

### Completed table of text types with links to online scaffolds

| Text Type                    | Purpose   | Structure  | Language Features  |
|------------------------------|---|--|--|
| 1. Report<br>{scaffold}      | To classify and/or describe                               | <ul style="list-style-type: none"> <li>• General Statement or classification</li> <li>• Description</li> </ul>   | <ul style="list-style-type: none"> <li>• Technical language</li> <li>• Simple present tense</li> <li>• Generalised terms</li> </ul>  |
| 2. Recount<br>{scaffold}     | To retell a series of events                              | <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Series of events sequenced in time</li> </ul>  | <ul style="list-style-type: none"> <li>• Descriptive language</li> <li>• Past tense</li> <li>• Time words to connect events</li> <li>• Words which tell us where/when</li> </ul>   |
| 3. Narrative<br>{scaffold}   | To entertain, amuse or instruct                           | <ul style="list-style-type: none"> <li>• Orientation (setting who, what, when, where)</li> <li>• Complication (Problem or conflict)</li> <li>• Evaluation (Development of Story)</li> <li>• Resolution</li> <li>• Coda (opt.)</li> </ul> | <ul style="list-style-type: none"> <li>• Usually specific subjects / characters</li> <li>• Time words used to connect events</li> <li>• Action words predominance in complication and resolution</li> <li>• Adjectives important in describing characters and settings and adverbs which describe actions</li> </ul>   |
| 4. Procedure<br>{scaffold}   | To instruct someone on how to do something                | <ul style="list-style-type: none"> <li>• Goals</li> <li>• Steps</li> </ul>   | <ul style="list-style-type: none"> <li>• Verbs usually at the beginning of each instruction</li> <li>• Words or groups of words which tell us how, when and where</li> </ul>   |
| 5. Explanation<br>{scaffold} | To explain how or why something occurs                    | <ul style="list-style-type: none"> <li>• Identifying Phenomenon</li> <li>• Explanation</li> <li>• Sequence</li> </ul>  | <ul style="list-style-type: none"> <li>• Technical language</li> <li>• Use of words such as "because", "as a result of", to establish cause/effect sequences</li> <li>• Words that qualify, eg usually probably</li> <li>• Words that link argument, eg firstly, on the other hand</li> <li>• Words that qualify, eg usually, probably</li> <li>• Words that link arguments, eg firstly, on the other hand.</li> </ul> |
| 6. Argument<br>{scaffold}    | To persuade by arguing one side of an issue               | <ul style="list-style-type: none"> <li>• Thesis</li> <li>• Arguments I-N</li> <li>• Reinforcement of issue</li> </ul>  | <ul style="list-style-type: none"> <li>• Words that qualify, eg usually, probably</li> <li>• Words that link arguments eg, firstly, on the other hand</li> </ul>   |
| 7. Response<br>{scaffold}    | To respond to an artistic work                            | <ul style="list-style-type: none"> <li>• Context of artistic work</li> <li>• Description of artistic work</li> <li>• judgement</li> </ul>  | <ul style="list-style-type: none"> <li>• words which express judgements</li> <li>• descriptive language</li> </ul>   |
| 8. Discussion<br>{scaffold}  | To look at both sides of an issue and come to a decision. | <ul style="list-style-type: none"> <li>• Issue (preview of Issue)</li> <li>• Arguments for</li> <li>• Arguments against</li> <li>• Recommendations</li> </ul>  | <ul style="list-style-type: none"> <li>• Words that qualify, eg usually, probably</li> <li>• Words that link arguments, eg firstly, on the other hand.</li> </ul>  |

## **TEXT TYPES**

The following text types are frequently used across faculties:

1. Report
2. Recount
3. Narrative
4. Procedure
5. Explanation
6. Exposition
7. Response
8. Discussion

### **1. REPORT (or INFORMATION REPORT)**

The report text type presents information about an object, animal, person, place, event or thing. It usually proceeds through a:

- Classification – Introduce your topic, what is it?
- Description – sequence of related statements.

When to use it?

This text type is used to present information in an ordered and sequenced way.

[\(link to scaffold folder – report\)](#)

### **2. RECOUNT**

The recount text type is used for the purpose of retelling events. It usually proceeds through an:

- Orientation
- Sequence of events in time order
- Conclusion

When to use it?

To write what happens, to retell something, to develop sequencing and literacy skills.

[\(link to scaffold folder – recount\)](#)

### **3. NARRATIVE**

The narrative text type tells a story. It usually proceeds through an:

- Orientation
- Complication

- Sequence of events
- Resolution / solution

When to use it?

To Entertain, to create, to motivate, to develop literacy skills.

