



A CLEAR STRUCTURE FOR ENGLISH LANGUAGE & LITERATURE

MAKE YOUR POINTS. PROVE YOUR IDEAS. LEAVE AN IMPACT.

P

POINT



MAKE YOUR ARGUMENT.

State your main point clearly and directly.
Answer the question or respond to the prompt.

THINK:

- What is my main idea?
- What am I trying to say about the text?
- How does this answer the question?



E

EVIDENCE



BACK IT UP.

Use evidence from the text to support your point.

TIPS:

- Use short, relevant quotes.
- Introduce your evidence.
- Make sure it is accurate and specific.



E

EXPLAIN



EXPLAIN IT.

Analyse your evidence. Explain how it shows meaning, techniques, and ideas.

CONSIDER:

- What techniques does the writer use?
- What is the effect on the reader?
- How does this connect to the theme or context?



L

LINK



LINK IT BACK.

Connect your point to the question, the text as a whole, or the wider context.

THINK ABOUT:

- ★ How does this answer the question?
- ★ What is the broader message or insight?
- ★ Why is this important?



PEEL = CLEAR THINKING, STRONG WRITING, REAL IMPACT.



@dmvelliaris



LINKING OPINIONS, REASONS, AND INFORMATION



LINKED WORDS:

because

Since

another

When

after

Information =
Cause and effect

Opinion =
Reasons

True =
describe the conditions,
give conclusions or
Summarise information

REASONS

- **Consequently:** Introduces a result or effect
- **As a Result:** Introduces a result or effect
- **Therefore:** Introduces a result or effect
- **for that reason:** Introduces a result or effect
- **Due to:** Introduces a cause; because of

CONCLUSIONS

- **in Conclusion:** Introduces a Conclusion
- **in Summary:** Introduces a Summary

CONDITIONS

- **Otherwise:** if a specific thing doesn't happen
- **despite:** in Spite of, even with
- **or else:** if a Specific thing doesn't happen

OPINION

- compare arguments or reasons

INFORMATION

- Compare two processes, events, or items

COMPARISON

- **likewise:** In the Same or Similar way
- **Similarly:** In Similar way
- **In Comparison:** When the following things is compared to the previous things
- **In the same way:** Introduces a similar idea; Similarly
- **Just as:** In the same ways

MORE INFO

- **Furthermore:** use before one More reason or piece of information
- **Additionally:** use before one More reason or piece of info
- **In addition:** use before one More reason or piece of information
- **Moreover:** use before one More reason or piece of information
- **Another:** use with one More reason or piece of information

CONTRAST

- **However:** Introduces a contradicting or opposing Statemen
- **ConVersely:** Introduces an opposite
- **On the Contrary:** introduces a denial or opposition
- **On the other hand:** Introduces an opposing idea
- **Never the less:** In spite of Something
- **Nonetheless:** In spite of something

EXAMPLES

- **for example:** use before an Example
- **Specifically:** use before more details or a specific example
- **Particularly:** use before a person or thing that something applies to Most
- **Especially:** use before a person or thing that something applies to Most
- **for instance:** use before an example

ORDER TIME

- **Initially:** at First or at the beginning
- **At Times:** Sometimes
- **Usually:** Most commonly; often
- **Seldom:** Not often; rarely
- **Eventually:** After a while



REMEMBER: Linking words help your writing flow and make your ideas clear!



STRONG CONCLUSIONS



A strong conclusion wraps up your writing, leaves a lasting impression, and may call the reader to think or act!



A strong conclusion should...



- ✓ restates your main idea in a new way
- ✓ summarizes your key points
- ✓ leaves the reader with something to think about
- ✓ may include a call to action or a hopeful feeling
- ✓ does NOT add new information

TYPES OF STRONG CONCLUSIONS

RESTATE & REINFORCE

Restate your main idea in a new and powerful way.

Starter:

In the end, ...
It is clear that ...

Example:

In the end, protecting our oceans means protecting our future. Together, we can keep our oceans clean and full of life.



SUMMARIZE

Briefly sum up your key points.

Starter:

To sum it all up, ...
Overall, ...

Example:

To sum it all up, recycling saves resources, reduces pollution, and helps our planet for generations to come.



LEAVE THE READER THINKING

End with a thoughtful or powerful statement or question.

Starter:

Something to think about is ...
Consider this ...

Example:

The future is in our hands. What kind of world will we choose to leave behind?



