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| **Grammar for Writing Argument Glossary** | |
| **Persuasive devices** | The scheme refers to persuasive or rhetorical techniques which are typically found in political speeches and which students can imitate in their own speech writing. These are: repetition (of words, phrases or sentence constructions); lists e.g. of facts and examples; rule/pattern of three, where the third phrase or sentence is the most important; rhetorical questions; use of inclusive pronouns; use of modal verbs to express intent; use of emotive vocabulary; use of figurative language, especially metaphor. Better writers will be able to use a range of devices deliberately and fluently to emphasise ideas and create a persuasive, convincing tone. |
| **Whole-text structure and text-level connectives (conjuncts)** | The schemeasks students to write and present a ‘two minute speech to save the world’. This requires **coherence** of ideas and subject matter across the whole text; it will be helpful to teach about how the reader-writer relationship is established and to encourage students to think explicitly about the needs of their readers. You could use the ‘writers as designers’ prompt questions for this purpose. Better writers achieve coherence in argument writing through the logical sequencing and development of ideas, and good use of supporting evidence.  <http://www.cybergrammar.co.uk/discourses_coherence.php>  **Cohesion** is the term used to describe the grammatical means by which sentences and paragraphs are linked and relationships between them established. Better writers establish cohesion through lexical choices, use of pronouns and determiners which refer to items across a text, conjunctions which join ideas within and between sentences (see the section on coordinating and subordinating conjunctions) and the use of words to refer back in the text (anaphora) and forwards in the text (cataphora).  <http://www.cybergrammar.co.uk/discourses_cohesion.php> Text level connectives, or conjuncts, are important for maintaining cohesion in spoken speeches and in written arguments. Conjuncts can be used to order or list ideas (*firstly, finally, likewise*), to summarise arguments (*to sum up, in conclusion, overall*), and to contrast one idea with another (*alternatively, however, on the other hand*). |
| **Counter argument** | Use of counter arguments is promoted in the scheme of work in both the speech writing task and the formal debate. The intention is to encourage the construction of more detailed and reasoned arguments that acknowledge ‘both sides’ of an issue. It also provides an authentic context in which to teach sentence grammar, focusing on the use of coordination and subordination to contrast ideas (see also the section on coordinating and subordinating conjunctions). |
| **Sentence patterns** | It can be helpful to consider sentence variety in terms of patterns that are typical of, or effective in, particular kinds of texts. In the scheme, political speeches provide models of sentence patterns used for rhetorical impact, and students are encouraged to imitate particular patterns e.g. rhetorical question + one word answer; use of short simple sentences for summary; use of subordinating conjunctions to emphasise cause and effect: ***If*** *you vote for me, I will represent your views fairly.*  Sentence patterns refer to variety in sentence length and sentence construction.  <http://www.cybergrammar.co.uk/sentences_functions_teach.php> |
| **Simple sentence** | A simple sentence consists of one main clause, which is a complete unit of meaning, containing a subject and a finite verb (one that inflects - changes its ending – according to person, number and tense e.g *I think; she thinks; they thought*).  A simple sentence can be any length as long as there is only one finite verb:  *Zoos* ***are*** *cruel.*  *In my opinion, zoos* ***are*** *cruel and unnatural environments for wild animals from the vast open plains of Africa.*  In argument writing, simple sentences are useful for achieving clarity e.g. in an opening sentence to a paragraph, and for summarising ideas e.g. in a concluding sentence.  <http://www.cybergrammar.co.uk/sentences_types.php>eHe |
| **Compound sentence** | A sentence containing two or more main clauses of equal weight joined by a co-ordinating conjunction: *and, or, but, so (*some grammars also cite *yet, for, nor)*  *Zoos are unnatural* ***yet*** *they protect endangered species.*  Better writers think about the balance of ideas in the ‘two halves’ and the relationship between them, for example using them to join similar ideas or to provide a contrast. |
| **Complex sentence** | A sentence made up of one or more main clauses and one or more subordinate clauses.  A subordinate or dependent clause does not make sense on its own but depends for its meaning on the main clause it is placed with. It is formed in three different ways:   * A subordinating conjunction + finite verb: ***Because*** *it* ***is*** *unnatural to keep wild animals in cages*, (*many people are opposed to zoos*). * A relative pronoun + finite verb: *(Zoos),* ***which******are*** *cruel and unnatural (should be closed down).* * A non-finite verb. This is a verb that does not change its form but stays the same in a clause, regardless of changes alongside it. It can be a present or past participle or the infinitive: ***Abolishing*** *school uniform (would be a sensible step).*   ***Abandoned*** *by its owners, (Smitty was too weak to stand).*  *(It makes sense)* ***to simplify*** *the law.*  Better writers think about the relationship between ideas in the main clause and subordinate clause and the emphasis of meaning created by changing the position of the subclause within the sentence. |
