

PERSUASIVE TRANSACTIONAL WRITING KO

Vocabulary	Definition	Writing to: Build a clear, coherent, well developed one-sided viewpoint	
Convey	To communicate a message, information or idea.	Terminology	Definition
Colloquial	Language used in ordinary and familiar conversations. Not formal.	Topic Sentence	A sentence that introduces the topic in the paragraph
Precise	Exact and accurate	PAT the question	Purpose, audience, text type
Concise	Giving a lot of information clearly and in a few words.	Purpose	What a text trying to do. Is it informative, advisory or persuasive?
Criticism	Disapproval	Audience	Who a text is aimed at
Courteous	Polite and respectful	Form	The type of text (e.g. letter, speech, report etc)
Facilities	Places, amenities or things that are provided for a particular purpose	Tone	The way a piece of text sounds e.g. sarcastic etc. The mood or atmosphere in the writing.
Provision	Providing or supplying something.	Anaphora	Repetition of the first part of the sentence
Reiterate	To say something a number of times.	Hypophora	Pose a question and then answer it
Elaborate	To develop or present something in further detail.	Epizeuxis	Repetition of words in succession within the same sentence
Proposal	A plan or suggestion	Epistrophe	Repetition of a word at the end of each phrase or clause
Insufficient	Not enough	Authoritative	Commanding and self-confident. Likely to be respected and obeyed.
Inadequate	Not good enough	Superlative	Declaring something the best i.e. the ugliest, the most precious.
Negligible	Small and unimportant.	Passive voice	When the subject of the sentence has an action done to it but something or someone else. E.g. the dog was being washed by the girl.
Recipient	Someone who receives something.		

SKILLS (AO5 & AO6)

Communication and Organisation (AO5)

- Plan content before writing = ideas + order for maximum impact
- Clear structure
- Audience – ensure use appropriate tone and formality
- Clear purpose throughout (to inform, complain, persuade etc)
- Clear format and layout e.g. letter, report or article
- Sustain a viewpoint – develop ideas and arguments clearly using specific examples
- Use paragraphs – TIPTOP rules and be able to apply them effectively
- Use time and sequencing discourse markers to link your ideas clearly

Vocabulary, Sentence Structures, Spelling and Punctuation (AO6)

- Pay close attention to basic spellings
- Vary your sentence structure for effect e.g. simple, compound and complex
- Vary your sentence openings e.g. ASPICE
- Check for homophones
- Use accurate basic punctuation: capital letters, full stops, exclamation marks, commas & apostrophes.
- More challenging punctuation: colons, semi-colons, parenthesis & hyphens.

EXAM REQUIREMENTS - English Language – Component 2, Section B – 1 hour

You will be asked to complete two separate transactional and persuasive writing tasks. It will be to a specified audience, purpose and form, giving your own perspective.

You could be asked to write a:
Speech, Report, Review, Article, Letter (I/F)

You could be asked to write to:
Argue, Persuade, Advise, Review, Inform, Explain

Example:
21. Write an article explaining what life is like for a Year 7 student at your school.

22. Write a letter to your local newspaper arguing that the sports centres should be kept open.

You will be expected to write between 300-400 words – 1 ½ - 2 sides per writing task.

PERSUADE Mnemonics

Definition	5 PART STRUCTURE	Definition
Pattern of Three	Hook 	Start with a rhetorical question to grab the attention of your reader
Patterns	Facts / Statistics / Expert Opinions 	Give your reader facts, statistics and expert opinions to support your viewpoint
Emotive Language	Anecdote 	Make it personal. Use evidence from your own experiences to support your viewpoint
Rhetorical Question	Counter Argument 	Remember that opposing views are wrong. How can you show this?
Statistics	Emotional Appeal 	Finish off by grabbing your reader by the heart strings
Use of Tone	Counter Argument Statements:	
Use of Authority Figure	Initial Argument: In my opinion, It cannot be denied that... Moreover, Clearly,	
Assertion	Counter-argument: Some might argue that... It has been suggested that... There are those who say... I know you may be thinking...	
Anecdotes	Counter the Counter-argument: However, this is not the case. In actual fact, This, I'm afraid, is flawed thinking. It is obvious that... Clearly, this is an idea without merit. In reality, While such views are earnestly held, they are unfounded because...	
Direct Address		
Exaggeration		
Evidence		

Discourse Markers

In addition,	Conversely,
Furthermore,	On the other hand ,
Moreover,	However,
Also,	Despite this,

