

Teaching and learning sequence summary

EAP unit standard 22751, version 4: Read and process information in English for academic purposes

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This sequence is designed for learners preparing for tertiary level study. It is aimed at learners who are learning to read and process complex academic texts for an academic purpose.

The teaching and learning sequences will scaffold and prepare students for the summative assessment of this standard. The teaching and learning sequences link to [the Dimensions of Effective Practice](#). Lessons are built around [Principles of effective teaching and learning for English language learners](#). Teachers will also need to make links to relevant [Key competencies](#).

Using the teaching and learning sequences.

These teaching and learning sequences are intended as a guide to the skills that students will need to develop to meet the requirements of the standard. They provide examples of ways that teachers can support students to acquire these skills. It is important to select only the activities that address your students' learning needs and not to cover materials and or skills that students have already mastered. For some students it may be necessary to provide additional tasks to support mastery of specific skills.

The topic of this Teaching and Learning Sequence is the Millennium Development Goals. The Millennium Development Goals were replaced by the Sustainable Development Goals in 2016.

This teaching and learning sequence focuses on an evaluation of the Millennium Development Goals and leads to a formative assessment on the same topic. Summative assessment tasks could focus on a different aspect or evaluation of the Millennium Development Goals **OR** be based on the Sustainable Development Goals.

Learning tasks

Teaching & learning sequence	Skills & knowledge	Performance criteria
1.	<ul style="list-style-type: none">Finding out learners' prior knowledge of the topic, the academic purpose and academic writing style	

	<ul style="list-style-type: none"> Identifying, analysing and evaluating the relevance of meaning gained from the text to the academic purpose. 	1.1 Key information is identified, analysed and evaluated to determine its relevance to the academic purpose. Key information includes literal, implied and/or inferred meaning gained from the text.
3.	<ul style="list-style-type: none"> Transforming information from one form to another. 	1.2 Relevant information from the text is applied in a form appropriate to the academic purpose and in a manner beyond simple information transfer. Form may include but is not limited to – tabulation, synthesis or summary.

What is the impact of the teaching and learning?

After the learning tasks, students should complete the formative assessment task for unit standard 22751, version 4.

After the formative assessment, teachers can identify evidence of students' learning progress as well as any gaps. Teachers should plan to build on what worked well and to address learning needs by recycling tasks in the teaching and learning sequences.

When students are ready, they can complete the summative assessment for unit standard 22751: Read and process information in English for academic purposes.

<p><i>Instructional strategies</i></p>	<ul style="list-style-type: none"> • If you do not have enough students for groups of eight, then students can be asked to become experts about more than one MDG. <p>Variation: Students can be asked to match the jigsaw reading cards to the pictures.</p> <p><u>3. Identify the academic purpose</u> <i>Provide multiple opportunities for authentic language use with a focus on students using academic language.</i> The aim of these activities is to assist students to think about a possible academic purpose for the MDG topic.</p> <ul style="list-style-type: none"> • In pairs or small groups, student match the academic purpose to the definition. <p><u>4. Identify formal and informal texts</u> The aim of these activities is to prepare students for when they need to analyse and evaluate text to determine its relevance to the academic purpose.</p> <ul style="list-style-type: none"> • In small groups students match the cut up definitions. They put these in the correct place in the table. • Allow an opportunity for groups to view the answers of others and then change theirs if they need to. Encourage questioning during this e.g. “Why did you put that there?” • Elicit further examples of each type of writing to strengthen student understanding. <p><i>Include opportunities for monitoring and self-evaluation.</i></p> <p><u>5. Bringing it all together</u> Copy each of the texts twice.</p> <ul style="list-style-type: none"> • Divide students into six groups and give each group one of the texts. • Students work on their answers with their group. • Each group then works with the other group that has the same text to compare their answers and make joint decisions where there are differences <p><u>Follow up activity</u> This final activity aims to consolidate earlier learning.</p> <ul style="list-style-type: none"> • Students work individually and then share answers in pairs • Class feedback should focus on text clues that helped students to work it out. 	<p><i>What information has this provided on student learning gaps that need to be addressed?</i></p> <p><i>Are my students able to identify and articulate what they have learnt and what they need to learn?</i></p> <p><i>What further opportunities for learning do I need to provide?</i></p>
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	<p><i>Providing opportunities for reflection and evaluation</i></p> <p>Reflection:</p> <p>Teacher writes the following on the board and gives students one minute for each question to write on 3 post its. Students then post them on the whiteboard and compare their list with others.</p> <p>How many Millennium goals can you remember?</p> <p>How many different academic purposes can you remember?</p> <p>How many differences do you remember between formal and informal writing?</p>	
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Student tasks
Teaching and leaning sequence 1

1. What do you remember?

Look at the pictures below.

