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MIGHTY MIND
Educational Consultants



Persuasive
Writing

Book

SAMPLE



en McCabe



Persuasive Writing



SAMPLE

Persuasive Writing eBook

Year Nine Persuasive



Dear Teacher,

The version of the Mighty Minds 'Persuasive' is continually being developed, with the hope that it will help you use our material in the most effective way possible. Every few months, you may receive an updated copy of the resource.

Mighty Minds appreciates the way you use our resources to help give your students the best possible learning experience. If you find there are aspects that you do not agree with, or other information that you would like included in future versions. If this is ever the case, we would appreciate your thoughts via email. Similarly, if there are any other suggestions or corrections, we would be grateful if you could inform us of them. The best way to provide your thoughts or corrections is to email us the file, indicating the specific areas of concern, and clearly write your concerns in the email. You can email us at info@mightyminds.com.au.

To allow for the resource to be used in the most effective way possible, it is strongly recommended that the resource be created, and that the files we send you be used. When you receive the updates, you can save the new files in this folder. Upon leaving the school, remember to delete the files you have (as per the copyright agreement you signed when you received this file).



Mighty Minds

Persuasive Writing

Please note: any activity that is not completed during class time will be undertaken at a later date.



- The criteria used to assess a student's writing are: content, audience, text structure, cohesion, coherence, vocabulary, sentence structure, punctuation and spelling. These criteria have been addressed in the Persuasive Writing Unit, including the brainstorming and editing and proofreading stages.
- The Writing Practice Test that students complete at the end of the unit will be marked by assessors from the Department of Education. The results will be provided to the teachers (about the student's writing performance).

- The **mathematics** curriculum is designed to prepare students for the next level of learning. It also teaches students skills for problem solving, critical thinking, and communication. The curriculum is designed to be challenging and to provide a solid foundation for future learning.

- Identifying words and other symbols ($\alpha 1$)
 Identifying the meaning of words or other symbols ($\alpha 4$)
 Identifying the characteristics ($\alpha 12$)
 Identifying items/ information ($\alpha 52$)
 Identifying extended written text ($\beta 21$)
 Identifying contrasting ($\beta 29$)
 Identifying ($\beta 30$)
 Identifying ideas/ themes/ issues ($\beta 31$)
 Identifying strategies to trial and test ideas and procedures ($\beta 36$)
 Identifying reasoning from information ($\beta 38$)
 Identifying a conclusion which is necessarily true provided a given set of assumptions is true ($\theta 32$)
 Identifying a conclusion which is consistent with a given set of assumptions ($\theta 33$)
 Hypothesising ($\theta 41$)
 Criticising ($\theta 42$)
 Analysing ($\theta 43$)
- This Item Description is***

This Item Description is continued on the next page...



Item Description

- Persuasive Writing Unit -

For the Teachers - continued

...This Item Description is continued from the previous page.

Persuasive Writing



- **CCEs (cont'd):**

- Judging/ evaluating (047)
- Justifying (048)
- Using correct spelling (049)
- Using vocabulary (050)
- Expounding a text (051)
- Creating/ comparing (052)

- **Suggested Time Allocation:**

- The Mighty Minds 'Persuasive Writing' unit consists of 15 sessions. The final session also includes a peer marking session. The unit concludes with a final writing test. There are 15 preparatory lessons. Each lesson is 45 minutes to be completed.

- **Teaching Notes:**

- The various resources provided in the Overview section of this resource pack are designed to support the information provided within this session. Some teachers might opt to provide additional information; others might think it too involved. However, the information provided is essential for writing a persuasive essay for the session.
- The 'Item Description' provides information on how to use them most effectively. They also include a list of activities and other useful information.
- The 'Practice Essay and Peer Marking sessions' provide information about the topic of the session. These provide a guide for both teachers and students for the activities to be completed.
- Student and teacher answer sheets are provided. Student answer sheets show the model responses – they show students what they should write. The teacher's answer sheet is much more in-depth, showing responses and any necessary or useful reasoning.



The Program

Session One: Overview

- Item Description
- The Writing Test
- Teacher's Guide – Deconstruct
- Example of a Deconstruct



Session Two: Audience

- Item Description
- Teacher's Guide
- Student Guide
- Literacy Activity

Session Three: Text Structure (1)

- Item Description
- Teacher's Guide
- Literacy Activity – 'Text Structure'
- Literacy Activity – 'Text Structure'

Session Four: Text Structure

- Item Description
- Teacher's Guide – Text Structure, Cohesion and
- Literacy Activity – 'Text in the Spring'
- Literacy Activity – 'Persuasive Scholar'

Session

- Item Description
- Teacher's Guide – Ideas
- Literacy Activity – 'Which Ideas Work Best?'



