

## 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:

### Australia restores race discrimination act

By Nick Bryant  
BBC News, Sydney

Australia has reinstated race laws that were suspended by the previous government in its campaign against child abuse in Aboriginal townships.

Suspending the law three years ago allowed the authorities to restrict how welfare payments to indigenous people were spent, with the aim of reducing the consumption of alcohol and drugs.

Indigenous activists and the Uti condemned the policy as discriminatory.

The intervention powers will now also cover non-Aboriginal people as well.



The race act was suspended to tackle consumption of alcohol and drugs

Reading Source:

<http://www.bbc.co.uk/news/10374060>

### 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*

