

Genre approaches to teaching writing

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Teach students
how to write?

Content (ideas)

Organisation

Language use

Using
Introduction^
Body^
Conclusion
to organise a text

Topic with a bit
of brainstorming
(ideas from
students only)

Test students' ability
to write in each
writing activity?

Model text
without
sufficient
analysis

Word bank and
sentence patterns



How to teach content, organisation and language in writing using Genres

1. What is a genre and what is not?
2. What is a genre approach?
3. A bottom-up genre approach
4. A top-down genre approach
5. Analysis of different genres??

1. What is a genre and what is not?

- Genres ~ Text types
- Why types?
- What types?
 - Narratives
 - Information
 - Opinions
 - Description

1. What is a genre and what is not?

➤ Genres ~ Text types

➤ Why types?

➤ What types?

– Narratives: **Fables; Detectives; Science Fiction...**

– Information:

• What (**Information Report; Process Description...**)

• How (**Procedure: Manuals; Recipes; Directions...**)

• Why (**Process explanation; Historical Account...**)

– Opinions: **Persuasion; Discussion; Promotion...**

– Description: **Person; Country; Scenery...**

1. What is a genre and what is not?

A genre has 3 key components:

1. Purpose

2. Stages

3. Language

1. What is a genre and what is not?

A genre
(3 elements)

Complaint letter

Purpose:

- To complain about... to get...

Stages:

- Aim of complaint^
- Evidence for the complaint^
- Request for action

Language:

- Reported speech
- When-clause
- To-infinitive phrase

Not a genre;
just a mode

Letter

Purpose:

- To ...?

Stages:

- ??
- ??
- ??

Language:

- ??
- ??
- ??

1. What is a genre and what is not?

A genre has 3 key components:

1. Purpose

The text aims to verb ...

2. Stages

- A genre normally has 2-5 stages
- Each stage has a purpose that partially achieves the purpose of the whole text

3. Language

A genre has its own typical language use



Thinking

1. What is a genre and what is not?

Genres and sub-genres

Verb → purpose

Narrative

Recount: Biography, Diary

Information Report: festivals, animals, countries

Procedure: Instruction, Recipe, Manual

Argument/Opinion: Discussion, Persuasion

Book / Film Review

Complaint Letter, Application Letter (vs letter)

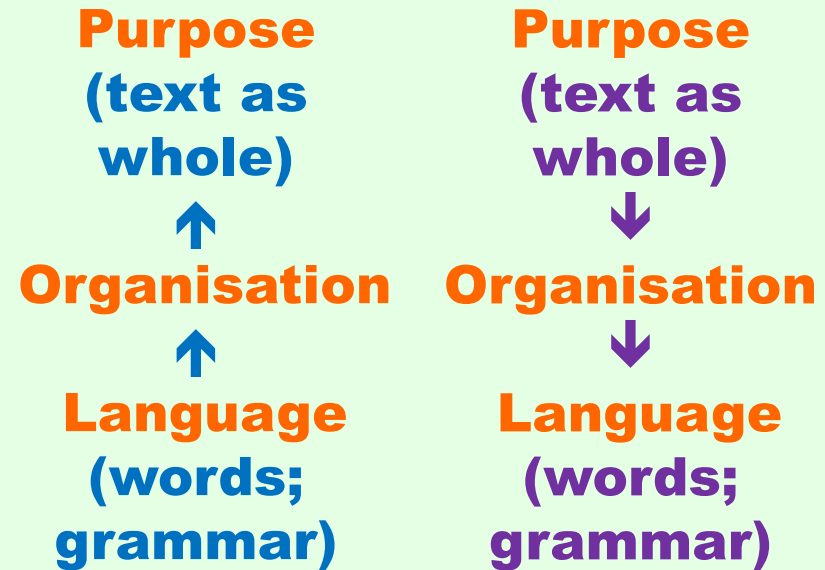
Advice / Response to Advice

Description: Self-introduction, My school life

letter, essay,
magazine
article, email,
page
leaflet

2. What is a genre approach?

- Text (reading: meaning)
- Deconstruct text to learn **language** and stages (**organization**)
- Co-construct text of the same type
- Write (text of the same type)



3. A bottom up approach: vocabulary → grammar → organisation

Story/Narrative

Activity 1: Teaching language (vocabulary: saying verbs)

→ Which saying verbs are not appropriate?

