

SAMPLE THINK ALOUD SCRIPT – ‘AZARIA: A TRUE HISTORY’

*‘Just like the great red rock – which is at least ten times bigger underground than it is **above** – there’s much more to dingoes that meets the eye.’ – (Coote, 2020, p11, emphasis added)*

Focus discussion on what the author might be trying to communicate. For example, Uluru being used as a metaphor for things not always being as they appear. Continue by verbalising how punctuation can be used to emphasise an idea.

“I noticed that in this sentence the author has used a preposition – *above* – to tell us more about the form or the shape of Uluru. Prepositions are used to tell the reader *where or when* something is located. I can think of some other prepositions that would work here too, like *below* or *beneath* or *under* the ground. Can you think of any others?

[Optional] When prepositions are used in a sentence to give us more information about a noun, they’re called **prepositional phrases**. The noun this preposition [*above*] is telling us more about is *Uluru*.

I also noticed that the author used an *em dash* in this sentence. Can you see it on the page? I wonder why she used it? [Allow time for student responses]. Could it be because it focuses our attention on the information *between* the em dashes? I wondered why the author might have wanted to draw our attention to the fact that there’s parts of Uluru that aren’t visible or that you can’t see, but they’re still there. Does anyone have any ideas?”

Focus discussion on how the punctuation can be used to emphasise an idea. For example, Uluru being used as a metaphor for things not always being as they appear.

Consider using another extract from the book to focus attention on embedded clauses. For example:

*‘She was different, **people said**, and so they made jokes about her and called her ‘weird’ and ‘unusual’. – (Coote, 2020, p27, emphasis added)*

“I wonder why the author used the pronouns ‘she’ and ‘her’ instead of Lindy’s name? Does it make us feel connected to Lindy Chamberlain or distant from her? I wonder if the author is trying to help us to understand how words can be used to dehumanise people or to emphasise their difference? I wonder why the author might want us to think about that?”

“Did you notice anything about the punctuation in this sentence? I noticed that the author used commas around the words ‘*people said*’. That makes this sentence a **complex** sentence, because it has more than one idea or ‘clause’ in it. I think I need to remind myself what a clause is. Does anyone else know? I wonder if the next sentences will help. I might read them to check.

“Police accused her.

Press hounded her.

People condemned her.

And her heart cracked once again” (Coote, 2020, p27-28)

Well, these sentences look a bit different. They seem to have only one idea or 'clause' in them, like '*the police accused her*'. I wonder why the author chose to use simple sentences with full stops at the end instead of more complex sentences? What it makes *me* do I is to stop and focus on the words that I'm reading. I wonder if that might be to give the words more impact?

If I wanted to make these sentences more complex though, I wonder what I could do? I'd need to add more detail I think, using a **pronoun** like *that, which, who, whom or where* and a **verb** to describe an action. Does everyone remember what a pronoun and a verb are?

Can anyone think of how we could add more detail to the sentences by adding another clause?

How about:

'The police, who believed she was guilty, accused her.'

'The press, whenever possible, printed lies and hounded her.'

'People, who speculated and gossiped, condemned her.'

Reference

Coote, M. (2020) *Azaria: A True History*. First. Melbourne: MelbournestyleBooks.