

GCSE ENGLISH LANGUAGE

**UNIT 3: ARGUMENTATION, PERSUASION AND
INSTRUCTIONAL**

Question (and answer) booklet

Surname	Centre Number	Candidate Number
Other Names		0



GCSE – **NEW**

3700U30-1

ENGLISH LANGUAGE

UNIT 3

Reading and Writing: Argumentation, Persuasion and Instructional

2 hours

For Examiner's use only		
	Maximum Mark	Mark Awarded
Section A (Reading)	40	
Section B (Writing)	40	
Total	80	

ADDITIONAL MATERIALS

Resource Material.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions in Section A.

Answer **both** questions in Section B.

Write your answers in the spaces provided in this booklet.

If you run out of space, use the continuation page(s) at the back of the booklet, taking care to number the question(s) correctly.

You are advised to spend your time as follows:

- Section A
 - about 10 minutes reading
 - about 50 minutes answering the questions
- Section B
 - about 10 minutes planning
 - about 25 minutes writing for B1
 - about 25 minutes writing for B2

INFORMATION FOR CANDIDATES

Section A (Reading): 40 marks

Section B (Writing): 40 marks

The number of marks is given in brackets at the end of each question or part-question.



JUN173700U30101

© WJEC CBAC Ltd.

JD*(S17-3700U30-1)

Resource (texts) booklet



GCSE

3700U30-1A



ENGLISH LANGUAGE

UNIT 3

Reading and Writing: Argumentation, Persuasion and Instructional

Resource Material

For use with Section A

PAPER INFORMATION: YOU MUST ANSWER EVERYTHING IN THIS PAPER!

Reading (Section A)

- 10 mins reading
- 50 mins answering

Writing (Section B)

- **ANSWER BOTH TASKS!**
- B1 - 5 mins planning and 25 mins writing
- B2 - 5 mins planning and 25 mins writing



READING!

HINTS AND TIPS!



EXPLODE THE QUESTIONS!

- ✓ Make sure you have a highlighter/pen/pencil so that you can EXPLODE THE QUESTIONS!

You should be thinking:

- What type of question is this?
- How have I been taught to approach it?
- What is the focus/subject of the question?
- How many marks is the question worth?
- How much space do I have to answer it?

LOCATE/RETRIEVE/FIND/GIVE/LIST

- ✓ Low marks (usually)
- ✓ Sometimes find the quote/evidence and copy it
- ✓ May be from an infographic text and require reading of numeracy

**RUSHING AND MISREADING!
SKIPPING THE QUESTION!
'HOW MANY' IS NOT A %
ANSWER**



VERBAL REASONING

- ✓ Often multiple-choice
- ✓ Eliminate the distractors!
- ✓ Think about what the word sounds like
- ✓ Have you heard it before?
- ✓ Read the word in the context of the sentence
- ✓ Deduce and reduce your options

**1. GUESSING STRAIGHT AWAY
2. THINKING YOU KNOW THE WORD
WITHOUT LOOKING AT THE
CONTEXT!**



PISA TEXT PURPOSES / TYPES

- ✓ There will be one question across the two papers.
- ✓ It should be a tick box response.

PERSONAL: texts that are intended to satisfy an individual's personal interests. For example: letters, fiction, diary-style blogs.	PUBLIC: texts that relate to activities and concerns of the larger society. For example: public notices, news websites.	OCCUPATIONAL: related to work. For example: job advertisement in a newspaper or online.	EDUCATIONAL: usually designed specifically for the purpose of instruction. For example: text books, interactive learning software.
---	--	--	---

TEXT B

4. What is the purpose of this text?

- a) Personal use ☐
- b) Public use ☐
- c) Occupational use ☐
- d) Educational use ☐

**Why has it
been written?**

[1]

**I mark = 1 minute.
Don't waste time.**

EXAMPLES OF PERSONAL TEXTS

Dear Lucy:

Thank you for sharing your story with me. I have heard from many individuals and families across our country about their unique and shared experiences, the obstacles they face, and the dreams they are striving to fulfill.

I am so inspired by these personal journeys, and encouraged by the fortitude of the American people. Please know that the trials and triumphs of Americans like you motivate the President and this Administration to work even harder to overcome the challenges we face. Our Nation's citizens are our greatest resource, and your continued engagement is vital as we move forward together.

Thank you again for writing. I wish you all the best.

Sincerely,

Michelle Obama



Evening of a hot day started the little wind to moving among the leaves. The shade climbed up the hills toward the top. On the sand banks the rabbits sat as quietly as little gray sculptured stones. And then from the direction of the state highway came the sound of footsteps on crisp sycamore leaves. The rabbits hurried noiselessly for cover. A stilted heron labored up into the air and pounded down river. For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool.

They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined: small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, and wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely.

