**Writing Explanations**

**LO: To identify the features of explanation texts**

Can you identify the features below in the model text? (The Teacher Pleaser) When you find an example, record it in the table below.

|  |  |
| --- | --- |
| Feature | Example |
| A title |  |
| An introduction |  |
| A rhetorical question to hook the reader |  |
| Causal conjunctions and adverbials (e.g. because, which etc.) |  |
| Topic sentence to introduce the text |  |
| Time conjunctions and adverbials |  |
| Technical language |  |
| Descriptive language |  |
| Diagrams or illustrations with captions |  |
| A conclusion which summarises the key points |  |

**The ‘Teacher Pleaser’ Machine**

Do you suffer from a grumpy teacher? If so, use the 'Teacher-Pleaser' machine and soon your teacher will become the jolliest person in school.

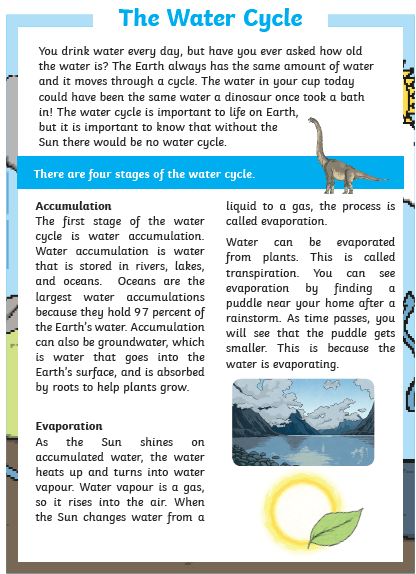
To start the machine running, you have to wind up the clockwork handle. This provides enough energy to turn the large wheel which causes the apple dispenser to work. As the wheel spins, this also causes the tea mug to heat up so that a fresh, warm cup of tea (all teachers’ favourite drink!) can be served.

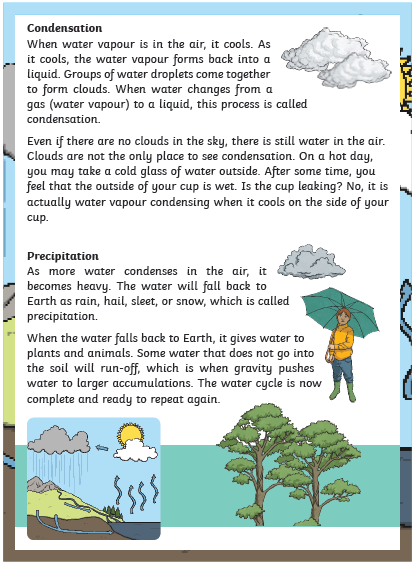
If the wheel begins to slow down, you must turn the handle again. As a result, the clockwork machinery will speed up the wheel. To turn on one of the best features of the 'Teacher-Pleaser’, press the red button on the top of the machine. This will result in starting up the pencil-sharpener. Therefore - in 30 seconds - you can sharpen every pencil!

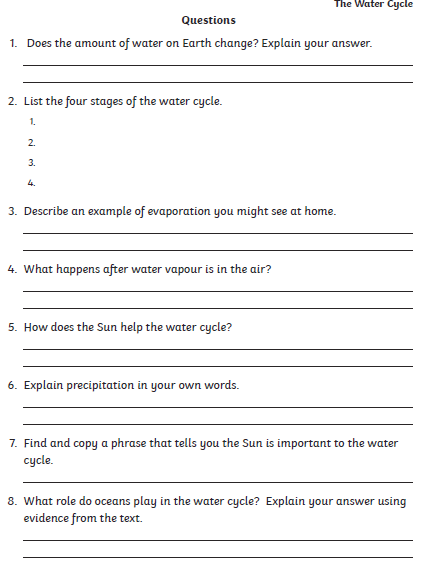
****Furthermore, if you press the green button, a spinning brush appears which will sweep up and recycle any pieces of paper, so that your class can be clean and tidy. Finally, there is an in-built calendar which alerts you to your teacher's birthday so that you can remember to buy a present.

Use one of these amazing machines because it will keep your teacher happy. The more you use it, the more everyone’s school life will be a breeze!