Each picture matches to one of the eight Millennium Development Goals.

Write the name of a MDG next to each picture.

Picture <i>Pictures reproduced with kind permission of Teach UNICEF</i>	What is the name of this goal? What is this goal about?
 <small>© UNICEF/HQ98-0891/Pirozzi</small>	
 <small>© UNICEF/HQ99-0611/Pirozzi</small>	
 <small>© UNICEF/HQ04-0945/Noorani</small>	



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2. Jigsaw reading

<p>GROUP 1</p> <p>Goal 1: End extreme poverty and hunger Reduce the number of people living on less than \$1 a day by half and reduce the number of people suffering from hunger by half.</p> <p>Problem:</p> <ul style="list-style-type: none">• More than 30% of children in developing countries—about 600 million—live on less than US \$1 a day.• Every 3.6 seconds one person dies of starvation. Usually it is a child under the age of 5. <p>Poverty affects everything! Children living in poverty often become sick because they do not have clean water to drink. When they are sick, they cannot go to school. Without an education, children have fewer choices and opportunities.</p>	<p>GROUP 2</p> <p>Goal 2: Achieve universal primary education Make sure that every boy and girl in the world can go to elementary school.</p> <p>Problem:</p> <ul style="list-style-type: none">• As of 2001 estimates, around 115 million children of primary school age, the majority of them girls, do not attend school. <p>Education is central to children's rights! When you are educated, you are better able to influence what happens to you. Education gives you choices—and the confidence to take advantage of those choices.</p>
<p>GROUP 3</p> <p>Goal 3: Promote gender equality and empower women Work to make sure that girls can go to school and that women have the opportunity to make choices in their lives.</p> <p>Problem:</p> <ul style="list-style-type: none">• Two-thirds of the world's 799 million illiterate adults ages 15 and over are women. <p>Advancing the rights of women and children advances humanity! Some 121 million children are not in school, most of them girls. Yet study after study shows that educating girls is the single-most effective policy to raise overall economic productivity, lower infant and maternal mortality, educate the next</p>	<p>GROUP 4</p> <p>Goal 4: Reduce child mortality Reduce the number of deaths of young children by two-thirds.</p> <p>Problem:</p> <ul style="list-style-type: none">• About 29,000 children under the age of 5 die every day—21 each minute—mainly from preventable causes.• These deaths occur mainly in the developing world. An Ethiopian child is 30 times more likely to die by his or her 5th birthday than a child in Western Europe. Two-thirds of deaths occur in just 10 countries. <p>The majority of deaths of children under 5 are preventable!</p>

<p>generation, improve nutrition, and promote health.</p>	<p>More than 70% of almost 11 million child deaths every year are caused by just six illnesses. Almost 11 million children who die each year could be saved by vaccines, antibiotics, micronutrient supplementation, insecticide-treated bed nets, and improved family care.</p>
<p>GROUP 5 Goal 5: Improve maternal health Improve the health of mothers before and just after their babies are born and reduce the number of maternal deaths by three-quarters. Problem:</p> <ul style="list-style-type: none"> • A woman dies from complications in childbirth every minute—about 529,000 each year—the vast majority of them in developing countries. <p>The majority of these deaths are preventable! Access to skilled care during pregnancy, childbirth, and the first month after delivery is key to saving the lives of women and their children.</p>	<p>GROUP 6 Goal 6: Combat HIV/AIDS, malaria, and other diseases Fight diseases like HIV/AIDS and malaria that can be prevented and treated. Problem:</p> <ul style="list-style-type: none"> • Millions of children are dying needlessly. • Malaria kills a child somewhere in the world every 30 seconds. • HIV/AIDS, malaria, measles, polio, and tuberculosis threaten the lives of millions of children who would survive and flourish if they lived in better conditions. <p>Research and education can reduce deaths from these diseases! There are measures that are proven to work and to be cost-effective in saving lives including improvements in basic health care.</p>
<p>GROUP 7 Goal 7: Ensure environmental sustainability Make sure that the environment is protected for people now and in the future. Reduce by half the number of people without clean drinking water and sanitation. Problem:</p> <ul style="list-style-type: none"> • A child dies every 15 seconds from disease attributable to unsafe drinking water, deplorable sanitation, or poor hygiene. • As of 2002, one in six people worldwide—1.1 billion total—had 	<p>GROUP 8 Goal 8: Develop a global partnership for development Help to create better, fairer business and trade opportunities that reduce poverty and help everyone in the world. Problem:</p> <ul style="list-style-type: none"> • Many poor countries are in debt to rich countries and cannot develop their economies. • Many young people worldwide do not have opportunities to find jobs. <p>Governments, organisations, and businesses can work together!</p>

