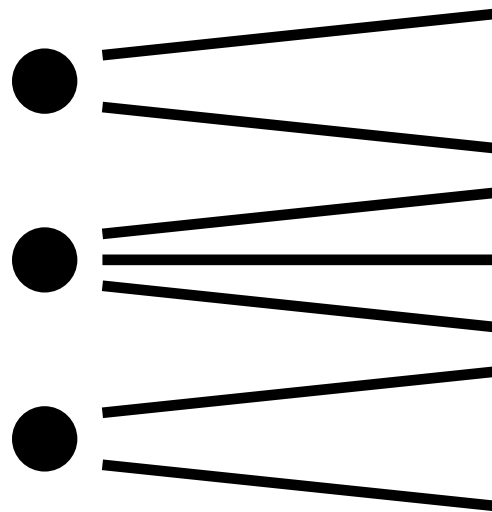


Features of Persuasion



Purpose

To:

- argue the case for a point of view
- attempt to convince the reader

Word bank

Our examples

Published examples

Advertisement



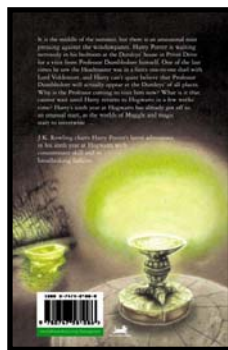
Catalogue

Travel brochure



Pamphlet from a pressure group

Newspaper or magazine article



Poster or flier

Book blurb

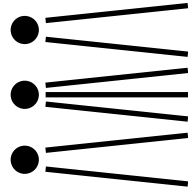


Letter to the editor or editorial

Political policy statement

Text structure

- ❖ Plan using pronged bullet points



- ❖ Start with an opening statement of the case to be argued.

e.g. Vegetables are good for you ...

- ❖ Present the argument in the form of 'point plus elaboration' – make your point then provide supporting details about it. Elaboration may be evidence, explanation or examples.

e.g. (Point) They contain vitamins.

(Elaboration) Vitamin C is important for...

- ❖ End your argument with a conclusion – restate the case and summarise the points made

e.g. We have seen that.....so.....

Word/sentence features

❖ **Written in simple present tense**

❖ **Arguments focus on general participants**

e.g. 'Vegetables', not a particular vegetable

❖ **Use of connectives between sentences showing logical relationships**

e.g. as a result..., this shows that..., however..., because..., moreover..., therefore..., and so..., etc.

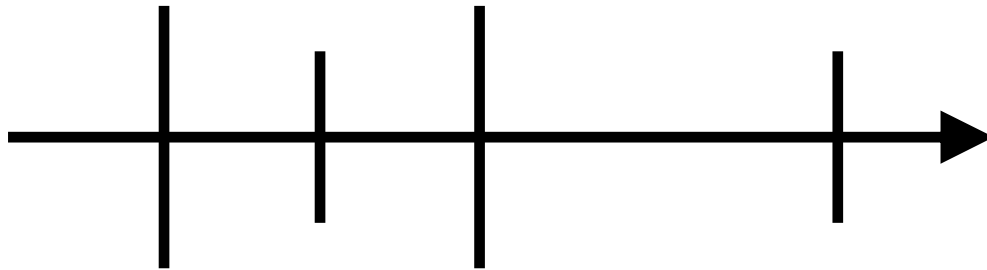
❖ **Use of persuasion – emotive words, rhetorical questions, repetition for effect, etc.**

Tips for writing persuasive texts

- ✓ Use good reasons and evidence to convince your readers.
- ✓ Use facts rather than just persuasive comments.
- ✓ You may wish to use counter arguments.
- ✓ Try to get the reader interested and on your side – appear reasonable!
- ✓ Tantalise your readers so that they agree with you.
- ✓ Use strong, positive language.
- ✓ Short sentences can help to give emphasis.
- ✓ Make the reader think that everyone else does this, agrees or that it will make them a better, happier person, **e.g. Everyone agrees that..., We all know that...**, etc.
- ✓ Draw the reader in, **e.g. At long last..., the one you have been waiting for**, etc.
- ✓ Be informative, persuasive and sound friendly.
- ✓ Alliteration can help to make slogans memorable, **e.g. Buy British Beef.**
- ✓ Use humour as it can get people on your side.
- ✓ A picture that tugs at the heart-strings can be more effective than 1,000 words.
- ✓ Finally, reread and decide whether you would be persuaded.

