



Lesson 1

Topic: Narration of life events

Investigating stylistic features of literary texts

Lesson concepts:

- Cohesive devices — Complex text cohesion: initial and concluding paragraphs, topic sentences
- Grammatical function — Modality: modal verbs, adverbs, adjectives and nouns
- Spelling new words — Use of Greek roots, Latin roots
- Creating literary texts — Adaptations of stylistic features of texts: contrast, juxtaposition
- Creating texts

Lesson notes

In this lesson, students will understand how stylistic features can create a literary style and create interest for the reader.

Lesson answers

1. Students view the **Video 1 — Stylistic features**. **No answer required.**
2. Write the next paragraph of the memoir from the **Video 1 — Stylistic features**.
It was one of the most bittersweet days of my life. Sweet, because I had made it! Bitter, because of the pain and tears I had endured along the way. I wasn't the same girl that had set out for her first day at high school all those years ago. I had wanted to live, learn and play! But it feels as though I set off in sparkling high heels and ended up barefoot, shuffling in the dirt. That happy, hopeful girl has changed. I remember glimmers of her joy and innocence sometimes. But then the sadness envelops me. My story is like a fairytale, like Cinderella or Sleeping Beauty, only in reverse. I didn't get the happy ending ... yet.
Personal response required. Students should imagine what might have happened to this girl during her high school years and write about that in the paragraph following the one above. For example: *Bullying was my reality for five years at high school. Relentless, heart-wrenching bullying became so 'normal' that I actually tuned it out eventually. It was as though in order to tune 'it' out, I had to tune a part of myself out too. I became numb, quiet and dull.*
3. Write a short memoir (one or two paragraphs) about a challenge you have overcome. Include one stylistic feature in your narrative.
Personal response required.

Topic: Narration of life events

Analysing a model response

Lesson concepts:

-  Language and identity – Personal and social identities: accents, styles of speech, idioms
-  Cohesive devices – Complex text cohesion: initial and concluding paragraphs, topic sentences
-  Punctuation – Complex sentences: prepositional phrases, embedded clauses
-  Subordinate clauses – Clauses embedded within noun groups/phrases
-  Grammatical function – Modality: modal verbs, adverbs, adjectives and nouns
-  Use of vocabulary – Extended and academic texts: abstract nouns, description
-  Spelling new words – Use of Greek roots, Latin roots
-  Creating literary texts – Adaptations of stylistic features of texts: contrast, juxtaposition
-  Editing texts – Removing repetition, refining ideas, reordering sentences, adding or substituting words for impact

Lesson notes

In this lesson, students will understand how the text structure and language features of a memoir work together for the audience and purpose of an autobiographical text.

Lesson answers

1. Open **Sheet 3 – Literary memoir: Model response** and read it carefully. Use the columns provided on either side of the memoir to annotate for the text structure and language features used in it.
Students identify the text structure and language features on Sheet 3.
2. Open **Sheet 4 – Literary memoir: Model response (annotated)** and compare your annotation.
No answer required.
3. Students view the **Video 2 – Editing a memoir**.
No answer required.
4. Locate your memoir (from Lesson 1) and edit it to improve and increase the impact of your words.
Personal response required.

Topic: Life writing

Planning a literary memoir

Lesson concepts:

-  Cohesive devices — Complex text cohesion: initial and concluding paragraphs, topic sentences
-  Use of vocabulary — Extended and academic texts: abstract nouns, description
-  Creating literary texts — Adaptations of stylistic features of texts: contrast, juxtaposition
-  Creating texts

Lesson notes

In this lesson, students will understand how to select text structures and language features in planning a literary memoir.

Lesson answers

1. Students read through the task section of **Sheet 2**.
2. Read through the rest of Sheet 2. **No response required.**
3. Re-read **Step 1** on **Sheet 2** and complete the activity below to help you decide on your abstract noun.
Match up the significant personal events in the table with the abstract nouns below that could relate to those events. There may be more than one correct answer for each event.

belonging, friendship, humour, fear, compassion, determination, loneliness, gratitude

Significant event	Abstract noun/s that could relate to that event
My first day at school	fear, friendship, loneliness
A memorable family holiday/event	any, depending on the holiday
The day someone helped you overcome something difficult	determination
The day you helped a friend through a difficult time	compassion, gratitude
Winning a race or sporting event	determination

4. Choose an abstract noun from the list provided on **Sheet 2** and write it in the space provided on the sheet.
Personal response required.

5. Write the abstract noun you have chosen in the space below. Brainstorm some ideas about the type of events in your life that could relate to this abstract noun. See the example given in the left-hand column below. **Personal response required.**
6. Complete **Step 2** on **Sheet 2**. Make sure you also complete the checklist. **Personal response required.**
7. Re-read **Step 3** on **Sheet 2**. You can then choose to complete the graphic organiser below to record your ideas, or you can draw or write your ideas on your own paper. **Personal response required.**
8. Complete **Step 4** on **Sheet 2** to plan the structure of your literary memoir. **Personal response required.**
9. Re-read **Step 5** on **Sheet 2** Consider the language and stylistic features you will use. **Personal response required.**

Lesson 4

Topic: Life writing

Drafting a literary memoir

Lesson concepts:

- Language and identity — Personal and social identities: accents, styles of speech, idioms
- Cohesive devices — Complex text cohesion: initial and concluding paragraphs, topic sentences
- Punctuation — Complex sentences: prepositional phrases, embedded clauses
- Subordinate clauses — Clauses embedded within noun groups/phrases
- Grammatical function — Modality: modal verbs, adverbs, adjectives and nouns
- Use of vocabulary — Extended and academic texts: abstract nouns, description
- Spelling new words — Use of Greek roots, Latin roots
- Creating literary texts — Adaptations of stylistic features of texts: contrast, juxtaposition
- Creating texts

Lesson notes

In this lesson, students will write a draft of their literary memoir.

Lesson answers

- 1–2. **Students write a first draft of their memoir.**

Topic: Life writing

Editing a literary memoir

Lesson concepts:

- Language and identity – Personal and social identities: accents, styles of speech, idioms
- Cohesive devices – Complex text cohesion: initial and concluding paragraphs, topic sentences
- Punctuation – Complex sentences: prepositional phrases, embedded clauses
- Subordinate clauses – Clauses embedded within noun groups/phrases
- Grammatical function – Modality: modal verbs, adverbs, adjectives and nouns
- Use of vocabulary – Extended and academic texts: abstract nouns, description
- Spelling new words – Use of Greek roots, Latin roots
- Creating literary texts – Adaptations of stylistic features of texts: contrast, juxtaposition
- Creating texts
- Editing texts – Removing repetition, refining ideas, reordering sentences, adding or substituting words for impact

Lesson notes

In this lesson, students will write a draft of their literary memoir.

Lesson answers

1–3. Students complete their memoir. Use the model response in **Sheets 3 and 4** as a guide.