

Boost Free Lessons - Year 7 English

Lesson 16: Reading Persuasive Texts

Name: _____ Grade: _____ Date: _____

Read the opinion piece below carefully. The line numbers will help you refer to specific parts of the text in your answers.

Give Us Back Our Oval

- 1 For eleven years, the oval behind the community hall has belonged to
2 everyone. Now the council wants to sell it.
3
- 4 Let us be clear about what would be lost. Every Saturday, more than a
5 hundred children play there. On weekday evenings, three teams train on it.
6 In summer, families who have no air conditioning sit out on the grass until
7 the heat breaks. This is not spare land. It is the only open space within
8 two kilometres.
9
- 10 The council argues that the sale would fund repairs to the hall roof. That
11 roof does need work, and nobody disputes it. But selling public land to pay
12 for public buildings is a trick, not a solution. Once the oval is gone, it
13 is gone permanently, and the next repair bill will have nothing left to
14 sell.
15
- 16 Ask yourself this. What will we tell the hundred children on Saturday
17 morning? That the grass they play on was worth less than a roof?
18
- 19 There are other options. Council has a maintenance reserve. There are
20 grants for exactly this kind of work. There is even the possibility of
21 sharing the cost with the sporting clubs, who have already offered.
22
- 23 Our oval is not a spare asset waiting to be cashed in. It is the only
24 reason this neighbourhood still feels like one. Write to your councillor
25 before the vote on the fourteenth.



Worked Example 1

Identify one persuasive technique in lines 16 to 17 and explain its effect.

1. Name the technique precisely. Lines 16 to 17 contain two **rhetorical questions**.
2. Quote briefly: *What will we tell the hundred children on Saturday morning?*
3. Explain how it works. The reader must answer it themselves, and there is no comfortable answer available.
4. Add why the writer chose it here: it puts children at the centre, which makes the loss feel personal rather than financial.

Model: The writer uses rhetorical questions, asking “What will we tell the hundred children” (lines 16 to 17). Because the reader has to supply the answer, and no good answer exists, the technique makes the sale feel indefensible rather than merely unpopular.

Remember: In persuasive texts, look for **emotive language**, **rhetorical questions**, **repetition**, **statistics** and the acknowledgement of **opposing views**. Always explain the effect, and judge how fair the evidence is.



Question 1: Answer the following questions. Refer to line numbers where you can.

1. How long has the oval been public land? (line 1)

2. How many children play there on Saturdays? (lines 4 to 5)

3. What reason does the council give for the sale? (line 10)

4. What three alternatives does the writer suggest? (lines 19 to 21)

5. What does the writer ask the reader to do? (lines 24 to 25)

6. Find one example of emotive language in the text and write it out.



Question 2: Answer the following questions in full sentences.

1. Why does the writer admit the roof does need work (line 11)?

2. Explain the effect of the short sentence *It is gone permanently* (lines 12 to 13).

3. Identify one statistic and explain why the writer includes it.

4. How does the writer use the word *our* throughout the piece?

5. How convincing do you find this piece? Give two reasons, using evidence from the text.





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Answers and Model Responses: Reading Persuasive Texts**Question 1**

1. Eleven years.
2. More than a hundred.
3. To fund repairs to the community hall roof.
4. The council maintenance reserve, grants for this kind of work, and sharing the cost with the sporting clubs.
5. Write to their councillor before the vote on the fourteenth.
6. Model: *a trick, not a solution, or cashed in.*

Question 2

1. Model: Admitting it makes the writer seem fair and reasonable rather than one-sided, so the reader is more likely to trust the rest of the argument. It also removes the council's strongest reply before it can be made.
2. Model: After longer sentences the short one lands with force. It emphasises that the decision cannot be undone, which is the writer's central point.
3. Model: *more than a hundred children* (lines 4 to 5). It shows the scale of what would be lost and turns an abstract piece of land into a large number of real people.
4. Model: *Our oval* and *our councillor* position the reader as part of the community that stands to lose, which makes the issue personal and encourages them to act.
5. Model: I find it fairly convincing, because the writer offers specific alternatives rather than only objecting, and admits the roof genuinely needs repair, which makes the argument seem balanced. However, the figures are not sourced, and the claim that the oval is the only reason the neighbourhood feels like one is an opinion presented as fact.

