

## Teaching and learning sequence summary

### EAP unit standard 22751, version 2: Read and process information for academic purposes

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This sequence is designed for learners preparing for tertiary level study. It is aimed at learners who are learning to read and process complex academic texts for an academic purpose.

The teaching and learning sequences will scaffold and prepare students for the summative assessment of this standard. The teaching and learning sequences link to [the Dimensions of Effective Practice](#). Lessons are built around [Principles of effective teaching and learning for English language learners](#). Teachers will also need to make links to relevant [Key competencies](#).

### Using the teaching and learning sequences.

These teaching and learning sequences are intended as a guide to the skills that students will need to develop to meet the requirements of the standard. They provide examples of ways that teachers can support students to acquire these skills. It is important to select only the activities that address your students' learning needs and not to cover materials and or skills that students have already mastered. For some students it may be necessary to provide additional tasks to support mastery of specific skills.

### Learning tasks

Teaching & learning sequence	Skills & knowledge	Performance criteria
1.	<ul style="list-style-type: none"><li>Understanding tone, structure and vocabulary in relation to academic purpose.</li><li>Identifying and explaining the writer's purpose.</li></ul>	1.1 The writer's purpose is identified and explained.  Range: may include but is not limited to – tone, text structure, vocabulary.
2.	<ul style="list-style-type: none"><li>Analysing and evaluating the relevance of literal, implied and inferred key information to the academic purpose.</li></ul>	1.2 Key information is analysed and evaluated to determine the relevance to the academic purpose.  Range: key information includes – literal, implied, and inferred meaning gained from the text.
3.	<ul style="list-style-type: none"><li>Transforming information from one form to another.</li></ul>	1.3 Relevant information from the text is applied in a form appropriate to the academic purpose.

		Range: information is applied in a manner beyond simple information transfer; form may include but is not limited to – tabulation, synthesis, summary.
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**What is the impact of the teaching and learning?**

After the learning tasks, students should complete the formative assessment task for unit standard 22751, version 2.

After the formative assessment, teachers can identify evidence of students' learning progress as well as any gaps. Teachers should plan to build on what worked well and to address learning needs by recycling tasks in the teaching and learning sequences.

When students are ready, they can complete the summative assessment for unit standard 22751: Read and process information for academic purposes.



<p><i>Instructional strategies</i></p>	<p>then students can be asked to become experts about more than one MDG.</p> <p>Variation: Students can be asked to match the jigsaw reading cards to the pictures.</p> <p><b>3. Identify the writer's purpose</b>  <i>Provide multiple opportunities for authentic language use with a focus on students using academic language.</i>  The aim of these activities is to assist students to use text structure, vocabulary and tone to identify the writer's purpose.</p> <p><b>a. Disappearing definition</b></p> <ul style="list-style-type: none"> <li>• Write the definitions of <i>purpose</i> and <i>tone</i> on the whiteboard.</li> <li>• Students read the text out loud.</li> <li>• Rub out every seventh word. Put a line in to indicate the missing word. You could also leave the first letter of each word.</li> <li>• Students read the text again remembering the missing words.</li> <li>• Repeat the process until there are no more words, or very few words, left on the board.</li> </ul> <p>The text for the disappearing cloze is included in the student tasks.</p> <p><b>b. What is the writer's purpose?</b></p> <ul style="list-style-type: none"> <li>• Students match general and specific purposes.</li> <li>• Students view the answers of other groups and use 'Post-Its' to make comments or suggestions on any specific purpose they think is incorrect.</li> <li>• Students then amend their own selection if necessary.</li> </ul> <p><b>c. Formal and informal writing</b>  Bus stop activity</p> <ul style="list-style-type: none"> <li>• In pairs, students view the two tables for formal writing and informal writing.</li> <li>• They put the definitions (these are on page 12) of each type of writing in the correct place in the table.</li> <li>• The pairs then share their answers with the class.</li> <li>• Elicit further examples of each type of writing to strengthen student understanding.</li> </ul> <p><b>d. Commonly used tone words</b>  Think-Pair-Share activity</p>	<p><i>Do my students have a shared language to discuss the writer's purpose and the features that help them identify this?</i></p> <p><i>Do my students require further recycling and repetition to enable them to identify a writer's purpose?</i></p>
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**Student tasks**  
**Teaching and leaning sequence 1**

**1. What do you remember?**

Look at the pictures below.

