

Text Types Book 4

Argumentative Texts

Recognising and creating expositions,
responses and discussions.

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SAMPLE

Expositions present a case with supporting evidence for or against a particular point of view.

Responses analyse and respond to things such as literary texts, artworks or performances.

Discussions look at more than one side of an issue.



June Keir

Contents

Teachers' Notes

Text Types: Table 1 & 2	4
Text Types: Table 3	5
Text Types: Table 4	6
Teaching Writing	7
Teaching Argumentative Texts	8-9
Outcome Links	10

Exposition

Purpose	12
Fact or Opinion	13
Writing an Exposition	14
Audience and Ads	15
Advertising	16
Design an Advertisement	17
Crossword	18
Writing Letters	19
A Letter to Your Principal	20
Exposition Planner	21
Supporting Arguments	22
Write an Article	23
Fact Finding	24
Researching	25

Response

Special Features of a Response	27
Purpose	28
Book Reviews	29
Responding to a Narrative Extract	30
Response to Events	31
Responses to Artistic Works	32

Write a Book Review	33
Different Artwork for Different Purposes 1	34
Different Artwork for Different Purposes 2	35
Responding to Works of Art	36
Responding to Performance	37
Radio Broadcasts	38
Responding to Live Performance	39

Discussion

Special Features of a Discussion	41
Purpose	42
Discussion Planner	43
Presenting Evidence	44
Conducting a Survey	45
Preparing Your Discussion or Debate	46
Word Focus	47
Main Points	48
Let's Write Discussions 1	49
Let's Write Discussions 2	50
Letters as Discussions	51
Talkback Radio	52
Comparing Argument Texts	53

Bibliography/Acknowledgements/Resources	54
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Answers	55
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Example of an Exposition

Statement of Position:

School uniforms should be compulsory.

Argument 1

Uniforms look tidy.

Supporting evidence

- When everyone has the same clothes and shoes on, the whole school looks good.
- Uniforms are well made so they look tidy.
- Wearing uniforms mean that kids don't wear scruffy clothes to school.

Argument 2

Wearing uniforms stops students from competing with each other to see who can wear the trendiest clothes.

Supporting evidence

- When everyone wears the same clothes there is no competition.
- Uniforms are all made to look the same so students can't tell by each others' clothes who is rich and who is poor.
- Uniforms mean everyone looks smart no matter what they are.

Argument 3

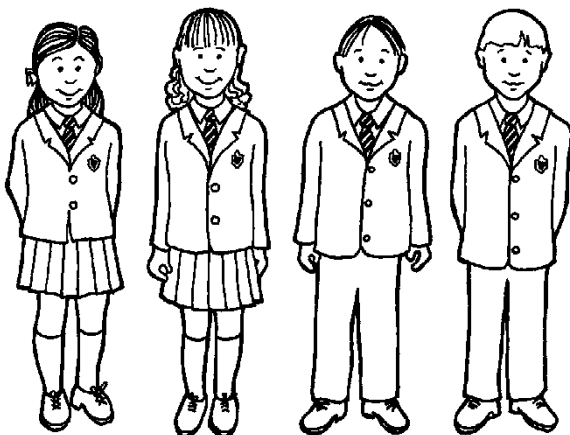
Wearing uniforms keeps students safe.

Supporting evidence

- People in the community know which school students in uniform attend.
- If a young child is lost people will know which school to contact.
- Students know that they will be identified by their uniforms so they are less likely to do something unsafe on their way to or from school.

Reinforcement of statement of position:

School uniforms should be compulsory because they look tidy, they stop competition over clothes and they keep students safe.



Text Type:
Exposition

Special features of an exposition.

■ Purpose:

To argue a case for or against a particular point of view.

■ Structure:

- Statement of position.
- Arguments.
- Reinforcement of statement of position.

■ Audience:

- Newspaper, magazine and book readers.
- Students.
- Radio and TV audiences.

■ Word Focus:

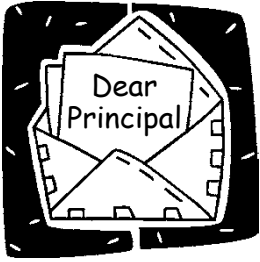
- General and abstract nouns.
- Technical words.
- Verbs: relating, action, thinking, modal.
- Modal adverbs.
- Evaluative language.
- Connectives.

■ Tense:

Present

■ Point of View:

Third person



> Write a letter to your school principal about an issue that concerns you. You might like to choose one of these issues to write about:

- homework •school uniforms •detention
- mobile phone use •pets at school

Or you might like to choose another issue that concerns you. Remember to support your arguments with facts or evidence. You may want to use the Exposition Planner on the next page to plan your letter before you write it.

Dear _____

SAMPLE

Responses summarise, analyse and respond to things such as literary texts, artworks and performances.

What is the **best book** that you have ever read?

Who was the author of this book?

Why did you enjoy this book?

Who would you recommend this book to?

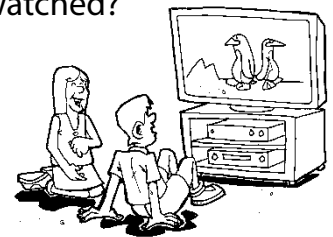


What was the **best movie or television program** that you have ever watched?

What was it about?

What appealed to you about this show?

Who would you recommend this show to?

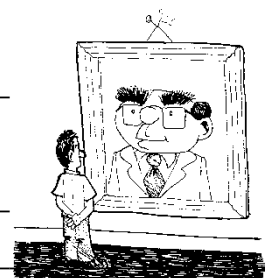


Have you ever seen a **photograph, painting or drawing** that you loved?

What was the photo, drawing or painting about?

Why did it appeal to you?

Who do you think this photo, drawing or painting would appeal to? Why?



Below is a copy of a painting. Although it is another image from nature it is very different from the photo on Page 34.

Compare the pictures on pages 34 and 35 and think carefully about the differences between them.

You will probably respond differently to each picture. Artists respond in different ways to their subjects.

Think carefully about the subject of this painting.



Painting by Lorraine Orum

1. Describe the content of the painting for someone who has never seen it.

2. What is the purpose of the painting?

3. Is the painting well set up? (Consider whether it looks pleasing to the eye and whether it is well balanced.)

4. What is the mood of this painting? Is it a happy snap, or do you think it has a darker mood? Explain your answer.

5. What do you think this painting could be used for?
