

Gibbons. P (2002). Scaffolding Language Scaffolding Learning, Heinemann, Portsmouth

SCAFFOLDING LANGUAGE, SCAFFOLDING LEARNING

Type of text	Recount What I did at the weekend	Narrative (story) The elephant and the mouse	Report Insects	Procedure How to make a healthy meal	Discussion (one side) Argument (two sides) (e.g., Should smoking be made illegal?)
Purpose	To tell what happened	To entertain, to teach	To give information	To tell how to do something	To persuade others, to take a position and justify it
Organization	Orientation (tells who, where, when) Series of events Personal comment/conclusion	Orientation (tells who, where, when) Series of events Problem Resolution	General statement Characteristic (e.g., habitat) Characteristic (e.g., appearance) Characteristic (e.g., food, etc.) May have subheadings	Goal Steps in sequence	Personal statement of position Argument(s) and supporting evidence Possibly counter-argument(s) and supporting evidence Conclusion
Connectives (Linking words)	To do with time (first, then, next, afterwards, at the end of the day)	To do with time (one day, once upon a time, later, afterwards, in the end)	Not usually used	first, second, third, finally, etc.	first, second, in addition, therefore, however, on the other hand
Other language features	Past tense, tells about what happened Describing words	Past tense, tells about what happened Action verbs Describing words May have dialogue and verbs of "saying"	Uses "to be" and "to have" (e.g., A fly is an insect. It has six legs.) Special vocabulary	Uses verbs to give instructions (e.g., take, mix, add, chop, bake, etc.)	May use persuasive language (e.g., it is obviously wrong, it is clearly stupid that ...)

FIGURE 4-2. Some Text Types of School