ENGLISH

Lesson 2 (NB no answers for Lesson 1)

Topic: Speculations

Examining purpose and effects of text structures

Lesson concepts:

- **P/A** Purpose, audience and structures of different types of texts
- **O** Cohesive devices — Signpost ideas, make connections, build semantic associations
- **O** Punctuation — Punctuation, layout and font variations: combinations in more complex texts
- **O** Sentences — Creative use for particular effects
- **P/A** Evaluating texts — Representations of life matters in texts
- **P/A** Text purpose — Different perspectives of an issue, event, situation, individuals or groups

Lesson notes

In this lesson, students examine how authors innovate with text structures to present a perspective. Students analyse author use of cohesive devices, punctuation, topic sentences, text connectives and creative use of sentence structures for particular effects.

Lesson answers

1. Read **Sheet 1 —** We will be Martians in 2025 and consider the organisation and sequencing of ideas.
   No answer required.

2. Explain how the author uses different structural components to provide a perspective on the possibility of humans colonising Mars. For example:

Organisation and sequencing of ideas	Purpose and effect of text structures
Title	'We will be Martians in 2025' captures the reader's attention with an interesting statement that encourages a reader to read on to find justification for this out-of-the-ordinary assertion.
Introduction	Provides a romantic description of the human relationship with Mars throughout history and introduces a new idea, that in 2025, some humans might call Mars home. The reader is encouraged to continue reading to find out how this may be the case.

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Body paragraphs	Initially outlines the major obstacles that stand in the way of successful exploration of Mars. A final body paragraph describes technological advancements that could make a journey to Mars possible. The impression the reader is left with is that, while colonisation of Mars will be extremely difficult, we do have the technological capability to do it.
Conclusion	Reminds the reader that regardless of whether the mission succeeds or fails, it at least demonstrates the human desire to achieve lofty goals. The writer leaves the reader with a final statement that alludes to the successes of previous explorers such as Cook and Columbus, whose own travels may have seemed as dangerous and as unlikely as the Mars One Project might seem today. This leaves the reader feeling as if anything is possible and that the Mars One Project could be successful.

3. Read the final sentence in paragraph 1. The author has creatively used sentence structure and punctuation to reinforce the perspective. No answer required.

4. Explain why the author has used a dash in this sentence. (Hint: What has the author juxtaposed?) (2–3 sentences)

   The dash is used to create a dramatic pause that slightly delays the reader's access to the idea that Mars is likely to be called 'home' in 2025. The use of the word 'home' also juxtaposes the idea of Mars as a potential home for humanity. This ensures the information has a significant impact on the reader.

5. Consider the use of cohesive devices to connect ideas within and between paragraphs and to reinforce a perspective on the possibility of humans colonising Mars.
   No answer required. Ensure students read and understand information on cohesive devices.

6. Read paragraphs 5–7 from the article. In these paragraphs, the author discusses the likelihood of humans colonising Mars.
   a) Read the topic sentence for each paragraph. No answer required.
   b) Explain how the topic sentences at the beginning of each paragraph signpost for readers what the paragraph is about. (3–4 sentences)

   The topic sentence of paragraph 5 — 'Travelling to Mars will certainly not be easy' introduces the idea that colonisation of Mars will be a difficult process. It then uses the topic sentences of paragraphs 6 and 7 to explain how the colonisation of Mars will be difficult — 'First of all, Mars is not a hospitable planet' and 'Secondly, we can't be sure of the physical impact of the Martian environment on human beings'.

7. Identify the three text connectives the author has used in paragraph 7 to highlight problems humans might face on Mars.
   • 'In addition to'
   • 'what's more'
   • 'additionally'

8. Identify the substitutions for the noun 'Mars' that you can see in paragraphs 1 and 6. Explain how effective these substitutions are at arousing interest in the subject of humans colonising Mars. (3–4 sentences)

Paragraph 1:

- 'an orange red orb'
- 'the scarlet sphere'

Paragraph 6:

- '[not] a hospitable planet'
- 'The hunk of oxidised, rust-coloured rock'
- 'The distant planet'

In paragraph 1, noun group substitutions make Mars sound like a beautiful place, almost like a precious rock. This arouses interest in the subject of human colonisation of Mars, as readers are encouraged to think that it could be worthwhile exploring a beautiful planet such as the one described in the introduction.

