

Move On with your learners

## Module 3

Recognising the purpose of texts  
and different text types



# Session plan

## Module 3: Recognising the purpose of texts and different text types

Group: \_\_\_\_\_

Teacher: \_\_\_\_\_

Location: \_\_\_\_\_

### Aims

- To introduce and explore the purpose and range of different texts
- To provide opportunities for test practice

### Outcomes

Participants will:

- understand the different purposes of texts including persuasive, informative, instructive and descriptive
- recognise organisational features and language clues of different text types.

Activity and time	Teacher activity	Learner activity
<b>Introduction and test practice</b> 20 mins	<ul style="list-style-type: none"> <li>• Recap on last week.</li> <li>• Ask for any examples of how skills and approaches acquired last week have been used during the week with their learners.</li> <li>• Set own test practice with six questions requiring scanning, skimming etc. *</li> <li>• Introduce aims and objectives using <b>module 3 presentation slides 1–3</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond.</li> </ul> SLlr/2.1
<b>What is text?</b> 15 mins	<ul style="list-style-type: none"> <li>• Ask: 'What is text?'</li> <li>• Write responses on flipchart.</li> <li>• Show <b>presentation slide 4</b>.</li> <li>• Give out and introduce <b>Text: Purpose and methods used by author</b> handout.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond.</li> <li>• Paired discussion and response.</li> </ul>

Activity and time	Teacher activity	Learner activity
<b>Text types</b> 15 mins	<ul style="list-style-type: none"> <li>Show and talk through <b>presentation slides 5–9</b>.</li> <li>Give out <b>Different types of text</b> handout.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond.</li> </ul> SLlr/2.1
<b>Text activities</b> 40 mins	<ul style="list-style-type: none"> <li>Introduce tasks: (a) <b>Identify author's purpose</b> and (b) <b>Text analysis: purpose</b>.</li> <li>Give out a selection of different types of text (as chosen by you) to group. Discuss and agree purpose. **</li> <li>Discuss evaluating text. Note that a text's effectiveness is determined by language and methods used by author.</li> <li>Introduce extension/individual activities. ***</li> </ul>	<ul style="list-style-type: none"> <li>Paired activity</li> <li>Give feedback</li> </ul> Rt/L2.2
<b>Break</b> 10 mins		
<b>Fire safety activity</b> 10 mins	<ul style="list-style-type: none"> <li>Hand out <b>Fire Safety</b> activity and discuss.</li> <li>Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Small group activity.</li> </ul>
<b>Text types activity</b> 20 mins	<ul style="list-style-type: none"> <li>Show <b>presentation slide 10</b> and explain text types.</li> <li>Give out <b>Text definitions</b> and <b>Organisational features of text</b> handouts, plus <b>Text types</b> activity.</li> <li>Introduce and set activity.</li> <li>Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond.</li> </ul> SLlr/2.1 <ul style="list-style-type: none"> <li>Paired activity.</li> </ul> Rt/L2.2
<b>Text type analysis and evaluation</b> 20 mins	<ul style="list-style-type: none"> <li>Give out <b>Learner letter</b> handout and activity.</li> <li>Ask group to focus on text type – layout, meeting purpose, etc. – not on spelling and grammar (covered in later module).</li> </ul>	<ul style="list-style-type: none"> <li>Small group activity.</li> <li>Give feedback.</li> </ul>

Activity and time	Teacher activity	Learner activity
<b>General guidance</b> 10 mins	<ul style="list-style-type: none"> <li>Give out <b>General guidance: Formal letters</b> handout.</li> <li>Note relationship between reading and writing, and how knowledge of layout and features of texts supports writing.</li> <li>Note how 'scaffolding' – using models of writing – supports learners in writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond.</li> </ul>
<b>Involving learners</b> 5 mins	<ul style="list-style-type: none"> <li>Show <b>presentation slide 11</b> and discuss how to make learners aware of purpose and range of texts, and links to writing.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond.</li> </ul> SLlr/2.1
<b>Test practice</b> 15 mins	<ul style="list-style-type: none"> <li>Set test questions relating to purpose and types of text. *</li> </ul>	<ul style="list-style-type: none"> <li>Read and respond.</li> <li>Give feedback.</li> </ul>
<b>Summary</b> 10 mins	<ul style="list-style-type: none"> <li>Revisit session aims and objectives.</li> <li>Take feedback and questions.</li> <li>Give out <b>Journal</b> sheet for module 3.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond.</li> </ul>

### Resources/aids:


- Module 3 PowerPoint presentation/OHP slides
- Examples of different texts for purpose identification (from own collection)
- Handouts: Text: Purpose and methods used by author; Author's purpose; Text definitions; Organisational features of text; Learner letter; General guidance: Formal letters; Journal
- Activity sheets: Different types of text; Fire safety; Text types, Letter of application
- Test questions: own resources
- Highlighter pens
- Flipchart and markers.

