

ONLINE RESOURCES

Below is a full list of the **digital resources** available in **Topic 2**. When you see these icons throughout the topic, access your **learnON** format to find resources that will support your learning and deepen your understanding.

Topic PDF

- [2.1 Reading for you \(tpdf-2471\)](#)

eWorksheets

- [2.2 Level 1 worksheets \(ewbk-7109\)](#)
- [2.2 Level 2 worksheets \(ewbk-7110\)](#)
- [2.2 Level 3 worksheets \(ewbk-7111\)](#)
- [2.3 Level 1 worksheets \(ewbk-7112\)](#)
- [2.3 Level 2 worksheets \(ewbk-7113\)](#)
- [2.3 Level 3 worksheets \(ewbk-7114\)](#)
- [2.4 Level 1 worksheets \(ewbk-7115\)](#)
- [2.4 Level 2 worksheets \(ewbk-7116\)](#)
- [2.4 Level 3 worksheets \(ewbk-7117\)](#)
- [2.5 Level 1 worksheets \(ewbk-7118\)](#)
- [2.5 Level 2 worksheets \(ewbk-7119\)](#)
- [2.5 Level 3 worksheets \(ewbk-7120\)](#)

Sample responses

- [2.8 Topic 2 sample responses \(sar-0122\)](#)

Digital documents

- [2.7 Wider reading log \(doc-35802\)](#)
- [2.8 Self-reporting template \(doc-35516\)](#)

Video eLessons

- [2.1 How to love reading \(eles-4297\)](#)
- [2.7 Building your library \(eles-4311\)](#)

Audio

- [2.5 *Bushfires are rushing rivers of hell* \(aud-0885\)](#)

Interactivities

- [2.2 What should I read? \(int-8172\)](#)
- [2.3 What should I watch? \(int-8275\)](#)
- [2.7 Building your library \(int-8292\)](#)
- [2.8 Key terms crossword \(int-8260\)](#)

PAGE PROOFS

To access these online resources and receive immediate, **corrective feedback** and **sample responses** to every question, plus a pre-test, select your learnON format at www.jacplus.com.au.

2 Reading for you

2.1 Overview

2.1.1 Why is reading important?

People tell you to read all the time. Teachers, parents, librarians, maybe even your friends. Perhaps you're a big reader, and you'll read *anything*. Or maybe the last time you picked up a book was when you needed something to prop your window open. The point is, everyone has *some kind* of opinion about reading.

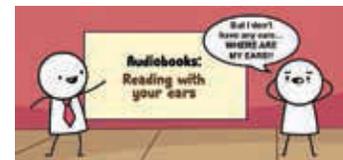


So why read? Well, other than the academic benefits — improving your vocabulary, comprehension and understanding — reading can be something you do just for fun. Seriously. Reading can be one of the most relaxing and enjoyable pastimes you can get into; you just have to find out what works for you.

Resources

 **Video Lesson** How to love reading (eles-4297)

Watch this video to learn how enjoyable reading can be ... for *anyone*.



STARTER QUESTIONS

1. How do you feel when you think about reading? Write your ideas as a list or a mind map, or draw a picture.
2. What kinds of things do you read the most? Here are some general examples to get you started: recipes, magazines, social media, videogame dialogue ...
3. Why do *you* think reading is important?
4. How often do you read? What would you like to read more of?

2.2 Building your own library

2.2.1 Reading widely

- 🔍 The thing about reading is that it is **subjective** — this means that every person has their own likes and dislikes, and no-one can tell you that what you are reading is worthy or not worthy of your time. Reading widely is important, because there's a chance even *you* don't know the full extent of what you like. You might start off thinking that you only enjoy dramatic action books about teenage motorbike detectives, and suddenly discover you have a taste for universe-spanning science fiction!



2.2.2 Genre

- 🔍 Books can be divided loosely into **fiction** and **non-fiction**, and within those two categories are **genres**. Genres have **conventions** — features common to that genre — like types of characters, settings, or the kinds of language and techniques used. In the next subtopic you'll see that genres can be blended and broken. To start with, it's handy to have a guide to the most common categories.

The following genres aren't a full list of what's available, but rather a taster of what's out there for you to discover.

NON FICTION

- Health
- Religion / Spirituality
- Memoir
- Blog
- Educational
- Encyclopaedia
- Travel guide
- How-to guide
- True account
- Business and money
- Art and photography
- Motivational / Inspirational
- Self-help / Personal development
- Biography / Autobiography



FICTION

Science fiction Dystopian/utopian Cyber/steampunk Space opera Contemporary	Horror Paranormal Gothic Body Non-supernatural	Drama Family Crime Legal Period Thriller Action Mystery
Poetry Narrative Lyric Slam Ode Narrative Dramatic	Comedy Satire Black Political Screwball Buddy Romantic Action	Children's and young adult Picture book Fairytale Adventure Comedy Coming of age
Fantasy High Urban Contemporary Fables Dark Superhero	Romance Historical Contemporary Paranormal Young adult LGBTQI+	Historical War Alternate history Romance

2.2.3 Going beyond genre

Like we said, reading is subjective and not all people who read are the same. Similarly, not all *authors* are the same. Some are not content to have their writing boxed in by particular genres. Most genres and conventions were made up only about a hundred years ago, and when authors first tried them out they seemed pretty silly. Nowadays, spaceships, electric cars, dwarves and dragons are just ... normal. Authors can play around with genre in a number of ways, including:

- blending genres by mixing conventions
- breaking the conventions by having characters, settings or situations which do not fit standard genres
- writing in a way which totally *ignores* genre.

