CHAPTER 1
Introduction

Description
This chapter discusses the basic knowledge of genres or text types.

Basic Competence
You will be able to explore various text types in English.

Objectives
After finishing this chapter, you will be able to explore various text types in English.

Indicators
After finishing this chapter, you will be able to:
1. Recognize text types in English
2. Explain basic theory of genres of texts

1.1 SOME BASIC TERMS

Instead of referring to the traditional varieties of literature, the term “genre” refers to particular text types. **Genre** is a type of text which is defined in terms of its social purpose, and the level of context that deals with the social purpose.

**Text** is a unit of meaning which is coherent and appropriate for its context.

**Schematic structure** is the distinctive beginning-middle-end structure of a genre.

**Participant** is the people, places, and things that can be related experientially to a process without preposition. Participant is realized by a noun or noun group.

**General participant** is a participant constructed by the grammar as referring to all members of a class.

**Specific participant** is a participant constructed by the grammar as having specific identifiable referent in the context.
1.1.1 **A Range of Story and Factual Genres**

<table>
<thead>
<tr>
<th>Story Genres</th>
<th>Factual Genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>Procedure</td>
</tr>
<tr>
<td>News story</td>
<td>Explanation</td>
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<tr>
<td>Exemplum</td>
<td>Report</td>
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<td>Anecdote</td>
<td>Discussion</td>
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<td>Recount</td>
<td>Description</td>
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<td>Spoof</td>
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<td>News item</td>
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<td>Commentary</td>
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</tbody>
</table>

1.1.2 **Process Types**

Process is realized by verbs or verb groups.

a. **Material Process**

Material processes are processes of doing. They express the notion that some entity *physically does something*—which may be done to some other entity. It is realized by action verbs such as *drop, read, eat*.

b. **Mental Process**

Mental processes are ones of *sensing: feeling, thinking, perceiving*. There are three types: affective or reactive (feeling); cognitive (thinking), and perceptive (perceiving through five senses). Examples include *like, understand, hear*.

c. **Behavioral Process**

Behavioral processes are processes of physiological and psychological behavior, like breathing, snoring, smiling, and hiccupping. Example: She *snored* loudly last night.

d. **Verbal Process**

Verbal Process is *process of saying* or more accurately, of symbolically signaling. It is realized by saying verbs such as *tell, say, proclaim, yell, etc*.

e. **Relation Processes: Processes of Being and Having**

Relational processes involve *states of being (including having)*. They can be classified according to whether they are being used to identify something or to assign a quality to something. These include *being (is, are) and having (have, own, contain, possess, belong to, include, involve, comprise consist of, house)* verbs.

f. **Existential Processes**

Existential Process is process of existence. It is expressed by verbs of existing such as *be* (as in *There are many students in the classroom*), *exist, arise*, and the existent can be a phenomenon of any kind.

g. **Meteorological Processes**

This process deals with weathering as in the following sentences:

- It is hot.
- It is windy.
1.2 ACTIVITIES IN THIS COURSE

The following is activities that you are going to do in this course:

- Study the model text given by the lecturer, read it yourself or collectively
- Understand the social function and purpose of the text:
  - Why are the texts written?
  - By whom are they written and read?
  - What is the context in which they will be used?
- Analyze the schematic structure of the text
- Analyze the language features of texts, such as the use of tense, technical language, specific or generic participants
CHAPTER 2
Description

Description
This chapter discusses the social function, the generic structure, and the linguistic features of a description text.

Basic Competence
You will be able to evaluate the genre of a text through its structure and features.

Objectives
After finishing this chapter, you will be able to analyze a description text.

Indicators
After finishing this chapter, you will be able to:

- Analyze the social function of a description text
- Analyze the generic structure of a description text
- Analyze the language features of a description text

1.1 WHAT IS DESCRIPTION?
You write a description text when you want the reader to picture what you are describing. For effective descriptions, you need a clear picture in your mind of who or what it is that you are setting out to describe. Doing this allows you to focus on precise details which make the descriptions come alive in the reader’s mind.