- Item Description
- Teacher's Guide – Cohesion
- Literacy Activity – 'Tie it Up!'
- Literacy Activity – 'Sub it In'

The Program

Session Seven:

Persuasive
Vocabulary

- Item Description
- Teacher's Guide – Persuasive
- Literacy Activity – 'Who Stole the



Session Eight:

Persuasive
Techniques and
Devices

- Item Description
- Teacher's Guide – Persuasive
- Literacy activity – Persuasive
- Item Description
- Teacher's Guide – Persuasive
- Literacy Activity – Persuasive

Session Nine:

Punctuation and
Grammar

- Item Description
- Teacher's Guide – Punctuation and Grammar
- Information
- Literacy Activity – Punctuation and Grammar

Session Ten:

Sentence Structure

- Item Description
- Teacher's Guide – Sentence Structure
- Information – Sentence Structure
- Literacy Activity – 'Child Labour in Nepal'

Session



- Item Description
- Teacher's Guide – Spelling
- Information – 'A Useful Spelling List'
- Teacher's Guide – 'Spelling Rules!'
- Literacy Activity – 'Right or Wrong?'
- Literacy Activity – 'Spelling Bee'

- Item Description
- Teacher's Guide – Creative Vocabulary and Editing
- Literacy Activity – 'My Challenging Words'
- Literacy Activity – 'Building your Vocabulary'

The Program

Session Thirteen: Brainstorming

- Item Description
- Teacher's Guide – Brainstorming
- Literacy Activity – 'Should we...'
- Literacy Activity – 'Let's Brainstorm'



Session Fourteen: Planning

- Item Description
- Teacher's Guide
- Literacy Activity
- Literacy Activity

Session Fifteen: Practice Essay

- Item Description
- Practice Essay – 'Should women receive the same pay as men for the same job as Australian men?'
- Practice Essay – 'Should women receive the same pay as men for the same job as Australian men?'

Session Sixteen: Peer Editing

Peer Editing'

NAP Practice Test (to be marked)





Persuasive Writing

- Description
- Writing Test
- Constructing a Persuasive Essay
- Deconstructed Essay



Persuasive Writing eBook

Item Description

- Persuasive Writing Unit -

For the Teachers

Please note: any activity that is not completed during class time will be undertaken at a later date.

Overview

- **Activity Description:**

- 'The Writing Test' details what is involved in the Writing Test and how to exemplify persuasive devices, vocabulary, punctuation and spelling. Teachers will work with the students – particularly on essay structures and Aristotle's modes of persuasion – the task before the more detailed writing.
- The second Teacher's Guide provides a sample persuasive essay and explains why this is important.
- Mighty Minds has created a sample persuasive essay for teachers to use, showing the structure of the essay. On either side of the essay are detailed notes on the structure (left) or language features used (right).

- **Prior Learning:** Students should have completed persuasive writing before students

... words and other symbols (α1)
... meaning of words or other symbols (α4)

... to take approximately an hour to complete.

... through the sample persuasive essay, they should be able to gain
... of the persuasive genre by linking parts of the essay to the
... column next to it.

This Item Description is continued on the next page...



Item Description

- Persuasive Writing Unit -

For the Teachers - continued

...This Item Description is continued from the previous page.

Overview

- **Teaching Notes (cont'd):**

- As this worksheet requires the use of a projector, it is highly recommended that an electronic projector be used to project the content to the class. Another alternative is to print the content in colour. If neither of these options are viable, then the teacher can print a colour copy or be able to look at a colour copy of the content with the class.



The Writing Test

The purpose of a persuasive essay is not just to inform your reader about an issue: you need to convince them to accept your point of view. *It is essential in persuasive essays to plan appropriately, otherwise your lack of cohesion can leave your readers confused and unconvinced. In your response, not only can you guarantee that your essay is persuasive, but you can make sure you get the best mark possible.*



!

IDEA

Picking your Position

The topic you will be given is always one that could be argued in more than one side. You can choose to either write an argument or a discussion, the difference being that an argument takes one side of the issue, whereas a discussion examines both sides of the issue before settling on a conclusion.

If you choose to write an argument, pick the side you want to defend the best using your own personal opinion. Additionally, make sure the argument is one that can be debated - not just a personal preference. For example, imagine you are responding to the stimulus "Dogs are the best animals on wheels". On the one hand, you could argue that "Dalmatians are my favourite dogs". On the other hand, if you were to argue that "dogs are the best animals on wheels", it would be debatable.



Planning your Essay

You will be marked on how well you plan your essay. All you elaborate them. As such, before you begin writing your essay, you need to know, believe or have experienced about the topic. If you are taking a position on the topic, define it, give reasons why it is the best. If you are writing a discussion, explain what is at stake and write about the differences between the two sides. Try to establish a personal connection with the subject you are writing about. Use your own experiences and knowledge to support your position. For example, if you are writing about "Dogs are the best animals on wheels", you could use evidence and arguments to support your position. For example, you could argue that "Dogs are the best animals on wheels" because they are considerably related to your topic and will help you win.

During the planning stage, you should consider how you are going to structure and arrange the ideas you have elaborated on in detail in the upcoming 'Text Structure' section. Your ideas could include cause/effect, problem/solution, comparison/differences/similarities. Not all of these may be relevant for the argument you are making.

A sample brainstorm for an essay responding to the stimulus "global warming" appears on the next page. Notice how the ideas have been neatly organised under subheadings like "problem", "cause", "effect" and "solution". Doing this at the very beginning helps you to recognise patterns and relationships in your points that could inspire you in terms of determining a powerful and effective essay structure.