Here are some examples of stories which break genre conventions:

- a science fiction western, in which the central characters are like the cowboy pioneers of early American settlers, set out in the depths of space
- a fantasy horror where the focus is on the tension and scare-factor, and not just the elaborate and detailed fantasy worlds
- a crime novel that breaks the conventions of the genre by having a detective from a **minority group**
- **literary** genre fiction: often, fiction categorised within genres (think sci-fi, fantasy, horror) gets labelled as 'trashy' and is not considered as having much literary merit, but some authors can write deep, thought-provoking fiction in any genre.



2.2 Activities

2.2 Level 1

1. Which of the **genres** mentioned in this subtopic have you read? Have you ever read anything with a blended genre, or something that breaks **conventions**? Describe it.

.....

.....

.....

2. What is your favourite **genre**? What is it about this genre that you like?

.....

.....

.....

3. Choose two of the **genres** listed in section 2.2.2 and suggest how an author might blend them together.

.....

.....

.....

4. a. Do you prefer **fiction** or **non-fiction**? Explain your choice (you even might enjoy both equally).

.....
.....
.....

b. Describe or suggest something that might blend aspects of **fiction** and **non-fiction**.

.....
.....
.....

2.2 Level 2

5. Choose one of the **genres** listed in section 2.2.2 and write three statements about who might like to read this genre. Consider age, gender, personality traits and interests.

Genre chosen:

.....
.....
.....
.....

6. Think of a book that you have enjoyed reading (it can be any type of book from any time in your life) and complete the following.

Title:

Genre:

Describe what you enjoyed about it:

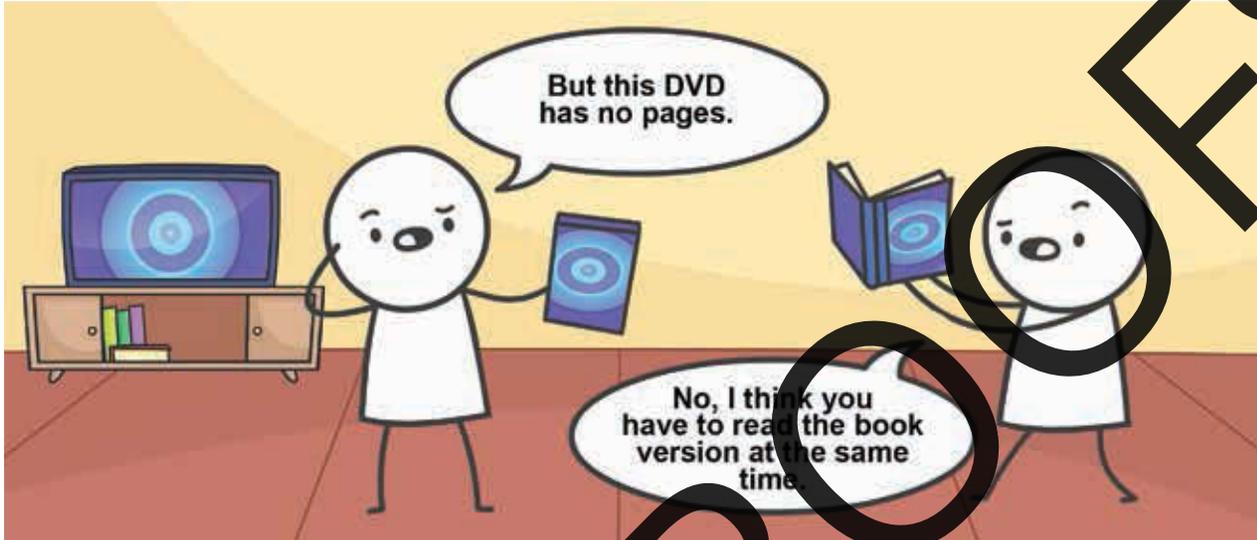
.....
.....
.....

