

Captain Cook's Landing at Botany Bay

Account of Captain James Cook

Sunday 19th April 1770

Almost a week had passed since Lieutenant Hicks shouted 'land ahoy' and furnished our discovery of the east coast of New Holland.

Since then, we have sailed the Endeavour steadily northwards, keeping land in sight all the while. We have been kept busy mapping the coastline of this new and mysterious land.

On the morning of Sunday 19th April, we reached a place of great interest. It was a wide but shallow inlet, the immediately dropped anchor off a low headland covered with sand dunes. The great number of shipwrecks caught that morning prompted me to rather uncreatively name this place 'Shipwreck Harbour'.

Around lunchtime we lifted anchor and sailed the Endeavour into the inlet. On either headland, we saw natives.

Soon after we dropped anchor again, a number of fellow sailors and myself set out in a rowboat to investigate. As we drifted toward the shore I said to sailor Isaac Smith, 'Jump out, Isaac,' thus making him the first European to set foot on the jilted east coast of New Holland. We all went followed and waded through the shallow, warm water to the shore.



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After they had waded across there from a group of us in a boat and the first one landing alone, they saw an old man, the other a younger fellow who offered them gifts, but they would not accept them. Perhaps they had misunderstood what we had said. Nevertheless, one of my men then went up to



Cook's Landing Botany Bay

A week, including the night was nighty. They did not even flash with a number of other men they spent at us - all looking friendly I am told - except over their heads and shoulders.

Of course, there we found only a small number of gifts to communicate with the groupings, we returned to our boats.

It is a wonder they, the first day two men, returned our intentions as the rest most of the day, because we might just!



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Historical Discourse Caroline Coffin, 2009-01-01 Historical Discourse analyses the importance of the language of time cause and evaluation in both texts which students at secondary school are required to read and their own writing for assessment In contrast to studies which have denied that history has a specialised language Caroline Coffin demonstrates through a detailed study of historical texts that writing about the past requires different genres lexical and grammatical structures In this analysis language emerges as a powerful tool for making meaning in historical writing Presupposing no prior knowledge of systemic functional linguistics this insightful book will be of interest to researchers in applied linguistics and discourse analysis as well as history educators

Targeting Text John Barwick, 1999 Series contains structured teaching units for nine most commonly studied text types

The Discourse of History Jing Hao, J. R. Martin, 2024-05-31 Taking a Systemic Functional Linguistic perspective this book explores how language builds our knowledge about the past and gives value to historical events thereby shaping contemporary culture It brings together cutting edge research from an international team of scholars to provide a detailed study of texts from three different world languages English Spanish and Mandarin Chinese revealing how the discourse of history is constructed in these languages Each chapter provides examples and step by step analyses of how knowledge and value are constructed in history texts drawing on Systemic Functional Linguistics to develop theory and description in relation to text analysis It also makes connections with disciplinary literacy and history education showing how linguistic findings can benefit the teaching and learning of historical literacy Providing theoretical and analytical foundations for studies of the discourse of history it is essential reading for anyone interested in literacy discourse analysis and language description

Engaging Students in Academic Literacies María Estela Brisk, 2014-07-25 The Common Core State Standards require schools to include writing in a variety of genres across the disciplines Engaging Students in Academic Literacies provides specific information to plan and carry out genre based writing instruction in English for K 5 students within various content areas Informed by systemic functional linguistics a theory of language IN USE in particular ways for particular audiences and social purposes it guides teachers in developing students ability to construct texts using structural and linguistic features of the written language This approach to teaching writing and academic language is effective in addressing the persistent achievement gap between ELLs and mainstream students especially in the context of current reforms in the U S Transforming systemic functional linguistics and genre theory into concrete classroom tools for designing implementing and reflecting on instruction and providing essential scaffolding for teachers to build their own knowledge of its essential elements applied to teaching the text includes strategies for apprenticing students to writing in all genres features of elementary students writing and examples of practice

