

# English Level 4

## Chapter 1 — Language: interaction and text organisation

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# Language for relationships: formal and informal situations

## Chapter 1 · Section 1A

**Curriculum trace — VC2E4LA01.** *Chapter 1 — Language: interaction and text organisation. Strand: Language · Sub-strand: Language for interacting with others · Mode: Speaking and Listening. Students learn to:* understand how language is used to develop relationships in formal and informal situations. (Victorian Curriculum 2.0, Level 4, VCAA.)

*Elaboration join keys:* .E01 recognising that language is adjusted in different contexts, for example in degree of formality when moving between group discussions and presenting a group report · .E02 understanding how age, expertise and familiarity influence the ways in which people interact and how these codes and conventions vary across cultures · .E03 recognising the importance of using inclusive language. .E04† is carried in the join key only — it is §2A-excluded and is **not** taught in this book (see the front-of-book note).

*Achievement standard, Speaking and Listening (Level 4):* “When interacting with others, students use an expanded vocabulary and language to develop relationships in different contexts. They share and extend ideas and information. They differentiate between the language of opinion, facts and feelings. When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They use language suitable to context, and appropriate features of voice.”

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## Let's learn

### Part 1 — Two ways of talking

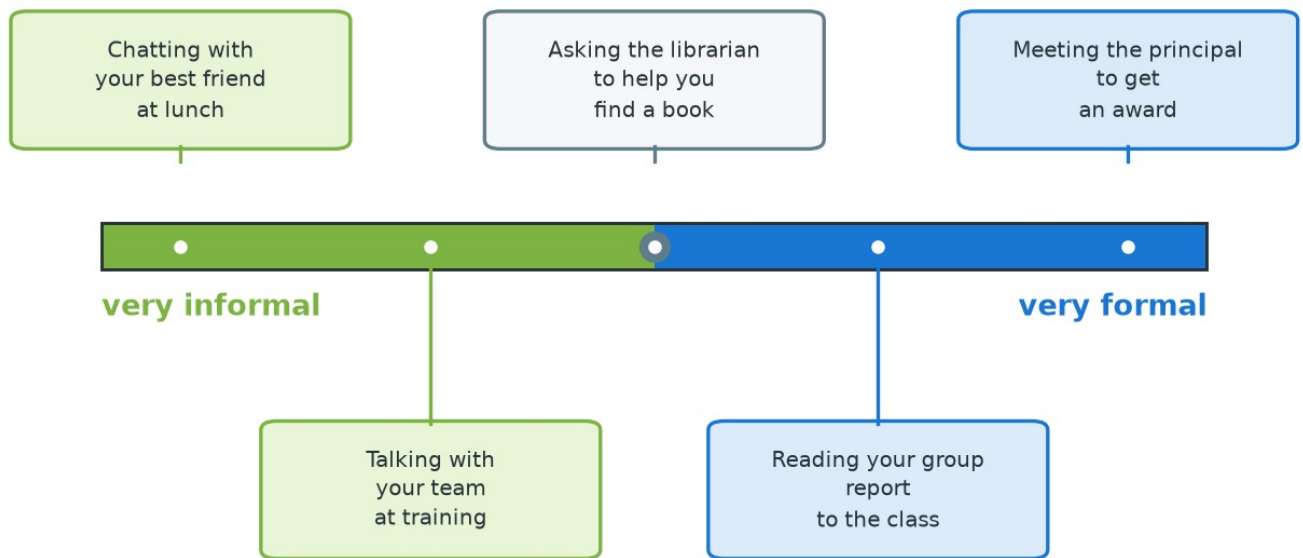
Every day you talk with many people: your family, your friends, your teachers. And without thinking about it, you already change your words for each one. In this section you will learn to *notice* how you do it, and why.

**Informal language** is relaxed, everyday talk. You use it with people you know well — your family, your close friends, your team.

**Formal language** is more careful, serious talk. You use it with people you do not know well, and in important moments — meeting the principal, speaking to the whole school, or saying hello to a new adult.

Formal and informal are not just two boxes. Language sits on a scale between them:

## How formal is it?



*One language — we choose how formal to be, to fit the situation.*

*A scale from very informal to very formal with five situations placed along it: chatting with a best friend at lunch, talking with a team at training, asking the librarian for help, reading a group report to the class, and meeting the principal to get an award.*

How do you know where a situation sits on the scale? Four clues will tell you:

## Four clues: how formal should I be?



*More clues point one way? Then your language should go that way too.*

*Four clue cards — who are you talking to, where are you, why are you talking, and how well do you know them — that show how formal to be.*

Here are situation cards to sort into two baskets, informal and formal, such as playing footy at recess and presenting a group report. Which basket would you put each one in?

## Sort the situations: informal or formal?

Chatting with friends  
at lunch

Presenting your group  
report to the class

Playing footy  
at recess

Meeting the principal  
for the first time

Ordering food  
at the canteen

Talking with your  
best friend

Listening and speaking  
at a school assembly

A birthday party  
with your cousins

*Say each card out loud. Which basket does it belong in? Some may surprise you!*

**Informal**

**(relaxed, everyday language)**

**Formal**

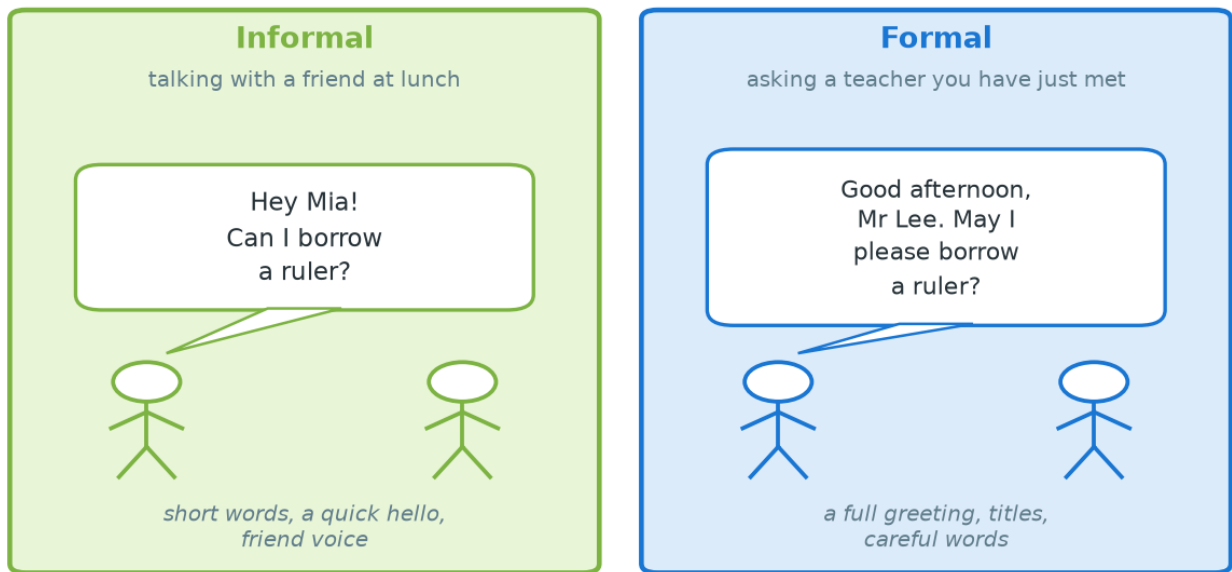
**(careful, serious language)**

*Eight situation cards to sort into two baskets, one informal and one formal, with clue questions to help you choose.*

### **Part 2 — Same ask, different words**

Look at the same ask, said two ways:

## The same ask — two different ways



*Same ask. Different words — because the situation is different.*

*Two panels showing the same ask two ways: a friend says, 'Hey Mia! Can I borrow a ruler?' and a student says, 'Good afternoon, Mr Lee. May I please borrow a ruler?'*

The ask is the same — borrow a ruler. The words are not. The friend gets a quick hello and short words. The teacher gets a full greeting, a title (a word like Mr, Mrs or Dr before a name), and *please* and *may*.

Here are word swaps you can use any time:

## Word swaps: informal and more formal

| Informal               |   | More formal                    |
|------------------------|---|--------------------------------|
| Hi!                    | → | Good morning.                  |
| Hey, wait up!          | → | Could you wait for me, please? |
| Thanks!                | → | Thank you very much.           |
| Can I have a go?       | → | May I have a turn, please?     |
| I reckon it will rain. | → | I think it will rain.          |
| heaps of chairs        | → | lots of chairs                 |
| See you later!         | → | Goodbye.                       |
| Yeah, alright.         | → | Yes, of course.                |

*Swap the words, and the same message fits a formal situation.*

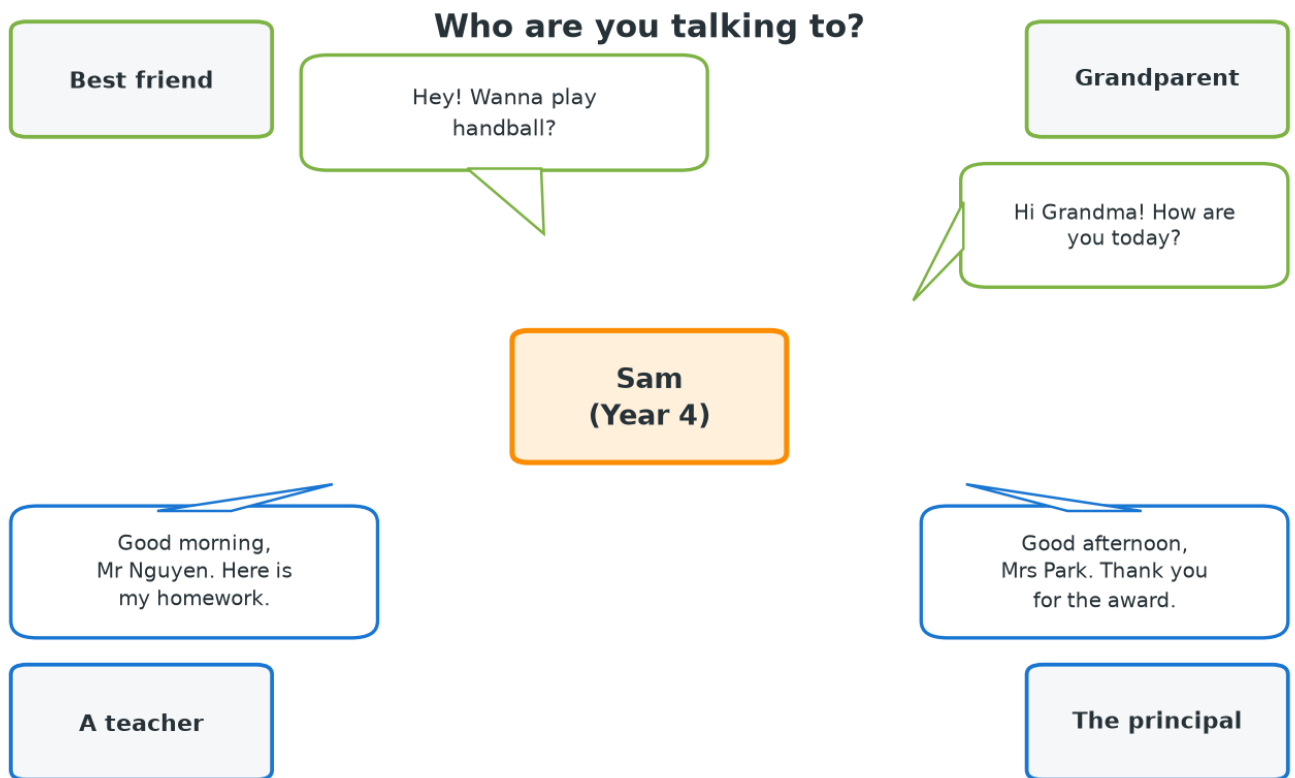
*A table of word swaps from informal to more formal, such as 'Hi!' to 'Good morning.' and 'Thanks!' to 'Thank you very much.'*

**Big idea:** the meaning stays the same — only the words change to fit the situation.

### Part 3 — Who are you talking to?

Who you talk to changes your words too. Three things matter:

- **Age.** We talk to little kids in a different way than we talk to adults.
- **How well you know them.** With your best friend, your words are relaxed. With someone you have just met, they are more careful.
- **What they know.** If a guest knows a lot about a topic, you ask careful questions and listen well.

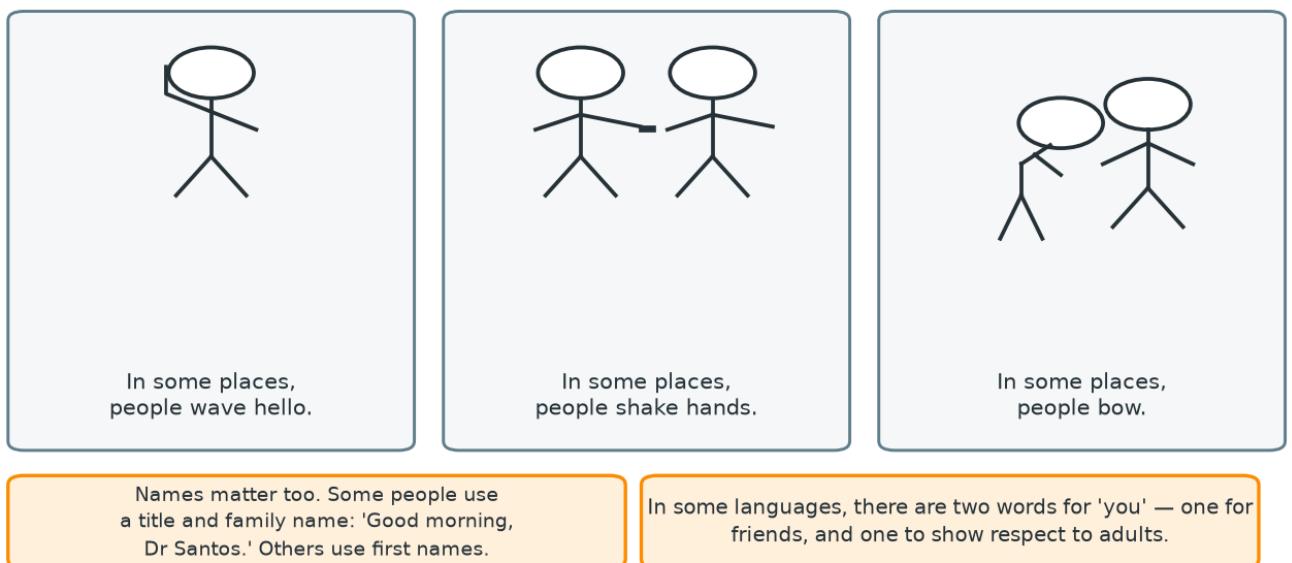


*Same Sam, different words. We change our language to fit the person and the place.*

*Sam in the middle with four speech bubbles: relaxed talk for a best friend and a grandparent, careful talk for a teacher and the principal.*

And it is not the same in every place. The ways people greet each other are different in different places and cultures:

## Many ways to say hello



*Every greeting here is a good way to say hello. Watch and listen, then copy what the people around you do.*

*Three ways people say hello in different places: a wave, a handshake and a bow, with notes about names and titles.*



Every greeting on this page is a good way to say hello. When you meet someone new, watch what the people around you do, then copy them kindly.

#### Part 4 — Words that let everyone in

**Inclusive language** is words that make *everyone* feel part of the group. It never leaves anyone out.



*Kind words build friendships. Inclusive words build a class where everyone belongs.*

*A table of inclusive language swaps from words that leave people out to words that let everyone in, such as 'Boys, come and play!' to 'Everyone, come and play!'*

Why does it matter? Because language builds relationships. When your words let everyone in, everyone belongs — and that is how a class becomes a team.

#### Part 5 — From chat to class talk

One task can need both kinds of talk. Watch what happens to a group report. (Your **audience** is the people who listen to and watch you when you speak.)

## One task, two ways of talking: the group report



### As the task grows up, so does the language.

*The same ideas — first shared with friends, then shared with an audience.*

*Three steps of a group report: planning in the group with relaxed talk, writing it together, and presenting it to the class with careful talk.*

Same ideas, same people — but the language grows more careful as the audience grows bigger.

### Worked examples

#### Example 1 — with the steps shown

*Tom wants to borrow a book for the night. The same task, two ways, with the thinking shown.*

| Who Tom talks to         | What Tom says                                                       | The thinking                                                                                                             |
|--------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| His friend Ava           | “Ava! Can I borrow your book tonight?”                              | A quick call of her name and short words — informal fits a close friend. ✓                                               |
| The librarian, Mrs Rossi | “Good afternoon, Mrs Rossi. May I please borrow this book tonight?” | A full greeting, a title, <i>may</i> and <i>please</i> — formal fits someone he sees at school but does not know well. ✓ |

#### Example 2 — with the steps shown

*A group report opening, said to the class, with the formal choices shown in the notes.*

“Good morning, everyone. Our group is Ava, Tom and me. Today we will tell you about our school garden. First, we will show you what we planted. Next, we will share what grew best. Then we will answer your questions. Thank you for listening.”

| The words                     | Why they work for a class audience                       |
|-------------------------------|----------------------------------------------------------|
| “Good morning, everyone.”     | A full greeting for the whole audience, not just a “hi”. |
| “First ... Next ... Then ...” | Order words that tell the audience the plan.             |
| “we will”, not “we’ll”        | Full words — careful talk.                               |
| “Thank you for listening.”    | A polite close that thanks the audience. ✓               |

## Practice tasks

### With help first

**Q1.** Read the scale (Figure 1). Say to a partner: (a) the most informal situation; (b) the most formal situation; (c) one situation that sits near the middle, and why.

