# Whose view is it?

## Learning Notes

First, explain how a later detail makes the reader revise an earlier judgement.

**Unit 2 / How much force does the wording carry?**

| Notice wording | What it supports |
|---|---|
| is required | must: a rule |
| is recommended | should: advice |
| is a possible outcome | might: possibility |

## Your learning route

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Identify the first judgement •Use the revealing detail

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Identify the force of the notice •Preserve what the reader may do

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Name _____ Class _____

Date _____

# 01 Reading a reversal in a first-person account

Learning goal Explain how a later detail makes the reader revise an earlier judgement.

**Key idea**

Identify what the narrator initially believes and the detail that seems to support it. Then find the later disclosure and explain what the earlier action means in that light. Merely listing two events misses the change in interpretation.

## Worked example

I thought the porter was wasting time: he tried each door twice. Only when he slipped a small card beside the second handle did I notice the first handle had failed to catch. How does the last detail change our view?

1 **Identify the first judgement** Wasting time is the narrator's interpretation of the repeated check. It tells us how the action first appears, not what the porter intends.

2 **Use the revealing detail** The handle has failed to catch. Looking back, the repeated movement tests something that a quick glance would miss. Reinterpret the same action rather than inventing a new motive.

**Worked answer** The double check looks unnecessarily slow at first. The failed catch shows that a closed-looking door may still be unlocked, so his repetition is a useful safety check.

**Common mistake** "The porter suddenly becomes careful at the end."

**Check your thinking** His behaviour stays consistent. The narrator finally sees why he has been careful all along.

## Unit 1 • Guided practice

Nora ignored the applause and stared at the curtains. I called her ungrateful. Then a cable came loose where she was looking, and she caught it before it hit the lamp. Reinterpret her silence.

**Hint** Complete: At first this looks like ... . Once we learn ... , it looks more like ... .

# 02 Distinguishing rules, advice and possibility

Learning goal Choose a modal that preserves the strength of a source statement.

**Key idea**

Classify the message before rewriting it. Must expresses an obligation, must not a prohibition, should advice, and may or might a possibility when the context predicts an event. Do not turn a recommendation into a rule.

## Worked example

The notice says, 'It is recommended that visitors keep a copy.' Rewrite using a modal. Is it a condition of entry?

1 **Identify the force of the notice** Recommended offers a sensible action. Before choosing a modal, ask what happens under the notice if the visitor has no copy.
2 **Preserve what the reader may do** Should keeps the advice useful while leaving entry open. Must would turn a suggestion into a rule with an invented consequence.

**Worked answer** Visitors should keep a copy. It is advice; the notice does not make possession of a copy an entry condition.

## How much force does the wording carry?

| Notice wording | What it supports |
|---|---|
| is required | must: a rule |
| is recommended | should: advice |
| is a possible outcome | might: possibility |

**Common mistake** "Visitors must keep a copy to enter."

**Check your thinking** The original supplies neither obligation nor a penalty. Choose a modal no stronger than the wording supports.

## Unit 2 • Guided practice

Under the rules, food is forbidden in the archive. Rewrite with a modal and keep the force.

**Hint** Look for words such as required, recommended, forbidden or possible.

# 03 Writing a service update for its actual readers

Learning goal Turn internal notes into a concise public update with a reason and a usable alternative.

**Key idea**

Decide what a visitor needs first: what changes, when, and what to do instead. Translate internal shorthand into ordinary words. Include the reason briefly. A detailed explanation of staffing is little help if the visitor still heads for the wrong door.

## Worked example

Write a public update from these notes: Monday 9–11; lift out; engineer replacing button; accessible lift beside east entrance.

1 **Write from the visitor's position** A visitor needs the affected lift, the closure window and a usable alternative. Lead with what changes their journey.

2 **Translate the repair note** A replacement button explains the closure in a short phrase. Put the accessible lift beside the east entrance in an instruction readers can follow.

**Worked answer** The main lift will be closed on Monday from 9 to 11 am while its button is replaced. Please use the accessible lift beside the east entrance. This gives a route before visitors have to ask.

**Common mistake** "Engineering works are taking place. Sorry for the inconvenience."

**Check your thinking** Readers still cannot tell when to change route or where to go. Supply the exact window and alternative.

## Unit 3 • Guided practice

Notes: Tuesday lunchtime; desk closed; staff training; return books using box outside library. Write the update.

**Hint** Underline the affected service and the alternative; circle the time window.

# Apply what you learned

## Unit 1 • New context

I rolled my eyes as my teammate read the cast list twice. Then she pointed to two lines with the same actor on stage in different rooms at once. How does the ending revise the opening?

## Unit 2 • New context

Notice: "All volunteers are required to wear a badge. A spare jacket is advisable." Rewrite using two suitable modals.

## Unit 3 • New context

Tuesday 1–3 pm: north door closed for hinge work; level entrance open at west door. Write a two-sentence public update.

# Unit quiz

Instructions Work independently. Show your thinking, then hand your work to your teacher or parent.

## Task 1

I called the empty squares on my grandfather's calendar wasted days. He opened a drawer filled with clay bowls dated on those very days. Explain the reversal.

## Task 2

A cancellation is possible if the pier closes. Express the announcement with a modal without promising cancellation.

## Task 3

Write a public update: 3–5 pm Friday; indoor court unavailable; floor drying; booked groups use covered court B.

# Check your practice

## Unit 1 Reading a reversal in a first-person account

**Guided practice** Her silence initially seems rude. Watching the loose cable shows she was attending to a danger rather than dismissing the audience.

**Application** The double reading first looks fussy. The clash she finds shows she was checking whether the rehearsal could actually work.

## Unit 2 Distinguishing rules, advice and possibility

**Guided practice** Visitors must not bring food into the archive. Should not would weaken a prohibition into advice.

**Application** Volunteers must wear a badge. They should bring a spare jacket.

## Unit 3 Writing a service update for its actual readers

**Guided practice** The library desk will be closed at lunchtime on Tuesday for staff training. Please return books using the box outside the library.

**Application** The north door will be closed on Tuesday from 1 to 3 pm while its hinges are repaired. Please use the level entrance at the west door.

**Revisit a task** Choose one task. Copy a clue or rewrite one part of your answer.