Catalogue of digital curriculum resources
# Contents

## Introduction

## English and literacy for the early years

<table>
<thead>
<tr>
<th>Series</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storytime series</td>
<td>P</td>
</tr>
<tr>
<td>Storyboard series</td>
<td>P</td>
</tr>
<tr>
<td>Letter detective series</td>
<td>P</td>
</tr>
<tr>
<td>Story map series</td>
<td>P</td>
</tr>
<tr>
<td>Sentence builder series</td>
<td>P</td>
</tr>
<tr>
<td>Procedural texts series</td>
<td>P</td>
</tr>
<tr>
<td>Dragon's jumble series</td>
<td>P–1</td>
</tr>
<tr>
<td>My design series</td>
<td>P–2</td>
</tr>
<tr>
<td>Pirate treasure hunt series</td>
<td>P–2</td>
</tr>
<tr>
<td>Letter planet series</td>
<td>P–2</td>
</tr>
<tr>
<td>Words and pictures series</td>
<td>P–2</td>
</tr>
<tr>
<td>Make it happen series</td>
<td>1–2</td>
</tr>
<tr>
<td>My day series</td>
<td>1–2</td>
</tr>
</tbody>
</table>

## English and literacy for the middle years

<table>
<thead>
<tr>
<th>Series</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read between the lines series</td>
<td>3–4</td>
</tr>
<tr>
<td>Read between the lines: assessment series</td>
<td>3–4</td>
</tr>
<tr>
<td>Picture story series</td>
<td>3–4</td>
</tr>
<tr>
<td>Picture story: assessment series</td>
<td>3–4</td>
</tr>
<tr>
<td>Design a layout series</td>
<td>3–4</td>
</tr>
<tr>
<td>Design a layout: assessment series</td>
<td>3–4</td>
</tr>
<tr>
<td>Wonderful words, creative stories series</td>
<td>3–4</td>
</tr>
<tr>
<td>Wonderful words: assessment series</td>
<td>3–4</td>
</tr>
<tr>
<td>Fix the mix-up series</td>
<td>3–4</td>
</tr>
<tr>
<td>Fix the mix-up: assessment series</td>
<td>3–4</td>
</tr>
<tr>
<td>Show and tell: assessment series</td>
<td>3–9</td>
</tr>
<tr>
<td>Ready to race series</td>
<td>4–6</td>
</tr>
<tr>
<td>Film study series</td>
<td>5–7</td>
</tr>
<tr>
<td>Ad campaign series</td>
<td>5–7</td>
</tr>
<tr>
<td>Write an article: assessment series*</td>
<td>5–6</td>
</tr>
<tr>
<td>Finish the story: assessment series</td>
<td>5–7</td>
</tr>
<tr>
<td>Manga maker: assessment series</td>
<td>5–7</td>
</tr>
<tr>
<td>World heritage: Kakadu information display series</td>
<td>5–7</td>
</tr>
<tr>
<td>Online news series</td>
<td>5–8</td>
</tr>
<tr>
<td>Digital story: assessment series</td>
<td>5–8</td>
</tr>
<tr>
<td>Digital story series</td>
<td>5–9</td>
</tr>
<tr>
<td>Beach safety</td>
<td>5–9</td>
</tr>
<tr>
<td>Video campaign: assessment series</td>
<td>5–9</td>
</tr>
<tr>
<td>Arguments: assessment series</td>
<td>5–9</td>
</tr>
<tr>
<td>Web designer series</td>
<td>5–9</td>
</tr>
<tr>
<td>Dream machine series</td>
<td>5–9</td>
</tr>
<tr>
<td>Popstar puzzle</td>
<td>5–9</td>
</tr>
<tr>
<td>Basketball clinic</td>
<td>5–9</td>
</tr>
<tr>
<td>Celebrity garbage series</td>
<td>5–9</td>
</tr>
<tr>
<td>Show and tell series</td>
<td>5–9</td>
</tr>
<tr>
<td>Pacific adventure series</td>
<td>5–8</td>
</tr>
<tr>
<td>Crimewatchers: persuade your audience</td>
<td>5–9</td>
</tr>
<tr>
<td>Manga pro studio: making manga</td>
<td>5–9</td>
</tr>
<tr>
<td>Wacky-oke song quest</td>
<td>5–9</td>
</tr>
<tr>
<td>Point of view series</td>
<td>5–9</td>
</tr>
<tr>
<td>Point of view: assessment series</td>
<td>5–9</td>
</tr>
<tr>
<td>Garage beat series</td>
<td>5–9</td>
</tr>
<tr>
<td>Koala control</td>
<td>5–9</td>
</tr>
<tr>
<td>Cricket talk</td>
<td>5–9</td>
</tr>
<tr>
<td>Anti-bullying campaign</td>
<td>5–9</td>
</tr>
<tr>
<td>Sea chase</td>
<td>5–9</td>
</tr>
<tr>
<td>Save our bridge</td>
<td>5–9</td>
</tr>
<tr>
<td>Finish the story series</td>
<td>5–9</td>
</tr>
<tr>
<td>Timeline series</td>
<td>5–9</td>
</tr>
</tbody>
</table>
World Wonders TV show series (Years 5–9) 73
Sea Rescue: plotting the course (Years 5–9) 74
Train a sumo wrestler: sports culture in Japan (Years 5–9) 75
Robots: make a catalogue (Years 5–9) 76
Visit us: tourist information website (Years 5–9) 77
History maker series (Years 5–9) 78
Riddle of the black panther series (Years 5–9) 79
Character maker series (Years 5–9) 81
Edit a movie: summer camp (Years 5–9) 82
Rainforest series (Years 5–9) 83
Catch the thief series (Years 5–9) 86
Catch the thief: assessment series (Years 5–9) 87
Letters to the editor series (Years 5–9) 88
Picture this series (Years 5–9) 90
Make a movie series (Years 5–9) 91
Space rescue series (Years 5–9) 92
Advertising and marketing series (Years 5–9) 93
Trans-Tasman challenge series (Years 5–9) 94
Underwater discovery series (Years 5–9) 95
Rap machine series (Years 5–9) 96
Finders keepers series (Years 5–9) 97
Fashion design series (Years 5–9) 98
Super stories series (Years 5–9) 99
Lights, camera, action series (Years 5–9) 101
Lights, camera, action: assessment series (Years 6–8) 102
Climbing Mount Batur: using texts (Years 6–9) 103
Direct a taxi: Jakarta, Indonesia (Years 6–9) 104
Meaning in context series (Years 7–8) 105

**English and literacy for the senior years** 107
Poetry anthology series (Years 5–12) 107
Writing narratives series (Years 7–11) 111
Responsible fishing in Western Australia: write an article (Years 8–9) 112
Search for the gorilla: assessment (Years 8–9) 113
Unforgettable speeches (Years 11–12) 114
Ultimate reader's toolkit: fiction series (Years 11–12) 115

**Content from other sources** 117
My family (English) (Years P–4) 117
Understanding e-security – Budd:e (Years 3–10) 118
Out and About series (Years 5–10) 119
ESL Readers series (Years 5–10) 121

**Teacher guides** 122

**Digital resources** 125
Australian Children's Television Foundation 126
Australian Voices 127
*australianscreen* online 128
Express Media 129
Getty Images 130
History Trust of South Australia 131
Museum of New Zealand Te Papa Tongarewa 132
National Archives of Australia 133
National Film and Sound Archive 134
National Library of Australia 135
State Library of Queensland 136
Introduction

This catalogue contains details about the English and literacy digital curriculum resources available from The Learning Federation (TLF) to all schools in Australia and New Zealand. TLF’s content includes a wide range of multimodal texts including print, visual, audio and interactive formats that enable teachers to design curriculum tasks within a contemporary multiliteracies framework.

The digital resources include:
- hundreds of interactive learning and assessment objects
- a large and diverse range of digitised items such as images, film clips, maps, interviews, songs, posters and documents.

Learning and assessment objects

Interactive learning objects use authentic contexts, narrative structures and ‘game play’ devices that offer multiple opportunities for students’ literacy progression. Scaffolding of learning tasks and ongoing feedback are integral parts of the design of the learning objects.

Some learning objects focus more on enhanced use of English language, whereas other objects focus more on developing students' literacy skills in broader contexts with a diversity of texts and formats.

The content in this catalogue has been grouped into the following years of schooling, Early years (years P–2), Middle years (years 3–9) and Senior years (years 9–12).

Some objects focus on critical multiliteracies to encourage students to question, investigate, deconstruct and reconstruct meanings in new digital literacies. Others have been developed to support reading and interpreting texts and communication in writing, areas in which students have been underperforming according to national and international assessment data. They encompass the 3–10 years and the senior, post-compulsory 11–12 years.

Some learning objects contain non-TLF content. See the acknowledgements and conditions of use in the learning objects for details.

Digital resources

A remarkable range of digitised items licensed from leading Australian and New Zealand cultural and scientific institutions is also available. These items include:
- clips from documentaries, newsreels, television programs and feature films
- photographs, line drawings, documents and maps
- audio files of interviews, broadcasts and speeches.

With each item, TLF supplies an educational value statement comprising a description and contextual information that enriches the value of the asset for the teacher.

This catalogue contains a representative sample of English and literacy-related digital resources licensed from TLF’s partner institutions.

Accessing and viewing the content

Government and non-government education authorities in each Australian state and territory and in New Zealand have responsibility for facilitating access to the pool of digital content. Full details about how to access the content, including the necessary technical and software requirements for viewing it, can be found at:

www.ndlrn.edu.au

Warning: Please be aware that this catalogue and TLF digital content may contain references to Aboriginal and Torres Strait Islander people who may have passed away.
**Storytime series (Year P)**

Students listen to a visual story and match spoken to written words using underlined words.

**Features include:**
- a story with underlined words to support one-to-one matching of spoken words to written text
- design features that support the use of the objects on interactive whiteboards by young users (for example, the positioning of selectable elements in the lower part of the screen).

**Students:**
- interpret a visual text.

### Storytime: Rocky at school
L10405 – Year P

Students listen to the story of *Rocky at school* and follow as each word is underlined.

### Storytime: Where's Rocky?
L10408 – Year P

Students listen to the story of *Where's Rocky?* and follow as each word is underlined.

### Storytime: Birthday buzz
L10407 – Year P

Students listen to the story of *Birthday buzz* and follow as each word is underlined.

### Storytime: Muddled up!
L10403 – Year P

Students listen to the story of *Muddled up!* and follow as each word is underlined.

### Storytime: Flutter-by friends!
L10406 – Year P
Students listen to the story of *Flutter-by friends!* and follow as each word is underlined.

Storytime: Rocky to the rescue
L10409 – Year P
Students listen to the story of *Rocky to the rescue* and follow as each word is underlined.

Storytime: Rooster to the rescue
L10404 – Year P
Students listen to the story of *Rooster to the rescue* and follow as each word is underlined.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Storyboard series (Year P)

Students use the illustrations on a book’s cover to predict the storyline. They listen to a picture story as it is read aloud and follow the text onscreen as each word is underlined. Students recall the events of the story and sequence jumbled events within a storyboard framework.

Features include:
- an animated story with underlined words to support one-to-one matching of spoken words to written text
- opportunities for students to put a sequence of jumbled events in order
- an option to print a sequencing task related to the story
- design features that support the use of the objects on interactive whiteboards by early years users (for example, the positioning of selectable elements in the lower part of the screen).

Students:
- make a prediction about a storyline by exploring the title and illustration on a book’s cover
- interpret a visual text
- identify the sequence of events in a story by putting them in the correct order on a storyboard.

<table>
<thead>
<tr>
<th>Storyboard: Where’s Rocky?</th>
<th>L9499 – Year P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students make a prediction about the storyline of <em>Where’s Rocky?</em> They then listen to the story and follow along as each word is underlined. They identify the correct sequence of events in the story by putting them in order on a storyboard.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Storyboard: Flutter-by friends!</th>
<th>L9497 – Year P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore the story of <em>Flutter-by friends!</em> They listen to the story and follow along as each word is underlined. They then place the jumbled events of the story in the right order.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Storyboard: Birthday buzz</th>
<th>L9498 – Year P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore the title and picture on the cover of <em>Birthday buzz</em>. They then make a prediction about the storyline. They listen to the story and find out if their prediction matches the actual storyline.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Storyboard: Rocky to the rescue</th>
<th>L9500 – Year P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore the title and picture on the cover of <em>Rocky to the rescue</em> and make a prediction about the storyline. They listen to the story and watch as each word is underlined to find out if their prediction matches the story.</td>
<td></td>
</tr>
</tbody>
</table>

This series contains non-TLF content. See Acknowledgements in the learning objects.
**Letter detective series (Year P)**

Students explore concepts of environmental print by locating letters on signs. The representation of letters in a variety of fonts is explored through animation. Students explore and sort upper- and lower-case letters and listen to letter names within an alphabet chart.

**Features include:**
- opportunities to explore upper- and lower-case letters of the alphabet
- letters presented in different fonts to increase print awareness
- a drawing zone for students to create their own representations of letters
- an option to print a worksheet that includes signs in a zoo or shopping centre, a set of upper- and lower-case letters in a variety of fonts, and an activity for students
- design features that support the use of the objects on interactive whiteboards by young users; for example, the positioning of selectable elements in the lower part of the screen.

**Students:**
- identify upper- and lower-case letters in environmental print
- identify letters in a variety of fonts
- sort items as upper- and lower-case letters.

---

**Letter detective: shops: five activities**
L9481 – Year P

Students explore letters on the signs in a shopping centre. They view an animation and see how the same letter can look different in another font. They find the upper- and lower-case letters 'a', 'f', 'h', 'p', 'b' and 'r' on the signs. They then sort upper- and lower-case letters into two groups.

**Letter detective: shops: two activities**
L9482 – Year P

Students explore letters on the signs in a shopping centre. They find the upper- and lower-case letters 's', 't', 'o', 'e', 'c' and 'i' on the signs.

**Letter detective: zoo: five activities**
L9483 – Year P

Students explore letters on the signs at the zoo. They view an animation and see how the same letter can look different in another font; for example, the letter 'k' can be written in two ways. They find the upper- and lower-case letters 't', 'n', 'l', 'o' and 'a' on the signs. They then sort upper- and lower-case letters into two groups.

**Letter detective: zoo: two activities**
L9484 – Year P

Students explore letters on the signs at the zoo. They find the upper- and lower-case letters 'b', 'e', 'l', 'r', and 's' on the signs.
Letter detective: fonts
L9485 – Year P

Students explore how the upper- and lower-case letters 'a', 'b', 'c', 'g', 'p', and 's' can look different in other fonts. They watch an animation and see how the shape of the same letter changes when shown in another font.

Letter detective: letter case
L9502 – Year P

Students explore how the same letter looks different when presented as an upper- and as a lower-case letter. They listen to the names of letters of the alphabet on a letter chart, then sort upper- and lower-case letters into the correct shopping trolley.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Story map series (Year P)

Students identify elements of a book’s cover, listen to a visual story and match spoken to written words. Students locate nominated elements within the text and capture their recollections of the text on an interactive story map that includes drawing input zones.

Features include:
- a story with underlined words to support one-to-one matching of spoken words to written text
- opportunities for students to explore concepts of print and locate inappropriate elements within the text (for example, an upside-down illustration)
- an introduction to the concept of a story map (a type of graphic organiser)
- an option to print the completed story map
- designed for use on interactive whiteboards by early years users (for example, selectable elements have been positioned to allow users to easily reach them).

Students:
- identify parts on the cover of a book: the illustration, title, author’s name and illustrator’s name
- interpret a visual text
- locate text elements and features within the story
- recall events of the story and create a visual story map: title, setting, characters, orientation, complication and resolution.

### Story map: Rooster to the rescue

L9494 – Year P

Students listen to the story *Rooster to the rescue* and follow as each word is underlined. They identify text features such as the first word on a page. They remember parts of the story such as the number of characters and add these elements to an interactive story map.

### Story map: Muddled up!

L9493 – Year P

Students listen to the story *Muddled up!* and follow as each word is underlined. They identify specific text features and remember information about the story, such as the resolution, and add these elements to an interactive story map.

### Story map: Rocky at school

L9495 – Year P

Students listen to the story *Rocky at school* and follow as each word is underlined. They identify specific text features and remember parts of the story, such as the setting, and add these elements to an interactive story map.

### Story map: tool

L9496 – Year P

Students use an interactive tool to create a story map for a narrative. They recall the following elements of a story: title, setting, characters, orientation, complication and resolution.
Sentence builder series (Year P)

Students explore the characteristics of letters, words and sentences. Students create simple, meaningful sentences from categories of words that are illustrated using a sentence builder machine.

Features include:
- opportunities to investigate the characteristics of letters, words and sentences
- opportunities to create sentences from a bank of words
- a drawing zone for students to create a picture to match a sentence
- a printable worksheet that captures the student’s work and also includes the set of words and icons used in the sentence builder
- design features that support the use of the objects on interactive whiteboards by young users (for example, the positioning of selectable elements in the lower part of the screen).

Students:
- identify and classify items as letters, words or sentences
- construct simple, meaningful sentences by selecting words from categories that include when, who, what, where and setting.

---

Sentence builder: prehistoric 1
L9491 – Year P

Students help a caveman to sort letters, words and sentences. They use a sentence builder machine to create their own present-tense sentences. They choose words from four groups: who, what, where and setting.

---

Sentence builder: prehistoric 2
L9489 – Year P

Students help a caveman to sort letters, words and sentences. They use a sentence builder machine to create their own past-tense sentences. They choose words from five groups: when, who, what, where and setting.

---

Sentence builder: ocean 1
L9492 – Year P

Students help a mermaid to sort letters, words and sentences. They use a sentence builder machine to create their own present-tense sentences. They choose words from three groups: who, what and where.
Sentence builder: ocean 2  
L9490 – Year P  
Students help a mermaid to sort letters, words and sentences. They use a sentence builder machine to create their own past-tense sentences. They choose words from four groups: when, who, what and where.

Sentence builder: ocean: tool  
L10255 – Year P  
Students help a mermaid to use a sentence builder machine and create their own past-tense sentences. They choose words from four groups: when, who, what and where.

Sentence builder: prehistoric: tool  
L10254 – Year P  
Students help a caveman to use a sentence builder machine and create their own past-tense sentences. They choose words from five groups: when, who, what where and setting.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Students explore the key features of procedural texts. For each procedure, they use prepositions to locate materials in a classroom and correctly sequence the steps of the procedure within a storyboard framework.

**Features include:**
- opportunities to use prepositions to locate items within a setting
- opportunities for students to put a sequence of procedural steps in order
- an option to print the template and procedural text
- design features that support the use of the objects on interactive whiteboards by young users; for example, the positioning of selectable elements in the lower part of the screen.

**Students:**
- identify the aim, materials and steps in a procedural text
- identify the correct order for the steps in a procedural text
- use positional prepositions such as 'behind' to identify the location of items.

---

**Procedural texts: let's make a mask**  
L9476 – Year P

Students discover the three organisational features of a procedure (aim, materials and steps) by making a lion mask. They find the materials they need hidden in a classroom. They capture each step on a virtual camera and then put the steps in the correct order.

---

**Procedural texts: let's plant a tree**  
L9479 – Year P

Students explore the three organisational features of a procedure by looking at the steps taken to plant a tree. They investigate the steps to plant the tree by taking photos of each step with a virtual camera. They then put the steps in the correct order.

---

**Procedural texts: let's make a kite**  
L9477 – Year P–1

Students discover the three organisational features of a procedure by making a kite. They follow instructions to locate the materials, which are hidden in a classroom. They reflect on the procedure and then arrange the jumbled steps in the right order.

---

**Procedural texts: let's make a banana split**  
L9480 – Year P

Students explore a procedure for making a banana split. They investigate the steps taken to make the banana split by taking photos with a virtual camera. They reflect on the procedure and then arrange the jumbled steps in the right order.

---

**Procedural texts: let's make a sock puppet**  
L9478 – Year P

Students follow a procedure for making a sock puppet.
They locate the materials, which are hidden in a classroom. They then reflect on the procedure by arranging the jumbled steps in the right order.

**Dragon's jumble series (Years P–1)**

Students help a dragon remember what happened in his dream or in his garden by putting a sequence of pictures in order, and then matching sentences to the sequence. Students use temporal connectives to complete the story.

**Features include:**
- illustrations of the use of temporal connectives
- demonstrations of how some temporal connectives are interchangeable
- tools to enable students to sequence pictures in order then match sentences to the sequence
- audio representations of all text to support student comprehension
- three print options for students' completed recounts: pictures only, text only, or both pictures and text.