[\(link to scaffold folder – narrative\)](#)

#### **4. PROCEDURE**

The procedure text type describes how something is done. It usually proceeds through a:

- Statement of Goals
- Materials needed for completing procedure
- A sequence of steps in the correct order

When to use it?

This text type is used to write how to make or do something.

[\(link to scaffold folder – procedure\)](#)

#### **5. EXPLANATION**

The explanation text type is used to write or explore how things work or how they come to be. It usually proceeds through a:

- General Statement of what is to be explained
- Explanation sequence – a series of events explaining how/why something occurs
- Concluding statement (optional)

When to use it?

This text type is used to account for the way things are as they are.

[\(link to scaffold folder – Explanation\)](#)

#### **6. EXPOSITION (Argument: one side)**

The exposition text type is used to put forward a point of view or an argument. It usually proceeds through an:

- Introduction – state your position
- Arguments – give the argument for your position
- Conclusion – re-state the position

When to use it?

This text type is used to persuade or argue a case for or against a particular point of view  
**(link to scaffold folder – Exposition/argument)**

## **7. RESPONSE**

A RESPONSE is used to respond to an artistic work in either the written, visual or aural form. In the media, a RESPONSE may appear as a critic's review of a book, play, artistic work, video or film etc

A RESPONSE proceeds through:

- Context of the artistic work
- Description of the artistic work
- Judgement (personal response which can include a recommendation)

**(link to scaffold folder – response)**

## **8. DISCUSSION**

The discussion text type is used to present argument for both sides of an issue. It usually proceeds through a:

- Statement of the issue
- Arguments for
- Arguments against
- Recommendations/conclusion – based on the evidence for each side

When to use it?

This text type is used when presenting information for both sides of a topical issue.  
IT may also be used to map out the arguments in a debate.

It can assist in a "Compare and Contrast" essay question to plan on discussion scaffold.

**(link to scaffold folder – Discussion)**

## Text Type Scaffolds

# 1. REPORT

## 1. Report

**PURPOSE:** A report is a factual text which provides information about what is or what has happened. Reports can be written about a range of things – natural, cultural and social – in our environment.

| Structure   | Language Features   |
|---|---|
| <p><b>GENERAL CLASSIFICATION / STATEMENT</b></p> <ul style="list-style-type: none"> <li>• This often take the form of a definition</li> <li>• This may be a statement about what is being reported on.</li> <li>• “Things” are often classified or grouped into various classes.</li> </ul> <p><b>DESCRIPTION</b></p> <ul style="list-style-type: none"> <li>• This is an examination of the various facts about the topic and can be grouped under subheadings with topic sentences – for example:               <ul style="list-style-type: none"> <li>▪ Parts of the topic and their functions and/or characteristics are described.</li> <li>▪ Qualities of the topic are depicted and detailed information given about them.</li> <li>▪ Habits, behaviours or uses are explained.</li> </ul> </li> <li>• Information is often presented in hierarchical order rather than chronological order – for example, there would be no temporal sequencing of information in a report about a book or film.</li> </ul> | <p>The focus is on groups/categories of things – for example, “dogs” rather than “my dog”.</p> <p>Action verbs are used.</p> <p>Text is usually written in the present tense to convey a sense of “now and forever”.</p> <p>Descriptive language is used to convey facts effectively.</p> <p>Technical terms are often used.</p> <p>Personal expressions and opinions are not usually included.</p> |
| <p>Some reports – for example, information reports – have a conclusion in which the writer sums up what has been stated.</p>  |   |
| <p><b>TYPES OF REPORTS</b></p> <p>There are several different kinds of reports – for example:</p> <ul style="list-style-type: none"> <li>▪ Information report                      Timetable</li> <li>▪ Journal entry                              Graph / Table</li> <li>▪ News report                                Observation</li> <li>▪ Review                                        Commentary</li> </ul>   |   |

## 1. REPORT – Scaffold 1

| PURPOSE                     | STRUCTURE   | LANGUAGE  |
|-----------------------------|---|---|
| To classify and/or describe | <ul style="list-style-type: none"><li>• General Statement or classification</li><li>• Description</li></ul> | <ul style="list-style-type: none"><li>• Technical Language</li><li>• Simple present tense</li><li>• Generalised terms</li></ul> |

CLASSIFICATION – What is it?

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- 
- 
- 

DESCRIPTION – What does it look like?

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- 
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DESCRIPTION – What can it do?

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DESCRIPTION – What are its special features?