Activity 2: Teaching language (vocabulary: time phrases)

Activity 3: Teaching language (grammar: prepositional phrases to tell when, where, how)

Activity 4: Teaching organisation

3. Teaching vocabulary (saying verbs)

'I'm here to save you,' **said** the prince.

'Oh! Your teeth are black,' **said** Bestest. 'How often do you brush your teeth?'

'Once a week,' the prince **said**.

whispered

'You should brush your teeth twice a day. Come back when your teeth are clean,' **said** Bestest.

The next week the prince climbed up Bestest's hair again. He smiled a handsome white smile at Bestest. 'That's better,' she **said**, 'but your hair is very dirty. How often do you wash it?'

'Three times a month,' **said** the prince.

'Ugh!' **said** Bestest. 'You should wash your hair three times a week. Come back when your hair is clean.'

The next week the prince climbed up Bestest's hair again. He ran his fingers through his shiny hair. 'That's better,' Bestest **said**, 'but your fingernails are too long. How often do you cut them?'

3. Teaching vocabulary (saying verbs)

'I'm here to save you,' **smiled** the prince.

'Oh! Your teeth are black,' **complained** Bestest. 'How often do you brush your teeth?'

'Once a week,' the prince **answered**.

'You should brush your teeth twice a day. Come back when your teeth are clean,' **advised** Bestest.

The next week the prince climbed up Bestest's hair again. He smiled a handsome white smile at Bestest. 'That's better,' she **commented**, 'but your hair is very dirty. How often do you wash it?'

'Three times a month,' **replied** the prince.

'Ugh!' **exclaimed** Bestest. 'You should wash your hair three times a week. Come back when your hair is clean.'

The next week the prince climbed up Bestest's hair again. He ran his fingers through his shiny hair. 'That's better,' Bestest **praised casually**, 'but your fingernails are too long. How often do you cut them?'

3. A bottom up approach: vocabulary → grammar → organisation

Story/Narrative

Activity 1: Teaching language (vocabulary: saying verbs)

→ Which saying verbs are not appropriate?

Activity 2: Teaching language (vocabulary: time phrases)

→ Variation: only give useful phrases; no phrases given

Activity 3: Teaching language (grammar: prepositional phrases to tell when, where, how)

Activity 4: Teaching organisation

3. Teaching vocabulary (time phrases)

Once upon a time a witch put a beautiful princess in a tall tower. Her name was Bestest. She was best in everything.

One day, Bestest saw a prince and shook her long hair out of the window. The prince climbed up her hair.

The next week the prince climbed up Bestest's hair again. He smiled a handsome white smile at Bestest. 'That's better,' she said, 'but your hair is very dirty. How often do you wash it?'

The next week the prince climbed up Bestest's hair again. He ran his fingers through his shiny hair. 'That's better,' Bestest said, 'but your fingernails are too long. How often do you cut them?'

The prince **never** came back.

3. Teaching vocabulary (time phrases)

Long long time ago, a witch put a beautiful princess in a tall tower. ...

On a boring day, Bestest saw a prince and shook her long hair out of the window. ...

... 'You should brush your teeth twice a day. Come back when your teeth are clean,' said Bestest.

Three days later the prince climbed up Bestest's hair again. ...

... 'Ugh!' said Bestest. 'You should wash your hair three times a week. Come back when your hair is clean.'

Five days later the prince climbed up Bestest's hair again. ...

The prince did not come back ever again.

3. Teaching vocabulary (time phrases)

Last month, a witch put a beautiful princess in a tall tower. ...
Yesterday, Bestest saw a prince and shook her long hair out of the window. ...

... 'You should brush your teeth twice a day. Come back when your teeth are clean,' said Bestest.

The next day the prince climbed up Bestest's hair again. ...

... 'Ugh!' said Bestest. 'You should wash your hair three times a week. Come back when your hair is clean.'

The day after the prince climbed up Bestest's hair again. ...

The prince ever again came back.

3. A bottom up approach: vocabulary → grammar → organisation

Story/Narrative

Activity 1: Teaching language (vocabulary: saying verbs)

→ Which 2 saying verbs are not appropriate?

