DON'T BE OVERWHELMED

MANAGING YOUR IDEAS

LITERACY HANDBOOK

STRENGTH THROUGH LEARNING

SARAH REDFERN HIGH SCHOOL
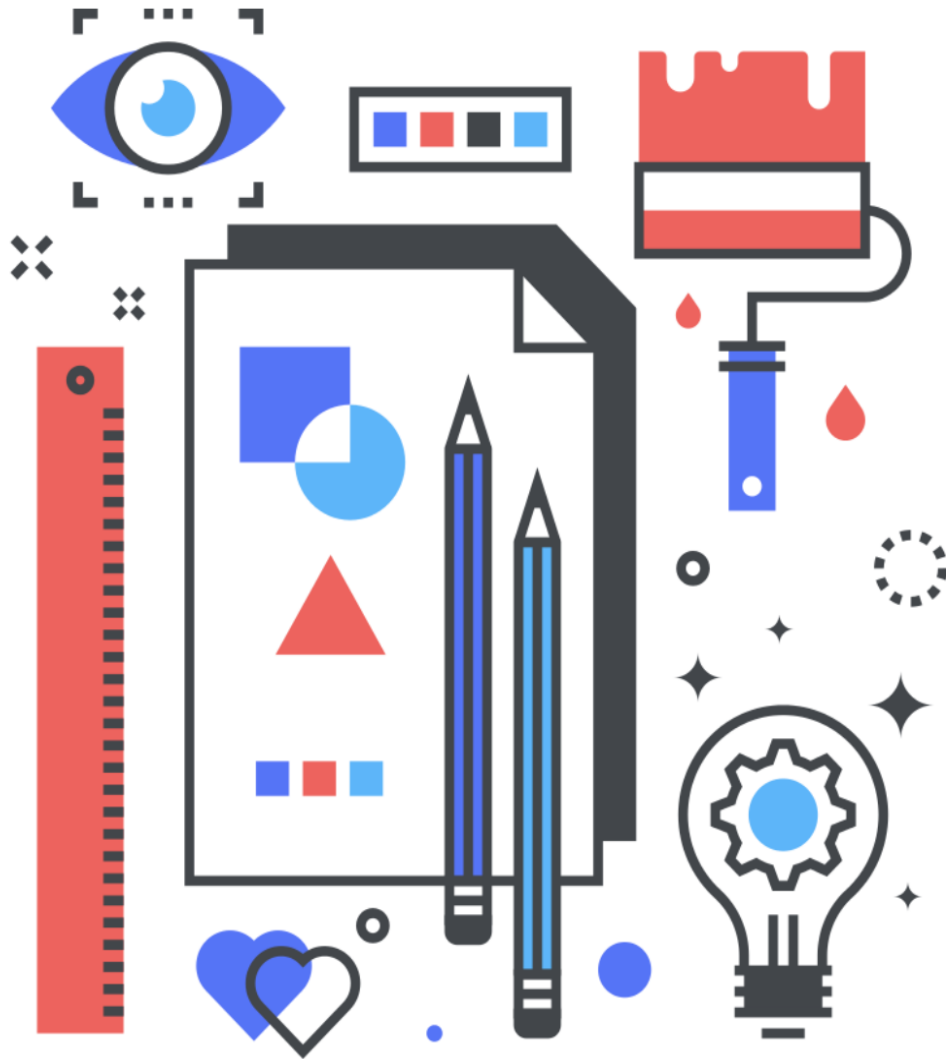
How to use this book

This literacy handbook has been designed to give students, parents and teachers practical support with literacy across different subject areas. The purpose of the handbook is to improve the quality of written work produced at Sarah Redfern High School by providing clear guidelines and relevant information.

The first part of the handbook contains general writing tips – how to plan, draft, proofread, edit writing - to improve the clarity, cohesion and sophistication of text composition.

The final part of the handbook provides explanations, examples, planning sheets and writing scaffolds for a range of text-types that are used across Key Learning Areas. Through providing explicit modelling and appropriate resources, the goal is to create a shared understanding of excellence in writing that will be evident in improved student outcomes.
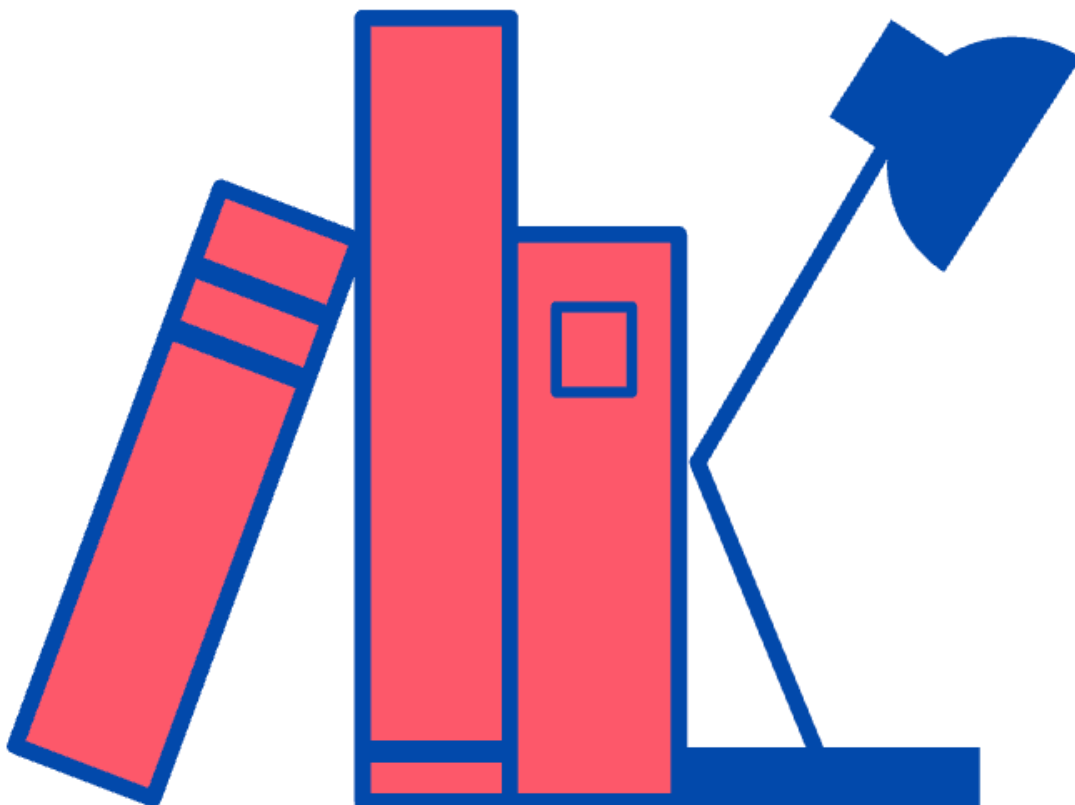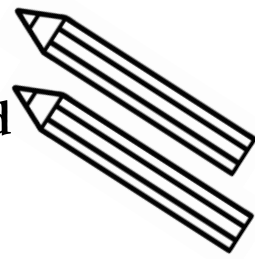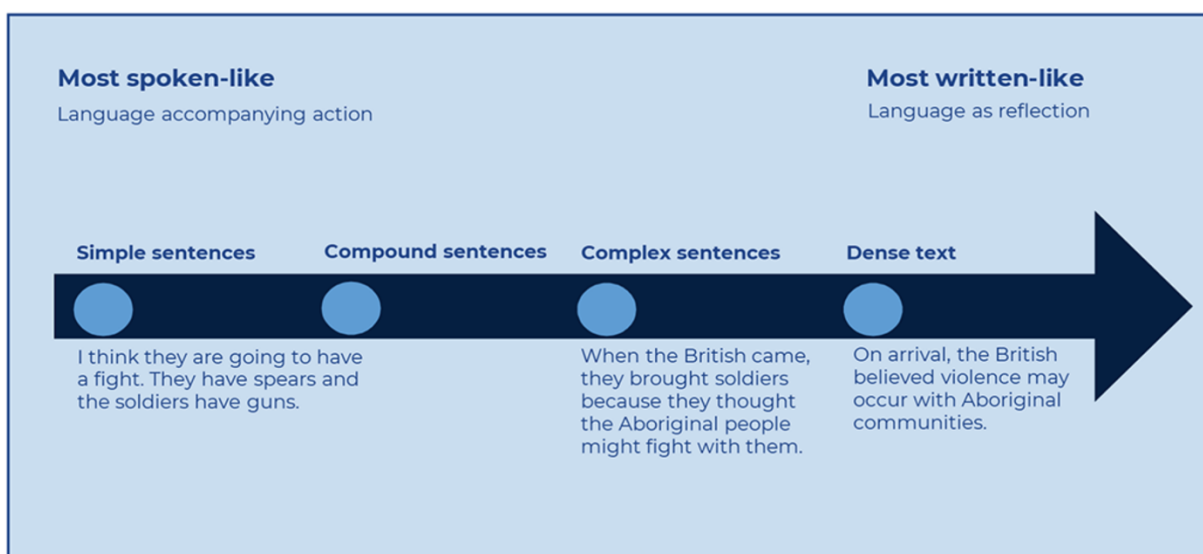
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What is the difference between spoken-like and written-like language?

Written language has developed to be quite distinct from spoken language, but still many students write in the same way they speak. This can lead to their message being lost or not taken as seriously. In order to move away from writing in a spoken-like style, it is important that students understand the difference between spoken and written language.

Spoken language tends to be:	Written language tends to be:
- Informal - Lacking specificity - Grammatically dense *articles, determiners, relating verbs, auxiliary verbs, conjunctions, prepositions, modals and pronouns* - First person - Often made up of disjointed clauses	- Formal - Specific - Lexically dense *nouns, main verbs, adverbs and adjectives* - Usually third person - Made up of full sentences

Most spoken-like
Language accompanying action

Most written-like
Language as reflection

Simple sentences

I think they are going to have a fight. They have spears and the soldiers have guns.

Compound sentences

Complex sentences

When the British came, they brought soldiers because they thought the Aboriginal people might fight with them.

Dense text

On arrival, the British believed violence may occur with Aboriginal communities.

Centre for Education Statistics and Evaluation. (2020). *Best Start Year 7 Strengthening Writing: Sentence Structure and Punctuation.*

Word Level

Adjective:	Adverb:	Article:
Used to describe someone or something (a noun or a pronoun). An adjective gives more information in a sentence, for example: • The **frail, old** woman found it difficult to walk unaided. • She was **cautious** and **careful**.	A word that tells us more about a verb. Adverbs tell us how, where, when, to what extent and how often things happen. • e.g. quietly, very often, soon	Articles refer to: *a*, *an* and *the*. They come before the noun. • **a** and **an** are indefinite articles • **the** is the definite article.
Conjunction:	**Interjection:**	**Noun:**
A word that connects things in a sentence or joins sentences, • e.g. and, but, while, meanwhile, when, before, finally, likewise, however, similarly, so, because therefore, consequently, furthermore	A word that expresses a spontaneous feeling or reaction. • e.g. ah, aw, ew, oh, oops, hmm, wow, hah, tsk	Nouns are words that name people, places, things, ideas and states of being. • e.g. child, children, city, Dubbo, happiness, history
Preposition:	**Pronoun:**	**Verb:**
Prepositions are commonly used to show a relationship in space or time or a logical relationship between two or more people, places or things. • e.g. on, with, of, after, before, at, under, over, in, for, from, by.	A word used in place of a noun. • e.g. it, he, we, they, that, your	Verbs are words that show an action, occurrence, or state of being. They create a relationship between the subject and the object, expressing what is happening in a sentence and indicating time through tense. • e.g. running, dance, is, am, are, was, were

Group Level

Group/Phrase

Nouns, verbs, adjectives, adverbs and prepositions often need to be combined with other words to express ideas. The following sentence is made up of a number of groups of words (sometimes called phrases).

Noun group	Verb group	Adverbial (prepositional phrase)
A group of students	**were working**	**in the lab.**

Generally, these groups of words provide information about processes, participants and circumstances.

Meaning	Group		Examples
Representing activities and states of being (**processes**)	Verb groups		- The new kitten **chased** a mouse. - I **like** swimming in the sea. - Feral pigs **are** dangerous.
Representing people, places, things, ideas (**participants**)	Noun groups		**The new kitten** chased **a mouse**.
	Embedded clauses		I like swimming [[**in the sea**]].
	Adjectives		Feral pigs are **dangerous**.
	Adjectival groups		The student was **very clever but lazy**.
Representing the surrounding conditions or **circumstances**	Adverbials	Adverbs	Walk **slowly**.
		Prepositional phrases (begin with a preposition)	They walk **across the road**.
	Noun groups		**The next day,** he climbed the mountain.

Humphrey, Sally, et al. *Grammar and Meaning*. Primary English Teaching Association, 2013. pg. 54
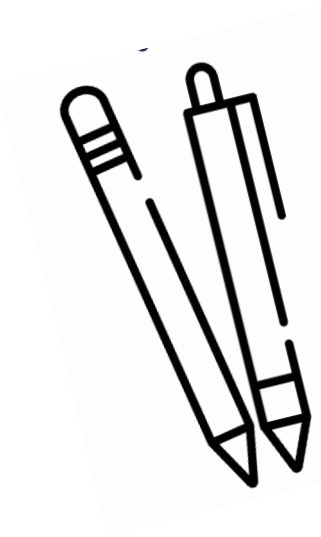Derewianka, Beverly. *A New Grammar Companion for Teachers*. PETAA, Primary English Teaching Association, 2015. (11, 13)

Clause Level

The clause is the basic unit of meaning. Clauses provide information about what is going on (processes), who/what is taking part (participants), and when/where/how the activity is occurring (circumstances). Clauses are made up of smaller groups of words.

Where? (Circumstance)	Who/what is taking part? (Participant)	What's happening? (Processes)	How? (Circumstance)
Prepositional phrase	*Noun Group*	*Verb group*	*Adverb*
In the classroom	**the students**	**were working**	**hard.**
CLAUSE			

A common way of identifying a clause is to look for the verb group representing the activity. **Each clause will typically have one verb/verb group.**

The verb
is
the
💚
of
the
clause.

Derewianka, Beverly. *A New Grammar Companion for Teachers*. PETAA, Primary English Teaching Association, 2015. (11, 13)

Sentence Level

A sentence can be made up of a single clause or a number of clauses joined together.

There are a number of different sentence purposes:
- **Imperative**: These sentences give commands or make requests.
- **Exclamatory**: These sentences express emotion.
- **Interrogative**: These sentences ask questions. Accordingly, they end with a question mark.
- **Declarative**: These sentences are used to state information. They are the most commonly used sentence type.

There are a range of different sentence structures, including:
- simple
- compound
- complex
- compound-complex

Simple sentence

A simple sentence is one that contains a single independent clause – a clause that can stand on its own. Simple sentences are simple in terms of their structure (ie a single clause), not necessarily in terms of their content. **Generally, they contain only ONE verb.**

Jane **finished** a book.
Jane **studied** for her test.
Jane **found** writing difficult.
Jane **played** netball on Saturday.

* Note: [[embedded clauses]] don't count as separate clauses as they function as part of noun groups, adverbial groups or adjectival groups. For this reason, in some cases, you do have more than one verb in a simple sentence.

Albert Einstein **was** a theoretical physicist [[who was born during the 19th century.]]
The test **was** too long [[to complete]].
She **rushed** through her test so quickly [[that she failed]].
[[To win a championship]] **is** my greatest ambition.

Compound Sentences

Compound sentences consist of two or more independent clauses. Each of these clauses is capable of standing on its own and conveying a message. Each has equal status and provides equally important information. These clauses may be linked together in a sentence using words such as for, and, nor, but, or, yet, so.

I cooked dinner **and** he washed the dishes.
Jane liked to read, **but** she didn't like to write.
He arrived at school **and** he went straight to class.
You can email your teacher, **or** you can speak to them at school.

*Note: When the subject of the verb is the same in both clauses, it can be omitted from the second clause:

Jane liked to read **but** ~~she~~ didn't like to write.
He arrived at school **and** ~~he~~ went straight to class.
You can email your teacher, **or** ~~you can~~ speak to them at school.
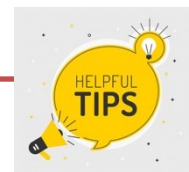
PUNCTUATION TIP
You <u>cannot</u> join two independent sentences together with a comma.
~~I was late, I ran to school.~~
This is called a 'comma splice' and it is one of the most common mistakes students make in their writing.

