



## TEXT-USER FOCUS QUESTIONS

### Text User (Pragmatic)

What do I do  
with this text?

- What is the purpose of this text, and what is my purpose in using it?
- How have the uses of this text shaped its composition?
- What should I do with this text in this context?
- What will others do with this text?
- What are my options or alternatives after reading?

## QUESTIONS TO DEVELOP ORAL AND WRITTEN RESPONSES

### Text User (Pragmatic)

What do I do  
with this text?

- What sort of text is this? (information, story/narrative) How do you know?
- Is it fact or opinion? How do you know?
- How can you find information in this text?
- How did the author start this text? Did it suit its purpose?
- Who would read a text like this? Why?
- If you wrote a text like this what words and phrases would you use?
- How is the language the same/different from other similar texts you have read?
- Could the text help solve a real life problem?
- If you were going to put this text on a web page, how would it be different to the print version?
- What is the purpose of this text?
- Could you use these ideas in a poem, story, play, advertisement, report, brochure or poster?
- How would the language and structure change?

## REFLECTION QUESTIONS FOR TEACHERS

### Text User (Pragmatic)

What do I do  
with this text?

- How can I teach students to deliberate on the possible options or alternatives in mode of delivery that would be appropriate for their chosen audience?
- How can I show students the possible modes of delivery in real-life situations?
- How can I teach students to select appropriate techniques to 'sell' their solutions to their audience?

**Text User  
(Pragmatic)**

**KNOWLEDGE:  
(Understanding that)**

- A reader's or viewer's purpose influences how a text is interpreted
- Texts are constructed differently for different audiences and purposes
- Creating own text and choosing an appropriate text type for a particular purpose
- Recognising that each text type has particular linguistic structures and features
- Reconstructing knowledge into a different format
- Recognise that audience can influence text shape and structure



**ACTIVITIES:**

- Explicitly teach the structure and language features of different text types
- Discuss ways to use language differently for different audiences, contexts and purposes
- Create own text/images to inform/persuade
- Participate in real-life reading situations
- Plan activities where students are reading for different purposes eg:
  - ☞ Read recipes – students prepare food
  - ☞ Read menus – students select a meal and describe it to the class
  - ☞ Play a game, children plan and make a game. This requires students to write directions or explain to others how it is played
  - ☞ Use a newspaper for critical reading – find and question information. Look for bias and stereotyping
  - ☞ Read cartoons – students interpret orally or transform or manipulate into a different format
  - ☞ Use a narrative to write an imaginative story with a story-line in which interrelated events clearly solve a problem
  - ☞ Use an exposition to synthesise information from different sources and express different points of view
  - ☞ Use a review to evaluate a performance or piece of work eg. dance, film, narrative, etc
- Use Graphic Organisers eg:
  - ☞ Concept Maps and structured overviews before reading;
  - ☞ Tree Diagrams to record main ideas and supporting details;
  - ☞ Venn Diagrams to record similarities and differences;
  - ☞ Flow Charts and timelines to record sequential information
- Ensure children are reading for different purposes across the different curriculum areas, including reading for: enjoyment, specific information, extraction and organisation of information – research purposes, following instructions.
- Write for different purposes in front of the children every day, choosing appropriate language features to suit audience, purpose and social context. Examples – leave a message for the cleaner, write a note to parents, write a letter or thank-you card.
- Share letters, messages, birthday cards, thank-you cards, lists.
- Ensure there is time for children to discuss what they have read. Ask questions that focus on the author's craft eg. Why do you think the author chose this particular word?, How do the illustrations help us understand the text?
- Use knowledge of visual features to create own text
- Reading and writing reviews for written/visual texts – agreeing or disagreeing with point of view
- Share and justify a personal response to a text
- Talk about how a text's structure and features contribute to its meaning
- Arrange sentences from a text in logical order and justify choices made
- Work in groups to develop a script from a text



## Text-User – Visual Texts

### **MOVIES**

#### **What do I do with this text?**

- Would you see this movie again? Why or why not?
- Would you have given this movie an academy award? If so, why? If not, why not?
- Would it get an award for cinematography or the acting?
- Rate the actor's performance

#### **What do others do with it?**

- Study a film review of the movie? Do you agree with the assessment? Discuss different opinions of the movie

#### **What are my options or alternatives?**

- Would you recommend it (and to whom?)
- If a sequel of this movie was going to be made, what would it be about? Would you choose the same actors/setting?
- What visual effects would you include or reject?

