

ENGLISH LANGUAGE ARTS ACTIVITY SHEET
COMPREHENSION: NARRATIVE VERSUS EXPOSITORY TEXT
STANDARD FOUR

Curriculum Topic: Comprehension

Teaching Point/s: Distinguishing narrative from expository text

Persons write texts for a range of purposes. Texts can be classified as poetry (as in poems) or prose. There are two main types of prose text: narrative and expository.

Name: _____ Date: _____

Title _____ **Author** _____

Characters _____ **Setting** _____

Problem _____

Solution _____

A **narrative** tells a story. It is written to entertain. The writer tells of the characters in the story and the problem/s they faced. He describes what the characters did to solve the problem and how things turned out for them at the end of the story. The writer also makes sure to include details about where the events happened. To help readers, he uses words that will help them picture the persons in the story, where they were, how they felt and what they did.

Text Structures

description
characteristics,
features, examples

sequence
first, next, then, last, before, after

compare & contrast
what is alike and what is different

cause & effect
When something makes something else happen

problem & solution
Problem and a way to fix it

Expository texts, on the other hand, can be written to inform or to instruct. The writer keeps focus on one main idea in each paragraph. Each sentence is used to share details that support the main idea of the paragraph in which it is found. There are five main ways in which this type of text can be organised. These are description, sequence, cause and effect, problem-solution and comparison-contrast. Knowing the type of text being read, and the purpose for which it was written, can help a reader to make sense of text.

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Read each excerpt below. Using the notes provided above, select the option which best describes the kind of text from which the excerpt **most likely** came.

<p>Example: We galloped over the hills and across the planes. Only two months before, we, two prized racehorses, lived at Green Bay Stables. Life here, at Fair Farms, was very different from life at Green Bay Stables. This flight across the fields with Jamie and Jacinta clinging tightly to our manes was proof of that. Neither horse knew for sure where their young masters were taking them.</p>	<p><input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Expository</p> <p>Purpose: The writing suggests the author meant to entertain. Elements: <i>Characters-</i> Horses (as narrators), Jamie and Jacinta <i>Setting:</i> Fair Farms</p>
<p>The sun and moon are both seen in the sky from the earth. Although both are celestial bodies, the sun is a star while the moon is a mass of rock and dirt. The sun is seen during the day and produces the light and heat on which life forms on earth depend. The moon appears to produce light as well. However, it does not; it reflects light from the sun. The earth revolves around the sun, but the moon revolves around the earth.</p>	<p><input type="checkbox"/> Narrative <input type="checkbox"/> Expository</p>
<p>Squeeze the juice from 4-6 medium-sized lemons into a cup. Then dissolve one cup of granulated sugar in one cup of warm water. Add the lemon juice to the syrup and stir the mixture. When thoroughly mixed, add two cups of cold water to complete the drink. Chill for fifteen minutes, then serve.</p>	<p><input type="checkbox"/> Narrative <input type="checkbox"/> Expository</p>
<p>At first, everyone welcomed the rains. The farm had come alive again. The fields of pumpkin drank happily. The ducks paddled gleefully in the now refilled pond. Every adult bustled about the farm, putting vessels out in the open air to catch the rainwater. Lester and his siblings danced playfully in the rain. It was now the fourth day of rain. The earth was waterlogged and seemed to be pleading with the sky to cease its crying. If the rain did not let up, all the crops would be lost.</p>	<p><input type="checkbox"/> Narrative <input type="checkbox"/> Expository</p>
<p>The dumping of waste into rivers and seas adds to the problem of water pollution. This type of pollution kills plants and animals. The risk of persons catching water-borne diseases is increased. One way of dealing with this problem is to teach people about its effects. It is also important to teach of ways in which to prevent it.</p>	<p><input type="checkbox"/> Narrative <input type="checkbox"/> Expository</p>
<p>The winds played happily among the trees. The river ran freely along a path through their roots. The pride lazed along the bank of the river in the shade of the trees. Bess and the rest of the cubs were all enjoying this moment. There was no imminent threat and so they could relish all that nature was offering. It was Nad who first heard it. Within seconds of him raising his head, the rest of the pride were in their feet.</p>	<p><input type="checkbox"/> Narrative <input type="checkbox"/> Expository</p>

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Answer Key:

<p><u>Example:</u> We galloped over the hills and across the planes. Only two months before, we, two prized racehorses, lived at Green Bay Stables. Life here, at Fair Farms, was very different from life at Green Bay Stables. This flight across the fields with Jamie and Jacinta clinging tightly to our manes was proof of that. Neither horse knew for sure where their young masters were taking them.</p>	<p><input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Expository</p> <p>Purpose: The writing suggests the author meant to entertain. Elements: <i>Characters-</i> Horses (as narrators), Jamie and Jacinta <i>Setting:</i> Fair Farms. etc.</p>
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