### Assessment evaluation

Individual learning planning

Learner	Skills	Activity/ Resources	Evaluation (where next?)

# Module 3 PowerPoint presentation



**The National Certificates in Adult Literacy**

Level 2 Basic Skills Support Strategies

**Module 3:**  
The purpose of texts and different text types

Department of Education and Skills

### Aim

- To introduce and explore the purpose and range of different texts
- To provide opportunities for test practice

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### Outcomes

Participants will:

- understand the different purposes of texts, including persuasive, informative, instructive and descriptive
- recognise organisational features and language clues of different text types.

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### What is text?

- Text is any piece of writing

e.g. letter, e-mail, novel, note, instructions.

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### Purpose of text

Ask yourself:

- Why has it been written?
- What does the author want to achieve?

Depending on purpose, different methods are used to get the message across.

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### Persuasive: text that wants you to do something

**SPECIAL OFFER!**  
Buy today!  
*Would you want to miss this SPECIAL offer?*  
Phone now!

Methods and techniques used by the author:

- Repeated words
- Capital letters
- Exclamations
- Rhetorical questions – where no answer is needed
- Emotional arguments

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### Informative: text that wants to tell or advise you about something

*Staff meeting. All staff will be expected to attend a staff meeting on Friday 4 March.*

Methods and techniques used by author:

Avoids repetition  
Contains facts  
Gives information in a clear way

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### Instructive: text that instructs or tells you how to do something

*Go to reception. Ask for the supervisor. Give the supervisor your name and that of your organisation. Ask for details of your induction.*

Methods and techniques used by author:

Direct language – unnecessary words left out  
Sometimes uses diagrams or pictures to help understanding  
Written as though the reader is being spoken to  
Often uses 'must/must not'

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### Descriptive: text that wants you to picture what is being described

*The morning was crisp and sharp as he walked down the road. There was a promise of spring in the air and it lifted his spirits as he faced a long day at the office.*

Methods and techniques used by the author:

Good use of vocabulary (adjectives and adverbs)  
Comparisons used to help picture it (something is like something)  
Employs five senses (feel, smell, see, hear and taste)

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### Text types

- Text is produced in different formats.
- The format gives us clues on how to respond:

e.g. a formal letter needs to be read carefully and might require formal response.

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### How to involve learners

Introduce learners to different purposes of text. When asking them to read material, ask 'what did the writer want to achieve?'

- Draw attention to range of text types and particular features which give the reader clues to purpose and how to respond, e.g. formal letter layout, instructions, adverts.
- Support writing by drawing attention to good examples of text materials, e.g. a formal letter, a report, etc.

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# Activity: Text – Purpose and methods used by authors

Here are three examples of text:

- instructions on fire safety
- a note left by someone who has taken a telephone message
- a holiday advert.

In pairs/small groups discuss:

- 1 What is the author's purpose in writing each piece of text?
- 2 What methods will the writer use to get the message [purpose] across?

# Handout: Different types of text

## What is text?

Text is any piece of writing.

This could be a letter, an e-mail, a novel, a poem, a recipe, a note, instructions for DIY, an article in a newspaper or magazine, writing on a web page or an advert.

All of these examples can be called *texts*.

When you are reading or writing any text, think about the **purpose** of the text or why it has been written.

## What might the purpose of a text be?

An advert might be trying to *persuade* you to buy something.

A letter from school might be to *inform* you about something.

A novel might *describe* somewhere or someone to you.

A car manual might *instruct* you how to do something to your car.

Depending on the **purpose** of the text, different methods will be used to get the message across to the reader.

## Persuasive texts

A persuasive text is a text that really wants you to *do* something. For example:

- An advert might want you to buy something.
- You might write a letter to persuade a friend to go on holiday with you, or to try and get off a parking ticket.

Persuasive texts might use:

- repeated words
- texts in capital letters
- exclamation marks
- rhetorical questions (questions where no answer is needed)
- an emotional one-sided argument
- humour.

