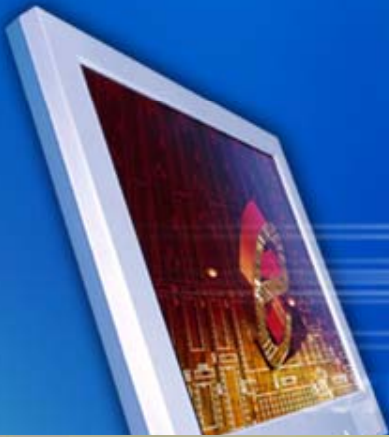


Unit 5 Writing descriptions and classifications: describing and classifying things (Part I)

Outline Notes



Genre-based Writing

Unit 5 Writing descriptions and classifications (Part I)

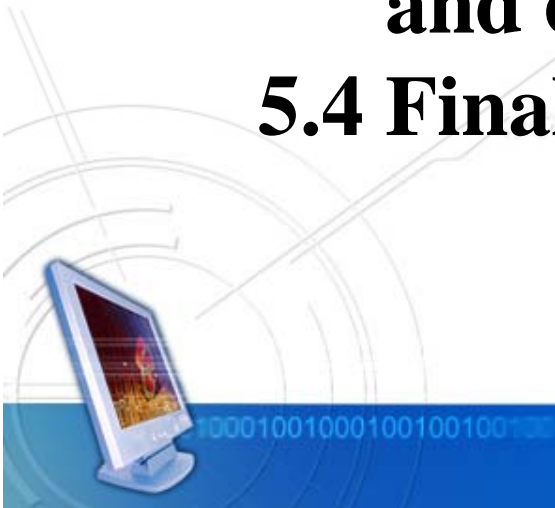
Set Context: question

5.1 Introduction

5.2 Organisation of texts that describe and classify things

5.3 The language of texts that describe and classify

5.4 Final comment & review



Unit 5 Writing descriptions and classifications (Part I)

Set Context

Question:

1. What sort of things might you describe and classify in an academic essay?

Think about this question as you read through this section.



Unit 5 Writing descriptions and classifications (Part I)

5.1 Introduction

Describing and classifying things involves thinking clearly about their various aspects, such as their *shape*, *their colour*, *their size*, *what they are made of*, and *what their function is* (that is, what they do or what they are intended to do). It can also involve comparing things in terms of their *similarities and differences*. When you are writing texts that describe things and classify things, it is important to be as *clear and precise* as possible.

It is also usually important in an academic context to try to be as *objective and factual* as possible.



Unit 5 Writing descriptions and classifications (Part I)

5.1 Introduction

Description &
classification

shape

colour

size

made of

function

similarities & differences



Unit 5 Writing descriptions and classifications (Part I)

5.1 Introduction

What is the difference between describing things and classifying them?

Describing things involves providing *details* about them in relation to, for example, their *appearance* (what they look like), their *composition* (what they are made of), and their *function* (what they do or what they are for). **Classifying** things involves **dividing things into groups and sub-groups** in terms of their *features or aspects* such as their function or their appearance. Comparison and contrast are fundamental to classification.



Unit 5 Writing descriptions and classifications (Part I)

5.1 Introduction

What is the difference between describing things and classifying them?

Type	Describing things	Classifying things
Components	details <ul style="list-style-type: none">* appearance* composition* function	features or aspects <ul style="list-style-type: none">* function* appearance comparison and contrast



Unit 5 Writing descriptions and classifications (Part I)

5.1 Introduction

We can describe a single thing (e.g., influenza) or we can describe and classify more than one thing (e.g., influenza and the common cold) by comparing and contrasting them, that is, by providing an account of the ways in which they are similar and different.



