

PERSUASIVE WRITING



DO YOU AGREE OR DISAGREE
TAKE A POSITION

The Stimulus

All children should have to play sport

Do you agree or disagree with this topic, or can you see both sides of the issue?
Write to persuade a reader to agree with your own opinions.

Think about:

- what your point of view is
- how to write an introduction to clearly state what you think about the topic
- what your arguments are, with reasons or examples to explain them
- how to be persuasive
- how to write a conclusion to give a summary of your main points and a final comment on your opinion.

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- start a new paragraph for each new idea
- check and edit your writing when you are finished.

Look carefully at the pictures.
They may help you with some of your ideas.



WHAT POSITION ARE YOU TAKING

DO YOU

AGREE OR DISAGREE



- Jot thoughts - in your teams express your ideas or reasons why?

THE STRUCTURE OF AN EXPOSITION

Exposition texts are written for the purpose of presenting a point of view in favour or against a specific topic. The ultimate aim is to try to convince the reader to agree with your opinion, or take a certain course of action, by giving reasons and examples to support your ideas.

Exposition texts:

- are emotive
- are biased
- sound authoritative

Structure:

Introduction

- include a statement to give the author's opinion
- preview important arguments
- engage the reader's attention

Body

- include a series of paragraphs
- give a new idea or argument with reasons and examples to support it in each paragraph
- use persuasive language
- use quoted or reported speech
- use cohesive language to link ideas between paragraphs

Conclusion

- restate the position of the writer
- sum up the main arguments
- include request action to be taken by the reader (optional)
- do NOT give any new information

LANGUAGE FEATURES OF A PERSUASIVE TEXT

The use of effective language is very important in persuasive texts, and this is reflected in the marking criteria. Students can be assessed for their language use in:

- audience – as they engage and persuade the reader
- ideas – as they use words to elaborate and link ideas/arguments and reasons
- persuasive devices – as they portray the writer's position and try to convince the reader
- vocabulary – as they use appropriate topic language according to the context of the task
- cohesion – as they use referring words, substitutions, word associations, and connectives and conjunctions through the sentences and paragraphs

So what types of language features do persuasive texts use?

- Present tense – a persuasive text is written 'now'. The verbs are written using present tense.
E.g. is, be, are, means, need, act, stop
- Action verbs – words that show what is happening
E.g. save, battle, lose, repair
- Thinking and feeling words – to convey the emotion of the topic and the writer's point of view
E.g. believe, opinion, think, feel, know, like, grateful, surprised, doubt, trust, hope
- Emotive words – to engage the reader and make them see the issue the way you do
E.g. harsh, fierce, treasured, unique, nasty, special, delightful, gorgeous, dangerous, brutal
- Evaluative language – to examine the arguments and supporting evidence
E.g. important, simple, narrow minded, threatened, it is obvious, future benefits, easier, expected, unlikely claim, too fragile, poor judgement, only option
- Degree of certainty (also known as modality) – how certain are your statements? Do you want to make people agree, or do you want to cast some doubt in their opinions?
E.g. may, will, must, might, usually, almost, always, never, sometimes, generally, undisputed, hardly ever, certain, should, could, have to
- Conjunctions and connectives – conjunctions are used to join ideas within the same sentence, while connectives are used to link ideas between different sentences and paragraphs
E.g. and, but, however, another reason why, also, some people, on the other hand, or, firstly, if, secondly, finally, regardless, not everyone agrees, while, although, first of all, in the end, because, since

LET US TAKE A LOOK AT AN EXAMPLE

All children should have to play sport

Introduction

Children all over Australia are getting fatter and fatter and the way we live is making it worse. So how can we help? The best way is to get kids of all ages involved in playing sport.

Main idea

Being active by playing sport is going to keep kids strong, fit and healthy. Growing bodies need lots of daily exercise and the best way to do this is to play sport. Scientists have shown that kids who play sport have less health problems than kids who sit at home and watch too much TV.

Supporting reasons and evidence

There are lots of sports that kids can play such as soccer and netball in the winter, and softball and cricket in the summer. They can also play sports like gymnastics, tennis and basketball all year round. So it doesn't matter what you like or where you live, there is a sport for everyone. You won't have to complain about being bored!

Also, playing a team sport is great for kids because they get to make lots of new friends. They also learn how to work together in a team and cooperate with each other. Kids who don't play sports don't have this chance for fun and friendship, which is really sad.

Conclusion

It is obvious that all children should have to play sport. It helps them make new friends, keep fit and healthy, and learn how to work with others. Playing a sport is fun and exciting and it is much better than being bored at home.

NOW IT IS YOUR TURN

Introduction (Hook)	What position are you taken? Clear state your point of view. You need to capture the reader. May ask rhetorical question.
Reason 1	Express your reasons and provide supporting evidence. Ensure your back up with evidence!
Reason 2	Express your reasons and provide supporting evidence.
Reason 3	Express your reasons and provide supporting evidence.
Conclusion	Restate your position. You call to action.

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CHILDREN HAD A BETTER LIFE IN THE OLDEN DAYS!

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Think about:

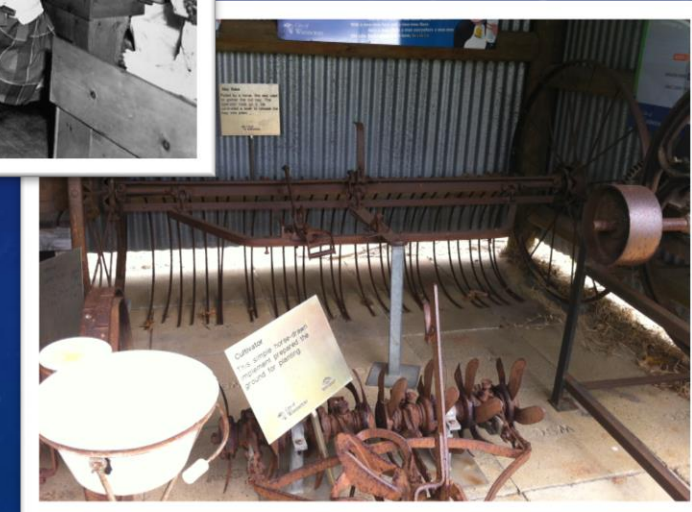
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NOW IT IS YOUR TURN JOT THOUGHTS WORD BANKS FOR VOCABULARY!

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