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| **Title of Scheme: Writing Argument** | **WEEK 2** |
| **Key Learning:**  Students learn how to structure sentences in different ways. They explore sentence patterns in political speeches and experiment with sentence patterns in their own writing. They learn how to use coordinating and subordinating conjunctions to link sentences and to create counter arguments. | |
| **LESSON 1** | |
| **Learning Objectives:**   * Understand how to craft varied sentences for persuasive effect. | **Learning Outcomes:**   * Locate and discuss examples of varied sentence patterns in two short speeches. * Use varied sentence patterns in own speech. |
| **Introduction:**  Pairs/Groups:  Using the first page of *2.1 Sentence Variety*, students match together the correct sentence type and example (extracts from Princess Diana’s speech about landmines in Angola). They decide on the best order of sentences in the speech and practise reading the speech aloud.  Teacher:  Use the second page of *2.1* to lead brief feedback. There are other viable alternatives to the order of sentences suggested here; for example, students may decide it is more powerful to end with a rhetorical question.  Use the exercise to recap understanding of sentence types and patterns and to explain the focus in this week’s lessons on carefully crafted sentences that make arguments sound balanced, firm and powerful. | |
| **Development:**  Whole class:  Read *2.2 Tony Blair’s Speech* and annotate for sentence patterns: repetition; pattern of 3; rhetorical questions (and one-word answers); contrast between detailed complex sentences and blunt summary simple sentences. The teacher’s page of *2.2* suggests the main points to pick out. You could also recap examples of persuasive devices: modal verbs, inclusive pronouns and emotive language.  Blair’s speech is short but difficult, especially the middle paragraph. Be prepared to explain context and meaning, clarifying his central argument that ‘unstable’ countries are trying to get hold of uranium to create weapons of mass destruction. Once students have the gist of the meaning, the rhetorical sentence patterns are relatively straightforward to highlight. You should be able to show them how structured and crafted the speech is, and the pattern of three/rhetorical questions/one-word answers in the final paragraph is a particularly good one to mimic. It’s worth pointing out that politicians have professional speech-writers who pay attention to every little detail, and who design and craft the speeches very carefully.  Individuals:  Using *2.3 Sentence Variety Worksheet*, students experiment with designing and crafting their own sentences. Give suggestions of topics for their own speeches if needed e.g. persuading their parents to buy them a particular item or persuading their teacher not to give them any homework. | |
| **Conclusion:**  Pairs/Groups:  Students decide the best order of sentences in their speech and read it aloud, aiming to sound balanced, firm and powerful.  Teacher:  Add examples of sentence patterns to the Persuasive Devices Poster. | |
| **Support:**   * Highlight for students the sentence patterns in the examples on *2.3* before students write their own. * Limit the annotation of Tony Blair’s speech, highlighting 3 clear examples of sentence patterns for students to imitate. Alternatively, extend work on Princess Diana’s speech as used in the Introduction. | **Challenge:**   * Use terminology to aid explicit explanation of sentence patterns and effects. * Annotate sentence patterns and effects in own argument writing. * Explore sentence patterning in other political speeches and collect good examples. See for instance: [www.famousquotes.me.uk/speeches/](http://www.famousquotes.me.uk/speeches/) |

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| **LESSON 2** | |
| **Learning Objectives:**   * Understand how to make a counter argument. * Know how to use coordinating and subordinating conjunctions. | **Learning Outcomes:**   * Respond orally and in writing to short activities on PowerPoint slides. * Write a counter argument using coordinating and subordinating conjunctions. |
| **Introduction:**  Teacher:  Explain the rules of the ‘Yes, but....’ game, referring to *2.4*. You might want to model how to play, using yourself and a volunteer student.  Pairs:  Play the ‘Yes, but…’ game.  Whole class:  Brief feedback to elicit techniques and arguments that worked well. | |