The Writing Test



The Writing Test



AUDIENCE

You need to always keep in mind the fact that you are writing for an audience, even though they are intelligent but uninformed; so although they have the knowledge of what you are writing about, they are not familiar with it. This means you need to explain everything you say. To make your arguments more effective when you write, you need to touch a chord with what your readers think, feel and know. Visually, you need to think about this - what do they value? What do they fear? What do they find interesting? What do they believe?



TEXT STRUCTURE

According to the NAPLAN instructions, your essay needs to have an introduction, a body and a conclusion. But it goes deeper than this.

Introduction

A persuasive essay is an argument you write that is both valid and justifiable; that is, correct and sensible. You need to do three things: **introduce the topic** and its context, **state your position** and **say how your essay will be organised** in terms of your supporting points.

You sum your position up in what is called an **argumentative statement** that you can put anywhere in the introduction. For instance, imagine you were asked to write an essay on smoking. To transform the topic into a thesis, all you need to do is state your personal view. It could be as simple as *"Smoking should be banned because it is a dangerous and unnatural habit, and due to its deleterious effects on health it should be completely outlawed."*

If you're not opening with a strong statement that you begin your introduction with a catchy lead that grabs the reader's attention away, compelling them to read on. Suitable ways of opening your introduction are:

- Use a quote: *As the saying is, "Cigarettes are a classy way to commit suicide."*
- Use a statistic: *Smoking is the leading cause of preventable death and disease in the world.*
- Use a rhetorical question: *How can it be that we pour trillions of dollars into monitoring crime all in the effort of catching criminals, yet we still allow the biggest killer to flourish in practically every supermarket in the country?*



Your introduction needs to outline the points you will be making in your thesis. Try to signpost your essay in a more direct way. For example: *The first point is that smoking is bad for your health. My second point is that smoking is also bad for the health of those around you. My third point is how smoking is bad for the environment."*



The Writing Test



TEXT STRUCTURE (cont'd)

Instead, consider writing something like, “Not only does smoking cause irreparable damage to your health, it’s also extremely damaging to the health of those around you. The environment is also a victim, with waterways and ultimately wildlife all choking on yet another human product.”

Body

Your body paragraphs contain the supporting points you agree with you. In the planning stages of your essay, you arrange them in an order that makes sense, with one mean you are to split your body paragraphs up according to sections of your essay. Each section may need just more. You might need an extra paragraph at the topic or an extra paragraph at the end to make opposing views to your topic: it all depends on your topic and your word limit.

When coming up with a logical way to structure your essay, there are several structures you could employ.

Listing and Describing

List, describe and evaluate evidence to show your thesis is correct.

Example thesis: *Because of the negative impact on health, parents should be allowed to limit their children to watch TV.*

The essay could then go on to list these factors to prove that they are injurious to children’s health and how this should be limited.

Showing Problem

Outline the problem (effect) and either explore multiple solutions or just one.

Example thesis: *Because of the dangers of plagiarism, it continues to be one of the greatest problems in education. It should be mollified if students were all explicitly taught how to*

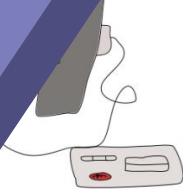
The essay could then go on to explain why plagiarism is a problem, why the current warning system is ineffective and how the proposed system of education would fix the problem.

Showing Cause and Effect

Explain the cause/s of or reason/s behind a situation, problem or event and the effect/s or result/s it has.

Example thesis: *Playing violent video games increases violent tendencies in young people.*

The essay could then go on to explain the cause and link it to the effect with evidence and supporting arguments.



The Writing Test



TEXT STRUCTURE (cont'd)

Comparing and Contrasting

Make connections and explore differences between two things, arriving at a conclusion.

Example thesis: *Although Facebook and MySpace offer the same opportunity for social networking, only Myspace allows its users to demonstrate their personality.*

The essay could then go on to compare similarities and contrast differences, concluding that although they are alike, they are ultimately different.



Relating Parts to a Whole

Synthesise – that is, make connections and show the relationship between two or more parts or ideas, almost like making a generalisation.

Example thesis: *Examining the Vietnam War indicates that it can be argued that the war was a failure.*

The essay would then explain how the war was a failure, why they were flawed and how it was a failure in the Vietnam war.



As with a topic sentence, a paragraph should begin with a **topic sentence** that states the point you want to discuss. This should be a point that has previously discussed in the text. For example:

Those who choose to risk their health of people who are in contact with them, or simply in the street.

The paragraph should then explain the connection between what the previous paragraph (dangerous to the smoker) and what the next paragraph (passive smoking is also dangerous).

The main point of your paragraph through your topic sentence, and then elaborate on it and support it with:

• Evidence (data, quotes, analogies, anecdotes, case studies)

• How your evidence proves or backs up the point you are making reference to your own point of view; and
• The next paragraph.

If you are writing a paragraph that requires more than just a sentence, consider using a topic sentence. Topic sentences can be particularly useful if you have just developed a point of view, as they can be used to summarise your argument and point of view before leading into your next point.