EXAMPLES OF PUBLIC TEXTS

PROTECT YOURSELF
PROTECT YOUR FAMILY
PROTECT YOUR COMMUNITY

from the **Ebola** virus

✓ DO	✗ DO NOT
 <p>Always wash your hands with soap and water</p>	 <p>Do not touch people with signs of Ebola or have died of Ebola</p>
 <p>Always cook your food properly</p>	 <p>Do not touch clothes & bed cloths of people who have died of Ebola</p>
 <p>Go to health facility anytime you have head ache, fever, pain, diarrhea, red eyes rash and vomiting</p>	 <p>Do not touch vomit, saliva, urine, blood and poo of people who have signs and symptoms of Ebola</p>
 <p>Tell everyone you meet about Ebola so they can be informed</p>	 <p>Do not play with monkeys and baboons</p>
 <p>Call for help or questions 0800510081 or 0866374733</p>	 <p>Do not eat bush meat</p>
	 <p>Do not eat plums eaten by bats</p>

Let's stop the spread of Ebola together



Number of abandoned pets in Wales 'alarming', says RSPCA



Five nine-week-old kittens were found abandoned in a suitcase in Cardiff in August

The number of abandoned pets in Wales is "alarming" says the RSPCA, as the latest figures show more than 700 were dumped in 2014.

The charity said it saved 761 animals throughout the year to 16 December, down from 903 in 2013.

Cats and dogs were among the most common animals to be abandoned, but some more unusual pets were also rescued, including **terrapins**.

RSPCA said some animals were being "treated like rubbish".

Cardiff saw the highest number of pets dumped for both 2013 and 2014, while Ceredigion had the lowest number.

The RSPCA's Martyn Hubbard said the figures were alarming and the problem often escalated around Christmas.

Related Stories

 **Pets are a 'luxury, not a right'**

'Growing animal cruelty crisis'

Abandoned horses 'crisis' warning

EXAMPLES OF OCCUPATIONAL TEXTS

NORTH LONDON & HERTS NEWSPAPERS LTD

Photographer

(Fixed term appointment until December 23, 2011)

A rare photographer's position has become available at North London & Herts Newspapers. The photographer will work alongside the chief photographer and be expected to consistently produce high-quality images for all our titles, including The Enfield Gazette and Advertiser. The Barnet Press series and The Haringey Advertiser. The candidate for this position must be self-motivated and well organised, with the flexibility to juggle priorities. The candidate will be NCTJ-qualified, have their own digital kit and a company car. The candidate must be able to edit digital images and transmit them with the contract running until December 23, 2011.

Worker Rights

Workers are entitled to [working conditions](#) that do not pose a risk of serious harm. To help assure a safe and healthful workplace, OSHA also provides workers with the right to:

- Ask OSHA to inspect their workplace;
- Use their rights under the law without retaliation and discrimination;
- Receive information and training about hazards, methods to prevent harm, and the OSHA standards that apply to their workplace. The training must be in a language you can understand;
- Get copies of test results done to find hazards in the workplace;
- Review [records of work-related injuries and illnesses](#)
- Get copies of their [medical records](#)

For more information, visit the [Workers' page](#)

If you think your job is unsafe and you have been fired, demoted, transferred or if you have been discriminated against, you must [file a complaint with OSHA](#).

Complaint Filing Options

You have these options to file your safety and health complaint:

1. **Online** - Go to the Online [Complaint Form](#). Written complaints that are signed by workers or their representative and submitted to an [OSHA Area or Regional](#) office are more likely to result in onsite OSHA inspections. Complaints received on line from workers in OSHA-approved state plan states will be forwarded to the appropriate state plan for response.
2. **Download and Fax/Mail** - Download the OSHA [complaint form](#)* [[En Espanol](#)]* (or request a copy from your local [OSHA Regional or Area Office](#)), complete it and then fax or mail it back to your local OSHA Regional or Area Office. Written complaints that are signed by a worker or representative and submitted to the closest OSHA Area Office are more likely to result in onsite OSHA inspections. Please include your name, address and telephone number so we can contact you to follow up. This information is confidential.
3. **Telephone** - your local [OSHA Regional or Area Office](#). OSHA staff can discuss your complaint and respond to any questions you have. **If there is an emergency or the hazard is immediately life-threatening, call your local OSHA Regional or Area Office or 1-800-321-OSHA.**

SAFETY RULES

- 1 You are responsible for your own safety and safety of others.
- 2 Wear personal protective equipment necessary for the job.
- 3 Always use equipment/tools/machinery safely and properly.
- 4 Lift properly using your legs and not your back.
- 5 Keep your work area clean.
- 6 Wear appropriate and safe work clothing and footwear.
- 7 Report any unsafe conditions.
- 8 Clean up spills immediately.
- 9 Report all injuries.
- 10 No alcohol or drugs to be used or allowed on company property.



EXAMPLES OF EDUCATIONAL TEXTS

stance to take part in a chemical reaction.