Instead you may do any of the following:

Join the independent clauses together with a conjunction: I was late **so** I ran to school.
Separate the independent clauses with a full stop: I was late**.** I ran to school.
Separate the two independent clauses with a semi-colon (if the relationship is tight): I was late**;** I ran to school.

Complex Sentences

Complex sentences generally involve greater complexity of thought. They are often used, for example, to convey the logical reasoning needed in argumentation and explanation.

In a complex sentence, there is generally a clause expressing the main message and another clause elaborating on that message in some way. While the main clause is **independent**, the other clause cannot stand on its own – it is **dependent** on the main clause for its meaning.

Even though she was busy, <u>Jane made time to study for her test</u>.

<u>We went outside</u> **in order to** watch the sun set.

Independent clauses are also known as 'main clauses' or 'principle clauses'. Dependent clauses are often referred to as 'subordinate clauses' and sometimes 'adverbial clauses' as they perform a similar role to other adverbials by providing more information about how, when, where and why an activity takes place.

Dependent clauses are generally joined to independent clauses using subordinating conjunctions. Different types of conjunctions are used to express different types of relationships between ideas.

Typically, a dependent clause can go either before or after the independent clause.

PUNCTUATION TIP

When the dependent clause comes first in the sentence, it is usually followed by a comma.

Even though she was busy**,** <u>Jane made time to study for her test</u>.
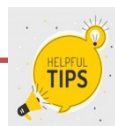
Compound-complex Sentences

A compound-complex sentence contains two or more independent clauses and at least one dependent clause.

Even though Jane liked to read, she didn't like to write

and she thought that English was her worst subject.
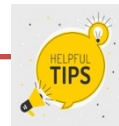
PUNCTUATION TIP

Use commas to separate independent and dependent clauses when the dependent clause comes before the independent clause.

Derewianka, Beverly. *A New Grammar Companion for Teachers*. PETAA, Primary English Teaching Association, 2015.

Sentence Purposes

A sentence is a set of words that is complete in itself. It typically contains a subject, conveys a statement, question, exclamation or command and consists of a main clause.

Sentences can make statements (**declaratives**): The boy was at school.	Sentences can ask questions (**interrogatives**): Was the boy at school?
Sentences can give commands (**imperatives**): Go to school! In a command there is still the subject–verb–object relationship with the subject and object understood.	Sentences can voice **exclamations**: What a great school!
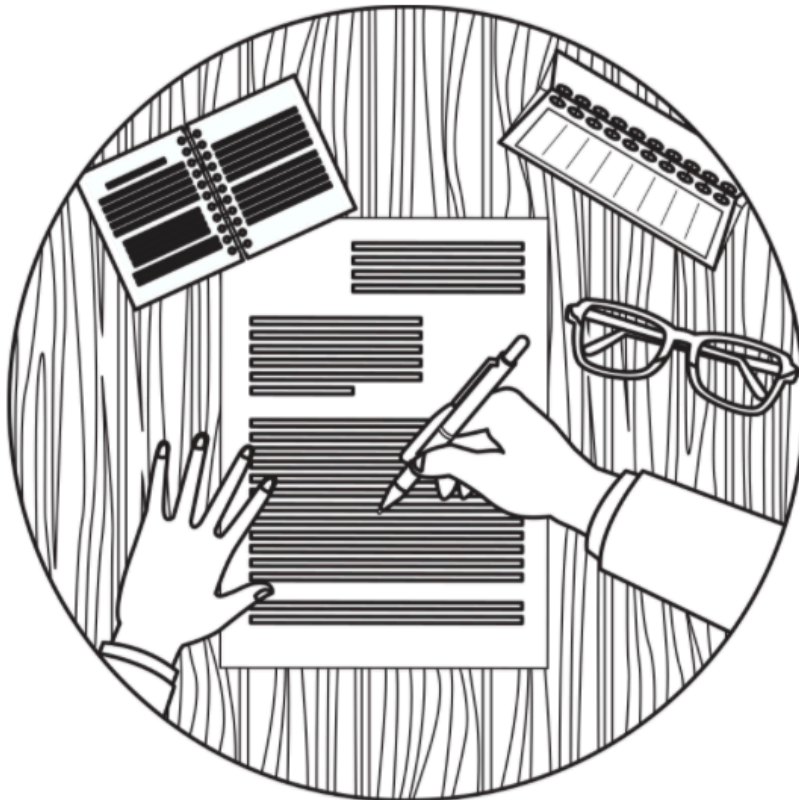
Most Common Writing Mistakes

The most common mistakes that students make in their writing are actually to do with punctuation rather than grammar (2015). These simple mistakes include **comma splices** (it was getting late, we went home), **run-on sentences** (The cows got out of the paddock they ran through the streets the farmer couldn't catch them) and **sentence fragments** (There were lots of animals. Such as kangaroos, koalas and rabbits).

WHAT IS A COMMA SPLICE?

A comma splice occurs when a writer has connected two independent clauses with a comma alone. Since independent clauses contain complete thoughts, they cannot be joined with a simple comma.

E.g. Many students do not know when to end a sentence, they tend to put commas in place of full stops.

INDEPENDENT CLAUSE, INDEPENDENT CLAUSE

* To correct a comma splice, replace the comma with a full stop, semicolon or conjunction.
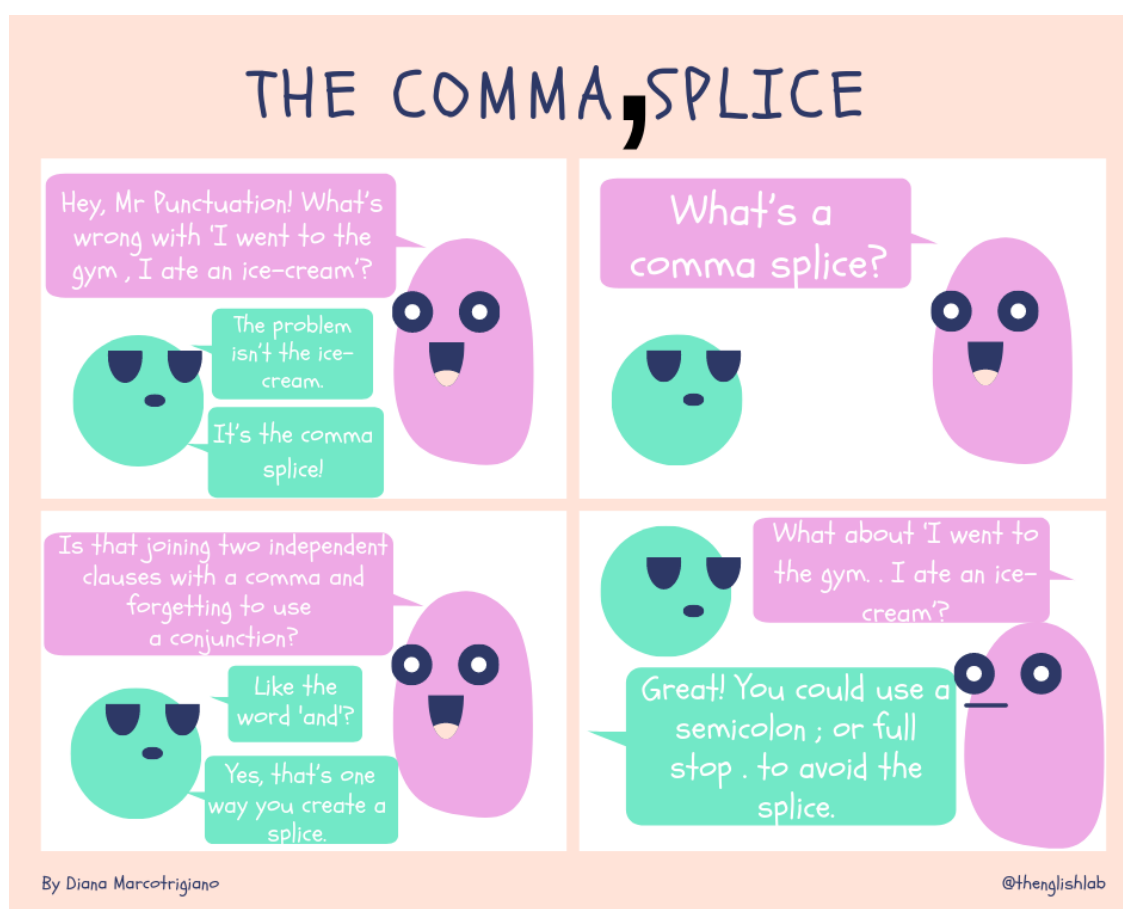
Derewianka, Beverly. *A New Grammar Companion for Teachers*. PETAA, Primary English Teaching Association, 2015. (2)

The English Lab (2019) The Comma Splice. Retrieved from https://www.thenglishlab.com/2019/05/03/the-comma-splice/

WHAT IS A RUN-ON SENTENCE? 🏃🏃🏃

Run-on sentences contain two or more independent clauses without correct punctuation. Oftentimes, run-on sentences consist of multiple independent clauses joined together without any punctuation at all.

E.g. _Many students do not know when to end a sentence_
INDEPENDENT CLAUSE

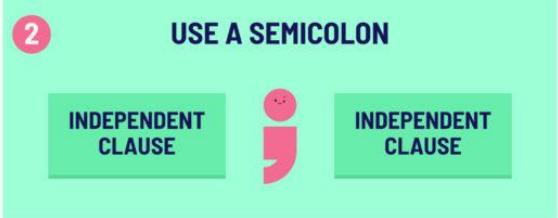_they just continue on to their next thought without using any punctuation at all_
INDEPENDENT CLAUSE

this can make their writing very difficult to read.
INDEPENDENT CLAUSE

* To correct a run-on sentence, students must insert additional punctuation or conjunctions and sometimes reword the sentence to clarify their ideas.

HOW TO FIX A RUN-ON SENTENCE

1. **MAKE 2 SENTENCES**
RUN-ON — SENTENCE 1 SENTENCE 2

2. **USE A SEMICOLON**
INDEPENDENT CLAUSE ; INDEPENDENT CLAUSE

3. **USE A COMMA + COORDINATING CONJUNCTION**
AND

4. **USE A SEMICOLON + CONJUNCTIVE ADVERB + COMMA**
THEREFORE

5. **SPLIT INTO 2 CLAUSES + USE A CONJUNCTION**
BECAUSE CLAUSE 1 — CLAUSE 2

inkforall.com

WHAT IS A SENTENCE FRAGMENT? 🧩

Fragments are incomplete sentences. Usually, fragments are phrases or dependent clauses that have become disconnected from the independent clause by a full stop.

E.g. _Students' writing is weakened by simple punctuation mistakes_ • _Such as comma splices, run-on sentences and sentence fragments._

INDEPENDENT CLAUSE + FRAGMENT

* One of the easiest ways to correct a sentence fragment is to remove the full stop between the fragment and the independent clause. Other kinds of punctuation may be needed for the newly combined sentence.

Ink. (2020) 2 Simple Tricks for When to use a Comma Before Such As. Retrieved from: https://blog.inkforall.com/comma-before-such-as?pfrom=home&fp=a6
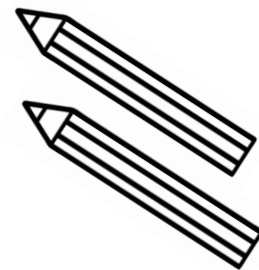
Modality

Modality refers to the way writers express their attitude towards the topic and reveal/show how definite they are. The writer takes a stance which can range from complete agreement to definite disagreement.

low modality		high modality
might go → could possibly go → should go → will go → will definitely go		
It could be hot outside. → It is probably hot outside. → It is hot outside.		
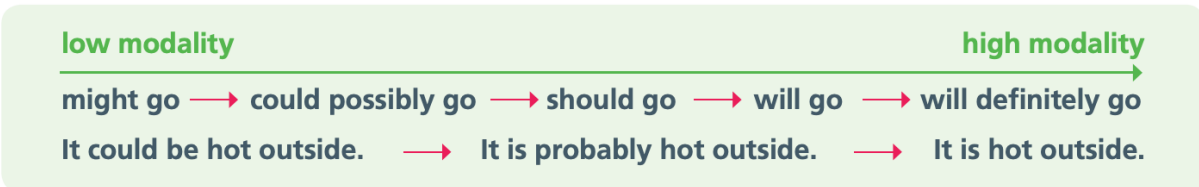
It also shows the writer's belief in the likelihood of an event occurring. This is particularly helpful when writing a persuasive text.

Examples giving a point of view:

Regular exercise **may** improve the health of your heart. (low modality)
Regular exercise **will** improve the health of your heart. (high modality)

Modality can be expressed through various language features:	
verbs	can, could, have to, must, might, should, would, ought to, couldn't, might not, had better, may, shall, seem, believe, think, appear
adverbs	impossibly, positively, possibly, scarcely, certainly, definitely, most certainly, surely, unquestionably, seriously, apparently, obviously, rarely, occasionally
nouns	chance, opportunity, possibility, necessity, capacity, certainty
adjectives	potential, possible, certain, definite, clear, probable, likely, unlikely, total, essential, absolute, complete
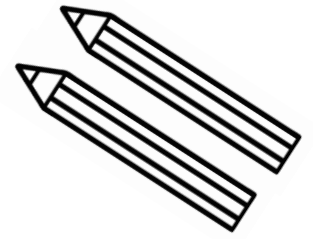
Comma Rules

A comma marks a slight break between different parts of a sentence. In long sentences, it's also used to separate clauses, so the reader understands which modifiers apply to which words.

USE A COMMA WITH A COODINATING CONJUNCTION TO SEPARATE INDEPENDENT CLAUSES.
Rule: Use a comma before a coordinating conjunction (and, but, yet, so, or nor, for) when it joins two complete ideas (independent clauses).
- He walked down the street, and then he turned the corner.
- You can go shopping with me, or you can go to a movie alone.

USE A COMMA AFTER AN INTRODUCTORY CLAUSE OR PHRASE.
Rule: Use a comma after an introductory clause or phrase. A comma tells readers that the introductory clause or phrase has come to a close and that the main part of the sentence is about to begin.
- When Evan was ready to iron, his cat tripped on the cord.
- Near a small stream at the bottom of the canyon, campers discovered a gold mine.

USE A COMMA BETWEEN ITEMS IN A SERIES.
Rule: Use a comma to separate items in a series; a series is a group of three or more items having the same function and form in a sentence.
- Plastics, glass bottles, paper and tins were listed for the recycling of waste program in the local community. (NOTE: no comma between items joined by 'and')
- The project was supported by the local residents, district clubs and community groups, and the neighbourhood schools. (NOTE: a comma is used before 'and' if the meaning is not clear in longer list items.)

USE COMMAS TO SET OFF NONRESTRICTIVE CLAUSES.
Rule: Use commas to enclose clauses not essential to the meaning of a sentence. These nonessential clauses are called non-restrictive. Clauses which are essential are called restrictive. Both restrictive and non-restrictive clauses may begin with a relative pronoun (such as who, whom, whose, that, which). A relative pronoun refers to the noun or pronoun that precedes it.
- Steven Strom, whose show you like, will host a party next week. (non-restrictive)
- John, who spent the last three days fishing, is back on the job again. (non-restrictive)
- The gentleman who is standing by the fireplace is a well-known composer. (restrictive)

USE A COMMA TO SET OFF APPOSITIVES.
<u>Rule</u>: An appositive is a noun or noun phrase that renames a nearby noun. Appositives offer nonessential information. Non-restrictive appositives are set off with commas; restrictive appositives are not.
- Alexander Pope, the Restoration poet, is famous for his monologues. (appositive)
- The poet Pope is famous for his monologues. (no appositive)
- The New York Jets, the underdogs, surprised everyone by winning the Super Bowl. (appositive)

USE A COMMA TO INDICATE DIRECT ADDRESS.
<u>Rule</u>: When a speaker in a sentence names the person to whom he is speaking, this addressing of his audience is called direct address. Direct address is indicated by the use of a comma or commas, depending upon its placement within the sentence.
- I think, John, you're wrong.
- John, I think you're wrong.
- I think you're wrong, John.

