

# Instructions

1. You must enable 'Macro' to view this presentation;
2. For tasks, type your answers in the text boxes provided and click 'check answer' button;
3. Press **X** button top right or ESC button on keyboard to exit the programme;
4. Upon exit, you can choose to save your answers in the tasks by selecting 'yes';
5. Use arrows below to go to next or previous slide.

# **Bridging to Tertiary Study: A support resource for Māori students**

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# Unit 1

## Thinking about writing

# Introduction

Do you want to be a confident writer? Do you want to produce well-organized and accurate texts? If you do, then you need more than good vocabulary and accurate grammar and punctuation. Although vocabulary, grammar and punctuation are important, it is equally important to know how to signal relationships between clauses and sentences, how to construct coherent paragraphs and how to organize texts that have different communicative purposes.

Every time you write, you need to think about **why** you are going to write (**your purpose**), **who** will read your writing (**your audience**), **what** you are going to write (**your content**) and **how** you are going to organize your writing (**your writing plan**).

**Your purpose**

# Your purpose

In this resource, we have organized the various texts we will examine according to the main **purpose or purposes**. For example:

- When you tell your readers **how to do something**, such as how to use a new computer programme, you are ***instructing***, that is, you are writing ***an instruction text***;
- When you tell your readers **how and why certain things happen**, such as how clouds form in the sky, you are ***explaining***, that is, you are writing ***an explanation text***;
- When you tell readers **how things can be grouped in terms of similarities and differences**, you are ***classifying***, that is, you are writing ***a classification text***;
- When you tell your readers **what events happened in the past and in what order they happened**, you are ***recounting***, that is, you are writing a ***recount text***;
- When you **express a point of view** to your readers and **support that point of view with reasons**, you are ***arguing***, that is, you are writing ***an argument text***.

## Your purpose continued...

Sometimes, you might want to do more than one of these things *in the same text*. For example:

Your purpose might be to tell your readers **what events happened and in what order they happened** and also **how and why they happened**. In that case, you will be **recounting and explaining**. Your text will be a blended text that combines different functions.

If you are sending an email or text to a friend, you might want to tell him or her that you went to a kapa haka competition the previous week and lost your guitar. You might list a series of events that led up to losing your guitar (**recount**) and also write about how and why these events happened (**explanation**), or you might list a series of events that happened to you at college the previous week (**recount**), explain how and why these events happened (**explanation**), tell your friend how to get to your college to attend a kapa haka competition you will be performing in later in the month (**instruction**), compare and contrast some new music DVDs that you have bought (**classification**), and present a case in favour of voting for one politician rather than another at next week's election (**argument**). Some text-types, such as emails and personal letters, often combine a range of purposes. These are referred to here as 'blended texts'.

Texts can have one main function: **recounting, instructing, arguing, explaining** and **classifying**. There are also **blended texts** that combine a number of different functions.

## Your purpose continued...

In **Unit 2** of this writing resource, we introduce you to texts with the primary function of **explaining**. In **Unit 3**, we introduce you to texts with the primary function of **arguing**.

Each of the different types of writing may involve description. If, for example, you are **recounting** events that happened in the past, you may want not simply to list them but also to describe them and you may also want to describe any people or animals who/which were involved in these events. If you are **instructing** your readers about how to make rewena bread, you may wish to describe what it looks and tastes like. If you are **arguing** that certain computer games are good for developing particular skills, you may begin by describing these games. Both **explaining** and **classifying** involve description. When you are **classifying** things into types, the emphasis is on **what** (what the similarities and differences are); when you are **explaining**, the emphasis is on **how** and **why** (for example, how and why a particular thing works). Blended texts that combine **classifying and explaining** are very common. If, for example, you are asked to discuss the difference between LCD and plasma televisions, you will almost certainly discuss **what** their similarities and differences (classification) are and also **how** each of them works and **why** each has advantages and disadvantages in different situations (explanation).



