Exercise walk-through

6.1 Purpose and engaging the reader

IGCSE English

What we will cover

1. Purpose
2. Engaging the reader
3. Article structure
4. Lively language

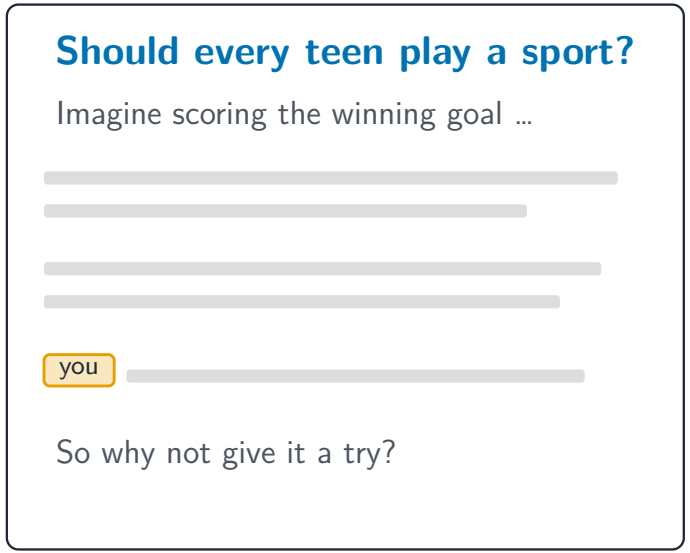


What an article is, and who reads it

an article	written for a magazine, a newspaper or a website
the reader	many people, who did not have to read it and can stop at any moment
so the job	it must sound interesting, not flat – from the first sentence
the voice	personal and lively, unlike a report; but it still informs, unlike a story
the shape	a hook, then the ideas, then an ending the reader remembers

> An article competes for attention in a way a letter never does. Everything on this topic follows from that one fact.

The shape of a lively article



a **title** that catches interest:
a question or a surprising fact
a strong first line
hooks the reader

middle: one idea per
paragraph, with your
view and reasons

speak to the reader
directly with "you"

an ending that leaves
the reader **thinking**

The shape of a lively article: hook the reader, keep them, leave them thinking

Exercises 2.1·2.2

2.1 Improve this opening: “In this article I will discuss whether students should wear uniform.” [2]

2.2 Write a rhetorical question that could open an article about screen time. [1]

Exercises 2.1·2.2

2.1 Improve this opening: “In this article I will discuss whether students should wear uniform.” [2]

2.1

- begin rather than announce
- e.g. “On Monday I was sent home to change my shoes. I was wearing black trainers; the rule requires black shoes. Nobody could tell me what difference it made.”

2.2 Write a rhetorical question that could open an article about screen time. [1]

2.2

- any genuine question
- e.g. **“How many hours did your phone tell you that you spent on it last week – and did you believe it?”**

Exercises 2.3·2.4

2.3 Rewrite this flat sentence with contrast and a short final sentence for effect: “Reading is good for you but people do not do it much.” [2]

2.4 Give a title for an article arguing that homework should be reduced. [1]

Exercises 2.3·2.4

2.3 Rewrite this flat sentence with contrast and a short final sentence for effect: “Reading is good for you but people do not do it much.” [2]

2.3

- contrast plus a short closing sentence
- e.g. “We are told every year that reading makes us sharper, calmer and better at almost everything. We are also given more homework every year. Something has to give.”

2.4 Give a title for an article arguing that homework should be reduced. [1]

2.4

- any title with some appeal
- e.g. **“Four hours a night: is homework working?”**

Exercises 3.1·3.2

3.1 Write an article for your school magazine on whether students should be allowed to use phones during break. Give a title, engage the reader, and reach a clear view. Write about 180 words. [8]

3.2 A student's article contains seven rhetorical questions in five paragraphs. Explain why this weakens the writing. [2]

Exercises 3.1·3.2

3.1 Write an article for your school magazine on whether students should be allowed to use phones during break. Give a title, engage the reader, and reach a clear view. Write about 180 words. [8]

3.1

- **content (4)**: a title, an engaging opening, at least two developed points, and a clear view
- **language (4)**: informal but controlled, varied sentence lengths, at least two techniques used purposefully, accurate writing

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3.2 A student's article contains seven rhetorical questions in five paragraphs. Explain why this weakens the writing. [2]

3.2

- a rhetorical question works because it is unusual; **seven** makes them ordinary
- it also **avoids making a claim**, so the article can end with no developed points