



# PERSUASIVE WRITING

from KS3 to GCSE...

## BOOKLET'S

### AIMS:

- To strengthen your understanding of persuasion from KS3 to KS4.
- To develop your persuasive writing skills.
- To read and respond to a variety of persuasive writing.
- To write a persuasive piece suitable for GCSE English Language Unit 3.

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Lessons on:

1. *Introduction to persuasion*
2. *Purpose, audience and tone*
3. *Using sentence structures and vocabulary to persuade*
4. *Power of 3*
5. *Exaggeration*
6. *Rhetorical questions*
7. *Statistics and facts*
8. *Undermine the opposing view*
9. *Direct address*
10. *Emotive Language*
11. *Story –Anecdote*
12. *Structuring your argument (planning to persuade)*
13. *Types of texts – letter, article, leaflet, blog, speech/talk*
14. *Improving your persuasion*
15. *Introduction to GCSE exams and Unit 3 persuasive writing*

You can print out this booklet and complete it by hand, complete it electronically, or view it on screen and complete the tasks on paper or in your exercise book.

The suggested timeframe for this work pack is two weeks but that will vary for everyone depending on circumstances. Work through the tasks at your own pace.

Answers are in the back of this booklet.

## LESSON 1: Introduction to persuasion

### Learning Objectives:

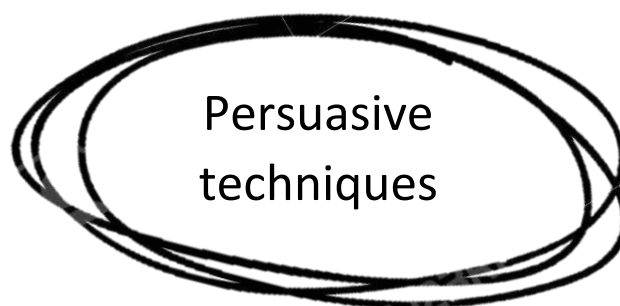
- ✓ To recap the names of the persuasive techniques.
- ✓ To learn why writers use persuasive techniques in everyday life.

### So what is persuasion?

Whether you've heard the word or not, everyone uses persuasive language and skills in everyday life. Persuasion is when you try and get someone to think and behave in a certain way. Effective persuasion will change someone's opinion, point of view or actions to agree with yours. This could be to make someone aware of an issue or influence someone to buy a product. The ability to write and speak persuasively is a key skill and one that this booklet of lessons will help you to improve. In order to persuade people, we use techniques to strengthen our points and be more effective in influencing the reader/audience (for example direct address: 'you must acknowledge that...').



**Task 1:** Fill in the spider diagram with all the persuasive techniques that you can remember.



**Task2:** Below is a table of all the persuasive techniques using the acronym P.E.R.S.U.A.D.E.S. Using what you already know, your English book or the internet, complete the missing parts. If you're not sure about some of these techniques, we will be working through them in later lessons so you can amend your definitions later.

Persuasive technique.	Definition of technique...	Examples of technique...
<u>P</u> ower of 3		You should be ashamed that you don't care. You should be ashamed that you let them suffer. You should be ashamed that this animal still loves you despite your mistreatment.
<u>E</u>	To go over the top and make things sound better or worse than they are.	
<u>R</u> hetorical Question		
<u>S</u>	Using numbers and facts to strengthen and back up an argument.	89% of people said that they would never shop there again.
<u>U</u> ndermine Opposing View	When the reader openly disagrees with an opinion and gives reasons why.	Well, if you think raising money for charity is a waste of time, one small donation can give happiness and love to 3 people.
<u>A</u> lliteration		
<u>D</u>	Using words like 'we', 'you', 'our' and 'us' to make your audience think you are talking only to them.	
<u>E</u> motive Language		This was a savage attack on a defenceless kitten.
<u>S</u> tory - anecdote	A personal story which engages and hooks the reader to make the topic/cause seem more believable.	

**Task 3:** Look at Text A below. Highlight all the examples of P.E.R.S.U.A.D.E.S that you can find and, more importantly, annotate the technique with what effect it creates for the reader. What does the technique suggest or hint about the treatment of Billy?

**Text A** – An RSPCA article on the treatment of Billy – the dog.

## MEET BILLY...



His owner stuffed him into a plastic bag and threw him out with the rubbish.

*Imagine being beaten every day of your life.  
Imagine being starved and left out in the cold  
by the person who is supposed to love you.  
Imagine being maliciously tortured and left to  
die in agonising pain.*

Sadly, this is the reality of life for thousands of animals in Britain today – animals like Billy, the dog. His heartless owner wrapped his starving pet in a plastic sack, and left him by a rubbish chute, almost hidden by rubbish bags waiting to be *incinerated*.

Every year we see more and more distressed, maltreated, frightened animals like Billy. In 2019, our inspectors investigated over 100,000 complaints of cruelty. It's a massive problem that is stretching RSPCA resources to breaking point.

Without your financial support, our continued fight against cruelty would face severe difficulty. This is why we desperately need your help.

We get no government funding – all our work is paid for by people like you who care about animals. Please, will you send a donation today, to help more animals in terrible need?

## LESSON 2: Purpose, audience and tone

### Learning Objectives:

- ✓ To understand purpose, audience and tone in persuasive writing.
- ✓ To learn how to identify the purpose, audience and tone in examples of persuasive writing.

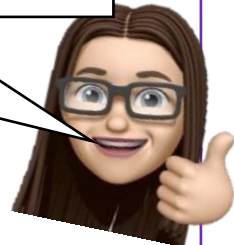
**Purpose:** When someone writes something, they usually have a **purpose** or **intention**. For example, advertisements are written with the intention to persuade us to do something after reading them (eg buy something or donate to a charity). Fiction is usually written to entertain us and recipes are written to instruct us. The purpose behind writing affects *the way it is* written, the layout that is used and the choice of language.

**Audience:** Texts usually have an **audience** in mind when they are written and are often aimed at a certain group of people, for example, the audience of a local newspaper is very different to the audience of a cookery magazine. The audience of a text could **vary**, for example, by age, interest or location. The audience of a text affects the writer's style, language and sentence structures – so that the writing appeals to the audience.

**Tone:** The **tone** of a piece of writing is how it **sounds** to its audience; for example, lively, formal or humorous. Tone is created by the choice of vocabulary such as the use of jargon, slang, specialist language, Standard English or dialect and the sentence structures.

**Task 1:** Make a list of all the different text purposes that you can think of:

- Instruction
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**Task 2:** Read the texts below and identify the purpose of the text, the audience and the tone.

Here are some questions to think about that will help you:

- What is the writer's attitude to the topic?
- What is the writer trying to do?
- Is the topic something of interest to a particular group?
- Is it chatty or formal?
- What vocabulary is being used? Specialist words, slang, easy words or sophisticated vocabulary?
- Does the layout suggest who the text might be appealing to – does it look as if it is designed for an adult audience or younger?
- Does it use 'you' or 'we' and if so in what way?

**Text A**

Audience:

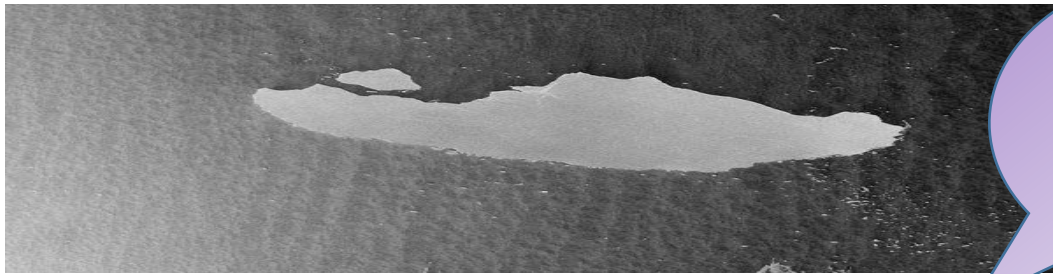


Purpose:

Tone:

## Text B

### **Antarctica's A-68: Is the world's biggest iceberg about to break up?**



Purpose:

#### **The world's biggest iceberg, A-68, just got a little smaller.**

At around 5,100 sq km, the behemoth has been the largest free-floating block of ice in Antarctica since it broke away from the continent in July 2017. But on Thursday, it dropped a sizeable chunk measuring about 175 sq km.

The iceberg is currently moving north from the Antarctic Peninsula. Having entered rougher, warmer waters - it is now riding currents that should take it towards the South Atlantic.

Prof Adrian Luckman, who's been following A-68's progress, said the new fracture could mark the beginning of the end of this icy giant.

Audience:

Tone:

## Text C

### **Safe, comfortable and carefree: Holidays at home are the best!**

If you're reading this beneath a sun umbrella in Alicante or on a beach on a Greek island, well, I'm sorry but here back in Britain we're not really jealous. Holidaying at home is all the rage, apparently, with an estimated 2.5 million more Britons choosing to take their holidays at home this year than last year. And that was before the fall in the pound made holidays abroad ten per cent more expensive; before the delays for car ferry passengers trying to embark from Dover last week and stuck in queues, without water, for up to 15 hours.

Our country may not be perfect – but it just happens to be so much better than anybody else's. The Lakes; the Devon coast; the Welsh hills; our pubs; our museums and galleries; our fish'n'chip shops – there they all are, just sitting on our doorstep. I've realised we can have just as much fun at home for a fraction of the price spent abroad. I think there's something pleasingly rugged and honest and old-fashioned about a British holiday, even the weather can be fun! It's time to get to know Britain a bit better...

Purpose:

Audience:

Tone:

## Text D



Purpose:

Audience:

Tone:

## Text E

### What is the water cycle?

Water on Earth is **constantly moving**. It is recycled over and over again. This recycling process is called the water cycle.



- 1. Water evaporates into the air**  
The sun **heats up** water on land, in rivers, lakes and seas and turns it into water vapour. The water vapour rises into the air.
- 2. Water vapour condenses into clouds**  
Water vapour in the air **cools** down and changes back into tiny drops of liquid water, forming clouds.
- 3. Water falls as precipitation**  
The clouds get **heavy** and water falls back to the ground in the form of rain or snow.

