



Year 6

Home Learning Pack –
LEARNING QUESTION

Week 1

4.1.21

Science Learning Question: How does Lifestyle affect your body?

We will learn about our Learning Question topic for two weeks. This is your first weekly pack for and there are five lessons to complete over five days. Please do not do more than this and make sure you give yourself a break. This will also help the teachers to check and see your work. Try to keep up with the learning as much as possible and try your best, we know it is a little different this time.

- Everything you need is in this pack and labelled so you know what lesson to complete and what sheet to use.
- There are **YouTube** videos for most lessons on the Mount Pleasant Junior School channel – search carefully for the video title that is described for each lesson. (Please be patient as not all videos will be uploaded at the same time)
- For Friday’s lesson, please ask your adult to find an empty medicine packet (perhaps for paracetamol, ibuprofen, or an inhaler). You will be looking closely at the packet to find key information (do not worry if you do not have one though, there is a picture in this pack you can use).
- There is also a printout of all the lesson slides taken from the video so if you cannot access the videos please use this as a guide.
- Please keep copies of the work you have completed as you will need it to support your learning next week!
- Please send any work or questions to year6@mpjs.org.uk and we will respond as soon as we can.

Below is a guide for each lesson:

LESSON 1: (6.1.21)

YouTube video: Year 6 LQ Week 1 – Lesson 1

- MQ1: What is a balanced diet? Think about today’s MQ and write what you think a balanced diet is (we will learn more about how to answer this question over the next two lessons).
- **ACTIVITY 1 LESSON 1.** Go through the slides (and use the extra information in your packs) to learn about the 5 types of nutrients. There is a table in this pack which you can use to write your findings into. Alternatively, you can write subheadings for each nutrient and include information underneath about why our body needs them.
- **ACTIVITY 2 LESSON 1.** Think about what you have learnt about nutrients and the reason we need them. Answer our final question of the lesson; Is a diet of fruit and vegetables better than a diet that includes carbohydrates and proteins? Remember

to use your notes to help you explain your answer. (Use as much space as you need on the answer sheet but do not worry about filling the entire page!)

LESSON 2: (7.1.21)

YouTube video: Year 6 LQ Week 1 – Lesson 2

- MQ1: What is a balanced diet? Today we are looking at how can we make sure we eat a balanced diet with plenty of nutrients.
- **ACTIVITY 1 LESSON 2** – Find the Eat Well Plate in your pack. Our first activity will be to label each section of the plate so we can see how much of each type of food we should eat to provide a balanced diet. Once labelled, draw the different foods that go in each food group.
- **ACTIVITY 2 LESSON 2** – Use the plate to draw and label what a balanced meal might look like in your house. Use these questions to guide you: What is your main source of carbohydrates? Is it rice? Maybe potatoes? Does your protein come from meat sources or from vegetable sources? Could you ask an adult how they cook meals that are healthy and balanced?
- *(If you would like to represent your healthy meal in a different way, you do not need to use the plate template, just make sure your meal is balanced and that you label it with nutritional information!)*

LESSON 3: (8.1.21)

YouTube video: Year 6 LQ Week 1 – Lesson 3

- MQ2: What is a drug? Today we will learn about how to stay safe with medicines. We will also start to look at the impact that smoking has on health.
- **ACTIVITY 1 LESSON 3** – Start by answering the four questions on the sheet. We will learn more about these questions over the next three lessons so do not worry about giving long or detailed answers.
- **ACTIVITY 2 LESSON 3** – What information is found on medicine? Use the medicine packet your adult has found (or the picture on the activity sheet). Look closely, draw your packet, and label it with the information you find. (Use the slides to support you to label the activity pack picture). Answer the question on the sheet; How can this information help us keep safe?
- **ACTIVITY 3 LESSON 3** – Thinking about the risks related to medicines. Read the medicine safety examples in your pack. Imagine you are Frankie. What could the risk be? What might happen? What could she do?
- **ACTIVITY 4 LESSON 3** – Quiz: What do you already know about the risks of legal drugs and alcohol? Do you think each statement is true, false, or are you unsure? The answers are in your pack and you can use your green pen to correct your answers and make notes.

- **ACTIVITY 5 LESSON 3** – Read the conversation between Dad and Aunt Lusia about giving up smoking. What are some of the risks of smoking? What has Aunt Luisa tried to help her stop smoking? Underline the parts of the conversation (using different coloured pens) which give information about the two questions.