When presenting opposing opinions to your views are. A good persuasive essay can take the time to respectfully highlight or counter its flaws. If you are rebutting, every point must be supported with evidence or a well-thought out argument – you can't just say 'no' and then not explain why! Consider framing your rebuttal in sentences like the

Those who claim that banning smoking encroaches on the fundamental human right to choose, the validity of their arguments are outweighed by the need to protect

The Writing Test



TEXT STRUCTURE (cont'd)

- **Advocates of smoking argue** that banning smoking encroaches on the freedom of choice. **However, this claim simply doesn't hold up when**
- **The argument that** banning smoking encroaches on the fundamental rights **raises serious questions** about where to draw the line between

If you cannot think of any convincing rebuttals to the counterargument, attempt this persuasive technique.

Conclusion

Your conclusion is the last thing your audience is going to hear. Answer the question, "So what?!" once and for all. In doing so, **summarize** and **remind your readers why your argument is right**. Do not repeat what you made. Although you are not to introduce any new information, be careful that you don't just write out a recycled version of what you arrived at your conclusion. Many good persuasive conclusions keep readers thinking long after they have finished reading. A call to action can be an excellent way of doing this.



PERSUASIVE TECHNIQUES

Persuasive Techniques

There are a selection of persuasive techniques that you can use in your writing to win your readers over. Persuasion is a key part of communication, and values. Writing and speaking are two ways of persuading, and no one did it better than the ancient Greeks. Aristotle studied the art of persuasion, and Alexander the Great had a speechwriter. The Roman orator Cicero eventually wrote his *De Inventione*, a book that lists the techniques writers should use to persuade their audience. These techniques are known as *topoi*.

Ethos

Ethos comes from the Greek word *ethos*, which means "moral character". To exhibit this technique, you need to establish your credibility as a writer and speaker. This requires demonstrating that you have some sort of expertise or experience in the subject. In doing so, you must ensure your audience feels that you are not hiding any agenda or hidden objective in persuading them to agree with you.



Choose a topic that is familiar to your audience and draw on information from reputable sources. Establish your credibility and your audience by sharing a story or anecdote about the source of your authority on the issue. Acknowledge any bias you may have in the outcome of the debate. For example, if you may not understand the rehabilitation program a physiotherapist gives you for your knee, you follow it because you believe she knows what she is talking about. She conducts herself as a professional. I have grown up in a rural community myself, I am very familiar with the financial challenges of a drought.

The Writing Test



PERSUASIVE TECHNIQUES AND DEVICES (cont'd)

Writing Example: Having grown up in a rural community myself, I am very aware of the hardship that accompanies drought.

Pathos

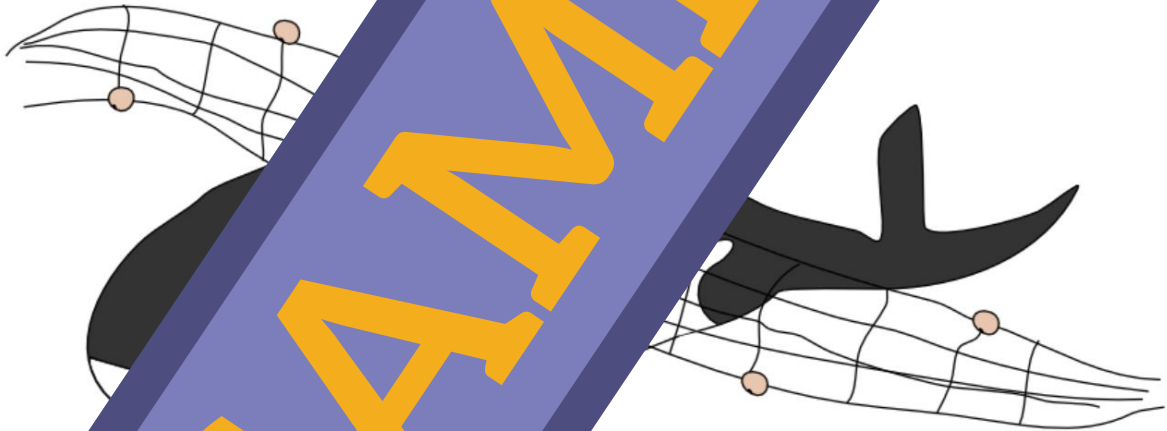
The Greek word *pathos* literally means “what befalls one”, and in literature, it refers to empathy and pathetic. In terms of being an Aristotelian appeal, it refers to the emotions and emotions – usually pity, compassion, fear or outrage. By appealing to the emotions, you can compel them to listen to what you have to say and, if necessary, to act.

You can establish pathos by:

- Sharing a touching anecdote or case study
- Warning your readers about the future or possible consequences
- Choosing emotive language
- Showing, not telling: use descriptive language to paint a picture in the reader's mind

Real-Life Example: Television ads for charities often show images of destitute people – usually children – looking directly at the camera.

Writing Example: The terrified whale calf was seen breaching the water's surface two days later. This time, she wasn't so lucky.



Logos

Logos is the appeal to logic. It is the “reason” appeal. Using it entails appealing to your readers' logic and reasoning. It involves making claims with factual information and clear supporting evidence. The language used should be clear, accurate and convincing. Additionally, you should strive to be as objective and dispassionate as possible.



