

Boost Free Lessons - Year 9 English

Lesson 20: Adapting a Text for a New Audience

Name: _____ Grade: _____ Date: _____

Read the notice below.

Pursuant to Council Resolution 14/2, the Wattle Street playground will be decommissioned for a period of approximately eleven weeks commencing 3 March, to facilitate the replacement of soft-fall surfacing and associated infrastructure. Alternative facilities are available at Elm Reserve.

Your task: Rewrite this notice **twice**, for two different audiences:

- A. A text message to a parent, about 40 words.
- B. A poster for primary school children, about 60 words.

Then explain, in three or four sentences, what you changed and why.

Worked Example 1

Adapting for audience: what actually changes?

1. The **facts** stay the same. The playground closes on 3 March for about eleven weeks.
2. **Vocabulary** changes. *Decommissioned* becomes *closed*; *soft-fall surfacing* becomes *the soft ground*.
3. **Sentence length** changes. A text message needs short sentences; a children's poster needs shorter ones still.
4. **Tone** changes. Formal and impersonal for the council; direct and warm for a parent; friendly for a child.
5. What the reader **needs** changes. A parent needs the dates. A child needs to know where else to play.

Keep the facts. Change vocabulary, sentence length, tone, and what you lead with.

Remember: When adapting a text, the **facts** stay and everything else moves. Change vocabulary, sentence length, tone, and above all **what you lead with**.



Question 1: Plan your response before you begin writing.

1. The facts that must survive both versions

2. Version A: what the parent needs to know first

3. Version B: what the child needs to know first

4. Words I will have to replace, and what with

5. How the tone will differ between the two

6. What I will leave out, and why



Question 2: Write Version A and Version B below.

[illegible]

Explain what you changed and why.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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Model Response and Self-Check: Adapting a Text for a New Audience**Model Response****Version A: text message to a parent**

Heads up, the Wattle Street playground closes from 3 March for about eleven weeks while they replace the soft ground underneath. Elm Reserve is open the whole time if you need somewhere else.

Version B: poster for primary school children

Our playground is having a make-over!

From 3 March, Wattle Street playground will be closed while we put in brand new soft ground to land on.

It will take about eleven weeks.

Until then, come and play at Elm Reserve instead. See you there!

What I changed and why

I kept all three facts in both versions: the closure date, the length of the closure, and the alternative site. Everything else changed. I replaced formal vocabulary such as “decommissioned” and “soft-fall surfacing” with everyday words, because neither audience would use them. For the parent I led with the closure, since that is the information that affects their week, and I kept it to two sentences because a text is read quickly. For the children I led with the reason rather than the closure, used exclamation marks and a friendly sign-off, and ended on where they can still play, because a closure is bad news and the alternative is the part they need most.

Check your own response

1. Both versions keep all the essential facts.
2. Version A suits a parent: brief, direct and informative.
3. Version B suits a child: simple vocabulary and short sentences.
4. I have replaced all the formal or technical words.
5. Each version leads with what that audience needs first.
6. The tone is clearly different between the two versions.
7. I have explained what I changed and why.
8. I have checked my spelling and punctuation.

