**Forms of writing — Persuasive texts**

**How to write a persuasive text**

**Persuasive texts** are texts, both written and spoken, which persuade the reader or listener to do something, believe something or buy something. Persuasive texts take on different forms: **arguments** for or against a topic (e.g. more trees should be planted in our park), **either/or** (e.g. dogs are better than cats), and in the form of **advertisements**. Persuasive texts are seen in travel brochures, letters to the editor of newspapers, debates between people with different points of view about a topic, advertising material and persuasive essays. Persuasive writing and speaking stir up feelings in the audience by making the audience respond emotionally: feel sad, happy, guilty, scared, concerned or amused by what is written or said, thereby persuading or convincing the reader or listener of the author’s or speaker’s point of view.

**When you write a persuasive text, there are some things you must keep in mind, including:**

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| **Persuasive texts** | | |
| **Audience** | Who is your audience?  How will you connect with your audience? Who are you trying to convince? | |
| **Ideas** | Think of three or more ideas to convince your audience of your point of view. (These will be your three arguments in the body of the text.) | |
| **Text structure** | **Paragraphs**: Dividing the text into paragraphs helps the reader to understand each idea in each  paragraph and the ideas in the whole text. | **Examples in text** |
| **Introduction** | State your position in two or three sentences in a paragraph. What is your opinion? Put forward your point of view. Make your opening statement forceful. What am I trying to persuade them to think or do? How will you catch the audience’s attention? Use questions to catch readers’ attention. | *Who would like to live on a clean, green, healthy planet Earth where there are no plastic bags lying around harming our wildlife and our environment? Well, we can live in that world if we stop using plastic bags.* |
| **Body**  In the body you state three ideas/reasons to convince your audience of your opinion. Put each reason into a different paragraph: paragraphs a, b and c. | | |

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| **Paragraph a** | **Main point 1** — state your first opinion  or reason in **two or three sentences**:  • first sentence, the topic sentence  • then other sentences on the same idea. | *Firstly, I believe that if we use cloth shopping bags instead of plastic ones, we will help to save our planet by reducing waste plastic lying around.* (Add one or two more sentences after the topic sentence.) |
| **Paragraph b** | **Main point 2** — state your second opinion or reason in **two or three sentences**:  • first sentence, the topic sentence  • then other sentences on the same idea. | *Secondly, cloth bags are reusable. You can take them to the shops again and again, you can store things in them and all the while you know you are reducing waste.* |
| **Paragraph c** | **Main point 3** — state your third opinion or reason in **two or three sentences**:  • first sentence, the topic sentence  • then other sentences on the same idea. | *Thirdly, who wouldn’t feel sad when seeing a poor helpless turtle, bird or native creature with a*  *plastic bag wrapped around their beak, paws or down*  *its throat?* (Add one or two more sentences after the topic sentence.) |
| **Conclusion** | In the conclusion you restate your opinion and tie your arguments together. | *So you can see that using cloth shopping bags over plastic ones will help us save our planet, be more convenient and help our vulnerable wildlife. By listing these reasons,*  *I have proved that our environment would be*  *a cleaner, healthier and greener place.* |
| **Persuasive language**  **Features** | Use persuasive language features to persuade your audience:  • questions to challenge your audience  • state facts | *How would you like to wake*  *up in the morning and find a sea of plastic bags lying around everywhere?*  *The fact is that many sea creatures and birds end up with plastic bags wrapped around their poor helpless bodies.* |

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| **Features continued** | • exaggeration and half truths when the writer manipulates the facts to suit their own opinion  • good sentence starters to catch your readers’ attention, and questions to make your audience think | *Very soon, plastic bags lying around everywhere are going to destroy our planet and we’ll find we have nowhere to live!*  **Words like:**  *In my opinion …*  *We all know that … I feel that …*  *I believe that …*  **Questions like:**  *Do you really think …? What would happen if ...? How could you live with yourself if …?* |
| **Vocabulary** | Add interesting and descriptive words and phrases:  • adjectives (sometimes used in groups of three for more effect)  • adverbs | *We can live on a* ***healthy****,* ***green*** *and* ***rubbish-free*** *planet.*  ***Surely*** *you can see how*  ***much better off*** *we’ll be.* |
| **Cohesive devices** | Include cohesive words and phrases and text connectives to join up ideas in the writing:  • conjunctions  • text connectives | *We all need to carry our shopping,* ***but*** *are you aware of the damage*  ***and*** *the problems we are creating?*  ***Therefore****, we must use cloth shopping bags.* ***As you can see****, our wildlife depends on us to save them.* |
| **Sentence** **Structure** | Join simple sentences with conjunctions (e.g. *and*, *but*, *because*) to make compound or complex sentences | *Dogs are friendly.*  *Dogs are loyal companions.*  These sentences can be joined to make a compound sentence:  *Dogs make loyal companions* ***because*** *they have a friendly nature.* |

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| **Sentence** **Meaning** | Reread your text to make sure your sentences make sense. |  |
| **Punctuation** | Use the correct punctuation — capital letters, full stops, question marks and other punctuation marks — to help the audience understand the text. |  |
| **Spelling** | Check your work to make sure you used correct spelling. | Use spelling word lists and dictionaries to check your spelling. |