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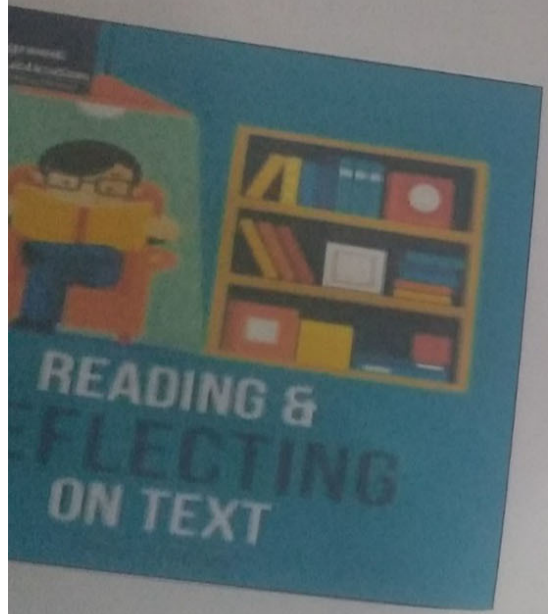
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INTRODUCTION

Language is meant for communication whether in spoken or in written form. The ultimate aim of language is to share ideas by a sender or encoder with the receiver or decoder, so that these are made common and this is the meaning of 'communis' - a Latin word - which means 'to make common' or 'to share'. So all the mechanics that are involved in the process of communication are in fact the mechanics of a language.

At the time of birth, a child knows no language. But gradually he listens to the kids to initiate it. Then at the age of three, he goes to school and learns how to read that language. Ultimately he learns how to write and then how he learns how to compose. Now this the basic process especially in learning of mother tongue.

If we analyses, this basically involve four skills :-

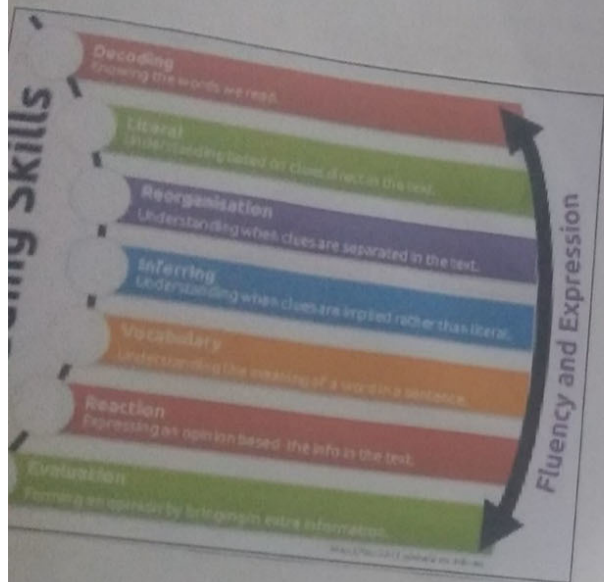


- (i) Listening
- (ii) Speaking
- (iii) Reading
- (iv) Writing

So when a child learns his mother tongue naturally, following the sequence of listening, then speaking, reading followed by writing he can learn any language in his natural way.

READING AS A LANGUAGE SKILL

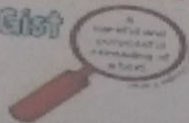
Reading is an important aspect of learning - learning a foreign language. Reading opens the gates of knowledge. The more a person reads, the more knowledge he is. And he gets help to tackle the problems of life in many ways. He has to read letters and newspapers, books and periodicals and also reads the road signs and other guidelines. His competency in reading enables him to know more and more about many things. And there is no need to stress the points that reading is a source of joy and personal happiness as it makes us interact with the writing of renowned writers.



CLOSE READING

First Read: Get the Gist

- What's the main idea?
- Can you summarize the text?
- What jumps out at you?
- What questions do you have?



Second Read: Dig a Little Deeper

- What text structures and text features were used?
- What is the author's purpose?
- How does the author feel about the subject?
- Why did the author use particular words and phrases?

Third Read: Put It all Together

- What inferences can you make?
- How does the author support key points?
- How does this relate to other texts you've read?
- How does this relate to your life?

- of the content.
- Asking the gist of the reading materials provided
- Asking students to describe the content in their own words; and
- Asking questions relating to figure of speech; phrases; idioms etc.
- The matching type questions. The students will be able to match the answer properly to the questions asked if they are able to comprehend the content.
- Asking the students to develop composition of the content read on similar topics.
- Asking multiple choice type questions
- Asking the students to arrange the given sentences in jumbled form in an orderly form.