Targeting Text Katrina Wood, Sue Stubbs, 2000

The Powers of Literacy (RLE Edu I) Bill Cope, Mary Kalantzis, 2014-06-17 Literacy remains a contentious and polarized educational media and political issue What has emerged from the continuing debate is a

recognition that literacy in education is allied closely with matters of language and culture ideology and discourse knowledge and power Drawing perspectives variously from critical social theory and cultural studies poststructuralism and feminisms sociolinguistics and the ethnography of communication social history and comparative education the contributors begin a critical interrogation of taken for granted assumptions which have guided educational policy research and practice

Pragmatics of Discourse Klaus P. Schneider, Anne Barron, 2014-06-18 Discourse is language as it occurs in any form or context beyond the speech act It may be written or spoken monological or dialogical but there is always a communicative aim or purpose The present volume provides systematic orientation in the vast field of studying discourse from a pragmatic perspective It first gives an overview of a range of approaches developed for the analysis of discourse including among others conversation analysis systemic functional analysis genre analysis critical discourse analysis corpus driven approaches and multimodal analysis The focus is furthermore on functional units in discourse such as discourse markers moves speech act sequences discourse phases and silence The final section of the volume examines discourse types and domains providing a taxonomy of discourse types and focusing on a range of discourse domains e g classroom discourse medical discourse legal discourse electronic discourse Each article surveys the current state of the art of the respective topic area while also presenting new research findings

Re/reading the past J.R. Martin, Ruth Wodak, 2003-11-17 Re reading the Past is concerned with the discourses of history from the complementary perspectives of Critical Discourse Analysis CDA and Systemic Functional Linguistics SFL The papers in the book stress the discursive construction of the past focussing on the different social narratives which compete for official acknowledgement Issues of collective and cultural memory are addressed reflecting the linguistic turn in the Social Sciences The book covers a range of discourses interpreting texts from popular culture to academic discourse including the construction and evaluation of past events in a variety of places around the world It is especially timely in its focus on the construction of time and value in a post colonial world where history discourses are central to on going processes of reconciliation debates on war crimes and the issues of amnesty and restitution As such the book fills a significant gap in interdisciplinary debates as well as in register and genre analysis and will be of general interest to historians political scientists and discourse analysts as well as students and teachers of ESP

English for Specific Purposes and EAP English for Academic Purposes **Teaching History 11 - 18** Chris Husbands, Alison Kitson, 2010-07-16 Teaching History 11 18 is a comprehensive introduction to teaching learning and assessing history in secondary schools Drawing on cutting edge research and practice it draws together recent thinking in teaching and learning in history teaching and learning in secondary education more generally and classroom based research to provide a radical re thinking of the practices of teaching and learning about the past at the beginning of the twenty first century At the core of the book is a focus on diversity and its implications the diversity of classrooms in English schools cultural diversity and pluralism in accounts of the past and the diversity of pedagogic and communicative strategies at the disposal of teachers The

