

Exercise walk-through

Common text types ■ 11.2

eXercise

You must be able to

- identify a text type from its features
- name the features each type requires
- choose the right register and format for a named form

Method — The six forms, and what identifies each

Form	Reader	Register	Must have
Informal email	friend or family	informal	greeting, paragraphs per point, friendly sign-off
Formal letter	someone in a role	formal	purpose sentence, matching greeting and sign-off
Report	a decision-maker	formal, impersonal	headings, findings, recommendations
Article	a general readership	informal but controlled	title, engaging opening, a view
Review	someone deciding whether to try it	personal, readable	description, judgement, recommendation
Essay	an examiner or general reader	formal-neutral	position, both sides, conclusion

Method — Reading the task for the form

The task always names it. Underline the noun:

*Write a **report** for your head teacher... → headings required.*

*Write an **article** for your school magazine... → title and a view required.*

Writing an excellent article when the task asked for a report loses content marks that no amount of good language recovers.

Method — Features that belong to one form only

- **Headings** — report only
- **A title** — article and review
- **Yours faithfully** — formal letter only
- **A recommendation aimed at a reader** — review, report
- **A counter-argument** — essay, article

Practice 2.1 ■ 4 marks

Identify the text type from each description.

- (a) Has headings, gives findings and then recommendations.
- (b) Has a title, addresses the reader directly, and argues a view.
- (c) Begins “Dear Sir or Madam” and ends “Yours faithfully”.
- (d) Describes something, judges it, and says who would enjoy it.

Solution 2.1

Method: The six forms, and what identifies each

Worked steps

(a) report **B1**. (b) article **B1**. (c) formal letter **B1**. (d) review **B1**.

Practice 2.2 ■ 4 marks

Name **two** required features of each.

(a) A report

(b) An article

Solution 2.2

Worked steps

(a) Any two of: headings; an introduction stating the source of information; findings supported by evidence; recommendations; formal impersonal register **B2**. (b) Any two of: a title; an engaging opening; direct address to the reader; a clear view; a controlled informal register **B2**.

Practice 2.3 ■ 2 marks

A task says: “Write a report for your class teacher about the school trip.” A student writes an article with a title and a lively opening. Explain what will be lost.

Solution 2.3

Method: Reading the task for the form

Worked steps

The form is wrong, so the content marks tied to format — headings, findings, recommendations — cannot be awarded **B1**. The register is also wrong: a report to a teacher should be formal and impersonal, and a lively article register does not fit the reader or purpose **B1**.

Exam-style 3.1 ■ 4 marks

For each task, name the form and state the register required.

- (a) "Write to the local council about the state of the park near your school."
- (b) "Write for the school website about a concert you attended."
- (c) "Write to your cousin about your new school."
- (d) "Write for your head teacher on whether the library should open at weekends."

Solution 3.1

Method: Reading the task for the form

Worked steps

(a) formal letter, formal register **B1**. (b) review or article, personal but readable **B1**. (c) informal email or letter, informal **B1**. (d) report, formal and impersonal **B1**.

Exam-style 3.2 ■ 2 marks

Explain why the register of a review is different from the register of a report, even though both give a judgement.

Solution 3.2

Method: The six forms, and what identifies each

Worked steps

A review is written for a reader deciding whether to spend their own time or money, so a personal voice — *I*, opinions, reactions — is what makes it useful **B1**. A report is written for someone deciding on behalf of others, so it must appear impartial: findings come before judgement and the writer's personality is kept out until the recommendations **B1**.