**Students:**
- view pictures from a recount about one of the dragon's dreams or visit his garden and then place the pictures in the correct order
- match sentences to what is happening in pictures
- use temporal connectives such as 'first', 'then' and 'in the end' to show the order of events
- observe that some temporal connectives are interchangeable.

**Dragon's jumble: dream: three parts**  
L7864 – Years P–1

Students place three pictures from each of the dragon's dreams in the correct order. The dreams include eating pumpkins, swimming in a lake and sliding down a rainbow.

**Dragon's jumble: garden: three parts**  
L7865 – Years P–1

Students place three pictures from stories about the visits the dragon makes to his garden in the correct order. The recounts include planting seedlings, gathering peaches and watering flowers.
<table>
<thead>
<tr>
<th>Learning Object</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dragon’s jumble: dream: four parts</strong>&lt;br&gt;L7862 – Years 1</td>
<td>This learning object is similar to <em>dream: three parts</em> but includes an extra picture in each of the dragon's dreams.</td>
</tr>
<tr>
<td><strong>Dragon’s jumble: garden: four parts</strong>&lt;br&gt;L7863 – Years 1</td>
<td>This learning object is similar to <em>garden: three parts</em> but includes an extra picture in each recount.</td>
</tr>
</tbody>
</table>
My design series (Years P–2)

Students combine a range of graphic and audio elements to create a show and tell presentation of a talking cat, a crazy car or a talking dinosaur.

Features include:
- a range of character design elements such as size, mood, colour and voice
- an animation of the students' completed design
- an option to print.

Students:
- design a cat, dinosaur or car by selecting from a range of elements
- name their creation and add text to describe it
- evaluate their design by using icons and adding their opinion
- can change their design as many times as they wish.

My design: talking cat: choose text
L8184 – Year P

Students design a talking cat to present at show and tell. They choose a voice and background picture for their cat, decide on a name and select a note about their cat.

My design: talking cat: create own text
L8183 – Years 1–2

Students create a talking cat and add their own text about the cat. Students then evaluate their cat's features.

My design: talking dinosaur: choose text
L8185 – Year P

Students design a talking dinosaur to present at show and tell. They choose a voice and background picture for their dinosaur, decide on a name and select a note about their dinosaur.

My design: talking dinosaur: create own text
L8186 – Years 1–2

Students create a talking dinosaur and add their own text about the dinosaur. Students evaluate their dinosaur's features.

My design: talking car: choose text
L8187 – Year P

Students design a talking car to present at show and
tell. They choose a voice and background picture for their car, decide on a name and select a note about their car.

My design: talking car: create own text  
L8188 – Years 1–2

Students create a talking car and add their own text about the car. Students evaluate their car's features.
Pirate treasure hunt series (Years P–2)

Students join forces with Pirate Jack to solve problems and find the hidden treasure.

Features include:
- opportunities for students to solve problems using their literacy and numeracy skills within the framework of a pirate treasure map
- a variety of problem types including spelling, shapes, visual clues, word knowledge, addition of numbers and time
- different challenge options appropriate to age levels.

Students:
- analyse problems using a range of strategies, including interpreting clues, intuition, and trial and error
- solve problems using literacy and numeracy skills.

---

Pirate treasure hunt: eight challenges
L8304 – Year 2

Students use a pirate treasure map to work their way through the eight obstacles in the right order to solve the clues and find the booty!

---

Pirate treasure hunt: five challenges 1
L8305 – Year 1

Students join forces with Pirate Jack to solve five problems and find the hidden treasure. They need to solve each problem before tackling the next obstacle. For example, they’ll need to find a box of matches before lighting the wick on a cannon.

---

Pirate treasure hunt: five challenges 2
L8306 – Years P–1

Students join forces with Pirate Jack to solve five problems and find the hidden treasure. They need to solve each problem before tackling the next obstacle. For example, they’ll need to find the plan before building the raft.

This series contains non-TLF content. See Acknowledgements in the learning objects.
**Letter planet series (Years P–2)**

In an intergalactic city, students observe and listen to words that have the same letter or letter combinations, and then search for words that feature those letters or patterns.

**Features include:**
- modelling of how various sounds form part of a word
- audio representation of written words
- opportunities for student to identify words containing specific sounds
- a focus on the importance of word order in the construction of sentence meaning
- structured feedback including audio feedback for all words and letter combinations and sounds.

**Students:**
- help a stranded space traveler fill the fuel tanks by locating words featuring a specific letter or letter combinations
- unjumble sentences that include words with the specific letter or letter combinations to reveal a message.

### Letter planet: oo, ee, ai

**L7852 – Year 1**

Students locate words featuring 'oo', 'ee' and 'ai'. Students then unjumble sentences featuring words containing 'oo', 'ee' and 'ai'.

### Letter planet: s, c, b

**L7853 – Year P**

Students identify words beginning with the consonants 's', 'c' and 'b'. Students then unjumble sentences featuring words starting with 's', 'c' and 'b'.

### Letter planet: a, e, o

**L7854 – Year 1**

Students identify words beginning with the medial vowels 'a', 'e' and 'o'. Students then unjumble sentences featuring words containing 'a', 'e' and 'o'.

### Letter planet: sh, ch, th

**L7855 – Years 1–2**

Students locate words featuring the consonant diagraphs 'sh', 'ch' and 'th'. Students then unjumble sentences featuring words containing 'sh', 'ch' and 'th'.
Words and pictures series (Years P–2)

Students help Di, an artist who paints pictures of phrases, paint pictures by matching words with the same letter combinations and pairing them with a preposition to make a phrase.

Features include:
- a tool to enable students to select combinations of words
- pictures to raise awareness of how prepositions change the spatial relationship between objects
- audio representations of rhymes created by students
- visual representations of rhymes created by students.

Students:
- identify patterns and words according to criteria such as rhyme or beginning or ending with the same initial letter/s
- construct phrases by adding a preposition to their selected words
- understand how prepositions change the spatial relationships between objects.

Letter planet: igh, ear, str
L7856 – Year 2

Students locate words featuring the three letter clusters 'igh', 'ear' and 'str'. Students then unjumble sentences featuring words containing 'igh', 'ear' and 'str'.

Words and pictures: rhyme time
L7857 – Year 1

Students construct rhyming phrases by selecting words that rhyme and adding a preposition.

Words and pictures: first letter
L7858 – Years P–1

Students select words that begin with the same letter and add a preposition to create a phrase.

Words and pictures: last letter
L7859 – Year 1

Students select words that end with the same letter and add a preposition to create a phrase.
Words and pictures: beginning letters
L7860 – Years 1–2

Students select words that begin with the same two consonants and add a preposition to create a phrase.

Words and pictures: final letters
L7861 – Years 1–2

Students construct phrases by selecting words that end in the same two letters and adding a preposition to create a phrase.
Make it happen series (Years 1–2)

Students identify the purpose and components of different styles of written communication.

Features include:
- models of the purpose and features of various texts such as advertisements or invitations
- illustrations of the purpose and features of written and verbal communication
- feedback when students make decisions in response to information in the text and audio
- a caption-matching exercise for students to apply comprehension skills
- audio to support reading and comprehension.

Students:
- identify the purpose and components of a notice
- gather information by reading and listening to spoken and written messages
- interpret visual information
- discriminate between words to select appropriate captions.

Make it happen: plan a party
L8289 – Years 1–2

Students prepare an invitation to a birthday party and include a statement, a photo and important details such as address, phone number and reply date. They then choose items of food to buy for the party and use a map to select shops where they can buy the food.

Make it happen: find Honey
L8286 – Years 1–2

Students create a notice to let people know their dog is lost and include a statement, photo and important details such as contact address and phone number. They then select places to put up the notice and decide where to look for Honey.

Make it happen: give away a bike
L8288 – Years 1–2

Students create a notice to find someone to give their bike to. They select places to put up the notice and consider the replies to the notice when deciding who to give the bike to.

Make it happen: find a dog-walker
L8287 – Years 1–2

Students create a notice to find someone to walk Honey in the mornings. The notice must include a statement, photo and important details such as contact address and phone number. Students select places to put up the notice and consider the replies to the notice when deciding who is to walk Honey.
Make it happen: plan a clean-up
L8290 – Years 1–2

Students prepare an invitation to a clean-up and picnic. The invitation must include a statement, a photo and important details such as address, phone number and date. Students choose items to buy for the clean-up and picnic, and use a map to select shops where they can buy the things they need.

Make it happen: plan a school play
L8291 – Years 1–2

Students create a poster for a school play. The poster must include a picture and important details such as ticket prices, location and phone number. Students complete a photo album of the school play by selecting captions to match photos.
My day series (Years 1–2)

Students help children in a variety of activities by selecting the most appropriate text for each task.

Features include:
- opportunities to focus on word discrimination to differentiate texts
- feedback when students make decisions in response to information in the text
- audio to support reading and comprehension.

Students:
- identify the real-life purpose of a text by matching the most appropriate text to an activity
- assess whether a text is suitable for a particular purpose by evaluating a range of similar texts in the context of everyday activities.

**My day: Li: level 1**  
L8292 – Year 1

Students help Li by selecting the best texts for different parts of his day. They choose the correct text in a range of activities such as helping Li make up his mind about which bus to take to school and what to choose for a healthy lunch from the menu.

**My day: Li: level 2**  
L8293 – Years 1–2

Students help Li by selecting the best texts for different parts of his day. They choose the correct text in a range of activities such as helping Li make up his mind about what to pack in his school bag and which recipe would be a healthy choice for dinner.

**My day: Li: level 3**  
L8294 – Year 2

Students help Li by selecting the best texts for different parts of his day. They choose the correct text in a range of activities such as helping Li make up his mind about which food is healthy for breakfast and what to pack in his school bag.

**My day: Jeneka: level 1**  
L8295 – Year 1

Students help Jeneka by selecting the best texts for different parts of her day. They choose the correct text in a range of activities such as helping Jeneka choose a healthy breakfast and complete a writing task.

**My day: Jeneka: level 2**  
L8296 – Years 1–2
Students help Jeneka by selecting the best texts for different parts of her day. They choose the correct text in a range of activities such as helping Jeneka make up her mind about what to pack in her school bag and what to choose for a healthy lunch from the menu.

**My day: Jeneka: level 3**
L8297 – Year 2

Students help Jeneka by selecting the best texts for different parts of her day. They choose the correct text in a range of activities such as helping Jeneka get to school and completing a project about Vincent Lingiari.
Just like me series (Year 2)

Students compare their favourite things with children who like different things.

Features include:
- opportunities for students to explore the concepts of 'similarities' and 'differences'
- randomisation of categories to encourage repeated use
- audio representations of all text to support student comprehension
- an option to print the students' completed notes.

Students:
- evaluate the similarities and differences between themselves and the characters
- investigate a range of categories to identify the character they have most in common with
- compare the items they share with the characters, and identify those that are different.

---

Just like me: Rose, Kaneisha and Sammy
L8298 – Year 2

Students choose their favourite things from four groups: musical instruments, things to do, lunches and places. They discover Rose’s, Kaneisha’s and Sammy’s favourite things and compare them with their own choices.

---

Just like me: Rose, Dawit and Zeina
L8299 – Year 2

Students choose their favourite things from four groups: musical instruments, lunches, places and things to do. They discover Rose’s, Dawit's and Zeina's favourite things and compare them with their own choices.

---

Just like me: Kaneisha, Dawit and Mana
L8300 – Year 2

Students choose their favourite things from four groups: lunches, places, musical instruments, and pets. They discover Kaneisha’s, Dawit's and Mana's favourite things and compare them with their own choices.

---

Just like me: Sammy, Zeina and Dawit
L8301 – Year 2

Students choose their favourite things from four groups. They discover Sammy's, Dawit's and Zeina's favourite lunches, places, pets and things to do and compare them with their own choices.

---

Just like me: Mana, Kaneisha and Sammy
L8302 – Year 2

---
Students choose their favourite things from four groups: things to do, places, pets and lunches. They discover Mana's, Kaneisha's and Sammy's favourite things and compare them with their own choices.

Just like me: Mana, Rose and Zeina
L8303 – Year 2

Students choose their favourite things from four groups: musical instruments, pets, lunches and places. They discover Mana's, Rose's and Zeina's favourite things and compare them with their own choices.
Read between the lines series (Years 3–4)

Students read signs around a neighbourhood. They analyse the information in each sign to work out the implied meaning, and to determine the opinions, feelings and ideas of people in the neighbourhood.

Features include:
• opportunities for students to practice reading for implied meaning behind words and pictures by offering a series of scaffolded comprehension activities
• an option to print a record of the student’s analysis for each text, their final summary and their answer to the main question.

Students:
• apply their own opinions to the information they read
• use an interactive map to travel around various locations and gather information from five written and graphic texts for analysis
• draw together the information collected from individual texts to address a broader issue.

---

Read between the lines: neighbourhood
L8203 – Years 3–4

Students read signs around a neighbourhood to answer the question: Is Tambo Waters a great place for pets?

Read between the lines: park
L8205 – Years 3–4

Students read signs around a park, review the information collated from each sign and then answer the question: Is the park a healthy place for children?

Read between the lines: shopping centre
L8204 – Years 3–4

Students read signs around a shopping centre and then answer the question: Are children welcome at the shopping centre?
Read between the lines: assessment series (Years 3–4)

Students read signs around a neighbourhood. They analyse the information in each sign to work out the implied meaning, and to determine the opinions, feelings and ideas of people in the neighbourhood.

Features include:
- five written and graphic texts for students to analyse in order to identify clearly stated information, opinions, feelings and ideas
- a series of scaffolded comprehension activities to enable students to read for implied meaning behind words and pictures
- opportunities for students to justify their answers to questions
- a succession of levels of complexity that support a student's progress
- an option to print the assessment report.

Students:
- justify an opinion based on the information they read
- use an interactive map to travel around various locations and gather information from five written and graphic texts for analysis
- collect information from individual texts to address a broader issue.

---

Read between the lines: neighbourhood: assessment
L9672 – Years 3–4

Students are assessed on their understanding of signs around a neighbourhood. They answer the question: Is Tambo Waters a great place for pets?

---

Read between the lines: park: assessment
L9678 – Years 3–4

Students are assessed on their understanding of signs around a park. They review the information collated from each sign and then answer the question: Is the park a healthy place for children?

---

Read between the lines: shopping centre: assessment
L9677 – Years 3–4

Students are assessed on their understanding of signs around a shopping centre to answer a question about how friendly it is towards children.

© Education Services Australia Ltd, 2011, unless otherwise indicated.
Picture story series (Years 3–4)

Students view a movie created from a still photo to see how combinations of camera shots can hide things from, or reveal thing to, the audience in order to create a mood. Students use software tools to create their own movie from a still photo.

Features include:
- three photos and simple software tools for students to use to create a story
- opportunities to use information and communication technologies to convey an idea
- an option to print the student's reflections on what they have learned from making three different picture stories.

Students:
- view a movie created from a still photo and then use software tools to recreate the sequence
- apply knowledge of how to adapt visual elements to change meaning
- write a story idea and then use software tools to create a movie from a still photo
- experiment with visual storytelling.

Picture story: outdoor adventure
L8199 – Years 3–4

Students view a movie created from a still photo of people horse riding. They then use software tools to remake the movie, selecting the elements from the photo which become the movie shots. Finally, they write their own story idea and use the tools to create a movie from a different image.

Picture story: situations
L8200 – Years 3–4

Students view a movie created from a still photo of people inside a room with others outside the window. They then use software tools to remake the movie, selecting the elements from the photo which become the movie shots. Finally, students write their own story idea and use the tools to create a movie from a different image.

Picture story: in the crowd
L8201 – Years 3–4

Students view a movie created from a still photo of people on a crowded street. They then use software tools to remake the movie, selecting the elements from the photo which become the movie shots. Finally, students write their own story idea and use the tools to create a movie from a different image.

Picture story: history
L8202 – Years 3–4

Students view a movie created from a still historical photo of riveters working on the Sydney Harbour bridge. They then use software tools to remake the movie, selecting the elements from the photo which become the movie shots. Finally, students write their own story idea and use the tools to create a movie from a different image.
Picture story: assessment series (Years 3–4)

Students demonstrate their ability to combine shot selection and camera movement to tell a story from a still picture.

Features include:
- an assessment of each student's ability to combine shot selection and camera movement to tell a story from a still picture
- opportunities to use information and communication technologies to convey an idea
- a printable report of the student's shot and camera movement choices
- a mechanism for the teacher to comment on the student's justifications for their shot and camera movement choices.

Students:
- complete a practice task, creating a movie from a still photo using simple software tools
- apply knowledge of how to adapt visual elements to change meaning
- write a story idea and then use software tools to create a movie from a still photo
- experiment with visual storytelling.

Picture story: outdoor adventure: assessment
L9673 – Years 3–4

Students view a movie created from a still photo of people horse-riding and use software tools to tell a different story using the same image. They then apply these skills to an assessment task, telling a story from a different photograph.

Picture story: situations: assessment
L9674 – Years 3–4

Students use software tools to recreate a movie about a girl daydreaming. They see how combinations of camera shots can hide things from, or reveal things to, the audience and create mood. Then they apply these skills to an assessment by telling a story using a different photo.

Picture story: in the crowd: assessment
L9675 – Years 3–4

Students view a movie created from a still photo of people in a crowd and use software tools to tell a different story using the same image. They then apply these skills to an assessment task, telling a story from a different photograph.

Picture story: history: assessment
L9676 – Years 3–4

Students use software tools to recreate a movie about a ship coming into port. They see how combinations of camera shots can hide things from, or reveal things to, the audience and create mood. Then they apply these skills to an assessment by telling a story using a different photo.
Design a layout series (Years 3–4)

Students examine the visual elements of a layout and create a new layout to improve the reader's response to a text.

Features include:
- models of good layouts
- a layout software simulator to explore the effect of changes in visual elements on a layout
- scaffolded activities to develop each student's skills in manipulating the visual elements of a layout to improve readability
- examples that represent good and poor layouts
- an option to print the student's layouts, the model layouts for comparison, and the student's written reflections on what they learned.

Students:
- explore how the style, size, colour and placement of images, text and other page elements can improve the readability of a text
- try different layouts to compare the effect
- compose texts in print form using ICT.

Design a layout: magazine
L8743 – Years 3–4

Students examine how visual elements in a magazine page affect reader response. They compare a poor page layout with a good one, then identify how the visual elements in the good layout help to convey meaning to the reader. Students reflect on the elements of a good magazine layout and why they are important.

Design a layout: advertisement
L8744 – Years 3–4

Students compare a poorly created print advertising layout with a good layout and identify how the visual elements in the good layout work better to convey meaning to the reader. They examine the print advertisement's model layouts and then create a new layout to suit the advertisement's requirements.

Design a layout: movie poster
L8745 – Years 3–4

Students examine how visual elements in a movie poster affect reader response. They explore how the style, size, colour and placement of images, text and other page elements can improve the readability of the poster. They try different page layouts and compare the effect to create a new poster.
Design a layout: local newspaper
L8746 – Years 3–4

Students examine how visual elements in a newspaper page affect reader response. They compare a poor page layout with a good one, and then identify how the visual elements in the good layout help convey meaning to the reader. Students reflect on what a good layout for a newspaper is and why it is important.

Design a layout: assessment series (Years 3–4)

Students are assessed on their understanding of how the visual elements of a text affect reader response.

Features include:
- a page layout software simulator to explore the effect of changes in visual elements on a page
- scaffolded activities to develop each student's skills in manipulating visual elements of page layout to improve readability
- texts that illustrate good and poor page layout
- an introduction to the terms used in page layout
- the option to print a report of the student's performance.

Students:
- explore how the style, size, colour and placement of images, text and other page elements can improve the readability of the page.
- compose texts in print form using ICT
- reflect on what they have learned about page layout and why it is important.

Design a layout: magazine: assessment
L9683 – Years 3–4

Students compare a poorly created magazine page layout with a good page layout and identify how the visual elements in the good layout work better to convey meaning to the reader. They create a new page layout to suit the magazine’s requirements.

Design a layout: poster: assessment
L9685 – Years 3–4

Students examine how visual elements in a movie poster affect reader response. They compare a poorly created poster layout with a good layout and identify how the visual elements in the good layout work better to convey meaning to the reader.
Design a layout: advertisement: assessment
L9684 – Years 3–4

Students compare a poorly created print advertising layout with a good layout and identify how the visual elements in the good layout work better to convey meaning to the reader. They examine the print advertisement's exemplar layouts, then create a new layout to suit the advertisement's requirements.