PAGE PROOFS

2.3 Reading film

2.3.1 Can I read film?

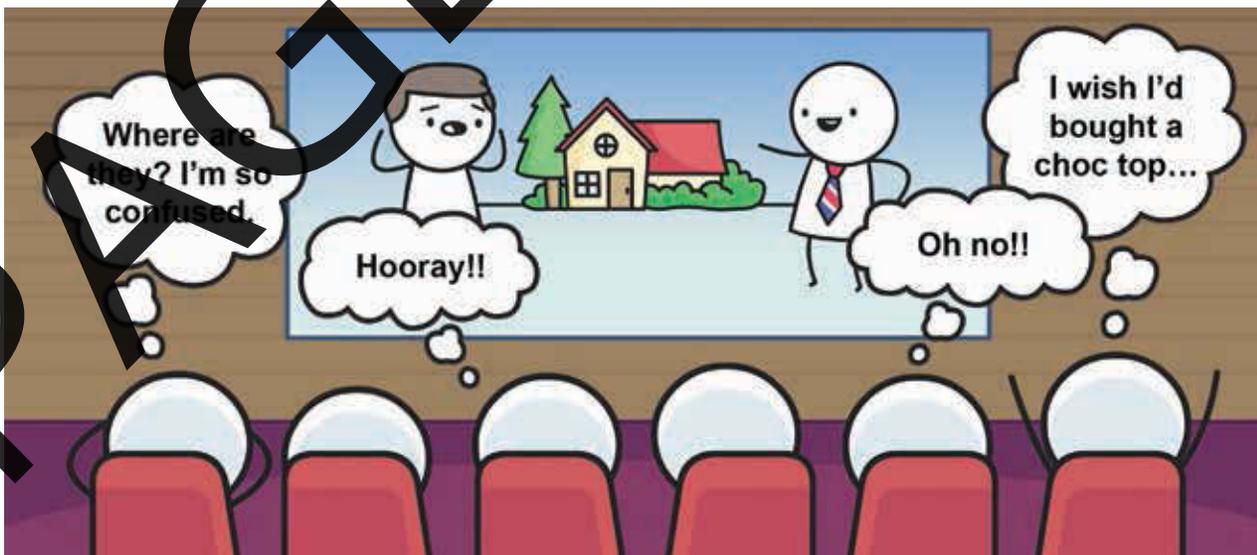
Yes, you read that right — this subtopic is about reading *film*! Some people might try to tell you that a film is not a text, or that films can't be analysed and enjoyed in just the same way as a book: they're wrong.



The thing is, this topic is about reading for **you**. That means reading in all its forms, based on whatever it is you're interested in. For some people, films are just as important as books when it comes to learning about the world. In the same way that some books can be trashy, easy to read, and purely for entertainment, some films can be complex, rich, and full of meaning. Whatever type of film you enjoy, there can be ways to 'read' films that turns watching them into a whole new experience.

2.3.2 How to read a film

When you read a book, your brain fills in the gaps and you build a mental picture of what is happening on the page. That mental picture is different for everyone. Some people get a full cinema-style experience, with moving pictures and audio. Some get still images, like the photos from a family holiday. Others see images in black and white while their friends see coloured pictures.



Because the team behind the movie — the screenwriters, directors, producers, and everyone else — get to determine what you see, they are also influencing what you ‘read’ into the text. But that doesn’t mean you have to be totally **passive**. Topic 7, which goes into this more, shows that there are ways you can be more conscious about how you read film:

Look at the technical elements of the film

These are the camera angles, lighting, the way the actors move and gesture, and so on. Remember that the actors are following a script, and the camera and lighting crew are following directions. Everything you see was put there on purpose — ask yourself why.

Listen to the sounds

Some sounds will be like real life, while others, such as music and sound effects, have been put there to make you *feel* something and promote emotional engagement with the film text. Does the big sweeping orchestral movement fill you with joy or fear at just the right moment? That was put there on purpose, too.

‘Read’ the narrative structure

Just like a book, a film will have a **narrative structure** — a plot or storyline which runs from start to finish. This may be in **chronological** order, within the **three-act structure** of beginning, middle, and end. However, films can make effective use of flashbacks, memory scenes, and twisting narratives — sometimes better than books can.

Think about how the medium of film differs from a traditional written narrative. And remember, the main point is to *enjoy* reading, regardless of the format of the text. Having a keen eye for detail can build enjoyment.

2.3.3 Building a library

Just like a collection of books, over time your collection of favourite films will grow and grow. Thirty years ago, this collection would have been on VHS video cassettes. Twenty years ago, you might have started a library of DVDs. Nowadays, you probably stream or download your movies directly to a phone, computer or other device.



Take advantage of the ‘My List’ features of common streaming platforms to start a library of films you love, or films you want to watch. Be guided by the ‘suggested movies’ list, but remember, it’s just a computer predicting what you’ll like based on your viewing history. Go hunting for your own movies and look beyond your usual genres. Films can blend and break genres in just the same ways as books can, and you might find something you love in a totally random style you’ve never considered before.

2.3 Activities

2.3 Level 1

1. What are your favourite **films**? State the main thing you like about each one.

.....

.....

.....

.....

.....

.....

2. What are two examples of ways you can 'read' a **film**? Refer to section 2.3.2 for help.

.....

.....

.....

.....

3. Have you ever studied a **film** at school? If so, what was it, and what did you enjoy about studying it?

.....

.....

.....

.....

4. Where do you access your **films** from? Explain what you like or dislike about this.

.....

