making judgements about that text in relation to purpose, audience and context. When we write an interpretive response we engage with the composer's intended meanings by analyzing the text's construction and content. A critical response goes further and not only interprets a text but questions and challenges the author's intended meaning (the underlying values and assumptions) using a range of critical approaches.

In what text forms do we find Interpretive/Critical Response texts?
Critical Response texts may include: Essay, a speech, a transcript, a report.
Note: The text form and audience will determine the tenor (level of formality/informality, intimacy/ familiarity/distance.)

How can we structure Interpretive/Critical Response texts?
   ❖ Context and Description of work in relation to area of analysis if required
   ❖ Thesis (position or argument)
   ❖ Arguments with textual evidence
   ❖ Analysis & interpretation of why the examples support your argument
   ❖ Reinforcement of thesis and synthesis of argument
   ❖ Reflection and speculation (Optional)
Note: Evaluative comments and linking statements should provide transition between ideas within and between paragraphs throughout the text.

What are the main language features of Interpretive/Critical Response texts that need to be taught?
- **Language of Opinion – this may indicate evaluation and judgement**
   E.g. the story of… is deeply moving.
      the most telling…
      …is over-estimated

- **Modality**
   Language which expresses degree or certainty.
   E.g. It is **unlikely** that the film will appeal to a large audience. (low)
      The movie **will certainly** appeal to a large audience. (high)

- **Language of Cause and Effect**
   E.g. because, so
   This *creates* the effect of…

- **Language of Representation**
   E.g. The dawn *symbolises* hope.
   The metaphor *suggests* …

- **Language of Comparison and Contrast**
   Text 1 engages the reader's sympathy, whereas Text 2 …

What other language features are there?
- **Passive**
   E.g. The poet uses irony to highlight… (active)
                becomes
      Irony has been used to highlight… (passive)

- Nominalisation   E.g. looking at   ➡   **observation**
                              becomes

- Language of Description
   'displaying Jane's struggle to gain and maintain independence and fulfilment'

References: *Literacy Across the Key Learning Areas Years 7 & 8* (1996) National Professional Development Program; *Accessing Learning: Language and Literacy Development* **in** *Key Learning Areas* (1989) CEO Sydney & AIS **and** ESL *Learners Language Features of Text Types for English as a Second Language (ESL) Learners* (2004) CEO Sydney

LANGUAGE OF GENERALISATION

The language of Generalisation is used to make general rather than particular statements about groups, classes and/or categories of people, places or things.

The Language of Generalisation is widely used in reports or descriptions.

PRE STAGE 4 A student may use language such as…	STAGE 4/5 A student may use language such as…	STAGE 5/6 A student may use language such as…
• *The entire* population *of…* • *The vast majority of…* • *An unspecified amount of…* • *A considerable number of…* • The population is *predominantly…* • *The total* population • *The complete* group of islands • *Although it has* wings *it is not classified* as a bird.	• *The mood* of the play *is…* • *The story* can be described *as…* • *Flashbacks are used to…* • *The time frame…* • *The use of different camera angles…* • *Most narratives…* • *These feelings…* • *Techniques such as…*	• *Different genres…* • *The resolution of the novel…* • *The characterisation in the play…* • *Owen's poetry…* • *The structure of the poem suggests…* • *Humour is created through the use of exaggeration, visual imagery and sarcasm.* • *The ambivalence shown in…* • *The use of dramatic irony…*

References: *Literacy Across the Key Learning Areas Years 7 & 8* (1996) National Professional Development Program; *Accessing Learning: Language and Literacy Development* **in** *Key Learning Areas* (1989) CEO Sydney & AIS **and** ESL *Learners Language Features of Text Types for English as a Second Language (ESL) Learners* (2004) CEO Sydney

LANGUAGE OF DESCRIPTION

The Language of Description is used to tell what something or someone looks like or is like, in terms of behaviour or other characteristics. The Language of Description makes use of complex noun groups – the noun plus the adjective or adjectival phrases that describe it and adverbs and adverbial phrases. Relating verbs – (mainly being/having) – are frequently used.

