

Year 7 2016



MESSAGE IN A
PLASTIC BOTTLE

Persuasive Writing

Name: _____

Persuasive Writing

The purpose of persuasive writing is to persuade a reader to a point of view on an issue. Persuasive writing may express an opinion, discuss, analyse and evaluate an issue. It may also entertain and inform.

The style of persuasive writing requires the writer to adopt a sense of authority on the subject matter and to develop the argument in an ordered, rational way. A writer of a persuasive text may draw on their own personal knowledge and experience and draw on their research of a particular subject or issue.

It is important to decide **what** you want to say or write. You need to have reasons for your point of view (opinion) and to argue them logically. Ask yourself the following questions:

- Why are you writing?
- Who is your reader or audience?

How you share your point of view is just as important. You will express your point of view through the persuasive techniques you use in your writing.

Persuasive Techniques

We use persuasive language to convince others to agree with our facts, share our values, accept our agreements and conclusions, and adopt our way of thinking. Here are some techniques:

- **Alliteration:** The repetition of initial sounds at the start of two or more words adds emphasis to major points and makes them more memorable.
 - e.g. Sydney's slippery slide.
- **Analogy:** Analogy is a form of reasoning which compares one thing with another in order to make a particular point.
 - e.g. School is like a prison and students are like prisoners.

- **Appeals:** appeal to the audience's—
 - desire to protect their family
 - desire to fit in, to be accepted, to be loved
 - desire to have the latest product
 - desire to be wealthy or save money
 - desire to be healthy
 - desire to protect the environment and animals



- **Connectives or Transitional Words:** These words or phrases contribute to the unity of a text. They can signal points of similarity, difference and emphasis.
 - e.g. besides, furthermore, in addition, additionally, moreover, similarly, both (similarity)
 - e.g. on the other hand, in contrast, unlike, alternatively, whereas, otherwise (difference)
 - e.g. obviously, without a doubt, unquestionably, certainly, indeed (emphasis)
- **Emotive Language:** Use language to stir up emotions in your reader. Make them feel guilt, sympathy, anger, excitement, etc by choosing your words carefully.
 - e.g. Rover was in a pitiful state when we found him and he would surely have died if our dedicated team had not nursed him day and night.

- **Evidence:** Using evidence is very persuasive as it makes the reader see the author as knowledgeable and the argument as more logical or reliable.
 - e.g. facts, statistics, expert opinion, research findings, anecdotes
- **Hyperbole:** The use of hyperbole emphasises points by exaggerating.
 - e.g. *Every weekend the city is overrun by beggars.*
- **Imagery and Figurative Language:** The use of figurative language (metaphor, simile and personification) can paint a word picture for the audience, making the point visually.
 - e.g. Australia is a fabric woven of many colours. (metaphor)
 - e.g. Citizenship was thrown around like confetti. (simile)
 - e.g. Skeletal shrubs wilted in the blistering sun near the thirsty river. (personification)
- **Inclusive Language:** Inclusive language such as 'we', 'our' and 'us' can persuade by including the reader and creating a sense of solidarity or a sense of responsibility.
 - e.g. It is *our* duty to protect the environment *we* all depend upon.
- **List of Three:** Using lists of three items creates a memorable impression and can be used to make a dramatic point.
 - e.g. Friends, Australians, global citizens...
 - e.g. We will fight for freedom, liberty and the pursuit of happiness.
- **Repetition:** By repeating words and phrases the author can reinforce an argument and ensure that the point of view being made stays in an audience's mind.
 - e.g. *Now is the time* to make real the promises of democracy. *Now is the time* to make justice a reality for all God's children.
- **Rhetorical Questions:** Rhetorical questions are questions that do not require an answer and are asked for effect only. They engage the audience and encourage them to consider the issue and accept the author's answer.
 - e.g. Do we want our children growing up in a world where they are afraid to be themselves?
- **Tone:** Tone is the attitude expressed by the writer through their use of language.
 - e.g. shocked, calm, respectful, cautious, optimistic, sensitive, indifferent, disappointed

Practice with Persuasive Techniques

Identify the persuasive techniques used in the following sentences.