Logos involves using case studies and drawing a general proposition from them. It also involves presenting arguments or evidence in an intelligent and justified manner without emotional bias. The goal is to achieve a logical and rational effect of an issue.

The Writing Test



PERSUASIVE TECHNIQUES AND DEVICES (cont'd)

Real-Life Example

Stockbrokers select the companies they are going to invest in based on their financial figures.

Writing Example

Despite the introduction of stricter penalties for driving misdeeds, road fatalities in Queensland have increased over the last three years due to the overuse of mobile phone technology.

When using these Aristotelian appeals, it is vital that you do not try to manipulate your audience. Do not misrepresent facts, ignore or silence contrary evidence, appeal to your audience's emotions, or flatter your readers for sharing your beliefs. Too often we see people using sneaky tactics like these in bad faith, especially in advertising. Customers fall victim to their dishonest rhetoric and rush out to buy the product. They will look like the glossy tanned models on the ad a mere week later.

Persuasive Devices

Persuasive devices, on the other hand, are used to enhance your argument. Here are some persuasive devices you can also use to enhance your argument.

Conditional Mood:

Conditional mood is used to describe events that may or may not happen, and are clause structures that use the words "even though" and "if".

Example: *If we don't control our children's screen time, we are teaching them bad habits.*

Second Person

Second person addresses the reader with pronouns like "us", "you" and "we". This method of addressing the reader can be effective in a number of ways: it can build rapport, draw the reader's attention and motivate them.

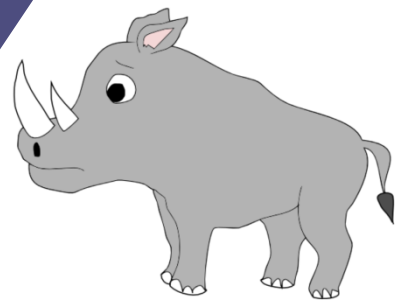
Example:

The language, and the imagery it evokes appeals to readers' imagination. It's not literal – you need to look beyond what a figurative phrase is.

Similes compare one thing to another. Similes contain the words "like", "as" or "than".
Example: *My life is like playing Russian Roulette with your life.*

Metaphors compare one thing to another, suggesting that one idea possesses the qualities of another.
Example: *This blank journal just waiting to be filled.*

Hyperbole is an exaggerated statement to emphasise a point.
Example: *She was so hungry she could have eaten an elephant.*



The Writing Test



PERSUASIVE TECHNIQUES AND DEVICES (cont'd)

- **Personification**

Giving non-human entities (animals, objects, concepts etc.) human qualities.

Example: *The ever-encroaching waves are hissing bad fortune at the foreshore development.*

- **Alliteration**

Repeating the same letter or sound to start two or more words in a group.

Example: *The feisty, ferocious feline leapt out from behind the curtain."*

- **Onomatopoeia**

Using a word or words which sound like the thing they describe.

Example: *"Above us the fireworks fizzled and boomed."*

- **Idiom**

An expression specific to a particular culture or language, meaning something other than its literal one.

Example: *It's raining cats and dogs.*

Second Person

Second person is directly referring to the audience using pronouns like "us", "you" and "we". This makes them an active participant in the message. It can be used in a number of ways: it can build rapport, draw them in to your message, or it can be used to motivate them.

Example: *You cannot just sit back and wait.*

Self-Deprecation

Self-deprecation is deliberately making fun of yourself. It builds rapport with your audience because they appreciate you being able to laugh at yourself and have humility.

Example: *The humblest of men combed and conditioned my hair for two hours daily isn't enough to stop me looking like a fool.*

Repetition

Just repeating the same word or phrase over and over again to give it more emphasis to compel your audience to pay attention to it and to remember it.

Example: *There's not enough air.*

Hyperbole

Exaggeration that is not designed to hurt and amuse.

Example: *My million pairs of little feet, I'd buy my dog tap shoes.*

Irony is saying the opposite of what you mean, and is similar to being sarcastic.

Example: *How boring and pathetic Facebook is, I uploaded a video I'd made about it...*

Appeal is used to make a command or a call to action in either a positive or negative matter.

Example: *Stop buying imported meat now!*



The Writing Test



PERSUASIVE TECHNIQUES AND DEVICES (cont'd)

Modality

Modality involves using words show the intensity of a situation by expressing certainty, probability and intensity.

Example: *It is absolutely vital that we take action to stop our planet's younger generations may never know what it's like to see snow.*

Rhetorical Questions

Rhetorical questions do not require an actual answer, and they are often used to make a point be obvious.

Example: *Can we really expect taxpayers to continue*

Rule of Threes

Similar to repetition, this reinforces a certain view by presenting three different perspectives. It is based on a long-held belief that three is a powerful number.