PRE STAGE 4 A student may use language such as…	STAGE 4/5 A student may use language such as…	STAGE 5/6 A student may use language such as…
• It has *tough* claws *which are sharp and long which* enable the koala to… • The koala's *thickset* body, *soft* fur and *warm* pouch resembles… • Madrid, *which is the capital* of Spain, has… • Spain is *remarkably hot.* • It is *exceedingly/ excessively dry.* • It is *somewhat polluted.* • It was a *tragic and unnecessary war.* • It is a *picturesque country with majestic ocean vistas.*	• *is a skilful author* • *picturesque images* • *captivating character* • *an ugly, green, gigantic ogre* • *cosy, little sandstone cottage* • *a dangerous and brutal character* • *the girl's loyalty and determination* • *her eyes widened in surprise*	• *evocative* • *emotionally charged* • *futility of* • *creates suspense through the narrative* • *a determined man who overcomes adversity* • *lingering sense of doubt*

References: *Literacy Across the Key Learning Areas Years 7 & 8* (1996) National Professional Development Program; *Accessing Learning: Language and Literacy Development* **in** *Key Learning Areas* (1989) CEO Sydney & AIS **and** ESL *Learners Language Features of Text Types for English as a Second Language (ESL) Learners* (2004) CEO Sydney

LANGUAGE OF COMPARISON AND CONTRAST

The language of comparison and contrast is used to identify similarities and differences. In the Language of Comparison, we deal with the **similarity or dissimilarity of things.** In the Language of Contrast, we tend to refer to **the extreme differences or opposites of things.** The language of comparison and contrast can be used when analysing techniques, characters, themes or ideas within and between texts. The following structures may be used to identify similarities and differences.

PRE STAGE 4 A student may use language such as…	STAGE 4 and Beyond A student may use language such as…
Compare • *is like* • *is the same as* • *is similar to* • *both* • *A feature which* the novel *and* the film *have in common…* • *A similarity between* poetry *and* prose *is ...* • The two speakers *differ* in their argument... • *Not as many ...* • *Compared to…* • Poets *vary in…* • *Neither … nor…* • *are alike* • *is nearly* **Contrast** • *Unlike the ...the...* • *Instead of having...* • *However …* • *A significant contrast...* • *Whereas …* • *different from* • *while* • *on the other hand* • *rather than* • *despite this* • *in other respects* • *in spite of this* • *unlike* • *however* • *although* • *whereas* • *even though* • *on the contrary* •	**Compare:** • *in both cases* • *similarly* • *as well as* • *in the same way* • *likewise* • the *most* significant • the *greatest* effect • the *most serious of which* • *more effective than* • *They are comparable/in that* • *In comparison* this text is *relatively…* **Contrast:** • *in contrast to; this contrasts to* • *alternatively* • *although* • *yet* • *differs from* • *compared to* • *different from* • *not only…but also…* • *while in contrast* • *in comparison* • *elsewhere* • *nevertheless* • *whilst* • *dissimilar* • shows a *distinction between* • *differences are further demonstrated* • *notwithstanding* • *even so* • *even though* • *nevertheless* • *They are distinguishable in that…* • *Shows the contradiction…*

References: *Literacy Across the Key Learning Areas Years 7 & 8* (1996) National Professional Development Program; *Accessing Learning: Language and Literacy Development* **in** *Key Learning Areas* (1989) CEO Sydney & AIS **and** ESL *Learners Language Features of Text Types for English as a Second Language (ESL) Learners* (2004) CEO Sydney

11

LANGUAGE OF OPINION

The Language of Opinion is used to express people's thoughts, perceptions, feelings and points of view. Language of opinion can be used when presenting or evaluating an argument, when responding to texts or when making a judgement. Descriptive language (nouns, verbs, adjectives and adverbs) can indicate the particular perspective (opinion) of the composer through the connotations of the language used.

Four main ways in which opinions are expressed are:
♦ Through **feeling verbs** – eg feel, believe…
♦ Through **nouns** – eg my belief, my opinion…
♦ Through **adverbs** that express a viewpoint – eg significantly, understandably, vitally.
♦ Through **adjectives** that express a viewpoint – eg important, significant, vital.