Features of

Recounts



Purpose

To retell events
(from the point of view of someone
who was there)

Word bank

Our examples

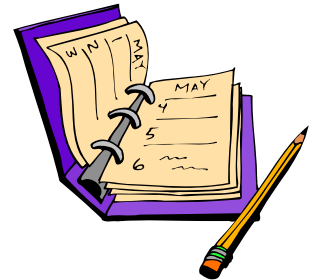
Published examples



Letter

Autobiography

Diary or journal

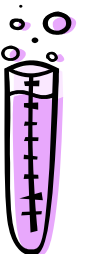


Newspaper report

Magazine article

Write-up of a trip or activity

Account of a science experiment



Text structure

- ❖ **Plan the recount using a timeline and use this as a paragraph planner – draw lines across the timeline to specify paragraph breaks**
- ❖ **Set the scene – who, what, where, when?**
- ❖ **Write about what happened in chronological (time) order**
- ❖ **Write a closing statement to bring the writing to a satisfactory conclusion**

Word/sentence features

❖ Usually written in the past tense
e.g. I went...

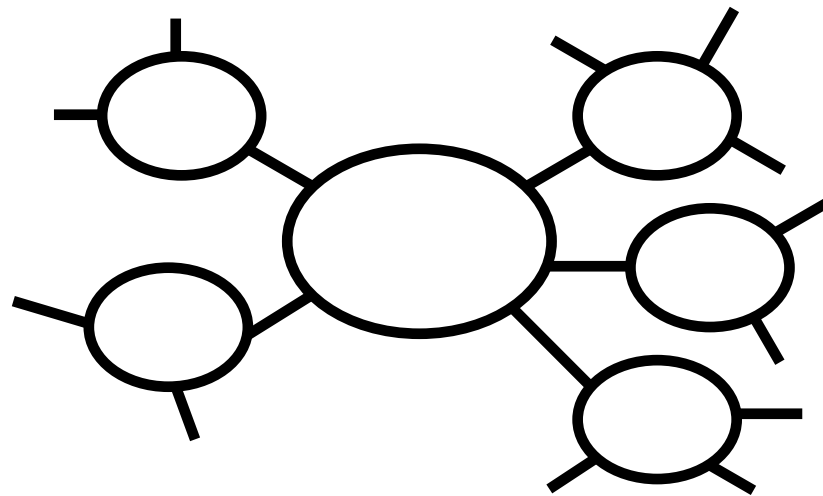
❖ Written in chronological (time) order, using time connectives
e.g. then, next, after, meanwhile...

❖ Written in the first person, focusing on individuals or groups of people
e.g. I, we...

Tips for writing recounts

- ✓ **Include plenty of detail to bring the events alive.**
- ✓ **Use specific names of people, places, objects, etc.**
- ✓ **Pick out events that will amuse, interest or that in some way are significant.**
- ✓ **You can write as if you are ‘telling the story’ of what happened.**
- ✓ **Plan by thinking, noting or drawing – who, what, where, when and why? Use a flow chart or timeline to plan the order.**
- ✓ **End the recount by commenting on the events.**

Features of Reports



Purpose

To describe:

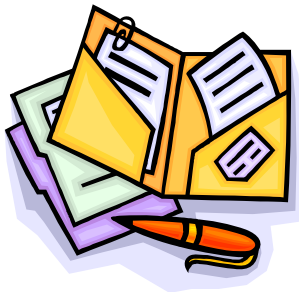
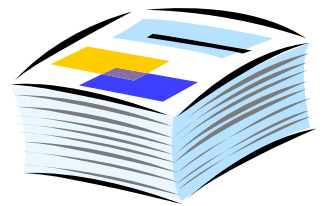
- the way things are
- the characteristics of something

Word bank

Our examples

Published examples

Information leaflet



School project file

Tourist guidebook

Encyclopaedia entry



Magazine article

Non-fiction book (e.g. Geography)



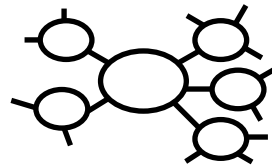
Catalogue

Letter



Text structure

- ❖ Plan using a spidergram
(one spider leg for each category, which can divide into more spider legs, depending on how detailed the report is)



- ❖ Write an introduction about what is going to be described – who, what, when, where?

e.g. Sparrows are birds.

