

Week 13 - Balanced Argument

Marking Priority
Best work to indepth
mark



Lesson 1 - Nasty writing - Fronted adverbials with commas

WALT add our own opinions to our text.

Lesson 2 - Nasty writing - Degrees of possibility using adverbs

WALT plan and write an introduction for a balanced argument.

Lesson 3 - Grammar input - Conjunctive Adverbials

WALT use adverbials for cohesion.

Lesson 4 - Nasty writing - Review key vocab

WALT write a 'for' paragraph



NASTY WRITING!

Lesson 1

What is a fronted adverbial?

What punctuation should we include?

Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

| Time | Frequency | Place | Manner | Possibility |
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twinkl visit [twinkl.com](https://www.twinkl.com)

For example:

Before long, teachers
will be replaced by
computers.

Unfortunately, computers
don't care about you in
the same way your
teacher does.

NASTY WRITING!

Lesson 1

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What punctuation should we include?

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For example:

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will be replaced by
computers.

Unfortunately, computers
don't care about you in
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Lesson 1

NASTY WRITING!

Add a fronted adverbial to this sentence, remembering to include a comma.

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Example: *Before long*, teachers will be replaced by computers.



Metacognition

You could start learning at any time of the day.

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I Do



(Teacher example)

NASTY WRITING!

Lesson 1

Add a fronted adverbial to this sentence, remembering to include a comma.

| Fronted Adverbials | | | | |
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Example: *Before long*, teachers will be replaced by computers.

Teachers would lose their jobs.

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NASTY WRITING!

Lesson 1

Add fronted adverbials to these sentences, remembering to include a comma.

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Example: *Before long*, teachers will be replaced by computers.

Laptops can be expensive.

You wouldn't see your friends.

You could stay at home and learn.

Before you finish, create your own sentences that include a fronted adverbial - remember that comma!

5hp to sentences that are about teachers being replaced by computers.

(Independent)

You Do It Alone



WALT add our own opinions to our text

Lesson 1

Last week, you were told that the topic for your balanced argument was the following:

Should teachers be replaced by computers?

WALT add our own opinions to our text

Lesson 1

You were given a list of facts and you had to decide whether they supported the 'for' or 'against' argument.

You then grouped them and this then made up your plan for those paragraphs.

WALT add our own opinions to our text

Lesson 1

To start with today, you will be trying to add the following features to your plan:

- modal verbs - should, could, might, will
- emotive language - ludicrous, aggressive, love, hate, ridiculous

Try to add them in using purple pen - that way they should stand out when you start drafting your paragraphs.

WALT add our own opinions to our text

Lesson 1

Next, you're going to have a class debate about our topic.

You will be assigned a side of the 'argument' to be on - you have facts on each so no need to worry about that!



<https://noisyclassroom.com/video/rebuttal-tennis/>

Example of rebuttal tennis - slightly different from what we're doing, but still helpful.

WALT add our own opinions to our text

Lesson 1

In order to do this, we need to establish some ground rules with regards to how we debate:

- No put downs
- You must raise your hand if it's not your time to speak.
- Do not interrupt.
- Do not whisper while another speaker is talking.
- The debate is chaired by the Speaker, they make decisions on all matters, which are final.
- Remember - you can only speak ONCE during the debate. Your speech should be within the allotted time frame. Make the most of your time by developing an argument instead of making a single point.
- However, you may 'intervene' (question others on points they make) as many times as you like. E.g. Where did you get those statistics?
- You can use notes – both to help you with your speech and to help remember points others have made during the debate.

T
discuss

WALT add our own opinions to our text

Lesson 1

T to decide - can do this outside or create a divide in the room and children turn to face each other - 'for' face 'against'.

The Speaker - Me!

You need to be ready to listen when I ask you to.