USE COMMAS TO SET OFF DIRECT QUOTATIONS.
<u>Rule</u>: A dialogue is a conversation between two or more people. If the speaker (not the listener) in the conversation is identified, his name, (or the noun or pronoun used to refer to the speaker), and the verb that refers to his speaking are enclosed within commas.
- Mary said, "I dislike concerts because the music is too loud."
- "I dislike concerts because the music is too loud," she said.
- "I dislike concerts," proclaimed Mary, "because the music is too loud."

USE COMMAS WITH DATES, ADDRESSES, TITLES, AND NUMBERS.
<u>Rules for dates</u>: In dates, the year is set off from the rest of the sentence with a pair of commas.
- On December 12, 1890, orders were sent out for the arrest of Sitting Bull.

<u>Rules for addresses</u>: The elements of an address or place name are separated by commas. A post code, however, is not preceded by a comma.
- John Lennon was born in Liverpool, England, in 1940.
- Please send the letter to 1 Monaghan Street, Minto, NSW 2566.

<u>Rules for titles</u>: If a title follows a name, separate the title from the rest of the sentence with a pair of commas.
- Sandra Belinsky, MD, has been appointed to the board.
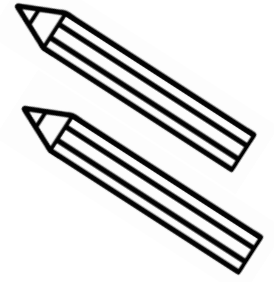
Apostrophe Rules

An apostrophe is a punctuation mark used to:

- indicate **missing letters or numbers** in a contraction or abbreviation.
  E.g. can't, it's, wasn't, isn't, '90s, o'clock
- indicate **ownership and possession**. E.g. The school's motto

Rules for using an apostrophe to denote ownership

1. To show ownership of a singular noun add ('s) after the word.
   E.g. Get into mum's car.

2. To show ownership of a plural noun add the (') after the 's'.
   E.g. This is the boys' change room. This is the students' union.

3. To show ownership of a collective noun add the ('s) after the word.
   E.g. My family's favourite dessert is chocolate. The women's movement.

4. If a singular or collective noun already ends in s, just add the (') to the end of the word without an extra "s". E.g. This is Chris' jumper. My class' performance went well.

Punctuation Tips

Capital letters	**start a sentence** • Kim said, "Are we there yet?" **are used for the first letter of proper nouns** • James lives in Baldwin • Drive, Kaleen. **indicate the word "I'** **are used for titles of books, movies, songs, magazines etc.** • *Tomorrow When the War Began*
Full stops	**mark the end of a sentence.** **end abbreviations** (shortened versions of words that don't end with the same letter as the original word) • *ed. (editor)* * Abbreviations like *Mr* and *St* (*Saint*) don't need full stops because they end with the same letter as the original word.
Commas	**separate items in a list instead of using "and"** • *I ate bread, lettuce, tomato, cheese and carrot.* **separate figures** • *The winner received $5,000,000.* **separate names from the rest of the sentence** • *Jake, I'd like you to meet my sister.* **tag direct speech** • *Sarah said, "This is my house."* **avoid confusion** • *Have you eaten, Jessica?* **are used before some conjunctions** • *I would like to go for a walk, but it is raining.* **separate words that give additional information** • *Sir Donald Bradman, the famous cricketer, was Australian*
Apostrophes	**show that letters have been left out** • *don't (do not), 6 o'clock (6 of the clock), must've (must have), G'day, (good day), it's (it is)* **indicate possession or ownership** • *Lisa's pen, Thomas' pen*
Question marks	**are used at the end of a sentence that asks a question.** • *What time is it?*
Exclamation marks	**indicate intense emotion** • *Ouch! Shh! Help!*
Colons	**introduce lists, series or quotations** • *Luke plays the following sports: tennis, cricket, basketball and volleyball.*

Xavier Catholic College

The Writing Process

Good academic writing requires effective planning, drafting, and revision. The writing process looks different for everyone, but there are five basic steps that will help you structure your time when writing any kind of text.

Cauldfield, J. (2020) . A step-by-step guide to the writing process. Retrieved from
https://www.scribbr.com/academic-writing/writing-process/
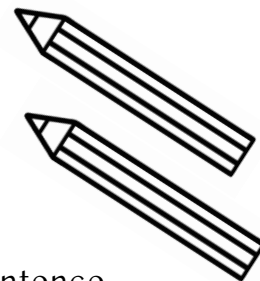
Integrating Quotations

You should never have a quotation standing alone as a complete sentence, or, worse, as an incomplete sentence, in your writing. The quotation will seem disconnected from your own thoughts and from the flow of your sentences. Ways to integrate quotations properly into your own sentences, with correct use of punctuation, are explained below.

There are at least four ways to integrate quotations.

Scenario	Quotation	Rule
The quote is syntactically independent from the surrounding text.	Someone famous once said, "Anyone who has never made a mistake has never tried anything new."	Use a comma
The quote blends into the surrounding text.	My mum is always telling me that "it's okay to make mistakes."	No punctuation
The quote is introduced by a complete sentence.	There is a famous quote attributed to Albert Einstein: "Anyone who has never made a mistake has never tried anything new."	Use a colon
The long quote is an indented paragraph introduced by a full sentence.	Dr. David M. Burns from Stanford University offers the following advice for students. Aim for success, not perfection. Never give up your right to be wrong, because then you will lose the ability to learn new things and move forward with your life. Remember that fear always lurks behind perfectionism.	Use a period.

Samantha Enslen, (2017). When to Use Commas Before Quotations. Retrieved from
https://www.quickanddirtytips.com/education/grammar/when-to-use-commas-before-quotations

Integrating quotations (continued)

Remembering just a few simple rules can help you use the correct punctuation as you introduce quotations. There are some exceptions to the rules below, but they should help you use the correct punctuation with quotations most of the time.

- **Rule** 1: Complete sentence: "quotation." (If you use a complete sentence to introduce a quotation, use a colon (:) just before the quotation.)

- **Rule** 2: Someone says, "quotation." (If the word just before the quotation is a verb indicating someone uttering the quoted words, use a comma. Examples include the words "says," "said," "states," "asks," and "yells." But remember that there is no punctuation if the word "that" comes just before the quotation, as in "the narrator says that.")

- **Rule** 3: If Rules 1 and 2 do not apply, do not use any punctuation between your words and the quoted words.

And remember that a semicolon (;) never is used to introduce quotations.

Randy Rambo. (2019). Integrating Quotations into Sentences. Retrieved from
http://facultyweb.ivcc.edu/rrambo/eng1001/quotes.htm
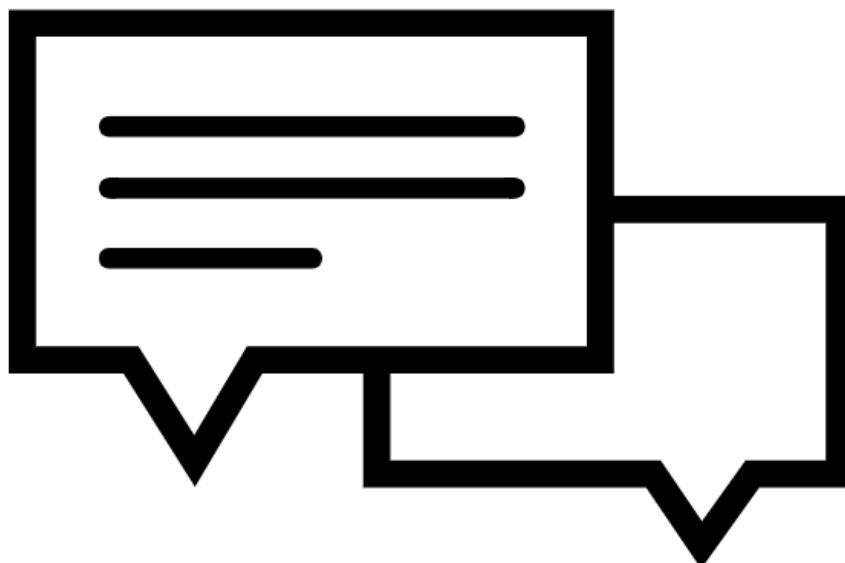
Glossary of Key Words – HSC Verbs

Account
Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

Analyse
Identify components and the relationship between them; draw out and relate implications

Apply
Use, utilise, employ in a particular situation

Appreciate
Make a judgement about the value of

Assess
Make a judgement of value, quality, outcomes, results or size

Calculate
Ascertain/determine from given facts, figures or information

Clarify
Make clear or plain

Classify
Arrange or include in classes/categories

Compare
Show how things are similar or different

Construct
Make; build; put together items or arguments

Contrast
Show how things are different or opposite

Critically (analyse/evaluate)
Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce
Draw conclusions

Define
State meaning and identify essential qualities

Demonstrate
Show by example

Describe
Provide characteristics and features

Discuss
Identify issues and provide points for and/or against

Distinguish
Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate
Make a judgement based on criteria; determine the value of

Examine
Inquire into

Explain
Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract
Choose relevant and/or appropriate details

Extrapolate
Infer from what is known

Identify
Recognise and name

Interpret
Draw meaning from

Investigate
Plan, inquire into and draw conclusions about

Justify
Support an argument or conclusion

Outline
Sketch in general terms; indicate the main features of

Predict
Suggest what may happen based on available information

Propose
Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall
Present remembered ideas, facts or experiences

Recommend
Provide reasons in favour

Recount
Retell a series of events

Summarise
Express, concisely, the relevant details

Synthesise
Putting together various elements to make a whole

NSW Department of Education. (2020). Glossary of Key Words. Retrieved from https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords
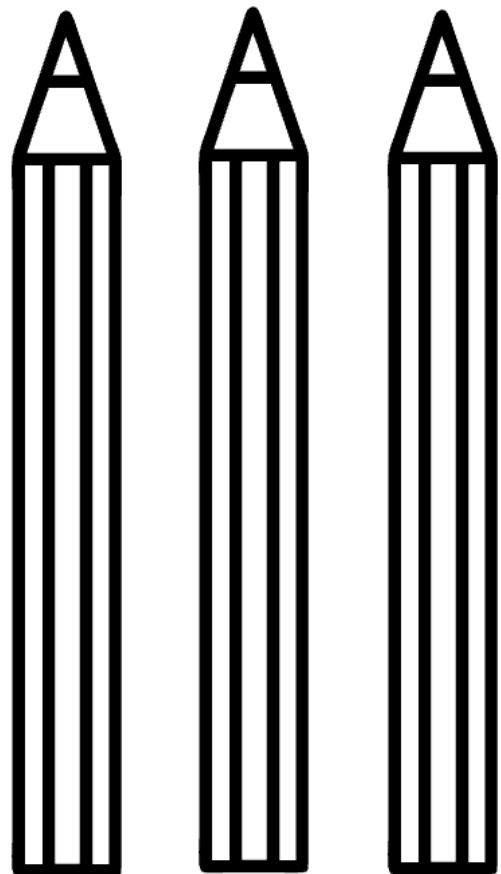
PEEL Paragraph Structure

Example:

PEEL structure should be used for paragraphs because it facilitates clarity. Teachers from Aristotle have complained about the difficulty of following students' essays. Using the PEEL structure approach ensures that ideas are constructed in logical order. The effectiveness of using the PEEL approach has been demonstrated by the research of Smith and Smith, who studied 500 student essays that did not use PEEL paragraphs and found that only one in five had a discernible logical order. All other essays lost up to 20/100 marks for lack of clarity. On the other hand, of those that used PEEL four in five were deemed 'logical' and were generally at least a grade higher than their non-PEEL counterparts. It is clear that the PEEL approach should be used for essays in order to increase clarity.

McGrooby. (2016). *PEEL Paragraph*. Retrieved from https://www.youtube.com/watch?v=h1dQvPtwp0I&t=33s

Tips for writing a PEEL Paragraph Structure

POINT

Always start with a sentence stating the point of your paragraph. The point should go towards developing the overall thesis of your essay. The point should be neither too general, nor too specific.

ELABORATE

The next step in a paragraph is to explain or elaborate on your point. This might include mentioning others who have made the point before you, or perhaps putting your point into context.

EVIDENCE

The third step is to provide evidence for your point, or to give an example to support it. This is an important step in justifying your argument.

LINK

Finally, the linking sentence is where you tie it all together, and link back to the point you were making, and its relevance to the overall topic.

McGrooby. (2016). *PEEL Paragraph*. Retrieved from   https://www.youtube.com/watch?v=h1dQvPtwp0I&t=33s

Skimming and Scanning

Skimming is reading quickly through a text to get the gist or main idea. Students can skim read by looking at headings and subheadings, pictures, diagrams, captions, any italicised or bold words, and the first and last paragraphs of the text.

Scanning is reading to locate particular elements or specific details in a text, such as key concepts, names, dates or certain information in answer to a question. Students can scan by looking through the text to locate key words to find the specific information quickly.

Skim when you want to read something quickly to get a general idea.

- Read the table of contents
- Read the opening and closing sentences of paragraphs
- Read bolded or italicised words
- Look at any illustrations or graphic features

Skim if you are previewing a book for selection.

Skim if you are rereading some pages before moving on in a book.

Skim when looking through a newspaper or magazine.

Scan when you want to read something quickly to find a specific piece of information.

- Look for key words related to your topic
- Look for bold print and italics
- Look for words in larger font sizes
- Look through bulleted information and sidebars

Scan if you have a question that you need answered.

Scan when trying to find a phone number, looking in a dictionary, or searching through an index.
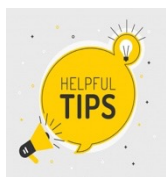
Tip

Ctrl-**F** is the shortcut in your browser or operating system that allows you to find words or phrases quickly. You can use it when browsing a website, Word or Google document or even a PDF.

Notetaking
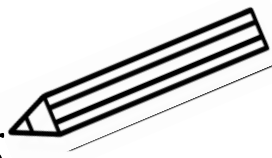
Taking notes over a lecture, a piece of text, or a video is a task you will be asked to perform throughout your life as a student, so there's no better time to start developing and improving those note-taking skills than right now. Effective note-taking requires practice. Don't expect to be skilled at it immediately. By keeping a few pointers in mind, however, you will soon see your note-taking abilities improving, and you will be one step further on the road to student success.

One of the most important things to remember when you are taking notes is to keep your purpose in mind. When you understand why you're taking the notes, you have a better idea of what you need to have in your notes and what is okay to leave out. Listen or read carefully, and engage your brain to sift out the information and ideas that will be most useful to you.

Your notes are a work in process, not a finished product. Therefore, they shouldn't look perfect because you will be adding to them, scratching things out, correcting mistakes, supplying clarifying details, and using them as an active tool for learning. Even though your notes needn't be perfect, they should be legible. If you can't read your own notes, they won't help you out much.

Research by Marzano, Pickering, and Pollack (2008) indicated that taking more notes is better than taking few notes. Therefore, make your notes as complete as possible, but resist the temptation to copy down every word from your source. Verbatim, or word-for-word, notes are the least useful type of notes. It's a better idea to phrase things using your own words. Your brain should act like a big coffee filter. All the information from the source goes into your brain, but only the worthwhile stuff makes its way into your notes—and it doesn't look exactly the same as before your brain filtered it. Think about the information and shrink it into something more compact. Think and shrink! Be mindful of this when you are typing notes on a computer. Since most people type more quickly than they write by hand, it's much easier to type your notes verbatim from the source. Resist the urge to transcribe everything.

While you're shrinking things, shrink the length of what you write. Great notes seldom contain complete sentences; words and phrases are generally better. Use abbreviations, symbols, tiny drawings, shapes, arrows, and whatever else you find useful in order to keep the meaning while shortening the amount you have to write down (and the amount you have to reread later).