1. By donating a small amount every month, you will build security, build strength and build a future. _____
2. If you don't help, who will? _____
3. Open the door, start the engine and drive the world. _____
4. But we refuse to believe that the bank of justice is bankrupt. _____
5. More than 77% of consumers questioned said that they were irritated by the amount of wasteful packaging they had to dispose of. _____

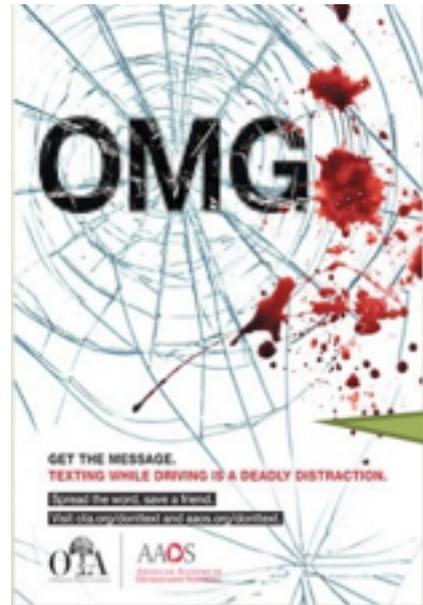
Activity 1. Persuasive techniques in bottled water advertisements

Identify the purpose, audience and persuasive techniques used in the following advertisements to practice your skills.

1)



2)



3) Mt Franklin Water (<https://www.youtube.com/watch?v=YPVu6L1rZHE>)

Who is the audience? _____

What is the purpose? _____

What persuasive techniques have been used? _____

4) Fiji Water (<https://www.youtube.com/watch?v=MeF134YMoS0>)

Who is the audience? _____

What is the purpose? _____

What persuasive techniques have been used? _____

5) Evian Water (<https://www.youtube.com/watch?v=oYndKtAZKQY>)

Who is the audience? _____

What is the purpose? _____

What persuasive techniques have been used? _____

What do these three bottled water advertisements have in common? How do they attempt to sell their product?

How do the persuasive techniques encourage the audience to view bottled water as a more superior product when compared to tap water?



How does this Dasani advertisement share similar qualities to the television commercials you have viewed?

What conclusion can you make about how bottled water companies sell their products?

Activity 2. Persuasive techniques in *The Story of Bottled Water*

Answer the following questions as you view the short film.

1. **True or False?** In many ways bottled water is more regulated than tap, making it safer to drink. _____
2. How many bottles of water are bought on average in the United States each week? _____
3. What are some of the tactics companies use to manufacture demand for bottled water?
 - _____
 - _____
 - _____
4. Where does a third of all bottled water in the U.S.A. come from? _____
5. **True or False?** Bottled water companies trash the environment throughout their product's lifecycle. _____
6. How many cars could be fuelled by the oil and energy it takes to make plastic bottles in the United States each year? _____
7. What percentage of plastic water bottles end up in landfills? _____
8. What is released when the plastic water bottles are incinerated? _____
9. What happens to the water bottles that are placed in recycling bins? _____

10. What are two solutions to the bottled water problem? _____

Reflection

Following our discussion, reflect on the following questions **individually**.

- What are the main ideas presented in *The Story of Bottled Water*?

- Were both sides of the issue presented to the viewer? Why was it presented like this?

- Would you consider drinking less bottled water after watching this? Why?

Activity 3. Symbols and Images in *The Story of Bottled Water*.

1. Look at Image 1 to Image 4.



Image 1. Nestlé advertisement



Image 2. The trench coat



Image 3. Drinking fountain



Image 4. The factory

- What symbols are common in these four images? _____
- What do these symbols make the viewer think about? _____

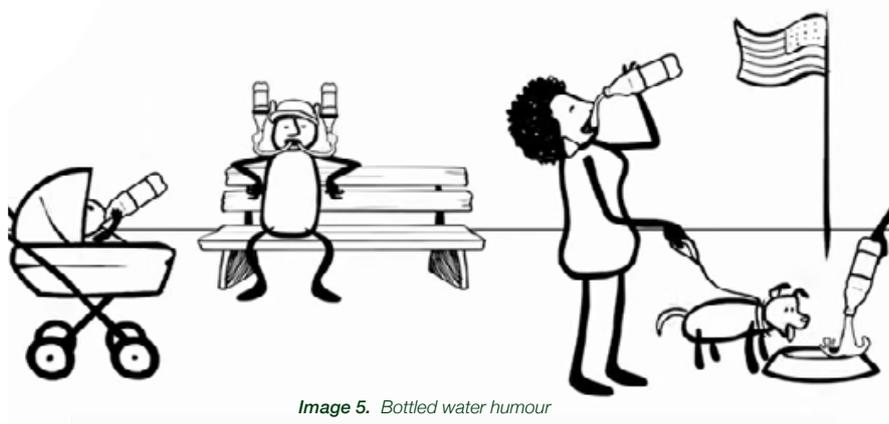
- Who is the person meant to represent? _____