Design a layout: newspaper: assessment
L9686 – Years 3–4

Students explore how visual elements on a newspaper page affect reader response. They consider how the style, size, colour and placement of images, text and other page elements can improve the readability of the page, then create a new page layout to match the newspaper's requirements.

Wonderful words, creative stories series (Years 3–4)

Students add adjectives and adverbs to simple sentences and receive immediate visual feedback on their choices. Students use the new words they have learnt and the skills they have developed to create their own imaginative sentences.

Features include:
- lists of adjectives and adverbs for students to use to enhance simple sentences
- immediate visual feedback on students' word choices
- hint pop-ups to assist students when creating new text
- an option for students to print their imaginative story
- three optional extension activities on powerful words, each with a free text-entry field and a print feature.

Students:
- add adjectives and adverbs to simple sentences to make them more descriptive
- experiment by substituting different descriptive words in sentences and notice the impact of their word choices on the accompanying animations
- see how visual language enriches meaning and enhances reader engagement.

Wonderful words: creative stories: space
L8739 – Years 3–4

Students add descriptive words to two simple sentences about a rocket and an astronaut to make the sentences more interesting. Includes the following extension activities: describe a space-related image; use a new set of words to create another vivid sentence; extend a story about rockets and astronauts.

Wonderful words, creative stories: pets
L8740 – Years 3–4

Students add descriptive words to two simple sentences about a cat and a fish to make the sentences more interesting. Includes the following three extension activities: describe a pet-related image; use a new set
Students add descriptive words to two simple sentences about a chef and a lady in a restaurant to make the sentences more interesting. Includes the following extension activities: describe a dinner-related image; use a new set of words to create another vivid sentence; extend a story about a meal.

**Wonderful words, creative stories: beach**
L8741 – Years 3–4

Students add descriptive words to two simple sentences about a boy and a girl at the beach to make the sentences more interesting. Includes the following extension activities: describe a beach-related image; use a new set of words to create another vivid sentence; extend a story about children at the beach.

---

This series contains non-TLF content. See Acknowledgements in the learning objects.
Wonderful words: assessment series (Years 3–4)

Students demonstrate their ability to use adjectives and adverbs to enrich the meaning of simple sentences and to enhance reader engagement. They then join the sentences using appropriate connecting words.

Features include:
- lists of adjectives and adverbs for students to use to enhance sentences
- a list of connecting words and phrases for students to use to join two simple sentences into one sentence
- an opportunity for students to write their own sentences to continue a story
- the option to print an assessment report that includes the student’s story.

Students:
- use appropriate language and grammatical features to create vivid descriptive texts
- enliven sentences by adding appropriate adjectives and adverbs to two simple sentences
- join simple sentences appropriately and use the new sentence to start a story
- write their own sentences to continue the story.

Wonderful words: space: assessment
L9681 – Years 3–4

Students add appropriate adjectives and adverbs to two simple sentences about a rocket and an astronaut to make the sentences livelier. They select a suitable connecting word or phrase to join the two sentences, then write a few more vivid sentences to continue the story.

Wonderful words: pets: assessment
L9679 – Years 3–4

Students view animations of a cat and a fish. They add appropriate adjectives and adverbs to two simple sentences about the cat and fish to make the sentences more interesting. Students join their two interesting sentences with an appropriate connecting word to start a story. They then write their own sentences to continue the story.

Wonderful words: beach: assessment
L9680 – Years 3–4

Students view animations of a boy and a girl on the beach. They add adjectives and adverbs to two simple sentences about them to make the sentences livelier. Students select a suitable connecting word or phrase to join the sentences, then write a few more vivid sentences to continue the story.

Wonderful words: food: assessment
L9682 – Years 3–4

Students add appropriate adjectives and adverbs to two simple sentences about a chef and a diner to make the sentences livelier. They select a suitable connecting word or phrase to join the two sentences, then write a few more vivid sentences to continue the story.
Fix the mix-up series (Years 3–4)

Students identify incorrect sections of text and visuals on presentation slides and receive immediate feedback on their choices. Students are presented with alternative choices to replace the incorrect elements, and alter each presentation until it meets the audience's expectations and the speaker's purpose.

Features include:
- activities that highlight how language features change to suit different contexts, audiences and purposes
- examples that illustrate the differences between the tone and vocabulary used for different texts
- supportive scaffolding if students make inappropriate choices.

Students:
- identify how different fields of communication have specific language styles and features
- select and use the appropriate type of text for different purposes
- select appropriate content for specific texts and contexts.

Fix the mix-up: conference
L8747 – Years 3–4

Students examine the presentations of two conference speakers that display types of text and visuals inappropriate to each speaker's field. They find out what the audiences expect from the two presenters, and note that each speaker's presentation appears to have been mixed up. Students then review each presentation and change the text forms to meet audience expectations.

Fix the mix-up: advertisement
L8750 – Years 3–4

Students examine two advertising presentations that display types of text and visuals inappropriate to their different audiences and purposes. They find out what the audiences expect from the two advertisements, review each presentation and change the text forms to meet each audience's expectations.

Fix the mix-up: school assembly
L8749 – Years 3–4

Students examine the presentations of two speakers at a school assembly, each of which displays types of text and visuals inappropriate to each speaker's status and purpose. They find out what the audience expects from the two presenters, and note that each speaker's presentation appears to have been mixed up. Students then review each presentation and change the text forms to meet the audience's expectations.

Fix the mix-up: TV show
L8748 – Years 3–4

Students examine the presentations of two TV hosts that display types of text and visuals inappropriate to each speaker's field. They find out what the audiences expect from the two presenters, and note that each
speaker's presentation appears to have been mixed up. Students then review each presentation and change the text forms to meet audience expectations.

Fix the mix-up: assessment series (Years 3–4)

Students demonstrate their understanding of how to select appropriate content for specific texts and contexts.

Features include:
- an assessment of student understanding of how linguistic features change to suit different contexts, audiences and purposes
- a focus on the differences between tone and vocabulary used for a formal and an informal text
- a printable report of the student's work.

Students:
- identify appropriate texts, images and organisational features for two presentations
- describe the language and organisational features of a successful onscreen presentation
- select and use the appropriate type of text for different purposes
- select appropriate content for specific texts and contexts.

Fix the mix-up: conference: assessment
L9687 – Years 3–4

Students examine the mixed-up presentations of two speakers at a chocolate conference. Each presentation displays texts and visuals inappropriate to the speaker’s field. Students find out what the audience expects from each presenter, then change text and visuals to meet expectations.

Fix the mix-up: advertisement: assessment
L9690 – Years 3–4

Students review presentations by two speakers at an advertising agency. Each presentation displays text and visuals inappropriate to the advertisements being presented. Students examine the texts for language style, structure and delivery mode. They then change the text and visuals to meet the audience's expectations.
Fix the mix-up: school assembly: assessment  
L9689 – Years 3–4

Students examine the mixed-up presentations of two speakers at a school assembly: a principal's formal report and an informal talk by a student. They find out what the audiences expect from the two presenters, then review each presentation, examining the texts for language style, structure and delivery mode.

Fix the mix-up: TV show: assessment  
L9688 – Years 3–4

Students review the presentations of two TV hosts. Each presentation displays text and visuals inappropriate to the speaker's field. Students examine the texts for language style, structure and delivery mode. They then change the text and visuals to meet the audience's expectations.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Show and tell: assessment series (Years 3–9)

Students demonstrate their comprehension skills and understanding of story elements to construct a recount of a cartoon.

Features include:
• opportunities to interpret an animated cartoon
• language elements to be arranged into sentences
• images to accompany a recount
• increasing levels of difficulty throughout the learning object
• a printable report of the student's performance.

Students:
• construct recounts of cartoons
• identify and use verbs (processes) and subjects (participants) in texts
• review sentences and improve them using adjectives and adverbs
• choose an appropriate image to accompany a text description.

Show and tell: here, boy: assessment
L9958 – Years 3–7

Students select phrases to create sentences and build a basic factual recount about a dog in a backyard. They rearrange phrases in the sentences to achieve the best word order.

Show and tell: that cat: assessment
L9959 – Years 3–7

Students construct sentences by creating a recount of a cartoon about a cat chasing a dog. They select phrases to create sentences and build a basic factual recount. They also add adjectives and adverbs to make the story clearer and funnier.

Show and tell: eerie encounter: assessment
L9961 – Years 5–9

Students construct sentences by creating a recount of a cartoon about an encounter with a creature from outer space. They select phrases and rearrange them into sentences to create the best word order. Then they join sentences together to explain how ideas can be linked.

Show and tell: close encounter: assessment
L9960 – Years 5–9

Students select phrases to create sentences and build a basic factual recount about an encounter with a lion. They rearrange the phrases to create the best word order, then add adjectives and adverbs to make the story clearer and more interesting.

This series contains non-TLF content. See Acknowledgements in the learning objects.
**Ready to race series (Years 4–6)**

Students investigate visual texts and collect data to alter the wheel, jet, tyre and gear settings on a go-kart in order to set the fastest lap time in a racing simulation.

**Features include:**
- an authentic activity in which students use information texts to improve their results in a go-kart competition
- a range of visual texts such as tables, graphs, calendars, simple maps and diagrams
- game play to engage and encourage students to investigate the information texts to improve their go-karting performance
- scaffolded activities to develop students’ skills in interpreting visual texts and relating them to information required for a task.

**Students:**
- identify specific information in information texts
- draw appropriate conclusions about ideas and information within texts
- make connections between related information and ideas within different kinds of texts.

<table>
<thead>
<tr>
<th>Ready to race: wheels, jets, tyres and gears</th>
<th>L8751 – Years 4–6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read and collect various sources of information at a go-kart race track. They investigate visual sources of information to choose the style of their kart, find the date and time of their race and improve their lap time by adjusting four elements on their kart.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ready to race: jets, tyres and gears</th>
<th>L8754 – Years 4–6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read and collect various sources of information at a go-kart race track. They investigate visual sources of information to choose the style of their kart, find the date and time of their race and improve their lap time by adjusting the kart's jets, tyres and gears.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ready to race: wheels and jets</th>
<th>L8752 – Years 4–6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students collect and analyse different kinds of visual texts at a go-kart track. They follow instructions and make adjustments to their kart's wheels and jets to suit the racetrack conditions and improve their lap times by adjusting the two elements on their kart.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ready to race: wheels, jets and tyres</th>
<th>L8753 – Years 4–6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students make their kart the fastest on the track by reading and collecting information from different kinds of visual texts. They follow instructions and make adjustments to their kart's wheels, jets and tyres to suit the racetrack conditions and improve their lap times by adjusting the three elements on their kart.</td>
<td></td>
</tr>
</tbody>
</table>

This series contains non-TLF content. See Acknowledgements in the learning objects.
## Film study series (Years 5–7)

Students view clips from black-and-white newsreels about Australian life in a past period. They interpret aspects of the clip and evaluate its purpose.

### Features include:
- visual material in a familiar context
- visual cues to be identified and interpreted
- an opportunity to develop comprehension of visual material.

### Students:
- identify main ideas and the sequence of events
- make judgments and justify opinions using information and ideas from a film clip
- link verbal segment with visual segments.

<table>
<thead>
<tr>
<th>Film study: school playground</th>
<th>L9933 – Years 5–7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students watch a black-and-white newsreel about a school playground in 1925. They identify what the children are doing in different segment and compile a report.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Film study: at the beach</th>
<th>L9934 – Years 5–7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students watch a film about men and women by the seaside in early 20th-century Australia. They answer a series of questions about what they have seen in the clip and complete a report.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Film study: volunteer workers</th>
<th>L9935 – Years 5–7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students watch a clip from a silent newsreel showing men and women volunteers clearing land for returned soldiers after World War I. They select various sections of the clip, interpret the actions of the participants, answer a series of questions and complete a report.</td>
<td></td>
</tr>
</tbody>
</table>

This series contains non-TLF content. See Acknowledgements in the learning objects.
Students explore the techniques through which positive or negative evaluations are communicated in multimodal texts.

**Features include:**
- techniques through which positive or negative evaluations are communicated in multimodal texts
- examples of words and phrases in a written text that carry a negative evaluation
- examples of positive words, phrases, images and audio features to counteract the negative evaluation in a text
- illustrations of how positive advertising texts for ads in a billboard and a magazine and on radio are constructed to promote a product
- a selection of elements for students to assemble and create ads
- feedback on the appeal of each element selected for the ad
- opportunities for students to consider further research in level 2 objects.

**Students:**
- investigate the evaluative stances of a range of texts and textual features
- relate the nature and strength of an evaluative stance in texts to multimodal text choices
- identify verbal elements that contribute to a negative stance in a text
- distinguish which elements contribute to an evaluative stance in multimodal texts
- evaluate and construct a positive stance in multimodal texts by selecting and combining elements of image, sound, and written and spoken text to create ads
- create positive advertising campaigns to counter specific complaints about a product or service.

### Ad campaign: soft drink: level 1
**L6172 Years 5–7**

Students create a positive ad campaign for the Zizz soft drink.

### Ad campaign: TV show: level 1
**L6174 Years 5–7**

Students create a positive ad campaign for the *Wild celebrity challenge* reality TV show.

### Ad campaign: celebrity fundraiser: level 1
**L6176 Years 5–7**

Students create a positive ad campaign for the Bright Future Africa charity.
Ad campaign: celebrity fundraiser: level 2  
L6177 Years 7–9

Students create a positive ad campaign for the Shark Rescue charity.

Ad campaign: soft drink: level 2  
L6173 Years 7–9

Students create a positive ad campaign for the Chilly soft drink.

Ad campaign: TV show: level 2  
L6175 Years 7–9

Students create a positive ad campaign for the Wish my dog could do that TV show.
Write an article: assessment series* (Years 5–6)

Students are assessed on their ability to research and write an article. They use a model structure and persuasive text to support a responsible position.

Features include:
- a model showing suitable text structure, features and language (including use of opinion adjectives and adverbs) used in an exposition
- highlighting of the importance of audience and purpose when making language choices
- definitions of difficult words
- an option to print an exposition compiled by the student
- a printable report of the student's performance.

Students:
- complete a factual exposition to suit the social context, audience and purpose
- revise a factual exposition to improve language choice and usage
- choose opinion adjectives and adverbs to support an evaluative stance
- interpret technical language.

Write an article: responsible fishing: assessment
L9769 – Years 5–6

Students research fishing in Western Australia. They look at how and why laws restrict people from taking certain fish. They identify cases where laws about size and bag limits and closed seasons apply. Students build a magazine article explaining the fishing laws.

Write an article: fire safety: assessment
L9770 – Years 5–6

This assessment object is in development.
Finish the story: assessment series (Years 5–7)

Students demonstrate their ability to build complex sentences by using verbal grammar to add drama and emotion to a comic-book narrative. Language points covered by the series include: pronouns, adverbs, saying verbs, adjectives, action verbs, text connectives, adverbial phrases, similes and sentence combination.

Features include:
- text highlighting the importance of audience and purpose when making language choices
- narrative text as an item of popular culture used to engage students
- a mechanism for the teacher to comment on a student’s learning progress
- a printable report of a student’s performance.

Students:
- complete a narrative to suit the social context, audience and purpose (adventure story)
- revise a narrative to improve language choice and usage
- build effective sentences by using verbal grammar including adverbs, saying verbs and pronouns.

Finish the story: bushfire: assessment
L9766 – Years 5–7

Students look closely at a narrative about a couple in a car who are trapped by a bushfire. They improve the story by changing nouns to pronouns, adding adverbs and choosing more descriptive verbs.

Finish the story: boat disaster: assessment
L9767 – Years 5–7

Students edit a comic book story about an adventure in which a couple get stranded while spending a day fishing from a boat. They choose an exciting ending, improve the story by adding adjectives and verbs, and link sentences using text connectives.

Finish the story: car crash: assessment
L9768 – Years 5–7

Students look closely at a narrative in which a couple have an argument, and then one person is involved in a car crash. They improve the story by choosing an exciting ending, adding adjectives and verbs, and using text connectives to link sentences.
Manga maker: assessment series (Years 5–7)

Students use their understanding of how manga conventions, including text, onomatopoeia and visual elements, fit together to create a manga story.

Features include:
- illustrations of techniques for creating manga storylines, characters, colours and text
- an introduction to forms and uses of onomatopoeia
- opportunities to relate dialogue and onomatopoeia (sound words such as 'Hiss!' and 'Bang!') to body language and other visual elements in cartoon texts
- a printable report on the manga story assembled by the student.

Students:
- explore elements of manga comics such as storylines, characters, colours, text and bubbles
- apply text-specific (manga) conventions
- relate onomatopoeia to non-verbal expressions and actions
- relate dialogue to visual elements in cartoon texts.

Manga maker: samurai: assessment  
L8467 – Years 5–7

Students are assessed on their understanding of how manga conventions fit together to complete a story about two boys at home while their mother is out shopping.

Manga maker: skiing: assessment  
L9808 – Years 5–7

Students are assessed on their understanding of how manga conventions fit together to complete a story about a boy meeting a girl on a ski slope.

Manga maker: birthday cake: assessment  
L9965 – Years 5–7

Students are assessed on their understanding of how manga conventions fit together to complete a story about something that happens at a birthday party.

Manga maker: robot dog: assessment  
L9966 – Years 5–7

Students are assessed on their understanding of how manga conventions fit together to complete a story about a postman’s encounter with a robot dog.

This series contains non-TLF content. See Acknowledgements in the learning objects.
World heritage: Kakadu information display series
(Years 5–7)

Students prepare an informative display about Kakadu National Park in the Northern Territory.

Features include:
- authentic images, geographic, cultural and wildlife information about Kakadu National Park
- text structure, features and language of an information report (including grammatical and cohesive structures)
- an option to print a completed information report, including graphics
- two versions of the object, one of which includes audio support for all mentor instructions and feedback.

Students:
- identify the purpose, audience and context for an information report
- know and use cohesion including subheadings to organise and link ideas in a text
- use a template text structure to construct an information report
- apply verbal grammar including a range of specialist words.

World heritage: Kakadu information display [No spoken instructions]
L4915 – Years 5–7

Using background information and descriptions in a range of texts about Kakadu National Park, students help a park ranger to sort facts and images for an information display on the park. Students read for information within the texts to enable them to group the materials thematically.

Finally, students use a model structure and sample text and images to build a description for visitors.

World heritage: Kakadu information display
L5813 – Years 5–7

Students look at descriptions of Kakadu National Park in the Northern Territory and help a park ranger to sort facts and pictures for an information display. They use a model structure, sample text and images to build a description for visitors. Include sections on the park's location, wildlife and cultural importance.

This series contains non-TLF content. See Acknowledgements in the learning object.
Online news series (Years 5–8)

Students explore the ways in which language choices, along with various other multimodal text choices, can construct a particular evaluative stance in an online news page.

Features include:
- modelling of how language and multimodal choices construct an evaluative stance
- explanations of how each element on a web page contributes to the overall evaluative stance
- feedback in the form of text and graphs
- a glossary of difficult terms and their pronunciation.

Students:
- explore how language choices construct the evaluative stance in a text
- choose titles, sentences and images to create an online news page that supports a negative evaluative stance
- connect multimodal elements of various types of web pages
- identify how multimodal choices contribute to evaluative stance.

Online news: Green Valley Voice
L3455 – Years 5–8

Students take on the role of editor for the Green Valley Voice newspaper office. They create a page of content for the online department about a proposal to build a new dam in Green Valley. They select from a range of newspaper office resources (images and text).

Online news: Perfect Pets
L3456 – Years 5–8

Students create three online pages for a pet shop promoting three types of pets: ferrets, giant Madagascan cockroaches and hermit crabs.

Online news: island holiday
L3457 – Years 5–8

Students create three online pages for a tour company promoting three different types of holidays: action/adventure, family, romantic get-away.
Online news: Sports Scene  
L3458 – Years 5–8

Students create three online pages for a weekly sports club newsletter promoting the sport and dealing with related issues.
**Digital story: assessment series (Years 5–8)**

Students test their understanding of audience requirements by compiling voice narration and illustrations for a digital book.

**Features include:**
- illustration and audio narration choices to construct a digital book
- demonstrations of the use of surveys in assessing target audiences
- an option to view progress at any point in the assessment
- an option to play the completed digital story
- a printable report of the student's performance.