Leaving out vowels or chopping off the ends of words can make your note-taking more efficient. *Whn u use thse abb., the msg is stll clr, yes?*
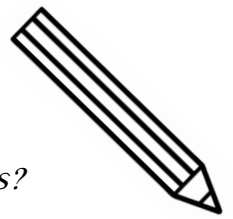
The one exception to the rule that less is more occurs when you are taking notes that you plan to use for a piece of writing or another product where you might want to quote a source directly. If you find a particularly powerful quotation or a sentence or two that is worded so effectively that you want to keep the original wording intact, copy the text down verbatim in your notes. Make sure that you put quotation marks around the words you copy so that you can give the author credit when you use those words in your product. Also, it's a good idea to keep track of where the source came from, the author or speaker's name, and the page number, if available, so you can cite the sources of your research.

Look and listen for clues to help you determine what information is most important. Phrases such as "the most important" or "the key feature" and superlative words such as best, biggest, most, least, and main are red flags signalling information you probably want to have in your notes. Similarly, when the speaker slows down, repeats something, spells out a word, or writes on the board, pay attention and write it down. Textbooks and informational texts sometimes put important terms or items in bold; include those boldface or highlighted words in your notes, perhaps underlining them to show they are important. A phrase like "One reason…" or "The first…" might tip you off that a list is about to begin.

As you're taking notes, think about how the information is organized. What are the main points? What are the supporting details? How does it all fit together? Try to make the arrangement of ideas on your note page reflect the organizational pattern. Some note-takers like to use an outline format or bullets, with big ideas closer to the left margins and less-important details indented. Others create mind maps or webs with big ideas in the centre and smaller ideas on the arms that reach outward. Skip lines between main ideas, and leave plenty of room on the page to add information later. If your initial notes are one crowded mass of words, you'll have two problems: 1) you won't be able to tell what the main ideas are, and 2) you won't be able to add additional notes or questions as you study.

Finally, a splash of colour can make it easier to find information in your notes later. Consider using a different pen colour for important names, terms, or other key information. Perhaps you would find it useful to change pen colours each time your notes move to a new concept or section. Be careful, though, that your color-coding doesn't distract from
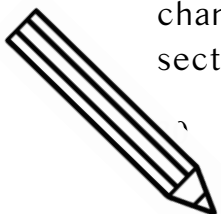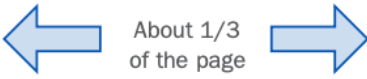
the most important task, which is paying attention to the information and trying to get the key ideas into your notes in a clear and retrievable manner.

Note-taking is a life skill that takes a lifetime to master. We can all continue to practice and improve the ways we take notes. In time, the process gets easier and more efficient. Keep working at it, and soon you will be enjoying the benefits of taking notes that help you work and learn more effectively in and out of school.

AVID. 'The Five Phases of the Focused Note-Taking Process'. *AVID Writing for Disciplinary Literacy: A Schoolwide Approach.*

Cornell Notes

Topic:	Name:
Objective/Note-Taking Purpose:	Class/Period:
	Date:

Essential Question:

Questions/Connections:	Notes:
Leave this space blank for adding questions and ideas in the Connecting Thinking phase. ← About 1/3 of the page →	Take notes in this section using whatever method you prefer: outline, webbing, bullets, charts, diagrams, or a combination. Leave space for additions and revisions.

Summary Reflection:
Add a space for a summary at the end of your notes. When taking notes on paper, you might want to wait to designate this area on your paper until you finish taking the notes so you do not run out of space for note-taking.

AVID. 'The Five Phases of the Focused Note-Taking Process'. *AVID Writing for Disciplinary Literacy: A Schoolwide Approach.*

Two Column Notes

Column 1	Column 2
Main Idea	Details
Claim	Evidence
Cause	Effect
Concept	Example
Term	Definition
Hypothesis	Results
Steps (in a process)	What the Step Looks Like (drawing or explanation)
Historical Event	Details
Character (in a story)	Traits
Philosopher's Name	Major Ideas and Works
Question	Answer
Vocabulary Word and Definition	Visual Representation, Sketch, or Example
Math Problem Solved (show work)	Explanation of the Steps to Solve It
Idea	Commentary (pros, cons, considerations)
Person	Accomplishments
Issue	Connection to Self, Another Text, or the World
Component (e.g., part of a cell, branch of government)	Function
Fact/Person/Term/Event/Work	Significance
Example	Non-example

AVID. 'The Five Phases of the Focused Note-Taking Process'. *AVID Writing for Disciplinary Literacy: A Schoolwide Approach.*

Three Column Notes

Column 1	Column 2	Column 3
First Source	Second Source	Connections
Differences of First Idea	Similarities	Differences of Second Idea
Vocabulary Term	Definition/Explanation	Visual or Sentence
Know	Want to Know	Learned
Description	Information	Importance
Something Being Observed	Observations	Conclusions
Name	Characteristics	Real-World Examples
Questions	Book Notes	Class Notes
Topic	First Source	Second Source
Cause	Effect	Importance
Pre-Reading Thoughts	Reading Notes	Post-Reading Thoughts
Person	Accomplishments	Challenges
Concept	Advantages	Disadvantages
Artwork and Artist	What the Book Says About It	Thoughts and Observations
Title	Summary	Themes
Claim	Evidence	Reasoning

Common Notetaking Abbreviations and Symbols

Instead of writing...	Consider using this shortcut...
against	vs.
and	& / +
and so on	etc.
approximately, around	c. / approx.
at	@
bad	X / ☹
because	bc
causes, leads to, produces	→
century	C
decrease, fall, decline	↓
ditto (same as above)	" "
equals, same as, means	=
not equal to, not the same	≠
example	ex. / e.g.
foot/feet	ft.
good	✓ / ☺
important	impt / *
increase, rise, growth	↑
in other words, that is	i.e.
interesting	!
is less than, less	<
is more than, more	>
man, men, male	♂
woman, women, female	♀
maximum	max
minimum	min
money	$
negative	−
number	#
people	ppl.
per (*3 weeks per year*)	/
positive	+
question	Q
answer	A
uncertain, possibly	?
square	sq.
therefore	∴
very	v.
extremely	vv.
with	w/
without	w/o
yard(s)	yd.
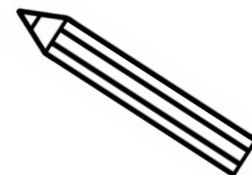
Paraphrasing

Paraphrasing is putting someone else's idea(s) into your own words. A paraphrase covers the points the author has made, but in different words.

Method 1: Look away from the source then write	**Method 2:** Take notes
Read the text you want to paraphrase several times until you feel that you understand it and can use your own words to restate it to someone else. Then, look away from the original and rewrite the text in your own words.	Take <u>abbreviated</u> notes; set the notes aside; then paraphrase from the notes a day or so later, or when you draft.

If you are finding it difficult to write the information in in your own words, this is a sign that you **don't understand** the material. Reread the information, taking the time to define any unfamiliar words.

NOTE: Paraphrased information should always be referenced appropriately

Some examples to compare

Original passage
Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final writing task. Probably only about 10% of your final writing task should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, J. D. (2006) Writing Research Papers. 2nd ed. Pearson Education, Sydney, 46-47.

A legitimate paraphrase of the original passage
In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 2006).

An acceptable summary of the original passage
Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 2006).

A plagiarised example of the original passage
Students often use too many direct quotations when they take notes this results in there being too many quotes in the final assessment task. Only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of exact transcribing of source material copied while taking notes.

Costello, C. (2020) Virtual Library. Retrieved from https://www.virtuallibrary.info/paraphrasing.html

Spelling Strategies

Strategies	How to Use Them
STEPS FOR SPELLING NEW WORDS	1. Look at the word and say it. 2. Spell it aloud. 3. Think about it. 4. Picture it. 5. Look at it and write it. 6. Look. cover, write and check it.
BEGINNING AND ENDINGS	Use known word parts e.g. prefixes, suffixes, compound words
LOOK THE SAME	Think of other words that look the same e.g. l**ight**, n**ight**
WORD FAMILIES	If an incorrectly spelt word has other words in the same family, look at these words as well e.g. w**alk**, st**alk**
RULES	It is very helpful to know spelling rules
TRICKY PART	Think of a way to remember a tricky part e.g. **pie**ce of **pie**
CHUNKING	Spell the words in bits and break the word into smaller parts e.g. team/mate, ar/ti/fi/cial
WORDS WITHIN WORDS	Find little words within big words to help you memorise the spelling e.g. believe = **be**, **lie**, **eve**
RHYMING HELPERS	Link a word with a rhyming word that is spelled the same as the end e.g. un**less**, **mess**
CREATING MEMORY TRICKS	Link tricky words with a memory helper that has the same problem letters e.g. tell the mos**quit**o to **quit** biting me
USING MEANING HELPERS	Pair a word with a shorter, related word that gives a sound clue e.g. **act** – **action**
PRONOUNCING FOR SPELLING	Pronounce a word correctly e.g. pro/**ba**/bly. Or make up a secret pronunciation e.g. choc/**o**/late

Xavier Catholic College
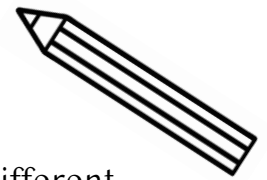
Homophones

A homophone is a word having the same sound as another but different spelling and meaning, for example bear, bare.

here	hear	
there	their	they're
to	too	two
new	knew	
would	wood	
past	passed	
which	witch	
no	know	
where	wear	
some	sum	
meet	meat	
your	you're	
see	sea	
threw	through	

Homophones cont.

aloud allowed	He was talking aloud during the film. I am not allowed out during the week.
brake break	The brake on the bike was on the handlebars. Be careful not to break that crystal vase.
steal steel	To steal from someone is a crime. Steel is needed for heavy industry. I need to steel myself before I face the principal.
stationery stationary	I need to buy some stationery from the newsagent. The car was stationary when it was hit by the truck.
principal principle	A principal is in charge of a school. She had strong principles about lying.
red read	The traffic light turned red. I read the whole book in a day.
meat meet	I don't eat red meat. Let's meet for lunch at twelve o'clock.
pear pair	I had a poached pear for dessert. The pair of boots needed repair.
course coarse	Of course, I needed antibiotics. The material was coarse and made me itch.
whether weather	I don't know whether to choose the black or the white top. The weather is cold and wet.
seen scene	He was seen running in an easterly direction. The death scene in Hamlet is very dramatic.

Commonly Misspelled Words

Correct spelling	Spelling advice	Common misspelling
accommodate, accommodation	two **c**s, two **m**s	accomodate, accomodation
achieve	**i** before **e**	acheive
across	one **c**	accross
aggressive, aggression	two **g**s	agressive, agression
apparently	**-ent** not **-ant**	apparantly
appearance	ends with **-ance**	appearence
argument	no **e** after the **u**	arguement
assassination	two double **s**'s	assasination
basically	ends with **-ally**	basicly
beginning	double **n** before the **-ing**	begining
believe	**i** before **e**	beleive, belive
bizarre	one **z**, double **-r**	bizzare
business	begins with **busi-**	buisness
calendar	**-ar** not **-er**	calender
Caribbean	one **r**, two **b**s	Carribean
cemetery	ends with **-ery**	cemetary
chauffeur	ends with **-eur**	chauffer
colleague	**-ea-** in the middle	collegue
coming	one **m**	comming
committee	double **m**, double **t**, double **e**	commitee
completely	ends with **-ely**	completly
conscious	**-sc-** in the middle	concious
curiosity	**-os-** in the middle	curiousity
definitely	**-ite-** not **-ate-**	definately
dilemma	**-mm-** not **-mn-**	dilemna
disappear	one **s**, two **p**s	dissapear

disappoint	one **s**, two **p**s	dissapoint
ecstasy	ends with -**sy**	ecstacy
embarrass	two **r**s, two **s**'s	embarass
environment	**n** before the **m**	enviroment
existence	ends with -**ence**	existance
Fahrenheit	begins with **Fahr-**	Farenheit
familiar	ends with -**iar**	familar
finally	two **l**s	finaly
fluorescent	begins with **fluor-**	florescent
foreign	**e** before **i**	foriegn
foreseeable	begins with **fore-**	forseeable
forty	begins with **for-**	fourty
forward	begins with **for-**	foward
friend	**i** before **e**	friend
further	begins with **fur-**	futher
gist	begins with **g-**	jist
glamorous	-**mor**- in the middle	glamourous
government	**n** before the **m**	goverment
guard	begins with **gua-**	gaurd
happened	ends with -**ened**	happend
harass, harassment	one **r**, two **s**'s	harrass, harrassment
honorary	-**nor**- in the middle	honourary
humorous	-**mor**- in the middle	humourous
idiosyncrasy	ends with -**asy**	idiosyncracy
immediately	ends with -**ely**	immediatly
incidentally	ends with -**ally**	incidently
independent	ends with -**ent**	independant
interrupt	two **r**s	interupt
irresistible	ends with -**ible**	irresistable
knowledge	remember the **d**	knowlege

liaise, liaison	remember the second **i**: **liais**-	liase, liason
lollipop	**i** in the middle	lollypop
millennium, millennia	double **l**, double **n**	millenium, millenia
Neanderthal	ends with -**thal**	Neandertal
necessary	one **c**, two **s**'s	neccessary
noticeable	remember the middle **e**	noticable
occasion	two **c**s, one **s**	ocassion, occassion
occurred, occurring	two **c**s, two **r**s	occured, occuring
occurrence	two **c**s, two **r**s, -**ence** not -**ance**	occurance, occurence
pavilion	one **l**	pavillion
persistent	ends with -**ent**	persistant
pharaoh	ends with -**aoh**	pharoah
piece	**i** before **e**	peice
politician	ends with -**cian**	politican
Portuguese	ends with -**guese**	Portugese
possession	two **s**'s in the middle and two at the end	posession
preferred, preferring	two **r**s	prefered, prefering
propaganda	begins with **propa**-	propoganda
publicly	ends with -**cly**	publically
really	two **l**s	realy
receive	**e** before **i**	recieve
referred, referring	two **r**s	refered, refering
religious	ends with -**gious**	religous
remember	-**mem**- in the middle	rember, remeber
resistance	ends with -**ance**	resistence
sense	ends with -**se**	sence
separate	-**par**- in the middle	seperate

siege	**i** before **e**	seige
successful	two **c**s, two **s**'s	succesful
supersede	ends with -**sede**	supercede
surprise	begins with **sur**-	suprise
tattoo	two **t**s, two **o**s	tatoo
tendency	ends with -**ency**	tendancy
therefore	ends with -**fore**	therefor
threshold	one **h** in the middle	threshhold
tomorrow	one **m**, two **r**s	tommorow, tommorrow
tongue	begins with **ton**-, ends with -**gue**	tounge
truly	no **e**	truely
unforeseen	remember the **e** after the **r**	unforseen
unfortunately	ends with -**ely**	unfortunatly
until	one **l** at the end	untill
weird	**e** before **i**	wierd
wherever	one **e** in the middle	whereever
which	begins with **wh**-	wich

