

Boost Free Lessons - Year 7 English

Lesson 18: Reading Multimodal Texts

Name: _____ Grade: _____ Date: _____

Read the text below carefully. It comes from a public information poster, and combines written information with a described visual element. The line numbers will help you refer to specific parts in your answers.

Poster: Where Does It Go?

- 1 [HEADLINE, large red capitals across the top]
- 2 WHERE DOES IT GO?
- 3
- 4 [Below the headline: three large bin illustrations, side by side, each
- 5 coloured to match a real bin lid. Under each bin, a short list of items.]
- 6
- 7 RED LID: general waste
- 8 nappies, broken glass, soft plastics, polystyrene
- 9
- 10 YELLOW LID: recycling
- 11 paper, cardboard, glass bottles, metal cans, rigid plastics
- 12
- 13 GREEN LID: garden and food organics
- 14 grass clippings, food scraps, prunings, paper towel
- 15
- 16 [A large red cross is printed across a photograph of a plastic bag full of
- 17 recycling. Beside it, in bold:]
- 18
- 19 NEVER bag your recycling. Bagged recycling goes straight to landfill.
- 20
- 21 [Bottom third of the poster, smaller text, on a pale background:]
- 22
- 23 Around 30% of what goes into red-lid bins could have been recycled.
- 24 Sorting correctly takes seconds. Getting it wrong lasts centuries.
- 25
- 26 [Bottom right corner: council logo, website address, and a QR code.]



Worked Example 1

Explain why the three bins are shown as illustrations rather than described in words.

1. Questions on multimodal texts ask you to explain the **choice** of visual, not just describe it.
2. Ask what the image does that words could not. The bins are colour-matched to real bin lids.
3. That means a reader can match the poster to the bin in front of them instantly, without reading.
4. Add who this helps: young children, people in a hurry, and anyone who does not read English easily.

Model: The colour-matched illustrations let a reader identify the correct bin at a glance, without needing to read the lists. This makes the poster usable by young children, people in a hurry, and readers with limited English, which a written description could not achieve.

Remember: In multimodal texts, analyse **colour**, **size**, **placement** and **images** as deliberate choices. Ask what each visual element does that words alone could not.



Question 1: Answer the following questions. Refer to line numbers where you can.

1. What is the headline of the poster? (line 2)

2. Which bin should food scraps go in? (lines 13 to 14)

3. What does the poster say you should never do? (line 19)

4. What statistic appears near the bottom? (line 23)

5. What three things appear in the bottom right corner? (line 26)

6. Why is the headline printed in large capitals?



Question 2: Answer the following questions in full sentences.

1. Explain the effect of printing a large red cross over the photograph (lines 16 to 17).

2. Why is the statistic placed near the bottom rather than at the top?

3. Explain the effect of the sentence *Sorting correctly takes seconds. Getting it wrong lasts centuries.* (line 24)

4. Who is the intended audience for this poster? Give two pieces of evidence.

5. The QR code is small and in a corner. Explain why the designer might have chosen this placement.





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Answers and Model Responses: Reading Multimodal Texts**Question 1**

1. *Where does it go?*
2. The green lid bin.
3. Bag your recycling.
4. Around 30% of what goes into red-lid bins could have been recycled.
5. The council logo, a website address, and a QR code.
6. Model: To be readable from a distance and to draw attention first, so a reader knows what the poster is about before reading anything else.

Question 2

1. Model: A red cross is instantly understood as prohibition, without any words. Placing it over a photograph of the exact mistake makes the rule impossible to misread, and red carries a warning that reinforces the instruction.
2. Model: The bin lists are the practical information most people need, so they come first. The statistic works as a reason to care once the reader already knows what to do, which encourages them to act on it.
3. Model: The contrast between *seconds* and *centuries* makes the small effort seem trivial against the lasting consequence. The parallel sentence structure gives it a memorable rhythm.
4. Model: The general public in the council area. The everyday vocabulary and colour coding suit a broad audience of all ages, and the reference to red, yellow and green lids assumes household bins rather than a business or specialist reader.
5. Model: The poster's main purpose is to be understood at a glance, so a large QR code would compete with the bins for attention. Placing it small and in a corner keeps it available for anyone who wants more detail without distracting from the main message.

