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For 10+ years



Text Types Book 3

Informative Texts

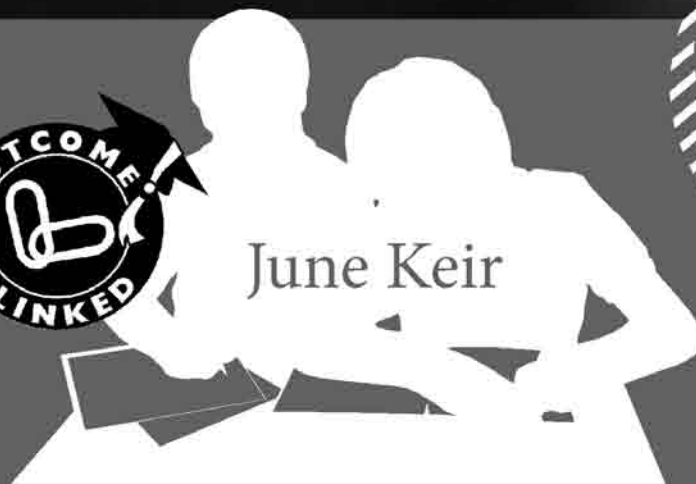
Recognising and creating procedures, explanations, recounts and descriptions.

www.istockphoto.com/sam_seltton

SAMPLE



June Keir



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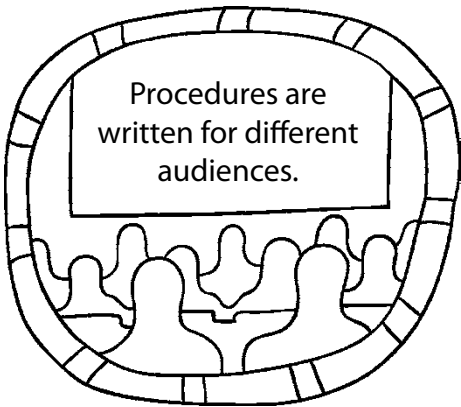
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When writing a procedure the writer needs to think about his or her audience and consider the following:

- The most likely age of his/her audience.
- Whether his/her audience is likely to have had any previous experience of this procedure.
- Whether his/her audience will need special instructions about the equipment needed or about the steps to be undertaken.

1. If you had to write a procedural text to show a kindergarten child how to play a game, how would you make the procedure easy for the young child to understand?

2. What are the main differences between writing a procedure for a young child and writing a procedure for an adult?

SAMPLE

Think about this:



You have to write a procedural text which shows the reader how to make a cheese sandwich. Your audience is a person who has lived in the jungle and has never even seen a sandwich, let alone eaten one.

* **What would you need to do to make sure this person could follow your procedure?**

Example of a Procedure

Specific goal:

To make a wind vane.

Audience:

Children

Equipment list:

- a rectangular piece of cardboard measuring 20cm x 6cm
- a pair of scissors
- a pencil
- a coin or washer
- sticky tape or craft glue
- a piece of string at least 50cm long
- 1 pin

Steps:

1. Mark a point 3cm across the short end of the cardboard.
2. Mark a line from this dot 4cm down each side of your cardboard.
3. Cut along these lines to make a pointed end.
4. Attach the washer or coin to one side of the pointed end of your cardboard.
5. Use the pin to make a hole in your cardboard so that it balances.
6. Tie the string through this hole.
7. Tie your wind vane to a tree branch.
8. Watch to see which way the wind blows your wind vane.



Remember

Special features of a procedure.

Purpose:

Tells the reader how to do or make something.

- Gives short, clear instructions.
- May include a short description of the finished product.
- May include diagrams or pictures.

Word focus:

- Action verbs
- Sequence words
- Time adverbs
- Technical words
- Commands

Tense:

Present

Point of view:

Usually second (you)



Explanations can explain how mechanical things work.

Let's look at an explanation of how a lever works.

Statement of phenomena:

How levers help us lift heavy loads.

Explanation sequence:

A lever is a bar that rests on a turning point. The turning point is called a fulcrum. The load is what has to be lifted. Effort is the amount of force that has to be used to lift the load.

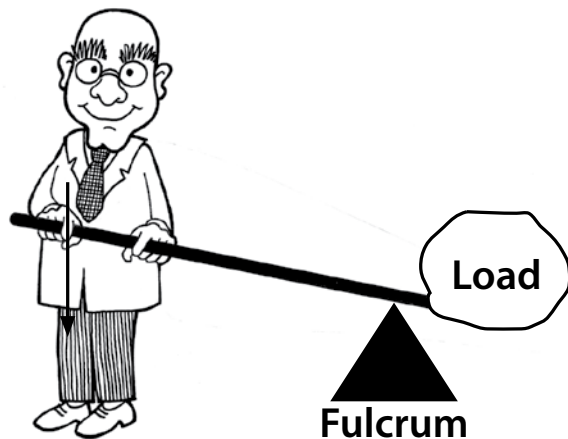
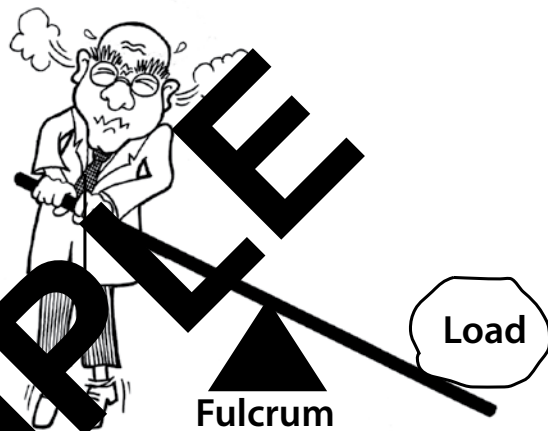
The bar is placed across the fulcrum and the load is placed on the end of the bar. When a person pushes on the opposite end of the bar, the bar pivots on the fulcrum making it easier to lift the load.

When the fulcrum is placed closer to the load, less effort is needed and the load is easier to lift.

A lever is a simple type of machine. Scissors, tongs, crowbars, saws and pliers all have levers.

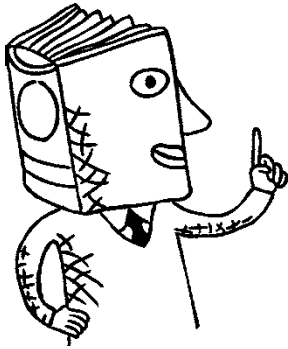
Concluding statement:

Levers help us lift heavy loads by using a fulcrum to lessen the force needed to move the load.



* Circle some technical words in the above explanation.

* Underline two sentences in the present tense.



Recounts tell the reader what happened.

There are many occasions when one person wants to tell another what happened.

Some of these occasions include:

- giving a news report at school
- telling or writing an account of a family holiday or school excursion
- writing letters
- journals
- diaries
- autobiographies

* List three more occasions when telling or writing a recount might happen.

* Reports are organised in a specific way. Look at the example on Page 34 and then think about a holiday or excursion that you've been on. Write a letter about this experience as if you are writing it to a friend. Remember to include the special features of a recount in your writing.



Dear _____
