

INTERPRET AND USE INFORMATION FROM TEXTS

US ID 119457

LESSON 1: READING STRATEGIES

1

Identify and find
the meaning of
unfamiliar words

2

Test, select and
use correct
meanings for
ambiguous words

3

Separate the
main ideas from
supporting
evidence and
create a summary

4

Explain the
purpose of visual
features in a text

Outcomes:

Activity 1

Do you know the meaning of the following words? To experience the impact when reading words that you may not be totally familiar with, read the following paragraph. Now look up all the words provided, and read the paragraph for a second time. Can you see how understanding of the vocabulary increases your understanding of the text?

*Susan was overwhelmed with a feeling of **claustrophobia**. Fighting to remain calm she struggled desperately by **indefatigably** not to give in to the overwhelming feeling of **dread** whilst she **frantically** tried to **dislodge** the door. The panic was rising like a strong current and she realised that if she did not succeed soon, it would be to the **detriment** of her sanity..*



LESSON 2: IMPLICIT MESSAGES

1

Identify the source of the text for establishing reliability and bias

2

Explore attitudes, beliefs and intentions within the text to determine a point of view

3

Describe strategies within the text in terms of its purpose and audience

4

Identify the support for a specific line of thought within the text

Outcomes:

Activity 2

Carefully read each paragraph below and decide why the author wrote this piece. The answer is either to ENTERTAIN, PERSUADE or CONVINCE and INFORM or TEACH.

Paragraph A:

Joe had been fishing for over two hours without a single bite. Suddenly there was a nibble at the end of this fishing line. He stood up on the boat and leaned out too far. Just then there was a sharp yank on the line. Joe fell overboard and landed head first into the water. Joe and his friends laughed and laughed

What is the author's purpose?

Paragraph B:

The giant panda is a bearlike animal that has thick white fur with black markings on its ears, limbs, shoulders and around its eyes. The giant panda feeds on bamboo forests at high altitudes in western China. It also eats bulbs, roots, eggs and some small mammals. The cubs are born in late winter. The giant panda is an endangered species and is protected by the Chinese government.

The purpose of this text is to:.....

Paragraph C:

It's New! It's Refreshing! It's Slurpy Soda! This is the best soda in the world! If you drink this soda you will jump higher, run faster and be smarter in school. Try one today!

Why did the author write this piece?



LESSON 3: RESPONDING TO TEXTS

1

Act upon and follow
instructions and requests

2

Use the appropriate level of
text type, format and register

Outcomes:

LESSON 4: STRATEGIES USED TO INFLUENCE READERS

1

Describe different language structures that can be used in texts to influence a reader

Outcomes:

Activity 3

What types of texts most often omit information and why do you think this is so?



WRITE AND PRESENT FOR A WIDE RANGE OF CONTEXTS

US ID 119459

LESSON 1: WRITING EFFECTIVELY AND CREATIVELY

1

Write convincing
and appropriate
imaginative texts

2

Write convincing
and unified
expository or
factual texts

3

Write texts on
personal interests
that are convincing

4

Use the appropriate
narrative voice that
suits the context
purpose and
audience

Outcomes:

Activity 1

Write a convincing, imaginative text on one of the topics provided below. Make it about 500 words in length.

My favourite holiday

My favourite sports person

My favourite movie

Before you begin define your specific purpose by completing the following sentence:

I am writing this text in order to...(reason for writing the text), so that (what you wish to achieve).



Activity 2

Rewrite the following active voice sentences into the passive voice:

The company ships the computers to many foreign countries

Our representative will pick up the computer

You can use the computer



LESSON 2: LANGUAGE STRUCTURES AND FEATURES

1

Sequence the points in an argument to logically and deliberately build up a convincing conclusion

2

Use devices to create rhythms and tonal effects

3

Use stylistic devices to enhance meaning

Outcomes:

Activity 3

What makes **written** texts different to **oral** ones in relation to language structures and features?



LESSON 3: EDITING FOR FLUENCY AND UNITY

1

Check text for coherency, logical sequence and structure

2

Identify weaknesses and errors and make adjustments

3

Rearrange information to promote interest and impact

4

Check layout, spelling, punctuation and syntax

5

Check the complete text against the purpose for writing

Outcomes:

Activity 4

Find an article in a magazine or newspaper.
Highlight the following:

The introduction

The conclusion or summary

Read the article and discuss whether it meets the purpose and audience. Motivate your response.



APPLY COMPREHENSION SKILLS TO ENGAGE WRITTEN TEXTS IN A BUSINESS ENVIRONMENT

US ID 12155

LESSON 1: TEXTUAL FEATURES AND CONVENTIONS

1

List texts that are used
in the business

2

Produce texts that are
used in the business

3

Explain the implications
of not following
organizational or
legislative requirements
when composing texts

4

Use terminology and
conventions specific to
the business

Outcomes:

Activity 1

What other types of business correspondence is there in your specific workplace? Are there any legislative requirements? Motivate your answer.



LESSON 2: IDENTIFY AND COLLECT INFORMATION

1

Access information
that is required

2

Check information
for relevance

3

Define the focus of
the text

Outcomes:

LESSON 3: COMPOSING TEXTS

1

Select the format
and structure of
the text

2

Identify the main
points in the
message

3

Write a first draft

Outcomes:

Activity 2

Work in groups for this Activity 3:

You will be writing a report and a covering letter to your Managing Director or CEO. The report covers aspects of why sales decreased during the last month. You need to:

Identify the format and structure you will be using for both documents

Identify the main points for discussion

Collect information that may be needed to complete the report

Write the first draft of the report and covering letter.



LESSON 4: ORGANIZING AND STRUCTURING TEXTS

1

Infer information required to respond in a relevant manner

Outcomes:

Activity 3

Do you think it is advisable to INFER information when reading business texts? Explain your answer. Indicate both advantages and disadvantages to using this method.



LESSON 5: PRESENTING WRITTEN TEXTS

1

Evaluate the
information for
relevance

2

Proofread the final
draft

3

Assess the final
copy

Outcomes: