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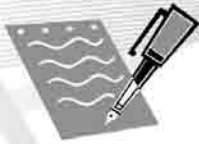
Ready-Ed
Publications

The Easy English Series
For ESL and ESD students
Book 7

PHOTOCOPY
MASTERS

More Easy Text Types

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



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Teachers' Notes

More Easy Text Types is the seventh 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 or 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.

More Easy Text Types (Book 7) builds on the thematic vocabulary introduced in **Easy Words (Book 1)** and uses examples from the stories in **Easy Read and Write (Book 2)** and **More Easy Read and Write (Book 3)**. It revises punctuation and grammar from **Easy Punctuation (Book 4)** and **Easy Grammar (Book 5)** and follows on from the text types explained in **Easy Text Types (Book 6)**.

More Easy Text Types focuses on explanation, description, exposition, discussion, response and poetry. Joint construction of these texts will help each student to understand how every text type works and differs.

Book 8 is the final book in the series and focuses on the skills of editing and proofreading.

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.

Teachers' Notes: Explanation

Explanatory texts tell readers how and why things happen.

They often explain how and why scientific or technical things happen or explain how something works. An explanation may also include pictures or diagrams.

It is important to discuss how things work and why things happen with students, so that they can identify and become familiar with, the different parts of an explanatory text. Discussing topics that are represented pictorially, e.g. life cycles, will encourage students to develop the language needed to write an explanation of their own.

An explanation has three parts:

A statement

(introduction)

The first part states what is going to be explained.

Explanation

(series of events)

The second part explains in detail how something works or why something happens. The events are explained clearly in sequence.

Final statement

(comment/summary)

The final statement may comment on the subject of the explanation or summarise the text.

Title: **The Water Cycle**

People, plants and animals need water to live.

First of all, water falls from the sky as rain.

Then, on a hot day, the sun takes water up into the sky.

After that, the water gets warm and turns into clouds.

Next, the rain clouds get bigger and drop rain.

The rain falls in the oceans and rivers and on the land.

Finally, the sun warms the water and takes it up into the sky once more. Then the cycle starts again.

All living things need water. The water cycle shows how water is recycled all over the world every day.

Grammatical features

general nouns:

water, rain clouds

noun groups: hot day, rain clouds

action verbs: falls, takes, warms

present tense:

falls, takes, warms

conjunctions of time or cause:

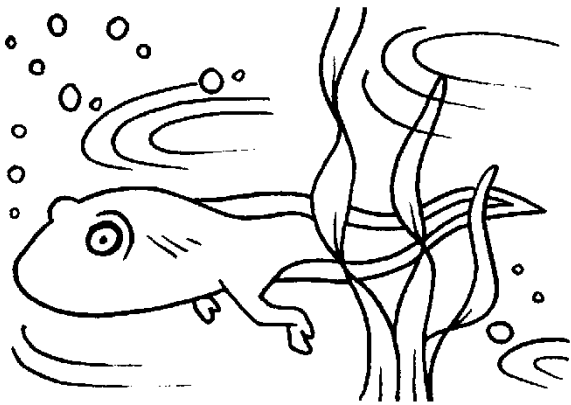
first, then, next

technical words:

cycle, recycle

Explanation 1: The Life Cycle of a Frog

Read this explanation.



Frogs are very interesting. They begin their lives as tadpoles then slowly change shape as they grow into frogs.

- First, a female frog lays a large number of tiny eggs that are stuck together with something that is like jelly.
- Then the eggs hatch into tadpoles after 10 days. The tadpoles swim, eat, grow and breathe with gills.
- Soon, as the tadpoles get bigger, back legs start to grow and the outside gills disappear.
- The tadpoles develop lungs and can breathe air. They are now known as froglets.
- Next, at about 10 to 12 weeks, the froglets grow front legs.
- Later, at about 14 weeks, froglets can eat small bugs. They now live mostly out of the water.
- Frogs have finished growing when they have no tail left.
- Finally, the little froglets become adult frogs.