A description text describes a particular living, non-living or natural phenomenon. Descriptions can ‘stand alone’ but are often part of other texts, e.g. Information Reports.

1.1.1 SOCIAL FUNCTION
Description texts describe the characteristics or features of a thing or a phenomenon.

1.1.2 GENERIC STRUCTURE
The generic structure of a description text usually consists of the following elements:

- Identification: identifying the phenomenon to be described.
- Description: describing the phenomenon in parts, qualities, or/and characteristics.

The following is an example of a description text structure.
<table>
<thead>
<tr>
<th>Title</th>
<th>An architectural tour of St Basil's Cathedral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>Located next to the Kremlin in Moscow, St Basil's Cathedral is one of the most recognisable symbols of Russia. Built by Ivan the Terrible in the 1580s, the brick and wood church and its onion-like domes have survived centuries of war, fire and revolution.</td>
</tr>
<tr>
<td>Description</td>
<td>Buildings commissioned by despots and dictators are often statements of pride masquerading as religious piety, and the candy-coloured twirling domes of St Basil the Blessed's Cathedral in the heart of Moscow are no different.</td>
</tr>
<tr>
<td>What does it look like?</td>
<td>The church was originally named the Cathedral of the Intercession of the Virgin when it was commissioned in the mid-1550s by the first tsar of all the Russias: Ivan IV, or Ivan the Terrible as we know him. It commemorated his conquest of the Islamic city of Kazan, a notable win in his push to conquer lands previously held by the Mongol Empire.</td>
</tr>
<tr>
<td>What can it do?</td>
<td>It was renamed St Basil's after a miracle worker who had been one of the very few men to publicly reprimand the tsar for his tyrannical behaviour and who was canonised in 1588. Ivan's fury worsened as he aged and he routinely ordered the torture and slaughter of any suspected enemies—he even killed his own son during an argument.</td>
</tr>
<tr>
<td>What are its special features?</td>
<td>Legend has it that Ivan had the architect of the cathedral blinded so that he wouldn't be able to create anything more beautiful, and while this is probably a myth, it speaks volumes of what people believe Ivan was capable of.</td>
</tr>
<tr>
<td></td>
<td>The cathedral is an extraordinary structure with eight claustrophobically small chapels huddled around an incredibly tall central nave. The whole thing was built from a new material—brick, which covers a timber frame. Four of the chapels are raised up on platforms to symbolise their position between heaven and earth. The ornate onion domes were based on the dome of the grand mosque in Kazan and these quickly became the fashion for all Orthodox churches.</td>
</tr>
<tr>
<td></td>
<td>But it's the colour that really astonishes. It was added a century or so after the cathedral's completion and is based on a colourful description of heaven found in the Bible's Book of Revelation. Strong pigments covered the exterior in a rainbow of colour and inside the bare brick walls were adorned with floral designs. An iconostasis—the screen that divides each chapel from the main sanctuary—gleamed with the rich gold of its many icons.</td>
</tr>
<tr>
<td></td>
<td>This luscious style became the blueprint for orthodox churches across Russian communities during the 19th century and many liken its fabulous colours to the sumptuous creations of Carl Fabergé, the tsar's jeweller.</td>
</tr>
</tbody>
</table>
Conclusion (Optional)

Today St Basil’s seems a world away from the atrocities meted out by Ivan the Terrible and remains as a flamboyant adjunct to the solemn mass of the Kremlin next door. Stalin wanted to demolish it but it’s now a museum, a symbol still of autocratic power in a city that seems to relish it.

Source: http://www.abc.net.au/radionational/programs/blueprintforliving/st-basils-moscow/6838420

1.1.3 LANGUAGE FEATURES

The following list is the common language features of a description text:

- Use of nouns or noun groups/phrases, e.g. my dog, the best pet, a great pet
- Use of a variety of types of adjectives, e.g. opinion, factual, numbering, classifying
- Use being verbs or linking verbs, and action verbs
- Use of similes, metaphors, and other types of figurative language, particularly in literary descriptions
- Focus on specific participant, e.g. Romeo, my dog
- Use of simple present tense

Study the language features of the following description text.