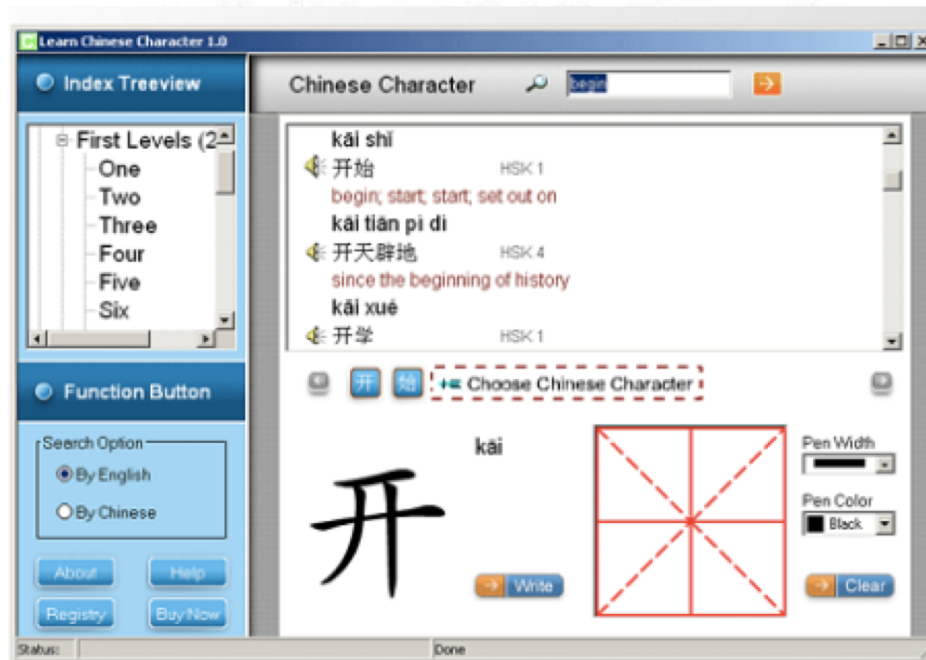
act of God *n* Law. a sudden and inevitable occurrence caused by natural forces, such as a flood or earthquake.

act on or upon *vb* (intr, prep) 1 to regulate one's behaviour in accordance with (advice, information, etc.). 2 to have an effect on (illness, a part of the body, etc.).

actor ('æktə) or (*fem*) **actress** ('æktɪs) *n* a person who acts in a play, film, broadcast, etc.

actual ('æktʃʊəl) *adj* 1 existing in reality or as a matter of fact. 2 real or genuine. 3 existing at the present time; current. ♦ See also **actuals**. [C14 *actuel* existing, from LL, from L *actus* ACT]

USAGE NOTE The excessive use of *actual* and *actually* should be avoided. They are unnecessary in sentences such as *in actual fact, he is forty-two, and he did actually go to the play but did not enjoy it.*



Servant or Slave?

Some people sailed to America because they wanted to, others because they were forced to. All faced hard times when they arrived.



Ads for America began to appear in London newspapers inviting people to invest in the colonies—and even to go work there.



THE INDENTURED SERVANTS

A free trip to America came with a hidden price tag. An indentured servant was at the mercy of his or her master. Young men and women arrived with high hopes and big plans, but they soon discovered that success was an almost-impossible dream.

Once in America they had to do whatever they were told, and many were treated very poorly. More than half did not survive to claim their prize—freedom at the end of their contract and a piece of land to call their own.

Virginia was a colony with many indentured servants. Most were poor young men and women from England. In the 1600s there were also indentured Africans working side-by-side in the fields. Both black and white servants were treated the same—usually poorly—but all could look forward to the day their period of indenture was over and the joyous moment when they would receive tools and a small farm of their own.

As plantations grew bigger, more people were needed to work, but as word got out about how tough life was in the new colonies, people became less willing to come from England. Something had to be done to get more workers.

THE START OF THE SLAVE TRADE

How did the slave trade begin? Slavery has been around for thousands of years all over the world. Prisoners of war often became slaves, but as the need for more workers grew in the Americas, something even worse happened in Africa. People were kidnapped from their homes, and sold to slave traders, then taken in chains across the Atlantic.




Building the new colonies was a huge task, and the wealthy people who were paying to start businesses in America were not about to get their hands dirty planting or hammering. Attempts to enslave the American Indians failed. Too many had died from smallpox, and many other Indians simply moved inland to join other tribes. Who would do all the work of creating a colony?

A CRUISE TO AMERICA

Companies in London began to offer free trips to America to strong young men and women who could not afford the journey across the Atlantic. They signed contracts stating that in exchange for free passage they would work for no pay—usually for a period of between five and seven years.

EXPLAIN

- ✓ Provide a quote and explain how it addresses the question (cause and effect)
- ✓ Use causal connectives (NEXT SLIDE!)
- ✓ Label your points on the copy of the text (this can help you to keep track)
- ✓ Keep the quotes brief and precise
- ✓ Use a range of evidence and ideas



1. Repeating yourself
2. Just giving lots of quotes
3. Not addressing the question
4. Not writing enough

Irregular sleep patterns can affect teenagers in schools in several ways.

Firstly, sleep is known as "food for the brain". This means that...

Additionally, a lack of sleep can "limit their ability to learn", so they are likely to...

Words to Show Cause

SO

EXPLANATIONS
GIVE REASONS FOR
THINGS HAPPENING.
THESE WORDS WILL
HELP YOU SHOW
CAUSE.

THIS

THIS CAUSES

FOR THIS REASON

CONSEQUENTLY

SUBSEQUENTLY

BECAUSE OF

THEREFORE

AS A RESULT

DUE TO



**SOMETIMES CALLED
CAUSAL CONNECTIVES**

SUMMARY

- ✓ 3 rules
- ✓ Shorter than the original
- ✓ **Use your own words**
- ✓ Main points only
- ✓ Can use extended bullet points

SAY "HELLO" TO SOME EASY MARKS! REMEMBER TO BE SHARP. HIGHLIGHT THE KEY INFORMATION AND THEN MOVE IT INTO ALTERNATIVE WORDS!

