

Warm up

Tell students that reading a text can be made easier if the reader understands the writer's purpose. Remind them that there are many different purposes that can be identified, and that they can get clues from the title of the text and the illustrations as well as the text itself.

Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the **Factsheet** before the lesson, so they can read it at home and come to the lesson prepared to do the **Worksheet**. If you use this approach, start the lesson by checking that all students have read and understood the **Factsheet** and answer any questions.
- 2 Give students the **Factsheet** at the beginning of the lesson and start by working through it with students.
- 3 Focus on the **Worksheet** in the lesson, then give students the **Factsheet** at the end of the lesson, so they can take it home and keep it as a reference or revision tool.




Theory to practice


Answers

- 1 e
- 2 b
- 3 f
- 4 a
- 5 c
- 6 g
- 7 d

Using the Worksheet

Practice

- 1 You will be working in groups of three or four to identify the purpose of some texts.
 - Divide students into groups of three or four.
- 2  In your group, look at a C21 Course Book, Level 3 or Level 4, and find eight reading texts from different units in the books. Write down the page numbers of the texts you have chosen.
 - Tell them to find **but not read** eight reading texts from different units in the books. They should write down the page numbers of the texts they have chosen.
- 3  In your group, make a list of the different text purposes that you saw on the Factsheet, without looking at the Factsheet. Now look back at the Factsheet and check you have remembered all of them.
 - This is a revision and consolidation exercise; they can check their work on the **Factsheet**. If there are any clarifications needed, you can make them as they check their answers.
- 4  In your group, look at each of the eight texts that you have chosen and decide its purpose. Make a note of the purpose and your reason. Here is an example from page 82 of C21, Level 4. The purpose is either advising or describing.
 - The activity is designed to be a discussion of how to identify a writer's purpose, and so the key is that students discuss their ideas. Some texts may have more than one purpose, and the interpretation of this can form part of the discussions.

5  **Appoint a spokesperson for your group. The spokesperson should go from your group to two other groups and discuss the purpose of two of the texts you have chosen. Spokespeople from other groups will join your group.**

- Ask students to appoint a spokesperson for their groups. Each spokesperson should go from their own group to two other groups and discuss the purpose of two of the texts they have chosen. If necessary, demonstrate how the spokespeople will rotate to two other groups.
- You can monitor and support as needed.

6 **Your teacher will ask some people to present some of the texts they chose to the whole class.**

- Ask three or four spokespeople to present their texts to the whole class, and lead a discussion session as time permits.

7 **Write three or four sentences about how to understand the purpose of a text and why it's important.**

- Ask students to write three or four sentences. This should be completed alone in class, and you should monitor and support as needed.
- In a mixed-ability class, you can differentiate this activity by asking higher level students to write more or longer sentences than the lower level students.

Reflect

8 **Every time you need to read a text in the future, before you start reading, stop and try to understand the purpose of the text. Try to make this part of your 'reading routine'.**

- Discuss the advice with students. Ask whether they have a reading routine – is there anything they always do before, during or after reading? Most people have a reading routine even if they aren't aware of it – for example, they might always look at the pictures first, or skim the text for anything particularly interesting.
- Ask students to think about what their own reading routine is, and about anything they might want to change in it. A reading routine could incorporate several different academic skills – see, for example, **Read to identify topic sentences**, **Skim reading and close reading** and **Read to make notes (1) and (2)**. Explain that a reading routine can be flexible: you don't always have to do exactly the same things; it's more like a useful set of tools you have practised using a lot, and which you can choose from depending on the kind of reading you need to do.

Learning outcome

- Students should be able to demonstrate that they can identify the writer's purpose in a reading text.

Ending the lesson

- Remind students of the importance of understanding the purpose of a text, as part of the comprehension process.
- Suggest that students find a text from any source – including online – and bring it to the next class with a note of its purpose.