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.

Start Unit

Bridging to Tertiary Study: A support resource for Māori students

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Unit 2

Writing explanation texts

Part 1

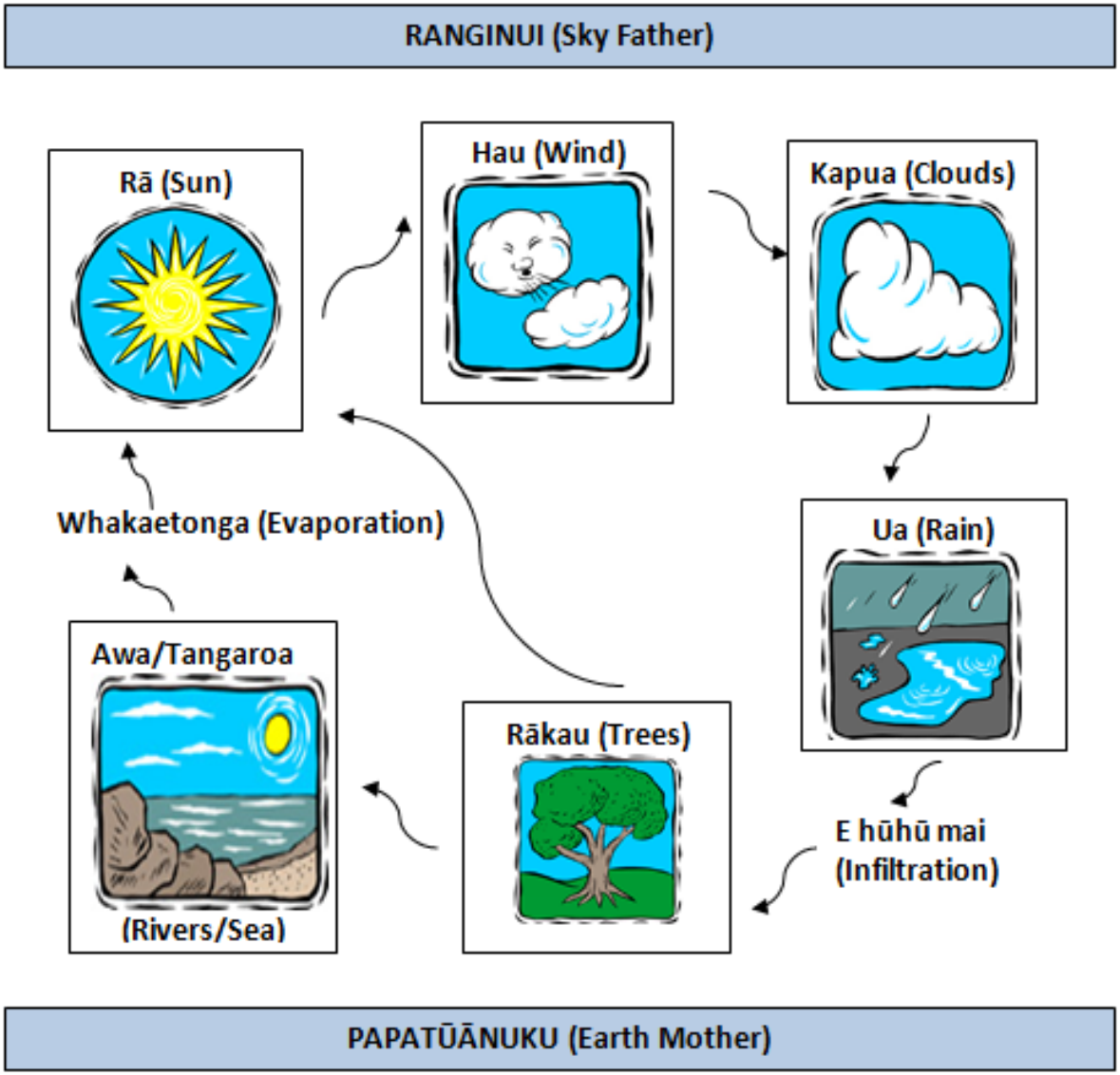
Learning how to organize explanation texts

