How to Write

PEEL -Paragraphs

for newspaper article analysis

POINT

P

Start with a clear topic sentence that says what you analyse in this paragraph: specific device/strategy + effect/aim.
Your topic sentence introduces the main idea of the paragraph.

Example: *The author uses direct address to make readers feel personally involved in the consequences of climate change.*

EVIDENCE

E

Use a short **quotation** or precise reference.
Add **line numbers** (direct: ll.x or indirect: cf.ll.x).

Example: *This can be seen in the warning, "next time, it could be your child" (l. 107).*

EXPLANATION

E

Analyse **how** the quotation **proves** **your point.**
Focus on the **effect on the reader** and/or the **author's aim**.

Example: *This direct address makes the threat feel personal because the reader is encouraged to imagine their own family being affected.*

LINK

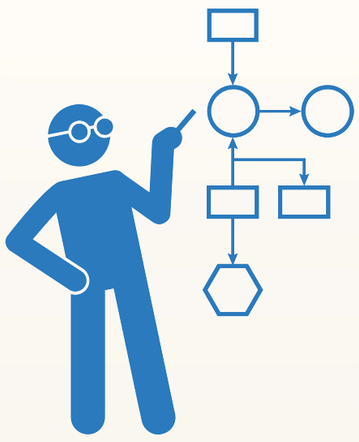
L

Link back to the task and the author's aim.

Example: *By using this strategy, the author strengthens her call for climate action and makes the reader feel personally responsible.*

REMEMBER

- ✅ **Do not just summarise the article — analyse how it works.**
- ✅ clear topic sentence with specific device or strategy
- ✅ short quotation and line numbers
- ✅ effect on the reader
- ✅ link back to the author's aim



General Structure

for the analysis of newspaper articles



How to Structure Your Analysis

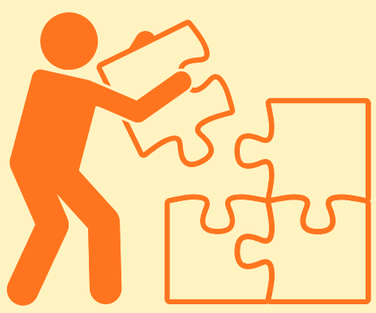
A newspaper article analysis should have a clear structure: **introduction, main body and conclusion**.



BASIC STRUCTURE

Introduction

- Which article are you analysing? What is it about?
- What is the author's aim, purpose or main message?

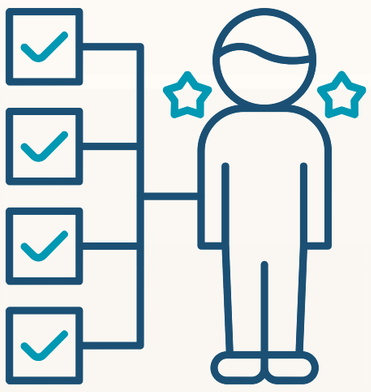


Main body

- Follow the **task** carefully.
- Choose your paragraphs according to the **aspects** you are asked to analyse.
- Possible **focus areas** may include structure, language, communicative strategies, line of argument, tone, selection of information, .
- Only analyse aspects that are **relevant** to the task.

Conclusion

→ Sum up what you have found out about ***how*** the article achieves its purpose, and how effective it is in relation to the task.



General Structure

for the analysis of newspaper articles



INTRODUCTION

Briefly introduce the article and the task focus.

Include:

- title
- author
- text type
- source / newspaper
- date of publication
- topic
- author's main aim



Example

The article "Before the floods I thought climate change wasn't my problem. Now, I'm not waiting for someone else to fix it" by Ella Buckland, published in The Guardian in 2023, deals with the consequences of climate change. The author uses her personal experience of flooding to convince readers that climate action is urgent.

MAIN BODY

- In the main body, you must always stick **closely to the task** and analyse exactly what you are asked to **focus** on.
- The **focus and paragraph structure** may vary **depending on the task**.

Write one PEEL paragraph for each relevant analytical focus.

Possible analytical focus areas

Structure

Analyse how the article is organised to guide the reader.

Example focus:

personal anecdote → wider argument → call to action

Language

Analyse how the author's word choice influences the reader.

Example focus:

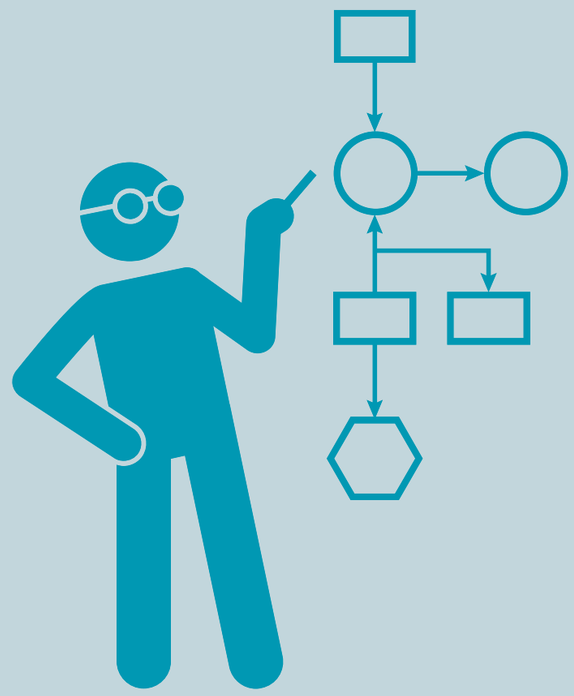
emotional language, negative connotations, imagery

Communicative Strategies

Analyse how the author involves or persuades the reader.

Example focus:

direct address, inclusive language, appeal to responsibility



Important:

→ Only include the **aspects** that are **relevant** to the task.

CONCLUSION



- Summarise your **main findings** with clear reference to the **task**.
- Sum up **how the article achieves** its aim, purpose or main message.
- Do not add new evidence.

Example

Overall, the author combines personal experience, emotional language and direct appeal to make climate change feel immediate and personal. In this way, she not only informs readers about the dangers of climate change, but also encourages them to see climate action as their own responsibility.



General Tips



Do

✅ Use **present tense**: The author uses / suggests / emphasises …



✅ Use **formal** English.

✅ No contractions (~~isn't~~, ~~doesn't~~).

✅ Analyse **how** the article works, not only what it says.

✅ Keep each **paragraph focused** on one clear idea.

✅ Always **connect** your analysis to the author's aim.

✅ Use **topic sentences** to guide your reader.

✅ Explain the **effect** of every **quotation**.

Don't

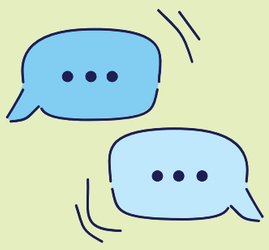
❌ Don't use I think or in my opinion.

❌ Don't retell the article.

❌ Don't list techniques without explaining.

❌ Don't confuse summary with analysis.

❌ Don't write about the topic only; write about how the author presents the topic.



General Useful Phrases



INTRODUCTORY SENTENCES



- The article “…”, written by … and published in … in …, deals with …
- In her article “…”, published in …, … addresses the issue of …
- The text is a newspaper article / opinion piece / column about …
- The author focuses on …
- The author aims to convince readers that …
- The article discusses … and calls for …

Example

In her article “Before the floods I thought climate change wasn’t my problem. Now, I’m not waiting for someone else to fix it”, published in The Guardian in 2023, Ella Buckland describes her personal experience of flooding and calls for urgent climate action.

