

Describing Text Types

Text type	Purpose	Structure/Scaffold	Language Feature
Report	To classify and/or describe	<ul style="list-style-type: none"> ▪ General statement or classification ▪ Description 	<ul style="list-style-type: none"> - technical language - simple present tense - generalised terms
Recount	To retell a series of event	<ul style="list-style-type: none"> ▪ Orientation ▪ Series of events sequenced in time 	<ul style="list-style-type: none"> - descriptive language - past tense - time words to connect events - words which tell us where, when, with whom, how
Narrative	To entertain, amuse or instruct	<ul style="list-style-type: none"> ▪ Orientation/Complication ▪ Evaluation/Sequence of events/ ▪ Resolution 	<ul style="list-style-type: none"> - usually specific people/participants - time words used to connect events - action words mostly in sequence of events and resolution - nouns describe characters, setting
Procedure	To instruct someone on how to do something	<ul style="list-style-type: none"> ▪ Goal ▪ Steps 	<ul style="list-style-type: none"> - verbs often at the beginning of each instruction - words/groups words which tell us how, when, where, with whom
Explanation	To explain how or why something occurs	<ul style="list-style-type: none"> ▪ Phenomenon identification ▪ Explanation sequence 	<ul style="list-style-type: none"> - technical language - use of words such as 'because', 'as a result', to establish cause/effect sequences
Exposition/ Discussion	To persuade by arguing one side one side of the argument - discussion many sides to argument is an option	<ul style="list-style-type: none"> ▪ Thesis ▪ Arguments ▪ Reinforcement/ Conclusion of thesis 	<ul style="list-style-type: none"> - words that qualify such as usually, probably - words that link arguments such as firstly, on the other hand - persuasive
Response	To respond to an artistic work	<ul style="list-style-type: none"> ▪ Context of artistic work ▪ Description of work ▪ Judgement 	<ul style="list-style-type: none"> - words that express judgements - descriptive language

Text type explanations and scaffolds

Texts types are a basic way to identify, explain and assist students in composing texts. When students compose texts using this approach they can be provided with a scaffold which outlines and explains how to compose the text. Models or examples can also be provided to show students what to include in their texts.

The following notes and structures provide some more details in assisting students to compose texts in Stage 4 subjects across the curriculum.

Reports

Reports are basically descriptions that classify and describe things in general and specific terms.

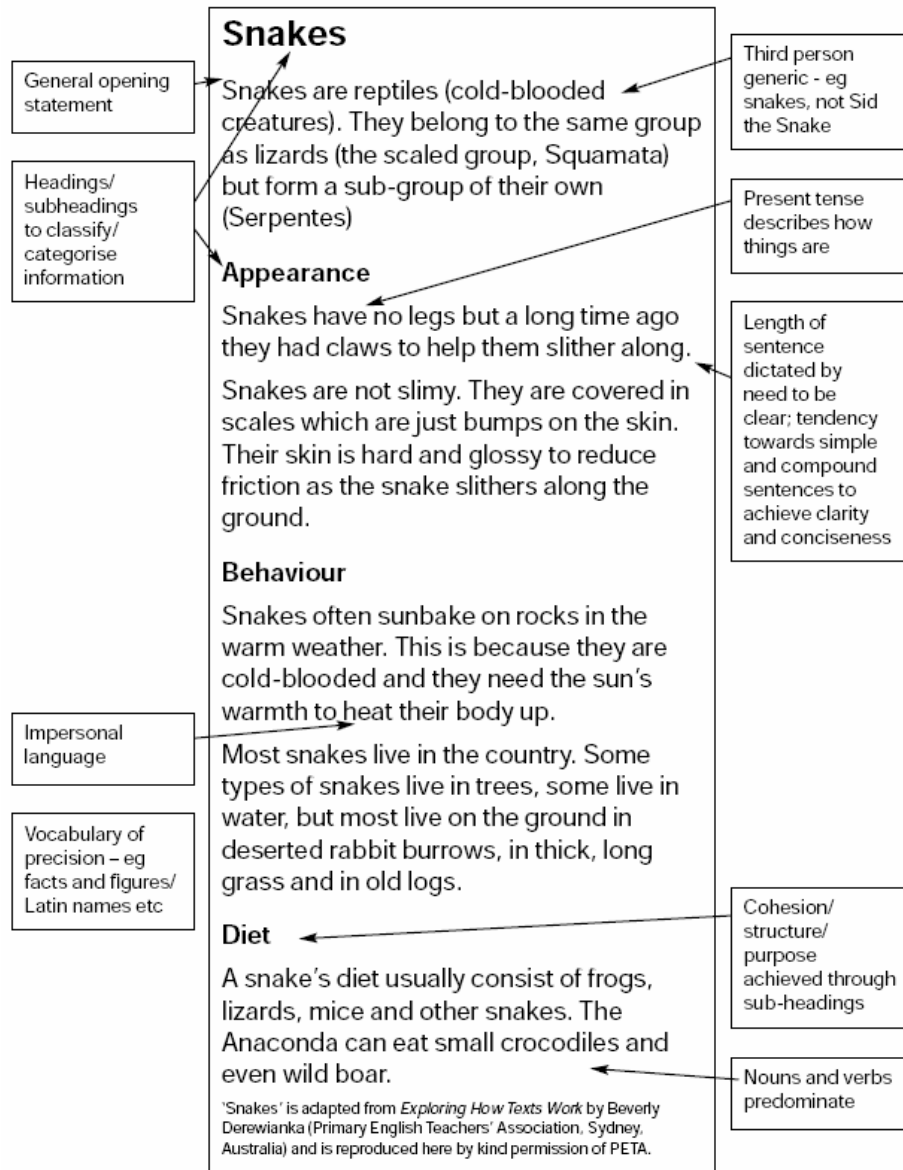
Reports can be used in Stage 4 subjects such as Christian Studies, Design and Technology, English, Geography, History, Maths, Music, PDHPE, Science, Visual Arts.

Report Parts/Sections	Features
General Statement/Classifications	<ul style="list-style-type: none">- classify the thing described- locate the thing in time and space- and/or preview the rest of the description to follow
Description	<ul style="list-style-type: none">- consists of paragraphs- each paragraph deals with a different aspect of the description

Report

Analysing text types: Information text (non-chronological report)

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Recounts

Recounts are retelling of past events. They can be written in a series of events in the order in which they happen.

Recounts can be used in Stage 4 subjects such as Christian Studies, Design and Technology, English, French, Geography, History, Maths, PDHPE, Science.

Recount Parts/Sections	Features
Orientation	<ul style="list-style-type: none">- who, what, where and when is outlined- the 4w's place the audience in time and place
Series of events	<ul style="list-style-type: none">- retelling the events in sequence, chronologically- each event may be in a separate paragraph

Recount

Analysing text types: Recount 1 (chronological report)

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Furious Pace in Hockey Finals

Orientation: when? who? what? where? → Spectators were treated to a feast of fast hockey on the weekend when the South Coast Women's Hockey Association staged four grand finals at Kiama.

Paragraphs used for effect and to mark a change of focus/time/place → The highlight of the day was the Division One grand final between Gerringong and minor premiers Warilla which was a hard, fast game, with the speed of the young Gerringong team proving the difference on the day.

Events organised in chronological order → Warilla stormed the Gerringong circle from the start of the game. However the Gerringong defence held out and then took the attack to Warilla's 25 yard line through speedy centre forward Jenny Miller.

Vocabulary of description → After a period of midfield play Warilla's right inner Mandy Smith broke away but again, met solid Gerringong defence.

Painting a picture with words will involve the use of adjectives/adverbs/powerful verbs → Gerringong continued to move the ball quickly and just five minutes before half-time, Gerringong's left wing Michelle Cooper finally latched on to the ball and put it between the posts after having narrowly missed connecting with a shot several minutes earlier.

Use of third person → Spectators were treated to a feast of fast hockey on the weekend when the South Coast Women's Hockey Association staged four grand finals at Kiama.

Past tense → Spectators were treated to a feast of fast hockey on the weekend when the South Coast Women's Hockey Association staged four grand finals at Kiama.

Active voice → Spectators were treated to a feast of fast hockey on the weekend when the South Coast Women's Hockey Association staged four grand finals at Kiama.

Variety of sentence structures to create different effects – eg sequence of long sentences followed by short sentences → The highlight of the day was the Division One grand final between Gerringong and minor premiers Warilla which was a hard, fast game, with the speed of the young Gerringong team proving the difference on the day.