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- 
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## 1. REPORT (or INFORMATION REPORT) – Scaffold 2

**Opening Statement** – introduce your topic.

**Description / factual sequenced information** e.g. qualities, habits, location.  
The language used in reports is factual, objectives and free of opinion.

**Concluding Statement.**



Text Type Scaffolds

**2. RECOUNT**

## 2. Recount

PURPOSE: Recounts are used to retell an event, to state what happened for the purpose of entertaining or informing.

| Structure  | Language Features  |
|--|--|
| <p><b>ORIENTATION</b></p> <ul style="list-style-type: none"><li>• The writer ensures readers are able to understand the text. Information is supplied about who was involved, where the event or situation occurred and when it happened.</li></ul> <p><b>EVENTS</b></p> <ul style="list-style-type: none"><li>• The writer arranges events in chronological order.</li><li>• All of the events relate to one particular happening or occasion.</li><li>• Personal comments are often added as each event unfolds.</li></ul> <p><b>REORIENTATION</b></p> <ul style="list-style-type: none"><li>• The writer concludes with a personal comment or interpretation of events.</li></ul> | <p>Particular reference is made to subject matter.</p> <p>Many action verbs are used.</p> <p>Text is written in the past tense.</p> <p>Irrelevant details should be omitted.</p>   |
| <p><b>TYPES OF RECOUNTS</b></p> <p>A personal recount retells an event that the writer has been personally involved in – for example, a diary or journal entry.</p> <p>A factual recount records the particulars of an incident – for example, an historical account, news article, science investigations.</p>  | <p>Text is written in the first person (I, me, we)</p> <p>Responses are recorded.</p> <p>Text is written in the third person (he, it, they).</p> <p>Details must be precise and accurate.</p> <p>Personal interpretations may be included.</p> |

## 2. RECOUNT – Scaffold 1

| PURPOSE                      | STRUCTURE  | LANGUAGE   |
|------------------------------|--|--|
| To retell a series of events | <ul style="list-style-type: none"><li>• Orientation</li><li>• Series of events sequenced in time</li></ul> | <ul style="list-style-type: none"><li>• Descriptive language</li><li>• Past tense</li><li>• Time words to connect events</li><li>• Words which tell is where, when, with whom, how</li></ul> |

### ORIENTATION

### SEQUENCE OF EVENTS

**2. RECOUNT – Scaffold 2**

**Orientation / The Beginning** – Where? When? Who?

**Events / The Middle** – What Happened? Write events in the correct order.  
Use connecting words at the beginning of each paragraph e.g. “first”, “second”, “next”, “then”, “finally”.

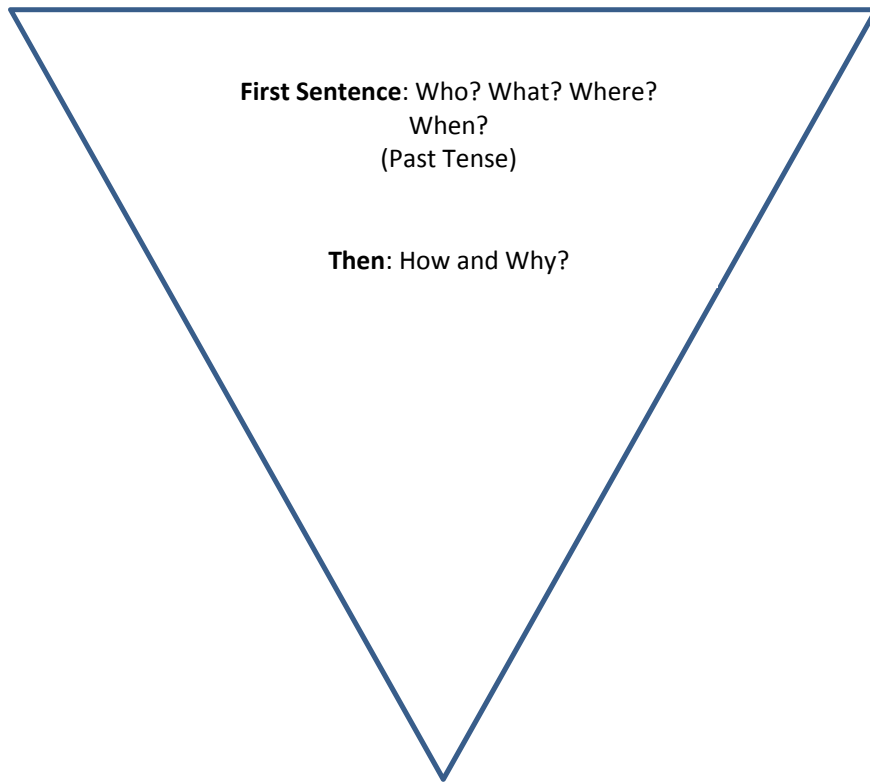
**Reorientation:** (Conclusion / The End – What happened last? Your opinion may be included here.)



## 2. Recount – Scaffold 3

### Writing a News Story

Inverted Pyramid Recount





## Text Type Scaffolds

# 3. NARRATIVE

### 3. Narrative

PURPOSE: Narratives are used mainly to entertain, to seek the reader’s attention and interest and maintain it through the use of story.

| Structure  | Language Features   |
|--|---|
| <p><b>ORIENTATION</b></p> <ul style="list-style-type: none"> <li>• The writer focuses on the setting or location of the story.</li> <li>• The reader is introduced to the main characters of the story and maybe even some of the minor characters.</li> <li>• The plot is usually begun here and the theme introduced.</li> <li>• The reader is given some idea of the action to come.</li> <li>• The atmosphere is established.</li> </ul> <p><b>COMPLICATION</b></p> <ul style="list-style-type: none"> <li>• The story follows a series of events where some problem or complication occurs. This problem usually involves the main characters being stopped from reaching their goal.</li> </ul> <p><b>RESOLUTION</b></p> <ul style="list-style-type: none"> <li>• A solution to the problem usually occurs to the satisfaction of the reader. It may be a happy or unhappy conclusion by the problem is solved unless it is a special type of narrative.</li> <li>• Sometimes there may be more than one complication/resolution before the final resolution.</li> </ul> | <p>In the orientation the writer answers the questions: Who? When? Where? And leads to the answers of the questions: What? And Why?</p> <p>Many action verbs are used. Also included are verbs relating to how people felt and spoke.</p> <p>Text is often written in the past tense.</p> <p>Dialogue can be included.</p> <p>Descriptive language is used to enhance the story and create pictures in the readers mind.</p> <p>Text can be written in the first or third person.</p> |
| <p>Some narratives contain a coda in which the writer provides a final commentary, going beyond the retelling of events.</p>   |   |
| <p><b>TYPES OF NARRATIVES</b></p> <p>There are a great variety of narratives that cover a wide range of subjects, ideas and writers styles. They can be factual or imaginary , including fairy stories, mysteries, science fiction, choose your own adventures, romances, horror stories, adventures, parables, fables, morals, myths and legends, diary entries, biographies, cartoon strips and photo stories.</p>   |   |



**3. NARRATIVE - Scaffold 3**

| PURPOSE                         | STRUCTURE  | LANGUAGE  |
|---------------------------------|--|---|
| To entertain, amuse or instruct | <ul style="list-style-type: none"><li>• Orientation</li><li>• Complication</li><li>• Evaluation</li><li>• Resolution</li><li>• Code (optional)</li></ul> | <ul style="list-style-type: none"><li>• Usually specific participants</li><li>• Time words to connect events</li><li>• Action words predominate in complication and resolution</li><li>• Noun groups important in describing characters and settings.</li></ul> |