Purpose:

Audience:

Tone:

Now think about what features of each text helped you to understand the audience, purpose and tone? Complete the table below:

	Feature of text	What did this tell you about purpose and audience?
Text A	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
Text B	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
Text C	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
Text D	<ul style="list-style-type: none"> <li>• Uses commands throughout.</li> <li>•</li> <li>•</li> </ul>	This tells the reader what to do.
Text E	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	

**Task 3:** Write a simple guide for a friend explaining what purpose, audience and tone mean when looking at a text.

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## Lesson 3: Using sentence structures and vocabulary to persuade

### Learning Objectives:

- ✓ To be able to use different sentence structures persuasively.
- ✓ To learn how word choice can be used to affect the reader.

**Task 1:** Which of the following texts is more interesting to read? A or B?

Why?

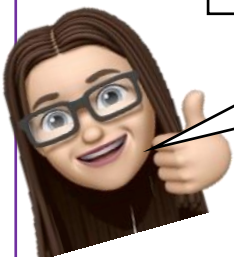
**A.** The subject of smoking is very important. We need to think of the harm it causes. There is evidence to show it is dangerous. The smoke from cigarettes harms our lungs. Smoking is dangerous and causes illnesses. We should not continue smoking.

**B.** Smoking is dangerous. Think of the harm it causes! Increasingly, evidence shows it is a real danger to us all. Not only does the smoke exhaled by smokers harm our lungs, it also causes illnesses. Why do we continue to smoke?

If we look at Text B we can see it contains the same information but is written differently – using a wider range of sentence structures.


Sentences are the way we organise our thoughts into units of sense. If we write all our sentences in the same way, it can become a little boring to read. Different types and lengths of sentences can be used to add impact, to draw attention to key words or ideas, to challenge our reader, to build up a sense of pace and to make the reader stop and think.

Sentences can be statements, questions, exclamations or commands. We can use short simple sentences, or longer more complicated complex sentences. The most important thing is to mix them up together to keep the reader engaged.



**Task 2:** Read the texts below. Highlight the different sentence structures that are being used. Some have been picked out for you.

Then create a visual diagram of the structures you could use in your writing.



short  
sentences

Chips and beans. Wimbledon and strawberries.  
Movies and popcorn. Who wants one without  
the other? Now... mobile phones and driving. Do  
they sound as if they are a perfect match?


No. I thought not. Mobile phones used when  
driving are dangerous and deadly. How many  
times have you seen a driver careering through  
busy streets, with only one eye on the road, one  
hand on the wheel and all his attention on his  
phone? No one can defend this! Whilst it is  
illegal, some still behave as if their selfish needs  
are more important. Astoundingly, police forces  
across the country have recorded a 50%  
increase in accidents in which drivers were using  
mobile phones. Remember - all of us are at risk  
from these mobile madmen.

Driving whilst using a mobile phone is unlawful.  
However, somehow some people refuse to think  
that the law applies to them and recklessly drive  
whilst texting!

We must act together to keep our roads safe.  
We must ban the use of mobile phones in cars.  
We must stop this deadly combination – before  
it's too late.



exclamation



Adverb  
opening

‘Going travelling’ is a buzzword these days. Social media is full of images of people’s experiences of travel. Suddenly, it is expected that you will have been somewhere beyond Europe and trekked through a forest, or survived a desert expedition. Listening to some young people, the world today has become a bucket list of places to tick off as they fly to remote parts of the globe, determined to find something ‘real’ and pursue a vegan diet of alternative food. But why? Why should we, in an age of climate change and global warming, when we have the internet and social media connecting us across the globe, seek to travel? Isn’t it simply self-indulgent? Surely, we don’t need to fuel global warming, to produce tons of carbon emissions, to destroy natural habitats, just to populate Instagram!

Although those who attack global travel, arguing for the staycation, the virtual experience of the world, the rejection of air travel, have a point undoubtedly, does that mean travel is no more than a selfish polluter of the world? Now is the time to remember that nothing can replace the experience of being in a place that is different to our own, that has a different language, a different society and different habits and customs. Travel opens our minds to diversity and helps us find our place in the world.

**Visual diagram of sentence structures that I can use in my writing:**

**Task 3:** Practise using those sentence structures in a paragraph.

Your Headteacher has decided to extend the school day from 9am to 5pm. Write a paragraph giving your views. Use at least 6 different types of sentence.

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Word choice

Words matter! It is not only our sentences that have an impact on the reader but the words we use. We all change our vocabulary, often without thinking about it, because we know that certain words work better in certain situations.

Imagine you are describing a film you have seen to a friend that you didn't particularly enjoy. What type of words would you use?

Now imagine you have just seen the latest Bond movie or Batman film and you thought it was one of the best films you had seen. You are telling a friend to go and see it. How would the words you use change?

In persuasive writing, you are trying to affect your reader – positively or negatively. You want them to see how awful something is or how good something can be. Your word choice will be important.

If we describe something as not very good or bit disappointing, it suggests we don't feel very strongly about it. However, if we say it was appalling or utterly devastating, the response is different.



**Task 3:** Look at the pairs of sentences. Which is more persuasive?

I think we could possibly do something to help endangered animals.

We must act now to stop killing endangered animals!

It is probably true that social media has some bad aspects, such as bullying.

Certainly, social media is the root cause of a huge number of social problems, ranging from bullying to self-harm.

We could see a longer school day as something that some people may not enjoy.

I am convinced that no one in the school community would agree with lengthening the school day.

**Why are some sentences more persuasive?**

They are definite – they use words like must/certainly/ it is - and avoid words that suggest doubt. Look back at the paragraph you wrote to practise using sentence structures, **rewrite** it to make it more forceful and persuasive.

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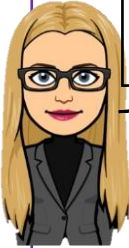
## Lesson 4: Power of 3

### Learning Objectives:

- ✓ To understand how power of 3 (tripling) is used persuasively.
- ✓ To learn how to use it effectively in your writing.

Power of 3 - Using 3 words or phrases within a sentence, or 3 separate sentences, to strengthen the writer's argument.

A list of three can help emphasise qualities of a product/ place/ organisation or strengthen a point of view. The more forceful your choice of vocabulary, the more persuasive your argument can be.



Read the extract below from Obama's speech on climate change.

Some may still deny the overwhelming judgement of science, but none can avoid the devastating impact of **raging fires, crippling drought or powerful storms**. A path towards sustainable energy sources will be long and sometimes difficult, but America cannot resist this transition.



By listing 3 major negative effects of climate change, Obama emphasises how much climate change can have an impact.

Look at the sentence below taken from an RSPCA article on trying to prevent dog fighting.



Here, the writer lists three different things that could happen to dogs to emphasise how important it is that dog fighting should be stopped.

Most dogs used for fighting will ultimately either **be killed in the ring, die as a result of their injuries** or, in some cases, **be killed by their owners**.

Read the extract from Greta Thunberg's (a teenage political activist) speech at the United Nations Climate Action Summit.

Here, she lists three important effects that are happening as a result of climate change.

This emphasises how bad things currently are.

You have stolen my dreams and my childhood with your empty words and yet I'm one of the lucky ones. **People are suffering. People are dying. Entire ecosystems are collapsing.** We are in the beginning of a mass extinction and all you can talk about is money and fairytales of eternal economic growth. How dare you!



**Task 1:**

Read the advert for Coachies cat treats. Find the 2 examples of power of 3 and explain the impact of the words on the reader. What does the language make you think and feel?

**Example 1:**

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**Example 2:**

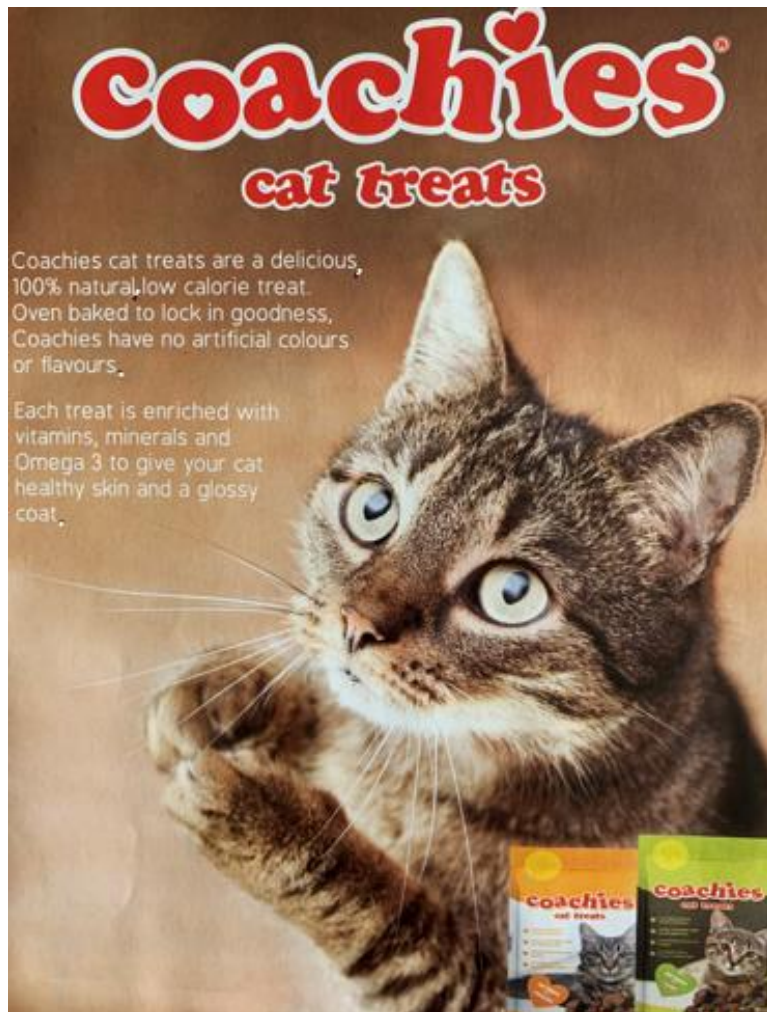
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**Task 2:** Underline the examples of the power of 3 used in the following sentences and explain the impact of the words on the reader. **In addition to Power of 3, can you notice any other persuasive techniques here?**

What a great, brilliant, amazing idea!