**Q2.** Sort the cards (Figure 4). Say each card out loud, then put it in a basket. Your partner may pick a different basket for one card — talk about which clues (Figure 9) each of you used.

**Q3.** Word swaps (Figure 3). Say each informal line to your partner, then say it the more formal way. Then make up two swaps of your own and test them on your partner.

**Q4.** Who is talking? (Figure 5). Which two bubbles are informal? Which two are formal? For each one, name the clue (Figure 9) that told you.

**Q5.** Let everyone in (Figure 7). Say the green lines aloud to your partner. Then change this red line so it lets everyone in: “Only tall kids can join the game.” Say your new line kindly.

**Q6.** Clues check (Figure 9). A new teacher starts at your school on Monday. You say hello in the hall. Read the four clues and decide: formal or informal? Write or say the one clue that helped most.

### On your own

**Q7.** Two hellos. Your best friend and the principal both walk into the library. Write one hello for each, then perform both for your partner. Your partner guesses who each hello is for.

**Q8.** Grow the talk (Figure 8). With a partner, pick a topic you both like. Do Step 1 out loud — relaxed, informal talk. Then do Step 3 — present your plan to another pair in a formal way. What changed in your words?

**Q9.** The better welcome. Read these two welcomes from a class leader on the first day of term:

- **A:** “The cool kids sit at this table. The rest of you find a spot.”
- **B:** “Hello! There is a seat for everyone at this table. Come and join us.”

Say which welcome builds a better relationship, and give one reason.

**Q10.** Hello around the world (Figure 6). Pick one greeting from the page and show it to the class without words. The class guesses. Then say out loud: what should you do before you copy a greeting that is new to you?

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## The task that counts — the two-way welcome (Speaking and Listening)

You will perform and record two short welcomes.

**Part 1 — informal.** A new student joins your table at lunch. Welcome them to the table. Use inclusive language.

**Part 2 — formal.** After lunch, you introduce the new student to the principal in the office. Use formal language.

**Part 3 — your thinking.** In one or two spoken sentences, tell your teacher what changed between Part 1 and Part 2, and why.

**Teacher note — how this task is assessed.** Observe live or from the recording; score against the Level 4 Speaking and Listening achievement standard (“use an expanded vocabulary and language to develop relationships in different contexts ... use language suitable to context”).

| Look for                  | Working towards                                  | At standard                                        | Beyond                                                                                               |
|---------------------------|--------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Part 1 (informal welcome) | Friendly but leaves someone out, or sounds stiff | Friendly greeting, inclusive wording, relaxed tone | Warm, inclusive welcome that also invites the new student in (“Come and sit with us — we saved you a |

| Look for                     | Working towards                 | At standard                                                                 | Beyond                                                                         |
|------------------------------|---------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Part 2 (formal introduction) | Casual words with the principal | Full greeting, title plus name, <i>may/please</i> , careful word choice     | Confident formal register with a polite close (“Thank you for your time.”)     |
| Part 3 (the why)             | Names one change only           | Names the informal→formal shift and ties it to who, where or how well known | Explains the shift and adds that inclusive words build belonging in both parts |

## Answers and example responses

**Q1.** (a) Chatting with your best friend at lunch. (b) Meeting the principal to get an award. (c) Example: asking the librarian — it sits in the middle because you may not know the librarian well, but it is a friendly, everyday ask.

**Q2.** Informal basket: chatting with friends at lunch; playing footy at recess; talking with your best friend; a birthday party with your cousins. Formal basket: presenting your group report; meeting the principal for the first time; listening and speaking at a school assembly. The canteen card can go either way — ordering food is quick and everyday, but you still use *please* and *thank you* with someone you don't know well. Either basket is fine with a good reason.

**Q3.** Example swaps of your own: “Got a spare pencil?” → “May I please borrow a pencil?”; “Nice one!” → “Well done!”

**Q4.** Informal: the best-friend bubble and the grandparent bubble — a quick hello and relaxed words. Formal: the teacher bubble and the principal bubble — a full greeting, a title, careful words. Clues: **who** you are talking to, and **how well** you know them.

**Q5.** Example: “Everyone can join the game.” or “Kids of every height can join the game.” Said kindly, with a smile.

**Q6.** Formal. Example reason: the **who** clue helped most — a teacher is an adult I don't know yet. Example hello: “Good morning! Welcome to our school.”

**Q7.** Example pair: friend — “Hey! I saved you a seat!”; principal — “Good afternoon, Mrs Park. May I show you where the new books are?”

**Q8.** Example: Step 1 — “Sharks! Let's do sharks, they're the best!” Step 3 — “Good afternoon. Today we will tell you about sharks.” Changes to hear: a full greeting, full words, and a clear plan.

**Q9.** Welcome B. Reason: B lets everyone in, so everyone belongs; A leaves most of the class out and builds a wall, not a relationship.

**Q10.** Example: watch and listen first, ask kindly, then copy what the people around you do.

**The two-way welcome — example Part 3 response:** “With my friend I was relaxed and just said hi. With the principal I used her title and careful words, because I don't know her well and it's her office. In both, I made sure the new student felt welcome.”

## The language of opinion, facts and feelings

**About this section.** This section teaches Victorian Curriculum code **VC2E4LA02**: *identify and differentiate the language of opinion, facts and feelings* (Language strand — “Language for interacting with others”), with its example ideas .E01 and .E02. Talking, listening, reading and viewing all get a turn here. The Speaking and Listening standard for Level 4 says students “differentiate between the language of opinion, facts and feelings” — that is the work of this section.

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### Theory

Every day you hear people talk. Some of what you hear is about **facts**. Some is **opinions**. Some is **feelings**. This section is about how to hear which is which — and how to use all three kinds of talk in your own talking, reading and writing.

**The three kinds of talk.** The Victorian Curriculum uses the words *fact*, *opinion* and *feeling*, but it does not say what they mean. So in this section we use them in this way, and every task can be answered from these three working rules:

- A **fact** is something you can check. You can count it, measure it, or look it up. If two people check it, they get the same answer.
- An **opinion** is what someone thinks about something. Someone else can think a different way, and both are allowed to. You cannot check an opinion the way you check a fact.
- A **feeling** is a report about how someone feels inside. A feeling is true for the person who has it. You cannot call it wrong.

### Three kinds of talk

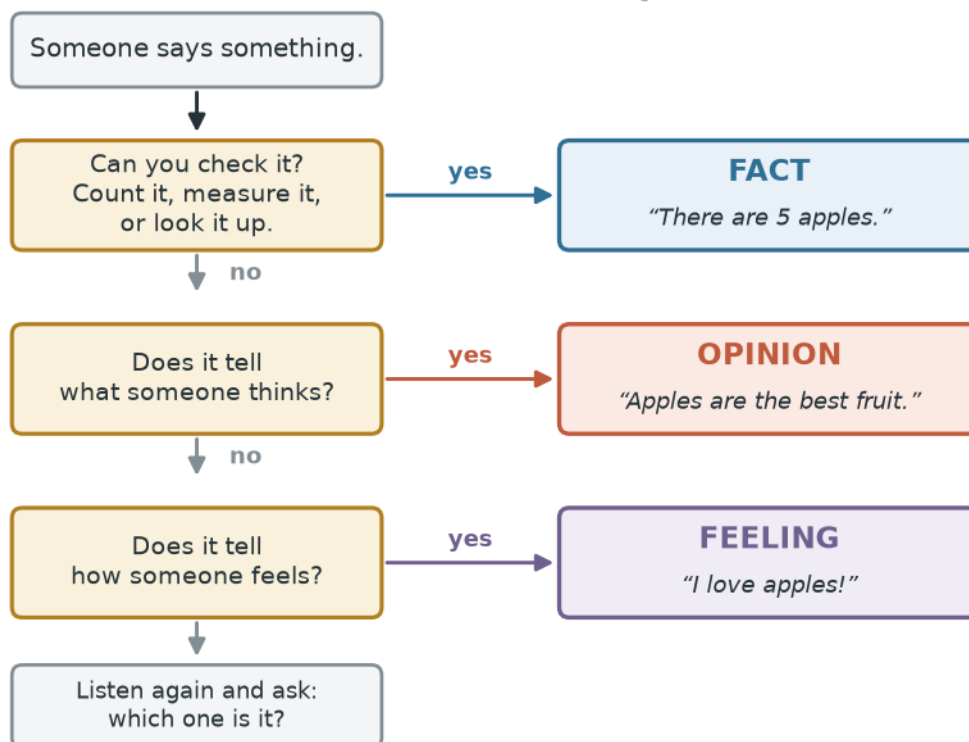


*Three panels: a fact is something you can check, an opinion is what someone thinks, a feeling is how someone feels inside, each with an example sentence*

All three kinds of talk are useful. A fact tells you what is so. An opinion tells you what someone thinks. A feeling tells you how someone is. The trick is to know which one you are hearing — and which one you are using.

**How to tell which is which.** Ask the three questions in this picture. “Can you check it?” comes first.

## Which one is it? Ask three questions



*A flow chart that asks three questions: can you check it? does it tell what someone thinks? does it tell how someone feels? Each yes answer leads to fact, opinion or feeling*

**Clue words.** Writers and speakers often leave a clue about which kind of talk they are using.

## Clue words to look for



*Three lists of clue words: fact clues such as numbers and "we counted", opinion clues such as "I think" and "the best", feeling clues such as "I felt" and feeling words*

Feelings need words too. Here are feeling words you can borrow for your talking and writing.

## Feeling words you can use

|       |           |         |         |
|-------|-----------|---------|---------|
| happy | glad      | proud   | excited |
| calm  | surprised | worried | scared  |
| cross | sad       | lonely  | bored   |

Pick a feeling word for your talk or your writing.

A grid of twelve feeling words: *happy, glad, proud, excited, calm, surprised, worried, scared, cross, sad, lonely, bored*

**Thinking verbs and reporting verbs.** A **verb** is a doing word or a being word; *think, believe, feel, count* and *found* are all verbs. Some verbs flag an opinion. *I think* and *I believe* are **thinking verbs**: they tell you that an opinion is coming. Some verbs tell what a group found out. The Victorian Curriculum shows “we concluded” as one of these; it means “we worked it out”. A class might also say *we found, we counted* or *we worked out*.

## Two kinds of start for a sentence

| Thinking verbs                                  | Reporting verbs                                              |
|-------------------------------------------------|--------------------------------------------------------------|
| flag an OPINION — they tell what someone thinks | tell what was FOUND OUT — what a class checked or worked out |
| <i>“I think ...”</i>                            | <i>“We found ...”</i>                                        |
| <i>“I believe ...”</i>                          | <i>“We counted ...”</i>                                      |
| <i>“I feel that ...”</i>                        | <i>“We worked out ...”</i>                                   |

The Victorian Curriculum names “I think” and “I believe” for opinions, and “we concluded” — which means “we worked it out” — for what was found out.

Two lists: *thinking verbs* such as “*I think*” and “*I believe*” flag an opinion; *reporting verbs* such as “*we found*” and “*we counted*” tell what was found out

**The same information, two ways.** Look at this pair. Both cards are about the same man and the same six cats. One card is a fact; one is an opinion. The opinion adds judging words — *too many* and *noisy*. Judging words live inside opinions.



## Same information, two ways

The same 6 cats — but two different ways to talk about them.

|                                                                                                                                                                               |                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>"The man has 6 cats."</p>  <p><b>FACT</b></p> <p>You can count the cats and check it.</p> | <p>"The man has too many noisy cats."</p>  <p><b>OPINION</b></p> <p>"Too many" and "noisy" tell what someone thinks.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Two cards about the same six cats: "The man has 6 cats." is a fact you can count and check; "The man has too many noisy cats." is an opinion because "too many" and "noisy" are judging words

Spot the judging words and you can spot an opinion hiding inside a fact-shaped sentence. Compare: "The bag has 6 apples." with "The bag has too many apples."

**Why it matters.** When you read or listen, knowing which kind of talk you have helps you ask the right next question. For a fact: *Can I check it?* For an opinion: *What reasons does this person have?* For a feeling: *How can I be kind to this person?* And when you give your own opinion, give a reason with it — *I think ... because ...* Two friends can hold two different opinions about the same thing, and both opinions can be worth hearing. A strong opinion comes with a reason.

### Worked examples

#### Example 1 — scaffolded

Read each sentence. Ask the three questions. Sort it into fact, opinion or feeling.

| Working                                              | Comment                                                             |
|------------------------------------------------------|---------------------------------------------------------------------|
| 1. Our class has 24 students.                        | Fact. You can count the students and check.                         |
| 2. I think maths games are the best part of the day. | Opinion. "I think" and "the best" are opinion clues.                |
| 3. I felt excited when our team won.                 | Feeling. "I felt" tells how someone feels inside.                   |
| 4. We counted 15 goals at sports day.                | Fact. "We counted" tells what was found out — and you can check it. |

#### Example 2 — scaffolded

Same information, two ways. Each opinion is made from the fact next to it by adding judging words.

| Fact                           | Opinion made from it              |
|--------------------------------|-----------------------------------|
| The bag has 6 apples.          | The bag has too many apples.      |
| It rained on 5 days last week. | Last week's weather was horrible. |

"Too many" and "horrible" are judging words, so the right-hand column is opinion. A fact and an opinion can both live in the same talk — that is fine, as long as you know which is which!

## Practice questions

### Scaffolded

**Q1.** Sort these six sentences into three columns: fact, opinion, feeling.

- (a) Our library has 200 books about space.
- (b) I believe space books are the best.
- (c) I felt proud when I finished my space poster.
- (d) We found 8 new books in the library this week.
- (e) Space is the most fun topic in class.
- (f) I love reading about the moon.

**Q2.** Circle the clue word or words in each sentence. Then write F, O or G under it (fact, opinion or feeling).

- (a) I think our garden is quiet at lunch time.
- (b) The garden has 3 tomato plants.
- (c) I felt cross when the wind broke our sunflower.
- (d) We measured the tallest plant: 40 cm.

**Q3.** Look at the class newsletter. Copy one fact, one opinion and one feeling from it. Next to each one, write the clue that helped you.

**Class 4K news — Week 6**

**Our class has 24 students.**

fact — you can check it

**This week we counted 12 birds in the school garden.**

fact — “counted”

**We found 3 snails under a big pot.**

fact — “found” tells what they worked out

**I think the birds like our garden because it is quiet there.**

opinion — “I think”

**I felt proud when we showed the garden to Class 1F.**

feeling — “I felt”

**Growing things together is the best part of the week.**

opinion — “the best”

**Key:** fact opinion feeling tells what was found out

An original model text written for this section.

*A class newsletter model text with each sentence labelled as a fact, an opinion or a feeling, and a key for the colours*

**Q4.** Match each sentence start to its job. Draw lines.

| Start          | Job                      |
|----------------|--------------------------|
| I think ...    | tells what was found out |
| I believe ...  | flags an opinion         |
| We found ...   | flags an opinion         |
| We counted ... | tells what was found out |

**Q5.** Each pair below is the same information two ways. Write F under the fact and O under the opinion.

- (a) The cake has 6 candles. — The cake has too many candles.
- (b) Our street has 4 new houses. — Our street has too many new houses.
- (c) The game went for 90 minutes. — The game went for too long.

**Q6.** With a partner, take turns to say a sentence about the school garden. One of you says a fact; the other says an opinion about the same thing. Then swap. Listen to your partner's sentence and say which kind it is.

### **Un scaffolded**

**Q7.** Write two facts and two opinions about this topic: *our class at recess*. Use one thinking verb (*I think* or *I believe*) and one judging word (*the best*, *too many*, *the most fun*).

**Q8.** Read the note. Find and copy one fact, one opinion and one feeling. Circle the clue in each one.

#### **A note from our teacher**

Class 4K,

Sports day is on Friday. Each class will play 3 games. I think kick-to-kick is a good game for us because everyone can join in. I feel excited about Friday!

See you on the field, Ms Nguyen

**Q9.** Mia says, "Kick-to-kick is the best game at recess." Noah says, "Tag is the best game at recess." Can either friend check their sentence and make the other agree? Explain why it is OK that the two friends think different things. Then give each friend one reason for their opinion, so each opinion gets stronger.

**Q10.** Choose a topic you know well (a pet, a game, a food, a place). Write three sentences about it: one fact, one opinion with a reason (*because ...*), and one feeling. Swap with a partner and check: did they spot your fact, your opinion and your feeling?

---

### **Speaking task — show what you know**

Plan a short talk (about one minute) about a topic you know well. Use the planning frame. In your talk, share: two facts; two opinions, each with a reason; and one feeling. Speak slowly and clearly, and look up at your listeners.

Listeners, your job: tick each part you hear — a fact, an opinion with a reason, a feeling. Then tell the speaker one thing they did well.

## Plan my talk

My topic (something I know well): \_\_\_\_\_

### 1 • Two facts I can share

1. \_\_\_\_\_

2. \_\_\_\_\_

(check each one!)

### 2 • Two opinions, each with a reason

I think \_\_\_\_\_ because \_\_\_\_\_

I think \_\_\_\_\_ because \_\_\_\_\_

(a reason makes an opinion strong)

### 3 • One feeling

I feel \_\_\_\_\_

(use a feeling word from this section)

### When I speak

- Speak slowly and clearly.
- Look up at my listeners.
- Take my time.

Listeners: as you listen, tick each part you hear — a fact, an opinion with a reason, a feeling.