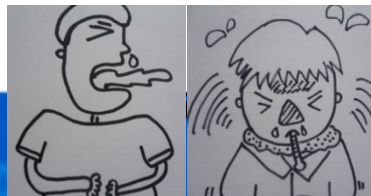
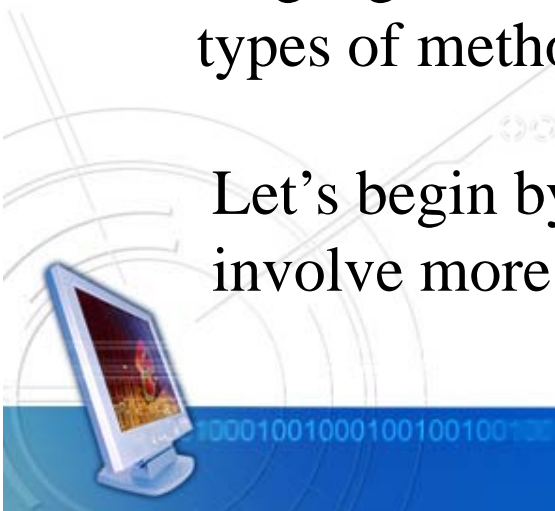
Unit 5 Writing descriptions and classifications (Part I)

5.1 Introduction

Now let's think again about the type of things you might describe and classify in an academic essay.

For example, in an essay about computing, you might describe and classify different types of computer virus; in an essay about language teaching, you might describe and classify different types of methodology or language teaching material.

Let's begin by looking at descriptions and classifications that involve more than one thing.



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

The first thing we need to do is to think about the overall structure of our texts. Let's look at our text template and decide what sort of information should be included in each section.



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

Description and classification text template	
Topic <u>WHAT</u> WE ARE GOING TO DESCRIBE AND CLASSIFY	The Topic section is usually the title. It indicates WHAT we are going to describe and classify (e.g., influenza and the common cold.)
Focus <u>HOW</u> WE ARE GOING TO DESCRIBE AND CLASSIFY	The Focus section should tell readers HOW we are going to describe and classify things (e.g., in terms of their causes and their symptoms.)
Detail GENERAL CLASSIFICATION & DESCRIPTION of different aspects of the things classified	Provides a general classification involving comparison (e.g., the common cold is a minor infection of the nose and throat; flu (influenza) is a more serious infection of the respiratory system, followed by a more detailed description of different aspects of the things you have classified.)
Conclusion SUMMARY and COMMENT (optional)	The Conclusion section summarises what has been said and may also include a comment about it. The comment is optional.

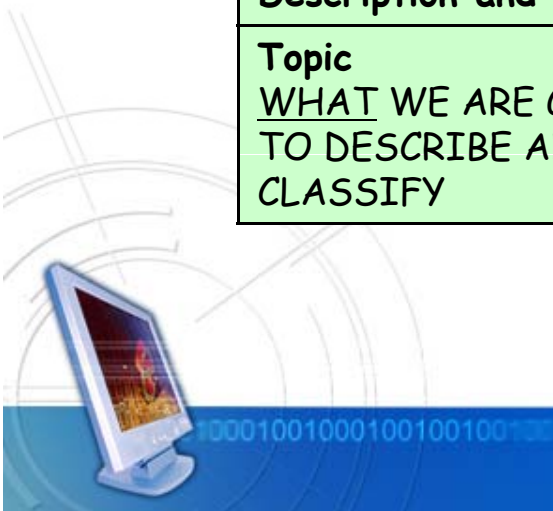


Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

Let's consider the different stages of a description and classification text that involves comparing and contrasting the common cold and influenza. We need to begin by outlining our topic in the **Topic** section.

Description and classification text template	
Topic WHAT WE ARE GOING TO DESCRIBE AND CLASSIFY	<i>Influenza and the common cold: Similarities and differences</i>

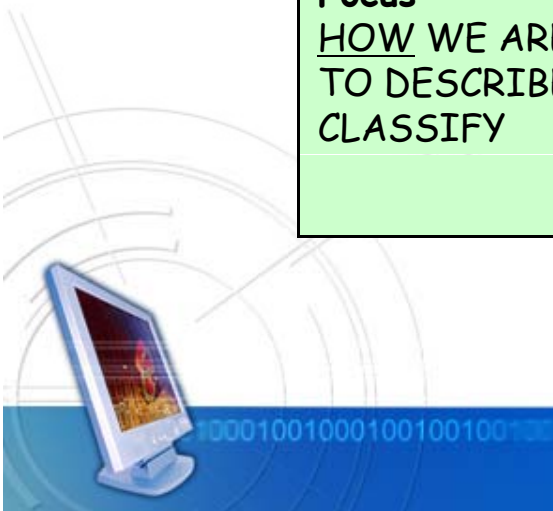


Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

The next task is to write the **Focus** section of our text. This involves telling readers how we are going to describe and classify, that is, what aspects of the common cold and influenza we are going to focus on.

