

Write a balanced report

- Brainstorm issues affecting your class.
- Choose one issue.
- Use this page to plan a report about the issue.

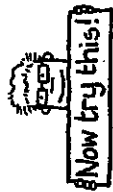
Issue

People who support the issue, and why	

Reasons

People who object to the issue, and why	

Reasons



- Write a balanced report about the issue. Give equal weight to the support for, and objections to, the issue.



Teachers' note The children first need to research the issue in question (by listening to the news and reading leaflets and newspapers) to find the facts of the issue and to find out about people's opinions. Revise the use of paragraphs; each point could be in a separate paragraph, or arguments and counter-arguments could be paired.

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Plan a questionnaire

- Plan a **questionnaire** to help you organise a party meal for your class.
- Write questions or instructions to find out about:



Think about how the readers will answer the questions.



Do you want to limit the choices to make your work manageable?

To encourage **brief** replies, you could limit the number of foods people can write.



It is important to find out **every** allergy.

You could ask about **groups** of foods.



favourite foods _____

dislikes _____

allergies _____

foods not eaten for religious or ethical reasons



- Write or word-process your questionnaire. Add any other questions you think are important.
- Trial your questionnaire with five people.
- Edit and refine your questionnaire.

Teachers' note Discuss the purpose of the questionnaire and the information it will give. Stress the importance of the wording of questions so that you receive useful answers and not just the answers you expect. Give the children examples of different wordings: 'What are your favourite foods?' 'Which of the following foods do you like?' and 'Number the following six foods in order of preference.'

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Write official language

- Read the children's rules for their club.
 - Re-write the rules in an agreement for club members to sign.
- Use official language.**

Word-bank

abide by
 accept
 accordingly
 agree
 a minimum of
 irrespective of
 notwithstanding
 refrain from
 strive
 undertake
 with regard to

You mustn't harm animals.

You can't come if you drop litter.

You've got to be nice to people.

No swearing even if someone makes you mad.

You have to do at least one 'tidy up' each week.

You take turns to bring an activity to do.

Use a dictionary.

TOP SECRET

CLUB AGREEMENT

In entering into this agreement members hereby pledge to

Teachers' note The children first need to have read passages from legal documents, such as hire purchase agreements, driving and vehicle licences, and guarantees, and should be familiar with the kind of vocabulary used in them. It will be helpful if they have completed the activity on page 27. The children could begin by looking up the words in the word-bank and making a note of their meanings.

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Write impersonal language

- Read Simon's postcard to his mum.
- Underline the parts which show that the language is **personal**.

Look for personal pronouns and active verbs.

Dear Mum

I'm doing all kinds of activities at the hotel. On Saturday, you can go to the fancy dress disco for free if you dress up as a famous historical character. You can play five-a-side football if you go to the pitch at 2 o'clock on Sunday afternoon. If you want to join in the treasure hunt, you have to meet at the big palm tree at 2 p.m. on Monday with a pencil and paper. On Wednesday at 10 o'clock you can have trampoline coaching in the leisure centre, but you're not allowed to do it in trainers; you have to wear the special shoes they provide.

Love Simon xxxx



- Re-write the information in a leaflet for hotel guests. Use impersonal language.

Use passive verbs. Avoid 'I', 'we', 'me', 'us' and 'you'.



The hotel offers a choice of activities. Guests wishing to attend the fancy dress disco on Saturday will be given free entry



- Use impersonal language to write about how your school welcomes visitors.
- Re-write it in more friendly, personal language.

Teachers' note Begin by revising the features of impersonal language and reading some examples with the children (see page 19). Ask them to list text-types in which impersonal language is used. Provide examples of guest information from hotels (some written in personal and some in impersonal language) and ask the children to sort them according to language type (or 'register').

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Writing in paragraphs

- You can write a report in **paragraphs**.

A new paragraph marks a change of topic, idea or style.



- Make notes for paragraphs of a non-chronological report.

