

GENRE

READING & VIEWING

SPEAKING & LISTENING

Exposition

RECOUNT			
<p>Social Purpose Expositions are used to argue a case for or against a particular position or point of view.</p>		<p>Structure Expositions are organised to include:</p> <ul style="list-style-type: none"> • a 'statement of position', • 'arguments' and • a 'reinforcement of position statement'. <p>The number of arguments may vary in expositions. The statement of position stage usually includes a 'preview of arguments'. Each argument stage consists of a 'point' and 'elaboration'. In the elaboration the argument is supported by evidence. Arguments are ordered according to the writer's choice, usually according to criteria of strong and weak arguments. The reinforcement of the statement of position restates the position more forcefully in the light of the arguments presented.</p>	
<p>Grammar Common grammatical patterns in exposition include:</p> <ul style="list-style-type: none"> • general nouns, eg ears, zoos; • abstract nouns, eg policy, government; • technical words, eg species of animals; • relating verbs, eg It is important ...; • action verbs, eg We must save ...; • thinking verbs, eg Many people believe ...; • modal verbs, eg We must preserve ...; • modal adverbs, eg Certainly we must try ...; • connectives, eg firstly, secondly ...; • evaluative language, eg important, significant, valuable. 			
EXPLICIT INSTRUCTION POINTS			
RECEPTION	JUNIOR PRIMARY	MIDDLE PRIMARY	UPPER PRIMARY
<ul style="list-style-type: none"> • expresses own opinion about a particular issue • provides a reason for having a particular opinion • identifies the topic of an oral exposition • listens to other students express opinions. • identifies the purpose of exposition texts • interprets pictures with labels, environmental print and logos, and advertisements • uses information from a variety of sources to form a personal opinion about a particular issue. 	<ul style="list-style-type: none"> • identifies the opinion of the speaker presenting oral exposition • experiments with gesture and facial expression to indicate emotions and convey interest • expresses a personal point of view • listens to a point of view. • begins to recognise the purpose and audience of an exposition viewed or read • identifies and discusses opinions and information found in expositions, including advertisements • begins to recognise point of view, and say what the writer might think • recognises connectives in printed texts. 	<ul style="list-style-type: none"> • experiments with varying voice, tone, volume, pace, body language and gesture to persuade audience • recognises and uses the main organisational structures and key language features of simple spoken expositions • uses spoken language to express a point of view with justification, attempting to persuade others towards that point of view or a course of action • listens and responds to a different viewpoint in a heard discussion. • recognises how factual texts such as expositions are organised according to their purpose • identifies point of view and supporting arguments in exposition read, differentiating between personal opinion and fact • identifies and names language features of exposition • retells and discusses interpretation of exposition read or viewed with attention to point of view. 	<ul style="list-style-type: none"> • listens to sustained arguments and supporting evidence • recognises when an opinion is being offered as opposed to fact • identifies the main idea and supporting details of a spoken argument and summarises it for others • presents a point of view on an issue and argues a case • identifies how information is organised and presented in a variety of texts related to the same topic • recognises and discusses how the reader is being influenced by the writer • identifies similarities and differences between arguments constructed by different people on the same or similar themes.

