Operator: OUTLINE

function to present the main features of a text		
STRUCTURE	LANGUAGE	TO BE AVOIDED
• 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

function: to evoke an image of a scene or character or give a detailed account		
STRUCTURE	LANGUAGE	TO BE AVOIDED
• 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.		
STRUCTURE	LANGUAGE	TO BE AVOIDED
• 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		
STRUCTURE	LANGUAGE	TO BE AVOIDED
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		
STRUCTURE	LANGUAGE	TO BE AVOIDED
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

STRUCTURE	LANGUAGE	TO BE AVOIDED

A clear structure comprising:
 	
introduction
• * *neutral approach*: a concise reference to the task/problem/thesis … in question
• ** *personal approach*: a concise statement of the student's opinion
 	
main part:
   logical progression of thought (arguments, ideas must be expressed clearly, must be complete and convincing)
   ideas must be illustrated by arguments, examples, … ; these might be factual, logical, statistical or anecdotal
   quotation and paraphrase where appropriate
   appropriate paragraphs
 	
conclusion:
summarising student's position in the light of the ideas in the main part
	a **neutral approach***:
	  One might say …
	  People believe that
	  It is generally believed that …
	  It is clear that …
	a **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
		Do not
		• retell the ideas in the text
		• use lengthy or unnecessary quotes or paraphrase from the input text
		• add new ideas in the conclusion