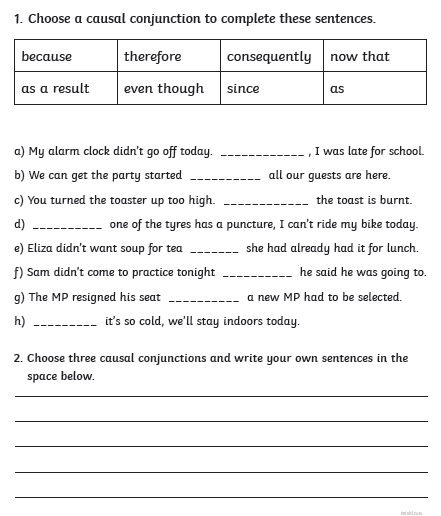
**LO: To answer questions about an explanation text**

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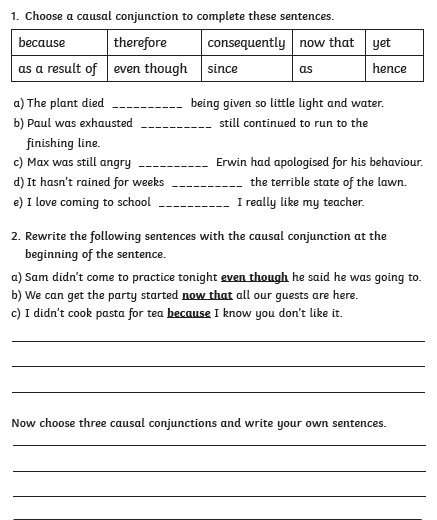
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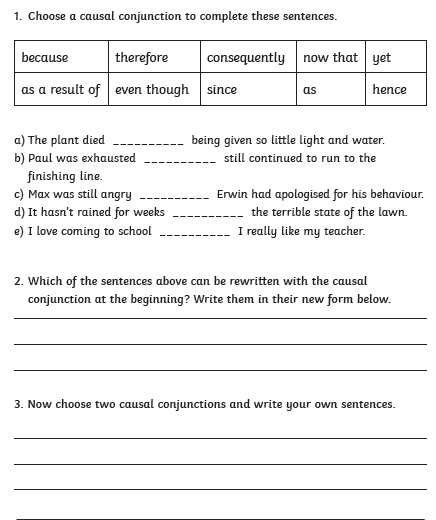
**LO: To use causal conjunctions**

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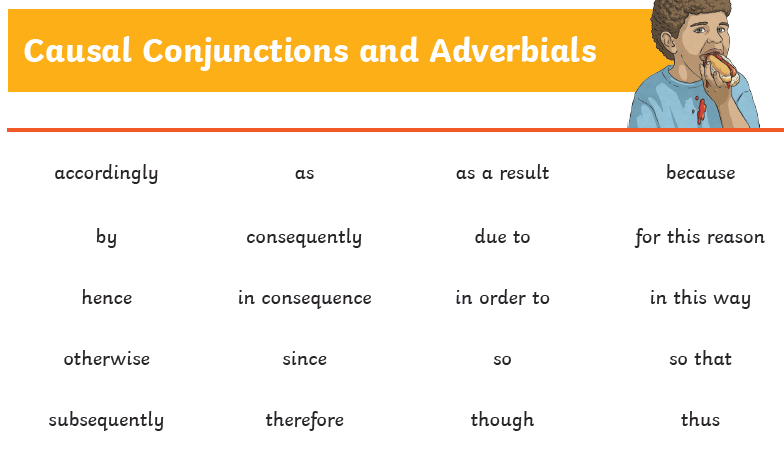
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**LO: To use causal conjunctions and adverbials in an explanation**

Use the words below to help you complete the explanation of why Anthony was often in detention.



excuses

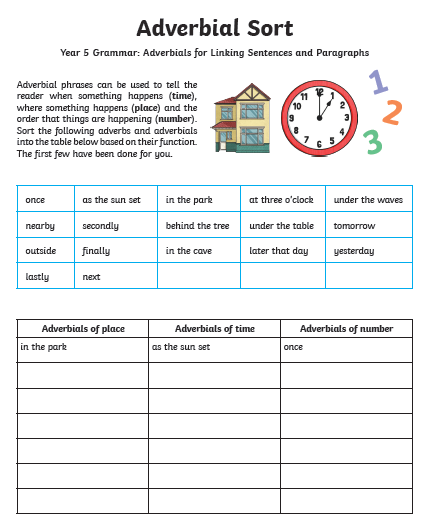
reasons

*Why Anthony was often in detention*

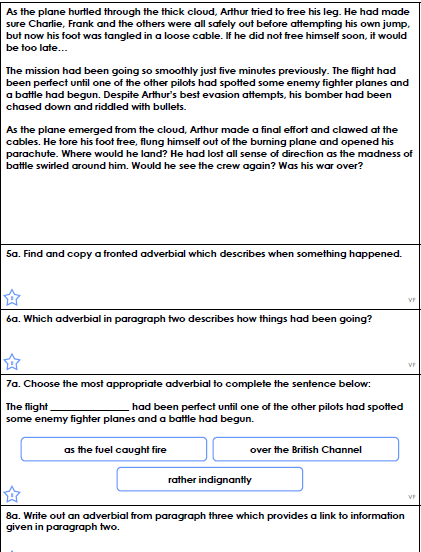
Anthony found it impossible to stick to deadlines and, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, he was always late for school. His \_\_\_\_\_\_\_\_\_\_\_\_\_ were many and varied. Sometimes he said it was \_\_\_\_\_\_\_\_\_\_\_\_\_ his alarm failed to go off or that \_\_\_\_\_\_\_\_\_\_\_\_\_\_ his sister refused to come out of the bathroom. Another favourite \_\_\_\_\_\_\_\_\_\_\_\_ was that he was finishing his homework or walking the dog. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ he was often in detention.

