FUNDING SPAT PUTS KINDER PROGRAMS IN JEOPARDY

english Oz

ESL III (Access) - VPAU505: Read and write a range of straightforward informational, instructional and other texts.	Element 1: Analyse a range of informational texts. Performance Criteria: 1.1 / 1.2 / 1.3 / 1.4 / 1.5 / 1.6	STUDENT NAME:	DATE:

Reading Source:

http://goo.gl/j4phs

Pre-Reading: Predicting

Look at the title and the picture; what do you think this is going to be about? What and/or who might be featured? Where could they be? Why?

1-1 Scan for Context and Topic

What type of text is it? What is it generally about? Is there a situation, announcement or issue?

1-4 Conventions of Informational Text

Are there visual materials to go with the text? Any graphic information? Numerical information?
Is there evidence of the 'impersonal' tone? What register is used (formal/informal, etc.)?

1-2 Main ideas or Issues

List the main ideas or issues you can recall after reading through the text once or twice. Stick to the general or most important points.

1-3 Supporting Information/Examples

List supporting information for each of (or just 1-2 of) themain ideas or opinions:

- *Specific reasons*
- *Specific arguments or opinions*
- *Facts or statistics*
- *Examples or anecdotes*
- *Non-verbal information such as photographs, models, diagrams, scenes or evidence*

1-5 Structure and Discourse Features

Look for how the writing is sequenced and how linking words are used.
Are imperatives and conditionals used?
Are there any dot points or numbered instructions?

1-6 My Personal Opinion

Express your own opinion in response to the text and information/issues. What do you think, believe, prefer, (not) agree with, like/dislike, etc.?

Language Notes

- *Sentence structures (simple, compound, complex)*
- *Verb tenses/aspects (present perfect continuous, past perfect, present and past passive, conditionals)*
- *Range of modals and reported speech, phrasal verbs, adjectives, adverbs, adverbial phrases*
- *Range of conjunctions (subordinating and coordinating)*
- *Discourse markers and cohesive devices (addition, cause/effect, contrast, sequence, time)*
- *Common collocations*

VERIFICATION OF OWN WORK

Identify which of the sections above you did independently or with the help of others.
Sign your work, indicate date and place of lesson (+ name of teacher)
Include a link to any recordings or photographs documenting this lesson.

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Activity Extension A

Activity Extension B

Consider a range of follow up activities, including but not limited to:

- *Making a full list of vocabulary and phrases to translate or document in detail*
- *Expansion and practice of Language Notes on main page*
- *Attempting to memorize and re-write parts or all of the text*
- *Using all or parts of the text for interactive Dictation activities*
- *Writing an informative, summarizing, fictional or opinion-based text in response to the topic*
- *Finding a related reading or listening text and writing a summary/report about it*
- *Preparing an oral presentation that responds to or extends the topic*
- *Responding to the text with a phone call or practical/transactional text*
- *Making a list of questions to interview or survey one or more classmates in relation to the topic*
- *Expanding and doing targeted practice with specific grammar and/or vocabulary to emerge from the text*

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