An original planning frame made for this section.

*A planning frame for a short talk, with boxes for two facts, two opinions each with a reason, and one feeling, plus three speaking tips*

**Teacher note.** This is the section's assessed item, matched to the content description's Speaking and Listening mode: an observed or recorded spoken task. Observe against this checklist: names two checkable facts; gives two opinions, each with a reason; shares one feeling; uses thinking verbs or judging words as opinion language; speaks clearly to the audience. Mark the quality of the reasoning, not the opinions chosen — two students holding opposite opinions both earn full marks if each gives real reasons. Observe or record; no written product is required.

## Answers

**Q1.** (a) fact (b) opinion (c) feeling (d) fact (e) opinion (f) feeling.

**Q2.** (a) “I think” — O. (b) the number 3 (you can count the plants) — F. (c) “I felt” — G. (d) “We measured” and 40 cm — F.

**Q3.** Answers will vary. Example: fact — “Our class has 24 students” (you can check it); opinion — “I think the birds like our garden” (“I think”); feeling — “I felt proud” (“I felt”).

**Q4.** I think → flags an opinion. I believe → flags an opinion. We found → tells what was found out. We counted → tells what was found out.

**Q5.** (a) F, O. (b) F, O. (c) F, O.

**Q6.** Answers will vary. Check that each sentence was named the right kind.

**Q7.** Answers will vary.

**Q8.** Fact — “Sports day is on Friday” (you can check it on the calendar) or “Each class will play 3 games”. Opinion — “I think kick-to-kick is a good game for us” (“I think”). Feeling — “I feel excited about Friday” (“I feel”).

**Q9.** Answers will vary.

**Q10.** Answers will vary.

---

## Fully-worked answers

**Q1.** (a) Fact — you can count the books. (b) Opinion — “I believe” and “the best”. (c) Feeling — “I felt proud”. (d) Fact — “We found” tells what was found out, and you can count the books. (e) Opinion — “the most fun” is a judging phrase. (f) Feeling — “I love” tells how someone feels inside.

**Q2.** (a) Clue: “I think” → O. (b) Clue: the number 3, which you can check by counting → F. (c) Clue: “I felt” → G. (d) Clue: “We measured” and the number 40 → F.

**Q3.** Model answer: fact — “This week we counted 12 birds in the school garden”, clue “we counted”; opinion — “Growing things together is the best part of the week”, clue “the best”; feeling — “I felt proud when we showed the garden to Class 1F”, clue “I felt”.

**Q4.** Thinking verbs (*I think, I believe*) flag an opinion. Reporting verbs (*we found, we counted*) tell what a group found out.

**Q5.** (a) “The cake has 6 candles” is the fact — you can count them; “too many” makes the second one an opinion. (b) Count the houses to check the fact; “too many” is the judging phrase. (c) Minutes can be checked; “too long” is a judging phrase.

**Q6.** Model pair: “Our garden has 3 tomato plants” (fact) and “I think our garden is the best spot in the school” (opinion). The listener names each kind and says the clue.

**Q7.** Model answer: facts — “Four of us played tag at recess.” “Two people were on each team.” Opinions — “I think tag is the best game because everyone gets a turn.” “Kick-to-kick has too many long kicks for a small yard.”

**Q8.** The note mixes all three kinds of talk on purpose. Fact: “Sports day is on Friday” — you can check it on the calendar. Opinion: “I think kick-to-kick is a good game for us” — the clue is “I think”, and the reason is “because everyone can join in”. Feeling: “I feel excited about Friday” — the clue is “I feel”.

**Q9.** Model answer: No. “The best” is a judging phrase, so there is no check that makes one friend right and the other wrong — both sentences are opinions. It is OK that the two friends think different things, because opinions are what people think, and two people can think different things about the same game. A reason for Mia: “Kick-to-kick is the best game at recess because everyone gets a turn to kick.” A reason for Noah: “Tag is the best game at recess because

you can play it on a small bit of grass.” Both opinions are stronger with a reason, and both friends get the same fair hearing.

**Q10.** Model answer (topic: my dog Bindi): fact — “Bindi is 3 years old.” Opinion with a reason — “I think Bindi is the best walker because she waits at the gate.” Feeling — “I feel proud when Bindi sits the first time I ask.” A partner can spot all three because each one carries its clue.

## Text types: stages and language features across the curriculum

Victorian Curriculum 2.0 · English · Level 4 · Strand: Language · Sub-strand: Text structure and organisation · Content code: VC2E4LA03 · Modes: Reading and Viewing, Writing

**Content description (quoted exactly):** “Describe how different types of texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes.”

Coverage linkage (for MCQ and audit joining, not a teaching order): VC2E4LA03.E01, VC2E4LA03.E02, VC2E4LA03.E03, VC2E4LA03.E04.

Every day you read and write many different texts. A story at reading time. Facts about small creatures in Science. The rules of a new game. A letter to your grandma. These are all texts, and each one is built in its own way. In this section you will learn the names of the big text type families, the stages they are built in, and the word work that helps them do their job — in English and in all your other learning areas.

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### Words to know first

These words do the heavy work in this section. Each one is defined here, and this is the meaning it has all the way through this book. Other books may use some of these words in different ways.

| Word                    | What it means here                                                                                            |
|-------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>text</b>             | anything written, spoken or shown that carries meaning — a book, a poster, a poem, a page on a screen, a talk |
| <b>text type</b>        | a family of texts that do the same job and are built in the same shape                                        |
| <b>purpose</b>          | the job a text is doing                                                                                       |
| <b>audience</b>         | the people a text is made for                                                                                 |
| <b>stage</b>            | one of the big parts of a text, coming in the order you can expect                                            |
| <b>language feature</b> | the kind of words a writer chooses — for example, tense, topic words or feeling words                         |
| <b>tense</b>            | how a verb shows time — past ( <i>walked</i> ), present ( <i>walks</i> ) or future ( <i>will walk</i> )       |
| <b>form</b>             | what a text looks like on the outside — a poster, a letter, a list, a page on a screen                        |

*Why a meanings box?* This learning area uses words like *text type*, *stage* and *language feature* but does not give exact meanings for them. So this book gives them the meanings in the table above, and every task in this section can be answered using those meanings alone.

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### Learn

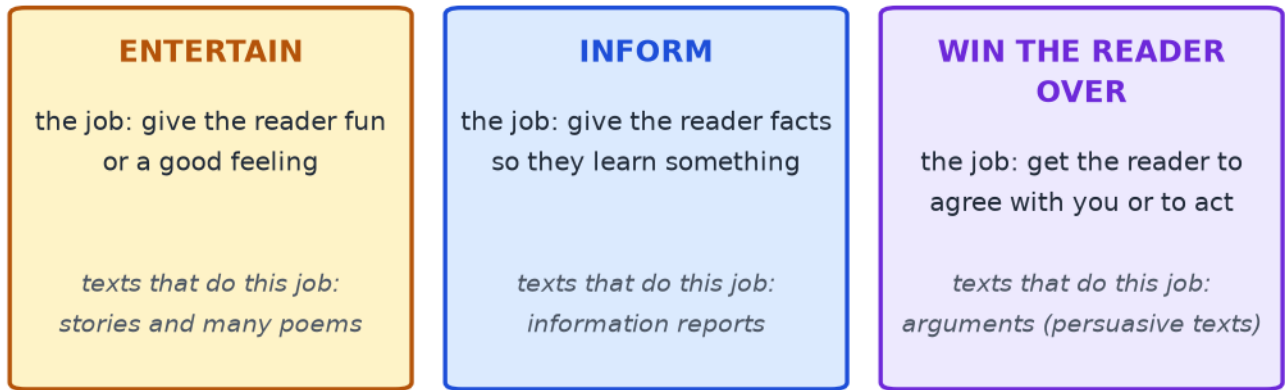
#### 1. Every text has a job

When someone writes a text, they write it for a reason. That reason is called the **purpose** — the job the text is doing. There are three big jobs:

- **Entertain** — give the reader fun or a good feeling. Stories and many poems do this job.
- **Inform** — give the reader facts so they learn something. Reports do this job.
- **Win the reader over** — get the reader to agree with you or to act. Texts that do this job are called **persuasive** texts. Arguments do this job.

A text can do more than one job, but it almost always has **one main job**. Finding the main job is the first step to working out what kind of text you are reading — and the first step to planning one of your own.

## Three jobs a text can do



A text can do more than one job, but it almost always has one main job.

Three cards showing the three main jobs of a text: entertain, inform and win the reader over, with the text types that do each job

### 2. Texts are built in stages

A builder does not start a house with the roof. The builder follows a plan: floor first, then walls, then roof. Writers work the same way. A text is built from big parts called **stages**, and the stages come in an order you can expect.

Stages help both sides:

- **The reader** can find their way. When a story starts with *Once upon a time*, you already know what kind of text you are in.
- **The writer** has a plan to follow, so nothing important gets left out.

Which stages a text uses depends on its job. That is the big idea of this section:

**different jobs → different stages → different word work.**

### 3. The five big text type families

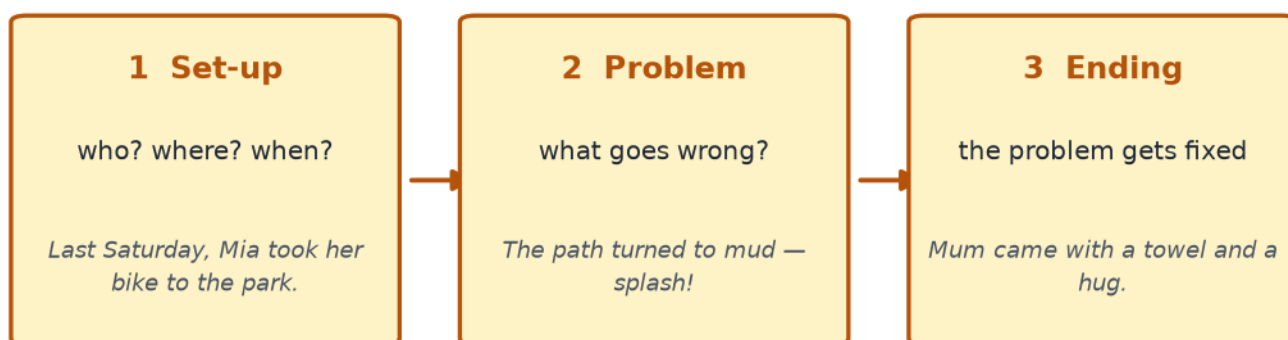
Here are the five families you will meet most. For each one: its job, its usual stages, and the language features that give it away.

#### Narrative (a story)

- **Job:** to entertain — to tell a story that is made up or imagined.
- **Stages:**
  1. **Set-up** — who is in the story, and where and when it happens.
  2. **Problem** — something goes wrong.
  3. **Ending** — the problem gets fixed, and the story closes.
- **Language features:** past tense (*walked, saw*), characters, feeling words (*scared, excited*).



## Narrative (a story) — job: to entertain



*A labelled stage map for narratives: set-up, problem, ending, with the question each stage answers*

### Recount (a retelling)

- **Job:** to retell something that happened.
- **Two kinds:** a **factual recount** tells about something true — what happened at Sports Day. An **imaginative recount** is made up but written as if it really happened — the day of your pet cat, told by the cat.
- **Stages:**
  1. **Set-up** — who, when, where.
  2. **Events in order** — what happened, first to last.
  3. **Closing** — a final thought or feeling about it all.
- **Language features:** past tense (*ran, won*), time words (*first, next, after lunch*).

## Recount — job: to retell what happened



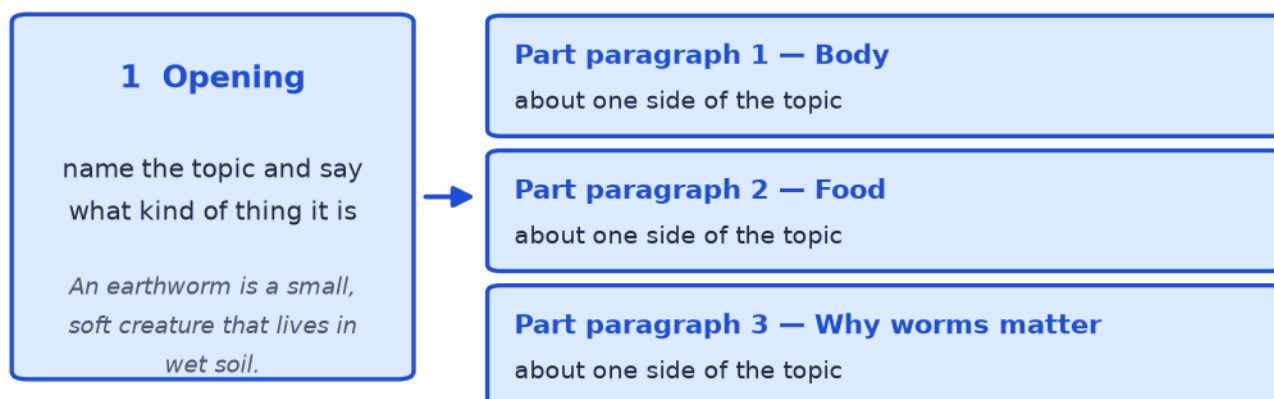
*A labelled stage map for recounts: set-up, events in order, closing*

### Information report (facts about one topic)

- **Job:** to inform — to give the reader facts about one topic, such as frogs, volcanoes or trucks.
- **Stages:**
  1. **Opening** — name the topic and say what kind of thing it is.
  2. **Parts or kinds** — one paragraph about each part, kind or side of the topic.
- **Two common shapes:** a report can tell about the **parts** of its topic (body, food, home), or it can put two things side by side and show how they are the same and how they are different.

- **Language features:** present tense (*lives, eats*), topic words (words that belong to the topic, like *soil* or *tunnel*), describing words (*long, soft, wet*).

## Information report — job: to give facts about one topic



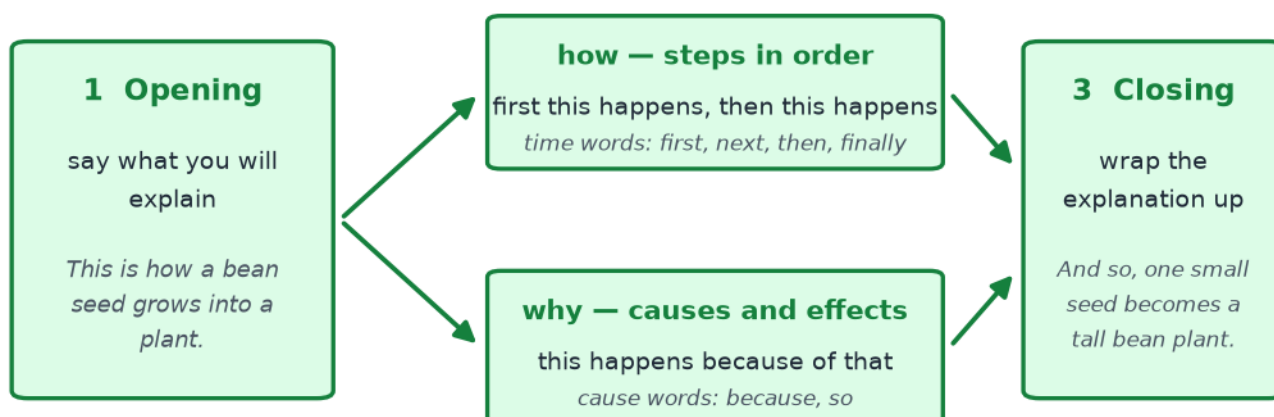
*Two shapes: tell about the parts of the topic — or put two things side by side and show how they are the same and how they are different.*

*A labelled stage map for information reports: an opening that names and sorts the topic, then paragraphs about its parts or kinds*

### Explanation (how or why)

- **Job:** to tell **how** something works or happens, or **why** it happens.
- **Stages:**
  1. **Opening** — say what you will explain.
  2. **Steps in order** — *first this happens, then this happens* (a how explanation) — or **causes and effects** — *this happens because of that* (a why explanation).
  3. **Closing** — wrap the explanation up.
- **Language features:** present tense (*grows, falls*), time words (*first, next, finally*), cause words (*because, so*).

## Explanation — job: to tell how or why something happens

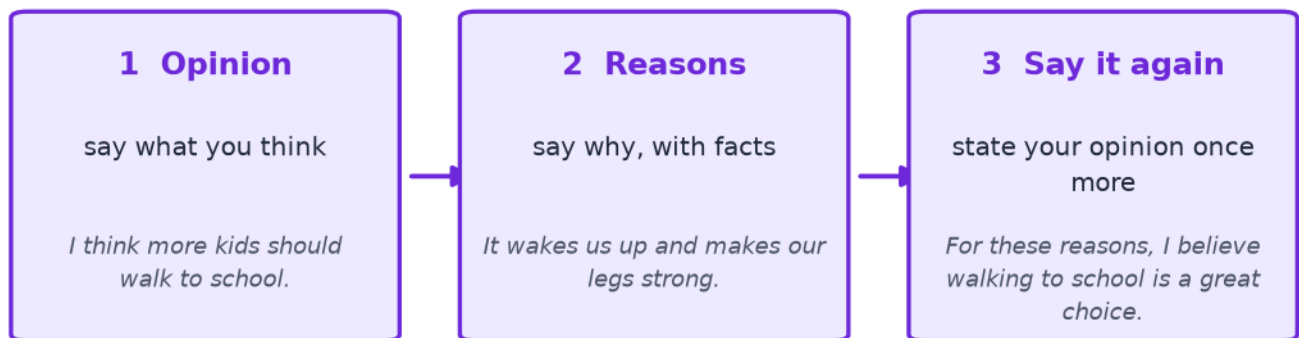


*A labelled stage map for explanations with two middle lanes: steps in order for how-explanations, and causes and effects for why-explanations*

## Argument (win the reader over)

- **Job:** to win the reader over — it is a persuasive text. It tries to get the reader to agree with you or to act.
- **Stages:**
  1. **Opinion** — say what you think.
  2. **Reasons** — say why you think it, backed with facts and examples.
  3. **Say it again** — close by stating your opinion once more.
- **Language features:** strong, clear words (*I believe, we should*), facts that back the reasons.