ATTENTIVE / CLOSE READING AND REFLECTING ON TEXTS

Attentive / Close reading is an interaction that involves observation and interpretation b/w the reader and a text. It means reading and reflecting to come to new conclusions and understandings about the ideas that a text set out. Timothy Shanahan defines close reading as "an intensive analysis of a text in order

The reader is a decoder) that the writer the encoder has able to put (or encode) through the written text.

Now, the message conveyed by the text is understood and interpreted by the decoder only after decoding it and, thus, communication is achieved. We can understand this process with the help of the following diagram (from Nuttal, 1982).

Diagram clarifies that reading involves active participation of the reader/decoder in understanding the message the writer/encoder has conveyed through the written text in which the speaker or encoder encodes to hear it. The decoder the message or the intended makes it crystal clear that the reader or listener, who is decoding the messages, is not positive all.

READING FOR GLOBAL AND LOCAL COMPREHENSION

Reading is not only a mechanical skill. We gain a lot of knowledge and seek pleasure if we are able to develop the reading skill properly. Reading with comprehension opens a gateway

Reading Comprehension Strategies

Re-read the Text 	Activate Prior Knowledge 	Use Context Clues
Meaning 	Think Aloud 	Summarize the Story
Decode Words 	Make Predictions 	Use Word Attack Strategies
Visualize 	Use Graphic Organizers 	Evaluate Understanding

to attainment of knowledge of diverse kinds' comprehension is something given a wrong meaning to cause it seems simply to write some answer to questions based on a paragraph. This is a misconception. The term 'reading comprehension' means reading with meaning. Good reading is one which a learner is able to clearly make out what he/she is reading. It involves the proficiency of relating written symbols to the thoughts hidden behind them.

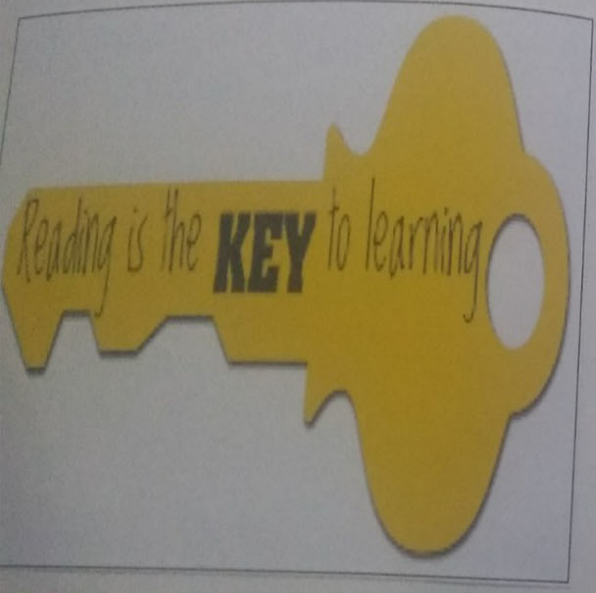
Thus Reading comprehension involves understanding the meaning of :-

1. The new content words introduced by the writer.
2. New grammatical structures.
3. New concepts of special references, and
4. Relationship to ideas.

The comprehension questions are mainly of two types: -

- (a) Global
- (b) Local

Global comprehension questions are meant for testing the overall understanding of the paragraph or lines read by the learner.



The aim of the local comprehension type questions is to find out of what extent the learner has been able to understand the important points in the reading material.

The Comprehension Questions are :-

(a) Factual Questions :- In a factual comprehension question the learner is expected to decide which part of the content has the answer to the question asked.

(b) Inferential Questions :- These questions are such as can be answered by the learner after drawing some inference on the basis of his reading of the material provided. These types of question expect a higher order of reading skill.

(c) Evaluation Questions :- The learner is expected to be critical and answer such questions on the basis of his own point of view.

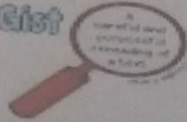
The following types of questions may be asked to test the comprehension of the learners :

- 1) Asking meaning of words or phrases ;
- 2) Asking questions on the main part of

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5) Asking questions relating to figure of speech; phrases; idioms etc.

6) The matching type questions. The students will be able to match the answer properly to the questions asked if they are able to comprehend the content.

7) Asking the students to develop composition of the content read on similar topics.

8) Asking multiple choice type questions

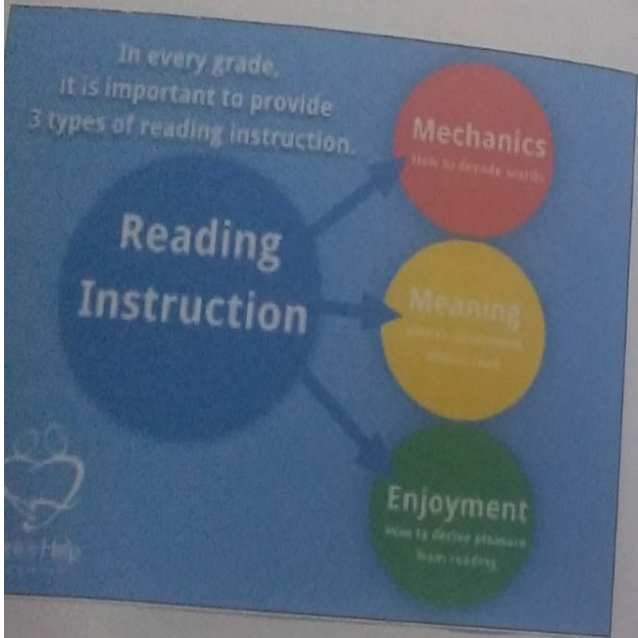
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ATTENTIVE / CLOSE READING AND REFLECTING ON TEXTS

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to come to know terms with what it says; how it says it, and what it means." Suddenly don't know how to "do" close reading, and for many, purposefully reading isn't a habit. So, close reading lessons incorporate:

- Short texts that are read and reread for different purposes to deepen understanding.
- Minimal frontloading so that students do the "heavy lifting" of comprehension and analysis (though, depending on the text; teachers may provide some pre-teaching).
- A focus on the readers experience with the text; whether that's analysis, evaluation synthesis. Building off the idea that every time we read, we enter a conversation with the author. The kind of conversation where you are leaning across the table with your hand on your chin; so focused on what the person across from you is saying that you block out everything else. The kind of conversation that necessitates a back-and-forth with questions and clarification before you really understand and can respond. The kind of



conviction that you walk away from with insights and understandings that have a lasting impact.

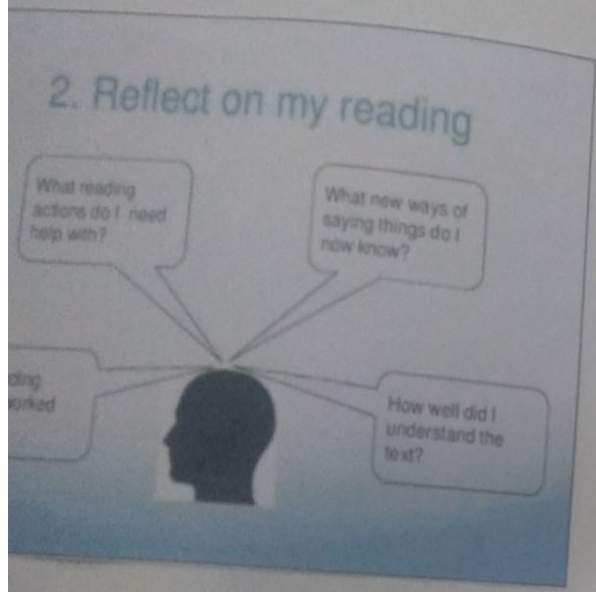
CRITICAL READING

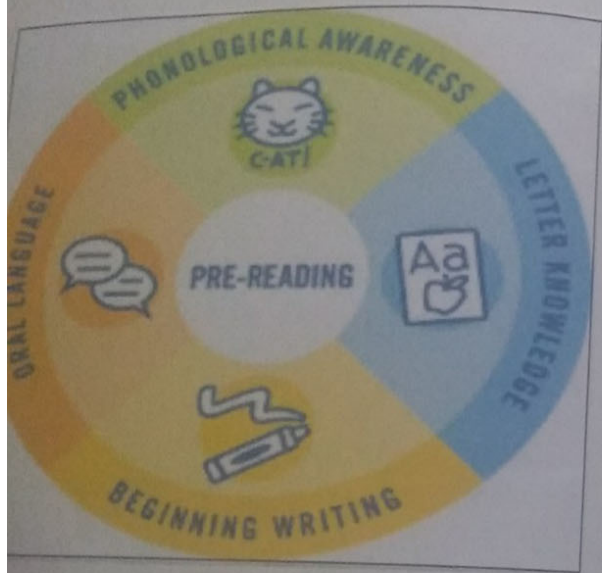
Critical reading is a form of language analysis that does not take the given text at face value, but involves a deeper examination of the claim put forth as well as the supporting points and possible counterarguments. The ability to reinterpret and reconstruct for improved clarity and readability is also a component of critical reading. The identification of possible ambiguities and flaws in the author's reasoning, in addition to the ability to address them comprehensively are essential to this process. Critical reading is much like academic writing; requires the linkage of evidential points to corresponding arguments.