Example: *Such an act demonstrates disregard for the law, pure indecency.*



VOCABULARY

Try to use as colourful and extensive vocabulary as possible. If you have time at the end and have proofread your work, go back and replace boring existing words to something more sophisticated – e.g. “wandering” with “edifice” and “strolled” with “meandered”. Because the vocabulary is so extensive, you also need to ensure you include positive and negative adjectives (e.g. *beneficial/detrimental; tasteful/vulgar*), verbs with strong modality (doing, *ought* etc.) and specialisms (e.g. *invalid* etc.) and the tone (e.g. *criticise, contrary, fallacy*).



COHESION

Your essay needs to be linked rather than just disjointedly stated. The structures outlined in the Text Structure section : cause/effect, comparison, contrast, and others, can help you in presenting your ideas clearly in your introduction and then expanding on them. The use of orderlies (*Firstly... secondly... finally*) can also work provided they are used correctly, but it is better to try and think of a more original way to link your ideas.



It is important that you establish relationships within your writing with accurate conjunctions, adverbs and adverbial clauses. These and phrases like this are used to show purpose (e.g. *in order to*), effect (e.g. *subsequently*), similarity (e.g. *likewise*) and difference (e.g. *on the contrary*), condition (e.g. *provided that*), qualification (e.g. *although*) and supplementation (e.g. *furthermore*).

Another means of achieving cohesion in your writing is by employing substitution. For example, if you were talking about President Obama, to avoid repetition you could refer to him as “the President”, “Obama” or pronouns such as “he” and “him”.

The Writing Test



PARAGRAPHING

Too often in the writing test, students just write one big block of text. You need to write **five paragraphs – an introduction, three body paragraphs** (one on each point, moving forward) **and a conclusion**. Five paragraphs are not a requirement though, if you have more for one idea or perhaps need to insert a transition paragraph. Organising your ideas into paragraphs is very important. Not only does it have to do with structure, but each paragraph needs a topic sentence, a handful of supporting sentences (to explain the next), it also needs to make your message and argument clear. To finish your essay with a one-sentence paragraph: a final conclusion. It's a good time. But other than that last line, try to avoid one-sentence paragraphs. And if you forget to leave a space between each paragraph, make sure you do at the end and insert some sort of marker or line so that whoever reads your essay can see the structure.



SENTENCE STRUCTURE

As long as you employ a diverse range of sentence structures (and use them correctly, of course), you will achieve high marks for this. If you do not start consecutive sentences with the same beginning, you are not using a rhetorical device involving repetition.

Here are some examples of reordering sentences in different ways.

- *Offshore asylum seekers are forbidden to apply for a visa, despite the fact that the Immigration Minister exercises his discretion.*
- *Despite the fact that the Immigration Minister exercises his discretion, offshore asylum seekers are forbidden to apply for a visa.*
- *Unless the Immigration Minister exercises his discretion, offshore asylum seekers are forbidden to apply for a visa, despite the fact that they are not qualified for refugee status.*
- *The majority of offshore asylum seekers are not qualified for refugee status, but despite this, unless the Immigration Minister exercises his discretion, they are forbidden to apply for a visa.*



PUNCTUATION

You are marked on the use of punctuation and (especially) on the effect created by it. In the writing test, all of your sentence beginnings need to be marked with a full stop, question mark, exclamation mark, or comma. In this area, attempt to use more complex punctuation: dashes, brackets, colons and semi-colons.



Whether or not your spelling is correct or not: you will also be assessed on the words you use. A good trick to do before the test is to **learn how to use complex words** that can be used in any sort of essay (e.g. *deleterious, contentious, contemporaneous, controversial*) and insert them into your writing.

Remember to **ask the question** and **relate every point** you make to the underlying message that you are trying to convey. Once you have your finished product, ask yourself: "If someone else was giving a speech to you, **would I be convinced?**"

Teacher's Guide

- Deconstructing Persuasive Essays

The Benefits of Deconstructing a Persuasive Essay

Success in the NAPLAN Writing Test is primarily dependent on a student's ability to express themselves within the chosen genre – in this case, the persuasive essay. It is crucial that students understand how features such as text structure and language work in the given genre. Deconstructing a model persuasive essay can help students gain this understanding, as it gives students an idea of the features of the genre and presents them with an example of written language that is well-structured and grammatically correct.

How to Deconstruct a Persuasive Essay

In this session, students should be given an example of a persuasive essay with which they are familiar and that is written in a style that is accessible (i.e. the use of vocabulary that is not too sophisticated). You can use the example essay given in this guide or create your own. Once students have read the essay, a discussion should be initiated with respect to:

- the overall structure of the essay;
- how the ideas have been organised;
- how each paragraph has been developed (e.g. use of evidence, explanations);
- the type of language (verbal, written, visual) used to present ideas;
- the variety of sentence structures used;
- how the author has used language to persuade the reader.

A selection of sentence structures and vocabulary should be identified as examples to highlight correct spelling, punctuation, and grammar.



Deconstructing A Persuasive Essay

Learning a Foreign Language – More Important than

Title: Always include an appropriate title!

TOPIC: The chosen topic of this persuasive essay is that learning a foreign language is 'important'.

INTRODUCTION: From the very first sentence, readers should be able to tell what your topic is; as well as the position you are taking on the topic.

Signposting: towards the end of your introduction, give readers a brief overview of the topics you will cover later on in your essay.

