

Sigma English Workbook

NCEA Achievement Standard 1.5

Formal Writing

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7 The Structure of Texts

Think P.A.M.T.

Considering the way texts are constructed develops excellence level thinking.

Think **PAMT** : **Purpose**, **Audience**, **Message** and **Techniques**.

In every piece you write, try to identify what the **purpose** or reason is for you the writer to create this particular work, who your chosen **audience** for the text is, what key messages or themes you want to deliver in the text and what **techniques** (language features) you can use to get those messages across to your desired audience.

By studying the exact details of the way established writers express themselves and practising these yourself, you can begin to appreciate how a writer's **style** develops and note how you can effectively communicate your own **viewpoint**.

What Do You Need To Know?

You will need to have knowledge about **issues**, **current affairs** and you will need to develop your ideas and feelings **in response** to those issues. You will need to become aware of the **facts** related to the issues as well as the **opinions** that people have on them, including your own **standpoint**.

Where does this knowledge come from? Possibly your **research work** this year, or newspapers or magazines, the TV news or current affairs programmes. Very possibly your own experiences and those of friends and family, though nationally-known facts are usually more convincing. The best way to manage this is to choose four or five subjects early in the year and follow them when they appear in the media. You should note **key facts** and **incidents**, again four or five for each one. This should enable you to write convincingly on the subject you choose in the exam.

Task 3 Sifting Through Writing Subjects

- 1 Circle four or five of the subjects in this list. Choose subjects which **interest** you (one could become your research topic) or which you already know something about. These are the subjects you will collect key facts for.

Attitudes to young people	The pressures on teenagers	Body image
Teenagers and money	Teenagers and jobs	Friendships
Sport	Teenagers and social media	What schools teach
Global warming	Animal abuse	Gaming
What teenagers want	Teenagers and food	The importance of our history
Teenage health issues	Minority cultures in NZ	Teenagers and faith



The 'Key Facts for Issues' Pages

Pages 9 and 10 are set out to provide a secure place to record information that can be the basis of **formative** and possibly **summative** essays for AS 1.5. The design of the page allows you to see at a glance which areas you have enough key facts for and which you should add to. There is a logical flow from top to bottom of the page - this will help you clarify your ideas and later your explanations.

The ideas you record will be portable : you may have collected them for one topic but may use them for another which overlaps it, e.g. *Teenage Health Issues* and *Teenagers and Food*.

You should record where the information comes from because that adds weight to what you are saying. This is not expected to be as detailed as you would make it for research, but it should be exact; e.g. you might write : *In Australia, according to an AAP article, parents are being told . . .* (AAP = Associated Australian Press)

14 Fact and Opinion - Together

Task 12 Work Page 2

- 1 Use this page to plan an essay where you want to include both **facts** and **opinions** on a topic e.g. an expository essay, a text response, a report.

Topic :			
	For the Topic : Facts / Opinions Label Facts F and Opinions O		Against the Topic : Facts / Opinions Label Facts F and Opinions O
① Causes		① Causes	
② Aspects		② Aspects	
③ Action		③ Action	

17 Levels of Formality

Writing With An Attitude

Tone is the writer's **attitude** to the subject and to the reader. We can see the tone in the writing, partly by what is said but mostly by the words used to say it. Because tone means attitude, the same words that describe attitudes describe tones as well, e.g. *serious, teasing, angry, flattering*, and so on.

You need to create a **serious** and **respectful** tone in your essay. Serious writing tends to be **impersonal** (i.e. the words *I* and *you* are not used).