ORIENTATION

SEQUENCE OF EVENTS

RESOLUTION

### 3. NARRATIVE SCAFFOLD – Scaffold 3

**Orientation / Setting** – Where? When? Who?

**Characters** – Who?

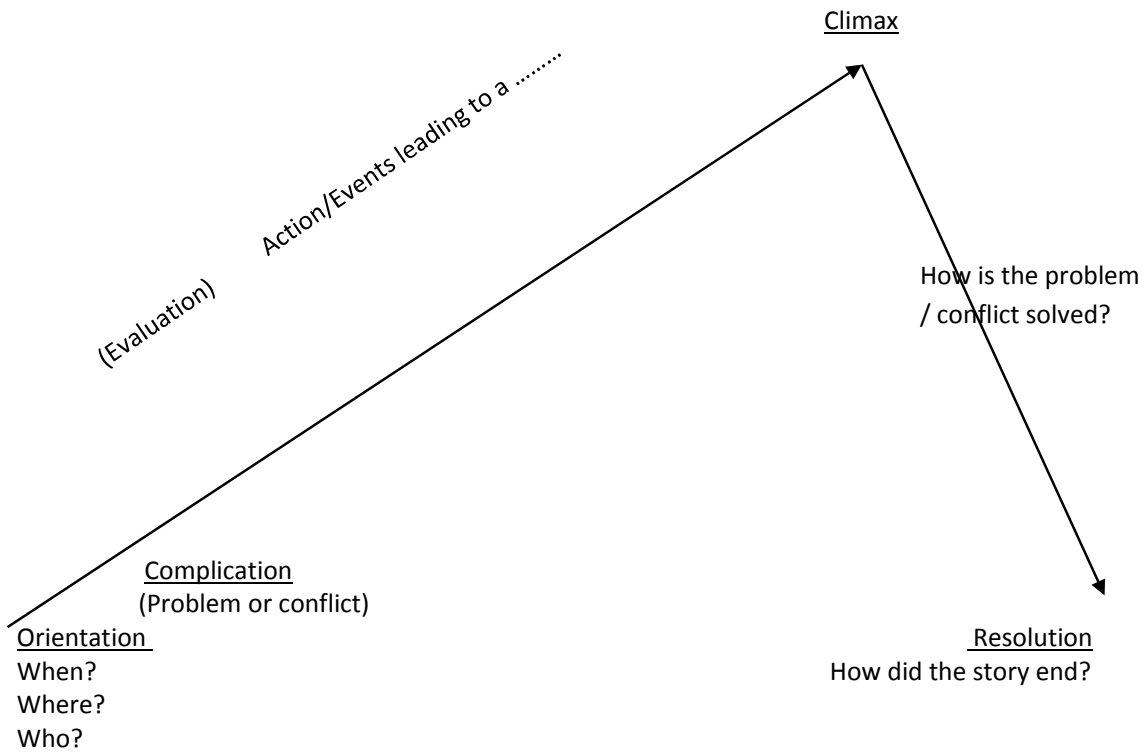
**Complication** – What was the problem?

**Action** – How was the problem solved?

**Resolution** – How did the story end?

### 3. Mapping a Narrative – Scaffold 3

(i.e. for planning or recording the structure of a novel, short story, narrative movie etc)



## Text Type Scaffolds

4.

**PROCEDURE**

## 4. PROCEDURE

PURPOSE: The procedure genre is used to tell someone how to make or do something.

| Structure  | Language Features  |
|--|--|
| <p><b>GOAL</b></p> <ul style="list-style-type: none"> <li>The text begins with a statement about what is to be achieved. This may be included in the main heading or a diagram.</li> </ul> <p><b>STEPS</b></p> <ul style="list-style-type: none"> <li>Information is given about materials to be used. These are often listed in order of use. The required quantities or amounts of materials are also stated, often as a preliminary step.</li> <li>The steps to be followed in completing the task are presented in sequential order.</li> </ul>                    | <p>Action verbs are used – for example, “put”, “Mix”, “Twist”, “hold”, “Stir”.</p> <p>Instructions are given in the form of direct commands.</p>         |
| <p><b>SPECIAL FEATURES</b></p> <ul style="list-style-type: none"> <li>This genre includes recipes, experiments, instructions for craft activities and how-to-do-it kits, and directions.</li> <li>Each step explains what the reader needs or what he or she should do next.</li> <li>Headings, diagrams, drawings and photographs may be included to add to the readers understanding.</li> <li>Instructions must be clear and easy to understand.</li> <li>A warning about the dangers, usefulness or significance of the procedure may also be included.</li> </ul> | <p>Descriptions are factual to highlight details.</p> <p>Detailed information on “how”, “where” and “when” is given to help the reader avoid errors.</p> |
| <p><b>TYPES OF PROCEDURAL TEXT</b></p> <p>There are several different kinds of procedural text – for example</p> <ul style="list-style-type: none"> <li>Messages</li> <li>Directions</li> <li>Instructions</li> <li>Meeting agendas</li> </ul>   |  |

#### 4. PROCEDURE– Scaffold 1

| PURPOSE                                    | STRUCTURE  | LANGUAGE   |
|--|--|--|
| To instruct someone on how to do something | <ul style="list-style-type: none"><li>• Goal</li><li>• Materials</li><li>• Steps</li></ul> | <ul style="list-style-type: none"><li>• Verbs usually at the beginning of each instruction</li><li>• Words or groups of words which tell us how , when, where, with whom</li></ul> |

GOAL

MATERIALS

STEPS

#### 4. PROCEDURE – Scaffold 2

**Goals** – Describe what has to be done

**Items needed**

**Steps – May include diagrams**

Each step usually begins with a verb, an action word.

## Text Type Scaffolds

5.