Lexico. (2020). The most common English Misspellings. Retrieved from https://www.lexico.com/grammar/common-misspellings
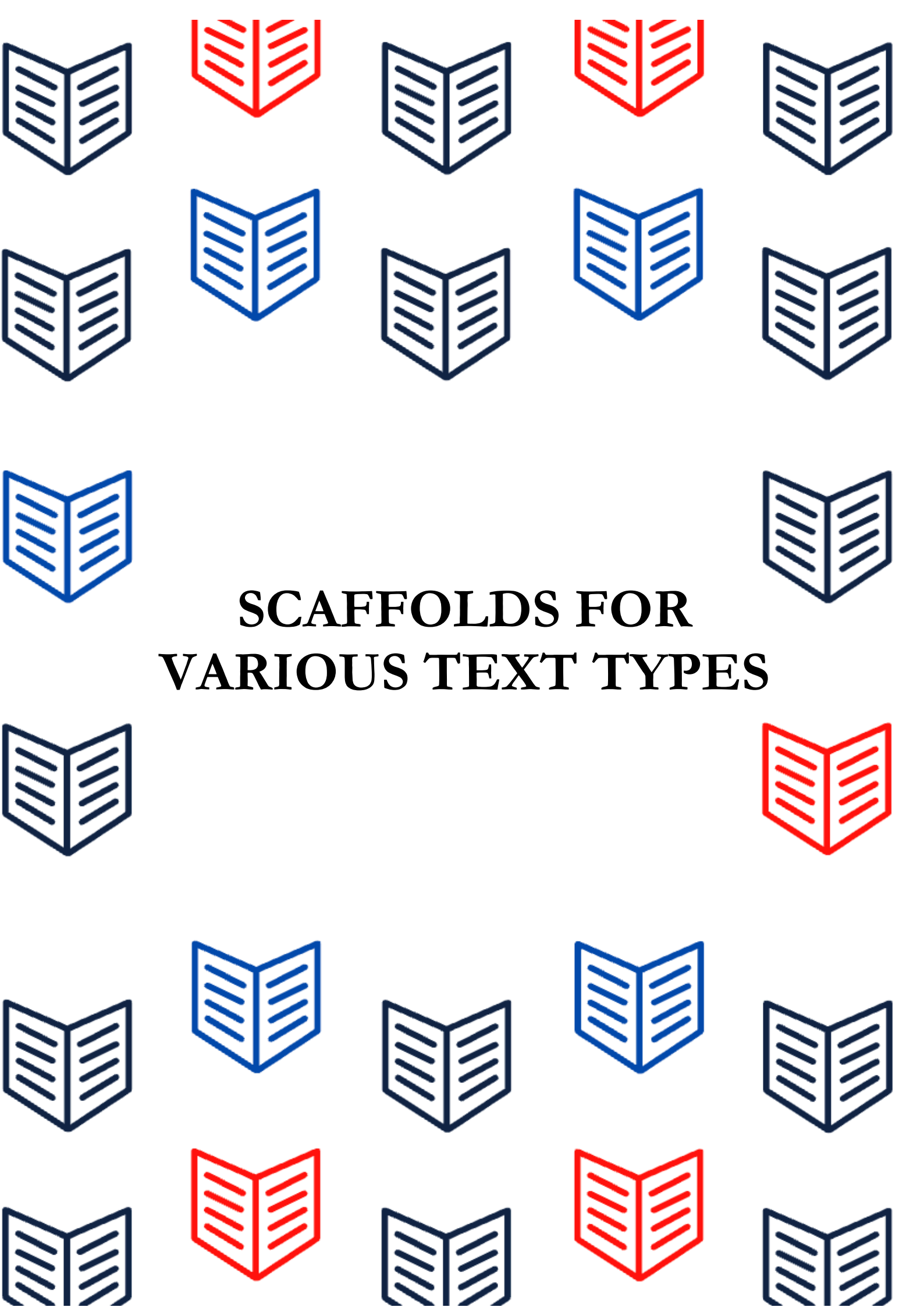
SCAFFOLDS FOR VARIOUS TEXT TYPES
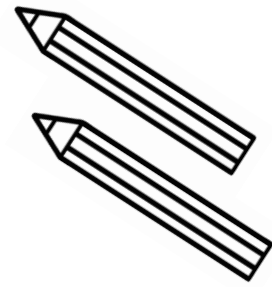
Biography

A **biography** is a text that is written to inform the reader about a real person's life. The person the biography is written about can be alive or deceased. The scaffold below is a basic guide to the structure that a biography might take. Use the prompts in each box to write as much information as you can about the person you are

Biography Scaffold

Title: their name	_____
Orientation: full name, where they were born/lived and what they were famous for.	_____ _____ _____ _____ _____ _____
Body Paragraphs 1 Series of events: paragraphs that describe important events, there impact, others involved, years and places.	_____ _____ _____ _____ _____
Body Paragraphs 2	_____ _____ _____ _____

	_____ _____ _____
Re-orientation: re-state what they were famous for and their contribution to society i.e. what makes them memorable/special?	_____ _____ _____ _____ _____ _____ _____

Case Study

A case study is a research method involving an up-close, in-depth, and detailed examination of a particular case. It is descriptive and explores that particular person, group or event.

For example, if you were to do an industry case study on IKEA, the popular furniture brand, you would want to explore all aspects of its existence; this might include:
- Economic status (does it trade globally or is it a family business etc.)
- Business model (franchise, independently owned, government sponsored, etc.)
- Cultural or social influence (what effect it might have on the community or for its customers)
- Manufacturing methods (import and export)

Your case study will be specific to the subject (Industrial Timber, Science, PDHPE, etc.) and require you to analyse and explore different sections of the given case. However, all case studies require you to:
1. Use headings and subheadings when formatting your answers to the questions.
2. Research information that has been published on the same or similar subject matter.
3. Some case studies will require you to create interviews and discuss your results.
4. Use the data collected throughout the research, interviewing and analysis to come to a conclusion.

Press Academia. (2018). *How to write a case study?*. Retrieved from https://www.pressacademia.org/how-to-write-a-case-study/

Design Process

The Design Process is a method for breaking down a large project into adaptable portions. Architects, engineers, scientists, and other thinkers use the design process to respond to a range of problems. Through a design process, clear steps are needed to challenge each project.
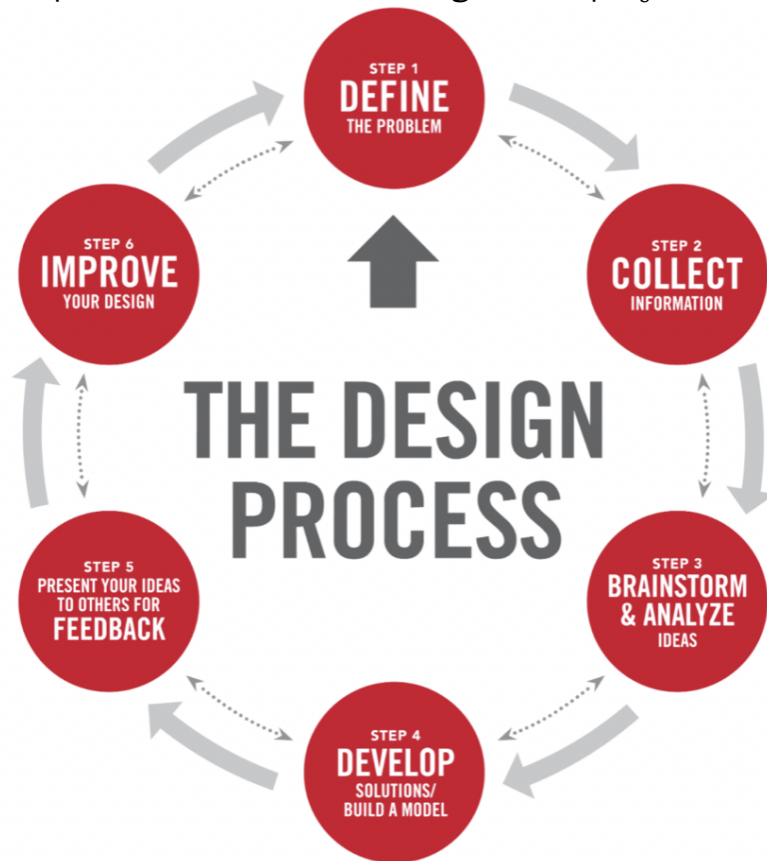
1. Define the Problem
You can't find a solution until you have a clear idea of what the problem is.
2. Collect Information
Collecting information requires gathering information and research 'data' on the problem, aspects of the problem and the different information and data on your developing solution.
3. Brainstorm and Analyse Ideas
Begin to sketch, make, and study so you can start to understand how all the data and information you've collected may impact your design.
4. Develop Solutions
Take your preliminary ideas and form multiple small-scale design solutions, articulate to a solid solution that a prototype can be created.
5. Gather Feedback
Present your ideas to as many people as possible: friends, teachers, professionals, and any others you trust to give insightful comments.
### 6. Improve
Reflect on all of your feedback and decide if or to what extent it should be incorporated. It is often helpful to take solutions back through the Design Process to refine and clarify them.

Chicago Architecture Center. (2012). *DiscoverDesign Handbook*. DiscoverDesign. Retrieved from https://discoverdesign.org/handbook#:%7E:text=The%20Design%20Process%20is%20an,large%20project%20into%20manageable%20chunks.&text=Use%20this%20process%20to%20define,The%20Design%20Process%20Worksheet

Diary Entry

A diary entry is a piece of personal writing recording an individual's thoughts and feelings about a particular event or day.
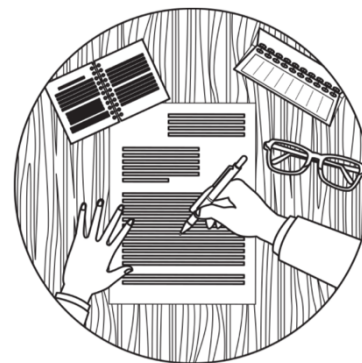
Diary Entry Writing Checklist

When writing a diary entry, you should do the following:

✔ Include an introduction to set the scene and create atmosphere

✔ Use adventurous vocabulary to describe the places where the events happen

✔ Write in the past tense

✔ Tell the story of one episode of the writer's life

✔ Write as if you are talking to someone (utilising an informal register)

✔ Use some personal pronouns: I, we, my, me.

✔ Talk about feelings, reactions and opinions from the writer's point of view

✔ Use time conjunctions to show when things happened

✔ Write about events that are important to the writer

✔ Use paragraphs to organise events

Twinkl. (2020). Diary Writing Checklist. Retrieved: https://www.twinkl.com.au/resource/t2-e-1088-diary-writing-checklist-differentiated

Diary Entry Sample

Thursday December 14th

The day I had thought would never come had finally arrived – the new Star Wars film was being shown in the cinema for the first time and I had tickets to go and see it with my dad! Ever since my dad first showed me the Star Wars films, they have been my favourite – I have watched some of them so many times that I have memorised whole sections of the script. I love the simplicity of the good vs evil story and I think the characters are perfect. Sometimes, when I have nothing else to do, I practise trying to use the 'force' to make objects move. Not surprisingly, they never do!

We were booked in to an early showing because we wanted to be among this first people to see the new film – we didn't want any of the twists and turns of the plot ruined before we saw it for ourselves. So, after breakfast, we got in the car and drove to the cinema chatting excitedly about what we thought would happen in the film. I was wearing my Darth Vader costume and as well as feeling excited, I had a nice warm feeling that came from having my dad all to myself.

When we got to the cinema there were people everywhere, many of them dressed up like me and, despite the fact it was early in the day, there was a hubbub of excitement filling the huge lobby of the cinema. People were coming away from the snack counter carrying piles of popcorn and hotdogs and balancing drinks and sweets precariously. We had brought supplies from home, sneakily hidden in my dad's bag. Noticing the crush at the food counter, my dad patted the bag and gave me a wink. We waited to collect our tickets behind a Stormtrooper and a C3PO and when we had them we went directly to screen 4 to find our seats.

A lady with a torch led us down the stairs and pointed out where we needed to sit, 'If it's too dark, use the force!' she said smiling. As we relaxed into our seats, the cinema began to fill up around us and pretty soon the striking first notes of the soundtrack began to blare around us. We were straight into another galaxy. My dad and I looked at each other and smiled. Big smiles. For the next two hours we were completely bewitched by the story and I continued to stare at the screen even as the credits began to roll. When I became aware of my dad saying 'Come on son – let's go!' I looked around the cinema and was startled to see that we were the only ones left there! I better not say what happened in the film...

All the way back home my dad and I discussed what we thought of the film – it was amazing! I felt as though someone had flicked a switch in my brain – my imagination was fired by the new characters and thinking about what might come next. After we had our lunch, I was sitting on the sofa and I began to concentrate on the remote control, trying to move it closer with the power of my mind. I tried to clear my mind and imagine it edging closer, inch-by-inch. Until... it did! Just a little. I was sure it had. 'Did anyone else see that?' I shouted. The room was empty.
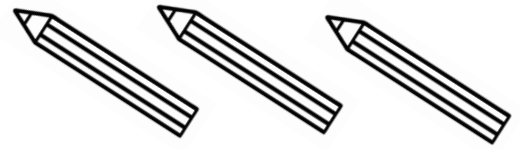
Diary Entry Plan
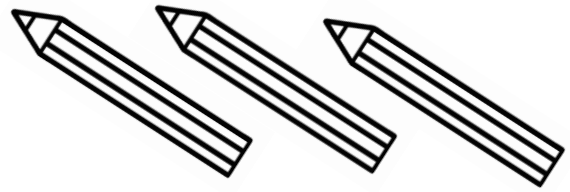
Introduction:

Events:

Feelings:

Time conjunctions you could use:

Adverbials you could use:

Essay

An essay is an extended piece of writing that presents and supports a thesis or proposition. The word 'essay' derives from the Latin word 'exagium', meaning the presentation of a case.

There are many different types of essays (or responses) and they can have many purposes, but the basic structure is the same. Your essay must be written in a **formal written style**. You should write in **third person** and write about the texts in the **present tense**.

Essay Structure

Introduction

Purpose

The introduction sets the tone for the essay and helps to engage the reader by outlining the topic, the writer's position on a topic or issue, and the main arguments to be presented.

The introductory paragraph has a very important role. It tells the reader what to expect in the rest of the essay: how the writer will demonstrate their opinion and how they will back up their opinion by using relevant examples from the text(s).

Overview

An introduction should start with an interesting first sentence, to gain the reader's interest and to set up a context for the essay.

- If the essay is an exposition, the writer argues from one point of view only. The first sentence may strongly support or oppose the ideas in the question.
- In the case of a discussion question, the writer argues from two or more points of view. The first sentence may show that there are a number of valid positions that can be taken about the ideas posed by the question.

The writer should state their response to the essay question and ideas about the text(s) in question. This is the statement of position and it shows whether or not the writer agrees with the idea presented by the question.

The introduction should also outline why the writer has taken this position (the reasons for the thesis) with a summary of the evidence from the text(s) which support the position. The points should be generalised and in the order that they will be presented in the essay.

Body
Purpose

The body of an essay is where the student expands on the points outlined in the introduction. The body is where the student tries to convince the reader of their point of view and effectively 'answers' the essay question. The body includes a number of linked paragraphs with references to the text(s) to back up the writer's point of view.

Overview

The body of an essay features a number of paragraphs that start with linking words such as: moreover, in addition, another, similarly, also, furthermore, however, in contrast, on the other hand, although and alternatively.

Each paragraph should start with a topic or lead sentence that explains the main idea of the paragraph. A writer may have to write more than one paragraph for each idea.

The writer should back up their point of view with examples taken from the text(s). This could include quotations from the text (use double quotation marks to enclose the quoted passage), or references to part of the text that supports the writer's point of view.

Conclusion
Purpose

The conclusion to an essay is generally one paragraph long and answers the main points and questions outlined in the essay introduction. It provides the writer with the chance to restate their position and persuade the reader with reference to the main points and evidence in the body of the essay.

Overview

Remind the reader of the your point of view. Do not introduce new arguments here, although it is effective to clinch arguments with fresh expression and evaluation statements or references to the main points within the essay. Check that the conclusion ends on a strong note, reinforcing your main point of view.