T to introduce debate using prompt cards
Example in documents

WALT add our own opinions to our text

Lesson 1

You also have these prompt cards to help you frame your thoughts and opinions clearly and coherently.

| SECOND PARAGRAPH | Some people think that... | THIRD PARAGRAPH | They also argue that... |
|---|---|---|---|
| The people who agree with this idea claim that... | In support of (<i>the issue</i>) people believe... | | In <u>addition</u> ... |
| Beginning with those arguments in support of (<i>the issue</i>)... | Those who agree with (<i>the issue</i>) say that... | Furthermore... | Further evidence used to support the idea for (<i>the issue</i>) is ... |
| First of all consider the points in favour of (<i>the issue</i>)... | | Also the supporters of (<i>the issue</i>) believe that... | |

WALT add our own opinions to our text

Lesson 1



T - maximum
of 20 mins

WALT add our own opinions to our text

Lesson 1

Now you have had a chance to hear both sides of the argument, it's your turn to decide which side you fall on - 'for' or 'against'?

Last week you created your plan for your 'for' and 'against' paragraphs. You will now add your plan for your conclusion to that.

Remember:

- bullet points
- include your opinion - why do you feel this way?
- choose an effective sentence starter - use the resources you have been given

Lesson 2

NASTY WRITING!

Lesson 2

How do we use adverbs to show the degree of possibility?

You can use adverbs to describe how likely things are to happen.

Using Adverbs and Modal Verbs to Indicate Degrees of Possibility

You can use adverbs and modal verbs to describe how likely things are to happen or to what degree of certainty something is known.

Modal verbs usually come before another verb to show the

Adverbs

It is certainly going to rain later.

Tom is definitely a better singer than Alex.

Maybe you should take a shower.

Surely, you don't mean that.

I am possibly attending the party later.

My sister is clearly very lazy.

Obviously, our class is the best.

Perhaps we should visit the museum.

It would probably be a good idea to tidy up.

Florida is undoubtedly sunnier than London.

Jamil could hardly believe he had won the competition.

It is quite likely that I will eat pizza for dinner.

For example:

It is certainly going to rain later.

Perhaps we should visit a museum.

Snacks should be eaten at break time.

The class shall not (shan't) have a treat this afternoon.

We have a new word mat which might help!

Lesson 2

NASTY WRITING!

Add an adverb to show the degree of possibility.

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You can use adverbs and modal verbs to describe how likely things are to happen or to what degree of certainty something is known.

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It is **certainly** going to rain later.

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Modal Verbs

Positive

I **will** try to do my best in class.

It **would** be a catastrophe.

Kay **can** win the race.

We **could** buy sandwiches for lunch.

Ibrahim **may** play the king in the play.

Those ducks **might** swim across the river.

The class **shall** have a treat this afternoon.

Snacks **should** be eaten at break time.

You **must** open the door.

Katja **ought to** get up early.

Modal Verbs

Negative

I **will not (won't)** try to do my best in class.

It **would not (wouldn't)** be a catastrophe.

Kay **cannot (can't)** win the race.

We **could not (couldn't)** buy sandwiches for lunch.

Ibrahim **may not** play the king in the show.

Those ducks **might not (mightn't)** swim across the river.

The class **shall not (shan't)** have a treat this afternoon.

Snacks **should not (shouldn't)** be eaten at break time.

You **must not (mustn't)** open the door.

Katja **ought not (oughtn't)** get up early.

Example: It is **certainly** going to rain later.



Metacognition

Teachers will be replaced by computers.

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I Do



(Teacher example)

NASTY WRITING!

Lesson 2

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Modal Verbs

Negative

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Ibrahim **may not** play the king in the show.

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Snacks **should not (shouldn't)** be eaten at break time.

You **must not (mustn't)** open the door.

Katja **ought not (oughtn't)** get up early.

Example: It is **certainly** going to rain later.

Teachers **would** lose their jobs.

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We Do



(Teacher models)

NASTY WRITING!

