Lesson Sequence

1. Definition of an Exposition
2. Persuasion
3. Advertisments as PersuasiveText
4. Sell Something
5. Now Sell Your….
6. Strawberry Milk
7. Features of an Exposition
8. Example of an Exposition
9. The Smacking Debate 1
10. The Smacking Debate 2
11. The Smacking Debate 3
12. Term 3 Class Outing
13. Cell Phones at School
14. Healthy Foods at Canteen
15. Recreation
16. Homework
17. Uniform
EXPOSITIONS

• The purpose of an exposition text is to persuade the reader or listener.

• Expositions can be essays, letters, policies, speeches, debates, critical reviews, advertisements

**Learning Intention:**

• To persuade someone to accept a particular point of view

**Success Criteria:**

I have…

• an opening statement of the issue to be argued, giving my point of view
• text organised into paragraphs that contain a series of arguments in favour of my point of view
• arguments that are supported by evidence and examples
• arguments (evidence) that are organised in a logical order, beginning with the most important
• a strong concluding statement that reaffirms my point of view and or resolution
  • written in present tense
  • used verbs to express opinions (believe, think)
  • used emotive language to persuade the reader
  • used passive verbs
• used conjunctions associated with reasoning (therefore, because, so)
We are going to examine how the media and advertising use persuasion.

**Some synonyms for persuading**
- convincing
- influencing
- inducing
- tempting
- enticing
- urging

To persuade people to do something, we can appeal to their mind or their feelings.

**Appealing to the mind is done for people who:**
- like healthy products
- want proof that the product is good
- need reassurance

**Appealing to feelings is done for people who:**
- are caring
- want enjoyment
- want a good feeling inside
Advertisements are designed to persuade the audience to do something: usually to buy a product.

Look at this advertisement and answer the following questions:

1. How does it attract the audience’s attention?

2. Who is the audience, in what type of magazine would you find this ad?

3. What sections are put in large print and why?

4. Does it appeal to the mind or feelings?

5. What strategies are used to make you want to buy this product? (generalisation, evidence, exaggeration, experts or emotive words)
Sell Something?

Buy this amazing Flying Pet!

Entertains friends - Stings Enemies!

Just listen to that FABULOUS Voice

Not 1..Not 2…But 6 GREAT Legs

SPECIAL OFFER

Wow! Buy now and get a free nest!
NOW Sell Your….

Brother or sister

Use words like:
- incredible
- the ideal gift
- fab
- amazing
- free
- as seen on TV
- great

LEFT Shoe

WORST Outfit

Pet SNAIL
Create three different adverts for the same product that appeals to three different age groups of our community.

**DESIGN AN AD FOR A STRAWBERRY MILK PRODUCT:**

<table>
<thead>
<tr>
<th>TARGET</th>
<th>TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a child</td>
<td>fun, tasty, use cartoon characters</td>
</tr>
<tr>
<td>For a teenager</td>
<td>It’s cool. ‘in’, exciting used by other teenagers</td>
</tr>
<tr>
<td>For an adult</td>
<td>Healthy, good value, used by a celebrity</td>
</tr>
</tbody>
</table>

Think about the different ways persuasion is used to entice different people and different age groups to buy products. Think about the adverts you see on TV at 3pm compared to the ones that are on at 8pm!
Features of an Exposition

1. **Title**
   - A brief statement of the main argument
   - Is in upper and lower case, underlined and centered.
   - Only important words are capitalized

2. **Thesis**
   - Overview of the topic
   - Statement of the basic position taken regard the topic

3. **Argument/assertions**
   - Arguments for the topic, supported by logic, data and examples
   - Arguments against the topic supported by logic, data and examples

4. **Conclusion**
   - Evaluation
   - Restatement of position
   - Redefinition of the argument(s)
   - Usually uses causal discourse markers such as if, therefore, because, consequently, moreover and so on as paragraph leads

5. **Summary Comment**
   - Concise commentary or reflection

This section may include more than one paragraph
The answer is staring us in the face. The place to go on this summer’s Year 8 school trip is the zoo.

First, it’s not too far from school. Surely no one wants to waste half the day sitting in a smelly, bumpy old coach.

Second, there’s something interesting for everyone. There are all sorts of animals, fishes, birds and reptiles. The zoo also has beautiful gardens, a bush walk and an adventure area. We’ll have a good time even if it rains because many of the animals are kept indoors.

Third, it would be a popular choice. Our survey of Year 8 students shows that the zoo is the first choice for 65% and second choice for 20%. Only three children did not want to go to the zoo.

Three good reasons for choosing the zoo. Why think about anywhere else?
Dear Editor

We have been following the correspondence in your newspaper about the proposal to introduce a law banning the smacking of children. Our view is that smacking can never be justified, and that there are strong arguments in favour of such a law.

Firstly, it is not true, as the pro-smackers like to claim, that ‘smacking works’. It might frighten a child into ‘being good’ for a while, but the effect is not likely to last long. Smacking doesn’t work because it cannot change behaviour, and that should be the aim. To change someone’s behaviour we need to talk with them, to show them why their behaviour is wrong, and to help them change it.

Secondly, we need to consider what message smacking sends. A smack teaches children the lesson that violence is the answer to every problem. We should not, therefore, be surprised if they go on to use violence themselves in other situations. Furthermore, smacking tells children that it is all right for the strong (in the case, adults) to exercise power over the weak (in the case, children). These are not the lessons we want them to learn if we value respect and consideration for others and want to build caring communities.
A third argument for banning smacking is a practical rather than a moral one. Smacking can result in serious injury. Adults might intend to give a child a quick, sharp smack. However, a smack can turn into a blow that causes real harm. This is especially the case if the smack is administered when the adult has lost their temper and aimed at the head. The only way to avoid this risk is not to smack at all.

We believe that these arguments show clearly that smacking is not an effective punishment and indeed has the potential to do great harm. A law banning it should be passed as soon as possible.

Yours sincerely

Tofayel Hussain and Lacey Harman (age 11)
Dear Editor

Don’t be fooled! The letter you published last week arguing against the tried-and-tested practice of smacking might have persuaded some of your readers. But the writer’s case does not hold up to close examination.

First, they try to show that smacking does not work. Well, this is total nonsense. It certainly does in some cases. If your child was reaching out to touch a hot iron, what would you do? Would you talk with them, and explain the error of their ways? No, of course you wouldn’t. You would give their hand a good sharp smack – as quick as you could. And why? Because every sensible parent knows this is the best way of preventing them from hurting themselves. Adults have smacked children for thousands of years because they know it works.
Some classes are going to the Rainbow Ski Field for a class trip this term. Write about a place or event that would make a great class trip.
Many schools have the rule that students are not allowed to use their cell phones at school.

Write about whether or not you think this is a good rule. Give reasons for your opinions.
Some canteens only sell healthy food and drinks.

Write about whether or not you think this is a good idea. Give reasons for your opinions.
Some people love playing video games and some people think they are a waste of time. Spend five minutes talking about your views on video games with a partner. Then do a piece of writing to present your views on video games.
Some people think it is good for year 7 and 8 primary school students to do homework each night. Other people think they should not be given homework.

Write stating whether or not you think year 7 and 8 primary school students should do homework. Try to explain your point of view clearly.
Some people think that students should have a choice about what they wear to school. Others think that students should wear a school uniform.

Spend five minutes talking with a partner about whether or not students should have to wear uniforms.

Do a piece of writing explaining your opinions on whether or not students should have to wear a school uniform.