- ❖ Organise non-chronologically

- ❖ Organise the description using categories of information

e.g. Qualities – Birds have feathers

Parts and their function – The beak is...

Habits/behaviour or Uses – They nest in...

Word/sentence features

- ❖ **Written in the present tense and third person**
e.g. They nest...
- ❖ **Written in non-chronological (time) order**
- ❖ **Use of general nouns/pronouns – not specific people/things**
e.g. sparrows in general, not Sam the sparrow
- ❖ **Factual writing, often involving technical words and phrases**
e.g. Their Latin name is...
- ❖ **Reduced space may mean writing in note form (key words only)**

Tips for writing reports

- ✓ Plan under paragraph headings in note form.
- ✓ Use a range of resources to gather information.
- ✓ Select facts from a range of sources to interest the reader, e.g. books, CD-ROM, interviews, etc.
- ✓ Possible use of a question in the title to interest the reader, e.g. **What is the water cycle?**
- ✓ Be clear so that you do not confuse the reader.
- ✓ Open by explaining very clearly what you are writing about.
- ✓ Use tables, pictures and diagrams to add more information.
- ✓ Possibly end by relating the subject matter to the reader, e.g. **Many people like whales...**
- ✓ Re-read your finished report as if you know nothing about the subject to check that you have put the information across successfully.

Features of Discussions

*	*
*	*
*	*

Purpose

**To present arguments and information
from different viewpoints**

Word bank

Our examples

Published examples



Newspaper editorial

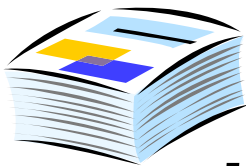
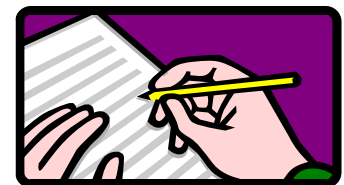
Non-fiction book about an 'issue'



Exam answer in secondary education

Write-up of a debate

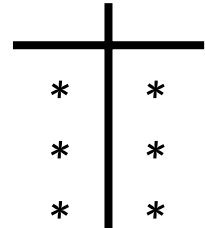
Formal essay



Leaflet or article giving a balanced account of an issue

Text structure

- ❖ Plan using a skeleton framework: a for-and-against grid



- ❖ Open with a clear statement of the issue being discussed
- ❖ Outline the main **arguments for**, plus supporting evidence and/or examples
- ❖ Outline the main **arguments against**, plus supporting evidence and/or examples

(alternatively, organize the discussion by presenting argument/counter-argument, one point at a time)

- ❖ Ensure that the reader is clear about which side argues which point
- ❖ End with a summary and conclusion

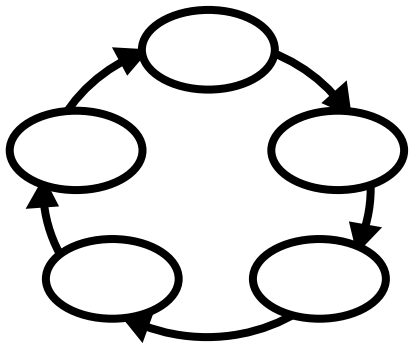
Word/sentence features

- ❖ **Written in the present tense and third person**
- ❖ **Written in a formal, impersonal style**
- ❖ **Use of generalised ‘voices’ for the two sides of the debate**
e.g. activists, scientists, animals, they, etc.
- ❖ **Use of connectives between sentences showing logical relationships**
e.g. therefore..., however..., on the other hand..., indeed..., etc.
- ❖ **Movement from general participants to the specific**
e.g. Hunters agree..., Mr Smith, who has hunted for many years...

