

## Audience and Purpose

**WALT:** understand the meaning of audience and purpose. (WWO)

### **Summary Audience:**

- Audience-who the text is aimed-age and gender specific
- Content/subject matter lets you know the audience
- Form/layout-clues for target audience
- Vocabulary-clues for target audience

### **Summary Purpose of Text:**

- The reason the text has been written
- To inform-to help reader's understanding
- To entertain-enjoyable to read/make the reader feel something
- To argue/persuade-writer's opinion, trying to get the reader to agree
- To advise-help the reader understand something. Give instructions

**Style-** formal or informal

**Tone-** the tone in which it should be read, e.g., calm, angry, friendly.

### **Summary of Informative Texts:**

- These give the reader facts and information
- Helps with reader's understanding
- Bias can slip in-when writer's own opinions are used to try and influence the reader

### **Summary of Entertaining Texts:**

- Writing for pleasure/interest
- Anecdotal/funny personal stories
- Descriptive writing, funny images, tells a story
- Audience may react personally

### **Summary of Texts that Argue/Persuade:**

- Texts that argue a point, prompt you to DO something or AGREE with their views
- These texts include FART techniques like: facts, opinions, rhetorical questions, short snappy, you/we, exaggeration, emotive language, bias and anecdotal evidence

### **Summary of Texts that Advise:**

- Attempt to get the reader to do something or make the right decision
- Clear instructions-step by step
- Use of 'you' to address the reader

### **Summary of Formal Style:**

- Sounds polite
- Recognised by use of SE, words are not shortened
- Opinion is given in an impersonal way, 'Some people believe...'

### **Summary of Informal Style:**

- Friendly and casual
- Chatty, non-standard English
- Short simple sentences and light hearted tone
- Use of 'my' and 'you' to make it sound personal

## Personal and Impersonal Tone

**WALT:** summarise key points. (MI)

### **Personal Tone:**

- Personal tone-as if the writer is talking to you directly
- Uses first person, e.g., I, me, my etc.
- Personal opinions of writer/biased

- Author's emotions included to create empathy/relationship with reader
- Informal style of writing

### **Impersonal Tone:**

- There is no 'I' or 'we'
- Third person, e.g., he, she, they
- Writer is an observer-separate from what's happening
- Neutral-no sides taken BUT can be biased-quoting other's opinions
- Unemotional, factual and formal

### **Following an Argument**

**WALT:** identify the key points on following and evaluating an argument. (MI)

- Follow an argument-understand the points that are being made
- FART techniques used-facts, opinions, rhetorical questions, short/snappy, we/you, emotive language, exaggeration, anecdotal etc.
- Paragraphs are an indication of the key points of an argument
- Linking words present: however, secondly, on the other hand etc.
- Evaluating an argument means saying how effective/convincing it is
- HOW the writer makes the points and WHY they are effective?
- Contradictions, inaccurate information and dull content are reasons for criticism in an argument

### **Facts, Opinions and Generalisations**

**WALT:** summarise key points. (WWO)

#### **Facts:**

- Facts can be proven to be true, e.g., 2m=200cm
- Untrue facts can be proven to be untrue, e.g., My nose is fifteen cm long
- Facts strengthen an argument, make it more convincing, good source of evidence
- QUOTE facts/evidence to support your answer!

#### **Opinions:**

- Opinions are beliefs-you can't prove if it is true or untrue
- Can be made more convincing if opinions from experts are reported, e.g., A leading scientist said...
- Bias is often included in opinion-providing an unbalanced view, e.g., Man Utd gloriously won the UEFA in May 2008
- Opinions reinforce the writer's point of view and can reveal their attitude on the topic

#### **Generalisations:**

- Sweeping statements/everyone tarred with one brush
- E.g., Young people today have no respect!
- They make an argument sound more forceful and convincing
- They can create stereotypes, e.g., footballers are womanisers!
- There is often no proof to back up the generalisation, therefore they are misleading!

### **Counter Arguments, Rhetoric and Bias**

**WALT:** summarise key points. (MI/WWO)

#### **Counter Argument:**

- When the writer presents one point of view and then disagrees with it, showing why it's wrong
- Shows the writer has considered other viewpoints

- **Quote** to show the two sides of the argument presented and the one the writer agrees with/supports

### **Rhetoric: FART**

- Rhetorical questions engage the reader, guiding the reader to think a certain way
- Repetition occurs in threes for emphasis, e.g., I love...I love...I really love
- Quote the FART used and then SALAAL its use and effect

### **Bias:**

- When a text does not give a balanced view
- It can give a misleading impression of the facts
- Biased writers don't lie, they just don't give the full picture-SELECTION
- Can go over the top-EXAGGERATION
- Often uses generalisations
- Quote and SALAAL examples of bias explaining its effect

## **Writing Techniques-Descriptive Language**

- This includes **imagery**(language that creates a picture in your head), similes, metaphors and personification
- Makes writing more interesting and dramatic
- **Senses** (touch, smell, hear, see, taste) used to add to description
- **Adjectives** used to describe
- **Contrast** is used to add to description or highlight differences
- **Short, snappy sentences** build up tension
- **Longer, more complicated sentences** build description more slowly

### **Metaphors and Similes**

- Types of imagery that provide the writer with different ways of describing things
- Metaphors describe something by saying that it is something, e.g., I tried to run but my feet were blocks of concrete.
- Similes compare one thing to another using LIKE or AS, e.g., He was as white **as** a ghost OR Her hair was like a horse's mane.
- Embed your quotes in your analysis, see example on p30
- Imagery is used to EMPHASISE a certain feeling, thought or image in the reader's head

### **Analogy and Personification**

- Analogies are fancy comparisons to help get a point across, e.g., p 31
- Personification means giving an object human qualities, e.g., the wind whistled through the key hole
- Personification makes descriptions come to life!
- It can also help you understand how the writer is feeling about something (p31)

### **Alliteration and Onomatopoeia**

- These are used as sound effects in writing
- Alliteration-when words are close together with the same sound, e.g., Rooney's Rage, Close Call for Kids
- Often used as it is snappy and engaging
- Onomatopoeia-words that sound like their meaning, e.g., snap, crackle, pop
- Onomatopoeia uses sound to help make something sound amusing or grab attention

### **Irony and Sarcasm**

- Irony when someone says one thing BUT means the opposite
- Can be humorous or light hearted
- E.g., I've got loads of homework tonight, which is great!
- Irony can be used to add humour but also to emphasise frustration

- Sarcasm is mocking and scornful, used to make fun or insult (Greek word-flesh tearing!)
- Sarcastic writing often uses irony-but is more aggressive and unpleasant
- See example p 33
- Satire is a form of writing used to mock or scorn a particular person or thing. Often used to ruin the reputation of a political party or government, e.g., Mock the Week, Have I Got News For You

#### **Technical and Emotive Language**

- Technical language is used to sound knowledgeable/in-depth knowledge
- Technical terms include specialist terms, jargon and statistics
- Found in textbooks, instructions, reports etc.
- Used to make an argument sound more convincing
- Emotive used to persuade the reader to take the writer's viewpoint
- Writer uses it if they feel strongly about something
- Strong adjectives, e.g., shocking, shameful, horrific etc.
- Emphasises a particular point and makes the writer's viewpoint very clear