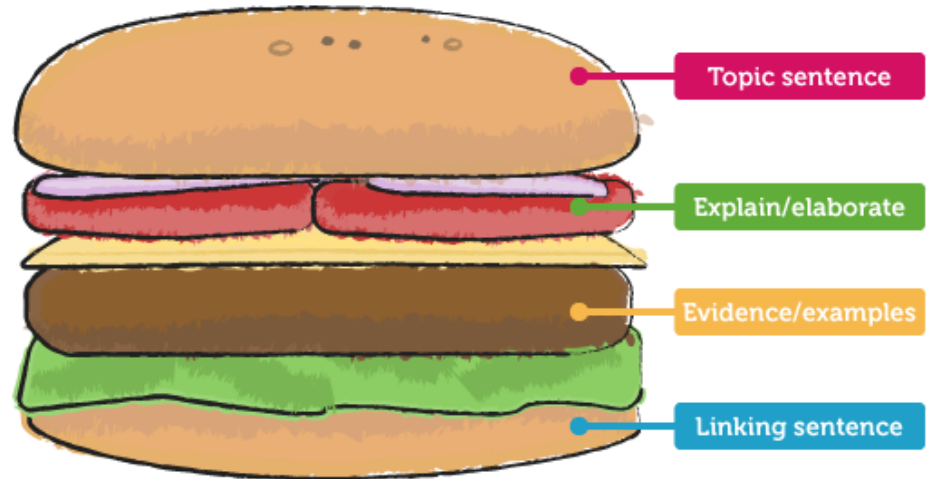


A Quick Refresher course ON

TEEL



The TEEL structure to develop your paragraph & essay writing should not be anything new to you – it is the practice that we have been embedding into our writing protocols over the past 2 years

Over the next few slides, we will be conducting a bit of a refresher course to reinforce and further embed this structure into our writing practices

This should become part & parcel of the way we PLAN & then WRITE UP our written responses in English – practice quick writes/essays; SACs: & exams

T

- T stands for topic sentence, you need to think of a topic that you are going to base your persuasive text on._
- It is important that you have a clear understanding of the topic.
- Example...
- Poverty can lead to people suffering from malnutrition, which is caused by lack of access to food that sustains life.

E

- E is for evidence or example - you need to provide evidence and examples of your issue.
- Remembering you are here to prove a point and win over the readers in some way.
- Use facts that are interesting that are going to catch the readers attention.
- Example...
- 170 million children across the world are affected by malnutrition every year. In addition, 56% of deaths of children in Third World countries are attributed to lack of access to food.

E

- E is for evaluation and explanation, you need to sum up your arguments or facts, using appropriate wording like: therefore, consequently, this means that.
- Explain what it means, you may even use a rhetorical question to be convincing
- Example:
- This mean that over half of the suffering of children in countries like Africa is due to not having enough to eat.

L

- L stands for links. At the end of your writing you need to link up your work.
- Make sure it makes sense when you link it up, and that it relates to the next topic/paragraph
- Example...
- This is not the only problem affecting poverty at the moment, pollution that leads to the spreading of diseases is also something that needs to be addressed.

This year we will be expanding out our use of the TEEL so that we can accommodate more EVIDENCE/EXAMPLES and delve deeper into the EVALUATIONS/EXPLANATIONS
– we will be developing a TEEEEEEEE(+L) approach

TOPIC SENTENCE

EVIDENCE/EXAMPLE
EVALUATION/EXPLANATION

EVIDENCE/EXAMPLE
EVALUATION/EXPLANATION

EVIDENCE/EXAMPLE
EVALUATION/EXPLANATION

EVIDENCE/EXAMPLE
EVALUATION/EXPLANATION

LINK

BUT ...
HOW DO WE GET HERE IN THE FIRST PLACE?

SIMPLE ANSWER: ESSAY PLANNING (101)

DECONSTRUCT PROMPT/QUESTION

Look at what the prompt requires as a response; look for key words/terms; look for themes/
points in common

BRAINSTORM

Any relevant examples/evidence/quotes etc.

ORGANISE

Place these in the themes/common points coming from DECONSTRUCTION (3-4 groupings =
possible paragraphs)

ORDER

Decide what is the most logical order for these groupings for you to respond to the prompt

INTRODUCTION

Write out - include: text title; author(s); stance on prompt

CONCLUSION

Write out – review of main points reaffirming position stated in INTRODUCTION

GROUP (3)

Themes/common points; relevant examples/
evidence/quotes etc.

GROUP (1)

Themes/common points; relevant examples/
evidence/quotes etc.

GROUP (4)

Themes/common points; relevant examples/
evidence/quotes etc.

GROUP (2)

Themes/common points; relevant examples/
evidence/quotes etc.

INTRODUCTION

Write out - include: text title; author(s);
stance on prompt

CONCLUSION

Write out – review of main points reaffirming
position stated in INTRODUCTION



INTRODUCTION

Write out - include: text title; author(s);
stance on prompt

GROUP (1)

Themes/common points; relevant examples/
evidence/quotes etc.

GROUP (2)

Themes/common points; relevant examples/
evidence/quotes etc.

GROUP (3)

Themes/common points; relevant examples/
evidence/quotes etc.

GROUP (4)

Themes/common points; relevant examples/
evidence/quotes etc.

CONCLUSION

Write out – review of main points reaffirming
position stated in INTRODUCTION