As acknowledged by a number of scholars and writers, it is the reader who gives a particular shade to a piece of writing. In the words of John Steinbeck: " ... all story has a many versions as it has readers. Everyone takes what he wants he wants or can from it and thus

GOOD WRITE
A Mark of Quality

Teacher Sign:





chances it to his measure. Some pick out parts and reject the rest; some strain the story through their mesh of prejudice and saw print it with their own delight." - John Steinbeck. The winter of our discontent.

Characteristic Features of Critical Reading

Critical reading is an important precursor to critical writing. The most characteristic features of critical reading are:-

- Examine the evidence or arguments presented in the writing
- Check out any influences on the evidence or arguments
- Check out the limitations of study design or focus.
- Examine the interpretations made.
- And finally decide extent you are prepared to accept the author's arguments, opinions or conclusions.

WAYS OF READING: PRE-READING AND POST READING.

Pre-reading or exercises done before reading to prepare for the act of

POST-READING ACTIVITIES

SPEAKING



ROLE PLAYING
(dramatizing, narrating, describing, retelling, imitating sounds of animal characters).



Post Reading Strategies

- Sticky Notes
- Graphic Organizers
- Graffiti Wall
- RAFT
- Summarizing (Somebody, Wants, But, So)
- Story Maps
- Bloom's Mark
- <http://www.emints.org/ethemes/resou>

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Reading should have the same goals in mind. Teacher should prepare the students to read the book and give some insight on the story. For younger students, making sure they have the vocabulary necessary to handle the text is crucial. Games to teach these words could be fun way to bring students in. For older students, making sure they understand the significance of a work is important.

Examples of Pre-reading Activities.

Activity 1: Chose the Best answer

- What foods contains caffeine?
 - Chocolate
 - Tea
 - Some soft drinks
 - All of the above.

POST READING

Post reading tasks are intended to verify and expand the knowledge acquired in the reading. This type of reading lead the learners and analyse issues presented in the reading. Post-reading activities are tasks in which learners, after interacting with the reading, reflect, argues and give their point of view.

GOOD WRITE
A Mark of Quality

Teacher Sign:

The Importance Of
**Developing Good
Writing Skills**



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DEVELOPING WRITING SKILLS

Importance of developing writing skills.

Writing came to the as putting down the graphic symbols of language for communication of ideas, feelings and needs. In some languages, it started as the drawing of pictures, and its best illustrations are found in the Chinese and other associated languages which literally make the figures of the action or thing. In other languages however, alphabets were devised and the combinations came to mean something specific depending on the cultural and social milieu of the users.

The chief objective of teaching English to the students is to enable their expressive powers in English. Thompson and Wyatt have said, "The power of expressive in a language is a matter of skill rather than of knowledge." So our chief objective is to inculcate this faculty in the students. The words of Bhatia and Bhatia are relevant when they say, "It is the expression of child thought his own ideas, feeling and observations. It includes both the process and product of composing."

Good Write

Teacher Sign: _____

Why Writing is important

- Writing aims to capture a thought or idea, to transfer it to a permanent format, making it tangible.
- The responsibility for that transfer falling squarely on the writer's shoulder.
- If communication is the ultimate goal, write for your audience, not for personal style.
- Writing has to be much clearer than spoken language because it lacks these assisting cues
- Great care is required to ensure that your message is accurately interpreted by its audience.

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It refers to the process collecting thoughts; arranging them in a rational/sequence and ultimately expressing them in accordance with recognised standards of form. The products may take the shape of a letter; an application paragraph; a story, an essay, a description or narration, a poem.

WRITING FOR SPECIFIC PURPOSE AND SPECIFIC AUDIENCE.

Written work has its own place, utility and importance in the process of learning a language. While teaching - writing, a teacher should not start from a, b, c up to z. The alphabets should be taught as per the mental level of the child. So that he develops an interest in writing.

The first lesson in the teaching of writing are meant for teaching the mechanics of writing. The skill of writing i.e. the 'mechanics of writing' includes knowledge about

- 1) How to make strokes with proper hand movement.
- 2) How to make the right shapes of letters
- 3) How to make letters of right kind & size

