

# Literacy for learning:

International edition

PARTICIPANT MANUAL

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**ACTIVITY** Finding the context in the text

*Notes*

**ACTIVITY** Introducing the model of language underpinning literacy in this course

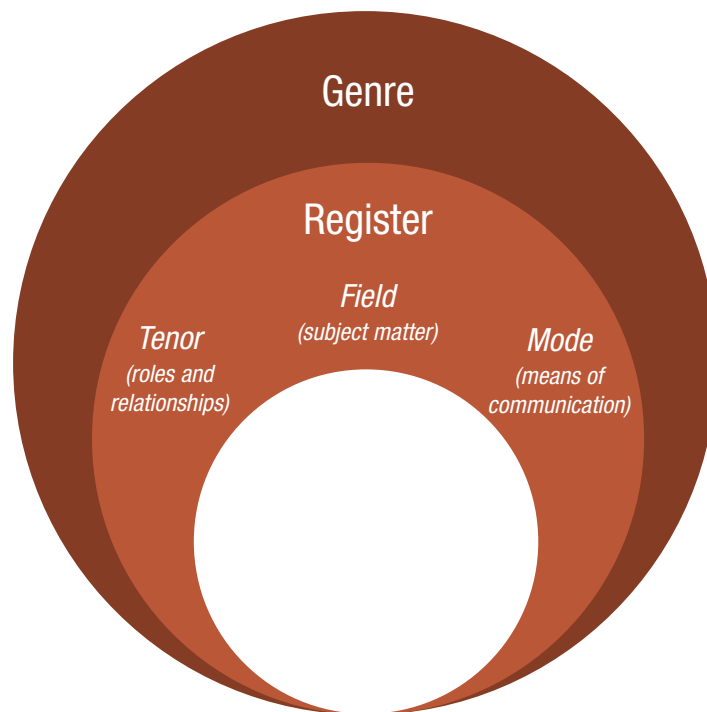


Figure 3: Model of language underpinning this course

**WORKSHEET 6***Identifying genre and register*

*Complete the table on the right as the solutions are presented in the PowerPoint.*

**Sample text for Scenario 1**

- D: Good morning, Mr Jones.
- P: Morning, Doctor.
- D: How can I help?
- P: Well, I just got back from a school camp and I've been feeling pretty terrible since.
- D: Tell me more about that.
- P: I've been feverish and I've been vomiting and I'm a bit worried because several students who went to the camp have been diagnosed with hepatitis.
- D: Oh, I see. And have you had any other symptoms?
- P: Well, I've had diarrhoea.
- D: Okay, it could be hepatitis, so we'd better do some tests to be sure. Hop up on the bed and we'll have a closer look at you.

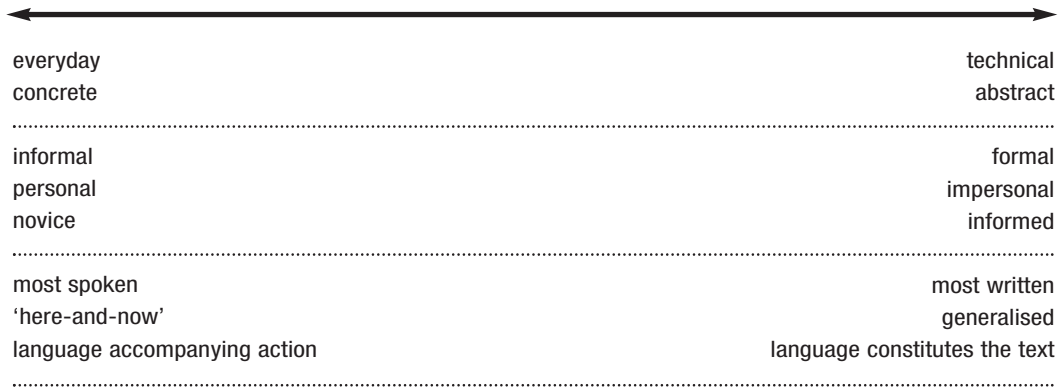
**GENRE****FIELD (subject matter)****TENOR (roles and relationships)****MODE (means of communication)**

**ACTIVITY** Understanding the register continuum

**WORKSHEET 8**

*Plotting texts on the register continuum*

**Register continuum**



**RESOURCE NOTE 2**

*Understanding how language works and explicit teaching*

Part of providing a supportive learning environment is to acknowledge and value what students bring to the learning situation. This means acknowledging and valuing what students have developed outside of school. However, we cannot just leave the students there; we need to build on their repertoire, enabling them to enter into a greater range of contexts by:

- explicitly teaching the genres and registers of schooling contexts
- making explicit the predictable patterns of texts for different purposes
- ensuring that assessment tasks match expected outcomes and objectives
- being explicit about assessment task criteria and providing clear feedback.