LESSON 4: (11.1.21)

YouTube video: Year 6 LQ Week 1 – Lesson 4

- MQ2: What is a drug? Tomorrow we will be writing a persuasive letter to Aunt Lusia to convince her to stop smoking! Today we research and plan our letter
- **ACTIVITY 1 LESSON 4** – use the conversation between Aunt Lusia and Dad that we looked at yesterday to help you start to think about what to include in your letter.
- Think back to the speeches that you wrote to persuade Aunt Carew that Margery should not marry Richard Oakland. You can use some of the ideas from the persuasive letter word bank and ideas sheet to make your letter convincing.
- You may choose to use one of the two templates to support your planning, or you may find it easier to make your own plan. Either way, remember to clearly structure your letter and focus on developing the key points that you want to get across.

LESSON 5: (12.1.21)

YouTube video: Year 6 LQ Week 1 – Lesson 5

- Start by reading your planning from lesson 4. Is there any way you think it can be improved? Could you add a rhetorical question? How about some repetition? Before you start to write, remember that you want to persuade, not tell Aunt Lusia off! We know from her conversation with Dad that she has tried to stop smoking, so remember that your ‘solution’ will need to include some top tips that can help her stop. After all, how can she be healthy if she continues to smoke? The NHS can help her, and many people can be successful if they follow NHS advice.
- Go through your writing to check for mistakes and correct them.
- You can use the checklist in your pack to see what features you have included (it won’t be all of them so do not worry)
- Send your final draft to year6@mpjs.org.uk (this may be a photo or a typed up copy. It could even be a video or a sound recording of you reading your letter out!)
- We cannot wait to read (see or hear) them and will give you feedback as soon as we can!

Week 2 will commence 13.1.21

Lesson 1 – LEARNING QUESTION

ACTIVITY 1 Lesson 1: Use this extra information (along with the slides) to research different nutrients.

There is a table under the information which you may want to use to organise your notes.



Carbohydrates

When you think of the word “Carbohydrates”, the first image that might pop into your head may be a bowl of pasta, a baked potato or a plate of rice. And you’re right! However, there are other foods that contain carbohydrates that may not be as obvious. These include nutritious foods such as fruit, dairy and legumes as well as foods with less nutritional value such as biscuits, cakes and lollies.

Carbohydrates are in most of the food we eat. For example, fruits contain the carbohydrate fructose and glucose, dairy has lactose, a potato has starch, and the list goes on. Carbohydrates are broken down by the body into simple sugars. These sugars circulate in the bloodstream and are used by the body’s cells for energy. The brain also uses one of these simple sugars (glucose) as its primary energy source. This is why children need carbohydrates to stay alert and active throughout the day.

Which foods contain carbohydrate?

Many foods contain carbohydrates; however, **some foods are more nutrient-rich than others**. Since carbohydrates are all treated in the same way by the body, it is important to choose carbohydrate foods that also contain other nutrients. **This ensures the body is not simply being provided with sugar but with other nutrients that it also requires to function.**



Fat (lipids)

Fat is a source of energy and essential fatty acids in our diets. It is also used in our bodies as insulation to keep us warm, protection for our vital organs and to carry fat-soluble vitamins. Fat is naturally found in animal products (meat and dairy), nuts, seeds, grains and some fruits such as olives and avocados. It is also added to many processed foods.

There are two types of fat, **unsaturated** and **saturated fat**. Both have very different effects on our health. However, it is important to remember that when eaten in large amounts, all fats contribute the same amount of energy and can contribute to weight gain.

Unsaturated fats

Unsaturated fats are often called ‘**healthy fats**’ as they help reduce heart disease and lower cholesterol levels. These fats are liquid at room temperature. There are two types of unsaturated fats, polyunsaturated and monounsaturated.

Monounsaturated fats are found in olive oil, canola oil, avocados and nuts. Replacing saturated fats in the diet with monounsaturated fats can help to lower cholesterol levels.

Polyunsaturated fats include omega-3 and omega-6 fats that have slightly different health benefits. Omega-3 fats are found in oily fish, eggs, linseed, walnuts and soybeans and have been shown to be protective against heart disease. Omega-6 fats are found in nuts, sunflower seeds, sunflower and sesame oil and margarine spreads. They **have been shown to decrease the risk of heart disease when consumed in place of saturated fats**.

Saturated fats



Saturated fats are considered '**unhealthy fats**' as **overeating them can contribute to high cholesterol levels and heart disease risk**. These fats are generally solid at room temperature except for palm and coconut oil. Saturated fat is the primary type of fat found in milk, cream, butter, cheese, meat, palm oil and coconut oil.

Cholesterol is needed by the body to transport fats, provide structure to cell membranes and to make hormones and some vitamins such as vitamin D. Our body produces all the cholesterol we need, so it's not essential in our diet. It is important to remember though, that eating cholesterol in our diet only raises blood cholesterol levels a little, and not as much as eating saturated fats. Often though, foods high in cholesterol also contain **trans-fats** and **are high in saturated fat**.