Each picture matches to one of the eight Millennium Development Goals.

Write the name of a MDG next to each picture.

<p style="text-align: center;"><b>Picture</b></p> <p style="text-align: center;"><i>Pictures reproduced with kind permission of Teach UNICEF</i></p>	<p style="text-align: center;"><b>What is the name of this goal?</b> <b>What is this goal about?</b></p>
 <p>© UNICEF/HQ98-0891/Pirozzi</p>	
 <p>© UNICEF/HQ99-0611/Pirozzi</p>	
 <p>© UNICEF/HQ04-0945/Noorani</p>	



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**2. Jigsaw reading**

<p>GROUP 1</p> <p><b>Goal 1:</b> End extreme poverty and hunger Reduce the number of people living on less than \$1 a day by half and reduce the number of people suffering from hunger by half.</p> <p><b>Problem:</b></p> <ul style="list-style-type: none"> <li>• More than 30% of children in developing countries—about 600 million—live on less than US \$1 a day.</li> <li>• Every 3.6 seconds one person dies of starvation. Usually it is a child under the age of 5.</li> </ul> <p><b>Poverty affects everything!</b> Children living in poverty often become sick because they do not have clean water to drink. When they are sick, they cannot go to school. Without an education, children have fewer choices and opportunities.</p>	<p>GROUP 2</p> <p><b>Goal 2:</b> Achieve universal primary education Make sure that every boy and girl in the world can go to elementary school.</p> <p><b>Problem:</b></p> <ul style="list-style-type: none"> <li>• As of 2001 estimates, around 115 million children of primary school age, the majority of them girls, do not attend school.</li> </ul> <p><b>Education is central to children’s rights!</b> When you are educated, you are better able to influence what happens to you. Education gives you choices—and the confidence to take advantage of those choices.</p>
<p>GROUP 3</p> <p><b>Goal 3:</b> Promote gender equality and empower women Work to make sure that girls can go to school and that women have the opportunity to make choices in their lives.</p> <p><b>Problem:</b></p> <ul style="list-style-type: none"> <li>• Two-thirds of the world’s 799 million illiterate adults ages 15 and over are women.</li> </ul> <p><b>Advancing the rights of women and children advances humanity!</b> Some 121 million children are not in school, most of them girls. Yet study after study shows that educating girls is the single-most effective policy to raise overall economic productivity, lower infant and maternal mortality, educate the next generation, improve nutrition, and promote health.</p>	<p>GROUP 4</p> <p><b>Goal 4:</b> Reduce child mortality Reduce the number of deaths of young children by two-thirds.</p> <p><b>Problem:</b></p> <ul style="list-style-type: none"> <li>• About 29,000 children under the age of 5 die every day—21 each minute—mainly from preventable causes.</li> <li>• These deaths occur mainly in the developing world. An Ethiopian child is 30 times more likely to die by his or her 5th birthday than a child in Western Europe. Two-thirds of deaths occur in just 10 countries.</li> </ul> <p><b>The majority of deaths of children under 5 are preventable!</b> More than 70% of almost 11 million child deaths every year are caused by just six illnesses. Almost 11 million children who</p>