It really is a shocking, breath-taking and mind-blowing event.

The future depends on our ability to make change, our ability to create movement and our ability to act responsibly.



All over the world there are people working really hard, there are people suffering and there are people who are victims.

Cleaner hygiene ratings mean **comfort, reassurance and peace of mind** for **you, your family and your friends**.

**Task 3:** How could we make the following sentences more powerful? Rewrite them by replacing the words or phrases that are underlined. The first one has been done for you.

The RSPCA works hard to allow animals to live free from hurt, suffering and being left alone.

The RSPCA works hard to allow animals to live free from injury, misery and being abandoned.

These puppies were dumped in a carrier bag and left hungry, cold and upset.

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The sheer scale of pollution is terrible, disappointing and worrying.

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We guarantee we will look after your cat until we find them a nice, caring, suitable home.



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.....  
Good, kind and helpful Captain Tom raised over 30 million pounds for the NHS by walking over 100 lengths of his garden.

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.....  
**Task 4:** Look at the paragraphs below. Add power of 3in the spaces below to make the text more effective at persuading the reader.

Oxfam has been providing \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ water and helping prevent disease around the world since the 1960s.

Our dedicated local staff are changing the world with women and girls. We are ending violence and fighting poverty so that all women, everywhere, can create the future they want. Together, we can bring \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ to women and girls who desperately need our help.

From protecting families forced to flee their homes, to making sure children get a chance at a future without poverty - we rely on brilliant supporters to make sure our \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ teams can be where they're needed most.

To take part in this fundraiser, you tell everyone what you're doing and ask them to sponsor you for a great cause. You play your favourite games, have fun and stream the craziness. And you get amazed by the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ donations people give, and the vital funds you raise to support others.



By supporting us today, you are helping several people affected by war injuries. Many were told they would never walk again, never talk again and never live independently again. Every journey is different, but with \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ support, they can defy the odds.

# Lesson 5: Exaggeration

## Learning Objectives:

- ✓ To learn what the persuasive technique exaggeration means.
- ✓ To understand how and why it is used in real life and the media.

Exaggeration (Hyperbole) – to make something sound better/worse than it actually is. These help to make the writer’s words/point of view sound more convincing.

To exaggerate you could:

- use adjectives which are more extreme
- Compare the feeling to something else.
- say something is better/worse or the best/worst.
- Over/under estimate the extent of the issue

Eg- Millions of pupils think the homework system in this school is unfair.)

**Task 1:** Look at the sentences below. Make them more persuasive by using exaggeration.

I dislike the school uniform.	This uniform makes us prisoners!
That burger was tasty.	
Lowering the voting age to 16 is a good idea.	
It isn't really safe to drink and drive.	
I want to buy the new Billie Eilish CD.	



**Task 2:** Look at the examples of exaggeration in newspapers, magazines, social media and online. Underneath each image write down the effect of the exaggerated statement and what it is being used for.

Image 1



What is being exaggerated: \_\_\_\_\_

Effect of exaggeration: \_\_\_\_\_

Image 2



What is being exaggerated:

Effect of exaggeration (focused on language):

Image 3

**5p** DAILY EXPRESS  
 THE WORLD'S GREATEST NEWSPAPER WEATHER: SHOWERS THURSDAY SEPTEMBER 27, 2012 50p

# NEW PILL WILL REVERSE AGEING

**Drug keeps you healthy and strong in old age, say experts**

**Why JK Rowling's novel for grown-ups is magic**  
 LAUNCH DAY REVIEW SEE PAGE 13

**SCIENTISTS** are a step closer to creating an "anti-ageing" pill after discovering how to make muscles regain power and strength. They claim the breakthrough paves the way to a simple tablet which could help people fit and strong as they age. Experts have identified a key protein responsible for the decline in muscle repair during ageing. And they have found that a common drug already being tested as a potential cancer treatment can help reverse the muscle-wasting which occurs as a natural process of getting older. The chemical can halt the debilitating process, prompting a muscle-boosting treatment to keep the elderly fit. Senior researcher Dr Albert Basson, from King's College London, said: "Preventing or reversing muscle wasting in old age in humans is still a way off, but this study has for the first time revealed a process which could be responsible for age-related muscle wasting, which is extremely exciting. "The finding opens up the possibility that one day we could develop treatments to make old muscles young again. "If we could do this, we may be able to enable people to live more mobile. Independent TURN TO PAGE 4

What is being exaggerated: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Effect of exaggeration (focus on language):

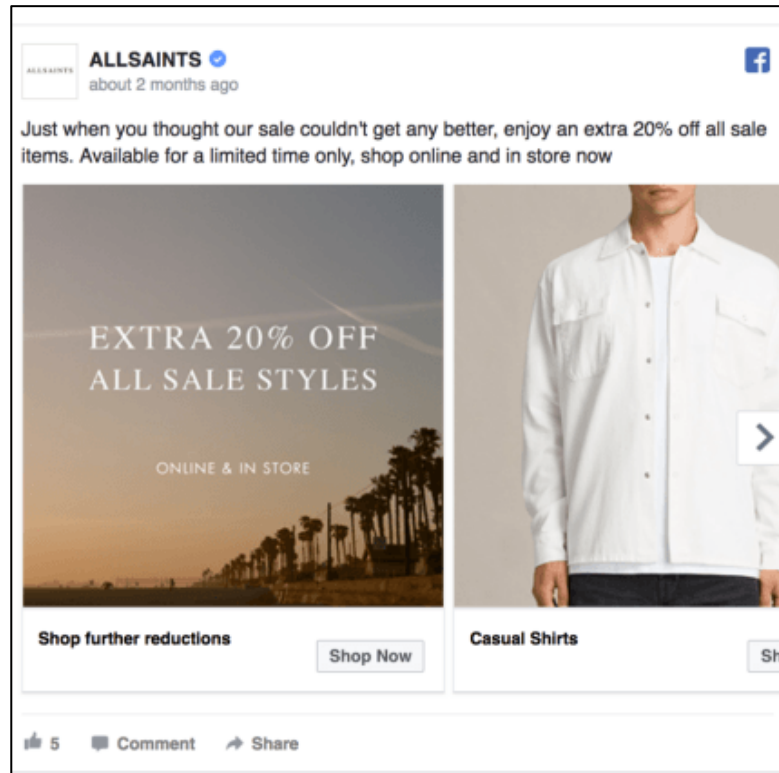
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Image 4



What is being exaggerated: \_\_\_\_\_

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Effect of exaggeration (focus on language) :

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**Task 3:** Write a sentence that exaggerates how little pocket money your parents/carers give you and how you can't buy much with it.

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## Lesson 6: Rhetorical Questions


### Learning Objectives:

- ✓ To learn how to use rhetorical questions effectively in your writing.
- ✓ To learn how to use persuasive techniques with originality.

Rhetorical question – a question used in a text that does not require an answer.

They are used by a writer to engage their reader with the topic and make the reader think critically about what is said. They can be used to influence the reader and shape their response.

Eg – How can we call ourselves ‘humane’ when we allow the suffering of millions every day due to starvation?



### Where should you include rhetorical questions in a text?

Rhetorical questions can be used anywhere in a persuasive text to emphasise your points.

Sometimes using a rhetorical question (or 3 in a row) at the beginning of a text is a good way to hook in your reader. Ending a paragraph with a rhetorical question can be a powerful way of leaving your reader with a strong thought in line with your views.

### Read the following extract from a speech on celebrities.

**So why do people want to live a life of no privacy, made up rumours, hate mail and paparazzi? You don't have to become an actor to be rich. You could have a normal job where you actually do some proper work and still have enough money to live life comfortably. There's no need for the excess number of millions that famous people have. Why can't they do the same job but just get paid a normal wage like the rest of us? It's ridiculous how much footballers get paid, millions and millions and millions. They earn more in one week than most people earn in a lifetime, just to kick a ball around, fall over 'accidentally-on-purpose' and cry like a baby. There is no need.**

Here the writer is trying to persuade people that the lifestyles of celebrities have difficulties. By listing three negative aspects, the writer uses the power of 3 within a rhetorical question to persuade.

The writer uses this rhetorical question to emphasise the point that celebrities get paid too much.

**Read the following extract from a letter of complaint to a train company.**

Here the writer uses a rhetorical question to end a paragraph to emphasise that the train company should ensure the carriages should be much cleaner.

Furthermore, I found no comfort whatsoever in the carriage itself. The seats were substandard, the walls were filthy and there were several questionable stains on the carpet. This surprised me, as on previous Virgin Trains, which I had travelled on, I found the carriage to be immaculately clean. Obviously the train on which I travelled is due a very deep clean, as nobody could be expected to last over an hour in those conditions. **Don't you think that such a large train company with such a high reputation should place standards of cleanliness at a much higher priority?**

**Task 1:** Place the following 5 rhetorical questions about animals being kept in zoos in rank order from most persuasive to least persuasive.

- Surely every animal deserves fair treatment?
- Shouldn't animals have the same rights as humans?
- Would you really like to be cooped up in a cage for life?
- Why do humans think they have the right to place animals in enclosed spaces?
- Where is the evidence to suggest caging animals doesn't harm their physical development?

**Explain why you think your most persuasive question is the most effective.**

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**Explain why you think your least persuasive question is the least effective.**

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**Task 2:** Look at the rhetorical questions below. Why might someone use these rhetorical questions in a speech? What point would they be making?

**Should this really be allowed?**

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**Why shouldn't we be allowed to express our views?**

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**Surely everyone can spare some time to help others?**

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**What on earth are people thinking?**

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**Why are animals victims?**

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**Task 3:** When writing a persuasive text, a good place to put a rhetorical question is at the end of a paragraph. Using the letter on the next page, add a rhetorical question at the end of each paragraph to emphasise each point which is being made.

