

LESSON 3

U: TO IDENTIFY THE FEATURES OF PERSUASIVE LETTERS.

National Curriculum Links

Reading

Understand what they read by:

- identifying how language, structure and presentation contribute to meaning

Writing

Pupils should be taught to plan their writing:

- by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

STARTER:

Remind the children of the work they have been doing on subordinating conjunctions in grammar lessons. How many can they remember?

If
Since
As
When
Although
While
After
Before
Until
Because

Show them the following sentences and ask them to identify the subordinating conjunction in each one:

I want to marry Juliet because I love her very much.

She would have everything she wanted if you allowed me to marry her.

If you allow me to marry your lovely daughter, I will treat her like a precious flower.

Remind the children that sentences with subordinating conjunctions are called **complex** sentences. We can either use the conjunction at the beginning or the middle of a complex sentence.

MAIN TEACHING:

Remind the children that they are going to be writing persuasive letters in role as Prince Escalus at the end of the play, writing to both the Capulets and the Montagues to persuade them to end their feud.

Today they are going to be looking at **two** examples of persuasive letters based on Romeo and Juliet and will be finding the persuasive features.

Give out the two examples of persuasive letters below to each talk partner and ask them to read each letter.

Examples of Persuasive Letters:

Dear Lord Capulet,

I am writing to ask you if I can marry your beautiful daughter Juliet. There are three reasons which I believe will persuade you to agree to this suggestion.

Firstly, I want to marry Juliet because I love her very much. You must never doubt that I will put her needs first in everything I do. If you allow me to marry your lovely daughter, I will treat her like a precious flower. I will also make sure she is kept safe and free from all harm.

Secondly, I can offer Juliet a very high position in Verona. Juliet is used to an excellent standard of living and I'm sure that you want this to continue for her. Luckily, I have inherited lots of money from my father. This would allow me to offer Juliet the kind of life she has always had. She would have everything she wanted if you permitted me to marry her.

Finally, I have some concerning news to share. During your ball, I saw Juliet talking to a masked guest. Although I'm sure this conversation was innocent, a friend told me that this mysterious guest was a Montague. Are you willing to risk your only daughter falling into the hands of a Montague? Before she has the chance to fall in love with someone else, please allow Juliet and I to get married.

I hope that you can see what an excellent match your daughter and I would make. Please arrange our wedding as soon as possible before it is too late!

I look forward to hearing from you.

Yours sincerely,

Count Paris

Dear Father,

I am writing to explain my reasons for not wanting to Count Paris. I hope that you can understand my point of view.

Firstly, I believe that I am too young to get married. I am only fourteen years old and am still a child. I do not want to get married until I am older and more mature. Don't you want me to spend more time at home with you?

Secondly, I think it is important to get to know someone before getting married. I feel I do not know Count Paris because I have not spent any time with him. When I get married, I want to marry for love. Do you want me to have a life full of love and joy? I hope so.

Finally, I am worried about the real reasons why Count Paris wants to marry me. During our ball, I overheard Paris talking about the cost of the party. He seemed to be excited because our family has a lot of money. Are you sure that Paris wishes to marry me out of love? I know that you would want your daughter to enter into an honest marriage. Can we really trust Paris?

Thank you for taking the time to read my letter. I hope you understand my feelings now and will not hold my decision against me. Please do not make me marry a man I hardly know and do not love.

All my love,

Juliet

Ask each pair to discuss what makes the letters persuasive. Then draw out the following features of persuasive letters (including grammar focus):

- **Written in the first person**
- **Organised in paragraphs (including introduction and conclusion)**

- **Adverbs to organise paragraphs (e.g. firstly)**
- **Rhetorical questions**
- **Extended noun phrases to create emotive language (e.g. your beautiful daughter Juliet)**
- **Sentences extended with subordinating conjunctions**

Make sure these are displayed so that all children can see them for the next part of the lesson.

Using 6 different coloured pencils, they need to find examples of each feature and colour them in different colours (e.g. colour all the rhetorical question in red). They should also create a key to show which colour matches which feature.

At the end of the lesson, take feedback from the class and ask them to share the examples of each feature they have found in the persuasive letters.

Finally, each child then writes the success criteria of a persuasive letter in their book.