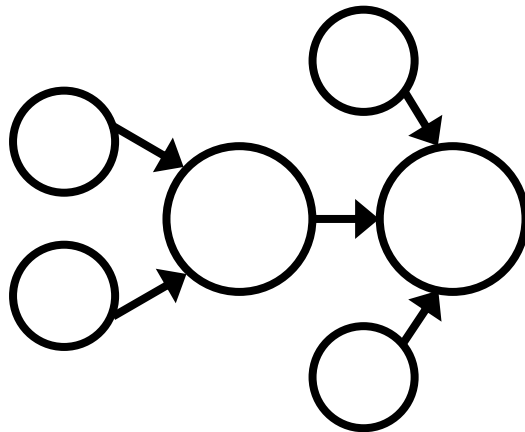
Tips for writing discussion texts

- ✓ You can turn the title into a question.
e.g. *Should we hunt whales?*
e.g. *Do we still need zoos?*
- ✓ Open by introducing the reader to the discussion – you may need to add why you are debating the issue.
- ✓ Try to see the argument from both sides.
- ✓ Support your views with reasons and evidence.
- ✓ In your conclusion, you must give a reason for what you decide.
- ✓ If you are trying to present a balanced viewpoint, check you have been fair to both sides.

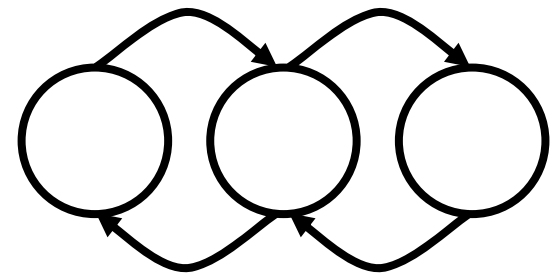
Features of Explanations



cycle



multiple causes
and/or effects



reversible effects

Purpose

To explain:

- how or why something happens
- how something works

Word bank

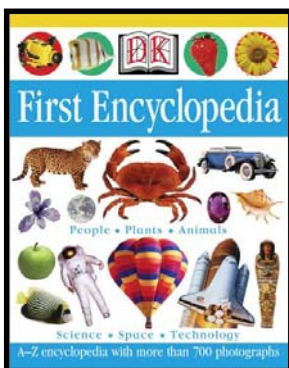
Our examples

Published examples

Textbook



Encyclopaedia entry



Non-fiction book

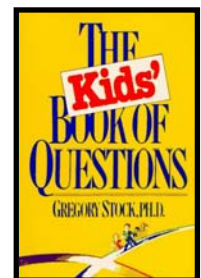
e.g. geography, biology, etc.

Technical manual

e.g. for car, dishwasher, etc.



**Question-and-answer articles
and leaflets**



**Write-up of a science
experiment**



Text structure

- ❖ Plan the explanation using a flowchart – ‘this happens, leading to this, which leads to this’
- ❖ Make sure that the title asks a question or defines the process to be explained
- ❖ Start the writing with a general statement to introduce the topic
e.g. In the autumn some birds migrate.
- ❖ Write using a series of logical steps explaining how or why something happens, usually in time order
e.g. Because hours of daylight shorten...
- ❖ If possible, include helpful diagrams

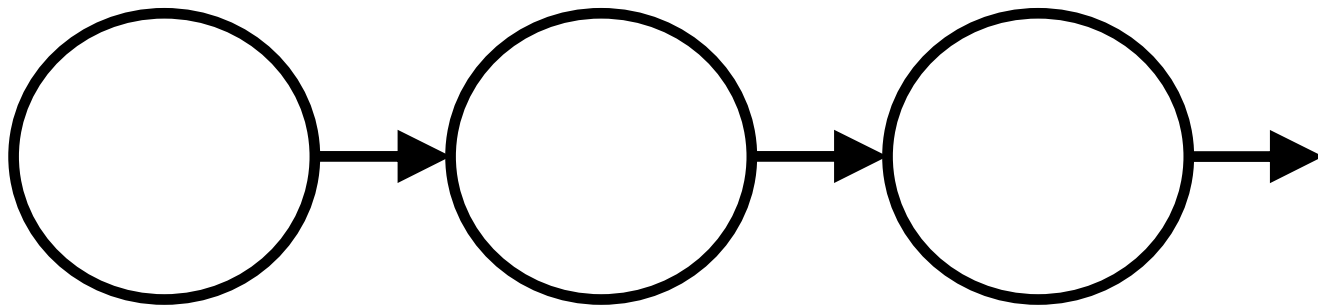
Word/sentence features

- ❖ **Written in simple present tense**
e.g. Many birds fly south.
- ❖ **Use of connectives that signal time**
e.g. then, next, several months later, etc.
- ❖ **Use of causal connectives and other devices demonstrating cause and effect**
e.g. because, so, this causes, etc.

Tips for writing explanations

- ✓ Decide whether diagrams, charts, illustrations or a flow chart would help to explain.
- ✓ Use a title that indicates what you are writing about.
- ✓ Using 'how' or 'why' in the title helps. Try to make the title intrigue the reader, e.g. **Why do sloths hang about?**
- ✓ Use your first paragraph to introduce your subject to the reader.
- ✓ Organise the writing and illustrations to explain: what you need, how it works, why it works (cause and effect), when and where it works, and what it is used for.
- ✓ Add in extra, interesting information.
- ✓ Try to end by relating the subject to the reader.
- ✓ If you use specialized terminology, a glossary may be needed.
- ✓ Interest the reader with exclamation, e.g. **Beware – whirlwinds can kill!** Or use questions, e.g. **Did you know that...?**
- ✓ Draw the reader in, e.g. **strange as it may seem...; not many people know that...**, etc.
- ✓ Re-read your explanation, pretending to know nothing about the subject – is it clear?

Features of Instructions



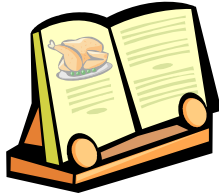
Purpose

To tell someone how to do or make something

Word bank

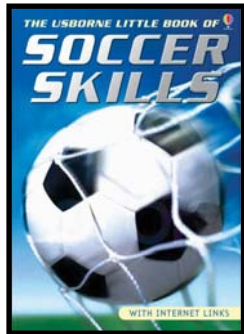
Our examples

Published examples



Recipe

Technical manual
e.g. for car, computer, etc.



Non-fiction book
e.g. sports skills, art, etc.



Timetable

List of rules



Posters, notices, signs

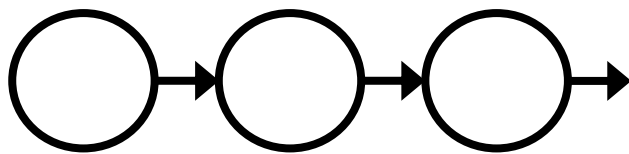
Sewing/knitting patterns



Instructions on packaging
e.g. cooking or washing instructions

Text structure

- ❖ Plan using a flowchart –
'you do this, then you do this'...



- ❖ Make sure that the title or opening sets out what is to be achieved
e.g. How to make a sponge cake
- ❖ Start with a list of the materials/ equipment needed
e.g. 2 eggs, flour...
- ❖ Write in sequenced steps of what to do, in time order
e.g. Cream the sugar and the butter.
- ❖ Include diagrams if they will help

Word/sentence features

- ❖ Usually written in the present tense using imperative ('bossy') verbs
e.g. Sift the flour
- ❖ Written in chronological (time) order, using time connectives
e.g. first, next, then, etc.
- ❖ Use of numbers, alphabet or bullet points and colour to signal order
- ❖ The author addresses an anonymous reader, not a named individual

Tips for writing instructions

- ✓ Before writing instructions be clear about what is needed and what has to be done, in what order.
- ✓ Think about your readers. You will need to be very clear about what to do or they will be muddled – if they are young you may have to avoid technical language or use simple diagrams.
- ✓ The title should explain what the instructions are about – using ‘**how to**’ helps, **e.g. How to play cricket.**
- ✓ You may need to say when the instructions are needed, **e.g. If your computer breaks down...** or for whom it is best suited, **e.g. Young children may enjoy this game.**
- ✓ Use bullet points, numbers or letters to help the reader.
- ✓ Use short, clear sentences so that the reader does not become muddled.
- ✓ Use the end statements to wrap up the writing – evaluate how useful or how much fun this will be.
- ✓ Make your writing friendlier by using ‘**you**’, or more formal by just giving orders.
- ✓ Use adjectives and adverbs only when needed.
- ✓ Draw in the reader, **e.g. Have you ever been bored...well this game will...**
- ✓ Draw the reader in with some selling points, **e.g. This is a game everyone loves...**
- ✓ Make instructions sound easy, **e.g. You are only four simple steps away...**
- ✓ Finally, ask yourself whether someone who knows nothing about this could successfully use your instructions.