

Exposition (analytical)

Social purpose

Expositions are persuasive text types that argue a case for or against a particular point of view. Analytical expositions persuade the reader to *think* in a certain way by accepting a theory or position (eg *that smoking is bad for your health*).

A challenge is an extension of an analytical exposition which argues against a point of view. A challenge moves through the stages of: position challenged – rebuttals – antithesis.

Structure

- Background – provides a context for the argument by introducing the issue; particularly important in more developed expositions.
- Statement of position – what the writer is trying to convince the reader of (sometimes called a *thesis*); usually followed by a preview of the arguments being used to support this position.
- Series of arguments – arguments are ordered logically and typically include explanation sequences as evidence.
- Reinforcement of position – re-affirms the writer's point of view in the light of the arguments presented.

Key grammatical features	
Language for expressing ideas	<ul style="list-style-type: none"> • range of process types (verb groups) <ul style="list-style-type: none"> · relating to identify phenomena, present reasons and explain causes and consequences · action (typically in the present tense) to provide examples of causes and consequences · some sensing to make explicit personal opinions (typically in less mature exposition) • general, abstract, technical participants (expressed as extended noun groups) as evidence
Language for connecting ideas	<ul style="list-style-type: none"> • complex sentences and simple sentences (including embedded clauses) • logical connections of cause and effect (relating verbs, connectives, dependent clauses)
Language for interaction	<ul style="list-style-type: none"> • evaluative vocabulary, especially judgement and appreciation • rhetorical resources for acknowledging and rebutting alternative positions (eg concession, modality, attribution) • interpersonal metaphor used to express opinion in a less straightforward, implicit way (eg <i>it is clear that ...</i>)
Language for creating cohesive texts	<ul style="list-style-type: none"> • text and paragraph openers and some text connectives to signal where the text is headed • zig-zag theme patterns to connect and elaborate on ideas from previous sentences • passive voice to foreground the object undergoing the process • nominalisation to summarise events and name abstract phenomena

Text 10 Exposition (simple)	
Position	I think dogs make good pets.
Arguments	One reason dogs can make good pets is because they are very active and playful. They are cute and you can teach them tricks.
	Another reason dogs make good pets is because you can take them for walks and they could protect you.
Reinforcement of position	These are the main reasons why dogs make good pets but you have to look after them.

Text 11 Exposition (elaborated)	
Are books better than TV? <i>Moustafa S</i>	
Orientation	Long before the television was invented people use books for entertainment and education. Books were used to preserve the history of nations and peoples stories, poetry and literature.
Statement of Position	Many people would agree that books are better than television. Books provide more knowledge and information than TV, as it interacts with the reader better than TV and as well as exposing the responder to ideas, ways of life and foreign worlds beyond their imagination.
Argument 1	Since the beginning of time books were used to capture and preserve religion, art, literature and science, which was open to people's imaginations and interactive ideas. TV, on the other hand is controlled by a set of creative directors who control the facts and can alter into works of fiction. As a result viewers are deceived. Therefore, factual books can preserve facts such as religion, literature science or art, while novels open up a foreign world that interacts with the reader and entertains the reader with all the creativity inside the book.
Argument 2	The interaction that TV provides is a passive interaction, while books depend on the reader's imagination and creativity to try to picture the contents of the novel. Unlike watching what the TV has to present, by allowing the reader to picture the story, this provides more of an active interaction with the responder. Consequently this will lead to the expansion and development of a greater imagination, which will result in a creative person and a future leader.
Argument 3	Even though TV is valued by some people for its entertainment, it can also deceive the responder and prevent them from discovering new worlds or new, fascinating ideas. Books, such as novels allow the responder to enter a whole new world and experience unrealistic features, which may help with the growth of their imagination. Exposing the youth of today with novels will allow them to interpret the story through their imagination and creativity, which further improves their creative thinking and view of the world. Factual books will help expand the youth's knowledge and way of life, by teaching them the right path to take.
Reinforcement of position	In conclusion, there can be no doubt that books are better than TV, as it preserves most facts, actively interacts with the responder and exposes the responder with ideas, ways of life and presents a world beyond their imagination.

Exposition (hortatory)

Social purpose

Hortatory expositions persuade the reader to *act* in a certain way (eg *to build a playground in the local park*). These expositions are often used in the civic domain to get things done.

Structure

- Appeal for action – what the writer is trying to convince the audience to do
- Series of arguments – arguments are ordered logically, however there is variability in elaboration. Recounts of personal experience or testimony may be included as evidence.
- Reinforcement of appeal for action – re-affirms the writer's point of view in the light of the arguments presented.

