*Educational Television (ETV) Programme Series on Exploring Text Types at the Secondary Level (I) – Persuasive Writing*

*This set of worksheets is designed for use with the ETV Programme on ‘Persuasive Writing’, which is one of the three ETV programmes on ‘Exploring Text Types at the Secondary Level’. Students are encouraged to view the programme by themselves, download the worksheets and learn more about the respective text structure and language use. Teachers can also make use of the ETV programme and adapt the worksheets in support of the teaching of persuasive writing.*

**English Language**

**Exploring Text Types - Persuasive writing**

Persuasive writing aims to convince the reader to accept and support the writer’s viewpoint. In our everyday life, we come across different types of persuasive writing, for example, advertisements, proposals, debate speeches and promotional leaflets. In this ETV programme, Charlotte and her classmates write a persuasive text in the form of a speech to appeal to their schoolmates for their support in the Student Union Election.

1. ***Features of Persuasive Writing***

Activity 1

Let’s revise the techniques commonly adopted in persuasive writing. Do you still remember the techniques mentioned in the ETV programme? Tick (🗸) the appropriate box(es).

|  |  |
| --- | --- |
| □ | 1. Impress your readers by using difficult and rare vocabulary items.
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| □ | 1. Use positive adjectives and powerful verbs.
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| □ | 1. Employ as many rhetorical structures as possible throughout the text.
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| □ | 1. Express your ideas in complex sentences.
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| □ | 1. Exaggerate your language to tap into the audience’s emotions.
 |
| □ | 1. Catch people’s attention by using rhymes, alliteration or playing on words.
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Activity 2

The following is the speech written by Charlotte and her classmates to argue whether the school should ban students from using computer or mobile devices during recess or lunch hours. In the speech, different techniques are adopted to persuade the readers to support their viewpoints. Identify the techniques mentioned in Activity 1 by putting the numbers (1-6) in the blanks.

|  |
| --- |
| *Good morning Principal, Vice-principals, teachers and fellow students.* \_\_\_\_\_\_\_\_\_\_making the phrase catchy and easy to rememberGreeting*It gives me great pleasure to represent our group, Power of the People, aka “POP”, to speak to you today about whether schools should ban students from using computer laptops or mobile devices like mobile phones, tablets, etc. during recess and lunch hours. We strongly believe that schools should not ban students from using these devices.*\_\_\_\_\_\_\_\_\_\_including intensifiers e.g. completely, totallyIntroduction\_\_\_\_\_\_\_\_\_\_ describing computer and mobile devices *Computer and mobile devices are an effective tool to facilitate students’ learning. Students are often required to do research on the Internet, or complete their assignments using computers*. *Computers encourage students to work independently by making use of the abundant web-based resources for self-study, thus broadening their scope of learning and widening their interests.* Body*The use of computers can also expedite communication among students. Some teachers may think that letting students use computers during recess and lunch hour will hinder them from other social and physical activities. We think, however, that computers will encourage more social activities, as it will allow students to communicate more through their devices, and thereby offer a platform to share common topics of interest.* \_\_\_\_\_\_\_\_\_\_ highlighting the advantages of computer and mobile devices*We believe that as long as students follow a common code of conduct that regulates the best use of computers in schools, students should not be banned from using these useful technological devices in school during recess or lunch hours. Thank you.*Conclusion |

1. ***Organisation of Persuasive Texts***

Activity 3

With reference to the sample text on p.2, identify the purpose of each part by completing item nos. 1-7 in the table below with the help of the words provided above the table. Also, fill out the last column with supporting details to justify your answers.

|  |  |  |
| --- | --- | --- |
| *stance* | *audience* | *arguments* |
| *examples* | *background* | *counter-argument* |

|  |  |  |
| --- | --- | --- |
| ***Part*** | ***Purpose*** | ***Evidence in the speech on p.2*** |
| Greeting | addressing the 1.\_\_\_\_\_\_\_\_\_\_\_\_ | The audience includes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Introduction | providing some 2.\_\_\_\_\_\_\_\_\_\_\_\_ information and state the 3.\_\_\_\_\_\_\_\_\_\_\_\_ | The sentence which first tells you about the writer’s opinion is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Body | stating the 4.\_\_\_\_\_\_\_\_\_\_\_\_, each with a topic sentence elaborated with explanations or 5. \_\_\_\_\_\_\_\_\_\_\_\_ORanticipating opposition’s argument and providing a 6. \_\_\_\_\_\_\_\_\_\_\_\_ | Schools should not ban students from using computer or mobile devices:1st Argument\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2nd Argument\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Conclusion | restating the 7. \_\_\_\_\_\_\_\_\_\_\_\_ | The writer ends the speech with \_\_\_\_\_\_\_\_\_\_\_\_. (two words) |