## Your purpose continued...

Here is an outline of the main purposes of writing:

<b>PURPOSE OF WRITING (TEXT LABEL)</b>	<b>DETAIL</b>
<b>Recount</b>	Tells readers what events happened in the past. This can be either factual (real) or fictional (imaginary).
<b>Instruction</b>	Tells readers how to do or make something.
<b>Argument</b>	Expresses one or more points of view, with reasons.
<b>Classification</b>	Groups things in terms of similarities and differences.
<b>Explanation</b>	Tells readers how and why certain things happen.
<b>Blended</b>	Combines some or all of the above.

# Task 1

Look at the extracts from texts below. Then look at the table that lists five functions of writing. Beside each writing function, type the number of the text extract that has that particular function in the relevant boxes. When you have finished the task, click button to check answer.

## Text Extracts:

1. Turn your computer off before you install the new software. Read all the instructions before you start.
2. Students should be free to choose what to wear to school so that they can express their personality in the clothes they select.
3. There is a layer of ground water because water has gradually trickled through the rocks and then settled.
4. They divided us into two groups. The students who had studied French before were in one group, and everyone else was in the other group.
5. We started our day out by visiting my friend's marae and then went to see her aunty. Later on, we met some friends and went to a movie together.

Writing Purpose	Text Extract Number	check answer
Classification	<input type="text"/>	4
Recount	<input type="text"/>	5
Instruction	<input type="text"/>	1
Explanation	<input type="text"/>	3
Argument	<input type="text"/>	2

# Your purpose continued...

If you are asked to complete an assignment task or an examination or essay question, it is important to think about the task or question before you begin writing in order to work out what type of writing you are expected to do. In most assignment tasks and examination and essay questions, you will find **keywords** that indicate the type of writing you should produce. Some of these keywords are very easy to interpret, but others are more difficult. Look at the examples of writing tasks below. In each one of these tasks, the keywords (in **bold** type) directly indicate that a particular type of writing is required.

- Write a series of **instructions** for performing a Māori action song.
- **Explain** how Māori use stars for navigation.
- **Argue** the case for more funding for kōhanga reo.
- **Classify** karanga into types.
- **Recount** the events that happened at last year's Waka Ama national championships.

Sometimes, you will find more than one keyword in a task. This usually means that you are expected to create a **blended text**, that is, a text that includes more than one type of writing. Here is an example.

**Recount** the events that happened at a hui you helped to organize last week. **Explain** how decisions were made about how the hui was organized and **argue** the case for making next year's hui much bigger.

# Task 2

Look at the assignment tasks below. Type the keyword or keywords that tell you what type of writing is required in each case in the box provided. When you have finished the task, click button to check answer.

1. There are many different types of musical instruments. Provide a classification of each type and explain the differences among them.

2. Explain the process involved in fishing for eels in the traditional Māori way.

3. Write instructions to help a student who is new to your college.

check  
answer

1. classification and explain
2. explain
3. instructions

## Your purpose continued...

In some cases, the keywords in assignment tasks are not as obvious as they are in the examples on the previous slide. You may have to think very carefully before you decide what sort of writing is required. There are many different keywords that signal that you are expected to **argue** a case. Here is an example.

- **Consider** the advantages and disadvantages of making te reo Māori a compulsory subject in all schools in Aotearoa.

The keyword in the task above is '**consider**'. Usually, when this word appears in an assignment task you are expected to present an **argument**. In this case, the question includes the words 'advantages and disadvantages' which also tells you that you are expected to present an **argument for and against** making te reo Māori a compulsory subject in all schools in Aotearoa.

Another keyword that indicates that you are expected to write an argument text is '**justify**'.

- **Justify** the belief that te reo Māori should be a compulsory subject in all schools in Aotearoa.

In this case, you are expected to provide **an argument for** a particular belief.

# Your purpose continued...

Now think about the use of the keyword '**outline**' in the two tasks below.

- **Outline** the main similarities and differences between MP3 and MP4 players.
- **Outline** the main stages in the development of one type of popular music since 1950.

In both of these tasks, the keyword 'outline' appears. However, you need to look carefully at the rest of the task in order to work out exactly what type of text you are being asked to write.

In the first case, you are asked to outline the **main similarities and differences** between MP3 and MP4 players. This is likely to involve **classification**. In the second case, you are asked to outline the **main stages in the development** of one type of popular music since 1950. This is likely to involve a **recount** of the main stages in the development of that type of music.

