



Teacher's Guide – 1-1 Genres of language

CEFR Level: B1

ELPA 21: Intermediate

CA ELD: Expanding

AZ: Int. - Low

WIDA Level: Developing

TELPAS: Intermediate

NY: Transitioning

Estimated Time: 55-65 min

Language Objectives

Students will recognize and use vocabulary related to genres (descriptive, narrative, persuasive, expository).

Students will describe distinguishing features of four text types using target language aloud and in writing.

Materials Needed

- Lesson Slides (projected)
- Whiteboard and markers

Optional:

- Printed practice texts 1–4 (one per pair)
- Exit ticket slips or short worksheet to classify text types

Vocabulary

purpose, atmosphere, toddler, irritable, ridiculous, significant, conduct, grandeur, soar, wrinkles, scent, exaggeration

Language Prerequisites

Basic classroom interaction language (e.g., 'Read this', 'Discuss', 'Answer the question').
Familiarity with parts of speech at a basic level (nouns, verbs, adjectives).
Ability to read short paragraphs independently (CEFR A2/B1).

Content Objectives

Students will identify and classify texts as descriptive, narrative, persuasive, or expository.

Students will cite features and examples that justify their classification.

Related Lessons

Unit 1 Lesson 2 – Descriptive writing in detail,
Unit 1 Lesson 3 – Narrative techniques, Unit 1
Lesson 4 – Persuasive strategies, Unit 1 Lesson
5 – Expository / research writing



Lesson Procedure

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Warm-up / Overview	Speaking / Listening	1 min	1	1. Show Slide 1 and say: "Today we will learn four types of writing: descriptive, narrative, persuasive, and expository. By the end, you will be able to describe features of each." 2. Ask students: "Have you heard these words before?" and wait for 2–3 volunteer responses (model: "Yes, I have heard 'narrative'.").	1. Provide the slide title printed on a card for students who need reading support. 2. Pre-teach the four genre words with a quick flashcard and single-word definitions before showing the slide.	1. Ask advanced students to list sub-genres (e.g., memoir, feature article) and prepare to share one example during discussion. 2. Ask them to predict how this lesson will connect to their future writing assignments.
Lead-in / Class discussion	Speaking / Listening	4-5 min	2	1. Show Slide 2 and read the header aloud. 2. Say: "Discuss the questions with the person next to you." 3. Model an example: Say: "Travel writing – to inform and entertain." Ask pairs to discuss for 2 minutes. 4. Ask 3 pairs to report back: Say: "Pair 1, tell us one example and its purpose."	1. Give struggling pairs a small list of example genres (e.g., novel, letter, newspaper, travel guide) to choose from. 2. Provide sentence frames: "I think ___ is for ___ because ___."	1. Ask students to include one digital genre (blog, tweet, online review) and explain how purpose may differ. 2. Challenge them to give a counter-example where a genre can serve more than one purpose (e.g., travel writing can persuade).
Presentation – fiction vs nonfiction	Reading / Listening	3-4 min	3	1. Show Slide 3 and read the two definitions aloud: fiction and nonfiction. 2. Ask: "Are travel guides fiction or non-fiction? Are novels fiction or non-fiction? Are newspaper articles fiction or non-fiction?" 3. Say: "Give other examples of fiction and nonfiction writing." and accept 3 examples from the class.	1. Provide a matching handout with pictures and labels (novel, newspaper, travel guide) for students to match to 'fiction' or 'nonfiction'. 2. Ask them to point to the correct example rather than produce it orally.	1. Ask higher-level students to justify why some novels might appear 'realistic' and discuss blurred boundaries (e.g., historical fiction). 2. Request they produce one example of a text that mixes elements (e.g., narrative nonfiction) and explain.
Presentation –	Reading	3-4	4	1. Show Slide 4 and read the four short	1. Display a simple	1. Ask advanced students to