Examples:

*SPECIAL OFFER! Buy today! You want to miss this SPECIAL offer? Phone now...*

*"I really think that you need this holiday. You have been working very hard lately and are so worn out. Just think of how nice it will be to lie on the beach in the sunshine."*

## Informative texts

An informative text is a text that wants to *advise* or *tell* you about something. For example:

- A newspaper article might give you information about a health issue like giving up smoking.
- A web site might give you information about a movie, band or something that you are interested in.
- A handout from school might be advising you about what your child will be doing during the next term.

Informative texts usually:

- avoid repetition
- contain facts
- give information in a clear way – introducing the subject and then developing it.

Examples:

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

*Autumn term: Your child will be covering simple fractions during weeks 1–6.*

## Instructive texts

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

- A recipe wants to instruct you in how to cook something.
- A leaflet with a piece of furniture wants to tell you how to put it together or take care of it.

Instructive texts:

- are written as though the reader is being spoken to – (although the word 'you' is not usually used)
- use direct language and often leave out unnecessary words
- often use 'must' and 'must not'
- sometimes use diagrams or pictures to help understanding.

Examples:

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

*Go to the 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 Hawker Street.*

## Descriptive texts

A descriptive text is a text that wants you to *picture* what they are describing. For example:

- A novel might want you to imagine the characters and see them in your mind.
- A travel book will want you to see the country it is describing.

Descriptive texts usually:

- make use of adjectives and adverbs
- use comparisons to help picture it – something is like something else
- employ your five senses – how it feels, smells, looks, sounds and tastes.

Examples:

*The morning air was crisp and sharp as Sean walked down the road.*

*The pavement was slippery and cold beneath his feet like a slimy wet fish.*

Rt/L1.2: 'Recognise how language and other textual features are used to achieve different purposes' (e.g. to instruct, explain, describe, persuade)

Wt/L1.4: 'Use language suitable for purpose and audience'

(Adapted from [www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise).)

# Activity: Author's purpose

Read the four passages below and decide whether the author's purpose is to:

- persuade
- inform
- describe
- instruct.

- 1** When you arrive go to the reception. Give your name and your organisation's name to the receptionist. Ask for your programme for the day. Check your interview time. Make sure you know which room it is going to be held in.
- 2** Your bus monthly zone ticket will save you pounds on your travelling expenses! Just fill in a form now and it will be yours as soon as we process your form. Don't delay – save money today!
- 3** There may be some aspects of practice which you do not cover in your present work, but from which you may be able to offer some evidence from your past performance. You will need to discuss with your assessor what will be acceptable.
- 4** It was a great party. The band was excellent and everyone was dancing. There was a delicious buffet and the beer and wine flowed freely! Fortunately, it was on Friday and everyone could lie in next morning!

# Activity: Fire safety

Read these instructions carefully.

## Version 1

### Fire alarm

If you hear the fire alarm:

1. Leave the building quickly.
2. Use the nearest exit.
3. Go to the assembly point in the car park.
4. Give your name to the group leader.
5. Tell the group leader if you see that someone is missing.
6. Stay in the car park.
7. Do not go back in the building until you are told to do so.

## Version 2

### Fire alarm

In the event of the fire alarm being sound, it is imperative that one exits the building in as swift a way as possible. One should locate the nearest exit and vacate the building via said exit. On leaving the building, one should proceed to the assembly point which is located in the adjoining car park. On arrival, the procedure is to locate the group leader and inform that person of any missing members of the group after giving them your name as a form of registration. It is absolutely essential that one remains in the car park until notice is given that one is able to leave that area. Under no circumstances must one return to the building until such a time as notification is given that it is safe to do so.

## Activity

In groups, discuss the differences between the two versions of the fire alarm instructions.

You should comment on:

- length of sentence
- vocabulary
- order of ideas
- ease of reading
- suitability for purpose.

Which one is the most effective? Why?

# Handout: Text definitions

- 1 This is sent to another firm or person, to make an enquiry, say you have received something, or to give information too long or complicated to be discussed on the telephone.
- 2 An electronic method of sending messages via a computer.
- 3 This is a quick, clear way of getting people to give you information.
- 4 This is a quick way of getting people's opinions.
- 5 This is a short way of giving one piece of information to someone working in the same firm.
- 6 Printed information (sometimes folded) for free mass distribution.
- 7 This is used when leaving a message for a colleague at work when he or she isn't there. It is usually written.
- 8 List or bullet points of information on how to carry out a task.