**Students:**
- read a survey to find out what different age groups like to read and what kind of illustrations they enjoy
- evaluate the purpose and features of illustrations to match story and target age group
- evaluate the purpose and features of voice narration to match story and target age group.

---

**Digital story: Where's Gladys: assessment**
L9761 – Years 5–8

Students demonstrate their understanding of audience requirements by turning a print narrative story designed for three- to four-year-old children into a digital book with illustrations and voice narration.

**Digital story: A Kennel for Sophie: assessment**
L9762 – Years 5–8

Students demonstrate their understanding of audience requirements by turning a print narrative story designed for three- to four-year-old children into a digital book with illustrations and voice narration.

**Digital story: Tony's Adventure: assessment**
L9763 – Years 5–8

Students demonstrate their understanding of audience requirements by turning a print narrative story designed for 10- to 11-year-old children into a digital book with illustrations and voice narration.

**Digital story: Jet's Adventure: assessment**
L9967 – Years 5–8

Students demonstrate their understanding of audience requirements by turning a print narrative story designed for three- to four-year-old children into a digital book with illustrations and voice narration.
Digital story series (Years 5–9)

Students turn a print narrative story designed for children in a specified target age range into a digital book. They evaluate the purpose and features of voice narrations and illustrations or animations and match the story to the target age group.

Features include:
- illustration or animation choices to construct a digital book
- audio narration or sound effect choices to construct a digital book
- demonstration of the use of surveys in assessing target audiences
- a review option that is accessible at any point in the learning object
- specific and instructive feedback to student selections of audio and image
- an option to play the completed digital story.

Students:
- select audio narration and illustration or animation and sound effects choices to construct a digital book
- evaluate the purpose and features of illustrations or animations to match story and target age group
- evaluate the purpose and features of voice narration or sound effects to match story and target age group.

Digital story: Where's Gladys: images
L6178 Years 5–9
Students select images and narration for a story about a lost duck. The target audience is three- to four-year-olds.

Digital story: A Kennel for Sophie: images
L6180 Years 5–9
Students select images and narration for a story about getting a new kennel for a puppy. The target audience is three- to four-year-olds.

Digital story: Tony's Adventure: images
L6182 Years 5–9
Students select images and narration for a story about a boy's adventure on a motorbike. The target audience is 10- to 11-year-olds.

Digital story: Where's Gladys: animation
L6179 Years 5–9
Students select animations and sound effects for a story about a lost duck. The target audience is three- to four-year-olds.
Digital story: Tony's Adventure: animation
L6183 – Years 5–9

Students select animations and sound for a story about a boy's adventure on a motorbike. The target audience is 10- to 11-year-olds.

Digital story: A Kennel for Sophie: animation
L6181 Years 5–9

Students select animations and sound for a story about a getting a new kennel for a puppy. The target audience is three- to four-year-olds.

This series contains non-TLF content. See Acknowledgements in the learning objects.

**Beach safety (Years 5–9)**

Students construct a video for a public awareness campaign on beach safety.

**Features include:**
- explanations of features of persuasive text and importance of field depth of images
- sample interviews illustrating informal language and slang terms.
- an option to print a video campaign script and images compiled by the student.
- scenarios related to public issues of beach safety.

**Students:**
- plan, draft and revise a text to promote a point of view
- produce a critical text on a public issue
- recognise dimensions of meaning in verbal texts and moving images
- recognise representational, interactive and compositional dimensions of meaning in verbal texts and moving images
- select appropriate language from informal, colloquial, jargon and slang to construct a text for a particular audience.

**Beach safety: video campaign**
L1288 – Years 5–9

Students choose animated clips to illustrate responsible behaviour for beach goers to include in their video. Using this material, they examine differences between formal and informal language and then select text for the script that is written in a formal, yet friendly, way.
**Video campaign: assessment series (Years 5–9)**

This series asks students to build a video for a public awareness campaign, evaluating their achievement of key learning outcomes against this process. Students are assessed on their understanding of aspects of meaning in verbal texts and moving images.

**Features include:**
- sample interviews illustrating informal language and slang terms
- explanation of persuasive text features
- an opportunity for students to edit their own video before its final submission
- a printable report of the student's performance.

**Students:**
- recognise representational, interactive and compositional dimensions of meaning in verbal texts and moving images
- plan, draft and revise a text to promote a point of view
- select appropriate language from informal, colloquial, jargon and slang to construct a text for a particular audience
- consider content and the importance of field of depth when selecting appropriate video clips
- produce a critical text on a public issue.

**Bush safety: video campaign: assessment**

L9765 – Years 5–9

Students create an appropriate video for a public awareness campaign about safety in the bush. They listen to safety tips from four experienced bushwalkers and identify key aspects of bush safety. They choose appropriate animated clips, examine differences between formal and informal language and select text for their video script.

**Beach safety: video campaign: assessment**

L9764 – Years 5–9

Students work with a lifesaver to help make a beach safer. They look at the importance of water safety and skin protection at the beach and hear safety tips from beach-goers. They choose appropriate animated clips, examine differences between formal and informal language and select text for their video script.
Arguments: assessment series (Years 5–9)

Students help a local council to make a decision about a development proposal by interpreting the opinions of locals.

Features include:
- modelling of discussion text structure, along with the provision of sample statements
- opportunities to construct and revise a discussion text on a community issue
- a simulated notebook and camera to record text and images
- a printable report of the student’s performance.

Students:
- explore the purpose, audience and context for a discussion text
- identify whether statements are for or against a proposal
- shape and edit written and visual elements to create a discussion text as a presentation
- produce a discussion text to present arguments for both sides of a social issue
- use visual grammar (including salient elements of images) to attract the attention of an audience
- are assessed on their understanding of a range of opinions on the social, economic and environmental aspects of an issue.

Save our bridge: arguments: assessment
L9973 – Years 5–9

Students help a local council decide on a development proposal to replace an old footbridge with a larger, modern bridge. To reach a conclusion about what the community really wants, they talk to people in that community and examine the reasons for and against the proposal.

Improve our town: arguments: assessment
L9974 – Years 5–9

Students determine whether a demolition site in the centre of town should be developed into a park or a mall. They talk to people in the community, examine the reasons for and against the proposal, then build a presentation that includes examples of community opinion.
Web designer series (Years 5–9)

Students match material to the type of website it belongs to.

Features include:
- factual and persuasive texts and texts of popular culture
- identification of the features of texts that identify their purpose and intended context
- explanations of the form, function, language and design of headings, body text, images and animations
- a glossary of difficult terms.

Students:
- identify features of language and images that are related to context and text type
- distinguish between overtly persuasive texts and apparently neutral texts
- demonstrate their understanding that the choices of language, image and other features are influenced by a variety of factors.

---

Web designer: Viking Britain: level 1
L3268 – Years 5–9

Students look at jumbled web pages, all connected with Vikings. They identify features of the texts; for example, identify past tense verbs such as 'came', 'became' and 'settled'. They then determine which parts belong in which sites and make the necessary swaps.

Web designer: Viking Britain: level 2
L3267 – Years 5–9

Web designer: Viking Britain: level 2 is more complex than level 1, with more items to manage on the site.

Web designer: dragons: level 1
L3270 – Years 5–9

Students look at jumbled web pages, all connected with dragons. They identify features of the texts; for example, past tense verbs such as 'came', 'became' and 'settled'. They then determine which parts belong in which sites and make the necessary swaps.

Web designer: dragons: level 2
L3269 – Years 5–9

Web designer: dragons: level 2 is more complex than level 1, with more items to manage on the site.

---

Web designer: Viking Britain levels 1 & 2 (L3267 & L3268) contains non-TLF content. See Acknowledgements in the learning objects.
**Dream machine series (Years 5–9)**

Students use similes and metaphors while creating their own fantasy bikes in an e-commerce website’s online catalogue.

**Features include:**
- example of the text structure, features and language of a literary description including similes and metaphors
- illustrations of visual imagery that may be evoked through use of simile and metaphors
- a range of imaginative ideas to encourage creativity
- the importance of audience and purpose when making language choices
- an option to print a literary description and image of a fantasy object assembled by the student.

**Students:**
- recognise and use similes and metaphors to create imagery that enhances the meaning and aesthetics of a description
- describe vocabulary and imagery to enhance the meaning and aesthetics of a text.

---

**Dream machine: similes**

L1174 – Years 5–9

Students learn the function of similes; apply this knowledge by selecting similes to confirm choices of bike parts; create new similes; and use these similes to produce vivid imagery in a description of their customised bike. The practical task of ordering a customised bike that has fantasy features motivates students to complete the description.

---

**Dream machine: metaphors**

L862 – Years 5–9

Students recognise and use metaphors to create imagery that enhances the meaning and aesthetics of a personal recount. They will also gain an understanding of the structure and grammatical features of a personal recount in order to write about an imaginary experience of riding the bike they create.
Pop star puzzle (Years 5–9)

Students are guided to scan text, take notes and use the notes to construct a newspaper report about the mystery of the missing pop star.

Features include:
- assistance to build a recount by focusing on order, verbal grammar and reorientation
- opportunities to interpret a range of texts used in different social contexts, social purposes and audiences
- the use of cohesion to connect ideas across texts
- the use of signposting to organise text
- a model recount and cloze activities with multiple-choice options.

Students:
- identify the purpose, audience and context for texts read or produced
- recognise the difference between fact and opinion
- revise a text to clarify chronological order of events
- study a text to identify aspects to research
- learn about the structure and grammatical features of a newspaper report by exploring an interactive model and using a template.

Basketball clinic (Years 5–9)

Students prepare practice drills for three members of a basketball team to help them improve their skills.

Features include:
- a model structure and sample phrases
- an animated version of the completed drill.

Students:
- compile instructions using colloquial and standard Australian English
- identify features of verbal language used in formal and informal conversations.
Celebrity garbage series (Years 5–9)

Students assist a private eye working to solve the case of a missing celebrity.

Features include:
- a range of texts for different social contexts, social purposes and audiences to interpret
- feedback in a range of multimedia formats
- cloze activities providing a check on whether students have correctly sequenced their facts
- a model recount and cloze activities with multiple-choice options
- a print option for the final recount of the case.

Students:
- first examine clues in a rubbish bin, noting key dates and times on items of evidence, such as a hairdresser's receipt or an email message, and sort the evidence into chronological order
- are guided to use the skills of scanning text and note-taking on an evidence chart. They then use their notes to construct a factual recount
- revise text to check for content clarity, accuracy and adequacy, then discuss, edit and redraft
- use cohesion to connect ideas across text and coherently organise text using signposting
- view a range of texts used in different social contexts, social purposes and audiences
- build a recount by focusing on order, verbal grammar and reorientation.

Celebrity garbage: Cal Calvino
L1175 – Years 5–9

Students help a detective work out what happened to a missing celebrity. They look closely at clues in a rubbish bin and note key dates and times on items of evidence such as a pet grooming receipt and a flight reservation. They then build a recount of the celebrity's disappearance using the facts collected and conclude with their solution to the case.

Celebrity garbage: Tiffany Love
L863 – Years 5–9

Students help a detective work out what happened to a missing celebrity. They look closely at clues in a rubbish bin and note key dates and times on items of evidence such as a hairdresser’s receipt and an email message. They then build a recount of the celebrity's disappearance using the facts collected and conclude with their solution to the case.

Celebrity garbage: Zac Bronski
L1703 – Years 5–9

Students help a detective work out what happened to a missing celebrity. They look closely at clues in a rubbish bin and note key dates and times on items of evidence such as a dental appointment and a hotel reservation. Sort the evidence into chronological order. Look at a model recount of another case story. They then build a recount of the celebrity’s disappearance using the facts collected and conclude with their solution to the case.
**Show and tell series (Years 5–9)**

Students write a factual recount using noun groups, verbs and adverbial phrases. They learn to order sentences correctly and use other language features to make their recount more interesting for the reader.

**Features include:**
- opportunities to interpret an animated cartoon to construct a recount
- text selection activities for students to construct a recount
- images to accompany a recount
- an option to print a recount upon task completion
- levels of difficulty that increase in stages throughout the learning object.

**Students:**
- construct a recount
- identify and use verbs (processes) and subjects (participants) in texts
- review and improve texts using metalanguage
- arrange language elements into sentences
- view an animated cartoon, select appropriate text relating to the context of the cartoon and assemble in correct sentence order to construct a basic recount.

---

**Show and tell: here, boy!**

L1280 – Years 5–9

Students add adjectives and adverbs to enhance their basic recount.

---

**Show and tell: eerie encounter**

L1281 – Years 5–9

Students add adjectives and adverbs to enhance their basic recount.

---

**Show and tell: close encounter**

L6193 – Years 8–9

Students add conjunctions, adverbs and adjectives to enhance their basic recount.

---

**Show and tell: that cat**

L6192 – Years 5–7

Students add adjectives and adverbs to enhance their basic recount.
**Pacific adventure series (Years 5–8)**

Students research and prepare information about early Pacific seafaring to publish their own exhibition program for a museum or a feature page in a newspaper.

**Features include:**
- a template that requires students to write to the space limit of a given page layout
- possible topics and associated questions to guide students’ research
- a collection of texts and images to support students’ research
- an option to print the final version of each student’s exhibition program or feature page, showing content and layout.

**Students:**
- choose a topic for their program or feature article, then research the content from available texts and images
- identify and describe aspects such as early navigation techniques, conditions experienced by early seafarers and different reasons for exploration
- analyse and select relevant content for their program or feature article
- edit given text and write their own text
- reorganise and lay out the selected material to suit the format, then edit and publish it
- demonstrate an understanding of the roles of selecting information, writing and presentation when creating an informative text.

---

**Pacific adventures: seafarers’ museum**
L8278 – Years 5–8

Students write a program for a museum exhibition about seafaring throughout history. They select artefacts from a collection of texts and images to highlight navigational methods, life onboard ship or a theme of their own choice.

---

**Pacific adventures: journey conditions**
L8279 – Years 5–8

Students write a persuasive article for a museum about life onboard the *Endeavour*, the ship that Captain James Cook commanded. They choose from the following example arguments: the most important supplies, the biggest dangers to health, or the worst aspect of the voyage.

---

**Pacific adventures: early seafarers**
L6836 – Years 5–8

Students write a feature article for a newspaper about early seafarers of the Pacific Ocean, comparing and contrasting the voyages of the early Polynesians, James Cook and Charles Darwin.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Crimewatchers: persuade your audience (Years 5–9)

Students take the role of a producer of *Crimewatchers*, a television show that asks the public to help solve crimes.

**Features include:**
- an annotated model text
- an option to print storyboards with descriptive captions.

**Students:**
- apply knowledge of verbal grammar, including: components of a clause – processes (verbs); participants (nouns, noun groups and pronouns); attributes (adjectives); and circumstances (adverbs and adverbial phrases)
- choose vocabulary and imagery that enhance the meaning and aesthetics of a text
- make connections and explain relationships between different parts of multimedia texts
- produce a storyboard for a television drama dealing with current issues
- revise a text to ensure clarity of meaning by focusing on the sequence of events
- are assisted with difficult words by the speller activity
- complete cloze activities to explore the use of adverbials and adjectivals
- explore the importance of detail and precision in factual descriptions.

---

**Crimewatchers: persuade your audience**

L942 – Years 5–9

Students watch a previous *Crimewatchers* segment as a model structure to assist them to build a new segment. They assemble and review a sequence of video clips, build captions to match these clips adding detailed descriptions of people, places and things. This process requires attending to detail and precision in factual description. Cloze activities allow students to explore the use of adverbials and adjectivals. A mentor, the executive producer, provides scaffolded literacy support.

*Crimewatchers: persuade your audience* contains non-TLF content. See Acknowledgements in the learning object.
Manga pro studio: making manga (Years 5–9)

Students play the role of a new employee in a manga design studio.

Features include:
- opportunities to relate dialogue and onomatopoeia to body language and other visual elements in cartoon texts
- techniques for creating manga storylines, characters, colours, text and bubbles
- introduction to the forms and uses of onomatopoeia
- an option to print the student's manga story sequence.

Students:
- explore elements of manga comics such as storylines, characters, colours, text and bubbles
- relate onomatopoeia to non-verbal expressions and actions
- relate dialogue to visual elements in cartoon texts
- complete their own manga sequence by choosing dialogue and sounds to fit the illustrations.

Wacky-oke song quest (Years 5–9)

Students develop a slide presentation to accompany song lyrics in a youth song competition.

Features include:
- a model text demonstrating the activity
- an option to print the completed slide show.

Students:
- explore the use of emotive detail and images as techniques for shaping an audience response
- identify the point of view in a song
- identify the features of a song and song lyrics
- identify the purpose and audience for a song
- apply reading and listening skills to understanding a song lyric
- give reasons to justify their selection of images to accompany lyrics
- reflect on the meaning of a song lyric
- select visual representations of ideas and feelings expressed in a song lyric.
Point of view series (Years 5–9)

Students compile three different report styles based on differing opinions about a skateboard accident. Students are able to print their completed reports for further classroom discussion.

Features include:
- a model text demonstrating the structure of a newspaper editorial and the function of opinion adjectives and modal verbs
- an option to print the completed editorial.

Students:
- identify the purpose, audience structure and language features of an exposition report (newspaper editorial)
- use verbal grammar, including modal verbs, to indicate degrees of obligation, certainty or probability, and evaluative adjectives to express opinions and attitudes about people and events
- produce an exposition (newspaper editorial) that expresses a consistent point of view
- explore the structure of an exposition text and linguistic techniques used to express a point of view
- read two letters and identify the conflicting points of view
- select appropriate opinion adjectives and modal verbs in cloze activities.

Point of view: editorial
L934 – Years 5–9

Students explore a model to learn about structure, purpose and appropriate language for a newspaper editorial. They read two letters that express different points of view on a recent skateboard accident. They then select a point of view and prepare a suitable editorial about the issue.

Point of view: newspaper report
L935 – Years 5–9

After examining a model newspaper report to learn about structure and appropriate use of verbs, adverbial phrases and pronouns, students read and listen to two witness reports of a skateboarding accident. They identify the two different points of view and organise paragraphs into an appropriate sequence for a newspaper report before selecting suitable verbs and adverbial phrases for the report. Students complete the report by adding a headline and selecting an appropriate photograph to accompany it.

Point of view: newspaper report: verbs
L3116 – Years 5–9

Students undertake the same task as in Point of view: newspaper report, however they focus only on verbs when improving their text.

Point of view: newspaper report: adverbs
L3117 – Years 5–9

Students undertake the same task as in Point of view: newspaper report, however they focus only on adverbs
when improving their text.

**Point of view: newspaper report: pronouns**  
L3118 – Years 5–9

Students undertake the same task as in *Point of view: newspaper report*, however they focus only on pronouns when improving their text.

**Point of view: witness reports**  
L936 – Years 5–9

Students read and listen to three witness accounts of a skateboard crash, each account presenting a different point of view. Then, by using a model report to learn how past tense verbs and opinion adjectives shape point of view in a text, students construct three reports, selecting appropriate verbs and adverbs to reflect each witness’s point of view.
Point of view: assessment series (Years 5–9)

Students demonstrate their understanding of appropriate word selection to construct an unbiased newspaper report.

Features include:
- descriptions of linguistic techniques used to express a point of view
- two reports involving conflicting points of view
- cloze activities to test understanding of the role of past-tense verbs and adverbial phrases in expositions
- a printable report of the student's performance.

Students:
- identify the purpose of a newspaper report
- arrange paragraphs for the newspaper report
- select suitable verbs and adverbial phrases for the report
- create a headline and choose an appropriate photograph
- produce a newspaper report that expresses a cohesive, balanced point of view
- know and use verbs and processes indicating personal opinion and pronouns.

Point of view: newspaper report 1: assessment
L9971 – Years 5–9

Students read and listen to two witness reports of a skateboarding accident and identify the two different points of view. Students then produce a newspaper report that expresses a cohesive, balanced point of view.

Point of view: newspaper report 2: assessment
L9972 – Years 5–9

Students construct a newspaper report by selecting appropriate verbs, adverbial phrases and pronouns. They read and listen to two witness reports about a surfing accident and identify the two different points of view.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Garage beat series (Years 5–9)

Students work with a garage band to explore the key characteristics of advertisements, interviews and publicity material.

Features include:
- options to revise texts to check language and image choice
- a range of images to accompany written text
- spoken instructions, responses and feedback
- an option to print completed texts.

Students:
- build texts using a model structure, images and sample text
- apply opinion adjectives and distinguish between features of formal and informal language
- investigate the structure and purpose of persuasive texts and factual texts
- construct classified advertisements, magazine articles and a media release.