<p>no access to clean water. About 400 million of these are children.</p> <ul style="list-style-type: none"> • Four of ten people worldwide don't have access to even a simple latrine. • More than 614 million children have to live in dwellings with more than five people per room or that have mud flooring. <p>Providing access to safe drinking water and sanitation for more people is achievable!</p> <p>The world is on track to meet the target for drinking water. When governments are able to treat and dispose of wastewater, it leads to better conservation and less waste of fresh water.</p>	<p>Poor countries must work toward achieving the first seven goals. But to do that, it is necessary for richer countries to give more effective aid, debt relief, and fairer trade rules. Many governments, organisations, and companies are helping poor countries to use new technology to develop their economies. Some countries have already agreed to reduce the amount of debt of the poor countries.</p>
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3: Identify the academic purpose

Match the academic purpose in the box below to the correct definition.

to compare and contrast

to argue

to identify problems and solutions

to inform

to explain

to persuade

to discuss

Academic purpose	Definition
1.	The writer focuses on what is wrong about something and provides ideas on what to do.
2.	The writer tries to convince the reader to agree with his or her point of view on the topic.
3.	The writer covers both sides of an issue and then presents an opinion.

4.	The writer focuses on what is the same and what is different about a subject.
5.	The writer focuses on one side of an issue and gives evidence to support either for or against.
6.	The writer says how or why something happens or has happened. The text may focus on different causes and effects.
7.	The writer gives information about a topic. The writer uses facts.

4. Identify formal and informal writing

- Put the definitions in the correct place.
- View the answers of other groups.
- Change your answers if you want to.

Formal writing is	Definition	Example
Objective language		It could be argued that ...
Concise language		Smith (2006) agrees but considers that the goals require ...
Formal language		will, cannot,

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Informal writing is	Definition	Example
Subjective		In my opinion ...
Imprecise		Smith (2006) also believes this to be true but takes into consideration the fact that the goals require ...
Informal		won't, can't, mates

This type of writing contains unnecessary ideas and words that say the same thing more than once.	This type of writing does not use slang, colloquialisms or contractions. It is written for an academic audience, not friends.	The writer makes his or her point clear with the minimum number of effective words. The writer does not use extra words that say the same thing twice.
This type of writing suggests that the writer is concerned about facts and is not influenced as much by personal feelings or opinions.	This type of writing is used to express opinions based on personal values, beliefs or preferences rather than evidence. It often uses first person e.g. <i>I, me, my, mine</i> .	This type of writing is personal and often uses words from everyday speech, including contractions, colloquialisms and slang.

5. Bringing it all together

Text 1	Tick the correct answers	How do you know this? Refer to the text in your answer.
<p>If you read Bono's recent column in the New York Times he would have you believe that Ghana's progress is because of the goals! He further suggests that poor performance in the Congo is due to the financial crises and food shortages. Gasp! Where is my oxygen mask? Have you not heard that Ghana is growing rapidly because of smart economic policies and that Congo is the centre of a war zone, which barely has an economy?</p> <p>Chris Blattman, 2010.</p> <p>Retrieved from http://chrisblattman.com/2010/09/24/mdg-week-only-criticism-of-the-stars-accepted/</p>	<p>The academic purpose of this text is to</p> <ul style="list-style-type: none"> ● argue ● inform ● persuade 	
	<p>This text is:</p> <ul style="list-style-type: none"> ● formal, or informal ● objective or subjective ● factual or emotional ● chatty or academic ● humorous or serious 	
	<p>This text is:</p> <ul style="list-style-type: none"> ● an academic essay ● a report ● a text written for media e.g. news, online blog 	
<p>The writer is:</p> <ul style="list-style-type: none"> ● a supporter of the MDGs ● critical of the MDGs ● neutral 		

