Teaching notes

How to use this resource

This resource, Writing an exposition, is designed to support the Digital Education Revolution – NSW (DER-NSW) program. The resources and tasks are aimed at supporting student use of the DER-NSW laptops in both online and offline classroom environments.

If you have difficulty viewing this resource on the DER-NSW laptop screens you can switch your web browser to full screen mode. With your web browser open, press F11 to switch between normal and full screen mode.

For more detailed support on how to use the DER-NSW laptop software referred to in this resource please visit the TaLe Tools+ site. If you have a Department of Education and Training portal identity go to www.tale.edu.au > log in to the Secondary section > Tools+ is a link in the top right of the page. If not, visit the Parents & community section of TaLe and choose the quick link to DER-NSW laptop resources on the right side of the page.

This resource 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 CLI resource Strictly Speaking 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.

1. 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.

2 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. NSW DET students can view the video: *Women in sport* from the *Sport in newspapers* section of Sport in the media. All students can find information on media coverage of women’s sports at the following sites:

- [http://www.media-awareness.ca/english/issues/stereotyping/women_and_girls/women_coverage.cfm](http://www.media-awareness.ca/english/issues/stereotyping/women_and_girls/women_coverage.cfm)

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. A list of websites in current issues is provided at the end of these notes. 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 through Edublogs, [http://edublogs.org/](http://edublogs.org/) This site also contains various video tutorials to guide you through setting up a blog. Another blogging site is [www.edmodo.com/](http://www.edmodo.com/) which is a free microblogging site for education.

For more information on blogging visit the [TaLe Tools+](http://edublogs.org/) blogging section.

They can use SurveyMonkey 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.

Students research an issue that interests them. A list of websites that they can use is provided below.

3 They write an exposition.

4 Students then present the exposition as a speech which they record using the software on their laptop. They can add appropriate music and sound effects to enhance their presentation and then share it with the class.

**Teaching resources**

[TaLe](http://edublogs.org/) (Teaching and Learning exchange) NSW DET only
These resources look at both sides of the issue, but can be used to help students decide which point of view they will support.

- **Koala control: points of view** is a multimedia interactive that enables students to explore facts and opinions about controlling populations of koalas. Search on TaLe using the title *Koala control: points of view* or the number L1285. (NSW DET only)
  Others can find The Learning Federation resource L1285 through their jurisdiction’s access point.

- **Save our bridge: presenting the arguments** is a multimedia interactive that enables students to look at reasons for and against building a new bridge. Search on TaLe using the title *Save our bridge: presenting the arguments* or the number L1289. (NSW DET only)
  Others can find The Learning Federation resource L1289 through their jurisdiction’s access point.

**Other resources**
These websites provide information on some topical and controversial issues. Students can read information that is for and against the issue before deciding which point of view they will support. It is always advisable to check websites before directing students to access them.

- Capital punishment: [www.bbc.co.uk/ethics/capitalpunishment/](http://www.bbc.co.uk/ethics/capitalpunishment/)
- Genetic engineering: [www.greenpeace.org/international/campaigns/genetic-engineering](http://www.greenpeace.org/international/campaigns/genetic-engineering) [online.sfsu.edu/~rone/GEssays/gedanger.htm](http://online.sfsu.edu/~rone/GEssays/gedanger.htm)

**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.