Garage beat: profile
L1296 – Years 5–9

Students select questions then interview members of a garage band, gathering information such as how they got started and what have been their greatest successes. Students then construct a written profile of the band. The profile includes rephrasing the band’s informal spoken answers into more formal and concise written language and adding an introduction, conclusion, photo and headline.

Garage beat: advertisement
L1297 – Years 5–9

Students help members of a garage band to upgrade their musical instruments. Using a checklist from the lead singer, students compare advertisements for used instruments then, by reviewing model advertisements, they identify the key language features of a successful advertisement. Ultimately, they build an advertisement using a model text structure, images and sample text.

Garage beat: media release
L1298 – Years 5–9

After meeting each of the band members and exploring their garage to find out the background of the band, students create a promotional media release. Students prepare publicity material using a model structure and sample text.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Koala control (Years 5–9)

Students explore facts and opinions about controlling populations of koalas primarily by interviewing people who express a range of opinions.

Features include:
- a range of statements about wildlife management with conflicting points of view
- an option to print a summary of all opinions, including the student's personal viewpoint.

Students:
- compare the nature and strength of opinions expressed in expositions
- know and use verbs and processes indicating personal opinion
- complete cloze activities by selecting appropriate verbs and opinion adjectives
- explore the structure of an exposition and linguistic techniques used to express a point of view.

Koala control: points of view

L1285 – Years 5–9

Students explore the ways in which language is used to convince an audience or reinforce a position. For example, one person expresses negative feelings about koalas by using phrases containing emotional verbs such as 'Other animals that depend on trees are suffering too'. They rank the strength of the opinions on a simple scale, while also contributing their own opinion to those of the interviewees.

Cricket talk (Years 5–9)

Students take the role of a sports commentator describing the final over of a one-day cricket match between Australia and New Zealand.

Features include:
- feedback according to the intensity of the vocabulary selected
- audio commentary for each phrase the students select for each ball of the over
- full text of the audio commentary can be printed after the student has selected phrases for the entire over.
- sample oral commentary for the final over of a cricket match
- a range of graded evaluative words to construct a commentary to match an animation and meanings of difficult words

Students:
- construct persuasive oral text to describe sports action to a particular audience
- choose descriptive and emotive language targeted at a particular audience
- choose phrases to match actions and complete an oral persuasive text.

Cricket talk

L944 – Years 5–9

Students must choose language that matches the actions of the bowler and batsman and make the commentary as interesting and engaging as possible. They construct a persuasive oral text to describe sports action, choosing descriptive and emotive language that targets a particular audience.
Anti-bullying campaign (Years 5–9)

A youth worker is undertaking an anti-bullying campaign after students see a bullying incident at a shopping mall.

Features include:
- structured feedback to ensure students make selections consistent with the text type
- model text illustrating the principles of constructing persuasive texts
- an option to print completed work.

Students:
- produce critical texts on public and personal issues
- produce persuasive texts that promote a particular point of view
- apply text structure, language features and images for constructing persuasive text
- construct a flyer through selection and placement of text and images
- engage with the topical community concern of bullying.
Sea chase (Years 5–9)

In the role of reporter, students join a customs and fisheries vessel chasing a boat suspected of fishing illegally for Patagonian toothfish.

Features include:
- feedback focusing on text structure and features
- meanings for difficult words
- an option to print students completed report.

Students:
- identify and sort relevant data for an information report
- apply research skills of reading, categorising and grouping information
- apply textual features of pronouns, technical words, headings and subheadings to edit their information report
- engage with the issue of illegal fishing as context for text construction
- select an appropriate photo and caption for their report.

Save our bridge (Years 5–9)

Set in the fictitious town of Greymouth, students gather opinions about the potential replacement of an ageing bridge.

Features include:
- a range of opinions on social, economic and environmental aspects of an issue
- a simulated notebook and camera to record text and images
- a model structure and sample text for building a discussion text
- an option to print completed discussion text.

Students:
- explore the purpose, audience and context for a discussion text
- identify whether statements are for or against a proposal
- use visual grammar (including salient elements of images) to attract the attention of an audience
- produce a discussion text to present arguments for both sides of a social issue
- shape and edit written and visual elements to create a discussion text as a presentation.
Finish the story series (Years 5–9)

Students assist a book publisher to complete a popular culture story that is designed to appeal to a particular audience.

Features include:
- highlights importance of audience and purpose when making language choices
- models text structure, features and language of a narrative (including use of similes, adverbial phrases and conjunctions)
- an option to print a narrative and image compiled by the student.

Students:
- build complex sentences by using verbal grammar including conjunctions, similes and adverbial phrases of place and time
- complete a narrative to suit the social context, audience and purpose (romance story)
- revise a narrative to improve language choice and usage
- select a title and image to complement a narrative.

Finish the story: car crash
L1277 – Years 8–9

In Finish the story: car crash, students use adverbial phrases of place and time, similes and conjunctions to build complex sentences.

Finish the story: bushfire
L1275 – Years 5–6

In Finish the story: bushfire, students use adverbs, pronoun reference and saying verbs to enhance their narrative.

Finish the story: boat disaster
L1276 – Years 7–8

In Finish the story: boat disaster, students use adjectives, action verbs and text connectives to complete the narrative.
Timeline series (Years 5–9)

Students contribute to a book on remarkable Australians by building a recount of the biographical information about the individual or family.

Features include:
- a feature allowing students to edit text by adding factual and evaluative words
- a feature allowing students to construct a recount text through the selection and placement of text and images
- a facility to edit text by adding factual and evaluative words
- an option to print a completed recount text.

Students:
- are introduced to an individual or family and learn about their background, country of origin and experiences in Australia
- sequence text elements to build a factual recount of the person's life story using the data provided
- edit text by adding factual and evaluative words
- construct an informative recount by identifying evaluative elements.

Timeline: Nhu Minh’s story
L1282 – years 5–9

Students meet a teacher who came to Australia from Vietnam as a young girl. Students choose adjectives to enhance the factual details of her story.

Timeline: the Chiu family’s story
L6196 – years 7–8

Students meet the Chiu family whose ancestor came to Australia from China at the time of the gold rush. Students choose positive and negative opinion adjectives to enhance the text.

Timeline: Merv Bishop’s story
L6197 – years 8–9

Students meet famous Australian photographer Merv Bishop and learn about his background. Students choose positive and negative opinion adjectives to enhance the factual details of his story.

Images courtesy of the Mervyn Bishop Collection.

This series contains non-TLF content. See Acknowledgements in the learning object.
Students become researchers for a television show called *World wonders* and prepare research material relating to the cause, process and effects of different natural phenomena.

**Features include:**
- examples of the text structure, features and language of an information report (including text connectives and cohesive structures)
- an emphasis on sequence as a major component of explanation texts
- an option to print a completed explanation text, including graphics.

**Students**
- identify the purpose, audience and context for an explanation text
- use a template text structure to construct an explanation text
- sort information from a range of sources associated with the show's topic into cause (what occurs before), process (what occurs during) and effects (what occurs afterwards), and then sequence the information appropriately into a script
- can listen to the script presented on-air, and can print the script with the accompanying graphics.

---

**World Wonders TV show: earthquake**
L1283 – Years 7–9

Students engage in comprehension, critical literacy and factual descriptions while preparing research material for a television program about earthquakes. This learning object has a strong focus on combining clauses using text connectives.

**World Wonders TV show: bushfire**
L1284 – Years 5–7

Students undertake research for a program about the cause, process and effects of bushfires. The learning object has a strong focus on the use of verbal grammar, including noun groups containing adjectives to elaborate on subject matter.

**World Wonders TV show: thunderstorm**
L6194 – Years 5–6

As with 'bushfire', the focus of this learning object is on the use of verbal grammar, providing students with additional opportunities to enhance their skill level.

**World Wonders TV show: volcanic eruption**
L6195 – Years 7–9

Students use conjunctions to combine clauses to create more complex sentences and sequence events.
Sea Rescue: plotting the course (Years 5–9)

Students illustrate the connection between the use of symbols in a key and their positioning on a map.

Features include:
- illustrations of the connection between symbols in a key and their positioning on a map
- nautical maps and a range of symbols
- definitions for difficult words
- text and visual feedback on positioning and interpretation of symbols.

Students:
- identify and name a map and a key
- identify the content, structure, features and images of a map and key, and link these to their purpose, audience and context
- identify the symbolic, graphic, pictorial and diagrammatic conventions used in maps and keys
- make connections and explain relationships between different parts of a map.

Sea rescue: plotting the course
L865 – Years 5–9

Students explore the meaning of a range of symbols used on a nautical map, place the symbols appropriately on a chart in accordance with cues in different text formats, complete a key and then determine the safest and most direct route to the emergency. Students are invited to think critically, solve problems and make decisions.
Train a sumo wrestler: sports culture in Japan (Years 5–9)

Students read, analyse and interpret a range of texts about aspects of the traditional Japanese sport of sumo wrestling.

Features include:
- assistance to help students apply literal and inferential comprehension to words and phrases associated with timetables, eating, training and sumo wrestling
- facts in a range of formats about the eating and training habits of sumo wrestlers
- cultural features of sumo wrestling
- tests of comprehension and cultural knowledge through a series of multiple-choice questions.

Students:
- locate training and diet information and arrange it into a logical sequence for a sumo training schedule.
- interpret and analyse multimodal texts to identify cultural aspects of sumo wrestling, including preparation and starting rituals
- apply literal and inferential comprehension to words and phrases associated with sumo wrestling, including timetables, eating, training and other rituals
- arrange a sumo training schedule into the appropriate sequence
- watch an animated sumo wrestling bout.

Train a sumo wrestler: sports culture in Japan
L6310 – Years 5–9

Students coach a trainee sumo wrestler and explore cultural features of the sport such as arena design and match rituals. Look at sample training schedules. Arrange activities for a daily training schedule for a wrestler. Identify cultural features of the sport and items such as the referee and wrestler.
Robots: make a catalogue (Years 5–9)

Students investigate the characteristics of a range of robots, and then prepare an advertising catalogue using appropriate language and illustrations.

Features include:
- a model of how language and multimodal choices communicate factual information and construct an evaluative stance
- an outline of how elements of an explanation text contribute to the overall meaning
- a tool relating nouns (especially proper nouns) to their context
- a look at features of illustrations that affect their suitability for reinforcing descriptions in an explanation text
- an option to print the catalogue produced by the student.

Students:
- explore how language choices construct the factual content and evaluative stance in a text
- choose titles, sentences and images to create an explanation text
- connect multimodal elements of an explanation text.

Robots: make a catalogue
L5995 – Years 5–9

Students begin by exploring facts about a robot designed to enter dangerous situations. They then complete the construction of two other robots. Using a model text structure and images, they build explanations about the features of each robot and compile an advertising catalogue by choosing text with positive words highlighting the features.
Visit us: tourist information website (Years 5–9)

Students complete a promotional tourist website about the Central Western New South Wales area.

Features include:
- demonstrations of how language and multimodal choices communicate factual information and construct an evaluative stance
- explanations of how elements of an information report contribute to its overall meaning
- a look at how nouns (especially proper nouns) relate to their context
- descriptions of illustration features that affect their suitability for reinforcing the message in a text
- an option to print the student's completed article.

Students:
- explore how language choices construct the factual content in a text
- choose titles, sentences and images to create a web page that supports a positive evaluative stance
- connect multimodal elements of a tourism web page
- identify how multimodal choices contribute to factual content and evaluative stance
- choose titles, sentences and images to create a web page that supports a positive evaluative stance
- select an image that focuses on the most relevant part of a scene to enable them to link ideas through the layout, paragraphs and headings.

Visit us: tourist information website LS996 – Years 5–9

Students construct information reports about the Western Plains Zoo, the Warrumbungle Range, Parkes and the observatories by choosing titles, words and images that suit the audience and support the message. For example, they must use technical words such as 'open-range zoo' and 'radio telescope' to describe tourist attractions.

Visit us: Phillip Island: assessment L8468 – Years 5–7

Students choose sentences and images to create a factual web page for Phillip Island that supports a positive evaluative stance. Students are assessed on their understanding of the structure and purpose of an information report. A printable report of the student's performance is available.

This object contains non-TLF content. See Acknowledgements in the assessment object.
History maker series (Years 5–9)

Students consider positive and negative judgements about historical characters presented in a range of invented texts. The students are guided by a mentor to create a museum display showing the various points of view.

Features include:
- consideration of the impact of evaluative language in constructing a positive or negative viewpoint of a person
- four texts about a historical character for students to analyse to determine the writer’s point of view
- feedback where students explore the impact of various language choices in the construction of a point of view
- guidance on how to present a balanced point of view through the construction of a display on an historical character for a museum
- an option to print the museum display.

Students:
- analyse four texts about an historical character to determine the writer's point of view
- identify language choices that construct positive and negative judgments about capacity, normality, honesty and morality
- investigate the way positive and negative judgments encourage a reader or listener to take a particular evaluative stance
- explore the impact of evaluative language in constructing a positive or negative viewpoint of a person
- present a balanced point of view through the construction of a display for a museum.

---

**History maker: William Bligh**
L6188 – Years 7–9

Students examine different texts about William Bligh.

Image courtesy of National Library of Australia.

**History maker: Ned Kelly**
L6189 – Years 5–6

Students examine different texts about Ned Kelly.

This series contains non-TLF content. See Acknowledgements in the learning object.
Riddle of the black panther series (Years 5–9)

Students produce a segment for an evening TV current affairs program using a range of texts and sources. The learning objects illustrate how editing processes are used to shape a story’s focus and influence audience emotions.

Features include:
- tests of students’ understanding of verbal and visual language features that affect the reliability of texts
- a number of text types for students to review and assess
- a mentor who provides feedback on the text features, emotional impact and bias of texts
- a glossary that defines terms used in production of current affairs programs and metalanguage of verbal and visual grammar.

Students:
- examine photos, sounds, witness reports and video clips and choose footage to fit the storyline
- distinguish between positive and negative evaluations of people and events
- identify the evaluative stances of a range of texts
- apply knowledge of verbal and visual language features that signal objectivity and subjectivity or enhance the telling of a story.

**Riddle of the black panther: evidence in favour**
L2848 – Years 5–9

Students prepare a segment where the story is scary so the viewers feel sorry for people in the town.

**Riddle of the black panther: evidence against**
L2849 – Years 5–9

There is a false rumour of a black panther roaming around Flotsam terrorising the people. Students must make the viewers feel that people in the town are safe.

**Riddle of the black panther: the search**
L2850 – Years 5–9

Students must find and video the black panther allegedly roaming the town of Flotsam. They interview witnesses and gather information from a range of sources to establish where to film the black panther. Students rate the reliability of evidence by using the SAFE test (Source, Attitude, Facts and Emotions).

*Riddle of the black panther: evidence in favour contains non-TLF content. See Acknowledgements in the learning object.*
Character maker series (Years 5–9)
Students discover how characters and animated scenes are assembled to suit audience preferences in the process of making of a TV advertisement.

Features include:
- illustrations of how characters and animated scenes are composed to suit particular purposes
- a model scene to establish various composition techniques and their effects on an audience
- a selection of visual, sound or movement elements for students to assemble, review and edit to suit a given target audience
- feedback on the audience appeal of each student selection via a mentor character
- an option to print a certificate summarising the key principles addressed in each learning object.

Students:
- explore the development of an animation scene and contextualisation of a character
- combine scene elements, such as a main character, sidekick, background, music and sound effects to suit a target audience
- apply conventions to construct and shape meaning
- change a set of multimodal elements within a text to alter the meaning of the text as a whole
- explore how stereotypes are applied in children’s television.

**Character maker: visual attributes**
L2851 – Years 5–9
Students choose characters and colours that will attract a young audience.

**Character maker: movement**
L2852 – Years 5–9
Students choose characters and actions that will attract a young audience.

**Character maker: sound**
L2853 – Years 5–9
Students choose characters and music that will attract a young audience.

**Character maker: creating a scene**
L2854 – Years 5–9
Students choose characters and scene elements that will attract a young audience.
Gamemaker series (Years 5–9)

Students explore how video game makers change the look and feel of a game through combinations of sound, image, words and movement.

**Features include:**
- illustrations to show how electronic games are composed to suit audience preferences
- demonstrations of how all elements in a multimodal text combine to construct different meanings
- the concepts of stereotypes and target audiences, and how they contribute to the process of game construction
- a model game to establish composition techniques and their effects on an audience
- a selection of game elements for students to assemble, review and edit to suit a given target audience
- feedback provided by a mentor team on the audience appeal of each game element selection
- an option to print a certificate summarising key principles of game composition.

**Students:**
- apply visual, sound, print and movement (action) conventions to construct and shape meaning
- choose combinations of game elements to suit a target audience
- explore how multimodal elements in electronic games can be combined to construct different meanings and influence audience response
- explore how stereotypes are applied in electronic games.

**Gamemaker: level 1**
L3271 – Years 5–9

Students change a mobile phone game to suit a different audience such as sporty gamers. They choose elements such as background, title, music and play speed.

**Gamemaker: level 2**
L3272 – Years 5–9

Students change a mobile phone game to suit a different audience such as Space gamers. They choose elements such as sound effect, images, title and play speed.
**Edit a movie: summer camp** *(Years 5–9)*

Students play the role of an assistant film editor at an international studio and complete eight scenes in a film about three Chinese children at a summer camp, and their journey towards friendship.

**Features include:**
- feedback on student choices
- audio for all characters’ dialogue
- correction and replay options and a full screening of the completed movie.

**Students:**
- identify gaps and requirements in an incomplete visual text
- identify and learn about the role of multimodal elements in contributing to meaning in film texts
- make choices about and connections between key elements in multimodal texts
- identify the most appropriate visual choices to create consistency and support meaning
- understand the need for all elements of a multimodal text to support each other
- create a culturally accurate narrative using the soap opera genre
- closely analyse visual texts to identify the role of language, image and other meaning-making systems to create emotion, convey mood, character, tension and relationships, and to tell stories
- select from a range of options to create an effective short film narrative
- engage closely with a range of choices and make fine-level discriminations to support shades of meaning.

**Edit a movie: summer camp**

L6308 – Years 5–9

Students create a film by choosing movie takes that most closely match given dialogues. To complete this task, students consider a range of verbal and multimodal elements such as expression, position, tone, stance and content.
Rainforest series (Years 5–9)

Students are invited to volunteer to help protect a rainforest in south-east Australia during the tourist season. They undertake a range of activities to prepare for the trip, such as reading a brochure and choosing clothing suitable for the climate.

Features include:
- a series of learning objects, with each one building on knowledge gained from the previous one
- instructions for students to follow in sequence
- a glossary of difficult terms and their pronunciation.

Students:
- relate a text to their own growing knowledge and experiences
- understand how illustrations, including diagrams, tables, maps and graphs, contribute to the meaning of a text
- understand the literal and inferential meanings found in texts.

**Rainforest: read a brochure**
L345 – Years 5–9

Students read a six-page brochure about the climate of a temperate rainforest in Victoria including maps of Australia showing patterns of temperature and rainfall. They find out what clothing to bring and how to get to the rainforest from the airport. Students can look up the meaning of tricky words.

**Rainforest: pack for your trip**
L346 – Years 5–9

Students choose the most suitable clothing for their rainforest trip from a sales catalogue. They match items from four categories: tops; bottoms; footwear; and other stuff.

**Rainforest: book a flight**
L347 – Years 5–9

Students travel to a national park in Victoria. They select departure and arrival locations on a map of Australia and New Zealand. Students use a timetable to book the most suitable flight and practise using 24-hour time.