CALL TO ACTION

Encourage the reader to take action or make a difference.

Starter:

Now it's time to ...
Let's ...

Example:

Now it's time to take action! Small choices today can create a better tomorrow. Let's make it happen!



TURN YOUR IDEAS INTO A STRONG CONCLUSION!

1 Look back at your writing.



2 Think about your main idea and key points.



3 Choose the type of conclusion that works best.



4 Use a starter and write your conclusion.



5 Read it again. Does it leave a strong impression?



BEFORE AND AFTER

WEAK CONCLUSION:

Recycling is important. We should all try to recycle more.



STRONG CONCLUSION:

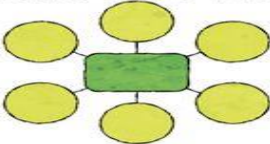
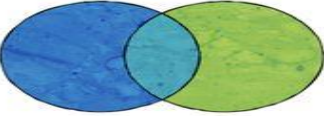
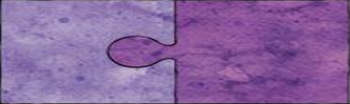
In the end, recycling is one of the easiest and most powerful ways we can help our planet. Let's work together to make every day Earth Day!



End with purpose. Leave your reader inspired!



NONFICTION TEXT STRUCTURE

DESCRIPTION  Provides details or characteristics of a topic; paints a mental picture	Keywords & Phrases for example for instance characteristics specifically another
ORDER & SEQUENCE  Presents steps in a procedure or events in chronological order	Keywords & Phrases first, next, during, before, after, then, last, finally, in the beginning, in the end, to start
CAUSE & EFFECT  Describes an event or events (cause) and the events (effect) that follow	Keywords & Phrases because, since, due to, as a result, so then, consequently, leads to
COMPARE & CONTRAST  Describes how two things are similar and different	Keywords & Phrases similar, alike, same, both, just like, unlike, different, in contrast, on the other hand
PROBLEM & SOLUTION  Describes a problem and explains one or more solutions	Keywords & Phrases issue, cause, since, problem, therefore, consequently, leads to, because of, so, then, solve

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P.E.E.L LANGUAGE

POINT	EVIDENCE	EXPLANATION	LINK
It has been suggested that...	The evidence clearly shows...	The source clearly indicates...	With this in mind, it is evident that...
It is believed that...	This is supported by...	This shows us that...	Therefore, it is evident that...
Some people argue that...	This is demonstrated by...	It is clear from this that...	All this evidence demonstrates...
Many people believe that...	The source tells us that...	The evidence explains that...	
One argument is that...		This supports the argument by...	
One school of thought is that...		It appears that...	
		This demonstrates that...]	

How to write a PEEL PARAGRAPH

We use the acronym PEEL to remind us of the structure when writing an analytical paragraph. Paragraphs can have 2-3 different examples and explanations. We can call this structure extended PEEL.

LEARNING BUDDY

P

Point

Write a sentence that identifies a clear **main point** for the paragraph. It might outline the topic you are writing about. It will directly address the question by using key words.

E

Example

Give a specific **example** from the text to support your point. It should be the strongest piece of evidence that illustrates your idea. You should use metalanguage where possible to identify specific techniques.

E

Explanation

Give more detail to **explain** how your example supports your point. Consider the effect of your example e.g. how it conveys ideas and positions audience response. Make it clear that you understand the question.

L

Link

Link back to the question by reinforcing the main point of your paragraph. You might also use key words here. You should not introduce any new information.

PEEL WRITING STRATEGY

The **PEEL strategy** is a helpful way to organize and structure your paragraph writing. You can use this strategy to write informational and argumentative paragraphs.

The PEEL acronym stands for **Point**, **Evidence**, **Explain**, and **Link**.

PARAGRAPH COMPONENTS		SENTENCE STARTER IDEAS
P	POINT Make a clear and relevant point that relates to the topic.	The writer explores... The author implies... It can be argued that...
E	EVIDENCE or EXAMPLES Use evidence or examples from the text to support your point.	For example... According to... For instance...
E	EXPLAIN Use at least two sentences to explain how your evidence supports your point.	The data reveals... The quote suggests... The image shows...
L	LINK Link back to your main point or transition to your next point.	It is clear that... In summary... Therefore...

Note: Sometimes, it makes sense to switch Evidence and Explain.

BUILDING AN ARGUMENT

MAIN IDEA
Here's what I think...

Evidence to back up my reasons ↓

1.