Section 1

Introduction

Introduction

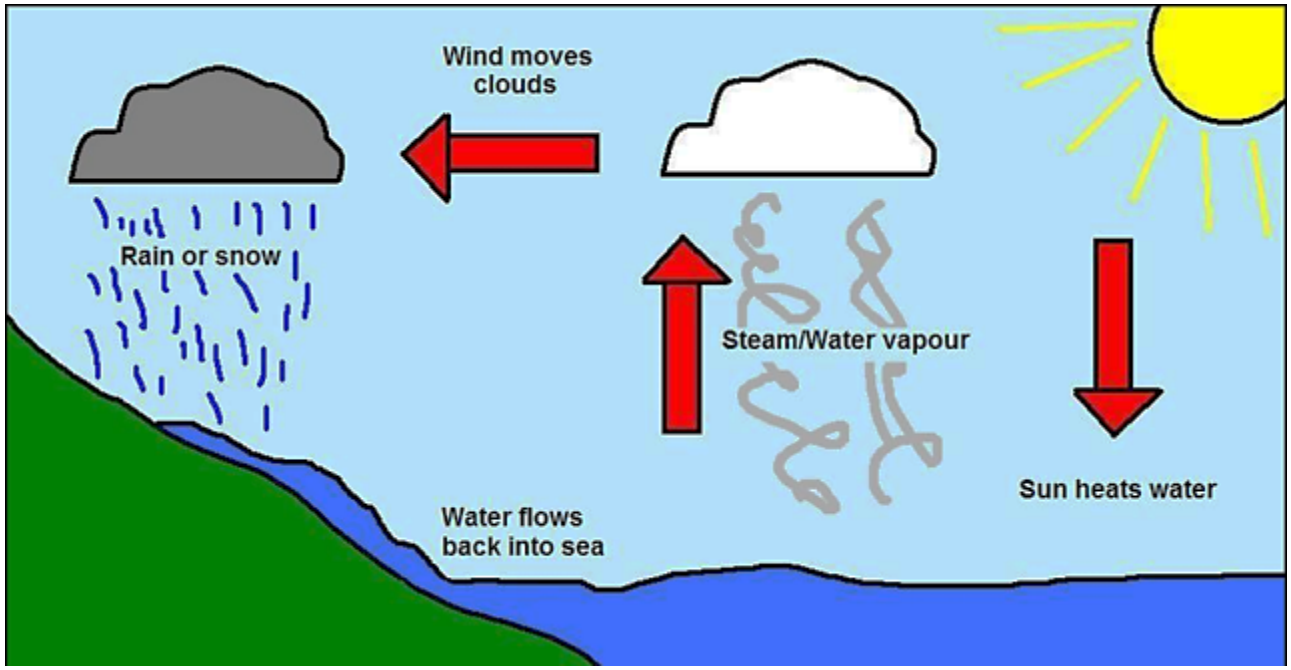
In this unit, we will look at **explanations,** that is, at writing that explains **how** and **why** things happen. We're going to do that by considering **the water cycle**. From a traditional Māori perspective, key elements of the water cycle can be understood through the story of the separation of Ranginui (the sky father) and Papatūānuku (the earth mother). For example, rain (precipitation) is represented as the tears of the two separated parents. Mist (water vapour) is explained as the sighs of pain from Papatūānuku. The waterways of the world are created through the tears of Ranginui and Papatūānuku combined. Below is a possible diagram to represent the water cycle from a Māori world viewpoint.



Indigenous knowledge

This indigenous knowledge reflects what is now understood to explain the earth's water cycle. The question is, how would you go about creating a piece of writing to explain this water cycle? Imagine you have been asked to respond to the following writing prompt:

With reference to the diagram below, explain what the water cycle is and how it works.



Task 1

Read the text on the following slide and then return here to answer the question below. When you have finished the task, click button to check answer.

Why is the water cycle so important?

check answer

It keeps the planet alive and healthy.

What is the water cycle and how does it work?

It is important to understand what the water cycle is and how it works because it is so important for life on Earth. Human beings, animals and plants need water in order to live. If they do not have water, they die.

We refer to the way in which the Earth uses and recycles water as the water cycle. It is a process that constantly recycles the Earth's supply of water. It is important for life on Earth because human beings, animals and plants need water in order to live.

There are four important stages in the water cycle, but it has no real beginning or end. The main stages of the water cycle are: *evaporation and transpiration; condensation; precipitation;* and *infiltration*.

First, *evaporation and transpiration* happen when water changes from a liquid to a gas called water vapour and rises high into the air. Evaporation is caused by the heat of the sun. The sun's heat makes lakes, rivers, and even puddles lose water. Plants also produce water vapour but this is called transpiration, not evaporation.

The next stage of the cycle is *condensation*, which happens when the water vapour that has gone high into the atmosphere cools, changes back into water and begins to form clouds. As more and more water droplets come together to form clouds, the droplets become bigger and bigger. Finally, these droplets get so big and so heavy that the wind can no longer hold them up and so they fall back down to Earth again.

This creates the next stage of the cycle, *precipitation*, a term used to describe the falling water droplets. Precipitation comes in different forms depending on the conditions in the atmosphere. For example, precipitation may take the form of rain, snow, sleet or hail.

Next, after the water has fallen to the ground, it soaks into the soil in a process called *infiltration*. The water fills up lakes, rivers and puddles again. Some of the water is soaked up by roots to help plants grow. Some of the water moves deep underground. This is called ground water.

Finally, the sun heats the water again and the whole cycle of evaporation and transpiration, condensation, precipitation and infiltration begin again. The water cycle is the most important cycle in nature. It is needed to sustain life on Earth.

WHEN FINISHED READING, RETURN TO PREVIOUS SLIDE AND ANSWER THE QUESTION.

Task 2

Look at the words on the chart below and try to provide a definition for each of them and to write something about what causes them in the relevant boxes. Check back to the previous text if you need to. When you have finished the task, click button to check answer.

WORD	DEFINITION	CAUSE check answer
Evaporation		
Transpiration		
Condensation		
Precipitation		
Infiltration		

Task 2: Answer

Check your answers below.

WORD	DEFINITION	CAUSE
Evaporation	Evaporation happens when water changes from a liquid to a gas called water vapor and rises high into the air.	The heat of the sun makes lakes, rivers, and puddles lose water.
Transpiration	Transpiration is water vapor produced by plants.	The heat of the sun makes plants lose water.
Condensation	Condensation happens when the water vapor that has gone high into the atmosphere starts to form clouds.	Water vapor cools down and changes into clouds.
Precipitation	Precipitation happens when water droplets fall from the sky.	The water droplets in the clouds get so big and so heavy that the wind can no longer hold them up and they fall back down to Earth again.
Infiltration	Infiltration happens when rain soaks into the soil and collects as ground water.	Infiltration is caused by the seeping of water into the ground.