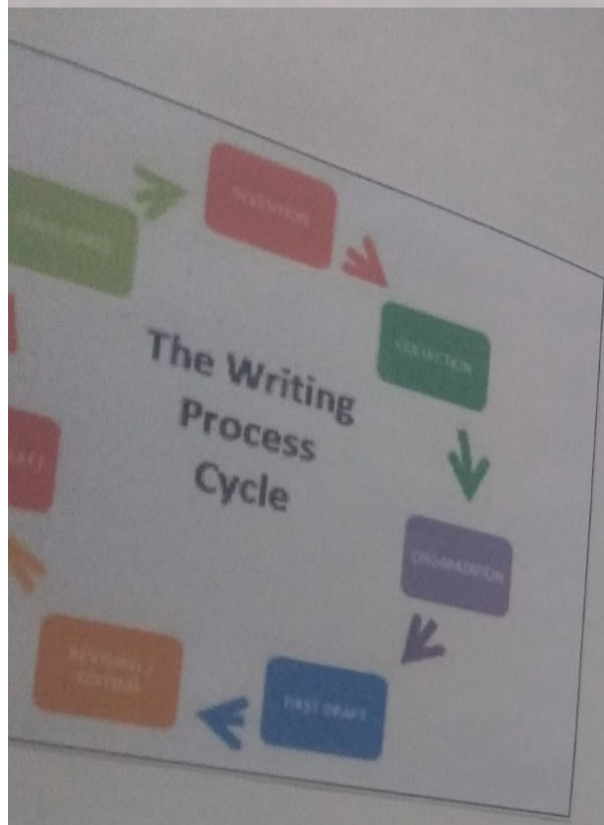
GOOD WRITE
A Mark of Quality

Teacher Sign:

- 4) How to give proper spacing btw (a) letter (b) words (c) lines
- 5) How to use capital letters and other punctuation marks at the right place
- 6) How to write in cursive writing
- 7) How to learn the proper use of punctuation.
- 8) How to use movements of hand.

CLASSROOM PROCESS OF WRITING

The process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. Research also shows that feedback is more useful between drafts, not when it is done at the end of the task after the students hand in their compositions to be marked. Correction written on composition returned to the students after the process has finished seem to do little to improve student writing. The writing process involves teaching students to write in a variety of genres, encouraging creativity and incorporating writing



conventions. This process can be used in all areas of the curriculum and provides an excellent way to connect instruction with state writing standards.

The following are ways to implement each step of the writing process :-

1) **Prewriting** :- Children brainstorm to generate ideas for writing. They use charts, story webs, and graphic organizers to help develop a word list for writing, decide the type of writing and audience and determine the purpose for writing.

2) **Rough Draft** :- Children put their ideas on paper. At this time; they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a sloppy copy or rough draft. The purpose of the rough draft is for the student to focus on his/her ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure.

3) **Peer Editing** :- Classmates share their rough drafts and make suggestions to each other for improvement. They help each other understand the story by asking

who, what, when, where, why and how questions. They look for better words to express ideas and discuss among themselves how to make the writing clearer.

4. Revising :- The children use the suggestion from classmates to make additions or clarify details. Children try to improve their writing on their own. The teacher steps in at this stage and gives feedback.

5. Editing :- Children work with the teacher and/or peers to correct all mistakes in grammar and spelling.

6. Final Draft :- Children produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point.

7. Publishing :- The writing process is finally at its end. Children publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate. They may share their pieces with the class during story time, make a class book or

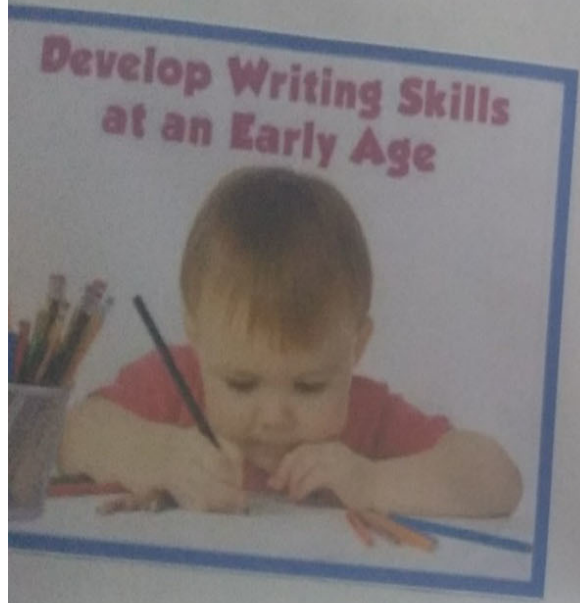
a personal portfolio, or send their work to local newspaper or children's magazine for publication / Parent involve.

RECOGNIZING ERROR AS PART OF LEARNING PROCESS

Mistakes can be excellent learning opportunities it may seem contradictory to create situations where students will make mistake purposefully. We might allow extra time for class problems solving or focus on more challenging examples those often result in incorrect knowledge controlling where and how these errors occur is an option. Frustration can result if no resolution and feedback are given after errors are made. A positive classroom environment that encourages students may also provide a good groundwork for allowing of learning.

How can we use learning errors to our advantage?

1. Instead of discouraging errors, educators should find ways to support individual learning processes :-
Rather than praising intelligence, educators



Develop Writing Skills at an Early Age

should focus on encouraging students to think of their mind as flexible and support individual responsibility. This type of encouragement actually backfires since it leads students to see mistakes as signs of stupidity and not as the building blocks of knowledge.