Sender's address

Recipient's  
address

Date

Dear Sir/Madam,

Following my recent appalling train journey between Swansea and Bristol, I felt compelled to write to you to communicate my disappointment. I have never experienced such an uncomfortable and unpleasant journey. \_\_\_\_\_

Firstly, I found that my carriage in the train was extremely cold. It was impossible to enjoy my journey from Swansea in such conditions. When I asked a member of your staff whether it was possible for the carriage to be heated slightly, his reply was rude, indifferent and flippant. 'Apparently', the heating had broken a couple of weeks ago, a fact that was explained to me offensively and left me feeling angry. \_\_\_\_\_

Secondly, when I chose to purchase some tea to relieve the extra-long journey, I found it to be at best lukewarm. Whether or not it was as a result of the carriage's extremely low temperature or of poor staff training is unclear, but I was too intimidated to approach the surly attendant who had given me the drink. I also found, on checking out the sandwiches in the buffet cart, that all of the main selection of sandwiches and salads were quite severely out of date; this surely could have resulted in many of the passengers leaving the train with more than just an upset stomach. \_\_\_\_\_

Finally, the journey itself was delayed by over four hours. This doubled the journey time and exacerbated my suffering at the incapable hands of your inept staff and the substandard carriage. At one point, I considered disembarking the train early and seeking out a coach instead. Spending over 4 hours on a journey which should have taken under 2 is beyond unacceptable. \_\_\_\_\_

As a result of my excruciating journey, at the hands of your unhelpful staff, in a dingy carriage, arriving over 2 hours late, I expect a full refund for my £30 journey. I have been a loyal customer of your company for nearly 10 years but my commitment has been shaken by this experience.

Yours faithfully,

A Davies.

Another powerful way of using rhetorical questions is by using 3 of them in a row to begin a speech.

Look at the following examples of how to hook your audience into your speech by using power of 3 of rhetorical questions.

Do you want to lose weight without feeling hungry? Do you want to eat tasty, delicious, satisfying foods? Do you want to give your body the nutrition and goodness it needs?

Have you ever witnessed an act of bullying? Have you ever spoken to a victim of bullying? Have you ever felt that someone was bullying you?

Why is it that recycling is such an issue for us today? Why is it that people's efforts to recycle aren't being adequately supported by local councils? Are you aware that people are following recycling instructions but much of it is still being sent to landfill?

**Task 4:** Imagine you are writing the opening of a speech – create your own lists of 3 rhetorical questions. Try to use another technique with these such as statistics, power of 3 or emotive language.

**Animal testing**

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**Litter**

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**Contact sports**

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## Lesson 7: Statistics and Facts

### Learning Objectives:

- ✓ To learn how to use statistics and facts in your writing to make it more convincing and persuasive.

Statistics – using numbers and percentages to support your point of view and make it seem as though it is backed up with scientific proof or evidence. (eg - 89% of Y10 pupils agreed that the school canteen needs more variety of food.)

Facts: Giving information or evidence which can be proven to be true. Sometimes, persuasive texts can make opinions sound like facts to strengthen their argument.



**Task 1:** Look at the text below. Using 2 different colour pens/highlighters, underline the factual sentences in one colour and opinions in another.



## Tiger Chocolates

Tiger Chocolates are a blend of different moods.  
Soft creams centres coated in milk chocolate  
Will charm and sooth you,  
Whilst the spicy nut centres  
Surrounded in dark plain chocolate  
Will take you to exotic worlds.  
With ingredients from around the world,  
Tiger Chocolates are the finest confectionery you'll ever taste.  
The matt black box and amber ribbon  
Hide a tempting combination of tastes.  
They make the perfect gift – particularly to yourself.  
There's a Tiger Chocolate to suit you – whatever your mood.

Key:

Opinion-

Fact-

**Task 2:** Look at the article below. Read the sections and make up your own heading and subheadings for each paragraph that include statistics and persuasive language to engage the reader.

ADD YOUR OWN HEADING HERE USING STATISTICS AND PERSUASIVE LANGUAGE



Mother jailed for failing to stop her two daughters playing truant from school. Both daughters missed at least 2 days a week for months on end.

Kelly Murphy has become the first ever parent jailed over truancy in Cardiff after her 16-year-old and 14-year-old daughters persistently skipped class.

INSERT YOUR SUBHEADING HERE USING STATISTICS AND PERSUASIVE LANGUAGE

Kelly Murphy, 35, of Fairwater in Cardiff, was sentenced during an appearance at Cardiff Magistrates Court following the 12th and 13th charges over the course of “some years” relating to her daughters’ non-attendance. She became the first ever parent jailed over truancy in Cardiff, coming after Cardiff council launched a crackdown on unauthorised absences in September. As part of the council’s efforts, they have asked headteachers not to sanction pupil holidays during term time. But she isn’t the only one – local authorities are increasing the pressure on parents to keep their children in school or face a fine or jail time.

INSERT YOUR SUBHEADING HERE USING STATISTICS AND PERSUASIVE LANGUAGE

Truancy officers and police patrol Queen Street, Cardiff, searching for children who may be missing school illegally.

Truancy is usually associated with sulking teenagers who skive off school to smoke with their friends and avoid work.

But most of the children stopped on a truancy sweep in Cardiff yesterday were with their parents – on shopping trips or being taken to lunch as treats for being good.

The Cardiff truancy sweep stopped 216 children in total – close to 200 of whom were with their parents.

## Lesson 8: Undermining the opposing view

### Learning Objectives:

- ✓ To learn how to create a counter argument and persuade the reader why your opinion is correct.

**Task 1:** Fill in the table below with the definition of each individual word or what it makes you think of.

	Undermine	Opposing	View
Definition			

Undermine the opposing view– to take the opposite opinion to yours and make it seem lesser or worse than your own.

**Task 2:** Look at the opinions below. Using the technique of ‘undermine the opposing view’, create strong counterarguments for each of them with reasons why.

School uniform is needed in schools.	
Facebook is the best social media platform.	
TikTok is stupid and a waste of time.	
P.E shouldn't be taught in schools.	
Add your own here	

In your GCSE examinations, for writing tasks, the question can specify that ‘you feel very strongly about this’ which should indicate that you shouldn’t offer both sides of an argument. However, you can oppose it! State the opposite argument in order to discredit it.

**Task 3:** Look at these past GCSE English Language writing questions and make notes of what your opinion would be with reasons why and how you could undermine the opposing view of your own opinion.

**B1.** ‘Dogs are dirty, destructive creatures and should not be kept as pets’.

You see the above statement in a local newspaper and feel very strongly about the writer’s views. Write a letter to your local newspaper in which you give your own views about dogs.

**Write your letter.**

[20]

*10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.*

Your opinion	Undermine the opposing view
<ul style="list-style-type: none"> <li>• Dogs make the best companions for humanity</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• People who think that dogs are not part of the family have never experienced the loyal, loving care that the companionship of a dog can bring.</li> <li>•</li> <li>•</li> </ul>

**B2.** Text D was an article written about India Knight about her love of dogs. Write a leaflet about a hobby or interest which you feel passionately about. Try to persuade your readers that your hobby or interest is one worth trying.

**Write your leaflet.**

[20]

*10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.*

Your opinion	Undermine the opposing view
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

**B1.** Your school/college is considering using more Fairtrade items in its canteen. Although this will help to support Fairtrade farmers, it will mean an increase in the price of meals.

You feel strongly about this proposal and decide to write a letter to your Headteacher/Principal giving your views.

**Write your letter.**

[20]

*10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.*

Your opinion	Undermine the opposing view
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

**B1.** You read the following in a newspaper:

'Plastic is one of the biggest problems faced by our planet. Why would we use something for a few minutes that has been made from a material that's going to last forever?'

Write a letter to the newspaper giving your views on the use of plastic.

[20]

**Write your letter.**

*10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.*

Your opinion	Undermine the opposing view
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

## Lesson 9: Direct address

### Learning Objectives:

- ✓ To understand what direct address is.
- ✓ To learn how to use direct address effectively in your writing.

Direct address - When you refer to your audience directly in your writing by using specific words/phrases such as the pronouns 'you', 'your', 'we', 'our' and 'us'. The use of these words makes it seem as if the text is talking to you as you read it.

This encourages reader to engage very closely with the text and help to keep them engaged in your argument.

Read the following speech by William Wallace when he led the Scottish rebellion against Edward I in the fourteenth century.

I am William Wallace. And I see a whole army of my countrymen, here in defiance of tyranny! You have come to fight as free men. And free men you are! What will you do without freedom? Will you fight? Yes! Fight and you may die. Run and you will live at least awhile. And dying in your bed many years from now, would you be willing to trade all the days from this day to that for one chance, just one chance, to come back here as young men and tell our enemies that they may take our lives but they will never take our freedom!



He uses several personal pronouns to make the reader/listener feel involved and that he is speaking to them directly.

**Task 1:** Look at the text below. Read through it and underline the examples of direct address being used.

# LIKE TO GIVE A DOG A HOME?



Reynard Cruth, No. 227521

## CALL THE EXPERTS

# 020 7837 0006

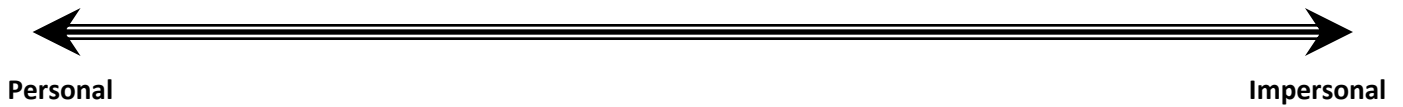
It doesn't matter whether you live in a 4-bedroomed semi or a 2-up 2-down, all an abandoned or mistreated dog wants is a loving and stable home. Being the UK's largest dog welfare charity, Dogs Trust has Rehoming Centres all over the country which look after thousands of these dogs every year. Our trained staff will offer you all the guidance and information you need to choose the dog that's just right for you. Maybe a young lively dog would best suit your lifestyle? Or would you prefer an older, more relaxed dog? Whatever you're looking for we've got just the fella. Last year we found homes for over 8000 friendly dogs. If you want to know more about adopting one of our dogs, give us a call.