This is because the essay is about a big issue and the individual writer and reader are relatively unimportant. Compare the impressions that these sentences (which actually mean exactly the same thing) make :

I am really concerned about underage drinking. (personal language)

Underage drinking is a real concern. (impersonal language)

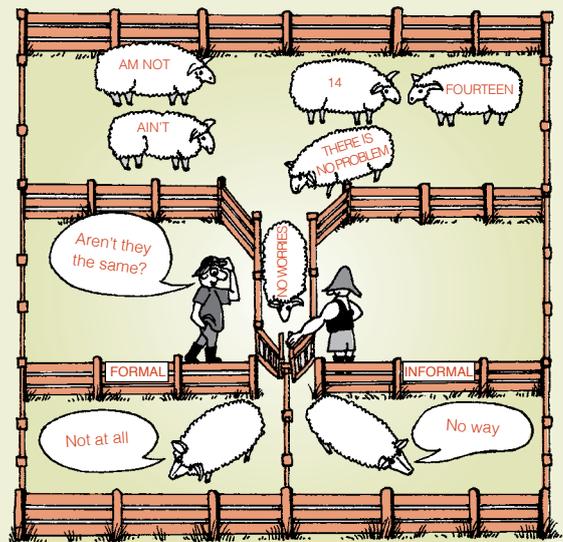
But using impersonal language is not a rule; you can mix personal and impersonal, e.g. when you give an example from your own experience to support an idea that you have explained in impersonal language. Furthermore, some topics invite an essay in personal language because they are written in personal language themselves.

There are things you do have to avoid : **slang, abbreviations, numbers and minor sentences.**

As usual there are some exceptions. Sometimes you need to use slang - in that case, you have to put **inverted commas** around it, e.g. 'guys' to show your reader that you know it is slang and not normally acceptable.

Sometimes you need to use abbreviations because writing the term in full would be insanely long, e.g. UNESCO.

The same applies to numbers - it's okay to write numbers over one hundred as figures. Sometimes you can write a minor (incomplete) sentence to get a greater impact. If it does not spoil the serious tone, and does not look like a careless error, it is acceptable.



Task 16 Create a Formal Tone

- 1 Rewrite these sentences to create a more formal tone.
 - a) Jonno is a good-as skatie. Got his first board when he was eight.
 - b) She may be a petrol-head but she's not a hoon.
 - c) We played hard-out and wasted Hastings by 20 points.
 - d) She's really into netball and touch.
 - e) He's going to Shane's to do homework. Yeah, right.
 - f) The greenies have begun a war against the human race..
 - g) Trinny is a fashion-Nazi.

31 Proof Reading for Formal Writing

Task 36 Finding Faults

- 1 The following task is designed to give you practice with proof-reading formal writing. In this passage there are faults of style and grammar involving sentence construction, tense, singular/plural, pronouns, jargon, cliché, repetition, redundancy and slang. Write the full correction on the blank line above the fault. The passage is from an essay titled *We should pay for our education*.

Fortunately, some kids would spend their education money on clothes and cars and going to fun places.

Like Rainbow's end. This is good because it would get the lazy and stupid students out of the classroom

so us others could learn better. And the lazy and stupid ones would have a good time until the money ran

out and they wouldn't have missed out on an education because they weren't learning anything anyway. For

example, this guy Gavin that I wrote about in my first T.E.X.A.S. paragraph got sent out of class three times last

week. That was the last straw from my own personal point of view.

Another pro in this argument is that each student would want to get their money's worth out of the teacher

and they would ask heaps of questions and will learn heaps so they would feel good - the teacher would

too because it's nice to teach students who want to learn and also students would hush each other up so

they can hear the teaching. Would you just sit there and watch someone else just wasting your money?

My class are of the same opinion : none of them would.

A Proof-Reading Checklist

I have . . .

- | | |
|--|---|
| <input type="checkbox"/> followed the four rules for adding capital letters. | <input type="checkbox"/> looked for run-on sentences and split any I found. |
| <input type="checkbox"/> removed any wrong capitals. | <input type="checkbox"/> checked that my minor sentences look controlled, not careless. |
| <input type="checkbox"/> followed the four rules for adding commas. | <input type="checkbox"/> opened and closed the sets of speech marks around the spoken words. |
| <input type="checkbox"/> removed any wrong commas. | <input type="checkbox"/> replaced abbreviations and figures (under 101) with whole words. |
| <input type="checkbox"/> followed the three rules for adding apostrophes. | <input type="checkbox"/> followed the three rules for creating new paragraphs. (For AS 1.5, you need to have the paragraphing correct in your final draft.) |
| <input type="checkbox"/> removed any wrong apostrophe's (like that one). | |
| <input type="checkbox"/> followed the two rules for adding hyphens. | |
| <input type="checkbox"/> looked for run-on sentences and split any I found. | |

