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Year 3 English

Term 1, Week Six

Student Name: _____

Activity One

Skill focus: **Idiom Inference**



Activity Two

Skill focus: **The introduction and conclusion**

Watch the following video at <https://www.youtube.com/watch?v=1O2FjJ4EoIg>

In persuasive writing, a hook is often the first sentence in the introduction and is usually short and concise. You can use one of the following as a hook:

- a quotation
- a factual or funny statement
- a thought-provoking or rhetorical question
- an anecdote.

Once you have written your hook, you then need to include a statement of position. This is your opinion about the topic.

Then write a brief overview of the reasons or arguments you will be presenting in the main part of the text. You need to include at least three reasons or arguments in the introduction but you do NOT elaborate on them here. That is done in the main body of the text.

FOR EXAMPLE:

Topic: Eating chocolate is healthy.

Hook: Did you know that eating chocolate can improve a person's mood by boosting their serotonin and endorphin levels in the brain?

Statement of position: Not only is eating chocolate delicious, it also has many health benefits.

Brief overview of reasons:

1. Chocolate is rich in essential nutrients needed by the body.
2. Dark chocolate is known to enhance concentration and memory.
3. Chocolate contains compounds that can make a person feel less depressed.

And when we put it altogether...

Eating chocolate is healthy.

Did you know that eating chocolate can improve a person's mood by boosting their serotonin and endorphin levels in the brain? Chocolate is rich in essential nutrients needed by the body. Dark chocolate is known to enhance concentration and memory and contains compounds that can make a person feel less depressed. Not only is eating chocolate delicious, it also has many health benefits.

Directions: Add a hook, statement of position and three brief reasons for each of the following topics.

Topic: Playing outdoors is better than sitting inside.

Hook:

Statement of position:

Three brief reasons:

Topic: All children should do chores around the house.

Hook:

Statement of position:

Three brief reasons:

In conclusion, ...

The purpose of the conclusion in a persuasive text is to reinforce your statement of position. This is your final shot at convincing the reader.

You can summarise the arguments previously made in the text by *restating* your reasons or arguments. This is the last impression the reader will have of your arguments, so you need to sound confident and trustworthy.

A good conclusion should give the reader a feeling of closure and complete understanding about what they've read.

Activity Three

Skill focus: Fact and opinion

Which do you think is more important in persuasive writing? Fact or opinion?

Answer: In persuasive writing, both facts and opinions are important, and when used together can make an argument, statement or idea more persuasive, substantial and authoritative.

<p>A <i>fact</i> is something that is known or proven to be true and is used in persuasive texts to build on or prove a statement or argument, or to support an idea. Because facts do not change based on personal opinion, they are <i>objective</i>.</p>	<p>An <i>opinion</i> is a personal view based on a belief, judgement or attitude and is used in persuasive texts to help build a connection or elicit an emotional response from the reader. Because opinions can change from person to person, they are <i>subjective</i>.</p>
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Consider the following statements:

1. Australia occupies over 7.6 million square kilometres of land that includes deserts, rainforests and diverse mountain ranges.

This statement is factual and can be proven to be true. It is considered to be objective. However, on its own, it doesn't elicit an emotional response from the reader.

2. Australia is a beautiful country with many unique sights to see and explore.

This statement is an opinion based on a personal belief or judgement. It is considered to be subjective. However, on its own, it's not very substantial or authoritative.

When we put them together:

Australia occupies over 7.6 million square kilometres of land that includes deserts, rainforests and diverse mountain ranges. As a result of its size and rich diversity, it is considered a beautiful country with many unique sights to see and explore.

The combination of fact and opinion makes the statement substantial and authoritative while at the same time, helping to build a connection/ elicit an emotional response from the reader.

Add a *mock* factual statement to each of the following opinion sentences to help make them more substantial and authoritative. Then rewrite each sentence to combine both fact and opinion, using connectives (as with the examples above).

1. Playing outdoors is better than sitting inside.

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2. All children should do chores around the house.

3. Eating fruits and vegetables is better than eating junk food.

4. Every child in Australia should know how to swim.

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Activity Four

Skill focus: Revision of persuasive writing

Write true (T) or false (F) next to each statement.

1. A persuasive text is a non-fiction text.
2. The purpose of a persuasive text is to entertain.
3. Persuasive texts do not need an introduction.
4. An introduction should contain a hook, a statement of position and some brief reasons about what you intend to talk about.
5. It is OK to skip the introduction and just include some reasons or arguments in the body of the text.
6. It is important to give detailed reasons for your opinion in the introduction.
7. The introduction helps set the tone of the persuasive text and lets the reader know what the text is about.
8. The body of the text should include facts and opinions.
9. The body should not include any questions.
10. Linking words help to connect the parts of your text.
11. In the conclusion, you summarise any reasons or arguments made in the introduction and body of the text.
12. It is important to restate your statement of position or point of view in the conclusion.
13. You can introduce some new information in the conclusion.

Activity Five

Skill focus: Reading comprehension

Title: _____

Did you know that childhood obesity around the world is increasing at an alarming rate and that it can lead to serious health issues, behaviour and learning problems, and low self-esteem? To negate its effects, children should consume a diet low in sugar. The presence of sugar in the bloodstream can have negative effects on memory and attention, and school canteens should be playing a role in teaching children about healthy foods. So why are schools continuing to serve sugary snacks in their canteens? For the health of today's children, this thoughtless and dangerous practice must stop now.