Activity 2: Teaching language (vocabulary: time phrases)

→ Variation: only give useful phrases; no phrases given

Activity 3: Teaching language (grammar: prepositional phrases to tell when, where, how)

→ Helping students to learn the meaning and use of pp

Activity 4: Teaching organisation

3. Teaching grammar (prepositional phrases)

Once upon a time a witch put a beautiful princess in a tall tower. Her name was Bestest. She was best in everything. One day, Bestest saw a prince and shook her long hair out of the window. The prince climbed up her hair.

3 more prepositional phrases

3. Teaching grammar (prepositional phrases)

Once upon a time a witch put a beautiful princess in a tall tower. Her name was Bestest. She was best in everything. One day, Bestest saw a prince and shook her long hair out of the window. The prince climbed up her hair.

How

Where

Where

What

Prepositional phrases tell who, when, where, what, how things happen.

→ Do not teach prepositions; teach prepositional phrases

3. Teaching grammar (prepositional phrases)

Once upon a time a witch put a beautiful princess in a tall tower. Her name was Bestest. She was best in everything. One day, Bestest saw a prince and shook her long hair out of the window. The prince climbed up her hair.

Once upon a time a witch put a beautiful princess in an old castle. Her name was Bestest. She was best in nothing. One day, Bestest saw a prince and shook her long hair in front of the window. The prince climbed up the ladder.

3. Teaching vocabulary (verbs, adjectives)

Once upon a time a witch put a beautiful princess in a tall tower. Her name was Bestest. She was best in everything. One day, Bestest saw a prince and shook her long hair out of the window. The prince climbed up her hair.

A long time ago, a witch locked a lovely princess in an old castle. Her name was Katie. She was good in nothing. One day, Katie saw a prince and shook her head in front of the window. The prince waved to her and went away.

3. Teaching grammar (pronouns, nouns)

Once upon a time a witch put a beautiful princess in a tall tower. Her name was Bestest. She was best in everything. One day, Bestest saw a prince and shook her long hair out of the window. The prince climbed up her hair.

A long time ago, a witch locked a charming prince in an old castle. His name was Ben. He was best in making jokes. One day, Ben saw a stunning princess and blinked at her. The princess waved to him and blew a kiss at him.

3. Teaching sentence structures

Adjunct	Subject	verb	Object / Comp.	Adjunct (prep ph)
Once upon a time	a witch	put	a beautiful princess	<u>in</u> a tall tower.
	Her name	was	Bestest.	
	She	was	best	<u>in</u> everything.
One day,	Bestest	saw	a prince	
(and)		shook	her long hair	<u>out of</u> the window.
	The prince	climbed		<u>up</u> her hair.

3. A bottom up approach: vocabulary → grammar → organisation

Story/Narrative

Activity 1: Teaching language (vocabulary: saying verbs)

→ Which 2 saying verbs are not appropriate?

Activity 2: Teaching language (vocabulary: time phrases)

→ Variation: only give useful phrases; no phrases given

Activity 3: Teaching language (grammar: prepositional phrases to tell when, where, how)

→ Helping students to learn the meaning and use of pp

Activity 4: Teaching organisation → Label the stages

3. Teaching organisation

Orientation/
Setting

Once upon a time a witch put a beautiful prince in a tower. Her name was Bestest. She was best in everything.

One day, Bestest saw a prince and shook her long hair out of the window. The prince climbed up her hair.

Problem

The next week the prince climbed up Bestest's hair again. He smiled a handsome white smile at Bestest. 'That's better,' she said, 'but your hair is very dirty. How often do you wash it?'

The next week the prince climbed up Bestest's hair again. He ran his fingers through his shiny hair. 'That's better,' Bestest said, 'but your fingernails are too long. How often do you cut them?'

Complication /
Events

The prince **never** came back.

Resolution/
Ending

4. A top-down genre approach: organisation → language

Recount e.g., Diary, Biography

- Purpose

To recount/recall (factual) events of the past

- Stages

Orientation/Setting^

Events in time order/Life events in time order^

*Evaluation

- Typical language use

- Adverbial/prepositional phrases to tell when (time), where (place), and how things happened

- Action verbs in past tense

Recount

Setting

This year, our school sports days were held on 2nd and 3rd January at Ma On Shan Sports Ground from 9.00 to 4.00 on both days. It started with the opening ceremony and ended with the closing ceremony.

