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Ready-Ed
Publications

The Easy English Series
For ESL and ESD students
Book 6

PHOTOCOPY
MASTERS

Easy Text Types

Text types for students who have
little or no experience of English.

SAMPLE

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Teachers' Notes

Easy Text Types is the sixth book in the **Easy English Series** for students learning English as a Second Language as well as Aboriginal students learning English as a Second Dialect, that is, students who are coming into the school system having little or no experience of English.

ESL/ESD learners need an explicit, methodical and planned language program that is integrated into their class work in all key learning areas.

It is important for the teacher to establish a supportive classroom environment where the student's first language and culture are valued. This will nurture the student's self-esteem and encourage him/her to gain confidence in the early stages of learning the new language. Use of co-operative learning strategies and peer tutoring will help the student build social friendships as well as develop language skills.

It is important for the teacher to be aware that using short, positive sentences is best for the learner. The teacher must provide time for the student to process statements and instructions and always check

for the student's understanding.

The teacher's gestures and facial expressions plus visual clues (photos, pictures, objects, etc) are vital to the student when working out meaning. Regular, positive feedback by the teacher will consolidate the student's sense of achievement and encourage self confidence.

Easy Text Types (Book 6) builds on the thematic vocabulary introduced in **Easy Words (Book 1)** and uses examples from the stories in **Easy Read and Write (Books 2 and 3)**. Punctuation and grammar points from **Easy Punctuation** and **Easy Grammar (Books 4 and 5)** are revised at the start of this book, as these skills are needed by students to complete the set activities and write their own stories.

Easy Text Types focuses on four different types of texts. They are: narrative, recount, procedure and information reports. Joint teacher/student construction of these text types will provide scaffolding for students and help them to gain confidence in their ability to write their own texts. **More Easy Text Types (Book 7)** and **Easy Editing and Proofreading (Book**

Text Type Overview

Text Type: NARRATIVE

Forms:

story, myth or legend, play

Features:

Orientation - introduce main character, setting

Purpose - Tell a story and to entertain

Complication - sequence of events which are interrupted

Resolution - usually the problems are solved by the main character

Grammar focus:

Nouns (words that identify characters and places)

Adjectives (to express feelings or describe characters)

Verbs (to express actions)

Adverbs (to show time/place)

Conjunctions (to join words and sentences)

Text Type: PROCEDURE

Forms:

instructions, recipes, playing a game, using an appliance

Features:

Purpose - to instruct someone

Materials Required - what is needed

Steps - steps to complete the task

Grammar focus:

Nouns (names of things needed)

Verbs (describe action and command)

Adverbs (to show time/place)

Vocabulary (specific vocabulary for a specific purpose)

Conjunctions (to sequence actions)

Text Type: INFORMATION REPORT

Forms:

scientific report, newspaper article, book review

Features:

Statement - a general statement about the subject of the report

Description - specific information about all aspects of subject

Conclusion - tells reader something interesting about subject

Grammar focus:

Nouns (general nouns)

Verbs (action verbs and specific verbs for the subject)

Timeless Present Tense (to indicate usualness)

Technical Language (specific to the subject)

Paragraphs (topic sentences)

Text Type: RECOUNT

Forms:

retelling an event, a journal, a diary, a life story

Features:

Orientation - tells who, where and when

Events - retell important events sequentially

Conclusion - final personal comment on events

Grammar focus:

Nouns (people, animals and things)

Adjectives (to describe nouns)

Verbs (describe actions usually in past tense)

Adverbs (to add information about place and time)

Conjunctions (to sequence events)

Text Type Overview

Text Type: EXPLANATION

Forms:

text book, information book

Features:

Statement - tells the reader what will be explained

Explanation - a sequence of events that explains something (may include visual images)

Conclusion - a finishing statement

Grammar focus:

Nouns and Noun Groups

Verbs and Adverbs (action verbs, present tense verbs)

Conjunctions (to sequence steps)

Technical Language

Text Type: EXPOSITION

Forms:

speech, letter

Features:

Statement - state your position

Argument - points that support the position

Conclusion - restating the position

Grammar focus:

Nouns

Verbs (action and thinking)

Technical Words

Adverbs

Connectives (firstly, secondly)

Text Type: DESCRIPTION

Forms:

describing people, animals and objects

Features:

Introduction - the subject

Description - details

Conclusion - final comment

Grammar focus:

Nouns and Noun Groups

Pronouns

Adjectives (for describing)

Verbs (action and thinking)

Adverbs

Conjunctions

Descriptive Language (as round as a pudding)

Text Type: DISCUSSION

Forms:

debate, speech, advertisement, review

Features:

Statement - outlines the subject

Argument - lists points for and against

Conclusion - summing up both sides or favouring one

Grammar focus:

Nouns

Verbs (action and thinking)

Adverbs

Connectives (to link arguments)

Text Type: RESPONSE

Forms: review

Features:

Context - background information

Description - characters, events, themes

Opinion - personal comment

Grammar focus:

sentences, nouns and noun groups, adjectives, verbs, present tense, adverbs, sequence of events

Text Type: POETRY

Forms: rhyming, free verse, acrostic, limerick

Features: rhyme, emotion, meaning

Grammar focus:

Descriptive Language (noun groups and adjectives)

Verbs and Adverbs (actions, time and place)

The Race Activity 3

Use the words below to complete the story.

hare sleep line tortoise winner race

Once upon a time a hare and a tortoise had a (1) _____.

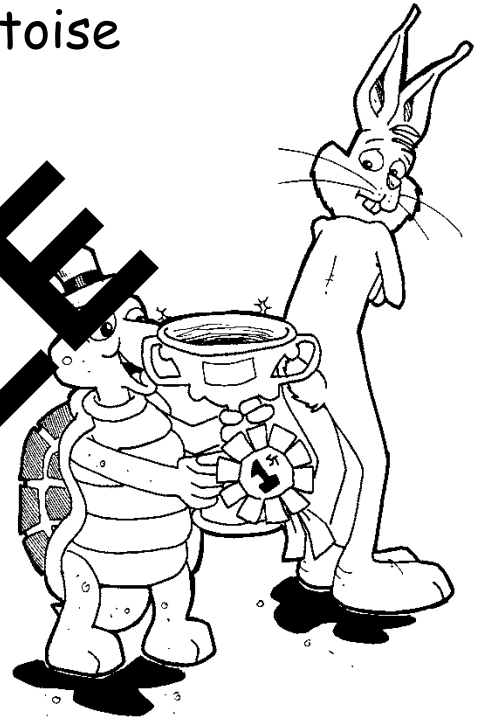
The hare said he was faster than the (2) _____ but the tortoise said, "I can win!"

They started the race. The (3) _____ ran very fast. The tortoise walked slowly.

Soon the hare was tired so he sat down. Then he went to (4) _____.

The tortoise walked on slowly. Later, he crossed the finishing (5) _____.

The hare woke up and saw the tortoise. He was too late. The tortoise was the (6) _____.



Narrative 2: Bluey's Day Out

Read this narrative.

Last Friday, Bluey the dog was sitting on the grass in the sun. It was very quiet.

Bluey walked down the path to the front gate. He looked out of the gate. He saw that the gate was open a little bit. Usually the gate was closed.

Bluey pushed the gate with his nose. It opened a little bit more. He walked out of the gate on to the footpath. He walked slowly to the park.

On the way he saw two red and blue birds on the grass. He ran after the birds. They looked at him then they flew away.

Next he saw a lady with a big black dog. It was bigger than Bluey. He was scared. The big dog barked at him.

Bluey quickly ran all the way home. He ran in the front gate. He went and lay on his mat in the sun. He was happy