Lesson 2

Add an adverb to show the degree of possibility.

| Using Adverbs and Modal Verbs to Indicate Degrees of Possibility | | |
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| You can use adverbs and modal verbs to describe how likely things are to happen or to what degree of certainty something is known. | | |
| Modal verbs usually come before another verb to show the possibility or certainty of the action happening. | | |
| Adverbs | Modal Verbs | Modal Verbs |
| | Positive | Negative |
| It is certainly going to rain later. | I will try to do my best in class. | I will not (won't) try to do my best in class. |
| Tom is definitely a better singer than Alex. | It would be a catastrophe. | It would not (wouldn't) be a catastrophe. |
| Maybe you should take a shower. | Kay can win the race. | Kay cannot (can't) win the race. |
| Surely , you don't mean that. | We could buy sandwiches for lunch. | We could not (couldn't) buy sandwiches for lunch. |
| I am possibly attending the party later. | Ibrahim may play the king in the play. | Ibrahim may not play the king in the show. |
| My sister is clearly very lazy. | Those ducks might swim across the river. | Those ducks might not (mightn't) swim across the river. |
| Obviously , our class is the best. | The class shall have a treat this afternoon. | The class shall not (shan't) have a treat this afternoon. |
| Perhaps we should visit the museum. | Snacks should be eaten at break time. | Snacks should not (shouldn't) be eaten at break time. |
| It would probably be a good idea to tidy up. | You must open the door. | You must not (mustn't) open the door. |
| Florida is undoubtedly sunnier than London. | Katja ought to get up early. | Katja ought not (oughtn't) get up early. |
| Jamil could hardly believe he had won the competition. | | |
| It is quite likely that I will eat pizza for dinner. | | |

Example: It is **certainly** going to rain later.

The amount of work completed will reduce.

You will get bored.

You would have a lot of freedom.

Obviously, once you are finished I would like you to create your own sentences that include an adverb to show the degree of possibility.

5hp to sentences that are about teachers being replaced by computers.

(Independent)

You Do It Alone



WALT Plan and write an introduction
for a balanced argument

Lesson 2

What is the purpose of a balanced argument?



What are we writing our balanced arguments on?



WALT Plan and write an introduction for a balanced argument

Lesson 2

What is the purpose of a balanced argument?

A discussion where you consider both sides of an issue - for and against - without showing a preference to either side (until the conclusion)

What are we writing our balanced arguments on?

Should teachers be replaced by computers?

WALT Plan and write an introduction for a balanced argument

Lesson 2

Today we are going to plan and write our introduction for our balanced argument.



WALT Plan and write an introduction for a balanced argument

Lesson 2

What should we include in our introduction?

Discuss with your partner

There are many different opinions about school uniform. Some people believe that they are uncomfortable and can be expensive. On the other hand some people believe they are a smart asset to a school. We will examine both sides of the argument to discuss whether or not they should be eradicated.

Most parks allow dog owners to walk their dogs on the fields for free. For many years there has been great debate about whether or not dogs should be kept on leads during this time.

Breakfast is known as the most important meal of the day; it gives you energy and fuel and therefore powers you for the morning. A decent breakfast should allow you to wake up properly and allow you to function fully in the morning. In supermarkets these days, there are many different options for breakfast. Cereal, toast, yogurts, fruit- all of these items are popular choices for children to start the day with. Having said this, there are some children who would choose a less conventional start to their day- a bar of chocolate. There are arguments for and against the eating of chocolate for breakfast and this balanced argument will examine the opinions for both sides.

Feedback
ideas

WALT Plan and write an introduction for a balanced argument

Lesson 2

You will want to include:

- Introduce the argument
- General introduction to what a teacher's role is
- Explain that there are different views

WALT Plan and write an introduction for a balanced argument

Lesson 2

Metacognition

Teacher to model simple planning process for Introduction



- Introduce the argument
- General introduction to what a teacher's role is
- Explain that there are different views

Introduction plan:

| Success Criteria for Balanced Arguments | | SA |
|---|--|----|
| Structure | Introduction | |
| | For Paragraph | |
| | Against Paragraph | |
| | Conclusion with own opinion | |
| | Paragraphs throughout | |
| | Fronted adverbials to link points | |
| Language | Statistics used to support points | |
| | Cause and effect conjunctions | |
| | Modal verbs to indicate possibility | |
| | Emotive Language | |
| | Ambiguous phrases to suggest possibility | |



Make a flipchart of plan (see example in folder)

(Teacher models)

WALT Plan and write an introduction for a balanced argument

Lesson 2

You have 5 minutes to create your plan in your books.

