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# Teacher Training Module: English

## Learning Cycle Six

Writing: Types and Genres

Sindh Technical Assistance –  
Development through  
Enhanced Education Programme  
(STA-DEEP)



THE AGA KHAN UNIVERSITY



## Introduction and Rationale of the Training

### **Dear Teachers!**

Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.

### **Our vision**

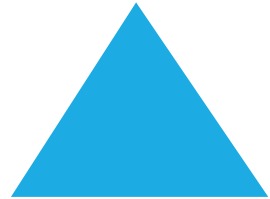
Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

### **Our Teaching Philosophy**

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.

### **Supporting You**

The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skillful teacher.

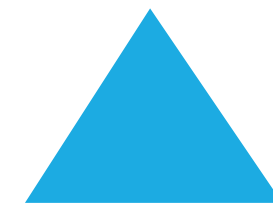


## Acknowledgement

This module was developed by IBA Sukkur University and Aga Khan University - Institute for Educational Development under the direction of the Provincial Institute of Teacher Education (PITE). It was supported by UNICEF in the scope of the Sindh Technical Assistance Development through Enhanced Education Program (STA-DEEP), funded by the European Union.

We would like to express sincere gratitude to the following contributors:

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## Writing: Types and Genres

**Learning Objectives:** By the end of the session, the teachers will be able to:



Discuss Types of Writing: Descriptive, Narrative, Persuasive, Expository.



Apply and Practice Types of Writing.












Analyse Types of Writing through Textbooks.

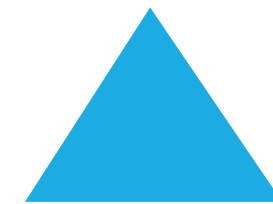







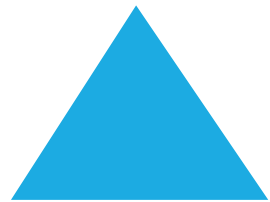
## Session Plan

Time	Objective of the activity	Activities	Materials/resources
 5 mins	<b>Recitation</b> 	<b>Activity-1</b> 1. Ask a volunteer to recite a few verses from the Holy Quran. 2. Briefly explain the objectives of the today's session	
 20 mins	<b>Warm-up</b> 	<b>Activity-2</b> 1. Ask teachers the following questions. a. What is writing? b. What are the types of writing? c. What is the function of each type of writing? 2. The facilitator will summarize the activity.	Board, Marker, Duster
 40 mins	<b>Discuss Types of Writing</b> 	<b>Activity-3</b> 1. Divide teachers into 4 groups. 2. Ask each group to take a card/strip from a box. 3. Paste the type of writing which is written on the card/strip i.e. Descriptive, Narrative, Persuasive, Expository (Cause and Effect) on the chart.	Box, Cards/Strips, Marker, Board, Duster, Charts, Cards/Strips, Handout 6.1, Box

		<ol style="list-style-type: none"> <li>4. Ask each group to read and discuss their respective type of writing from the Hand-out 6.1.</li> <li>5. Ask each group to share their understanding on the type of writing with class.</li> <li>6. The facilitator will summarize the activity.</li> </ol>	
 <b>30 mins</b>	<p><b>Analysis on Writing Types</b></p> 	<p><b>Activity-4</b></p> <ol style="list-style-type: none"> <li>1. Divide teachers into 4 groups.</li> <li>2. Ask each group to read Hand-out 6.2 and identify and label each type of writing with respect to their characteristics.</li> <li>3. Ask them to share their understanding.</li> <li>4. The facilitator will sum-up the activity.</li> </ol>	<p>Marker, Board, Duster, Charts, Handout 6.2</p>
 <b>40 mins</b>	<p><b>Practice on the Types of Writing (Gallery Walk)</b></p>	<p><b>Activity-5</b></p> <ol style="list-style-type: none"> <li>1. Divide teachers into 4 groups.</li> <li>2. Ask each group to write a piece of writing on the given topics on the chart focusing on the main features of their writing type. <ol style="list-style-type: none"> <li>a. <b>Group A:</b> Descriptive <i>My Favourite Personality</i></li> <li>b. <b>Group B:</b> Narrative <i>Your Favourite Summer Vacation</i></li> <li>c. <b>Group C:</b> Persuasive <i>Role of Technology in Promoting Education</i></li> <li>d. <b>Group D:</b> Expository</li> </ol> </li> </ol>	<p>Marker, Board, Charts</p>