SUMmary

Shorter than the original text you're using

Using your own words to write the summary

Main points are all you need to cover



SEQUENCING

5. Text B gives four suggestions of things people should do before getting a dog.
Sequence these suggestions.

[3]

The first one has been completed for you:

1. *Ask yourself can you commit to dog ownership for at least 12 years.*

2

3

4

Can the layout of the text help you?
Don't copy everything. Choose the bit that helps you answer the question.
Check - think logically without the text – Does that order make sense?

SEQUENCING

Sequencing

Diabetes Why do I sometimes feel shaky, dizzy and sweaty? provides a step by step guide on how to treat a hypo. Put the steps into order by numbering each of the steps below from each paragraph.

[3]

The second step has been completed for you:

- (a) When you start to feel better...eat some starchy food, like a sandwich or a banana. ☐
- (b) If you recognise that you are having a hypo, you should treat it immediately. ☐
- (c) If you do not feel better, you must try and treat the hypo again. 2
- (d) You might lose consciousness and require emergency treatment if all treatment fails ☐

SYNTHESIS

- Synthesis is **NOT** comparison
- The question should say 'SYNTHESISE'. If it doesn't, step back and look at what it says!
- Focus on what the question wants you to pick out
- Don't blur the texts together (all texts say ...)
- Write about one text (with quotes) and then the other (with quotes)
- Make sure that you cover each text in an equal amount/way
- You can write about one text first and then your second text
- You are allowed to alternate paragraphs (if you choose to write more than one about each of the texts)

1. COMPARING
2. NOT ATTEMPTING



HOW DOES THE WRITER...

- ✓ Analyse language!
- ✓ Use short, relevant quotations
- ✓ Evaluate how the writer is using language/techniques – what is the effect? (INFERENCE)
- ✓ Unit 3 - AFOREST

Evidence

In the text it states This suggests...
The writer says..... This persuades the reader by...
By using the phrase the writer suggests that...
By using repetition in the words The writer persuades

Explanation

1. LISTING QUOTES
2. NOT PROVIDING EXPLANATIONS
3. TECHNIQUE SPOTTING



THE WRITER USES LANGUAGE TO EMPHASISE.

This makes the reader want to read on.

The language is effective.

This creates an image in the reader's mind.

THE HEADLINE IS IN BOLD TO GRAB THE READER'S ATTENTION.

The writer uses a technique to have an effect on the reader.

STOP USING EMPTY PHRASES...
START TO EXPLAIN YOUR IDEAS.

The language creates a sense of...

The writer uses to imply/highlight/reinforce...

The tone of the word '.....' hints at...

The phrase '.....' challenges the idea that....

The words '....' are used to create an image of...because....

THE HEADLINE IS WRITTEN IN A TONE TO IMPLY....

LANGUAGE TO EXPLORE A TEXT (HOW/ANALYSIS/IMPRESSIONS)

- Demonstrates...
- Implies...
- Suggests...
- Indicates...
- Shows...
- Evokes...
- Creates the impression...





WRITING!

HINTS AND TIPS!

WHICH SKILLS DO YOU NEED TO SHOW THE EXAMINER?

- Varied sentence lengths and types (simple, compound and complex)
- Varied sentence openers
- Varied and accurately used punctuation
- A range of vocabulary
- Accurate spelling (especially commonly misspelt words)
- The ability to develop arguments and write persuasively
- The ability to sustain your writing (1.5 - 2 sides of A4)
- A range of techniques

**All of this
should be
done
purposefully
to create
effects!**

TWO PURPOSES IN THE WRITING SECTION!

- Argumentation
- Persuasion
- YOUR PURPOSE AND YOUR AUDIENCE COME FIRST, AS WELL AS YOUR STRUCTURE (PARAGRAPHING AND LOGICAL SEQUENCE)

TWO TASKS!

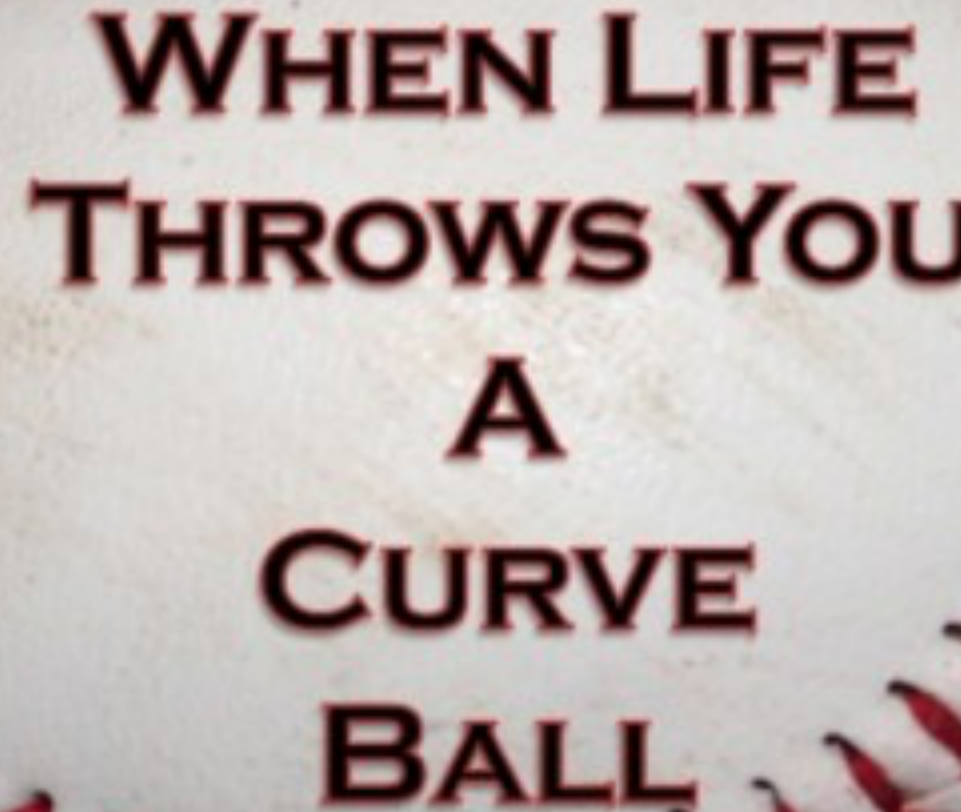
- You have to respond to both of the writing tasks in this section.
- You should aim to write **200-300 words in each of your responses.**