1. ***Development of Body Paragraphs in Persuasive Texts***

Activity 4

In persuasive texts, arguments are usually explained and elaborated in the body paragraphs. Therefore, body paragraphs should deserve most of our attention. Complete the following to learn how to write coherent body paragraphs.

1. Each of the two body paragraphs in the speech on p.2 has a topic sentence that puts forward the main argument of that paragraph. Can you underline the topic sentences in the two body paragraphs? (Hint: Refer to the two arguments you have written in the table on p.3.)
2. The topic sentences of the body paragraphs should support the main argument of the speech. Which of the following topic sentences do not support the main argument? Put a cross (X) in the bracket in front of the sentences that are irrelevant or contradictory.

Main argument: It is a good idea to teach secondary school students Chinese Language in Putonghua.

 Topic sentences:

|  |  |  |
| --- | --- | --- |
| ( ) |  | English and Putonghua are both international languages and so should be learnt. |
| ( ) |  | Teaching Chinese Language in Putonghua will help to improve students’ written Chinese. |
| ( ) |  | Many secondary school students cannot pronounce simple words in Putonghua correctly. |

1. Read the following paragraph and write a topic sentence for it:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A recent study shows that more than thirty percent of our university graduates end up working in China or in companies which have a close business relationship with China. If students have more opportunities to practise speaking and listening to Putonghua when they are in secondary school, their proficiency in the language will be higher. This will enable them to get a job as well as handle their work more easily.

1. The details in each body paragraph should also support and be relevant to the topic sentence. Read the topic sentence below and put a cross (X) in front of the irrelevant detail(s).

Topic sentence: Students will not be able to learn as effectively as they do now if Chinese Language lessons are delivered in Putonghua.

Details:

|  |  |  |
| --- | --- | --- |
| ( ) |  | Students can easily express and exchange ideas in Cantonese during their Chinese lessons. |
| ( ) |  | Students may not support the idea of having Chinese Language lessons delivered in Putonghua. |
| ( ) |  | Students may not fully understand what the teacher says in a Chinese lesson delivered in Putonghua. |
| ( ) |  | Students will have little chance to practise speaking Putonghua. |

1. We can start a paragraph with a topic sentence and then give a counter-argument and refute it. Study the second body paragraph again, identify the different parts, and fill in the boxes with the options provided below.

|  |  |  |
| --- | --- | --- |
| *refutation* | *topic sentence* | *counter-argument* |

|  |  |
| --- | --- |
| The use of computers can also expedite communication among students. |  |
| Some teachers may think that letting students use computers during recess and lunch hour will hinder them from other social and physical activities.  |  |
| We think, however, that computers will encourage more social activities, as it will allow students to communicate more through their devices, and thereby offer a platform to share common topics of interest. |  |

1. The use of refutation can make your arguments more effective, hence your writing more persuasive. To formulate a refutation, you should bring up the opponent’s views (counter-arguments) and explain why they are wrong.
2. In the sample text, the phrase, ‘Some teachers may think that…’, is used to introduce the counter-argument. Can you write down some other examples?

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1. In the sample text, the refutation is introduced by ‘however’. Can you write down some other examples?

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|  |

1. ***Writing a Persuasive Text***

Activity 5

Write a persuasive text on the following topic or a topic of your own choice. Share your speech with your classmates for comments.

*You are a candidate running for president of the Student Union. Your school does not allow students to use mobile phones in school but you think that this is outdated. Write a school election speech to be delivered in the assembly to discuss why a change in the rule is needed. Give at least three reasons.*

1. ***Self-evaluation***

After completing the self-study worksheet, tick the appropriate boxes below to indicate how well you have learnt.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent | Good  | Fair |
| 1. The features of persuasive writing
 | □ | □ | □ |
| 1. The organisation of persuasive texts
 | □ | □ | □ |
| 1. The development of body paragraphs in persuasive texts
 | □ | □ | □ |

***END***