**Discussion**

**Purpose**

**Text forms**

• Debate

• conversation

• Speech

• Newspaper article

• Magazine article

• Talkback radio

To examine issues from

more than one perspective

**General structure**

• Statement outlining the issue

• Arguments for and against

• A conclusion

**General language features**

• use of general nouns to make statements about categories, e.g. uniforms, alcohol

• use of relating verbs to provide information about the issues, e.g. smoking is harmful

• use of thinking verbs to express the writer’s personal view, e.g. feel, believe, hope

• use of additive, contrast and causal connectives to link arguments, e.g. similarly, on the other hand, however

• use of detailed noun groups to provide information in a compact way, e.g. the dumping of unwanted kittens

• use of varying degrees of modality, e.g. perhaps, must, should, might

• use of adverbials of manner, e.g. deliberately, hopefully

**Recount**

**Purpose**

**Text Forms**

• Newspaper article

• Television interview

• Diary

• Speech

• Eyewitness account

• Log

• Journal

• Historical recount

• Conversation

• Letter

• Timeline

To retell a series of

events

**General structure**

• Orientation

• Series of events sequenced in

time

**General language Features**

• descriptivelanguage

• words which tell us where, when,

with whom, how

• use of nouns and pronouns to

identify people, animals or things

involved

• use of action verbs to refer to

events

• use of past tense to locate events in relation to speaker’s or writer’s time

• use of conjunctions and time connectives to sequence events

• use of adverbs and adverbial phrases to indicate place and time

• use of adjectives to describe nouns

**Procedures**

**Text Forms**

• Recipes

• Instruction manuals

• Directions

• Itineraries

• Experiment

**Purpose**

To instruct someone on how to

do something

**General structure**

• Goal

• Steps

**General language Features**

• verbs usually at thebeginning of eachinstruction

• words or groups of words which tell us how, when, where, with whom

• use of commands, e.g. put, don’t, mix

• use of action verbs

• use of precise vocabulary, e.g. whisk, lukewarm

• use of adverbials to express details of time, place, manner

**Narrative**

**Purpose**

**Text Forms**

• Novels

• Short stories

• Historical fiction

• Science fiction

• Fairytales

• Fables

• Myths and legends

• Stage plays

• Scripts

• Poetry

• Ballads

• Cartoons

• Role plays

To entertain, amuse or instruct

**General structure**

• Orientation

• Complication

• Evaluation

• Resolution

**General language Features**

• action words predominate in

complication and resolution

• noun groups important in

describing characters and settings

• use of particular nouns to refer

to or describe the particular people, animals and things that the story is about

• use of adjectives to build noun groups to describe people, animals or things in the story

• use of time connectives and conjunctions to sequence events through time

• use of adverbs and adverbial phrases to locate the particular incidents or events

• use of past-tense action verbs to indicate the actions in the narrative

• use of saying and thinking verbs to indicate what characters are feeling, thinking or saying

**Information Report**

**Text Forms**

• Report

• Scientific report

• Reference book

• Textbook

• Guidebook

• Documentary

• Experimental report

• Fact sheets

• Research assignments

• Lectures

• Group presentations

**Purpose**

To classify and/or describe

**General structure**

• General statement or

classification

• Description

**General language Features**

• technical language

• simple present tense

• generalised terms

• use of general nouns, e.g. hunting dogs, rather than particular nouns, e.g. our dog

• use of relating verbs to describe features, e.g. molecules are tiny particles

• some use of action verbs when describing behaviour, e.g. emus cannot fly

• use of technical terms, e.g. isobars are lines drawn on a weather map

• use of paragraphs with topic sentences to organise information

**Explanation**

**Text Forms**

• Scientific report

• Reference book

• Textbook

• Fact sheets

• Documentary

• Research assignment

• Spoken presentation

**Purpose**

To explain how or why something

occurs

**General structure**

• Phenomenon identification

• Explanation sequence

**General language Features**

• technical language

• use of words such as because, as a result, to establish cause/effect sequences

• general and abstract nouns, e.g. wood chopping, earthquakes

• action verbs

• simple present tense

• passive voice

• conjunction of time and cause

• noun groups, e.g. the large cloud, the particles of gas and dust

• adverbial phrases

• complex sentences

• technical language

**Exposition**

**Text Forms**

• Advertisement

• Spoken argument

• Lecture

• Editorial

• Letter to the Editor

• Speech

• Newspaper article

• Magazine article

• Legal defence

**Purpose**

To persuade by arguing one side

of an issue

**General structure**

• Thesis

• Arguments

• Reinforcement of Thesis

**General language Features**

• words that qualify,e.g. usually, probably

• words that link arguments, e.g. firstly, on the other hand

• general nouns, e.g. ears, zoos

• abstract nouns, e.g. policy, government

• technical words, e.g. species of animals

• relating verbs, e.g. it is important

• action verbs

• thinking verbs, e.g. many people believe

• connectives, e.g. firstly, secondly

• evaluative language, e.g. important, significant

**Response**

**Text Forms**

• Book review

• Movie review

• Theatre review

• TV critic review

• CD review

• Art critic review

• Restaurant review

• Personal response

**Purpose**

To respond to a visual,

written or performed work

**General structure**

• Context of artistic work

• Description of artistic work

• Judgement

**General language Features**

• words whichexpress judgements

• descriptive language

• relating verbs, action verbs, saying verbs, thinking verbs, noun groups describing characters

• present tense – changes to past tense if text has a historical setting

• temporal sequence of events only when key events are summarised

• persuasive language used in judgement

• clause or sentence themes that are often the title of the book, name of author, etc. These choices clearly locate the reader in a response text

**Description**

**Purpose**

To describe the characteristics or features of a thing or a phenomenon

**General structure**

• Introduction to the subject of the description

• Characteristic features of the subject, e.g. physical appearance, qualities, behaviour, significant attributes

**General language Features**

• variety of adjectives

• use of particular nouns, e.g. my teacher, the Open House, our cubby

• use of a relating verbs to provide information about the subject, e.g. my mum is really cool

• use of thinking and feeling verbs to express the writer’s personal view about the subject

• use of action verbs to describe the subject’s behaviour

• use of adverbials to provide more information about this behaviour, e.g. our new puppy always nips playfully at our heels

• use of similes, metaphors and other types of figurative language, particularly in literary description

• use of detailed noun groups to provide information about the subject, e.g. it was a large open rowboat with a tall front and tall back