

Text type: ARTICLE

function: non-fictional composition primarily to inform the reader		
STRUCTURE	LANGUAGE	TO BE AVOIDED
<p>A clear structure</p> <ul style="list-style-type: none">• lead (usually the first sentence or paragraph of a story) contains the most important/interesting point• clear paragraphs• structure: inverted pyramid (the most important information comes first, more details follow in the order of their importance)• conclusion may refer to the lead or summarize the student's position if appropriate• headline (can be formulated once the main ideas are clear) <p>The text may include:</p> <ul style="list-style-type: none">• descriptions, examples, anecdotes etc.• quotes, figures, etc.	<ul style="list-style-type: none">• Compound sentences including infinite forms, defining and non-defining relative clauses, apposition, conditional clauses etc.• Structures and connectors such as:<ul style="list-style-type: none">• <i>First of all, ...</i>• <i>As a result, ...</i>• <i>..., which means that ...</i>• <i>The issue to be considered is...</i>• <i>While ...</i>• <i>On the other hand...</i>• The headline might include<ul style="list-style-type: none">• a provocative statement• a rhetorical question <p>Register: neutral or formal, depending on the target audience</p>	<p>Do not</p> <ul style="list-style-type: none">• include excessive detail on the source and publication of the input text• copy from the input text or include lengthy and unnecessary quotes• add new ideas in the conclusion

Text type: ARTICLE (COMMENT)

function: to give a reaction or express an attitude to a thesis or set of ideas		
STRUCTURE	LANGUAGE	TO BE AVOIDED
<p>A clear structure comprising:</p> <ul style="list-style-type: none">• an introduction with a concise statement of the student's opinion• the main part:<ul style="list-style-type: none">○ appropriate paragraphing○ quotation and paraphrasing, where appropriate○ the inclusion of ideas to illustrate arguments in the main part; this might be factual, logical, statistical or anecdotal evidence• a conclusion emphasising the student's opinion in the light of the ideas in the main part	<ul style="list-style-type: none">• compound sentences: infinite forms, apposition, non-defining relative clauses, conditional clauses etc.• sparing use of incomplete sentences (e.g. <i>Which can be a problem.</i>) may be appropriate• clear and logical transitions between the different parts: connectors such as<ul style="list-style-type: none">• <i>In view of ...</i>,• <i>That's why ...</i>,• <i>Therefore ...</i>,• <i>As a result</i>• <i>..., which means that ...</i>• the first-person pronoun is appropriate; a clear point of view is required <p>Register (formal, neutral, informal) depending on the target audience as defined in the task</p>	<p>Do not</p> <ul style="list-style-type: none">• include excessive detail on the source and publication of the input text• copy from the input text or include lengthy and unnecessary quotes• add new ideas in the conclusion

Text type: LETTER (and FORMAL E-MAIL)

function: to give and ask for information, express criticism and opinions etc.		
STRUCTURE	LANGUAGE	TO BE AVOIDED
<ul style="list-style-type: none"> • Exam tasks do not normally require an address or date • Begin with a salutation such as <i>Dear Sir or Madam</i> • Begin the main part with a capital letter • Conclude with a phrase like <i>Yours sincerely / Yours faithfully</i> • • A clear structure comprising <ul style="list-style-type: none"> ○ clear paragraphs ○ the first sentence or paragraph states the purpose of the letter ○ the main body presents or discusses ideas; it may include examples, (brief) quotations, the writer's views etc. ○ the (brief) conclusion stresses the main idea of the letter 	<ul style="list-style-type: none"> • Compound sentences including infinite forms, defining and non-defining relative clauses, apposition, conditional clauses etc. • Structures and connectors such as: <ul style="list-style-type: none"> • <i>First of all, ...</i> • <i>As a result, ...</i> • <i>..., which means that ...</i> • <i>The issue to be considered is...</i> • <i>While ...</i> • <i>On the other hand...</i> • Short forms are generally acceptable, even if it is sometimes considered conventional to use long forms in formal writing. <p>Register: neutral or formal, depending on the target audience</p>	<p>Do not</p> <ul style="list-style-type: none"> • include excessive detail on the source and publication of the input text • copy, or include lengthy and unnecessary quotes, from the input text • add new ideas in the conclusion

Text type: Creative Writing (narrative essay), e.g. a) continue the story ..., b) find a suitable ending ..., c) imagine you are XYZ. Continue/tell the story from her/his point of view ...