The aim is to **move** students on in their writing from informal, spoken-like language such as:
In my opinion I think; I recommend; I don't recommend; … plays a big part; an immense/ huge impact; an immensely large role; it is especially boring; a major effect/problem/issue; the effect was tremendous, a good technique
to more formal written like language such as:

	PRE STAGE 4 A student may use language such as…	**STAGE 4/5** A student may use language such as…	**STAGE 5/6** A student may use language such as…
ADJECTIVES AND ADVERBS THAT EXPRESS A POINT OF VIEW	• *Logically* children who have eaten breakfast outperform students who have not. • Country people are *significantly* disadvantaged in paying higher prices for petrol. • *Oddly/strangely/curiously* designer jeans had their origin as clothes… • *Presumably* most people are aware of … • *Foolishly* many people still smoke despite … • *Preferably/ Ideally* children should begin school after turning five. • *At least* most people • *No doubt* governments… • It would be *reasonable* to conclude that…	• a *minor* role • ... played an *important* role • …was *significant* • creates an *effective* image • *more importantly* • *greatly* affected • *is vital* to.. • an *important* example/ element • play their roles *competently* • the *most serious* of which is… • to a *great* extent/ degree • a *key* reason • is *essential* • had a *significant* effect/impact/influence/role • tells the tale *clearly and simply* • *significantly* • contributed *greatly* • *greatly* impacted on • the *most* significant • the issue of … is *extremely* relevant • impacting *greatly* • the characters had *significant*... • *cleverly* covers a range of themes • *humorous* dialogue • play their roles *competently* • *unpredictable* • *seem so realistic*	• *vitally* important • influenced *dramatically* • *clearly* reflected • … initiated the *greatest change* • *…has serious implications…* • *understandably* • *substantially* • *evident* influence/ impact/role • *considerable* influence/ impact/role • *dramatic* effect • to a *lesser* degree • *essential* to… • *fundamental* to… • a *crucial* influence… • *most notably* • *relatively…* • defining role • the *most* telling • *undeniably* • *further* consolidated • it is *evident* that… • *pressing* issue • it is *imperative* • it is *questionable* • *its originality is* • *not a particularly original* concept • *inherently wrong*

References: *Literacy Across the Key Learning Areas Years 7 & 8* (1996) National Professional Development Program; *Accessing Learning: Language and Literacy Development* **in** *Key Learning Areas* (1989) CEO Sydney & AIS **and** ESL *Learners Language Features of Text Types for English as a Second Language (ESL) Learners* (2004) CEO Sydney

	PRE STAGE 4 A student may use language such as…	**STAGE 4** A student may use language such as…	**STAGE 5/6** A student may use language such as…
LANGUAGE (FEELING VERBS AND NOUNS) TO INDICATE THIRD PERSON	• It *is considered/ thought* that an increase in tourism could lead to a healthy and growing economy. • It is frequently *found* • The *general perception* • The *common view* is • A *common belief* • *The majority of people agree* • *It is true to say that* • Many people are under the *illusion* that • It is *suggested* that • It *stands to reason* that • *Commonsense determines* that • *The conclusion can hardly be avoided that* • It *would appear* that • After looking at both sides of the issue, *I believe that* • After examining all the issues *it is my opinion*	• It is *important to note* that… • … *highlights* this • … is *over-estimated*	• ….cannot *be underestimated* • Is *difficult to assess/ascertain* • Somewhat *unreliable opinion* • *Definitively outlines* • *Ambiguously suggested* • The *most telling* • *Was arguably the most important* influence… • This too has a *substantial effect* • *Underpins* the whole…

References: *Literacy Across the Key Learning Areas Years 7 & 8* (1996) National Professional Development Program; *Accessing Learning: Language and Literacy Development* **in** *Key Learning Areas* (1989) CEO Sydney & AIS **and** ESL *Learners Language Features of Text Types for English as a Second Language (ESL) Learners* (2004) CEO Sydney

MODALITY

Modality expresses the degree of certainty, ranging from low certainty to high certainty.

    eg   It is **unlikely** that the film will appeal to a large audience. (low)

             The movie **will certainly** appeal to a large audience. (high)

Modality also expresses the writer's judgement regarding the truth of an argument that they present. Modality can make it appear that an opinion is being stated as if it were a fact:

    eg   It is **essential** that viewers consider the context of the film…

The stronger the modal the harder the evidence needs to be in support of an argument. Words like 'must' or 'certainly isn't' require strong evidence or justification to support their use. Higher modality is used when the writer makes a strong positive or negative evaluation.