# Task 3

Look at the questions below (in which keywords are highlighted in red) and try to decide what type of writing is likely to be required in each case. Type your response in the box provided. When you have finished the task, click button to check answer.

Question		Writing Type	<a href="#">check answer</a>
1	<b>Why</b> do you think some people believe that women have more difficult lives now than they had a century ago?		Argument
2	Make up a <b>list of recommendations</b> that people should follow when they are trying to save money on their electricity bills.		Instruction
3	<b>How</b> should people dispose of used batteries and <b>why</b> is it important not simply to take it to a general garbage disposal centre?		Explanation and Argument
4	<b>What</b> are the <b>main similarities and differences</b> between LCD televisions and plasma televisions?		Classification
5	<b>What</b> are the <b>main similarities and differences</b> between LCD televisions and plasma televisions and <b>how</b> does each of them work?		Classification and Explanation
6	<b>What were the main stages</b> in the development of telephones?		Recount

# Task 4

Look at these keywords and decide what kind of writing each one is most likely to require. Put a tick [ ✓ ] in the appropriate box. When you have finished the task, click button to check answer.

Keywords	<a href="#">check answer</a>	Recount	Instruction	Argument	Explanation	Classification
<b>Trace</b> (e.g. 'trace the development of cell phones')		✓ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Critique</b> (e.g. 'provide a critique of a book you have read recently')		<input type="checkbox"/>	<input type="checkbox"/>	✓ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Justify</b> (e.g. 'justify the view that murderers should be jailed for life')		<input type="checkbox"/>	<input type="checkbox"/>	✓ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Instruct</b> (e.g. 'instruct a new computer user in the use of icons')		<input type="checkbox"/>	✓ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Outline</b> (e.g. 'outline the main characteristics of fish and mammals')		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓ <input type="checkbox"/>
<b>Compare and contrast</b> (e.g. 'compare and contrast the behaviour of cats and dogs')		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓ <input type="checkbox"/>
<b>Explain</b> (e.g. 'explain how clouds are formed')		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓ <input type="checkbox"/>	<input type="checkbox"/>
<b>Debate</b> (e.g. 'debate the advantages and disadvantages of speech recognition software')		<input type="checkbox"/>	<input type="checkbox"/>	✓ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Your Audience

# Your audience

We have considered WHY you are going to write (your purpose). Now we need to consider **WHO** you are going to write for (your **audience**).

Let's think about **instructions**. Many people throughout the world are familiar with Internet banking. They know how to deposit money and how to transfer money from one account to another. On the other hand, some people from less developed countries may not be familiar with Internet banking at all. Therefore, if you are asked to write instructions for using Internet banking to pay bills, you will need to find out as much as possible about the people who are likely to read these instructions. If you provide more information than your readers need, it will take them longer to follow the instructions than necessary. If you provide less information than your readers need, they may not be able to follow the instructions at all. Your job as a writer is to try to find the right balance.

# Task 5

The following set of instructions is for making rewena bread. Who do you think might find these instructions useful? When you have finished the task, click button to check answer.

## Rewena bread

1. Peel and dice a large potato. Place in a pot with 1 cup water. Cover and simmer until mashing consistency. Mash and cool to lukewarm. Add 1 cup of flour and 1 teaspoon of sugar. Mix to a firm texture then cover and allow to sit in a warm place for 24-48 hours.
2. After 24-48 hours, set aside one tablespoon of dough in a large Agee jar. Cover and keep in a warm place. Feed one day with a 1/2 cup of warm potato water then the next day with 1 teaspoon of sugar. This is your base for making future loaves. Skip this step if you are only making one loaf.
3. Mix 5 cups of flour, 1 teaspoon of salt and 1 teaspoon on bicarbonate of soda. Pour in the mixture from step one and then mix. Add more water if needed. Knead for 10 minutes. Put in a greased dish then set in a warm place to rise. Place in a cold oven (do not preheat) and bake at 180 degrees Celsius for one hour.

Write your answer here:

check  
answer

To follow these instructions, you would need to know what an Agee jar is and you would also need to understand some basic cooking terms, such as 'knead'.

