

2.2 Writing for an audience’s beliefs and needs

Name: _____ Class: _____ Date: _____ **Total: 12 marks**

KEY WORDS thesis 论点

Objective

Build the skills to **write** for a specified audience.

You must be able to:

- choose evidence a stated audience would accept
- adjust diction and level of explanation to that audience
- concede a point without abandoning the claim
- avoid the two failures: talking down and assuming too much

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Evidence for this reader

Before writing, name the reader and the objection they will raise. Choose evidence that answers that objection. A budget committee objects on cost; answer with cost.

■ Diction and explanation

Use the vocabulary the audience uses, and explain exactly what they do not know. Explaining the known is condescension; assuming the unknown loses them.

■ Concession that strengthens

Granting a real point — “the scheme will be expensive in its first year” — shows the reader you have understood their position, and lets you argue the rest from common ground. A concession that gives away the claim is not a concession but a surrender.

2 Practice

2.1 State the two opposite failures in pitching writing to an audience. [2]

2.2 Explain what makes a concession useful rather than fatal. [2]

2.3 You must persuade a school board to fund a later start time.

(a) State the objection they will raise. [1]

(b) State the evidence that answers it. [1]

3 Exam-style questions

3.1 Explaining a term the audience uses daily risks [1]

- **A** losing them
- **B** appearing condescending
- **C** conceding too much
- **D** weakening the thesis

3.2 A concession is useful when it [1]

- **A** grants the central claim
- **B** grants a real but limited point
- **C** invents an objection nobody has
- **D** is unrelated to the argument

3.3 Write two to three sentences persuading a sceptical parent group that a homework limit would help. [4]

Solutions

2.1 talking down by explaining what the audience knows; assuming too much and losing them.

2.2 it grants a real but limited point, showing you understand the objection; it must not give away the central claim.

2.3 (a) cost, or disruption to transport and staffing. (b) figures on cost or on outcomes that offset it.

3.1 B. explaining the known reads as condescension.

3.2 B. a limited real concession builds common ground.

3.3 addresses a stated parental concern; evidence a parent would accept; a genuine concession; claim maintained throughout.