

# Text Types: Information for Teachers

	Forms	Cultural Purpose	Linguistic Structures and Features
<b>Narrative</b> <i>Imaginary and Factual</i>	<ul style="list-style-type: none"> <li>• Ballad</li> <li>• Poetry</li> <li>• Fable</li> <li>• Story</li> <li>• Anecdote</li> <li>• Personal recount</li> <li>• Song</li> <li>• Historical recount</li> <li>• Fairy tale</li> <li>• Myth</li> </ul>	<ul style="list-style-type: none"> <li>• To entertain, inform, teach</li> <li>• To extend the reader's imagination</li> <li>• To involve reader reflection</li> </ul>	<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Sequence of actions</li> <li>• Orientation</li> <li>• Complication</li> <li>• Resolution</li> </ul> <p><b>Features to focus on</b></p> <ul style="list-style-type: none"> <li>• Specific participants</li> <li>• Action verbs- verbal and mental processes</li> <li>• Tense</li> <li>• Linking words to do with time</li> <li>• Descriptive language</li> <li>• Choice of person</li> </ul>
<b>Information Narrative</b>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Speech</li> <li>• Joke, riddle etc.</li> <li>• Song – social comment</li> <li>• Cartoon</li> </ul>	<ul style="list-style-type: none"> <li>• to amuse</li> <li>• to entertain</li> <li>• to describe</li> </ul>	<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• narrative structure: orientation complication resolution</li> <li>• information woven into story structure</li> <li>• varies according to form</li> </ul> <p><b>Features to focus on</b></p> <ul style="list-style-type: none"> <li>• factual information</li> <li>• subject-specific vocabulary</li> <li>• specific participants</li> <li>• action verbs - verbal and mental processes</li> <li>• tense</li> <li>• linking words to do with time</li> <li>• descriptive language</li> <li>• choice of person</li> </ul>

			<ul style="list-style-type: none"> <li>vary according to form</li> </ul>
<b>Transactional</b>	<ul style="list-style-type: none"> <li>Survey</li> <li>questionnaire</li> <li>complaint</li> <li>apology</li> <li>greeting card</li> <li>interview</li> <li>introduction</li> <li>letter</li> </ul>	<ul style="list-style-type: none"> <li>to negotiate</li> <li>to clarify thinking</li> <li>to compare</li> <li>to maintain relationships</li> </ul>	<p><i>Features to focus on</i></p> <ul style="list-style-type: none"> <li>involves others</li> <li>identification of the parties involved</li> <li>vocabulary related to the occasion</li> </ul>
<b>Recount</b>	<ul style="list-style-type: none"> <li>personal</li> <li>factual</li> <li>imaginative</li> <li>biography</li> <li>historical recount</li> <li>autobiography</li> </ul>	<ul style="list-style-type: none"> <li>to retell an event</li> <li>to describe</li> <li>to inform</li> </ul>	<p><i>Structure</i></p> <ul style="list-style-type: none"> <li>orientation</li> <li>temporal sequence of events</li> <li>personal comment/reorientation</li> <li>includes anecdotes/recounts</li> <li>may/may not include chronological order of events</li> </ul> <p><i>features to focus on</i></p> <ul style="list-style-type: none"> <li>action verbs</li> <li>specific participants</li> <li>past tense</li> <li>pronouns</li> <li>temporal links</li> <li>active and passive voice</li> <li>use of description</li> <li>inclusion of personal comments, opinions on and interpretations of events</li> </ul>
<b>Report</b>	<ul style="list-style-type: none"> <li>information report</li> <li>descriptive report</li> <li>investigative report</li> <li>scientific/technical report</li> </ul>	<ul style="list-style-type: none"> <li>to classify and describe</li> <li>to compare</li> <li>to record feelings and observations</li> </ul>	<p><i>Structure</i></p> <ul style="list-style-type: none"> <li>focus on groups of things</li> <li>opening general statement/classification</li> <li>facts about specific aspects of the topic are grouped together</li> </ul> <p><i>Features to focus on</i></p>

			<ul style="list-style-type: none"> <li>• economical language</li> <li>• present tense</li> <li>• formal objective</li> <li>• technical/scientific terms</li> <li>• organisation of information</li> </ul>
<b>Procedural Texts</b>	<ul style="list-style-type: none"> <li>• directions</li> <li>• instructions</li> <li>• message</li> <li>• agenda</li> <li>• recipe</li> <li>• manual</li> <li>• rules for games etc.</li> </ul>	<ul style="list-style-type: none"> <li>• to command or to direct behaviour</li> </ul>	<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• sequence of actions or steps to direct behaviour</li> <li>• focuses on audience in general (you implied)</li> <li>• basic structure includes: <ul style="list-style-type: none"> <li>○ goal</li> <li>○ materials</li> <li>○ method</li> </ul> </li> </ul> <p><b>Features to focus on</b></p> <ul style="list-style-type: none"> <li>• Use of headings, subheading, diagrams etc.</li> <li>• Identification of target audience</li> <li>• Use of action verbs</li> <li>• Timeless present tense</li> <li>• Use of conjunctions – to do with time (temporal connectives)</li> <li>• Use of imperatives</li> <li>• Detailed information</li> <li>• Subject and process – specific vocabulary</li> </ul>
<b>Persuasive Texts</b>	<ul style="list-style-type: none"> <li>• discussion</li> <li>• argument</li> <li>• advertisement and commercial</li> <li>• letter to the editor</li> <li>• cartoon</li> </ul>	<ul style="list-style-type: none"> <li>• to persuade</li> <li>• to put forward point of view</li> <li>• to describe</li> <li>• to inform or advise</li> </ul>	<p><b>Argument</b></p> <ul style="list-style-type: none"> <li>• issue and position/opinion</li> <li>• points to support position</li> <li>• recommendation for action</li> <li>• summing up and restatement of position</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• issue</li> <li>• arguments for and against issue</li> <li>• conclusion which includes opinion and recommended plan for action</li> </ul>

			<p><i>Features to focus on</i></p> <ul style="list-style-type: none"> <li>• present tense</li> <li>• passive voice</li> <li>• devices used to appeal to emotions of reader</li> <li>• use of technical terms related to the issue</li> <li>• Use of connectives – therefore, so, because of etc.</li> <li>• actions changed into things, e.g. I am worried – concern</li> <li>• use of emotive words</li> </ul>
<b>Explanation</b>		<ul style="list-style-type: none"> <li>• to explain how or why things happen</li> <li>• to describe</li> </ul>	<p><i>Structure</i></p> <ul style="list-style-type: none"> <li>• statement of the phenomenon to be explained</li> <li>• sequenced explanation about how or why things happen</li> <li>• general events rather than specific events</li> <li>• use of definitions and descriptions</li> <li>• focus on explanations is on the process rather than the object or thing</li> </ul> <p><i>Features to focus on</i></p> <ul style="list-style-type: none"> <li>• generalised participants</li> <li>• use of conjunctions – temporal and causal</li> <li>• cause/effect relationships</li> </ul>