	<p>die each year could be saved by vaccines, antibiotics, micronutrient supplementation, insecticide-treated bed nets, and improved family care.</p>
<p><b>GROUP 5</b>  <b>Goal 5:</b> Improve maternal health          Improve the health of mothers before and just after their babies are born and reduce the number of maternal deaths by three-quarters.  <b>Problem:</b></p> <ul style="list-style-type: none"> <li>• A woman dies from complications in childbirth every minute—about 529,000 each year—the vast majority of them in developing countries.</li> </ul> <p><b>The majority of these deaths are preventable!</b>          Access to skilled care during pregnancy, childbirth, and the first month after delivery is key to saving the lives of women and their children.</p>	<p><b>GROUP 6</b>  <b>Goal 6:</b> Combat HIV/AIDS, malaria, and other diseases          Fight diseases like HIV/AIDS and malaria that can be prevented and treated.  <b>Problem:</b></p> <ul style="list-style-type: none"> <li>• Millions of children are dying needlessly.</li> <li>• Malaria kills a child somewhere in the world every 30 seconds.</li> <li>• HIV/AIDS, malaria, measles, polio, and tuberculosis threaten the lives of millions of children who would survive and flourish if they lived in better conditions.</li> </ul> <p><b>Research and education can reduce deaths from these diseases!</b>          There are measures that are proven to work and to be cost-effective in saving lives including improvements in basic health care.</p>
<p><b>GROUP 7</b>  <b>Goal 7:</b> Ensure environmental sustainability          Make sure that the environment is protected for people now and in the future. Reduce by half the number of people without clean drinking water and sanitation.  <b>Problem:</b></p> <ul style="list-style-type: none"> <li>• A child dies every 15 seconds from disease attributable to unsafe drinking water, deplorable sanitation, or poor hygiene.</li> <li>• As of 2002, one in six people worldwide—1.1 billion total—had no access to clean water. About 400 million of these are children.</li> <li>• Four of ten people worldwide don't have access to even a simple</li> </ul>	<p><b>GROUP 8</b>  <b>Goal 8:</b> Develop a global partnership for development          Help to create better, fairer business and trade opportunities that reduce poverty and help everyone in the world.  <b>Problem:</b></p> <ul style="list-style-type: none"> <li>• Many poor countries are in debt to rich countries and cannot develop their economies.</li> <li>• Many young people worldwide do not have opportunities to find jobs.</li> </ul> <p><b>Governments, organisations, and businesses can work together!</b>          Poor countries must work toward achieving the first seven goals. But to do that, it is necessary for richer countries to give more effective aid, debt relief, and fairer trade rules. Many governments,</p>

latrine.

- More than 614 million children have to live in dwellings with more than five people per room or that have mud flooring.

**Providing access to safe drinking water and sanitation for more people is achievable!**

The world is on track to meet the target for drinking water. When governments are able to treat and dispose of wastewater, it leads to better conservation and less waste of fresh water.

organisations, and companies are helping poor countries to use new technology to develop their economies. Some countries have already agreed to reduce the amount of debt of the poor countries.

**3: Identify the writer’s purpose: vocabulary and tone**

**a. Disappearing definition**

*Purpose is the reason the author writes about a topic. Tone is the author’s attitude to the topic. Objective tone is impartial. It does not show any feelings for or against a topic and is unbiased or neutral. Subjective tone is personal, biased, emotional, and often informal.*

**b. What is the writer’s purpose?**

Put the following specific purposes for writing in the correct box below

to compare and contrast	to amuse	to convince	to criticise
to argue for or against	to discuss	to frighten	to analyse
to shock	to explain		

General purpose	Definition	Specific purpose
To inform	The writer gives information about a topic. The writer uses facts.	
To persuade	The writer tries to convince the reader to agree with his or her point of view on the topic. The writer uses persuasive language.	
To entertain	The writer tries to amuse and engage the audience. The writing can be humorous or serious.	

### c. Formal and informal writing

- Put the definitions in the correct place. The definitions are on the next page.
- View the answers of other groups.
- Change your answers if you want to.

<b>Formal writing is</b>	<b>Definition</b>	<b>Example</b>
Objective language		It could be argued that ...
Concise language		Smith (2006) agrees but considers that the goals require ...
Formal language		will, cannot,

<b>Informal writing is</b>	<b>Definition</b>	<b>Example</b>
Subjective		In my opinion ...
Imprecise		Smith (2006) also believes this to be true but takes into consideration the fact that the goals require ...
Informal		won't, can't, mates

<p>This type of writing contains unnecessary ideas and words that say the same thing more than once.</p>	<p>This type of writing does not use slang, colloquialisms or contractions. It is written for an academic audience, not friends.</p>	<p>The writer makes his or her point clear with the minimum number of effective words. The writer does not use extra words that say the same thing twice.</p>
<p>This type of writing suggests that the writer is concerned about facts and is not influenced as much by personal feelings or opinions.</p>	<p>This type of writing is used to express opinions based on personal values, beliefs or preferences rather than evidence. It often uses first person e.g. <i>I, me, my, mine</i>.</p>	<p>This type of writing is personal and often uses words from everyday speech, including contractions, colloquialisms and slang.</p>

**d. Commonly used tone words**

<p>Put these words in the correct column. Look up the meaning of any words you do not know.</p>				
<p>academic approving truthful</p>	<p>encouraging grateful impartial</p>	<p>factual hostile serious</p>	<p>informal insulting approving</p>	<p>disgusted doubtful accurate</p>