2. What childhood story is represented in the first image? What is this supposed to make the viewer think?

3. The images in this movie help to tell the story. What do you think is being shown in

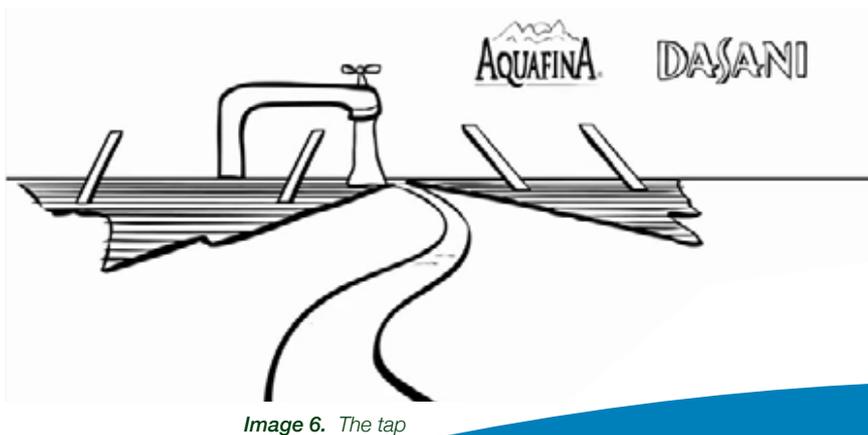
- Image 3? _____
- Image 4? _____

4. What makes Image 5 humorous? What is this image making fun of?



5. Why do you think humour was used in this image?

6. What story is image 6 telling?



Activity 4. Practicing the Language of Persuasion (Group Work)

Topic 1: Rhetorical Questions

- Read the transcript of *The Story of Bottled Water*.
- Highlight all rhetorical questions used in the transcript. In the space below, record five rhetorical questions used in the short film.

- Which of the rhetorical questions has the biggest impact on you? What does the question make you think about? How does the question make you feel?

- Write down three rhetorical questions to convince the class to stop using thick plastic bags that they get from clothing/shoe/electronic/other stores.

Topic 2: Tone, Pacing and Pause

- Read the extract below from *The Story of Bottled Water*

‘I was curious about where the plastic bottles that I put in recycling bins go. I found out that shiploads were being sent to India. So, I went there. I’ll never forget riding over a hill outside Madras where I came face to face with a mountain of plastic bottles from California. Real recycling would turn these bottles back into bottles. But that wasn’t what was happening here. Instead these bottles were slated to be downcycled, which means turning them into lower quality products that would just be chucked later. The parts that couldn’t be downcycled were thrown away there; shipped all the way to India just to be dumped in someone else’s backyard.’

- What kind of tone (happy/sad/angry/excited/other) did the presenter use in this part of the film? Did the presenter’s tone suggest this was a good solution or a bad solution to recycling?

- Experiment with the tone and pace (fast/slow) of your voice and pause to convince the class that it is a fantastic thing to ship plastic bottles to India.

Topic 3: Emotive Language

- Read the transcript of *The Story of Bottled Water*.
- Identify and record as many emotive words as you can in the space below.

- Which of these emotive words has the biggest impact on you? How do the words make you feel?

- Write your own short speech using emotive words to convince the class to stop using thick plastic bags that you get from clothing/shoe/electronic/other stores.

Topic 4: Figurative Language

- Read the transcript of *The Story of Bottled Water*.
- Identify and record as many examples of metaphors, similes and hyperbole as you can in the space below.

- Which of these examples has the biggest impact on you? What image(s) is created in your mind? How do the words make you feel?

- Write an example of a metaphor, simile and hyperbole that could be used to convince the class to stop using thick plastic bags that you get from clothing/shoe/electronic/other stores.

Activity 5. Preparing to Write a Persuasive Text

Your assessment for this unit will require you to write a persuasive text. The text you compose will need to have a specific purpose aimed at a particular audience, use a variety of persuasive techniques (including evidence) and be organised in a clear structure.

How to Write a Persuasive Text

There will be three parts to your persuasive text: an introduction, a body and a conclusion.

Introduction:

An introduction provides brief background information that outlines the point of view you are presenting to your reader. You need to clearly inform your reader what you will be writing about. Try to use the persuasive language techniques provided in this packet to present your opinion persuasively.

Body:

The body usually has three or four paragraphs. Each paragraph should begin with a new point. The point will be stated in the first sentence of each paragraph (**topic sentence**). You then will need to provide support for your point. Including different types of evidence—statistics, facts, expert opinions and anecdotes—acts as an effective way to develop your point. Just like the introduction, you will also include a variety of persuasive techniques to engage your reader and promote your opinion.

Conclusion:

Conclusions sum up what you've said in your text. Make sure you don't introduce any new points. Many persuasive texts also conclude using a call to action. A call to action encourages the reader or audience to take some action as a result of having heard the argument. Try to finish your text by leaving a lasting impression on your reader.

Planning Guide for Creating a Persuasive Text

