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# English

Entry Level 3, Book 10

**GLH 3**

**Text and Purpose**

Name	
Number	
Location	
Date Issued	

**E3**



## ➤ Introduction

This booklet is part of your learning programme.

Remember to read carefully and try your best. Don't worry if you get stuck, make a note on the booklet and move on to the next task. Try coming back to it later, see if you can work it out then.

If you are still stuck, remember to make a note at the end of the booklet.

Throughout the booklet, you will see that some words have been printed **blue and bold**. You will find more detailed explanations of each of these words in the 'Glossary' at the back of the booklet.



**Glossary** is a list of often difficult or specialised words with their definitions, placed at the back of a book. You may also know this as a word bank.

By working through this booklet, you will develop your reading skills. By the end of this booklet, you should be able to identify organisational features and use them to locate relevant information. You will also have learned about the different purposes and audiences of texts.

## What Do the Symbols in this Booklet Mean?



Where you see this symbol, there is a skills practice or activity for you to complete.



Information, explanations and case studies are shown with this icon.



This shows you there is a glossary or word bank with the meaning and correct spelling of key words.



This icon shows where to write comments for your tutor to read.



This symbol lets you know there are some key points to remember.




## The Big Picture



You are studying Entry Level 3 English, which is taught over 55 Guided Learning Hours (GLH).

The programme covers the units listed below. The unit that you're working on today is ticked.

Booklet		GLH	
1	Spelling		
2	Punctuation		
3	Commas, Compound Sentences and Writing Detailed and Longer Texts		
4	Spelling with Prefixes, Suffixes and Homophones		
5	Finding the Meaning of Words		
6	Plurals and Grammar		
7	Use Appropriate Language for Purpose and Audience		
8	Logical Order, Paragraphs, Subheadings and Narrative Writing		
9	Using Bullet Points, Writing Reports and Using Layout Features to Find Information		
<b>10</b>	<b>Text and Purpose</b>	<b>3</b>	
11	Reading to Identify and Extract Main Points and Ideas		
12	Recap and Summary		

## Outcomes

These are the outcomes you can achieve by completing the learning activities in this booklet.

**1**

Use **organisational features** to identify different types of texts.

**2**

Use organisational features to find information in texts.

**3**

Identify the main purpose of a range of texts.



## Recap



A **recap** is an effective way of helping you to remember and apply what you have learnt. If this is your first booklet, it may help you to think about what you know already about this subject. Can you answer the following questions?



What was the last booklet you completed?



Can you remember what you learnt about?



Can you remember three key points from the booklet?

1

2

3



## Understanding Organisational Features

Organisational features are also called layout features. They are tools used by writers to make their texts clearer and make it easier to find information. Some organisational features that will help you understand texts are:

<b>Heading</b>	The title at the start of a text.
<b>Subheading</b>	A smaller heading at the start of a section or paragraph in a text.
<b>Bullet points</b>	Shapes (usually dots) that go before each part of a list.
<b>Menu</b>	A list of sections on a website.
<b>Tabs and links</b>	Places on a webpage which can be clicked to take us to a different webpage or website.
<b>Contents and index pages</b>	Pages at the start and end of texts that tell us where to find information.

Let's have a look at some examples of these and how they work in a text.



# Understanding Organisational Features

## Heading

This tells us what the text is about.

## Subheading

This tells us what the next section is about. We can use a subheading to go straight to the information we need rather than read the whole text.

The screenshot shows the GOV.UK website interface. At the top, there is a search bar and navigation icons. Below that, the breadcrumb trail reads: Home > Business and self-employed > Setting up. The main heading is "Set up a business". Below this, there is a paragraph of text: "What you need to do to set up depends on your type of business, where you work and whether you take people on to help". A subheading "Register your business" is followed by the text: "Most businesses register as a sole trader, limited company or partnership." Another subheading "Rules for your type of business" is followed by the text: "You may have other responsibilities depending on what your business does. Check if you need:" and a list of bullet points: "licences or permits, for example to play music, sell food or to trade in the street" and "insurance". Below this, there is another subheading "There are also rules you must follow if you:" followed by a list of links: "sell goods online", "buy goods from abroad or sell goods abroad", and "store or use personal information". On the right side, there is a "Related content" section with links: "Working for yourself", "Get help with tax", "VAT registration", and "Intellectual property and your work".