Section 2

Looking at the parts of an explanation text

Explanation Text Template

TITLE	Indicates overall content
TOPIC	A little more detail about what you are going to describe
FOCUS	Overview of what will follow – indicates you are going to explain something
DETAIL **Preview** **and** **Details**	Preview of what is in the explanation WHAT happens, HOW it happens, and often also WHY it happens
CONCLUSION	Summary and optional comment

We will now look at our previous text (slide 10) in relation to the TTFDC (title; topic; focus; detail; conclusion) template.

TITLE:

OUTLINES WHAT WE ARE GOING TO EXPLAIN

What is the water cycle and how does it work?

TOPIC:

DEFINES THE WATER CYCLE

We refer to the way in which the Earth uses and recycles water as the water cycle. It is a process that constantly recycles the Earth's supply of water.

FOCUS:

INDICATES THAT THE WATER CYCLE WILL BE EXPLAINED

It is important to understand what the water cycle is and how it works because it is so critical for life on Earth. Human beings, animals and plants need water in order to live. If they do not have water, they die.

DETAIL:

BEGINS WITH A PREVIEW

There are four important stages in the water cycle, but it has no real beginning or end. The main stages of the water cycle are: *evaporation and transpiration*; *condensation*; *precipitation*; and *infiltration*.

DETAIL:

DEFINES AND THEN GIVES DETAILS (PARAGRAPH 1)

Definition (topic sentence): *First*, *evaporation and transpiration* happen when water changes from a liquid to a gas called water vapor and rises high into the air.

Details: ***Evaporation*** is caused by the heat of the sun. The sun's heat makes lakes, rivers, and even puddles lose water. Plants also produce water vapor but this is called transpiration, not evaporation.

DETAIL:

DEFINES AND THEN GIVES DETAILS (PARAGRAPH 2)

Definition (topic sentence): ***The next stage*** of the cycle is **condensation**, which happens when the water vapor that has gone high into the atmosphere cools and begins to form clouds.

Details: As more and more water droplets come together to form clouds, the droplets become bigger and bigger. Finally, these droplets get so big and so heavy that the wind can no longer hold them up and so they fall back down to Earth again.

DETAIL:

DEFINES AND THEN GIVES DETAILS (PARAGRAPH 3)

Definition (topic sentence): This creates ***the next stage*** of the cycle, **precipitation**, a term used to describe the falling water molecules.

Details: ***Precipitation*** comes in different forms depending on the conditions in the atmosphere. For example, precipitation may take the form of rain, snow, sleet or hail.

DETAIL:

DEFINES AND THEN GIVES DETAILS (PARAGRAPH 4)

Definition (topic sentence): Next, after the water has fallen to the ground, it soaks into the soil in a process called **infiltration.**

Details: The water fills up lakes, rivers and puddles again. Some of the water is soaked up by roots to help plants grow. Some of the water moves underground. This is called ground water.

CONCLUSION:

SUMMARY AND COMMENT

Summary: Finally, the sun heats the water again and the whole cycle of evaporation and transpiration, condensation, precipitation and infiltration begins again.

Comment: The water cycle is the most important cycle in nature. It is needed to sustain life on Earth.

Part 2

Typical language features of an explanation text

Verb Forms

In explanation texts, the verbs are very often in the simple present tense. There are lots of simple present tense verbs in the text we have examined here. Example:

- We refer to the way in which the Earth uses and recycles water as the water cycle.

Textual Relations

Typical textual relations in explanation texts are:

- Condition-Consequence
- Reason-Result
- Statement-Example
- Time Sequence
- Time Overlap
- Means-Purpose

Sometimes the parts of the relation will be in a different order – e.g. (Result before Reason).

Condition-Consequence

Look at examples of each of these below.

- If they do not have water (condition), they die (consequence/ outcome).
- They die (consequence/ outcome) if they do not have water (condition).

Notice that the condition can come before or after the consequence in the text.

Where the condition clause comes before the consequence clause and begins with 'if', there is usually a comma after the first clause.

- If they do not have water, they die.
- They die if they do not have water.

Reason-Result

Another important textual relation in explanation texts is **reason-result**. There are a number of different ways of signalling the reason-result relation. Here are some of them.

- It is important to understand what the water cycle is and how it works (**result**) because it is so important for life on Earth (**reason**).

- Finally, these droplets get so big and so heavy that the wind can no longer hold them up (**reason**) and so they fall back down to Earth again (**result**).

Reason-Result

Another example inside this one:

- Finally, these droplets get so big and so heavy (reason) that the wind can no longer hold them up (result). . . (i.e. because they get big and heavy . . .)

We could have used 'because' here rather than 'that'.

- Finally, because these droplets get so big and so heavy (**reason**), the wind can no longer hold them up (**result**) . . .

- Finally, the wind can no longer hold these droplets up (**result**) because they get so big and so heavy (**reason**).

Reason-Result

Other examples of the **reason-result** relation in the text are signaled by the verbs 'cause' and 'make'.

- Evaporation (**result**) is caused by the heat of the sun (**reason**).
- The sun's heat (**reason**) makes lakes, rivers, and even puddles lose water (**result**).

The 'reason' or the 'result' can appear first:

- Finally, because these droplets get so big and so heavy (**reason**), the wind can no longer hold them up (**result**) . . .
- Finally, the wind can no longer hold these droplets up (**result**) because they get so big and so heavy (**reason**).