**Your Content**

# Your content

You need to think about **WHAT** you are going to write (the **content**). Before you do that, it is important to think carefully about the **purpose** of your writing and about your **audience**. This is because your purpose and your audience will have an effect on your content.

Imagine that you are an expert in **whaikōrero** or **karanga** and that you have been asked to **(a) talk about their origins** and **(b) explain the way in which the various components of each are organized**. If your readers already know a lot about **whaikōrero** and **karanga**, you can include some **more detailed** information and specialist vocabulary. If your readers know nothing about **them**, you need to include **less detailed** information and specialist vocabulary. Your audience will affect how much information you provide and how complex that information can be.

# Task 6.1

There are two different definitions of karanga - one on this slide, the other on the next slide. Who do you think the audience might be for each of them? When you have finished the task, click button to check answer.

**1.** The karanga (call) is part of a traditional Māori welcome ceremony. It involves an exchange of calls, usually performed by women, that takes place between hosts and visitors. Karanga begin with a call by the hosts and a response by the visitors. The karanga may be performed by several women. Karanga involve greetings and also pay tribute to the dead of each other's acquaintance (especially those who have recently died) and also refer to the reason the groups have come together.

Write your answer here:

check  
answer

Readers of a short introductory booklet about society in Aotearoa.

## Task 6.2

Now look at the second definition of karanga. Who do you think the audience might be for this definition? When you have finished the task, click button to check answer.

2. The karanga (call) is part of a traditional Māori welcome ceremony. It involves an exchange of calls, usually performed by women, that takes place between hosts and visitors. Karanga begin with a call by the hosts and a response by the visitors. The karanga may be performed by several women. Karanga involve greetings and also pay tribute to the dead of each other's acquaintance (especially those who have recently died) and also refer to the reason the groups have come together. The kaikaranga (those who perform the karanga) usually know a lot about the history of the tribe and are skilled in the use of whakataukī (proverbs). Karanga convey information about the host tribe and aim to establish and/or highlight links between the hosts and visitors. Where karanga takes place on the grounds of a marae (the vacant area/space in front of the meeting house or the traditional gathering place where Māori perform their traditional rituals), they continue until the visitors stop in front of the wharenuī (traditional meeting house) in an expression of respect. After a period of silence, a final karanga is sometimes performed by a host kuia (female elder) to indicate that the visitors should take their seats.

Write your answer here:

check  
answer

First time visitors to a marae who are not familiar with Māori culture.

# Your Organization



# Your organization

The next step in planning to write involves **organizing** your material. You need to work out how many different sections there will be and what will be included in each section. Generally, a text has an **introduction**, a **body** and a **conclusion**.

<b>Introduction</b>	?
<b>Body</b>	?
<b>Conclusion</b>	?

A useful basic pattern (or **template**) for organizing your material is the **TTFDC** pattern: **T**itle; **T**opic; **F**ocus; **D**etail; **C**onclusion. Look at the outline below to see how this relates to the **introduction**, **body** and **conclusion** of your writing.

<b>Introduction</b>	1	Title
	2	Topic
	3	Focus
<b>Body</b>	4	Detail
<b>Conclusion</b>	5	Conclusion

# Your organization

In the **TTFDC** pattern, each text has a **TITLE**. Next is a general outline of the overall **TOPIC**.

This is followed by the **FOCUS** section where readers learn what particular aspect of the topic the writer intends to focus on. This is also the section of the text where readers may be introduced to the writer's perspective or point of view on the topic. In student essays, the **FOCUS** section often provides a preview of what type of thing will be included in the **DETAIL** section.

The **DETAIL** section is the main part of the text. This is where most of the information in the text appears. For example, if the overall purpose of the text is to provide instructions, this is the part where the instructions appear. If the overall purpose is to recount a series of events, this is the part where these events will be recounted.

The **CONCLUSION** section often provides a summary of what has preceded along with a comment on it. This often involves a re-statement of the topic and focus sections of the text.