<p>Subjective, emotional or biased words</p>	<p>Objective, unbiased or neutral words</p>

**e. Bringing it all together**

Text 1	Tick the correct answers	How do you know this? Refer to the text in your answer.
<p>If you read Bono's recent column in the New York Times he would have you believe that Ghana's progress is because of the goals! He further suggests that poor performance in the Congo is due to the financial crises and food shortages. Gasp! Where is my oxygen mask? Have you not heard that Ghana is growing rapidly because of smart economic policies and that Congo is the centre of a war zone which barely has an economy?</p>	<p>The purpose of this text is to</p> <ul style="list-style-type: none"> <li>• entertain</li> <li>• inform</li> <li>• persuade</li> </ul>	
	<p>This text is:</p> <ul style="list-style-type: none"> <li>• formal, or informal</li> <li>• objective or subjective</li> <li>• factual or emotional</li> <li>• chatty or academic</li> <li>• humorous or serious</li> </ul>	
	<p>This text is:</p> <ul style="list-style-type: none"> <li>• an academic essay</li> <li>• a report</li> <li>• a text written for media e.g. news, online blog</li> </ul>	
<p>Chris Blattman, 2010.</p> <p>Retrieved from <a href="http://chrisblattman.com/2010/09/24/mdg-week-only-criticism-of-the-stars-accepted/">http://chrisblattman.com/2010/09/24/mdg-week-only-criticism-of-the-stars-accepted/</a></p>	<p>The writer is:</p> <ul style="list-style-type: none"> <li>• a supporter of the MDGs</li> <li>• critical of the MDGs</li> <li>• neutral</li> </ul>	

Text 2	Tick the correct answers	How do you know this? Refer to the text in your answer
<p>The UN Millennium Development Goals (MDGs) are due to expire in 2015...</p> <p>Results have been mixed, with three of eight targets met but others still way off-track. A great deal of attention is therefore being paid to making as much progress as possible before the 2015 deadline ...</p> <p>Introducing the Millennium Development Goals was ambitious and delivering them has proven more challenging than some had hoped, but they have certainly been worthwhile. Successors will be needed, but it would be naive to think that governments and NGOs can make real progress on their own. ....</p> <p>Paula Lucci, (2012). <i>Development goals: everybody's business</i></p> <p>Retrieved from <a href="http://www.management-thinking.org/content/development-goals-everybody%E2%80%99s-business">http://www.management-thinking.org/content/development-goals-everybody%E2%80%99s-business</a></p>	<p>The purpose of this text is to:</p> <ul style="list-style-type: none"> <li>• entertain</li> <li>• inform</li> <li>• persuade</li> </ul>	
	<p>This text is</p> <ul style="list-style-type: none"> <li>• formal, or informal</li> <li>• objective or subjective</li> <li>• factual or emotional</li> <li>• chatty or academic</li> <li>• humorous or serious</li> </ul>	
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	<p>The writer is:</p> <ul style="list-style-type: none"> <li>• a supporter of the MDGs</li> <li>• critical of the MDGs</li> <li>• neutral</li> </ul>	

Text 3	Tick the correct answers	How do you know this? Refer to the text in your answer
<p>Another major deficiency of the MDGs is their failure to recognize human rights as essential to any sustainable development strategy. Human rights are not just symbols: they are also tools... The world's one billion hungry people do not deserve charity: they have a human right to adequate food, and governments have corresponding duties, which are enshrined in international human rights law...</p> <p>Olivier De Schutter, (2010). <i>Millennium Development Goals Need More Emphasis on Human Rights</i>.</p> <p>Retrieved from Share the World's Resources. <a href="http://www.stwr.org/poverty-inequality/critiquing-the-millennium-development-goals.html">http://www.stwr.org/poverty-inequality/critiquing-the-millennium-development-goals.html</a></p>	<p>The purpose of this text is to:</p> <ul style="list-style-type: none"> <li>• entertain</li> <li>• inform</li> <li>• persuade</li> </ul>	
	<p>This text is:</p> <ul style="list-style-type: none"> <li>• formal, or informal</li> <li>• objective or subjective</li> <li>• factual or emotional</li> <li>• chatty or academic</li> <li>• humorous or serious</li> </ul>	
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	<p>The writer is:</p> <ul style="list-style-type: none"> <li>• a supporter of the MDGs</li> <li>• critical of the MDGs</li> <li>• neutral</li> </ul>	



**f. Your turn**

Look at the text below. Identify the writer’s purpose and attitude towards the topic. What helped you to work this out?