## Bullet points

These make things in the list stand out so they are easier to read. They help us find information we need quickly.

## Links

We can click on these to get information from another section of the website or from a different website.

## Menu

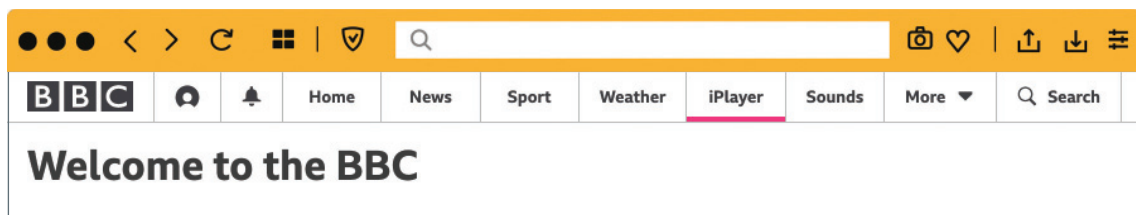
We can use this to see different sections of the website.

## How Might Organisational Features Help You?



- If you wanted advice about setting up your own business, you'd know you were in the right place by looking at the **heading**.
- You can use the **subheading** to quickly look for information about rules.
- The **bullet points** help you understand the types of rules you might need to follow.
- The **menu** and the **links** tell you where to find further information if you need it.

### Tabs



Here is an example of some tabs that you might see on a website. You can click on each section to take you to the right webpage for the information you need. Tabs stop you having to look through every page of the website and help you find what you need quickly.

Try these quick questions:



Task  
1

1. Which tab would you click on if you wanted to find out the latest rugby scores?
  
  
  
  
  
  
  
  
  
  
2. What do you think the search tab is for?

# Organisational Features



Task  
2

Label the organisational features on this webpage.

The screenshot shows the NHS website for Asthma symptoms. The page has a blue header with the NHS logo and a search bar. Below the header is a navigation menu with links for Health A-Z, Live Well, Mental health, Care and support, Pregnancy, and NHS services. The main content area is titled "Symptoms Asthma" and includes a list of links: Overview, Symptoms, Causes, Diagnosis, Treatment, Living with, and Asthma attacks. Below the links is a paragraph about breathing difficulties, followed by a list of common symptoms: wheezing, breathlessness, a tight chest, and coughing. Another paragraph discusses causes, with a list of symptoms that are likely to be asthma: happen often and keep coming back, are worse at night and early in the morning, and seem to happen in response to an asthma trigger. The page also includes a section for Asthma attacks.

Home > Health A to Z > Asthma

## Symptoms Asthma

- [Overview](#)
- **Symptoms**
- [Causes](#)
- [Diagnosis](#)
- [Treatment](#)
- [Living with](#)
- [Asthma attacks](#)

**Most children and adults with asthma have times when their breathing becomes more difficult.**

Some people with severe asthma may have breathing problems most of the time.

The most common symptoms of asthma are:

- wheezing (a whistling sound when breathing)
- [breathlessness](#)
- a tight chest – it may feel like a band is tightening around it
- [coughing](#)

Many things can cause these symptoms, but they're more likely to be asthma if they:

- happen often and keep coming back
- are worse at night and early in the morning
- seem to happen in response to an [asthma trigger](#) like exercise or an allergy (such as to pollen or animal fur)

See a GP if you think you or your child may have asthma, or you have asthma and are finding it hard to control.

## Asthma attacks

Asthma can sometimes get worse for a short time – this is known as an asthma attack. It can happen suddenly, or gradually over a few days.

