

Discussion

Explore more than one position before reaching a view

COMMON FORMS

Balanced essay, public issue, ethical question

TEXT SHAPE

Issue → position A → position B → weighed conclusion

FEATURES AND LANGUAGE

Contrast links; reporting verbs; qualified claims; evidence

PLAN AND TEACH IT

Give each position a fair explanation. Compare the strength of evidence before deciding what follows.

TONE AND REGISTER

Balanced, considered and often formal; use cautious language when evidence is mixed.

LINKED CLASSROOM ACTIVITIES

Try: Compare in One Sentence · Summarise a Debate · Find the Common Ground

A MODEL TO NOTICE

Bring a short example. Ask who it is for, what it is trying to do and which feature helps it work. Compare it with a less effective draft.

QUICK CHECKLIST

- ☐ The opening makes the purpose clear: Explore more than one position before reaching a view.
- ☐ Each part has a clear place and moves the reader towards the purpose.
- ☐ The language features, tone and level of formality fit the reader and situation.

A QUICK CLASSROOM ROUTINE

- 1 NOTICE** Read a model for purpose, shape and audience.
- 2 REHEARSE** Practise a useful sentence or language feature aloud.
- 3 WRITE** Plan, draft and use the guide as a checklist.
- 4 REVIEW** Ask a partner whether the text does its job; revise one feature.
Keep the subject thinking ambitious. Make the language visible, practise it, then fade the support.