

11.2 Common text types

Name: _____ Class: _____ Date: _____

Total: 16 marks

Objective

Build the skills to answer exam questions on **common text types** 常见文本类型 — recognising what a text is for, and matching your writing to the form the task names.

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

1 Worked examples

■ 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

■ 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.

■ 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

2 Practice

2.1 Identify the text type from each description. [4]

(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.

2.2 Name **two** required features of each. [4]

(a) A report

(b) An article

2.3 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. [2]

3 Exam-style questions

3.1 For each task, name the form and state the register required. [4]

(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.”

3.2 Explain why the register of a review is different from the register of a report, even though both give a judgement. [2]

Solutions

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

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

2.3 The form is wrong, so the content marks tied to format — headings, findings, recommendations — cannot be awarded. 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.

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

3.2 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. 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.