## Organisational Features



### Task 3

1. Look at the heading. What is the topic of this text?
2. Which tab would you click on to find out about general health and well-being?
3. What is the section after the subheading about?
4. Look at the bullet points. Name two symptoms of asthma.
5. Which organisational feature could you use to find a list of the sections about asthma on this website?
6. Which link would you click on to find out how to help someone if their asthma gets really bad?



## Contents Pages



You might find a contents page at the start of a book or **report** which is sharing information. Its job is to tell us what to expect in the text. It shows what sections are in the book and what pages you can find certain information on. It is ordered by page number.

### Robert's Guide to Growing a Greener Garden

Outdoor Plants .....	2
Herbs .....	4
Growing in Beds .....	8
Weather .....	12
Household Plants .....	17
Pot Size .....	18
Watering .....	24
Common Issues .....	25
Soil .....	26
Pests .....	30
Glossary .....	34
Index .....	36



Use this contents page to answer these questions.



Task  
4

1. What page would you turn to if you wanted to find information about how to deal with mice in your garden?
  
2. What page would you turn to if you wanted to find information about growing plants in your home?

## Index Lists



An index list is at the end of a book or report. An index shows important information from the text in a list. It gives the page numbers where each piece of information can be found. It helps us to find information about the topic we want very quickly. It is in alphabetical order.



### Index

#### A

Aloe Vera (19, 25)

Aphids (32)

Azalea (3, 6)

#### B

Basil (5, 13)

Bulbs (18)

#### C

Capsid Bugs (8, 31)

Citrus Trees (2, 17)

Use this index to answer these questions.



Task  
5

1. Aloe vera comes first in the index. Why is this?
2. Which pages will give you information about the Azalea plant?





## Recap

In this booklet so far, you have looked at the following organisational features.

Complete the table. Try to remember as much as you can about each organisational feature without looking back at page 9.



Task  
6

<b>Heading</b>	
<b>Subheading</b>	
<b>Bullet points</b>	
<b>Menu</b>	
<b>Tabs and links</b>	
<b>Contents and index page</b>	