.....

.....

.....

PAGE PROOFS

2.3 Level 2

5. What is your favourite **genre** of film and why?

.....

.....

.....

.....

6. Have you seen a film that blended two or more **genres**, or broke the **conventions** of a genre? What was it and how did it bend or break the rules?

.....

.....

.....

.....

7. a. List your favourite **five** films and identify each film's genre.

1.

2.

3.

4.

5.

b. Choose one film from your list that you would recommend to a friend and write a sentence or two to explain why.

.....

.....

.....

PAGE PROOFS

2.3 Level 3

8. Think of a film you love. Write down what you can remember about the **technical elements** of the film (such as camera work, lighting or sound) that contributed to your enjoyment when watching it.

Film title:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

9. Do you think it is a good idea to approach films as **texts** to read? Are films worth 'reading'? Why or why not?

.....

.....

.....

.....

.....

.....

2.3 Hungry for more?

Write a short film review, including the following information:

- the title of the film
- information about the cast and crew (such as the names of the director(s) or the main actors)
- a brief outline of the plot (no **spoilers**, though!)
- what you love about it, and what could have been better
- a recommendation to others of whether to watch it or not (would you want to share this film with a friend?)
- a rating out of 5 stars (with the worst being 1 and the best being 5).

on Resources

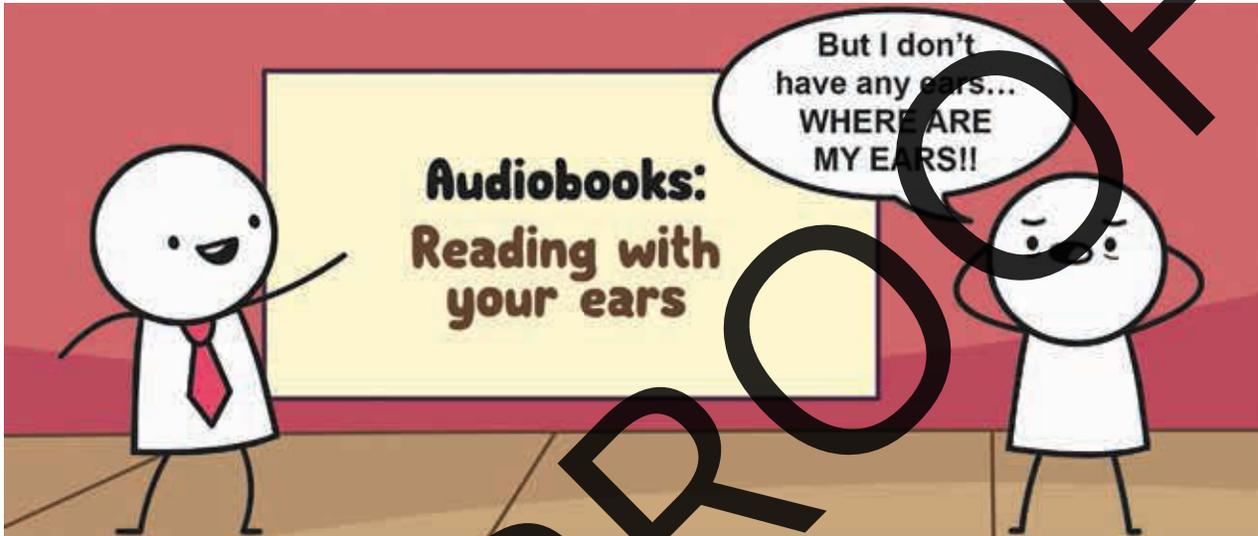
 **eWorkbook** 2.3 Level 1 worksheets (ewbk-7112), 2.3 Level 2 worksheets (ewbk-7113), 2.3 Level 3 worksheets (ewbk-7114)

 **Interactivity** What should I watch? (int-8275)

2.4 Reading audio

2.4.1 Audiobooks

- Q So, you can read film, but did you know you can also read **audiobooks**? It's true! People love stories, and they've been telling them long before books existed. Storytellers would share their amazing and epic tales through speech, just like many communities and religions still do. Aboriginal and Torres Strait Islander peoples' cultures and histories are often shared orally, just as they were in the past. Maybe you've been told stories by the elders in your own community.



Many popular books which you study at school can be accessed as audiobooks, providing another perfectly valid way to read the text.

Audiobooks are great for when you're travelling, or when you have some time to relax. You can listen while you're doing something else. However, it's best not to listen to an audiobook while doing your homework because you might find you can't concentrate on either task well enough to complete them properly.

- Q Another great thing about audiobooks is that you can hear the **pronunciation** of all the words, and the voice actor (if they're good) will convey the emotions and feelings of the characters in ways you might miss if you're reading the text version.

Next time you study a book in school, see if your teacher or school library has access to the audiobook version, and have a go at 'reading with your ears'.

2.4.2 Podcasts

- Q **Podcasts** have been around for a while now, but you might not have listened to one. The name comes from a mixture of *iPod* (those things that existed before iPhones and were mainly for playing music) and *broadcast*, as in a radio broadcast.