Text 2	Tick the correct answers	How do you know this? Refer to the text in your answer
<p>The UN Millennium Development Goals (MDGs) are due to expire in 2015...</p> <p>Results have been mixed, with three of eight targets met but others still way off-track. A great deal of attention is therefore being paid to making as much progress as possible before the 2015 deadline ...</p> <p>Introducing the Millennium Development Goals was ambitious and delivering them has proven more challenging than some had hoped, but they have certainly been worthwhile. Successors will be needed, but it would be naive to think that governments and NGOs can make real progress on their own.</p> <p>Paula Lucci, (2012). <i>Development goals: everybody's business</i></p> <p>Retrieved from http://www.management-thinking.org/content/development-goals-everybody%E2%80%99s-business</p>	<p>The purpose of this text is to:</p> <ul style="list-style-type: none"> ● argue ● inform ● persuade 	
	<p>This text is</p> <ul style="list-style-type: none"> ● formal, or informal ● objective or subjective ● factual or emotional ● chatty or academic ● humorous or serious 	
	<p>This text is:</p> <ul style="list-style-type: none"> ● an academic essay ● a report ● a text written for media e.g. news, online blog 	
	<p>The writer is:</p> <ul style="list-style-type: none"> ● a supporter of the MDGs ● critical of the MDGs ● neutral 	

Text 3	Tick the correct answers	How do you know this? Refer to the text in your answer
<p>Another major deficiency of the MDGs is their failure to recognize human rights as essential to any sustainable development strategy. Human rights are not just symbols: they are also tools... The world's one billion hungry people do not deserve charity: they have a human right to adequate food, and governments have corresponding duties, which are enshrined in international human rights law...</p> <p>Olivier De Schutter, (2010). <i>Millennium Development Goals Need More Emphasis on Human Rights</i>.</p> <p>Retrieved from Share the World's Resources. http://www.stwr.org/poverty-inequality/critiquing-the-millennium-development-goals.html</p>	<p>The purpose of this text is to:</p> <ul style="list-style-type: none"> ● argue ● inform ● persuade 	
	<p>This text is:</p> <ul style="list-style-type: none"> ● formal, or informal ● objective or subjective ● factual or emotional ● chatty or academic ● humorous or serious 	
	<p>This text is:</p> <ul style="list-style-type: none"> ● an academic essay ● a report ● a text written for media e.g. news, online blog 	
	<p>The writer is:</p> <ul style="list-style-type: none"> ● a supporter of the MDGs ● critical of the MDGs ● neutral 	

Follow up activity

Look at the text below. Identify the writer's academic purpose, attitude towards the topic and writing style. What helped you to work this out?

How can we ensure the targets that replace the Millennium Development Goals lead to a future that low-income groups want?

These discussions around the post 2015 development agenda are titled 'The future we want'. It would be nice if it actually was the future that people currently suffering from hunger and other forms of deprivation want. Here are five points to consider and ensure that it is.

1. Don't just set targets. Be clear about how they can be met.

The MDGs and their various targets are clear about what they want to achieve (and by when) but say nothing about how.....

2. Finance: where is it needed, available and, accountable to whom?

The MDGs, and the international development targets that preceded them, were set to generate support for aid agencies and development banks – not to ask tougher questions about whether these could deliver on the targets. If the post-MDG discussions on 'the future we want' just generate a new list of goals without considering the financial and other mechanisms that support their achievement (even if these are generated by a much broader consultation) it won't take us very far...

Considering and addressing these points now, could lead to a future that everyone wants.

David Satterthwaite, (2012). *Beyond the Millennium Development Goals*. Retrieved from <http://www.iied.org/beyond-millennium-development-goals>

The writer's academic purpose:

.....

The writer's attitude to the topic:

.....

Is the writer's style formal or informal? How do you know?

.....

.....