<b>Introduction</b>	1	Title
	2	Topic
	3	Focus
<b>Body</b>	4	Detail
<b>Conclusion</b>	5	Conclusion

# Task 7

In the following text, the parts are in the wrong order. Try to rearrange the parts and associate each of them with one of the following: **TITLE; TOPIC; FOCUS; DETAIL; CONCLUSION**. Type the number of the appropriate part in the box. When you have finished the task, click button to check answer.

Text segment		No	Text Parts	check answer	
Introduction	1	Title	<input type="checkbox"/>	Hip Hop music began in a poor area of one North American city almost forty years ago but it is now very popular around the world. It is now performed, often accompanied by energetic dancing, around the world.	3
	2	Topic	<input type="checkbox"/>	Hip hop is sometimes referred to as 'rap'. It is a type of music that involves speaking to musical rhythms.	2
	3	Focus	<input type="checkbox"/>	How did Hip Hop begin?	1
Body	4	Detail	<input type="checkbox"/>	Although young people often believe that Hip Hop music is anti-establishment, commercial music companies make a great deal of money from it and it probably contributes as much to the North American economy as classical music does.	5
Conclusion	5	Conclusion	<input type="checkbox"/>	Hip Hop began in the Bronx, New York City, in the 1970s, largely among young people of African and Latin American descent. At clubs in the Bronx, there was often a Master of Ceremonies (MC). The job of the MC was to talk to the audience. MCs introduced Disk Jockeys (DJs), greeted members of the audience, encouraged people to dance and told stories and jokes. Sometimes MCs spoke when the music was playing. Some of them began to speak in time with the beat of the music. They often did this when funk or rock music was playing. Then they began to use words that rhymed (e.g. <i>cat; rat; sat</i> ). At the end of the 1970s, commercial record companies began to record the words along with the music and Hip Hop became a popular musical genre in the USA and, gradually, in other parts of the world. By the beginning of the 2000s, Hip Hop had entered the popular music charts and it is now performed in lots of different styles around the world.	4

# Your Writing Plan

# Your writing plan

The **TITLE**, **TOPIC** and **FOCUS** sections of a text are very important in terms of the overall planning, orientation and scope of the whole text. The TITLE provides an overview of the content of the writing, the TOPIC section generally re-states and expands on the title of the text and the FOCUS section generally limits the scope of the content of the text.

Imagine that you have been asked to write about **access to the Internet**. This is a very broad topic so you might ask what aspect you should write about. If the answer is that you should write about access to the Internet by teenagers in Aotearoa, you would be in a much better position to begin to plan your writing. However, you would still need further information. Let's suppose that you have asked further questions about the topic and have narrowed it down to: **The increase in cell phone use by teenagers in Aotearoa between 2009 and 2012**.

This allows you to have a very clear **TITLE**, **TOPIC** and **FOCUS** section. For example:

1	Title	The increase in cell phone use by teenagers in Aotearoa between 2009 and 2012
2	Topic	There was a dramatic increase in access to the Internet by teenagers in Aotearoa between 2009 and 2012.
3	Focus	This assignment will examine the significant increase in access to the Internet by teenagers in Aotearoa between 2009 and 2012, discussing the main reasons for it.

# Your writing plan continued...

In the construction of any text, there are some common structural elements. The table below includes five main types of writing (each associated with a different purpose) and indicates what type of information is likely to be included in each section.

Section	Recount	Explanation	Argument	Classification	Instruction
<b>Title</b>	Your title should indicate what your text will be about in a general sense.				
<b>Topic</b>	Your topic section should provide more specific detail about the content of your writing.				
<b>Focus</b>	Your focus section will usually include some information about where and when the events happened and who was involved.	Your focus section will usually indicate which aspects of the topic you are going to explain.	Your focus section will usually indicate whether you will argue for a particular point of view or provide arguments for and against different points of view.	Your focus section will usually indicate how you will describe and/ or classify (e.g. in terms of size, shape, colour or behaviour).	Your focus section will usually include a list of materials and/ or equipment that will be needed.
<b>Detail</b>	Your detail section will usually include a list of events (generally with some details about each of them), often in the order in which they took place.	Your detail section will usually include information about how and why certain things happen.	Your detail section will usually include arguments for and/ or against one or more points of view.	Your detail section will usually include information about similarities and differences between things in terms of how things look, feel, sound, smell or behave.	Your detail section will usually include an ordered list of the tasks required in order to do something or make something.
<b>Conclusion</b>	Your conclusion section will usually include a comment about the events you have recounted and/ or indicate what happened as a result.	Your conclusion section will usually include a summary of the information you have provided, often with some final comment on it.	Your conclusion section will usually include a summary of your argument, often with a final comment.	Your conclusion section will usually include a summary of the information you have provided and may also include a comment on it.	Your conclusion section will usually include a final comment and/ or a piece of advice or a warning of some kind.