<table>
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<tr>
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<tbody>
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<td>Nouns or noun groups/phrases</td>
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<td>Adjectives</td>
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<tr>
<td>Being verbs, linking verbs</td>
<td>The church was originally named the Cathedral of the Intercession of the Virgin when it was commissioned in the mid-1550s by the first tsar of all the Russias: Ivan IV, or Ivan the Terrible as we know him. It commemorated his conquest of the Islamic city of Kazan, a notable win in his push to conquer lands previously held by the Mongol Empire.</td>
</tr>
<tr>
<td>(Focus on specific participant)</td>
<td>It was renamed St Basil’s after a miracle worker who had been one of the very few men to publicly reprimand the tsar for his tyrannical behaviour and who was canonised in 1588. Ivan’s fury worsened as he aged and he routinely ordered the torture and slaughter of any suspected enemies—he even killed his own son during an argument.</td>
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<tr>
<td>SIMPLE PRESENT TENSE</td>
<td>Legend has it that Ivan had the architect of the cathedral blinded so that he wouldn't be able to create anything more beautiful, and while this is probably a myth, it speaks volumes of what people believe Ivan was capable of.</td>
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</table>
The cathedral is an **extraordinary** structure with eight claustrophobically small chapels huddled around an incredibly **tall** central nave. The whole thing was built from a **new** material—brick, which covers a timber frame. Four of the chapels are raised up on platforms to symbolise their position between heaven and earth. The **ornate** onion domes were based on the dome of the **grand** mosque in Kazan and these quickly became the fashion for all Orthodox churches.

But it’s the colour that really astonishes. It was added a century or so after the cathedral’s completion and is based on a **colourful** description of heaven found in the Bible’s Book of Revelation. **Strong** pigments covered the exterior in a rainbow of colour and inside the bare brick walls were adorned with floral designs. An **iconostasis**—the screen that divides each chapel from the main sanctuary—gleamed with the **rich** gold of its many icons.

This **lusious** style became the blueprint for orthodox churches across Russian communities during the 19th century and many liken its fabulous colours to the sumptuous creations of Carl Fabergé, the tsar’s jeweller.

Today St Basil’s **SEEMS** a world away from the atrocities meted out by Ivan the Terrible and remains as a flamboyant adjunct to the solemn mass of the Kremlin next door. Stalin wanted to demolish it but it’s now a museum, a symbol still of autocratic power in a city that seems to relish it.

### 1.2 Exercise

1. Read and study the text below. Then, answer the following questions.

Halfway up the slope, guarded by a group of tall, slim, cypress-trees, nestled a small strawberry-pink villa, like some exotic fruit lying in the greenery. The cypress-trees undulated gently in the breeze, as if they were busily painting the sky a still brighter blue for our arrival.

The villa was small and square, standing in its tiny garden with an air of pink-faced determination. Its shutters had been faded by the sun to a delicate creamy-green, cracked and bubbled in places. The garden, surrounded by tall fuschia hedges, had the flower beds worked in complicated geometrical patterns, marked with smooth white stones. The white cobbled paths, scarcely as wide as a rake’s head, wound laboriously round beds hardly larger than a big straw hat, beds in the shape of stars, half-moons, triangles, and circles all overgrown with a shaggy tangle of flowers run wild. Roses dropped petals that seemed as big and smooth as saucers, flame-red, moon-white, glossy, and unwrinkled; marigolds like broods of shaggy suns stood watching their parent’s progress through the sky. In the low growth the pansies pushed their velvety, innocent faces through the leaves, and the violets drooped sorrowfully under their heartshaped leaves. The bougainvillaea that sprawled luxuriously over the tiny iron balcony was hung, as though for a carnival, with its lantern-shaped magenta flowers. In the darkness of the fuschia-hedge a thousand ballerina-like blooms quivered expectantly. The warm air was thick with the scent of a hundred dying flowers, and full of the gentle, soothing whisper and murmur of insects.
a. What is the social function of the text?
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______________________________________________________________________

b. Which part of paragraph belongs to identification?
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______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
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c. Which part of paragraph belongs to description?
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d. Find the noun groups.
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e. Find the adjectives.
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______________________________________________________________________


f. What participant is involved?
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______________________________________________________________________
______________________________________________________________________


g. What types of verbs can you find? Give examples.
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______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________


h. What kind of tense is mostly used? Give examples.
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
2. Read and study the following text. Then, analyze it in terms of its genre.