The opening ceremony began with a parade by the four Houses: Red, Green, Yellow and Blue. Then everyone sang the school song. Our Principal, Mr Chan, gave the welcoming speech. Our Guest of Honour, the famous athlete Sarah Lee Wai Sze, then gave her speech. She encouraged us all to participate actively in sports for our good health.

Events in time order

On the first day, we had both the track events and the field events. For track events, we had the sprints for 60m, 100m, 200m and 400m; we also had the 60m and 100m hurdles. For field events, we had long jump, high jump, shot put and discus.

On the second day, we had the semi-finals and finals for most events. We also had the relay races and the friendly race between students and teachers. The champion of each event came through. The Green House won the house cup this year. We also had two record breakers. Simon Yu of 4D broke the school record in the boys' 100m sprint at 11.5 mins. The old record was 11.8 min. Vincy Lee of 5B broke the record for the girls' 200m hurdles.

In the closing ceremony, medals and prizes were given. We all felt tired but we were all happy as it was a holiday the next day.

Evaluation

Recount

Adverbial & prepositional phrases to tell WHEN and WHERE

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This year, our school sports days were held on 2nd and 3rd January at Ma On Shan Sports Ground from 9.00 to 4.00 on both days. It started with the opening ceremony and ended with the closing ceremony.

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Evaluation

Recount

Adverbial & prepositional phrases to tell WHEN and WHERE

Setting

This year, our school sports days were held on 2nd and 3rd January at Ma On Shan Sports Ground from 9.00 to 4.00 on both days. It started with the opening ceremony and ended with the closing ceremony.

Prepositional phrases to tell HOW things happened

The opening ceremony began with a parade by the four Houses: Red, Green, Yellow and Blue. Then everyone sang the school song. Our Principal, Mr Chan, gave the welcoming speech. Our Guest of Honour, the famous athlete Sarah Lee Wai Sze, then gave her speech. She encouraged us all to participate actively in sports for our good health.

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Evaluation

Recount

Adverbial & prepositional phrases to tell **WHEN** and **WHERE**

Setting

This year, our school sports days **were held** on 2nd and 3rd January at Ma On Shan Sports Ground from 9.00 to 4.00 on both days. **It started** with the opening ceremony and **ended** with the closing ceremony.

Prepositional phrases to tell **HOW** things happened

The opening ceremony **began** with a parade by the four Houses: Red, Green, Yellow and Blue. Then everyone **sang** the school song. Our Principal, Mr Chan, **gave** the welcoming speech. Our Guest of Honour, the famous athlete Sarah Lee Wai Sze, then **gave** her speech. She **encouraged** us all to participate actively in sports for our good health.

Events in time order

On the first day, we **had** both the track events and the field events. For track events, we **had** the sprints for 60m, 100m, 200m and 400m; we also **had** the 60m and 100m hurdles. For field events, we **had** long jump, high jump, shot put and discus.

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In the closing ceremony, medals and prizes **were given.** We all felt tired but we were all happy as it was a holiday the next day.

Evaluation

(Action) Verbs to tell what happened

Information Report (Koalas)

General classification

Koalas (belong to) the Marsupial family. This (is a group of) mammals which raise their babies in a pouch. Marsupials are found mainly in Australia.

Body features

Specific description

Koalas are furry creatures about the size of a small dog. They have large round ears, small eyes and a big, flat, leathery nose in an oval shape. They have sharp claws for hanging on to branches of trees.

Habitat & diet

Koalas spend most of their time in gum trees in the Australian bush. They live high in the branches out of harm's way. They are able to sleep wedged in the fork of two branches. Koalas are herbivores, their main diet consisting of the leaves of certain types of eucalypts.

Koalas raise their young in a pouch covering the mother's tummy. The baby is suckled in the pouch and remains there for several weeks until able to feed itself. You will often find nearly fully grown koalas still using the mother's pouch.

