

Student name: _____

Class: _____

Date: _____

In *C21 English for the 21st Century*, Level 5, you read a variety of texts in order to answer different types of questions about them. In academic settings, you may have to do the same or, in your own research, you may have to find the texts yourself and evaluate them. You must quickly decide which texts are worth reading and extract the information that is useful to you. The good news is that in your English studies, you have already developed a great set of skills to process and evaluate texts.

Practice

1 Read the text and answer the questions about it.



As our government panics about 'global warming', our economy sinks without a trace

Our coal industry is dead, and our oil and gas sectors are dying, strangled by miles of 'environmental' red tape. But the truth is that all these crazy regulations are helping nobody but foreign companies who are able to undercut our businesses. Essentially our national economy is being destroyed on a whim. I mean, what are all these rules for? To save the planet? How ridiculous. A couple of hot summer days

and the 'experts' will claim the end of the world is coming. Yet any meteorologist will explain that the weather is always changing and the occasional heatwave is entirely natural. Despite this, our newspapers and televisions are full of barmy old 'climate change professors' trying to panic the public with no evidence to support their claims. Yes, they show us graphs and maps, and tell us the seas are rising and the ice caps are melting, but none of their wild predictions seem to come true!

The fact is the average person doesn't care if temperatures rise by a degree or two. As normal, hard-working people, we just want homes, jobs and a good education for our children. We want our government to support national industries and not tie them up with silly regulations. So, let's ignore the 'eco-warriors' and the scaremongers and focus on getting our economy back on track.

- a** From the heading alone, what can we tell about:
- the writer's view of global warming? _____
 - the writer's opinion of the government? _____
- b** Based on your reading of the whole text, which of the following best sums it up?
- The writer makes no valid points.
 - The writer makes some valid points but is too opinionated.
 - The writer's points are valid and backed up with evidence.
- c** What is the effect of putting the following in quotes?
- 'environmental' _____
 - 'experts' _____
 - 'climate change professors' _____
 - 'eco-warriors' _____

d *Dead, dying, strangled* and *crazy* are all examples of subjective, emotional language in the first two sentences. What other similar words can you find in the text?

e What do we understand about the text because of the writer's use of the words in question **d**?

f Mark the sentences with a tick or a cross:


- | | | |
|----------|---|--------------------------|
| 1 | The text was written by an expert. | <input type="checkbox"/> |
| 2 | The text contains more opinion than fact. | <input type="checkbox"/> |
| 3 | The text has a lot of emotional language. | <input type="checkbox"/> |
| 4 | The text uses references to support its points. | <input type="checkbox"/> |
| 5 | The text is aimed at experts or students. | <input type="checkbox"/> |

2 Imagine you found the text in Exercise 1 as part of your research on the environment and the economy. Fill in the table with the writer's points.

Taking action to stop global warming	
For	Against
<ul style="list-style-type: none"> Coal, oil and gas supplies are limited. There are cheaper methods to obtain fuel. Coal mines make the landscape ugly. Burning fossil fuels causes pollution. Global warming may destroy the planet. The problem worsens as the population grows. 	<ul style="list-style-type: none"> _____ _____ _____ _____ _____


3 Some of the points the writer makes in the text in Exercise 1 are not exactly wrong. Some people would agree strongly with them. What would need to happen for the writer to be taken more seriously?

Reflect

4  Write your own checklist. Include the top five questions you should ask yourself when evaluating a text. Compare your list with another student.

- 1** _____
- 2** _____

- 3 _____
- 4 _____
- 5 _____

- 5  Look back at the text in Exercise 1. Has your opinion of the text changed as a result of the work you have done on this Worksheet? With another student, discuss what you have learnt.