

# More Easy Text Types

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



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# Grammar Revision 2



## Remember

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

**1**

**Colour all the plural words red.**

face eyes nose finger knees hands arm  
leg feet back ears back teeth head toes

## Remember

Adjectives are words that give more information about nouns. They are describing words, e.g. a happy girl, a yellow flower, a small lizard.

**2**

**Circle the adjectives in this story then draw the picture.**

It's a hot day today. A girl wearing a purple t-shirt and pink shorts is licking an ice cream. Her brother is drinking a bottle of water. They are taking their black dog for a walk in the park. They see colourful parrots in the tall gum trees.

# Punctuation Revision 3

## Remember



Speech marks are used to show words that someone says. Punctuation goes inside the speech marks.

Example: The hare said, "I can win the race."

1

Colour the speech marks in these sentences.

- a. "I'm the winner," the tortoise said to the hare.
- b. "Do you want a glass of water?" she asked.
- c. "Help! Fire!" he shouted.
- d. "It's cold today," he said.
- e. "Happy birthday," she screamed.

2

Add speech marks to these sentences.

- a. Where are you? she asked.
- b. Goodbye, he called.
- c. How old are you? the doctor asked.
- d. We're going to the park, they said.
- e. Well done! the coach shouted.

# Check Your Explanation

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

- ☐ My title is the subject of the explanation

## The statement (introduction)

- ☐ The first part tells the reader what the explanation is about

## The explanation (series of events)

- ☐ The second part explains how something works or why something happens
- ☐ The information is told in the order that it happens
- ☐ I used words such as first, next, soon, later and finally, to help me organise my information
- ☐ The information is detailed
- ☐ The information is easy to understand

## Final statement (comment/summary)

- ☐ The final part ends with a comment or a summary
- ☐ I used describing words in the explanation
- ☐ My explanation was interesting
- ☐ I checked my explanation for errors
- ☐ My sentences made sense

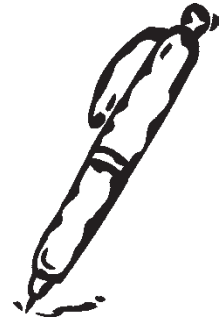


# Exposition 1: Balloons

Read this exposition. It is in the form of a letter addressed to the newspaper about balloons.

Dear Editor,

People should not let lots of balloons go at the football grand final. The balloons look nice but they cause a lot of problems.



Firstly, bits from the balloons fall down to the land and into the rivers and ocean. The balloons are bad for land birds and animals and also sea birds and animals. Sea birds, turtles and dolphins will eat the bits of the balloons that fall. They think they are jellyfish. When they eat these bits, they get very sick and die.

Secondly, bits of ribbon are sometimes still tied to the bits of balloons. The ribbons can get stuck around birds' necks or legs. Then they can't catch fish to eat.

Thirdly, balloons that pop and fall down on the ground cause pollution and make the area look messy.

Balloons are fun but don't let lots of them go up into the sky. They are not good for the birds and animals. We must look after the environment.

Olivia Newton  
Balcatta. W.A.

# Discussion 1:

## Should Kids Do Homework?

Read this discussion that happened in Mr Green's class.

Is homework important? Is homework really necessary?

Homework helps kids to practise new work that they have just learned in school. When they practise that work at home it helps them to understand it.

When kids do homework they remember the new work more easily. They have more time to think about it at home.

Some kids don't want to do homework. Firstly, because they think that they do enough school work every day at school. They want to relax and have fun with their friends after school.

Secondly, they say homework is boring, because it's the same work that they do in school every day. They want to play, ride their bikes, go swimming or just do nothing.



Our class think that kids should do homework. It's important for their education. They have lots of time after school and on the weekend to play and relax. They also have time to do some homework.