| **Development:**  Teacher:  Explain the difference between a written argument and a spoken one: in speech, you can react directly to another person’s points and ‘think on your feet’ in order to come up with a reply; in a well-balanced written argument, you have to anticipate in advance the points that ‘the opposing side’ might make, so that you can acknowledge and deal with alternative views about a topic.  Whole class:  Show *Counter Arguments and Conjunctions PowerPoint* slides 1-7 and use 2.5 *Slide Notes* to introduce the idea of a counter argument and to point out the usefulness of coordinating and subordinating conjunctions in signalling a contrasting point.    Slides 5 and 7 provide oral practice in creating counter arguments, using coordinating and subordinating conjunctions. Encourage students, individually or in pairs, to try out different combinations, making it clear that there are no right and wrong answers, and share good examples.  Slide 8 draws attention to punctuation in compound and complex sentences.  Individuals:  Follow instructions on slide 9 to develop a short written counter argument, using coordinating and subordinating conjunctions appropriately. | |
| **Conclusion:**  Pairs:  Read their counter arguments to each other and comment on their effectiveness.  Teacher:  Share good examples and add ‘Counter arguments’ to the Persuasive Devices Poster. | |
| **Support:**   * Reinforce understanding of clauses through examples and practice. You may want to omit the writing task on slide 9 in order to consolidate understanding of how to use coordinating conjunctions in compound sentences and subordinating conjunctions in complex sentences. | **Challenge:**   * In the final writing task, deliberately vary the structure of sentences, experimenting with different positions of clauses and conjunctions in order to emphasise particular ideas. * Pay attention to sentence patterns, building on learning from previous lesson. |

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| **LESSON 3** | |
| **Learning Objectives:**   * Be able to use coordinating and subordinating conjunctions to link ideas securely. | **Learning Outcomes:**   * Rewrite a speech (arguing to be elected as class president) combining sentences by using coordinating and subordinating conjunctions. |
| **Introduction:**  Whole class:  Following the instructions in *2.6 Verbal Boxing,* allocate roles andplay the argument game. You might want to model first, using confident volunteers. You can remind students of the counter argument techniques they used in the previous lesson.  Teacher:  Explain that effective arguments are carefully structured and that the coordinating and subordinating conjunctions introduced in the previous lesson are devices for strengthening an argument by linking ideas securely within and between sentences.  Using slides 10-12 of *Counter Arguments and Conjunctions PowerPoint*, and *2.5 Slide Notes*, show students a wider range of coordinating and subordinating conjunctions. Stress the purpose of different conjunctions and recap their position within a sentence. Use the terms compound and complex sentence if helpful. | |
| **Development:**  Whole class:  Show slides 13-14 of the Powerpoint and use the slide notes to demonstrate sentence combining. The purpose is to rewrite a disjointed and repetitive speech so that ideas are linked more securely and fluently.  Individuals:  Show the writing task on slide 15 or provide the handout *2.6 Sentence Combining*.  Students rewrite the speech, using conjunctions to link ideas securely and to sound less repetitive. They should keep the same arguments but can add or alter words as needed. Encourage them to experiment with different choices of conjunctions and sentence combinations, through oral rehearsal and by composing electronically if possible. | |
| **Conclusion:**  Whole class:  Share examples of the connectives they have used and encourage peer response about their effectiveness in linking ideas securely and fluently. Encourage comments on purpose and meaning of different conjunctions e.g. cause and effect implied by *if* or *because*.  Teacher:  Add ‘Ideas linked with conjunctions’ to the Persuasive Devices Poster. | |
| **Support:**   * Secure understanding through teacher modelling and step by step practice. You can show the ‘class president’ speech (on PowerPoint or handout) written as pairs of sentences. Demonstrate different ways of linking them and ask students to explain which combinations they prefer. | **Challenge:**   * Deliberately use a mix of simple, compound and complex sentences for impact on the reader, varying the position of subordinating conjunctions within a sentence to avoid unnecessary repetition. Link back to previous work on sentence patterns and to previous text models of speeches. * Add own words and devices for rhetorical effect e.g. adverbs (*undoubtedly; crucially; supremely*) and rhetorical questions. |