RECEPTION TEACHING SEQUENCES

WEEK 2	<ul style="list-style-type: none">• Select an issue and ask students to express an opinion, eg favourite food, favourite television show, games they like to play, animals they like. Introduce the name 'exposition' for this type of text. Model this activity for the students. Discuss the social purpose of exposition.• Encourage students to provide a reason when expressing an opinion, eg 'I like ... because ...'.• Discuss with students why we give reasons to support opinion arguments.
WEEK 3	<ul style="list-style-type: none">• Provide opportunities for students to make choices and encourage them to justify the choices they make, eg which activity to do; what to order for lunch; who to play with.• Ask students, in small groups, to brainstorm and list, with teacher or parent help, responses to questions such as: 'Should we pick up other people's rubbish in the playground?'. Ask students to decide what they think and divide into two groups. Ask students to say why they should or should not pick up other people's papers and rubbish.• Provide opportunities for students to express an opinion relating to class/school/community issues. Use questions such as 'Why do you think/feel that?' to encourage students to justify their opinions. Use these class discussions as the basis for joint construction activities.
WEEK 4	<ul style="list-style-type: none">• Consider students' opinions about a school issue, and predict the point of view of other school members, eg teachers, parents.• Find out their opinions by arranging for them to visit the class.• Choose a school issue such as Kindergarten students should be allowed to play all day. Ask students to give reasons for their opinion.
WEEK 5	<ul style="list-style-type: none">• Select and read books in shared reading that are seeking to inform or persuade the reader in a particular way, eg books about the environment, endangered species. Point out the position statement and arguments in these texts. Display these terms on a wall chart in the classroom.• In shared reading, point out sections in an exposition that tell what a writer thinks, and sections that tell why the writer thinks this, to highlight the organisation of the text. Teachers may need to write some exposition texts for shared reading.
WEEK 6	<ul style="list-style-type: none">• During shared reading, have students identify words that indicate if a writer is for or against a particular issue.• Include picture books of explanations for students to look at independently.
WEEK 7	<ul style="list-style-type: none">• Select and read/view books, computer software and videos in shared reading experiences to help inform students about a current issue. Make the purpose explicit, eg We're watching this video/reading this book to find out about koalas. We can use this information to say why we need to protect Australian animals.• In shared reading, read jointly constructed expositions that have been made into class big books. Invite students to read their 'own' page.
WEEK 8	<ul style="list-style-type: none">• In shared reading, read jointly constructed expositions that have been made into class big books. Invite students to read their 'own' page.
WEEK 9	<ul style="list-style-type: none">• Ask students to look through catalogues to find a product to 'buy' if they were able. Encourage student to provide one or more reasons for wanting to buy this product
WEEK 10	<ul style="list-style-type: none">• In shared reading, point out sections in an exposition that tell what a writer thinks, and sections that tell why the writer thinks this, to highlight the organisation of the text. Teachers may need to write some exposition texts for shared reading.

Text Structure

Animals in Cages

Language Features

Background information

The children and teachers in Kindergarten at Matraville P.S. have been discussing animals in cages. We think they shouldn't be kept in cages.

Thinking verb used to express an opinion, eg think

Position statement

Firstly, not all animals are dangerous. A pet cat likes people and it wouldn't hurt you.

Text connectives used to structure argument, eg firstly, lastly

Argument 1
– point
– elaboration
(gives evidence to support point)

Secondly, there isn't enough room for the animals to run around. They would get bored and it would be bad for their muscles.

Evaluative language used to persuade reader, eg bored, bad

Argument 2
– point
– elaboration
(gives evidence to support point)

Another reason for not keeping animals in cages is that they wouldn't have anyone to play with.

Argument 3
– point

Lastly, the animals have to be fed by the keeper and they don't know how to feed themselves, how to find their food and how to hunt.

Use of pronouns, eg they, we

Argument 4
– point
– elaboration
(gives evidence to support point)

Therefore, we believe animals shouldn't be kept in cages. It can be cruel.

Strong modality used in conclusion, eg should

Reinforcement of statement of position

[Jointly constructed text]

JUNIOR PRIMARY TEACHING SEQUENCES

WEEK 2	<ul style="list-style-type: none">• Involve students in decision making about familiar routines/procedures, eg changes to assembly format. Ask students to give reasons supporting their suggestions. Use the name 'exposition' for the texts that students produce. Model the spoken expositions for students.• Ask students, in pairs, to exchange opinions, eg What makes a good children's television show? Students then present their partner's point of view to the class, eg 'John thinks ... because ...'.
WEEK 3	<ul style="list-style-type: none">• Build up a list of issues with the class about familiar topics. Display them in the classroom. Encourage visitors to focus on an issue, statement position and give arguments to support it. Ask the class whether they agree/disagree with (1) the position (2) the arguments.• Encourage students to provide arguments for a particular position about a familiar school or community issue by answering teacher-posed questions such as Why do you think that? When would that be the case? Can you think of an example? How could you convince other people that it is right?. Build up responses on a board or on a wall chart.
WEEK 4	<ul style="list-style-type: none">• Develop and display a list of conjunctions, eg because, so, then, and connectives, eg firstly, secondly, to assist students to form and order ideas in their spoken expositions.• Encourage students to use the structure of a simple oral exposition to frame a suggestion, eg 'I think we should be allowed to ... because/so that ...' in order to persuade others when participating in class or school decision-making processes including class meetings, student representative council.• Model how to evaluate the persuasiveness of an oral exposition. When listening to a guest speaker, listen for each argument that is presented and decide whether it is convincing or not. Record a + symbol if the argument is convincing and a – symbol if the argument is not convincing. At the end of the presentation, count how many + and – symbols there are to evaluate how persuasive the exposition was.
WEEK 5	<ul style="list-style-type: none">• Discuss subject matter prior to shared reading. In shared reading, locate the section of exposition that states a position and gives the arguments. Summarise the arguments to develop a class list.• Focus on the social purpose of exposition that is displayed in the classroom.
WEEK 6	<ul style="list-style-type: none">• In shared reading, read the position statement of an exposition that deals with familiar subject matter without showing the arguments used by the author. Encourage students to predict and list possible arguments that could be included to justify this point. Read the text and compare their predictions with arguments found in the text. Discuss which arguments are more persuasive (ie those used by the author or any student's predictions not found in the text). Note: Teachers may need to write model expositions for shared reading.
WEEK 7	<ul style="list-style-type: none">• In shared and guided reading, highlight the structure of an exposition by asking questions, eg What does the writer believe? Why do you think that? Why might the writer believe that? What does the writer want readers to believe? Display these questions on a wall chart with the heading 'Exposition'.
WEEK 8	<ul style="list-style-type: none">• Individually, or in small groups, students connect and sequence arguments from an exposition using a jigsaw activity.• Use an exposition to create a cloze activity with the connectives between arguments omitted. Ask students to supply words.
WEEK 9	<ul style="list-style-type: none">• In shared reading, read an exposition and locate the thinking verbs that indicate the author's point of view, eg think, believe, feel. Jointly construct a poster of thinking verbs to use as a writing resource
WEEK 10	<ul style="list-style-type: none">• In shared and guided reading of an exposition, ask students to identify the opinion held by the author and some of the arguments used. Locate this information in the text.

Text Structure

Should Children Wear Hats at School?

Language Features

Statement of position

Our class believes that you should wear a hat at school when playing outside to stop you from getting sunburnt.

Use of general nouns, eg hats

Arguments

If you don't wear a hat you will get sunburnt and this could lead to skin cancer when you're older.

Use of technical words, eg cancer

Action verbs, eg wear

Use of thinking verbs, eg believes

Reinforcement of position statement

Sunburn is painful.

We don't want you to get skin cancer.

Use of modality, eg should

We want everyone in our school to wear hats.

Use of complex sentences, eg If you don't wear a hat you will get sunburnt and this could lead to skin cancer when you're older

So No Hat, No Play!

MIDDLE PRIMARY TEACHING SEQUENCES

WEEK 2	<ul style="list-style-type: none">• Revise social purpose of exposition and its stages. Display on a wall chart in the classroom.• Provide students with cards containing connectives and conjunctions, eg firstly, secondly, also, because, therefore, to guide oral exposition on a familiar issue.• Ask students to prepare short oral expositions to present to the class to defend a point of view. They may use palm cards for prompts, eg use key words to summarise arguments. Tape-record radio segments where expositions are developed about current issues.
WEEK 3	<ul style="list-style-type: none">• Identify ways in which a speaker can engage the interests or sway the opinion of an audience, eg rhetorical questions, previewing arguments, calling for audience response, hand gestures, speaking softly/loudly, changing intonation.• Develop a bank of phrases to replace personal statements of opinion, eg It seems that ..., Apparently people feel ..., The situation is ... Discuss the effect on the audience and speaker's credibility when using general rather than personal statements of opinion. Display these phrases in the classroom. Encourage students to use them as sentence beginnings in oral expositions.• Demonstrate pausing between each section or stage of an exposition to highlight the pauses made, rather than presenting arguments in a long list joined by 'and'. Relate this to achieving the purpose of an exposition, which is to persuade others to a point of view.
WEEK 4	<ul style="list-style-type: none">• Challenge students to convince the teacher to allow the class to do a favourite activity, eg play a game. Teacher provides reasons why the activity can't occur, and students attempt to address these reasons in particular.• Invite relevant guests to hear spoken expositions prepared by students, eg local council representative to hear why there should be more facilities for bikes in the local area. Invite the guest to respond to students' speeches.• Address other classes about local and school issues, stating a position and giving arguments to support it.
WEEK 5	<ul style="list-style-type: none">• Discuss why people write expositions. Ask questions such as: What do they hope to achieve?• In shared reading, annotate the structure of an exposition. Use questioning to draw attention to the different stages in this text type, eg What is the issue? Where in the text is the reader told this? How many points are made in this text? Are these points supported by knowledge of the topic? How does this text finish? In what ways is it similar to the opening? Are paragraphs used?
WEEK 6	<ul style="list-style-type: none">• Discuss the ordering of arguments. Are strong arguments placed first or last in a model exposition?• Jointly develop a pro forma from an annotated exposition text that can be used to analyse the organisation of other expositions in shared and independent reading.• In shared reading and guided reading, ask students to find and list arguments in an exposition. Have them use two different colours to separate each argument into point and elaboration. Ask students to comment on the evidence used in elaborations.• Is it effective? Make a wall chart showing social purpose, position and argument stages and the breakdown of argument into point and elaboration.
WEEK 7	<ul style="list-style-type: none">• In small groups or pairs, ask students to find and list arguments made in an exposition to support the thesis. Ask students to decide whether these arguments are fact or opinion and record in a table under these headings. What are the criteria for deciding what is fact and what is opinion?• In pairs or small groups, have students reconstruct an exposition text, matching point to elaboration. Ask them to suggest how the elaborations could be expanded.
WEEK 8	<ul style="list-style-type: none">• Provide students with cloze activities that focus on language features such as words to indicate possibility or probability and connectives/conjunctions used to build arguments.• In shared reading and guided reading, ask students to change words in an exposition to alter statements so that they become strong arguments, eg from 'could' to 'must',