P – POINT

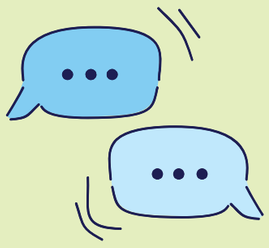


- The author uses … to …
- The author uses … in order to …
- The article begins with … to …
- The author opens the article by …
- The structure of the article helps to …
- The author’s choice of words creates …
- The author uses direct address / inclusive language / emotional language to …
- The author presents climate change as …
- The article shifts from … to … to show that …
- The final paragraph functions as

E – EVIDENCE



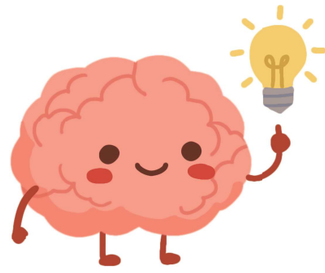
- This can be seen when the author writes, “…” (l. …).
- For example, the author states, “…” (l. …).
- The phrase “…” (l. …) suggests that …
- The word “…” (l. …) has strong negative connotations.
- In lines …, the author describes …
- This is illustrated by the quotation “…” (l. …).
- The author refers to … when she says, “…” (l. …).
- This becomes clear in the sentence “…” (l. …).



General Useful Phrases



E – EXPLANATION



- This suggests that ...
- This emphasises ...
- This highlights ...
- This creates the impression that ...
- This makes the situation appear ...
- This evokes sympathy because ...
- This creates a sense of urgency because ...
- This encourages the reader to ...
- This makes the reader feel ...
- This turns climate change from an abstract issue into ...
- The effect of this is that ...
- By using this device, the author ...
- The reader is encouraged to see ...
- The author presents the problem as ...

L – LINK



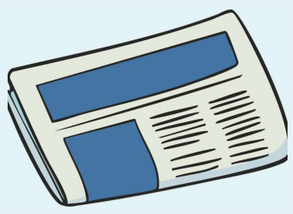
- By using this, the author ...
- By using this strategy, the author strengthens ...
- Through this direct appeal, the author ...
- In this way, the author tries to convince readers to ...
- This supports the author’s aim to ...
- This strengthens the call for action because ...
- This makes the article more persuasive because ...
- The device helps the author show that ...
- This links back to the author’s overall message that ...
- Therefore, the reader is encouraged to ...

CONCLUSION



- In conclusion, the analysis has shown that ...
- Overall, the article uses structure, language and communicative strategies to ...
- All in all, the article approaches the issue mainly through ...
- The combination of ..., ... and ... contributes to ...
- In conclusion, the article presents the issue of ... as ...
- The author develops the topic by combining ...
- By the end of the article, the reader is led to consider ...
- The author’s central idea is that ...
- Therefore, the article both informs the reader about ... and presents ...
- The article can be seen as effective in relation to the task because ...







PEEL-Focus areas for newspaper articles





1. Structure

Question: 

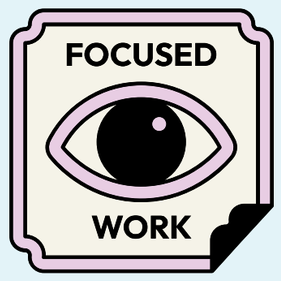
How is the article organised to guide the reader?

Useful aspects, e.g.:



- personal **anecdote**
- **chronological account** of events
- shift from **personal experience** to wider political argument
- final **appeal** or call to action
- **contrast** between past and present
- movement from **individual experience** to global relevance

PEEL focus



P — Name the **structural technique** and its purpose.

E — Refer to a **specific part** of the article.

E — Explain how the structure **guides the reader's reaction**.

L — Link the structure to the author's **persuasive aim**.

Useful phrases:
Structure

P – POINT

- The article begins with …
- The author opens the article with …
- The article is structured as …
- The author first presents … before moving on to …
- The shift from … to … helps to …
- The final paragraph functions as …
- The contrast between … and … emphasises …

E – EVIDENCE

- This can be seen at the beginning, when … (cf. ll.x).
- In the opening paragraph, the author describes … (cf. ll.x).
- Later in the article, the focus shifts to … (cf. ll.x).
- Towards the end, the author … (cf. ll.x).
- This structural shift becomes clear when the author … (cf. ll.).
- The article moves from … (cf. l. x) to … (cf. l.x).