Connectives related to time – eg later, after, or to contrast – eg although, however → However the Gerringong defence held out and then took the attack to Warilla's 25 yard line through speedy centre forward Jenny Miller.

Sophisticated use of punctuation used for effect – eg colons, semi colons, dashes, brackets → Gerringong continued to move the ball quickly and just five minutes before half-time, Gerringong's left wing Michelle Cooper finally latched on to the ball and put it between the posts after having narrowly missed connecting with a shot several minutes earlier.

Uses specific dates/times/ names of people/ places → Lake Times, 20 September 1989

Lake Times, 20 September 1989

'Furious Pace in Hockey Finals' is adapted from *Exploring How Texts Work* by Beverly Derewianka (Primary English Teachers' Association, Sydney, Australia) and is reproduced here by kind permission of PETA.

Narratives

Narratives can often be considered recounts but they do more than just retell past events in sequence. The purpose is to interest and entertain. Basic narratives are used in Stage 4 predominantly in English but they can be used in a variety of subjects such as Christian Studies, History and PDHPE.

Narrative Parts/Sections	Features
Orientation (may include complication)	<ul style="list-style-type: none"> - who, what, where and when is outlined - problem or issue may be outline too/this can be the why - descriptive and active words can be used - draw the audience in through imagination
Sequence of events (may include complication), rising action, evaluation	<ul style="list-style-type: none"> - each paragraph may be about a different part of the story or develop one idea further - the complication can be in the middle section too - a lot of description and imagery used to interest - action rises to a climax or highest point in this section
Resolution/ending (may include a coda)	<ul style="list-style-type: none"> - story concludes, is resolved, ends are unravelled - if a coda is used there is a moral to the story

Narrative Model

The body snatcher invasion was well underway. Countless reports flashed on the Internet about “starers” and their angry, red, unfocused eyes.

Orientation – beginning. Establishes who, what, often when and where. Can include complication but may not always eg. “body snatcher, countless reports, on the internet, starers.”
Language features include: action verbs “flashed”, time words – “was well underway”. Noun groups “body snatchers, countless reports”.

Heaps of people were possessed but I was certain this department was clean. The way these takeovers seemed to just happen was terrible for your social life. I could hear my partner Slade walking slowly up the stairs. He’d been gone too long and as I’d told him not to mooch around outside, I decided to reconnoitre. As he lurched towards me, his eyes, dark in the shadows emerged as glowing red coals. Then two things happened simultaneously, the hairs on my back stood up and I went for my gun. His peepers were now creepers. Oh not him, not him too...

Complication/Sequence of Events is the middle section, rising action.
The complication here is the work mate has become a starer.
Language features include description “glowing red coals”, action verbs “lurched”, noun groups “heaps of people”, time words “as, simultaneously”.

Our leave taking would be short; the dynamite was in place and the hovercraft humming.

Resolution – the ending; in this case a very brief conclusion.

Language features can include action verbs “humming”, who or what “our leave taking”, “the hovercraft”, noun groups “the dynamite”.

Procedure

Procedures give us instructions about how to do or make something.

Procedures are used in Stage 4 subjects such as Design and Technology, Maths, PDHPE, Science, Visual Arts. They may be used in other subjects too.

One feature of procedures is the technical language that is used which is specific to the subject area. They often begin with a command and use words or phrases that specify such as how, where, carefully, after 2 minutes, glue etc.

Procedure Parts/Sections	Features
Goal	<ul style="list-style-type: none">- states the aim of what is being made or done
Materials	<ul style="list-style-type: none">- optional stage- materials/equipment can be listed to achieve the goal
Steps	<ul style="list-style-type: none">- order/stage in which instructions have to be performed- can be numbered- start each step on a new line

Procedure

Analysing text types: Instructions

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Make a kite!

Things you need
3 pieces of cane (2 x 60 cm; 1 x 80 cm)
thread
large sheet of strong paper (eg tissue)
soft pencil
scissors
paint and paintbrush
glue
strong string

What to do

The Frame

1. Dampen cane to make flexible.
2. Carefully bend cane to desired shape, then tie securely with thread (see diagram).

The Covering

3. Lay frame on sheet of paper.
4. Trace around frame with pencil.
5. Cut covering approx. 1 cm larger than outline.
6. Paint bird on covering (eg owl).
7. When the paint is dry, place frame on unpainted side. Now fold edges of the covering over the frame carefully, and glue them down.