### Argument — job: to win the reader over



A labelled stage map for arguments: opinion, reasons, say it again

## 4. More texts to know

The five families are not the whole story. Three more texts belong in your toolkit:

- **Biography** — the true story of a person's life, written by someone else. It is built a lot like a recount: an opening that says who the person is, the events of their life in order, and a closing that says why they are remembered.
- **Book talk** — a short talk where you tell the audience about a book you enjoyed, so they will want to read it too. Its usual stages: name the book, tell a little about it (but do not give away the ending!), say why you liked it and who would enjoy it.
- **Poems** — poems have jobs too, and a poem's job shapes how it is built:
  - Poems that **tell stories** have a set-up, happenings and an ending, like a narrative.
  - Poems that **describe** paint pictures with words.
  - Poems that **share thoughts and feelings** tell what the poet thinks and feels inside. Poems often use **verse** (a group of lines in a poem, like a paragraph in a story), **rhyme** (words that end with the same sound, like *cat* and *hat*) and **rhythm** (the beat you can hear when a poem is read aloud).

## Poems have jobs too

| Tells a story                                                                    | Describes                                           | Shares thoughts and feelings                                  |
|----------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------|
| a set-up, happenings and an ending                                               | paints pictures with words                          | what the poet thinks and feels inside                         |
| <i>"The kite took off and pulled me up, over the fence and into the sky ..."</i> | <i>"Fog sits on the hill like a soft grey cat."</i> | <i>"I wonder where the stars go when the sun comes back."</i> |

Poems often use verse, rhyme and rhythm.

*Three cards showing poem jobs: poems that tell stories, poems that describe, and poems that share thoughts and feelings, each with a short example line*

### 5. Across the learning areas

You do not just meet text types in English. You meet them in every learning area — on paper and on screens. When you know the stages, you can read and write in all of them.

| Learning area                 | Texts you will meet                                                                  |
|-------------------------------|--------------------------------------------------------------------------------------|
| English                       | narratives, poems, recounts, arguments, book talks                                   |
| Science                       | information reports (living things, materials),<br>explanations of how things happen |
| Humanities                    | recounts of days in the past and class trips, reports about places                   |
| Health and Physical Education | lists of steps for games and for keeping safe                                        |
| The Arts                      | writing about what you see and hear in art, music and dance                          |
| Mathematics                   | explanations of how you worked something out                                         |

## Text types across the learning areas

| Learning area | Texts you will meet                                                               |
|---------------|-----------------------------------------------------------------------------------|
| English       | narratives, poems, recounts, arguments, book talks                                |
| Science       | information reports (living things, materials), explanations of how things happen |
| Humanities    | recounts of days in the past and class trips, reports about places                |
| Health and PE | lists of steps for games and for keeping safe                                     |
| The Arts      | writing about what you see and hear in art, music and dance                       |
| Mathematics   | explanations of how you worked something out                                      |

*A chart mapping the learning areas to the text types students meet in each one*

### 6. Form is not the same as stages

A text's **form** is what it looks like on the outside: a poster, a letter, a list, a page on a screen. The **stages** are how the words inside are organised for the text's job. Form and stages are different things:

- A **poster** can hold an argument (*Keep our park clean!*) or a report (*Facts about our park*).
- A **letter** can hold a recount (tell your grandma about Sports Day) or an argument (ask the school for a new bike shed).
- A **list** can hold the steps of an explanation.

So when you are asked to write, ask two questions: *What is my form?* and *What is my text type — its job and its stages?*

## Form is not the same as stages

### FORM — what a text looks like



### TEXT TYPE — the job and the stages



any form can hold any text type — a poster can hold an argument  
(Keep our park clean!) or a report (Facts about our park)

A diagram splitting form on the left (poster, letter, list, page on a screen) from text type on the right (narrative, recount, report, explanation, argument), with arrows showing one form can hold many types

## Worked examples

### Worked example 1 — finding the stages in a narrative

Read this short story, written just for this book.

#### The Big Splash

Last Saturday, Mia took her new red bike to the park. The sun was warm, and the path was dry.

Suddenly, the sky turned dark. Big drops of rain began to fall. Mia pedalled fast, but the path turned to mud. Her front wheel slipped, and down she went — splash!

A kind man walking his dog helped Mia up. He waited with her under the shelter by the gate. Soon Mum came with a towel and a hug. Mia laughed. “Next time,” she said, “I will look at the sky first!”

Now watch how a reader sorts it out, step by step.

| Step | What the reader does                             | In this story                                                                                                              |
|------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1    | Find the text’s job.                             | It tells a story to entertain → it is a <b>narrative</b> .                                                                 |
| 2    | Find the <b>set-up</b> (who, where, when).       | Who: Mia. Where: the park. When: last Saturday.                                                                            |
| 3    | Find the <b>problem</b> (what goes wrong).       | The rain comes, the path turns to mud, and Mia falls.                                                                      |
| 4    | Find the <b>ending</b> (the problem gets fixed). | A kind man helps, Mum comes, and Mia laughs about it.                                                                      |
| 5    | Name the language features.                      | Past tense: <i>took, was, turned</i> . Time words: <i>last Saturday, next time</i> . Feeling words: <i>kind, laughed</i> . |

# Worked example 1 — The Big Splash, a narrative, with its stages labelled

### The Big Splash

Last Saturday, Mia took her new red bike to the park. The sun was warm, and the path was dry.

Suddenly, the sky turned dark. Big drops of rain began to fall. Mia pedalled fast, but the path turned to mud. Her front wheel slipped, and down she went — splash!

A kind man walking his dog helped Mia up. He waited with her under the shelter by the gate. Soon Mum came with a towel and a hug. Mia laughed. "Next time," she said, "I will look at the sky first!"

Set-up

Problem

Ending

### Language features found:

past tense: took, was, turned

time words: last Saturday, next time

feeling words: kind, laughed

The model narrative *The Big Splash* with its three stages labelled along the side and its language features listed underneath

## Worked example 2 — finding the stages in a report

Read this short report, written just for this book.

### Earthworms

An earthworm is a small, soft creature that lives in wet soil.

**Body:** An earthworm’s body is long and thin. It has no legs, no eyes and no ears. It can feel light through its skin. Its skin must stay wet, so worms come out at night and hide from the sun.

**Food:** Worms eat dead leaves and tiny bits of plants. They pull leaves down into their tunnels to eat them.

**Why worms matter:** Worms dig tunnels in the soil. The tunnels let air and water in, and this helps plants grow. Worms are a gardener’s best friend!

The reader’s steps:

| Step | What the reader does      | In this report                                                                                                        |
|------|---------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1    | Find the text’s job.      | It gives facts about one topic → it is an <b>information report</b> .                                                 |
| 2    | Find the <b>opening</b> . | The first line names the topic and says what kind of thing it is: a small, soft creature that lives in wet soil.      |
| 3    | Find the <b>parts</b> .   | Three paragraphs, each about one side of the topic: body, food, and why worms matter. This is a <b>parts report</b> . |

| Step | What the reader does        | In this report                                                                                                                      |
|------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 4    | Name the language features. | Present tense: <i>lives, eat, dig</i> . Topic words: <i>soil, tunnels, skin</i> . Describing words: <i>long, thin, wet, small</i> . |

## Worked example 2 — Earthworms, an information report, with its stages labelled

### Earthworms

An earthworm is a small, soft creature that lives in wet soil.

Body: An earthworm's body is long and thin. It has no legs, no eyes and no ears. It can feel light through its skin. Its skin must stay wet, so worms come out at night and hide from the sun.

Food: Worms eat dead leaves and tiny bits of plants. They pull leaves down into their tunnels to eat them.

Why worms matter: Worms dig tunnels in the soil. The tunnels let air and water in, and this helps plants grow. Worms are a gardener's best friend!

— Opening

— Part 1

— Part 2

— Part 3

### Language features found:

present tense: *lives, eat, dig*

topic words: *soil, tunnels, skin*

describing words: *long, thin, wet, small*

*The model report Earthworms with its opening and part-paragraphs labelled along the side and its language features listed underneath*



## Practice tasks

### With help

**Q1.** Match the job to the text type. Draw a line from each job to the text type that does it.

| Job                                    | Text type          |
|----------------------------------------|--------------------|
| Tells a story to entertain             | information report |
| Gives facts about one topic            | argument           |
| Tells how or why something happens     | narrative          |
| Wins the reader over                   | recount            |
| Retells something that really happened | explanation        |

**Q2.** Here is a short factual recount. The three parts are marked **a**, **b** and **c**. Write the matching stage name next to each letter. Choose from: *closing* · *events in order* · *set-up*.

**a** — On Friday, our class went to Sports Day at the park. The sun was out, and everyone wore hats.

**b** — First, we ran in the egg-and-spoon race. Then Mei won the long jump. After lunch, our whole class ran the relay together — and won!

**c** — What a happy, noisy day it was. I hope Sports Day comes back soon.

**Q3.** The steps of this explanation are all mixed up. They are lettered A–F. Number them 1–6 in the right order. (*Hint: find the opening first and the closing last.*)

|          |                                                                                        |
|----------|----------------------------------------------------------------------------------------|
| <b>A</b> | First, the seed sits in wet soil and swells with water.                                |
| <b>B</b> | Next, a small root grows down into the soil.                                           |
| <b>C</b> | A bean seed needs water, warmth and soil to grow into a plant. This is how it happens. |
| <b>D</b> | Then a shoot grows up toward the light.                                                |
| <b>E</b> | Finally, leaves open, and the plant makes its own food from sunlight.                  |
| <b>F</b> | And so, one small seed becomes a tall bean plant.                                      |

**Q4.** Read this short report. Then tick (✓) the language features you can find in it.

### Little Penguins

Little penguins are the smallest penguins in the world. They live by the sea in the south of Australia. Their feathers are blue-grey on top and white underneath. At night, they walk up the beach to sleep in warm holes in the sand.

| Feature                        | Tick if you find it |
|--------------------------------|---------------------|
| past tense                     |                     |
| present tense                  |                     |
| topic words                    |                     |
| describing words               |                     |
| feeling words                  |                     |
| words that try to win you over |                     |

**Q5.** Sort these eight cards into two groups: **forms** and **text types**.

*poster* · *narrative* · *letter* · *information report* · *list* · *argument* · *page on a screen* · *recount*

**Q6.** Plan an argument. The topic is: **Our class should grow vegetables in the school garden.** Fill in the frame. (You are planning only — no full text yet.)

| Stage                 | Your plan               |
|-----------------------|-------------------------|
| My opinion            | I think ____            |
| Reason 1              | First, ____             |
| Reason 2              | Second, ____            |
| My opinion said again | For these reasons, ____ |

### **On your own**

**Q7.** Read this short text.

#### **Walking to School**

I think more kids should walk to school.

First, walking is good for our bodies. It wakes us up, and it makes our legs strong.

Second, when kids walk, there are not so many cars at the school gate. The streets become safer and quieter.

For these reasons, I believe walking to school is a great choice.

- What text type is this? What is its job?
- Find its three stages. What does each stage do?
- Name one language feature you can find, and give an example from the text.

**Q8.** Two texts, one topic. Read both openings.

**Text 1:** Pip the penguin stood at the edge of the sea. Her tummy was empty, and the water looked cold and deep. She took a big breath and jumped in!

**Text 2:** Penguins are sea birds that cannot fly. They use their strong flippers to swim fast under the water.

Copy this table and fill it in for both texts.

|                                             | Text 1 | Text 2 |
|---------------------------------------------|--------|--------|
| Job (purpose)                               |        |        |
| Text type                                   |        |        |
| One feature you noticed,<br>with an example |        |        |

**Q9.** Read this poem.

#### **The Old Shed**

The old shed sleeps at the bottom of the yard, Its door hangs low, its wood is hard. A spider has hung her web inside, And shadows rest where small things hide. The grass grows tall around its feet, And the sun looks in with the morning heat.

- What job does this poem do — tell a story, describe, or share thoughts and feelings?
- Find two lines that back up your answer.

**Q10.** Your Science class is studying living things. You must write about an animal of your choice.

- Which text type would you use — a narrative or an information report? Why?
- Write the stages you would follow, in order.
- Name one language feature you would use.

## Your writing task

**Your class magazine wants a short report about a creature we have studied this term.**

1. **Choose** a creature you know about (for example, an earthworm, a penguin or a butterfly).
2. **Plan** using the report stage map: an opening that names your creature and says what kind of thing it is, then three paragraphs about its parts (for example: body, food, home).
3. **Write** your report in 3–4 paragraphs (about 120–180 words). Write the stage name beside each part of your report.

### Success checklist — can you tick every box?

- ☐ My opening tells the reader what kind of thing my creature is.
- ☐ My paragraphs each tell about one side of my creature.
- ☐ I used present tense.
- ☐ I used topic words for my creature.
- ☐ I used describing words.
- ☐ My writing is neat, with clear joined letters and neat paragraphs.

**Teacher marking guide (teacher-facing).** Score the product against the Level 4 Writing achievement standard: “They use text structures to sequence and connect ideas and to develop paragraphs... They use grammar and punctuation to create relationships, including through the use of tense. They expand their vocabulary... They write texts using clearly formed joined letters with developing fluency.” The stage-labelling requirement also traces to the Reading and Viewing achievement standard (“organised into characteristic stages for purpose”). Credit a correct parts-report shape (opening + part-paragraphs) even where spelling is imperfect; this section’s assessed construct is staging, not spelling.

---

## Answers

**Q1.** Entertain → narrative. Give facts about one topic → information report. Tell how or why something happens → explanation. Win the reader over → argument. Retell something that really happened → recount.

**Q2.** a = set-up (who, when, where). b = events in order (first, then, after lunch). c = closing (a final feeling about the day).

**Q3.** 1 = C (opening), 2 = A, 3 = B, 4 = D, 5 = E, 6 = F (closing). Time words mark the steps: *first, next, then, finally*.

**Q4.** Present tense ✓ (*are, live, walk*). Topic words ✓ (*penguins, feathers, beach, sand*). Describing words ✓ (*smallest, blue-grey, warm*). Past tense, feeling words and winning-over words: not in this text.

**Q5.** Forms: poster, letter, list, page on a screen. Text types: narrative, information report, argument, recount.

**Q6.** Answers will change. A strong plan might say: opinion — “I think our class should grow vegetables in the school garden”; reason 1 — growing food teaches us how plants grow; reason 2 — we can share the vegetables at lunch; opinion said again — “For these reasons, our class should start a vegetable garden.”

---

## Example responses

These are model answers for the on-your-own tasks. Your own words are fine if your thinking is right.

**Q7.** (a) It is an **argument**. Its job is to win the reader over — to get us to agree that kids should walk to school. (b) Opinion: “I think more kids should walk to school.” Reasons: walking is good for our bodies; the streets become safer and quieter. Say it again: “I believe walking to school is a great choice.” (c) Example feature: strong, clear words — “I think”, “I believe”.

**Q8.** Text 1: job = entertain; text type = narrative; example feature = feeling words or story words — “Her tummy was empty”. Text 2: job = inform; text type = information report; example feature = present tense and facts — “Penguins are sea birds”.

**Q9.** (a) It **describes** — it paints a picture of a place with words. (b) Any two lines that show what the shed looks like, for example: “A spider has hung her web inside” and “The grass grows tall around its feet”.

**Q10.** (a) An **information report**, because the job is to give facts about the animal, not to tell a story. (b) Opening: name the animal and say what kind of thing it is. Then paragraphs about its parts — for example: body, food, home. (c) Present tense (or topic words, or describing words).

**Teacher note (teacher-facing).** Assumed coming in — not re-taught here: students can already name simple text types and group sentences into paragraphs (Level 3 VC2E3LA03, VC2E3LA04). Hands forward to Level 5 VC2E5LA03 (stages and phases) and VC2E5LA04 (sequencing and cohesion). The Reading-and-Viewing face of VC2E4LA03 is carried by Q1–Q10; the assessed item is a Writing task (by design, Section 1E’s assessed task is the Reading-and-Viewing one). E04’s form examples (poster, email, list) are presented to students as poster, letter, list and page on a screen — ‘email’ sits above the Yr4 word ceiling; the form-vs-stages idea itself is unchanged. Texts in this section are all original, written for this book; no published text is reproduced.