## Notes





**Let's keep going**

**FOLLOW**



**WWW (What Went Well)**

**EBI (Even Better If)**

**Next steps**

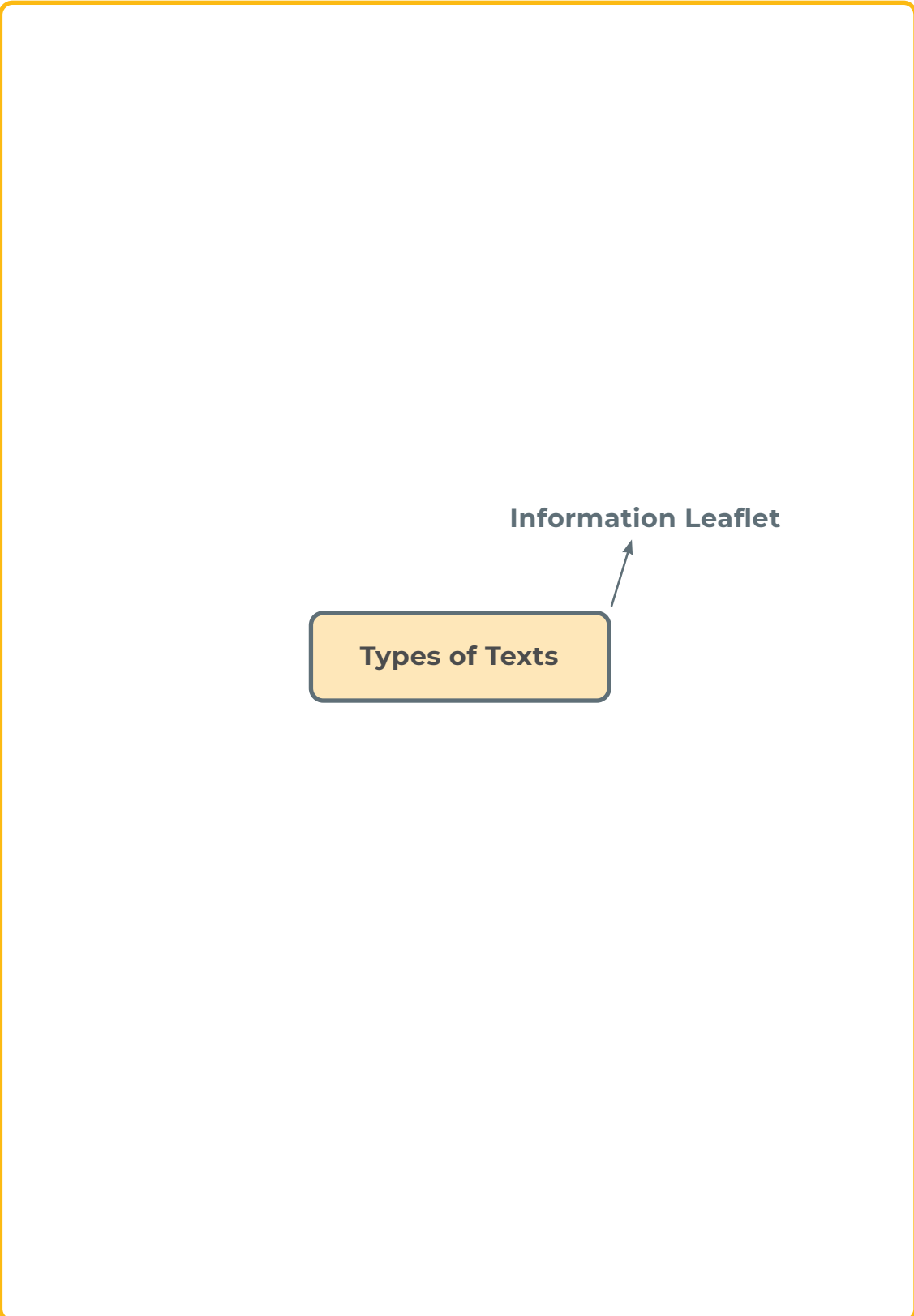
**Learner feedback** (Please provide some feedback for your tutor following the comments that you have just made on your work.)

## Purpose of Text

There are lots of different types of texts we read to help us day to day. Use this space below to create a list of the sort of texts you think you may come across in everyday life. These could relate to family and friends, work or personal reasons. It may help to think back to pieces of reading you have done throughout this course.



Task  
7



Information Leaflet

Types of Texts

## Purpose of Text

The purpose of a text simply means:

### Why did the writer write the text?

A text is always written for a reason. We can usually identify texts by their main purpose.

<b>instruct</b>	<b>describe</b>
<b>narrate</b>	<b>explain</b>

To decide what a text's purpose is, ask yourself these questions:



Task  
8

1. Does the text provide a series of tasks to do?

If yes, it is a text that **instructs** such as a recipe. Where else might you find an example of an instructional text?

2. Does the text help the reader to form a mental picture about a place or person?

If yes, it may be a text that **describes**, such as an estate agent's advert. Where else might you find an example of a describing text?

## Purpose of Text



### Task 8

- 3.** Does the text recall a series of events in the order in which they happened?

If so, it may be a text that **narrates**, such as an accident report. These texts give an account or tell a story. A book is another example. Can you think of another example?

- 4.** Does the text tell how something works or why something happens?

If so, its purpose is to **explain**, such as a guide about your bike. Write an explanation text:

## Purpose of Text



Task  
9

Sort these text types into each category based on what you believe their purpose would be.

**a recipe book**

**an account of  
the events of a  
traffic accident**

**a leaflet about  
the benefits of  
exercise**

**a newspaper  
report about a  
charity event**

**a GCSE biology  
study book**

**a review  
of a film**

**a guide to  
connecting a  
TV to wi-fi**

**a detailed  
restaurant  
menu**

<b>instructional</b>	
<b>explanatory</b>	
<b>descriptive</b>	
<b>narrative</b>	



## Purpose of Text

Look at the following texts. Think about the way they look and the types of words they use.

