ORBIT

Title of Close Reading Text: Play with your Words.

Learning Intention:

I am learning to identify and analyse the language used for expressing, connecting, interacting and creating cohesive informative texts in order to comprehend a text and develop my writing.

Success Criteria:

- I can explain why authors create new words and how these words contribute to the overall storytelling experience.
- I can determine if the text is an information report or an explanation text by providing examples from the text to support my conclusion.
- I can descriptive language used to express creativity in fantasy and science fiction writing.
- I can explain the etymology of key words in the text.
- I can recognise and analyse examples of puns and spoonerisms as play on words.

Reading	Text-Dependent Questions	Outcome:
1st Reading What it says. **Key ideas and details**	**Connecting to learning:** 1) **Have you ever read a book or watched a movie where characters used words or entire phrases you've never heard before? What were some of those words, and how did they make the story more interesting?** 2) **This text "Play with your Words" explores that concept, so let's learn more about it.** **Play with your Words** by Zoe Disher is published here on the public facing part of The School Magazine website.	EN3-OLC-01 EN3-RECOM-01 EN3-UARL-01 AC9E5LY02 AC9E5LE03 AC9E5LY04

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	1) Why do authors make up new words for their writing? **Teacher note:** Authors create new words to make their stories more exciting and fun, to help describe their made-up worlds better and to add fun and humour to the text. **2) What can be implied about the English language from this text? Discuss and use examples from the text to support your theory.** **Teacher note:** From the text, it can be implied that the English language is constantly evolving, new words come into use frequently, and some words are lost and become forgotten. "New words are called neologisms and, if people like them enough, these neologisms slip into the English language and become part of it." **3) What impact can these newly created neologisms have on language, particularly if they gain popularity?** **Teacher note**: The words become part of the evolution and history of the English language. For instance, terms like "muggle" from the Harry Potter Series and "Minionese" from the Despicable Me movies have gained recognition beyond their original fictional contexts. **4) What genre does the text belong to, and what aspect of literature and film does the text focus on?** **Teacher note**: The text is structured as an informative text.	
2nd Reading How it says it. **Craft and Structure**	**1) Is this text an information report or an explanation? Find examples and discuss. Be prepared to present your examples from the text to prove your point of view.** **Teacher note:** This text is an explanation because it provides information about how fantasy and science fiction writers create new words and how those words are used in storytelling. It explains the process of inventing words provides examples from famous authors like Roald Dahl, J.K.Rowling, and J.R.R Tolkien, and	EN3-OLC-01 EN3-RECOM-01 EN3-UARL-01 EN3-CWT-01 AC9E5LE02 AC9E5LY03 AC9E5LY04

discusses the purpose and impact of these invented words in literature and film. It aims to help readers understand the role of invented words in storytelling and encourages them to explore their own creativity my making up words.

2) **Analyse the text from the following angles:**

Language for expressing ideas:	The text uses descriptive language to express the creativity and imagination of fantasy and science fiction writers. Phrases such as: - Love to make things up, - Bounce ideas around, - Create places, creature and inventions. These phrases effectively convey the idea that writers in these genres are highly imaginative and enjoy inventing new concepts and worlds.
Language for connecting ideas:	The text connects the idea of creating new words with the purpose they serve, such as adding character and history to the narrative, enhancing fun and playfulness, and contributing to world-building.
Language for interaction:	The text engages the reader by posing questions and encouraging reflection. E.g., *it asks readers to consider why authors create new words, invites them to imagine their own invented words, and suggests exploring the world of fantasy and science fiction literature.* The text encourages readers to actively participate in the discussion by suggesting they explore their own creativity and imagine their own invented words.
Language for creating cohesive texts:	Transition words and phrases like 'after all' and 'so next time' are used to guide the reader through the discussion. Additionally, repeated references to the theme

of inventing new words and their significance in storytelling help maintain coherence and focus throughout the text.

3) **Scan and highlight sentences that could be improved through the use of nominalisation. Nominalisation changes the tone of a sentence and makes it more formal. Choose 4-5 sentences that you could condense through the inclusion of nominalisation.**

Teacher note: Nominalisation is explored in Stage 3 through the outcome EN3-CWT-01 in the sentence-level grammar content descriptor. Nominalisation occurs when we convert verbs, conjunctions, adjectives or adverbs into nouns. Nominalisation is used to condense a lot of meaning, which might otherwise have been expressed using one or more clauses. Nominalisation helps reduce the number of words used. However, it can increase the complexity of the text. "Nominalisation is a way of repackaging meaning, and is what makes specialised written language so different to everyday spoken language, and for many students so much more challenging to understand." (Humphrey, S., Droga, L., Feez, S., 2012, *Grammar and Meaning*) Take the following example: *"When people plant a lot of crops year after year, many of the nutrients go out of the soil."* Can be nominalised to *"Overcropping often causes a breakdown in the soil."*

Original sentence	Nominalised sentence
"they often create new words as well."	".. they engage in the creation of new words as well."
"...help build the world where their story is set..."	".. help in the construction of the world where their story is set..."
"J.K.Rowling liked to use words from the ancient language of Latin for spells."	"J.K. Rowling demonstrated a preference for using words from the ancient language of Latin."
"Tolkien loved words- he saw them as beautiful things and spent his life making up new ones."	"...Tolkien had a love for words- he saw them as beautiful things and dedicated his life to the creation of new ones."

	Highlight and discuss as many other sentences as you like.	
	4) Ask students to make comments on how they tone of a sentence changes when nominalisation is used. What type of audience would expect nominalisation?	
3rd Reading What it means. **Language features, sentence structures, visual components, text cohesion, and repetition.**	**1) What is the etymology of the word "neologism"?** Teacher note: The word "neologism" originates from the Greek roots "neo- "meaning "new and "-logism" derived from "logos" meaning "word" or "speech." Therefore, "neologism" translates to "new word" or "new expression". <table><tr><td>Neo</td><td>logism</td><td>New word</td></tr><tr><td>New</td><td>Word or speech</td><td>New expression</td></tr></table> **2) Using our new understanding of the Greek root "Neo" what other words can we brainstorm that begin with "Neo" meaning "New"? Discuss what these words mean.** <table><tr><td>Neolithic</td><td>Neoprene</td><td>Neoclassical</td><td></td></tr></table> **3) Identify, define and analyse examples of puns and spoonerisms that can be found within the text.** <table><tr><td>Pun</td><td>The word "cattlepiddler" instead of "caterpillar" in Roald Dahl's Gobblefunk is a pun. It plays on the similarity in sound between caterpillar and cattlepidler creating a humorous image of a cattle like creature instead of a caterpillar. Can you find any other puns within the text?</td></tr><tr><td>Spoonerism</td><td>"porteedo" is a spoonerism of "torpedo." A spoonerism is where the initial sounds of two words are swapped to create a new, often nonsensical word. Catasterous disastrophe is another example which is a spoonerism of disastrous catastrophe.</td></tr></table>	EN3-VOCAB-01 EN3-RECOM-01 EN3-SPELL-01 AC9E5LY09 AC9E5LY04

General follow up questions for each of the readings:	How do you know this? What evidence do you have to support that? Why do you think this? What examples can you find in the text?	

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