Paper 2 Viewpoint Writing

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| **1. Planning For Writing (P2 Q5)** | |
| **LO:** To be able to construct an effective plan for Paper 2 Question 5. | **Success Criteria:**   * Know key sophisticated phrases for conveying an argument. * Know how to structure an opinion text. * Know how to develop ideas using ‘Why, why, why?’ |
| Recap and recall | |
| What do you already know about our five-part structure for writing an opinion text? Can you identify all five stages? | |
| New learning | |
| mage result for vocabulary  **Vocabulary and Phrasing**  The following is a list of phrases that we can exploit when expressing an opinion. We are going to master these phrases. Mastery means that we will know how to use them and when to use them.   * **For myriad reasons** – *for many reasons –* e.g. For myriad reasons, too many people choose to litter. * **Inevitable consequences** – *definite consequences of an event or action –* e.g. The inevitable consequences of littering are clear: you will deface the environment and cause harm to wildlife. * **Conscience pricking** – *something emotive that causes you to reflect on your own conscience and behaviour –* e.g. To hear of animals caught in plastic waste is conscience pricking. How can we continue to show such little regard for the impact of littering? * **Moral imperative** – *a moral duty or obligation; it must be done if we are to be a good person –* e.g. It is our moral imperative to clean up our streets, and then to keep them clean. * **Civic responsibility** – *the responsibility of a citizen in a society –* e.g. It is your civic responsibility to contribute to the protection of our community and its environment. * **False dichotomy** – *see below*   **False Dichotomy**  mage result for false dichotomy  A false dichotomy is a situation when two, contrasting options are presented, ignoring alternative options or ideas. This image represents a false dichotomy as it suggests that you can only go left or right, when you might be able to go straight ahead.  For example, it is a false dichotomy to suggest that:   * A person must either love or hate sport, when they might hate competitive sports but be a fan of non-competitive sports; * A person must either be a vegetarian or have no regard for the welfare of animals, when they might eat meat but also recognise and dislike the suffering caused to animals in the meat industry; * A teacher must be strict or relaxed, when they might have one or two very strict rules (e.g. lateness), but are relaxed about other things (lending equipment).   Apply it:   * It is a false dichotomy to suggest that someone who hates Dairy Milk hates all chocolate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * It is often argued that we must love or hate marmite, but this is false dichotomy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Arguing that we are either for or against war is a false dichotomy; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **In context**  Read the following example of our phrases in practice. Underline each phrase that we are learning and think about why it is effective in conveying the writer’s argument.   |  | | --- | | It is true, of course, that not everyone will agree with becoming a vegetarian. For myriad reasons, vegetarianism might not be right for one’s lifestyle, regardless of its positive impact on animal welfare and the environment. We should not force vegetarianism on anyone; it is a choice that they must come to of their own accord.  However, it is a false dichotomy to suggest that we must choose vegetarianism or else we are animal-hating fiends. We are all aware of the inevitable consequences of eating meat; to eat meat, animals must be killed. This does not mean that we do not care about animal welfare, or that we cannot do more to help. To consider the treatment of some animals is conscience pricking; it is our moral imperative and civic responsibility to care about the welfare of all in this world, whether animal or human. |   Turn and talk: How does the use of this affect the tone and register of the text?        **Structuring and planning an opinion text**  As you hopefully remembered in your recap task, you will aim to structure your opinion text for P2 Q5 using the following structure.  When you plan an opinion text, you should use this structure to outline your ideas. When you plan, you should follow the process below. Your teacher will talk you through this process step by step.   |  | | --- | | 05| “Despite their benefits, smartphones are a harmful distraction for teenagers. They should be banned in schools so that teenagers can focus on learning.” Write an article for a broadsheet newspaper expressing your opinion on this statement.  **1. TAP the text**  Text type: Article  Audience: Broadsheet newspaper readers; educated adults; parents  Purpose: Express opinion – for banning smartphones  **2. Sketch the 5-part structure**  Introduction, counterarguments, arguments, anecdote, conclusion  **3. Identify three counterarguments**  Why might someone disagree with you? What arguments would they put forward?  **4. Identify three arguments**  What are your main arguments?  **5. Apply ‘Why, why, why?’ to your arguments**  Why is your argument important? Aim to give three reasons.  **6. Identify a realistic anecdote**  What has happened/could happen in real life that would exemplify your argument?  **7. Make note of a possible first line and last line to create a cyclical structure**  What metaphor could you use to start and end your article? More on this next week when we learn how to write an effective introduction. | | |

Look at the example plan on the next page.