Focus <u>HOW</u> WE ARE GOING TO DESCRIBE AND CLASSIFY	Influenza (flu) and the common cold are different in some important respects in terms of their causes, their effects, their treatment and the extent to which they can be prevented.
--	--



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

In the **Focus** section, we have indicated the four different aspects of the common cold that we will be focusing on – their causes, their effects, their treatment and the extent to which they can be prevented.



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

In the **Details** section, we will provide a **general classification** of influenza and the common cold that indicates **HOW THEY ARE SIMILAR** (in this case, a definition) and **HOW THEY ARE DIFFERENT** (involving a textual relationship of **Simple Contrast**).



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

General classification

SIMILARITIES (DEFINITION):

Both the common cold and influenza are illnesses caused by infection by a virus.

DIFFERENCES:

The common cold is generally a minor infection of the nose and throat; influenza is generally a more serious infection involving the lungs as well as the nose and the throat.



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

Now we need to provide details of both influenza and the common cold in terms of a description of the four aspects outlined in the Focus section – their causes, their effects, their treatment and the extent to which they can be prevented.



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

Details

CAUSES: SIMILARITIES AND DIFFERENCES

Both the common cold and influenza are caused by viruses, that is, by microscopic particles that can infect the cells of living organisms. Both are contagious, that is, they spread from one person to another. The viruses that cause the common cold affect the upper respiratory system (the nose and throat); the viruses that cause influenza affect the lungs as well as the nose and throat.



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

Details

EFFECTS (SYMPTOMS): SIMILARITIES and DIFFERENCES

Both the common cold and influenza cause coughing, sore throat and congestion^[1]. In the case of the common cold, these symptoms are often accompanied by sneezing, a runny nose and a weakened sense of taste and smell. In the case of influenza, the symptoms generally include headache, muscle^[2] and joint^[3] pains, tiredness and fever. The symptoms of the common cold usually last from a few days to a week; the symptoms of flu usually last from one to two weeks or longer.

[1] 'Congestion' refers, in this context, to an accumulation of fluid in the nose or lungs.

[2] 'Muscle' is body tissue that is capable of contracting (i.e., of pulling together into a smaller space).

[3] A 'joint' is the location at which two bones make contact.



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

Details

TREATMENT: SIMILARITIES AND DIFFERENCES

In the case of both the common cold and flu, it is important to drink eight glasses of water and/or juice a day to keep the lining of the nose and throat from drying out. Drinks that contain alcohol or caffeine should be avoided. A decongestant^[4] or antihistamine^[5] (or a combination of the two) can provide relief from coughing, nasal discharge^[6] and congestion. In the case of some kinds of flu, there are some antiviral medications (available only from medical practitioners) that can be helpful and bed rest is generally recommended. If you believe you have influenza, you should visit your doctor.

^[4] A substance that relieves congestion in the upper respiratory tract

^[5] A medicine that relieves the effects of histamine (a compound that is released by damaged cells) in the body.

^[6] Fluid from the nose



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

Details

PREVENTION: SIMILARITIES AND DIFFERENCES

You are less likely to catch a cold or influenza if you avoid people who already have them. Where this is not possible, avoid touching or using the things that they have touched or used (such as hand towels). If you cannot avoid touching the things that they have touched, wash your hands after you have touched them. To avoid passing your cold on to others, cover your mouth with a tissue when you cough or sneeze and place used tissues in a sealed plastic bag.

There is no vaccination available for the common cold but vaccination can help protect you against certain types of influenza. You should be vaccinated every year because the flu virus changes constantly and so new vaccines are developed each year to help protect people against new strains of the virus.



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

Here is the Detail section of the text inserted into the appropriate section of the text template. Some of the words that signal similarities and differences are in bold print with the most important ones underlined.