book is realistic about the challenges a precarious place in the curriculum pupil disaffection bitter ideological debates about the purpose place and status of history but offers a forward looking rationale for the centrality of the past in debates about identity social cohesion and persona and social education **Teaching History 11-18** Husbands, Chris,Kitson, Alison,2010-07-01 This book provides a comprehensive and radical guide to the challenges facing history and history teaching in contemporary schools **Strategic Writing in History** ,2008 **Holocaust Education and the Semiotics of Othering in Israeli Schoolbooks** Nurit Elhanan-Peled,2023-09-11 The Zionist pedagogical narrative reproduced in schoolbooks views the migration of Jews to Israel as the felicitous conclusion of the journey from the Holocaust to the Resurrection It negates all forms of diasporic Jewish life and culture and ignores the history of Palestine during the 2000 year long Jewish exile This narrative otherizes three main groups vis vis whom Israeliness is constituted Holocaust victims who are presented in a traumatizing manner as the stateless and therefore persecuted Jews we refuse but might become again if we lose control over Palestinian Arabs who constitute the second group of others Palestinians are racialized demonized and portrayed as our potential exterminators The third group of others comprises non European Mizrahi and Ethiopian Jews They are described as backward people who lack history or culture and must undergo constant acculturation to fit into Israel s Western society Thus a rhetoric of victimhood and power evolves and a nationalistic interpretation of the never again imperative is inculcated justifying the Occupation and oppression of Palestinians and the marginalization of non European Jews This rhetoric is conveyed multimodally through discourse genres and visual elements The present study which advocates a multidirectional memory proposes an alternative Hebrew Arabic multi voiced and poly centered curriculum that would relate the accounts of the people whom the pedagogic narrative seeks to conceal and exclude This joint curriculum will differ from the present one not only in content but also ideologically and semiotically Instead of traumatizing and urging vengeance it will encourage discussion and celebrate diversity and hybridity **Multiliteracies in World Language Education** Yuri Kumagai,Ana López-Sánchez,Sujane Wu,2015-10-05 Putting a multiliteracies framework at the center of the world language curriculum this volume brings together college level curricular innovations and classroom projects that address differences in meaning and worldviews expressed in learners primary and target languages Offering a rich understanding of languages genres and modalities as socioculturally situated semiotic systems it advocates an effective pedagogy for developing learners abilities to operate between languages Chapters showcase curricula that draw on a multiliteracies framework and present various classroom projects that develop aspects of multiliteracies for language learners A discussion of the theoretical background and historical development of the pedagogy of multiliteracies and its relevance to the field of world language education positions this book within the broader literature on foreign language education As developments in globalization accountability and austerity challenge contemporary academia and the current structure of world language programs this book shows how the implementation of a multiliteracies based approach brings

coherence to language programs and how the framework can help to accomplish the goals of higher education in general and of language education in particular

Genre and Institutions Frances Christie, J. R. Martin, 2005-11-17 This book examines genres as instances of social processes enacting a range of important institutional practices hence also shaping people's subjectivities Genres represent purposive and staged ways of building means in a culture The book's particular claim to originality is that using systemic functional grammar it demonstrates how given genres build or enact social practice how educational settings provide contexts in which some apprenticeship into such genres occurs and how theorizing about such matters helps build a theory of social action revealing how powerful is the systemic functional analysis in addressing questions concerning the social construction of reality The discussion is built around extensive analysis of instances of texts collected in a number of worksites and school settings While most are instances of written genres some are spoken most notably the chapter that is devoted to the discussion of the spoken classroom texts in which the teaching and learning of the written genres take place

Reading the Historical Books Patricia Dutcher-Walls, 2014-03-18 Biblical history can be some of the most difficult material for beginning students to grasp The conventions of contemporary history writing are quite different from those of ancient Israelite writers Here a master teacher offers basic orientation to the genre and conventions of the Old Testament historical books helping students become careful and attentive readers Written in an accessible style with many ancient and contemporary examples this book introduces students to some of the phenomena they will encounter in the historical books and provides strategies for understanding their significance The goal is to make further reading and study of Scripture more informed and sensitive Sidebars discussion questions and further reading suggestions are included

Men, Masculinities, and Earth Paul M. Pulé, Martin Hultman, 2021-08-03 This book considers issues of social and ecological significance through a masculinities lens Earth our home for aeons is reeling The atmosphere is heating up causing reefs to bleach fisheries to collapse regions to flood and dry vast tracts to burn the polar ice caps to melt ancient glaciers to retreat biodiversity to decline exacerbated by the sixth great extinction and more Meanwhile social and economic disparities are widening Pandemics are cauterising global communities and altering our social mores Nationalism is feeding divisiveness and hate especially through men's violence Politically extreme individuals and groups are exalting freedom while scapegoating the marginalised Such are the symptoms of an emerging Anthropocene This anthology contends with these alarming trends pointing our attention towards their gendered origins Building on our monograph *Ecological Masculinities: Theoretical Foundations and Practical Guidance* 2018 this collection of essays is framed as a dinner party conversation grouped into six discursive themes Their views reflect a growing community of practice whose combined efforts capture the most recent perspectives on masculine ecologisation Together they aim to help create a more caring world for all moving the ecological masculinities conversation forward as it becomes an established international and pluralised field of study