<p><i>Engaging learners with the text</i></p>	<p><i>Providing multiple opportunities for authentic language use with a focus on learners using academic language</i></p> <p>2. Literal, implied, inferred</p> <p>The aim of this activity is to assist students to identify literal and implied meaning in texts, and to make inferences based on their understanding of the texts.</p> <ul style="list-style-type: none"> • Students work through the texts independently, and then share their answers with a partner. • Students come to an agreement on the answers and then share their answers with the class. • Discuss any differences in answers to reach a consensus. 	<p><i>How can I support students who need further assistance to identify implied and inferred meaning in texts?</i></p>
<p><i>Instructional strategies</i></p>	<p>3. Trash or Treasure</p> <p>The aim of these activities is to assist student to evaluate information in relation to their academic purpose.</p> <ul style="list-style-type: none"> • In pairs students read the two texts and evaluate the texts using the question prompts. • Students then form groups of four to review their answers and to decide which text is the most useful for academic purpose. 	<p><i>What information has this sequence provided on student learning and gaps that need to be addressed?</i></p>
<p><i>Knowledge of the learner</i></p>	<p><i>Providing opportunities for reflection and evaluation</i></p> <p>Reflection:</p> <p>Learning log: Students choose one of the starters to complete a learning log.</p> <ol style="list-style-type: none"> 1. What did we practise doing today? 2. Complete this sentence: <i>Evaluate means to</i> 	

Student tasks
Teaching and learning sequence 2

1. Four Corners

Place these in the four corners of the room
Academic purpose 1 Your academic purpose is to discuss the extent of progress towards ending extreme poverty and hunger.
Academic purpose 2 Your academic purpose is to discuss the extent of progress towards achieving universal primary education.
Academic purpose 3 Your academic purpose is to discuss the extent of progress towards reducing child mortality.
Academic purpose 4 Your academic purpose is to discuss the extent to which maternal mortality has been reduced.

Key information
Split this key information into sections to match the number of students in your class.
<i>Even at current rates of progress, however, an estimated 1 billion people will live on the equivalent of \$1.25 or less a day in 2015.</i>
<i>Rising inequality – both within and between many countries – prompts questions about whether development programmes should pay as much attention to the rich as to the poor.</i>
<i>However, some argue that the targets set the threshold for progress too low – the hunger target, for example, uses an estimate of the minimum number of calories needed to maintain a sedentary lifestyle.</i>
<i>The goal's third target, to "achieve full and productive employment and decent work for all", has received relatively little attention.</i>
<i>The number of out-of-school children has fallen to about 60 million, from 108 million in 1990, yet progress has slowed since 2004.</i>

Although more children go to school than ever before, critics argue that enrolment is a bad indicator for whether children are learning.

An August report from civil society group Uwezo, for example, said that although access to education has expanded in east Africa, the quality of learning has stagnated.

The latest UN figures suggest child deaths fell by nearly half between 1990 and 2011, from 12 million to 6.9 million.

UN officials say both rich and poor countries have the means to tackle child mortality, as many under-five deaths are caused by largely preventable causes.

But, if anything, the past 20 years show sub-Saharan Africa and south Asia moving further apart from the rest of the world in terms of progress.

In 2011, 82% of all under-five deaths occurred in these two regions.

However, current trends will not meet the MDG target, which aims for a three-quarters reduction in maternal mortality by 2015.

This goal also tracks access to reproductive health and the availability of family planning.

These issues have long been among global development's most contentious and politically charged debates, though there are signs that family planning is receiving more attention as concern about population growth increases.

Text adapted from Poverty Matters Blog. Retrieved from <http://www.guardian.co.uk/global-development/poverty-matters/2012/oct/31/millennium-development-goals-key-datasets>

2. Literal, implied and inferred

Example		
<p>In the 1970s and 1980s ... evidence accumulated that, in Africa at least, public investment and foreign aid had produced no perceptible change in productivity, not least because so much of it was stolen. The Economist <i>'The big push back'</i>. Retrieved from http://www.economist.com/node/21541001</p>		
What is the literal meaning of this text?	What is one implied meaning?	What can you infer about the writer's opinion of how aid has been used in Africa?
Public investment and foreign aid did not improve productivity in Africa.	This was partly because of corruption.	Aid has not been used well.
<p>Does this information suggest that the MDGs have been:</p> <p>successful unsuccessful ✓ or does not support either point of view?</p>		

Text 1		
<p>The projects' backers claim extraordinary results: a 700% increase in the use of antimalarial bed nets; a 350% increase in access to safer water; a 368% increase in primary-school meal programmes. The Economist <i>'The big push back'</i>. Retrieved from http://www.economist.com/node/21541001</p>		
What is the literal meaning of this text?	What is one implied meaning?	What can you infer about the writer's opinion of these results?