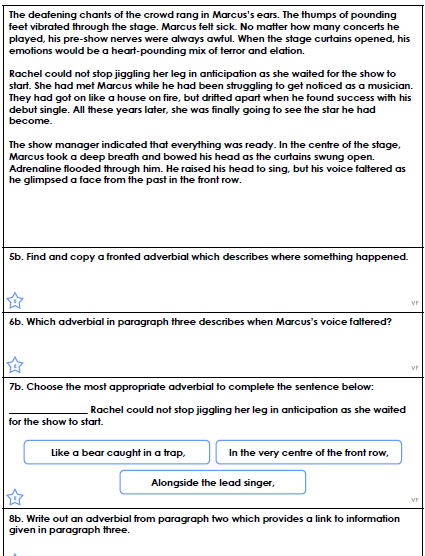
*Continue this explanation with* ***3*** *more reasons of your own.*

**LO: To identify adverbials to link ideas and paragraphs**

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**LO: To use adverbials to link ideas and paragraphs**

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**LO: To plan an explanation text**

Use the model text (The Teacher Pleaser) at the start and one of these planning frames to help you plan an explanation of your own machine to help someone, e.g. the parent pleaser.

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pleaser Machine

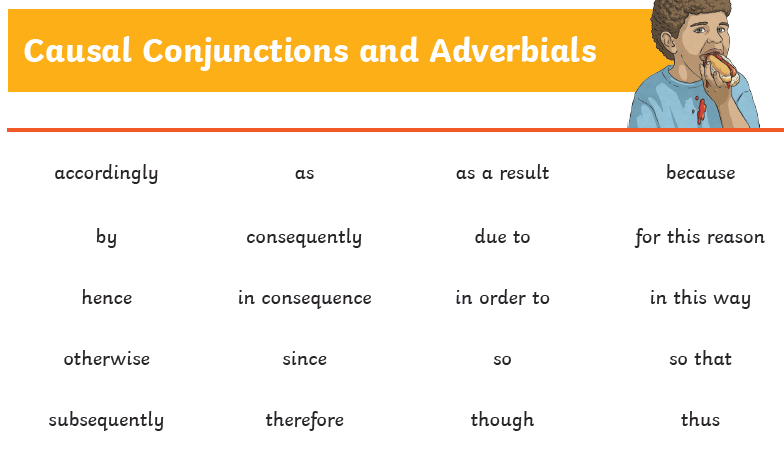
|  |  |
| --- | --- |
| Introduction -  Who needs it and why | Do you suffer from a |
| How to start it and what happens | To start the machine |
| What to do if it starts to break | If the \_\_\_\_\_\_ begins to |
| Special feature | Furthermore, if you press the |
| Conclusion  How it will change your life | Use one of these |

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pleaser Machine

|  |  |
| --- | --- |
| Do you suffer from a |  |
| If so, use the |  |
| and your |  |
| will become |  |
| To start the machine |  |
| This provides |  |
| which causes |  |
| As the |  |
| this causes |  |
| so that |  |
| If the \_\_\_\_\_\_ begins to |  |
| As a result |  |
| To turn on one of the best |  |
| features of the |  |
| Therefore |  |
| Furthermore, if you press the |  |
| which will |  |
| so that |  |
| Use one of these |  |
| because |  |
| The more you use it |  |

**LO: To write an explanation text**

Use the word bank of causal vocabulary and list of features to help you write the explanation of your new machine.



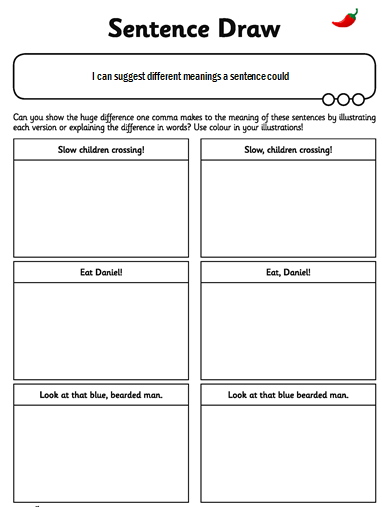
|  |
| --- |
| Feature |
| A title |
| An introduction |
| A rhetorical question to hook the reader |
| Causal conjunctions and adverbials (e.g. because, which etc.) |
| Topic sentence to introduce the text |
| Time conjunctions and adverbials |
| Technical language |
| Descriptive language |
| Diagrams or illustrations with captions |
| A conclusion which summarises the key points |