**Rainforest: explore the rainforest**
L348 – Years 5–9

Students watch a simulated rainforest appear and grow then explore the three layers of a rainforest: canopy; understorey; and forest floor. They match labels to the rainforest layers and find hidden animals.
<table>
<thead>
<tr>
<th>Rainforest: use signs and symbols</th>
<th>L349 – Years 5–9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students look at photos showing how a ranger has repaired damage to the rainforest caused by people. They observe examples of common symbols such as toilets, no smoking and tourist information. Students then match photos of places of interest in the rainforest with map symbols such as ferns, forest floor and wildlife.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rainforest: use a grid map</th>
<th>L350 – Years 5–9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use grid references to find places on a map. They follow instructions to find four given locations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rainforest: use compass points</th>
<th>L351 – Years 5–9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use compass points and a scale to find places on a map. They are provided with abbreviations such as N, W, SW and E and follow instructions to find given four locations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rainforest: make a walking track</th>
<th>L352 – Years 5–9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students create the route for a walking track on a map of a rainforest. They progressively choose sections of the track based on instructions about distances, compass directions and grid references until they get to the rest house.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rainforest: make signs</th>
<th>L353 – Years 5–9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students make signs about four places of interest in a rainforest: temperate rainforest; forest floor; tree ferns; and tree goannas. They use sample text to build their signs: heading; opening paragraph; two facts; and a conclusion. Once they find the places of interest on a map, they take photos to add to the signs then place their signs on map locations by matching them with symbols.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rainforest: tracks, maps and signs</th>
<th>L344 – Years 5–9</th>
</tr>
</thead>
</table>
This is a combination of eight of the 'Rainforest' learning objects.
**Catch the thief series (Years 5–9)**

A valuable painting has been stolen from an art gallery. Students consider a range of oral, written and visual evidence as they predict who committed the crime and support their claim with evidence.

**Features include:**
- a detective mystery set in an art gallery and featuring authentic artworks
- a framework for students to make inferences and check factual consistency between a range of oral, written and visual texts
- an option to hear difficult words pronounced and read their meanings.

**Students:**
- read a range of different oral, written and visual texts to find specific information
- make inferences and predictions from this information
- use skimming and scanning techniques to find and select information appropriate to their needs
- record evidence in a notebook
- use the process of logical reasoning and elimination to identify correct answers.

<table>
<thead>
<tr>
<th>Catch the thief: level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>L387 – Years 5–9</td>
</tr>
<tr>
<td>This is the simplest object in the series.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catch the thief: level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>L388 – Years 5–9</td>
</tr>
<tr>
<td>This object has more complex vocabulary and sentence structure than level 1.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catch the thief: level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>L389 – Years 5–9</td>
</tr>
<tr>
<td>This object has the most complex vocabulary and sentence structure.</td>
</tr>
</tbody>
</table>

This series contains non-TLF content. See Acknowledgements in the learning objects.
Catch the thief: assessment series (Years 5–9)

By examining the evidence, students try to identify the thief of a valuable painting that has been stolen from an art gallery.

Features include:
• a framework for assessment of student ability to make inferences and check factual consistency between a range of oral, written and visual texts
• mechanisms to record inferences and link them to deduce logical solutions
• opportunities to practise skimming and scanning techniques
• a printable report of the student's performance
• a progression in difficulty throughout the series
• a mechanism for the teacher to comment on the student's learning progress.

Students:
• find specific information in a range of different oral, written and visual texts
• make inferences and predictions from information in a range of texts
• use skimming and scanning techniques to find information
• use logical reasoning and elimination to identify the correct answer.

Catch the thief: level 1: assessment
L9968 – Years 5–9

By looking at the evidence, students identify the thief of valuable carvings that have been stolen from an art gallery. They interview witnesses, watch security footage and examine evidence in the crime lab. This is the first in a series of three objects that increase in difficulty.

Catch the thief: level 2: assessment
L9969 – Years 5–9

Students examine evidence to identify the thief of a valuable painting stolen from the art gallery. They name the suspect in a police line-up, backing up their claim with evidence. This is the second in a series of three increasingly difficult objects.

Catch the thief: level 3: assessment
L9970 – Years 5–9

Students identify the thief of valuable carvings that have been stolen from the art gallery. They take into account all available evidence and name the suspect in a police line-up. This is the most difficult learning object in a series of three.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Letters to the editor series (Years 5–9)

Students join the staff of a local newspaper and prepare editorials and articles based on the differing community opinions regarding a proposed development.

Features include:

- models for content and structure of exposition and factual reports
- a range of community attitudes to a controversial development issue
- a glossary of difficult terms and their pronunciation
- an option to hear difficult words pronounced and read their meanings
- an option to print a feature article compiled by the student (available in most learning objects).

Students:

- decode and interpret a range of oral, written and visual texts which state different positions on the issue of the proposed development
- build a feature article using a model structure: headline, introduction, body, conclusion and picture expressing a particular point of view
- consider the position taken by a range of texts on the same topic
- identify bias and author's viewpoint in texts
- construct literal and inferential meaning from exposition texts.

Letters to the editor: interviews 1
L332 – Years 5–9

Students interview three people at a public meeting to find out their opinions about the issue. They then read opinions expressed in letters to the editor and match each letter to the person who expressed the same opinions at the public meeting.

Letters to the editor: interviews 2
L333 – Years 5–9

Students interview three different people at the public meeting and apply the same tasks as above.

Letters to the editor: survey residents
L334 – Years 5–9

In this scenario, the community wants the proposed development to be postponed and a survey of residents to be held. Students build an editorial and feature article which expresses this view about the proposed development.

Letters to the editor: community agrees
L335 – Years 5–9

In this scenario, the community is in favour of the proposed development. Students build an editorial and feature article which supports the proposed development.
In this scenario, the community disagrees with the proposed development. Students build an editorial and feature article which opposes the proposed development.
**Picture this series (Years 5–9)**

Students use the 'picture in your head' visualisation strategy to decode and interpret descriptive texts in spoken and written form.

**Features include:**
- evocative extracts from authentic literary and factual texts
- models of the process of visualisation, demonstrating how imagery in texts is subject to individual interpretation
- an option to hear difficult words pronounced and read their meanings
- a glossary of difficult terms and their pronunciation.

**Students:**
- read a poem, two fiction texts and one factual text and then view and hear animated visual interpretations of each of the five texts
- recognise that texts can be interpreted in different ways by a listener and/or reader
- select five words from a list to describe four different scenes.

<table>
<thead>
<tr>
<th>Picture this: level 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L268 – Years 5–9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The level of language for the five texts is the least complex.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture this: level 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L269 – Years 5–9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The level of language for the five texts is more complex than in level 1.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture this: level 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L270 – Years 5–9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The level of language for the five texts is the most complex.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This series contains non-TLF content. See Acknowledgements in the learning objects.
Make a movie series (Years 5–9)

Students use the 'picture in your head' visualisation strategy to decode and interpret descriptive texts in spoken and written form. They turn adventure, mystery or science fiction scripts into animated movies.

Features include:
- short literary descriptions from adventure, mystery and science fiction genres
- models of the process of visualisation, demonstrating how imagery in texts is subject to individual interpretation
- an option to view the completed movie
- an option to hear difficult words pronounced and read their meanings.

Students:
- use information from multiple sources to decode dramatic texts
- choose a short script to turn into an animated movie and read the script carefully
- select images and effects that match the text.

Make a movie: level 1
L341 – Years 5–9
The level of language for the three scripts is the least complex.

Make a movie: level 2
L342 – Years 5–9
The level of language for the three scripts is more complex than in level 1.

Make a movie: level 3
L343 – Years 5–9
The level of language for the three scripts is the most complex.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Space rescue series (Years 5–9)

Students rescue spaceship crews stranded on distant planets. They decode messages from the stranded crew, choose the appropriate supplies needed for the rescue mission, launch the spaceship and steer it to the planet.

Features include:
- a sequence of instructions for using a map
- incomplete texts for students to decode, predict missing words and make inferences
- multi-choice tests of comprehension and grammatical knowledge through a series of word prediction activities
- an option to hear difficult words pronounced and read their meanings
- a glossary of difficult terms and their pronunciation.

Students:
- follow a map and instructions in order to reach the stranded crew
- use multiple information sources to predict likely words in a text
- use a range of strategies to work out the meanings of unknown words, recognise common sight words and recognise correct word order in a sentence
- construct literal and inferential meaning from short texts and take appropriate action in response to those texts
- discriminate between common homographs.

Space rescue: Planet Thor
L390 – Years 5–9

The level of language is the least complex in the series.

Space rescue: Planet Ventura
L464 – Years 5–9

The level of language for the three scripts is more complex than for Planet Thor.

Space rescue: Planet Juno
L465 – Years 5–9

The level of language is the most complex.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Advertising and marketing series (Years 5–9)

Students are asked to help increase the sales of products to a defined market.

Features include:
- sample market surveys, taste tests and other information sources to help students select product features.

Students:
- decode, interpret and apply information from texts incorporating visuals such as illustrations, diagrams, maps, graphs and tables
- understand literal and inferential meanings found in the texts and use information gained from written and visual texts to construct new text
- observe how the choice of words and text structures contributes to the way a text portrays particular social groups.

Selling: soft drinks
L413 – Years 5–9

Students are asked to boost the sales of a soft drink company. They survey people then choose ingredients for a new soft drink based on the survey results. After feedback from a taste test, students design labelling for a new soft drink based on the market research. They then make a promotional sign to appeal to the target audience and compare sales figures of the new soft drink against other soft drinks on a graph.

Selling: chocolate
L414 – Years 5–9

This object has the same approach as Selling: soft drinks but focuses on boosting the sales of chocolate. Students select ingredients for a new chocolate bar and design a new wrapper for it based on survey results and market research.

Selling: biscuits
L415 – Years 5–9

This is the most complex of the three objects. Students design a new label and an advertising billboard to promote a new biscuit product for the 16–24 year old market.
Trans-Tasman challenge series (Years 5–9)

Students explore tourist destinations in Australia and New Zealand while decoding a range of written and visual texts.

Features include:
- authentic texts and images depicting or referring to places in Australia and New Zealand
- scanning strategies to identify proper nouns and highlight capital letters
- identification tests of place names via simplified maps
- rewards of souvenirs for progress made.

Students:
- use scanning strategies to decode written and visual texts
- construct literal and inferential meaning from written and visual texts
- identify and distinguish between proper nouns within written and visual texts.

Trans-Tasman challenge: level 1
L460 – Years 5–9

Text extracts include: Storm-boy by Colin Thiele; Follow the rabbit-proof fence by Doris Pilkington/Nugi Garimara; Burnum Burnum's Aboriginal Australia: a traveller's guide; Love me tender by Libby Hathorn; Jolt by Bernard Beckett; Hiking the northern crossing of the Tararuas by Ian Fisk.

Trans-Tasman challenge: level 2
L461 – Years 5–9

Text extracts include: Piya by James Porter; Red heart by Victor Kelleher; Njunjul the sun by Meme McDonald and Boori Monty Prior; I God up here by Albert Wendt; The wave rider by Graeme Lay; The bare-foot bush walker by Dorothy Butler.

Trans-Tasman challenge: level 3
L462 – Years 5–9

Text extracts include: Burnum Burnum’s Aboriginal Australia: a traveller’s guide; General history of Broome by Val Burton; The history of pearling by Western Fisheries Magazine; Australian Government publications: Plants of the Kakadu region; How to get to Kakadu National Park; Tasmanian Government publications: Eaglehawk Neck visitors’ guide; Tasman-access; Tasman-activities; The bare-foot bush walker by Dorothy Butler; Recipe for one by Cilla McQueen; Mount Tarawera by Rotorua Legends; Reader’s digest guide to New Zealand by Maurice Shadbolt; New Zealand Government publication: Walks in Aoraki/Mount Cook National Park.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Underwater discovery series (Years 5–9)

Following an oil spill, students dive underwater and explore a coral reef. They take photos of animals that match descriptive texts.

Features include:
- photographs and species descriptions for a range of reef-dwelling animals
- written descriptions related to locations within a visual representation
- an information text model and helps students to construct their own species description
- a simulated coral reef environment requiring navigation skills and species identification
- a glossary of difficult terms and their pronunciation.

Students:
- use information from multiple sources to decode factual texts and find hidden sea creatures
- use strategies of re-reading, predicting and cross checking to collect clues for finding hidden sea creatures
- relate textual information to appropriate visuals of sea creatures
- construct their own information text about a chosen sea creature using a model text
- use knowledge of text structure to construct meaning.

---

Underwater discovery: level 1
L382 – Years 5–9

Students look for a loggerhead turtle, a spinner dolphin, nudibranchs, a dugong and spotted seahorses.

Underwater discovery: level 2
L385 – Years 5–9

Students look for a giant clam, a manta ray, a clown fish, an olive sea snake and a brittle star.

Underwater discovery: level 3
L386 – Years 5–9

Students look for a grey reef shark, giant trevally, a moray eel, a bullethead parrotfish and a Queensland grouper.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Rap machine series (Years 5–9)

Students mix their own rap music. They identify standard and non-standard English and select appropriate text to change the meaning of the words for the rap-style songs.

Features include:

- the means to translate a rap song’s lyrics into standard English
- opportunities to assemble lyrics according to a given theme
- differences in structure and meaning between standard English and dialects
- a description of the development of rapping and hip-hop dance culture.

Students:

- start with model lyrics and beats then change each line to make a rap based on a particular theme
- choose one of three different beats and apply it to play their new rap
- identify standard and non-standard English.

Rap machine: space travel
L457 – Years 5–9

The level of language in the model lyrics is the least complex.

Rap machine: underwater travel
L458 – Years 5–9

The level of language in the model lyrics is more complex than for space travel.

Rap machine: talent quest
L459 – Years 5–9

The level of language in the model lyrics is the most complex of the three learning objects.
Finders keepers series (Years 5–9)

Students navigate through a three-dimensional house, collecting clues and useful objects in order to discover hidden treasure.

Features include:
- a framework to relate the words and structure of everyday texts to their intended audience and purpose
- opportunities to identify literal meanings and inferences from texts
- a glossary of difficult terms and their pronunciation.

Students:
- collect clues by answering multiple-choice questions about everyday texts
- identify language and organisational features of texts
- consider the intended audience and purpose of texts
- decode written and visual texts
- construct and combine literal and implied meaning from a range of texts to solve problems
- act on information in written and visual texts.

---

**Finders keepers: level 1**

L259 – Years 5–9

Students move through a 3D house in search of hidden treasure and receive clues as rewards for completing tasks. They identify language and organisational features of texts and also consider the intended audience and purpose of each text.

---

**Finders keepers: level 2**

L262 – Years 5–9

Students move through a 3D house in search of hidden treasure. They collect clues along the way by answering multiple-choice questions about everyday texts and identify language and organisational features of texts. The level of language in this learning object is more complex than in level 1.

---

**Finders keepers: level 3**

L263 – Years 5–9

Students move through a 3D house in search of hidden treasure. They earn useful objects and break the code that protects the hidden treasure and consider the intended audience and purpose of each text. The level of language in this learning object is the most complex.
**Fashion design series** *(Years 5–9)*

Students work in a virtual fashion design company called OzKiwi Designs.

**Features include:**
- multi-choice quizzes to test understanding of key concepts
- a glossary of difficult terms and their pronunciation.

**Students:**
- analyse the way purpose and audience shape different community texts, such as scientific reports, catalogues and magazine advertisements
- recognise that texts (both print and images) use different ways of communicating meaning
- explore how the choice of words and text structures contribute to how a text portrays particular social groups
- select textual elements appropriate to a purpose.

---

**Fashion design: market research**
L295 – Years 5–9

Students examine customer profiles: gender, age, workplace, hobbies and major spending habits. They analyse results of a market survey of people's clothing preferences and review pie charts and customer interviews. They then compare the current survey results with last year's.

---

**Fashion design: quality control**
L296 – Years 5–9

Students test the properties of four fabrics for a fashion design company. They review a lab test summary table and examine the structure of the table and words used. They build a graphic interpretation of the text by adding simple icons. They then identify two fabrics which meet the agency's needs and choose conclusions based on suitable scientific language.

---

**Fashion design: advertising**
L297 – Years 5–9

Students help plan an advertising campaign for clothes made by a fashion design company. They review catalogue mock-ups, images and marketing text. They choose the items which best meet the company's needs. They then compare and contrast three magazines and decide which is best suited for their target market.

---

**Fashion design: studio**
L298 – Years 5–9

Students explore how a fashion company works to design a range of clothes. They choose words to complete a description about tools of the trade and answer questions about the roles of three departments within the company: market research, advertising and quality control.
Super stories series (Years 5–9)

Students select appropriate and effective grammatical forms and illustrations to evoke an emotional response from readers in a range of narrative texts.

Features include:
- a demonstration of how image choices and verbal choices impact on the construction of meaning in a narrative text
- a narrative text in which students change nouns or verbs and add adjectives or adverbs to make the text more effective
- illustrations of how the selection of images can increase the sense of horror in a narrative text
- feedback to students on the specific impact of different choices
- an option to print the final story
- an option to print a new story to edit and improve using the same strategies.

Students:
- read a narrative text and change verbs and illustrations and add adverbs to make the text more effective
- analyse and compare the use of grammatical forms such as nouns or verbs and adjectives or adverbs to evoke an emotional response from readers and listeners across a range of texts
- analyse how particular language choices can give more or less emphasis, intensity, force or focus to evaluations
- investigate how images influence the reader to adopt certain evaluative positions about a text.

Super stories: The Abandoned House: nouns and adjectives
L6184 – Years 5–7

Students choose effective nouns and adjectives to increase the horror impact of the story.

Super stories: The Abandoned House: verbs and adverbs
L6185 – Years 5–7

Students choose effective verbs and adverbs to increase the horror impact of the story.

Super stories: The Sea Cave: nouns and adjectives
L6186 – Years 8–9

Students choose effective nouns and adjectives to increase the horror impact of the story.
Super stories: The Sea Cave: verbs and adverbs
L6187 – Years 8–9

Students choose effective verbs and adverbs to increase the horror impact of the story.

Super stories: verbs and adverbs: assessment
L8469 – Years 5–7

Students choose effective verbs, adverbs and illustrations to increase the impact of a horror story. A printable assessment report is available.
Lights, camera, action series (Years 5–9)

Students are enrolled at the Spellberg School of Film where they learn how the language and techniques of film-making are used create meaning and to tell stories.

Features include:
- an introduction to key film-making terms and animated illustration of them
- a test of film-making terminology via multiple-choice questions in a quiz
- a model film sequence to establish various film techniques and their effects on an audience
- a selection of camera shots or sounds for students to assemble, review and edit to suit a chosen genre
- feedback on the context and emotional impact of each student choice via a mentor character
- an option to print a certificate summarising key principles making up the focus of each learning object.

Students:
- identify and apply film metalanguage
- apply film-making techniques to enhance the telling of a story
- explore how film-makers use a range of techniques to construct meaning and influence audience response.

Lights, camera, action: camera
L2844 – Years 5–9

Students explore how camera shots, movements and angles are used in films to tell a story.

Lights, camera, action: editing
L2845 – Years 5–9

Students explore how editing helps to tell a story in films, and learn how the order of scenes and type of transitions can affect the flow, set a mood and keep an audience interested.

Lights, camera, action: lighting
L2846 – Years 5–9

Students explore how editing helps to tell a story in films, and learn how the order of scenes and type of transitions can affect the flow, set a mood and keep an audience interested.
Lights, camera, action: sound
L2847 – Years 5–9
Students explore how sounds and sound effects are used in films to tell a story and learn how combinations of sounds can hide or reveal things, make a scene more realistic, set a mood and influence audience feelings.

Lights, camera, action: assessment series (Years 6–8)
Assesses student understanding of how camera techniques are used to shift the focus in a story and influence audience emotions.
Features include:
• animated illustrations of key film-making techniques
• multiple-choice questions in a quiz format to test understanding of film-making terminology
• a selection of camera shots for students to assemble, review and edit to suit the genre
• the option to print a report of the student's performance, including graphics of shots chosen
• a teacher guide to assist teachers to interpret the student report.

Students:
• explore how film-makers use a range of camera techniques to construct meaning and influence audience response
• identify and apply film metalanguage
• choose combinations of camera shots to enhance the telling of a story.

Lights, camera, action: camera: assessment
L8471 – Years 6–8
Students demonstrate their understanding of how camera shots are used to tell a story in a horror film.

Lights, camera, action: romantic comedy: assessment
L9760 – Years 6–8
Students demonstrate their understanding of how camera shots are used to tell a story in a romantic comedy.
Climbing Mount Batur: using texts (Years 6–9)

Students discover how to communicate in culturally appropriate ways with local people in Bali. They use visual and verbal information to engage in interactions that respect Balinese beliefs and customs.

Features include:
- information about culturally appropriate styles of communication, as well as the consequences of using inappropriate methods
- opportunities to converse with a Balinese hotel clerk, villagers and a trekking guide
- illustrations and descriptions of Mt Batur, a geographical and cultural landmark in Bali
- spoken and nonverbal responses to conversational choices
- responses showing politeness and cultural sensitivity.

Students:
- discover ways to speak and respond which respect local people and Balinese beliefs and customs
- make inferences and decisions by using visual and verbal information provided in a text
- identify the ways in which language choices construct and convey values and stance
- understand ways in which context shapes the appropriateness of textual choices.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Direct a taxi: Jakarta, Indonesia (Years 6–9)

Students join a taxi service as a controller and give directions to help a driver avoid delays due to heavy traffic and a traffic accident.