In paragraph 6, noun group substitutions make Mars sound like a harsh place that will present difficulties for colonists. This maintains interest in the subject of human colonisation of Mars as readers want to know how humans can overcome such a harsh environment.

9. How effective is the author's use of text structures to influence the audience to accept a perspective about the possibility of humans colonising Mars? Complete the table that follows to demonstrate your opinion.
Personal response required. For example:

Language features in 'We will be Martians in 2025'
Impact: *Did it grab me?*   Example: Does the title or topic sentence get my attention?   The sequencing and organisation of ideas was engaging. The headline and introduction managed to generate interest on the topic of humans colonising Mars. The argument provided by the author initially outlines obstacles impeding human colonisation of Mars. Then, rather surprisingly, it provides evidence that highlights that the colonisation of Mars is quite possible with current technology. By the conclusion, the reader is impressed with the idea that humans could, indeed, colonise Mars in years to come.
Quality: *Did I like it?*   Example: Are the descriptions entertaining?   The article used creative sentence structures combined with noun group substitutions in an appealing manner to emphasise the author's perspective and provide interesting descriptions of Mars to help the reader visualise what the colonisation of the red planet might be like.

Language features in 'We will be Martians in 2025'
Balance: *Was it well constructed?*
Example: Do topic sentences and text connectives help the reader to follow a logical argument?
The article used topic sentences to signpost the main ideas of a well-balanced argument. Topic sentences highlighted that colonising Mars will be difficult and also presented reasons why this might be the case, before introducing the idea that we currently have the technological 'know-how' to land humans on Mars. Text connectives such as, 'what's more' and 'additionally', were used to build an argument outlining some of the obstacles standing in the way of colonisation of Mars. As a whole, the article was well-balanced, outlining obstacles and opportunities affecting the potential success of human colonisation of Mars.
Complexity: *Was it hard to follow?*
Example: Were technical terms or complex information confusing?
Complex, scientific and technical information was explained in a casual, conversational language that made the article accessible for the reader. The author also sometimes juxtaposed descriptions of technical or complex information with sentences that related concepts in basic ways, such as the climate of Mars being equivalent to Antarctic conditions on the equator of Earth.
Value: *Was it worthwhile?*
Example: Is this a unique perspective?
The author presents a unique perspective that goes beyond discussing the likely success or failure of a mission to Mars. The concluding paragraph leaves a valid and inspirational final thought with the reader — that a mission to Mars is demonstrative of the human desire to achieve amazing feats.

Reference: Martin, J.R. and White, P.R.R. 2007, The language of evaluation, Palgrave Macmillan, New York

10. Locate **Sheet 2 —** Speculation journal. Write a journal entry about how human colonisation of Mars could be used to create a speculative short story.

Personal response required. Ensure that students reflect on lesson content.

Students should save a copy of **Sheet 2** as they may find it useful to refer to in Unit 4 where the focus is on creating speculative fiction.

Lesson 3

Topic: Speculations

Comprehending ideas

Lesson concepts:

- Purpose, audience and structures of different types of texts
- Visual language — Still and moving images communicate meanings: symbols, icons and myth
- Spelling — Spelling creatively for particular effects
- Evaluating texts — Representations of life matters in texts
- Texts and context — Influence of cultural perspectives and other texts
- Comprehension strategies — Constructing meaning about representations
- Text structures and language features construct meaning — Visual choices that present: information, opinions, perspectives

Lesson notes

In this lesson, students will use comprehension strategies to read and interpret ideas about significant environmental issues commonly represented in works of speculative fiction. They will examine how the combinations of language and visual features contribute to the construction of meaning and the stylistic effect of a text.

Lesson answers

1. Identify some environmental issues and provide examples of films that represent those issues in the table below. Two examples have been provided.

   Personal response required. For example:

Environmental issues	Speculative fiction texts
Example: Climate change and global warming	*The day after tomorrow*
Example: Resource depletion	*Wall-E*
Resource depletion	*Mad Max*
Deforestation	*Over the Hedge*

2. Open **Sheet 3 —** Global warming. No answer required.

   a) Skim and scan the article to understand the author's purpose and perspective about global warming.
   No answer required. Ensure students apply their knowledge of skimming and scanning to ascertain the main ideas of the article.

   b) After skimming and scanning the text, read it carefully from beginning to end.
   No answer required.