Unit 5 Writing descriptions and classifications (Part I)

DETAIL

Approach 1:

GENERAL

CLASSIFICA-

TION &

DESCRIPTION

of different

aspects of the

things

classified

Both the common cold and influenza are illnesses caused by infection by a virus. The common cold is generally **a minor infection** of the nose and throat; influenza is generally **a more serious infection** involving the lungs as well as the nose and the throat.

Both the common cold and influenza are caused by viruses; that is, by microscopic particles that can infect the cells of living organisms. **Both** are contagious; that is, they spread from one person to another. The viruses that cause the common cold affect **the upper respiratory system** (the nose and throat); the viruses that cause influenza affect **the whole respiratory system**, including the lungs.

GENERAL

CLASSIFICATION

SIMILARITY

DIFFERENCES

DETAILS

1. CAUSES

SIMILARITIES

DIFFERENCES

Unit 5 Writing descriptions and classifications (Part I)

Both the common cold and influenza cause coughing, sore throat and congestion. **In the case of the common cold**, these symptoms are often accompanied by sneezing, a runny nose and a weakened sense of taste and smell. **In the case of influenza**, the symptoms generally include headache, muscle and joint pains, tiredness and fever. **The symptoms of the common cold** usually last from a few days to a week; **the symptoms of flu** usually last from one to two weeks or longer.

2. EFFECTS+

SIMILARITIES+

DIFFERENCES+

+

+

+

+

+

+

+



Unit 5 Writing descriptions and classifications (Part I)

	<p>In the case of both the common cold and flu, it is important to drink eight glasses of water and/or juice a day to keep the lining of the nose and throat from drying out. Drinks that contain alcohol or caffeine should be avoided. A decongestant or antihistamine (or a combination of the two) can provide relief from coughing, nasal discharge and congestion. In the case of some kinds of flu, there are some antiviral medications (available only from medical practitioners) that can be helpful and bed rest is generally recommended. If you believe you have influenza, you should visit your doctor.</p>	<p>3. TREATMENT</p> <p>SIMILARITIES</p> <p></p> <p></p> <p></p> <p></p> <p>DIFFERENCES</p> <p></p> <p></p> <p></p> <p></p>
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Unit 5 Writing descriptions and classifications (Part I)

You are less likely to catch **a cold or influenza** if you avoid people who already have them. Where this is not possible, avoid touching or using the things that they have touched or used (such as hand towels). If you cannot avoid touching the things that they have touched, wash your hands after you have touched them. To avoid passing your cold on to others, cover your mouth with a tissue when you cough or sneeze and place used tissues in a sealed plastic bag.

There is no vaccination available for the common cold **but** vaccination can help protect you against certain types of influenza. You should be vaccinated every year because the flu virus changes constantly and so new vaccines are developed each year to help protect people against new strains of the virus.

4. PREVENTION

SIMILARITIES

DIFFERENCES



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

Now we need to think about the **Conclusion** section of our text. Here, we need to provide a summary of the main points in the text. We can also provide a final comment. In this case, we are **not** providing a comment in addition to the summary.

SUMMARY:

The common cold and influenza are both caused by viruses and some of their symptoms are similar. However, the symptoms of influenza always include aching muscles and joints as well as fever. Influenza is generally a much more serious illness than the common cold, requiring bed rest and medical attention.



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

In the following section from the text template, the words that signal similarity and difference are in **bold print** with the most important ones underlined.

CONCLUSION (Summary and optional comment)	The common cold and influenza are <u>both</u> caused by viruses and some of their symptoms are similar. <u>However</u> , the symptoms of influenza always include aching muscles and joints as well as fever, and influenza is generally a much more serious illness than the common cold , requiring bed rest and medical attention.	SUMMARY and COMMENT (optional)
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Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

Here is the complete text:



Antonia Lin 2007




Influenza and the common cold: Similarities and differences


Influenza (flu) and the common cold are different in some important respects in terms of their causes, their effects, their treatment and the extent to which they can be prevented.



Both the common cold and influenza are illnesses caused by infection by a virus. The common cold is generally a minor infection of the nose and throat; influenza is generally a more serious infection involving the lungs as well as the nose and the throat.