Statement-Example

The **statement-example** relation occurs only once in our text.

Precipitation comes in different forms depending on the conditions in the atmosphere (**statement**). For example, precipitation may take the form of rain, snow, sleet or hail (**example**).

STATEMENT: Precipitation comes in different forms depending on the conditions in the atmosphere.

EXAMPLE: For example, precipitation may take the form of rain, snow, sleet, or hail.

Time Sequence

The **time sequence** relation is the main way of linking the paragraphs in the **DETAIL** section.

SIGNALS:

- **First,** evaporation and transpiration happen when…
- **The next stage** of the cycle is condensation, which happens when…
- **Finally**, these droplets get so big … that …
- **Next, after** the water has fallen to the ground, it…
- **Finally**, the sun heats the water again…

Time Overlap

The time overlap relation occurs where two actions overlap in time:

- **As** more and more water droplets come together to form clouds, the droplets become bigger and bigger.

Some other signals of **Temporal Overlap** are:

- ***while; at the same time; simultaneously***

Means-Purpose

In the textual relation of **means-purpose**, an action is carried out *with the aim or intention of achieving a particular result or outcome*.

The purpose part of this relation is often signaled by 'to' or 'in order to'. Here are two examples of the **means-purpose** relation from our text.

- Human beings, animals and plants need water (**means**) **in order to** live (**purpose**).
- Some of the water is soaked up by roots (**means**) **to** help plants grow (**purpose**).

Once again, the two parts of this relation can be presented in reverse order.

- **In order to** live (**purpose**), human beings, animals and plants need water (**means**).
- Human beings, animals and plants need water (**means**) **in order to** live (**purpose**).

Part 3

Learning how to write an explanation text

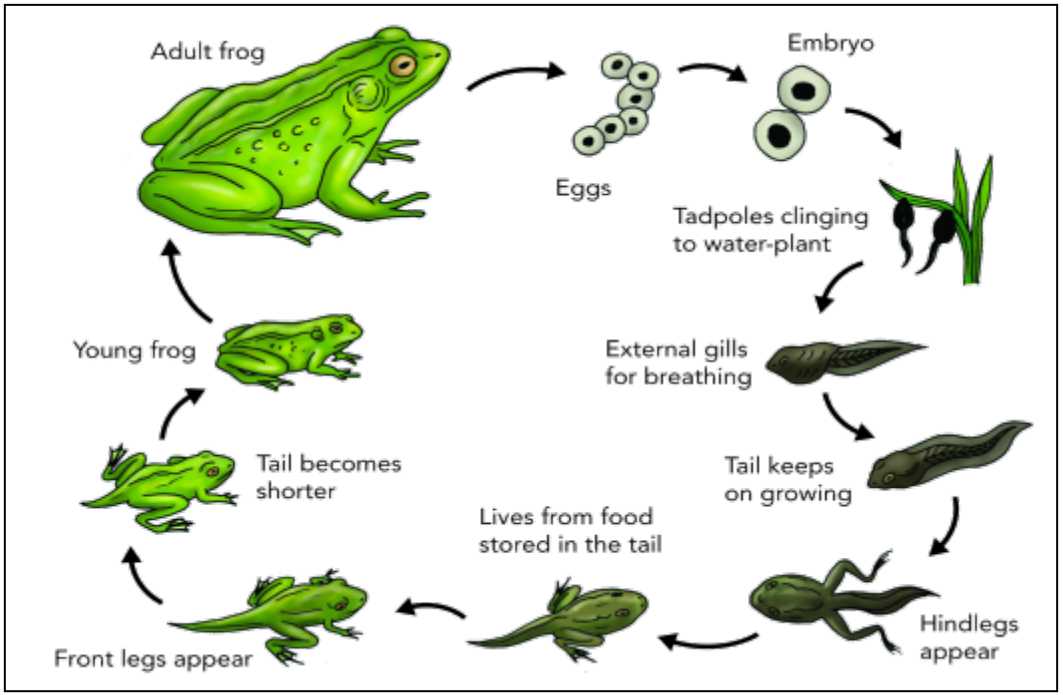
Section 3

Preparing to write

Let's create an explanation text that responds to this instruction:

New Zealand has four native frogs which are all endangered. To help to preserve these beautiful creatures, we must try to understand their habitat and their life cycle. *With reference to the diagram on the next slide, explain the life cycle of the Hochstetter's frog, the most aquatic of New Zealand's endangered frogs.*

The Hochstetter's frog



Task 3

Look at the list of words below highlighted in red and select a definition to match each of them. Insert the correct words alongside the correct definitions in the relevant boxes. When you have finished the task, click button to check answer.

Words: hatch; tadpole; gills; aquatic; froglet; nocturnal; external; migrate

WORD	DEFINITION check answer
	a small but not yet completely formed frog
	the larva of a frog
	moving to a different place
	organs used to help water creatures breathe
	active at night
	something on the outside
	living in water
	to come out of a protective shell

Task 3: Answer

Check your answers below.