Top tips: How to reduce saturated fats in the diet

- Swap full-fat dairy foods for reduced or low-fat dairy foods for all family members over the age of 2
- Swap butter for margarine spread made from canola, sunflower or olive oil
- Where possible, bake, roast or steam food instead of frying
- Trim all visible fat from meat, remove the skin from chicken and try to avoid processed meat (e.g. sausages and salami)
- Limit cakes, pastries, biscuits and high fat snack foods such as chips. View these foods as a special occasion rather than everyday foods
- Limit take away and fast food to a maximum of once per week

Protein



We need to eat protein foods such as lean meat, poultry, fish, eggs, tofu, nuts, seeds and legumes/beans every day. Protein is **essential for building, maintaining, and repairing the tissues in our body**.

As well as providing us with protein, **these foods contain other essential nutrients**. That's why it is important to eat a wide variety of protein foods each day.

What extra nutrients are in protein foods?

Lean meat and poultry: iron, zinc and vitamin B12.

Only animal products naturally contain Vitamin B12.

Fish and seafood: long chain omega 3 polyunsaturated fatty acids.

Legumes: fibre, vitamins, and minerals.

Nuts: healthy fats, fibre, vitamins, and minerals.



Fibre & whole grains

Fibre is found in plant foods like whole grain bread, cereals, nuts, seeds, fruits and vegetables. It's the part of the plant that passes through the small intestine without being digested contributing to gut health.

There are **two types of fibre: soluble and insoluble**. Soluble fibre usually forms like a gel in water. This substance slows down digestion playing a role in making you feel fuller for longer and controlling blood sugar levels.

Insoluble fibre passes through the gastrointestinal tract (your intestines) relatively unchanged. It absorbs water and contributes to the bulk of bowel movements.

Both forms of fibre are important for:

- Bowel regularity (*going to the toilet regularly*) and gut health
- Prevention of heart disease through cholesterol lowering properties
- Prevention of diabetes and obesity
- Prevention of constipation

Where is soluble fibre found?

- Fruits
- Vegetables
- Beans and legumes
- Oats
- Barley

Where is insoluble fibre found?

- Wheat bran
- Skins of fruit and vegetables
- Nuts and seeds

While fibre is vital for healthy digestion, it should be combined with adequate daily water intake and exercise.

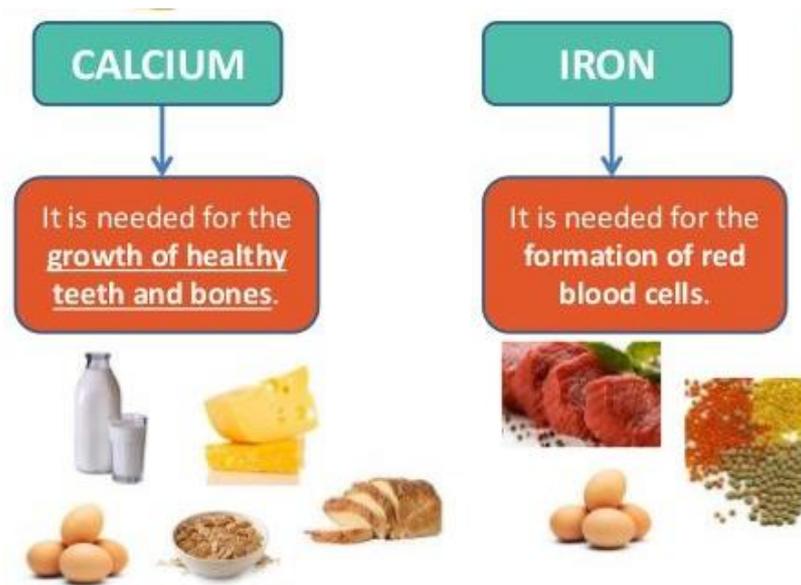
Vitamins & minerals



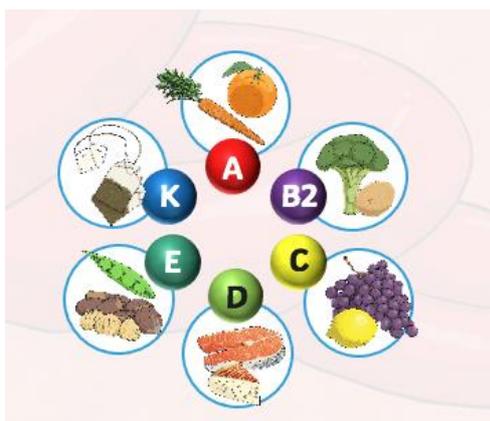
Vitamin means 'vital for life'. Vitamins and minerals are compounds necessary for the healthy functioning of our bodies. We need vitamins and minerals to help us grow, to see correctly, to form bones, muscles, skin and organs, as well as to help us battle infections.

