

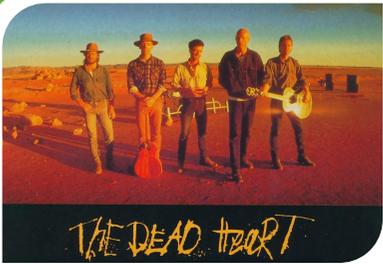
**ESL III (Access) - VPAU505:**

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/kTHm2>

Also listen: [http://youtu.be/16bFBzx7l\\_o](http://youtu.be/16bFBzx7l_o)

**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?

**1-2 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) the main 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

**1-1 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.)?

**1-5 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.



## 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*