# DogsTrust

A Dog is for Life

**Task 2:** Look at the line and words below. Arrange the words below on the line to indicate how personal or impersonal the words are.



You	We	They
She	He	Together
Alone	Suzie	Us
His	Hers	Sir/Madam
Mr Phillips	Our	Your

**Task 3:** Rewrite the following text using direct address by adding/ replacing words with personal pronouns.

Every 30 seconds, the RSPCA receive a call for help. Every 30 seconds could mean another emergency for dedicated inspectors to respond to...  
 Every 30 seconds, every day, every month, a donation can help provide vulnerable animals with urgent medical treatment, the support needed to recover, loving care, and the chance for a new life. Right now, there are injured and neglected animals in desperate need of help.  
 The RSPCA urgently need support to help reach them.




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It's not just adjectives that give our writing some punch. We need words that emphasise our point such as powerful adverbs and verbs.

Adverbs usually end in-ly and give detail about a verb. Adjectives – words that describe a noun – sometimes become adverbs when you add –ly.

**Task 2:** Look at the table below, change the words below into adverbs.

dangerous	dangerously
terrible	terribly (notice how we drop the e for ly)
alarming	
increasing	
convincing	
happy	
disgraceful	
outrageous	
sudden	
frightening	

**Add an adverb to the sentences below to make them more powerful:**

1. The list of endangered animals has grown ..... long.
2. The incidents of bullying online are .....common.
3. People are ..... driving whilst texting.
4. The trend for posting every detail of our lives online is ..... growing.
5. It is ..... obvious that people are not listening to the truth.



## Lesson 11: Creating an anecdote/personal story

### Learning Objectives:

- ✓ To understand why persuasive texts use anecdotes.
- ✓ To learn how to create your own anecdote to persuade your reader.

**Task 1:** Look at the statements below. Draw an X on the continuum to show how much you agree or disagree with each statement.

**People are more likely to donate money to a charity if they can see how it will affect someone's life personally.**



Agree

Disagree

**Texts are more interesting when there is a believable story in them.**



Agree

Disagree

**Most people prefer texts with lots of scientific facts rather than a personal story.**



Agree

Disagree

**Personal stories are effective because they force the reader to empathise with the people involved.**



Agree

Disagree

Anecdote – a personal story (can be real or made up) to get the reader to engage with the text and see how a problem or issue can affect an individual person.

When creating an anecdote, or personal story, to engage with the topic and persuade your reader to agree with you, it is important to think about creating your anecdote in stages.

**Task 2: Look at the numbers and letters below. They represent parts of an effective anecdote and their descriptions. Draw a line connecting the number to its correct letter/definition.**

1. introduction

a. Tell the main events in order.

2. beginning

b. Explain how the story started and why it could have been prevented.

3. story

c. Make a final comment about the story and about how things need to change/must be stopped.

4. the end

d. Give the background to the story – explain why the reader will find it shocking/funny/interesting.

5. moral

e. Tell the listener what happened or how things are now using persuasive language.

**Task 3:** Using the infographic about homelessness on the next page, create your own anecdote about a teenager who was made homeless in Wales. Be sure to use all the persuasive techniques in P.E.R.S.U.A.D.E.S and give the reader clear reasons why they should help fight homelessness in Wales.

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# Homelessness in Wales

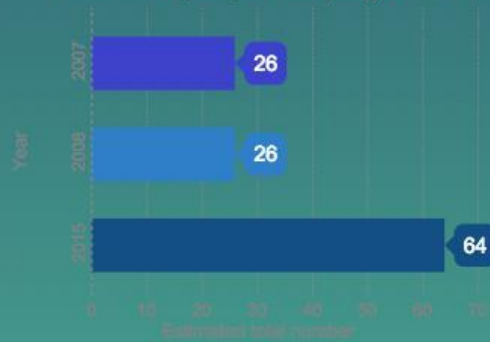
## Rough Sleepers in Cardiff

Number of emergency beds

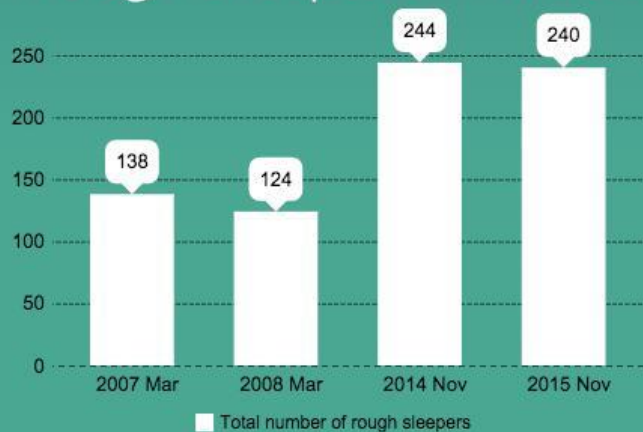


From 70 emergency beds in Cardiff, only three were unoccupied on 25 November

Number of people sleeping on the street



## Rough Sleepers in Wales



Do you want to help? Contact them!

### Housing (Wales) Act 2014

Details about government policies on helping homelessness, please check:

<http://www.legislation.gov.uk/aaw/2014/7/part/2/enacted>

### Shelter Cymru

Cardiff  
Llamau Limited  
23 Cathedral Road, Cardiff,  
CF11 9HA

Wednesday  
10.15am – 3.15pm  
Availability: Appointment only  
Appointment number: 02920  
556120

### Streetlink

StreetLink reporting line on  
0300 500 0914

Made by Yulian Lu  
Source: HomelessnessMonitorWales2015  
and Walesonline

## Lesson 12: Structuring an argument

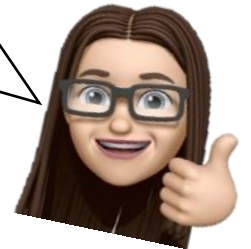
### Learning Objectives:

- ✓ To understand why it is important to structure our argument.
- ✓ To learn how to plan and structure points when writing a persuasive text.

What do we mean when we talk about structure in writing? In a story, we think in terms of a beginning, middle and end so that the reader can understand what is happening.

When we writing persuasively, the reader needs to be able to follow our line of argument. If our ideas are not organised into separate points, the reader may become confused and not understand what we are trying to persuade them to think or do.

**Task 1:** Look at the structure of the speech below.



First paragraph introduces topic of the speech and his opinion.

*As an actor I pretend for a living. I play fictitious characters often solving fictitious problems. I believe mankind has looked at climate change in that same way: as if it were a fiction, as if pretending that climate change wasn't real would somehow make it go away.*

*But I think we know better than that. Every week, we're seeing new and undeniable climate events, evidence that accelerated climate change is here right now. Droughts are intensifying, our oceans are acidifying, with methane plumes rising up from the ocean floor. We are seeing extreme weather events, and the West Antarctic and Greenland ice-sheets melting at unprecedented rates, decades ahead of scientific projections.*

2<sup>nd</sup> paragraph opens with first main point, which is developed with evidence.

3<sup>rd</sup> paragraph opens with linking word and next main point, which is backed up with evidence.

*Furthermore, none of this is rhetoric, and none of it is hysteria. It is fact. The scientific community knows it, industry knows it, governments know it, even the United States military knows it. The Chief of the U.S. Navy's Pacific Command, Admiral Samuel Locklear, recently said that climate change is our single greatest security threat.*

**Before writing, you must plan your ideas so that your argument is clear, organised, developed and purposeful.**

**Without planning and structuring, your argument could be less engaging, repetitive, difficult to follow and underdeveloped. This will lessen the impact of your persuasive writing and the ability to engage the reader.**

**GCSE pupils who do not plan often are not as successful as those who do.**

**Task 2:** planning a speech.

You have been asked to give a speech in your school assembly on the role of celebrities in society today.

How should you plan your speech?

1. Decide on your opinion. Do you think celebrities benefit society or are they unnecessary? Do they help young people or create a culture based on appearance? Note down all your thoughts and ideas below, in whatever way you find easiest.

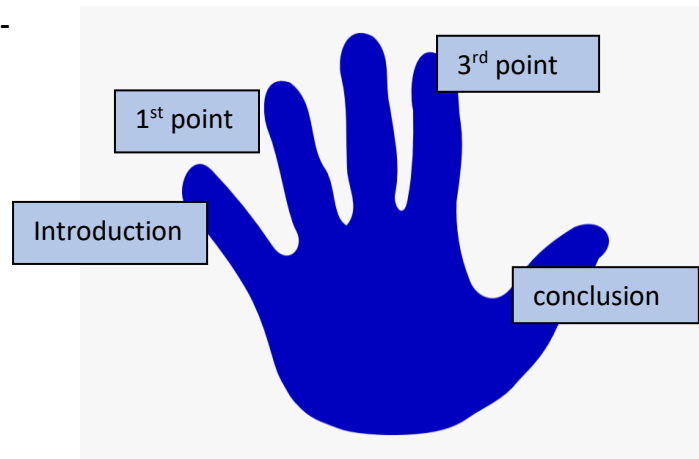
Role of celebrities ideas:

2. Now look at your ideas and try to group your thoughts into 3 main points.

2<sup>nd</sup> point

group your thoughts into 3

3. You are going to use a 5-point plan:



4. Complete the planning box below for your speech:

You need a main point in your first sentence which you will back up and develop with evidence. Each bullet point could be a sentence which develops your point. Use the model on the next page as a guide to help you plan.

<p><b><u>Introduction</u></b> What is the topic? Do you agree/disagree?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<p><b><u>First main point</u></b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b><u>Second main point</u></b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b><u>Third main point</u></b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b><u>Conclusion</u></b> Sum up your argument. Punchy ending.</p>	

**Example plan for GCSE writing task.**

**B1.** You read the following in a newspaper:

'Plastic is one of the biggest problems faced by our planet. Why would we use something for a few minutes that has been made from a material that's going to last forever?'