Does this information suggest that the MDGs have been:

successful

unsuccessful

or does not support either point of view?

Text 2

So far, the project provides little evidence that “big push” development—advancing on all fronts, flags flying—is better than the alternative: gradual, step-by-step changes to remove specific barriers to growth.

The Economist ‘*The big push back*’. Retrieved from

<http://www.economist.com/node/21541001>

What is the literal meaning of this text?

What is one implied meaning?

What can you infer about the writer’s opinion of ‘big push’ developments?

Does this information suggest that the MDGs have been:

successful

unsuccessful

or does not support either point of view?

Text 3

.... the Millennium Villages international development project ... aims to help lift villages in 14 sites across Africa from poverty. ... takes a broad approach and aims to tackle the root causes of poverty and ill health together, unlike most aid projects, which focus on just one area... Improvements on the ground seem impressive.

Nature 485, 'With transparency comes trust'. Retrieved from <http://www.nature.com/nature/journal/v485/n7397/full/485147a.html>

What is the literal meaning of this text?	What is one implied meaning?	What can you infer about the writer's opinion of the improvements shown by the Millennium Villages' project?

Does this information suggest that the MDGs have been:

successful unsuccessful or does not support either point of view?

3. Trash or treasure

The world is full of information. However, not all of it is useful or accurate.

Read the following texts and answer the questions below.

Text 1: *MDGs for beginners and finishers* by Bono

http://www.nytimes.com/2010/09/19/opinion/19bono.html?_r=0

Text 2: *Uneven progress of UN Millennium Goals*

<http://www.bbc.co.uk/news/world-11364717>

Questions	Text 1	Text 2
What is the academic purpose of the text?		
How credible is the author? Are they an expert or just someone with an opinion? If the document is anonymous, what do you know about the organisation?		
Who is the audience? Is the text for an academic audience or a different type of audience? How will this impact on the suitability of the information?		
How up-to-date is the source?		
Is the content of the source fact, opinion, or propaganda?		

<p>Are there broad generalisations that overstate or oversimplify the matter or aren't backed up by evidence?</p>		
<p>If the source is opinion, does the author offer good reasons for his or her opinion?</p>		
<p>Are the arguments used one-sided with no acknowledgement of other viewpoints?</p>		
<p>Is the information in the text based on reliable sources?</p>		
<p>Is the information accurate?</p>		
<p>Do you think there's enough evidence offered to support the information in the text or are there gaps?</p>		

Which of the two texts is most useful to your academic purpose, which is to evaluate progress towards achieving the Millennium Development Goals? Give reasons for your answer.

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EAP unit standard 22751, version 2: Read and process information in English for academic purposes.

Dimension of effective practice	Teaching and learning sequence 3: Relevant information from the text is applied in a form appropriate to the academic purpose.	Metacognitive prompts
<p><i>Expectations</i></p> <p><i>Engaging learners with the text</i></p> <p><i>Instructional strategies</i></p> <p><i>Knowledge of the learner</i></p>	<p>Teaching and learning purposes Relevant information from the text is applied in a form appropriate to the academic purpose and in a manner beyond simple information transfer. Form may include but is not limited to tabulation, synthesis, or summary. (1.3).</p> <p><i>Ensuring students know the learning outcomes</i> Student learning outcome:</p> <ul style="list-style-type: none"> ● I can read a text and use the information in a way that provides an answer to my academic question. <p><i>Making the lesson comprehensible to all learners.</i> 1. Read and Apply The purpose of this task is to scaffold and provide practice in reading and applying information in a manner that is appropriate to the academic purpose.</p> <ul style="list-style-type: none"> ● Students read Text 1 and highlight any words or sections they do not understand. ● Students work in pairs or small groups to explain any words or sections of the text that group members do not understand. ● Each group fills in the table. ● They then compare their answers with another group and reach agreement on the correct answers. ● Repeat for Text 2. <p>While students are working, circulate around the room, monitoring students' understanding of the text and assisting where necessary.</p> <p>Provide further opportunities for students to apply information in a form that is appropriate to an academic purpose. For these activities it is necessary to set a clear academic purpose e.g. comparing and contrasting, problem solving, discussion, analysis, as well as a task to complete such as information transfer.</p> <p><i>Using approaches that include listening, speaking and writing.</i></p>	<p><i>What language do the students need to complete the task?</i></p> <p><i>What further opportunities can I use to enable students to practise these skills?</i></p> <p><i>What information has this sequence provided on student learning and gaps that need to be addressed?</i></p>

