



PERSUASIVE WRITING AND PERSUASIVE TEXTS

Made to persuade and influence you!



PERSUASIVE TEXTS

What is a persuasive text?

A persuasive text is a text which argues a point of view to convince the reader or viewer or listener to agree with the author.

The author of a persuasive text:

- Argues for or against a point of view
- Influences or makes the reader believe something
- Encourages the reader/viewer to take action



EXAMPLES OF PERSUASIVE TEXTS

- Advertisements
- Campaigns
- Speeches
- Stories with morals/lessons
- Reviews
- Letters
- Complaints



PERSUASIVE TEXTS: LANGUAGE AND DEVICES

Persuasive texts use formal, clear and persuasive language. This helps the author to convince the reader, viewer or listener to agree with their view.

Here are some examples of the language and grammatical features you might find in persuasive texts:

- thinking and feeling verbs (to express an opinion)
- strong, emotive words (to emphasise a viewpoint)
- connecting phrases (to link arguments together)
- cause and effect phrases (to show consequences of actions)
- modal verbs (to express levels of certainty)
- rhetorical questions (questions that don't expect an answer - used to make a point and/or persuade someone)



PERSUASIVE LANGUAGE: EXAMPLES

Thinking and feeling verbs

I **believe** children watch too much television.

Strong, emotive words

Children's lack of exercise is **appalling**.

Connecting phrases

In addition, television destroys imagination.

Cause and effect phrases

As a result, children become easily bored.

RHETORICAL QUESTIONS

Television is a pointless waste of time, **why would you bother watching?**



PERSASIVE LANGUAGE: MODALITY

Modal words are words which express different levels of certainty.

High Modality Words

Used when something is certain or definite

must, will, definitely, absolutely, certainly, clearly, undoubtedly, obviously, impossibly, unquestionably

Medium modality words

Used when something is possible or likely

can, should, probably, apparently, ought to, frequently, regularly, usually, would, wouldn't, often, likely

Low modality words

Used when something is doubtful or unlikely

may, might, possibly, could, couldn't, doubtful, might not, maybe, occasionally, perhaps, rarely, sometimes



ACTIVITY 1: PERSUASIVE LANGUAGE/DEVICES

- Complete the following tasks:
 - A rhetorical question is a question that is asked, but there is no need for a reply. For example: Who doesn't like chocolate?
 - Decide whether these questions are rhetorical (R) or non-rhetorical (N).
 - What is the difference between a rabbit and a hare? R/N
 - Do I look like I was born yesterday? R/N
 - How would you feel if your house was full of rubbish? R/N
 - Do we have school tomorrow? R/N
 - Wouldn't you feel horrible if you didn't give that dog a home? R/N

ACTIVITY 1: PERSUASIVE LANGUAGE/DEVICES

Emotive language is used to make the reader feel certain emotions, such as sadness, excitement or happiness.

Underline the emotive language in the sentences below. Then write the emotion that you feel.

Think of the poor helpless animals that are suffering because of our rubbish.	
The puppy pounced and jumped joyfully when a lady decided to take him home from the pound.	
Think about all the exhausted children who must suffer through the horrible task of homework.	
Dogs are loyal, affectionate and active companions. No other choice of pet can compete with a dog.	

ACTIVITY 1: PERSUASIVE LANGUAGE/DEVICES

- Modality words are used to indicate the degree to which something is certain or likely to happen. High modality words are more persuasive.
- Read the following sentences. Underline the modality words. Write (H) in the box for high modality words and (L) in the box for low modality words.
- I might go swimming on the weekend.
- Dad says he might take us to the beach one day.
- We must leave before it gets too dark.
- To improve your health, you must eat fruit and vegetables.
- You must remember to bring your homework home.

ACTIVITY 1: PERSUASIVE LANGUAGE/DEVICES

- Find and underline these persuasive language devices in the persuasive text below:
 - rhetorical question (green)
 - connecting words (red)
 - modality words (yellow).
- Don't students deserve to unwind and relax after a long day at school? Students already spend a great deal of their lives doing school work. It is not fair that students must spend extra time at home on tasks that could be done during school hours.
- Firstly, students need a break from school work when they come home. They should be allowed to unwind by playing with friends, spending time with the family and just relaxing.
- Secondly, students should have the time to participate in other activities after school that are also educational. Playing sport, learning a musical instrument or joining a community group are just a few ways that students could be learning new skills... if they didn't have to do homework!
- Thirdly, all families are different. Some students might need to help out after school and may genuinely not have time to do their homework.
- In conclusion, schools should not be sending homework. There are much better ways that students could be using this time after school, such as relaxing, learning new skills and helping their families.



Activity 2: PICTURE BOOKS THAT HAVE ELEMENTS OF PERSUASION

- Piranhas Don't Eat Bananas, by Aaron Blabey

https://www.youtube.com/watch?v=v_gmtF0f3Cs

- Dear Greenpeace, by Simon James

https://www.youtube.com/watch?v=bjBum_cTAcg

Reflect on the above texts:

Think and write about the main idea or point of argument in each text.
Write a list of the persuasive language/devices used by the author in each text.

TEXTS ANALYSIS



Type of text: Imaginative story with some facts.

Main idea: Piranha's don't eat bananas. They eat meat.

Written in 1st person

Language: repetition, high modality words, emotive language, rhetorical question, states facts which appeals to logic, choice of pronouns, 'thinking' and 'feeling' verbs.



Type of text: Story/letters

Main idea: Whales don't live in ponds.

Written in 1st person

Language: repetition, high modality words, emotive language, rhetorical question, states facts which appeals to logic, choice of pronouns, 'thinking' and 'feeling' verbs.

Activity 2: RESPONSE



Activity 3: DO YOU KNOW THE STORY OF THE THREE LITTLE PIGS?

- Answer the following questions:
 - Who are the characters?
 - Who is the villain (the 'evil' character who opposes the hero) of the story?
 - Why do you think the author chose the wolf as the villain?
 - Why didn't the author choose the pigs as the villains?
 - Can you think of any other stories that present the wolf as the villain?
 - Do you think that as a reader, you are biased?

Activity 3: RESPONSE



Activity 4: THERE ARE ALWAYS TWO SIDES TO A STORY!

- Wolf is very upset that everyone has assumed him guilty of harassing the three little pigs. He claims that it's all a misunderstanding and he wants to share his side of the story.

The true story of the three little pigs!

As told by Jon Scieska

<https://www.youtube.com/watch?v=vB07RfntTvw>

Task:

What do you think the wolf is going to argue?

Can you predict what points he may use in his argument?

Once you have answered these questions, use the above link to listen to the story.

ACTIVITY 4: RESPONSE



ACTIVITY 5 - READING AND POST-READING

- Main idea/point of argument: That the (wolf) is innocent; Wrongly accused
- Perspective/ view-point: wolf's perspective (1st person)
- What are the wolf's arguments?
- How has wolf tried to persuade readers of his innocence? List specific examples of the persuasive language used by the author to persuade the readers that the wolf is innocent.
- For example:
 - Repetition
 - High modality words
 - Emotive language
 - Reason and evidence
 - Sympathy
 - Rhetorical question
 - Contrast and comparison

ACTIVITY 5: RESPONSE



ACTIVITY 6: WOLF'S TRIAL

- Wolf needs a lawyer! He needs someone to represent him in court in front of a judge and jury to prove his innocence.
- The defense team will be led by Foxy Ramsey, while the prosecution team is going to be led by Piggy Parker.
- You must decide which side you will represent? Will you be on team Foxy Ramsey fighting for wolf's innocence? Or will you be on Team Piggy Parker arguing wolf's guilt?

Task: Brainstorm as many points to back up your argument. Look for examples and evidence in the book as well as from other related books such as the traditional 3 Little Pigs story.

ACTIVITY 6: RESPONSE

GUILTY OR INNOCENT?



Decide which you will argue then write at least 3 points of arguments.

Wolf is guilty!

1. Wolves eat meat and it's instinct. Mr Wolf has a bad reputation for trying to eat children and Grannies. In the last scene in the story, Wolf showed his true colours.
2. Wolf was only pretending to be a nice guy by saying things like he only wanted to make his Granny a cake, etc.
3. Wolf really came to blow the pigs' houses down/harassed the pigs.
4. Wolf doesn't really have a Granny. He is making up a story to cover the fact that he went to eat the pigs.
5. Wolf is...

Wolf is innocent!

1. Wolves eat meat just like humans. The Pigs were already found dead - why let perfectly good food go to waste.
2. The pigs' houses were poorly built- Wolf only sneezed and they fell down.
3. The Pigs were the Wolf's neighbours- he only went there to get sugar. Why would he treat them that way?
4. The 3rd Little Pig was the impolite one and was out to get Wolf.
5. Wolf only acted irrationally at the end because he was overcome with sneezing. People are just bias! They are influenced by all the stories they hear about wolves. That is why Mr Wolf is not believed.



Activity 7: Persuasive Speech

Use your previous arguments to write a persuasive speech to the jury either defending the wolf's innocence or proving his guilt. Remember to use persuasive language in your speech! An example is provided on the following slide.

PERSUASIVE SPEECH: EXAMPLE

I strongly believe that Wolf is a guilty and dangerous criminal! As the jury, you must decide whether this fake, this phony should be walking amongst us. He has a history of eating little children and dressing up in little girl's clothes and even older grannie's clothes! Now do you believe that he is really telling the truth? No way! If he has pretended in the past, then I say he is pretending now! Pretending that he was only getting sugar for his granny! Pretending that he is a nice guy! And pretending that he is innocent! But we all know the truth...and Wolf showed us all his true colours on the night of his arrest when he tried his hardest to huff and puff and blow Mr Pig's house down. People of the jury, it is up to you to decide what now happens to this criminal of a Wolf - will you let him walk free amongst our innocent children? Or will you do the right thing and put him away behind bars where he belongs and can never harm another pig again? You know the answer to that....Wolf is guilty, guilty, guilty!

ACTIVITY 7: RESPONSE



PERSUASIVE WRITING STRUCTURE

Title	This is the topic of the text as a 'for' or 'against' statement.
Opening paragraph	This is the author's viewpoint on the topic of the text. This includes the opening statement and a list of arguments.
Main body paragraphs: Series of Arguments	This is a series of convincing reasons to support the author's viewpoint. Time connectives and text connectives are used to begin the main body paragraphs (firstly, secondly, furthermore, in addition, finally). Each paragraph: OREO O - State your opinion clearly. R - Back up you opinion with a reason. E - Give an example or fact to support your opinion. O - Restate your opinion
Closing paragraph	This is a brief summary of the author's viewpoint and arguments. Restate your point of view.

SENTENCE STARTERS AND PERSUASIVE PHRASES

Sentence starters:

- How would you feel if you were ...
- I believe that ...
- The first reason why I believe ...
- Secondly, another reason is ...
- Thirdly, I strongly believe that...
- Finally, we must realise ...

Persuasive phrases:

- It is outrageous that...
- I strongly believe...
- It's disgraceful that...
- It's concerning that...
- How could we possibly...



ACTIVITY 8: PERSUASIVE WRITING TITLE AND OPENING PARAGRAPH

- Write a structured written response that details the wolf's innocence or guilt.
- Begin with the title and opening paragraph.



ACTIVITY 9: PERSUASIVE WRITING MAIN BODY PARAGRAPHS

- Write the main body paragraphs (3-4 arguments/paragraphs).



ACTIVITY 10: PERSUASIVE WRITING

CONCLUDING PARAGRAPH

- Write the concluding paragraph.



PERSUASIVE WRITING CHECKLIST

- I have introduced my opinion in an opening statement.
- I have presented at least three reasons to support my opinion.
- I have restated my opinion in a concluding statement.
- I have used thinking and feeling verbs.
- I have used strong, emotive words.
- I have used connecting phrases.
- I have used cause and effect phrases.
- I have used high modality.
- I have used persuasive devices.
- I have tried my best with spelling and punctuation.