Reproduction / Raising the young

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Reproduction / Raising the young

A genre approach



Text deconstruction (reading, learning the text stages and language (lexico-grammar))

Grammar:
meaning + form

→ text co-construction (writing with scaffolds)

With a focus on a specific grammar form

→ text construction (independent writing)

Process
writing to
improve

Typical language forms of genres

- **Recount:** (1) action verbs in past tense, (2) prepositional phrases of time and place, (3) reported speech;
- **Information Report:** (1) relational verbs to define, (2) relative clauses & (3) prepositional phrases to provide more information, (4) passive voice, (5) verbs in timeless present, (6) infinitive phrases to tell purpose
- **Procedure:** (1) imperatives, (2) prepositional phrases to tell how to do things, (3) infinitive phrases to tell purpose
- **Discussion/Persuasion:**
 - (1) The language of possibility: modal verbs, adjectives (e.g. likely, possible), nouns (e.g. possibility), adverbs (e.g. largely, often, to a certain extent);
 - (2) The language of cause-effect: if-clause, when-clause, causal verbs etc.
 - (3) The language of comparison: parallelism, negation, contrastive connectives
 - (4) The language to give examples
- **Narrative:** (1) adverbial & prepositional phrases, (2) dialogues (tenses), (3) saying verbs, (4) pronouns to link, (5) adjectives & adverbs
- **Book/Film Review:** (1) passive, (2) past participle adjectival phrases, (3) pair of commas, (4) relative clauses, (5) There is ..., (6) infinitive phrases, (7) modality
- **Complaint Letter:** (1) noun phrase (head noun + post-mod (relative clause, prepositional phrase), (2) time clauses (when-, after-), (3) reported speech, (4) evaluation language (e.g. totally unacceptable)

Genres in school textbooks

- Information Report e.g., What is a school? Festivals
- Recount e.g., diary entry
- Book/Film Review
- Travel/Promotion brochure (information report + promotion)
- Postcard
- Advice & Response
- Narrative
- Complaint Letter

5. Analysis of genres: Information Report

Information report

- Purpose

To inform / give information on 'facts' e.g., animals, festivals

- Stages

Definition/Classification/Topic identification^

Specific information /description^

*Summary

- Typical language use

- Prepositional phrases to tell information of when, where and how

- Relative clauses to give more information

- Being verbs in present tense to tell what things are

- Action verbs in present tense to tell what happen

Topic
identification

There are many festivals around the world that involve light. Here are just a few of them.

Specific
information

Every November, people in Thailand celebrate Loi Krathong (*Loi* means to float and a *Krathong* is a small boat made of banana leaves). The festival starts at night when people gather under the full moon and carry their krathongs to nearby rivers and canals. The small boats, each containing a candle, joss sticks, flowers and a few coins, are then placed on the water. As the boats drift away, people usually make a wish.

In India, Diwali is an important festival for Hindus and people of other Indian religions. It takes place in October or November and lasts five days. People decorate their homes with bright lights and decorations are also put up in the streets. There are fireworks displays too, particularly in large cities.

There is also a light festival that Jewish people celebrate. It is called Hanukkah. Jews celebrate Hanukkah for eight days, lighting one candle on the first night, two on the second night, and so on. The festival commemorates a famous battle in which a group of Jews bravely fought and defeated the Syrians to save the Temple of Jerusalem.

Another interesting light festival takes place at Christmas in the Philippines. Star lanterns called *parols* are hung outside people's homes and along the streets. The lanterns symbolize the star that guided the Three Wise Men to where Jesus was born.

At Christmas in Mexico, there is also a festival during which Mexican families go from house to house with candles pretending, like Mary and Joseph, to look for a room at the inn.

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Every November, people in Thailand celebrate Loi Krathong (*Loi* means to float and a *Krathong* is a small boat made of banana leaves). The festival starts at night when people gather under the full moon and carry their krathongs to nearby rivers and canals. The small boats, each containing a candle, joss sticks, flowers and a few coins, are then placed on the water. As the boats drift away, people usually make a wish.

Adv / prep
phrases of time
and place +
additive
connective to
introduce festival

In India, Diwali is an important festival for Hindus and people of other Indian religions. It takes place in October or November and lasts five days. People decorate their homes with bright lights and decorations are also put up in the streets. There are fireworks displays too, particularly in large cities.

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Another interesting light festival takes place at Christmas in the Philippines. Star lanterns called *parols* are hung outside people's homes and along the streets. The lanterns symbolize the star that guided the Three Wise Men to where Jesus was born.

At Christmas in Mexico, there is also a festival during which Mexican families go from house to house with candles pretending, like Mary and Joseph, to look for a room at the inn.

Topic
identification

There are many festivals around the world that involve light. Here are just a few of them.

