



Purposes of texts teacher notes

Comprehension: Reflecting on the text 110-119

The ACER Reading team have taken the original PAT Teaching Resources Centre teaching activity, *Identifying the purpose of different texts (Reflecting on the text, 110-119)* and have adapted it so that it can be used for remote learning.

You may use the resources we have provided directly with your own students, or you could use them as a model to create your own remote learning resources. You could furthermore adapt other PAT Teaching Resource Centre teaching activities in the same way.

Accompanying components for this teaching activity:

- Student Purposes of Texts [Video 1](#), [Video 2](#) and [Video 3](#) (with accompanying script below)
- Text on *Refrigeration* (in student worksheet and teacher notes)
- [Student Purposes of Texts Worksheet](#)

Script for [Purposes of Texts Video 1](#)

Today we are doing an activity about texts and the different purposes they have. Some texts are informing us, some are entertaining us, some are instructing us to do something, or they might be trying to persuade us to a particular way of thinking about something.

I now want you to the text in your worksheet titled *Refrigeration*. You don't need to understand everything you read, but if you get confused about the task or if you really can't understand some of the big ideas in the text, please ask an adult for help, or send your questions through to your teacher.

Now I want you to do is read the five paragraphs about refrigeration, and try to get a sense of what each of the paragraphs is mainly about.

Once you have finished, click on Purposes of Texts Video 2.



Refrigeration

1.

All sorts of foods need to be refrigerated in order to keep them fresh. It is imperative to keep items like meats and dairy products refrigerated so that harmful bacteria does not grow. If foods containing these bacteria are eaten they can cause serious illness.

2.

In the days before refrigerators many people had an icebox at home. This sometimes looked like a wooden cupboard with a lift-up door on the top. Under this lid was a meta-lined compartment into which blocks of ice could be placed, causing the empty space below to stay cool. Men would deliver blocks of ice to people's homes every week to replace the melted ice.

3.

Open a packet of jelly crystals and mix with one cup of boiling water. Add 200 ml of cold water and mix. Refrigerate for four hours and check to see the jelly is set before serving. Unused jelly is best stored in the fridge.

4.

The best fridge is an Ator 2000. It keeps your food at an even five degrees on the hottest day and has the option to allow individual temperature settings for the crisper drawers. The Ator comes with a separate cheese compartment and drink rack.

5.

Refrigerators use liquid chemicals which are pushed through tubes in which they begin to vaporize. The liquids carry heat away with them as they evaporate and, as the gases travel to a coil on the back of the refrigerator, the heat is released. The gases are then channelled to the fridge compressor, where they turn into liquid again. This cycle repeats over and over.



Script for [Purposes of Texts Video 2](#)

Now that you have finished reading you will have noticed that each of those five paragraphs, while about refrigeration, are quite different to each other. That's because each of these five paragraphs has a different purpose, they are each a different type of text.

I now want you to read the five paragraphs again, and write down what each one is mainly about. Let's have a look at the first one together. It says:

All sorts of food need to be refrigerated in order to keep them fresh. It is imperative to keep items like meats and dairy products refrigerated so that harmful bacteria does not grow...

It reads to me as though this paragraph is saying what can happen if foods are not kept refrigerated, and is therefore mainly about how important refrigeration is.

So in your worksheet, next to paragraph 1, for this activity I would write 'the importance of refrigeration'. Because that's what I think the paragraph is mainly about.

I now want you to do the same thing for the next four paragraphs. You are just identifying what each one is mainly about, with a short summary. When you are finished, please click on Purposes of Texts Video 3.

Script for [Purposes of Texts Video 3](#)

How did you go with that task? Could you tell what each text was mainly about? I'm now going to tell you what I had on my list, and you can see if you had something similar to this. If you had anything very different, that's no problem, just send your list to your teacher, and they can have a look. Or if you prefer, you can ask an adult about it at home.

Here is my list of what each paragraph is mainly about.

As I've already said:

Paragraph 1 – the importance of refrigeration.



I also then had:

Paragraph 2 – the history of refrigeration.

Paragraph 3 – a recipe involving refrigeration.

Paragraph 4 – an advertisement for a fridge.

Paragraph 5 – how refrigerators work.

You would have been able to tell from doing this task that each of these paragraphs has a different purpose. Take paragraph 1. It is about the importance of refrigeration. It tells us what will happen if we don't refrigerate food. So I would say that this paragraph is informing us about the importance, the benefits of refrigeration. You may also argue that it's trying to persuade us to use refrigeration, but overall, I would say that it is mainly providing information about refrigeration. So next to paragraph 1, for this task, I would write 'to inform', because I think that's its main purpose.

Now have a look at the other four paragraphs, and at your description of what each one is mainly about, and write down what you think the purpose of each text is? Is it to inform? To entertain? Is it trying to persuade us in our way of thinking about something? Or is it instructing us to do something?

Once you have finished, send through your list of purposes to your teacher. Happy writing!

Feedback and task extension

If students have not done well on this task, it would be worthwhile pointing out some examples of the language that suggests purpose.

If students do well on this, why not ask them to try and write their own texts with different purposes? You could give them a topic, such as healthy eating, and ask them to write a series of very short texts on this topic – one that informs, one that instructs, one that persuades, and one that entertains. Tell them to think ahead of who the audience for the text would be. Where would the text appear?

Remind them that a text may seem to do more than one of these things, but the important thing is to identify what the text is mainly doing.