E – EXPLANATION

- This structure draws the reader into the topic because …
- By beginning with a personal experience, the author …
- The chronological structure helps the reader understand …
- The shift from personal experience to political argument shows that …
- The contrast makes the reader realise that …
- The ending leaves the reader with …

L – LINK

- By structuring the article in this way, the author makes her argument more persuasive.
- Through this movement from personal experience to wider relevance, the author strengthens her call for action.
- This structure helps the author show that climate change is not only a private problem, but a public issue.
- By ending with a call to action, the author encourages the reader to see climate action as urgent.



PEEL-Focus areas for newspaper articles





2. Language



Question:

How does the author’s choice of words influence the reader?

Useful aspects, e.g.:

- words with **negative or positive connotations**
- **word fields**, e.g. danger, destruction, fear, urgency, responsibility, hope
- **emotional language** to create sympathy, fear, anger or concern
- **imagery**, e.g. vivid descriptions that help the reader imagine sounds, smells, colours or movement
- **metaphors** that compare climate change or the flood to something powerful or threatening
- **repetition** of key words or ideas to emphasise urgency
- **contrast**, e.g. between before and after the flood, safety and danger, personal experience and global consequences
- **enumeration** to stress the number or seriousness of problems
- **adjectives and adverbs** that intensify meaning, e.g. words describing scale, speed, emotion or danger such as *sudden, devastating, helplessly, urgently*

PEEL focus

P — Name the **stylistic device** or **word choice** and its effect.
E — Quote a short word or phrase from the article.
E — Explain what the word or phrase suggests and how it **affects the reader**.
L — Link the language to the **author’s intention**.



Useful phrases:
Language



P – POINT

- The author uses words with negative/positive connotations to …
- The author creates a word field of … to …
- The author’s emotional language makes …
- The author’s imagery helps the reader imagine …
- The author uses a metaphor to present … as …
- The repetition of … emphasises …
- The contrast between … and … highlights …
- The author uses adjectives and adverbs to intensify …



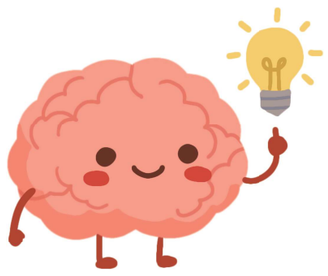
E – EVIDENCE

- This can be seen in the phrase “…” (l. x).
- The word “…” (l. x) suggests …
- The phrase “…” (l. x) has negative/positive connotations.
- For example, the author describes … (cf. ll. x).
- This is illustrated by the quotation “…” (l. x)..
- The author uses the words “…” (l. x), “…” (l. x) and “…” (l. x) to highlight…
- The adjective/adverb “…” (l. x) intensifies …

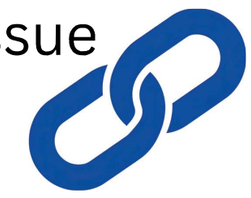


E – EXPLANATION

- This choice of words illustrates…
- This creates the impression that …
- This vivid description allows the reader to imagine …
- These negative connotations underline…
- These positive connotations create a sense of …
- The sensory details make the consequences feel …
- The repetition reinforces the idea that …
- The adjective/adverb strengthens the impression that …



L – LINK



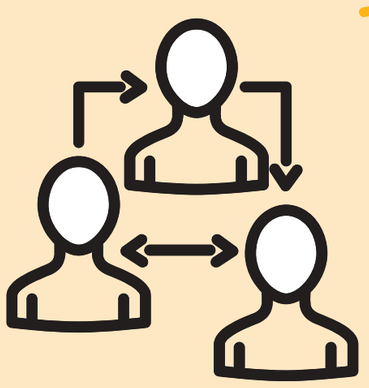
- By creating such a vivid image, the author encourages the reader to take the issue seriously.
- This use of language strengthens the author’s argument because…
- By using this language, the author makes the consequences of climate change feel more immediate.
- Through this word choice, the author creates sympathy for the people affected.
- This supports the author’s aim of showing that climate change has consequences.
- By using emotional language, the author creates emotional involvement and makes the reader respond more personally to the issue.