The Bridle

8. Cut 3 pieces of string, each 20 cm long.
9. Secure one end of each string tightly to frame at the shoulders and tail of the bird.
10. Then tie the other ends in a knot.

'Make a kite!' is adapted from *Exploring How Texts Work* by Beverly Derewianka (Primary English Teachers' Association, Sydney, Australia) and is reproduced here by kind permission of PETA.

Annotations:

- Title indicates *how to....*
- Materials/list of equipment needed
- Clear sequence indicated by bullet points/ numbers/letters
Written in chronological order
- Often contains step-by-step diagrams/ illustrations
- Plain vocabulary to ensure clarity
- Present tense
- Active voice, passive used when identity of agent is not relevant – eg *When glue is applied*
- Written in the imperative – eg lay, trace, cut
- Short sentences, each one covering one instruction
- Connectives relate to chronology – eg *next, then, when the paint is dry*

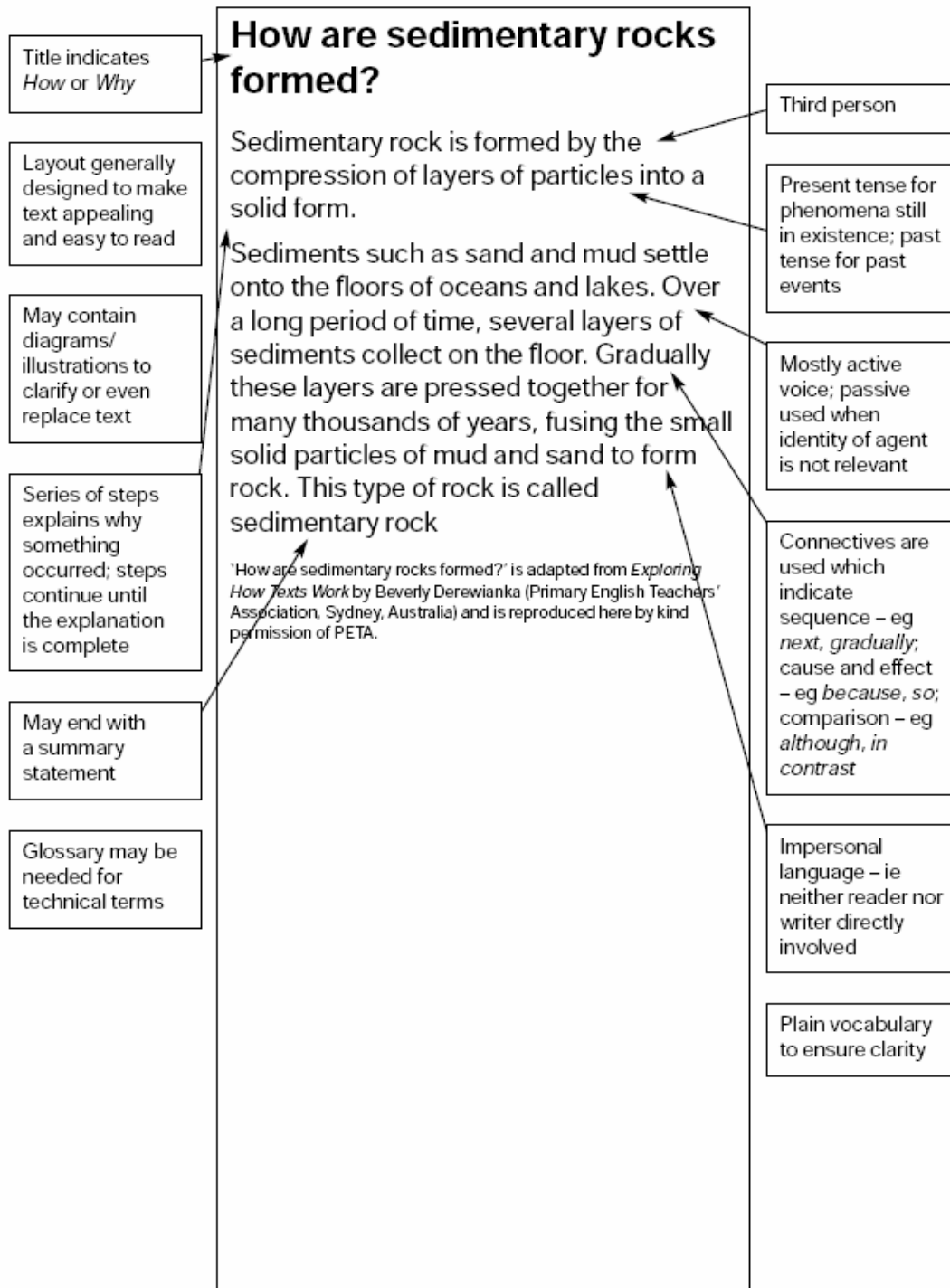
Explanation

Explanations explain how or why things happen. There are a variety of explanation types and therefore they can be used across the curriculum in the Stage 4 syllabus. They are often used in subjects such as D & T, Geography, PDHPE and Science.

Explanation Parts/Sections	Features
Phenomenon identification	- begins by identifying the thing to be explained
Explanation sequence/processes	- show how the thing being explained works - sequence of events is a main focus - it is joined by the cause and effect with words such as because, causes, due to etc or by time links using words such as after, following, then

Analysing text types: Explanation

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Expositions (Discussions)

Expositions are used to persuade by arguing one side of an issue or question.

Discussions are often considered to be part of the section on expositions because they also persuade by argument but they can consider an issue from more than one point of view.

Expositions are quite difficult texts to compose. They can be used in Stage 4 subjects but would be predominantly used in Stage 5 and beyond. Subjects which use Expositions in Stage 4 could be Christian Studies, English, History, Music, Science.