Probability/ Obligation	Usuality	Supposition
	always	evidently
certainly	constantly	apparently
surely	continuously	presumably
probably	often	clearly
perhaps	usually	no doubt
maybe	regularly	obviously
possibly	typically	of course
definitely	occasionally	apparently
positively	seldom	reasonably
readily	rarely	certainly
ought	ever	undoubtedly
essentially	never	
it is essential that	once	
positively		

Time	Intensity	Degree
yet	just	quite
still	simply	almost
already	ever	nearly
once	only	totally
soon	really	entirely
just	actually	utterly
	greatest	completely
	powerfully	literally
		absolutely
		scarcely
		hardly
		extremely
		dramatically
		rapidly declining

References: _Literacy Across the Key Learning Areas Years 7 & 8_ (1996) National Professional Development Program; _Accessing Learning: Language and Literacy Development_ **in** _Key Learning Areas_ (1989) CEO Sydney & AIS **and** ESL _Learners Language Features of Text Types for English as a Second Language (ESL) Learners_ (2004) CEO Sydney

THE LANGUAGE OF CAUSE/EFFECT

The Language of Cause and Effect connects ideas together when one factor causes the other factor to occur. In Explanation texts cause and effect is most often shown through the use of causative verbs. In Discussion or Critical Response texts cause and effect is achieved through the use of connecting words as well as causative verbs. In English we often use causative language to indicate how particular features of a text shape the responders' response.

- Connecting words and phrases
    These may express purpose, reason or results. They include:
    - **conjunctions** e.g. because, since
    - **prepositions** e.g. due to, owing to
    - **adverbs** e.g. consequently, as a result.
- Causative verbs e.g. produces, causes

	PRE STAGE 4 A student may use language such as…	**STAGE 4** A student may use language such as…	**STAGE 5/6** A student may use language such as…
REASON WORDS AND PHRASES	• *In order for/to* • *in spite of* • *because* • *Due to* • *Owing to* • The crops are harvested *providing* the weather is fine. • *On condition that* everyone uses sunscreen, they can swim at the beach. • *Even if* the government provides extra funding… • Rainforests are now Heritage Listed *owing to* the efforts of... • Reforestation will be successful *provided that* all States participate. • Politicians must create new laws. *If not* the effect will… • *Under the circumstances* • *The reason for* new laws is…	• *in that case* • *since* • should *be a reason to...* • The composer's *purpose* is to… • Ideas *sprang from* *unfolded from* *derived from* *stemmed from* *arose out of* discussions…	

References: *Literacy Across the Key Learning Areas Years 7 & 8* (1996) National Professional Development Program; *Accessing Learning: Language and Literacy Development* **in** *Key Learning Areas* (1989) CEO Sydney & AIS **and** ESL *Learners Language Features of Text Types for English as a Second Language (ESL) Learners* (2004) CEO Sydney

THE LANGUAGE OF CAUSE/EFFECT

	PRE STAGE 4 A student may use language such as…	STAGE 4/5 A student may use language such as…	STAGE 5/6 A student may use language such as…
RESULTS WORDS AND PHRASES	• Protestors *brought about* new laws… • The erosion of beaches was *an effect of* high winds. • Pollution will be kept under control *as long as we* adhere to environment laws. • *It was such* an expensive venture, *that* the government re-examined its budget. • *Despite* recent changes to laws rainforests are still in danger. • *As a consequence of…* • *As long as…* • Forests are diminishing, *thus* new laws must be put in place to protect our environment. • The roads were closed *on account of* the heavy rain. • It rained heavily, *consequently* it flooded. • *as a result of* • *Therefore* •	• *is an effect of* • *thus.* • *consequences include…* • *arises from* • *will benefit from* • *…makes* his poetry so meaningful • *is a response to…* • *the effect of this has…*	• *diminishes* • *is a repercussion of…* • *elicits a response* • *to build anticipation* • *challenges the reader…* • *blinds the reader to…* • *positions the reader…* • *brings the reader…* • *reminds the reader that…* • *unsettles the reader…* • *leaves the reader…* • *re-positions the reader…* • *awakens the reader…*
CAUSATIVE WORDS AND PHRASES	• The cutting down of trees *provoked* an angry response. • The hole in the ozone layer is *caused by* an increase in… • Preparation for the Olympics *will culminate in* the opening ceremony. • Recent changes in the legislation *grew out of* discussions with… • Greenhouse gases *contribute to* rising pollution levels. • Selling healthy food *gives rise to* healthy eating habits. • The high standard of performance *reveals* the amount of preparation. • *produces* • *makes us see*	• *encourages* • *initiates* • *is produced by* • *fosters* • *gives voice to* • *culminates in* • *is influenced by* • *creates* • *allows* • *stems from* • *caused by* • *influences* • *points towards* • *brings about* • *in order to…* • *so as to…* • *leads to* • *develops* • *attributes* • *the composer does this to…* • *through the use of…* • *reflects*	• *engenders* • *generates* • *is inspired by…* • *is shaped by…* • *provoked* • *generated* • *initiated by…* • *contributes to…*

References: *Literacy Across the Key Learning Areas Years 7 & 8* (1996) National Professional Development Program; *Accessing Learning: Language and Literacy Development* **in** *Key Learning Areas* (1989) CEO Sydney & AIS **and** ESL *Learners Language Features of Text Types for English as a Second Language (ESL) Learners* (2004) CEO Sydney

LANGUAGE TO INDICATE TIME/SEQUENCE

The language to indicate time/sequence is used to order a text cohesively. It may be used in English when explaining, recounting, narrating or responding. It is often used to order events or to indicate a sequence of events.