Both the common cold and influenza are caused by viruses, that is, by microscopic particles that can infect the cells of living organisms. Both are contagious, that is, they spread from one person to another. The viruses that cause the common cold affect the upper respiratory system (the nose and throat); the viruses that cause influenza affect the whole respiratory system, including the lungs.



Both the common cold and influenza cause coughing, sore throat and congestion. In the case of the common cold, these symptoms are often accompanied by sneezing, a runny nose and a weakened sense of taste and smell. In the case of influenza, the symptoms generally include headache, muscle and joint pains, tiredness and fever. The symptoms of the common cold usually last from a few days to a week; the symptoms of flu usually last from one to two weeks or longer.







In the case of both the common cold and flu, it is important to drink eight glasses of water and/or juice a day to keep the lining of the nose and throat from drying out. Drinks that contain alcohol or caffeine should be avoided. A decongestant or antihistamine (or a combination of the two) can provide relief from coughing, nasal discharge and congestion. In the case of some kinds of flu, there are some antiviral medications (available only from medical practitioners) that can be helpful and bed rest is generally recommended. If you believe you have influenza, you should visit your doctor.

You are less likely to catch a cold or influenza if you avoid people who already have them. Where this is not possible, avoid touching or using the things that they have touched or used (such as hand towels). If you cannot avoid touching the things that they have touched, wash your hands after you have touched them. To avoid passing your cold on to others, cover your mouth with a tissue when you cough or sneeze and place used tissues in a sealed plastic bag.

There is no vaccination available for the common cold but vaccination can help protect you against certain types of influenza. You should be vaccinated every year because the flu virus changes constantly and so new vaccines are developed each year to help protect people against new strains of the virus.



The common cold and influenza are both caused by viruses and some of their symptoms are similar. However, the symptoms of influenza always include aching muscles and joints as well as fever, and influenza is generally a much more serious illness than the common cold, requiring bed rest and medical attention.



Unit 5 Writing descriptions and classifications (Part I)

Task 1



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Genre-based Writing

Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts



TASK 1

Template

Using the text template below, either

i) write a text that describes and classifies the life cycle of worker bees or of a butterfly,

OR

ii) write a text in your own area of academic expertise that involves describing and classifying, making sure that it is not too complex for a non-specialist to understand.

Model texts



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

Student Number:	
Description and classification text template	
Topic WHAT WE ARE GOING TO DESCRIBE AND CLASSIFY	
Focus HOW WE ARE GOING TO DESCRIBE AND CLASSIFY	
Detail GENERAL CLASSIFICATION & DESCRIPTION of different aspects of the things classified	
Conclusion SUMMARY and COMMENT (optional)	



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

This is a text about the life cycle of a butterfly. Your text may be different in a number of ways. This does not mean that it is less effective.



Student Number:

Description and classification text template

Topic

WHAT WE ARE
GOING TO
DESCRIBE AND
CLASSIFY

The life cycle of a butterfly

Focus

HOW WE ARE
GOING TO
DESCRIBE AND
CLASSIFY

Here, we are going to discuss the life cycle of a butterfly from egg to adult, looking at each of the stages of development in turn.

Detail

GENERAL
CLASSIFICATION
&
DESCRIPTION of
different aspects
of the things
classified

Many insects, such as butterflies, go through four stages of growth: egg, larva (caterpillar), pupa (chrysalis) and adult (butterfly in this case).

The egg is the first stage of growth. Butterfly eggs may be laid almost anywhere. Often they are laid in batches on the underside of leaves. The eggs become darker as the time for hatching approaches.



After hatching, the young insect is called a 'larva' or a 'caterpillar'. This is the second stage of growth. For approximately one month, caterpillars do almost nothing except eat leaves. Because they are always hungry and eat a lot, they grow a tremendous amount. In fact, they only stop eating to moult or discard their skin when it gets too tight.

After about a month, caterpillars stop eating. They attach themselves to twigs and form a hard outer shell. Inside the shell, they become pupae (or chrysalises) and start to grow wings.

Inside the covering, the pupae slowly changes. Sometimes these changes involve changing colour to hide from predators. When these changes are complete, the adult emerges. Its wings are crumpled and damp but they soon dry, expand and harden. Now the insect (a butterfly in this case) looks the same as other adults of its kind. Using their straw-like spiral proboscis, they feed on nectar, which they get from the centre of flowers. Adults live for only a short time, during which they generally mate and reproduce.