POSSIBLE WRITING TASKS

1. Letter (formal or informal)
2. Speech / contribution / talk
3. Leaflet or guide
4. Review
5. Article / blog
6. Formal report / report

BE CAREFUL! IF THEY THROW SOMETHING IN THAT YOU DO NOT EXPECT...

Step back and check your purpose carefully. Look out for the key words or phrases in the question.



**WHEN LIFE
THROWS YOU
A
CURVE
BALL**

TIPS FOR EXTENDED WRITING

- Explode the question – answer the task you are given
- Hit the word count (**200-300 for each piece**)
- Plan – PAFT, bullet point ideas in your plan at the start
- **Paragraph your work – TiP-ToP!**
- **Proofread** and check your work
- Use ambitious vocabulary
- Use a range of techniques in your writing to engage the reader

ARGUMENTATION

Look out for 'arguing', 'giving your views', 'you feel strongly', 'giving your opinion', 'expressing your opinion' and 'expressing your concerns'.



WHAT TO REMEMBER...

- **Writing an argument for GCSE English is different from arguing with a friend. You should write a balanced and rational argument, less passionate or emotional than if you were writing to persuade. You should take opposing views into account in your response.**
- **DON'T FORGET TO ACKNOWLEDGE THE COUNTER-ARGUMENTS AND TO DO SO POLITELY!**

HOW TO APPROACH ARGUMENTATION...

- Aim to write a short introduction and conclusion with 3 developed paragraphs in the main body
- Use a range of techniques to present your argument/s
- Use examples and evidence to support what you say
- Use topic sentences to introduce what the paragraph is about
- Use adverbs to emphasise your points e.g. surely, obviously, importantly

ARGUMENTATION CONTINUED...

- Use connectives to structure your response e.g. firstly, secondly, moreover, also, furthermore etc.
- Acknowledge the other side of the argument using connectives such as alternatively, on the other hand, some might argue etc. **ALWAYS COME BACK TO YOUR MAIN VIEW!**
- Use a range of ambitious vocabulary
- Include a range of punctuation e.g. parenthesis, semi-colons etc.

1. Topic sentence – introduce your point.
2. Explain the effect this would have through an example (+ positive or – negative).
3. Contrast this point with what others might say (the **counter-argument**).
4. Express your view and give reasons for believing this counter-argument is wrong (the **rebuttal**). This means that you need to bring it back to your original argument/opinion.

Taking your holiday in the United Kingdom or Wales reduces the carbon footprint for our planet. If people continue to jet off abroad at the current rate, and are too quick to use aeroplanes, the air pollution generated could be catastrophic for the future. Of course, some will argue that holidaying abroad is vital for the global economy. However, isn't the future of our planet far more important than any economic consideration? Our environment cannot be replaced.

Giving Your Opinion

Introducing Your Argument

I think that...

I strongly believe that...

It is obvious that...

It is clear that...

My position is that...

It is undeniable that...

The fact is that...

I ask to you to consider...

In my opinion, ...

Developing Your Argument

Furthermore, ...

In addition to...

Moreover, ...

Likewise, ...

Firstly, ...

Again, ...

Next, ...

The most compelling reason is that...

Without doubt, ...

Admitting Counter Arguments

Although it is true that...

Admittedly, ...

While some people may think that...

Unfortunately, it may be the case that...

I acknowledge that...

I can understand that...

I appreciate that...

It is unfortunately true that...

I concede that...

Countering

However, ...

Nevertheless, ...

Even so, ...

Whereas...

Nonetheless, ...

Despite...

But...

In fact, ...

Conversely, ...

Conclusion

In summary, ...

To conclude, ...

Finally, ...

All this taken into account, ...

In conclusion, ...

For these reasons, ...

All in all, ...

In short, ...

Ultimately, ...

PERSUASION

Look out for
'persuade',
'persuading', 'tempt'
and 'encourage'.



HOW TO APPROACH PERSUASION...

- Aim to write a short introduction and conclusion with 3 developed paragraphs in the main body
- Use a range of techniques to persuade the reader to your point-of-view
- Use evidence and examples to support what you say
- Use topic sentences to introduce what the paragraph is about
- Use adverbs to emphasise your points e.g. surely, obviously, importantly
- Use a range of ambitious vocabulary

A FOREST

A FOREST refers to the use of the following techniques in a text...

Alliteration and anecdotes

Facts and flattery

Opinions

Rhetorical questions and repetition

Emotive language and exaggeration

Statistics (and superlatives!)