37 Types of Formal Writing - The Essay

Task 39 Write Your Own Expository Essay

- 1 Write the **first draft** of your Expository Essay. Your essay should contain a minimum of 350 words (continue over the page).
- a) Write an opening for your essay. Include a **title** and a structured **introduction** as outlined on page 20 (four purposeful sentences).

Title :

- b) Write a '**Body**' for your essay. This includes 3 to 4 paragraphs which are constructed using the **T.E.X.A.S. sequence** (see page 21).

Task 39 continues on next page

50 Types of Formal Writing - A Report

A Report

A report is usually the result of some kind of **investigation** of a situation, event or series of events. Reports are common in working life. Writing a report will be a useful skill to have in your future working life. Some common types of reports are :

- a market research report, explaining trends and customer behaviour,
- an annual report from a company or society documenting performance,
- a survey report presenting findings on opinions, preferences or behaviour.

Unlike an essay, your report will have **sections** and **headings** to guide the reader through the document. It will be **paragraphed** and have a **beginning, middle** and **end**. The report will be written using **formal language**.

- The Opening includes a **title** and **summary** of what is to come.
- The Middle Part includes an **introduction** pinpointing what type of report it is and the details of the **findings**.
- The Last Part includes the **results** and your **conclusions** concerning what these results mean for the future.

Task 46 Plan Your Own Report

- 1 You can write a report on anything. You will need to research and collect all the required information. This can involve any or all of these activities : *book research, internet research, interviewing people, conducting a survey, collecting, calculating and presenting statistics* and *interpreting graphs and tables of data*.

A Warning :

Be careful with your selection. It is easier for you if you select a topic that has lots of facts, opinions and results available. It is also easier if you keep the scope of your report small (e.g. *your classmates, school teams, the cast of a musical*).

If you need to conduct a survey I advise you to use it only on small groups (e.g. *members of the cultural group who were on the tour*). Conducting your own survey on a large issue (e.g. *local transportation*) can prove very difficult and time consuming.

In order to get good data from your survey you should seek guidance from your English teacher and possibly your Maths teacher **after** writing the questions and **before** you administer the survey.

- a) Tick the activities from your **school environment** (listed below) that could be a **possible** report topic for you. Write in three others.

- Take part in and report on a fundraising activity (e.g. *fundraising for a school trip*).
- Take part in and report on a cultural event (e.g. *Polyfest, concert, play or musical*).
- Take part in and report on a sporting event (e.g. *an interschool challenge or season of one sport*).
- Report on a special assembly or school-wide event (e.g. *an environmental project*).
- Interview and report on the work of a marketing team (e.g. *an Enterprise Challenge*).
- Conduct a survey and report on a change in school procedures and perceived impact on students. (e.g. *change in School Ball venue and rules*).
- Survey and report on the extent to which your classmates observe the school's Code of Conduct.
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- b) Tick the activities from your **wider environment** (listed below) that could be a **possible** report topic for you. Write in one other.

- Research and report on the availability and suitability of weekend entertainment for teenagers in your area.
- Research and report on current fashion trends for the coming season.
- Research and report on the growth of a new sport. (e.g. something from the *X-Games*)
-

Task 46 continues on next page

54 Types of Formal Writing - A Report

Task 47 Write Your Own Report - continued

1b)

c) The Last Part includes the **results** and your **conclusions** concerning what these results mean for the future.

2 **Proof-read** your report. Check for spelling, punctuation and errors of grammar. Read the report out loud and make any changes.

3 Prepare and write a **final draft** of your report to submit for assessment. Do this on your own paper so that you can hand it in. You may be required to carry out this task under test conditions. Your teacher will advise you.