Words: hatch; tadpole; gills; aquatic; froglet; nocturnal; external; migrate

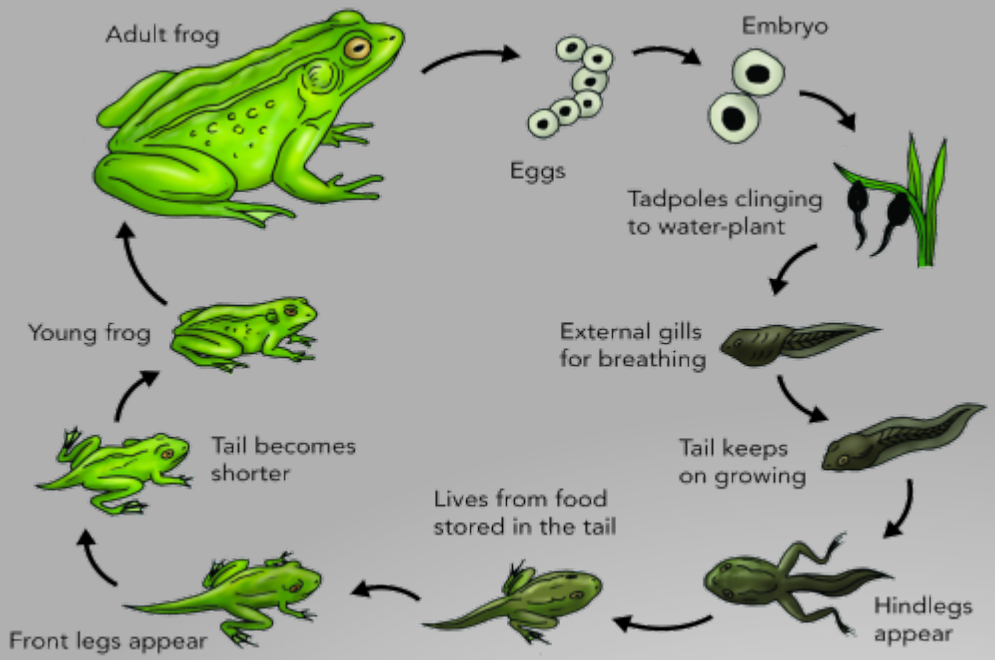
WORD	DEFINITION
froglet	a small but not yet completely formed frog
tadpole	the larva of a frog
migrate	moving to a different place
gills	organs used to help water creatures breathe
nocturnal	active at night
external	something on the outside
aquatic	living in water
hatch	to come out of a protective shell

Planning: Start with the explanation text template

TITLE	The Title gives an indication of the overall content of the writing.
TOPIC	The Topic section is usually related to the title. It usually indicates in a little more detail than the title what you are going to explain and may also include a comment.
FOCUS	The Focus section usually provides an overview of what will follow and often includes a definition.
DETAIL	PREVIEW: What you are going to include in your explanation. DETAIL: WHAT happens, HOW it happens and, often, WHY it happens. Give the most general information first. Include examples.
CONCLUSION	In the CONCLUSION section, you need to summarize what you have said and you may also wish to add a comment. The comment is optional.

Task 4

Think about this task: With reference to the diagram below, explain the life cycle of the Hochstetter's frog. **Now suggest two possible titles for our text**. When you have finished the task, click button to check answer.



Your answer here:

check answer

A possible answer for a title:

1. ***The Life Cycle of the Hochstetter's frog***.

2. ***What is the life cycle of the Hochstetter's frog?***

What next?

The next thing that you would generally do is some research about your topic.

The notes on the text template that follows are based on research about the life cycle of the Hochstetter's frog.

TITLE	The Life Cycle of the Native Hochstetter's Frog
TOPIC	Latin name: Leiopelma hochstetteri It is called the Hochstetter's frog after the German geologist Ferdinand von Hochstetter. Along with the other 3 NZ native frogs, it has some of the most primitive features of any frog in the world.
FOCUS	The most aquatic of the 4 endangered native frogs remaining in New Zealand. There are 10 fragmented populations in the northern part of the North Island. Brown in colour and nocturnal. Considered to be vulnerable by the International Union for Conservation of Nature (IUCN).
DETAIL **Preview** **Details**	There are three main stages in the life-cycle of the Hochstetter's frog – the egg stage, the tadpole stage and the stage where the tadpole changes to an adult frog. **1. Eggs:** The eggs are laid by adult frogs when they are over 3 years old. Eggs are fertilized as they are laid under stones, fallen vegetation, in wet crevices near water. Around 20 eggs are laid each season. **2. The tadpole:** The tadpole (larva) develops in the egg and when they hatch they move into water to continue to develop. Tadpoles develop gills to help with breathing under water. Develop hind legs to help swimming. Tail continues to grow. **3. Mature frog:** It can take 2-4 years for the froglet to develop to full maturity. It gradually develops front legs. The tail becomes shorter because it is used as a food source.
CONCLUSION	When it reaches 3 years of age it can begin the life cycle over again. Hochstetter's frogs have been known to live for 30 years but they are currently under threat because of loss of habitat, introduced predators and a fungal infection attacking all 4 remaining native frog species. The Hochstetter's frog is one of the most primitive frog species in the world and must be preserved not just for New Zealand but for the world.

Task 5

Read the notes below relating to the **TOPIC** and **FOCUS** sections of our text and then decide in which order to place the sentences to make a complete paragraph. In the number box provided, write a number from 1-6 (to indicate what should be the first, second, third, fourth, fifth and sixth sentences). When you have finished the task, click button to check answer.