Specific
information

Every November, people in Thailand **celebrate** Loi Krathong (*Loi* means to float and a *Krathong* is a small boat made of banana leaves). The festival **starts at night when people gather under the full moon** and carry their krathongs to nearby rivers and canals. The small boats, each containing a candle, joss sticks, flowers and a few coins, are then placed on the water. As the boats drift away, people usually make a wish.

Adv / prep
phrases of time
and place +
additive
connective to
introduce festival

In India, **Diwali is an important festival for Hindus and people of other Indian religions**. It **takes place in October or November** and **lasts** five days. People decorate their homes with bright lights and decorations are also put up in the streets. There are fireworks displays too, particularly in large cities.

Verbs + prep
phrases /
relative clauses
to describe
festivals

There is also a light festival that Jewish people celebrate. It is called Hanukkah. **Jews celebrate Hanukkah for eight days**, lighting one candle on the first night, two on the second night, and so on. The festival **commemorates a famous battle in which a group of Jews bravely fought and defeated the Syrians to save the Temple of Jerusalem**.

Another interesting light festival **takes place at Christmas in the Philippines**. Star lanterns called *parols* are hung outside people's homes and along the streets. The lanterns symbolize the star that guided the Three Wise Men to where Jesus was born.

At Christmas in Mexico, there is also a festival during which Mexican families go from house to house with candles pretending, like Mary and Joseph, to look for a room at the inn.

Topic
identification

There are many festivals around the world that involve light. Here are just a few of them.

Specific
information

Every November, people in Thailand **celebrate** Loi Krathong (*Loi* means to float and a *Krathong* is a small boat made of banana leaves). The festival **starts at night when people gather under the full moon** and **carry** their krathongs to nearby rivers and canals. The small boats, each containing a candle, joss sticks, flowers and a few coins, **are then placed on the water**. As the boats drift away, people usually **make** a wish.

Adv / prep
phrases of time
and place +
additive
connective to
introduce festival

In India, **Diwali is** an important festival for Hindus and people of other Indian religions. It **takes place in October or November** and **lasts** five days. People **decorate** their homes with bright lights and decorations are also **put up in the streets**. There are fireworks displays too, particularly in large cities.

Verbs + prep
phrases /
relative clauses
to tell basic info
about festivals

There is also a light festival that Jewish people celebrate. It is called Hanukkah. **Jews celebrate** Hanukkah for eight days, lighting one candle on the first night, two on the second night, and so on. The festival **commemorates** a famous battle in which a group of Jews bravely fought and defeated the Syrians to save the Temple of Jerusalem.

Verbs (active &
passive) +
prep phrases /
relative clauses
to tell what
people do in
festivals

Another interesting light festival **takes place at Christmas in the Philippines**. **Star lanterns called parols are hung outside people's homes and along the streets**. The lanterns symbolize the star that guided the Three Wise Men to where Jesus was born.

At Christmas in Mexico, there is also a festival during which Mexican families **go from house to house with candles pretending, like Mary and Joseph, to look for a room at the inn**.

Information report: Festivals of Light [Language]

Verbs

- People in Thailand celebrate (a festival)
- The festival starts / takes place in / at (time / place)
- The festival lasts for (length of time)
- There is also a festival that Jewish people celebrate
- There is a festival during which Chinese people (do xxx)
- [Diwali is an important festival for Hindus]
- [The festival is called]
- [The festival commemorates]

Information report: Lantern festivals

Festivals	Place	Time	Events

The (Festival) takes place in (place) in / at (time). People (verb)

The (Festival) starts in / at (time) and lasts for (time – duration)

5. Analysis of genres: Procedure

Procedure e.g., Recipe, Manual

- Purpose

To proceed with steps (instruct people how to do something)

- Stages

Title (e.g., name of game, name of dish)^

Materials / Ingredients^

Steps / Directions / Instructions^

- Typical language use

- Imperatives to instruct

- Prepositional phrases to tell when, where and how to do things

Instructions

Shuffle the cards.

Choose one person to be the dealer.

The dealer deals each player the same number of cards, clockwise, one at a time and face down.

The dealer goes first. He/she **places** his/her top card in the centre of the table face up and says the name of the card, for example, 'The three of diamonds.'