PRE STAGE 4 A student may use language such as…	PRE Stage 4 A student may use language such as…	BEYOND STAGE 4 A student may use language such as…
Subsequently the energy is converted into electricity. *Previous to this,* much movement would have occurred. *Whilst* lava flows, gases and ash are released from the volcano. *Meanwhile* the plant continues to produce carbon dioxide. *Directly* after the egg is released from the ovary it begins to move down the fallopian tube… *Until then,* the volcano is inactive. *Prior to* an eruption, a volcano may be inactive for many years. - It *promptly* transfers the information to the printer. *In time,* it will be more widely used in schools. *Occasionally* *At the beginning* *Initially* *Prior to* *When* Columbus began his voyage, he… *After that*	*At* six o'clock... - The Pilgrim's voyage *began* smoothly, *then* a strong wind… … *During* the argument... *Before* Tom arrived... - Mary was *next* in line for.... *Later*… - The *second* act of the play... *By* 1920, soldiers had returned to civilian life. *While*... *After* ... - John was *at first* unwilling to… *Finally*... *Meanwhile,* women's wages remained stagnant… *until* *One week later*, on…, the… - The novel *begins*... *At last*...	*At the outset* of … *Eventually,* the … *Following* the … *Originally* the English language … *Thereupon*… *Introduced* the concept of… *Succeeding* this**…** - A *precursor* to… *Since*... *Throughout* the sixties… *From the early* 1970s *to the late* 1980s… *Between*… and… - Were *followed* by... *As* the decade *ended,* many people were left feeling… *By the early* 1970s women were… - The story *is structured in chronological order* *This linear order*

References: *Literacy Across the Key Learning Areas Years 7 & 8* (1996) National Professional Development Program; *Accessing Learning: Language and Literacy Development* **in** *Key Learning Areas* (1989) CEO Sydney & AIS **and** ESL *Learners Language Features of Text Types for English as a Second Language (ESL) Learners* (2004) CEO Sydney

LANGUAGE OF REPRESENTATION

The language of representation is used to signify how a text represents the world. It signifies the relationship between words / images and the things or ideas they represent. Often this language means 'to tell' or 'show' or 'make'.

PRE STAGE 4 A student may use language such as…	STAGE 4 A student may use language such as…	STAGE 5/6 A student may use language such as…
Composers through their texts: • *show* • *explain* • *mean* • *tell* • *say* • *relate* • *are put together* • the metaphor has been *used to show* the reader… • *send out messages* • *place* • *recount* • *set the scene* • *focus on* • *use*	**Composers through their texts:** • *represent* • *imply* • *symbolise* • *select* • *convey* • *suggest that* • *allow* the responder to… • *borrow* • *illustrate* • *create a …* • *base the story on* • *present* • …'s heroic nature is *revealed* through... • *Demonstrate* • *allow* the responder to… • *emphasise* • *expose* • *reveal* • *portray* • *warn* • *refer to* • *reflect* • *provide* • *paint a picture*	**Composers through their texts:** • *construct* • *appropriate* • *transpose* • *juxtapose* • *infer* • *exemplify* • *manipulate* • *foreground* • *foreshadow* • *marginalise* • *allude to* • *highlight* • *spotlight* • *depict* • *side line* • *enhance* • *has incorporated* various language techniques to *demonstrate* this. • *delete* • *omit* • William Shakespeare *portrays* Macbeth as … • These techniques *position* the responder… • *Simulate* • *Parodies* rural life

References: *Literacy Across the Key Learning Areas Years 7 & 8* (1996) National Professional Development Program; *Accessing Learning: Language and Literacy Development* **in** *Key Learning Areas* (1989) CEO Sydney & AIS **and** ESL *Learners Language Features of Text Types for English as a Second Language (ESL) Learners* (2004) CEO Sydney