2.

3.

PRO

▲ High at the evidence not obvious but...

CON

Here are my REASONS!

Strong Finish!

COUNTER ARGUMENTS

You **COULD** argue that...

...but here's the WEAKNESS...

PERSUASIVE WRITING:

Building an Argument

Name(s):

Main Idea

Here's what I (we) think:

Counter Argument

You could argue...

MY REASONS

Evidence to support my reasons

1.

1.

2.

2.

3.

3.

Here is the WEAKNESS...



Now... weigh the evidence
and make your conclusion.

Strong Conclusion

After careful consideration...

I now believe...

Clearly...

It is clear that...

The time has come...

I agree that...

It seems to me...

Concluding Statement:

PerryHazel.com 2015

HOW TO WRITE AN EFFECTIVE DISCURSIVE ESSAY

*N.B. A **discursive essay** presents **different viewpoints** on an issue before reaching a balanced conclusion.*

REMEMBER:

- **P = Point** (state the main idea)
- **E = Evidence** (facts, statistics, research, or examples)
- **E = Explanation/Example** (explain how the evidence supports the point)
- **L = Link** (link back to the topic or lead into the next paragraph)

Example of a Discursive Essay

Topic: Should social media be restricted for teenagers?

Introduction

Social media has become an important part of teenagers' lives. It allows young people to communicate, learn new skills and stay informed about current events. However, many people believe that social media can negatively affect teenagers' mental health, academic performance and personal safety. This essay will discuss both sides of the argument before reaching a conclusion.

Body Paragraph 1: Argument FOR Restricting Social Media

(Do not use subheadings in your final essay. These are included to give you an idea of how to PLAN your essay)

[POINT] One reason why social media should be restricted for teenagers is that excessive use can negatively affect mental health.

[EVIDENCE] Studies have shown that frequent exposure to unrealistic images and online comparisons can increase feelings of anxiety and low self-esteem among young people.

[EXPLANATION/EXAMPLE] For example, teenagers may compare themselves to influencers who portray perfect lifestyles and appearances online. This can make them feel inadequate and unhappy about their own lives.

[LINK] Therefore, limiting social media use may help protect teenagers' emotional well-being.

Body Paragraph 2: Argument FOR Restricting Social Media

[POINT] Another argument in favour of restrictions is that social media can distract learners from their studies.

[EVIDENCE] Many learners spend several hours each day scrolling through social media platforms instead of focusing on homework or revision.

[EXPLANATION/EXAMPLE] For instance, a learner who constantly checks notifications while studying may struggle to concentrate and complete tasks effectively.

[LINK] As a result, restrictions could help learners manage their time more productively.

Body Paragraph 3: Argument AGAINST Restricting Social Media

[POINT] On the other hand, social media can be a valuable educational tool for teenagers.

[EVIDENCE] Many schools, teachers and educational organisations share learning materials, tutorials and academic support through social media platforms.

[EXPLANATION/EXAMPLE] For example, learners can watch educational videos, join study groups and access information that helps them prepare for examinations.

[LINK] Thus, restricting access completely may prevent teenagers from benefiting from useful educational opportunities.

Body Paragraph 4: Argument AGAINST Restricting Social Media

[POINT] Social media also helps teenagers maintain social connections and support networks.

[EVIDENCE] Communication platforms allow young people to stay in contact with friends and family members regardless of distance.

[EXPLANATION/EXAMPLE] For example, learners who move to a new area can use social media to maintain friendships and reduce feelings of loneliness.

[LINK] Consequently, social media can contribute positively to teenagers' social development when used responsibly.

Conclusion

In conclusion, there are valid arguments both for and against restricting social media use among teenagers. While excessive use can negatively affect mental health and academic performance, social media also provides educational opportunities and supports social connections. Rather than completely restricting access, a balanced approach involving responsible use, parental guidance and time management may be the most effective solution.

Final Tips

- Write **4-6 body** paragraphs (this does not include your introduction and conclusion!).
- **Do NOT use subheadings** e.g. introduction/paragraph 1/conclusion!
- **Learn and use connecting/linking words to create a flow from one paragraph to the next.**
- Present **both sides** of the argument fairly. (ONE counter-argument is sufficient)
- Use **formal language**.
- **Support points with relevant examples.** (Refer to your sources you have used)
- End with a **balanced conclusion** that reflects your final viewpoint.

All the best as you write your final paper! You've got this! 