Not having enough vitamins and minerals can lead to severe problems. **The best way to ensure you have enough vitamins and minerals for healthy growth and development is to have a wide variety of fresh foods from the five food groups** including whole grain bread and cereals, vegetables, fruit, meat, fish, poultry, eggs, nuts and legumes, and dairy products such as milk, cheese and yoghurt.

Calcium and iron are both examples of minerals found in different foods that are essential for our body to function well.



Vitamins are found in many different food groups.



ACTIVITY 1 Lesson 1: Table to support note taking

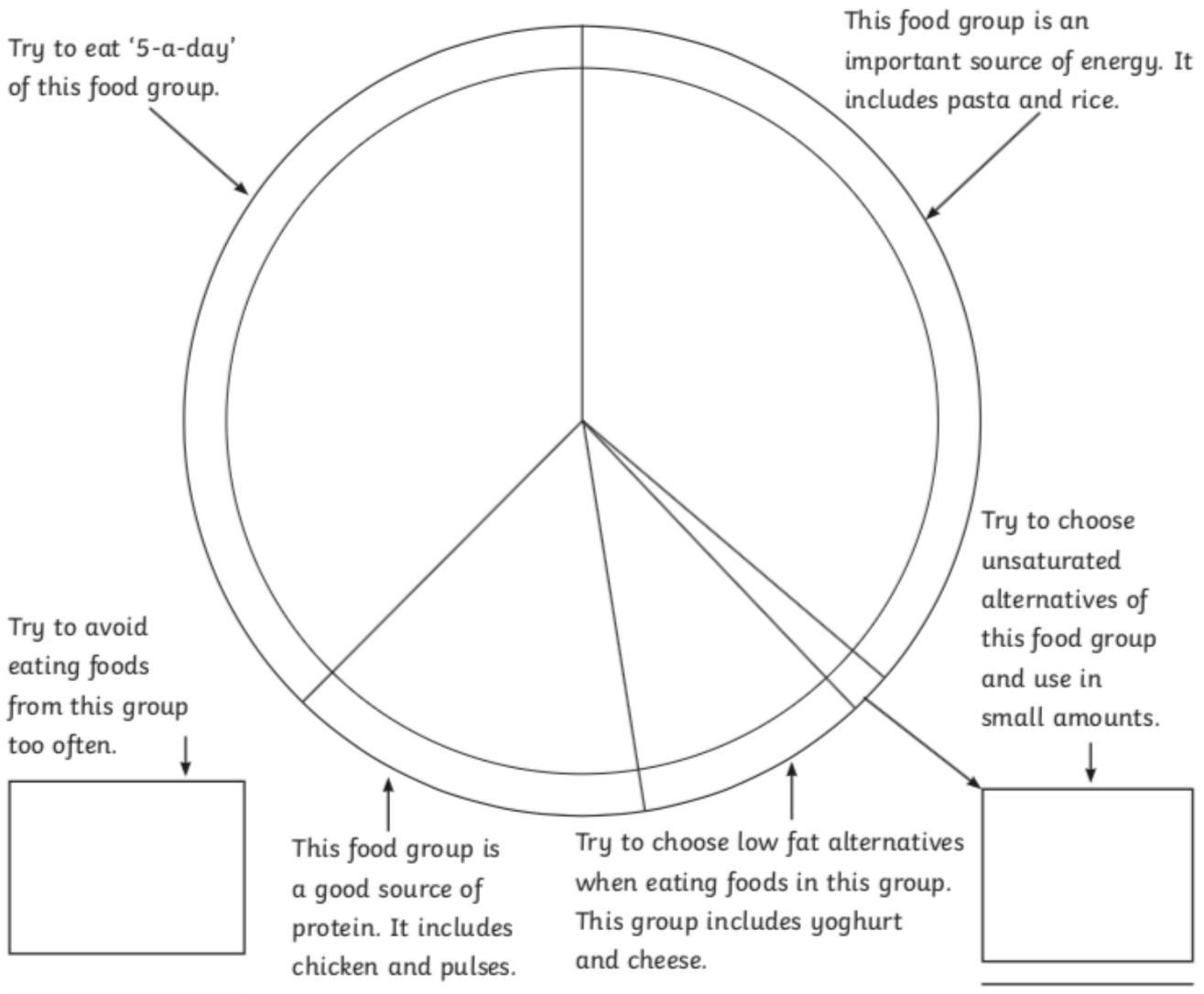
Nutrient	Why does our body need it?	Where is it found?	Extra information
Carbohydrates			
Protein			
Lipids (fats)			
Fibre			
Vitamins and Minerals			