## Teachers' Notes: Response

A response or review tells the reader what someone thinks of a book or a program. It usually tells the reader about the important features of a book or program and ends with the writer's personal opinion. Usually a response is in the form of a review. It is important that

students are familiar with a variety of narratives before being asked to give a spoken or written response on them. Try to use narratives that students can relate to, e.g. a shared book or a jointly constructed story. Joint construction of a response will build their confidence.

### A response has three parts:

#### **The context** (first part)

The first part of a response or review introduces the book/program and gives information about it: the title, the author, the setting, the story and what type of book/program it is.

#### **Text description** (second part)

The second part gives information about the main character/person and the other characters/people and also about what happens in the story. It doesn't tell the whole story, it just selects the main and most interesting points.

#### **Opinion** (final part)

In the final part, the writer gives his/her opinion of the book or program and tells why he/she did or didn't enjoy it.

#### Title: **Kids in the Kitchen**

Kids in the Kitchen is a cool program for kids in primary school. It's on every Monday at 4:30pm. Krystal and Adam are good cooks and very funny too.

They cook food that looks good and tastes good too. They have easy recipes. They use ingredients that most people already have in the cupboard. I really like the fact that you can download the recipe after the program. I make something yummy for my family every weekend. My brother always asks me what I'm going to cook. He likes to cook too.

I really enjoy Kids in the Kitchen. It's tops!

#### **Grammatical features**

**noun groups:** a cool program, easy recipes

**verbs:** prepare, watch, make

**present tense verbs:**

prepare, watch, make

**words that persuade:** a cool program, I really like



## Teachers' Notes: Poetry

A poem expresses thoughts and feelings about people, nature, places, things and events. A poem can be about anything or anyone. Poems can be written with rhyme and rhythm or in free verse with no rhyme at all. Poems that rhyme often follow a rhyming pattern. Below are some examples.

In this poem/nursery rhyme, the second and the fourth lines rhyme.

Row, row, row your boat (a)  
Gently down the stream (b)  
If you see a crocodile (c)  
Don't forget to scream (b)

In this poem/nursery rhyme, the first and the second lines rhyme, the third and the fourth lines rhyme and the fifth and the sixth lines rhyme.

One, two (a)  
Buckle my shoe (a)  
Three, four (b)  
Knock on the door (b)  
Five, six (c)  
Pick up sticks (c)

There are many different types of poems covered in this book. There are narrative poems, acrostic poems and limericks. It is important to read poems aloud frequently to students so that they develop an enjoyment of different kinds of poems.

**Narrative** poems tell a story. They don't have to rhyme and can be any length.

In **acrostic** poems, the first letter of each line spells the title vertically. Each line must be a word which relates to the subject spelled out.

Example:

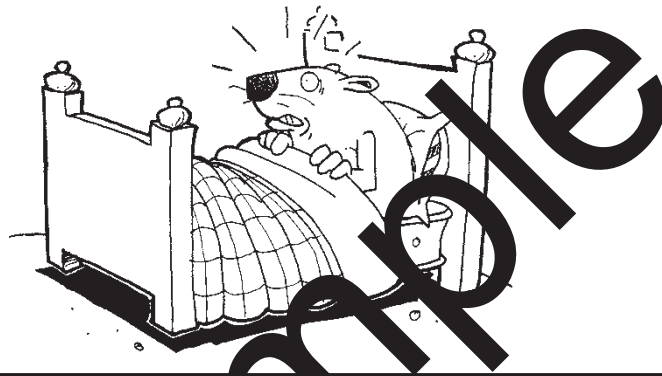
Shining  
Under the clouds  
Not cool

**Limericks** are funny or silly poems, which have five lines. The first, second and fifth lines rhyme and the third and fourth lines rhyme and are shorter in length.

# Poem 5: Limerick

Read this poem.

There once was a wombat named Fred,  
who liked to sleep all day in bed.  
One night that was bright  
he woke up with a fright,  
when he dreamed he was eating some bread.



Answer these questions.

1. What is the poem about?

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2. What happened to the wombat?

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3. Find the words that rhyme with:

Fred

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bright

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