Podcasts often sound similar to radio shows, with different segments introduced by hosts. Plenty of podcasts are based around books, or have narrative stories of their own. This medium has **genres** like any other text type, with crime and mystery podcasts being particularly popular.

- Q Podcasts also make use of a clever thing called **parasocial connection**, which is a fancy way of saying that audiences feel like they know the podcast host personally. It's a bit like TV, when the newsreader faces the audience and engages with them directly. If you feel like the person narrating the podcast is your friend, you're much more likely to listen to, and engage with, their content.



2.4 Activities

2.4 Level 1

1. Have you ever listened to an **audiobook**? If so, what was it?

.....

.....

.....

2. Have you ever listened to a **podcast**? If so, what was it? Did you enjoy it? If not, would a different topic inspire you to try a different podcast? What topic would you like to hear about?

.....

.....

.....

3. Imagine your favourite book is going to be made into an audiobook. Which actor would you choose to be the **narrator**? Explain why you made this choice.

.....

.....

.....

4. Podcasts are all about **engaging** with the audience. Suggest two ways a podcast could appeal directly to its listeners.

.....

.....

.....

2.4 Level 2

5. Do you think that audiobooks are an acceptable form of **reading**? Why or why not?

.....

.....

.....

PAGE PROOFS

6. List two regular books you would love to have as **audiobooks**. What is it about these books that would make them fantastic as audiobooks?

.....

.....

.....

7. If you were going to listen to a podcast today, what **genre** would you choose and why?

.....

.....

.....

2.4 Level 3

8. Imagine you are going to produce a brand-new podcast. What **genre** would it be, and what topic would it be about? Refer back to subtopic 2.2 for a list of genres.

.....

.....

.....

9. How would you build a **parasocial connection** with your podcast audience?

.....

.....

.....

2.4 Hungry for more?

Choose a page from your favourite book to turn into an audiobook extract. First, highlight or underline any words which you think should be emphasised, and make notes on how to read the text aloud. Then, using a phone or another device, record the extract for yourself. Play it back: does it sound the way you think the book should be heard?

You could also look for an existing audiobook of your chosen book, comparing this version with your recording.

Resources

-  **eWorkbook** 2.4 Level 1 worksheets (ewbk-7115), 2.4 Level 2 worksheets (ewbk-7116), 2.4 Level 3 worksheets (ewbk-7117)

2.5 Reading poetry

2.5.1 Reading poetry for enjoyment

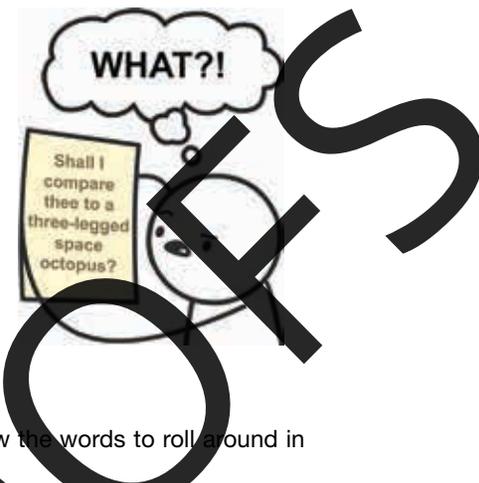
OK, now we're joking, right? Reading *poetry for enjoyment*?! Wait — hear us out! We really do think that poetry is enjoyable ... not just something your English teacher makes you do that you never quite understand.

The thing about poetry is that it's meant to be read aloud, and it's meant to be performed. Poetry, even more than novels or longer works of fiction and non-fiction, is *designed* to be enjoyed. Sometimes it is written to provoke thoughtful reflection or certain feelings, other times it is written to be funny, and sometimes it makes no sense at all *on purpose*.

Tips for reading poetry

There are things you can do to make reading poetry more enjoyable:

- **Read it out loud.** This is crucial.
- **Relax and slow down.** Poems often use deliberately *delicious* language, so allow the words to roll around in your mouth a little.
- **Keep reading onto the next line.** Follow the normal conventions of punctuation, for example, stopping at full stops, pausing at commas etc.
- **Focus on the emotions.** Many poems are designed to highlight feelings and emotions.
- **Focus on the imagery.** Poetry is a great vehicle for painting vivid mental pictures, and can appeal to all of the senses.
- **Avoid overthinking it.** Many people get stuck on trying to work out what a poem *means*. Don't worry about whether you're understanding the meaning correctly, exactly as the author intended. Every reader forms their own interpretation, and the author isn't going to chase you down to correct you!



2.5.2 Types of poetry

There are far too many types of poems to discuss here, but these are a few of the common ones you might come across:

- **Haiku.** You probably wrote some of these in primary school; they're the Japanese ones with the 5-7-5 syllable structure.
- **Sonnet.** These love poems have a set structure; think Shakespeare.
- **Limerick.** These rhyming poems have five lines and a set rhythm (and are sometimes a bit rude).
- **Narrative poems.** These poems tell a story. One example is a ballad, which tells someone's life story and is often set to music. Sometimes narrative poems depict *epic* narratives, spanning hundreds of pages.
- **Free verse.** No rhyme or set structure, such as the following example.