ACTIVITY 2 Lesson 1: Final question:

Lesson 2 – LEARNING QUESTION

Finding the Food Group

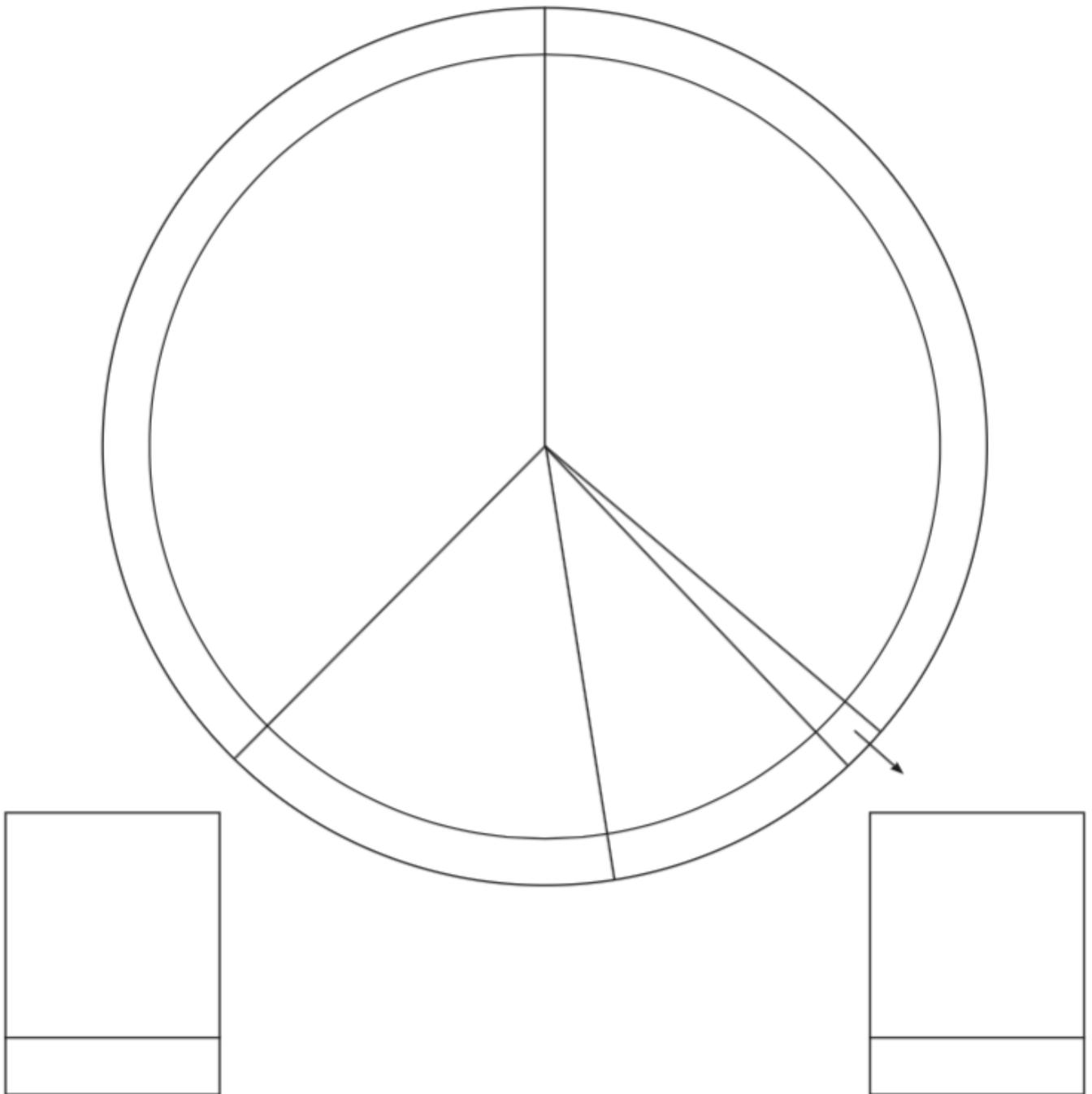
We can divide the food we eat into five food groups. We should follow a balanced diet to stay healthy. We should eat a variety of different foods in correct proportions. The plate below shows you the five food groups. We should always try to eat more of the two largest food groups and less of the food groups in the smaller sections.