3. Expand your vocabulary by identifying and defining unfamiliar words from **Sheet 3**. Personal response required. For example:

Unfamiliar vocabulary	My definition	Dictionary definition
Example: *carbon*, from Latin *carbo* (stem of charcoal)	It is a stem or rod of charcoal.	a non-metallic element occurring naturally in three forms: diamond, graphite and charcoal
agriculture, from Latin agri (field) and cultura (culture)	growing plants in a field to later eat; growing animals	the science or practice concerned with cultivating land, raising crops and feeding and breeding animals — farming
ozone, from Greek ózon/ózein (to smell)	oxygen that smells	an unstable form of oxygen with a pungent odour — the ozone layer absorbs most ultraviolet rays from the sun.

4. Open **Sheet 4 —** Reading and interpreting 'Global warming' and complete the activity using the 'three-level guide' to respond to questions about the article on Sheet 3. **Sheet 4 —** Reading and interpreting 'Global warming' (attached).

5. Examine **Sheet 3** to understand how the combination of language and visual features contribute to the construction of meaning and the stylistic effect of the text.

   a) Look at the title, the illustrations and the information provided in the diagram.

     No answer required.

   b) Explain how the visual features add meaning to the author's perspective on global warming by completing the table below. (1–2 sentences)

     For example:

Visual features	What is the purpose of the visual features?
Title at the top of the page	The title is eye-catching and a play on words. It twists the term 'global warming' into 'global warning' to emphasise the perspective that there is a problem.
Illustrations in the middle of the page	Provide visual information and engage the reader.
The information provided in the diagram	When combined with the illustrations, it provides additional information on the greenhouse effect and the enhanced greenhouse effect.

6. Open **Sheet 5 —** Examining visual features.

   No answer required

7. Answer the multiple-choice questions on **Sheet 5** after reading the text and examining the visual features.

   Sheet 5 — Examining visual features (attached).

8. Locate **Sheet 2 —** Speculation journal. Write a journal entry about a speculative issue such as global warming and suggest how it could be used to write a speculative short story.

*Personal response required. Ensure that students reflect on lesson content. Students should save a copy of **Sheet 2** as they may find it useful to refer to in future units.*

Lesson 4

Topic: Speculations

Comparing authors' use of features

Lesson concepts:

- Language for social interactions
- Evaluative language — Direct and indirect expressions: allusion, evocative vocabulary
- Purpose, audience and structures of different types of texts
- Cohesive devices — Signpost ideas, make connections, build semantic associations
- Use of vocabulary — Stylistic effectiveness
- Evaluating texts — Representations of life matters in texts
- Text purpose — Different perspectives of an issue, event, situation, individuals or groups

Lesson notes

In this lesson, students will examine an author's use of language features and text structures to represent a perspective about the environmental issue of global warming. Students will then compare and evaluate the way the authors of the information texts, 'Global warming' and 'We Will be Martians in 2025' innovate with language features and text structures to achieve specific purposes and effects.

Lesson answers

1. Open Sheet 3 — Global warming. Examine the author's use of language features and text structures in the article. Do you recall the vocabulary choices and language features an author can use to present a perspective about an issue? No answer required.

2. Examine how an author can influence an audience to accept a perspective by using language features.

   a) Explain what you believe is the author's perspective about the environmental issue of global warming. Provide reasons for your opinion. (1–2 sentences)
   For example: Although it is not specifically stated in the text, the author believes the enhanced greenhouse effect is a tremendous problem as it contributes to rising temperature levels, which can then lead to other environmental problems on a global scale.

b) How formal or casual is the author's use of language in the article? Provide examples from the article to support your response. (1–2 sentences)

For example: The use of language is formal. The author uses terms such as 'water vapour', 'carbon dioxide, 'methane', 'nitrous oxide', 'ozone' and 'chlorofluorocarbons'. These are specialised terms that add to the formal tone of the article.

c) Why has the author used this style of writing? (Hint: Think about how it makes the reader feel about global warming?) (1–2 sentences)

For example: The formal tone gives the article credibility and provides a serious tone to the issue of global warming as created by the enhanced greenhouse effect.

d) Identify the language choices the author has made to emphasise the escalating nature of global warming? (1–2 sentences)

For example: The author has used words such as 'problem' 'fossil fuels', 'increasing' and 'contributing' to emphasise the dangers of global warming. The title is also a pun of the known term 'global warming', substituting the word 'warming' with 'warning' to emphasise that the enhanced greenhouse effect is a global issue.

e) Read paragraph 4 from Sheet 3. Is the author's perspective about global warming due to the enhanced greenhouse effect reliable or credible? (Hint: Consider how the specialised and technical language contributes to the credibility or reliably of the article.) (1–2 sentences)

For example: The author's use of technical terms contributes to the credibility of the article.

f) Read the fourth paragraph. Find and record the nouns and noun group groups in paragraph 4 that have been used as substitutes for the term 'global warming'.