| **Punctuation range** | The range referred to in the scheme of work is:  full stop, comma, question and exclamation marks, brackets and dashes, semi-colon; colon and ellipsis.  The emphasis in the scheme is on using punctuation for rhetorical and prosodic effect i.e. to guide the reader’s tone of voice. |
| **Word classes** | **Noun:**  An important aspect of writing argument is the choice of nouns to create lexical cohesion within a text, e.g. *dangers, perils, threat, evils, strife, combat, warfare, weapons*. Looking at how nouns are used in texts can inform both textual analysis and an understanding of possibilities and choices as a writer. Better writers tend to use more abstract nouns and to place them for impact in a sentence e.g. *Cruelty to animals should carry a heavy penalty; The prospect of death is an effective deterrent.*  <http://www.cybergrammar.co.uk/word_classes_nouns_teach.php>  **Pronoun:**  A pronoun stands in for, or acts as a substitute for, a noun or a noun phrase. In argument writing, pronouns are vital for text cohesion, helping the reader refer back to ideas e.g. *In my opinion,* ***capital punishment*** *is an effective deterrent.* ***It*** *is likely to reduce the number of murders that are committed*. As a rhetorical device e.g. in political speeches or campaign material, pronouns are often used inclusively, to address and involve the audience e.g. *‘With* ***your*** *help,* ***we*** *can save animals like Smitty.’*  **Adjective:**  Perhaps the commonest definition of an adjective used in school is that it is *'a describing word'*. This is not always helpful as it tends to create a misconception amongst young writers that description is exclusively about using adjectives liberally. Instead, teaching could usefully explore how verbs, adverbs and abstract nouns, as well as adjectives, are used effectively to create detail and description in texts being studied. In argument writing, **noun phrases** consisting of adjective + abstract noun (and/or a determiner) are often crucial for summary and to create an ‘expert’ voice e.g. *environmental damage*; *weapons of mass destruction*; *one compelling reason*.  <http://www.cybergrammar.co.uk/word_classes_adjectives_teach.php>  **Verb:**  The verb is often the grammatical driving force in a sentence. All sentences, except minor sentences, contain a verb. The verb is also the most versatile and complex word class, appearing in many guises. Simplifications such as ‘*a verb is a doing word’* can be misleading (students may not notice verbs such as *are/was/were*). Teaching the difference between a finite verb and a non-finite verb is very helpful if students are to understand how to write different sentence structures and use boundary punctuation accurately.  <http://www.cybergrammar.co.uk/word_classes_verbs.php>  **Modal verb**  The modal verbs are: *can, shall, will, could, should, would, might, may, must*.  They are useful in argument writing for suggesting degrees of possibility or likelihood and are often used by politicians in speeches as a rhetorical device e.g. *We* ***must*** *stand together against the enemy; Victory* ***will*** *be ours.*  **Adverb:**  The adverb is possibly the most versatile and flexible word class in English and can be positioned almost anywhere in a sentence except directly preceding a noun:  The adverb modifies a verb (*standing weakly*), or an adjective (*distressingly thin)*, or a pronoun (*almost everyone*) or another adverb (*painfully slowly*).  A large group of adverbs ends in –ly but there is a wide range, including: *soon, often, never, once, twice, today, nearly, almost, just, only, quite*  <http://www.cybergrammar.co.uk/word_classes_adverbs.php>  **Coordinating and subordinating conjunctions:**  Conjunctions are words which join clauses or smaller units in a sentence together. Coordinating conjunctions (principally *and, but, or, so;* some grammars also cite *yet, for, nor*) link clauses or units of equal importance:  *rewards* ***and*** *punishments*; *I approve of safari parks* ***but*** *not zoos*; *School uniform is neither cheap* ***nor*** *comfortable.*  See also the section on compound sentences.  Subordinating conjunctions join units of unequal importance, in which one unit is subordinate to the other:  ***Although*** *it takes time and effort, recycling is essential.*  *Recycling is essential,* ***despite*** *the time and effort involved.*  There is a considerable variety of subordinating conjunctions, many of which are helpful for explaining and contrasting ideas in argument writing e.g. *if, because, unless, whenever, whereas, since, although, while, despite.*  Better writers use an appropriate range of conjunctions and use more subordination than coordination, thinking about the relationship between clauses rather than simply chaining ideas together.  See also the section on complex sentences.  <http://www.cybergrammar.co.uk/word_classes_conjunctions_advanced.php> |