How can we ensure the targets that replace the Millennium Development Goals lead to a future that low-income groups want?

These discussions around the post 2015 development agenda are titled ‘The future we want’. It would be nice if it actually was the future that people currently suffering from hunger and other forms of deprivation want. Here are five points to consider and ensure that it is.

1. Don’t just set targets. Be clear about how they can be met.

The MDGs and their various targets are clear about what they want to achieve (and by when) but say nothing about how.....

2. Finance: where is it needed, available and, accountable to whom?

The MDGs, and the international development targets that preceded them, were set to generate support for aid agencies and development banks – not to ask tougher questions about whether these could deliver on the targets. If the post-MDG discussions on ‘the future we want’ just generate a new list of goals without considering the financial and other mechanisms that support their achievement (even if these are generated by a much broader consultation) it won’t take us very far.....

Considering and addressing these points now, could lead to a future that everyone wants.

David Satterthwaite, (2012). *Beyond the Millennium Development Goals*. Retrieved from <http://www.iied.org/beyond-millennium-development-goals>

The writer’s purpose .....

.....

The writer’s attitude to the topic .....

.....

How I know this.....

.....



<p><i>Instructional strategies</i></p>	<p>literal and implied meaning in texts, and to make inferences based on their understanding of the texts.</p> <ul style="list-style-type: none"> <li>• Students work through the texts independently, then share their answers with a partner.</li> <li>• Students come to an agreement on the answers and then share their answers with the class.</li> <li>• Discuss any differences in answers to reach a consensus.</li> </ul> <p><b>3. Trash or Treasure</b></p> <p>The aim of these activities is to assist student to evaluate information in relation to their academic purpose.</p> <ul style="list-style-type: none"> <li>• In pairs students read the two texts and evaluate the texts using the question prompts.</li> <li>• Students then form groups of four to review their answers and to decide which text is the most useful for academic purpose.</li> </ul>	<p><i>How can I support students who need further assistance to identify implied and inferred meaning in texts?</i></p>
<p><i>Knowledge of the learner</i></p>	<p><i>Providing opportunities for reflection and evaluation</i></p> <p><b>Reflection:</b></p> <p>Learning log: Students choose one of the starters to complete a learning log.</p> <ol style="list-style-type: none"> <li>1. What did we practise doing today?</li> <li>2. Complete this sentence: <i>Evaluate means to .....</i></li> </ol>	<p><i>What information has this sequence provided on student learning and gaps that need to be addressed?</i></p>

**Student tasks**  
**Teaching and learning sequence 2**

**1. Four Corners**

<b>Place these in the four corners of the room</b>
<b>Academic purpose 1</b> Your academic purpose is to determine the extent of progress towards ending extreme poverty and hunger.
<b>Academic purpose 2</b> Your academic purpose is to determine the extent of progress towards achieving universal primary education.
<b>Academic purpose 3</b> Your academic purpose is to determine the extent of progress towards reducing child mortality.
<b>Academic purpose 4</b> Your academic purpose is to investigate the extent to which maternal mortality has been reduced.

<b>Key information</b>
Split this key information into sections to match the number of students in your class.
<i>Even at current rates of progress, however, an estimated 1 billion people will live on the equivalent of \$1.25 or less a day in 2015.</i>
<i>Rising inequality – both within and between many countries – prompts questions about whether development programmes should pay as much attention to the rich as to the poor.</i>
<i>However, some argue that the targets set the threshold for progress too low – the hunger target, for example, uses an estimate of the minimum number of calories needed to maintain a sedentary lifestyle.</i>
<i>The goal's third target, to "achieve full and productive employment and decent work for all", has received relatively little attention.</i>
<i>The number of out-of-school children has fallen to about 60 million, from 108 million in 1990, yet progress has slowed since 2004.</i>
<i>Although more children go to school than ever before, critics argue that enrolment is a bad indicator for whether children are learning.</i>

*An August report from civil society group Uwezo, for example, said that although access to education has expanded in east Africa, the quality of learning has stagnated.*