**EXPLANATION**



## 5. EXPLANATION

**PURPOSE:** An explanation is a factual text used to explain how something works, to explain events and issues or to give reasons why something occurs the way it does. It usually focuses on non-human things (or participants) or topics.

| Structure  | Language Features  |
|--|--|
| <p><b>GENERAL STATEMENT</b> (to position the reader)</p> <ul style="list-style-type: none"> <li>• This focuses the reader’s attention on the topic, phenomenon or process being explained. It may be in the form of a question.</li> </ul> <p><b>EXPLANATION</b></p> <ul style="list-style-type: none"> <li>• Points are presented in sequential order.</li> <li>• Each point or statement presents reasons for how and why something works or occurs the way it does.</li> <li>• Text may be presented as a series of steps that lead to an end result.</li> </ul> <p><b>CONCLUSION</b></p> <ul style="list-style-type: none"> <li>• The writer indicates the end result or gives the final explanation.</li> </ul> | <p>Text is written in the present tense as it is explaining something that is happening now.</p> <p>Action verbs are used to explain the subject. They are the key words and often begin each point.</p> <p>Clear, logical and precise sentences are used.</p> <p>Descriptive language is used as needed to aid the explanatory process.</p> |
| <p><b>TYPES OF EXPLANATIONS</b></p> <p>There are two types of explanations:</p> <ul style="list-style-type: none"> <li>• Those explaining how something works, is formed etc</li> <li>• Thos explaining why something occurs, happens, performs the way it does.</li> </ul>  |  |

## 5. EXPLANATION – Scaffold 1

| PURPOSE                                 | STRUCTURE  | LANGUAGE  |
|---|--|---|
| To explain how or why something occurs. | <ul style="list-style-type: none"><li>• Phenomenon identification</li><li>• Explanation sequence</li></ul> | <ul style="list-style-type: none"><li>• Technical language</li><li>• Use of words such as “because”, “as a result”, to establish cause/effect sequences</li></ul> |

### PHENOMENON IDENTIFICATION

### EXPLANATION SEQUENCE

**5. Explanation – Scaffold 2**

**STUDENT WRITING: Explanation**

PURPOSE: An explanation is used to explain how something works, to explain events and issues or to give reasons why something occurs the way it does. It usually focuses on non-human things (or participants) or topics.

|                   | Writing | Features   |
|-------------------|---------|--|
| GENERAL STATEMENT |         | <p>This statement focuses on the topic, phenomenon or process being explained. It may be in the form of a questions</p> <p>Points are presented ins sequential order.</p> <p>Text may be presented as a series of steps.</p> |
|                   |         |  |
|                   |         |  |
|                   |         |  |
|                   |         |  |
| EXPLANATION       |         | <p>It is written in the past tense.</p> <p>Action verbs are used to explain the subject.</p> <p>Clear, logical and precise sentences are used.</p> <p>The end result final explanation is given.</p>                         |
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| CONCLUSIONS       |         |  |
|                   |         |  |
|                   |         |  |
|                   |         |  |
|                   |         |  |

## 5. Explanation – Scaffold 2

**Statement / Introduction** – state what is going to be explained.

**Explanation Sequence** – explains **how** and **why** in sequential order, may include diagrams.

**Conclusion**

## Text Type Scaffolds

# 6. EXPOSITION

(or argument)

## 6. EXPOSITION (or ARGUMENT)

PURPOSE: Expository writing is used to explain and analyse events, phenomena or issues by putting forward an argument or point of view. The writer states a point of view and justifies it.

| Structure   | Language Features  |
|---|--|
| <p>THESIS</p> <ul style="list-style-type: none"> <li>• The writer states his or her position – that is, gives a point of view.</li> <li>• The writer previews the topic – that is, gives background information supporting the point of view being stated.</li> </ul> <p>ARGUMENTS</p> <ul style="list-style-type: none"> <li>• Each argument that is put forward is supported by evidence (for example, relevant statistics and quotes) and examples.</li> <li>• Each point is carefully selected to back the argument and justify the position taken.</li> </ul> <p>SUMMING UP</p> <ul style="list-style-type: none"> <li>• Text concludes with a reiteration of the point of view taken and restating of the general issues, with perhaps, ideas stated for action to be taken.</li> </ul> | <p>Topics are generally based on issues, ideas or opinions.</p> <p>Text may include technical terms.</p> <p>Text is usually written in the present tense but can be past tense if recall is used or future when predictions are being made.</p> <p>Some writers use emotive language to help persuade readers to agree with their point of view.</p> |
| <p>TYPES OF EXPOSITORY WRITING</p> <p>There are several different kinds of expository writing – for example:</p> <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Advertisement</li> <li>• News article</li> <li>• Complaint</li> <li>• Documentary</li> <li>• Persuasive essay</li> <li>• editorial</li> </ul>  |  |

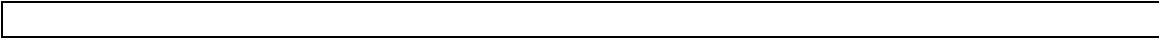
## 6. EXPOSITION (or ARGUMENT) – Scaffold 1

| PURPOSE                                     | STRUCTURE  | LANGUAGE  |
|---|--|---|
| To persuade by arguing one side of an issue | <ul style="list-style-type: none"><li>• Thesis</li><li>• Arguments</li><li>• Reinforcement of thesis</li></ul> | <ul style="list-style-type: none"><li>• Words that qualify eg. Usually, probably</li><li>• Words that link arguments eg. Firstly, on the other hand</li></ul> |

THESIS

ARGUMENTS

REINFORCEMENT OF THESIS



### SAMPLE TEXTS – ARGUMENTS

#### Text Organisation

#### Language Features

Persuading to...

