

## **Lesson plan**

### Argumentative writing practice

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Argumentative writing	
<b>Learning objectives</b>	To practise introduction and conclusion for an argumentative piece of writing.
<b>Lesson objectives</b>	Learners will recognise the special format of argumentative writing titles for this syllabus. Learners will appreciate the variety of possible leads into and out of a topic. Learners will evaluate their own preferences.
<b>Previous learning</b>	Brainstorming, idea developing and structuring, and planning for discursive writing. Structure of a discursive piece of writing (using discursive writing practice lesson plan).

Plan		
Lesson activity 1	Classroom activities	Resources
	<p>Explain what an argumentative essay is (see suggested resources).</p> <p>In pairs learners produce two title ideas for an argumentative question.</p> <p>Ask learners to read their questions and discuss the quality of the questions.</p>	<p>Notes from the lesson on discursive writing or a similar pros/cons table.</p> <p><a href="https://classroom.synonym.com/difference-between-discursive-argumentative-essays-35567.html">https://classroom.synonym.com/difference-between-discursive-argumentative-essays-35567.html</a></p> <p><a href="https://onlineenglishgrammar.blogspot.com/2016/05/difference-between-discursive-and.html">https://onlineenglishgrammar.blogspot.com/2016/05/difference-between-discursive-and.html</a></p>
	<p>Select one of the questions suggested by the learners and ask learners to follow the step-by-step instructions:</p> <ul style="list-style-type: none"> <li>• First, read the statement and underline the keywords. Then read the instructions to know what you are being asked.</li> <li>• What type of text should you write? Is it a question of convincing? And who? Is it necessary to defend a thesis? Or refute it? Or is it a mixed point of view (for and against)?</li> <li>• Make a draft: depending on your position, choose your arguments that you need to illustrate with examples (use a mind map).</li> <li>• Rank arguments from least convincing to most convincing, in order, to give more and more weight to your opinion.</li> <li>• Develop a plan. Each argument with its explanation (and or example) must be one part.</li> <li>• You need a new paragraph with each argument to make your assignment clearer.</li> </ul>	

<b>Plan</b>		
	<ul style="list-style-type: none"> <li>• In the draft, you should work on the transitions, use logical connectors (however, nevertheless, indeed...) as well as linking words to mark the different steps (first, then, finally).</li> </ul>	
	<p><b>Task 1:</b> Learners follow instructions and write their answers and develop their plan. Every step must be shown.</p>	
	<p><b>Task 2:</b> Learners prepare an introduction and a conclusion.</p> <p>An introduction should:</p> <ul style="list-style-type: none"> <li>• present the subject (in a general way)</li> <li>• catch the reader's attention</li> <li>• define the terms of the subject: present the problem (what is the question asked?)</li> <li>• state the plan.</li> </ul> <p>A conclusion should:</p> <ul style="list-style-type: none"> <li>• think about what has been discussed</li> <li>• open up the subject or direct it to another problem.</li> </ul> <p>Remember to proofread and correct inconsistencies and spelling.</p>	
<b>Lesson activity 2</b>	<p>Display or hand out a list of sample essay titles, e.g.</p> <ul style="list-style-type: none"> <li>• Animal testing is necessary</li> <li>• Prisons don't work</li> <li>• Computer games encourage violence</li> </ul> <p>Display or hand out a list of useful introductions.</p>	<p>List of sample titles (use past paper and specimen paper example questions)</p> <p><a href="https://www.wikihow.com/Write-a-Strong-Title-for-an-Argumentative-Essay">https://www.wikihow.com/Write-a-Strong-Title-for-an-Argumentative-Essay</a></p> <p>List of useful introductions and conclusions.</p>

Plan		
		<a href="https://writersperhour.com/blog/how-to-write-introduction-for-argumentative-essay">https://writersperhour.com/blog/how-to-write-introduction-for-argumentative-essay</a> <a href="https://www.wikihow.com/End-an-Essay">https://www.wikihow.com/End-an-Essay</a>
	<p>Split learners into groups (ideally two or three in each) and give a die to each group.</p> <p>Each group rolls the die twice to decide:</p> <ul style="list-style-type: none"> <li>• the type of introduction</li> <li>• the type of conclusion.</li> </ul> <p>Put the essay titles in a chance generator or let the teams draw titles randomly.</p> <p>Learners need to come up with a key word for both the introduction and the conclusion (only allow 2 mins). Quick answers from learners to inform the whole class (repeat if time available – teams must cross out their first choices and roll the die again).</p> <p>As a second step, learners write a full text and work on their own opinion, the side they want to argue for. If the team members disagree, they can work as individuals, but they need to decide who does the introduction and who does the conclusion. The teacher can be on call for advice and look out for good work that can be displayed on the board.</p> <p>Write one good example of an introduction, and one good example of a conclusion on the board.</p> <p>Each learner needs to write their own introduction and conclusion, choosing one of the given sample titles. They should include the main body in key points, in a convincing order.</p>	<p>1 die per team</p> <p>Timer</p>
	<p><b>Plenary:</b> Learners make a note of what they have learned in the lesson.</p>	<p>Notebooks</p>

Additional information	
<b>Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?</b>	Teams struggling to think of a topic can use the topic from the starter activity. More able learners can extend the writing task by including an argument of the opposite side in their introduction and/or conclusion.
<b>Assessment: How are you planning to check learners' learning?</b>	<b>Starter for the next lesson:</b> Learners need to identify all ideas for introductions and conclusions. Once they have contributed, they may sit down. The ideas that have not been memorised should be learnt by heart for next lesson for a test.
Reflection and evaluation	
<ul style="list-style-type: none"> <li>• Were the lesson objectives realistic?</li> <li>• What did the learners learn today?</li> <li>• What was the learning atmosphere like?</li> <li>• Did my planned differentiation work well?</li> <li>• Did the timings work?</li> <li>• What changes did I make from my plan and why?</li> </ul>	
Summary and evaluation	
<ul style="list-style-type: none"> <li>• What went really well? (Consider both teaching and learning.)</li> <li>• What would have improved the lesson? (Consider both teaching and learning.)</li> <li>• What have I learned from this lesson about the class or individuals that will inform my next lesson?</li> </ul>	