Exposition Parts/Sections	Features
Thesis/introduction	<ul style="list-style-type: none">- states composer's position on the issue being argued- previews the argument to follow
Arguments/Body	<ul style="list-style-type: none">- states the arguments to be presented- series of points and elaborations- each paragraph usually contains one point and an elaboration or argument about that point using examples
Reinforcement of thesis/conclusion	<ul style="list-style-type: none">- restates composer's position, point or view- sums up the argument- can give a final statement

Exposition: Persuasion & Analysis

Analysing text types: Persuasion

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Calling all Sleepyheads

Opening statement → Sleep is important. Nobody fully understands why we need sleep, but scientists think that the body uses the time to recover and to repair damage. When we fall asleep our heart and breathing rates slow down, muscles relax and our senses rest. If this is the case, are you giving your body enough rest?

Arguments often in the form of point plus elaboration and the reiteration → Lack of sleep means that the body and the brain do not work properly. If you don't go to bed at a reasonable time, you will be sleepy in class and not be able to learn. Tiredness means you may not be able to think clearly, and you may also be a danger to other people. Accidents can happen. You will lack energy, and even playing becomes too much of an effort. Is staying up really worth it?

Summary and conclusion → There is some truth in the old saying 'Early to bed and early to rise, makes us healthy, wealthy and wise'. Therefore next time you start to argue about what time you should go to bed, remember your body needs a break. Give it a rest.

Value judgement words seek to influence the reader →

Third person in formal persuasion text although second person and imperative may be used

Active mood predominates; passive used when identity of agent is not relevant – eg *it can clearly be stated that*