Write a letter to the newspaper giving your views on the use of plastic. [20]

**Write your letter.**

*10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.*

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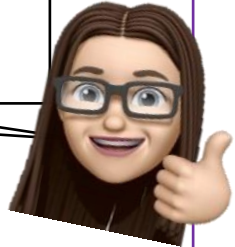
<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>• Agree</li> <li>• Only have to watch the news to see the devastating impact of single use plastics on the environment.</li> </ul>	<p><b><u>First main point</u></b></p> <p><u>Impact on Wildlife and natural world</u></p> <ul style="list-style-type: none"> <li>• Rise in number of animals being dying in unnecessary ways.</li> <li>• "Over 90% of fish caught in Porthgain, Pembrokeshire had plastic in their stomachs... entering the food chain." Humans eating.</li> <li>• Anecdote –_Hedgehog - painful death - discarded beer can.</li> </ul>
<p><b><u>Second main point</u></b></p> <p><u>Society</u></p> <ul style="list-style-type: none"> <li>• Wasteful</li> <li>• Are <u>you</u> Ignorant to issue?</li> <li>• Choice or ignorance?</li> <li>• 89% of people believe that...</li> <li>• Manufacturers need to take responsibility- not simply fault of consumers...</li> </ul>	<p><b><u>Third main point</u></b></p> <p><u>Recycling isn't the answer</u></p> <ul style="list-style-type: none"> <li>• Think of your/family/world's bathroom and the amount of plastic... astronomical waste. Can't recycle.</li> <li>• Different types of plastics...</li> <li>• Expert opinion – "all current efforts to recycle are not acting fast enough."</li> <li>• Inconsistencies across the country</li> <li>• Education needed on recycling...</li> </ul>
<p><b><u>Conclusion</u></b></p> <p>The need for change is now. Need to safeguard the future. Don't throw away our lives like your single use plastic. Surely together we can make a change?</p>	

## Lesson 13: Text Types for persuasive writing

### Learning Objectives:

- ✓ To understand the different types of text you will be asked to write.
- ✓ To know the main features of the different text types.

You could be asked to write persuasively in a letter, an article/blog, a speech/talk, or a leaflet or guide. Each of these 'text types' has a slightly different layout and each one has a slightly different tone.



**Task 1: Which of the text types; letter, article/blog, speech/talk, leaflet/guide are the following extracts taken from? How do you know which one is which?**

1.

I am writing to express my deep concern over the problem of pollution in our city, which is affecting the environment drastically. As you already know ours is an industrial city. I am sure all those who read your paper will understand the problems our factories cause.

Text type:

What tells you this?

2.

This is all wrong. I shouldn't be standing up here to talk to you. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. We will not let you get away with this. Right here, right now is where we draw the line. The world is waking up.

Text type:

What tells you this?

3.

### How TikTok Holds Our Attention

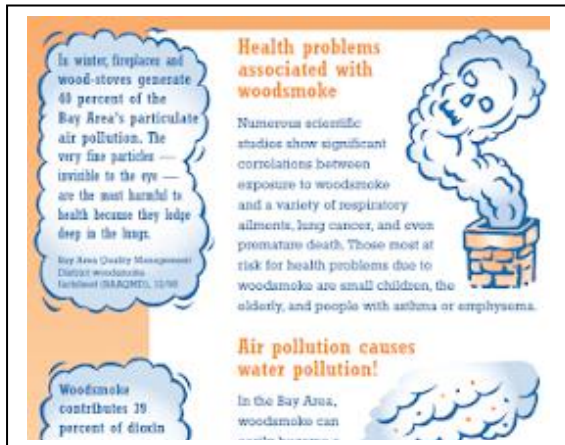
*On the popular short-video app, young people are churning through images and sounds at warp speed, repurposing reality into ironic, bite-size content.*

Marcella is eighteen and lives in a Texas suburb so quiet that it sometimes seems like a ghost town. She downloaded TikTok last fall, after seeing TikTok videos that had been posted on YouTube and Instagram.

Text type:

What tells you this?

4.

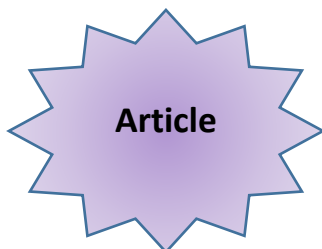
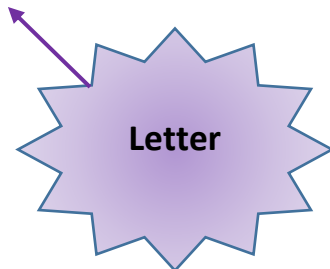


Text type:

What tells you this?

**Task 2:** Using your prior knowledge and what you have learned so far, write down everything you know about the different persuasive text types you may have to write; a letter, a speech or talk, an article or blog, a leaflet or guide, in each diagram.

Dear Sir,



Use the frameworks on the following pages to review your ideas.

# FORMAL LETTER

Your address,  
With a comma,  
And a capital letter,  
On every line.

Address,  
You are,  
Writing to.

Dear Sir / Mr Jones,

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**INTRODUCTORY PARAGRAPH: INTRODUCE THE TOPIC YOU ARE WRITING ABOUT AND CLEARLY STATE YOUR OPINION. DON'T INCLUDE ALL YOUR POINTS HERE. AIM TO WRITE ABOUT 3 SENTENCES.**

Having read / seen/ heard about the idea that ..... I felt I had to write to express my support / outrage / disappointment / anger ..... I believe that ...

**SECOND PARAGRAPH: FIRST MAIN POINT FROM YOUR PLAN: OPEN WITH LINKING WORD AND MAIN TOPIC SENTENCE. EXPAND WITH THE DETAIL FROM YOUR PLAN. AIM TO WRITE AT LEAST 5-6 SENTENCES.**

Firstly, I believe that ..... Many people would argue .....

Remember your sentence variety and powerful expression!

**THIRD PARAGRAPH: SECOND MAIN POINT FROM YOUR PLAN: OPEN WITH LINKING WORD AND MAIN TOPIC SENTENCE. EXPAND WITH DETAIL FROM YOUR PLAN. AIM TO WRITE AT LEAST 5-6 SENTENCES.**

Additionally, I am convinced that .....as .....

How can we .....?

Remember your sentence variety and powerful expression!

**FOURTH PARAGRAPH: LAST MAIN POINT FROM YOUR PLAN : OPEN WITH LINKING WORD AND MAIN TOPIC SENTENCE. EXPAND WITH DETAIL FROM YOUR PLAN. AIM TO WRITE AT LEAST 5-6 SENTENCES.**

Also, you must recognise / understand that .....

We must .....

Remember your sentence variety and powerful expression!

**FIFTH PARAGRAPH: THE CONCLUSION. SUM UP YOUR 3 MAIN POINTS IN ONE SENTENCE. BE FORCEFUL. AIM TO WRITE 3 SENTENCES.**

Finally, I, and many others, believe.....

I trust that ....

This needs to be stopped / prevented/ ended.

Yours faithfully – if addressed to Dear Sir OR

Yours sincerely – if addressed to a named person eg Mr Jones

# SPEECH/TALK

Use  
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**INTRODUCTORY PARAGRAPH: BEGIN BY ENGAGING AUDIENCE. STATE YOUR TOPIC BY MAYBE USING TRIPLING OF QUESTIONS OR SHORT SENTENCES.**

Why do so many people believe ...?  
I am here today to talk to you about ...

**SECOND PARAGRAPH: FIRST MAIN POINT FROM YOUR PLAN: OPEN WITH LINKING WORD AND MAIN TOPIC SENTENCE. EXPAND WITH DETAIL: REMEMBER TO ADDRESS YOUR AUDIENCE. WRITE AT LEAST 5-6 SENTENCES.**

Firstly, consider ...  
Have you..... ?  
As we sit here today,...

**THIRD PARAGRAPH: SECOND MAIN POINT FROM YOUR PLAN: OPEN WITH LINKING WORD AND MAIN TOPIC SENTENCE. EXPAND WITH DETAIL. WRITE AT LEAST 5-6 SENTENCES.**

Why are we still discussing ...?  
Use a command: Think about ...  
Use an anecdote or statistics...

**FOURTH PARAGRAPH: THIRD MAIN POINT FROM YOUR PLAN: OPEN WITH LINKING WORD AND MAIN TOPIC SENTENCE. EXPAND WITH DETAIL. WRITE AT LEAST 5-6 SENTENCES.**

Challenge the audience: Furthermore, how can we ....?  
Until..., I ....  
Surely it is time for us to now...

**FIFTH PARAGRAPH: THE CONCLUSION. SUM UP YOUR 3 MAIN POINTS IN ONE SENTENCE. BE FORCEFUL. WRITE 2 TO 3 SENTENCES. ADDRESS YOUR AUDIENCE.**

We must...  
Remember...  
Use power of 3 / command/ exclamation.

Lively and engaging. Start with a catchy heading.

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**INTRODUCTORY PARAGRAPH: 3 or 4 SENTENCES: STATE THE TOPIC: Engage the audience with a question or provocative statement.**

Use a one-word sentence to start that sums up your topic. Develop your ideas.

Use a question, short sentence and lead into your first point.

**SECOND PARAGRAPH: FIRST MAIN POINT: OPEN WITH LINKING WORD AND MAIN TOPIC SENTENCE. AIM TO WRITE AT LEAST 5-6 SENTENCES. USE DETAIL FROM YOUR PLAN.**

Unquestionably, .....

While it is ....., .....

Use a command: Imagine ..... / Exclamation: How nonsensical!

**THIRD PARAGRAPH: SECOND MAIN POINT: OPEN WITH MAIN TOPIC SENTENCE. USE DETAIL FROM YOUR PLAN. AIM TO WRITE AT LEAST 5-6 SENTENCES.**

Why should we ....?