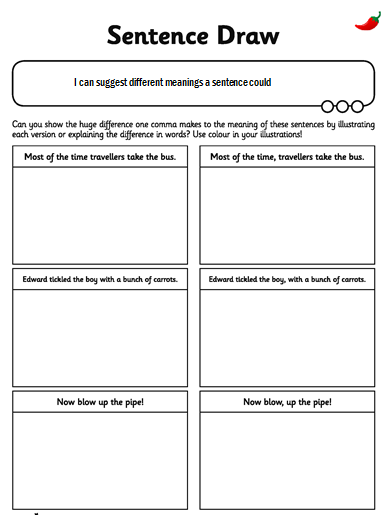
Remember to proof-read your work once you have finished!

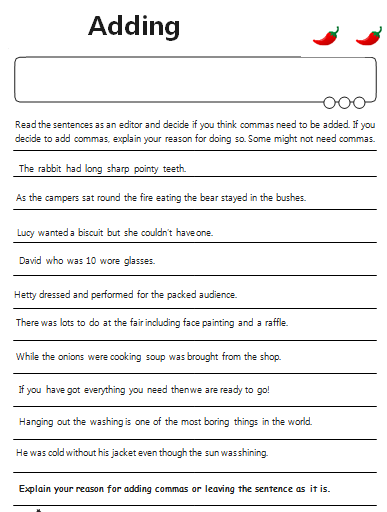
The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pleaser Machine

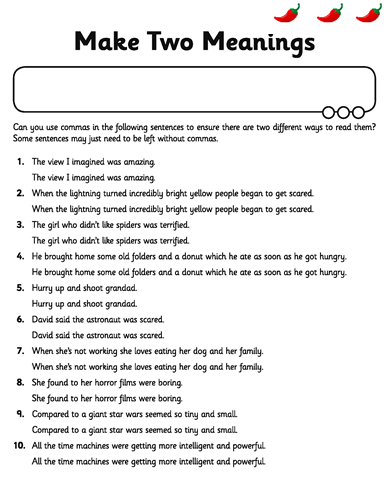
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**LO: To use commas to avoid ambiguity**

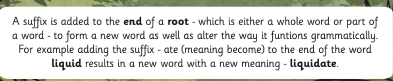
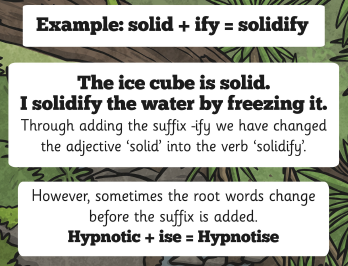
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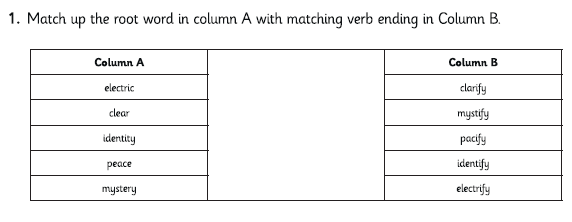
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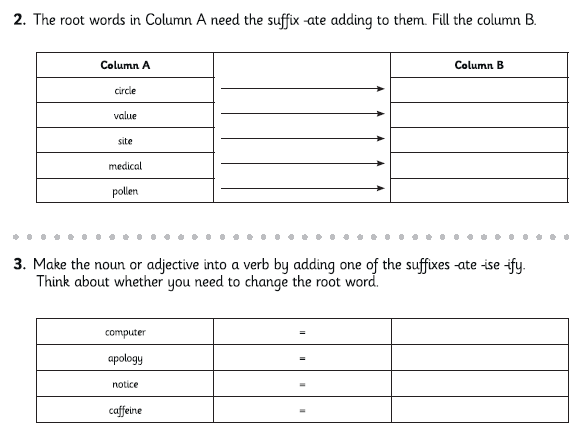
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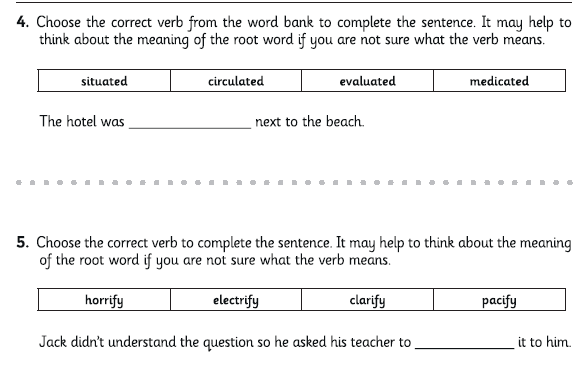
**To change nouns and adjectives into verbs using the suffixes –ate, -ise or –ify**

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