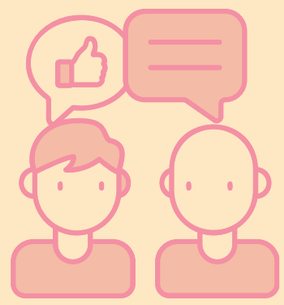


PEEL-Focus areas for newspaper articles



3. Communicative Strategies





Question: 

How does the author involve, influence or persuade the reader?



Useful aspects, e.g.:

- direct address
- inclusive language
- personal experience
- rhetorical questions
- quotations
- facts and figures
- appeal to emotion
- appeal to responsibility
- contrast
- expert references
- final warning
- call to action



PEEL focus

P — Name the **communicative strategy** and its persuasive function.
E — Give a **short quotation** or specific example from the article.
E — Explain how the strategy **affects or involves** the reader.
L — Link the strategy to the author's call for action.



Rü

Useful phrases:
Communicative strategies

P – POINT

- The author uses direct address to ...
- The author uses inclusive language to ...
- The author refers to her personal experience to ...
- The author uses a rhetorical question to ...
- The author appeals to the reader's emotions by ...
- The author appeals to the reader's sense of responsibility by ...
- The final warning is used to ...

E – EVIDENCE

- This can be seen when the author directly addresses the reader with "..." (l. x).
- For example, the author employs ... (cf. ll. x).
- The use of "we" throughout the the text suggests that...
- The author involves the reader when she says that "..." (l.x).
- The final sentence, "..." (l.x) , shows ...
- This strategy becomes clear in lines ...

E – EXPLANATION

- This makes the reader feel personally involved because ...
- This creates a sense of shared responsibility.
- This turns the issue into a problem that concerns everyone.
- This encourages the reader to reflect on their own role.
- This makes the appeal more urgent and direct.
- This strategy makes the reader feel that action is necessary.
- This reduces the distance between the reader and the issue, making it harder to ignore.

L – LINK

- By involving the reader directly, the author makes climate change feel like a shared concern.
- By using this strategy, the author strengthens her call for climate action.
- Through this direct appeal, the author makes the reader feel personally responsible.
- This communicative strategy supports the author's aim of convincing readers to take action.
- This makes the article more persuasive because the reader is not only informed, but also challenged to act.
- By making the reader part of the issue, the author reinforces the need for immediate action.

General Tips
for writing with PEEL

P – POINT

Do ✅

- Start with a clear topic sentence.
- Say exactly what you analyse.
- Name the device, strategy or structural feature.
- Connect it to the author's aim.

Don't ✗

- Don't write vague points like: "The author uses language."
- Don't start with a quotation.
- Don't only say what the article is about.

Better:

✅ The author uses direct address to make readers feel personally involved.

✗ The author talks about climate change.

E – EVIDENCE

Do ✅

- Choose a short, relevant quotation that clearly suppoirts your point.
- Add line numbers.
- Embed the quotation into your own sentence.

Don't ✗

- Don't use very long quotations.
- Don't quote without explaining.
- Don't forget line numbers.
- Don't choose random evidence.

Better:

✅ The author warns that "next time, it could be your child" (l. 107).

✗ The author says something about children.

E – EXPLANATION

Do ✅

- Explain how the evidence works.
- Connect the evidence to the author's intention and effect on the reader.
- Use analytical verbs, e.g. suggests, creates, emphasises, reinforces, highlights.

Don't ✗

- Don't only repeat the quotation in your own words.
- Don't just summarise the content.
- Don't write vague sentences like: "This quote shows that it is bad."
- No unsupported personal judgements.

Better:

✅ This direct address makes the threat feel personal because the reader is encouraged to imagine their own family being affected.

✗ This shows that climate change is dangerous.

L – LINK

Do ✅

- Link back to the task.
- Explain how the device helps convince the reader.
- Mention the author's overall aim.

Don't ✗

- Don't end the paragraph suddenly after the explanation.
- Don't introduce a completely new idea.
- Don't forget the persuasive purpose.

Better:

✅ By using this direct address, the author strengthens her call for climate action and makes the reader feel personally responsible.

✗ This is why the article is good.