ENGLISH

Lesson 10

Topic: Multimodal presentations

Creating a multimodal text (Part 1)

Lesson concepts

- Language and social interactions — Language that empowers and disempowers people
- Text and purpose — Traditional and contemporary texts vary across different media
- Cohesion — Combining paragraphs and images: different purposes, audiences, perspectives, stylistic effects
- Visual language
- Expressing preferences and evaluating texts
- Evaluating texts — Representations in texts: social, moral and ethical positions
- Texts and context — Representations in texts: structural choices, visual choices
- Purpose and context of spoken texts — Text structures that inform, persuade, engage
- Listening and speaking skills — Presenting a point of view using: logic
- Text processing strategies — Navigation and reading paths
- Text structures and language features that create texts — Sustained texts reflecting upon challenging and complex issues

Lesson notes

In this lesson, students will refine understandings of the multimodal comparison task and use knowledge developed in previous lessons to start planning and preparing for the task.

Lesson answers

1. Open **Sheet 5 — Multimodal comparison task** and review the task.

   No answer required.

2. What are the two news media texts you have selected for analysis and what type of news media texts are they?

   a. News media text 1:

   Personal response required. Ensure that students include reference to the type of news media text they have selected: traditional print, web-based or audiovisual news.

   b. News media text 2:

   Personal response required. Ensure that students include reference to the type of news media text they have selected: traditional print, web-based or audiovisual news.

3. Consider each news media text. List the two most significant text structures and language features of the texts in the table below:

    Personal response required. Ensure students mention specific text structures and language features examined in the lessons.

4. Reflect on the reading paths you used to process information in your selected news media texts. List the order in which you read the text structures of each news media text.

    Personal response required. Ensure students mention specific text structures examined in the lessons: headline, caption, image, lead paragraph, body paragraph, interactive content, etc.

5. What social, moral and/or ethical messages are communicated in each of your chosen news media texts?

    a-b. News media text 1 and News media text 2

    Personal responses required. Ensure students distinguish between social, moral and ethical messages in their answers.

    • **Social messages:** messages an author wishes to communicate to the society he or she writes in. They are messages of social value. For example: 'Be environmentally aware' or 'avoid wasting water'.

    • **Moral messages:** messages about what is 'right' or 'wrong'. For example: 'Stealing is wrong'.

    • **Ethical messages:** messages about what ought to occur in a particular context. For example: 'Protect the vulnerable'.

6. Who or what may be empowered by the messages presented in each of the news media texts?

    a-b. News media text 1 and News media text 2

    Personal responses required.

7. What is a significant social or cultural effect that each of the news media texts could have on contemporary Australian society?

    a-b. News media text 1 and News media text 2

    Personal responses required.

8. Use the table below to reflect on the short multimodal presentation you completed in previous lessons.

    Personal response required. If feedback has not been received, students may self-evaluate.

9. Now it is time to plan and prepare for the multimodal comparison task.
    Use **Sheet 12 — Multimodal planner** to structure and sequence your ideas.

    Personal response required. Ensure planning reflects teaching and learning, while adequately preparing students for the task.

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Lesson 11

Topic: Multimodal presentations

Creating a multimodal text (Part 2)

Lesson concepts

- Language and social interactions — Language that empowers and disempowers people
- Text and purpose — Traditional and contemporary texts vary across different media
- Cohesion — Combining paragraphs and images: different purposes, audiences, perspectives, stylistic effects
- Visual language
- Expressing preferences and evaluating texts
- Evaluating texts — Representations in texts: social, moral and ethical positions
- Texts and context — Representations in texts: structural choices, visual choices
- Purpose and context of spoken texts — Text structures that inform, persuade, engage
- Listening and speaking skills — Presenting a point of view using: logic
- Text processing strategies — Navigation and reading paths
- Text structures and language features that create texts — Sustained texts reflecting upon challenging and complex issues

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Lesson notes

In this lesson, students will finish planning and preparing for their multimodal task. By the end of this lesson, ensure students have completed their presentation and are ready to record their final version of the multimodal task.

Lesson answers

1. Once you have completed the design of your presentation and script, practise it aloud.

   In your initial run-through, you might notice some strengths and weaknesses in:

   - the design of your presentation
   - your script
   - your delivery of the presentation.

2. Use the following checklist to reflect on some of the key requirements for the multimodal task.

   If you can tick every box in the checklist, you will be well on track to successfully completing an effective multimodal presentation. If you have not ticked every box, refine those specific areas of your presentation.

   Personal response required. Ensure students' selections demonstrate deep, reflective thinking about the multimodal task.

Lesson 12

Topic: Multimodal presentations

Presenting a multimodal text

Lesson concepts

Ⓐ Language and social interactions — Language that empowers and disempowers people

Ⓐ Text and purpose — Traditional and contemporary texts vary across different media

Ⓐ Cohesion — Combining paragraphs and images: different purposes, audiences, perspectives, stylistic effects

Ⓐ Visual language

Ⓐ Expressing preferences and evaluating texts

Ⓐ Evaluating texts — Representations in texts: social, moral and ethical positions

Ⓐ Texts and context — Representations in texts: structural choices, visual choices

Ⓐ Purpose and context of spoken texts — Text structures that inform, persuade, engage

Ⓐ Listening and speaking skills — Presenting a point of view using: logic

Ⓐ Text processing strategies — Navigation and reading paths

Ⓐ Text structures and language features that create texts — Sustained texts reflecting upon challenging and complex issues

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Lesson notes

In this lesson, students make any necessary refinements and produce their final version of the multimodal task.

Lesson answers

1. Open **Sheet 5 — Multimodal comparison task** to read and review the task.

    No answer required.

2. Before recording or sharing your final version of the task, complete a final rehearsal. After the rehearsal, make any required changes or refinements to enhance your presentation.

    No answer required.

3. Record your multimodal comparison using either embedded audio or a video presentation.

    Ensure students complete their presentation.

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