ACADEMIC SKILLS
Teacher's notes
📖 Identify text types

C21
ENGLISH FOR THE 21st CENTURY
Levels 1 and 2

Warm up

As a whole class, brainstorm as many text types as possible in three minutes. Write them on the board as students call them out. If anyone suggests very vague words like *book*, encourage more focus – *story*, *biography*, etc. Make sure students include everyday short texts like text messages and shopping lists.

Using the Factsheet

There are three possible ways to use the Factsheet:

1. Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.

2. Give students the Factsheet at the beginning of the lesson and start by working through it with the students.

3. Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson so they can take it home and keep it as a reference or revision tool.

Theory to practice

- If you are doing the Factsheet in class, you can use this section in any way you wish. You could ask students to identify each of the key features listed in the notes, before going to on to find more distinctive features of the texts. You could also ask them to find more examples of each text type online and to highlight the key features. This could turn into a group presentation activity.

- If students have read the Factsheet before the lesson, check their understanding of this section, possibly with the texts displayed electronically on the board so that you can review the key features. Of course, the emphasis here is not on understanding each text fully, but rather on identifying the clues which tell us its type.

Using the Worksheet

Practice

1 **Match each extract (1–8) with a text type (a–h). Some of the extracts are on the next page.**

- Draw attention to the texts on the Worksheet. Read the instructions with the class and make sure students understand that they should match the text types with the examples as quickly as possible. The idea is not to read in detail; if they can, students should try to match simply by recognizing the layout or a specific word or feature. Give students time to do as much as they can individually before they compare ideas in pairs for the following exercise. Do not reveal answers at this point.

2 👥 **Compare ideas with a partner. How did you identify each text type?**

- Students should work together to compare answers and, more importantly, to try to identify the features of each text that provide the match. Monitor to assist as necessary, encouraging students to look for features such as layout, headings, fonts, complexity/formality of language, etc. At this level, students are likely to want to use a degree of L1 to discuss some features. If possible, show the example texts electronically on the board so that you can draw attention to the features suggested in the key below. Students will inevitably make some matches more quickly than others.

Suggested answers

a 2 (use of colour / use of icons/bullet points / use of imperative in instructions)

b 6 (headline / current affairs subject matter / inclusion of writer's location / factual image / use of present perfect passive)

c 3 (onscreen layout with short line length / informal greeting / informal language, e.g. *Mum & Dad* / subjects missing from sentences / exclamation mark)

d 8 (formal greeting and sign-off / handwritten signature / formal font / typical formal vocabulary, e.g. *attend* / use of polite forms, e.g. *Please confirm*)

e 5 (detached, factual style / academic subject matter / use of superscript (small) numbers to give references / typical academic vocabulary, e.g. *significant increase*)

f 1 (web layout / restaurant information and image / star rating / user profile picture / informal writing style / use of emoticon)

g 4 (film still image / film title heading with date / subheading with names of director and actors / star rating / use of typical 'reviewing' vocabulary, e.g. *outstanding performances*)

h 7 (formal, centred layout / decorative font / keywords, e.g. *wedding* / dates and times)

3 In pairs, identify the purpose of each text.

- Most of these ideas will probably have been addressed during the feedback for Exercise 2. Students could work individually before comparing ideas, or directly in pairs to be immediately more communicative. During feedback, you could ask students to draw attention to any keywords/phrases on the board, if you have the texts displayed there.

Answer

a 7
b 1
c 4
d 8
e 2
f 5
g 6
h 3

4 Highlight some formal and informal phrases in the texts you want to remember.

- Show a couple of examples of what students might wish to highlight; it is then up to them what they select. Perhaps choose something very informal like *they're off to* (text 3) and something more formal like *have been delayed* (text 6). Set a time limit of two or three minutes, and then give pairs time to compare ideas. Monitor to check how students are getting on; you can elicit some ideas at the end, but a formal feedback phase is unnecessary.

Reflect

5 Discuss the questions.

- Students should be given time to reflect on what they have learnt before sharing thoughts in small groups. You can then have a brief whole-class discussion. You might prefer to do this in L1. Answer any questions. Students could think about the Reflect questions later at home.

Learning outcome

By the end of the lesson, students should:

- understand the concept of text type and recognize more obvious text types quickly
- feel more confident recognizing the purpose of a text
- understand that we read different texts in different ways
- recognize examples of formal and informal language in texts