2. Accept mistakes as part of the learning process :-

Half battle is realizing that errors can be used as learning tools. The other half is learning to use them correctly. Mistakes can work to our advantage. Some students resort to memorization rather than risk making errors. But something is lost if educating doesn't allow students time to try things on their own. Many teachers steer away from this model because mistakes take away valuable instructional time. But some new proponents argue there may be something wrong with this model. Perhaps we must reconsider why we aren't letting students make their own mistakes.

3 Achieving mastery should be the goal :-

Professionals are essentially experts who after years of study have learned specifics in a field. But the process of learning a concept is just as

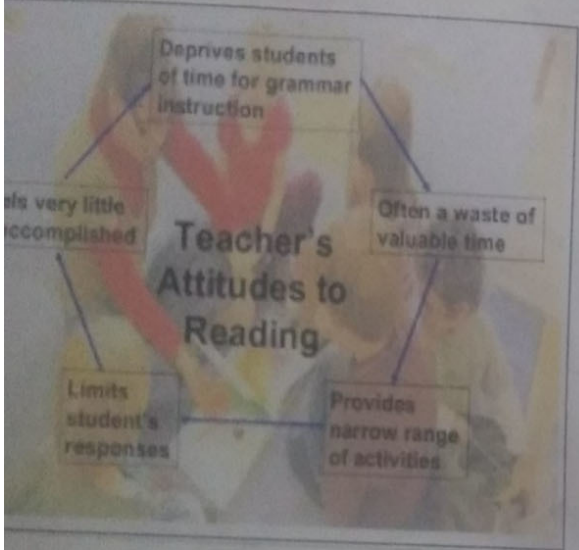
that learning is non-linear. Each learner will have preference and inclination. No two students are the same. By accepting this, we allow room for individual differences. By allowing students to make errors, they can better assimilate information to their needs and learning styles.

9. Rather than resorting to memorisation allow students time to practice in class :-

They may discover that their weaknesses are just different ways of approaching a subject. Rather than a weakness, their errors can be ways to realise that they are just seeing things differently. They are part of a greater learning that is individual to each learner.

10. See learners as apprentices :-

An apprenticeship is a good way to understand how this model works. An apprentice works for years under a master until he is ready to complete the task on his own. He is allowed to make mistakes, and even encouraged to do so. After learning the basic skills from the master, an apprentice is often required to design a complex project of his own that showcases their unique skills. Errors are considered that of the



side a bike. The gap must be bridged before students can move on to the text skill. You can't side a pack without achieving balance first.

6. Technology can turn errors into teachable moments :-

Some teachers use student examples on the overhead or power point to show divergent thinking and how student might approach a problem differently. Actually showing mistakes during class, can make student realise that they are an acceptable part of the learning process. Seeing another student's mistakes can also help bridge learning connections.

7. Use immediate feedback to reduce frustration. Immediate feedback from mistakes in learning can actually be a powerful learning motivator. The teacher can serve as a resource that helps students find answers on their own.

8. Accept that learning is a messy process :- When attempting one of his inventions, Thomas Edison once said, "I haven't failed, I have just found 10,000 ways that didn't work. If we want to encourage our students to achieve their ultimate best, we must acknowledge

that learning is non-linear. Each learner will have preference and inclination. No two students are the same. By accepting this, we allow room for individual differences. By allowing students to make errors, they can better assimilate information to their needs and learning styles.

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process of being a novice. The trainee eventually develops his own style and point of view. After many trials, the apprentice becomes the master.

As the James Joyce suggests in *Ulysses*, a true genius sees all learning as an opportunity to improve and discover. Errors are taken at will. In making mistakes, we can reach new heights and find our true genius.

"While one person hesitates becomes he feels inferior; the other is busy making mistakes and becoming superior," Henry C. Link.

WRITING AND REFLECTING ON TEXT

Understanding the Concept of Reflecting Writing

Reflecting writing is an analytical practice in which the writer describes a real or imaginary scene, event, interaction, passing thought, memory, form, adding a personal reflection on the meaning of the item or incident, thought,

process of being writers keep in mind questions such as "What did I notice? How has this changed me?" or "What might I have done differently?"

Thus, the focus is on writing that is not merely descriptive. The writer doesn't just merely describe. The writer doesn't just hit the replay button; rather, he or she revisits the scene to note details and emotions, reflect on meaning, examine what went well or revealed a need for additional learning, and relate what transpired to the rest of life.

Distinguish Features of Reflective Writings

Reflective writing is a way of processing your practice-based experience to produce learning. It has two key features :-

- 1) It integrates theory and practice. Identify important aspects of your reflection and write these using the appropriate theories and academic context to explain and interpret your reflection. Use your experience to evaluate the theories - can the theories be adapted or modified to be more helpful for your situation?