**What is their purpose? Pick from the table on page 24.**

### Allergy Food Diary

Date: Monday 14th January

Time	Food Eaten	Symptoms
9am	For breakfast I had some wholewheat toast with butter and marmite. I was worried this may cause stomach ache because it contains gluten and yeast.	I actually had no symptoms.
11am	I had an apple for a snack. It was a royal gala apple.	My throat itched slightly.
1pm	At lunchtime I ate carrot soup with rye bread and cherry tomatoes.	I had no stomach ache, but my throat was itchy again.
6pm	My final meal of the day was fish and chips.	I had no symptoms but I was very full.



Task  
10

This text recounts events in the order they happened.

It is a \_\_\_\_\_ text.





## Purpose of Text

### Online Review: Sam's Farm Shop ★★★★★

Sam's boasts a welcoming environment. The warm staff greet you as soon as you walk in. The smell of food is tantalising, and it was great that the staff paid a lot of attention to my food allergies.

All produce is organic and comes straight from the farm. The carrot soup was delicious and the **'try it at home'** recipe idea was great, I can't wait to make it myself, with carrots I purchased from the shop fresh straight from the ground that day.

The food tasted amazing and was really good value. I can't wait to go back again.



Task  
11

This text uses lots of describing words and words that appeal to the senses. It is a \_\_\_\_\_ text.



## Purpose of Text

### How to Use a Slow Cooker

1. Set the temperature correctly. If you are in a rush, you can use the high setting for just over half the time of the low setting.
2. Put the slow cooker on a sturdy surface.
3. Use dry herbs rather than fresh where possible.
4. Don't lift the lid during the cooking process.
5. Remove any leftovers and cool them before storing.



Task  
12

This text tells you how to do something using ordered steps and direct doing words.

It is an \_\_\_\_\_ text.



### What is Eid and when does it happen?

**Eid** in Arabic means “feast, festival, holiday.” **Eid** is a worldwide festival and celebration for Muslims. During the calendar year there are two **Eids** that are celebrated by Muslims. **Eid ul Fitr**, which means “festival to break the fast”, is at the end of the holy month of Ramadan in which Muslims fast for a whole month.



Task  
13

This text uses clear language to tell us why and how something happens. It is an \_\_\_\_\_ text.



## Quick Test



Task  
14

Try to answer these questions **without** going back and looking through the booklet.

Identify the purpose.

1. A one-page printout showing how to build a garden shed.
2. A leaflet about the benefits of exercise.
3. An **article** about a day in the life of a farmer.
4. A negative website review about a lawn mower.

Take another look at page 22.

**Do you need to change any of your answers?**

## Recap



Task  
15

In this workbook so far, we have looked at:

Topic	Subject	✓
Layout features	Headings	
	Subheadings	
	Bullet points	
	Menus	
	Tabs	
	Links	
	Contents pages	
	Index pages	
Text purposes	Instructions	
	Explanations	
	Descriptions	
	Narratives	

If you feel confident understanding each topic, tick next to the box. If you feel less confident, take another look at the section of the booklet and make a note for your tutor in the feedback pages.

## Identifying Text Purposes

Let's bring all your learning together. Read the text. Use your knowledge of organisational features and identifying text purpose to answer the questions on the next page.

### Food.com

Home	Recipes	Health	Budget	Subscribe	Q
------	---------	--------	--------	-----------	---

### Easy Carrot Soup

#### Ingredients

- 1 tablespoon of butter or oil
- 3 carrots, peeled and chopped
- 1 onion, chopped
- 1 potato, peeled and chopped
- 1 clove of garlic, crushed
- 1 litre of vegetable stock



#### Method

1. Heat the butter or oil in a heavy saucepan.
2. Add the vegetables and cook until soft.
3. Pour in the stock and simmer for 20 minutes or until the vegetables are cooked through.
4. Use a blender to process the soup until it is smooth.
5. Put back on the heat to warm through.
6. Serve with crusty bread.