Conclusion
SUMMARY and
COMMENT
(optional)

Butterflies, like other insects, go through four stages of life: egg, larva, pupa, and adult.



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

This is a text about the life cycle of worker bees. Your text may be different in a number of ways. This does not mean that it is less effective.



Student Number:

Description and classification text template

Topic

WHAT WE ARE
GOING TO
DESCRIBE AND
CLASSIFY

The life cycle of bees

Focus

HOW WE ARE
GOING TO
DESCRIBE AND
CLASSIFY



Here, we are going to describe the different stages in the lives of bees.

Detail

GENERAL
CLASSIFICATION
&
DESCRIPTION of
different aspects
of the things
classified


There are three types of bee: queen bees, worker bees (female) and drones (male). In a hive, there is one queen bee, a few dozen drones and thousands of worker bees. The drones' job is to mate with the queen bee. The queen bee's job is to produce eggs. The worker bees' job is to look after the eggs.

Drones produce millions of tiny sperm cells. When they mate with a queen bee, she stores these sperm cells in a pouch and uses them to fertilize her eggs before she lays them.




At first, the eggs are barely visible. After three days, they hatch into white larvae and the worker bees immediately begin to feed them. For the first two days, they are fed with a special food called ‘royal jelly’. Then, for the next four days, they are fed with a mixture of flower pollen and honey. This mixture is called ‘bee bread’. Over this period, the larvae grow very quickly. They start to produce a sticky substance and to weave it into a lacy cocoon. The workers stop feeding the larvae and seal the cocoon with wax.

Inside the cocoon, the bodies of the grubs become harder. Legs, wings, eyes, and antennae begin to form and the larvae begin to develop into pupae. After twelve days, new bees chew their way through the sealing wax. A day later, they begin work.



Conclusion SUMMARY and COMMENT (optional)	Bees go through the stages of egg, larva, pupa and adult in their life cycle. All of them play an important role in bee colonies.
--	---

Bees go through the stages of egg, larva, pupa and adult in their life cycle. All of them play an important role in bee colonies.



Unit 5 Writing descriptions and classifications (Part I)

5.2 Organisation of texts

There is no sample text for those who decided to write a text in their own specialist area. You could look at the sample texts on the life cycle of bees or a butterfly.



Unit 5 Writing descriptions and classifications (Part I)

5.3 The language of texts that describe and classify

Texts that involve description and classification often include verbs in the **simple present tense**:

The common cold is generally a minor infection of the nose and throat; influenza is generally a more serious infection involving the lungs as well as the nose and the throat.

Both the common cold and influenza cause coughing, sore throat and congestion^[1].

^[1] 'Congestion' refers, in this context, to an accumulation of fluid. in the nose or lungs.



Unit 5 Writing descriptions and classifications (Part I)

5.3 The language of texts that describe and classify

The two sentences above are active sentences. In active sentences, the agent or actor (something or someone that does something or causes something to happen) appears *before* the main verb or verb group as the subject of the sentence.

Both the common cold and influenza cause coughing, sore throat and congestion.
-----Subject/Agent-----Verb -- Object -----



Unit 5 Writing descriptions and classifications (Part I)

5.3 The language of texts that describe and classify

Active sentences are common in most types of writing. However, passive sentences are also common in texts that describe and classify things. In passive sentences, the agent or actor appears after the main verb group (which changes its form) and is preceded by the preposition 'by' or is not included at all. In the first sentence below, viruses (the things that cause the common cold and influenza, that is, the agents) appear after the verb group. In the next sentence, the agent (i.e., you) does not appear at all. In the active form of the sentence, it is in subject position (i.e., You should avoid drinks that contain alcohol or caffeine).