When ....., you .....

End with an example: It is good to know that when you're having a bad day, you can always.....

**FOURTH PARAGRAPH: THIRD MAIN POINT: OPEN WITH SHORT MAIN TOPIC SENTENCE. USE DETAIL FROM YOUR PLAN. AIM TO WRITE AT LEAST 5-6 SENTENCES.**

..... is the only way to ...

Use power of 3- short sentences...

End with a question... Surely...?

**FIFTH PARAGRAPH: CONCLUSION. AIM TO WRITE 2 TO 3 SENTENCES. BE LIVELY AND STATE OPINION STRONGLY.**

Use a question: So, why should we .....?

State opinion: I believe it is vital that ....

End with a strong statement: ..... is .....

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**SUB HEADING: INTRODUCTORY PARAGRAPH: 1 or 2 SENTENCES**

**Introduction**

State what the leaflet is about and what it is aiming to do.

This leaflet has been written to...

This leaflet has been designed to...

**SECOND PARAGRAPH: SUB HEADING - FIRST MAIN POINT. DEVELOP POINTS FROM YOUR PLAN. WRITE AT LEAST 5-6 SENTENCES.**

**How to ... / What to do ...**

In .....

You need to ...

What ...? Why...? When...?

Think about ... Remember ....

**THIRD PARAGRAPH: SUB-HEADING SECOND MAIN POINT: DEVELOP POINTS FROM YOUR PLAN. WRITE AT LEAST 5-6 SENTENCES.**

**How to ... / Where to ... / When to ...**

Here are some tips to help you: / Here is some advice for you: / Here are some suggestions you may find helpful:

- Ask for ...
- Use ....

**FOURTH PARAGRAPH: SUB-HEADING WITH THIRD MAIN POINT. DEVELOP POINTS FROM YOUR PLAN. WRITE 5-6 SENTENCES.**

**How to ... / What to ...../ Where to ...**

When .....

Remember / Think / Consider / Work /

End with an exclamation: You may find it's actually good fun!

**FIFTH PARAGRAPH: SUB HEADING: CONCLUSION. WRITE 2 TO 3 SENTENCES.**

**Final Thoughts / To Sum Up...**

Refer back to the main topic of the leaflet: Technology is ..... Music is ... GCSES are ...

End with a question and answer: Why not start today? It can be exciting, exhilarating and...





# Lesson 15: Introduction to GCSE exams and Unit 3 persuasive writing

## Learning Objectives:

- ✓ To learn about the English Language GCSE.
- ✓ To learn the expectations of the writing tasks of the GCSE English Language Unit 3 examination.

**Task 1:** Read through the information on the next page and the image below. Have a conversation with an adult in your house about all the information you can gather about your English Language GCSE. If it helps, use the sentences below to structure your talk.

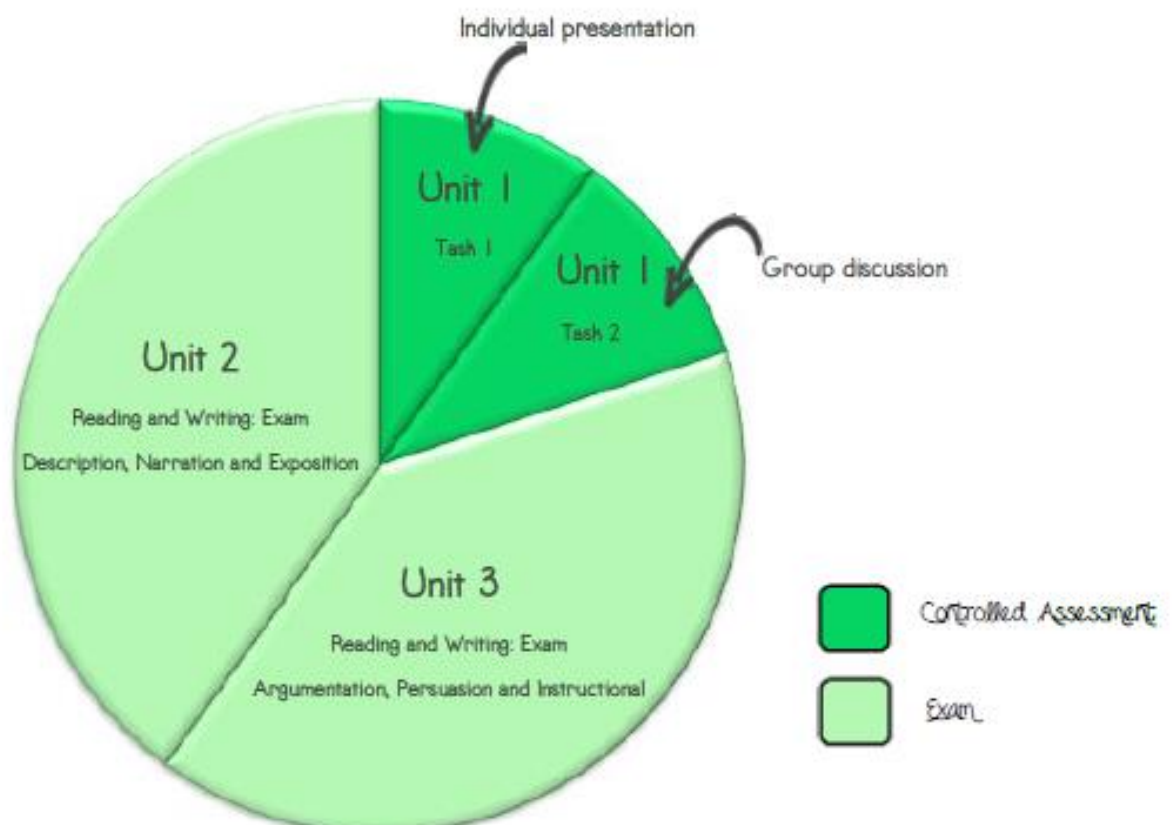
Interestingly, we have 2 written exams they are focused on...

For our English Language GCSE we need to use our speaking and listening skills by...

Both written exams are worth 40% which means I have to...

In the Unit 3 writing exam I have to write persuasively. This tells me that I need to use...

## Assessment Breakdown



# GCSE ENGLISH LANGUAGE

2 exams and 2 pieces of Oral controlled assessment.

Controlled assessments

**Unit 1 -** 1 individual presentation and 1 group discussion 20%

**Task 1:** Individual researched presentation (40marks)

*One individual researched presentation which may include responses to questions and feedback. WJEC set the theme of the presentation.*

**Task 2:** Responding and interacting group discussion (40marks)

*One group discussion to written and/or visual stimuli provided by WJEC to initiate discussion as well as express and corroborate opinions.*

Exam Outlines

**Unit 2 -** Reading and Writing: 40%  
2 hours Description, Narration and Exposition

**Section A:** Reading (40marks)

*Exam based on understanding of descriptive, narrative and exposition texts (with the same theme) by answering a mixture of short and extended questions including a redrafting question.*

**Section B:** Writing (40marks)

*Complete 1 written task, from a choice of two, which could be either Description, Narration or Exposition focused on themed reading from section A. Forms of writing could include either a biography, memoir, travel writing, food writing, diary, story and personal essays.*

**Unit 3 -** Reading and Writing: 40%  
2 hours Argumentation, Persuasion and Instructional.

**Section A:** Reading (40marks)

*Exam based on understanding of Argumentation, Persuasion and Instructional texts (with the same theme) by answering a mixture of short and extended questions including a redrafting question.*

**Section B:** Writing (40marks)

*Complete 2 written tasks, writing to argue and writing to persuade, focused on themed reading from section A. Forms of writing could include either a letter, review, articles, speeches and so on.*

**Task 2:** Now that you know a little about the exams, have a look at the Unit 3 GCSE writing tasks below. Using all the knowledge gained from the lessons in this booklet, chose one or two of them and write your response to the questions.

1. Your headteacher has decided to reduce time on your timetable for PE in place of more Maths and English lessons. You feel very strongly about this and decide to write a letter to them sharing your views.  
[20]
2. Teenagers are lazy and spend too much time on their phones. Write a leaflet persuading your classmates to take up a new hobby.  
[20]
3. You see an advert in your local newspaper to get the public to stop smoking. The newspaper is asking its readers to create a leaflet persuading the public to give up smoking. Write your leaflet.  
[20]
4. Write a speech to pupils in your school persuading them to lead a healthier life style and take up exercising.  
[20]
5. “Adults never understand teenagers’ lives.” Write a lively article for a magazine persuading them of the difficulty of being a teenager.  
[20]
6. There are plans to hold a music festival in your area. Write a leaflet persuading people in your area to attend the event.  
[20]
7. A friend of yours is thinking about leaving school and creating their own YouTube channel. Write a letter to them giving your views.  
[20]
8. “Young people spend far too much time on games consoles and online.” Write a talk for your classmates expressing your views.  
[20]
9. You see an advert in your local newspaper to get the public to stop smoking. The newspaper is asking its readers to create a leaflet persuading the public to give up smoking. Write your leaflet.  
[20]



## Lesson 1:

Persuasive technique.	Definition of technique...	Examples of technique...
<u>Power of 3</u>	When a word/phrase is used three times to emphasise a point. Sometimes it can be used to give 3 examples of something	You should be ashamed that you don't care. You should be ashamed that you let them suffer. You should be ashamed that this animal still loves you despite your mistreatment.
<u>Exaggeration</u>	To go over the top and make things sound better or worse than they are.	Downloading Snapchat was the worst mistake of my entire life. How can I feel good about myself without a airbrushed filter?
<u>Rhetorical Question</u>	A question asked to involve the reader. It doesn't require a direct answer.	Would you log into an online chat room if you knew the real risks?
<u>Statistics</u>	Using numbers and facts to strengthen and back up an argument.	89% of people said that they would never shop there again.
<u>Undermine Opposing View</u>	When the reader openly disagrees with an opinion and gives reasons why.	Well, if you think raising money for charity is a waste of time, one small donation can give happiness and love to 3 people.
<u>Alliteration</u>	Repetition of the same letter or sound in a sentence to attract attention to what is being said	Technology tears families apart....truly.
<u>Direct address</u>	Using words like 'we', 'you', 'our' and 'us' to make your audience think you are talking only to them.	<u>You</u> have to make a change now! Put down <u>your</u> phone and look into <u>your</u> family's eyes!
<u>Emotive Language</u>	Using powerful words to make the reader feel a certain way.	This was a savage attack on a defenceless kitten.
<u>Story - anecdote</u>	A personal story which engages and hooks the reader to make the topic/cause seem more believable.	Meet Bailey. Before he could even bark, Baily was slapped, stomped on and thrown around before he was old enough to leave his mother's care. He never had a chance to even be a puppy. He was just a punching bag.