	<p>2a. Paraphrasing: Verb dictation</p> <ul style="list-style-type: none"> • Teacher reads each sentence and writes the verb only on the board. • When finished, students use the verbs as prompts to recreate the sentences orally. • They can then write the sentences. <p>Finish with a discussion on why students need to paraphrase.</p> <p><i>Recycling the use of the same language in different ways</i></p> <p>2b. Paraphrasing practice</p> <p>The aim of this activity is to consolidate learning by providing practice in paraphrasing parts of a text.</p> <ul style="list-style-type: none"> • Teacher models joint construction of a paraphrase working through the key steps (as in the verb dictation). • Students then work in small groups to paraphrase a short text using the model as a guide. This is done on an A3 sheet of paper. Students choose a different colored pen. Each student is responsible for one sentence. • When finished each group attaches their sheet onto a wall and paraphrases are compared. <p><i>Planning the learning tasks so that all learners are actively involved</i></p> <p>3a. Summarising skills</p> <ul style="list-style-type: none"> • Read a short text together as a class (see possible examples). • Ask students to look at a specified paragraph and write a statement that sums up the main idea or ideas. • Students compare and discuss their statements in pairs or groups. • Explain to students that not all paragraphs have a main idea e.g. a conclusion will be a summary of the main ideas. <p><i>Providing multiple opportunities for authentic language use with a focus on learners using academic language</i></p> <p>3b. Summarising succinctly</p> <ul style="list-style-type: none"> • Students are in small groups. Each person in the group is allocated a paragraph to find the main idea and write one sentence on a strip of paper. • Students then put the statements together and write a summary (making sure that there is no repetition). 	<p><i>What further opportunities can I use to enable students to practise these skills?</i></p> <p><i>How can I make links to knowledge students have about summarizing?</i></p> <p><i>Am I observing closely so that I know which students can be to help others, and which students will</i></p>
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Student tasks
Teaching and learning sequence 3

1. Read and apply: For each text do the following:

a. Understanding the text

1. Read the text and highlight any words or sections you do not understand.
2. Work in your group to find the meaning of any words or sections of the text that group members do not understand.
3. Circle the main point in each paragraph.

b. Applying the text to an academic purpose

1. Work with your group to fill in the table.
2. Now compare your answers with another group.
3. Come to a final decision on the correct answers.

Text 1

'Jeffrey Sachs and the millennium villages Millennium bugs'.

<http://www.economist.com/blogs/feastandfamine/2012/05/jeffrey-sachs-and-millennium-villages>

Your academic purpose is to compare and contrast the views on the impact of 'Millennium Development Villages Project' towards meeting the Millennium Development Goals			
	Supporters of the Millennium Development Villages Project	Critics of the Millennium Development Villages Project	Reasons for similarities or differences in your own words.
Views on the impact of the project on child mortality			

Supporting evidence from the text			

Text 2

'The Big Push' <http://www.economist.com/node/21541001>

Your academic purpose is to analyse (examine) the suitability of the available data on the Millennium Development Villages Project and suggest how this data could be improved.			
Data on	Claims for improvements as a result of the MDVP	Criticisms of the data	What needs to be done to improve the data?
the use of mosquito nets.			

increase in household income.			

2a. Paraphrasing: Verb dictation

- Your teacher will read each sentence and write the verb only on the board.
- In pairs, use the verbs as prompts to retell the text.
- Write the text together.
- At the end discuss why you need to paraphrase.

1. **Read** the text until you understand its full meaning.
2. **Underline** the main ideas.
3. **List** main ideas and **write** synonyms or phrases for the key words.
4. **Reorder** and **rewrite** the text using the alternative synonyms and phrases.
5. **Include** the name of the author and **use** quote marks for any phrases copied exactly from the source.

2b. Paraphrasing practice

- In groups go through the steps of paraphrasing with the text below.
- Use an A3 sheet of paper to write your paraphrase. Make sure that each person in the group uses a different colored pen. Agree together on what you write but each person is responsible for one sentence.
- When finished attach their sheet onto a wall and compare your paraphrase with what other groups have done.