Label each section of the plate with one of the following:

1. bread, rice, potatoes, pasta and other starchy foods
2. fruit and vegetables
3. meat, fish, eggs, beans and other non-dairy sources of protein
4. milk and dairy foods
5. foods and drinks high in fat and/or sugar
6. oils and spreads

ACTIVITY 2 LESSON 2: What does a balanced meal look like to you?



Lesson 3 – LEARNING QUESTION

ACTIVITY 1 LESSON 3: My first impressions:

What is a drug?

Can you give examples?

Are all drugs bad?

How do you know?

Complete this at the end of the lesson: Have your ideas changed?

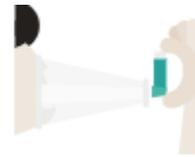
ACTIVITY 2 LESSON 3: Label the packet with the information it contains.



How can this information help to keep us safe?

ACTIVITY 3 LESSON 3: Medicine safety Examples. Imagine you are Frankie; What could the risk be? What might happen?

After gymnastics club one day, Frankie is feeling short of breath but has forgotten her inhaler. Her friend, Dion, also has asthma and offers her his to take instead.



Out in the playground Frankie and her friend Nadia are playing dares. Nadia takes out a small bottle of liquid from their pocket. They say it is their sister's medicine, that they had a bit the other day and it tasted nice. Nadia dares Frankie to drink some.



Frankie is not feeling well and so Mum fetches some medicine from the medicine cabinet at home. Mum tells Frankie to take some and then rushes to answer a phone call. Frankie isn't sure how much to take but makes a guess.



What is one thing you have learned that you think is important to remember in the future when thinking about different medicines?





	True	False	Not sure
1. Drinks that contain caffeine (tea, coffee, cola and energy drinks) are good for toddlers and young children			
2. It is against the law to smoke in a car with anyone under 18			
3. Vaping/smoking an e-cigarette is completely safe			
4. Smoking with the door or window open will stop others breathing in any smoke			
5. It is legal to buy e-cigarettes at age 16			
6. Anyone can buy alcohol in supermarkets, even if they are under 18			
7. Adults that drink alcohol should have some 'alcohol-free' days each week			

1	False	<p>Caffeinated drinks are not suitable for toddlers and young children.</p> <p>Caffeine is a stimulant and can temporarily make people feel more alert or less tired. For most adults, tea and coffee can be consumed in moderation, as part of a balanced diet. Energy drinks often contain high levels of caffeine and high levels of sugar too as well as other stimulants.</p> <p>Reference: NHS – caffeinated drinks www.nhs.uk/live-well/eat-well/water-drinks-nutrition/</p>
2	True	<p>*It is illegal to smoke in a car with anyone under the age of 18. Smoking in cars means there is a risk of second-hand smoke. Second-hand smoke comes from the tip of a lit cigarette and the smoke that the smoker breathes out. Breathing in second-hand smoke, increases the risk of getting the same health conditions as smokers. Babies and children are particularly vulnerable to the effects of second-hand smoke as their lungs are less developed.</p> <p>Reference: NHS – What are the risks of smoking? https://www.nhs.uk/common-health-questions/lifestyle/what-are-the-health-risks-of-smoking/</p> <p>*Illegal in most of the UK, although not as yet in Northern Ireland.</p>
3	False	<p>E-cigarettes are not risk free but carry less risk than smoking cigarettes (tobacco).</p> <p>The liquid and vapour in e-cigarettes contain potentially harmful chemicals (although in much lower levels than cigarettes which also contain tobacco). E-cigarettes can contain nicotine which raises blood pressure and increases people's heart rate; nicotine use over time causes a craving for the user to smoke more.</p> <p>Reference: NHS smokefree – e-cigarettes/vapes https://www.nhs.uk/smokefree/help-and-advice/e-cigarettes</p>
4	False	<p>Opening windows and doors or smoking in another room in the house will not make it safe for others.</p> <p>Harmful cigarette smoke can still blow back inside. More than 80% of smoke is invisible, you can't see where it goes and it is impossible to control. To protect others from second-hand smoke, smokers should keep the environment around them smoke free. People who smoke cigarettes should:</p> <ul style="list-style-type: none"> • always smoke outside and away from the house • not smoke in the car • try to stop smoking <p>Reference: NHS – Passive smoking https://www.nhs.uk/live-well/quit-smoking/passive-smoking-protect-your-family-and-friends/</p>
5	False	<p>Only people aged 18 and over are allowed to buy e-cigarettes.</p> <p>Reference: Department for health and social care https://www.gov.uk/government/publications/towards-a-smoke-free-generation-tobacco-control-plan-for-england</p>
6	False	<p>It is against the law for someone under 18 to buy alcohol anywhere, including supermarkets.</p> <p>It is also against the law to sell alcohol to someone under 18. An adult is not allowed to buy alcohol on behalf of someone under 18. However, they can buy a child over the age of 16 beer, wine or cider if they are eating a table meal together in licensed premises.</p> <p>Reference: Drinkaware – Alcohol and the law https://www.drinkaware.co.uk/facts/alcohol-and-the-law</p>
7	True	<p>Adults who drink alcohol are advised to have two alcohol-free days a week. They should only drink in moderation – in small amounts and not regularly. Alcohol is measured in 'units' and adults should have no more than 14 units a week (approximately 6 pints of beer or 6 glasses of wine). Doctors recommend that pregnant woman or woman planning to have a baby avoid drinking alcohol. The Chief Medical Officers recommend that children (under 16) do not drink alcohol.</p> <p>Reference: UK Chief Medical Officers' Low Risk Drinking Guidelines</p>