## Lesson 2: Purpose, audience and tone

### Task 1:

#### **Different text purposes:**

1. Instruct
2. Inform
3. Persuade
4. Recount
5. Review
6. Narrate
7. Describe
8. Explain
9. Advise
10. Argue

### Task 2:

#### **Text A:**

Purpose: persuade young people to exercise more

Audience: teenagers and young people

Tone: informal and friendly

#### **Text B:**

Purpose: inform the reader

Audience: adult and interested in climate change

Tone: formal and serious

#### **Text C:**

Purpose: argue that staying at home is better than travelling abroad

Audience: adults who like to travel

Tone: informal and lively

#### **Text D:**

Purpose: instruct

Audience: young people

Tone: instructive and down to earth

#### **Text E:**

Purpose: explain the water cycle

Audience: children

Tone: simple and formal

### Lesson 3: Using sentence structures and vocabulary to persuade

#### Task 2:

##### **Sentence structures**

- ✓ A short, two or three, word sentence: Chips and beans. But why?
- ✓ Adverb opening/ly word: Astoundingly, police forces across the country...
- ✓ Ing verb opening: Driving whilst using a mobile phone is unlawful.../Listening to some young people, the world today has become ...
- ✓ Opening with Although / When / Whilst: Whilst it is illegal, some still behave as if.../ Although those who attack global travel, arguing for the staycation,...
- ✓ Short forceful sentence: We must act together to keep our roads safe.
- ✓ Rhetorical questions: Do they sound as if they are a perfect match?
- ✓ Exclamations: Surely, we don't need to fuel global warming, to produce .... just to populate Instagram!
- ✓ Commands or imperatives: Remember – all of us are at risk...
- ✓ Tripling of phrases: Those who attack global travel, arguing for the staycation, the virtual experience of the world, the rejection of air travel,...

### Lesson 4: Power of 3

#### Answers

What a great, brilliant, amazing idea!

It really is a shocking, breath-taking and mind-blowing event.

The future depends on our ability to make change, our ability to create movement and our ability to act responsibly.

All over the world there are people working really hard, there are people suffering and there are people who are victims.

Cleaner hygiene ratings mean comfort, reassurance and peace of mind for you, your family and your friends.

### Lesson 5: Exaggeration

I dislike the school uniform.	This uniform makes us prisoners!
That burger was tasty.	That burger was the best thing I have ever tasted. Nothing compares to it!
Lowering the voting age to 16 is a good idea.	Lowering the voting age to 16 would put Wales at the political forefront of giving its youth a voice.
It isn't really safe to drink and drive.	By drinking and driving you are putting hundreds and thousands of people at risk. Your one, stupid, drunken decision can have a catastrophic impact on yours, and somebody else's, future.
I want to buy the new Billie Eilish CD.	I need to new Billie Eilish CD. My life would be incomplete without it!

#### Task 2:

##### Image 1



What is being exaggerated: poor relationship between Conservative party (Tories) and BBC.

Effect of exaggeration: That they are at constant battle with one another and their rivalry is getting worse.

##### Image 2



What is being exaggerated: The bad Android software

Effect of exaggeration (focused on language): it's causing people lots and lots of issues ('horror')



Image 3

What is being exaggerated: the effects of a new pill.

Effect of exaggeration (focused on language): suggest that it will stop people from getting older and will make them look far younger.

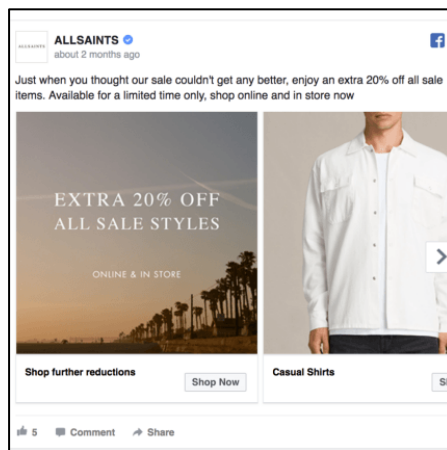


Image 4

What is being exaggerated: The All Saint's sale.

Effect of exaggeration (focused on language): It the best sale ever and has gotten ever better.

**Lesson 6: Rhetorical questions**

**Task 1:** Should this really be allowed? - *This makes the reader automatically think that whatever is being talked about shouldn't be allowed.*


Why shouldn't we be allowed to express our views?- *This makes the reader think that we should be able to express our views.*

Surely everyone can spare some time to help others? - *This makes the reader think 'yes' as their answer. Beginning a rhetorical question with the word 'Surely' is a powerful way to persuade your reader that what you are saying is correct.*

What on earth are people thinking? - *This makes the reader think that whatever the people in the text are thinking or doing, it's wrong.*

Why are animals victims? - *This hooks the reader into thinking that animals are victims. It could be used to open a speech.*

**Lesson 7 – Statistics and Facts**



## Tiger Chocolates

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Tiger Chocolates are a blend of different moods.

Soft creams centres coated in milk chocolate

Will charm and sooth you.

Whilst the spicy nut centres

Surrounded in dark plain chocolate

Will take you to exotic worlds.

With ingredients from around the world.

Tiger Chocolates are the finest confectionery you'll ever taste.

The matt black box and amber ribbon

Hide a tempting combination of tastes.

They make the perfect gift – particularly to yourself.

There's a Tiger Chocolate to suit you – whatever your mood.

FACT

OPINION

**Lesson 8 – Undermine the opposing view**

**Task 1:**

	Undermine	Opposing	View
Definition	Make something seem lesser or not as effective.	In conflict or opposition to something.	The ability to see something or feel something in a certain way.

**Task 2:**

School uniform is needed in schools.	<i>School uniform does nothing back take away pupils individuality.</i>
Facebook is the best social media platform.	<i>Facebook is responsible for thousands of teenage suicides in Wales and makes its users feel depressed and anxious.</i>
TikTok is stupid and a waste of time.	<i>TikTok connects people and brings a ray of sunshine into our dull lives.</i>
P.E shouldn't be taught in schools.	<i>P.E offers respite from the lessons where all pupils do is write, write and write.</i>

**Lesson 9: Direct address**

Every 30 seconds, **we** receive a call for help. Every 30 seconds could mean another emergency for **our** dedicated inspectors to respond to...

Every 30 seconds, every day, every month, **your** donation can help **us** provide vulnerable animals with urgent medical treatment, the support needed to recover, loving care, and the chance for a new life. Right now, there are injured and neglected animals in desperate need of **your** help.

The RSPCA urgently need **your** support to help reach them.

**Lesson 10: Using emotive language to persuade**

**Task 1**

Negative adjectives	Positive adjectives	connectives	Strong expression of opinion
appalling disgusting repulsive absurd ludicrous ridiculous regrettable unfortunate disgraceful unnecessary abominable dreadful despicable unjustified outrageous shocking devastating	beneficial outstanding superior vital necessary attractive appealing extraordinary unforgettable astonishing trustworthy valuable useful recommended meaningful respected important	also moreover furthermore surely unquestionably nevertheless In addition firstly finally in conclusion overall however	definitely strongly passionately certainly adamantly indisputably strongly unequivocally decidedly emphatically plainly

**Task 2:**

dangerous	dangerously
terrible	terribly (notice how we drop the e for ly)
alarming	alarmingly
increasing	increasingly
convincing	convincingly
happy	happily (notice how we change the y to i)
disgraceful	disgracefully
outrageous	outrageously
sudden	suddenly
frightening	frighteningly

**Add an adverb to the sentences below to make them more powerful: you could have said:**

1. The list of endangered animals has grown .....**alarmingly**..... long.
2. The incidents of bullying online are .....**increasingly**.....common.
3. People are .....**outrageously**..... driving whilst texting.
4. The trend for posting every detail of our lives online is .....**constantly**..... growing.
5. It is ...**frighteningly**..... obvious that people are not listening to the truth.

**Lesson 11**

**Task 2:**

**Introduction = d**

**Beginning = b**

**Story = a**

**The end = e**

**Moral = c**

### Lesson 13: Text types for persuasive writing

**Task 1:** Which of the text types; letter, article/blog, speech/talk, leaflet/guide are the following extracts taken from? How do you know which one is which?

1. Formal letter.  
“I am writing to...”  
Formal tone – serious points  
Awareness of the reader: “I am sure all those who read your paper...”
2. Speech.  
Clear address to the audience: “standing up here talking to you”  
Formal tone.  
Use of we/you/our: direct address.
3. Article.  
Clear heading and sub-heading.  
Engaging, lively tone.  
Use of anecdote.
4. Leaflet/guide  
Layout with subheadings and images.  
Clear guidance.

### Lesson 15 - Introduction to GCSE exams and Unit 3 persuasive writing

Interestingly, we have 2 written exams they are focused on...

Unit 2 – narration, description and expository writing

Unit 3 – persuasion, argumentation and instructional writing.

For our English Language GCSE we need to use our speaking and listening skills by...

Writing and performing a speech and being involved in a group discussion (Unit 1)

Both written exams are worth 40% which means I have to...

Ensure that I know all the different reading and writing questions which could come up and revise to ensure I do my best.

In the Unit 3 writing exam I have to write persuasively. This tells me that I need to use...

All the lessons that were taught in this booklet! Use persuasive techniques and language to influence.