		<p><i>A book that you have read recently.</i></p> <ol style="list-style-type: none"> <li>Ask teachers to paste their respective piece of writing and have a gallery walk.</li> <li>The facilitator will conclude the activity.</li> </ol>	
 35 mins	<p><b>Analysis on Writing Types through Textbooks</b></p> 	<p><b>Activity-6</b></p> <ol style="list-style-type: none"> <li>Divide teachers into 4 groups.</li> <li>Ask each group to analyse the given text from the textbook. <ul style="list-style-type: none"> <li><b>Group A:</b> Application writing format on page number 33-34 grade-8 textbook.</li> <li><b>Group B:</b> Formal and informal letter writing on page number 126 grade-8 textbook.</li> <li><b>Group C:</b> Essay writing format from page-59 to 60 grade-8 textbook and discuss with each other.</li> <li><b>Group D:</b> E-mail writing format on page numbers 115 and 116 grade-7 textbook and page numbers 56 and 57 grade-8 textbooks.</li> </ul> </li> <li>Ask teachers to share their understanding with class.</li> <li>The facilitator will conclude the activity.</li> </ol>	Marker, Board, Duster, Charts, Textbooks: Grade-7 and 8.
 10 mins	<p><b>Feedback/Closure</b></p>	<p><b>Activity-8</b></p> <p>Conclude the session by asking about the achievement / learning of the day.</p>	Board, Marker, Duster



## Handout# 6.1

### Types of Writing

**Persuasive:** For this writing style, the writer is trying to convince the reader of the validity of a certain position or argument. Persuasive writing includes the writers' opinions, and provides justifications and evidence to support their claims.

**Examples:** Letters of recommendation; cover letters; and Editorial newspaper articles; argumentative essays for academic papers

**Narrative:** Often seen in longer writing samples, the purpose of this writing style is to share information in the context of a story. Narratives should include characters, conflicts, and settings.

**Examples:** Short stories; novels; poetry; historical accounts

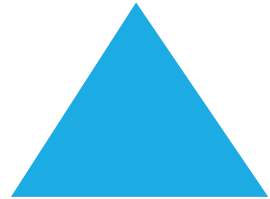
**Expository:** This type of writing is used to explain a concept and share information to a broader audience. Expository writing provides evidence, statistics, or results and focuses on the facts of a certain topic. This type is not meant to express opinions.

**Examples:** News stories; business, technical, or scientific writing

**Descriptive:** One of the essential concepts in descriptive writing is to "show, not tell." This type of writing is used to depict imagery to create a clear picture in the mind of the reader. This method helps the readers become more connected to the writing by appealing to their senses. Descriptive writing employs literary techniques such as similes, metaphors, allegory, etc. to engage the audience.

**Examples:** Poetry; fictional novels or plays; memoirs or first-hand accounts of events

Adapted from "Types of Writing Styles" by Robin Jeffrey. January 27, 2020.

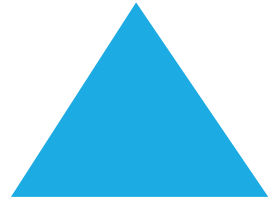




## Handout# 6.2

### Sample on Types of Writing

- A. In recent years a new food trend has been growing in popularity — eating locally grown and raised food. Concerned citizens trying to reduce their carbon footprints have grown increasingly more aware of how far food must be shipped. Rather than shipping their fruits and vegetables across the country, farmers can sell directly to consumers at local farmers markets or to local grocery stores within a 50-mile radius. By selling their goods to local consumers, farmers can reduce the amount of fossil fuels burned during shipping. Consumers who seek out locally grown food often report that the food is of higher quality than food shipped hundreds or thousands of miles. Without extensive shipping times, local food spends less time in transit and can conceivably make it from the farm to the consumer’s table in a matter of several hours or a few days. With less time to degrade during the shipping process, locally grown foods are often fresher and tastier than foods that spend days or weeks in transit. With these benefits, the trend of eating locally is likely to continue.
- B. People should choose to buy locally grown food whenever it is available. Locally grown food is better for the environment. By reducing shipping distances, fossil fuels can be conserved and carbon emissions can be diminished. In addition, locally grown food is superior in both nutrition and taste. Because locally grown foods can be distributed sooner after harvest, vitamin content and freshness are maximized. Produce that is shipped great distances often spends more time in storage and transit, which causes it to decrease in nutritional value and sometimes to become overripe or spoiled. The right choice is clear — buy locally grown food whenever possible!
- C. Farmers markets are a wonderland of bright colors and sweet smells. Wandering from booth to booth, the intoxicating aroma of ruby-red strawberries and fresh-cut cucumbers fills your nose. Rows and rows of farm-made cheeses and artisan breads beckon,



begging to go home with you. You gaze at jars of golden honey, pickled cucumbers and okra, and fruit preserves of every kind and color. Friendly farmers tempt you with samples of sun-ripened tomatoes in shades of red, orange, and even purple. As you leave the farmers market with heavy bags and a full heart, you smile and make a promise to yourself to return again the next weekend and the next and the next.

- D. Last Saturday, I visited a local farmers market. I didn't know what to expect, but having been urged by a friend to try to eat more locally, I decided to give it a try. As I entered the farmers market, my nose was immediately greeted by the inviting scent of fresh strawberries. I meandered from booth to booth admiring the piles of brightly colored fruits and vegetables. As I examined yellow and green varieties of squash, cucumbers of all sizes, and tomatoes of all shapes and colors, I had a hard time deciding what to buy. Sensing my dilemma, a kind farmer offered me a sample of watermelon with a wink and tip of his hat. "Picked fresh today," he said with a smile. As I bit into the fruit, the sweet juice cooled my parched throat. Later, as I left the market with two bags full of delectable produce, I vowed to eat locally whenever possible.

