

22486VIC Certificate III in EAL (Access)

Learner Resource Book B

VU22610 Engage in casual conversations and straightforward transactions

VU22614 Read & write straightforward descriptive & narrative texts

Term 3 **2022**

Name: _____ Student ID: _____

Part A Activity is linked to Moodle: used as pre -teaching activity

1. Before this next lesson watch this video about Skimming and Scanning



<https://www.youtube.com/watch?v=F1wPYHa5nUg>

READING STRATEGIES:

Read the following information on some reading strategies. Then practice them.

SKIMMING: Reading strategy 1: Scaffolding activity

- Is when you "run your eyes" very quickly over a text to get a general idea about it.
- Keep your eyes moving quickly through the text.
- You do not need to focus on details.
- When you skim you should focus on - headings, any highlighted words and any type of visuals.
- When you skim, your purpose is to get a general idea about the content, the reason for the text and what type of writing is the text.

After reading about skimming, now you practice some skimming skills.

Look at the heading and the visual - spend a few seconds skimming.

2. Write down some notes in the box below about the heading and the visual

THE CLASSROOM:



HEADING: Elicitation from class**VISUAL Elicitation from class**

3. Now **skim** the following **two paragraphs** give yourself a minute to do this.

Write down some notes in the box below about the paragraphs.

THE CLASSROOM Teacher written model for descriptive writing

The classroom, in the corner of the largest building was easily found. Room 306 had white, bare walls with blue carpet, along with a strong smell of lavender. It was much bigger than the room next door. It should have been easily found, however, the written directions on my SMS were difficult to follow. Although it had a calm atmosphere, stepping inside the classroom made me feel excited and anxious at the same time. I felt like this because I was starting a new class and thought it might be harder than last year. Suddenly, I could hear the loud chatter of my classmates. The chatter became louder as they got closer to room 306. I relaxed in my chair.

The loud and constant chatter indicated that the students may have been long-standing friends. I felt a little nervous because I wanted to make new friends this year. As many students walked into the classroom, I glanced up and saw an old friend of mine. My dry mouth was a result of my nervousness. I could taste the mint in my mouth from the chewing gum I had just thrown into the bin. Therefore, I held onto my mobile phone as a "security blanket" to help me feel calm and confident about meeting my new classmates. The smell of fresh and strong coffee from my classmate's cup encouraged me to feel at ease. Thus, I came to my senses.

Paragraph 1 Learner notes**Elicitation****Paragraph 2 Learner notes****Elicitation****SCANNING:**

- Is when you read through a text to find **specific information**. For example: finding **facts, key words, key phrases, statistics and/or quotations**.
- Move your eyes quickly over the text to locate the specific information and ignore everything else. You should spend a few minutes to do this.
- Slow down when you think you may have located this information and read it again to check it.
- The **purpose of scanning** is because you don't have time to read everything, but you scan for what may be considered the **important parts of the text**.

4. After reading about scanning, now you practice some scanning skills.

Now **scan the previous two paragraphs** - give yourself a few minutes to do this.

Write down some notes in the box below about the paragraphs.

Paragraph 1 Learner notes**Elicitation****Paragraph 2 Learner notes****Elicitation****UNDERSTANDING THE MAIN IDEA:****Reading sample and strategies:****Scaffolds learners reading and writing:
Scaffolding paragraph.**

- This means trying to find out what the writer wants you to focus on - "the big picture", not specific details.
- When you read the sentences try to link them all together; try not to read each sentence in isolation.
- Usually the topic sentence gives you an idea of the main idea of the paragraph. Sometimes a general statement may be the main idea in a paragraph.
- Look at how linking words are used. Understanding the sequence of sentences and how linking words are used will also help you to understand the main idea.
- Look at the way some words are repeated and may refer back to previous sentences.


5. After reading about the main idea, now you practice trying to **locate and understanding the main idea.**

Now read the two paragraphs again and locate the main idea in paragraph 1 and then in paragraph 2.

Write down your answers in the box below.

PARAGRAPH 1 - MAIN IDEA:

PARAGRAPH 2 - MAIN IDEA:

6.  Now Read along and listen on Moodle to this paragraph about 'The Classroom'.

Consolidation for the learner

Learner name _____ ID _____

Date _____ Signature _____

Part B Prep activity: formative work

DESCRIPTIVE WRITING:

When we think about writing descriptions, it is a good idea to remember our five senses: sight, sound, taste, smell and touch.

1. Read the following description and complete the language activities.

Teacher reads the text : demonstrate tone, context, genre



Read along and listen on Moodle to this paragraph about 'The Classroom'.

THE CLASSROOM

The classroom, in the corner of the largest building was easily found. Room 306 had white, bare walls with blue carpet, along with a strong smell of lavender. It was much bigger than the room next door. It should have been easily found, however, the written directions on my SMS were difficult to follow. Although it had a calm atmosphere, stepping inside the classroom made me feel excited and anxious at the same time. I felt like this because I was starting a new class and thought it might be harder than last year. Suddenly, I could hear the loud chatter of my classmates. The chatter became louder as they got closer to room 306. I relaxed in my chair.