I had now an opportunity of observing him, and found him of a very marked physiognomy.

His face was a strong—a very strong—aquiline, with high bridge of the thin nose and peculiarly arched nostrils; with lofty domed forehead, and hair growing scantily round the temples, but profusely elsewhere. His eyebrows were very massive, almost meeting over the nose, and with bushy hair that seemed to curl in its own profusion. The mouth, so far as I could see it under the heavy moustache, was fixed and rather cruel-looking, with peculiarly sharp white teeth; these protruded over the lips, whose remarkable ruddiness showed astonishing vitality in a man of his years. For the rest, his ears were pale and at the tops extremely pointed; the chin was broad and strong, and the cheeks firm though thin. The general effect was one of extraordinary pallor.

Hitherto I had noticed the backs of his hands as they lay on his knees in the firelight, and they had seemed rather white and fine; but seeing them now close to me, I could not but notice that they were rather coarse—broad, with squat fingers. Strange to say, there were hairs in the centre of the palm. The nails were long and fine, and cut to a sharp point. As the Count leaned over me and his hands touched me, I could not repress a shudder. It may have been that his breath was rank, but a horrible feeling of nausea came over me, which, do what I would, I could not conceal.

(Dracula by Bram Stoker)

1.3 SUMMARY

Description texts describe the characteristics or features of a thing or a phenomenon. The generic structure consists of identification, description, and conclusion (optional). A description text uses noun groups, adjectives, linking verbs, and focuses on a specific participant.
1.4 **DESCRIPTION FRAME**

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification (What is it?)</td>
</tr>
<tr>
<td>Characteristics (What does it look like?)</td>
</tr>
<tr>
<td>Characteristics (What can it do?)</td>
</tr>
<tr>
<td>Characteristics (What are its special features?)</td>
</tr>
<tr>
<td>Conclusion (Optional)</td>
</tr>
</tbody>
</table>
CHAPTER 3
Report

Description
This chapter discusses the social function, the generic structure, and the linguistic features of a report text.

Basic Competence
You will be able to evaluate the genre of a text through its structure and features.

Objectives
After finishing this chapter, you will be able to analyze a report text.

Indicators
After finishing this chapter, you will be able to:
1. Analyze the social function of a report text
2. Analyze the generic structure of a report text
3. Analyze the language features of a report text

2.1 WHAT IS REPORT?
Report is a genre which intends to classify and describe the natural, cultural, and technological phenomena of our world (e.g. Computers) in contrast to a description which focuses on one specific thing (e.g. My Computer).

Information reports are essentially descriptions that classify and describe things in general and specific terms. Report texts can be found in lecture, reference articles, research assignments, and chapters in textbooks. They are particularly important in subject such as Science and Geography, which classify and describe the physical world and subjects such as Creative Arts and History.

Report texts are largely based around fact, not opinion. They help readers understand the item being described by categorizing information, for example under appearance, climate. They usually have a logical structure rather than being in a sequence. Reports are used to create precise and detailed information ‘pictures’. Most reports aim to be objective.

2.1.1 SOCIAL FUNCTION
Reports are written to describe or classify the way things are or seem to be.

2.1.2 GENERIC STRUCTURE
The generic structure of a report text usually consists of the following elements:

- General statement or classification:
  This section of the text can do several things. It can classify the thing being described, locate it in time and space and/or preview the rest of the description to follow. This statement also tells the audience what the text is going to be about. This can include a short description of the subject or a definition of the subject.