**Example plan**

*Why? Anonymous, 24/7, inescapable, unavoidable*

*Why? Anxiety, depression, negative cycle, inescapable*

*Why? Less focus on education, less progress, less success, more pressure*

‘Let us set students free from the virtual prison of smartphones’

‘Smartphones are a virtual prison’

Banning smartphones helped her to overcome her depression

Depression and anxiety

Amna – victim of cyberbullying

Increase in dependency and impact on mental health

Cyberbullying

Distraction of social media

Wealth of useful apps that can improve learning

Smartphones are a vital part of 21st century life

Smartphones can provide access to knowledge

Argue

Conc.

Anecdote

Counter

Intro

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| Quiz |
| 1. List our six sophisticated phrases without checking. 2. List the five-part structure for an opinion text without checking. 3. Explain the seven steps for planning an opinion text without checking. |
| Application |
| **Task: Create a plan for the following question. You must follow all seven stages.**  05 | “We should all try to assimilate and fit in with the culture of the place we are visiting. That might mean changing the way you dress, changing the things you eat, or even changing your language.” Write an article for a broadsheet newspaper where you express your opinion on whether we should try to assimilate into the culture of a place when visiting. |
| Review |
| Self-assess your plan against the seven stages. Label where you have completed each stage. |
| Homework (consolidation) |
| Over the next week, practise this process three more times for the questions on the next three pages.  05 | “Sometimes, teenagers should be banned from buying certain things (such as energy drinks) because they are bad for their health. These should be banned because teenagers do not always make good choices for themselves.” Write a speech for an assembly where you express your opinion on whether teenagers should be prohibited from buying items that are bad for their health.  05 | “Studying subjects like art, music and drama is just as important as studying subjects like English, maths and science. All of these subjects should be compulsory.” Write a letter to your head-teacher where you explain your point of view on whether art, music and drama should be a compulsory subject.  05 | “With the rise of the internet, books and libraries are now outdated. The government should therefore stop funding libraries in local communities, and instead fund internet cafes.” Write an article for a broadsheet newspaper expressing your thoughts and feelings about whether or not the government should fund libraries. |