# Your Meaning

# Your meaning

Good writers convey meaning clearly. This often involves using **SIGNALS** to guide readers. Throughout the remaining units of this resource, you will be introduced to **links between different parts of your text** (such as reason-result) and **signals** of these links (such as 'because' and 'so'). Textual relations always have two parts: they link sentences, groups of sentences or paragraphs. Look at the following short extract from a text about hip hop music:

In the 1970s, Hip Hop music began in New York City in night clubs attended by African Americans and Latinos. Before the music style was actually developed, the MC in nightclubs used to make commentaries to the crowd between songs - encouraging people to dance, greeting audience members, or telling jokes and anecdotes. These commentaries were the beginning of Hip Hop music.

In this extract, the word '*before*' is used to begin the second sentence. This word, like many others, operates like a language traffic signal. It tells you to look out for two or more events that occur in a particular order. This is a signal of a textual relationship of **time sequence**.



## Your meaning continued...

Now, look at this sentence:

***The children left the birthday party early because they were sick.***

Notice the word '*because*' in this sentence. This word signals that an event or action has taken place for some reason. This is a signal of the textual relationship of **reason-result**. Providing signals of this type to guide readers is an important aspect of skilful writing. Identifying these signals and responding appropriately to them is an important aspect of skilful reading.

We have already said that texts can be identified and labelled in terms of the purposes for which they are written. Different types of text tend to be associated with different types of text links. Certain text links tend to occur more frequently in some types of text than in others. In the following reference chart, each of the types of text we have introduced is associated with commonly occurring text links.

In the following units, you will have an opportunity to practice using these text links in your writing.

<b>Text</b>	<b>Typical text links</b>	<b>Example sentences</b>
<b>Recount Chapter 2</b>	Time Sequence [Events that happen one after the other]	They made some notes about the topic and then planned their writing.
	Time Overlap [Events that happen at the same time as each other]	They made notes while they were reading.
<b>Instructio n Chapter 3</b>	Reason-Result [A statement or event and the reason for it]	They checked their work carefully because they wanted to improve their grades.
	Means-Purpose [An action carried out with the hope of achieving a result]	He got lots of books out of the library so that he could read during the vacation.
	Time Sequence [Events that happen one after the other]	After their plan had been prepared, they started writing.
<b>Argument Chapter 4 &amp; Chapter 5</b>	Reason-Result [A statement or event and the reason for it]	Children who do well at school may become bored because they find their school work too easy.
	Concession-Comment [Two different perspectives on the same issue]	Although she got a high grade, she still made some basic mistakes.
	Statement-Amplification [A statement followed by more information about the topic]	He was very kind and he was also very generous.
	Statement-Example [A statement followed by an example]	She often buys little gifts for her parents. For example, she bought her mother a brush and comb set yesterday.
	Condition-Consequence [A condition and a consequence]	If you get home early, I'll go shopping with you.
	Simple Contrast [Way/s in which things are different]	The girls in the class wrote better assignments than the boys.
<b>Explanatio n Chapter 6</b>	Condition-Consequence [Something that happens only on condition that something else happens]	As above
	Statement-Example [Adding an example to support or illustrate a statement]	As above
	Means-Result [How a particular outcome is achieved]	Their writing improved as a result of a lot of effort and hard work.
<b>Classificati on Chapter 7</b>	Simple Comparison [Way/s in which things are similar]	She wrote really well in English, and so did he.
	Simple Contrast [Way/s in which things are different]	As above
	Statement-Example [A statement followed by an example]	As above
	Statement-Exception [A statement with an exception]	Most fish, except sharks and flatfish, have a swim bladder.
	Statement-Amplification [A statement followed by more information about the topic]	As above
<b>Blended</b>	Any combination of the above	