Different Text Types and Features (AO5)		Punctuation (AO6)	
Informal letters: Address and date in the top right of the page Greeting: e.g. Hi, Hello, Dear ... Use of contractions: e.g. don't, can't ... Short introductory paragraph 3/4 middle paragraphs Closing paragraph to round off the purpose of the letter Chatty style: shown through language and punctuation.	A letter that is written to a friend or a member of your family.	Exclamation marks ! An exclamation mark is used after interjections, humorous sentences or to show surprise and excitement. E.g. Oh! But he was a tight-fisted hand at the grindstone, Scrooge! (A Christmas Carol)	
		Question marks ? Question marks are used in both formal and non-formal writing and in cases where direct and indirect questions are being asked. E.g. Whence is that knocking? (Macbeth)	
Formal letters: Address and date in the top right of the page Address of the person you are writing to on the left. Greeting /Salutation: e.g. Dear Mrs Fletcher/Yours sincerely, OR Dear Sir or Madam/ Yours faithfully, Short introductory paragraph 3/4 middle paragraphs Closing paragraph to round off the letter No contractions: e.g. do not, cannot. Formal style	A letter that is written to a person you may not know or who you may know in a more formal way.	Semi Colons ; A semi-colon is used to join two sentences with a logical link or to separate items in a detailed list E.g. Logical link: Lennie's hands remained at his sides; he was too frightened to defend himself. (Of Mice and Men) E.g. Detailed list: Summer was our best season; it was sleeping on the back screened porch in cots, or trying to sleep in the treehouse; it was a thousand colours in a parched landscape; but most of all, summer was Dill. (To Kill a Mockingbird)	
		Colons : A colon is used to introduce lists, quotations or summaries. It can also be used to indicate that the sentence that follows a colon will clarify what has been stated before it E.g. List: There are three 'core' skills: reading, writing and arithmetic. E.g. Clarify: Everything was screaming: the sea, the wind, my heart. (Life of Pi)	
Speeches: Written to give information, to raise issues and to advise and/or persuade.	Opening with a welcome/greeting – e.g. Good afternoon ladies and gentlemen' or 'Fellow classmates' Outline what the speech will be about: 'I intend to demonstrate that raising the driving age to 18 is unjust. Make 3/4 key points and expand on them. Conclusion End with an acknowledgement of the audience: 'Thank you for listening.' Use PERSUADER techniques: Personal Pronoun/Pattern of 3, Emotive Language, Rhetorical Question, Statistics and Facts, Use of Authority Figure/Use of Tone, Anecdote/Assertion, Direct Address, Exaggeration, Repetition. Depending on the audience, the tone can be informal or formal.	Speech marks " " Speech marks are used to show direct speech or the reporting of direct speech. All speech must begin with a capital letter and must have a piece of punctuation inside the speech marks at the end. E.g. "I wonder how many miles I've fallen by this time?" she said aloud. (Alice's Adventures in Wonderland)	
		Parenthesis (Brackets) Parenthesis are used to add extra information, asides or more detail and should be used sparingly in your writing. E.g. "I am serious", said Estella, not so much with a frown (for her brow was smooth) as with a darkening of her face. (Great Expectations)	
Reports: Written to inform, advise or persuade a person or group of people.	Main heading Subheadings Tend to be in a formal style Use INFORM techniques: In sections, Numbers, Facts, Opinions, Rhetorical Questions, Mainly Neutral Tone Use of ADVISE techniques: Assertion, Direct Address, Verbs (Modal) Imperatives, Short Sentences, Empathy Points should be based on evidence	Apostrophe ' Apostrophes are used to show possession or omission. They are NEVER used to make plurals. E.g. Omission: Don't = do not / Can't = cannot E.g. Possession: The teacher's bag (belongs to one teacher). The girls' gym (belongs to all of the girls)	
		Comma , Commas are used to separate lists, introductory words and clauses. E.g. Lists: Scrooge! A squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! (A Christmas Carol) E.g. Introductory words: Often, after the rest of the family had retired for the night, I took the boat and passed many hours upon the water. (Frankenstein) E.g. Clauses: As wind filled the room, the air thundered with the monster's angry bellows. (A Monster Calls)	
Articles for newspapers and magazines: Written to inform, persuade and entertain.	Main heading Introduction that draws the reader's attention Three to four central paragraphs A short but effective conclusion Lively style Include facts and opinions Newspaper: Who, What, When, Where, Why and How Use reported or direct speech.	Dash - Dashes are used in a similar way to brackets. They are often used in pairs to enclose extra information. They can also be used to emphasise or clarify and point, in a similar way to colons. E.g. Extra information: I can't help thinking about this girl – destroying herself so horribly – and I've been so happy tonight. (Sheila: An Inspector Calls) E.g. Clarify: I looked up, and there he was – the same man from yesterday's meeting.	
		Ellipses ... Ellipses are used to show an interruption, thought or as a cliff hanger ending. E.g. Then, it appeared out of nowhere...	
Reviews: Written to give a critical opinion of a book, film, piece of music, television programme, play etc. They may appear in magazines or newspapers.	Heading Introduction to the book, film or CD that tells something general about it. Middle paragraphs that discuss the CD, book or film in more detail Comparisons to others in the same genre or series Ending paragraph: give overall opinion Recommendation and a star rating (i.e. one to five stars) Details such as book's publisher or the name of the music company need to be included N.B No spoilers!		