- Introduce the argument
- General introduction to what a teacher's role is
- Explain that there are different views

Remember to include these key points.

WALT Plan and write an introduction for a balanced argument

Lesson 2

Metacognition

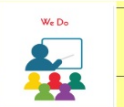


Teacher to model writing introduction using plan

Teacher Plan

- Should teachers be replaced by computers
- Teachers help students to learn (prepare, teach + assess)
- Important to consider both sides of the argument

| Success Criteria for Balanced | |
|-------------------------------|----------------------------|
| Structure | Introduction For Paragraph |
| | Against Paragraph |
| | Conclusion with an |
| | Paragraphs through |
| | Fronted adverbials / |
| Language | Statistics used to s |
| | Cause and effect conjur |
| | Modal verbs to indicate |
| | Emotive Language |
| | Ambiguous phrases to su |
| | possibility |



(Teacher models)

Teacher - see folder for example

WALT Plan and write an introduction
for a balanced argument

Lesson 2

You have 15 minutes to write your introduction

- Introduce the argument
- General introduction to what a teacher's role is
- Explain that there are different views

Challenge: Can you use fronted adverbials to link points? Have you included some of the success criteria?

WALT Plan and write an introduction for a balanced argument

Lesson 2

You now need to peer mark your partners work.

How can we make this piece of writing better?

As a result of an increase in learning from home discussions have come up about whether computers should replace teachers. we will look at the argument for both sides.



Metacognition

Teacher to model

WALT Plan and write an introduction for a balanced argument

Lesson 2

You have 10 minutes to read over your partner's work and peer mark.

- Does it include the success criteria?
- Does it make sense?
- Is it clear?
- Does it avoid using opinion?

Can you suggest edits for your partner to make their introduction better?

WALT Plan and write an introduction
for a balanced argument

Lesson 2

Plenary:

Read through your peer marking comments
including your edits.

Lesson 3

WALT use adverbials for cohesion

What is cohesion?

Why is cohesion important?

WALT use adverbials for cohesion

What is cohesion?

Cohesion means that writing is well structured with linked ideas that follow a logical pattern. Sentences and paragraphs flow smoothly and are written in the same tense, meaning the piece of writing as a whole is fluid and makes sense.

Why is cohesion important?

- to order and structure sentences and paragraphs
- related ideas are kept together and flow logically from one to another
- ideas can be expressed in a way that the reader will clearly understand

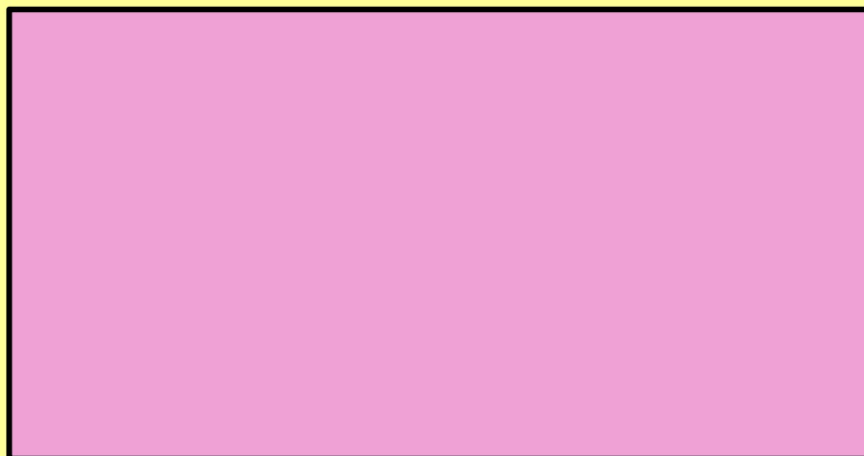
WALT use adverbials for cohesion

Lesson 3

What are adverbials?