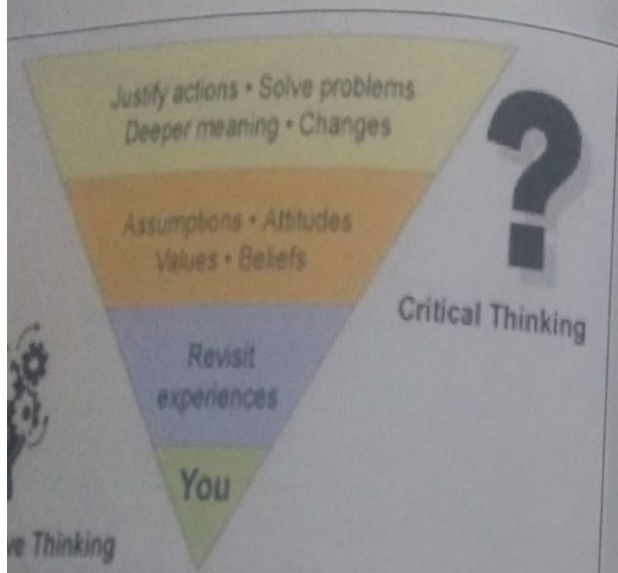
text features:

used to help a reader better understand nonfictional texts

- 2) It identifies the learning outcomes of your experience. So you might include a plan for next time identifying what you would do differently, your new understanding or values and unexpected things you have learnt about yourself.
- 3) Develop Critical Thinking. It provides an opportunity for students to think critically about what they do and why, and to learn and develop as a result of this exercise. From an academic perspective, reflective writing provides a 'window' on the student experience and helps to identify any academic issues to address.

What are the benefits of reflective practice?

- 1) Improving your teaching practice :- If you take the time to reflect on your teaching, and reflect on how problems which arise could be solved, that is bound to help you to prove your teach
- 2) Learning from reflective practice :- There is a good range of evidence that purposeful reflection helps 'deep' learning take place, and for you as a teacher it will help you to make connections



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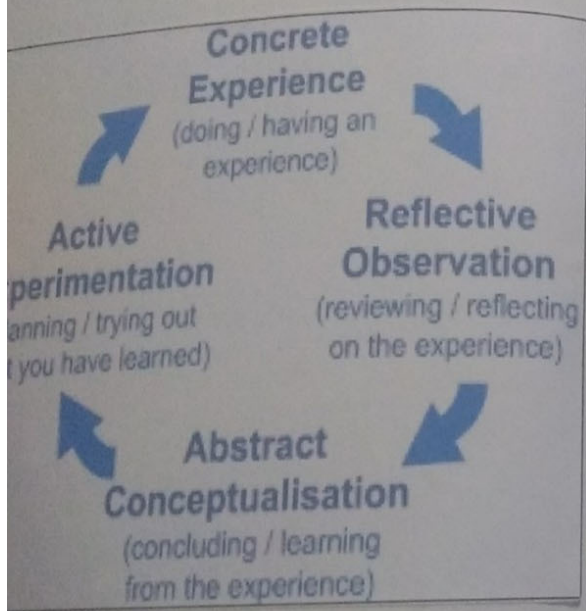
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btw different aspects of your teaching and what goes on around your teaching. Reflective practice will help you gain new learning and use it in your teaching

3) Enhancing problem solving skills :- When starting off with reflecting on your teaching you may tend to concentrate on problems which arise. By carefully and honestly considering and analyzing those problems, you will improve your own capacity to find solutions.

4) Becoming a critical thinker :- Critical thinking is about "thinking well," and "taking charge" of your own thinking, and reflecting practice will help you recognise and adjust what you think to take account of changes in circumstances, and by doing that help you to be better equipped to find solutions which work.

5) Making Decisions :- As you reflect on your practice, you will find you need to make decisions about what to do next. You may well have a number of choices which you have to weigh up, and deciding which one to take can be difficult. If you regularly reflect on your teaching



depth, you are regularly going to come across the need to make decisions, but the results of your reflective practice will help you to make those decisions in a more informed, thoughtful and objective manner.

6) Improving your own organisational skills:- You will notice as this section progresses that the benefits of reflective practice can reach into every aspect of your professional work as a teacher. If you are thinking carefully about what you are doing, identifying possible actions and choices, trying 'out' and adjusting what you do to take account of the results, this involves a good deal of organisation. By breaking down issues and problems into steps or stages, you will get better at organizing your time and your activity to concentrate on the important, 'solution-focused' actions.

7) Managing Personal Change :- Working in education involves managing regular, rapid pressured and often conflicting change. If you are using the techniques of reflective practice, which involves, calm, thoughtful honest, critical and organized thinking and action, this should introduce

a calming and less emotional response to that change.

8) Acknowledging personal values :- There will be things which take place within your professional situation as a teacher which you will wholeheartedly agree with, and others which will worry or alarm you. Reflective practice is an excellent way of acknowledging and recognizing that those values exist and have an effect.

9) Taking your own advice :- Teachers are often more critical of their own teaching than anyone else, and it could be possible for this to develop into an attitude about the teaching which is negative and destructive.

10) Recognising emancipatory benefits :- If you reflect on the nine benefits of reflective practice which have so far been described. This is what is at the heart of reflective practice, and as such it should help considerably to free you from some of the burdens.

What is Text?

A product of structural relations (coherence)

S₁: A strong **earthquake** shook the Aegean **island** of Crete on Sunday

S₂: but caused no injuries or damage.

S₃: The **quake** had a preliminary magnitude of 5.2

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WHAT IS TEXT?

Text is any piece of writing, it could be a letter, an novel, a poem, a recipe, a note, instructions for D.I.Y, an article in a newspaper or magazine, writing on a webpage or an advert.

All of these examples can be called texts.

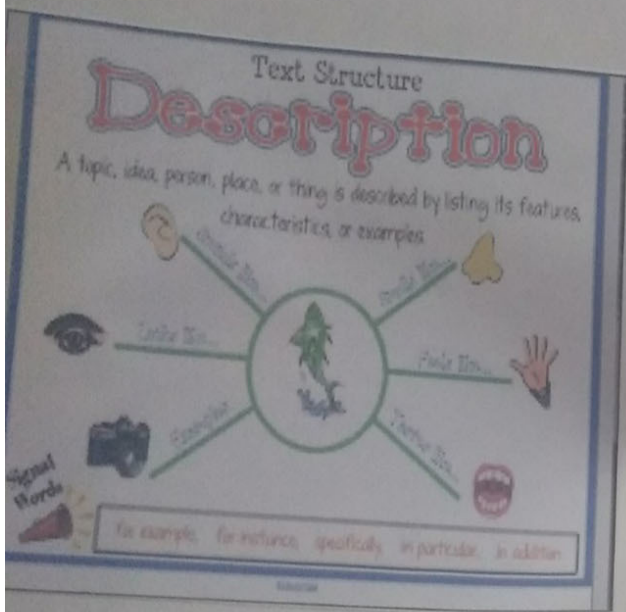
What might the purpose of a text be?

- An advert might try to persuade you to buy something.
- A letter from school might inform you about something.
- A novel might describe someone or someone to you.
- A car manual might instruct you how to do something to your car.

Descriptive texts

A descriptive text is a text that wants you to picture what is being described.

- A novel might want you to imagine the characters and see the country being described.



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Descriptive texts usually

- Make use of adjective and adverbs.
- Use comparisons to help picture the scene.
- Employ the reader's five senses.

Examples of descriptive texts.

- The morning air was crisp and sharp as seen, I walked down the road.
- The pavement was slippery and cold beneath his feet, like a slimy, wet fish.

Information text.

An information text is a text that wants to advise or tell you about something for example :-

- A newspaper article may give you information about a health issue, such as giving up smoking.
- A website may give you information about a movie, a band or something that you are interested in.
- A handout from school may advise you about what your child will be doing during the term.

GOOD WRITE
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Teacher Sign:

Information texts usually :-

- Avoid repetition
- Contain facts
- Give information in a clear way; introducing the subject and then developing it

Examples of information texts :-

Make a plan to help you try and give up smoking. Plan the date you'll give up, you'll try to deal with temptations and a list of the reasons why you are giving up to keep motivated.

Instructive texts

An instructive text is a text that instructs or tells you how to do something. for example :-

- A recipe instructs you how to cook something.
- A leaflet that comes with a piece of furniture tells you how to put it together or take care of it.

Instructive texts sometimes :-

- Use verbs, placed at the beginning of the sentence, that tell you to do something:

The language is direct and unnecessary words are left out.

- Use 'must' and 'must not'
- Use diagrams or pictures to help understanding
- Use numbered or bulleted points to help understanding
- Use numbered or bulleted points.

Example of instructive texts

Put all ingredients into bowl together.
Whisk until fully mixed.

Go to end of the road and turn left past the pub on the corner. Keep walking until you come to a park and then turn right into street.

Persuasive texts

A persuasive text is a text that is a text that is constructed to make you do something. For examples :-

- An advert may want to buy something. You may write a letter to persuade a friend to go on holiday with you or to try and get off a parking ticket
- The road and turn left past the pub on the corner.