## Connectives and topic words: sequencing and connecting ideas

**Curriculum focus** — This section teaches **VC2E4LA04** (Victorian Curriculum F–10 Version 2.0, English, Level 4 — Language, Text structure and organisation):

*“Understand how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas.”*

It draws on the elaboration ids below. These are linkage keys for the question bank and coverage records — illustrations of the CD, not a lesson checklist (TOC D7):

- **VC2E4LA04.E01** — “recognising how authors construct texts that are cohesive and coherent using pronouns that link to something previously mentioned and determiners (for example, ‘this’, ‘that’, ‘these’ and ‘those’) to identify things”
- **VC2E4LA04.E02** — “recognising how authors use text connectives to create links between sentences, for example ‘however’, ‘therefore’, ‘nevertheless’ and ‘in addition’”
- **VC2E4LA04.E03** — “recognising how text connectives link sections of a text, providing sequences through time, for example ‘firstly’, ‘then’, ‘next’ and ‘finally’”

*Coming in:* paragraphs that group related sentences were taught at Level 3 (VC2E3LA04) and are assumed here, not re-taught (TOC §4). *Handing forward:* Level 5 builds this work into VC2E5LA03 and VC2E5LA04 (stages, sequencing and cohesion).

*Assessment:* this is a Writing-mode section (TOC D9). The Text task at the end is a composed text, marked against the Writing paragraph of the Level 4 achievement standard: “They use text structures to sequence and connect ideas and to develop paragraphs. ... They edit their texts to improve content and structure.”

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### Learn

#### Beat 1 — Texts need glue

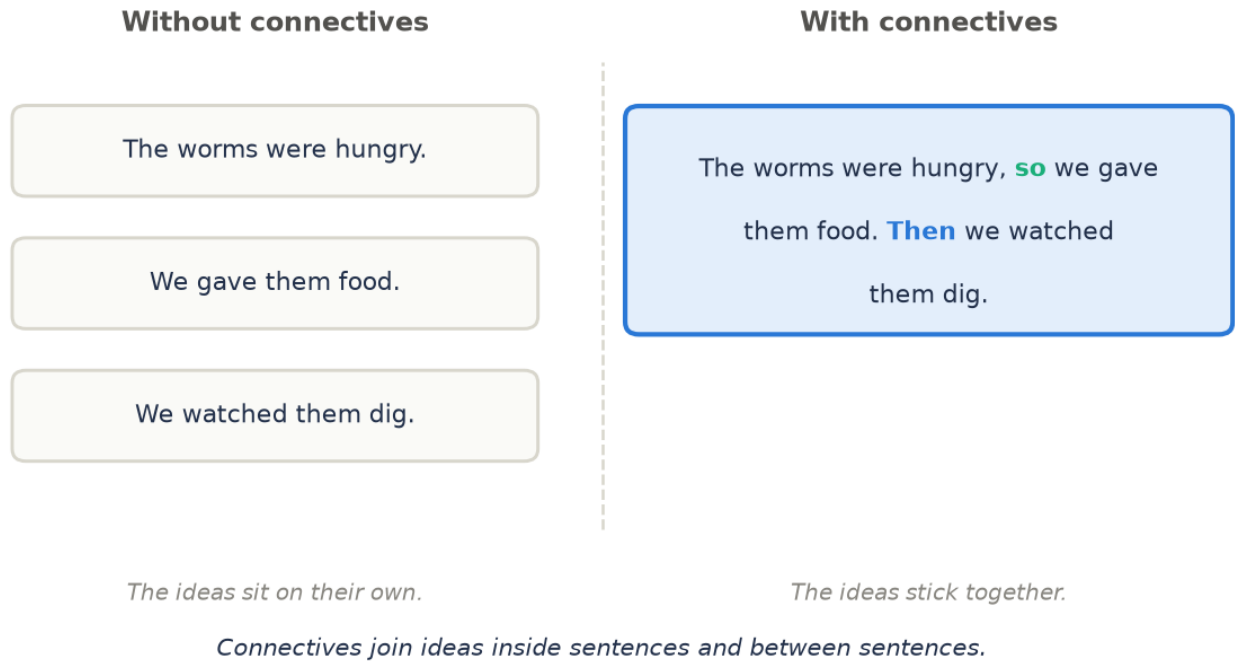
Read these four sentences out loud:

“The worm farm is busy. The worms eat scraps. The scraps get soft. The worms dig.”

Did that feel bumpy? Each sentence is fine on its own, but the ideas bump into each other. Writers have little joining words that make a text flow.

**connective** (say it: *kun-EK-tiv*) — a word that joins ideas. Connectives join ideas inside a sentence and between sentences. This section uses *connective* in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA). Other books may say *linking word* for the same idea.

## Connectives are like glue for ideas



Two groups of cards: on the left, three sentence cards sitting on their own with no connectives; on the right, the same ideas joined into one text by the connectives *so* and *then*

**Figure 1** — Connectives are like glue. They join ideas so a text holds together.

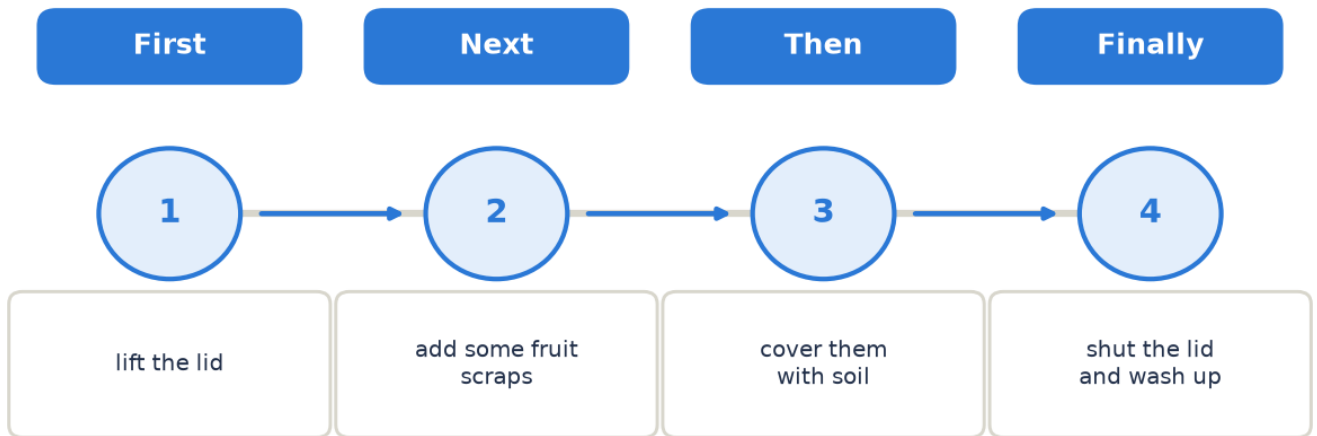
This section teaches you to do two things with connectives:

- **sequence** ideas — put them in the right order, and
- **connect** ideas — join them so the reader sees how they fit.

### Beat 2 — Time connectives put ideas in order

**temporal connective** — *temporal* means to do with time. A temporal connective is a time word like *first*, *next*, *then* or *finally* that puts steps and events in order.

## Time connectives put steps in order



*These connectives tell the reader when each step happens.*

*A path of four numbered stops labelled first, next, then and finally, each with one step: lift the lid; add some fruit scraps; cover them with soil; shut the lid and wash up*

**Figure 2** — Time connectives tell the reader when each step happens.

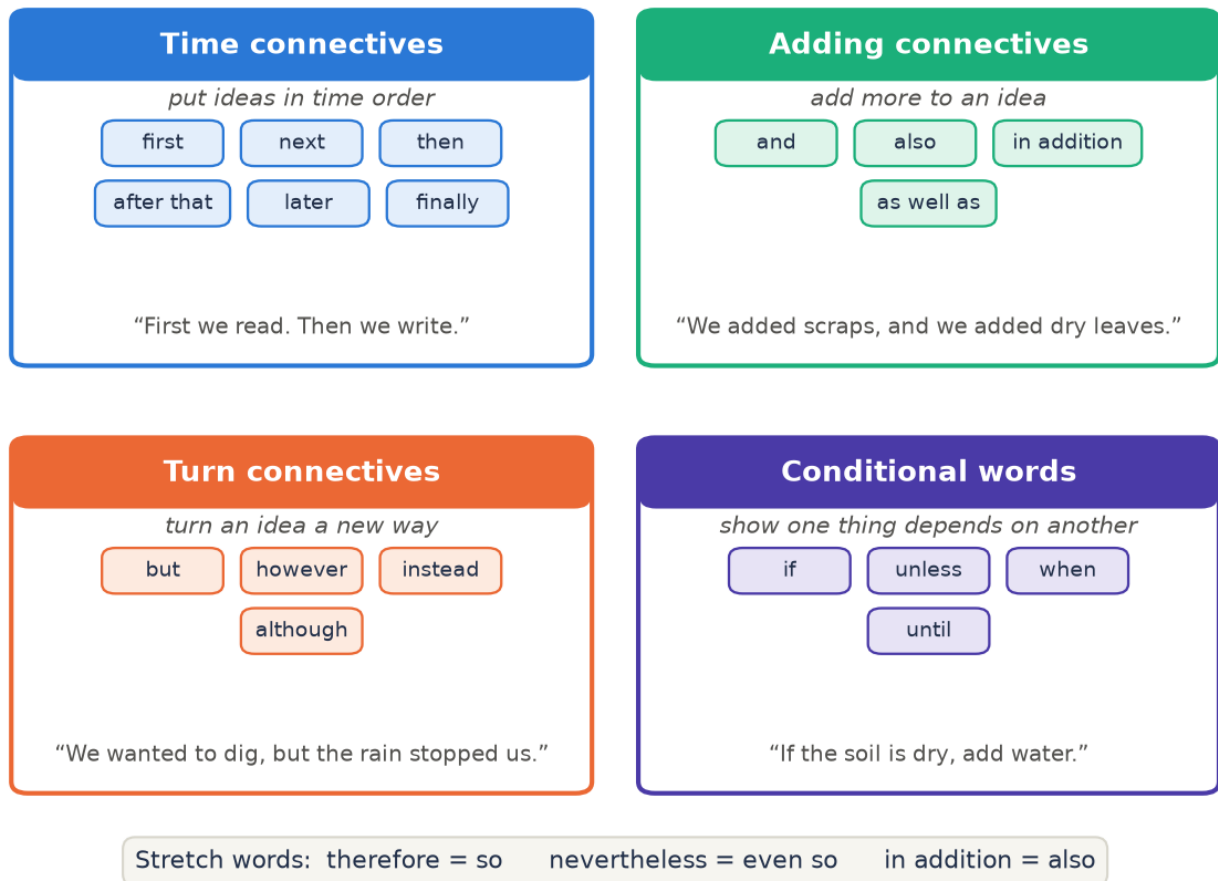
Some writers use *firstly* instead of *first*. It is the same word wearing a longer coat. *After that*, *later* and *soon* are time connectives too.

### Beat 3 — Adding and turning

Not every connective is about time. Some add more to an idea. Some turn an idea a new way. Look at what one small word can do:

- “The worms eat scraps, **and** the scraps get soft.” — *and* adds more.
- “The worms eat scraps, **but** they do not eat meat.” — *but* turns the idea.
- “**If** the soil is dry, add water.” — *if* makes one thing depend on another.

## Four families of connectives



*A chart of four families of connectives: time connectives put ideas in time order; adding connectives add more to an idea; turn connectives turn an idea a new way; conditional words show one thing depends on another. Each family lists its member words*

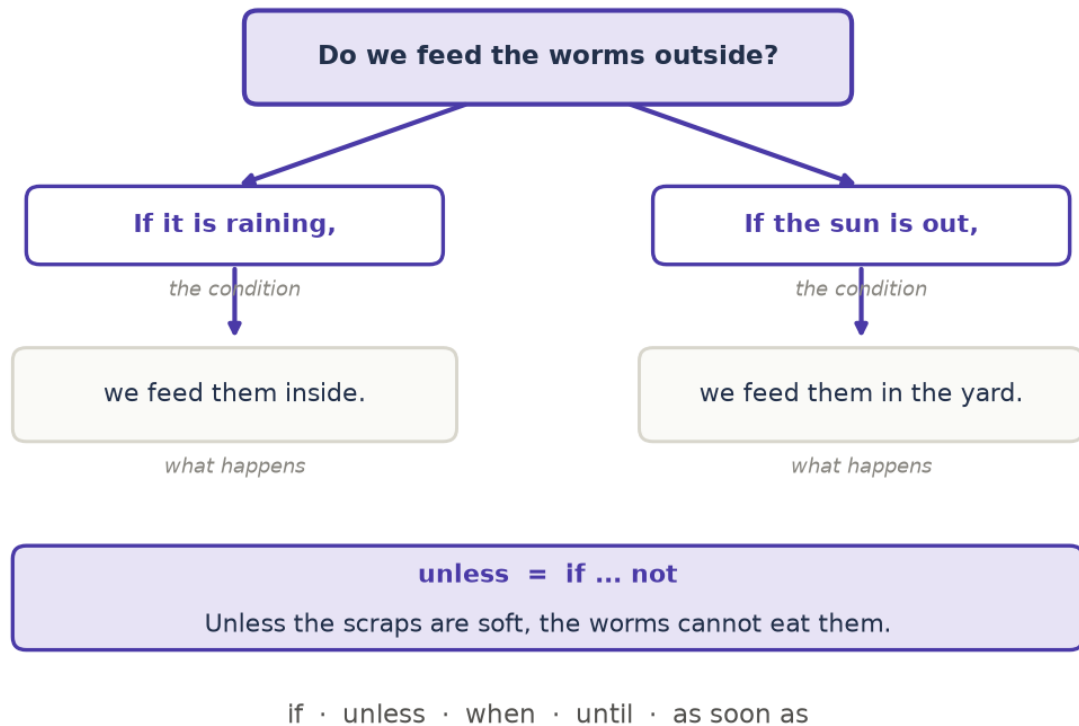
**Figure 3** — The four families. Each family has one job.

**conditional word** — a word that shows one thing depends on another. *If, unless, when* and *until* are conditional words.

**Beat 4** — Conditional words



## Conditional words: one thing depends on another



*A branching diagram: from the question ‘Do we feed the worms outside?’ two paths run down; if it is raining, we feed them inside; if the sun is out, we feed them in the yard; plus one example with unless*

**Figure 4** — A conditional word sets a condition. What happens depends on it.

A handy key: *unless* means *if ... not*. “Unless the scraps are soft, the worms cannot eat them” says the same thing as “If the scraps are **not** soft, the worms cannot eat them.”

### Beat 5 — Topic words and pointing-back words

Connectives are not the only glue. A text also holds together through its **topic words** — the words that belong to its topic and keep coming back.

## Topic words keep a text on one idea

### Our Class Worm Farm

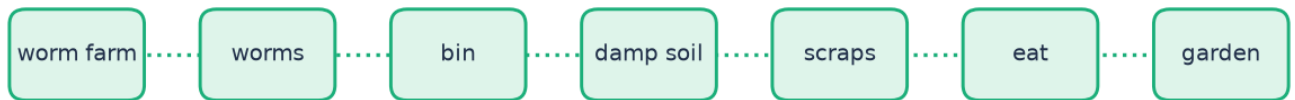
Our class keeps a worm farm.

The worms live in a bin of damp soil.

We give them fruit scraps to eat.

The worms turn the scraps into rich soil for our garden.

*The topic words in that text:*



The topic words keep coming back, so the reader always knows what the text is about.

*Words that belong to one topic are called topic word associations.*

*A short text about a class worm farm, with its topic words shown below as a chain of chips: worm farm, worms, bin, damp soil, scraps, eat, garden*

**Figure 5** — Topic words keep a text on one idea. Words that belong to one topic are called *topic word associations*.

Little pointing words are glue too. A **pronoun** is a little word that stands for a name or a thing: *he, she, it, they, we*. A **determiner** is a little pointing word that says *which* thing you mean: *this, that, these, those*. Both link back to something you already said, so you do not have to keep saying the full name.

## Little words can point back

**PRONOUN**

Sam and Mia got the worm bin. **They** opened the lid.



*they = Sam and Mia*

**POINTING WORD**

We saved apple cores. **These** went into the bin.



*these = apple cores*

*Pronouns (he, she, it, they, we) and pointing words (this, that, these, those) link back to what you already said.*

*Two examples of pointing words: in 'Sam and Mia got the worm bin. They opened the lid.', an arrow shows they stands for Sam and Mia; in 'We saved apple cores. These went into the bin.', an arrow shows these stands for apple cores*

**Figure 6** — Pronouns and pointing words link back to what you already said.

### Beat 6 — The writer's toolkit

Here is a word bank to borrow from when you write.

## Connective word bank

*Borrow a word. Say your sentence. Does it fit? Try another.*

| TIME       | ADDING      | TURN     | CONDITION  |
|------------|-------------|----------|------------|
| first      | and         | but      | if         |
| next       | also        | however  | unless     |
| then       | in addition | instead  | when       |
| after that | too         | although | until      |
| later      | as well as  |          | as soon as |
| soon       |             |          |            |
| before     |             |          |            |
| after      |             |          |            |
| finally    |             |          |            |
| while      |             |          |            |

*A word bank poster with four colour-coded columns: time connectives (first, next, then, after that, later, soon, before, after, finally, while), adding connectives (and, also, in addition, too, as well as), turn connectives (but, however, instead, although) and conditional words (if, unless, when, until, as soon as)*

**Figure 7** — The connective word bank. Borrow a word. Does it fit? Try another.

One tip: do not start every sentence with *and then*. Mix your families! Now read our model text. Can you spot each connective and say its family?