The **player** on the left of the dealer is the next one. He/she **places** his/her top card on top of the previous cards face up and says the name of the card, for example, 'The Jack of clubs'. The game **continues** in a clockwise direction.

If a player **places** a card on the pile that has the same number or picture as the previous card, any player can shout 'Snap!', and quickly **put** his/her hand on the pile and take all the cards.

If two or more people **shout** 'Snap!' at the same time, the **person with his/her hand on the cards first** wins the cards. This person takes all the cards and the game continues.

When a player uses all the **cards** in his/her pile, he/she is out. The **player with all the cards at the end of the game** is the winner.

Nouns / Verbs + preposition phrases

5. Analysis of genres: Discussion

Discussion (two-sided arguments)

- Purpose

To discuss an issue (controversial with different views)

- Stages

Statement of the issue^

Arguments for and against^

Restatement of the issue/Recommendation/Summary

- Typical language use

- Language to state views: saying/citing verbs; modality (verbs, nouns, adjectives, adverbs); connectives

- Language to provide evidence: cause-effect language, comparison-contrast (negation, parallelism); language to give examples

One of today's most controversial subjects is nuclear or atomic power. In the past, fossil fuels such as oil and natural gas provided enough energy for homes and industries, but now they are harder to get and more expensive. People in developing countries throughout the world need cheap energy for better lives. People in industrialized countries want to keep their high standard of living. Nuclear power by itself can provide energy for both these purposes.

Statement of the issue

However, many people oppose atomic energy. They say that the high standard of living in developed nations is unnecessary. Moreover, nuclear power can be dangerous. A single accident could kill or injure thousands of people.

A strong argument of the proponents of nuclear energy is that it is clean. Uranium mines do not damage the land as surface coal mines do. Coal- and oil-powered industries emit ugly, bad-smelling pollutants; nuclear generators do not. However, opponents of nuclear energy point out that nuclear reactors pour coolants into streams and rivers. These coolants change the temperature of the water. Opponents state that the temperature changes cause damage to fish and plants. Proponents, on the other hand, say that the warm water from nuclear reactors provides ideal conditions for raising certain fish.

Arguments for and against

The safety question is the most important of all. Every nuclear generator has radioactive waste products. Those opposed to atomic power say that this waste is dangerous because it is hard to find safe places in which to store it. Moreover, they state that generators are still dangerous and give the accident at Three Mile Island, PA, as an example. At the Three Mile Island generators, the cooling system failed. This caused the temperature of the generators fuel core to rise. The danger was that if the core became very hot, it might melt and let radioactive materials escape. On the other hand, proponents reply that this did not happen because nuclear generators are built very carefully. Furthermore, governments have made many safety rules to assure safe operation.

Nevertheless, since Three Mile Island, people are afraid of nuclear power. What is your opinion? Is nuclear power safe? Would you want to have an atomic power plant in your community? These are important questions for people throughout the world.

Restatement of the issue

One of today's most controversial subjects is nuclear or atomic power. In the past, fossil fuels such as oil and natural gas provided enough energy for homes and industries, but now they are harder to get and more expensive. People in developing countries throughout the world need cheap energy for better lives. People in industrialized countries want to keep their high standard of living. Nuclear power by itself can provide energy for both these purposes.

Language to **state** a different point of view:
adversative connective, people + saying verb

However, many people oppose atomic energy. They say that the high standard of living in developed nations is unnecessary. Moreover, nuclear power can be dangerous. A single accident could kill or injure thousands of people.

Language to **continue** the same point of view:
additive connective, people + saying verb

A strong argument of the proponents of nuclear energy is that it is clean. Uranium mines do not damage the land as surface coal mines do. Coal- and oil-powered industries emit ugly, bad-smelling pollutants; nuclear generators do not. However, opponents of nuclear energy point out that nuclear reactors pour coolants into streams and rivers. These coolants change the temperature of the water. Opponents state that the temperature changes cause damage to fish and plants. Proponents, on the other hand, say that the warm water from nuclear reactors provides ideal conditions for raising certain fish.

proponents (propose); opponents (oppose)

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Modals to state views (not facts)

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Negation to argue with facts (evidence)

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Language of comparison to provide evidence: parallel'm

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Language to give examples as evidence

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Language of cause-effect to provide evidence

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Rhetorical questions to (re-)state the issue