

Week One: L1 – Establish Your Audience

DO NOW – What does each part of EPIIC represent?

E – Establish Audience

1. P -
2. I -
3. I -
4. I -
5. C -

Introduction:

When we write the first paragraph of our arguments, we need to imagine what the person we are writing to is doing. More specifically, we need to imagine **where they are sat** and **how they are sat**. Below are the different options we might choose.



Task 1: Below are three different types of audience. Choose the reading scenario that you think suits them best.

1. A student –
2. A Prime Minister –
3. A Principal / Head Teacher –

The Statement

You will be given a statement. Your first task will be to read the statement and decide whether you agree with it (for) or disagree with it (against). **See my example below.**

“Unplug your mind from work. We need to focus on recharging our souls and making sure we are physically healthy. Work can wait.”

Write a newspaper article in a magazine called ‘Healthy Lifestyle’ in which you argue your point of view on this statement.

For

1. Studies have proven that excess stress can reduce life expectancy which means if we work less we can live longer/happier lives
2. We are more likely to be better at our jobs if we are physically and mentally healthy
3. At times we lose touch with what is meaningful in life – we should focus on our spiritual improvement as opposed to our laptops

Task 2: Read the statement and list three reasons why you are for the statement OR list three reasons for why you are against the statement.

“Arts education has no place in schools. Students should spend all of their time learning the basics of English and Mathematics.”

Write a letter to the Head Teacher of your school arguing either for or against this statement.

For / Against

- 1.
- 2.
- 3.

The Audience

For my example I am writing to business employees, attempting to persuade them to take a step back from work. *Whereas, you will be writing to a Head Teacher about Arts Education vs. Maths.*

I have looked at the different reading scenarios and have decided that my audience are sat on the train on their way to work.

Task 3: Which reading scenario will your Head Teacher be in when they read your letter? Write below.



The Head Teacher reading my letter will be...

Inside Our Reader's Mind

For this part of the task, you need to imagine what your reader will be thinking as they read your argument. I am delving into the mind of a business worker. Below I have listed the different thoughts that might be going through their mind whilst they sit on the train.

Thoughts:

It feels very damp on this seat.

I am so tired of going to work.

I forgot to reply to that email on Friday – I hope my boss does not shout at me.

What time will I get home today? I hope I will be back to see the children.

Ah no, I am wearing the tie with the coffee stains on again.

damp

tired

I forgot to reply to that email

Coffee stains

What time will I get home?

Sat on the train (thoughts)

Task 4: Firstly, in the middle box, write down which reading scenario you have chosen.

Secondly, in the table below, write down the different thoughts that a Head Teacher might be having at the end of a school day. I have completed two for you. (Include different jobs they have to do, thoughts about their surroundings, concerns they have)

What do our results look like?		When shall I have my next coffee?
	Reading Scenario:	

Transforming Ideas into a Paragraph

Once you have decided where and how your audience are sitting, it is now time to write your argument using the sentence starters. The text in red should be used as your sentence starters. Read my example below. Notice how I have used the guidance.

Model Example

As you sit, fidgeting uncomfortably, on your damp and tired passenger seat, **there's probably only one question** plodding through your pre-work mind: "What time will I be able to leave the office today?" **To that, I say**: consider yourself fortunate because you have the option to escape those monotonous thoughts and instead focus on yourself. **It is unquestionably** a necessity; it is **undoubtedly** a certainty; **it is indisputably** a requirement that us workers take a moment to step back from our daily working struggles to recharge our minds and souls. It is our duty to keep ourselves healthy.

Task 4: Use the below sentence starters and my example to complete your first paragraph which argues for or against the below statement.

"Arts education has no place in schools. Students should spend all of their time learning the basics of English and Mathematics."

Write a letter to the Head Teacher of your school arguing either for or against this statement.

As you sit, _____, on your _____,
there's probably only one question _____ through your
_____ mind: " _____?"

To that, I say: consider yourself fortunate
_____. It is unquestionably
_____; it is undoubtedly _____;
it is indisputably _____.
_____.

Extra help for sentence starters:

As you sit, (action) (adverb), on your (adjective) and (adjective) (type of seat), **there's probably only one question** (verb) through your (adjective) mind: (question in mind)? **To that, I say:** consider yourself fortunate (a reason for why they might be lucky). **It is unquestionably** (first of triple); it is **undoubtedly** (second of triple); **it is indisputably** (third of triple) (what we are telling our readers to do). (What it is our duty to do.)

Answers to Check

DO NOW – What does each part of **EPIIIC** represent?

E – Establish your audience

1. **P – Picture this**
2. **I – Imagine**
3. **I – Information**
4. **I – 'I' (Personal Story)**
5. **C – Counter argument**

Challenge

Currently, people around the UK are struggling with a **paucity** of freedom.

In other words, **there is a lack of freedom in society at the moment as we are being restricted to our homes to ensure the safety of all.**