Connectives are related to logic – eg *this shows that, therefore, because*

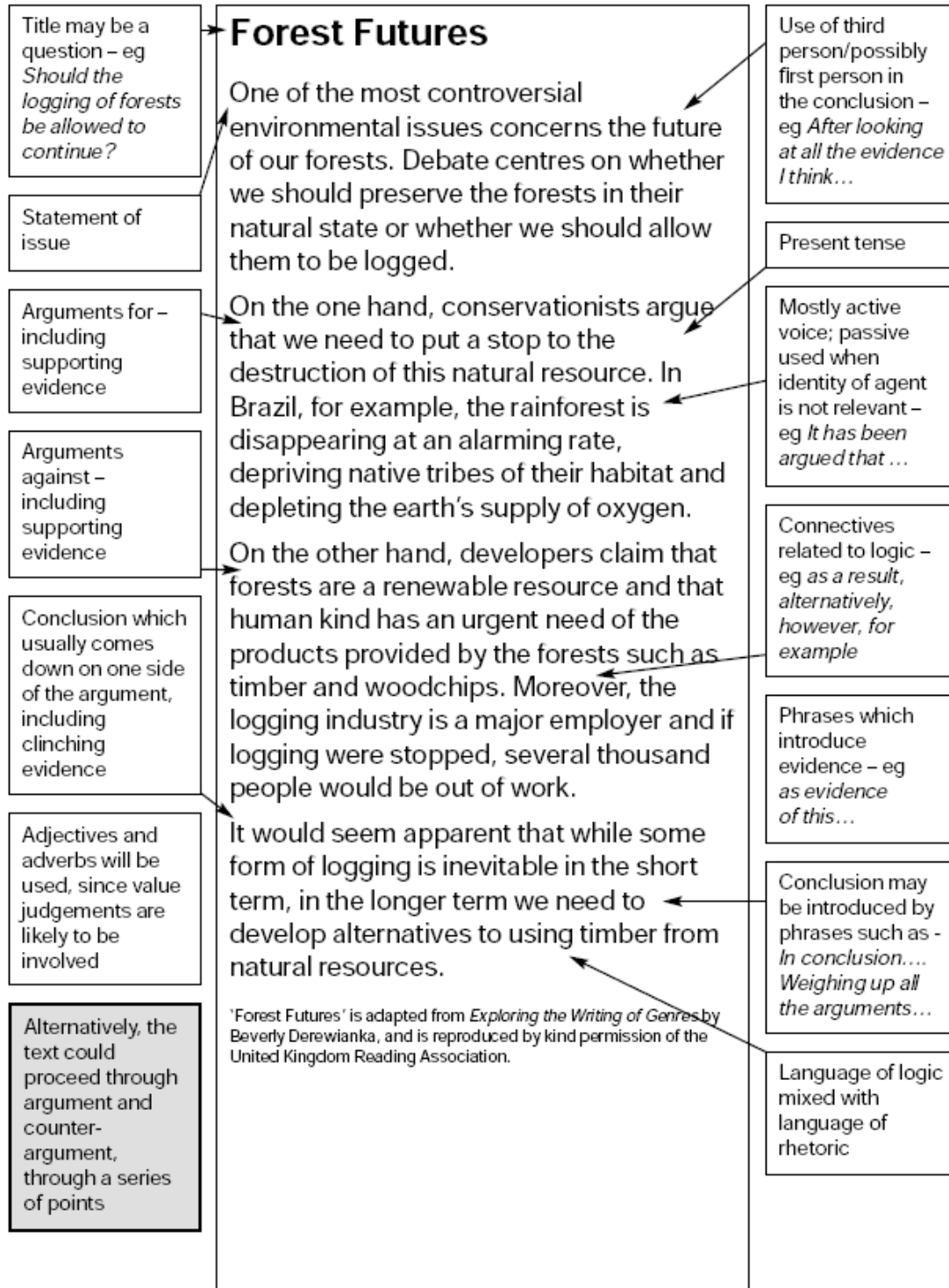
Adjectives/ adverbs used for emotive/ rhetorical effect

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Analysing text types: Analysis, including essay writing

