

Exercise walk-through

Structure and lively language ■ 6.2

eXercise

You must be able to

- structure an article so the argument develops rather than repeats
- choose precise, vivid vocabulary
- concede an objection and answer it

Method — The shape of a persuasive article

- 1 **Hook** — anecdote, fact or question
- 2 **The case** — two or three developed points, strongest last
- 3 **The objection** — the best argument against you, stated fairly
- 4 **The answer** — why your view survives it
- 5 **Close** — a decision, ideally returning to the hook

Paragraph 3 is what most students omit, and it is what makes an article persuasive rather than one-sided. An argument that never acknowledges the other side reads as though the writer has not thought about it.

Method — Lively language is precise, not decorated

Flat	Lively
The canteen is very noisy.	You cannot hear the person opposite you.
Lots of students are tired.	Half the class arrives already yawning.
It was a bad decision.	It solved a problem nobody had.

Notice that the lively versions are not longer. They are more specific.

Method — Conceding well

It is true that a phone in a lesson is a distraction, and any teacher who has taken one away will say so. But break is not a lesson.

State the objection in its strongest form, then answer it in a sentence. A weakly stated objection is obvious and earns nothing.

Practice 2.1 ■ 3 marks

Rewrite each sentence to be more precise and vivid.

- (a) "The library is a nice place to work."
- (b) "Lots of people were unhappy about the change."
- (c) "The trip was really good."

Solution 2.1

Method: Lively language is precise, not decorated

Worked steps

(a) e.g. “In the library you can hear the clock.” **B1** (b) e.g. “Forty parents signed the letter within a week.” **B1** (c) e.g. “We came back sunburnt, exhausted and already asking to go again.” **B1**

Practice 2.2 ■ 2 marks

Write a concession-and-answer pair for this claim: *Students should be allowed to choose their own seats.*

Solution 2.2

Worked steps

One mark for a fairly stated objection, one for an answer **B2**, e.g. “It is true that friends sitting together talk more, and any teacher can name the pair who prove it. But the same pair talk wherever they are put; what changes is that everyone else is now sitting next to someone they will not ask for help.”

Practice 2.3 ■ 1 mark

Put these paragraph purposes in the best order: the answer, the hook, the objection, the close, the case.

Solution 2.3

Method: The shape of a persuasive article

Worked steps

the hook, the case, the objection, the answer, the close **B1**.

Exam-style 3.1 ■ 8 marks

Write an article for a youth website arguing either for or against compulsory sport at school. Include a concession and answer it. Write about 180 words.

Solution 3.1

Method: The shape of a persuasive article

Worked steps

Content (4): a clear position, two developed points, a fairly stated objection, and an answer to it. Language (4): controlled informal register, precise vocabulary, varied sentence length, accurate writing, roughly within the limit.

Exam-style 3.2 ■ 2 marks

Read this paragraph and explain **two** ways it could be made livelier without making it longer.

The school trip was very good. We saw a lot of interesting things and everybody enjoyed it. It was a nice day out and I would recommend it to other students.

Solution 3.2

Worked steps

Any two **B1** *each*: replace the empty evaluative words “very good”, “interesting”, “nice” with specific detail; name one thing actually seen instead of “a lot of things”; replace “everybody enjoyed it” with an observed reaction; give a reason with the recommendation instead of asserting it.