Subject: Playground games

Paragraph 1

Introduction – the background

Paragraph 2

About the different types of games (for example, chasing games, ball games)

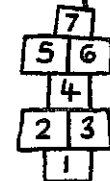


Paragraph 3

Examples of each type of game, and how they are good for you

Paragraph 4

About the most popular game in your school playground

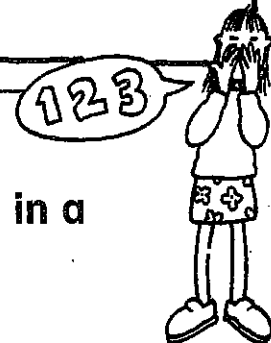


Paragraph 5

Conclusion – your ideas about the future of playground games



- Write the report in paragraphs.
- Cut out the paragraphs. Arrange them in a different order.
- What difference does this make?



Teachers' note Introduce the activity by revising the meaning of 'non-chronological' and the features of non-chronological reports (see pages 16–17). The children could give each paragraph a sub-heading and use bullet points within the text. Discuss the ways in which these features help the reader to skim-read for specific information.

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A smelly problem

- Cut out the sentences from an argument.
- Put them in a logical order.
- Link them with connectives.



Work with a partner. You will need to cross out and change parts of the argument.

Connectives

because of this	for one thing	lastly	surely
but	furthermore	moreover	therefore
consequently	however	nevertheless	to conclude
equally	in addition	nonetheless	to sum up
finally	in any case	obviously	what is more
for example	in conclusion	on the contrary	
for instance	in the first place	since	



We urge the planners to look for another site.

Reports from other pig-swill processing plants show that vile-smelling spillages and leakages are common.

It should be built well away from people's homes.

The managing director has promised to plant trees all around the site to hide it.

The pig-swill processing plant should not be built in Little Frilling.

The company has assured us that no unpleasant smells will be produced.

It has to be built somewhere.

The smell would have a bad effect on the quality of life of the people there.

It will take some years for them to grow enough foliage to hide ten-metre-high containers.

Teachers' note The children should work in pairs. Ensure that they have first read and discussed arguments and understand the way in which they are structured (see pages 20–22). Explain to the children that there is more than one possible order. They could compare the ways in which they have ordered the sentences and used connectives, and discuss the effects produced by different ways.

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Explain it

Nadeem has made notes to answer some questions about animals.

- Use his notes to help you write explanations.

Use connectives which express reason, purpose or logic.



Choose the best order for the points in Nadeem's notes.



Connectives

because
in fact
in order to
in this way so
the effect of this
the result
this means thus
what this does

How do camels survive in the desert?

- hump stores fat -> converts to food + water
- survives many days with no food/water
- broad feet don't sink in sand
- nostrils close to keep out dust



How do cats see in the dark?

- can't see in total darkness - need some light, but much less than humans
- reflecting layer at back of eye works like mirror - sends light back through eye



Now try this!

- Re-read your explanations.
- Edit and re-draft them.

Teachers' note The children should first have read and discussed various types of explanation (see page 18). Ask them to think of an introductory sentence for each explanation and to think of other connectives in addition to those suggested on the page; they could use a thesaurus to find other connectives with similar meanings.



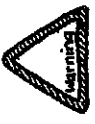


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How will you write it?



Think about the audience and purpose of the text.

- Fill in the chart to show the best style for each piece of writing.

Topic and audience	Text-type	Language style (personal, impersonal, official, legal, scientific)	Person	Tense	Verb form (active, passive, imperative)
A cake recipe for beginners 	Instructions				
How a camera works, for seven-year-olds 					
Warning signs for train passengers 					
A contract for a worker 					
Information for leisure club users 					



- Fill in the blank rows on the chart for other texts you write.

Teachers' note The children could keep a copy of this page in their work files or exercise books to complete as they learn about each type of text. A blank copy could be used for their own planning once they have filled in the two empty rows on the chart.

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