

8.2 Writing for an audience's beliefs and needs

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS style 文体

Objective

Build the skills to **write** for a divided audience.

You must be able to:

- write a passage that serves two groups without contradicting itself
- choose a shared value as the argument's foundation
- vary evidence to reach both groups
- avoid saying different things to different readers

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Serving two groups honestly

Provide different **evidence**, not different **claims**. A figure for the officers and a case for the residents can support the same claim; a different claim for each is dishonest and, once noticed, fatal.

■ The shared value

Name it early. "Both of us want this to still be affordable in ten years" gives every following paragraph a foundation both groups accept.

■ The failure to avoid

Telling one group the scheme is cheap and the other that it is generously funded is not audience awareness. It is a contradiction that a shared document will expose.

2 Practice

2.1 State what may vary between groups and what may not.

[2]

2.2 Explain the benefit of naming a shared value early. [2]

2.3 You must persuade both staff and parents to support a timetable change.

(a) Name a shared value. [1]

(b) State one piece of evidence for each group. [2]

3 Exam-style questions

3.1 Serving two groups honestly means varying [1]

- **A** the claim
- **B** the evidence
- **C** the thesis
- **D** the facts

3.2 Telling two groups incompatible things in one document is [1]

- **A** effective audience awareness
- **B** a contradiction the document will expose
- **C** a concession
- **D** a qualification

3.3 Write two sentences supporting one claim, the first aimed at a finance officer and the second at a resident. [4]

Solutions

2.1 the evidence may vary; the claim may not.

2.2 it gives every following paragraph a foundation both groups accept, so the argument does not have to be made twice.

2.3 (a) e.g. pupils' learning, or predictability of the day. (b) staff: workload or planning-time figures; parents: effect on collection times or on homework.

3.1 B. different readers accept different evidence for the same claim.

3.2 B. one document reaches both groups.

3.3 both sentences support the same claim; each is pitched with evidence appropriate to its reader.