This soup is perfect on a cold winter's night. It's especially suitable for anyone on a budget. The warming, hearty flavours and health-giving benefits are guaranteed to put a smile on your face on the darkest of evenings.

For more soup recipes, visit our sister site at [www.soup.com](http://www.soup.com)



## Identifying Text Purposes



### Task 16

1. What is the main purpose of the text on page 30?
2. Explain how you know the purpose of the text.
3. Which subheading would you go to to find the steps you need to take to make the soup?
4. Which section uses bullet points? Why does it use them?
5. What part of the text would you use to find more soup recipes?
6. On the text, label the **heading** and the **tabs**.

### Challenge Questions

7. Look at the text in the box at the bottom of the page. What is the purpose of this piece of writing?
8. Explain how you know what sort of text this part is.

## ➤ Create Your Own Advert or Poster

Throughout this booklet, you may have noticed some content relating to food, gardening and starting your own business.

Sam has recently started her own business, a farm shop and cafe. She needs a poster or advert creating to advertise her new business and to persuade new customers to come and buy her produce and eat and drink in her cafe.

Be as creative as you want and design a poster or written advert to help Sam. Demonstrate your knowledge of using organisational layout features in text in your poster or advert. Think about the use of all of the organisational layout features covered so far and also think about the use of persuasive language.

**Remember** – **Persuasive** language can help to sell products or services, or to convince people to accept a view or idea.

Here are some types of persuasive techniques and examples of how they can be used:

Technique	Examples
Flattery – complimenting your audience.	“You are so much better at doing that than I am.”
Opinion – a personal viewpoint often presented as if fact.	“In my opinion that is the best thing in the world.”
Hyperbole – exaggerated language used for effect.	“This is the worst book in the world!”
Personal pronouns – ‘I’, ‘you’ and ‘we’.	“I have had enough!” “We have had enough.” “You have had enough.”
Emotive language – vocabulary to make the audience/reader feel a particular emotion.	You should recycle because it saves the planet.
Statistics and figures – factual data used in a persuasive way.	80% of people agreed that the coffee shop is the best thing to have happened in the community.



## Create Your Own Advert or Poster



Task  
17

Use this space for planning – the next two pages are blank for your advert or poster.







## Create Your Own Advert or Poster



Task  
17



## Create Your Own Advert or Poster



Task  
17



**WWW (What Went Well)**

**EBI (Even Better If)**

**Next steps**

**Learner feedback** (Please provide some feedback for your tutor following the comments that you have just made on your work.)



<b>Article</b>	An article is a piece of writing in a newspaper, magazine, book, or website which provides information based on fact.
<b>Persuasive</b>	To be good at persuading someone to do or believe something.
<b>Recap</b>	Sum up, restate or state again; to repeat the main points of an explanation or a description.
<b>Report</b>	A report is a text which shares information (usually facts) in a formal way.
<b>Organisational features</b>	Organisational features is the name given to the different ways we present a text. This includes links, tabs and headings (along with many others).

## **Next Steps**

Now you have completed Booklet 10, please return this to your tutor/trainer.

Your tutor/trainer will mark the work and provide you with some feedback showing what you have done well and suggestions on improvements.

The next booklet will be provided to you.



## Have Your Say



We would be interested in your opinion of this booklet.

1. **Was there anything you found easy in this workbook?** Yes No  
If you answered yes, what did you find easy?

2. **Was there anything you found hard?** Yes No  
If you answered yes, what did you find hard?

3. **Is there anything that you would like your tutor to go over again?** Yes No  
If you answered yes, what is this?

4. **If your tutor provided learning aids, did you use them?** Yes No  
If you answered yes, how were they useful?

5. **Would you like more support?** Yes No  
If you answered yes, one of our Support Staff will get in touch with you.

6. **Do you have any questions?**

7. **What have you learnt from this booklet?**

## Notes