Three (rule of) / triples





WRITING PURPOSES: LOOK FOR THE CLUES!

‘Dogs are dirty, destructive creatures and should not be kept as pets’.

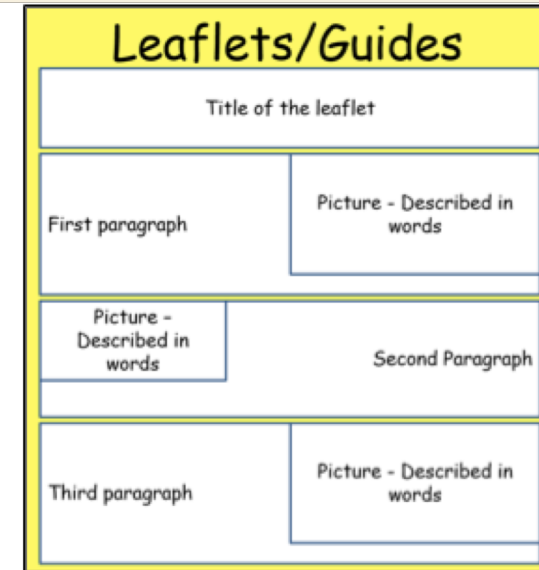
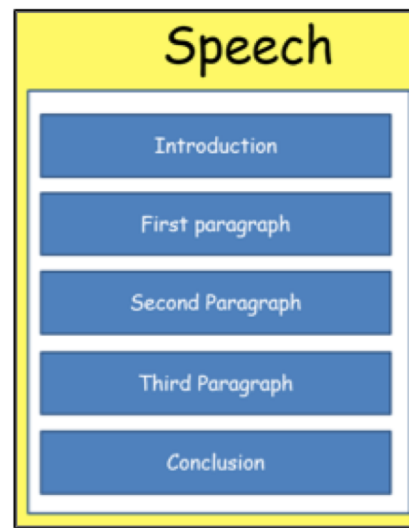
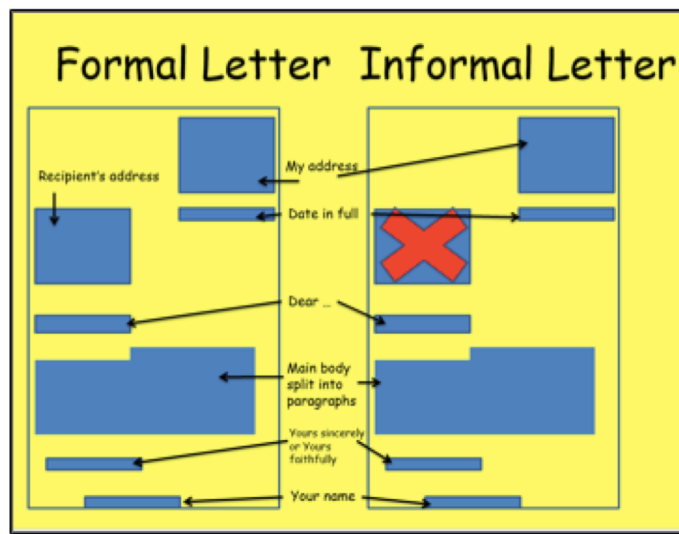
You see the above statement in a local newspaper and feel very strongly about the writer’s views.

Write a letter to your local newspaper in which you give your own views about dogs.

Write your letter.

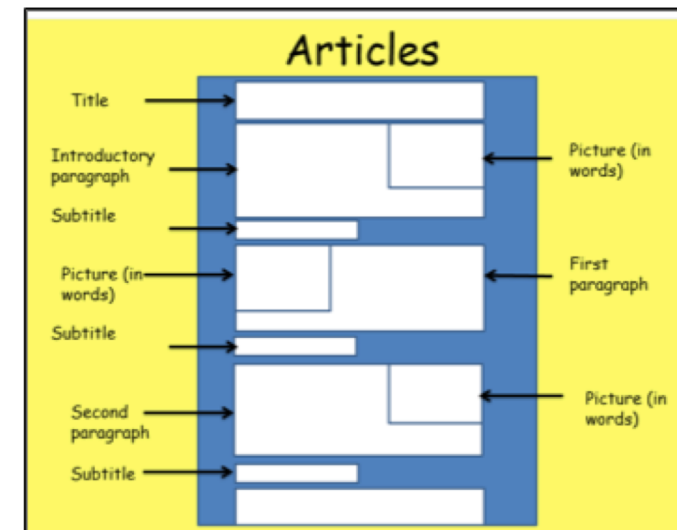
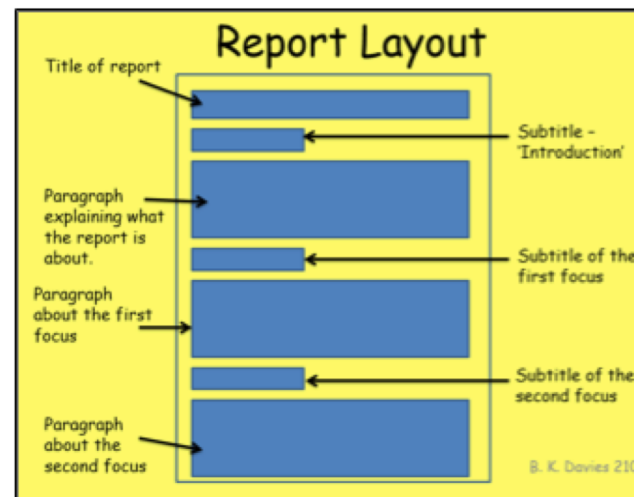
What’s the purpose?