TITLE	The Life Cycle of the Native Hochstetter's Frog
TOPIC	• Latin name: Leiopelma hochstetteri. • It is called the Hochstetter's frog after the German geologist Ferdinand von Hochstetter. • Along with the other 3 NZ native frogs, it has some of the most primitive features of any frog in the world.
FOCUS	• The most aquatic of the 4 endangered native frogs remaining in New Zealand. • There are 10 fragmented populations in the northern part of the North Island. • Brown in colour and nocturnal. • Considered to be vulnerable by the International Union for Conservation of Nature (IUCN).

check answer

NUMBER	STATEMENT
	This small brown-coloured, nocturnal frog is one of four remaining native frogs in New Zealand.
	The Hochstetter's frog is the most aquatic of the native frogs and it, along with the other three native frogs, is on the endangered species list.
	The International Union for Conservation of Nature (IUCN) lists the frog as being vulnerable.
	There are only very small populations remaining spread across ten different locations in the North Island of the country.
	These frogs are said to have some of the most primitive features of any frogs in the world.
	The Hochstetter's frog, Leiopelma hochstetteri, is named after the German geologist, Ferdinand von Hochstetter.

Task 5: Answer

Check your answers below.

TITLE	The Life Cycle of the Native Hochstetter's Frog
TOPIC	• Latin name: Leiopelma hochstetteri. • It is called the Hochstetter's frog after the German geologist Ferdinand von Hochstetter. • Along with the other 3 NZ native frogs, it has some of the most primitive features of any frog in the world.
FOCUS	• The most aquatic of the 4 endangered native frogs remaining in New Zealand. • There are 10 fragmented populations in the northern part of the North Island. • Brown in colour and nocturnal. • Considered to be vulnerable by the International Union for Conservation of Nature (IUCN).

NUMBER	STATEMENT
2	This small brown-coloured, nocturnal frog is one of four remaining native frogs in New Zealand.
4	The Hochstetter's frog is the most aquatic of the native frogs and it, along with the other three native frogs, is on the endangered species list.
6	The International Union for Conservation of Nature (IUCN) lists the frog as being vulnerable.
5	There are only very small populations remaining spread across ten different locations in the North Island of the country.
3	These frogs are said to have some of the most primitive features of any frogs in the world.
1	The Hochstetter's frog, Leiopelma hochstetteri, is named after the German geologist, Ferdinand von Hochstetter.

Task 6: Order of paragraphs

The paragraphs for the **DETAIL** section of the text below are in the wrong order. **Using the notes from the planning template included earlier (slide 41), decide on an appropriate order of paragraphs for this section of the text**. Write a number from 1- 4 in the box provided. When you have finished the task, click button to check answer.

check answer

NUMBER	STATEMENT
	The next stage of the life cycle is the tadpole or larva stage. When the eggs hatch and the tadpoles appear, they move into the water to develop. The froglets develops gills so that they can breathe under water and then, over time, they develop hind legs to help with swimming. During this time, the tail also continues to grow.
	The Hochstetter's frog is the most aquatic of the native frogs and it, along with the other three native frogs, is on the endangered species list. There are only very small populations remaining spread across ten different locations in the North Island of the country. The International Union for Conservation of Nature (IUCN) lists the frog as being vulnerable.
	The final stage of the life cycle is the emergence of the adult frogs. As the froglets change into the adult frog form, they gradually develop front legs and use food stored in the tails, which become shorter and shorter. It can take 2-4 years for the Hochstetter's froglets to develop to full maturity but they can live up to 30 years.
	There are three main stages in the life-cycle of the Hochstetter's frog – the egg stage, the tadpole stage and the emergence of the tadpole as an adult frog. The first stage of the frog's life cycle is the laying and fertilising of the eggs. Eggs can only be laid by the female frog when she is more than three years old. The female lays her eggs under stones, fallen vegetation, in wet crevices near water and, as they are being laid, they are fertilised by the male frog. The frog lays around 20 eggs per season.

Task 6: Answer

Check your answers below.

NUMBER	STATEMENT
3	The next stage of the life cycle is the tadpole or larva stage. When the eggs hatch and the tadpoles appear, they move into the water to develop. The froglets develops gills so that they can breathe under water and then, over time, they develop hind legs to help with swimming. During this time, the tail also continues to grow.
1	The Hochstetter's frog is the most aquatic of the native frogs and it, along with the other three native frogs, is on the endangered species list. There are only very small populations remaining spread across ten different locations in the North Island of the country. The International Union for Conservation of Nature (IUCN) lists the frog as being vulnerable.
4	The final stage of the life cycle is the emergence of the adult frogs. As the froglets change into the adult frog form, they gradually develop front legs and use food stored in the tails, which become shorter and shorter. It can take 2-4 years for the Hochstetter's froglets to develop to full maturity but they can live up to 30 years.
2	There are three main stages in the life-cycle of the Hochstetter's frog – the egg stage, the tadpole stage and the emergence of the tadpole as an adult frog. The first stage of the frog's life cycle is the laying and fertilising of the eggs. Eggs can only be laid by the female frog when she is more than three years old. The female lays her eggs under stones, fallen vegetation, in wet crevices near water and, as they are being laid, they are fertilised by the male frog. The frog lays around 20 eggs per season.

Task 7: Signals of time sequence and time overlap

In the following paragraphs, there are a number of examples of **time sequence/overlap** (refer to slides 32-33 if needed). **List all the signals of time sequence/overlap that you can find in the two paragraphs in the box provided.** When you have finished the task, click button to check answer.