Examples



WALT use adverbials for cohesion

What are adverbials?

An adverbial is a word or phrase that is used as an adverb to modify a verb or clause. Adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses. They can be used in different places within a sentence to create different effects.

Examples

| | | | |
|---|---|---|---|
| Cause or effect | Sequence | Time | Contrast |
| Therefore Hence Accordingly Then Thus | Next Furthermore In addition Finally Moreover | Before Meanwhile Now Since Lately | However Instead Rather In spite of |
| Emphasis | Summarize | Illustrate | Comparison |
| Indeed Of course Certainly | Finally In conclusion In summary | For example Namely For instance | Also Likewise Similarly |

WALT use adverbials for cohesion

Lesson 3

Use an adverbial to link these sentences

A computer doesn't care
about children.

A computer isn't nurturing
or encouraging.

| Cause or effect | Sequence | Time | Contrast |
|---|---|---|---|
| Therefore Hence Accordingly Then Thus | Next Furthermore In addition Finally Moreover | Before Meanwhile Now Since Lately | However Instead Rather In spite of |
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Metacognition

I Do



(Teacher
example)

WALT use adverbials for cohesion

Lesson 3

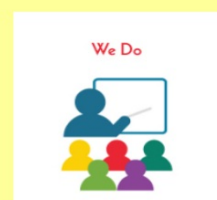
Use an adverbial to link these sentences

Children could wear whatever they wanted to school not just school uniform.

There would be a greater choice of school as it could be further away from a child's home.

| Cause or effect | Sequence | Time | Contrast |
|---|---|---|---|
| Therefore Hence Accordingly Then Thus | Next Furthermore In addition Finally Moreover | Before Meanwhile Now Since Lately | However Instead Rather In spite of |
| Emphasis | Summarize | Illustrate | Comparison |
| Indeed Of course Certainly | Finally In conclusion In summary | For example Namely For instance | Also Likewise Similarly |

| |
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| |
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| |
| |
| |



(Teacher models)

WALT use adverbials for cohesion

Lesson 3

Main task

Read through your balanced argument plan. Using a purple pen select appropriate adverbials to add to your plan, these will help to ensure cohesion in your argument.

| Cause or effect | Sequence | Time | Contrast |
|---|---|---|---|
| Therefore Hence Accordingly Then Thus | Next Furthermore In addition Finally Moreover | Before Meanwhile Now Since Lately | However Instead Rather In spite of |
| Emphasis | Summarize | Illustrate | Comparison |
| Indeed Of course Certainly | Finally In conclusion In summary | For example Namely For instance | Also Likewise Similarly |

Challenge: use adverbials for a variety of purposes

You Do It Alone



(Independent)

WALT use adverbials for cohesion

Lesson 3

Now using the discussion cards from Lesson 1 select some sentence starters to add to your plan.

INTRODUCTION

The issue of concern is that of...

The issue of (the is) lot of discussion and very different opinions about it...

To help you make up your mind about the issue of (the is) you would like to present the following arguments, the first of which is in support of (the issue)...

FOR PARAGRAPH

Some people think that...

The people who agree with this idea claim that...

In support of this I believe...

AGAINST PARAGRAPH

On the other hand...

Beginning with those arguments in support of (the issue)...

Those who (the issue) support this believe that...

Not everyone supports this and believe that...

Despite these arguments there are people who believe otherwise...

WALT use adverbials for cohesion

Lesson 3

Plenary

Share with your partner where you have added adverbials or sentence starters to your plan. Explain your choices.

Lesson 4

WALT write a 'for' paragraph

Balanced
Argument
Vocabulary

similarly
in addition
furthermore
because of this
consequently
therefore
to conclude
due to this
could
may
should
on the other hand
some people say
ludicrous
love

T reminder
of
meanings

WALT write a 'for' paragraph

Now we've created a plan for all aspects of our balanced argument and written our introduction, we can have a go at drafting our 'for' paragraph.

