Text- Type	Definition	Examples of Vocabulary
Arguments and Informal/formal debates	The purpose of this text-type is to persuade an audience to accept a particular point of view. This text-type provides pupils with practice in giving and justifying opinions. Pupils will be required to research topics to provide relevant information to support their point of view. The text-type can be used for exploring issues and different points of view such as topics from literature being studied in class or local concerns such as pollution, phone masts and current affairs.	• I strongly agree/disagree • In my opinion • I believe • I feel • However • It has been found/discovered/proven • On one hand/other hand • Consider the following • To begin • Furthermore
Conversations	This text-type involve dialogues that occur between students and teachers and between students and students. They are used to create, negotiate or deepen the understanding of a topic.	• I think…. • But…. • So…. • What if….? • So why….? • But what about….? • Does that mean…? • Can I ask….? • Yes! And then you could….. • Am I right in thinking that you mean…..?
Giving Instructions/Procedure	This text-type involves communicating a series of steps in order to engage in a particular task. The language used for this spoken text includes the use of dictate verbs such as put, go, turn, take etc.	• First • Next • After that • Then • In the beginning • To begin with • Meanwhile • Previously • Additionally • Alternatively
Questioning and Interviews	This text-type encourages higher order thinking and forms the basis of inquiry. A good standard of this text-type enhances understanding, as it provides opportunities to explain, clarify, probe, make connections and identify problems and issues. This text-type encourages dialogue between pupils and teachers and influences pupils' use of questioning to promote their own learning. Self-questioning enables pupils to reflect and assess their own results and efforts with a view to making them better.	• Who? • What? • Where? • When? • How would you describe..? • What is the main idea? • Why did….? • How could this be improved? • How would you rank order…? • What is the most important…?
Oral Reports	This text-type gives pupils experience in selecting and organising information that will suit specific purposes, situations and audiences. This text-type can be planned such as reporting on a project and unplanned such as the plenary part of a lessons. The text-type is based on a shared focus of interest or particular topics being studied at that particular point in time. Subjects like science and geography lend themselves to organising information into this particular text-type.	• Hello ladies and gentlemen • I am …… and today I would like to tell you all about/talk to you about….. • What I would like to do today is ….. • This is…. • These are…. • Can be found….. • For example • Thank you for listening • I'd like to summarize/sum up

Storytelling and Anecdotes	This text-type has been the way in which many cultures and societies have preserved and passed on their traditions. We constantly communicate information through this text-type e.g. Wait until I tell you a good one about … This particular text-type is a vital part of everyday conversation and so should be an important feature in all classrooms. Teachers can extend the text-type skills into performance opportunities such as play, recital in drama etc.	• Long, long ago… • In a faraway land… • Many years ago… • Fadó, fadó… • One day, not too long ago… • It had all happened so quickly… • Calm/clear/cool • Foggy/misty/icy • Clever/excellent/friendly • …and so we'll never know what really happened • …it had finished, at last • … and so it was over
Interest Talks	This text-type is a way for pupils to share topics of personal interest with others. Choosing a topic they know about well allows pupils to concentrate on developing the skills needed to organise and present the information to others. This text-type contains information that is used to describe and may also contain explanations. They can be part of daily sharing sessions with a partner/small group or they can be developed into planned, formal presentations.	• I would like to talk about…. • This is…. • Here is…. • I find _____ interesting because…. • My hobby is…. • I have a passion for…. I want to talk about this because …. • Thank you for your attention • To summarise…. • I welcome any questions or comments that you may have
Discussions	This text-type makes complex demands on speakers and listeners. Students are required to use language to create cohesion and group unity, to coordinate group activity, and to reach a more complete and objective understanding of the topic. Disagreeing and seeking consensus are also part of the discussion process.	• I think • It's my/your turn • That's great • Let's try that • Maybe if we….then….. That's a great idea • We should experiment with • It might be better if….. • Could you say that again please? • Is everyone happy with…? • What do we think about…?