Unit 5 Writing descriptions and classifications (Part I)

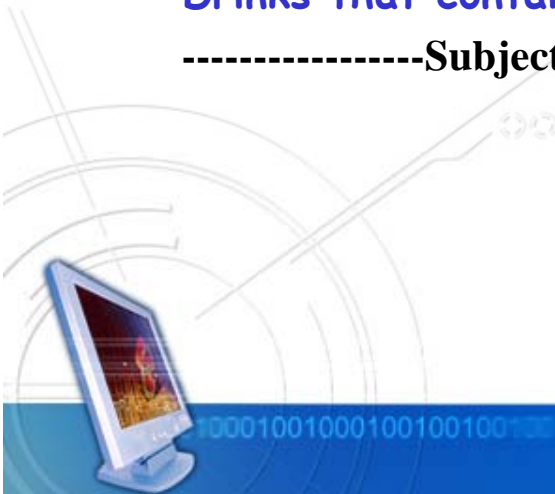
5.3 The language of texts that describe and classify

Both the common cold and influenza are caused by viruses

-----Subject-----Verb group -- Object (prepositional/Agent)-----

Drinks that contain alcohol or caffeine should be avoided.

-----Subject-----Verb group



Unit 5 Writing descriptions and classifications (Part I)

5.3 The language of texts that describe and classify

Also common in texts that describe and classify things is the comparative construction:

... influenza is generally a **more serious** infection.



Unit 5 Writing descriptions and classifications (Part I)

5.3 The language of texts that describe and classify

Here are some of the most commonly occurring discourse relations in description and classification texts along with examples in which some of the important words are highlighted:



Unit 5 Writing descriptions and classifications (Part I)

5.3 The language of texts that describe and classify

Simple Contrast:

The common cold is generally a minor infection of the nose and throat; influenza is generally a more serious infection involving the lungs as well as the nose and the throat.

The viruses that cause the common cold affect the upper respiratory system (the nose and throat); the viruses that cause influenza affect the whole respiratory system, including the lungs.



Unit 5 Writing descriptions and classifications (Part I)

5.3 The language of texts that describe and classify

Simple Comparison:

Both the common cold and influenza are illnesses caused by infection by a virus.

Both the common cold and influenza cause coughing, sore throat and congestion.



Unit 5 Writing descriptions and classifications (Part I)

5.3 The language of texts that describe and classify

Reason-Result:

You should be vaccinated every year (RESULT)
because the flu virus changes constantly (REASON) . . .

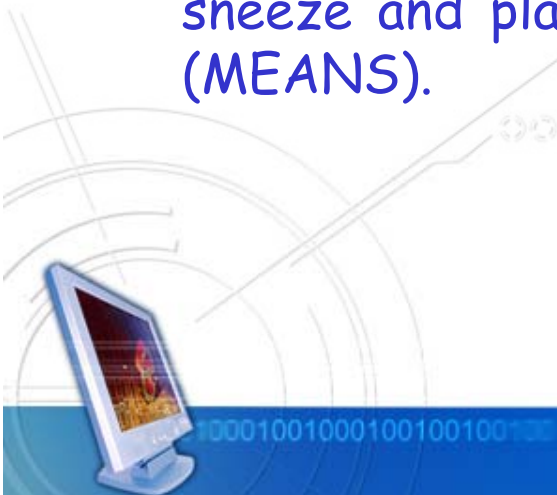


Unit 5 Writing descriptions and classifications (Part I)

5.3 The language of texts that describe and classify

Means-Purpose:

To avoid passing your cold on to others (PURPOSE), cover your mouth with a tissue when you cough or sneeze and place used tissues in a sealed plastic bag (MEANS).



Unit 5 Writing descriptions and classifications (Part I)

5.4 Final comment & review

Texts that describe and classify things typically have a particular pattern as indicated in the text template and are also typically associated with the language features we have discussed. At the end of the text template below is a list of the language features that commonly occur in these texts.



Unit 5 Writing descriptions and classifications (Part I)

5.4 Final comment & review

Description and classification text template	
Topic WHAT WE ARE GOING TO DESCRIBE AND CLASSIFY	
Focus HOW WE ARE GOING TO DESCRIBE AND CLASSIFY	
Detail GENERAL CLASSIFICATION & DESCRIPTION of different aspects of the things classified	
Conclusion SUMMARY and COMMENT (optional)	



Unit 5 Writing descriptions and classifications (Part I)

5.4 Final comment & review

Language of the text

Common textual relationships:

Simple Contrast

(e.g., The common cold is generally **a minor infection** of the nose and throat; influenza is generally **a more serious infection** involving the lungs as well as the nose and the throat.)



