Features of persuasive texts

Name _____ Date _____

Repeated words	Exclamation marks	An emotional one-sided argument
Humour	Text in capital letters	Rhetorical questions

✂

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Jan 2018. Kindly contributed by Sarah Penneck, Kingston College. Search for Sarah on www.skillsworkshop.org   Page 1 of 4
L1-2 Functional English, GCSE English. This resource accompanies "**Text types drag and drop activity**" by Laura Jeffrey Kiiza.
To find this, and other related resources and links, visit the download page for this resource at skillsworkshop.

MIKE'S MOBILE DISCO

Everything to make your event go with a bang!

Are you looking for music to make your party swing? The thing about parties is that they don't get going on their own. They need a little help.

I can provide the latest in the charts as well as dance, rock, oldies, folk and disco. There are hundreds of records and the choice is yours.

Do you have a favourite song? If I don't have what you want, there is no need to worry. You name it and I'll get it. What do you want? Just let me know what you want and when you want it! Then all you have to do is relax and enjoy the party experience. It'll be a fantastic night that you'll never forget!

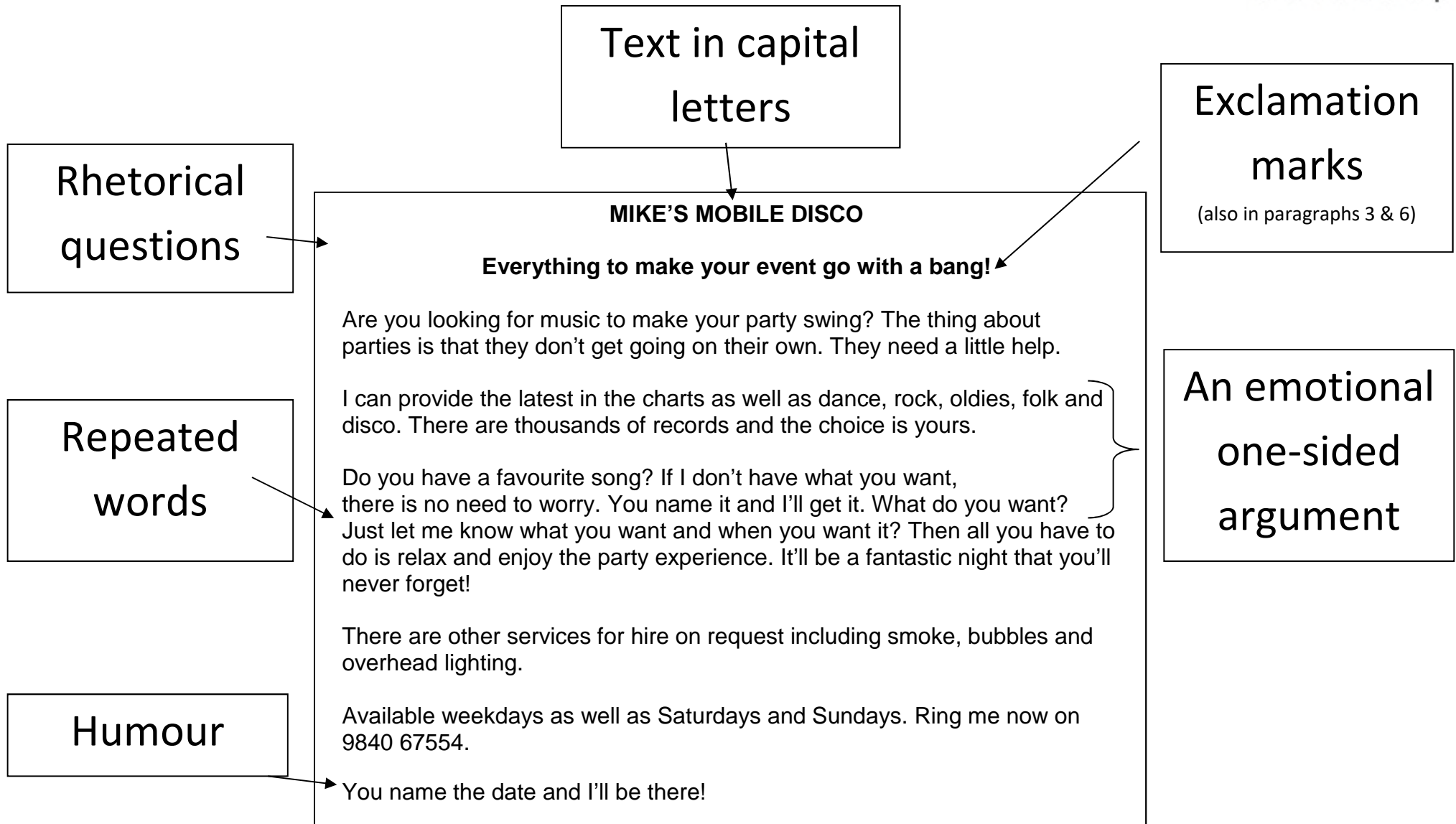There are other services for hire on request including smoke, bubbles and overhead lighting.

Available weekdays as well as Saturdays and Sundays. Ring me now on 9840 67554.

You name the date and I'll be there!

Text adapted from literacy paper P from the Move On website (no longer available online).

Features of persuasive texts
Sample solution (others are possible)

skills
w o r k s h o p

Text in capital letters

Exclamation marks
(also in paragraphs 3 & 6)

Rhetorical questions

Repeated words

An emotional one-sided argument

Humour

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Features of persuasive texts
Curriculum mapping and teaching notes.

GCSE ENGLISH LANGUAGE	Enlarged **bold** font indicates main coverage.

READING (50% weighting)

A1	(a) Identify and interpret explicit and implicit information and ideas. (b) Select and synthesise evidence from different texts.
A2	**Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views**
A3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
A4	Evaluate texts critically and support this with appropriate textual references.

WRITING (50% weighting)

A5	(a) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. (b) Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
A6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (must constitute 20% of the marks for each specification as a whole).

SPOKEN LANGUAGE (unweighted)

A7	Demonstrate presentation skills in a formal setting.
A8	Listen and respond appropriately to spoken language, including to questions and feedback to presentations.
A9	Use spoken Standard English effectively in speeches and presentations.

FUNCTIONAL SKILLS ENGLISH	Enlarged **bold** font indicates main coverage.

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

Level 1 Reading skill standard: Read and understand a range of straightforward texts

Coverage and range statements

a) Identify the main points and ideas **and how they are presented in a variety of texts**
b) Read and understand texts in detail
c) Utilise information contained in texts
d) Identify suitable responses to texts

Level 2 Reading Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions

a) Select and use different types of texts to obtain and utilise relevant information
b) Read and summarise, succinctly, information/ideas from different sources
c) Identify the purposes of texts and comment on how meaning is conveyed
d) Detect point of view, implicit meaning and/or bias
e) Analyse texts in relation to audience needs and consider suitable responses

References

Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.*
https://www.gov.uk/government/publications/functional-skills-criteria-for-english
DfE (2013), English Language *GCSE subject content and assessment objectives.*
https://www.gov.uk/government/publications/gcse-english-language-and-gcse-english-literature-new-content
Also covers many L2 Adult Literacy Curriculum elements *http://www.excellencegateway.org.uk/content/etf1286*

Teaching notes

I created this activity for my ESOL students but it would also work well for Functional English. The idea is taken from Laura Jeffrey Kiiza's "*Text types drag and drop mind map activity*" see details in footnote. Students first use Laura's drag and drop activity on the computer (this covers both persuasive and instructive texts). I then give them the features of persuasive texts (three sets are provided on page 1 of this resource) which they cut up and stick on the text on page 2. Alternatively, learners could simply annotate the text using a coloured pen.

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