Millennium Development Goals and beyond 2015

Millions of people's lives have improved due to concerted global, regional, national and local efforts to achieve the Millennium Development Goals (MDGs), which serve as the foundation for the next global development agenda, according to a new report launched today by UN Secretary-General Ban Ki-moon. The UN report highlights the progress made in achieving the Millennium Development Goals (MDGs) to lift people out of extreme poverty and improve their futures. While many MDG targets have been reached already, the report also underlines that the world is lagging behind on other goals and a final push is vital to achieve the desired results.

Retrieved from: <https://www.wfp.org/stories/millennium-development-goals-achievements>

3a. Summarising skills

Possible texts for class activity are listed below. If the second text is used, remove the headings.

<https://www.brookings.edu/blog/future-development/2017/01/11/how-successful-were-the-millennium-development-goals/>

<http://www.un.org/millenniumgoals/2014%20MDG%20report/MDG%202014%20English%20web.pdf>

3b. Summarising succinctly

Text: <http://www.pacific.undp.org/content/pacific/en/home/post-2015/mdgoverview.html>

Academic purpose: Discuss to what extent the Pacific Islands achieved the MDGs by 2015.

- a. Each person in your group has a paragraph from a text.
- b. Find the main idea of your paragraph and write **one sentence** on a strip of paper
- c. In your group, put the statements together and write a summary. Make sure that there is no repetition.
- d. In your group, discuss to what extent the text meets the academic purpose. Think about the following:
 - Is the text up to date?
 - Is there evidence to back up the writer's opinion?
 - Is there more than one point of view given in the text?
 - Is the information in the text based on a reliable source?
 - What else would you need to know in order to answer the academic question effectively?

- e. Now add to the summary by explaining to what extent the text meets the academic purpose.

4a. Synthesising: Listening cloze

1. Listen to the text once without writing.
2. As you listen the second time, fill in the missing words

Synthesising takes the process of summarising one _____ further. Instead of just restating the important _____ from text, synthesising involves making connections and combining _____ and information from two or more sources or _____ or more viewpoints. This results in a _____ understanding of text.

Synthesising takes the process of summarising one step further. Instead of just restating the important points from text, synthesising involves making connections and combining ideas and information from two or more sources or two or more viewpoints. This results in a greater understanding of text.

4b. Supported synthesising

Analysing the text

- In pairs read both texts together.
- Using a red pen, underline what Ertharin Cousin (text A) and Charles Kenny (text B) disagree on.
- Highlight the reasons why they disagree.
- Using a blue pen underline what they agree on.
- Highlight the reason why they agree in a different colour.

Text A	Text B
<p>Ertharin Cousin, WFP Executive Director, attended the presentation of the MDG 2014 report in Madrid. Cousin emphasized that the global community has made great progress to reduce hunger and poverty as part of the Millennium Development Goals. The number of hungry people has gone down by 173 million since 1990, and poverty was cut in half since 2000 – making this the most successful anti-poverty campaign in history: "But we need to do much more," Cousin said noting that one in eight people still lack year-round access to nutritious food -- that is 842 million people.</p> <p>Adapted from: https://www.wfp.org/stories/millennium-development-goals-achievements</p>	<p>According to Charles Kenny of the Center for Global Development, poverty reduction "had very little to do with MDG planning and aid money". In Mr. Reddy's view. "It had to do with the resumption of growth, perhaps debt forgiveness, and high commodity prices because of China. The global trend of poverty reduction looks much less successful. His own research suggests that outside China, as many people live on less than \$2/day today as in 1990. Mr. Kenny's judgment is that "it is hardly time to declare global development a success". More is needed to achieve this goal.</p> <p>Adapted from: https://www.ft.com/content/51d1c0aa-5085-11e5-8642-453585f2cfcf?mhq5j=e6</p>

Completing the grid

1. Put the comparative connectives from the table below in the correct space.
2. Work in pairs to complete the grid.
3. Join with another pair to compare grids. Add any further information.

Comparative connectives

different	however	similar	also
like	both	in contrast	in the same way
whereas	similarly	on the other hand	unlike

	Text A	Text B	Comparative connectives
What do they disagree on?			
Why do they disagree?			
What do they agree on?			
Why do they agree?			

Guided writing

1. In pairs, use the information from the grid to write the guided text. You must use your own words.
2. Join with another pair to combine your two texts.
3. Put your text on the wall for other groups to critique.

According to Cousin (2014)

.....

He believes this because.....

.....

In contrast, Kenny (2015) argues that

.....

He claims that

.....

However, both agree that

.....