	'some' to 'most', 'may' to 'will'.
WEEK 9	<ul style="list-style-type: none"> • Have students find and compare examples of expositions on the same subject but from different points of view, eg smoking — a cigarette packet, tobacco industry press release, text of smoker's personal experience. In shared and guided reading, point out changes made in features and organisation of text as point of view and/or audience changes. Discuss how statistics can be used by those in favour of smoking or those against it. Give different examples. • Develop background knowledge of a topic to evaluate the content of an exposition, eg What do you know to be right? What do you know to be wrong? Does the text influence this? How? If you are not knowledgeable about a topic, how can you check the accuracy of information included in argument stages?

MIDDLE PRIMARY

Text Structure

Cars should be banned in the city

Language Features

Statement of position

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Use of modal verb to indicate obligation, eg should

Preview of arguments

Firstly, cars, as we all know, contribute to most of the pollution in the world.

Use of word chains to build topic information, eg cars, pollution, accidents, road deaths

Argument 1
Point
Elaboration

Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.

Use of action verbs, eg die, wander, cause

Action verb 'causes' used instead of causal conjunction. It enables a more succinct cause and effect statement, eg Cars emit ... that causes

Argument 2
Point
Elaboration

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Use of relating verbs, eg 'is', to relate parts of clause, eg the city is very busy

'Cars' used as beginning information focus of clause (theme). This choice plays a role in creating a well organized text

Argument 3
Point
Elaboration

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

Use of connectives to sequence arguments, eg firstly, secondly, thirdly

Reinforcement of statement of position

In conclusion, cars should be banned from the city for the reasons listed.

UPPER PRIMARY TEACHING SEQUENCES

WEEK 2	<ul style="list-style-type: none">• Brainstorm the channels of communication that people use to express their opinions about an issue — record responses on a class chart, eg letters to the editor, talkback radio, public forums, rallies. Discuss which groups in the community would use these forms of exposition.• Have students participate in role-plays of moral dilemmas to highlight how emotion and personal bias play a part in shaping opinions. Have some students observe and discuss the language and nonverbal cues used when opinions were expressed.• Have students view a speech to identify nonverbal techniques such as gestures, facial expression and movement around the room, that are used when presenting an exposition and how they can enhance the meaning of the speech. Encourage students to use these techniques when presenting oral expositions.
WEEK 3	<ul style="list-style-type: none">• Discuss how the values and attitudes of speakers may affect not only what they say but also how it is said and analyse oral expositions to identify examples of this.• After viewing a documentary on a topical issue, ask students how the narrator’s point of view was expressed. Use questions to help identify bias, eg Would the writer agree with the statement ...?• Invite guest speakers, eg community members, parliamentarians, local councillors, to speak about a school/local issue. Have students take notes about the points raised and ask questions for clarification
WEEK 4	<ul style="list-style-type: none">• Jointly construct a chart outlining the stages of an exposition for students to use as a scaffold when presenting oral expositions.• Encourage students to use visual texts such as pictures, diagrams, tables, overheads, as well as sound effects to support an oral exposition.• Identify different groups of people who would have an opinion for or against an issue. Develop arguments that might be used for each side of the issue. Students need to research topics to develop effective arguments. Role-play representatives from each group, putting forward their point using the structure of exposition.
WEEK 5	<ul style="list-style-type: none">• Ask students to present a point of view opposite to their own in relation to a particular issue. Experiment with ways of minimising or increasing the persuasiveness of the presentation. Do all people who present a particular point of view necessarily hold that opinion? eg student council representatives, politicians, businesspeople.• Consider changes in content and delivery that could be required when presenting an exposition to different audiences, eg exposition about the need for a bike track delivered to peers, and delivered to the principal or School Council.• Have students select statements as the basis for expositions and practise turning them into questions to state the position, as well as engage audience attention, eg Computers should replace teachers: have you ever thought of explaining to a computer why your homework isn’t done?
WEEK 6	<ul style="list-style-type: none">• Annotate an enlarged copy of an exposition text. Have students assist by identifying position statement, arguments, point and elaboration, and reinforcement of position. Use different coloured highlighters for each section.• In shared reading, read a variety of expositions. Point out how the purpose affects structure, eg an editorial may provide background information and give evidence; a brochure may have an opening statement to attract attention but contain little evidence. How can the accuracy of evidence be assessed?
WEEK 7	<ul style="list-style-type: none">• Ask students to collect and read a selection of articles and letters to the editor about the same issue. In pairs, have students sort the articles and letters according to the point of view of the writer. Remind students that the point of view of the writer is found in the statement of position of the exposition. Ask students to summarise the main points and to locate any conflicting information.• Have students collect a variety of letters to the editor on the same topic. Ask students to identify persuasive language such as emotive words and exaggeration and the use of modality by writer.
WEEK 8	<ul style="list-style-type: none">• In shared reading, read expositions and point out text features that may help readers distinguish fact from opinion, such as references to sources of information used by the