The loud and constant chatter indicated that the students may have been long-standing friends. I felt a little nervous because I wanted to make new friends this year. As many students walked into the classroom, I glanced up and saw an old friend of mine. My dry mouth was a result of my nervousness. I could taste the mint in my mouth from the chewing gum I had just thrown into the bin. Therefore, I held onto my mobile phone as a "security blanket" to help me feel calm and confident about meeting my new classmates. The smell of fresh and strong coffee from my classmate's cup encouraged me to feel at ease. Thus, I came to my senses.

Learners use the same text for scaffolding of skills and knowledge.

The following activities are for paragraph two of the above text.

2. Read the second paragraph again and identify which senses are used in the description. Then copy the words or sentences which identify each of the five senses.

SIGHT	
SOUND	
TASTE	
SMELL	
TOUCH	

Language features in context

3. Complete the following table with **adjectives and nouns**:

ADJECTIVES	NOUNS
	friends
new	
	friend
	students
fresh and strong	
dry	
	classmates
	chatter

4. **WORD BANK: Activity to extend vocab.**

Nervousness is a noun.

Create two Word Banks -

Synonym:	Antonym:
•	•
•	•
•	•

COLLOQUIAL LANGUAGE: is language that is informal and commonly used for spoken language. Colloquial language can sometimes be called 'slang'. It is often used in conversations, but sometimes used in informal and semi-formal written texts. Colloquial language is often linked to the culture of the country and the way the language is used for cultural expression.

"Therefore, I held onto my mobile phone as a **"security blanket"** to help me feel calm and confident about meeting my new classmates."

"Security blanket" is an example of colloquial language in this sentence

5. Read the sentence and guess what is meant by "security blanket". Write your answer:

6. In the text circle the adjectives which tell the reader about the writer's feelings.

Then list these adjectives below. (These adjectives may be a single word or a phrase):

-
-
-

Extended activity on language features in context

7. Complete the following table with the appropriate examples of the language features used in paragraph two:

LANGUAGE FEATURES	EXAMPLES
PRESENT PERFECT	
PAST PERFECT	
PHRASAL VERB	

VERB	
CONJUNCTION	
MODAL VERB	
DISCOURSE MARKERS	

PREPOSITIONAL PHRASES: Extended activity on language features in context

A prepositional phrase can tell us more about the verb. It can tell us - when, why, where, how about the verb.

A prepositional phrase can also give us more information about the noun or pronoun.

"As many students **walked into the classroom**, I glanced up and saw an old friend of mine."

Look at the way the prepositional phrase - "walked into the classroom" is used in this sentence.


8a. What do you think? Is this prepositional phrase giving more information about the noun? To the pronoun? Or to the verb? Explain your answer.

"I could taste the mint in my mouth from the chewing gum **I had just thrown into the bin**."

Look at the way the prepositional phrase - "I had just thrown into the bin" is used in this sentence.

8b. What do you think? Is this prepositional phrase giving more information about the noun? To the pronoun? Or to the verb? Explain your answer.

Consolidation of language features on Moodle

8c.  Go to Moodle and complete the activities about 'Prepositional Phrases'.

Moodle is used in classroom delivery but most importantly as independent learning

9. **PARAGRAPH STRUCTURE:** Read paragraph two again and identify the following sentences and then copy the sentence.

a) **TOPIC SENTENCE:** -----

b) **MAIN IDEA IN TOPIC SENTENCE:** -----

c) **SUPPORTING OR DETAIL SENTENCES:** There are four supporting sentences. Explain how each sentence supports the main idea.

Scaffolding/ teacher example/contextualized

Same text used and re worked

SENTENCE 1: -----

SENTENCE 2: -----

SENTENCE 3: -----

SENTENCE 4: -----

CONCLUDING SENTENCE: -----

10. Which discourse marker is used to begin this sentence? _____

11. Read this sentence again and explain how the writer's problem is resolved.

12. Read the Concluding Sentence of paragraph one. How does this sentence link with the Topic Sentence of paragraph two?

Reading and writing are linked
Using teacher example to write own
Paragraph writing techniques

13. PARAGRAPH WRITING:

PARAGRAPH THREE: Try writing the next paragraph to this piece of descriptive writing. Think of what you would like to be the main idea of this next paragraph.

TOPIC SENTENCE: -----

MAIN IDEA IN TOPIC SENTENCE: -----

SUPPORTING OR DETAIL SENTENCES:
Explain how each sentence supports the main idea.

SENTENCE 1: -----

SENTENCE 2: -----

SENTENCE 3: -----

CONCLUDING SENTENCE: -----

Consolidation
Independent study and
class study

14.  Go to Moodle and complete the activities about Sentences.