## How to Feed Our Worms

**First**, lift the lid of the worm farm.

**Next**, add a few fruit scraps.

**Then**, cover the scraps with soil, **so** the flies stay out.

**If** the soil looks dry, add a little water.

**Finally**, shut the lid **and** wash your hands.



time connective



adding connective



conditional word

*Count the connectives. Each one joins two ideas.*

*The model text How to Feed Our Worms with its connectives in colour: First, Next, Then and Finally in blue; so and and in green; If in violet; with a key naming the time, adding and condition families*

**Figure 8** — Model text, *How to Feed Our Worms*. Seven connectives, three families.

### Worked examples

#### Example 1 — with help

Use the model text *How to Feed Our Worms* (Figure 8). Find each connective and name its family.

| Working               | Why                                                  |
|-----------------------|------------------------------------------------------|
| <i>First</i> — time   | It puts the first step first.                        |
| <i>Next</i> — time    | It tells which step comes after that.                |
| <i>Then</i> — time    | It puts the third step in its place.                 |
| <i>so</i> — adding    | It adds why we cover the scraps: the flies stay out. |
| <i>If</i> — condition | The water step depends on the soil being dry.        |
| <i>Finally</i> — time | It marks the last step.                              |
| <i>and</i> — adding   | It joins the last two jobs in one sentence.          |

#### Example 2 — with help

Fix this choppy text. The steps all work, but the ideas bump into each other.

“The worm farm is busy. The worms eat scraps. The scraps get soft. The worms dig.”

#### Working

#### Why

Add *First* to the second sentence: “First, the worms eat scraps.”

A time connective starts the order of events.

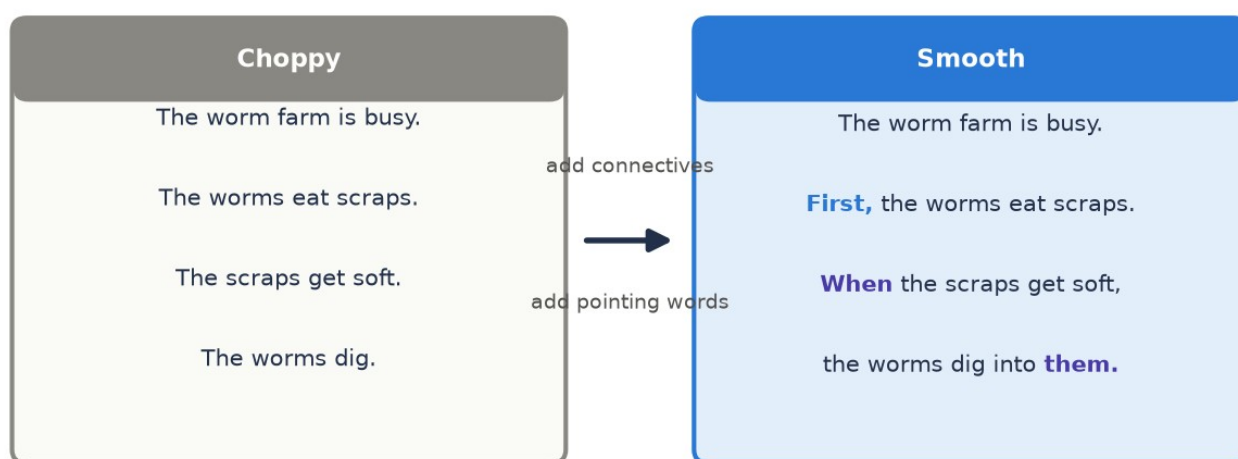
Add *When* to the third sentence: “When the scraps get soft,”

A conditional word shows the digging depends on the scraps getting soft.

Change the last sentence to “the worms dig into them.”

The pointing word *them* links back to the scraps, so we do not say *scraps* twice.

### From choppy to smooth



*A few small words can fix a choppy text.*

*A choppy text and a smooth text side by side: the choppy text is four short bumping sentences; the smooth text adds *First*, *When* and the pointing word *them**

**Figure 9** — A few small words can fix a choppy text.

### Practice questions

#### With help

**Q1.** Name the family of each bold connective: time, adding, turn or condition.

- (a) “**First**, we read the story.”
- (b) “The worms eat scraps, **and** the scraps get soft.”
- (c) “We wanted to dig, **but** the rain started.”
- (d) “**If** the soil is dry, add water.”
- (e) “We will play outside **unless** it rains.”

**Q2.** These steps for making a worm bin are out of order. Number them 1–4, then write them in order starting each one with a time connective (*First, Next, Then, Finally*).

- \_\_\_\_ put the worms in
- \_\_\_\_ fill the bin with damp soil
- \_\_\_\_ shut the lid
- \_\_\_\_ add some fruit scraps

**Q3.** Match each beginning (1–3) to its ending (a–c).

1. “If the worms are hungry,”
  2. “We will add water”
  3. “The worms cannot get out”
- - a. “unless the lid is open.”
  - - b. “if the soil gets dry.”
  - - c. “they will eat the scraps.”

**Q4.** Fill each blank with *and*, *but* or *so*.

- - (a) “The soil was dry, \_\_\_\_ we added water.”
- - (b) “We wanted to feed the worms outside, \_\_\_\_ it rained.”
- - (c) “We added scraps \_\_\_\_ we added dry leaves.”

**Q5.** Read about our class pet. Circle the topic words — the words that keep coming back and belong to the topic.

“Our class pet is a rabbit named Pepper. Pepper lives in a cage by the hall. She eats grass, hay and carrots. We give her fresh water every day.”

**Q6.** Join each pair of sentences into one, using the connective given.

- - (a) “The worms are small.” + “They are strong.” (*but*)
- - (b) “We gave the worms food.” + “We washed our hands.” (*then*)

### **On your own**

**Q7.** Rewrite this choppy text in your book. Use at least three connectives from the word bank (Figure 7).

“Sports day is on Friday. We will play games. We will eat lunch on the grass. The rain may stop us.”

**Q8.** Write two conditional sentences of your own: one starting with *If* and one starting with *Unless*. They can be about the worm farm, or about anything at school.

**Q9.** Read each pair of sentences. Write what the bold pointing word stands for.

- - (a) “Sam checks the worm farm every day. **He** tops up the water.”
- - (b) “We save apple cores and banana peels. **These** go into the worm farm.”

**Q10.** Add one more sentence to this paragraph. Your sentence must fit the one idea, and it must use a connective.

“Worms are amazing helpers. They turn food scraps into rich soil.”

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### Text task — your big writing task

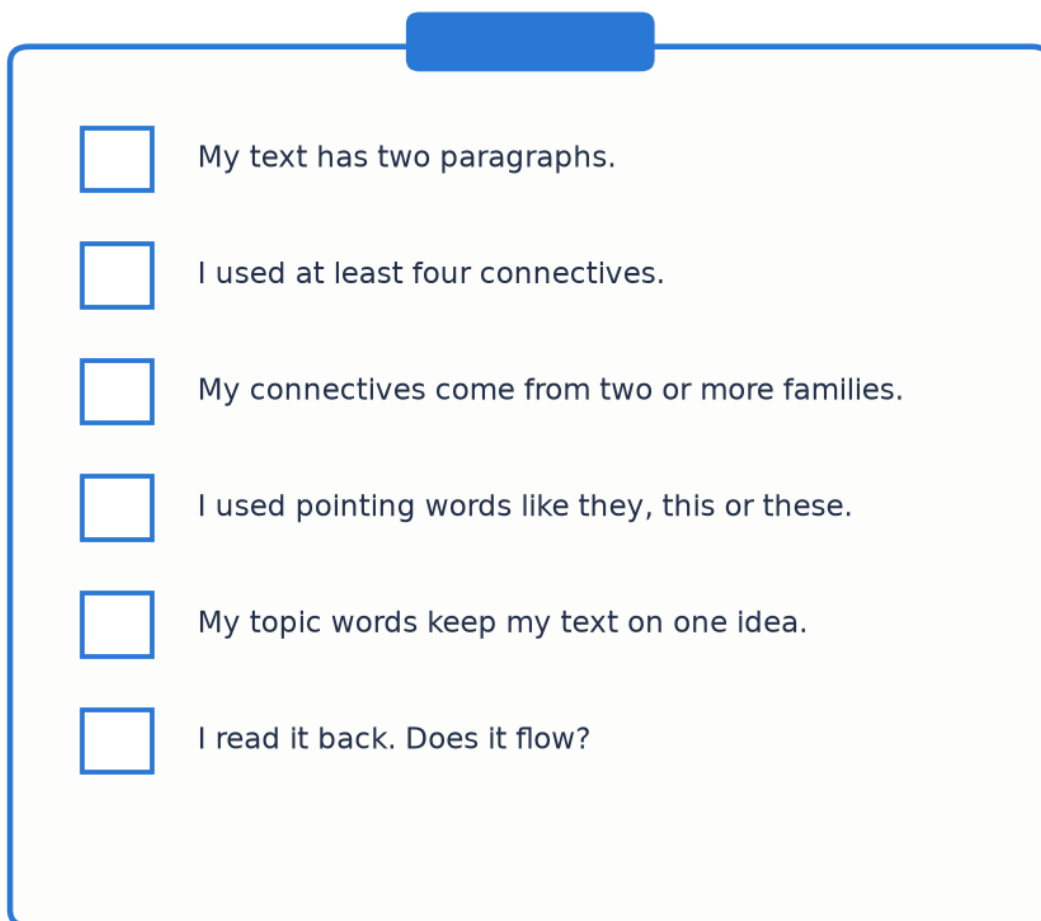
Write a **how-to text** that teaches a new student to look after something living. Pick one: a class plant, a class pet, or our worm farm.

Your text must:

- have **two paragraphs**;
- use **at least four connectives**, from **two or more families**;
- use at least one **pointing word** (*they, this, these*);
- keep its **topic words** on one idea.

When you finish, read your text back and check it with the checklist.

### My writing checklist



- ☐ My text has two paragraphs.
- ☐ I used at least four connectives.
- ☐ My connectives come from two or more families.
- ☐ I used pointing words like they, this or these.
- ☐ My topic words keep my text on one idea.
- ☐ I read it back. Does it flow?

*Tick each box as you check your writing.*

*A clipboard checklist with six boxes: my text has two paragraphs; I used at least four connectives; my connectives come from two or more families; I used pointing words like they, this or these; my topic words keep my text on one idea; I read it back and it flows*

**Figure 10** — Tick each box as you check your writing.



**For the teacher — marking.** The task is marked against the Writing paragraph of the Level 4 achievement standard: “They use text structures to sequence and connect ideas and to develop paragraphs. ... They edit their texts to improve content and structure.” Look for: ideas in a clear order; connectives from two or more families doing real joining work; pointing words linking back; topic words holding one idea; evidence of reading back and fixing.

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## Answers

**Q1.** (a) time. (b) adding. (c) turn. (d) condition. (e) condition. **Q2.** Order: fill the bin (1), put the worms in (2), add scraps (3), shut the lid (4). **Q3.** 1–c, 2–b, 3–a. **Q4.** (a) so. (b) but. (c) and. **Q5.** Pepper/rabbit, cage, eats, grass, hay, carrots, water. **Q6.** See the full answers. **Q7–Q10.** Answers will be different. Check them against Figure 10. **Text task.** Answers will be different. Check against the checklist and the marking note.

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## Full answers

**Q1.** (a) *First* is a time connective — it puts a step in order. (b) *and* is adding — it joins on more. (c) *but* is turn — the rain turns the plan a new way. (d) *If* and (e) *unless* are condition — one thing depends on another.

**Q2.** 1 “First, fill the bin with damp soil.” 2 “Next, put the worms in.” 3 “Then, add some fruit scraps.” 4 “Finally, shut the lid.” The time connectives put the steps in the order a worm bin really gets made.

**Q3.** 1–c: hungry worms will eat the scraps. 2–b: water is added only if the soil gets dry. 3–a: *unless the lid is open* means *if the lid is not open*.

**Q4.** (a) *so* — the dry soil is why we added water. (b) *but* — the rain turns the plan. (c) *and* — one more thing added.

**Q5.** The topic is the pet and how we look after her, so the topic words are *Pepper/rabbit, cage, eats, grass, hay, carrots* and *water*. Words like *class, hall* and *day* are setting words — they do not keep coming back.

**Q6.** (a) “The worms are small, but they are strong.” (b) “We gave the worms food. Then we washed our hands.” (b) also works with *and*: “We gave the worms food and washed our hands.”

**Q7.** One answer: “Sports day is on Friday. **First**, we will play games. **Then**, we will eat lunch on the grass. **If** the rain does not stop us, we will stay outside all day.” Check: at least three connectives, and the ideas still in the right order.

**Q8.** One answer: “*If* the worm farm smells, add more dry leaves.” “*Unless* we feed the worms, they will get hungry.” Your sentences are right if one thing depends on another in each.

**Q9.** (a) *He* stands for Sam. (b) *These* stands for the apple cores and banana peels.

**Q10.** One answer: “Worms are amazing helpers. They turn food scraps into rich soil, **so** our garden grows better.” A good sentence uses a connective and stays on the idea of worms helping.

**Text task.** One answer outline: paragraph 1 — what the plant or pet needs every day; paragraph 2 — the steps to look after it, in order, with time connectives. Marking looks for sequencing and connecting of ideas, two paragraphs, pointing words, topic words on one idea, and fixes made after reading back.

# Navigating digital and print texts

## Chapter 1 · Section 1E · Reading and Viewing

**Content description — VC2E4LA05 (Reading and Viewing).** Students learn to: *identify navigation features of digital texts that enhance readability, including headlines, drop-down menus, links, graphics and layout.*

**.E01.** For example: *investigating the features used for texts (such as headings and subheadings in print text, and home pages and subpages in digital texts) and how these help the reader to select text for a purpose.*

**.E02.** For example: *comparing the features of texts on similar topics online.*

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## Teaching sequence

### 1. Finding your way around a text

When you go somewhere new, you look for things to help you find your way. A sign shows you the door. A map of the park shows you where the playground is. A person at the front desk can tell you where to go.

Texts have help like this too. When you open a big book, or a new website, you may not know where anything is. But the text has parts that help you find your way. These parts are called **navigation features**.

To **navigate** means to find your way around. When you navigate a text, you find the part you need, and you move from part to part.

**About this term.** The Victorian Curriculum uses the term *navigation features* but does not define it. In this section, *navigation features* means the parts of a text that help a reader find what they need, choose a text for a purpose, and move around inside the text. Every task in this section uses the term in this way.

### 2. Two kinds of texts

A **print text** is a text made with ink on paper. Books, magazines and newspapers are print texts.

A **digital text** is a text you read on a screen. Websites, apps and e-books are digital texts.

You read print and digital texts in different ways. A book is the same every time you open it. A website can change, and you move around it by tapping or clicking. So print texts and digital texts use different navigation features. This section teaches you both sets.

Your **purpose** is your reason for reading. You might read to find one fact. You might read to learn about a topic. You might read to follow steps and make something. You might read for fun. Good readers pick the feature that fits their purpose.

### 3. Features of print texts

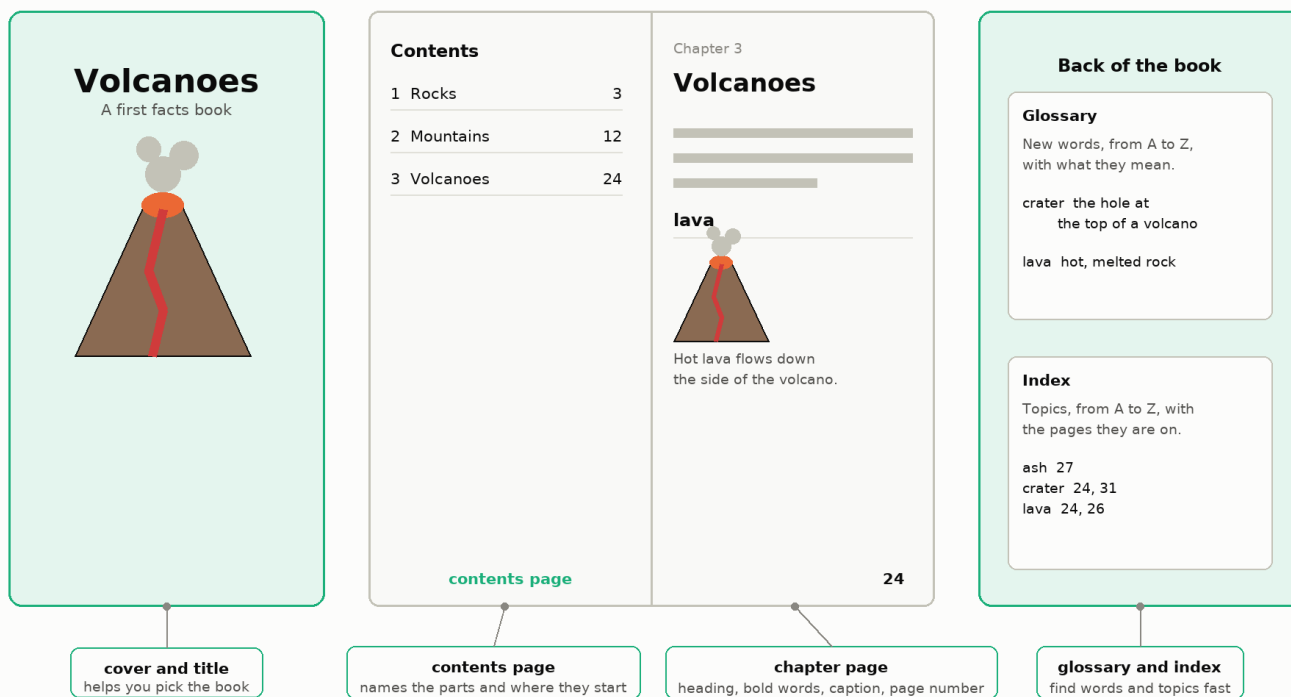
Here are the navigation features you will find in print texts, and the job each one does.