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| **2. Writing an introduction (P2 Q5)** | |
| **LO:** To be able to construct an effective introduction for an opinion text. | **Success Criteria:**   * Know how to use semi-colons to link connected ideas between sentences. * Know how to structure an introduction using ‘General, specific, thesis’. * Know how to include an extended metaphor to convey your opinion in your introduction. |
| Recap and recall | |
| 1. What is the five-part structure for an opinion text? 2. What are the six sophisticated phrases for mastery? 3. What is the seven step process for planning an opinion text? | |
| New Learning | |
| mage result for introduction  Writing an introduction is like opening the door to your opinion for your readers and audience. An introduction serves three main purposes:   1. To share the topic and focus of your opinion text. 2. To introduce your own opinion and argument to be developed in the text itself. 3. To engage your readers and audience by drawing them into your text.   **Using a semi-colon**  mage result for semi-colon A semi-colon is a sophisticated piece of punctuation that is easy to master. The job of a semi-colon is to link two separate sentences together that link by idea. There are a few rules to follow when using a semi-colon:   * It can only link two complete sentences together. * The two sentences must be linked by idea. * There is no need for a capital letter after a semi-colon. * Both sides of the semi-colon should be balanced in length and significance.   *Becoming a vegetarian requires a great deal of thought and consideration; it can be a difficult way of life that will affect you in many different ways.*  *Spending time in nature has many benefits; there are many things to learn from the great outdoors.*  Apply it:   * School uniforms help to create a sense of community between students; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The virtual reality of the smartphone is often inescapable for teenagers; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * We should show respect to other cultures when visiting countries as a tourist; \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Structuring an introduction**  When writing an introduction, it is often difficult to know how to structure it. To help us, we can use the following structure.  Examples:  *1. Tens of thousands of people die each year from the effects of smoking. Smoking has been documented as the leading cause of lung cancer, emphysema, and other related cardiopulmonary diseases. Unfortunately, teenage smoking is on the rise, and today more teens than ever are buying cigarettes.*  *2. Should smartphones be banned in all secondary schools? Studies have shown that the proliferation of smartphones in classrooms up and down the country has had a dramatically negative effect on the learning and mental health of teenagers. Removing smartphones altogether may be the solution that the country needs to eradicate this problem.*  *3. Recently, there has been much media attention on the harmful effects of plastic waste on the lives of animals in the wild. Plastic that is not recycled or disposed of ethically can cause animals to become trapped, injured or poisoned. It is our moral imperative to improve our attitude to plastic so that animals no longer suffer due to the footprint of human society.*  **Apply it:**  1. Identify the general statement (GS), specific statement (SS), and thesis statement (TS) below.   |  |  | | --- | --- | | Being at home for summer certainly has some disadvantages, but there are many advantages too. |  | | Many people enjoy their summer at home. |  | | Every year, my family plans to take an exciting holiday, but somehow we always ended up staying in England. |  |   **2.**   |  | | --- | | **Write a general statement for the following introduction.**  Topic: **Healthy eating**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Although healthy eating can be expensive and can be a challenge, it is important that we take care of our own wellbeing. Ultimately, poor eating habits can lead to a lifetime of health problems that can seriously reduce your life expectancy. |  |  | | --- | | **Write a specific statement for the following introduction.**  Topic: **Spending time outdoors**  How well do you truly know the great outdoors? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  By rejecting our computers in favour of nature, we all have something exciting to learn. |  |  | | --- | | **Write a thesis statement for the following introduction.**  Topic: **Strict schools**  Silent corridors, silent classrooms, silent children. Many schools are becoming stricter than ever in desperate attempts to reduce poor behaviour and improve the quality of learning. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |   **3. Write an introduction that uses a GS, SS and TS with your teacher for the following question from last week.**  05| “Despite their benefits, smartphones are a harmful distraction for teenagers. They should be banned in schools so that teenagers can focus on learning.” Write an article for a broadsheet newspaper expressing your opinion on this statement.