How should you write this piece?



English Unit 3 Section B

Text Type Layouts Language



FORMAL LETTERS

Your address



**110, Market Street,
Holywell,
Flintshire,
CH8 9AB.**

Date



20th March, 2018.

**Headteacher,
Holywell High School,
Strand Lane,
Holywell,
Flintshire,
CH8 1CD.**



**The recipient's
address (the
person you're
writing to).**

Dear Sir / Madam,

Dear Sir / Madam = Yours faithfully

Dear Mr. Jones / Miss Allen / Ms. Smith =
Yours sincerely

SIGNPOST WORDS AND PHRASES

For starting paragraphs:


- Firstly
- Secondly
- Another significant point / issue
- Finally

To show that something is important:

- significantly
- importantly / most importantly
- essentially
- crucially

INFORMAL LETTERS

**You only
need to
include your
address.**



**110, Market Street,
Holywell,
Flintshire,
CH9 8AB.**

20th March, 2018.

Dear Jane,

Take care,

Emma x

REVIEW **(COULD BE ARGUMENTATION OR PERSUASION)**

1) Name of film/ book / CD

For a film, you should give the classification e.g. PG and name the stars and / or director.

For a book, you should give a recommended age group e.g. 7-11 or young adult.

2) Background information / genre / plot

When writing about the plot do NOT retell the whole story!

A) Film— Name other films by the director/ stars / in the series to give a flavour of what to expect e.g.

This is the first film in what promises to be an exciting series.

Another performance seeing X cast as ... This time she /he is trapped in ...

B) Book— This is the third book in a series of five following the lives of ...

Another fantasy novel, this time with the main protagonist fighting to find...

C) CD— Another outing by Bombay Bicycle Club, showing their mastery of the Indie form. Their trademark intricate guitar licks and punchy choruses...

3) Strengths

A) Film—Think about the script / performances of the main stars / camera work / special effects / the director's style / music.

B) Book—Were the main characters convincing? Why? Were the minor characters convincing? Why? Is the setting believable? Do you become unable to put the book down? Why?

C) CD—Which are the strongest couple of tracks on the album? Why?

4) **Weaknesses (if applicable)**

Repeat the process writing about the weaknesses.

Consider what could be improved.

5) Recommendations

Briefly summarise your ideas and give a final opinion about the film/book/CD being reviewed—try to do it in 1 or 2 sentences and reflect what you have already written!

e.g. Despite the failings of the scriptwriter to provide a believable script, the performances of X & Y, and the accomplished direction, make this an ideal film for a relaxing Saturday night.

This proves to be _____'s best effort yet and

_____.

POSSIBILITY ...

You have recently visited a new restaurant in town and you have strong opinions on your visit.

Write a review of your visit [20]

Positive or negative!

Use your heading.

Provide an overview.

Focus on strengths or weaknesses and acknowledge opposing views. Use rebuttal.

Recommendation and rating.

Use your four-part argumentation structure.

SPEECHES

It's just paragraphed writing!

You must:

- ✓ address your audience at the start, but keep it brief;
- ✓ provide clear opinions;
- ✓ use an appropriate tone for the audience;
- ✓ consider repetition, anecdotes and statistics to back up your ideas;
- ✓ rhetorical questions; and
- ✓ humour (if it's suitable for the topic).

LEAFLETS

Remember a heading and some subheadings! Be catchy/engaging!

You will need:

- title / name / catchy heading;
- an introductory paragraph (this would outline a tourist attraction or outline the topic);
- subheadings;
- persuasive techniques and language;
- second person (you, your);
- facts;
- statistics;
- emotive language (depending on the task); and
- key information / details (depending on the task).

The details underneath your subheadings should always link to the topic. You need to use a topic sentence to start your paragraph.

Why visit Llandudno?

Llandudno is a fantastic resort for young and old to visit as it benefits from

.....

Don't use too many bullet points!

THE OPENING OF A GUIDE...

VISIT YORK

There are many layers to the historical city of York, and each one will hold appeal for a different type of person. Fancy a quick shop? York city centre has all you need and more! History more your thing? Then visit the Dig or the Jorvik (say 'yorvic') centres. Do you thrive on fear? Then enter the York Dungeons or meet with the Ghost hunters every Thursday night in the Shambles. Not for the faint of heart!

What do you think?

ARTICLES

- Headline / article title (short, catchy)
- Use of first person plural (we)
- Second person direct appeal (you)
- Playing on words (using puns, usually in the title)
- Humour and some sarcasm (if it's appropriate)
- The correct tone and language for the audience.

LAYOUT OF ARTICLES

If it says 'lively', be entertaining or humorous!

Organise your material in a purposeful way with:

- a catchy heading
- an introduction that engages the reader
- three - four central paragraphs
- a short but telling conclusion.

Consider your target audience carefully.

FORMAL REPORTS

- Be careful with your language (formal).
- Use your common sense!
- Use subheadings:
 - introduction
 - 3 – 4 headings (linked to topic)
 - (recommendations)
 - conclusion.

Your local council wants suggestions of ways **in which they could encourage** young people to take part in sports teams.
Write your report. [20]

Persuasive!