<p>Title invites causal analysis</p>	<h2>Why did the Normans win the Battle of Hastings?</h2>	<p>Third person; perhaps first person when giving summary of views, or when asked in the title for personal response</p>
<p>Introduction – statement of the issue</p>	<p>The Battle of Hastings took place in 1066 when Edward the Confessor died, leaving no heir. Harold Godwinson took his place, but he had two rivals, Harald Hadrada, the king of Norway, and William, Duke of Normandy. William eventually won, and this piece of writing explores the reasons why.</p>	<p>Present/past tense depending on the focus – eg present for views, past for events</p>
<p>Topic sentences lead the reader into the paragraph</p>	<p>William was a very determined and ambitious leader. He claimed that Harold had promised to help him to become king, and so, when Harold claimed the throne, he did all he could to conquer England. He left Normandy undefended, and took 3000 ships with horses and soldiers across the English channel. He must have been very determined to do this, as the channel was very dangerous. His bravery is shown again during the battle, when he took off his helmet and said to his soldiers, "Look at me well. I am still alive and, by the grace of God, I shall yet prove victor."</p>	<p>Active voice more common; passive used when identity of agent is not relevant or need not be repeated – eg <i>The castles were strongly fortified</i></p>
<p>Use of supporting comment/detail</p>	<p>William also had a strong army, and a good strategy. For example, he put the archers in the front, then infantry, and behind them the men on horse-back. The Anglo-Saxon Chronicle says, "All the English were on foot. The Normans had foot-soldiers, archers and cavalry with horses." This would have been a great advantage. Also he pretended to retreat, and then the English broke the shield wall, so when the Normans turned back, the English were not very well protected. Therefore William chose a good time to invade, before Harold had established his position as king.</p>	<p>Connectives often used for contrast/ comparison in areas of debate – eg <i>whereas, though, while, unless, however, equally, also</i></p>
<p>Use of quotes to support points</p>	<p>Harold's bad luck also helped William to win. Harold Godwinson was fighting Harald Hadrada at Stamford Bridge when William invaded in the south. Harold had to march 300 km, having lost many of his best men in the previous battle. If the wind had not changed just then Harold would have had more men, and he would have had more time to set his army up. There is a picture in the Bayeux Tapestry of Harold being killed with an arrow through his eye. When he died, the English were frightened, and deserted.</p>	<p>Connectives used to establish cause and effect – eg <i>because, therefore</i></p>
<p>Summary/ conclusion</p>	<p>William won the battle for many reasons. It was a mixture of good leadership, planning and luck. If the wind hadn't changed, or if Harald Hadrada hadn't invaded, I think that Harold could have won, and England would be a different place.</p>	<p>Critical vocabulary related to subject under review</p>
	<p>"Why did the Normans win the Battle of Hastings?" is taken from a pamphlet entitled 'Analytical and Discursive Writing in History at Key Stage 3', by Christine Counsell (1997), and is reproduced here by kind permission of the author and the publishers, The Historical Association.</p>	

Analysing text types: Discursive writing



Responses

Responses are used to respond to an artistic work and can be written, visual, or oral in form.

Responses are predominantly used in Stage 4 subjects where the aim is to outline an individual's ideas and opinions to be expressed. Subjects which use responses include Christian Studies, D & T, English, History, Music, PDHPE, Visual Arts.

Response Parts/Sections	Features
Context	<ul style="list-style-type: none">- context – situation in which work was composed, name of the work and composer, time and place composed- brief synopsis, outline about the work
Description	<ul style="list-style-type: none">- describes in detail key features of the work- significant events, characters, features of the text/work- separate paragraphs used for each point
Judgement	<ul style="list-style-type: none">- personal response to the text/work- can include recommendation for example audience or value

Response

Analysing text types: Evaluation, including self-evaluation

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Electronics and Materials Project
Plastic Badge with Flashing LED

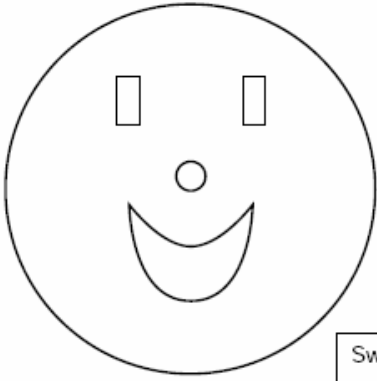
How well did your badge work?

I am very pleased with my badge because the clown face looks good when the nose lights up.

At first I had a problem painting the mould. I now know that when you paint the plastic mould you need to rough up the surface so that the paint sticks to it.

Initially making the circuit was difficult as I cut the copper track too short, however I cut the second piece to the correct length and it worked.

One problem that I found was that the battery tends to run out after about three days. To improve this I need to put a switch on so that it can be turned off when it is not in use.



Switch
The badge needs a push switch to stop you leaving it on.

Title contains value judgement – eg *How well did ...*

First person; singular for individual evaluation

Past tense to reflect on performance; present tense to reflect on personal/ group characteristics; future tense for target setting

Active voice

Connectives used to balance strengths and weaknesses – eg *however*

Vocabulary of comment and constructive criticism – eg *I felt that... Perhaps at this point, I could have...*