For example: The expanded noun groups 'concentration of greenhouse gases' and 'enhanced greenhouse effect' have been used as a substitute for the term 'global warming'. The noun 'problem' has been used to refer to the term 'global warming'.

g) How does the use of this substitution of nouns/noun groups influence an audience to believe that an immediate response is required? (1–2 sentences)

For example: By calling the enhanced greenhouse effect 'a problem' the author positions the audience to believe that an immediate response is required regarding the issue of global warming.

h) Re-read paragraph 4 from Sheet 3. Identify modal verbs and adverbs in paragraph 4 and explain how they indicate a degree of certainty that global warming is an environmental problem. (1–2 sentences)

For example: The phrase,'the problem we now face' indicates the problem is current and should be addressed immediately; 'are increasing' indicates the problem is escalating; 'which is contributing to warming' suggests that, in the future, the Earth's surface temperature might be too hot to sustain life.

3. Examine how an author can influence an audience into accepting a perspective by using text structures.

a) Explain the purpose and effect of the sequencing and organisation of ideas of the information text on Sheet 3.
For example:

Organisation	Purpose and effect of text structures
Title	Because the word 'warning' has replaced 'warming', it captures the reader's attention and highlights that there is an issue with global warming.
Introduction	The topic sentence in paragraph 1 alerts the reader to the fact that the greenhouse effect itself is a natural process that the Earth actually needs to be able to support life.
Body paragrahs	The headings alert the reader to the main elements that need to be considered. The body paragraphs are sequential and add a logical order to the process of the greenhouse effect and then the enhanced greenhouse effect, thereby organising the information in a way for the audience to understand, which is later reflected in the visual image.
Visual image	The visual image supports the text and reinforces the issue of global warming by demonstrating what the greenhouse effect looks like, and how the enhanced greenhouse effect occurs by providing the audience with a clear illustration of the problem.

b) Identify an example of a prepositional phrase in the article on **Sheet 3** and explain how it works to support the information presented in the article. (Hint: Make sure to view the diagram and the text beneath the diagram.) (1–2 sentences)
The prepositional phrase,'in the atmosphere' explains where heat can become trapped by greenhouse gases, thereby contributing to global warming.

c) Read paragraphs 2 and 3 from **Sheet 3**. Consider the use of cohesive devices to link ideas and provide a perspective about global warming. Explain how the use of topic sentences in the extract signposts for readers what the paragraph is about. (1–2 sentences)
For example: The topic sentence 'Greenhouse gases include …' informs the audience that the paragraph will be on greenhouse gases and provides vital background information about the greenhouse effect, which the reader can later use to understand the process of global warming. The topic sentence for the second paragraph, 'The absorbed energy warms the atmosphere and the surface of the Earth' describes the greenhouse effect process and hints at an explanation of what the enhanced greenhouse effect might be.

d) Identify examples of text connectives used to relate ideas within and between paragraphs in the article on **Sheet 3** by completing the following table. (Clues as to where the text connectives are have been provided for you.)

To indicate time	To show cause and effect	To make conditions	to compare
For example: *after a while*	For example: *as a consequence*	For example: *on the other hand*	For example: *all the same*
(paragraph 1) when	(step 5) such as	(paragraph 3) otherwise	(paragraph 4) this is the …
(paragraph 4) now			

Reference: Department of the Environment, Greenhouse effect © Commonwealth of Australia 2013 www.environment.gov.au/climate-change/climatescience/ greenhouse-effect

4. How effective is the author's use of language features and text structures at influencing an audience to accept a perspective about global warming? Complete the table that follows to demonstrate your opinion. Personal response required. For example:

Language features in 'Global warning'
Impact: *Did it grab me?*
The combination of language features and text structures works to effectively engage the reader's attention and logically convince them to accept the perspective presented by the author.
Quality: *Did I like it?*
The use of specialised language and a writing style that reflects a high degree of formality, combined with cohesion, made for a logically sequenced and plausible read.
Balance: *Was it well constructed?*
The article provided a one-sided perspective with evidence to emphasise the global warming problem.
Complexity: *Was it hard to follow?*
The ideas and concepts are explained effectively with simple explanations and examples with some cohesive devices and connectives, ensuring readers can follow the logical connections in the text.
Value: *Was it worthwhile?*
The article is worthwhile because it provides a perspective that considers the environmental implications of an issue that has the potential to affect the entire world.

Reference: Martin, J.R. and White, P.R.R. 2007, The language of evaluation, Palgrave Macmillan, New York

5. Open **Sheet 1 —** <u>We will be Martians in 2025</u>.
   You will now compare how different authors use text structures and language features in 'We will be Martians in 2025' (Text 1) and 'Global warming' (Text 2). You need to evaluate the ways the authors of both information texts innovate with language features and text structures to achieve specific purposes. No answer required.

6. Skim and scan both articles and consider:
   - the way the authors use vocabulary choices and language features to distinguish their work
   - the way the authors manipulate text structures for effect
   - how effectively the different texts influence an audience to accept a perspective about a speculative issue.

   No answer required. Ensure students apply reading comprehension strategies.

7. Compare how different authors use language features by completing the table below. Provide evidence from the texts to support your responses. For example:

Features of information texts	Observations about author's use of features in Sheet 2 (ext 1)	Observations about author's use of features in Sheet 3 (Text 2)
Relationship between writer and audience	The author establishes a role as an authority on the issue by using technical language. The language is integrated into a relaxed writing style to explain complex information in a simple way that illustrates the author's perspective.	The author establishes their role as the authority on the issue by using a very simple writing style interspersed with highly effective visuals and specialised vocabulary to give credence to a complex issue.
Vocabulary choices	The author makes effective use of evocative vocabulary (including expanded noun groups) to describe the obstacles and opportunities facing colonisers of Mars; modal verbs and adverbs to present the perspective that it is possible humans will colonise Mars; and allusions that imply a level of optimism in the author that emphasises the perspective that humans could inhabit Mars one day.	Modal verbs present the author's high degree of certainty that global warming is a real problem.
Use of specialised and/ or technical language	Use of specialised/technical language choices adds authority and credibility to the author's perspective.	Use of specialised language adds to the credibility of the author's perspective.

Organisation and sequencing of ideas	The title captures reader's attention and encourages audience to read the article. Paragraphs outline obstacles and opportunities affecting colonisation of Mars. Final paragraph finishes with a tone of optimism suggesting that it is very likely humans will inhabit Mars at some stage.	The title conveys, through the use of a pun, that global warming is a current environmental issue. The first heading conveys what the greenhouse effect is, giving the reader vital background information in order to understand the issue of the enhanced greenhouse effect. The steps beneath the diagram organise information in a clear, logical manner.
Use of text structures (for example: sentence structures, cohesive devices and text connectives)	Cohesion is created through use of text connectives to relate ideas in and between paragraphs, which helps the author build the logical argument that colonisation of Mars is possible, yet difficult. Creative use of sentence structures and word associations describe Mars and Mars colonists in ways that allow readers to visualise obstacles and opportunities affecting the success of the colonisation.	Cohesion is created with the use of text connectives to explain the relevance of the issue of global warming.

8. Compare and evaluate which of the authors uses language features and manipulates text structures more effectively to influence an audience. Complete the table that follows to demonstrate your opinion. Personal response required. For example:

Compare and evaluate authors' use of language features and text structures
Impact: *Did either article grab me?* The combination of language features and text structures works more effectively in Text 1 to influence the reader in an entertaining manner.
Quality: *Did I like one article more than the other?* While both texts use specialised language, the writing style differs greatly. Text 1 draws on a much less formal style compared to Text 2. When combined with effective use of cohesive devices, Text 1 was more logically sequenced and convincing in the presentation of perspectives.
Balance: *Which article had the better construction?* Text 1 considered alternative perspectives, while Text 2 only considered one perspective.
Complexity: *Was either article hard to follow?* Both texts explain complex ideas and concepts in an easy-to-understand manner with the use of cohesive devices and connectives ensuring readers can follow the logical connections in the text, though Text 1 has more of a range of connectives.
Value: *Which article was more worthwhile?* Both texts present a perspective about issues that are commonly represented in works of speculative fiction. However, it is Text 1 that makes the reader consider the moral and ethical implications of the issue. Text 2 only just implies that there is an issue at all, instead relying on the reader to make an assumption based on evaluation of the text and prior knowledge of the issue.

