

# YEAR 7 ENGLISH: Speaking to Persuade, Motivate and Inspire

**Achievement Standard - those underlined are of particular focus in this unit:**

**Receptive modes (listening, reading and viewing)**

By the end of Year 7,

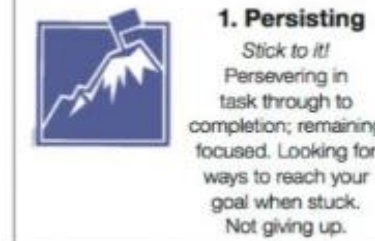
- Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
- They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.
- Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
- They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

**Productive modes (speaking, writing and creating)**

By the end of Year 7,

- Students understand how the selection of a variety of language features can influence an audience.
- They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.
- They create texts showing how language features and images from other texts can be combined for effect.
- Students create structured and coherent texts for a range of purposes and audiences.
- They make presentations and contribute actively to class and group discussions, using language features to engage the audience.
- When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

HOM focus:



**Year-long priorities:**

- **Sentence structures** (parts of speech and dependent and independent clauses in term 1)
- **Vocabulary building**
- **Reading focus** (library visits twice per term. Silent reading and teacher read aloud sessions in class routine)
- **Spelling** (from the C2C dashboard)

**Unit Specific Information**

Students will examine the features of effective persuasive and motivational speaking. They will define the attributes of a Kirwan High Scholar, and distinguish the key traits of each attribute as they manifest in inspiring people throughout history.

The unit will focus on text structures and language features of exposition (including persuasive devices, evaluative language and verbal and non-verbal features), to identify how they contribute to the overall persuasive intent and meaning of a text. Students will view a variety of text extracts from different authors and orators, with mandatory activities around the 'Carpe Diem' speech from the film Dead Poet's Society, and Birke Baehr's "Why Don't we just let it Grow?" speech. Furthermore, students will be able to define the Kirwan Scholar Attributes and distinguish the key traits associated with each. Students will explore a variety of inspirational people to ascertain the attributes they embody and the associated key traits they display. The unit will culminate in an exam, where students will deconstruct Kid President's 'Pep Talk', and his status as an inspirational person. Explicit teaching of the highly valued language feature of evaluative language will take place in this unit. This is the first time students will encounter our sentences proficiency scale. They will expand their understanding of sentence structures and punctuation in this unit, for the purposes of being accurate, and for variety and effect, by consolidating their understanding of the parts of speech.

**Assessment Details:**

**Task 1** Comprehension Exam: A persuasive and motivational speech (video and script) + Informative text

**Conditions:**

- Practice exam completed with teacher support in prior lessons
- Unseen text
- Exam conditions
- No teacher input



**READING / VIEWING/ LISTENING:**

Core Text 1:

'Carpe Diem' Speech by Mr Keating (Robin Williams) from the film *Dead Poet's Society*

Core Text 2:

'What's Wrong with our Food System?' by Birke Baehr, a TED talk

**COMPREHENSION SKILL FOCUS:**

Inferring

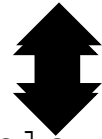
**Priority Standards**

Priority Standards		Priority Standards	
4	Goes beyond what was taught in class	Goes beyond what was taught in class	
3	<p><b>They demonstrate* understanding of how the choice of language features, images and vocabulary affects meaning.</b></p> <p>*Demonstrate</p> <ul style="list-style-type: none"> <li>• Prove or make clear my argument, reasoning or evidence, illustrating with practical example; show by example.</li> <li>• Show by example, through establishing an argument or explaining a process.</li> </ul>	<p><b>Students explain* issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.</b></p> <p>*Explain</p> <ul style="list-style-type: none"> <li>• Make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information.</li> <li>• Convey meaning of a concept, idea or situation to allow for better understanding.</li> </ul>	
2	<p>Recognise or recall key vocabulary:</p> <ul style="list-style-type: none"> <li>□ <b>Language features/rhetorical devices</b> (allusion, metaphor, anaphora, rhetorical question, contrast, modality, inclusive language, evaluative language)</li> <li>□ <b>Elements of moving images and sound</b> (movement, gesture, facial expressions, intonation)</li> <li>□ <b>The Kirwan Scholar Attributes</b> (optimistic, aspirational, acting with integrity, inquiring, inclusive)</li> </ul> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> <li>□ Recognise language features within a text</li> <li>□ Interpret how the language feature creates meaning and helps the author achieve their purpose</li> </ul>	<p>Recognise and recall key vocabulary:</p> <ul style="list-style-type: none"> <li>□ <b>Issues and ideas</b></li> <li>□ <b>Evidence</b></li> <li>□ <b>Infer, implied meaning</b></li> <li>□ <b>Analyse and interpret</b></li> </ul> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> <li>□ Identify the features within a persuasive speech text</li> <li>□ Look for patterns and connections across these features</li> <li>□ Draw meanings from these patterns and reach conclusions</li> <li>□ Use background knowledge and context clues to infer meanings</li> <li>□ Determine the issues and ideas in a persuasive speech text</li> <li>□ Sequence these issues and ideas</li> <li>□ Write an explanation</li> </ul>	

Use of the sentences proficiency scale across the year.