Content and language are interrelated and interdependent. Indeed, language constructs knowledge and the ability of students to use language is critical to their success in schooling.

**ACTIVITY** Text 2—'Standing up for freedom'

*Starting out*

**WORKSHEET 5**      *Unpacking metaphor*

'Standing up for freedom'

more concrete      more abstract

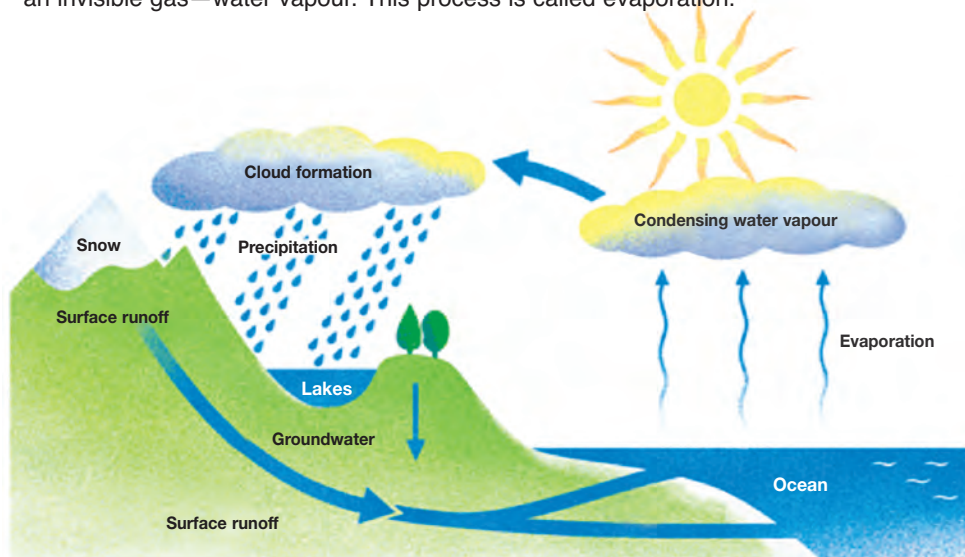
The diagram illustrates the process of unpacking the metaphor 'Standing up for freedom'. It features a horizontal axis with 'more concrete' on the left and 'more abstract' on the right. A series of boxes are arranged in a descending staircase pattern from left to right, representing different levels of abstraction. The boxes are colored as follows: a large blue box on the far left, a white box above it, a white box to the right of the blue box, a white box below that, a white box to the right of the previous white box, a blue box below that, a blue box to the right of the previous blue box, an orange box below that, and an orange box to the right of the previous orange box. A dashed arrow points from the orange box on the left to the orange box on the right, indicating a shift from a more concrete to a more abstract interpretation.

Getting deeper

**WORKSHEET 9** Connecting the meanings made through language and visuals

**Paragraph 2: The water cycle**

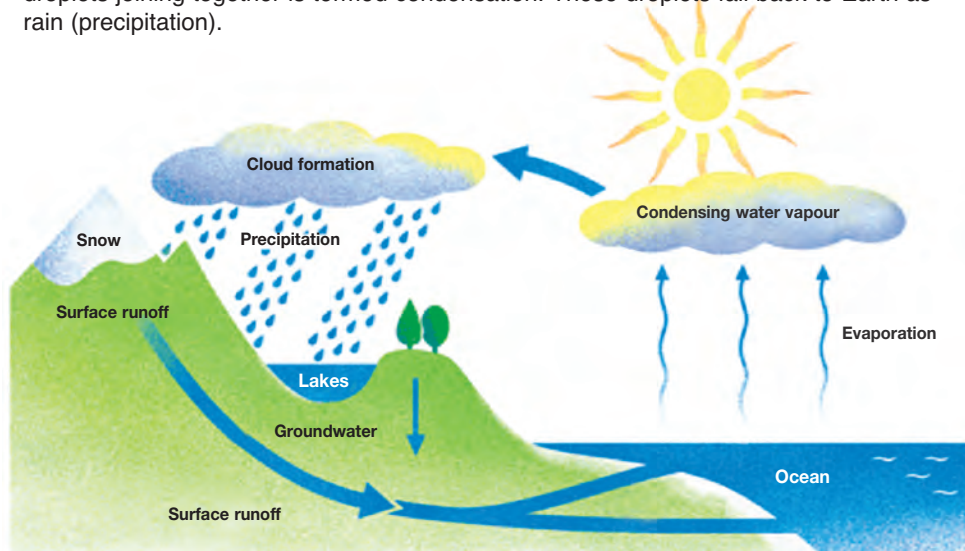
The water cycle is the simplest natural cycle on Earth. Solar energy evaporates water from the ocean, lakes and rivers. Millions of litres of water rise into the atmosphere as an invisible gas—water vapour. This process is called evaporation.