*The latest UN figures suggest child deaths fell by nearly half between 1990 and 2011, from 12 million to 6.9 million.*

*UN officials say both rich and poor countries have the means to tackle child mortality, as many under-five deaths are caused by largely preventable causes.*

*But, if anything, the past 20 years show sub-Saharan Africa and south Asia moving further apart from the rest of the world in terms of progress.*

*In 2011, 82% of all under-five deaths occurred in these two regions.*

*However, current trends will not meet the MDG target, which aims for a three-quarters reduction in maternal mortality by 2015.*

*This goal also tracks access to reproductive health and the availability of family planning.*

*These issues have long been among global development's most contentious and politically charged debates, though there are signs that family planning is receiving more attention as concern about population growth increases.*

Text adapted from Poverty Matters Blog. Retrieved from <http://www.guardian.co.uk/global-development/poverty-matters/2012/oct/31/millennium-development-goals-key-datasets>

**2. Literal, implied and inferred**

<b>Example</b>		
<p>In the 1970s and 1980s ... evidence accumulated that, in Africa at least, public investment and foreign aid had produced no perceptible change in productivity, not least because so much of it was stolen.                      The Economist '<i>The big push back</i>'. Retrieved from <a href="http://www.economist.com/node/21541001">http://www.economist.com/node/21541001</a></p>		
<b>What is the literal meaning of this text?</b>	<b>What is one implied meaning?</b>	<b>What can you infer about the writer's opinion of how aid has been used in Africa?</b>
Public investment and foreign aid did not improve productivity in Africa.	This was partly because of corruption.	Aid has not been used well.
<p><b>Does this information suggest that the MDGs have been:</b>                      successful                      unsuccessful ✓                      or does not support either point of view?</p>		

<b>Text 1</b>		
<p>The projects' backers claim extraordinary results: a 700% increase in the use of antimalarial bed nets; a 350% increase in access to safer water; a 368% increase in primary-school meal programmes.                      The Economist '<i>The big push back</i>'. Retrieved from <a href="http://www.economist.com/node/21541001">http://www.economist.com/node/21541001</a></p>		
<b>What is the literal meaning of this text?</b>	<b>What is one implied meaning?</b>	<b>What can you infer about the writer's opinion of these results?</b>

**Does this information suggest that the MDGs have been:**

successful

unsuccessful

or does not support either point of view?

**Text 2**

So far, the project provides little evidence that “big push” development—advancing on all fronts, flags flying—is better than the alternative: gradual, step-by-step changes to remove specific barriers to growth.

The Economist ‘*The big push back*’. Retrieved from  
<http://www.economist.com/node/21541001>

**What is the literal meaning of this text?**

**What is one implied meaning?**

**What can you infer about the writer’s opinion of ‘big push’ developments?**

**Does this information suggest that the MDGs have been:**

successful

unsuccessful

or does not support either point of view?



**Text 3**

....the Millennium Villages international development project ... aims to help lift villages in 14 sites across Africa from poverty. ... takes a broad approach and aims to tackle the root causes of poverty and ill health together, unlike most aid projects, which focus on just one area... Improvements on the ground seem impressive.  
Nature 485, 'With transparency comes trust'. Retrieved from <http://www.nature.com/nature/journal/v485/n7397/full/485147a.html>

**What is the literal meaning of this text?**

**What is one implied meaning?**

**What can you infer about the writer's opinion of the improvements shown by the Millennium Villages' project?**

**Does this information suggest that the MDGs have been:**

successful

unsuccessful

or does not support either point of view?

### 3. Trash or treasure

The world is full of information. However, not all of it is useful or accurate.

Read the following texts and answer the questions below.

**Text 1:** *MDGs for beginners and finishers* by Bono

[http://www.nytimes.com/2010/09/19/opinion/19bono.html?\\_r=0](http://www.nytimes.com/2010/09/19/opinion/19bono.html?_r=0)

**Text 2:** *Uneven progress of UN Millennium Goals*

<http://www.bbc.co.uk/news/world-11364717>

Questions	Text 1	Text 2
What is the author's purpose? Does this affect what information she, or he, gives you?		
How credible is the author? Are they an expert or just someone with an opinion? If the document is anonymous, what do you know about the organisation?		
Who is the audience? Is the text for an academic audience or a different type of audience? How will this impact on the suitability if the information?		
How up-to-date is the source?		
Is the content of the source fact, opinion, or propaganda		