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |   **Starting an introduction**  There are a number of strategies for starting an introduction. Four effective strategies for your GS are as follows:  1. Begin with an example. (Recently, several television programmes and newspaper commentaries have addressed the decriminalisation of drugs, indicating how important this issue has become in the United Kingdom.)  2. Begin with a question. (Should the country’s leaders consider the effects of decriminalising drugs in the United Kingdom?)  3. Begin with a fact or statistic. (More than two-thirds of prisoners in severely overcrowded prisons have been convicted of drug-related offenses.)  4. Begin with a description. (Anthony Jones lived his brief life surrounded by drug dealers, crime, and hopelessness.)  5. Begin with imagine. (Imagine a world where, instead of sending them to prison, drug users were given the support to overcome their addiction and rebuild their lives.  **Task:** Re-write the GS in the paragraph we wrote above four times, practising each of these strategies.   |  |  | | --- | --- | | Example |  | | Question |  | | Fact / Statistic |  | | Description |  | | Imagine |  |   **Using an extended metaphor in your introduction**  One final strategy that we can use to write an introduction with flair is to include an extended metaphor. An extended metaphor is a metaphor that we stretch over multiple sentences and return to repeatedly throughout our writing.   |  |  | | --- | --- | | **Examples of positive metaphors** | **Examples of negative metaphors** | | A cure  A medicine  A door  A plant / tree / flower  A light  A beacon | A plague  A disease  A cancer  Chains  Darkness  Death |   Examples:  *1. Tens of thousands of people die each year after being chained to their addiction to smoking. Smoking has been documented as the leading cause of lung cancer, emphysema, and other related cardiopulmonary diseases. Unfortunately, teenage smoking is on the rise, and today more teens than ever are choosing to chain themselves to a lifetime of illness and poor health.*  *2. Recently, there has been much media attention on the plague of plastic waste that continues to harm the lives of animals in the wild. Plastic that is not recycled or disposed of ethically can spread for miles, infecting the natural world and causing animals to become trapped, injured or poisoned. It is our moral imperative to cure the world of this rapidly spreading disease by recycling and reducing our reliance on plastic.*  **Task:** Re-write our paragraph from above, this time using an extended metaphor to add flair and style.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |
| Quiz | |
| 1. Give an example of a sentence with a semi-colon. 2. What are the three stages of an introduction? 3. What are five different ways of starting an introduction? 4. What is an extended metaphor? | |
| Application | |
| **Task: Write an introduction for the following question. You must:**   * Use a GS, SS, TS structure. * Use an example, question, fact/statistic, description or ‘Imagine’ for your GS. * Use an extended metaphor. * Use a semi-colon.   05| “The proliferation of technology means that people are spending less and less time outdoors. We should turn off our screens and spend more time in nature.” Write a speech for an assembly where you present your opinion about spending less time using technology and more time outdoors.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | | |
| Review | |
| Have you:   * Used a GS, SS, TS structure. * Used an example, question, fact/statistic, description or ‘Imagine’ for your GS. * Used an extended metaphor. * Used a semi-colon. | |
| Homework (consolidation) | |
| Over the next week, practise writing an introduction three more times for the questions you planned last week.  05 | “Sometimes, teenagers should be banned from buying certain things (such as energy drinks) because they are bad for their health. These should be banned because teenagers do not always make good choices for themselves.” Write a speech for an assembly where you express your opinion on whether teenagers should be prohibited from buying items that are bad for their health.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  |   05 | “Studying subjects like art, music and drama is just as important as studying subjects like English, maths and science. All of these subjects should be compulsory.” Write a letter to your head-teacher where you explain your point of view on whether art, music and drama should be a compulsory subject.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  |   05 | “With the rise of the internet, books and libraries are now outdated. The government should therefore stop funding libraries in local communities, and instead fund internet cafes.” Write an article for a broadsheet newspaper expressing your thoughts and feelings about whether or not the government should fund libraries.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | | |

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| **3. Writing a counterargument (P2 Q5)** | |
| **LO:** To be able to construct an effective counterargument. | **Success Criteria:**   * Know how to vary sentence structures by playing with the order of clauses. * Know how to introduce a counterargument while still building towards your own argument. * Know how to critique a counterargument. |
| Recap and recall | |
| 1. Give an example of a sentence with a semi-colon. 2. What are the three stages of an introduction? 3. What are five different ways of starting an introduction? 4. What is an extended metaphor? | |
| New Learning | |
| **Sentence Structures – playing with order**  *N.B. See sentences 6-12 on the ‘Super Sentences’ pyramid in your planner/Battle Folder.*  We know that some of our marks for technical accuracy come from how well we can vary our sentence structures for effect. One way of varying sentence structures is to manipulate the order of clauses in a complex sentence.  Look at the following complex sentence. We can see that it is built of two clauses: an independent clause and a dependent clause.  *Many schools are becoming stricter than ever due to rising levels of poor behaviour.*  Independent clause Dependent clause  As this sentence is built of two clauses, we can switch the order by moving the dependent clause to the front.  Due to rising levels of poor behaviour, many schools are becoming stricter than ever.  Dependent clause Independent clause  This shifts the emphasis of the sentence from the idea that schools are becoming stricter, to the idea that levels of poor behaviour are rising.  Apply it:   |  |  | | --- | --- | | Teenagers learn more than just English and Maths when they spend time in the great outdoors. | When they spend time in the great outdoors, teenagers learn more than just English and Maths. | | Smartphones are a harmful distraction despite their educational benefits. |  | | Learning how to eat healthily is vital because it will prevent a lifetime of poor health. |  |   **Constructing a counterargument**  Before constructing our own argument and point of view, you must recognise the counterargument. This is important because it will help to encourage those with opposing viewpoints to listen to your opinion as they will see you as mature and respectful. However, while we are going to acknowledge the counterargument, we are also going to ‘gently’ destroy it.   |  |  | | --- | --- | | **Introducing the counterargument** | **Providing a critique** | | It is true, of course, that… | Despite this, … | | Furthermore, some are of the opinion that… | However, we must consider… | | Although some carry the belief that…, | it is clear that… |  * Give three possible counterarguments. * Critique each counterargument with evidence or rebuttal. * Use a variety of complex sentence constructions. * Use a semi-colon. * Use some of our sophisticated phrases.   Topic: **Litter**  *It is true, of course, that it is a false dichotomy to suggest that we either keep our streets clean or we are dirty and lazy. Some areas of the community do not have enough bins; this can, therefore, unintentionally result in litter as people struggle to find somewhere suitable to throw their rubbish away. Despite this, we cannot let failings of the local council justify us defacing our own streets – it is our civic responsibility to keep the area we live clean. Furthermore, some are of the opinion that littering is not even a significant issue in our local area. However, we must consider the standards of cleanliness in places like Singapore, where harsh fines keep the city a spotless haven. Although some carry the belief that cleaning up the local area is not their responsibility, it is clear that it is our moral imperative to work together, as a community, to make this a town to be proud of.*  Turn and talk: How has this counterargument met the success criteria successfully? Is there anything you would do to improve it? | |
| Quiz | |
| 1. How can we vary our sentence constructions? 2. How should we structure a counterargument? 3. List three phrases you can use to introduce a counterargument. 4. List three phrases you can use to critique a counterargument. 5. Can you remember all six of our sophisticated phrases? | |
| Application | |
| **Task: Write the counterargument for the following question.**  05| “The proliferation of technology means that people are spending less and less time outdoors. We should turn off our screens and spend more time in nature.” Write a speech for an assembly where you present your opinion about spending less time using technology and more time outdoors.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |
| Review | |
| Have you:   * Given three possible counterarguments. * Critiqued each counterargument with evidence or rebuttal. * Used a variety of complex sentence constructions. * Used a semi-colon. * Used some of our sophisticated phrases. | |
| Homework (consolidation) | |
| Over the next week, practise writing the counterargument for the questions you planned and written the introduction for.  05 | “Sometimes, teenagers should be banned from buying certain things (such as energy drinks) because they are bad for their health. These should be banned because teenagers do not always make good choices for themselves.” Write a speech for an assembly where you express your opinion on whether teenagers should be prohibited from buying items that are bad for their health.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |   05 | “Studying subjects like art, music and drama is just as important as studying subjects like English, maths and science. All of these subjects should be compulsory.” Write a letter to your head-teacher where you explain your point of view on whether art, music and drama should be a compulsory subject.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |   05 | “With the rise of the internet, books and libraries are now outdated. The government should therefore stop funding libraries in local communities, and instead fund internet cafes.” Write an article for a broadsheet newspaper expressing your thoughts and feelings about whether or not the government should fund libraries.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |

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| **4. Writing an argument (P2 Q5)** | |
| **LO:** To be able to construct an effective argument. | **Success Criteria:**   * Know how to use colons to introduce an explanation or elaboration. * Know how to construct an effective argument. * Know how to use key rhetorical devices to emphasise your argument. |
| Recap and recall | |
| 1. How can we vary our sentence constructions? 2. How should we structure a counterargument? 3. List three phrases you can use to introduce a counterargument. 4. List three phrases you can use to critique a counterargument. 5. Can you remember all six of our sophisticated phrases? | |
| New Learning | |
| **Using colons to introduce an explanation or elaboration**  A colon is a sophisticated piece of punctuation that is easy to master. The job of a colon is to introduce an explanation or elaboration of a point. There are a few rules to follow when using a semi-colon:   * The sentence before the colon should be a full, complete sentence. * The information following the colon should be an explanation or elaboration of the first sentence. * There is no need for a capital letter after a colon. * If both sentences are full, complete sentences, the colon can often replace the conjunction ‘because’.   *The government has increased the price of cigarettes: it wants to dissuade people from buying them.*  *The local council needs to install a greater number of bins: it will reduce the temptation for people to litter.*  Apply it:   * We should be proud of our school uniform: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * We must all avoid becoming reliant on our smartphones: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * When visiting a new country, we should take time to learn some of their customs: \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Sophisticated rhetorical devices**  You will know many persuasive devices such as rhetorical questions and emotive language. However, there are some sophisticated rhetorical devices we can use which will add style and flair to our writing.  These are:   |  |  |  | | --- | --- | --- | | **Syndetic Listing**  Listing with the use of conjunctions like ‘and’.  *E.g. ‘He loves apples and oranges and lemons and bananas.’*  Your example: | **Asyndetic Listing**  Listing without the use of conjunctions, using commas.  *E.g. ‘He loves apples, oranges, lemons, bananas.’*  Your example: | **Declarative sentence**  A sentence that is a statement or assertion.  *E.g. ‘I love apples!’, ‘That fruit is an orange.’*  Your example: | | **Anaphora**  The repetition of words at the start of sentences or clauses.  *E.g. ‘He loves apples. He loves oranges. He loves many fruits.’*  Your example: | **Epistrophe**  The repetition of words a the ends of sentences or clauses.  *E.g. ‘He loves apples. He eats apples. He celebrates apples!’*  Your example: | **Hypophora**  Asking a rhetorical question and then providing an answer.  *E.g.* *‘What does he love? Apples! When does he want them? Now!’*  Your example: |   **True or False:**   * Epistrophe is like the opposite of Anaphora. True False * Hypophora leaves audiences searching for an answer. True False * Asyndetic listing uses lots of conjunctions. True False * Syndetic Listing uses lots of conjunctions. True False * Declarative sentences are similar to rhetorical questions. True False   **Constructing an argument**  When planning our opinion texts, Step 5 was to apply ‘Why, why, why?’ to our arguments. This meant that we needed to give at least three reasons for or elaborations of our argument and its importance. When writing out argument, we need to develop each of these ideas.   * Give at least three arguments. * Apply ‘Why, why, why?’ to each argument. * Use some of our sophisticated phrases. * Use some of our sophisticated rhetorical devices. * Use a colon.   *We must remember that the majority of this community wants to see the streets clean and free from litter. Why? Because they want to feel proud of where they live. Because they want their home to be a positive reflection of them. Because they want their children growing up to respect the world around them. Furthermore, we must avoid littering if we want to protect our local wildlife: there has been much media focus on the harm that plastic waste can have on animals who find themselves trapped and injured – or killed. There is also the simple fact that throwing litter encourages others to throw litter. It desensitizes the community to litter. We start to accept litter. It is our civic duty not let that happen. It is our civic duty to tidy up our streets.*  Turn and talk: How has this argument met the success criteria successfully? Is there anything you would do to improve it? | |
| Quiz | |
| 1. How should we use a colon? 2. What must we apply to each of our arguments? 3. List the six sophisticated rhetorical devices that we can employ in our work. | |
| Application | |
| **Task: Write the argument for the following question.**  05| “The proliferation of technology means that people are spending less and less time outdoors. We should turn off our screens and spend more time in nature.” Write a speech for an assembly where you present your opinion about spending less time using technology and more time outdoors.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |
| Review | |
| Have you:   * Given at least three arguments. * Applied ‘Why, why, why?’ to each argument. * Used some of our sophisticated phrases. * Used some of our sophisticated rhetorical devices. * Used a colon. | |
| Homework (consolidation) | |
| Over the next week, practise writing the counterargument for the questions you have now planned, and written the introduction and counterargument.  05 | “Sometimes, teenagers should be banned from buying certain things (such as energy drinks) because they are bad for their health. These should be banned because teenagers do not always make good choices for themselves.” Write a speech for an assembly where you express your opinion on whether teenagers should be prohibited from buying items that are bad for their health.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |   05 | “Studying subjects like art, music and drama is just as important as studying subjects like English, maths and science. All of these subjects should be compulsory.” Write a letter to your head-teacher where you explain your point of view on whether art, music and drama should be a compulsory subject.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |   05 | “With the rise of the internet, books and libraries are now outdated. The government should therefore stop funding libraries in local communities, and instead fund internet cafes.” Write an article for a broadsheet newspaper expressing your thoughts and feelings about whether or not the government should fund libraries.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |

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| **5. Writing an anecdote (P2 Q5)** | |
| **LO:** To be able to construct an effective anecdote. | **Success Criteria:**   * Know how to vary sentence lengths for effect. * Know how to construct a realistic anecdote. |
| Recap and recall | |
| 1. How should we use a colon? 2. What must we apply to each of our arguments? 3. List the six sophisticated rhetorical devices that we can employ in our work. | |
| New Learning | |
| mage result for anecdote  **Varying sentence lengths**  In addition to varying the order of your sentences, you should also vary the length of your sentences. There are a number of different lengths you should aim to write with.   * One-word sentences. * Medium length sentences. * Long, complex sentences. * Very long, complex sentences.   Why should we vary our sentence lengths? Read this.  “This sentence has five words. Here are five more words. Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It’s like a stuck record. The ear demands some variety. Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes, when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals–sounds that say listen to this, it is important.” – **Gary Provost**  Apply it:  For each of the sentences below, try transforming it into three sentences of varying lengths.   |  |  | | --- | --- | | Smoking is one of the greatest causes of cancer and lung disease. | Smoking. It kills. It is one of the greatest causes of cancer, lung disease, emphysema and many other fatal illnesses. | | There are many exciting things to do and learn in the great outdoors. |  | | Holidaying at home in Britain can be just as fun as holidaying abroad. |  |   **Constructing an anecdote**  When planning our opinion texts, Step 6 was to think of a realistic anecdote. An anecdote is a short story or example from real life that illustrates our point. We need to avoid including anecdotes that do not sound realistic. Even better would be to use true anecdotes, either from your life, someone else’s, or from the news.   * Begin with the word ‘Consider…’ * Share a realistic anecdote that supports the argument you are making. * Vary sentence lengths for effect. * Apply other skills so far – punctuation, sentences, sophisticated phrases and rhetorical devices.   *Consider the recent clean streets pledge of Bristol’s Mayor Marvin Rees. Bristol’s Mayor has vowed that the city will be measurably cleaner by 2020. No litter. No fly tipping. No dog fouling. No gum. No weeds. It sounds like a utopia. A utopia that can only be achieved through vision, hard work, and investment. While the Mayor pledges to clean up the streets by investing in more bins and more street cleaners, he also pledges to be harsher and firmer when punishing those who do not work to keep the city litter free. Why can our town not take a leaf out Bristol’s book? We need to work together.*  Turn and talk: How has this anecdote met the success criteria successfully? Is there anything you would do to improve it? | |
| Quiz | |
| 1. Why should we vary our sentence lengths? 2. What is an anecdote? 3. What is important about our anecdote? | |
| Application | |
| **Task: Write the anecdote for the following question.**  05| “The proliferation of technology means that people are spending less and less time outdoors. We should turn off our screens and spend more time in nature.” Write a speech for an assembly where you present your opinion about spending less time using technology and more time outdoors.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |
| Review | |
| Have you:   * Begin with the word ‘Consider…’ * Share a realistic anecdote that supports the argument you are making. * Vary sentence lengths for effect. * Apply other skills so far – punctuation, sentences, sophisticated phrases and rhetorical devices. | |
| Homework (consolidation) | |
| Over the next week, practise writing the anecdote for the questions you have now planned, and written the introduction and counterargument.  05 | “Sometimes, teenagers should be banned from buying certain things (such as energy drinks) because they are bad for their health. These should be banned because teenagers do not always make good choices for themselves.” Write a speech for an assembly where you express your opinion on whether teenagers should be prohibited from buying items that are bad for their health.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |   05 | “Studying subjects like art, music and drama is just as important as studying subjects like English, maths and science. All of these subjects should be compulsory.” Write a letter to your head-teacher where you explain your point of view on whether art, music and drama should be a compulsory subject.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |   05 | “With the rise of the internet, books and libraries are now outdated. The government should therefore stop funding libraries in local communities, and instead fund internet cafes.” Write an article for a broadsheet newspaper expressing your thoughts and feelings about whether or not the government should fund libraries.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |

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| **6. Writing a conclusion (P2 Q5)** | |
| **LO:** To be able to construct an effective conclusion. | **Success Criteria:**   * Know the purpose of a conclusion. * Know how to use commas and dashes for embedded/relative clauses. * Know how to structure an effective conclusion. * Know how to create an effective cyclical structure. |
| Recap and recall | |
| 1. Why should we vary our sentence lengths? 2. What is an anecdote? 3. What is important about our anecdote? | |
| New Learning | |
| mage result for conclusion  **Why do we write a conclusion?**  The conclusion is the paragraph your whole text has been building to. It is a reflection of your introduction, but now that you have presented the counterarguments and argument, your thesis is irrefutable. In a conclusion, you could:   * Summarise what has been stated previously in the composition; * Offer a solution or a recommendation; * Pose a question; * Justify a position; or * Present your point of view.   **Using commas and dashes for embedded/relative clauses**  Embedded and relative clauses are short clauses inserted into the sentence to give some additional information. This information might be extraneous:  *The man, 27, was caught stealing a donkey.*  Or, the information might be more vital:  *The man – a theatre Director staging the local nativity play – was caught stealing a donkey.*  You can use both commas and dashes to include this information.  **Apply it:**  Add additional information to each of these sentences using either commas or dashes.   1. Smoking \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is one of the greatest causes of lung disease. 2. Holidaying in Britain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can be just as fun as holidaying abroad. 3. The Mayor of Bristol \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is on a mission to clean up the city’s streets.   **Structuring a conclusion**  As explained above, a conclusion is very much an echo of the introduction. As such, we will reverse the formula.  Examples:  ***1. Introduction:*** *Tens of thousands of people die each year from the effects of smoking. Smoking has been documented as the leading cause of lung cancer, emphysema, and other related cardiopulmonary diseases. Unfortunately, teenage smoking is on the rise, and today more teens than ever are buying cigarettes.*  ***Conclusion:*** *In conclusion, with more teens than ever choosing to buy cigarettes, the dangers of smoking are more prevalent than ever. Although the harmful effects of smoking cannot be avoided, young people are still choosing to light up. If we do not want thousands and thousands more to die from the effects of smoking, we must, as a country, do more.*  ***2. Introduction:*** *Should smartphones be banned in all secondary schools? Studies have shown that the proliferation of smartphones in classrooms up and down the country has had a dramatically negative effect on the learning and mental health of teenagers. Removing smartphones altogether may be the solution that the country needs to eradicate this problem.*  ***Conclusion:*** *Ultimately, we may need to take smartphones out of the hands of teenagers once and for all if we are to limit their harmful effects. The learning and mental health of young people is too precious to stand by as rates of cyberbullying, anxiety and depression continue to rise. We may ask if smartphones should be banned in all secondary schools, but there seems to be only one answer: yes.*  ***3. Introduction:*** *Recently, there has been much media attention on the harmful effects of plastic waste on the lives of animals in the wild. Plastic that is not recycled or disposed of ethically can cause animals to become trapped, injured or poisoned. It is our moral imperative to improve our attitude to plastic so that animals no longer suffer due to the footprint of human society.*  ***Conclusion:***   |  | | --- | |  | |  | |  | |  | |  | | |
| Quiz | |
| 1. Why do we write a conclusion? 2. How can we use commas and dashes? 3. How should we structure a conclusion? | |
| Application | |
| **Task: Write your conclusion for the question below. Look back at our introduction. We must echo this.**   * Begin with a concluding phrase e.g. ‘To conclude’, ‘In conclusion’, ‘Ultimately,’. * Use commas or dashes for an embedded or relative clause. * Use the TS, SS, GS structure. * Echo your introduction so that there is a cyclical structure.   05| “The proliferation of technology means that people are spending less and less time outdoors. We should turn off our screens and spend more time in nature.” Write a speech for an assembly where you present your opinion about spending less time using technology and more time outdoors.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |
| Review | |
| Have you:   * Began with a concluding phrase e.g. ‘To conclude’, ‘In conclusion’, ‘Ultimately,’. * Used commas or dashes for an embedded or relative clause. * Used the TS, SS, GS structure. * Echoed your introduction so that there is a cyclical structure. | |
| Homework (consolidation) | |
| Over the next week, practise writing the conclusion for each of the following questions. Remember to look back at your introduction so that you can carefully echo it.  05 | “Sometimes, teenagers should be banned from buying certain things (such as energy drinks) because they are bad for their health. These should be banned because teenagers do not always make good choices for themselves.” Write a speech for an assembly where you express your opinion on whether teenagers should be prohibited from buying items that are bad for their health.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |   05 | “Studying subjects like art, music and drama is just as important as studying subjects like English, maths and science. All of these subjects should be compulsory.” Write a letter to your head-teacher where you explain your point of view on whether art, music and drama should be a compulsory subject.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |   05 | “With the rise of the internet, books and libraries are now outdated. The government should therefore stop funding libraries in local communities, and instead fund internet cafes.” Write an article for a broadsheet newspaper expressing your thoughts and feelings about whether or not the government should fund libraries.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |

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| **7. Review and Half-Term Homework** |
| Over the past six weeks, we have learnt a great deal about how to write an opinion text. You have also, in stages, written three whole opinion texts as homework. Well done!  We have learnt:   * How to plan and structure an opinion text; * Sophisticated phrases to include in our writing; * How to use a semi-colon, colon, dashes and commas for effect; * How to vary some of our sentence structures; * How to structure an effective introduction; * How to counter-argue, argue and use an anecdote; * How to structure an effective conclusion.   That’s a lot to take in!  This half-term, you are going to consolidate your skills once more by writing two more opinion texts. You will use all of your learning over the past six weeks to structure and write your texts. Remember to keep looking back at previous lessons if you become stuck on a section.  **Homework Questions**  05 | “Volunteer charity work is something everybody should get involved with. We might not all be able to give money to those in need, but we can give time.” Write an article for a broadsheet newspaper expressing your opinion on this statement.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |   05 | “Obsession with overnight TV success on programmes such as X Factor and Love Island has made young people forget the value of hard work.” Write a speech for a school assembly in which you agree or disagree with this statement.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |