

## Text type: OUTLINE

| <b>function:</b> to present the main features of a text   |   |  |
|---|---|--|
| STRUCTURE   | LANGUAGE  | TO BE AVOIDED  |
| <ul style="list-style-type: none"><li>• the order of main points reflects the order in the text</li><li>• the thesis is given in the opening sentence</li><li>• supporting detail is given where required</li><li>• appropriate paragraph writing</li></ul> | <ul style="list-style-type: none"><li>• compound sentences: infinite forms, apposition, non-defining relative clauses, conditional clauses etc.</li><li>• neutral or formal register</li><li>• It is conventional to use the present rather than the past tense</li></ul> | <b>Do not</b> <ul style="list-style-type: none"><li>• quote or copy from the text</li><li>• comment on the text</li><li>• give an introductory statement on the source and publication of the text</li></ul> |

## Text type: DESCRIPTION

| <b>function:</b> to evoke an image of a scene or character or give a detailed account   |  |   |
|---|--|---|
| STRUCTURE   | LANGUAGE   | TO BE AVOIDED   |
| <ul style="list-style-type: none"><li>• the general idea or topic is given in the opening sentence or paragraph</li><li>• the main body presents details of what can be observed (seen, heard, smelled or felt)</li><li>• supporting detail in the form of quotation or paraphrase, accompanied by line references, is given where required</li><li>• appropriate paragraph writing</li></ul> | <ul style="list-style-type: none"><li>• compound sentences: infinite forms, apposition, defining and non-defining relative clauses, conditional clauses etc.</li><li>• neutral or formal register</li><li>• It is conventional to use the present rather than the past tense</li></ul> | <b>Do not</b> <ul style="list-style-type: none"><li>• comment on the text</li></ul> |

## Text type: DESCRIPTION OF IMAGES

| <b>function:</b> to present the features of a picture, cartoon etc.   |   |   |
|---|---|---|
| STRUCTURE   | LANGUAGE  | TO BE AVOIDED   |
| <ul style="list-style-type: none"><li>• the opening sentence or paragraph comprises a statement on (a) the source and publication of the image and (b) the general idea or topic of the image</li><li>• the main body presents details of what can be seen, beginning with the most striking elements</li><li>• appropriate paragraph writing</li></ul> | <ul style="list-style-type: none"><li>• the position of elements in the image is given using phrases such as <i>at the top, in the foreground, the focus of attention</i></li><li>• captions or words in speech bubbles are quoted or paraphrased; paraphrase is particularly appropriate for lengthy captions or speech bubbles</li><li>• compound sentences: infinite forms, apposition, defining and non-defining relative clauses, conditional clauses etc.</li><li>• the progressive mode is generally required for actions depicted</li><li>• neutral or formal register</li><li>• It is conventional to use the present rather than the past tense</li></ul> | <b>Do not</b> <ul style="list-style-type: none"><li>• comment on the text</li></ul> |

## Text type: EXAMINE

| function: to describe and explore specific features of the text and how they are presented   |  |   |
|--|--|---|
| STRUCTURE  | LANGUAGE   | TO BE AVOIDED   |
| <p>The student is required to identify the relevant aspects in accordance with the task</p> <ul style="list-style-type: none"> <li>text begins with an appropriate introduction</li> <li>in the main section arguments are organised according to the requirements of the task</li> <li>supporting detail is expected, generally in the form of short quotations, references to the text</li> <li>appropriate paragraph writing</li> </ul> | <ul style="list-style-type: none"> <li>compound sentences: infinite forms, apposition, defining and non-defining relative clauses, conditional clauses etc.</li> <li>structures establishing appropriate connections giving reasons such as <ul style="list-style-type: none"> <li><i>That is why</i></li> <li><i>For that reason</i></li> <li><i>Due to this</i></li> <li><i>As a result</i></li> <li><i>In conclusion</i></li> <li><i>According to</i></li> </ul> </li> <li>neutral or formal register</li> <li>It is conventional to use the present tense</li> </ul> | <p><b>Do not</b></p> <ul style="list-style-type: none"> <li>copy from the text</li> <li>comment on the text</li> <li>enumerate ideas without good reason</li> <li>retell/summarize the text</li> <li>copy the wording of the task</li> <li>use inappropriate colloquialism</li> </ul> |

## Text type: COMPARE / CONTRAST

| function: to compare and/or contrast two or more aspects, main ideas in a text/in different texts, different characters and their behaviour<br><u>Compare:</u> show similarities and differences; <u>Contrast:</u> emphasize the differences between two or more things  |   |  |
|--|---|--|
| STRUCTURE  | LANGUAGE  | TO BE AVOIDED  |
| <p>The student is required to identify and choose the significant aspects which are to be compared or contrasted in accordance with the task</p> <ul style="list-style-type: none"> <li>text begins with an appropriate <b>introduction</b>:<br/><i>Compare:</i> characteristics of X/of Y<br/><i>Contrast:</i> state differences</li> <li>in the <b>main section</b> arguments are organised according to the requirements of the task<br/><i>compare:</i> show how Y is similar to or different from X<br/><i>contrast:</i> highlight and elaborate on the differences</li> <li>supporting detail is expected, generally in the form of short quotations, references to the text</li> <li><b>conclusion</b> briefly summarizing the findings in accordance with the task</li> <li>appropriate paragraph writing</li> </ul> | <ul style="list-style-type: none"> <li>compound sentences: infinite forms, apposition, defining and non-defining relative clauses, conditional clauses etc.</li> <li>comparatives, superlatives</li> <li>structures establishing appropriate connections expressing similarities and/or differences <ul style="list-style-type: none"> <li><i>on the one hand/on the other hand</i></li> <li><i>in contrast with</i></li> <li><i>while</i></li> <li><i>However</i></li> <li><i>As a result</i></li> <li><i>In conclusion</i></li> <li><i>according to</i></li> <li><i>similarly</i></li> <li><i>both ... and ...</i></li> <li><i>like</i></li> <li><i>the same as</i></li> </ul> </li> <li>neutral or formal register</li> <li>It is conventional to use the present tense</li> </ul> | <p><b>Do not</b></p> <ul style="list-style-type: none"> <li>copy from the text</li> <li>explicitly comment on the text</li> <li>simply enumerate ideas so that similarities or differences are not apparent</li> <li>retell/summarize the text</li> <li>copy the wording of the task</li> <li>use inappropriate colloquialism</li> </ul> |

## Expressing opinion: COMMENT, DISCUSS, JUSTIFY, ASSESS / EVALUATE (AFB III)

| function: to present one's point of view clearly and convincingly or weigh up reasons   |  |   |
|---|--|---|
| STRUCTURE   | LANGUAGE   | TO BE AVOIDED   |
| <p>A clear structure comprising:</p> <p><b>introduction</b></p> <ul style="list-style-type: none"> <li>• <i>neutral approach</i>: a concise reference to the task/problem/thesis ... in question</li> <li>• <i>personal approach</i>: a concise statement of the student's opinion</li> </ul> <p><b>main part:</b></p> <ul style="list-style-type: none"> <li>logical progression of thought (arguments, ideas must be expressed clearly, must be complete and convincing)</li> <li>ideas must be illustrated by arguments, examples, ... ; these might be factual, logical, statistical or anecdotal</li> <li>quotation and paraphrase where appropriate</li> <li>appropriate paragraphs</li> </ul> <p><b>conclusion:</b></p> <p>summarising student's position in the light of the ideas in the main part</p> | <p><b>a personal approach:</b></p> <p>I would say ...<br/>It seems to me ...</p> <p><b>a neutral approach:</b></p> <p>One might say ...<br/>People believe that<br/>It is generally believed that ...<br/>It is clear that ...</p> <ul style="list-style-type: none"> <li>• compound sentences: infinite forms, apposition, defining and non-defining relative clauses, conditional clauses etc.</li> <li>• clear and logical transitions between the different parts:</li> <li>• <b>connectors</b> linking the individual ideas and linking these to the initial thesis so that the line of thought/argument is evident <ul style="list-style-type: none"> <li>• <i>First of all/ secondly, ...</i></li> <li>• <i>In addition ...</i></li> <li>• <i>..., which means that</i></li> <li>• <i>..., which is also/not the case in ...</i></li> <li>• <i>As a result</i></li> <li>• <i>An important/crucial point to consider is ...</i></li> <li>• <i>There is an example of ... in lines .../the second paragraph</i></li> <li>• <i>The major question to be considered ...</i></li> <li>• <i>As can be seen in line/paragraph ...</i></li> </ul> </li> <li>• <b>connectors expressing time or conditions</b> <ul style="list-style-type: none"> <li>• <i>At that time ...</i></li> <li>• <i>People used to do ...</i></li> <li>• <i>Later, however, ...</i></li> </ul> </li> <li>• <b>connectors expressing comparison/contrast</b> <ul style="list-style-type: none"> <li>• <i>On the one hand/on the other hand</i></li> <li>• <i>Compared to/with</i></li> <li>• <i>In contrast to ...</i></li> </ul> </li> </ul> <p><b>Register:</b> neutral or formal</p> | <p><b>Do not</b></p> <ul style="list-style-type: none"> <li>• retell the ideas in the text</li> <li>• use lengthy or unnecessary quotes or paraphrase from the input text</li> <li>• add new ideas in the conclusion</li> </ul> |