Dear Sir,

Issue

On behalf of the residents of ....., i would like to express our concern at the unreasonable amount of pollution created by the steel works in our area.

Emotive words

Argument

The pollution is increasing and causing many problems for the neighbourhood.  
• The sulphur fumes cause breathing difficulties when a north easterly blows.  
• The ash from the stack makes the washing Dirty  
• The coal trucks are ruining the roads and making sleep impossible for shift workers.

Generalised Participants

Usually "timeless" Present tense

Recommendation

We would like to suggest that an enquiry be held into The running of the steel mills and the impact on the Local community.  
We hope that you will give this matter serious Consideration at your next meeting.

Same passives

Variety of verbs/ Processes

Yours Sincerely,  
Bruno Gallo

Position Argument

Persuading that....  
I think its good to be bald  
Firstly you don't have to wash your hair.  
Secondly you don't have to comb your hair.  
And thirdly you don't have to go to the barber.

Connectives Structuring the Argument.

Summing Up

So your lucky if your bald.

Logical connectives



## **THE TRIAL OF LINDY CHAMBERLAIN**

In 1982 Lindy Chamberlain was convicted of murdering her baby Azaria while camping at Ayers Rock. In my opinion, Lindy cannot be convicted for Azaria's death as there is too much conflicting evidence.

First there is the question of the blood found in the car. It was claimed that it was baby's blood. However, the tests used to identify the blood were later found to be unreliable and the blood could have come from an adult.

Another piece of conflicting evidence concerns the dingo. Lindy claims that Azaria was taken by a stray dingo. Some of the other campers say that they saw no dingo, but there were several who confirm Lindy's story, and who state that they heard a dingo's cry just before Azaria went missing.

And finally there is the case of the baby's jumpsuit which was later found with holes in it. The prosecution claimed that these holes could only have been made by a pair of nail scissors – the ones they say Lindy used to kill her baby. The defence on the other hand has demonstrated that the holes could have just as easily been made by a dingo's teeth.

In the light of the conflicting evidence above, I believe that it was wrong to convict Lindy Chamberlain without finding more definite proof of her guilt.

## Text Type Scaffolds

# 7. RESPONSE

## **7. RESPONSE**

### **What does a response do?**

Responses are used to respond to an artistic work in either the written, visual or aural form. They may appear in the media, “reviews” of books, plays, movies or art works. The texts are written about texts and are important in English and Creative Arts as they allow individual responses to be made.

### **What does responses look like?**

In order to achieve this purpose, response can be structured in the following way:

#### *Context of Artistic Work*

This section of the text provides the context for the work. Details such as the name of the text, who wrote/painted it and when, and a brief synopsis can be included in this section.

#### *Description of Artistic Work*

This section describes in details key features or significant events in the text.

#### *Judgement*

This section provides a personal response to the text and can include some recommendation about the text, e.g. written text suitable for adolescent readers.

### **What are the language feature of response?**

In the Context stage the language response is characterised by verbs that relate actions while the Judgement stage uses words that express feelings about texts. Language is often abstract, eg the analysis; the interpretation; and it is very descriptive. They are usually written in the present tense as they relate individual responses to a text.

## 7. RESPONSE – (Scaffold for book, film, theatre review etc..)

| PURPOSE                        | STRUCTURE   | LANGUAGE  |
|--------------------------------|---|---|
| To respond to an artistic work | <ul style="list-style-type: none"><li>• Context of artistic work</li><li>• Description of artistic work</li><li>• judgement</li></ul> | <ul style="list-style-type: none"><li>• Words which express judgements</li><li>• Descriptive language</li></ul> |

