

- 4 Read the **WRITING FOCUS** and look at the article again. Tick the techniques the author uses for writing a title, an introduction and a conclusion.

WRITING FOCUS

An article

Title

Attract the reader's attention from the start:

- 1 Ask a question. (*Are these the best days of our lives?*) ☐
- 2 Use vivid adjectives. (*Adolescence: thrilling and terrifying*) ☐
- 3 Summarise the topic. (*The pains and pleasures of adolescent life*) ☐
- 4 Use rhyme/wordplay. (*Ten top tips for troubled teens*) ☐

Introduction

Define the topic and hold the reader's attention:

- 5 Ask a question. ☐
- 6 Tell a short anecdote. ☐
- 7 Give an interesting or surprising fact or figure. ☐
- 8 Give a quotation. ☐

Main paragraphs

Develop the topic and discuss all the issues mentioned in the question.

Conclusion

Give your personal opinion and leave the reader with something to think about:

- 9 Ask a question. ☐
- 10 Refer to the future. ☐
- 11 Make an appeal or suggestion. ☐
- 12 Return to the idea in your title or introduction. ☐

Note: Articles are usually written in a formal or semi-formal style. In a formal article, avoid informal phrases (*I think ... = As far as I am concerned ...*), colloquial language (*Most parents reckon that ... = In most parents' opinions ...*) and contractions (*don't = do not*).

- 5 Match the article introductions and conclusions with techniques 5–12 in the **WRITING FOCUS**.

Introductions

- a It's easy to forget that 100 percent of adults alive today were once teenagers like us. As a young man, my 'sensible' father was a real rebel. He rode a motorbike and got a tattoo at the age of sixteen. ☒ and ☐
- b In his famous book, American author John Gray said, 'Men are from Mars, women are from Venus.' Does this also apply to adolescents? Are younger men and women really so different from each other? ☐ and ☐

Conclusions

- c As I began by saying, men and women differ in many ways, but individuals also differ regardless of their gender. We should be wary of stereotyping, respect each other and cooperate to use our strengths for a common good. ☐ and ☐
- d So, as a regular teenage girl, am I really that different from the boy sitting opposite me in class? Perhaps not. Whether we will become more or less alike in later life remains to be seen. ☐ and ☐

- 6 Read the **LANGUAGE FOCUS** and rewrite the underlined parts of the sentences using participle clauses.

- 1 Because they want to look stylish, many adolescent boys also enjoy shopping for clothes.
- 2 Because they attend mixed schools, most adolescent boys and girls receive the same education.
- 3 Because I grew up with three sisters, I know something about the differences between boys and girls.
- 4 Because they are stereotypes, such statements do contain an element of truth, of course.
- 5 Because I have always got on well with boys, I think I understand some of their attitudes.

LANGUAGE FOCUS

Participle clauses to express reason

You can use **participle clauses** in formal writing to express the **reason** for a statement made in the main clause.

- Use a present participle (verb + -ing) when states or actions occur at the same time.

Being children, most of us lived carefree and happy lives.

= *Because we were children (past)*, most of us lived carefree and happy lives. (past)

- Use a perfect participle (having + past participle) when one state or action occurs before another.

Having grown physically, many adolescents expect to be treated as adults.

= *Because they have grown physically (past)*, many adolescents expect to be treated as adults. (present)

- 7 Read the statements and decide if they are stereotypes about adolescent girls or boys. Do they reflect the reality? Discuss in pairs.

- They find it difficult to talk about their feelings.
- They are always gossiping.
- They love fashion and shopping.
- They love sports and gadgets.
- They are kind and considerate.
- They are rude and aggressive.

- 8 You are going to write an article for this week's competition in *Psychology Magazine*. Read the instructions on the website and think about these things.

- 1 Where will your article appear and who will read it?
- 2 Choose two or three gender-based stereotypes you think are untrue or unfair (see Exercise 7 for ideas). Note down reasons to support your views.
- 3 Select techniques from the **WRITING FOCUS** to help you attract and hold the reader's attention.
- 4 Make sure you use a formal or semi-formal style.

- 9 Write your article. Include at least one participle clause to express reason. Use the **WRITING FOCUS** and the **LANGUAGE FOCUS** to help you.