Adapted from Copyright © SA Water (2004) 'The water cycle'. Accessed 11 July 2012 at <http://www.sawater.com.au/SAWater/Education/OurWaterSystems/The+Water+Cycle.htm>

**Paragraph 3: The water cycle**

As the water vapour is pushed over the land by winds and rises over mountains, the water vapour cools and turns back into tiny water droplets, forming clouds. The droplets joining together is termed condensation. These droplets fall back to Earth as rain (precipitation).



Adapted from Copyright © SA Water (2004) 'The water cycle'. Accessed 11 July 2012 at <http://www.sawater.com.au/SAWater/Education/OurWaterSystems/The+Water+Cycle.htm>

### 3 Dealing with abstraction and technicality

Another key feature of highly written texts is their greater abstraction and technicality. Consider the following statements:

**Statement A**

*If we change how we work, we will become more productive.*

**Statement B**

*Changes in work practices will lead to greater productivity.*

Statement A is typical of a spoken text because it is grounded in actions, people and attributes. Statement B, however, is typical of a highly written text in that it is abstract; it is not easy to pin down exactly what changes, practices and productivity are.

These abstract terms have been formed through nominalisation, which can be defined as the process of forming nouns out of language elements such as verbs and adjectives. So, 'change' becomes 'changes', 'how we work' becomes 'work practices' and 'productive' becomes 'productivity'.

It is possible to nominalise verbs (eg approached, is degraded), adjectives (eg courageous), conjunctions (eg because) and modal elements (eg might).

Nominalisation also allows us to express complex processes made up of a series of actions with just a single noun. Examples are photosynthesis, the industrial revolution and global warming.

#### **ACTIVITY** Moving to abstraction and technicality—from spoken to written

In this activity, we will see which language resources are required to move from more grounded meanings in speech to more abstract and technical meanings in writing.

**WORKSHEET 4**

*Moving to abstraction and technicality*

**Intended meaning**

*Several human activities are worsening the quality of our waterways*

**Register continuum**



**Class discussion**

- T: So from what we've read so far, what are the main reasons for the pollution in rivers?
- S1: Well, people are just throwing things wherever they want and just leaving them there as if someone else is going to come by and pick them up ...
- S2: ... but it all ends up in the waterways anyway.
- T: All right. What else adds to the problem?
- S3: All the dirty water from washing cars and things like that.
- S4: And the farmers, too, are using way too much fertiliser.

**Student written text 1**

Our waterways are polluted because people are littering or they are letting dirty water go into the drains and also farmers are using too much fertiliser, which all end up in the rivers.

**Student written text 2**

The three main reasons for pollution in waterways are: littering, run-off of already polluted water into streams and rivers, and the overuse of fertilisers in farming.



## WORKSHEET 5

## Nominalising

In this activity, you are required to nominalise the words in bold face to make the meanings more abstract and, perhaps, technical. Write the nominalisation and a sentence using the nominalisation in the right hand boxes.

Each government **approached** the crisis differently.

Everybody was impressed with how **courageous** she was.

The nightshift **might** be able to finish cleaning it up on time.

Because the soil is **degraded**, it is difficult to grow crops.

# Literacy for learning:

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TUTOR MANUAL

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# 1 Introduction

(15 minutes in total)

## Reflection

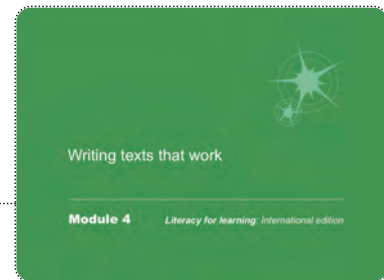
(10 minutes)

- Reflect on the BMAs and BMRs from the previous module.