Logical development of ideas: As you will see, the writer starts off by discussing how languages are useful for students in their current schoolwork, then moves on to how it impacts their future lives and finally, the global community.

ARGUMENT 1: That learning a foreign language is valuable to understanding your own language.

Paragraph Structure: The first sentence orients the reader on the argument. The second sentence is expressing the main point of the paragraph. The third sentence is evidence/proof. The fourth sentence is used to show the author's authority. The fifth sentence is a higher level of evidence/proof.

Why is it that French, Chinese or Korean class at school are often the least popular?¹ As students, we² are too often under the impression that learning a foreign language is less important than taking on subjects like maths, science or history. What we² don't realise is³ that learning another language – a skill that has a great impact on both our² future and the world in which we² live. Not only does learning another language improve your academic skills, it can also make travelling a more enjoyable activity and create opportunities for work overseas. More importantly, learning another language allows you to understand different cultures and become a more 'global citizen' and our² place in the world.

First of all⁴, learning a foreign language helps you understand your own language better. Research shows that four-year-olds who are given a second language have a better understanding of their own language. Furthermore, learning a second language can help you to learn your first language more effectively. For example, if you are learning French, you will find it easier to learn English if you have a good understanding of French. This is because the two languages share many similarities. In addition, learning a second language can help you to learn your first language more effectively. For example, if you are learning French, you will find it easier to learn English if you have a good understanding of French. This is because the two languages share many similarities. In addition, learning a second language can help you to learn your first language more effectively. For example, if you are learning French, you will find it easier to learn English if you have a good understanding of French. This is because the two languages share many similarities.

Without saying that a knowledge of a second language can turn an ordinary holiday into something truly memorable –⁹ as it allows you to break the language barriers we² face across when venturing overseas.



*Avoid using the clichéd statement of "This essay will..." in your introduction.

4. Use cohesive ties to remind readers of the order of your arguments.

5. Strong modal language implies to readers a sense of urgency by outlining the 'necessary actions to be made'.

6. Logos: Quotes and statistics are a valuable way to highlight your views, and persuade readers that they are well-informed and worthy of contemplation.

7. Cohesive ties reinforce the importance of the author's point.

8. A 'difficult word' is used here to remind you of the importance of a varied, sophisticated vocabulary.

9. A variety of punctuation marks are used (; , -)

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Deconstructing A Persuasive S

ARGUMENT 2: Learning a language can have a positive effect on your future aspirations. *Note how this topic addresses the future—demonstrating the writer’s perceptiveness on the chosen topic.*

Note how the writer creates cohesion between these two paragraphs by using the idea of 'conversing with people around the world'.

ARGUMENT 3: That learning a foreign language can educate people to be tolerant of other cultures and ethnicities.

The writer uses an example to add some 'evidence' to the claim he makes about people being 'misinformed' and 'assuming' of other cultures. This adds a sense of 'reliability' to what he argues; thus making readers more likely to agree with him.

CONCLUS

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Furthermore, we² might even find ourselves with the prospect of working and living permanently overseas.⁴ Current employers (particularly from multi-national corporations) view employees who speak a foreign language favourably. Our² increasingly globalised world sees companies trading in every port and city around the world and needs employees capable of conversing with valued individuals.¹⁰

Nonetheless, the **value**¹² of another language is not in conversing with locals but also in appreciating the associated with the Arabic **will almost** discussions on festivities. And different from sympathy culture subjects our

...ant advantages we (as
...om learning a foreign language
...refuted⁵. Not only can our
...understanding of our own language be
...also studies in foreign languages
...possibilities for us to live and work
...furthermore⁷, the ability to become
...ed with a foreign culture and society, and
...become a tolerant and understanding member
...our community, is an important part of learning a
...foreign language that our society cannot afford to
...gnore.

After all, how else can we overcome racism and wars between cultures if we are not informed, sympathetic members of our global community?²¹



Techniques:
Interests and
your audience.

• **Connotation of words:** In this passage, the writer has used connotations on the word 'value' to highlight the importance of learning foreign languages.

5. Note how high modality/ imperative language is used to make an argument sound like the “right” one.

12. The “Power of Threes”: This technique has been employed here to reinforce the idea that people are ‘too quick to assume’ when dealing with people from other ethnicities.

13. Emotive language can also be used to privilege or marginalise groups/people.

6. Direct quotation is used as evidence to re-assert the contention/argument.

7. Cohesive ties reinforce the importance of the author's point.

1. Rhetorical questions can also be an effective way to end a persuasive essay, as they appeal to the reader's curiosity and leave them contemplating the writer's chosen topic.





Persuasive Writing

Description
Writing for an Audience
Audience – ‘Audience Mix-Up’



Persuasive Writing eBook

Item Description

- Audience -

For the Teachers

Please note: any activity that is not completed during class is undertaken at a later date.



Audience

- Activity Description:

- The Teacher's Guide (Writing for an audience) provides information on the NAPLAN Writing Test.
- Included is a brief informative text 'Audience'. This may be handed out to students.
- The worksheet, 'Audience', focuses on the audience of a selected piece of text. It includes a list of vocabulary, the sentence structure and a short passage.