	<p>writer to support viewpoint, eg experts quoted, studies showed. Have students evaluate this information from different sources.</p> <ul style="list-style-type: none"> • Identify any technical terms used in an exposition. Does the writer/presenter assume readers/viewers will understand? Are there attempts to support readers/listeners in learning about the technical terms? Note the effect on the text's purpose.
WEEK 9	<ul style="list-style-type: none"> • After viewing a documentary that presents a contentious issue, have students discuss how the writer's or presenter's point of view is expressed. Encourage students to identify possible bias by referring to the use of emotive language, the visual text, exaggeration, omission of facts. • During shared and guided reading, have students identify words that link point and elaboration. Jointly construct a list of conjunctions for students to use in their independent writing.

UPPER PRIMARY

Text Structure**Ned Kelly — Guilty or Innocent?****Language Features**

Background information

Statement of position

This project has been based on a computer program about the trial of Ned Kelly which gave us the evidence used in the original trial. After examining a number of incidents, we came to the conclusion that Ned Kelly was treated unfairly as he only committed half the crimes he was accused of.

Use of abstract nouns, eg conclusion, predicting how the argument will be structured (ie in terms of the incidents)

Argument 1

background information

point

elaboration

elaboration

In the Fitzpatrick incident, Ned was charged with the attempted murder of Constable Fitzpatrick. We believe that Ned was not guilty as Fitzpatrick's story is not believable because (i) he contradicted himself; (ii) he had just been to the pub and we think that the wounds he had on his arm were not from bullet shots (which Fitzpatrick claimed) but from a broken glass which he might have been drinking his brandy in; (iii) and finally, he was kicked out of the police force later on because of his reputation for lying.

Use of the beginning of the sentence to focus the reader's attention, eg In the Fitzpatrick incident ...

Use of clauses linked by conjunctions to show reasoning, eg We believe that Ned was not guilty as Fitzpatrick's story is not believable because ...

Argument 2

background information

point

elaboration

point

elaboration

In the Stringybark Creek incident, Ned was charged with the wilful murder of Constables Lonigan, Scanlon and Kennedy. Ned resisted arrest and had to shoot Lonigan three times. Kelly says that it was not murder but self defence and he gave Lonigan a chance to surrender. We feel that McIntyre's evidence is weak. He said that the bullets came from the back and not from the front. Dr Nicholson finds the opposite, stating that Lonigan stood his ground and met Ned on equal terms.

Use of text connectives to structure argument, eg finally

Use of passive form to maintain focus, eg he was kicked out of ...

Use of evaluative language to persuade reader, eg wilful murder, evidence is weak

Argument 3

background information

point

elaboration

The Glenrowan incident was probably the most bold battle of the Kelly gang. The police sent up a special train to Glenrowan. The Kelly gang set up their base in the Jones' hotel. Although this was a gallant battle it was also a fatal battle it was also a fatal battle as Joe Byrne, Dan Kelly and Steve Hart died as a cause of it. Ned was taken prisoner and taken to the trial. We believe that Ned is guilty on the charge of holding hostages, endangering the community, and the shooting of police troopers and hostages.

Use of saying verbs when quoting someone, eg said, stating

Use of modality, eg probably

Use of clauses combined in various ways

Reinforcement of position statement

In our opinion, we say that Ned is guilty for half the things he did but he received an unfair trial. He shouldn't have been hung publicly but given a long imprisonment.

Use of thinking verbs to express opinion, eg believe

Use of modality in conclusion, eg should

[extract from final draft: joint researched exposition]