# Handout: Organisational features of text

- A** Bullet points
- B** Could have an attachment
- C** Includes yes/no tick boxes
- D** Numbers
- E** Dated
- F** Could include pictures
- G** Numbered questions
- H** Ends: 'Yours faithfully' or 'Yours sincerely'
- I** Pre-set format
- J** Section for personal details
- K** Sender's address included
- L** Includes a business address
- M** Info intended to be read by many people
- N** Informal language
- O** Headings include 'Subject'
- P** Abbreviations used



# Activity: Text types

Match the text type with a definition and two organisational features from those listed:

Text type	Definition	Organisational features
Formal letter		<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
Memo		<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
Leaflets		<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
Form		<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
Questionnaire		<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
Note		<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
E-mail		<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
Instructions		<ul style="list-style-type: none"><li>•</li><li>•</li></ul>

# Answers: Text types

Text type	Definition	Organisational features
Formal letter	1	<ul style="list-style-type: none"> <li>• H</li> <li>• I (E and K could also apply)</li> </ul>
Memo	5	<ul style="list-style-type: none"> <li>• O</li> <li>• E</li> </ul>
Leaflets	6	<ul style="list-style-type: none"> <li>• M</li> <li>• F</li> </ul>
Form	3	<ul style="list-style-type: none"> <li>• I</li> <li>• J</li> </ul>
Questionnaire	4	<ul style="list-style-type: none"> <li>• G</li> <li>• C</li> </ul>
Note	7	<ul style="list-style-type: none"> <li>• N</li> <li>• P</li> </ul>
E-mail	2	<ul style="list-style-type: none"> <li>• B</li> <li>• K</li> </ul>
Instructions	8	<ul style="list-style-type: none"> <li>• A</li> <li>• D</li> </ul>

# Handout: Learner letter

Dear Sir

12 High Street  
Anfield  
Liverpool  
Merseyside  
L11 4PL  
12<sup>th</sup> September 03

Dear Sir / Madam

I am writing to become a trainee in your salon which I came across in Thursday's Echo. I feel that I work hard and would enjoy to become a part of your team. I feel that I am very energetic and good communicator and I am a very good team worker.

I feel my practical skills are very good at putting hair up in many ways and I can shampoo and condition with a good massage. I can also blow dry and I can do a finishing technique and I can deal with people in a happy bubbly way.

I look forward to hearing from you soon.

yours faithfully

Jade Brown

# Activities: Learner letter

## Activity 1

- 1 What is the text type?
- 2 What is the author's main purpose?
  - A persuade
  - B explain
  - C instruct
  - D inform
- 3 What is the author's main intention?
  - A to acquire a job
  - B to create a good impression
  - C to compile a skills portfolio
  - D to summarise experience
- 4 The tone of the language used could best be described as:
  - A formal
  - B humorous
  - C critical
  - D informal
- 5 What is missing?
  - A business address
  - B date
  - C signature
  - D personal address
- 6 Which of the following skills/qualities does the writer not claim to have?
  - A energetic
  - B hard working
  - C trustworthy
  - D good communication skills

## Activity 2

In pairs, analyse the letter in terms of text type. Identify its strengths and weaknesses.

# Answers: Learner letter

## Activity 1

1 = formal letter

2 = A

3 = A

4 = A

5 = A

6 = C

## Activity 2

**Strengths** could include:

- use of personal address
- appropriate salutation/greeting – using ‘Dear Sir/Madam’ and ending ‘Yours faithfully’
- information broken down into paragraphs
- attempts to use formal language.

**Weaknesses** could include:

- no business address.

# Handout: General guidance – Formal letters

- Your address (the personal address) should be located on the top right-hand side of the paper. You do not put your name above it.
- Write the date, in full, on the right-hand side of the paper e.g. 30 June 2000.
- Put the name and address of the person you are writing to (the business address) on the left-hand side of the paper.
- Both addresses should be blocked, i.e. in line with the first letter of the line above.
- If a reference number is needed, it should be located below the business address.
- If you start the letter with 'Dear Sir' or 'Dear Madam', you should always end it with 'Yours faithfully' (Note: capital letter for Yours, small letter for faithfully).
- If you know the person's name, e.g. 'Dear Mr Smith' or 'Dear Mrs Brown' you will always end it 'Yours sincerely' (Note: capital letter for Yours, small letter for sincerely).
- You do not need to put a comma after the greeting – 'Dear Sir' etc. – or after the 'Yours faithfully/sincerely' at the end.
- Sign your name then write it in capitals and include your title – Mr, Mrs, Miss etc.
- A line of space is left between each paragraph.

# Journal

## **Module 3: Recognising the purpose of texts and different text types**

What have you learnt from this module?

How will you apply skills/strategies learnt with learners within your organisation?