The Routledge Handbook of Systemic Functional Linguistics Tom Bartlett, Gerard O'Grady, 2017-01-12 The Routledge Handbook

of Systemic Functional Linguistics brings together internationally renowned scholars of systemic functional linguistics SFL to provide a space for critical examination of the key tenets underpinning SFL theory Uniquely it includes description of the three main strands within contemporary SFL scholarship Halliday's Introduction to Functional Grammar Martin's discourse semantics and Fawcett's Cardiff Grammar In five sections and thirty eight interdisciplinary chapters this is the first handbook to cover the whole architecture of SFL theory comprising the ontology and epistemology of SFL SFL as a clause grammar lexicogrammar below the clause and SFL's approach to constituency SFL's vibrant theory of language above the clause and SFL as a theory of praxis with real world applications With a wide range of language examples a comprehensive editors introduction and a section on further reading The Routledge Handbook of Systemic Functional Linguistics is an essential resource for all those studying and researching SFL or functional grammar

Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2016-11-18 Volume III of the Handbook of Research in Second Language Teaching and Learning like Volumes I and II is a comprehensive state of the art overview of current research into social contexts of second language L2 foreign language FL teaching and learning language policy curriculum types of instruction incremental language skills such as listening speaking reading writing vocabulary and grammar international communication pragmatics assessment and testing It differs from earlier volumes in its main purpose to provide a more in depth discussion and detailed focus on the development of the essential language skills required for any type of communication speaking listening reading vocabulary grammar and writing Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2 FL teaching and learning and applied linguistics but rather than offering a historical review of disciplinary traditions it explores innovations and new directions of research acknowledges the enormous complexity of teaching and learning the essential language abilities and offers a diversity of perspectives Chapter authors are all leading authorities in their disciplinary areas What's new in Volume III Updates the prominent areas of research including the sub disciplines addressed in Volumes I and II and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what the how and the why of teaching foundational language skills including theories pedagogical principles and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2 FL teaching and learning and innovative research topics that have gained substantial recognition in current publications including the role of corpora technology and digital literacy in L2 FL teaching and learning Examines new trends in language pedagogy and research such as an increased societal emphasis on teaching academic language for schooling somewhat contradictory definitions of literacy and the growing needs for instruction in intercultural communication

Inglés. Complementos de formación disciplinar Susan House, Gary Motteram, Amos Paran, Sonsoles Sánchez-Reyes Peñamaría, Rachel Whittaker Dovey, Fernando Beltrán Llavador, Valerie Howard Hobbs, Ana Llinares García, 2011-08-29 Los ocho capítulos de este libro abordan la teoría y la práctica de la enseñanza del Inglés como

lengua extranjera e incluyen informaci n sobre la influencia de la investigaci n en la pr ctica las creencias de los profesores la historia de la teor a de la ense anza del Ingl s como lengua extranjera sus aspectos sociales y culturales el conocimiento del curr culo oficial el aprendizaje integrado de contenidos y lenguas extranjeras CLIL el marco europeo para el aprendizaje de lenguas utilizando la tecnolog a Cada cap tulo incluye tareas para consolidar la informaci n as como actividades de evaluaci n m s exhaustivas

The Klaas Schilder Reader Klaas Schilder, 2022-05-25 Recovering a forgotten theologian Klaas Schilder 1890 1952 was a prominent Dutch Reformed theologian in the early twentieth century first as a pastor and then as a professor While his fame spread to North America in the 1940s he is mostly forgotten today In *The Klaas Schilder Reader The Essential Theological Writings* readers will rediscover this important Dutch theologian Working in the tradition of Abraham Kuyper and Herman Bavinck Schilder applies Dutch Neo Calvinism to the twentieth century This includes secularism the rise and influence of Karl Barth opposition to Nazism and the relation between the church and society *The Klaas Schilder Reader* contextualizes his work and furthers the neo Calvinist tradition

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