Ways to introduce your conclusion:
- So...
- It is clear that...
- In conclusion,...
- In light of the evidence...
- Having considered some of the important arguments...
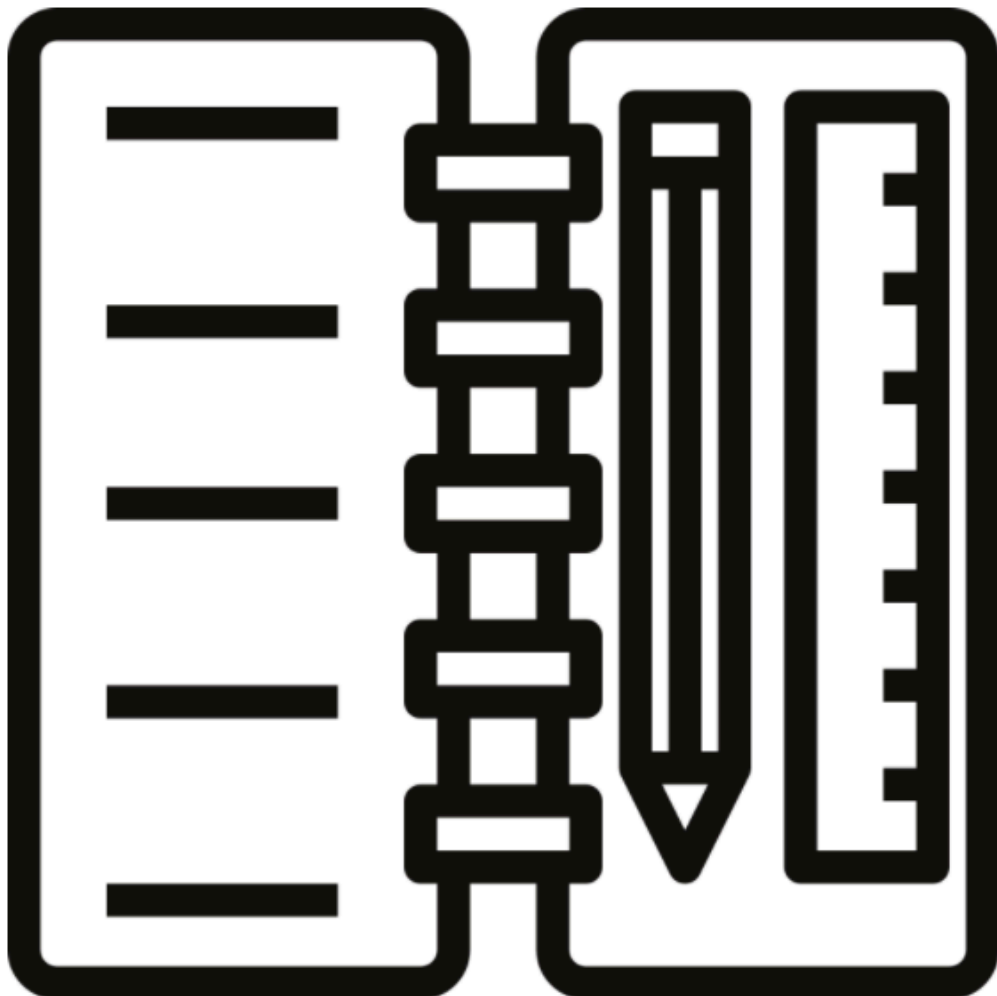- These examples suggest/demonstrate/ prove/indicate...

Essay Structure Summary

The introduction is where the writer says **what they are going to say**.
The body of an essay is where the writer says **what they have to say**.
The conclusion is where the writer says **what they have said**.

Essay Writing Checklist

Use this essay writing checklist to help plan and complete your essay.

- ✔ Read the question carefully.

- ✔ Underline the key words (e.g. discuss, explain, compare) and consider what type of essay you are required to write.

- ✔ Use information sources that are relevant and accessible.

- ✔ Write notes in your own words.

- ✔ Reference quotes properly if you are using quotations or information directly from other sources.

- ✔ Brainstorm ideas, words, memorable parts of texts etc. and jot these thoughts down on paper.

- ✔ Develop a key argument or idea for your essay.

- ✔ Organise notes into a plan. The level of planning will depend on the type of essay.

- ✔ Make sure every point is relevant to the question.

- ✔ Write the introduction. This should open the discussion and engage the reader.

- ✔ Write the main body of the essay. Ensure each point is given a new paragraph and provide supporting evidence for each point that you make.

- ✔ Write the essay conclusion. Summarise the main ideas and demonstrate how you have proven your point. The conclusion should reaffirm the introduction.

- ✔ Edit the draft. Check for spelling, punctuation and grammar.

- ✔ Make sure the final copy is clean and neat, including any footnotes or bibliography.

Essay writing – evidence and references

Evidence is important in essay writing as it helps support the writer's main idea or argument.

Evidence can include **quotations** taken directly from the text(s),
or **references** to parts of the text which support your point of view.

It is important that the reader knows why the quotation or reference is significant to the writer's argument. It must be explained how the quote or reference supports the writer's position.

Tips for putting direct quotes into essays:

- Use quotation marks to enclose the quoted passage.
- Use an ellipsis (3 full stops …) to show that words have been omitted within the text being quoted.
- Use a diagonal slash to indicate a line break, as occurs in poetry.
- Longer quotes, such as a whole sentence or paragraph, or several lines of poetry, should be presented on a new line and indented.

A quotation might look like this in your essay:

- Much of the written text of *The Krake*n is the language of opposites, which cleverly reinforces the theme of the book. Moreover, mottos such as "Where there is light, there must also be darkness" also heighten the anticipation of danger in the reader.

If you use quotes, you need to reference them in your bibliography at the end of your essay.

A **bibliography** is a list of references in alphabetical order of the authors' names and the titles of their work.

A bibliography may look like this:

- Crew, Gary and McBride, Marc, 'The Kraken', Melbourne, Lothian, 2001.
- Coen, Joel and Coen, Ethan, 'O Brother, Where Art Thou?' Film, 2000.

Explanations

An explanation can stand alone, or form part of another text – for example you may include an explanation of the life cycle of a frog as part of an informative text about frogs.

The structure of an explanation is as follows;
- A title
- Introduction: A general statement, this should contain a general explanation of the phenomenon to be discussed or explained.
- A sequence of statements that explain why or how a particular phenomenon occurs.
- A conclusion or closing statement to sum up your text.

The language features of this text will include:
- Present tense.
- Third person.
- Use temporal and cause conjunctions.
- Steps or stages of the explanation in chronological order.
- May include time connectives.
- Include diagrams to add information or assist in the explaining of phenomenon.
- Formal voice/language, using the correct scientific terms.

Explanation Sample

WHY DO THINGS FLOAT IN WATER? ←

What makes some things float, when similar size objects sink?

Objects are made up of very tiny molecules. Molecules can be packed in close together like in a rock or more spread out like in bubble wrap. The positioning of molecules affects the density of an object. Objects with tightly packed molecules are more dense than those where the molecules are spread out.

Introduction – or general statement of what is to be explained – in this case a rhetorical question piques interest from the reader – but still highlights what is to be explained.

Density plays a part in why some things float and some sink. Objects that are more dense than water sink and those less dense float.

Hollow things often float too as air is less dense than water. This is partly why huge heavy ships float. Another thing to consider is the shape of an object. Generally, the more of the outside of an object that is touching the water the more buoyant it is. Water pushes back up against objects so the more surface area an object has the more water pushes back against it helping it to float.

Sequence of statements which explain the phenomenon.

Note the language is formal and present tense.

When an object floats, it pushes water out of the way (displacement). Have you ever noticed that when you climb into a bath the water level rises? That's because your body displaces (moves) the water.

This easy activity demonstrates how reducing the density of a heavy object allows it to float.
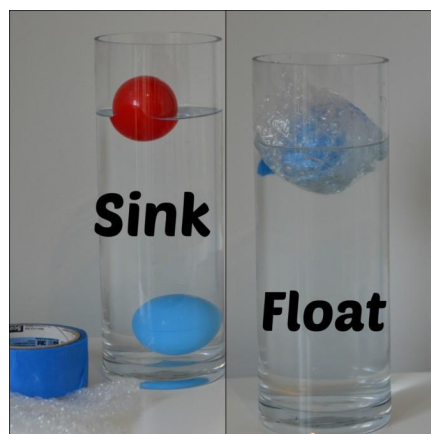
Diagrams can be included to demonstrate a point and should be labelled.

Information Report

When do I use it?

To present information about a subject. An information report helps to lay out and classify and/or describe various elements about the subject or topic. Within the information report articles, research, and other material are used to display facts about the subject.

Features of an information report:

- Table of contents
- Subheadings
- Glossary
- Data Representation
- Diagrams
- Tables
- Flow Graphs

<u>SCAFFOLD</u>

1. **A general opening statement in the first paragraph**
   - This statement tells the audience what the text is going to be about.
   - This can include a short description of the subject.
   - This can include a definition of the subject.

2. **A series of paragraphs about the subject**
   - Each paragraph starts with a topic sentence.
   - The topic sentence at the beginning of each paragraph previews
   - the information contained in the rest of the paragraph.
   - Each paragraph should give information about one feature of the
   - subject.
   - These paragraphs may include technical language.

3. **A concluding paragraph**
   - This paragraph signals the end of the text.
   - It can summarise the report.

Information Report Template

1. **Introduction**
   - What the text is going to be about
   - A short description of the subject
   - Can include a definition

2. **Body of the report**
   - Each paragraph begins with a topic sentence which previews the information in the rest of the paragraph
   - Sentences after give more details
   - Each paragraph should give information about one feature of the subject
   - May include technical language

3. Repeat the same steps as 2

4. Repeat the same steps as 2

5. **A concluding paragraph**
   - Can summarise the report

Letter

Writing a letter serves many purposes. However, the basic purpose of a letter is to convey a message. There are different types of letters such as formal letters, informal letters and emails.

Formal letters are written to someone the writer doesn't know, or someone in authority, such as a teacher or politician. Examples of formal letters include job application letters and complaint letters.

Informal letters are used for someone the sender knows such as a friend, a family member or a person of the same age or younger. They might describe a place or experience, pass on news or thank the recipient for something. Informal letters have a chattier tone, but still follow a set layout.

Emails to friends or family don't have to follow any particular rules. However, emails to teachers, employers or people the sender doesn't know should use appropriate language and have a clear structure. More and more correspondence is now sent via email, so writing an email isn't an excuse to be sloppy.

Email Scaffold

Vorderman, C. (2013). *Helping your kids with English: a unique step-by-step visual guide.* Dorling Kindersley.

The Balance. (2020). How to write and send professional email messages. Retrieved from: https://www.thebalancecareers.com/how-to-write-and-send-professional-email-messages-2061892

Informal Letter Example

(1)   James Pedemont

64 Monfarville Street

(2) 28th January, 2017   Fullarton SA 5063

(3) Dear Sarah,

(4) I am writing this letter from a small café in the middle of Sydney, Australia. I'm eating pancakes and fruit salad for breakfast. It's absolutely delicious! There are so many people around as well. I just cannot believe it how busy this place is.

Mum's been making sure that we see absolutely everything we can on our trip here. So far, we have walked around China Town and we tasted the most amazing, delicious food. We also climbed the Sydney Harbour Bridge yesterday. It was such a great experience! We were very lucky too because we climbed the bridge when the sun was setting. It made the city look even more beautiful. We've been to Darling Harbour and visited the Sydney Aquarium and Wax Museum. My goodness! It felt like I was with all the famous actors and actresses in Hollywood. They all looked so real. After breakfast, we are planning on going to the Sydney Opera House and then on a ferry trip over to Manly. I'm a little bit scared of getting on the ferry, but Mum says that I'll be fine.

(5) I miss you a lot and I cannot wait to see you back in Fullarton. Our plane gets in at 5pm on 5TH February.

(6) Love,

(7) James

(8) P.S. I'm bringing something back to you. You're going to absolutely love it!

Features of informal letters

1. Your own name and address in the top right-hand corner of the letter
2. Today's date
3. Your greeting ('Hi…' or 'Dear…')
4. The content of your letter, giving information about where you are, what you are doing and what you would like to know
5. A conclusion or farewell, including any closing remarks and final words
6. A salutation
7. A postscript

Writing Organizer - Informal Letter Plan

Writer's Address

Street

Town

Postcode

Date

Name or Title

Dear

Introduction

Body of the Letter

Conclusion

Salutation

Your Name

Innovative
TEACHING IDEAS

Literacy Ideas. (2020). How to write letters – formal and informal. Retrieved from:
https://www.literacyideas.com/how-to-write-a-great-letter

Narrative

<u>What is a narrative and how do I write one?</u>

In simple terms, a narrative is a story that can be either spoken or written when being told. It is usually a series of events or experiences presented from either one or multiple perspectives. Narratives can be either fictional (made up) or nonfictional (a story based on true events). It could also be a combination of these two!

When writing an effective narrative, it is important to include the basic elements that direct them and make them easy for a reader to read and follow. There are four sections of a narrative that are important in writing an exciting and thrilling story.

1. Orientation
2. Complication
3. Series of events
4. Resolution
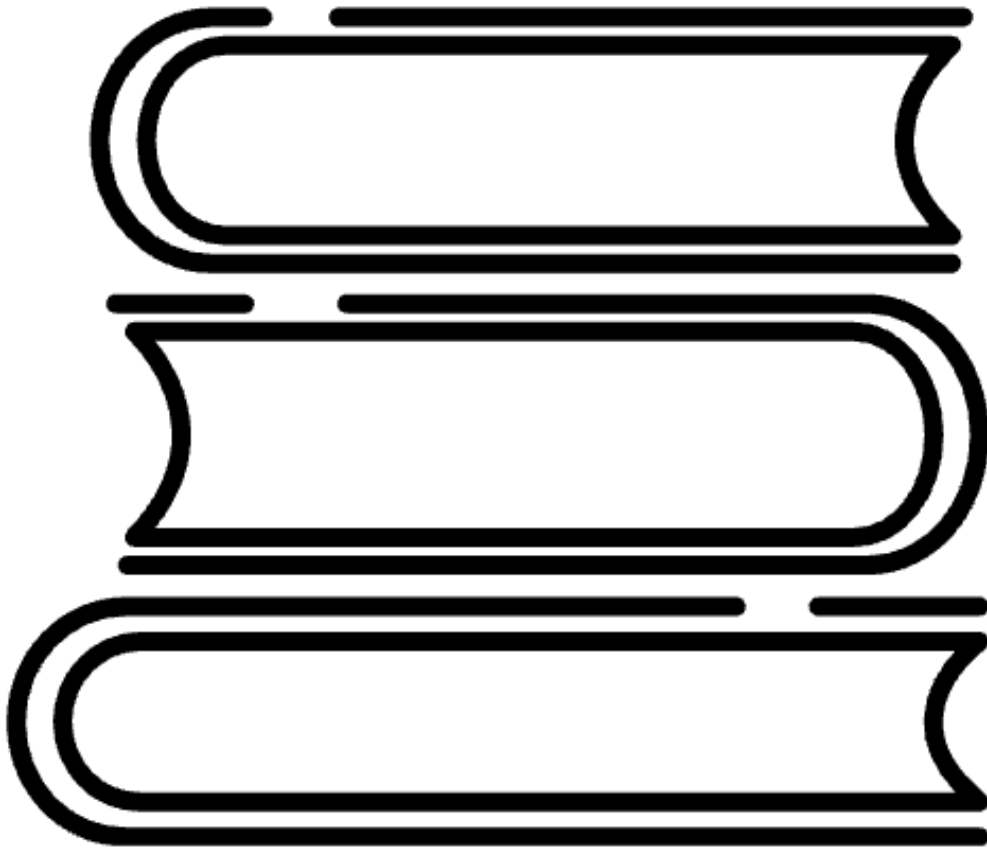
Narrative Plan

This plan has been designed to help you write an effective narrative.

Title: _____

Orientation (The who, when and where of the story):
Who is in the story?

_____

_____

_____

_____

When is the story happening?

_____

_____

_____

_____

Where is it going to happen?

_____

_____

_____

_____

Complication: (What goes wrong?)

_____

_____

_____

_____

Series of events:

1.

_____

_____

_____

2.

_____

_____

_____

3.

_____

_____

_____

Resolution: (what happens to solve the problem?)

_____

_____

_____

Ending: (what happens in the end?)