- Purpose:**
 - Students will be able to write for an audience.
 - Students will be able to enhance their understanding of the audience.

- Learning Outcomes:**
 - Students will be able to identify the audience of a text.

- Assessment:**
 - Students will be able to identify the audience of a text (α1)
 - Students will be able to identify the audience of a text (α4)
 - Students will be able to identify the audience of a text (β38)
 - Students will be able to identify the audience of a text (γ32)
 - Students will be able to identify the audience of a text (δ3)
 - Students will be able to identify the audience of a text (ε46)

Conclusion:
The activity is designed to take approximately an hour to complete.

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Item Description

- Audience -

For the Teachers - continued

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Audience

- **Teaching Notes:**

- You should explain the concept of **audience** using the activity to consolidate learning.
- In some instances, students may struggle using the process of eliminating incorrect answers to the question. This is a skill that is often tested in NAPLAN Tests (such as the **audience** question).
- Once the answers are discussed, you should have some discussion – which answers are correct? Do not pick the answers as provided by Mighty Minds. Encourage students to refer to the specific language in the question.



Teacher's Guide

- Audience -

Audience:

The Importance of Knowing your Audience

Whenever one writes (whether it be a personal email, business letter, or academic paper), they are communicating with a specific person. Depending on who they are communicating with, they have certain expectations of the writer. For example, the 'audience' of a personal email will know the issue the writer is addressing, as well as be informed of the writer's feelings about the issue. Factors such as text structure and vocabulary are also influenced by the audience. A personal email uses different vocabulary from an academic paper.

Therefore, it is important that students know what their audience is and how they can successfully orient and engage their reader. Knowing the audience will affect how the student writes their text and how they use language.

Audiences can generally be divided into three types:

- 1) **Laypeople:** the general public, who may have some background knowledge on the topic of the text; therefore, they may not need explanations of all technical terms and concepts. This audience is often found in popular media, news stories, and anecdotes.
- 2) **Managerial audience:** people who are not laypeople, but still need information to make decisions. They are often found in business reports and articles.
- 3) **Experts:** possibly the most difficult audience to write for. They have usually already made an educated decision on the topic and will require a lot of hard evidence to support all of your arguments.

In short, how well you write is determined by other aspects (criteria) of the Writing Test.

So, how do you know your audience?

First of all, you need to be aware of the audience for which they are writing (students, teachers, parents, government...). As this is ultimately dependent on the question, it is up to the student to identify the group for which they are writing. Here are some sample essay questions.

When writing, you need to be aware of the different conventions used to write (communicate) with the audience. This includes the type of vocabulary and sentence structure necessary for an audience, such as school teachers.

Finally, the flow of ideas throughout the text should be carefully considered. The student should be able to put their ideas into paragraphs that flow into one another.



Knowing Your Audience



When you are talking to someone face to face, your audience tends to come naturally. You speak to your great grandmother the same way you speak to your best mate! But when writing, sometimes you need to think about your audience into account, which requires you to think about the communication between the two parties. You need to think about the expectations, knowledge, and interests of your audience. To do so, you first need to know who your audience is.

In a persuasive piece, you need to know who your audience is. You need to know if you are writing to the general public, a group of highly educated people, or a group of teenagers not to do so. You need to be analysing your audience and their needs. You need to know whether they are a professional or a student. Audiences can be divided into three main groups:

1. Laypeople: These are people who have no background knowledge of the subject and therefore need to be explained in simple terms and a human interest case.
2. Experts: These are people who are more knowledgeable than the average person and need to be given more detailed information to make decisions. They relate to the subject matter and need to be convinced, as they are often making an educated decision on the topic. This requires a lot of detailed evidence and hard evidence that supports the argument.

When you are writing for a specific audience, you need to know the type of audience you are writing for, and you need to use vocabulary appropriate to their level of understanding. You also need to use variations of evidence that are most likely to convince your audience.



Audience Mix-Up

Audience is a very important factor to consider when writing.

The authors of the passages below have remembered to write for their audience, keeping in mind their tone, vocabulary and sentence structure.

Q1.

Match the passages below with the audience for whom they are written. Carefully consider the **tone**, **vocabulary** and **sentence structure** to make your decision.



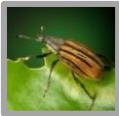
1. Businessmen

5. M

2. High school students

3. A history student

4. Young children



An entomologist is a scientist who studies the history and behavior of insects.

...ent from an etymologist who studies the origin of words over time.

Audience No.:



Pluripotency is a rare property of cells that allows them to differentiate into any cell type. This process is regulated by a number of factors, including the transcription factor, Prospero.

...on into specialised daughter cells require a number of complex interactions. The transcription factor, Prospero-regulates gene expression in adult stem cells. It is a key component of the pluripotency network.

Audience No.:



...atching food, you should always wash your hands. Also, make sure you are in the room who can do any cutting and put your food in the fridge.

Audience No.:



...struments were largely responsible for the recent subprime crisis. The subprime mortgage market, initially employed to mitigate risks, compounded financial problems by causing banks with small capital reserves to collapse.

Audience No.:

...This exercise is continued on the next page