WRITTEN / SPOKEN / MULTI-MODAL TEXT  
Short answer and paragraph  
HIGHLY VALUED LANGUAGE FEATURE FOCUS:  
Evaluative language

THINKING:  
Interpreting, inferring, analysing



Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Language: Language for interaction	<ul style="list-style-type: none"> <li>Understand how language is used to evaluate people and how evaluations about people can be substantiated by reference to the text and other sources.</li> </ul>	<ul style="list-style-type: none"> <li>Use evaluative language to signal judgement/opinion of certain people who embody the attributes of the Kirwan High Scholar.</li> </ul>
Literacy: Interacting with others	<ul style="list-style-type: none"> <li>Identify and discuss the main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument</li> </ul>	<ul style="list-style-type: none"> <li>Understand the persuasive motive of speakers: their purpose, message, and values</li> <li>Evaluate the qualities of an argument, a perspective, evidence, effectiveness of delivery</li> </ul>
Literacy: Interpreting, analysing, evaluation	<ul style="list-style-type: none"> <li>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the audience and purpose of a persuasive speech text</li> <li>Recognise language features and rhetorical devices use in a speech</li> <li>Interpret and explain how language features have been used to create meaning in a persuasive text</li> </ul>
Literacy: Interpreting, analysing, evaluation	<ul style="list-style-type: none"> <li>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources</li> </ul>	<ul style="list-style-type: none"> <li>Use strategies to interpret in the pre-reading phase</li> <li>Use strategies to answer multiple choice questions</li> <li>Use strategies to answer short response questions</li> <li>Use fix up strategies</li> <li>Use comprehension strategies to infer ideas and information from a persuasive speech</li> </ul>
<b>Ongoing (content descriptors to be addressed in all units across the year)</b>		
Language: Text structure and organisation	<ul style="list-style-type: none"> <li>Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses</li> </ul>	<ul style="list-style-type: none"> <li>Use punctuation to join phrases and clauses into sentences and to create meaning and effect.</li> </ul>
Language: Expressing and developing ideas	<ul style="list-style-type: none"> <li>Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that sentences can be constructed in a variety of ways to develop ideas and for effect.</li> <li>Understand the parts of speech and their function within a clause.</li> <li>Understand how simple, compound and complex sentences are constructed through one clause (simple) or combining clauses using different types of conjunctions (compound and complex).</li> </ul>
Language: Expressing and developing ideas	<ul style="list-style-type: none"> <li>Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain how modality (modal verbs, adverbs, adjectives and nouns) are used for persuasive effect</li> <li>Use modality in persuasive writing</li> </ul>

<b>Language: Sound and letter knowledge</b>	<ul style="list-style-type: none"><li>• Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them.</li></ul>	<ul style="list-style-type: none"><li>• Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them.</li><li>• Be able to spell words on the C2C prescribed lists</li></ul>
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**Possible Habit of Mind:**

<p><b>Exploring Meaning of the HOM</b> By the end of this unit students will be able to:</p>	<p><b>Expanding Capacity for using the HOM</b> By the end of this unit students will be able to:</p>	<p><b>Increasing Alertness for the HOM</b> By the end of this unit students will be able to:</p>	<p><b>Extending Values of the HOM</b> By the end of this unit students will be able to:</p>	<p><b>Building Commitment towards the HOM</b> By the end of this unit students will be able to:</p>
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**General Capabilities:** This unit provides opportunities for students to engage in following capabilities:

<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehending texts through listening, reading and viewing</li> <li><input type="checkbox"/> Composing texts through speaking, writing and creating</li> <li><input type="checkbox"/> Text knowledge</li> <li><input type="checkbox"/> Grammar knowledge</li> <li><input type="checkbox"/> Word knowledge</li> <li><input type="checkbox"/> Visual knowledge</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Estimating and calculating with whole numbers</li> <li><input type="checkbox"/> Recognising and using patterns and relationships</li> <li><input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates</li> <li><input type="checkbox"/> Using spatial reasoning</li> <li><input type="checkbox"/> Interpreting statistical information</li> <li><input type="checkbox"/> Using measurement</li> </ul>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying social and ethical protocols and practices when using ICT</li> <li><input type="checkbox"/> Investigating with ICT</li> <li><input type="checkbox"/> Creating with ICT</li> <li><input type="checkbox"/> Communicating with ICT</li> <li><input type="checkbox"/> Managing and operating ICT</li> </ul> <p><b>Critical and creative thinking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inquiring - identifying, exploring and organising information and ideas</li> <li><input type="checkbox"/> Generating ideas, possibilities and actions</li> <li><input type="checkbox"/> Reflecting on thinking and processes</li> <li><input type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures</li> </ul>	<p><b>Personal and social capability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-awareness</li> <li><input type="checkbox"/> Self-management</li> <li><input type="checkbox"/> Social awareness</li> <li><input type="checkbox"/> Social management</li> </ul> <p><b>Ethical understanding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding ethical concepts and issues</li> <li><input type="checkbox"/> Reasoning in decision making and actions</li> <li><input type="checkbox"/> Exploring values, rights and responsibilities</li> </ul> <p><b>Intercultural understanding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognising culture and developing respect</li> <li><input type="checkbox"/> Interacting and empathising with others</li> <li><input type="checkbox"/> Reflecting on intercultural experiences and taking responsibility</li> </ul>
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**Cross Curriculum Priorities:**

<ul style="list-style-type: none"> <li><input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Asia and Australia's engagement with Asia</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sustainability</li> </ul>
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**Differentiation [for small groups or individuals]:**

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