

Section B

L.O: How far can we revise:

- How to write effectively for purpose?
- Sentence structure?
- Paragraphs?
- Punctuation?
- Spellings?

Section B

- 1 hour
- 5) *writing to inform/explain/describe* – 25 mins (16 marks)
- 6) *writing to argue/persuade/advise* – 35 mins (24 marks)

Planning

T= Text type

A= Audience

P= Purpose

Writing to Inform

- **To inform means to give facts to another person.**
- If you were **informing** someone about a job, you should:
- Use straightforward language to convey **essential information**. For example, what is involved in the job?
- Give the readers a bit more information. For example, what is interesting about the job and what you enjoy about it?

TOP TIP

When writing to inform, make sure language is clear, factual and impersonal. Use short and clear sentences.

Techniques to Inform

- Factual
- Present tense
- Short, clear sentences
- Connectives
- Technical terms
- Reader addressed as 'you'

Writing to Explain

To explain means to make clear, show the meaning or to account for.

When explaining, you should remember:

- who you're writing to
- why you're writing to them

TOP TIP

Writing to explain is generally in the third person and in the past or present tense. Use clear and factual language. Give a balanced view with evidence for any points made. Use connectives of comparison, eg whereas, though, while, unless, equally, however.

Techniques to Explain

- Topics broken down
- Factual
- Balanced view
- Evidence to support points
- Third/first person
- Connectives of comparison

Writing to Describe

To describe is to give a description of what something or someone is like. When describing, remember your thoughts and feelings are important. For example, how does this place make you feel and why?

TOP TIP

When writing to describe, use adjectives and adverbs eg "He walked away casually". Use similes, eg "He is acting like a fool," and metaphors, eg "That girl is a star". Most importantly, appeal to the readers' senses:

- What does it look like?
- What does it feel like?
- What does it sound like?
- What does it smell like?
- What does it taste like?

Techniques to Describe

- Describe the senses
- Similes
- Metaphors
- Proper nouns
- Adjectives
- Adverbs
- RASMOPS

Writing to Argue

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.

TOP TIP

- **Rhetorical questions are good for making the reader think eg "Do uniforms really create better citizens?" Keep these to a minimum though.**
- **Emotive language appeals to the readers' emotions. It can help convince them.**
- **Always counter opposing views politely.**

An argument concerns an issue about which people, quite reasonably, hold different views. During the process of presenting your argument you should show that you recognise that opposing views exist.

Writing to Persuade

- When you are persuading people you don't need to show both sides - all you have to do is present your ideas. **CONVINCE YOUR READER!!!**

TOP TIPS

- **Be definite**
- **Be positive**
- **Be pushy**

Writing to Advise

- Once you can argue and persuade, it should be easy to advise.
- The trick is to be gentle - it's no good pushing your ideas at your readers, or trying to impress them.
- You should come across as friendly, as someone who just wants to help.

TOP TIP

Include words like "might" and "can". These make the ideas softer - they are not in your face and pushing you to agree, they just guide you. And they are very simple to use, so make sure you include words like "should, can, could, might, ought to and may" - each one turns an idea into a piece of advice.

Language techniques

- RASMOPS
- AFOREST

Sentence Structure

Simple – I disagree with this statement.

Compound – I disagree with this statement because there is no evidence.

Complex – Although I believe they argue well, I disagree with this statement.

Minor – I disagree!

Punctuation

Commas – separate main and subordinate clauses and used in lists

e.g. Although he wasn't tired, he went to bed.

I feel that she was rude, abrupt and completely out of line.

Punctuation

Apostrophes - used for possession and contraction only
NOT FOR PLURALS!

e.g. I won't be in school tomorrow

Mrs Hornsby's class are all going to get C grades!

Only use apostrophes for contraction of it is (it's)
NOT possession i.e. The dog wagged its tail.

Punctuation

Colons – Introduce a list or a quote.

e.g. In the classroom there were: 16 desks, 32 chairs, a whiteboard and a filing cabinet.

In Act 1 scene 7, Macbeth tells his wife: ‘We shall proceed no further with this business.’

Punctuation

Semi-colons - Used in place of a connective for two closely linked clauses.

e.g. I couldn't go any further; I was exhausted.

Other Punctuation

- Question marks
- Exclamation marks (don't over-use these)
- Brackets
- Dashes
- Ellipsis
- Full stops – **DON'T FORGET THESE!**

Remember that capital letters should only be used:

- At the start of a sentence
- For names, places, titles

Spellings – Commonly misspelt words

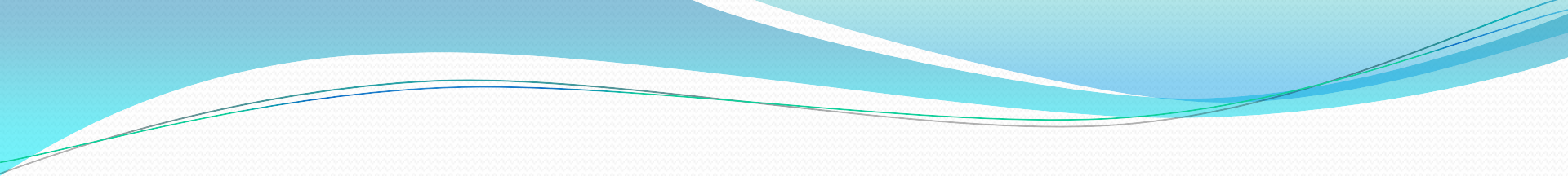
Accommodate accommodation achieve across apparently appearance argument basically beginning believe business calendar colleague coming completely	-	definitely disappear disappoint embarrass environment familiar finally friend glamorous government happened Immediately Independent Interrupt necessary	occasion occurred/occurring persistent possession preferred receive referred/referring remember separate successful surprise therefore tomorrow unfortunately until weird which
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Useful Connectives

- However
- Nevertheless
- On the other hand
- Although
- Whereas
- For instance
- Furthermore
- Also
- Moreover
- In addition
- For example
- In other words
- For instance
- First of all
- Finally
- In conclusion

Adverbs

Aggressively	Decidedly	Honestly	Open-mindedly
Aptly	Dependably	Imaginatively	Originally
Astutely	Directly	Impartially	Passionately
Candidly	Effectively	Independently	Professionally
Capably	Efficiently	Ingeniously	Proficiently
Carefully	Enthusiastically	Instinctively	Regularly
Cheerfully	Fairly	Inventively	Reliably
Clearly	Faithfully	Justifiably	Resiliently
Cleverly	Flexibly	Naturally	Resourcefully
Competently	Gladly	Neutrally	Straightforwardly
Consistently	Gregariously	Objectively	Truthfully
Creatively	Happily	Openly	Unfailingly



Paragraphing

TiP ToP