- Description:
  This section of the text sets out the description in the report. Typically, it will consist of paragraphs each of which deal with a different aspect of the description.
Each paragraph usually contains a sentence which previews the information in the rest of the paragraph. This sentence can be called a topic sentence or paragraph preview. Sometimes there is a sentence which has a function of previewing a section of text which may include a number of paragraphs. The sentence which previews a section of text is known as a section preview.

- Conclusion (optional):
  The concluding paragraph signals the end of the text. This paragraph can summarize the report.

The following is an example of a description text structure.

<table>
<thead>
<tr>
<th>Title</th>
<th>Computers</th>
</tr>
</thead>
<tbody>
<tr>
<td>General classification statement – Introduces the topic of the report which may include a technical definition and indicate a particular aspect of the topic.</td>
<td>Computers are machines which allow people to electronically work with and save complex information very efficiently. They are also becoming part of our social lives.</td>
</tr>
<tr>
<td>Description Series of fact use of sub-headings use of diagrams, illustration figures and tables</td>
<td>The basic computer system has two parts, the hardware including parts such as a monitor, keyboard, printer, scanner and mouse or touch pad, and the software which includes the Operating System (OS).</td>
</tr>
<tr>
<td></td>
<td>Hardware is the physical part of computers which means it can be seen and touched. It includes the Central Processing Unit (CPU), which does the actual work of computers, the circuit board or motherboard, and built in disk drives.</td>
</tr>
<tr>
<td></td>
<td>Information is entered into computers from a keyboard or from storage devices like USBs, DVDs or MP3 players. The monitor screen shows the information which has been put into the computer. The mouse or touch pad is used for navigation of the screen.</td>
</tr>
<tr>
<td></td>
<td>Software is the information that computers use to manage (e.g. open, run create, save, convert) other information. This information is referred to as a program or application and is stored on a disk which is a Storage device. The Disk drive is the mechanism that runs the disk. The Random Access Memory or RAM is where computers store the information which is currently being used. The operating system most commonly used on personal computers is “Windows” which is produced by Microsoft.</td>
</tr>
<tr>
<td>Conclusion – reports do not always have a conclusion but can be rounded off by some general statement about the topic.</td>
<td>Business people regularly use computers to perform their work. Through the use of computers, they create professional looking documents that can be quickly shared with their peers and clients.</td>
</tr>
<tr>
<td></td>
<td>Students and people in the community use computers to learn and through the internet service providers, programs and platforms they create digital communities for social networking.</td>
</tr>
</tbody>
</table>
## 2.1.3 Language Features

The following list is the common language features of a report text:

- The language of information reports often reflects the technicality of the subject being discussed, e.g. in meteorology, terms such as ‘average rainfall’ or ‘cold front’ would be the technical terms used rather than ‘how much it rains’ or ‘the bit where it gets cold’.
- They are often written in the present tense, giving the idea of timeless truth, e.g. ‘drought occur’ rather than ‘there was a drought last year’.
- Terms are generalized, that is, they refer to general things, e.g. ‘droughts’ rather than ‘that drought last year’ and evaluate, e.g. ‘layer of wood’ rather than ‘layer of beautiful wood’.
- Use of linking verbs and having verbs

### Study the language features of the following report text.

<table>
<thead>
<tr>
<th>Title</th>
<th>Computers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical vocabulary</td>
<td>COMPUTERS are machines which allow people to electronically work with and save complex information very efficiently. They are also becoming part of our social lives.</td>
</tr>
<tr>
<td>Simple present tense</td>
<td>The basic computer system has two parts, the hardware including parts such as a monitor, keyboard, printer, scanner and mouse or touch pad, and the software which includes the Operating System (OS).</td>
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<tr>
<td>Linking verbs</td>
<td>Hardware is the physical part of computers which means it can be seen and touched. It includes the Central Processing Unit (CPU), which does the actual work of computers, the circuit board or motherboard, and built in disk drives.</td>
</tr>
<tr>
<td>Having verbs</td>
<td>Information is entered into computers from a keyboard or from storage devices like USBs, DVDs or MP3 players. The monitor screen shows the information which has been put into the computer. The mouse or touch pad is used for navigation of the screen.</td>
</tr>
<tr>
<td>GENERALIZED PARTICIPANT</td>
<td>Software is the information that computers use to manage (e.g. open, run, create, save, convert) other information. This information is referred to as a program or application and is stored on a disk which is a storage device. The disk drive is the mechanism that runs the disk. The Random Access Memory or RAM is where computers store the information which is currently being used. The operating system most commonly used on personal computers is “Windows” which is produced by Microsoft.</td>
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<td>Business people regularly use computers to perform their work. Through the use of computers, they create professional looking documents that can be quickly shared with their peers and clients.</td>
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</table>
A standard language (standard variety, standard dialect, standard) is defined either as a language variety employed by a population for public purposes, or as a variety that has undergone standardization.[2] The term "standard language" is also occasionally used to refer to a language that has one or more standardized forms, referring to the entirety of it (or an ensemble of similar standardized varieties), rather than a specific codified form. Typically, the varieties that undergo substantial standardization are local dialects that happen to be spoken in the centers of commerce and government,[5] where a need arises for a variety that will serve more than local needs. Processes of standardization usually involve efforts to fix orthographic representations of that dialect, to codify certain usages and denotations through published grammars and dictionaries, and to encourage public acceptance of these codifications as legitimate.

A standardized written language is sometimes termed by the German word Schriftsprache. The term "literary language" is sporadically used as a synonym of "standard language", especially with respect to the Slavic languages, and this naming convention is still prevalent in the Eastern European linguistic tradition. The designations "standard dialect" and "standard variety" have currency as more neutral replacements of the term "standard language", accentuating that the standard is only one of the many dialects/varieties of a language rather than the totality of it, and at the same time devoid of the implication that the standard is the only idiom worthy of the appellation "language".

A pluricentric language has multiple interacting standard varieties. Examples include English, French, Portuguese, German, Korean, Serbo-Croatian, Spanish, Swedish, Armenian and Mandarin. Monocentric languages, such as Russian and Japanese, have only one standardized version.

a. What is the social function of the text?

b. Which part of paragraph belongs to general classification?

c. Which part of paragraph belongs to description?

d. Find the technical words dealing with the topic of the text.
2. Read and study the following text. Then, analyze it in terms of its genre.

Put simply, bilingualism is the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. Definitions of bilingualism range from a minimal proficiency in two languages, to an advanced level of proficiency which allows the speaker to function and appear as a native-like speaker of two languages. A person may describe themselves as bilingual but may mean only the ability to converse and communicate orally. Others may be proficient in reading in two or more languages (or bi-literate). A person may be bilingual by virtue of having grown up learning and using two languages simultaneously (simultaneous bilingualism). Or they may become bilingual by learning a second language sometime after their first language. This is known as sequential bilingualism. To be bilingual means different things to different people.

Bilingualism encompasses a range of proficiencies and contexts. A young child entering school may be called bilingual but it may be that she uses her first or home language for domestic and familial purposes and that English is her preferred language for communication outside the home. Or she may be largely monolingual in her first language only when she starts school. A child who has recently arrived in England from overseas may have a good level of literacy in English but may be unable to converse or use spoken English in the classroom context. On the other hand, many pupils described as bilingual routinely use three languages or more and thus 'plurilingual' would be a better description. In terms of competence, a bilingual may have very high levels of proficiency in both languages or may have only limited proficiency in one and be far more proficient in the other.

The use of the term 'bilingual' is thus dependent upon: context; linguistic proficiency and purpose. Many educators use 'bilingual pupils' in preference to 'pupils learning EAL' in order to heighten awareness of pupils' linguistic knowledge and expertise as well as their cultural affiliations.

2.3 SUMMARY

Information reports describe or classify the way things are or seem to be. The generic structure consists of general classification and description. A description text uses linking verbs and having verbs, technical vocabulary, is written in present tense, and focuses on general participants.
2.4 REPORT FRAME
<table>
<thead>
<tr>
<th>Title</th>
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<table>
<thead>
<tr>
<th>General Statement</th>
<th>Key words, figures, diagrams</th>
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</tbody>
</table>