ACTIVITY 5 LESSON 3: Read the conversation that Frankie overheard between Dad and Aunt Lusía. Underline the parts which answer the following two questions:

- What are the risks of smoking?
- What has Aunt Lusia tried to help her stop smoking?

Earlier on in the day, Dad and Aunt Lusia watched a news report about healthy habits. Frankie overhears them having a conversation.

Aunt Lusia: Oh I wish I didn't smoke!

Dad: Yes... all the chemicals and tar in the tobacco can seriously damage your health and could lead to lung disease, heart disease and cancer...

Aunt Lusia: ... and it makes your breath and clothes smell, stains your hands and teeth and gives your wrinkles!

Dad: Why don't you just stop smoking?

Aunt Lusia: I have tried. You know I've been smoking so long now that I think it will be too difficult to quit. I don't think people know how hard it is. I wish I had never started.

Dad: I know, I understand, so what have you tried so far?

Aunt Lusia: I've tried throwing my cigarettes away, but it didn't work. I just bought more. Then I tried hiding them, but that didn't work either!

Dad: Maybe we should look up that website they mentioned on the news and find out what other support is available to help you. The doctor can definitely help – they might suggest swapping smoking cigarettes to e-cigarettes, or nicotine chewing gum or patches.

Aunt Lusia: I know that if I keep smoking I am just doing more damage to my body. I often have a terrible cough and I know that's caused by smoking too. Frankie says I smell when I hug her! I know I might be making Frankie's asthma worse, just being around her when I am smoking. She gets so cross if I walk in her bedroom smoking.

Dad: But you shouldn't smoke in the home - the advice is to smoke outside and away from the house.

Aunt Lusia: I know... I know this advice exists for a reason – I will make sure I follow it. I also know that if I stop smoking now and stay smoke-free it will really help my health and Frankie's too.

Dad: So, what can we do to help? Let's have a think about what to do next.

Lesson 4 – LEARNING QUESTION

ACTIVITY 1 LESSON 4: Use this information about smoking to plan your letter to Aunt Lusia.

Facts about smoking 1

We've all seen adults smoking. But have you ever wondered why they do it or why smoking is so bad for your health anyway?

Read these 5 Smoking Facts to find out.

1) Smoking is Poisonous

Cigarettes contain thousands of poisonous chemicals which taste horrible. Your body tries to get rid of poison by making you feel sick. This is why first time smokers often feel sick and dizzy or may cough a lot - it's their body trying to protect them.

If it tastes so awful why do people keep smoking?.....

2) It's very hard to stop smoking

One of the chemicals in cigarettes is called nicotine. Nicotine is a very addictive drug which makes it hard to stop smoking. When you finish smoking a cigarette the levels of nicotine in your body starts to drop which makes you want another one.

Fact: Over 78% of adults who smoke have tried to stop at some point.

3) Smoking Stinks!

Cigarette smoke sticks to your clothes, hair and makes your breath smell horrible. People who smoke often don't realise how bad they smell to other people.

Is that the worst smoking will do to me?

4) Smoking Kills.

Smoking damages your lungs which makes it harder for you to run and play sport with your friends. It also makes you more likely to catch coughs and colds or suffer with asthma.

Worst of all, smoking increases your chances of getting cancer and other horrible diseases which can kill you.

Fact: The smoke from a lit cigarette is so bad it also harms the lungs of people around you too.

5) Smoking is Expensive

Believe it or not, people pay a lot of money to smoke. In fact, smoking 20 cigarettes a day for 5 years costs £8000. Imagine what you could buy with that!

Fact: Smoking is illegal until you are 18 years old and people who buy or sell cigarettes are breaking the law.