To begin, there is overwhelming evidence to prove that children should consume a diet low in sugar. When children reduce their sugar intake, weight gain is unlikely. Experts also believe that water is the best choice of beverage for children. With this knowledge at our fingertips, how can schools continue to sell ice blocks, baked treats and sodas to children? These items must be removed from schools immediately.

In addition, research has shown that the presence of sugar in the bloodstream can have negative effects on memory and attention. Children need to use their minds and pay attention all day while they are at school. So why are they being sold sugary products at the canteen? This makes no sense! Children should be eating wholesome foods, rich in vitamins and minerals, to help them learn at school.

Furthermore, schools are places of learning. School canteens should be playing a role in teaching children about healthy foods. If they removed sugary snacks and drinks from their menus, students would realise that these foods are not good choices when it comes to eating healthily. Everyone must play their part if the shocking childhood obesity statistics are to be reversed.

To conclude, children should consume a diet low in sugar as the presence of sugar has been proven to have a negative effect on learning. Schools must do what they can to support children in making good food choices. For the health of children, school canteens and cafeterias must remove sugary snacks and drinks from their menus now!

1. Add a suitable title for the text.

2. Identify the following in the introduction.

Hook: _____

Statement of position: _____

Three brief reasons:

3. Underline two factual statements in paragraph 2 and one factual statement in paragraph 3.

4. Paragraph 4 contains a 'call to action' (a sentence or phrase that guides the audience to a desired result).

4.1 Identify the call to action.

4.2 What is the impact of including a call to action in the conclusion?

Activity Six

Skill Focus: Writing Task

You are to finish writing a short persuasive text from the lesson using **ONE** of the following topics: (You can rewrite and edit what you have already written during the lesson.)

TOPIC 1: *Playing outdoors is better than sitting inside.*

TOPIC 2: *All children should do chores around the house.*

Skills checklist:

- I have included a title/heading.
- In my introduction, I have included
 - a hook
 - statement of position
 - three brief reasons.
- I have used facts and opinions in the body to build my arguments.
- I have used connectives and modality.
- I have included a conclusion that summarises my statement of position and three brief reasons.
- I have edited my work for correct punctuation, grammar and spelling.

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Homework

1. Complete the writing task.
2. Complete the 'Fact or Opinion?' task.
3. Complete the reading comprehension task.

2. Fact or Opinion?

Read each statement and write fact (F) or opinion (O) next to each.

1. Sharks are the most savage hunters in all of nature.
2. A shark's skeleton is made of cartilage, not bone.
3. In the wild, lions hunt zebras and other large prey.
4. Camping in the woods is the best way to see shooting stars.
5. Lions deserve to live in the wild and not the zoo.
6. The eating habits of a giant anteater are quite disgusting.
7. The giant anteater uses its sticky tongue to grab insects.
8. Dragonflies look like giant wasps, but creepier.
9. Whales are beautiful creatures and we need to take care of them.
10. A blue whale can weigh as much as 30 elephants.

2. Comprehension Task:

Venus

Venus, the second planet from the Sun in the Solar System, is easily seen in the night sky. It is second in brilliance to the moon and is sometimes called the 'Evening Star'. For a long time, people thought that Venus might be like Earth because they are similar in size. We now know that this is not the case. Space probes began to visit Venus in 1962 and were able to send back valuable information to Earth.

Venus has a deadly atmosphere, made up of carbon dioxide and sulphuric acid. This causes dense clouds which trap heat so the surface temperature on Venus is an amazing 465 degrees Celsius. The clouds also keep out more than three-quarters of the sun's rays. The atmospheric pressure on Venus is ninety times that of Earth. For all of these reasons, there is no possibility that life could exist on Venus.

Venus is 108 million kilometres from the Sun which it orbits every 225 days. It spins on its axis every 243 days from east to west. (Earth spins from west to east.)

Radar has shown that the surface of Venus seems to be made up of flat, rocky volcanic plains along with active volcanoes. But one astronomer, Fred Hoyle, believes that the clouds are drops of oil and that the oceans are made up of oil, too. As our technology improves and the probes we send to this planet become better, we will find out the answer to these questions in time.

1. This text is a

- A. narrative. B. discussion C. description

2. Vocabulary Building: Find the word in the text that matches the meaning of the words below. The first letter is given.

- A. brightness: b_____
- B. fatal: d_____
- C. thick: d_____
- D. chance: p_____
- E. live: e_____
- F. circles: o_____

Understanding the Text**3. For a long time, people thought that**

- A. People could live on Venus.
- B. Venus might be like Earth because they were a similar size.
- C. Venus might be like the moon because it was second in brilliance.
- D. Venus had oily oceans.

4. What has radar shown?

- A. Flat, rocky, volcanic plains and active volcanoes.
- B. Active volcanoes and clouds of oil.
- C. Clouds made of oil.
- D. Oceans made of oil.

5. Why do we know more about Venus now than in the past?

- A. People are smarter now.
- B. The use of radar has helped astronomers learn more.
- C. NASA has more funding now for research.
- D. More astronomers are investigating it.

6. Write four ways in which Venus is very different to Earth.

I. _____

II. _____

III. _____

IV. _____

7. Why is it unlikely that life exists on Venus?

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