Features include:
- opportunities to relate navigation and temporal data presented in visual, verbal, symbolic and spatial forms
- an interactive map of Jakarta, with controls for scrolling and a key to icons
- cultural facts related to landmarks in Jakarta.

Students:
- find the most direct route to the destination using the map and other information provided
- apply words and phrases associated with time and navigation to map travel routes, and give written directions
- use spatial and contextual knowledge to provide written directions
- relate different forms of multimodal representation
- explore significant landmarks in Jakarta and aspects of Indonesian culture.

Direct a taxi: Jakarta, Indonesia
L6311 – Years 6–9

Students explore a map of landmarks in central Jakarta, and then advise a taxi driver of the most direct routes.
Meaning in context series (Years 7–8)

Students analyse visual and written texts, answer questions and create their own text from a range of supplied elements. They identify and explore how words can mean different things in different contexts and how the writer’s or speaker’s purpose also shapes meaning.

Features include
- four texts for students to analyse the purpose, context and related use of language
- selection guidance to help students to use language appropriately
- scaffolding to support students' writing
- an option for students to print their work
- a printable text outline for a future piece.

Students:
- identify implicit content (information, opinions, feelings and ideas) suggested in texts
- identify and apply knowledge of how meanings in texts are affected by contexts such as place and purpose.

Meaning in context: literal and figurative
L7951 – Years 7–8

Students discover the meaning of the terms 'literal' and 'figurative'. They use this knowledge to identify when language is being used literally and figuratively. Students construct a poem using figurative language.

Meaning in context: then and now
L7953 – Years 7–8

Students explore how some word meanings have changed over time. They discover the meaning of the terms 'amelioration', 'deterioration', 'specialisation' and 'generalisation'. They analyse four texts that explain or illustrate changes in word meanings over time: a factual piece, an extract from a book, a sports report and a propaganda poster. Students create a poster using contemporary language.

Meaning in context: literal and ironic
L7952 – Years 9–11

Students discover the meaning of the terms 'literal' and 'ironic'. They analyse four texts that use literal and ironic language: a book cover, an explanation text, an extract from a play and a cartoon. They relate the use of literal and ironic language to purpose and context. Students create an online advertisement using ironic language.

Meaning in context: levels of meaning
L7954 – Years 7–8

Students explore how texts operate at more than one level of meaning. They analyse four texts that carry meaning beyond the literal level: an advertisement, a cartoon, a short story extract and a poem. Students write a text with more than one level of meaning.
Meaning in context: denotation and connotation
L7955 – Years 9–11

Students explore how words can convey different meanings depending on their context. They discover the meaning of the terms 'synonym', 'connotation' and 'denotation'. They analyse four texts that use words that carry connotative meanings then write a text using connotative language.
English and literacy for the senior years

Poetry anthology series  (Years 5–12)

Students select poems to create an anthology and identify the conventions of each poetic form. They can also add their own poems to their collection.

**Features include:**
- examples of poetic forms and explanations of poetic features such as theme, imagery and mood
- audio for most poems
- an option to print the student's anthology, including selected poems, student responses and their own poems.

**Students:**
- create their own online profile
- read from a selection of poems
- respond to the themes, moods or imagery of each poem, and then rate it
- select at least four poems to go into their anthology, and then create their own poem, or write the concluding line to a sample text.

---

**Poetry anthology: haiku, sonnet, cyber**

L7942 – Years 11–12

Students use the forms, structures or features of haiku, sonnets and cyber poems to create effective literary and imaginative texts.

---

**Poetry anthology: clerihew, Ezra Pound couplet, cyber**

L9457 – Years 7–8

Students read and rate poems from a selection of clerihews, Ezra Pound couplets and cyber poems. They use the poems to create a short poetry collection.

---

**Poetry anthology: ghazal, concrete, cyber**

L9453 – Years 11–12

Students read and rate ghazal, concrete and cyber poems, selecting some for a poetry anthology. They choose one of these styles and create their own poem or poems to add to the collection.

---

**Poetry anthology: haiku, cinquain, cyber**

L9454 – Years 11–12

Students use the forms, structures or features of haiku, cinquain and cyber poems to create effective literary and imaginative texts.
Poetry anthology: sense, concrete, cyber  
L9458 – Years 5–6  
Students read and rate poems from a selection of sense, concrete and cyber poems. They respond to the theme, mood or imagery of each poem and select at least four poems to add to an anthology.

Poetry anthology: villanelle, rhyming couplet, cyber  
L9455 – Years 9–10  
Students read and rate villanelle, rhyming couplets and cyber poems for a poetry anthology. They choose one of these styles and create their own poem to add to the collection.

Poetry anthology: haiku, list, cyber  
L7943 – Years 5–6  
Students use the forms, structures or features of haiku, list poems and cyber poems to create effective literary and imaginative texts.

Poetry anthology: haiku, limerick, cyber  
L9456 – Years 7–8  
Students use the forms, structures or features of haiku, limericks and cyber poems to create a poetry anthology.

Poetry writing tool: villanelle, rhyming couplet, cyber  
L9462 – Years 9–10  
Students create at least one villanelle, rhyming couplet or cyber poem for a poetry anthology. They comment...
| Poetry writing tool: haiku, cinquain, cyber  
<table>
<thead>
<tr>
<th>L9461 – Years 9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students create at least one haiku, cinquain or cyber poem for a poetry anthology. They comment on the theme, mood or imagery of each poem.</td>
</tr>
</tbody>
</table>

| Poetry writing tool: haiku, sonnet, cyber  
<table>
<thead>
<tr>
<th>L9459 – Years 9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students create at least one haiku, sonnet or cyber poem for a poetry anthology. They comment on the theme, mood or imagery of each poem.</td>
</tr>
</tbody>
</table>

| Poetry writing tool: haiku, list, cyber  
<table>
<thead>
<tr>
<th>L9465 – Years 5–6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students create a short poetry collection, or anthology, containing at least one haiku, list or cyber poem. They comment on the theme, mood or imagery of each poem.</td>
</tr>
</tbody>
</table>

| Poetry writing tool: ghazal, concrete, cyber  
<table>
<thead>
<tr>
<th>L9460 – Years 11–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read guidelines on how to write ghazal, concrete or cyber poems before composing their own for a short anthology.</td>
</tr>
</tbody>
</table>

| Poetry writing tool: haiku, limerick, cyber  
<table>
<thead>
<tr>
<th>L9463 – Years 7–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students create at least one haiku, limerick or cyber poem for a poetry anthology. They comment on the theme, mood or imagery of each poem.</td>
</tr>
</tbody>
</table>
Poetry writing tool: clerihew, Ezra Pound couplet, cyber  
L9464 – Years 7–8  
Students create at least one clerihew, Ezra Pound couplet or cyber poem for a poetry anthology. They comment on the theme, mood or imagery of each poem.

Poetry writing tool: sense, concrete, cyber  
L9466 – Years 5–6  
Students read guidelines on how to write sense, concrete or cyber poems before composing their own for a short anthology.
Writing narratives series (Years 7–11)

Students get tips from authors on how to write effective narratives. Each object in the series focuses on a different aspect of story writing and provides students with the opportunity to put the tips they gather into practice.

Features include:
- an option for students to print their completed plot outline.

Students:
- rearrange comic strip panels and short story paragraphs in a logical order
- identify problem/solution storylines in both a comic strip and a short story
- choose pacing strategies for two short stories by identifying major and minor events and deciding which events to present in detail and which to present briefly
- rearrange narrative events, select events for storylines, classify events as 'problems' or 'solutions', select short or long versions of events and plan a storyline using problem/solution and pacing strategies.

Writing narratives: narrative flow
L7946 – Years 7–8

Students create a story outline using a problem/solution scenario and a pacing technique.

Writing narratives: plotline
L7947 – Years 9–11

Students explore popular plotlines and see how language choices shape effective narrative. They craft a storyline by selecting a plotline, a narrative genre and a scenario.

Writing narratives: point of view
L7948 – Years 9–11

Students discover how to shape and maintain a point of view in a story. They explore how multiple points of view can be presented in a narrative.

Writing narratives: using detail
L7949 – Years 9–11

Students investigate why and how to use detail when constructing narratives. They create a storyline by selecting a character, a setting and appropriate language strategies for presenting detail that enhances the narrative.
Writing narratives: characters
L8144 – Years 7–8

Students explore how contrasting attitudes or a contest between characters can create an interesting storyline. They identify stereotypes based on age, gender and occupation, and consider how appropriate dialogue can assist characterisation.

Responsible fishing in Western Australia: write an article (Years 8–9)

Students investigate a fishing site in Australia affected by human activities.

Features include:
- definitions of difficult words
- a focus on the importance of audience and purpose when making language choices
- a model of text structure, features and language of an exposition (including use of opinion adjectives and adverbs)
- the option to print the edited magazine article for further discussion, evaluation or development in the classroom.

Students:
- consider evaluative and persuasive language
- choose opinion adjectives and adverbs to support an evaluative stance
- complete a factual exposition to suit the social context, audience and purpose
- interpret technical language
- revise a factual exposition to improve language choice and usage
- interpret technical language.

Responsible fishing in Western Australia: write an article
L4914 – Years 8–9

Students identify the laws and regulations that relate to fishing in this region and help write a magazine article to inform anglers of the laws and regulations they should observe.
Search for the gorilla: assessment (Years 8–9)

Tests students’ understanding of features of language that affect the reliability of texts as they track down a gorilla.

Features include:
- illustrations of how to assess the reliability of texts by using the SAFE test (Source, Attitude, Facts and Emotions)
- definitions of terms used in production of current affairs programs
- a range of text types for students to assess reliability
- a printable report of the student's performance
- a mechanism for the teacher to comment on the student's learning progress.

Students:
- interview witnesses and read information from sources such as a website, advertisement and newspaper article
- choose the evidence most likely to be accurate by using the SAFE test (Source, Attitude, Facts and Emotions)
- identify features of language that signal fact and opinion, expression of emotion, and objectivity and subjectivity in texts
- identify the evaluative stances of a range of texts
- distinguish between positive and negative evaluations of people and events.
Unforgettable speeches (Years 11–12)

Students read or listen to a famous political speech. They analyse its context, using information about 'who', 'what', 'when', 'where', 'how' and 'why' provided in the form of graphics, photographs and audio.

Features include:
- models of effective speech structures, features and language choices
- illustrations and explanations of a variety of rhetorical devices used by writers
- different mediums (for example, photographs, audio files and graphics) to increase student engagement with the topic
- scaffolded feedback to support student learning
- an option for students to print the speech, their response to the speech and the speech reference list.

Students:
- identify and apply knowledge of how meanings in texts are affected by contexts such as time, place, purpose and culture
- demonstrate an understanding of how meaning in text is affected by context
- compose a response on a persuasive text, using evidence to support a viewpoint
- rate speeches on how well they think each speech succeeds for each of the six features of an effective speech.

Unforgettable speeches: political speech
L8952 – Years 11–12

Students find out about the six features of an effective speech and look at examples from well-known speeches such as the 'I have a dream' speech by Martin Luther King, Jr.
Ultimate reader's toolkit: fiction series (Years 11–12)

Students explore extracts from factual and fictional texts in order to improve their reading skills. Students identify and use strategies such as predicting, visualising and summarising. The strategies are presented as ‘tools’ that students add to their collection.

Features include:
- the option for students to create a customised mentor
- extracts from published texts
- strategies used by successful readers, for example predicting, visualising and summarising
- an option to print summaries of featured texts and the student's responses.

Students:
- explore, identify and use a toolkit of helpful reading strategies, including predicting, visualising and summarising.

---

**Ultimate reader's toolkit: fiction: level 1**
L7945 – Years 7–8

Students select from literary texts including *The silver donkey* and *Bumface* to demonstrate their ability to use the following reading tools: predicting, visualising and summarising.

**Ultimate reader's toolkit: fiction: level 2**
L9548 – Years 9–10

Students select from literary texts including *The curious incident of the dog in the night-time* and *Singing the dogstar blues* to demonstrate their ability to use the following reading tools: predicting, visualising and summarising.

**Ultimate reader's toolkit: fiction: level 3**
L7944 – Years 11–12

Students select from literary texts including *The kite runner* and *The secret river* to demonstrate their ability to use the following reading strategies: predicting, visualising and summarising.

**Ultimate reader's toolkit: nonfiction: level 1**
L9547 – Years 7–8

Students choose from nonfiction texts, such as *We are the weather makers* and *Boy*, to demonstrate their ability to use the following reading tools: predicting, visualising and summarising.
Ultimate reader’s toolkit: nonfiction: level 2
L9549 – Years 9–10

Students choose from nonfiction texts, such as *Touching the void* and *Maybe tomorrow*, to demonstrate their ability to use the following reading tools: predicting, visualising and summarising.

Ultimate reader’s toolkit: nonfiction: level 3
L9550 – Years 11–12

Students choose from nonfiction texts, such as *Into the wild* and *The last explorer*, to demonstrate their ability to use the following reading tools: predicting, visualising and summarising.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Content from other sources

TLF also licenses digital curriculum materials for English and literacy support English and literacy from other sources.

My family (English) (Years P–4)
Students meet a local family and learn about relationships in a family tree.

Features include:
- vocabulary and basic sentence structure to describe family relationships.

Students:
- explore the composition of a range of families.

My family [English]
L1454 – Years 0–4
Students learn about a range of families.

These materials are licensed to Education Services Australia Ltd. Copyright is retained by the Department of Education, Tasmania; e-magine Centre of Excellence in Online Learning.
Understanding e-security – Budd:e (Years 3–10)

The Budd:e E-security Education Package is designed to raise the e-security awareness of Australian primary and secondary school students, and to help them make smart decisions online.

Features include:
- demonstrations of how to be smart online by applying e-security principles
- interactive activities employing a range of learning strategies
- a glossary of terms used online, information about common threats in the online world and links to useful sites.

Students:
- explore e-security
- learn about personal information file-sharing, pop-ups and privacy
- learn about scams and spam
- learn about online transactions and computer viruses
- learn about the kinds of information that are not secure to publish online
- learn how to create a secure online identity.

Understanding e-security – Budd:e primary
R11244 – Years 3–6

Students work through a series of eight interactive activities exploring the e-security basics needed for being responsible online. Topics covered include privacy, password creation, protecting personal details, virus scanning, secure websites, copyright and scams. As they work through the stages students assemble a robot ‘Budd:e’. The package includes a survey to assess students’ current level of e-security at home.

Understanding e-security – Budd:e secondary
R11245 – Years 7–10

Students explore advanced e-security topics, including protecting identity, threats to data and systems, file-sharing and downloads, social networking, spyware and scams, and using the internet for research. The package includes video interviews of people explaining e-security risks.
Out and About series (Years 5–10)

This series of interactive ESL learning activities is available in English only, or with first language support in Arabic, Dari or Dinka.

Features include:
- written and audio presentations of each story to support development of students’ reading and listening skills
- a matching activity in which students flip cards to find pairs that match audio and text to pictures
- a quiz game multiple-choice activity in which students, acting as game contestants, answer an audio question about a photograph
- a sequencing activity in which students read and listen to a paragraph from a story and then drag and drop elements into a time-sequenced order
- a matching activity in which students select the correct sentence from a story to see an image and reconstruct the story
- audio support throughout the story and activities.

Students:
- use contextual clues to deduce meaning from a story told in English
- identify the purpose of, and participants in, a text
- practise the key vocabulary and sentence structures used in each story.

Out and About: city excursion [English]
L10367 – Years 5–10

Out and About: city excursion [Arabic/English]
L10368 – Years 5–10

Out and About: city excursion [Dari/English]
L10369 – Years 5–10

Out and About: city excursion [Dinka/English]
L10370 – Years 5–10

Students read and listen to a recount about a class excursion to Sydney. See photos of the places the class visited, including the Sydney Harbour Bridge, the Sydney Opera House, a toy museum and Circular Quay.

Out and About: Manly excursion [English only]
L10371 – Years 5–10

Out and About: Manly excursion [Arabic/English]
L10372 – Years 5–10

Out and About: Manly excursion [Dari/English]
L10373 – Years 5–10

Out and About: Manly excursion [Dinka/English]
L10374 – Years 5–10

Students read and listen to a story about a class excursion by train and ferry Manly Beach, Sydney.
Out and About: a music lesson [English]
L10375 – Years 5–10

Out and About: a music lesson [Arabic/English]
L10376 – Years 5–10

Out and About: a music lesson [Dari/English]
L10377 – Years 5–10

Out and About: a music lesson [Dinka/English]
L10378 – Years 5–10

Students read and listen to a story about a music class. Meet the students from many different countries and find out about the different music they play.
ESL Readers series (Years 5–10)

'ESL Readers' is a series of interactive literacy resources for students who are in the early stages of learning English as a second language. Teachers’ resources for each of the three learning objects are available in 22 different languages.

Features include:
- strong visual support presented in a comic-strip form
- presentation of the story in both written and audio formats to support development of students' reading and listening skills
- a comprehensive glossary to support each page of the comic
- a wonderword activity in which students find words in English
- a matching activity in which students flip cards to find pairs (with matching options including audio to text, audio to picture, and text to picture)
- a make-a-picture activity in which students consider a clue (audio, text or graphic) and then find its matching audio, text or graphic item
- a quiz activity that reinforces key vocabulary from the story
- a story-sequencing activity in which students match texts to pictures.

Students:
- use contextual clues to deduce meaning from a story
- identify the purpose of, and participants in, a text
- practice the key vocabulary and sentence structures used in each story.

ESL Readers: A mysterious meeting
L10346 – Years 5–10

Students read and listen to a story of a boy who responds to a series of mysterious commands to go to different places and wear various disguises. Share his confusion until the end, when a surprise is revealed.

ESL Readers: Mandy's bad day
L10348 – Years 5–10

Students read and listen to a story about a day when everything goes wrong. Find out about a student's misadventures as she tries to get to school on time.

ESL Readers: Sick at school
L10347 – Years 5–10

Students read and listen to a story about a student who tries to get help from a school nurse for her upset stomach. She is not alone! Find out how the nurse helps the students.

© 2004 NSW Department of Education and Training.
Teacher guides
Teacher guides, developed by TLF, are intended for use with assessment objects. Each guide aims to help teachers interpret the student report generated by the assessment object.

The guide provides a profile of the assessment object, then presents guidelines on the marking and interpretation of sample student responses. Suggestions for follow-up activities to increase student understanding of key concepts may also be provided in the guide.

TLF also licences teacher guides from other sources. These resources are designed to support delivery of related learning objects and may include suggested teaching strategies, extra contextual information and solutions to problems presented in the object.