**Report: Encouraging Young People to Take Part in
Sports Teams**

For: Denbighshire Council

REPORT LAYOUT

Title of report

Paragraph explaining what the report is about.

Paragraph about the first focus

Paragraph about the second focus

Subtitle –
'Introduction
/ Overview'

Subtitle of the
first focus:

**Benefits
of Sport**

Subtitle of the
second focus:

**Working
in Teams**

REPORT LAYOUT (CONTINUED)

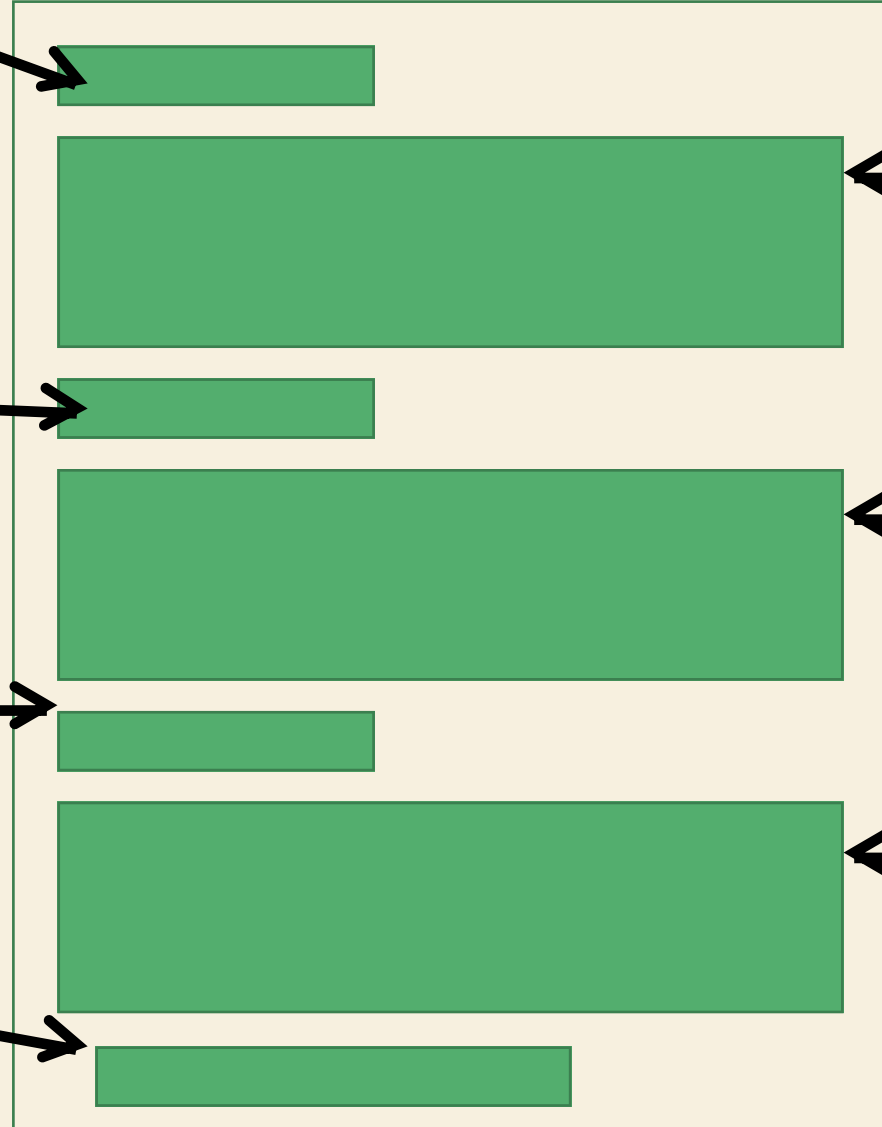
Subtitle of third focus:

Appealing to Young People

Subtitle of the fourth focus

Subtitle –
Conclusion

Author of the report and the date submitted



Paragraph about the third focus

Paragraph about the fourth focus –
IF YOU NEED
ANOTHER ONE!

Paragraph about the conclusions of the report

Your head teacher has proposed shortening the school day by one lesson and has asked for opinions from the students. **Write your report. [20]**

Argumentation!

- Title
- Introduction
- 3-4 sections (think about 3-4 ideas you would have). **Remember to acknowledge counter-arguments in each section and then use the rebuttal.**
- Conclusion
- Report prepared/submitted by:
- Date: 8th June, 2018.

Here is an introduction to an argumentative piece aiming to discredit reality television shows. Look closely at how to use a semantic field.

British TV has become infected with a new disease that is sweeping our TV screens. The symptoms are easy to spot: vulgarity, low intellect and generally a high level of boredom. So what is this new plague called? Reality TV!

What about....?



- treatment
- cure
- spread
- attack
- epidemic

We could use the same technique but with a **military semantic field**. How about....?



- bombed
- attack
- invasion
- infiltrated
- assault
- enemy
- war
- strafed

Techniques for compelling openings:

- Start with a controversial or provocative statement. 'All young people are fat, lazy and selfish. It's obvious...'
- Use a rhetorical question and answer it. 'Is there anything we can do to improve the health of our children? Of course there is.'
- Force your reader to put themselves in an imaginary position. 'Imagine this: you are...'
- Use a list of 3 adjectives. 'Fat. Lazy. Selfish. Yes, I am talking about kids these days.'