

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

B

C

D

A losing them

B appearing condescending

C conceding too much

D weakening the thesis

3.2 A concession is useful when it [1]

- A

B

C

D

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]