The poem below has been annotated to point out interesting and important elements. Annotations like this help you to analyse pieces of writing and find common themes. You can listen to the audio version in your learnON format as you read along, then try reading it aloud yourself. Note down any other themes or interesting elements that you notice.



Bushfires are rushing rivers of hell by Amelia Smith



Notice how it doesn't rhyme.

Bushfires, rushing rivers of hell.
Small sparks splash **unsparingly**,
They sizzle on the scorched banks.

The **juxtaposition** of fire and a river, which are opposites, brings out a very vivid image of rushing, raging movement. This paints a picture in the reader's mind and encourages them to draw a comparison.



The fire is **personified** (given human characteristics) to make it seem like it is consciously chasing people.

Flames rise, a tsunami about to break.
Then it rushes absorbing everything in its path,
A **ghastly** rapid comes straight for our lives,
As if we are debris that needed to be washed away.
It surrounds our homes.

The lines are not the same length — we'd call this *irregular*. They don't have a *set rhythm* either.



People with helmets and masks save others' lives,
Leaving their families to fight the ferocious flood.
No contact for days as they leave for weeks on end,
It breaks hearts; tears falling silently.
Smoke drags us down until we drown,
And the darkness will draw us deep.
Some people can't hold their heads above the water,
Others fight the hungry watercourse to defend their property.

It might not rhyme but it does have rhythm and the **alliteration** (e.g. **darkness will draw us deep**) adds to the mood of the poem.



The **stanzas** aren't the same length.

That's what we did that night.
We swam for our lives.
Treading water for hours,
Waiting, watching.
We prayed for the rapid to stop running.



poetic devices are used to add shades of meaning, so the symbolism and metaphors are open to interpretation.

It **diverted** at the last minute,
Missing our residence as the river ran straight into other homes,
It washed them to the ground.
Bushfires are rushing rivers of hell.

Notice how the metaphor of fire/water is extended throughout.

2.5.3 Why read poetry?

If we haven't convinced you by now to give poetry a shot, think of it like this: a poem can be only a few lines long; the average novel is 60 000 words or more. Other than the length, there are plenty of reasons to read poetry:

- **Examples of great language use.** Reading poetry can help you with your own writing and speaking, giving you ideas for unique ways to use language.
- **Powerful emotional impact.** Did we mention poems are great for expressing emotions? Well, they are, and if you're feeling in need of an emotional vent, maybe reading a poem could help you out.
- **Big ideas, condensed.** Poems are often used to provoke thought — especially on big, political ideas or topics which are important to society. Poetry is commonly used as a form of protest, stimulating inspiration to act on something really important.



2.5 Activities

2.5 Level 1

1. Have you ever read a **poem**, either in class or elsewhere? What was it about?

.....

.....

.....

2. **a. Poetry** often explores emotions or feelings. List and/or draw five emotions you think could be expressed using poetry.

.....

.....

.....

.....

.....

- b.** Choose one of the emotions from part a and write as many words as you can that you commonly associate with it.

.....

.....

.....

.....

- c. Take your list of words from part b and turn them into a short, **free-verse poem** (six to eight lines is long enough). Free-verse poetry does not need to rhyme, or have a set rhythm or structure.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2.5 Level 2

- 3. In your opinion, what makes a **poem** enjoyable to read?

.....

.....

.....

- 4. Read *Bushfires are rushing rivers of hell* in section 2.5.2. Describe two things you like about it.

.....

.....

.....

.....

.....

.....



5. a. Find an extract of text which you consider particularly expressive (describing thoughts or feelings well) or well-written. This can come from a text you are currently reading, a favourite book, or the online **Writer's Library**. It could even be from a film. Explain what makes the language in your chosen passage particularly impressive.

Title of the text:

.....

.....

.....

.....

.....

.....

.....

- b. Take the passage you identified in part a and 'chop it up' to turn it into a poem: put line breaks (/ or |) in where you think they should be, so that the extract is structured like a poem. Does it have the same impact? How does the poem structure change the impact from that of the narrative structure? Does the poem have more or less impact than the narrative? Explain.

Complete this in a notebook or type it out, as you will need to edit (make changes) as you go.

2.5 Level 3

6. Review three ways you can approach reading poetry to increase its appeal.

.....

.....

.....

.....

.....

7. a. Poetry can explore powerful ideas, and can be a form of protest. Brainstorm some big ideas or social issues that you could write a **protest poem** about.

.....

.....

.....

.....

.....

2.6 Topic project: Expand your library

Scenario

You've decided that your school library – epic as it already is – just isn't quite big enough. It's time to go on the hunt for some new additions to the collection.