_____

_____

_____

Narrative Checklist

✔ Consider which perspective you would like to write your story in (first, second or third person)

✔ Describe the setting and atmosphere using descriptive language

✔ Introduce your character or characters

✔ Ensure there is an interesting complication

✔ Show the feelings of your character/s as they deal with the problem

✔ Ensure your character/s solve the problem in a believable way

✔ Ensure you use paragraphs

✔ Use a range of different sentence types to add variety to your writing

✔ Use correct punctuation around direct speech

✔ Maintain a consistent tense throughout your story

Narrative Openings

Not sure on how to open your story? There are four main strategies:

1. **The Scene Setter** – describe the setting. It was a dark and stormy night. 　　　　　▪ *A Wrinkle in Time*	2. **The Talker** – start with an interesting line of dialogue to pique the reader's interest. "Where's Papa going with that axe?" said Fern to her mother as they were setting the table for breakfast. 　　　　　▪ *Charlotte's Web*
3. **The Teaser** – start with an intriguing statement All children, except one, grow up. 　　　　　▪ *Peter Pan*	4. **The Announcer** – start by establishing a strong narrative voice In fairy tales, witches always wear silly black hats and black coats, and they ride on broomsticks. But this is not a fairy tale. This is about REAL WITCHES. 　　　　　▪ *The Witches*

Newspaper Report

Newspaper reports should achieve the following:
- be about an interesting event
- capture the reader's attention
- present factual information
- be succinct and to the point.
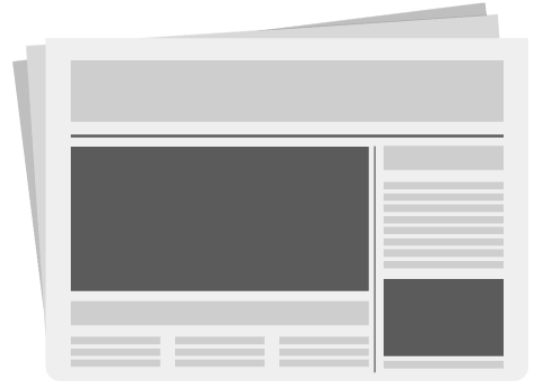
It is important that newspaper reports have **the most important information coming first.** This is called front-loading. When the reader reads a newspaper report, they should be given the essential information first, so that they can decide if they wish to read more.
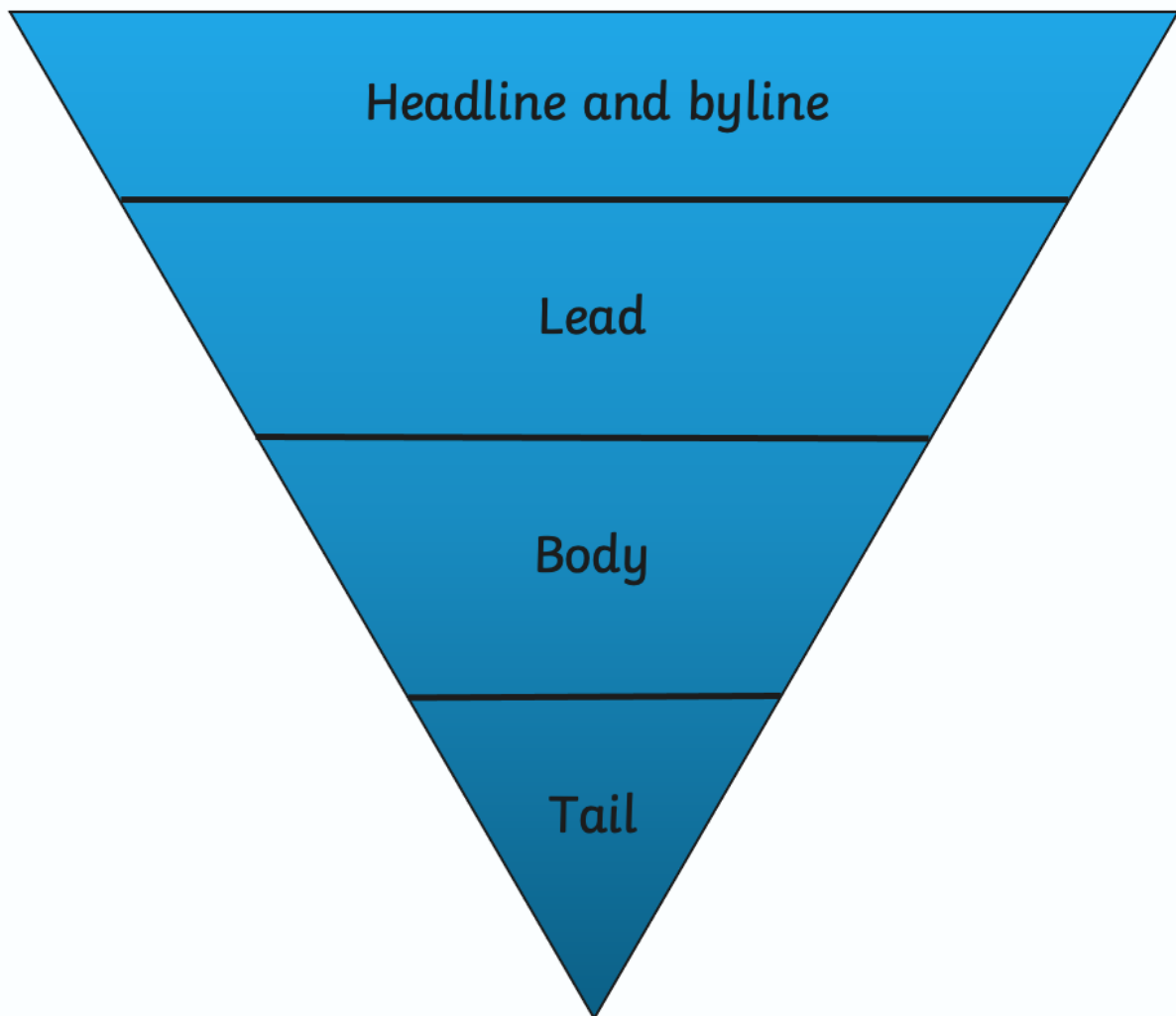
In general, news stories/articles are organized using the inverted pyramid style, in which information is presented in descending order of importance. This allows the audience to read the most crucial details quickly so they can decide whether to continue or stop reading the story. From an editing perspective, using the inverted pyramid style makes it easier to cut a story from the bottom, if necessary.

Newspaper Report Structure

For a good headline, you need to:
- Catch the reader's attention so they want to read the rest of the report;
- Sum up the story in a few words;
- Use powerful and interesting language;
- Write in the present tense – even if the report is about an event that has already happened;
- Include alliteration or wit at times.

For a good byline, you need:
- The writer's name;
- The writer's speciality (for example, Sports reporter, Food correspondent, Crime editor, Deputy politic editor, Senior fashion reporter);
- A link to the writer's Twitter account (for example, @dgoodman).

For a good lead paragraph, you need to;
- Make the paragraph short and snappy so that it briefly explains what has happened;
- Ensure that, even if the reader stopped reading at this point, they would still know roughly what happened;
- Use past tense in most cases;
- Make sure the first paragraph answers as many of these six questions as you can – Who? What? Where? Why? When? How?

For a good body section, you need to:
- Add more information and detail to your lead paragraph;
- Include background information, evidence, facts and quotes from people involved in or connected to the event/story;
- Continue to write in order of importance, putting the most important information in the first few paragraphs of the body section.
- Having quotes from witnesses or experts will make your report more credible and interesting. Be sure to use correct punctuation for quotes!

For a good tail section:
- Give the reader the opportunity to gain additional information if they are particularly interested in the topic of the news report;
- Include links to previous news reports or useful websites;
- Include a final quote from a witness or expert that helps to sum up the story or that could hint at what might happen next.
- This 'Tail' information can be useful but is not always needed. It tends to be the least important information in the report.

Newspaper Report Sample

School Children Raise Funds for Local Charity

Frances Trackall, Education reporter

A small group of Year 7 students from Arkwood High School have created a brilliant plan to raise money for a local charity that assists people in the community. Following a visit to the school from a charity representative, the students set out to create a way of raising much needed funds.

The students presented the fundraising idea to school principal Mrs Justine Knight, who saw great potential in the plan to sell produce from the school's vegetable garden to local restaurants and, in turn, raise money for the local charity. She stated that 'the children have displayed a true sense of community in their fundraising plan.' Following a meeting with teachers, it is hoped that the students can begin to implement the four phase plan. 'The school would support students wholly in the fund raising venture,' Mrs Knight added.

The school plans to sell the garden produce to two local restaurants, beginning in early September. For more information on this fundraising plan, visit the Arkwood Primary School website (*www.arkwood.sch.com*).

Headline

Byline

Lead

Body

Tail

Persuasive Writing

Persuasive texts seek to convince the audience of an argument or point of view using persuasive devices. Persuasive texts are used by an author deliberately to influence an audience to believe, question or act. Persuasive texts include **expositions** (one sided arguments) and **discussions** (two sided arguments).

TOPIC: _____

Your Opinion: _____
_____

Point #1:	Point #2:	Point #3:

Point #1:

Reason #1: _____
_____
_____

Reason #2: _____
_____
_____

Reason #3: _____
_____
_____

Point #2:

Reason #1: _____
_____
_____

Reason #2: _____
_____
_____

Reason #3: _____
_____
_____

Point #3:

Reason #1: _____
_____
_____

Reason #2: _____
_____
_____

Reason #3: _____
_____
_____

Conclusion: _____
_____
_____
_____
_____

NSW Department of Education. (2020) *English A to Z*. Retrieved from https://education.nsw.gov.au/parents-and-carers/learning/english/english-a-to-z

Storyboard That. (2020) *Persuasive Writing Templates*. Retrieved from https://www.storyboardthat.com/create/persuasive-writing-templates

Persuasive Writing Checklist
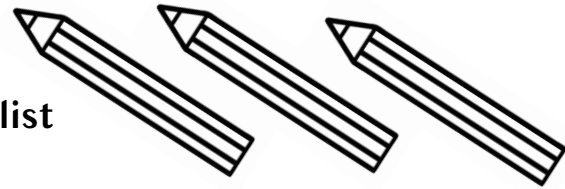
Introduction
1. Did you use one or two sentences to introduce the topic?
2. Did you introduce your argument, issue or controversy?
3. Did you provide one or two sentences to show an opponent's view?
4. Is your own opinion stated clearly?
5. Did you give 3 brief reasons for your opinion/position?

Body
1. Do you have a paragraph for each of your 3 reasons for your opinion?
2. Is each reason re-stated at the beginning of each paragraph?
3. Did you back up each reason with facts and opinions?
4. Did you include closing remarks at the end of each paragraph?

Conclusion
1. Did you re-state your position/opinion?
2. Did you finish with a solution or suggest some action that should be taken?
3. Did you leave the reader with a sense of ending?

Overall:
1. Does your persuasive writing sound convincing enough to change the mind of an opponent?
2. Did you use opinions, facts and logic?
3. Do you address what may be wrong with the opponent's view?
4. Have you really made your readers think?
5. Have you touched the hearts of your readers in some way?
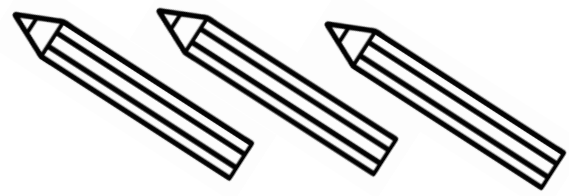
Procedure

What is a Procedure?

A procedure text gives instructions on how to make or do something. It is a fixed, step-by-step sequence of activities or course of action (with definite start and end points) that must be followed in the same order to correctly perform the task. This text type uses simple present tense, often imperative sentences (sentences that issue a command or instruction). It also uses the temporal conjunction (words that explain 'when') such as before, after, first, second, then, next, finally, etc.

What does a Procedure look like?

The basic structure of a procedure includes the following components:

1. Title

Use the title to tell readers what the procedure is about.

2. Aim/Goal

The aim or goal tells the audience what is going to be done in the procedure. It contains the purpose of the text, for example, how to make a pizza.

3. Materials

This part of the procedure tells the audience exactly what is needed to follow the procedure. The items are usually listed in the order they will be used. This heading may vary depending on what procedure is being done. It might be called Tools, Instruments, Ingredients, Equipment.

4. Method

The method (directions) contains the steps in the procedure. It tells the reader exactly what to do; step-by-step. Steps should be numbered and subheadings can also be used to make the procedure easier to follow.

5. Diagrams

A procedural text may also include diagrams and illustrations to help the reader follow the procedure.

6. Conclusion / Evaluation / Check

A short statement outlining what the final product should be/look like and to check if the task has been successfully completed can be included at the end. Not all procedures include this component as it is optional.

What language features should be used in a Procedure Text?

- Use imperatives (e.g. – cut, don't mix)
- Use action verbs (e.g. – turn, put, mix)
- Use connectives (e.g. – first, then, finally)
- Use adverbial phrases (e.g. – for five minutes, 2 centimetres from the top)

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- Keep instructions short, simple and to the point
- Always write a procedure in present tense
- Procedures are presented from the second or third person perspective

When to use a Procedure Text

Some examples for when to use a procedure text include:
- Writing instructions for a game or a process
- Writing a recipe for a meal
- Recording a scientific investigation
- Creating rules for something
- Giving a set of directions

Examples of Procedural Text

How to make a Simple Solar Cooker

Goal - To make a simple solar cooker and use it to cook food.

What you need:

- Reflective car windscreen shade
- Black pot
- Bucket
- Oven cooking bag
- Cake rack and oven mitt
- Pegs or velcro to join the sunshade together
- Brick to put in the bucket to stop it moving
- Sticks to support the windscreen if windy.

What you do:

1) Put bucket on the ground and place brick or weight inside.
2) Put the shade into an open 'half cup shape (parabolic shape) and attach with velcro or pegs
3) Put shade on top of bucket.
4) Put rack on top of shade
5) Place food in pot
6) Place pot in oven bag and tie up.
7) Place pot and oven back on top of rack
8) Prop up shade with sticks if needed.
9) Position cooker to receive maximum sunlight.
10) Re-position as needed
11) Check food (use oven mitt) after a few hours.

Take out your food and enjoy!

Lamingtons Recipe

Ingredients

For the cake:

125g butter, softened

1 cup caster sugar

$\frac{1}{2}$ tsp vanilla extract

3 eggs

1 $\frac{3}{4}$ cups self-raising flour

$\frac{1}{2}$ cup milk

For the icing:

3 $\frac{1}{2}$ cups icing sugar

$\frac{1}{4}$ cup cocoa powder
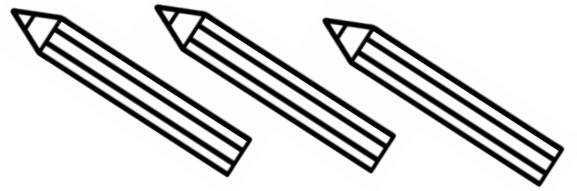
1 tbsp butter, softened

$\frac{1}{2}$ cup boiling water

2 cups desiccated coconut

Method

1. Preheat your oven to 180°C.

2. Grease a baking pan with a little butter. Line with baking paper, leaving a 2cm overhang on all sides.

3. Place the butter, sugar and vanilla into a large mixing bowl and beat with an electric whisk until light and fluffy. Add the eggs, 1 at a time, beating well after each is added.

4. Sieve half the flour over the butter mixture and stir with a wooden spoon to combine. Add half the milk and mix until smooth. Repeat with the remaining flour and milk.

5. Spoon the mixture into the paper-lined pan and smooth the top.

6. Bake for 30 minutes or until a skewer inserted into the middle comes out clean.

7. Leave the pan to cool for ten minutes and then turn cake out on to a cooling rack. Cover with a clean tea towel and leave overnight.

8. Sieve the icing sugar and cocoa powder into a bowl. Add the butter and boiling water. Stir well to make a smooth icing mixture.

9. Cut the cake into 15 pieces and place coconut in a shallow dish.

10. Use a fork to dip each piece of cake in icing. Shake off excess then toss in coconut. Leave on a cooling rack until the icing is set

Enjoy your tasty Lamington treats!

Twinkl. (2020). Lamingtons Recipe Sheet. Retrieved from https://www.twinkl.com.au/resource/au-t2-t-033-lamingtons-recipe-sheet

Reflection

A **reflection** is a style of writing that helps you think about how your personal experiences shape the way that you view a topic. You might write a reflection based on something that has happened to you, something you have read or even something that you have written yourself.

Reflective writing is:
1. documenting *your* response to experiences, opinions, events or new information.
2. communicating *your* response to thoughts and feelings.
3. a way of exploring *your* learning.
4. an opportunity to gain *self-knowledge*. (Generally, how you feel about something).
5. a way to achieve clarity and better understanding of what *you* are learning.

When writing a reflection, you can use these basic headings to scaffold your response. You might use them several times in a response as well!
- **the description of the event**
- **an analysis of the event**
- **outcomes or actions**

For instance, if you were writing a reflection on an experience you had on the weekend...

Description of the event	- *What happened?* - *Who was there?* - *When did it happen?*
Analysis of the event	- *Why did it happen?* - *Why do you think this happened?*
Outcome or actions as a result of the event	- *Did something happen as a result of this happening?* - *Who was affected by this thing?* - *What did you learn from this thing?* - *Is there anything that you would do differently?* - *How would you do it differently?*

On the other hand, you might be reflecting on something you learnt...