four text types (overview)		min		descriptions aloud. 2. Discuss the questions.	example for each type (one-sentence) to reinforce meaning.	explain why some texts may include two types (e.g., descriptive passages in a novel). 2. Ask them to suggest additional real-world examples for each type (e.g., opinion column = persuasive).
Practice — read descriptive example	Reading / Comprehension	4-5 min	5	1. Show Slide 5 and ask students to read the descriptive passage silently for 1 minute. 2. Ask the questions and have students respond and model an answer: Say: "The writer feels nervous." 3. Ask: "Have you ever had a similar experience?" and allow 1–2 students to share briefly.	1. Provide the passage with key sentences highlighted for students who struggle to read the whole text. 2. Offer sentence frames for answers: "The writer feels ___. He/She is waiting for ___."	1. Ask advanced students to identify and label the imagery and figurative language (e.g., 'each minute was the length of a year'). 2. Challenge them to rewrite one sentence to increase vividness and share it aloud.
Focus — features of descriptive writing	Reading / Writing	4-5 min	6	1. Show Slide 6 and read the slide header: the purpose of descriptive writing. 2. Say: "Explain the phrases in bold in your own words: 'the atmosphere was electric', 'like an overtired toddler', 'each minute was the length of a year'." 3. Ask three volunteers to explain one phrase each (model: "'The atmosphere was electric' means everyone felt excited and nervous."). 4. Ask: "How do these phrases help the writer describe the scene?" and accept brief answers.	1. Provide a word bank of simple paraphrases for the bold phrases (e.g., 'very excited', 'like a tired child', 'time felt slow'). 2. Ask students to match each bold phrase to a paraphrase rather than produce their own.	1. Ask advanced students to explain how the choice of metaphors affects mood and offer an alternative metaphor. 2. Ask them to identify the sensory details (sight, sound, feeling) and justify why each is effective.
Practice — read narrative example	Reading / Listening	5-6 min	7	1. Show Slide 7 and ask students to read the dialogue silently for 1 minute. 2. Ask the questions and have students	1. Provide a highlighted version where each character's lines are	1. Ask advanced students to note how dialogue is used to show character and to rewrite

respond and model an answer (Say: "The party has been postponed; they feel disappointed and frustrated.")
3. Ask: "Who will role-play a short exchange between Magnus and Datu?" and allow one pair to perform.

colored to help track dialogue.
2. Provide question prompts with choices (e.g., 'They feel: a) happy b) disappointed c) excited').

one line to show a different emotion.
2. Ask them to identify narrative features (e.g., short paragraphs, spoken language) and explain their effect.

Focus — features of narrative writing	Reading / Analysis	2-3 min	8	1. Show Slide 8 and read header. 2. Say: "Discuss with a partner: How is this text different from the descriptive text?" 3. Ask two pairs to report differences; model answers: "Narrative uses speech and shorter paragraphs; descriptive uses imagery and longer descriptions." 4. Summarize differences on the board.	1. Give students a printed two-column chart 'Narrative / Descriptive' and ask them to add one example to each column. 2. Point to and underline examples in the slide to show what to look for.	1. Ask students to identify how voice and pace differ and to explain how this shapes reader engagement. 2. Challenge them to find a sentence in the narrative that could be rewritten to become descriptive and explain the edits.
Practice — read persuasive example	Reading / Critical Thinking	4-5 min	9	1. Show Slide 9 and have students read the persuasive paragraph silently for 1 minute. 2. Ask students to answer the questions. 3. Model: "Topic: the future of books. Opinion: books will not disappear. Reasons: books are culturally important and many titles are published each year." 4. Ask: "Which sentence uses emotive language?" Elicit 'ridiculous' as an example.	1. Provide a list of key phrases from the paragraph and ask students to match each phrase to 'opinion' or 'reason'. 2. Provide sentence stems for responses: 'The writer believes ___ because ___.'	1. Ask advanced students to find one statistic and discuss its persuasive strength and limitations.
Focus — features of persuasive writing	Reading / Analysis	3-4 min	10	1. Show Slide 10 and read the slide header aloud. 2. Read the questions aloud and discuss as a class.	1. Provide a short guide explaining common persuasive devices (rhetorical question, emotive adjective, statistics) with examples. 2. Ask students to underline only the emotive	1. Challenge them to rephrase one sentence to make it more or less persuasive, and justify the change.

Practice — read expository example	Reading / Comprehension	3-4 min	11	1. Show Slide 11 and give students 1 minute to read the paragraph silently. 2. Read the questions aloud and discuss as a class. 3. Ask: "Can you think of any other ways the internet changed the world?" and invite 2 quick responses.	words and statistics in the paragraph. 1. Provide a highlighted text where main idea and example sentences are colored to help identification. 2. Offer a scaffolded question sheet: 'Main idea = _____. Example 1 = _____.'	1. Ask students to compare how expository writing differs from persuasive writing in tone and pronoun use and explain with examples. 2. Ask advanced students to suggest one additional factual example and how they would cite a source.
Focus — features of expository writing	Reading / Analysis	3-4 min	12	1. Show Slide 12 and read the explanation: expository is clear, neutral, and factual. 2. Read the questions aloud and discuss as a class. 3. Ask students to give one short example of factual language vs emotive language.	1. Give a two-column worksheet 'Fact / Opinion' with sentences from the slide to sort. 2. Provide example facts from a simpler text to practice sorting.	1. Ask advanced students to rewrite one factual sentence into a persuasive sentence and explain changes. 2. Ask them to comment on how evidence is used differently in expository vs persuasive texts.
Practice — classify practice text 1	Reading / Writing	4-5 min	13	1. Show Slide 13 and ask students to read the practice paragraph silently for 1 minute. 2. Ask students to discuss the question. Elicit an answer with reasons from the text. 3. Ask: "Do you agree with the writer's view on social media?" and solicit 2 brief responses.	1. Provide a short checklist (first-person pronouns, questions, clear opinion) to help students identify persuasive features. 2. Allow students to underline persuasive markers rather than writing a full justification.	1. Ask students to evaluate the strength of the writer's arguments and suggest one additional supporting fact or counterargument. 2. Invite them to rewrite the opening sentence to strengthen or weaken the persuasive tone.
Practice — classify practice text 2	Reading / Writing	3-4 min	14	1. Show Slide 14 and have students read the passage silently for 1 minute. 2. Read the question aloud and elicit an answer from students.	1. Provide a list of sensory categories (sight, sound, smell) and ask students to highlight one example for	1. Ask advanced students to analyze how similes/metaphors (e.g., 'like the wrinkles on an old man's face') create imagery.

				3. Ask: "Would you like to visit this place? Why or why not?" and collect one short response.	each from the text. 2. Allow students to find examples rather than produce full explanations.	2. Challenge them to write one sentence that continues the description in the same style.
Practice — classify practice text 3	Reading / Critical thinking	3-4 min	15	1. Show Slide 15 and ask students to read the passage silently for 1 minute. 2. Read the question aloud and elicit an answer from students. 3. Ask: "What are some other benefits of reading?" and take two student ideas.	1. Provide sentence cues: 'This is ___ because ___' to help structure answers. 2. Ask students to underline factual statements rather than write a full justification.	1. Ask students to consider evidence strength: Do the claims need citations? Which claim would benefit from a source? 2. Challenge them to convert one paragraph into a mini infographic (headline + 3 bullets).
Practice — classify practice text 4	Reading / Listening	3-4 min	16	1. Show Slide 16 and let students read the narrative silently for 1 minute. 2. Read the question aloud and elicit an answer from students. 3. Ask: "What is 'Family Night'? Do you think it's a good idea?" and invite one short class opinion.	1. Provide a version where dialogue tags are highlighted to help identify speech as a narrative marker. 2. Allow students to mark speech lines and label 'character' and 'action' instead of writing a paragraph.	1. Ask students to analyze how dialogue reveals character and relation (tone, humor) and provide one sentence of evidence. 2. Challenge them to write a brief continuation of the dialogue (2–3 lines) that changes the tone.
Review / Consolidation	Speaking / Review	3-4 min	17	1. Show Slide 17 and read the three review questions aloud. 2. Say: "In small groups, choose one of the four types and answer: 1) purpose, 2) common features, 3) how it differs from others. You have 2 minutes." 3. Ask a student from each group to report a one-sentence summary (model: "Descriptive — purpose: create images;	1. Allow students to work in groups of three with one stronger reader to support the weaker readers. 2. Provide a short printable checklist for each genre to help them answer the three review questions.	1. Ask higher students to prepare a one-sentence teaching point about their genre to present to another group. 2. Challenge them to suggest one cross-genre example and explain which features belong to which genre.



features: sensory detail; differs by focus on imagery").

Assessment ideas

Formative Assessment

1. Think-pair-share answers (Slides 2, 4)

When: During the lead-in and overview

How: Listen for correct genre examples and purposes during pair reports; note students who need support.

2. Guided reading Q&A (Slides 5,7,9,11)

When: After reading each example passage

How: Ask the slide questions aloud and record 3–4 students' verbal responses to check comprehension and feature recognition.

3. Practice text classification (Slides 13–16)

When: During practice

How: Circulate while pairs classify texts; collect one written justification per pair and provide brief feedback.

Summative Assessment

1. Exit ticket — classify mini-text

When: End of lesson (Slide 17)

How: Give students a short paragraph and ask them to select the genre and write two features from the text that justify their choice.