## Title graphic for Laptop wraps: Writing an exposition

# Teaching notes

## How to use this resource

This resource, *Writing an exposition*, is part of a series on composing texts designed to support students in Stage 5 English. Expositions present the writer’s point of view on an issue supported by evidence. They appear in various forms: essays, letters, speeches and blogs are some of the more common ones. Expositions often deal with controversial issues such as cloning, drugs in sport, experimenting on animals and genetic engineering.

## Explore

This section links to the resource [Strictly Speaking](https://app.education.nsw.gov.au/rap/resource/access/a51b2f0e-265a-43b1-9b7c-d440f1b1ff1e/1) where students can learn how to compose and deliver an effective speech.

## Your tasks

Students can click on either the icons or the hyperlinked text to view each task in a pop-up window.

| Task | Activities |
| --- | --- |
| Task 1 – Annotate an exposition | Students become familiar with expositions by reading and annotating examples. They read an exposition titled *Why is there so much sport on Australian TV?* When they roll their mouse over the text, there are notes on the different sections. They annotate an exposition titled *Traffic must be reduced in central Sydney* by dragging and dropping callouts.To prepare them for writing an exposition, they create a mind map of the arguments presented in this exposition using Freemind. |
| Task 2 – Write an exposition in letter form | Students write an exposition. There are two activities: one is to write a letter to the editor, the other is to write an exposition and post it to a blog. Letter to the editor Students highlight in red the emotive language in a letter to the editor.  Then they write a letter to the editor on this issue and share it with others. Blog post Students research a topic that interests them. They can use the interactive essay map and the language features of an exposition to help them write their exposition. There is also a checklist to help them reflect on their work.  You will have to set up a class blog before the students can start blogging. A great place to set up a class blog is with [blogED](https://online.det.nsw.edu.au/blog/) or [Edublogs](https://edublogs.org/).  They can use Google Forms or Microsoft Forms to create a survey for others to respond to; for example, how many people agree with their argument and how many agree with the course of action suggested. They can collate the responses and add them to their blog entry. |
| Task 3 – Write and exposition | They write an exposition. |
| Task 4 – Record a speech | Students then present the exposition as a speech, which they record. They can add appropriate music and sound effects to enhance their presentation and then share it with the class. |

## Quality teaching framework

This resource supports students to:

* develop deep knowledge and understanding of the language of exposition, argument and opinion
* use the metalanguage associated with argument and exposition.