Many teenagers try smoking because they have seen other people do it and they are curious. Some people think it makes them look cool or more grown up. They may offer you a cigarette because it makes them feel better if you do it as well. What should you do? The best thing to do is tell them that you don't want to smoke and walk away.

If you are worried about smoking you should talk to an adult or a teacher who can give you more advice.

Facts about smoking 2

What Are the Risks of Smoking?

The health risks of smoking, vaping, and using chewing tobacco are serious. Among them:

- Tobacco cigarettes are the leading cause of preventable deaths in the United Kingdom and can cause many diseases.
- E-cigarettes, vape pens, and hookahs (water pipes) are filled with tobacco, nicotine, and other harmful chemicals. Health experts report serious lung damage in people who vape, including some deaths.
- Chewing tobacco (smokeless or spit tobacco) can lead to nicotine addiction, cancer, gum disease, and heart disease.

But kids and teens continue to smoke and use tobacco products. Many young people pick up these habits every year. In fact, 90% of adult smokers started when they were kids!

How can people stop smoking?

Many people don't quit smoking because they think it's too hard, and it's true that for most people quitting isn't easy. After all, the nicotine in cigarettes is a powerfully addictive drug. But with the right approach, the cravings can be overcome.

- **Get support.** The NHS can offer lots of different types of support to help people stop smoking. People can try using nicotine replacement patches to help with the cravings. They can also speak to an advisor who will help them take the first steps towards being smoke free.
- **Put it in writing.** People who want to make a change often are more successful when they put their goal in writing. Write down all the reasons to quit smoking, like the money you can save or the energy you'll gain for playing sports.
- **Set a quit date.** Pick a day that you'll stop smoking. Put it on your calendar. Think of the day as a dividing line between the smoking you and the new, improved non-smoker you'll become.
- **Throw away cigarettes — all cigarettes.** People can't stop smoking with cigarettes around to tempt them. So, get rid of everything, including ashtrays, lighters, and, yes, even that pack that is stashed away for emergencies.

ACTIVITY 1 LESSON 4: Planning templates for your persuasive letter.

Main Idea/Title:

Introduction

The main point
you want to make.

Argument 1

Remember evidence!

Useful words:

Firstly...
Secondly...
In my opinion...
Some believe that...
I feel that...
I am sure that...
It is certain...
Therefore...
Moreover...
For this reason...

Argument 2

-Reasons for
-Reasons against
*-Ask questions to get
the reader thinking*

Argument 3

Conclusion

Sum up the
main
argument.

Main Idea/Title:

Introduction

Remember evidence! Firstly...
Secondly...
In my opinion...
Some believe that...
I feel that...
I am sure that...
It is certain...
Therefore...
Moreover...
For this reason...

-Reasons for
-Reasons against
-Ask questions to get the reader thinking

Conclusion

Argument 1

Point 1

Argument 2

Point 1

Argument 3

Point 1

Point 2

Point 2

Point 2

Point 3

Point 3

Point 3

Persuasive Letter Writing Word Bank



Greetings	Opening Sentences	Introductions	Details
Dear Mrs May, Dear Mr Brown, Dear Sir or Madam, Dearest...	I agree that... It is my belief that... Some people believe that... Recent figures reveal...	For this reason... I am sure that... It is certain... In the same way...	For example... In fact... In support of this... Statistically...
Causal Conjunctions and Adverbials	Conclusions and Summaries	Closing Farewell	Vocabulary
accordingly, consequently hence thus otherwise	As you can see... Without a doubt... In brief... On the whole... Undoubtedly...	Yours sincerely, Yours faithfully,	arguments unfair support persuade imperative pros/cons



Writing to Persuade

Structure

Introduction

Grab the reader's attention and clearly state your opinion.

Main Body Paragraphs

Give reasons for your opinions and explain these in detail.

Conclusion

Remind the reader of your opinion and leave them with something to think about.

Persuasive Language

Modal Verbs

(must, will, should)

Modal Adverbs

(definitely, absolutely, certainly)

Evaluative Language

(incredible, outstanding, awful, revolting)

Sentence Starters

First, let's talk about...

Another important point worth considering...

Astonishingly, some people don't know that...

Yet another incredible thing about...

Finally, and most importantly...

Best/Worst of all...

Persuasive Devices

Tell a personal story.

Give an expert's opinion.

Include statistics.

Ask rhetorical questions.

Use repetition.

Powerful Statements

Just think about it!

It's out of this world!

We can't let this go on!

We must stop this now!

You know I'm right!

Remember:

Consider your audience.

Make your opinion clear.

Use a strong voice.

Give reasons for your opinion.

Check your spelling and punctuation.

Lesson 5 – LEARNING QUESTION