Creative writing tasks encourage and allow the student to express her-/himself in a creative and subjective way. They generally require and encourage the student <ul style="list-style-type: none"> • to present his/her perception and/or interpretation of a text • to involve the reader in the story and evoke her/his feelings by recreating e.g. a situation, experience, feeling, ... rather than simply tell about it • to carefully select revealing or essential details to support, explain and enhance the narrative. 		
STRUCTURE	LANGUAGE	TO BE AVOIDED
Depends largely on the input text and the task; but the narrative should be plausible, the student should <ul style="list-style-type: none"> - guide the reader through the text, - lead the reader to the writer's intended thoughts and feelings; the story should be told from a first or third person perspective; the text may include dialogues, comparisons(similes), quotes	A balance between telling/continuing a story in an interesting (sometimes informal, colloquial or conversational) way while keeping it comprehensible and acceptable; <ul style="list-style-type: none"> • Vivid words, expressions, modifiers (and images) • action verbs rather than static ones <p>Register: varies depending on the input text and the task</p>	<p>Do not</p> <ul style="list-style-type: none"> • switch from one narrative perspective to another • use a second person perspective • switch tenses without good reason • overload the text with complex structures • copy from the input text or include lengthy and unnecessary quotes

Text type: Essay

Essays are shorter pieces of writing that often require the student to hone a number of skills such as close reading, analysis, comparison and contrast, persuasion, conciseness, clarity, and exposition. Essays are (by nature) concise and require clarity in purpose and direction.

Types of essay:

Expository - requires the student to investigate an idea, evaluate evidence, expound on the idea, analyse cause and effect, ...

Descriptive - asks the student to describe an object, person, place, experience, emotion, situation, etc. This genre encourages the student's ability to create a written account of a particular experience.

Compare and/or contrast - requires students to define the things they are comparing, highlight similarities and/or differences and come to a conclusion

Argumentative - requires students to present an argument by giving pros and cons, making his/her own attitude clear, trying to convince or persuade the reader of student's opinion

STRUCTURE	LANGUAGE	TO BE AVOIDED
<p>A clear structure comprising</p> <ul style="list-style-type: none">• introduction (usually a general statement or orientation to topic; a thesis statement and a brief summary of the main topics/arguments/points made in the essay) – normally one solid paragraph• (3) clear (body) paragraphs (topic sentences + supporting sentences supporting, explaining, expanding on the point made in the topic sentences)• conclusion may refer to the introduction and summarize the points made in the paragraphs and a final comment (if appropriate) – normally one solid paragraph <p>The text may include:</p> <ul style="list-style-type: none">• descriptions, examples, anecdotes etc.• quotes, figures, etc.	<p>Compound sentences including infinite forms, defining and non-defining relative clauses, apposition, conditional clauses etc.</p> <p>Structures and connectors such as:</p> <p><i>First of all,...</i> <i>As a result,...</i> <i>..., which means that ...</i> <i>The issue to be considered is...</i> <i>While ...</i> <i>On the other hand...</i></p> <p>The thesis may include</p> <ul style="list-style-type: none">a provocative statementa rhetorical question <p>Register: neutral or formal, depending on the target audience</p>	<p>Do not</p> <ul style="list-style-type: none">• Include excessive detail on the source and publication of the input text• copy from the input text or include lengthy and unnecessary quotes• add new ideas in the conclusion