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| **Title of Scheme: Writing Argument** | **WEEK 3** |
| **Key Learning:**  Students learn how punctuation is used in speeches to emphasise meaning and guide the reader’s voice. They learn how text-level connecting words and phrases are used to create coherence and cohesion. They draw on learning about persuasive devices and structures to write their own speech. | |
| **LESSON 1** | |
| **Learning Objectives:**   * Understand how punctuation can be used to emphasise meaning in a speech and guide the reader’s tone of voice. | **Learning Outcomes:**   * Highlight key words and add punctuation to a short speech, guiding the reader in how to say it, and evaluate effects. |
| **Introduction:**  Whole class:  Display statement: *You must stop that now*. Say it together aloud five times, emphasising a different word each time and noting how meaning and intonation change.  Punctuate the statement in three different ways:  You must stop that now! You must stop that, now. You must stop that now?  Note how the punctuation ‘tells’ the voice how to read each different version.  Whole class or Groups:  Remind students that punctuation is both a grammatical device and a guide to how we should read a text.  Project *3.1 Punctuation Wheel* or provide as a handout. Select a punctuation mark at random. Students explain the function of the punctuation mark (using ‘phone a friend’ if needed) and read the relevant example (taken from speeches covered in the unit), using the punctuation to guide tone of voice and emphasis. | |
| **Development:**  Teacher:  Explain that politicians often have official speech writers who use punctuation to communicate how the speech should be said. Hand out *3.2 Punctuate for Meaning* and explain task: to use punctuation to guide the speaker in emphasising meaning and creating the right tone of voice. Encourage students to be selective about where they make changes; a restriction on the number of times they can use each mark would be helpful, as would teacher modelling. You can use the second page of *3.2* for this purpose.  Individuals then Pairs:  Highlight selected words and add appropriate punctuation to the speech. Swap and read speeches aloud to each other, following the punctuation marks carefully.  Whole class:  Feedback – what kind of effect did the extra punctuation marks have? | |
| **Conclusion:**  Pairs/Groups:  Refer to *3.1 Punctuation Wheel* again. Choose a punctuation mark at random. Students write a new sentence using the punctuation mark correctly. Provide a topic for which they will have ready arguments, e.g. ‘Christmas is too costly so we should stop giving presents’ or ‘Because students easily forget what they’ve learnt, summer holidays should be reduced to two weeks’.  Swap sentences and read aloud, using punctuation to guide tone of voice and emphasise meaning. | |
| **Support:**   * Make the individual task a whole class one, modelling for students changes that can be made to the start of the speech, then asking pairs to agree further changes. You can use the second page of 3.2 for this purpose. * Encourage students to read aloud with exaggerated expression, to ‘hear’ the effects of different punctuation choices. | **Challenge:**   * Use *3.3 Semicolons in Speeches*, to consider the function and effects of semicolons. * Encourage students to explain subtle changes to meaning and tone created by using different punctuation marks. * Explore further examples of how punctuation is used to guide the reader’s intonation and emphasise meaning. The website [www.bbc.co.uk/writersroom](http://www.bbc.co.uk/writersroom) has downloadable TV drama scripts that could work well here. [www.guardian.co.uk/greatspeeches](http://www.guardian.co.uk/greatspeeches) is also a useful resource. |

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| **LESSON 2** | |
| **Learning Objectives:**   * Know how to use connecting words and phrases to link paragraphs clearly in an extended text. | **Learning Outcomes:**   * Write a plan for extended writing task: ‘A Speech to Save the World’. |
| **Introduction:**  Teacher:  Remind students of previous work on counter arguments, where they used conjunctions to link ideas within and between sentences in the same paragraph. Explain the focus of this lesson: to structure clearly an extended argument, using words and phrases that link one paragraph with the next.  Pairs/Threes:  Provide *3.4 Structuring an Argument*, cut into triangles and strips as indicated on the resource. Students experiment with different ways of sequencing the connecting words/phrases and paragraphs. Several different sequences are possible so encourage them to try at least two different ones, reading the whole aloud each time.  Whole class:  Feedback: which order did they choose and why? Elicit the different functions of connecting words/phrases: ‘However’ and ‘On the other hand’ link into an opposing idea; ‘Furthermore’ and ‘In addition’ link to similar ideas; ‘In conclusion’ introduces the ending.  Again referring back to previous work on counter arguments, discuss the balanced nature of the argument: overall the writer is in favour of mobile phones in school but acknowledges and then ‘answers’ arguments against them. Why is this more effective than stating a one-sided view? | |
| **Development:**  Teacher:  Using *3.5 A Speech to Save the World*, introduce the extended writing task. This is designed to enable the students to write a speech with the minimum of research so that they can concentrate on generating ideas and designing their text, rather than looking for information.  You could introduce *3.6 Writers as Designers* at this stage, using the prompts to clarify the purpose of the task.  Gather and display ideas that might be included in the speech. Stress that students are providing counter arguments to the points made by the aliens!  Pairs/Groups:  Provide again the connecting words/phrases (in triangles) from *3.4* and blank card strips. Following the model of the mobile phone speech, students write key points for each paragraph onto the strips, experimenting with different sequences, reading aloud each time. | |
| **Conclusion:**.  Groups:  Share plans with another group and provide feedback in terms of clear structure and persuasive arguments.  Individuals:  Using the plan, write the opening paragraph, more if time allows. | |
| **Support:**   * As a whole class or in a guided group, construct a simple five-paragraph plan: introduction explaining speaker’s identity and purpose; counter arguments to each of the three points made by the aliens; an emotive conclusion. | **Challenge:**   * Structure the sequence of arguments for maximum rhetorical effect, for example saving the most emotive points until last. |

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| **LESSON 3** | |
| **Learning Objectives:**   * Be able to structure an extended argument and use persuasive devices. | **Learning Outcomes:**   * Write ‘A Speech to Save the World’. Evaluate against agreed success criteria. |
| **Introduction:**  Teacher:  Recall Persuasive Devices Poster compiled in previous lessons and recap rhetorical techniques.  Provide success criteria for the writing task, using *3.7*. | |
| **Development:**  Individuals:  Using plans and opening paragraphs from previous lesson, complete speech writing.  If you want to break up the activity, invite students to swap their work with a partner, listen to them read it out loud, and suggest improvements to each other, referring to the success criteria. | |
| **Conclusion:**  Individuals/pairs:  Using the evaluation section of 3.7, students evaluate their own or their partner’s speech, recording examples of how and why they have used the features listed and commenting on their effectiveness. | |
| **Support:**   * Limit the success criteria for the writing task, to focus on structure and clarity of paragraphing, agreed sentence patterning, and emotive word choices. | **Challenge:**   * Concentrate on deliberate manipulation of sentence patterns for rhetorical effect. * Probe explanations of effectiveness, e.g. using Writers as Designers prompts. |