Description of the learning	- *What did you learn?* - *Was it a concept or an idea?*
Analysis of the learning	- *Why do you think you learnt it?* - *Was there anything that interested you about things that you learnt?* - *Has it changed or affirmed the way you think about things?*
Outcome or actions as a result of the learning	- *What else do you need to find out?* - *Do you have any questions?* - *How might you incorporate or apply these ideas in the future?*

If you are reflecting on your own writing, you will probably approach the task a little differently and in a more complex way. When reflecting on your own writing you might be asked to reflect or think about how you have been influenced by someone else. Think of it as how your writing might *compare* to a text that you have studied in the past.

Description of the event	- *What did you write?* - *Was there an aim to your writing?*
Analysis of the event	- *Why did you write what you wrote?* - *What techniques/thoughts/descriptions did you use?*
Influence/impact on you	- *Did you write this to sound or feel a specific way?* - *Was there a specific influence on your writing?* - *What techniques, styles, ideas or thoughts did another text use that you might be trying to emulate/consider in your writing?* - *What impact/affect did your writing or the writing you were emulating have on you?*

Review

A review is a summary, analysis and an evaluation of a text resulting in an opinion or judgement. Reviews aim to summarise/analyse a text and access its appeal and value to its audience. This can include factual and literary texts and creative arts which can be found in print, radio and television.

Review Structure

- **Context and background information** – This includes a title, author/artists/composer and a brief summary of the particular topic, issue or thing. The introductory paragraph aims to grab the reader's attention, provides background about the author and gives the writer's overall opinion

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- **Text description** –
  o The first body paragraphs gives some information about the story/book to provide a context for an evaluation of the writer's success – never tell the whole story or give too much away.

  o Subsequent body paragraphs each discuss a few carefully selected aspects of the book or film such as plot, characterization, acting, effects, themes, quality of language and other literary devices.

- **Conclusion** – This concludes an evaluation of the text and gives a recommendation that attempts to persuade the audience to do something. The concluding paragraph contains a clear recommendation to readers.

Review Features

- Style often colourful and entertaining with interesting vocabulary, especially rich adjectives and adverbs
- May use first person "I" to personalize the review
- There should be a balance between providing readers with background about the book and evaluating its success. Evaluation is the most important feature of a review

Scientific Report

STRUCTURE OF A SCIENTIFIC REPORT

TITLE – Clearly label your experiment to reflect the subject matter.

INTRODUCTION - The introduction should outline why you are interested in this area, what is already known about the topic, what you will be investigating, and your research question (hypothesis). It is here that you provide the background information required to understand the topic of research and it should include:

- o Why this area is important
- o What you already know about the topic from your references
- o Important variables to consider
- o What new information you will learn from your experiment
- o The aim of your experiment
- o The experiment's hypothesis

AIM - The aim of an experiment is the objective of the investigation – what are you setting out to prove? This should be **written in present tense.**

HYPOTHESIS - Construct a hypothesis. This should be **written in present tense.** This is your prediction of the outcome of your investigation. It is your attempt to answer your question with an explanation that can be tested. A Good hypothesis will set out your intention and detail your prediction of the outcome: "If […*I do this*….], then [….*this*….] will happen."

MATERIALS - List all of the equipment and materials required to conduct your investigation.
For example:

- 1 x 250ml,
- 200ml of water
- 1 x Tongs

RISK ASSESSMENT - Assess the dangers that may be involved in the experiment and describe how you are going to overcome them. Use a table to demonstrate your understanding of the risks and how you will overcome these aspects of your investigation.

Risk Assessment		
Risk	**Possible Injury**	**Prevention Plan**
Acetic acid can cause irritation	*Damage to the eye damage or skin irritation*	*Wear eye protection, Rinse eye carefully if chemical spillage, wear gloves and wash hands carefully post experiment*

METHOD - Include everything that you did and explain it in enough detail so that someone who was not there could do the experiment exactly as you did. This should be **written in past tense.** Ensure you have used a control setup and completed multiple trials. Include a labelled diagram of your setup. Also include a table of the controlled, independent and dependent variables.
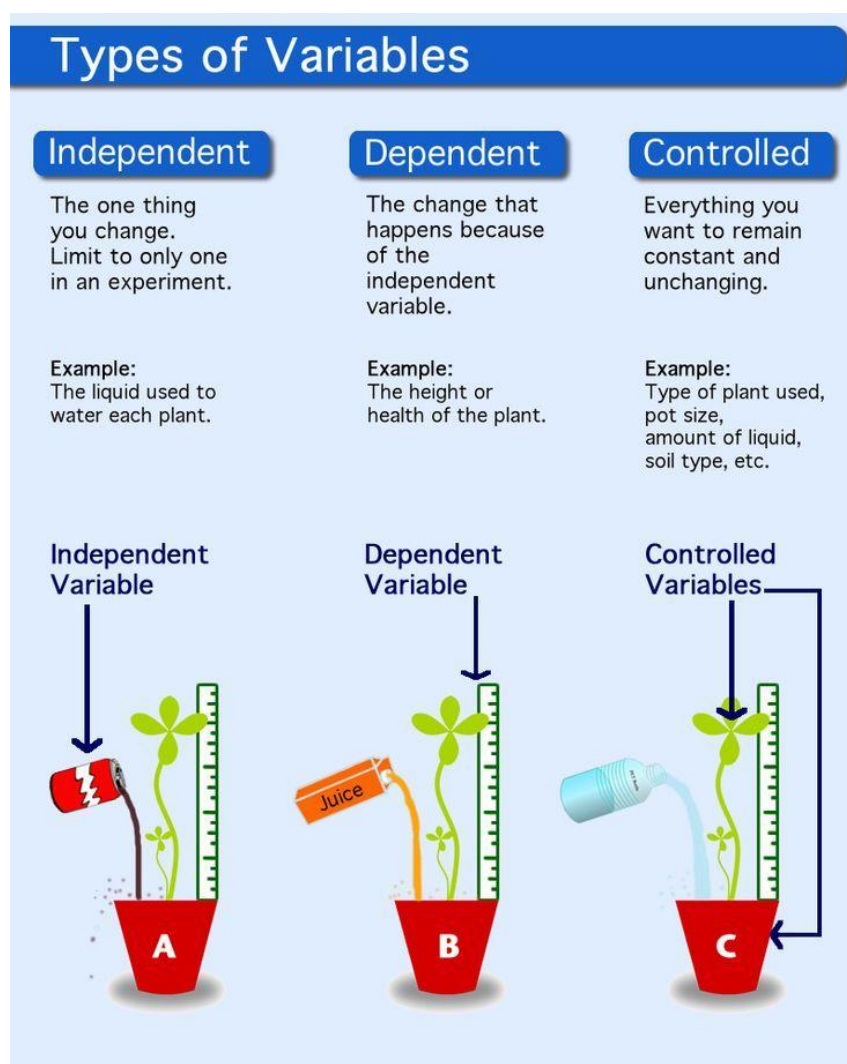
RESULTS - The results should include a written explanation of the major findings in paragraph form, and **_data presented as graphs, charts, tables and pictures._** Start with a brief overview of what you found out.

Graphs and tables should be plotted in pencil or done on a computer (for example, in Excel). Data should be presented as averages in tables or graphs. This should be **written in past tense.**

Each table and graph should have a caption that contains enough detail so that it can be understood even if it is separated from the text. Also, describe any major findings or unexpected errors.

DISCUSSION - There are **three** main parts to a discussion

Explanation of Major Findings
- o 1-2 sentences to summarise your results.
- o Are there any anomalies in the results? (i.e. things that do not seem to fit). Can you explain these?
- o Can you explain the trends or patterns in your results? Try to use some scientific ideas to help you explain what happened.
- o Did your results support your hypothesis? It is okay if they do not, it just means you did not find what you expected to find, which is interesting in its own way.

How do your results relate to what was known in this area?
- o Do you your results agree with what you learnt from your references? How are they the same? How are they different?
- o How do your results contribute to the body of knowledge in this area? They could support it previous knowledge, extend previous knowledge or even challenge previous knowledge.
- o What do your results mean for other people?
- o What interesting questions did your project lead to? What more could you do in this area?

Limitations/ Errors
- o Identify some sources of errors in your experiment.
- o Were you happy with the method? Most scientists can think of a couple of changes they would have liked to change if they could.
- o Suggest how could you improve (or maintain) the fairness of the experiment – talk about accuracy, reliability, control (variables) and validity?

The discussion should be **written in past tense.**

CONCLUSION -The concluding paragraph should let the reader know what the investigation was about and what results were obtained. The student should then be able to state why the results are significant in a wider world context.
- o Restate the purpose or the original question.
- o Did your results support the hypothesis?
- o What is the importance of this experiment?

- What was learnt from the experiment?

The conclusion should be **written in past tense.**

REFERENCE – You should say where you derived some of the information included in your report.

infographicsnow.com (2018), *Science infographic – description of independent variable, dependent variable, and control,* accessed on 11 September 2020. Retrieved from URL https://infographicnow.com/educational/science/science-infographic-description-of-independent-variable-dependent-variable-and-controlFrancis (Unknown surname) (2019), *Which fabric can withstand fire the longest,* accessed on 11 September 2020. Retrieved from URL https://www.educationstandards.nsw.edu.au/wps/wcm/connect/57e6f15a-27c5-4c8c-9234-297d62dd7760/science-st5-act7-ws1-grade-B.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-57e6f15a-27c5-4c8c-9234-297d62dd7760-mtxKmVE

EXAMPLE OF SCIENTIFIC REPORT
Dissolving Sugar

Aim:

To compare how much sugar will dissolve in hot water
and cold water.

> **Aim** states the purpose. It is written in the **present** tense.

Hypothesis:

More sugar dissolves in hot water than it does in cold water.

> **Hypothesis** is a prediction of the result of the experiment. Written in **present** tense.

Materials:

Heatproof mat	Beaker
Bunsen burner	tripod
gauze mat	water
Stirring rod	Sugar
matches	spatula

> List of all the **materials** (including ingredients and equipment), that are required for this experiment.

Method:

1. 100 ml of cold water was added to a beaker.
2. One spatula of sugar was added to the water and stirred until it dissolved.
3. More sugar was added and the mixture stirred continually until no more could dissolve. The final amount of sugar which dissolved in cold water was recorded.
4. The mixture of sugar and water was heated with a Bunsen burner for 4 minutes.
5. More sugar was added and the mixture stirred continually until no more could dissolve. The total amount of sugar that could be dissolved was recorded.

> **Method** consists of each step, written in sequential order and are numbered or in dot points. Written in the **past** tense.

stirring rod

beaker

water & sugar

gauze mat

tripod

Bunsen burner

Heatproof mat
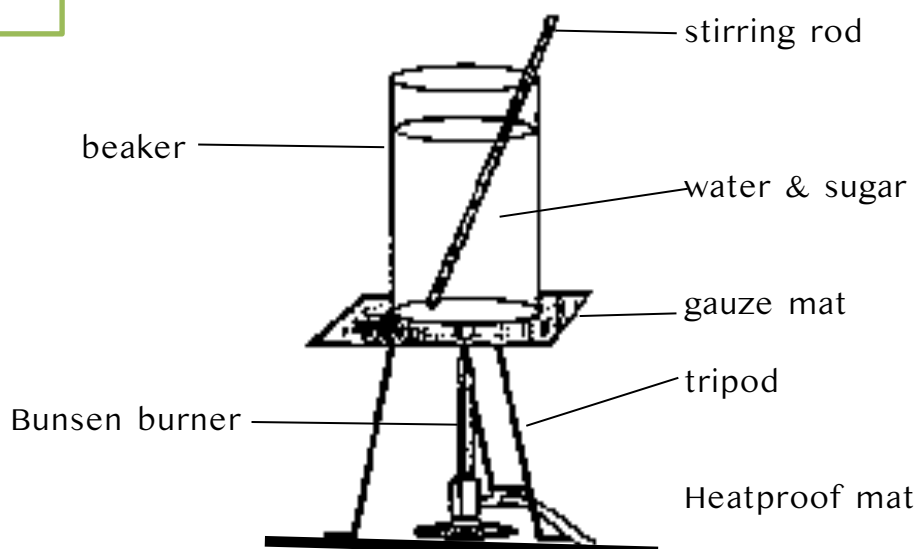
> The **diagram** visually shows how the experiment took place. Labelling of the diagram shows what materials were used and how the experiment was set up.

Results:

Water	Dissolved Sugar (spatulas)
Cold	2
Hot	6

Discussion:

More sugar was dissolved in the hot water than in the
cold water. A thermometer could have been used to measure the temperature of the water. The amount of sugar could have been measured more accurately by adding smaller amount at a time.

Conclusion:

Three times as much sugar dissolves in hot water as in cold water.

Short Answer Response

Doing well in short answer exams relies on your ability to:

- Answer the question directly (rather than write about the topic)
- Write clearly, precisely and succinctly.

What is required to answer a short answer depends on how many marks the question is weighed.

For example, a 2 mark question will usually require a succinct answer followed with evidence to support your claim.
However, 5 - 14 mark responses can be formatted in the form of PEEL paragraphs.

Point - this should be one sentence that introduces the topic/point that you are about to address or make.
Evidence - provide evidence to support the claim you have made in your topic sentence. This can be a quote from a book, historical reference, reference to research, etc.
Elaborate - explain the point you have portrayed and how it supports your point stated above.

Or if the short answer question you are provided does not require evidence you may use:

1. Point
2. Elaborate
3. Link

For example:
I think that reading is an important skill to have because it allows us to become stronger in other skills. If I am a skilled reader, I can become a skilled writer. If I become a skilled writer, I can become successful in both the academic and professional world. Without being a good reader, all of these things would be much more difficult if not impossible.

University of Melbourne. (2020). *Short Answer Exams*. Retrieved from https://students.unimelb.edu.au/academic-skills/explore-our-resources/exam-prep/short-answer-exams
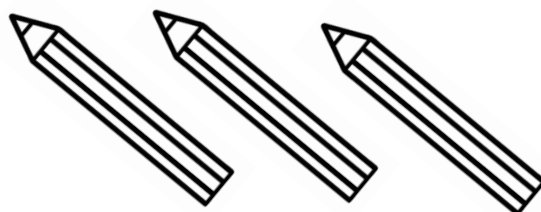
Speech

A speech is a talk on a particular subject to an audience. People make speeches for many different reasons, but they are often for work or social occasions. The techniques used for writing a speech are similar to those used in written work, but a speech must be effective when read aloud. While informal speeches can include some slang, it's best to use Standard English so that the audience will understand what is being said.

Every speech needs to have a clear and passionate message for its audience. For example, a politican makes speeches to persuade people to vote for him or her, or to support his or her policies. Activist speak to raise awareness about an issue, such as animal rights.

Speech Structure

Like any piece of writing, a speech needs to have a focused structure, with a clear beginning, middle and end.

Beginning	The opening lines should capture the audience's attention, with a joke, a surprising statistic or an inspirational quote.
Middle	The middle part of the speech should deliver the main points, one by one. Each point should be backed up with evidence.
End	The last section needs to sum up the message of the speech and ideally end with something memorable.

Speech techniques

Speechwriters use particular techniques to create interesting speeches that will engage an audience.

Rhetorical Questions Sometimes, a speaker will ask the audience a question, often without expecting an answer. Posing questions makes listeners feel involved and encourages them to think about something in depth.	**Pronouns** Using pronouns such as I, you or we in a speech can make it more personal. Speakers also use friendly terms of address, such as friends or comrades, to relate to the audience.
Emotive and sensational language A speech isn't just a list of events or a logical argument. It needs to appeal to the audience. Speechwriters use emotive language to evoke a response in the audience, such as sympathy, guild or excitement.	**Repetition and lists** Repeating words and phrases give a speech a good rhythm and emphasises important words and ideas. Patterns of three are particularly common in speech writing. Listing subjects, places or names can reinforce how many there are of something.
Slogans Speeches often contain memorable statements called slogans, which sum up an argument. They are usually short and powerful, and sound good when spoken out loud often because they use alliteration.	*The best speeches are often short. Abraham Lincoln's Gettysburg Address, one of the most famous speeches in history, lasted for less than three minutes.*