1. The next stage of the life cycle is the tadpole or larva stage. When the eggs hatch and the tadpoles appear, they move into the water to develop. The froglets develop gills so that they can breathe under water and then, over time, they develop hind legs to help with swimming. During this time, the tail also continues to grow.

Your answer

check answer

next, when, then, over time, during

2. The final stage of the life cycle is the emergence of the adult frog. As the froglets change into the adult frog form, they gradually develop front legs and they use food stored in the tails, which become shorter and shorter. It can take 2-4 years for Hochstetter's froglets to develop to full maturity but they can live up to 30 years.

Your answer

check answer

final, as, gradually develop

Task 8: Find other textual relations

Now, read the paragraphs below and then find examples of the other textual relations: Means-Purpose and Reason-Result. List the word/s that signal each textual relation in the box labelled 'signal'. When you have finished the task, click button to check answer.

Textual relation	Example	Signal	check answer
Means-Purpose	The next stage of the life cycle is the tadpole or larva stage. When the eggs hatch and the tadpoles appear, they move into the water to develop. The froglets develop gills so that they can breathe under water and then, over time, they develop hind legs to help with swimming.		so that, to
Means-Purpose	The species is important and must be preserved not just for New Zealand but also for the rest of the world. In order to save the frog, we must understand its life cycle and preserve its habitat.		in order to
Reason-Result	Hochstetter's frogs are currently under threat because of loss of habitat, introduced predators and a fungal infection attacking all four remaining native frog species.		because of

Task 9

Read the following text and *list as may words or phrases* in the text that signal any of the textual relationships you have been introduced to so far in this unit. When you have finished the task, click button to check answer.

The Hochstetter's frog, Leiopelma hochstetteri, is named after the German geologist, Ferdinand von Hochstetter. This small brown-coloured, nocturnal frog is one of four remaining native frogs in New Zealand. These frogs are said to have some of the most primitive features of any frogs in the world.

The Hochstetter's frog is the most aquatic of the native frogs and it, along with the other three native frogs, is on the endangered species list. There are only very small populations remaining spread across ten different locations in the North Island of the country. The International Union for Conservation of Nature (IUCN) lists the frog as being vulnerable.

There are three main stages in the life cycle of the Hochstetter's frog – the egg stage, the tadpole stage and the emergence of the tadpole as an adult frog.

The first stage of the frog's life cycle is laying and fertilising the eggs. Eggs can only be laid by the female frog when she is more than three years old. The female lays her eggs under stones, under fallen vegetation, in wet crevices near water and, as they are being laid, they are fertilised by the male frog. The frog lays around 20 eggs per season.

The next stage of the life cycle is the tadpole or larva stage. When the eggs hatch and the tadpoles appear, they move into the water to develop. The froglets develops gills so that they can breathe under water and then, over time, they develop hind legs to help with swimming. During this time, the tail also continues to grow.

The final stage of the life cycle is the emergence of the adult frog. As the froglets change into the adult frog form, they gradually develop front legs and use food stored in the tails, which become shorter and shorter. It can take 2-4 years for the Hochstetter's froglets to develop to full maturity but they can live up to 30 years.

Hochstetter's frogs are currently under threat because of loss of habitat, introduced predators and a fungal infection attacking all four remaining native frog species. The species is important and must be preserved not just for New Zealand but also for the rest of the world. In order to save the frog, we must understand its life cycle and preserve its habitat.

List answers here:

check answer

Task 9: Answer

Colour code key: Time Sequence; Time Overlap; Reason-Result; Means-Purpose

The Hochstetter's frog, Leiopelma hochstetteri, is named after the German geologist, Ferdinand von Hochstetter. This small brown-coloured, nocturnal frog is one of four remaining native frogs in New Zealand. These frogs are said to have some of the most primitive features of any frogs in the world.

The Hochstetter's frog is the most aquatic of the native frogs and it, along with the other three native frogs, is on the endangered species list. There are only very small populations remaining spread across ten different locations in the North Island of the country. The International Union for Conservation of Nature (IUCN) lists the frog as being vulnerable.

There are three main stages in the life cycle of the Hochstetter's frog – the egg stage, the tadpole stage and the emergence of the tadpole as an adult frog.

The first stage of the frog's life cycle is laying and fertilising the eggs. Eggs can only be laid by the female frog when she is more than three years old. The female lays her eggs under stones, under fallen vegetation, in wet crevices near water and, **as** they are being laid, they are fertilised by the male frog. The frog lays around 20 eggs per season.

The next stage of the life cycle is the tadpole or larva stage. **When** the eggs hatch and the tadpoles appear, they move into the water **to develop**. The froglets develops gills **so that** they can breathe under water and **then**, **over time**, they develop hind legs **to help with swimming**. **During** this time, the tail also continues to grow.

The final stage of the life cycle is the emergence of the adult frog. **As** the froglets change into the adult frog form, they gradually develop front legs and use food stored in the tails, which become shorter and shorter. It can take 2-4 years for the Hochstetter's froglets to develop to full maturity but they can live up to 30 years.