- **Cover and title.** The cover shows the name of the book, and often a picture. It helps you pick a book that fits your purpose.
- **Contents page.** A list at the front of the book. It names the parts of the book and the page each part starts on. Use it to see what the book holds and where to go.
- **Chapter.** Books are often split into big parts called chapters. Each chapter has a number and a name.
- **Heading.** The title of a part of the text. A heading tells you what that part is about, so you can go to it — or skip past it.
- **Subheading.** A smaller heading inside a part. Example .E01 names “headings and subheadings in print text”. A subheading splits a big part into smaller pieces. Each one tells you what its piece is about.
- **Page number.** A small number, usually at the bottom of the page. It tells you where you are, so you can find your place again.

- **Bold words.** Words printed darker and thicker than the words around them. Bold shows you that a word is new or important.
- **Caption.** Words beside or under a picture. A caption tells you what the picture shows.
- **Glossary.** A list at the back of the book, from A to Z. It explains the new or hard words used in the book.
- **Index.** A list at the back of the book, from A to Z. It names topics and words and gives every page they are on. Use it to jump straight to one thing.

## Navigation features of a print book

Each part helps you find your way around the book.



A labelled diagram of a print book. The left panel shows the front cover with the title. The middle panel shows an open book with a contents page and a chapter page with a heading, bold words, a picture with a caption, and page numbers. The right panel shows the back of the book with a glossary and an index.

### 4. Features of digital texts

Here are the navigation features you will find in digital texts, and the job each one does.

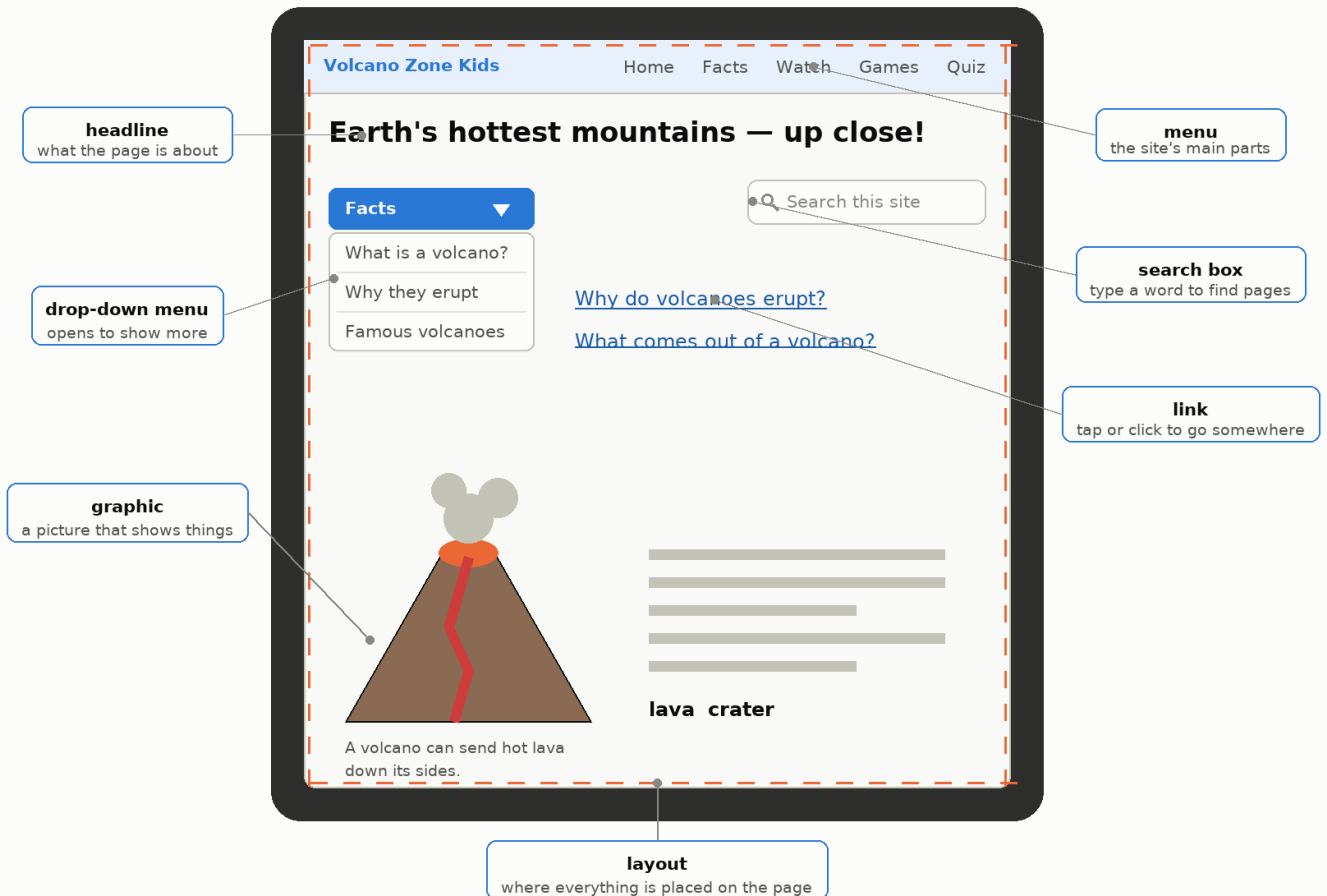
- **Home page.** The first page of a website — like the front door. It shows what the site holds and takes you to the other pages.
- **Subpage.** A page of the site that sits under the home page. The same example (.E01) names “home pages and subpages in digital texts”. You usually reach a subpage by tapping or clicking a link on the home page.
- **Headline.** Big words at the top of a page. A headline tells you what the page is about and makes you want to read on.
- **Menu.** A list of the main parts of the site, often across the top of the page. Tap or click a menu item to go to that part.
- **Drop-down menu.** A menu that opens downward when you tap or click it. It shows more choices without taking up the whole page.
- **Link.** A word or picture you can tap or click to go somewhere new. Links often look different from other words — they are often blue, with a line under them. Links are how you move around a digital text.
- **Search box.** A box where you type a word. The site then shows you the pages with that word on them.
- **Graphic.** A picture, diagram or map in a text. The content description for this section calls these *graphics*. Graphics show things that words alone cannot. They also help by breaking up long parts of writing.

- **Layout.** The way everything is placed on the page — where the headline, menu, pictures and words go. The content description for this section names *layout*. A clear layout helps you see what matters first. A busy layout can slow you down.

The content description says these features *enhance readability*. **Readability** means how easy a text is to read. Navigation features help you read, and they help you find.

## Navigation features of a digital text

The screen page below is like a home page.

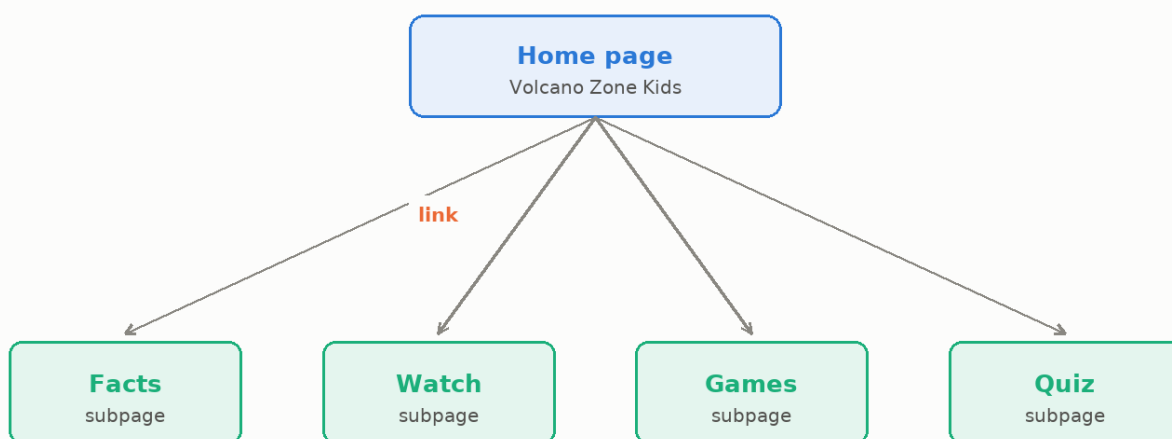


A labelled diagram of a digital text on a tablet screen. Labels point to the headline, the menu, an open drop-down menu, a link, a search box, a graphic, and the layout of the whole page.

A website is built like a tree. The home page sits at the top. The subpages sit under it, and links join them together.

## A website is built like a tree

The home page sits at the top. Links join it to each subpage.



A tree diagram of a website called Volcano Zone Kids. The home page sits at the top. Four subpages sit under it, named Facts, Watch, Games and Quiz. An arrow labelled link joins the home page to each subpage.

### 5. Same jobs, different features

Print texts and digital texts do many of the same jobs in different ways.

### Same jobs, different features

| The job                            | Print text          | Digital text        |
|------------------------------------|---------------------|---------------------|
| see what the text holds, and where | contents page       | home page           |
| choose a part to read              | chapter and heading | menu and subpage    |
| find one topic fast                | index               | search box          |
| know what a picture shows          | caption             | caption             |
| learn a hard word                  | glossary            | link to a word list |
| move to the next part              | turn the page       | tap a link          |

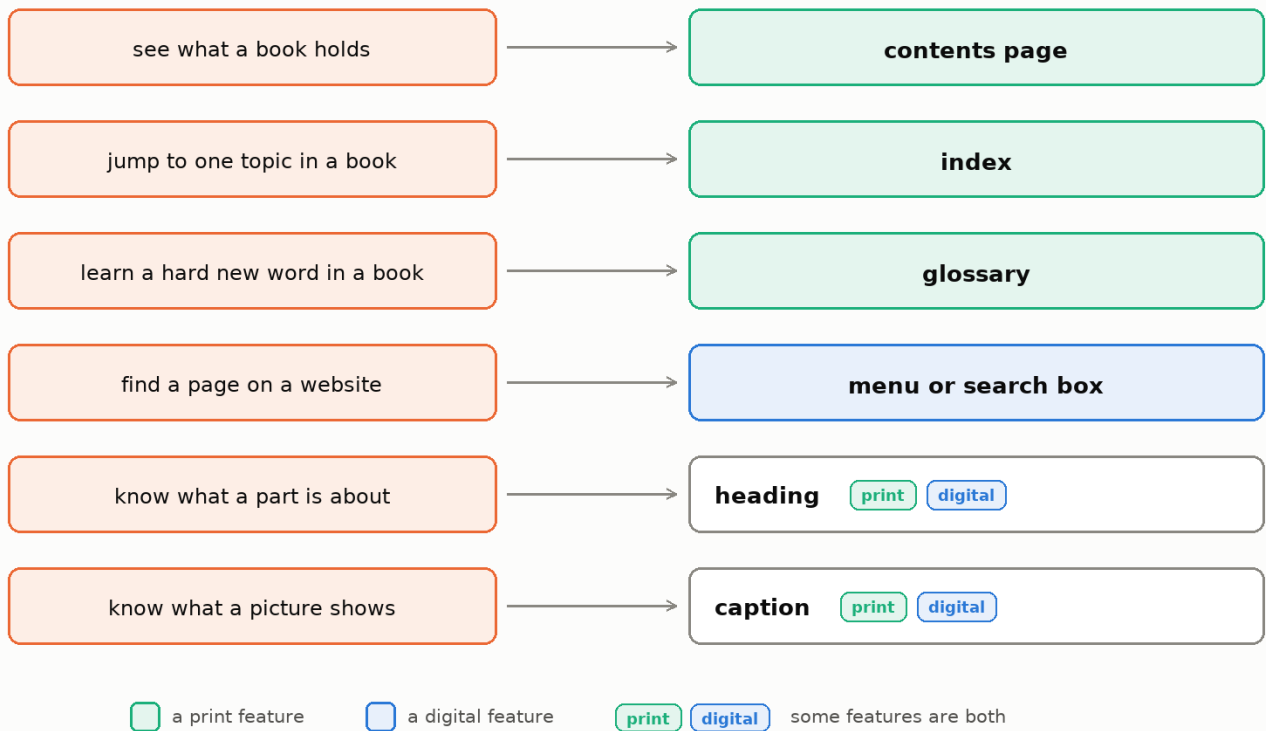
A table comparing print texts and digital texts. Each row is a job for the reader, such as seeing what the text holds, choosing a part to read, and finding one topic fast. The table shows the print feature for each job and the digital feature for the same job.

### 6. Pick the right feature for your purpose

When you know your purpose, you can pick the feature that does the job best.

## What do you need?

Match each reading job to the feature that does it.



A flow chart titled *What do you need*. Six branches show a reader need and the feature that does the job, such as finding what a book holds, which matches with the contents page, and finding pages on a website, which matches with the menu or the search box.

Watch three readers pick their features.

- Ari reads a book about volcanoes. He wants every page that talks about lava. He uses the **index**. It lists *lava* with three page numbers. He goes straight to them.
- Mia reads the same book. She meets the word *crater* and does not know it. She checks the **glossary**. It explains the word in a short, clear way.
- Zoe wants to learn about storms. She looks at two websites first, to pick the best one for her purpose. She checks each site's menu, its links and its layout before she reads.

### 7. Two views: paper or screen?

Readers do not all agree. Here are two views, each given in its strongest form.

**View 1 — print texts are best.** People who hold this view say: a book needs no power and no internet. Nothing pings or pops up while you read. You can lend a book to a friend, and you can always see how far through you are. Many readers say they can stay with a story better on paper.

**View 2 — digital texts are best.** People who hold this view say: one small device can hold hundreds of books at once. Links and search boxes help you find things fast. You can make the letters bigger. Pictures can move, and a site can be made new.

**Both views have strong points.** The best choice depends on the reader and the purpose. When we compare views like this, we look at the strength of the points on each side — not at which side “wins”.

**Think about it.** Give one strong point for each view. Which navigation features did you think about?

## Worked examples

### ***Worked example 1 (with support) — reading a print information page***

Look at Text A. It is a page from a print information book called *Volcanoes Up Close*. The text was made for this book.



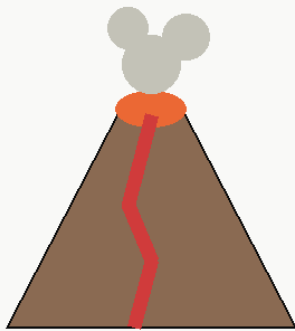
## Volcanoes: mountains that can erupt

### What is a volcano?

A volcano is a mountain with an opening at the top. Deep under the ground, rock gets so hot that it melts. This melted rock pushes up. When it comes out of the volcano, we call it **lava**. Lava flows down the sides of the mountain and cools into new rock. The opening at the top of a volcano is called a **crater**.

### What happens when a volcano erupts?

Not all volcanoes erupt at the same time. Some are quiet for a long time. When a volcano erupts, hot lava, ash and smoke come out. Sometimes the lava flows slowly. Sometimes ash goes high into the sky. People who study volcanoes watch them closely, so they can warn people who live near them.



Hot red lava flows down the side of a volcano.

#### Glossary

|               |                                              |
|---------------|----------------------------------------------|
| <b>ash</b>    | bits a volcano throws into the sky           |
| <b>crater</b> | the opening at the top of a volcano          |
| <b>lava</b>   | hot, melted rock that comes out of a volcano |

A model print text page from an information book called *Volcanoes Up Close*. The page has the heading *Volcanoes - mountains that can erupt*, two subheadings, two short paragraphs with bold words, a picture of a volcano with a caption, a glossary strip along the bottom, and the page number 24.