## Module overview

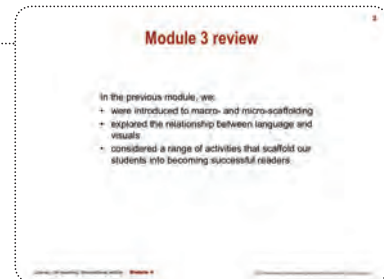
(5 minutes)

- Open **PowerPoint: Module 4**.



- Show **Slide 2** and read through the points or read out the following.

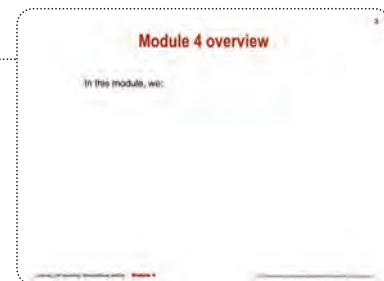
In Module 3, we focused on reading and viewing and how we could scaffold our students so they can access both the language and the visuals of any given text.



- Show **Slide 3** and click and read through the points or read out the following.

In this module, we shift the focus to how we can support our students with writing. As part of an explicit approach to teaching students about the purpose and structure of a given text, we go back to the model of language introduced earlier in the course and explore in more depth one of the key aspects of that model: the notion of genre. From there, we consider foregrounding, which is one of the principal resources in the language for organising meanings in a text so that they are coherent to the reader.

The remainder of the module deals with the resource in language that allows students to express themselves more technically in written texts as 'experts': the nominal group. Understanding how the nominal group is structured is a first step in considering ways we can scaffold our students into taking up the potential of this resource as they move across the register continuum.



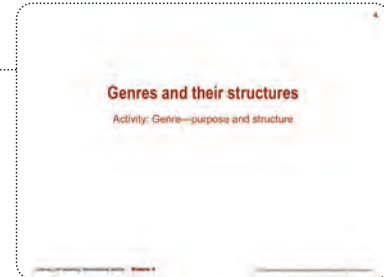
## 2 Genres and their structures

(50 minutes in total)

- Show **Slide 4** and read out the following.

In this session, we take up the notion of genre introduced earlier in the course, and see that it can be very helpful in building our students' understanding of both the purpose and the structure of the texts they encounter in schooling.

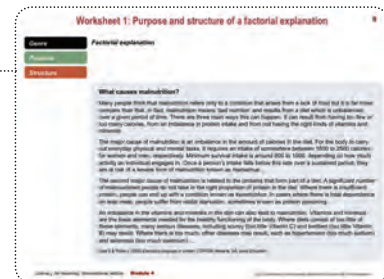
Genre refers to 'any staged, purposeful social activity which is accomplished through language' (Martin 1984). It is 'staged' because it goes through a series of stages or steps to achieve its purpose. It is a 'purposeful social activity' because it is being enacted with other members of the culture in order to get something done—we use particular genres to achieve specific purposes (eg to convince someone to do something, to explain something, or to recount experiences). In this session, we examine several genres, their purpose and structure.



### ACTIVITY Genre—purpose and structure

(20 minutes)

- Show **Slide 5** and direct participants to **Worksheet 1: Purpose and structure of a factorial explanation**, explaining that you will model an analysis of this text, beginning with its generic purpose and structure.
- Give participants time to read the text in the worksheet.
- Ask the first question that follows in the worksheet, and click to reveal the answer. Point out that participants should write this and subsequent answers on the worksheet.
- Continue with the next question on structure, clicking to reveal the stages and phases of the genre. Point out that a stage may be made up of phases.
- Bring participants' attention to **Resource Note 1**, which provides a list of common genres and their purposes, and **Resource Note 2**, which provides a more comprehensive list of the major genres and their sub-categories, their purposes and structures.



**ACTIVITY** Identifying shifts in register*(20 minutes)*

- Refer participants to **Resource Note 3** and explain that they will be using the register continuum to analyse the two texts in **Worksheet 9: 'Sharks' text** and **Worksheet 10: 'The Antarctic Fur Seal' text**.
- Explain that the next activity is a jigsaw activity. Form two groups, A and B. Group A will be completing **Worksheet 9** and Group B will be using **Worksheet 10**.
- Allow 7–8 minutes for participants to complete the worksheets.
- Pair a person from Group A with one from Group B to share their findings by giving a brief summary of the discussion that took place in the original groups. Ask the As to begin, followed by the Bs. Make sure that each participant gets 3–4 minutes.