Task

Research new texts that you could add to your school library in the categories of:

- fiction
- film
- podcast
- non-fiction
- audiobook
- poetry

Include the title of the texts, an image (e.g. of the cover), and a brief description of why they should be included in the library collection. What benefit will your choices bring to the collection as a whole? Then present this to your school library or English teacher. *Note:* You don't need to check if your titles are already included in the school library.

Process

Step 1

Find a **fiction** written text (e.g. a novel) to add to the library. Try to find something you personally would read – something which caters to your interests.

Step 2

Find a **non-fiction** written text (e.g. an autobiography).

Step 3

Find a **film** – remember, this is for a school library so it has to be suitable for a Year 7-12 audience.

Step 4

Find an **audiobook**. This could be an audiobook version of your favourite novel, or something completely new.

Step 5

Find a **podcast**. This could be a single episode or a whole series. Again, remember the **target audience**.

Step 6

Find a **poem**. If you completed the *Hungry for more* activity from subtopic 2.5, you could use one of those.

Step 7

Present your findings as a list of recommendations, with the description and images. You can be as creative as you like with the way you present your recommendations. You might consider:

- a poster
- a multimedia presentation
- a catalogue
- an oral presentation with a speech about each selection.



2.7 SkillBuilder: Building your library

online only

How can you build your library?

Reading involves more than just novels, which means your library can be filled with a variety of texts. Vary your reading by building your library with a mix of novels, articles, films, plays, magazines, short stories, poetry and much more.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a video and step-by-step process to develop the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it)



2.8 Review

2.8.1 Key points to remember

2.2 Building your own library

- Reading widely will help you find what you love.
- Reading is subjective — everyone has different tastes.
- Familiarise yourself with genres — there are many and they all have conventions.
- Texts can break the rules and this is often what makes them great.

2.3 Reading film

- Film can be ‘read’ like written text.
- Understanding technical aspects such as lighting, sound, camera shots etc. can all add to the enjoyment of watching a film.
- You can build a library of films, just like a library of books.

2.4 Reading audio

- Audiobooks are a valid replacement for written texts.
- Audiobooks and podcasts provide a way to read when doing other tasks that require your eyeballs.
- Podcasts cater to an audience’s interests.
- Good narrators can increase the enjoyment of an audio story.

2.5 Reading poetry

- Reading poetry can be an enjoyable way to explore feelings.
- Poems are designed to be read aloud or performed.
- Poems can be brief and pack a powerful punch.
- Protest poetry can explore big ideas.
- Poems have different meanings for different people.



2.8 Activities

online only

2.8 Review

Go to www.jacplus.com.au and access your learnON format to complete the review questions. A post-test is also available to determine how your knowledge and skills have improved since starting this topic.

2.8.2 Reflection

Now that you know more about reading for enjoyment, take a moment to think about what this topic has taught you.

1. What did you learn that surprised you?

.....

.....

.....

2. Has your opinion of reading changed? How do you feel when you think about it now?

.....
.....
.....

3. What type of reading do you think you might try next? Explain your response.

.....
.....

on Resources

-  **Sample responses** Topic 2 sample responses (sar-0122)
-  **Digital document** Self-reporting template (doc-35516)
-  **Interactivity** Key terms crossword (int-8260)

Glossary 

- alliteration** the occurrence of the same letter or sound at the beginning of adjacent or closely connected words
- audiobook** a recording of a published book. This could be for fiction or non-fiction.
- chronological** following the order in which something occurred
- convention** a common feature of a text, for example the 'dark scary woods' setting in the horror genre
- diverted** changed course; went in a different direction
- fiction** literature in the form of prose, especially novels, that describes imaginary events and people; a story or piece of writing that is imaginary or untrue
- genre** a style or category of entertainment (for example, art, music, or literature) such as action, romance etc.
- ghastly** causing great horror or fear
- juxtaposition** two things being seen or placed close together with contrasting effect
- literary** writing that explores any facet of the human condition, and may involve social commentary
- metaphor** saying that one thing is another thing to draw a comparison
- minority group** a group that is different racially, politically etc., from a larger group of which it is a part. An example in Australia is Indigenous groups.
- narrative structure** the way a story is presented; the framework of the plot
- non-fiction** writing that is informative or factual rather than fictional, often in prose but also including other forms such as instructions and poetry
- passive** accepting or allowing what happens or what others say or do, without active response or resistance
- parasocial connection** also called parasocial interaction — a relationship that is developed between the presenter of a media type (such as podcast) and the audience
- personified** when something non-human is given human characteristics
- podcast** a blending of the words 'iPod' and 'broadcast', this is a digitally-released series of episodes. Podcasts concentrate on specific topics. The many podcasts available cover a range of topics.
- pronunciation** the way a word is said; the sounds of the syllables
- spoilers** details that give away what happens in a story — often the ending
- stanza** a group of lines in a poem; a verse
- subjective** influenced by personal feelings and tastes
- target audience** the audience that the text is designed to appeal to
- three-act structure** a narrative model that divides stories into parts: Act One (beginning), Act Two (middle) and Act Three (end)
- unsparingly** generously; supplying large amounts

PROOFS

2.7 SkillBuilder: Building your library

2.7.1 Tell me

Maybe you're an avid reader or a keen movie goer, chewing through dozens of books and films a year. Or perhaps the last time you read a book it was mainly about finding an unusually coloured sheep lounging around in a paddock. There are lots of different types of readers. Some people say, "I'm not a reader", when what they really mean is "I don't read many *novels*." Remember, texts are not *just* novels. They include nonfiction, poetry, and visual texts like films and television. So, while some people might have a pile of dusty old well-worn books which they've read again and again, you can still call yourself a reader even if you're not a huge fan of novels.