Key grammatical features

Language for expressing ideas	<ul style="list-style-type: none"> • range of process types, including sensing processes to make explicit personal opinion • range of participant types (noun groups) including particular, named as well as general, abstract
Language for connecting ideas	<ul style="list-style-type: none"> • complex sentences and simple sentences (including embedded clauses) • logical connections of cause and effect (relating verbs, connectives, dependent clauses)
Language for interaction	<ul style="list-style-type: none"> • range of evaluative vocabulary with grading to express commitment and/or urgency • rhetorical resources used primarily to contract space for alternative perspectives (eg concession, proclaimers, rhetorical questions)
Language for creating cohesive texts	<ul style="list-style-type: none"> • use of textual themes (text connectives) to organise and link arguments • zig-zag theme patterns to connect and elaborate on ideas from previous sentences • themes foreground people affected by processes

Text 12 Exposition (hortatory, impromptu speech)

No Surrender *Jenny B.*

Appeal	There is absolutely no way we can surrender to global warming. We can't give up. It's a huge problem and if we don't stop it, it's going to have severe consequences – rising sea levels, sure to put countries like the Netherlands and even Tonga under water; an increase in natural disasters – hurricanes, floods, droughts. Recently there have been fires that have swept through Greece and California, causing horrific destruction.
Arguments (suggested actions)	We can't just surrender and we can't ignore the problem. We can all help to solve the problem.
	At home we can do something. Simple solutions. Turn off a light when you don't need it. Use a jacket instead of a heater. The election is next week. Vote for someone who you think won't surrender and will help to do something to stop global warming.
	As Australia, as this nation, we need to do something. Sign the Kyoto Protocol. Cut down on carbon emissions and stop using dirty brown coal. Invest in greener sources of energy, such as wind power and solar energy.
	As a world, as planet earth we need to do something. We can't surrender. We need to work together and help others to get the resources they need.
Reinforcement of appeal	In a crisis time like this, when global warming is such a huge problem, there is no way we can simply surrender.

Discussion

Social purpose

Discussions are used to look at an issue from a range of perspectives, before making a judgement or recommendation.

Structure

- Identification – provides a context for the discussion by introducing the issue and giving any relevant background information; may preview the different points of view in a general way.
- Arguments for and against – paragraphs used to present arguments for both sides.
- Conclusion/recommendation – sums up both sides and makes a recommendation favouring one side.

Key grammatical features	
Language for expressing ideas	<ul style="list-style-type: none"> • range of process types (verb groups) in the present tense • relating to identify phenomena, present reasons and explain causes and consequences; • action to provide examples of causes and consequences • general, abstract, technical participants (expressed as extended noun groups) as evidence
Language for connecting ideas	<ul style="list-style-type: none"> • complex sentences and simple sentences (including embedded clauses) • logical connections of cause and effect (relating verbs, connectives, dependent clauses) • wide variety of text connectives to organise and link arguments logically
Language for interaction	<ul style="list-style-type: none"> • evaluative vocabulary, especially judgement and appreciation • rhetorical resources for acknowledging and rebutting alternative positions (eg concession, modality, attribution) • interpersonal metaphor used to express opinion in a less straightforward, implicit way (eg <i>it is clear that ...</i>)
Language for creating cohesive texts	<ul style="list-style-type: none"> • text and paragraph openers and some text connectives to signal where the text is headed • zig-zag theme patterns to connect and elaborate on ideas from previous sentences • passive voice to foreground the object undergoing the process • nominalisation to summarise events and name abstract phenomena • synonyms, antonyms and repetition to emphasise arguments

Text 13 Discussion

School uniforms

Identification of Issue	The issue of whether or not we should wear school uniforms is very important for us to consider. There are good reasons both for and against this.
Arguments for	Firstly, we need to consider the reasons why we should wear school uniforms. One reason is that school uniforms make life easier. They are also usually easy to clean and they save a lot of time and arguments in the morning because children know what to wear and where to find it. Another reason is that if you wear school uniform people don't know whether you come from a wealthy or poor family which can prevent teasing and discrimination in schools. They can also take away peer group pressure which can prevent stress and unhappiness at school.
Arguments against	There are also some reasons why children should not have to wear school uniforms. Firstly, wearing exactly the same thing as everybody else, day after day can be boring and uninspiring. Sometimes children like to express themselves by wearing different clothes. School uniforms don't stop peer pressure. Unfortunately it is there all the time and children need to learn how to deal with it. Secondly, children need to have experience making decisions which concern them. If they don't they will never learn to make decisions as adults. The third reason is that school is supposed to be for learning not about being all the same. Making a fuss about uniform just takes away attention from the important things about school.
Position/recommendation	In summary, although there are many advantages of wearing school uniforms, in the end the disadvantages outweigh these advantages. Therefore I think children should not be forced to wear school uniform.