Operator: OUTLINE

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>LANGUAGE</th>
<th>TO BE AVOIDED</th>
</tr>
</thead>
</table>
| • the order of main points reflects the order in the text  
• the thesis is given in the opening sentence  
• supporting detail is given where required  
• appropriate paragraph writing | • compound sentences: infinite forms, apposition, non-defining relative clauses, conditional clauses etc.  
• neutral or formal register  
• It is conventional to use the present rather than the past tense | Do not  
• quote or copy from the text  
• comment on the text  
• give an introductory statement on the source and publication of the text |

Operator: DESCRIBE

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>LANGUAGE</th>
<th>TO BE AVOIDED</th>
</tr>
</thead>
</table>
| • the general idea or topic is given in the opening sentence or paragraph  
• the main body presents details of what can be observed (seen, heard, smelled or felt)  
• supporting detail in the form of quotation or paraphrase, accompanied by line references, is given where required  
• appropriate paragraph writing | • compound sentences: infinite forms, apposition, defining and non-defining relative clauses, conditional clauses etc.  
• neutral or formal register  
• It is conventional to use the present rather than the past tense | Do not  
• comment on the text |
Operator: DESCRIPTION OF IMAGES

**function** to present the features of a picture, cartoon etc.

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>LANGUAGE</th>
<th>TO BE AVOIDED</th>
</tr>
</thead>
</table>
| • the opening sentence or paragraph comprises a statement on (a) the source and publication of the image and (b) the general idea or topic of the image  
• the main body presents details of what can be seen, beginning with the most striking elements  
• appropriate paragraph writing | • the position of elements in the image is given using phrases such as *at the top, in the foreground, the focus of attention*  
• captions or words in speech bubbles are quoted or paraphrased; paraphrase is particularly appropriate for lengthy captions or speech bubbles  
• compound sentences: infinite forms, apposition, defining and non-defining relative clauses, conditional clauses etc.  
• the progressive mode is generally required for actions depicted  
• neutral or formal register  
• It is conventional to use the present rather than the past tense | **Do not**  
• comment on the text |

Operator: EXAMINE

**function**: to describe and explore specific features of the text and how they are presented

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>LANGUAGE</th>
<th>TO BE AVOIDED</th>
</tr>
</thead>
</table>
| The student is required to identify the relevant aspects in accordance with the task  
• text begins with an appropriate introduction  
• in the main section arguments are organised according to the requirements of the task  
• supporting detail is expected, generally in the form of short quotations, references to the text  
• appropriate paragraph writing | • compound sentences: infinite forms, apposition, defining and non-defining relative clauses, conditional clauses etc.  
• structures establishing appropriate connections giving reasons such as  
  • *That is why*  
  • *For that reason*  
  • *Due to this*  
  • *As a result*  
  • *In conclusion*  
  • *According to*  
• neutral or formal register  
• It is conventional to use the present tense | **Do not**  
• copy from the text  
• comment on the text  
• enumerate ideas without good reason  
• retell/summarize the text  
• copy the wording of the task  
• use inappropriate colloquialism |
**Operatoren: COMPARE/CONTRAST**

**function:** to compare and/or contrast two or more aspects, main ideas in a text/in different texts, different characters and their behaviour  
  Compare: show similarities and differences  
  Contrast: emphasize the differences between two or more things

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>LANGUAGE</th>
<th>TO BE AVOIDED</th>
</tr>
</thead>
</table>
| The student is required to identify and choose the significant aspects which are to be compared or contrasted in accordance with the task  
  • text begins with an appropriate introduction:  
    Compare: characteristics of X/of Y  
    Contrast: state differences  
  • in the main section arguments are organised according to the requirements of the task  
    compare: show how Y is similar to or different from X  
    contrast: highlight and elaborate on the differences  
  • supporting detail is expected, generally in the form of short quotations, references to the text  
  • conclusion briefly summarizing the findings in accordance with the task  
  • appropriate paragraph writing | • compound sentences: infinite forms, apposition, defining and non-defining relative clauses, conditional clauses etc.  
  • comparatives, superlatives  
  • structures establishing appropriate connections expressing similarities and/or differences  
    • on the one hand/on the other hand  
    • in contrast with  
    • while  
    • However  
    • As a result  
    • In conclusion  
    • according to  
    • similarly  
    • both ... and ...  
    • like  
    • the same as  
  • neutral or formal register  
  • It is conventional to use the present tense | Do not  
  • copy from the text  
  • explicitly comment on the text  
  • simply enumerate ideas so that similarities or differences are not apparent  
  • retell/summarize the text  
  • copy the wording of the task  
  • use inappropriate colloquialism |
Operatoren (expressing opinion): discuss*, comment**, assess/evaluate**

**function**: to present one’s point of view clearly and convincingly or weigh up reasons

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>LANGUAGE</th>
<th>TO BE AVOIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A clear structure comprising:</td>
<td></td>
<td>Do not</td>
</tr>
<tr>
<td><strong>introduction</strong></td>
<td></td>
<td>• retell the ideas in the text</td>
</tr>
<tr>
<td>• * <strong>neutral approach</strong>: a concise reference to the task/problem/thesis … in question</td>
<td></td>
<td>• use lengthy or unnecessary quotes or paraphrase from the input text</td>
</tr>
<tr>
<td>• <strong>personal approach</strong>: a concise statement of the student’s opinion</td>
<td></td>
<td>• add new ideas in the conclusion</td>
</tr>
<tr>
<td><strong>main part:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>logical progression of thought (arguments, ideas must be expressed clearly, must be complete and convincing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ideas must be illustrated by arguments, examples, … ; these might be factual, logical, statistical or anecdotal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quotation and paraphrase where appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate paragraphs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>conclusion:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>summarising student’s position in the light of the ideas in the main part</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*a neutral approach*:
- One might say …
- People believe that
- It is generally believed that …
- It is clear that …

**personal approach**:
- I would say …
- It seems to me …

- compound sentences: infinite forms, apposition, defining and non-defining relative clauses, conditional clauses etc.
- clear and logical transitions between the different parts:
- **connectors** linking the individual ideas and linking these to the initial thesis so that the line of thought/argument is evident
  - First of all/ secondly,…
  - In addition …
  - …, which means that
  - …, which is also/not the case in …
  - As a result
  - An important/crucial point to consider is …
  - There is an example of … in lines …/the second paragraph
  - The major question to be considered …
  - As can be seen in line/paragraph …

- **connectors expressing time or conditions**
  - At that time …
  - People used to do …
  - Later, however, …

- **connectors expressing comparison/contrast**
  - On the one hand/on the other hand
  - Compared to/with
  - In contrast to …

**Register**: neutral or formal