Whether it's novels, films, newspapers or online articles, it never hurts to add some variety to your reading and viewing habits. Building your library is important, as it gives you new perspectives on the world. Seeing the world through a director's eyes, or reading it through an author's, can be an exciting way of expanding your worldview. By the way, this doesn't mean you have to *buy* these texts and *build* a physical library. It just means building the list of texts you try.

2.7.2 Show me

Resources

 Video Lesson Building your library (eles-4311)

Building your library by form

There are many forms of text which can be read and viewed. If you're the type of person who sticks only to novels or short stories, then you may be missing out on the richness of film and television texts. And if you only view your texts and "never read", then you're definitely missing on the imagination-stretching joy of written texts. Online texts can be great, but sometimes it's better to pick up a book – and vice versa!

Varying the *form* of your reading and viewing is one way to build your library:

- **Fiction:** novels, short stories, novellas, poetry, plays
- **Non-fiction:** biographies, travel books, memoirs, scientific writing
- **Journalism:** creative non-fiction, long-form journalism, editorials, opinion pieces
- **Online:** any of the above, reviews, stories on social media
- **Film:** film can fall into the above categories, for example a documentary might be both journalism and non-fiction, or pure fiction and entertainment
- **Television:** standalone episodes and whole series can provide entertainment, education, and provoke ideas
- **Novels:** the 'long form' of imaginative writing, and the most common when people say "I don't read"
- **Short stories:** often produced as anthologies – a collection from one or multiple authors
- **Poetry:** there are short, long, rhyming, free verse and even epic narrative novel-length poems.

Building your library by genre

Again, the list of genres and sub-genres is almost endless, and you'll find many authors whose texts span two or more genres. Consider the following:

- Realist
- Biography
- Romance
- How-to guide
- Fantasy
- Poetry
- Science fiction
- Historical fiction
- Horror
- Self-help
- Thriller
- Young adult
- Detective
- History
- Dystopia
- Picture book
- Adventure
- Supernatural

Research some of the above genres if you're not sure what they are. Look out for stickers like the below on books at the library. They can help you identify the genre of a particular title.



Building your library by author/director

This is where things can get really interesting. Often you get into a groove with favourite authors or creators and it can be hard to break away from them because you love them *so much!* But it pays to read widely by author/director because texts are a window into another person's thoughts, culture, and context. If I were a white Australian man over 30 and only read books by people like Richard Flanagan and Tim Winton, I'd probably see a fair bit of myself reflected back in those books. That's great, and it's an important part of reading, but wouldn't it be great if I could experience *another* person's way of life? Well – that's easy! Just be diverse in the authors you read and directors you watch. You might want to try authors or creators who:

- are female or male
- are LGBTQI+
- are from different races, religions, and cultures to your own
- are Indigenous Australian
- have Autism Spectrum Disorder
- have disabilities
- are young or **debuting**.



Again, you'll find lots of reference lists, blog posts, and publishers' websites which have suggestions for a diverse range of texts. Your reading will improve, and you might find that your views on the world begin to shift and change: that's the real power of building your library.

2.7.3 Let me do it

Complete the following activities to practise this skill.

on Resources

Interactivity Building your library (int-8292)

2.7 Activities

- Make a list of the five most recent texts you have read.
 - Add their genre.
 - Write a brief summary explaining why you think you are reading either narrowly or widely.
- Write down your favourite author/book/genre. Visit a site like **Goodreads** and search for it. Now look at the related/recommended books and write down any that catch your eye.
 - Now repeat that with a director/film genre and check a site like **IMDb** for related films.

- 3. Make a 'wider reading' list: Try to range across as many forms/genres/authors/directors as you can. Add 10 texts to the list and give yourself a time limit to try to read them (be realistic, if you normally read a book a year, don't give yourself a time limit of three weeks!)

You can create a table similar to the one below or download the **Wider reading log** from the **Digital documents** section of the Resources tab.

Author/Director	Title	Form <i>Novel, film, TV series, poetry etc.</i>	Genre	Date started/ finished

Regularly update and change your wider reading list as you find new texts to enjoy. You may like to create reviews to help others read widely.

on Resources

-  **Digital document** Wider reading log (doc-35802)
-  **Weblinks** Goodreads
IMDb

Glossary 🔍

debuting publishing or releasing a text for the first-time: a debut creator will have published one thing

PAGE PROOFS