*As groups undertake the activity, go around and check that they are making notes in the spaces provided.*

- After 7–8 minutes, ask participants to check their responses with **Resource Note 4**.
- Follow this with a short whole-group discussion of the main similarities and differences of the texts. Explain that this will be taken up further in the next activity.

**ACTIVITY** Moving from commonsense to specialist fields*(15 minutes)*

- Show **Slide 37** and read out the following.

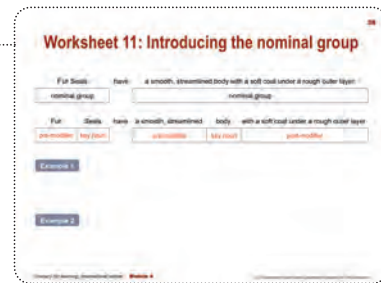
To shift from more commonsense fields such as the one constructed in the 'Sharks' text to more specialised, technical fields such as the one in 'The Antarctic Fur Seal' text, we can see that we need to make different language choices.

In this next activity, we look at one of the principal resources in the language system to express these more specialised meanings, the nominal group. A nominal group is concerned with a central idea or thing and can be defined as 'a group of words built around a key noun'. It is through the nominal group that we can quantify, describe, classify and qualify the particular things we are writing about.

The more complex and more specialised the meanings we want to make, the longer and more complex the nominal groups. To support students in making informed and appropriate language choices when producing written texts, we need to build their understanding of exactly how the nominal group works.

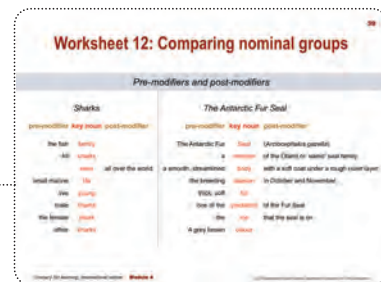


- Show **Slide 38** and point out to participants that the first sentence from **Worksheet 11: Introducing the nominal group** has two nominal groups: one built up around the key noun 'Seals' and the other built up around the key noun 'body'.
- Explain that each nominal group has a key noun, which can be modified before and after, and that these modifying groups of words are called the pre-modifier and the post-modifier.

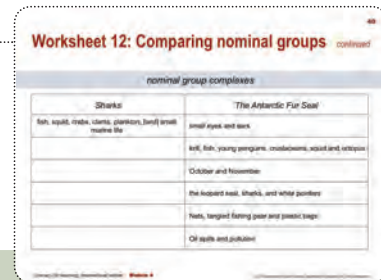


In both nominal groups, there are more nouns than the key nouns. In 'Fur Seals', both 'Fur' and 'Seals' are nouns. In the nominal group, 'a smooth, streamlined body with a soft coat under a rough outer layer', there are three nouns, 'body', 'coat' and 'layer'. However, in each case, there is only one key noun. So 'Seals' and 'body' are the key nouns here.

- Click through the animations for Example 1, read the blue text and co-construct the answers with the participants. Continue with Example 2.
- Refer participants to the remainder of **Worksheet 11** and explain that there are other kinds of nominal groups such as: a pronoun ('They'), a single noun ('Nets', 'pollution'), and when one nominal group joins with another nominal group ('Oil spills and pollution') to form a nominal group complex.



- Show **Slide 39** and refer participants to **Worksheet 12: Comparing nominal groups**. Explain that the table in **Slide 39** compares a number of nominal groups taken from the 'Sharks' and 'The Antarctic Fur Seal' texts.
- Show **Slide 40**, which shows the nominal group complexes for the two texts.
- Give participants time to read **Worksheet 12** and then ask them to identify the differences between the two texts.



The most obvious difference is in the degree of both pre- and post-modification. 'The Antarctic Fur Seal' has much more pre-modification as it makes much greater use of multiple describers (eg 'smooth, streamlined', 'thick, soft' and 'grey brown'). In contrast, the 'Sharks' text uses only one describer, 'small', in one nominal group.

In terms of post-modification, 'The Antarctic Fur Seal' text has also made much greater use of this resource, as reflected in the number of times it is used and length in each case it is used. In contrast, the 'Sharks' text has used this only once ('all over the world').

As well, 'The Antarctic Fur Seal' has several nominal group complexes while the 'Sharks' text has only one. All these features make 'The Antarctic Fur Seal' a more linguistically complex text.

- Clarify any questions that participants may have and explain that they will be exploring the nominal group in more depth in the next sessions.