### **PHOTOGRAPHS**

#### **What do I do with this text?**

- What is the purpose of the photo?

#### **What do others do with it?**

- Study a review of the photo? Do you agree with the assessment? Discuss different opinions of the photo
- Who would find this photo interesting? Why?

#### **What are my options or alternatives?**

- What visual features could be changed to create a different mood/setting?

### **TELEVISION COMMERCIALS**

#### **What do I do with this text?**

- What pleasure did you gain from the advertisement?
- Can I understand this advertisement?
- Will this product bring me peer popularity, success, happiness?
- Do the print/visual/aural features of the text help you to make good decisions and choices?

#### **What do others do with it?**

- Why might this be successful or unsuccessful in capturing perspective buyers? (What is it about this commercial that would attract people to buy the product?)

#### **What are my options or alternatives?**

- How would it affect the advertisement if you changed to age, gender, culture or socio-economic status of the characters?
- How could it be improved?
- What did you like about that advertisement? Why did you like it?

### **PICTURE BOOKS**

#### **What do I do with this text?**

- What is the purpose of the text?
- Does this story help me to solve problems, be happy, understand others/human nature?
- Which of the illustrator's techniques could I use to illustrate a story of my own?

#### **What do others do with it?**

- Study a book review of the picture book. Do you agree with the views of the writer?
- Who might tell this story differently?

#### **What are my options or alternatives?**

- What is another way – an alternative way of reading this text?
- What visual features could be changed to create a different mood/setting?
- Do you feel you should do something after reading this text?
- Why or why not?
- Rewrite/retell the story from one of the character's point of view



## Text User – Viewer

<p><b>ADVERTISEMENTS</b></p> <p><b>What do I do with this text?</b></p> <ul style="list-style-type: none"> <li>Do the visual components/text help you to make informed decisions?</li> </ul> <p><b>What do others do with it?</b></p> <ul style="list-style-type: none"> <li>Why might this be successful or unsuccessful in capturing perspective buyers?</li> </ul> <p><b>What are my options or alternatives?</b></p> <ul style="list-style-type: none"> <li>Would you decide to buy this ....? Why or why not?</li> <li>How would it affect the advertisement if you changed the age, gender, culture, or socio-economic status of the people?</li> <li>How could it be improved?</li> </ul>	<p><b>MULTIMEDIA</b></p> <p><b>What do I do with this text?</b></p> <ul style="list-style-type: none"> <li>Consider how the makers of the CD-ROM or internet positioned the icons on the screen. What information do the icons give you? Are they easy to see and understand? Why might they give only that information?</li> </ul> <p><b>What do others do with it?</b></p> <ul style="list-style-type: none"> <li>Who would find this information useful/interesting?</li> </ul> <p><b>What are my options or alternatives?</b></p> <ul style="list-style-type: none"> <li>What do the procedural and content icons allow me to do? What do they attempt to tell me?</li> <li>What impact do the images have on my search?</li> <li>How am I being directed by hyperlinks?</li> <li>Do the images and information found fit my research topic?</li> </ul>
<p><b>INFORMATION TEXTS</b></p> <p><b>What do I do with this text?</b></p> <ul style="list-style-type: none"> <li>Identify the purpose of the visual components in relation to the structure of the text and meaning-making.</li> <li>Establish how the choice of visual features can indicate the intended audience of a text</li> <li>Determine whether the visual components of the text help you to make informed decisions and choices.</li> <li>Does the information in the visual text contradict or confirm the written/spoken information?</li> </ul> <p><b>What are my options or alternatives?</b></p> <ul style="list-style-type: none"> <li>Use your knowledge of visual features to create your own texts.</li> <li>Consider how some visual elements could be used or altered to create your own view and to suit your own purpose</li> <li>Discuss the best way to present different sorts of information visually</li> </ul>	