Lesson 5

Topic: Comprehension and evaluation

Interpreting perspectives

Lesson concepts:

- Language for social interactions
- Evaluative language — Direct and indirect expressions: allusion, evocative vocabulary
- Purpose, audience and structures of different types of texts
- Cohesive devices — Signpost ideas, make connections, build semantic associations
- Evaluating texts — Representations of life matters in texts
- Comprehension strategies — Constructing meaning about representations
- Text structures and language features construct meaning — Visual choices that present: information, opinions, perspectives

Lesson notes

In this lesson, students will refine their skills in reading and interpreting information texts.

Lesson answers

1. Go to the **Website —** NASA: Beyond Earth: 'Why we explore' and read the information text on space exploration.
   No response required.

2. Reflect on your understanding of the **Website —** NASA: Beyond Earth: 'Why we explore' by answering the following questions:

   a) The purpose of the article is to:

   ☐ showcase what NASA has been involved in and their future plan

   ☐ entice people to become part of the space exploration activities

   ☐ raise more funding from other countries for space exploration

   ☑ explain why humans are interested in space exploration and the benefits to humankind.

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b) Mars has been a focus of future investigation because:

☐ it is the best-known planet

☑ it has a history and characteristics similar to Earth

☐ there are many differences with Earth and scientists want to find out more

☐ there is evidence of the planet sustaining life.

c) Which of the following words would best replace the word 'intangible' as used in the text?

☐ invisible   ☐ concrete

☐ uncertain   ☑ elusive

d) What best describes the human drive for further space exploration as outlined in this text?

☑ curiosity   ☐ pride

☐ adventure   ☐ interest

e) The overall mood of the article could best be described as:

☐ inclusive and uplifting   ☐ euphoric and satisfied

☑ confident and optimistic   ☐ authoritative and formal

3. In your own words, explain the author's perspective on the issue of space exploration. (2–3 sentences)

Personal response required. For example:

Space exploration is an inspiring human endeavour. It has the capacity to unite humanity. It is a vital component of our civilisation and drives growth in many areas of society and culture.

4. Skim and scan the text for key phrases or clauses that support your interpretation of the author's perspective. Write 2–3 of these in the space below.

Personal response required. For example:

The idea that space exploration is an inspiring endeavour is supported by the following:

'Mars has always been a source of inspiration ...'

'Humans are driven to explore the unknown ...'

'The intangible desire to explore and challenge the boundaries of what we know ...'

Source: NASA, Why we explore http://www.nasa.gov/exploration/whyweexplore/why_we_explore_main.html

Lesson 6

Topic: Comprehension and evaluation

Analysing text structures, language and visual features

Lesson concepts:

- Language for social interactions
- Evaluative language — Direct and indirect expressions: allusion, evocative vocabulary
- Purpose, audience and structures of different types of texts
- Cohesive devices — Signpost ideas, make connections, build semantic associations
- Use of vocabulary — Stylistic effectiveness
- Evaluating texts — Representations of life matters in texts
- Text purpose — Different perspectives of an issue, event, situation, individuals or groups
- Comprehension strategies — Constructing meaning about representations
- Text structures and language features construct meaning — Visual choices that present: information, opinions, perspectives

Lesson notes

In this lesson, students will refine their skills at analysing the text structures, language and visual features of information texts. Students complete an in-depth analysis of a familiar information text.

Lesson answers

1. Open **Sheet 6 — Analysing text structures, language and visual features**. You will use this sheet to analyse the text structures, language and visual features of the text you read in the previous lesson.
   No answer required.

2. Go to the **Website —** <u>NASA: Beyond Earth: 'Why we explore'</u>. You will analyse and evaluate this information text.
   No answer required.

3. Use Sheet 6 to analyse and evaluate the purposes and effects of the text structures, language and visual features the author has used in your information text.
   Personal response required.