Things to remember:

- We do not want your opinion in this paragraph
- Make use of adverbials to link sentences
- Use your success criteria
- Only choose 4 facts to back up this side please
- Ensure you justify why it's a good reason

WALT write a 'for' paragraph

Lesson 4

Metacognition



Teacher to model writing process for 'for' paragraph-
example in documents in folder

Plan for 'for' paragraph

- Repeat lessons
- Less distractions
- Wear any clothes
- Start at finish whenever

| Success Criteria for Balanced Arguments | | SA |
|---|--|----|
| Structure | Introduction | |
| | For Paragraph | |
| | Against Paragraph | |
| | Conclusion with own opinion | |
| | Paragraphs throughout | |
| Language | Fronted adverbials to link points | |
| | Statistics used to support points | |
| | Cause and effect conjunctions | |
| | Modal verbs to indicate possibility | |
| | Emotive Language | |
| | Ambiguous phrases to suggest possibility | |

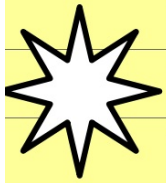
I Do



(Teacher models)

WALT write a 'for' paragraph

Lesson 4



Now it's your turn! Have a go at creating your own paragraph, with your choice of 4 points from your list in your plan.

Things to remember:

- We do not want your opinion in this paragraph
- Make use of adverbials to link sentences
- Use your success criteria
- Only choose 4 facts to back up this side please
- Ensure you justify why it's a good reason

- ✓ Because
- ✓ Result in
- ✓ Because of this
- ✓ Leads to
- ✓ Causes
- ✓ Owing to
- ✓ As a consequence of
- ✓ Hence
- ✓ Thus
- ✓ Stems from
- ✓ Is due to
- ✓ Us caused by

- ✓ For
- ✓ So
- ✓ Consequently
- ✓ Therefore
- ✓ Contributes to
- ✓ Brings about
- ✓ For this reason
- ✓ Comes from
- ✓ Is the result of
- ✓ Due to
- ✓ As
- ✓ Since

- ✓ Accordingly
- ✓ That is why
- ✓ In order to

| Cause or effect | Sequence | Time | Contrast |
|-----------------|---------------|--------------|-------------|
| Therefore | Next | Before | However |
| Hence | Furthermore | Meanwhile | Instead |
| Accordingly | In addition | Now | Rather |
| Then | Finally | Since | In spite of |
| Thus | Moreover | Lately | |
| Emphasis | Summarize | Illustrate | Comparison |
| Indeed | Finally | For example | Also |
| Of course | In conclusion | Namely | Likewise |
| Certainly | In summary | For instance | Similarly |

| SECOND PARAGRAPH | Some people think that... |
|---|--|
| The people who agree with this idea claim that... | In support of (the issue) people believe... |
| Beginning with those arguments in support of (the issue)... | Those who agree with (the issue) say that... |
| First of all consider the points | |

| Success Criteria for a Non-Chronological Report | SA |
|--|----|
| Heading & Sub-Heading | |
| Past Tense (was, had, lived) | |
| Range of co-ordinating conjunctions | |
| • FANBOYS e.g. but, yet, so | |
| Fronted adverbials for cohesion | |
| • Additionally, | |
| • Amazingly, | |
| • Unusually, | |
| Subordinate clauses | |
| • If you look at Medusa, | |
| • Since he lived in a labyrinth, | |
| Prepositional phrases | |
| • inside the cave | |
| • on her head | |
| Parenthesis () - , , | |
| Use semi-colons to separate clauses (help sheet available) | |

You Do It Alone



(Independence)

WALT write a 'for' paragraph

Lesson 4

Plenary

Have a look at your success criteria.

Is there anything you have not made use of in this paragraph? Put a star next to it and try to ensure that you use it for your 'against' paragraph next week.