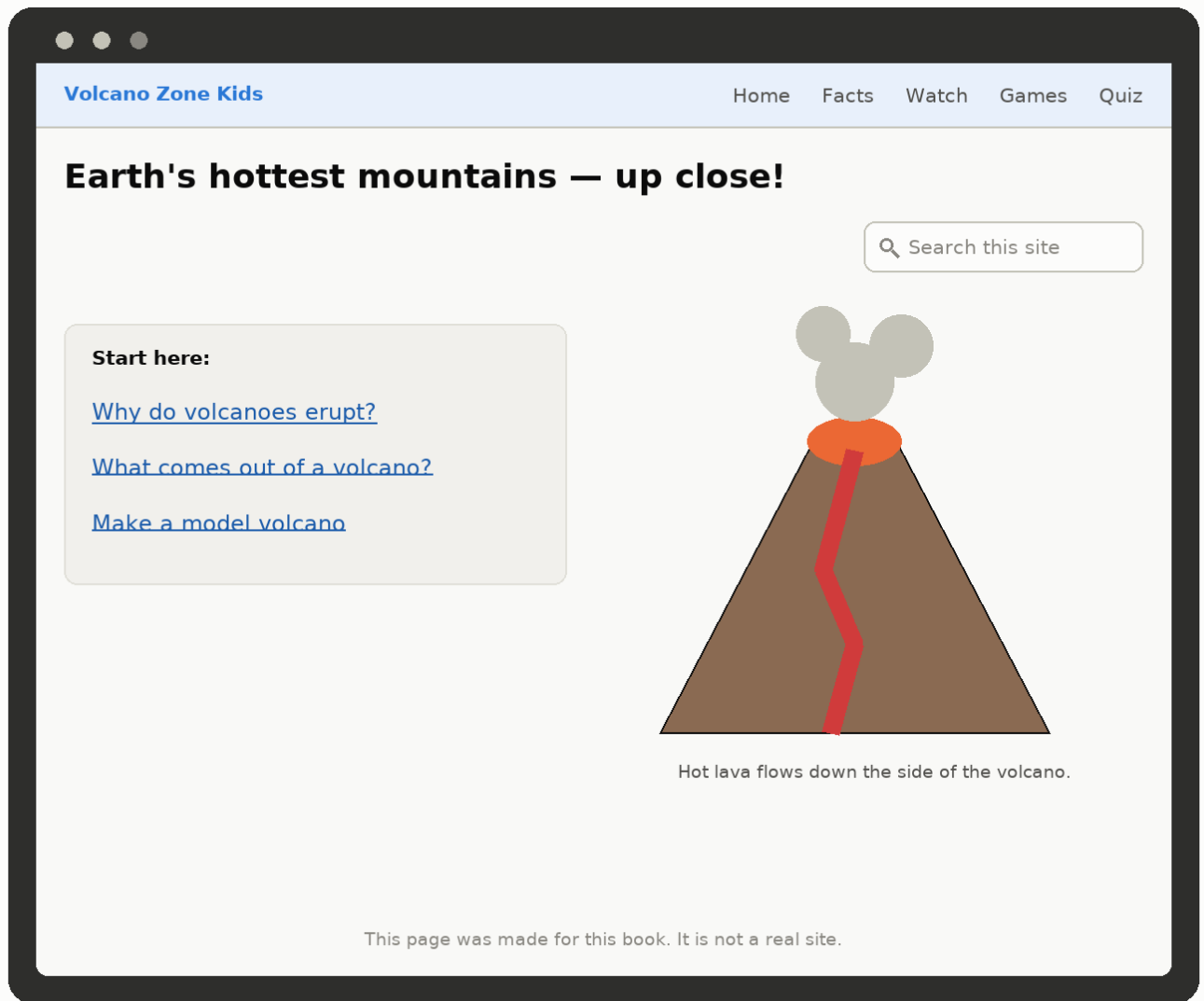
A reader wants to find out **what comes out of a volcano when it erupts**. Watch how the reader uses the page's features.

| Step | What the reader asks                       | Feature used    | Why it helps                                                             |
|------|--------------------------------------------|-----------------|--------------------------------------------------------------------------|
| 1    | What is this part of the book about?       | The heading     | The heading names the topic of the part.                                 |
| 2    | How is the part split into smaller pieces? | The subheadings | Each subheading starts a new piece and tells me what the piece is about. |
| 3    | Which words are new or important?          | The bold words  | Bold words stand out. I can check them in the glossary strip.            |
| 4    | What does the picture show?                | The caption     | The caption tells me what I am looking at.                               |
| 5    | Where am I in the book?                    | The page number | The number tells me my page, so I can come back to it.                   |

**Now the purpose step.** My purpose is to find out what comes out of a volcano when it erupts. I look at the two subheadings. *What is a volcano?* is not my question. *What happens when a volcano erupts?* matches my purpose, so I read that piece. I find my answer there: hot lava, ash and smoke come out.

### **Worked example 2 (with support) — comparing two texts on a similar topic**

Example .E02 asks you to compare the features of texts on similar topics online. Look at Text B and Text C. Both are home pages about rocks and earth. Both were made for this book — they are not real sites.



*A model home page for a website called Volcano Zone Kids. It has a menu across the top, a headline, a search box, a box of three links called Start here, and a large graphic of a volcano. A note says the page was made for this book.*

# Rock and Earth News

News about rocks, earth and fire —  
for kids who want to know

[How mountains grow](#)

[The deepest hole in the world](#)

[Rocks from space](#)

[Why the ground shakes](#)

[Hot springs and mud pools](#)

[The biggest wave ever seen](#)

[More news about rocks and earth](#)

[The oldest rock on Earth](#)

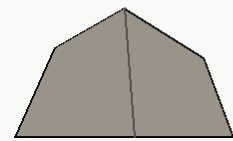
[Where diamonds come from](#)

[Why soil is full of life](#)

[Caves and how they form](#)

[The ring of fire](#)

[Why beaches are sandy](#)



This page was made for this book. It is not a real site.

*A model home page for a website called Rock and Earth News. It has a headline and a long, crowded list of many links in small print, with one small picture and no menu. A note says the page was made for this book.*

Watch how a reader compares the two pages.

1. **Same topic, different features.** Both sites are about rocks and earth. The job is to see which features each one uses.
2. **Text B has a menu** across the top. The reader can see all the main parts of the site at once.
3. **Text B has a search box.** If the reader knows a word, they can type it and jump to the pages with that word.
4. **Text B has big graphics and a few clear links.** The reader's eye goes to them quickly. The layout has room around each part.
5. **Text C has no menu and no search box.** Instead it shows a long list of links in small print, close together. It has one small picture. The layout is busy.
6. **The result.** To find one thing fast, Text B helps the reader more. Its menu, search box and clear layout make it easy to select the right part. Text C shows many topics at once, which suits a reader who wants to look around — but it is slower when you have one thing to find.

## Comparing the two websites

| Feature                   | Text B            | Text C                       |
|---------------------------|-------------------|------------------------------|
| Has a menu                | ✓ yes             | ✗ no                         |
| Has a search box          | ✓ yes             | ✗ no                         |
| Links easy to see         | ✓ few, clear      | — a long list in small print |
| Big, clear graphics       | ✓ one big picture | — one small picture          |
| Roomy layout              | ✓ lots of space   | ✗ busy                       |
| Shows many topics at once | — some            | ✓ yes                        |

✓ yes, it has it

✗ no, it does not

— some, but not great

*A table comparing the features of the Volcano Zone Kids page and the Rock and Earth News page. Rows are features such as a menu, a search box, clear links, big graphics and a roomy layout. Each cell shows yes, no, or some, with a tick or cross and a short note.*

## Practice tasks

### With support

**Q1.** Match each print feature to its job. Draw a line from the feature to the right job.

| Feature       | Job                                                    |
|---------------|--------------------------------------------------------|
| contents page | tells you what a picture shows                         |
| index         | lists the book's topics from A to Z, with page numbers |
| glossary      | tells you what a part of the text is about             |
| caption       | explains the new or hard words in the book             |
| heading       | names the parts of the book and where they start       |
| page number   | tells you where you are                                |

**Q2.** Complete each sentence with a word from the box.

| chapter | contents page                                                                  | index | glossary | bold | heading |
|---------|--------------------------------------------------------------------------------|-------|----------|------|---------|
| a.      | This book is split into ten big parts. Each part is a _____.                   |       |          |      |         |
| b.      | I want to see everything the book holds. I look at the _____.                  |       |          |      |         |
| c.      | A word is printed darker and thicker than the words around it. It is in _____. |       |          |      |         |
| d.      | I want to find every page that talks about lava. I use the _____.              |       |          |      |         |
| e.      | The title of a part of the text is its _____.                                  |       |          |      |         |
| f.      | I meet a new word. I look in the _____ to learn what it means.                 |       |          |      |         |

**Q3.** Digital features and their jobs. Complete the table with a word from the box.

| menu                                                      | search box | link | home page | headline |
|-----------------------------------------------------------|------------|------|-----------|----------|
| Job                                                       | Feature    |      |           |          |
| the first page of the site                                | _____      |      |           |          |
| a list of the site's main parts                           | _____      |      |           |          |
| a word or picture you tap to go somewhere new             | _____      |      |           |          |
| big words at the top that tell you what the page is about | _____      |      |           |          |
| where you type a word to find pages with that word        | _____      |      |           |          |

**Q4.** Look at Text B, the *Volcano Zone Kids* home page.

- Which menu item would you tap to play the site's games?
- Which feature would you use to look up the word *lava* on the site?
- Name one link from the *Start here* box. Where would it take you?
- What is the headline of the page?

**Q5.** Pick the right feature. Complete the table with a word from the box.

| index                                                | contents page | menu                | search box | caption |
|------------------------------------------------------|---------------|---------------------|------------|---------|
| My purpose                                           |               | Feature I would use |            |         |
| find one topic fast in a big book                    |               | _____               |            |         |
| see everything a book holds                          |               | _____               |            |         |
| go to the games part of a website                    |               | _____               |            |         |
| find pages with the word <i>thunder</i> on a website |               | _____               |            |         |
| learn what a picture shows                           |               | _____               |            |         |

**Q6.** Look at the site map of *Volcano Zone Kids*.

- How many subpages does the site map show?
- Which subpage would you visit to read about what comes out of a volcano?
- What joins the home page to each subpage?
- True or false: you can reach every subpage from the home page.

### **On your own**

**Q7.** Choose a print book from your class library. Find four navigation features in it. For each one, name the feature and tell how it helps a reader.

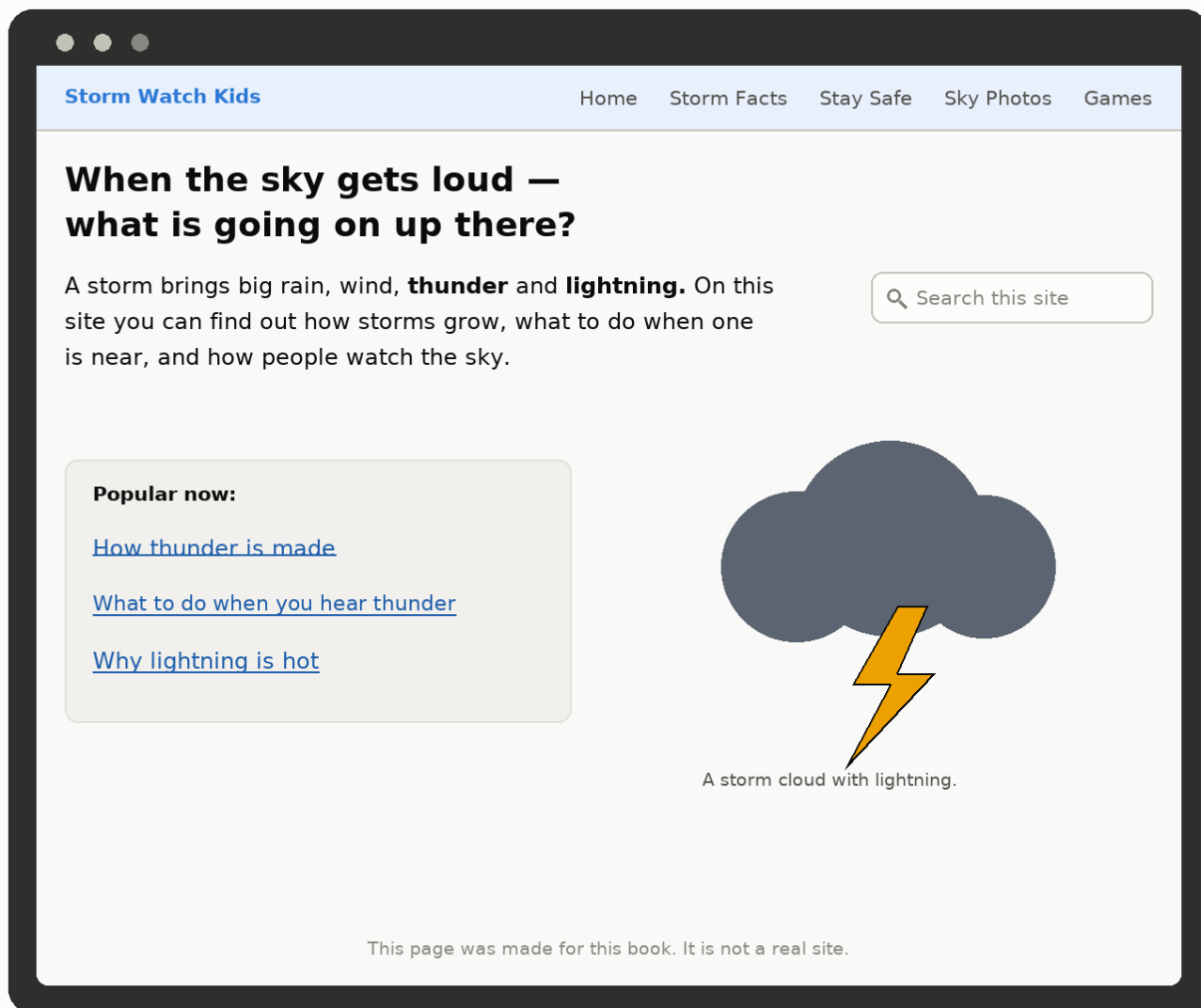
**Q8.** Look at Text B and Text C again. Which page helps the reader more? Give two reasons. Use feature words such as *menu*, *link*, *graphic*, *layout* and *search box*.

**Q9.** With your teacher, look at a website your class may use — or a different print text. Find four navigation features, and tell what each one helps you do.

**Q10.** Two views. *Print texts are best to read. Digital texts are best to read.* Give one strong point for each view. Then name the features you thought about. Strong points on both sides can earn full marks — you are not marked on which view you pick.

### **Show what you know — the Reading and Viewing task**

Read and view Text D, then answer the questions. Text D is a home page made for this book. It is not a real site.



*A model home page for a website called Storm Watch Kids. It has a menu across the top with Home, Storm Facts, Stay Safe, Sky Photos and Games, a headline, a short first paragraph with bold words, a search box, a box of three links called Popular now, and a graphic of a storm cloud with lightning and a caption. A note says the page was made for this book.*

**A1.** Name four navigation features you can see on the page. (4 marks)

**A2.** Choose two of the features you named. For each one, tell how it helps the reader. (4 marks)

**A3.** Your purpose is to find out what to do when a storm is near. Which feature would you use first, and why? (2 marks)

**A4.** Name one way this page is like a page in a print book, and one way it is different. (2 marks)

**A5.** Your teacher shows you another weather site. It has no menu and no search box. Which site would help you find things faster — Text D or the new site? Give one reason. (2 marks)

**Total: 14 marks**

**Success checklist**

- I can name navigation features in a print text and a digital text.
- I can tell how each feature helps a reader.
- I can pick the best feature for a purpose, and say why.
- I can compare the features of two texts on a similar topic.



**Marking guide (for the teacher).** This task checks Reading and Viewing. The Reading and Viewing achievement standard for Level 4 says students “explore how different types of texts across the curriculum, both print and digital, are organised into characteristic stages for purpose and navigation”. Award marks for identifying features and explaining how they help the reader select text for a purpose. Do not award marks for spelling or for how much a student writes — this is not a writing task. Any correct feature named from the page counts for A1, including the menu, the search box, the headline, the links in the *Popular now* box, the graphic, the caption, and the bold words.

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## Answers

**Q1.** Contents page → names the parts of the book and where they start. Index → lists the book's topics from A to Z, with page numbers. Glossary → explains the new or hard words in the book. Caption → tells you what a picture shows. Heading → tells you what a part of the text is about. Page number → tells you where you are.

**Q2.** a. chapter. b. contents page. c. bold. d. index. e. heading. f. glossary.

**Q3.** Home page → the first page of the site. Menu → a list of the site's main parts. Link → a word or picture you tap to go somewhere new. Headline → big words at the top that tell you what the page is about. Search box → where you type a word to find pages with that word.

**Q4.** a. Games. b. The search box. c. Any one link with a matching place it takes you — for example, *Why do volcanoes erupt?* would take you to a page about why volcanoes erupt. d. *Earth's hottest mountains — up close!*

**Q5.** Index. Contents page. Menu. Search box. Caption.

**Q6.** a. Four. b. Facts. c. Links. d. True.

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## Model answers

These are model answers for the open tasks. Student answers will vary. Award marks for the reasoning, not for matching these words.

**Q7.** Example: the book has a cover, and the title and picture helped me pick it. It has a contents page, and I used it to find the part about penguins. Each part has a heading, and the headings helped me skip to the part I needed. It has page numbers, and they helped me find my place again after lunch.

**Q8.** Example: Text B helps the reader more. First, it has a menu across the top, so you can see all the main parts at once. Second, it has a search box, so you can type a word and jump to the right pages. Text C has no menu and no search box, and its long list of small links is slower to use when you have one thing to find. (A student may also say Text C shows more topics at once, which helps a reader who wants to look around. Award marks for clear reasons with feature words on either side.)

**Q9.** Example: the site has a menu, and I use it to go to the games part. It has a search box, and I use it to find pages about a word. It has links, and I tap them to move to a new page. It has big graphics, and they show me things the words cannot.

**Q10.** Example: View 1 — a book needs no power and no internet, so you can read it in any place. View 2 — a device can hold hundreds of books, and a search box helps you find one thing fast. Features thought about: power, links, search boxes, layout. (Award marks for one strong point on each side and for naming features. Do not mark which view the student picks.)

**A1.** Example: the menu, the search box, the headline, and the links in the *Popular now* box. (Also accept the graphic, the caption, and the bold words.) One mark for each correct feature, to four.

**A2.** Example: the search box helps because I can type the word *thunder* and the site shows me the pages about thunder. The menu helps because I can see all the main parts of the site and go straight to one. One mark for naming each feature, one mark for each clear help, to four.

**A3.** Example: I would use the menu and tap *Stay Safe*, because my purpose is about what to do in a storm, and that is the part of the site that holds it. The link *What to do when you hear thunder* would also work. One mark for the feature, one mark for the reason.

**A4.** Example: like a print page, it has a headline and a picture with a caption. Different from a print page, it has a menu and a search box — a book uses a contents page and page numbers for those jobs. One mark for each correct way.

**A5.** Example: Text D would help me find things faster. With no menu, I would have to read every link to find a part. With no search box, I could not jump straight to a word I know. One mark for the choice, one mark for the reason.