<p>Are there broad generalisations that overstate or oversimplify the matter or aren't backed up by evidence?</p>		
<p>If the source is opinion, does the author offer good reasons for his or her opinion?</p>		
<p>Are the arguments used one-sided with no acknowledgement of other viewpoints?</p>		
<p>Is the information in the text based on reliable sources?</p>		
<p>Is the information accurate?</p>		
<p>Do you think there's enough evidence offered to support the information in the text or are there gaps?</p>		

Which of the two texts is most useful to your academic purpose, which is to evaluate progress towards achieving the Millennium Development Goals? Give reasons for your answer.

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**EAP unit standard 22751, version 2: Read and process information in English for academic purposes.**

<b>Dimension of effective practice</b>	<b>Teaching and learning sequence 3: Relevant information from the text is applied in a form appropriate to the academic purpose.</b>	<b>Metacognitive prompts</b>
<p><i>Expectations</i></p> <p><i>Engaging learners with the text</i></p> <p><i>Instructional strategies</i></p> <p><i>Knowledge of the learner</i></p>	<p><b>Teaching and learning purposes</b> Relevant information from the text is used in a form that is appropriate to the academic purpose (1.3).</p> <p><i>Ensuring students know the learning outcomes</i> <b>Student learning outcome:</b> I can read a text and use the information in a way that provides an answer to my academic question.</p> <p><i>Making the lesson comprehensible to all learners.</i> <b>1. Read and Apply</b> The purpose of this task is to scaffold and provide practice in reading and applying information in a manner that is appropriate to the academic purpose.</p> <ul style="list-style-type: none"> <li>• Students read Text 1 and highlight any words or sections they do not understand.</li> <li>• Students work in pairs or small groups to explain any words or sections of the text that group members do not understand.</li> <li>• Each group fills in the table.</li> <li>• They then compare their answers with another group and reach agreement on the correct answers.</li> <li>• Repeat for Text 2.</li> </ul> <p>While students are working, circulate around the room, monitoring students' understanding of the text and assisting where necessary.</p> <p>Provide further opportunities for students to apply information in a form that is appropriate to an academic purpose. For these activities it is necessary to set a clear academic purpose e.g. comparing and contrasting, problem solving, discussion, analysis, as well as a task to complete such as information transfer.</p> <p><i>Providing opportunities for reflection and evaluation</i> <b>Reflection:</b> 1. Recall two things from the lesson that will help you to meet the learning outcome.</p>	<p><i>What language do the students need to complete the task?</i></p> <p><i>What further opportunities can I use to enable students to practise these skills?</i></p> <p><i>What information has this sequence provided on student learning and gaps that need to be addressed?</i></p>

**Student tasks**  
**Teaching and learning sequence 3**

**1. Read and apply: For each text do the following:**

**a. Understanding the text**

1. Read the text and highlight any words or sections you do not understand.
2. Work in your group to find the meaning of any words or sections of the text that group members do not understand.
3. Circle the main point in each paragraph.

**b. Applying the text to an academic purpose**

1. Work with your group to fill in the table.
2. Now compare your answers with another group.
3. Come to a final decision on the correct answers.

**Text 1**

*'Jeffrey Sachs and the millennium villages Millennium bugs'*.

<http://www.economist.com/blogs/feastandfamine/2012/05/jeffrey-sachs-and-millennium-villages>

<b>Your academic purpose is to compare and contrast the views on the impact of 'Millennium Development Villages Project' towards meeting the Millennium Development Goals</b>			
	<b>Supporters of the Millennium Development Villages Project</b>	<b>Critics of the Millennium Development Villages Project</b>	<b>Reasons for similarities or differences in your own words.</b>
<b>Views on the impact of the project on child mortality</b>			
<b>Supporting evidence from the text</b>			

**Text 2**

'The Big Push' <http://www.economist.com/node/21541001>

<b>Your academic purpose is to analyse (examine) the suitability of the available data on the Millennium Development Villages Project and suggest how this data could be improved.</b>			
<b>Data on</b>	<b>Claims for improvements as a result of the MDVP</b>	<b>Criticisms of the data</b>	<b>What needs to be done to improve the data?</b>
<b>the use of mosquito nets.</b>			
<b>increase in household income.</b>			