### CONTEXT

### TEXT SYNOPSIS

### JUDGEMENT

## Text Type Scaffold

# 8. DISCUSSION

## 8. DISCUSSION

|   |  |  |
|---|--|--|
| <b>PURPOSE</b>  |  |  |
| To present information about different sides of an issue or topic.  |  |  |
| Eg. Science – Should scientists use animals to test cosmetics?  |  |  |
| <b>LANGUAGE FEATURES</b>  |  |  |
| When writing a discussion you should:   |  |  |
| <ul style="list-style-type: none"> <li>• Use words that show cause and effect</li> <li>• Use persuasive language</li> <li>• Use modality</li> </ul> |  |  |
| <b>STRUCTURE</b>  |  |  |
| <b>COMPONENT</b>  | <b>EXPLANATION</b>   | <b>EXAMPLE</b>   |
| <b>Opening Statement</b>  | <p>Presents the main argument and provides background information on the topic or issue.</p> <p>Outlines the different viewpoints that will be used.</p>   | <p>If you believe that we should protect animals...</p> <p>Scientists claim that...</p> <p>Whereas Environmentalist argue that...</p>                                    |
| <b>Body</b>   | <p>A series of paragraphs that outline the arguments for and against, including evidence for different points of view.</p> <p>The arguments should be supported by evidence such as examples and/or quotes</p> | <p>Animals are bred specifically for experimentation...</p> <p>That these animals are kept poorly in cages is the argument of...</p> <p>Scientists need to devise...</p> |
| <b>Reinforcement</b>  | <p>The summing up of all the arguments and viewpoints presented in the discussion.</p> <p>The writer may offer a recommendation in favour of one side.</p>   | <p>In short we cannot satisfy both animal lobbyists and scientist's wishes...</p>  |

Discussion text type supports questions which may ask students to “Compare and contrast”...

## DISCUSSION WORK SAMPLE

### ARE NURSERY RHYMES HEALTHY FOR GROWING BOYS AND GIRLS?

In our society nursery rhymes play an important part in the lives of young children. In this discussion, we will be considering whether these rhymes are suitable or not.

On the one hand, we could say that nursery rhymes are fun. The children like the poetic sound, the rhyming and the rhythm. They are easy to learn and sometimes they teach us morals. Many of them have an interesting history behind them.

On the other hand, some of them are quite violent, such as *Three Blind Mice*. Many are simply nonsense when you look at their meaning, such as *Little Jack Horner*. And some are quite sexist, with boys always being active and heroic (*Jack Be Nimble*) and girls being sweet and feminine (*Mary, Mary Quite Contrary* and *Little Miss Muffet*). *Peter the Pumpkin Eater* "owns" his wife but cannot keep her at home so he imprisons her in a pumpkin shell.

As you can see, there are arguments for and against, but we feel that they are an interesting art of our culture, as long as you don't take them too seriously.

## 8. DISCUSSION - SCAFFOLD 1

**Purpose:** A **discussion** is used to present different opinions on a particular issue or topic in arguments for and against/positive and negative/good and bad.

**Structure:** The three parts of a discussion are:

- An **introductory paragraph** that introduces topic/issue – may state writers view.
- A **series of paragraphs** that outline **argument for and against** the issue or topic. Words should show comparison / contrast and link arguments.
- A **conclusion** sums up issues and presents writers point of view and/or recommendations.

### Discussion Scaffold

**Introduction** – statement of issue and preview of argument for .....

**Arguments for:**

**Arguments Against:**

**Evaluation (sums up/balances the issue)**

**Recommendation**



## 8. DISCUSSION – SCAFFOLD 2

### MAPPING A DEBATE

TOPIC / PROPOSITION:

| AFFIRMATIVE TEAM  | NEGATIVE TEAM   |
|---|---|
| <p>Speaker 1</p> <ul style="list-style-type: none"><li>• Introduce the topic</li><li>• Define the topic and team view</li><li>• Outline the team case</li><li>• Speakers arguments for:</li></ul>   | <p>Speaker 1</p> <ul style="list-style-type: none"><li>• Define the topic and team view</li><li>• Outline team case</li><li>• Speakers argument against (some rebuttal)</li></ul>                                   |
| <p>Speaker 2</p> <ul style="list-style-type: none"><li>• Arguments for (with some rebuttal)</li></ul>   | <p>Speaker 2</p> <ul style="list-style-type: none"><li>• Arguments against (with some rebuttal)</li></ul>   |
| <p>Speaker 3</p> <ul style="list-style-type: none"><li>• <u>Evaluation</u> (sums up team cases and balance them)</li><li>• <u>Recommendation</u> (ie why the affirmative case should win)</li></ul> | <p>Speaker 3</p> <ul style="list-style-type: none"><li>• <u>Evaluation</u> (sums up team case. (NO new material) and balances them)</li><li>• <u>Recommendation</u> (ie why the negative case should win)</li></ul> |