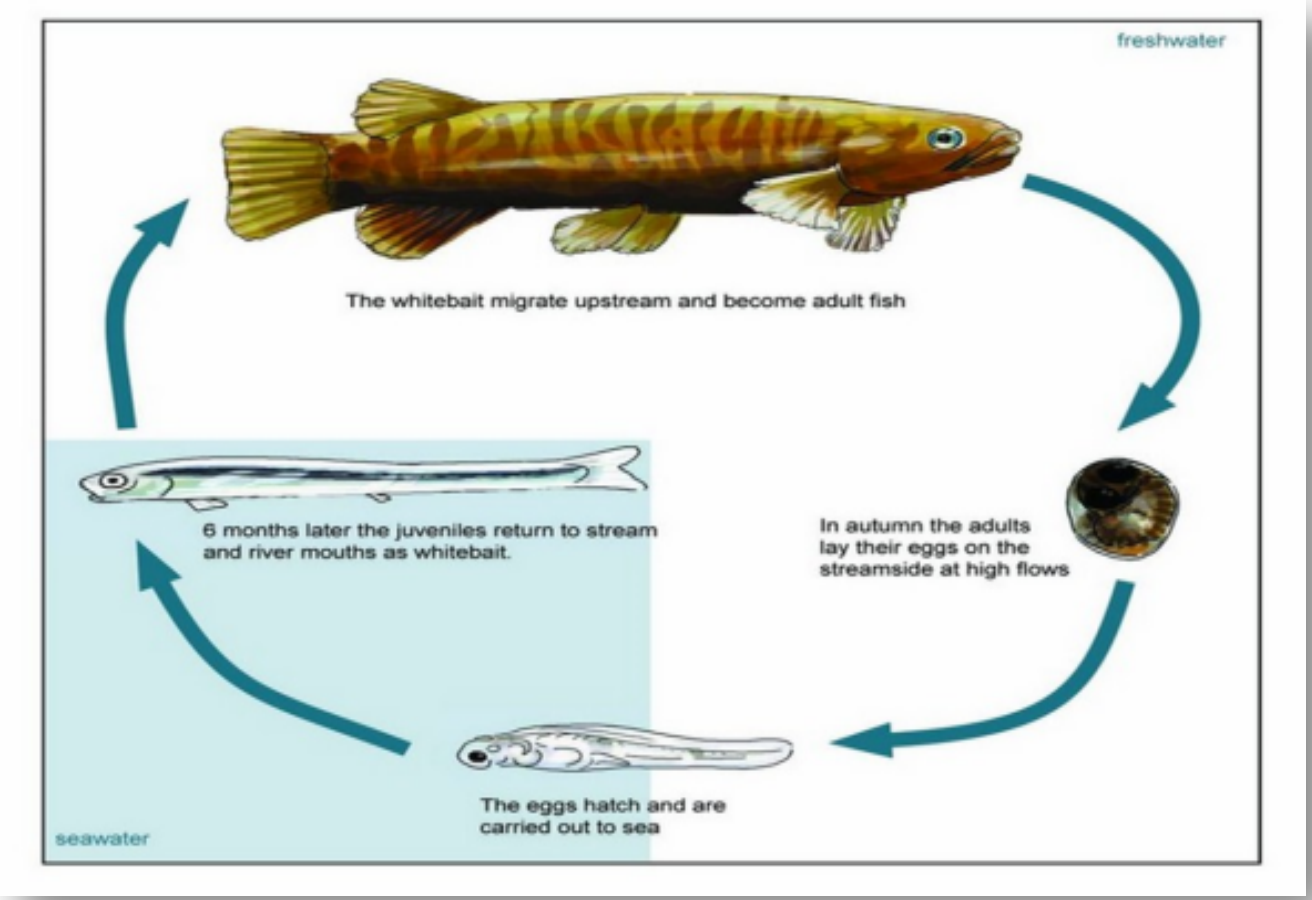
Hochstetter's frogs are currently under threat **because of** loss of habitat, introduced predators and a fungal infection attacking all four remaining native frog species. The species is important and must be preserved not just **for** New Zealand but also **for** the rest of the world. **In order to** save the frog, we must understand its life cycle and preserve its habitat.

Section 4

Write your own explanation text

Task 10

Now create your own text in answer to the instruction below: (Use the explanation text template and begin by making notes.). ***Using the pictures below, explain the life-cycle of the whitebait (inanga).***



http://vulgaire.com/14/fish-life-cycle/

Before you begin writing, make sure that you do each of the following things:

• Study the diagram.
• Think of a title for your text.
• Do some research on the life-cycle of the whitebait (inanga).
• Make sure you are familiar with the key vocabulary you will need.
• Make notes on the planning template on the next slide.

EXPLANATION TEXT TEMPLATE		MY NOTES (insert below)
TITLE	The Title provides a summary of the general content of the writing.	
TOPIC	The Topic section is usually related to the title. It indicates what you are going to explain.	
FOCUS	The Focus section usually provides some background information and comment about the topic OR some further information about the topic.	
DETAIL Preview And Details	The DETAIL section often begins with an introduction to the explanation that gives a preview of what you are going to include in your explanation. You need to focus here on WHAT happens, HOW it happens and, often, WHY it happens. You should provide the most GENERAL information first, moving to more DETAILED information as you proceed. This section often includes examples.	
CONCLUSION	In the CONCLUSION section, you need to summarize what you have said and you may also wish to add a comment.	

Complete your text:

Use the Explanation text template on the previous slide as a guide as you check back over your notes

Title and Topic:

Insert text below.

Focus:

Insert text below.

Detail:

Insert text below.

Detail:

Insert extra detail text below if needed.

Conclusion:

Insert text below.

Conclusion

In this unit, we have looked at **explanation** texts. In the next unit, we will look at texts where you present an argument to persuade someone to believe your point of view.

Ka pai!

You have completed
Unit 2: Writing explanation texts