

Black Terror

Complete the first two components, Pre-Reading Zone In and Pre-Reading Predicting, before reading the complete text. Then undertake the remaining components, from During Reading My Connection. Each component will open the relevant pages of text, if applicable, but you can go back to any part of the text at any time.

Tab 1 Pre-Reading Zone In

Tab 2 Pre-Reading Predicting

Tab 3 During Reading My Connection

Tab 4 Visualising

Tab 5 Questioning

Tab 6 Summarising

Tab 7 Monitoring

Tab 8 Word Works Activity 4

Use this information from Blake's *Writer's Guide* to discuss writing a recount with students. You may want to photocopy the black line master to hand out to students.

Tab 9 Assessment

The first three questions are literal questions, so the correct statement can be found in the text. The next two are interpretative or inferential questions, meaning that students need to interpret or infer from the text to find the correct statement. The final question is an applied or evaluative question, so students need to apply or evaluate the information from the text to choose an answer, and there may be no "correct" answer.

Here are the answers for the assessment task.

Literal

1. c Jessie was a black labrador puppy.
2. a Jessie was a special tenth birthday present.
3. d Jessie had five mattresses, a pillow and a blanket to sleep on in the laundry.

Interpretative or inferential

1. c Jessie's personality was a big attraction when she was chosen from the litter.
2. d It would have been wise not to have brought Jessie to the lunch.

Applied or evaluative

- b Puppies are a lot of work — you have to play with them, walk them and clean up after them.

As an additional assessment task, ask each student to read the following text out loud. Then mark any errors and work out the percentage of accuracy to see how well each student can read aloud.

This text is 133 words. To convert to a percentage of accuracy, divide the number of words pronounced correctly by 133 and multiply by 100.

I watched them tumbling around, until one came over and started tugging at my laces and growling like crazy. Then she jumped up on my leg, gave an excited puppy bark and raced around and around my legs.

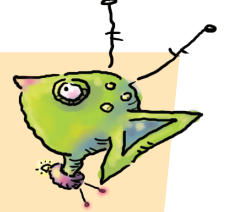
The lady who was selling the puppies smiled at me and quietly whispered, “Yes, she was sold but they have returned her. I think she is the liveliest in the litter.”

I should have heard the warning bell — returned at nine weeks of age?

She was out there, that puppy. I could see the look of dread on Mum’s face.

“Are you sure you want this one?” she asked with a very worried look on her face.

“One hundred per cent,” I replied with a huge grin. “I even have a name for her — Jessie!”



Purpose: A recount tells what has happened. These past events are written about in chronological order, the time order in which they occurred. There are two broad categories of recount. One is a factual recount, which not only documents a series of events but also interprets and evaluates the experience in some way. The second is a literary recount, which is to retell a series of events for entertainment. Here the narrator or story teller has an emotional response to the events. Recounts may take a variety of text forms such as historical diaries, detailed observations over time, police records, television interviews, eyewitness accounts and newspaper articles.

STRUCTURE

CORE FEATURES

orientation – gives details about who, when and where

series of events – each event is usually written using a separate paragraph and following chronological order

a personal comment or an evaluation of the events and their implications

ADVANCED FEATURES

covers complex issues

order of events may be mixed if using techniques such as flashback and hindsight

a reorientation to complete the writing and refer back to the beginning of the recount

LANGUAGE

CORE FEATURES

avoid use of 'then' – use varied conjunctions and connectives to link events

use of nouns and noun groups to describe people and things

written in past tense

use of adverbs and adverbial phrases to indicate time and place

write in 1st or 3rd person

use evaluative language

use of reported speech not direct speech

reference your work

ADVANCED FEATURES

passive voice can be used at times so the writer can leave out the person doing the action

vary action verbs to build word chains and avoid repetition

use of technical vocabulary to make text more authentic and credible

structure sentences with important information at the beginning

Key features: Factual recount

Read the example recount below.

Can you find the key features of its *structure* and *language*? Use the features box to help you look.

The history of human involvement in Mars has been relatively short. Only recently has mankind taken up the challenge to explore the planet Mars and try to find out if it has ever, or could ever, support life.

Ever since recorded history began, mankind has been fascinated by what lay beyond Earth. Yet it wasn't until 1971 that an orbiting spacecraft called Mariner 9 observed Mars and found that there were a number of canyons and channels that appeared to have been carved out of the rocky landscape by floods and rivers.

Several years later, in 1976, two Viking spacecraft landed on Mars and took samples of soil. Unfortunately for scientists at the time, when they were analysed, the samples showed no evidence of life either then or in the past.

But NASA did not end the quest with that disappointment. Two decades later, in 1995, they sent out the Mars Pathfinder. Upon landing, the Pathfinder sent out a small roving vehicle known as Sojourner, to continue the collection of information. However, Sojourner's mission was short lived due to technical difficulties.

At the turn of the century, in 2001, NASA sent out another mission known as the Mars Odyssey Orbiter. They followed this up in 2004 with two rovers, the Spirit and Opportunity, which found evidence that water had once existed on Mars.

Recently, in July 2008, the NASA spacecraft Phoenix landed on the polar region of Mars. Its mission was to dig up samples of the frozen soil and to heat it up to see if there was water trapped in the soil. And there was! Now scientists have concrete evidence that water can be found on Mars.

It was a crucial discovery that will be certain to lead to more missions to Mars in the future.

(Perlman D. 2008, Hearst Communications Inc.)



FEATURES: **STRUCTURE** **LANGUAGE**

Event 1

Event 2

Event 3

Events 4 & 5

Event 6

Evaluative comment

Orientation – who and where

Adverbial phrase

Complex noun group

Past tense

Reference

Time connectives

Written in third person

Text sample: Factual recount

Title: *Exploration of Mars*

Audience: *Students with limited knowledge of the history of Mars exploration.*

Purpose: *To inform of significant events in our search for life on Mars*

Format: *Article in science magazine*

FEATURES

Orientation – who and where

The history of human involvement in Mars has been relatively short. Only recently has mankind taken up the challenge to explore the planet Mars and try to find out if it has ever, or could ever, support life.

Event 1

Complex noun group

Ever since recorded history began, mankind has been fascinated by what lay beyond Earth. Yet it wasn't until 1971 that an orbiting spacecraft called Mariner 9 observed Mars and found that there were a number of canyons and channels that appeared to have been carved out of the rocky landscape by floods and rivers.

Event 2

Time connectives

Several years later, in 1976, two Viking spacecraft landed on Mars and took samples of soil. Unfortunately for scientists at the time, when they were analysed, the samples showed no evidence of life either then or in the past.

Event 3

Adverbial phrase

But NASA did not end the quest with that disappointment. Two decades later, in 1995, they sent out the Mars Pathfinder. Upon landing, the Pathfinder sent out a small roving vehicle known as Sojourner, to continue the collection of information. However, Sojourner's mission was short lived due to technical difficulties.

Events 4 & 5

Written in third person

At the turn of the century, in 2001, NASA sent out another mission known as the Mars Odyssey Orbiter. They followed this up in 2004 with two rovers, the Spirit and Opportunity, which found evidence that water had once existed on Mars.

Event 6

Past tense

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Evaluative comment

It was a crucial discovery that will be certain to lead to more missions to Mars in the future.

Reference

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