

# Easy Text Types

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



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## Remember

Nouns can be singular (one) or plural (more than one).

1

Colour all the plural words red.

cats teeth box girls glasses  
child teachers books men brushes  
snake puppies mice nose tomatoes

## Remember

Adjectives are words that give more information about nouns. They are describing words, e.g. a tall tree, a big dog, a sunny day.

2

Circle the adjectives in this story then draw the picture.

It's a sunny day. A black and white bird is sitting in its little nest on the big branch of a tall tree.

The bird is looking at a man walking with two small brown dogs in the park.

## Teachers' Notes: Narrative

A narrative tells a story that can be imaginative or factual.

A narrative text can be a story, a myth, a legend or a play.

A narrative can entertain and also tell the reader about solving problems.

It is important to read and discuss narratives with students so that they understand and can identify the different parts of a narrative before they begin to write their own story.

### A narrative has three parts:

#### **Orientation** (beginning)

The first part introduces the main character(s) and the setting (time and place).

Look at the example of The White Goat:

Main character: White goat  
Time: A long time ago  
Place: Faraway country  
Small farm

#### **Complication** (middle)

In the middle of the story something happens and the main character usually faces problems or challenges.

Look at the example of The White Goat:

Problem: Bunyip won't let the goat cross the bridge  
Challenge: The goat has to find a way to cross the bridge

#### **Resolution** (end)

The main character usually solves the problem and sometimes learns something from the experience.

Look at the example of The White Goat:

Resolution: Goat solves the problem by knocking the bunyip into the water

### **The White Goat**

A long time ago in a faraway country, a big white goat lived on a small farm.

The grass on the farm was dry and brown but the goat saw sweet, green grass on the other side of the bridge.

The goat walked to the bridge. Suddenly a big, green bunyip jumped out of the water.

"Who is crossing my bridge?" the bunyip shouted. "No one crosses my bridge!"

The goat stopped. Then he looked at the angry bunyip. He thought about what to do.

He stamped his foot and ran onto the bridge. He knocked the bunyip right into the water. Then he walked across the bridge and ate the sweet, green grass on the other side.

# Check Your Story

Give yourself a ☒ if you answer yes when checking your story.

My title is interesting

☐

## The orientation (beginning)

The first part introduces the main character(s)

☐

It tells where the story happens (setting)

☐

It tells when the story happens (setting)

☐

## The complication (middle)

The middle part includes a problem or challenge the character(s) has to solve/face

☐

## The resolution (ending)

The character(s) faces the challenge and solves the problem

☐

I used interesting words in the story

☐

I checked my story for errors

☐

My story was interesting and made sense

☐



# Lilly's Day Out Activity 3

Activity

Use the words in the box to complete the recount.

walked arrived sang saw ate  
had sat stopped checked picked

Last Tuesday I went on a trip to the beach with my class. I (1) \_\_\_\_\_ everything in my backpack before I went to school.

I (2) \_\_\_\_\_ to school with Jack.

I (3) \_\_\_\_\_ at school at 8:30am.

The bus (4) \_\_\_\_\_ us up at 9 o'clock.

I (5) \_\_\_\_\_ on the back seat with my friends. We talked and (6) \_\_\_\_\_ songs.

When the bus (7) \_\_\_\_\_ at the beach we went to see the rock pools. I (8) \_\_\_\_\_ starfish, shells, crabs, fish and a little octopus.

Later I (9) \_\_\_\_\_ lunch on the grass.

I (10) \_\_\_\_\_ a very exciting day.

## Teachers' Notes: Procedure

A procedure tells the reader how to do something.

It can instruct someone on how to do something like play a game, follow a recipe, how to get to a place or how to use an appliance.

It is important to discuss procedures with students, particularly in the

context of a classroom as they follow procedures all the time in their daily school activities. For example they use computers, play outdoor games and make food.

They will then be familiar with the different parts of this text type before they start to write their own.

### A procedure has three parts:

#### **Purpose** (aim)

The first part tells the reader what the instructions are for.

#### **Materials** (what is needed)

The second part tells the reader what items are needed to carry out the task.

#### **Steps** (how to do it)

The third part tells the reader the steps that he/she needs to take to complete the task.

### How to Grow Seeds

#### What you need:

- a saucer
- cotton wool
- bird seed
- water in a small jug

#### How to do it:

1. Place cotton wool on a saucer
2. Water the cotton wool so that it is damp
3. Sprinkle bird seed on top of the damp cotton wool
4. Move the saucer to a warm, sunny area
5. Check it every day
6. Add more water so that the cotton wool is damp
7. Watch the little green shoots come up after a few days

# How to Make a Banana Sandwich

## Activity 1

Activity

Read How to Make a Banana Sandwich  
and answer the questions.

1. What are the instructions for?

\_\_\_\_\_

2. What things do you need? • \_\_\_\_\_

• \_\_\_\_\_ • \_\_\_\_\_

• \_\_\_\_\_ • \_\_\_\_\_

3. How do you make it?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

I think my banana sandwich will taste

\_\_\_\_\_.

I also like \_\_\_\_\_ sandwiches.



# Kookaburras Activity 2



Find some of the words that help you to find information in the report.

1. Find four **nouns**.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Find three **adjectives** that tell you about their colour.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Find four **verbs**.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Find groups of words that tell you 'where' or 'when'.

Is an A \_\_\_\_\_

In their n \_\_\_\_\_

In h \_\_\_\_\_

Inside t \_\_\_\_\_

Early \_\_\_\_\_

Late \_\_\_\_\_