Unit 5 Writing descriptions and classifications (Part I)

5.4 Final comment & review

Language of the text

Common textual relationships:

Simple Comparison

(e.g., **Both** the common cold and influenza are illnesses caused by infection by a virus.)



Unit 5 Writing descriptions and classifications (Part I)

5.4 Final comment & review

Language of the text

Common textual relationships:

Reason-Result

(e.g., You should be vaccinated every year **because** the flu virus changes constantly)



Unit 5 Writing descriptions and classifications (Part I)

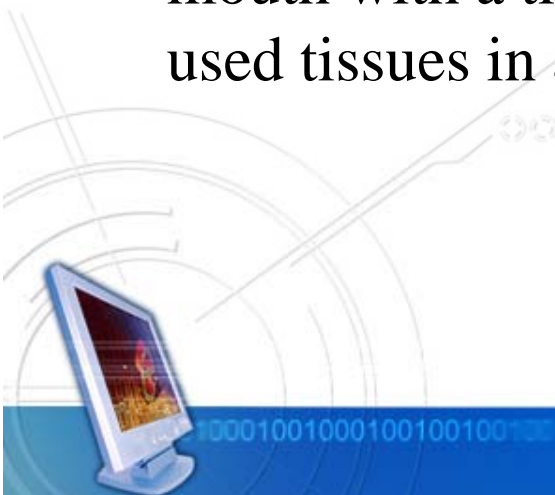
5.4 Final comment & review

Language of the text

Common textual relationships:

Means-Purpose:

(e.g., **To avoid** passing your cold on to others, cover your mouth with a tissue when you cough or sneeze and place used tissues in a sealed plastic bag.)



Unit 5 Writing descriptions and classifications (Part I)

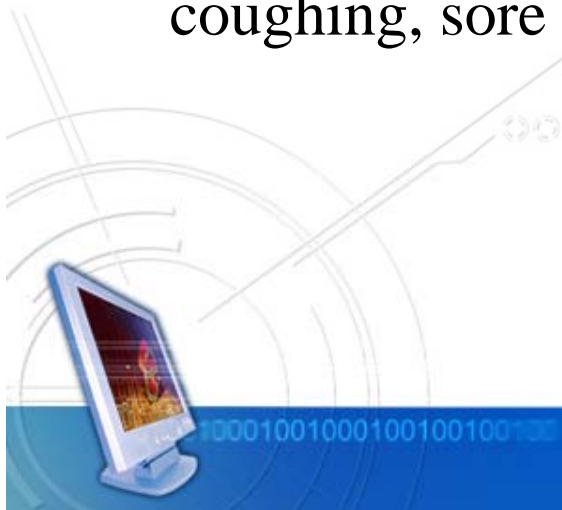
5.4 Final comment & review

Language of the text

Common grammatical forms:

Verbs in simple present tense form

(e.g., Both the common cold and influenza **cause** coughing, sore throat and congestion.)



Unit 5 Writing descriptions and classifications (Part I)

5.4 Final comment & review

Language of the text

Common grammatical forms:

Passive constructions

(e.g., Both the common cold and influenza **are caused** by viruses . . .)



Unit 5 Writing descriptions and classifications (Part I)

5.4 Final comment & review

Language of the text

Common grammatical forms:

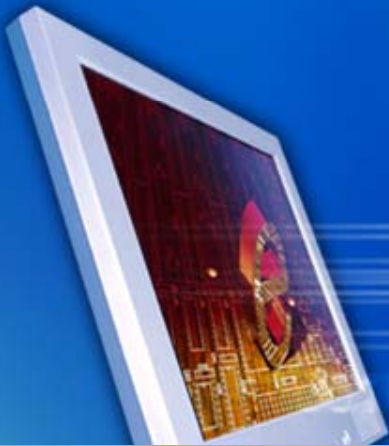
Comparative constructions

(e.g., influenza is generally a **more serious** infection.)



Unit 5 Writing descriptions and classifications (Part I)

The End



Genre-based Writing