# Your Paragraphs

# Your paragraphs

A successful paragraph contains a collection of sentences with ideas on the same topic. One of the sentences in the paragraph will state the main idea of the paragraph. This sentence is called the **topic sentence**. The topic sentence often provides useful clues about how the paragraph connects with the rest of the text. It is often the first sentence of the paragraph. However, it can also be placed elsewhere in the paragraph. For example, it can be the second or third sentence of the paragraph or, sometimes, the final sentence. When you are not very experienced as a writer, it is a good idea to think about placing your topic sentence early in the paragraph. As you gain more experience, you can experiment by varying the placement of the topic sentence.

Topic sentences often contain a word or phrase that indicates how the paragraph will be organized – whether, for example, it will be organized in terms of *time* or *place* or *comparison* and *contrast*. Some organizational words and phrases that often occur in topic sentences are indicated in bold print in the following table alongside the organizational principle involved:

Organization type	Example sentence
Place	Hamilton <b>is located</b> in the North Island of New Zealand in the Waikato region.
Time	Hamilton <b>was established in</b> 1864 by the 4th Waikato militia.
Contrast	Hamilton and Auckland are very <b>different</b> .
Comparison	Hamilton and Palmerston North are <b>similar</b> in many ways.
List	Hamilton has <b>excellent restaurants, cafes, cinemas and sports facilities</b> .
Reasons	There are a number of <b>reasons</b> why Hamilton has so few high rise buildings.
Description	Hamilton <b>encompasses a land area of about 98 km<sup>2</sup> (38 sq mi) on the banks of the Waikato River and is home to over one hundred and fifty thousand people</b> .
Classification	Hamilton's population is <b>approximately 69.5% Pākehā/European, 21.3% Māori, 13.8% Asian, 5.1% Pacific Peoples and 2.0% Middle Eastern, Latin American and African</b> .
Definition	The Māori name of Hamilton, Kirikiriroa, <b>means 'long stretch of gravel'</b> .

# Task 8

Read the following topic sentences and decide what the organizational word or phrase and also the organizational type is for each one. Type the 'word' or 'phrase' and relevant 'type' in the boxes provided. When you have finished the task, click button to check answer.

Sentence	Word or phrase	Type
The climate of Aotearoa is very similar to that of parts of the U.K.		
I am going to describe Kirikiriroa.		
Here is a list of some significant Māori politicians.		
Aotearoa was first settled in the 13th century.		
First, it is important to define the word 'kaitiaki'.		
Ngāruawāhia is located in the Waikato region of the North Island of New Zealand.		
There are several types of karanga.		
I decided to visit Ngāruawāhia for a number of reasons.		
There are many differences between Māori and Pākehā culture.		

check answer

# Task 8: Answers

Check your answers below.

Sentence	Word or phrase	Type
The climate of Aotearoa is very <b>similar</b> to that of parts of the U.K.	similar	Comparison
I am going to <b>describe</b> Kirikiriroa.	describe	Description
Here is a <b>list</b> of some significant Māori politicians.	list	List
Aotearoa was <b>first settled</b> in the 13th century.	first settled	Time
First, it is important to <b>define</b> the word 'kaitiaki'.	define	Definition
Ngāruawāhia is <b>located</b> in the Waikato region of the North Island of New Zealand.	located	Place
There are <b>several types</b> of karanga.	several types	Classification
I decided to visit Ngāruawāhia for a number of <b>reasons</b> .	reasons	Reason
There are many <b>differences</b> between Māori and Pākehā culture.	differences	Contrast

# Conclusion

## **Text templates and sample texts:**

In the remaining units of this writing development resource we will introduce you to text templates that will guide you in organizing your writing. We will also provide a number of examples of short texts of different kinds and indicate some typical language features of different types of texts. These are intended as a starting point for your writing. Experienced writers will often vary the organization, language and content of their writing in interesting and creative ways. Most importantly, they will almost certainly produce several drafts of a piece of writing before they are satisfied with the final result.

**Ka pai!**

**You have completed  
Unit 1: Thinking about writing**