Teacher guides for English and literacy

<table>
<thead>
<tr>
<th>TLD ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>R10781</td>
<td>Design a layout: advertisement: assessment: teacher guide</td>
</tr>
<tr>
<td>R10780</td>
<td>Design a layout: magazine: assessment: teacher guide</td>
</tr>
<tr>
<td>R10783</td>
<td>Design a layout: newspaper: assessment: teacher guide</td>
</tr>
<tr>
<td>R10782</td>
<td>Design a layout: poster: assessment: teacher guide</td>
</tr>
<tr>
<td>R10169</td>
<td>Fix the mix-up: advertisement: assessment: teacher guide</td>
</tr>
<tr>
<td>R10166</td>
<td>Fix the mix-up: conference: assessment: teacher guide</td>
</tr>
<tr>
<td>R10168</td>
<td>Fix the mix-up: school assembly: assessment: teacher guide</td>
</tr>
<tr>
<td>R10167</td>
<td>Fix the mix-up: TV show: assessment: teacher guide</td>
</tr>
<tr>
<td>R9252</td>
<td>Lights, camera, action: camera: assessment: teacher guide</td>
</tr>
<tr>
<td>R10155</td>
<td>Picture story: outdoor adventure: assessment: teacher guide</td>
</tr>
<tr>
<td>R10156</td>
<td>Picture story: situations: assessment: teacher guide</td>
</tr>
<tr>
<td>R10157</td>
<td>Picture story: in the crowd: assessment: teacher guide</td>
</tr>
<tr>
<td>R10158</td>
<td>Picture story: history: assessment: teacher guide</td>
</tr>
<tr>
<td>R10159</td>
<td>Read between the lines: neighbourhood: assessment: teacher guide</td>
</tr>
<tr>
<td>R10160</td>
<td>Read between the lines: shopping centre: assessment: teacher guide</td>
</tr>
<tr>
<td>R10161</td>
<td>Read between the lines: park: assessment: teacher guide</td>
</tr>
<tr>
<td>R9251</td>
<td>Search for the gorilla: assessment: teacher guide</td>
</tr>
<tr>
<td>R9250</td>
<td>Super stories: verbs and adverbs: assessment: teacher guide</td>
</tr>
<tr>
<td>R10165</td>
<td>Wonderful words: food: assessment: teacher guide</td>
</tr>
<tr>
<td>R10162</td>
<td>Wonderful words: pets: assessment: teacher guide</td>
</tr>
<tr>
<td>R10164</td>
<td>Wonderful words: space: assessment: teacher guide</td>
</tr>
<tr>
<td>R10163</td>
<td>Wonderful words: beach: assessment: teacher guide</td>
</tr>
</tbody>
</table>

Content from other sources

English as a second language

<table>
<thead>
<tr>
<th>TLD ID</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>R10800</td>
<td>Out and about: a music lesson: teachers’ resource</td>
</tr>
<tr>
<td>R10801</td>
<td>Out and about: city excursion: teachers’ resource</td>
</tr>
<tr>
<td>R10802</td>
<td>Out and about: Manly excursion: teachers’ resource</td>
</tr>
<tr>
<td>R10438</td>
<td>ESL Readers: A mysterious meeting: teachers’ resource [Arabic]</td>
</tr>
<tr>
<td>R10439</td>
<td>ESL Readers: A mysterious meeting: teachers’ resource [Bosnian]</td>
</tr>
<tr>
<td>R10440</td>
<td>ESL Readers: A mysterious meeting: teachers’ resource [Chinese]</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>R10441</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Croatian]</td>
</tr>
<tr>
<td>R10442</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Indonesian]</td>
</tr>
<tr>
<td>R10443</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Japanese]</td>
</tr>
<tr>
<td>R10444</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Khmer]</td>
</tr>
<tr>
<td>R10445</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Korean]</td>
</tr>
<tr>
<td>R10446</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Lao]</td>
</tr>
<tr>
<td>R10447</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Macedonian]</td>
</tr>
<tr>
<td>R10448</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Persian]</td>
</tr>
<tr>
<td>R10449</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Portuguese]</td>
</tr>
<tr>
<td>R10450</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Punjabi]</td>
</tr>
<tr>
<td>R10451</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Russian]</td>
</tr>
<tr>
<td>R10452</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Samoan]</td>
</tr>
<tr>
<td>R10453</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Serbian]</td>
</tr>
<tr>
<td>R10454</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Somali]</td>
</tr>
<tr>
<td>R10455</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Spanish]</td>
</tr>
<tr>
<td>R10456</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Thai]</td>
</tr>
<tr>
<td>R10457</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Tongan]</td>
</tr>
<tr>
<td>R10458</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Turkish]</td>
</tr>
<tr>
<td>R10459</td>
<td>ESL Readers: A mysterious meeting: teachers' resource [Vietnamese]</td>
</tr>
<tr>
<td>R10483</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Bosnian]</td>
</tr>
<tr>
<td>R10484</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Chinese]</td>
</tr>
<tr>
<td>R10485</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Croatian]</td>
</tr>
<tr>
<td>R10486</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Indonesian]</td>
</tr>
<tr>
<td>R10487</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Japanese]</td>
</tr>
<tr>
<td>R10488</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Khmer]</td>
</tr>
<tr>
<td>R10489</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Korean]</td>
</tr>
<tr>
<td>R10490</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Lao]</td>
</tr>
<tr>
<td>R10491</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Macedonian]</td>
</tr>
<tr>
<td>R10492</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Persian]</td>
</tr>
<tr>
<td>R10493</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Portuguese]</td>
</tr>
<tr>
<td>R10494</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Punjabi]</td>
</tr>
<tr>
<td>R10495</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Russian]</td>
</tr>
<tr>
<td>R10496</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Samoan]</td>
</tr>
<tr>
<td>R10497</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Serbian]</td>
</tr>
<tr>
<td>R10498</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Somali]</td>
</tr>
<tr>
<td>R10499</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Spanish]</td>
</tr>
<tr>
<td>R10500</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Thai]</td>
</tr>
<tr>
<td>R10501</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Tongan]</td>
</tr>
<tr>
<td>R10502</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Turkish]</td>
</tr>
<tr>
<td>R10503</td>
<td>ESL Readers: Mandy's bad day: teachers' resource [Vietnamese]</td>
</tr>
<tr>
<td>R10460</td>
<td>ESL Readers: Sick at school: teachers' resource [Arabic]</td>
</tr>
</tbody>
</table>
A remarkable range of digitised items licensed from leading Australian and New Zealand cultural and scientific institutions is available to English and literacy teachers and students. These items include:

- clips from documentaries, newsreels, television programs and feature films
- photographs, line drawings, maps and documents
- audio files of interviews, broadcasts and speeches.

With each item, TLF supplies an educational value statement comprising a description and contextual information that enriches the value of the asset. This catalogue contains a representative sample of English and literacy-related digital resources licensed from TLF’s partner institutions.

Two views of each resource are available – one with the description, educational value statement and acknowledgments, another with the resource and acknowledgments.

**View 1 – Resource and acknowledgements**

![Kaboodle – ‘The great detective’, part 1 of 2](image)

**TLF ID:** R7814

With permission of the Australian Children's Television Foundation and Film Finance Corporation Australia Limited. Animation by Richard Chataway and Michael Cusack.

**View 2 – Resource, description, educational value statement and acknowledgments**

![Kaboodle – ‘The great detective’, part 1 of 2](image)

**TLF ID:** R7814
The Australian Children's Television Foundation (ACTF) is committed to developing and producing high-quality, innovative, entertaining and educational television programs for children. TLF has licensed clips from various ACTF productions for inclusion in the national digital curriculum content pool. Productions clips are drawn from include: *I think …*, Kaboodle, *Lift off*, Noah and Saskia, *Round the twist* and *Yolngu boy*.

**Lift Off – Teacher eater**
This clip looks at the ‘myths and legends’ genre. Myths about dragons have existed in different cultures and civilisations for centuries. In myth, song and literature and now in electronic media, dragons exhibit a wide range of characteristics. In this story, Louie the dragon represents the most positive attributes of both pets and people.

*With permission of the Australian Children's Television Foundation, Film Finance Corporation Australia Limited and Heytesbury Pty Ltd. Produced by The Funny Farm. Animation by Maggie Geddies and Neil Robertson.*

**Lift Off – Murgatroyd's garden**
The film provides an example of a fable, a short tale not based on fact which provides a ‘moral’, a lesson or advice on how to behave. Murgatroyd’s adventure teaches him about the benefits of cleanliness and obedience. The story, an adaptation of the book of the same name by Judy Zavos, combines two things emblematic of fairytales: a strong message and a simple plot.

*With permission of the Australian Children's Television Foundation, Film Finance Corporation Australia Limited and Heytesbury Pty Ltd. Produced by Cat flap Animation. Animation by Maurice Giacomini.*

**Lift Off – Fly Boy**
This film draws on elements from stories of superheroes that may be familiar to children. Stories of heroes and their quests, whether the heroes be legendary figures such as Hercules or fantasy figures such as Superman, have a universal appeal, inspiring children in their imaginative play and providing plots for comics, novels and films.

*With permission of the Australian Children's Television Foundation and Film Finance Corporation Australia Limited. Produced by Flying Gerkin International. Animation by Nick Donkin.*
A selection of resources useful for English and literacy is described here. You can use the search options in your educational jurisdiction's gateway to TLF to explore and view the resources available.

Brian Clouston describes the success of 'We are going', 2007

_We are going_ was the first published book of poetry by an Indigenous Australian. Its publisher, Brian Clouston (1923–2008), outlines how the first edition sold out in three days and the book went to nine sell-out editions in just a few months. Rights to the book were sold to a New York publisher, and many copies were sold overseas also.

Colleen McCullough outlines what makes a good writer, 2008

In this recording, best-selling Australian author Colleen McCullough outlines what she believes makes a good writer. She shares her belief that some children with potential as writers do not have parents or teachers who are supportive, while others with little talent are ‘over encouraged’. Stating that the only way to practise writing is to read, McCullough says that she ‘was an inveterate reader’ of a wide range of material as a child.

Ray Lawler discusses 'Summer of the seventeenth doll', 2005

The Australian playwright Raymond 'Ray' Evenor Lawler (1921–) featured in this recording is credited with changing the course of live Australian theatre with his 1955 play _Summer of the seventeenth doll_, which is set in 1953. With its 'natural' dialogue and lack of clichés, it represented a major break from what had been the traditional style of live theatre in Australia.

Robert Ray discusses 'The sentimental bloke', 2005

The recording gives an insight into part of the process of turning a literary work into a work of performance art – in this case making a ballet inspired by a popular book of poems. _The songs of a sentimental bloke_ by the South Australian-born writer C J Dennis (1876–1938) was written in slang and published in 1915. The 'bloke' in Dennis's poems is a larrikin character, Bill, who falls in love with a girl called Doreen and has a 'knockabout' mate known as Ginger Mick.
australianscreen online

Created by the Australian Film Commission and now managed by the National Film and Sound Archive, australianscreen online (ASO) is an innovative website with more than 2,000 moving-image clips from Australian feature films, documentaries, newreels, short films, home movies and animations. As the education partner in this major project, TLF has selected hundreds of clips and provided accompanying teachers’ notes.

**The Book Show – Peter Carey, 1992: You must like your characters**

This clip shows Australian novelist Peter Carey being interviewed by the ABC’s *The book show* host Andrea Stretton on the subject of his recently published novel *The tax collector*. In this clip, Peter Carey (1943–) reveals the strong relationship that he argues must exist between writers and the characters they create. He maintains that writers must love their characters so that they can then advocate for them in their novels.

**Persil Washing Powder – Their Day, 1946: 'Persil dazzle'**

This cinema advertisement for Persil washing powder shows a newly married couple on their honeymoon. They retell in song the story of how Persil washing powder brought them together and transformed a ‘drab and dreary’ Miss into a Mrs. ‘Onscreen’ advertisements were part of the cinema program from the 1940s. The preference of soap companies for this style of advertising led to their later associations with radio and television dramas, and so the emergence of ‘soap operas’.

**Bookmark – Tim Winton, 1995: Treated with respect**

Tim Winton (1960–), one of Australia’s most successful contemporary novelists, describes how novelists build pictures with language and identifies this as one of the difficulties that screenwriters and playwrights face in adapting or translating a novel for a visual medium. Aspects of the novel, such as the central character’s viewpoint, the language and the humour, are difficult to replicate in an essentially visual medium such as film.
Express Media provides support and development opportunities for young Australians in writing and media. A key project for Express Media is the magazine Voiceworks, a quarterly magazine showcasing the poems, short stories, articles and artworks of Australian writers and artists under the age of 25.

This project features 30 of these works. The educational value statements have been written by young writers, providing a contemporary's commentary on the work.

**'Desert music' by Marley Berry-Pearce**

Desert music is the story of a boy who, while staying in a community with Aboriginal friends and learning about their land and culture, is challenged by some strange occurrences.

The underlying theme of the narrative – knowledge of and respect for country – is revealed through the boy's experiences in the community.

**'Sleep with your eyes open' by Laura Skerlj**

Sleep with your eyes open is an example of a prose poem, a form that combines poetry's interest in language and metaphor with prose's concern for narrative and cohesion. The poem captures the experience of life on the road for long-haul truck drivers who sleep in their trucks, eat service-station breakfasts and drive through the baking heat of a summer that they cannot stop to enjoy.
Getty Images

TLF has licensed hundreds of high-quality images from the extensive Getty Images collection to include in the digital curriculum content pool.

Some Getty Images items useful for English and literacy are described here. You can use the search options in your educational jurisdiction's gateway to TLF to explore and view the resources available.

**Martin Luther King Jr, 1965**
This shows Martin Luther King Jr addressing a crowd at a rally. The image indicates the power of King's oratory, which impressed and inspired his audiences. He used rhetorical devices that he had learned at the Black Baptist church. His speeches frequently referenced influential texts and he employed the technique of repeating phrases at the beginning of sentences to powerful effect.

Reproduced courtesy of Time and Life Pictures/Getty Images. Photograph by Julian Wasser.

**Tim Flannery in Canberra, 2007**
Tim Flannery is one of the most prominent Australian campaigners on the issue of global warming and climate change. This speech at the National Press Club came at a time when then prime minister John Howard (1939–) was due to call a federal election and Flannery used the speech to call on the government to give more details, before the election, of what it was proposing to do to cut Australia's greenhouse gas emissions.

Reproduced courtesy of Getty Images. Photograph by Andrew Sheargold.

**Barack Obama addressing supporters after winning election, 2008**
This is a photograph of Senator Barack Obama, president-elect of the USA, addressing supporters at a victory celebration. A crucial factor in Obama's victory was his messages of hope, inclusiveness and change, delivered throughout the campaign season through a series of powerful speeches and embodied in the slogans 'Change we can believe in' and 'Yes we can'.

Reproduced courtesy of Getty Images. Photograph by Scott Olson.
History Trust of South Australia

The History Trust of South Australia was established in 1981 to encourage the research and public presentation of South Australian history and to safeguard South Australia's material heritage.

The History Trust has made some of its images and memorabilia available in digitised form for distribution to schools.

Some of the images available from the History Trust of South Australia are described here. You can use the search options in your educational jurisdiction's gateway to TLF to explore and view the range of content available.

Lighthouse book, early 20th century
This asset illustrates the appeal of lighthouses to storytellers and children. This is an example of the genre: the romance, isolation and personal stories of the keepers and their families entice the imagination and make for exciting storytelling.

German Bible, 1848
This leather-bound bible shows a type of Fraktur font, the old German lettering. Germany's Fraktur font was developed in the 16th century and was classed as a Gothic font. Its name comes from Latin and means 'broken', as the broken letters resemble handwriting. In 1941 the Nazi regime declared the font to be non-Aryan and forbade its use.
Museum of New Zealand Te Papa Tongarewa

The Museum of New Zealand Te Papa Tongarewa’s key tasks are to preserve and present the taonga (treasures) of New Zealand’s peoples and to interpret the country’s heritage for national and international audiences. TLF has licensed many digitised exhibits from the museum to include in the pool of digital curriculum content.

A selection of Te Papa images useful for English and literacy is described here. You can use the search options in your educational jurisdiction’s gateway to TLF to view the content.

**Portrait of Katherine Mansfield, 1918**
The painting depicts New Zealand-born writer Katherine Mansfield who, although influenced by other writers, notably Chekhov, created a mode of short-story writing that was new in many ways. The publication of *Bliss* in 1920 and *The garden party* in 1922 established her as one of the pre-eminent writers of the Modernist period and one of the best 20th-century short-story writers.

Reproduced courtesy of the Museum of New Zealand Te Papa Tongarewa.
Artwork by Anne Estelle Rice.

**Hirini Melbourne playing guitar**
This is Māori writer, composer and academic Dr Hirini Melbourne (1949–2003). Dr Melbourne, who began his career as a secondary school teacher, was a native speaker of Māori and became an editor of school publications in Māori for the Department of Education. He wrote many of the first school books published in Māori.

Reproduced courtesy of the Ministry of Education New Zealand and the Museum of New Zealand Te Papa Tongarewa. Photograph by Michael Hall.
National Archives of Australia

The vast collection of items in the National Archives of Australia reflects the actions, decisions and interactions of the Australian Government. TLF has licensed hundreds of these items for inclusion in the pool of digital curriculum content.

Use the search options in your educational jurisdiction's gateway to TLF to view the full list of TLF digital content available from the National Archives of Australia.

---

**The trial of Ned Kelly in Melbourne, 1880**

This illustration of a courtroom scene from Ned Kelly's trial shows the type of image used in newspapers of the time. Although photographs were becoming more commonly used in the late 19th century, they could not be reproduced in newspapers due to the limitations of the printing process, so illustrators were employed to sketch the scene.

From the collection of the National Archives of Australia.

**'The hand that waved a fan'**

This advertisement was part of an Australian Government propaganda campaign from 1942. It is an example of wartime propaganda that portrayed the Japanese as cruel and murderous. Dehumanising the enemy is a common propaganda technique that is used to incite a country's citizens to hate the enemy, thereby justifying the need to kill enemy soldiers.

From the collection of the National Archives of Australia.

**A telecommunications advertisement in 1953**

This shows a form of advertising used widely before the advent of television. In 1953, goods and services were advertised through radio, newspapers, magazines, billboards, posters and window displays such as the one featured. It also illustrates a form of communication that has nearly vanished – the telegram.

From the collection of the National Archives of Australia.
National Film and Sound Archive

The National Film and Sound Archive holds more than one million audiovisual items dating from the 1890s to the present day. Newsreels, songs, home-movie footage and early silent-era films that document aspects of the Australian experience are represented within the collection. TLF has licensed hundreds of items for inclusion in the pool of digital curriculum content. Use the search options in your educational jurisdiction's gateway to TLF to view the full list of TLF digital content available from the National Film and Sound Archive.

Rinso: 'Then came happiness’, 1931 – asset 2
This film is an example of an early cinema advertisement. Ads were part of the cinema program from the 1900s and often reflected the structures and conventions of feature films, communicating their messages in story form. The preference of soap companies for this style of advertising led to their later associations with radio and television dramas, and so the emergence of ‘soap operas’.

'Black Christmas NSW’, 1945 – part 5 of 7
The excerpt is taken from a 1945 black-and-white Cinesound review about the effects of the coal strike on Sydney transport during Christmas, 1945. At first, the tone of the narration is indignant but the primary purpose of a newsreel at the time was to entertain the cinema audience and the tone switches to humorous with the narration including puns and made-up words.

Melbourne Cup newsreel, 1944 – asset 1
This clip shows the making of newsreel footage in the 1940s. It also provides an example of colourful language used in horse racing. The phrase ‘fruit for the sideboard’ means ‘easy pickings’ or ‘easy money’. It is thought to have arisen from foolish bets placed by US servicemen on leave in Sydney.
National Library of Australia

As Australia's largest reference library, the National Library of Australia preserves a wide variety of Australian artefacts and national treasures. It holds a comprehensive collection ranging from iconic photographs and prints to sheet music and ephemera. TLF has licensed hundreds of these items for inclusion in the pool of digital curriculum content.

Use the search options in your educational jurisdiction's gateway to TLF to view the full list of TLF digital content available from the National Library of Australia.

**William Bligh's notebook and list of mutineers, 1789**

This shows a page from the notebook later used by Bligh to write his journal, including accounts of the mutiny and the extraordinary voyage. Bligh began writing in this notebook after a mutiny on his ship, *HMAV Bounty*, when he and 18 of his crew were forced aboard an open launch and set adrift in Tongan waters in the South Pacific.

**Sydney Theatre Company's 'Other times', 1985**

This image portrays a scene from *Other times* by the Melbourne-born playwright Ray Lawler, who is credited with changing the course of live Australian theatre. His 1955 play, *Summer of the seventeenth doll* (set in 1953), with its 'natural' dialogue and lack of clichés, represented a major break from what had been the traditional style of theatre.
State Library of Queensland

The State Library of Queensland has made available to TLF digitised items from its extensive collection for inclusion in the pool of digital curriculum content.

Use the search options in your educational jurisdiction's gateway to TLF to view the full range of content available from the State Library of Queensland.

Country and Progressive National Party campaign, c1929

This is an advertisement for the Country and Progressive National Party in the 1929 Queensland State Government elections. The florid wording of the advertisement, 'honesty', 'clean straight government' and 'salt of the earth' referred to political events of the day and appealed to the unions. The advertisement relied on intertitles to narrate 'story', using visual and graphic elements to strengthen the message.

Diary of a young female immigrant to Queensland, 1863–64 – part 1 of 3

Maria Steley's diary is a firsthand account of the journey of a family to Queensland in 1864. Steley's level of literacy is quite low – her writing is fluent but her spelling is phonetic and her punctuation non-existent. This is typical of many working-class children of the time who had to work and so could not go to school.

Female emigrants bound for Australia, 1834

Cartoonist W Newman based this cartoon on letters of dissatisfaction from female emigrants that had been printed in the British press, to expose in a humorous way the hardships the women faced. It is 'Dedicated with all due respect to the fair sex of Great Britain and Ireland by their obedient servant W.N.' and was published in Cheapside, London, by G S Tregear.