

# O Level English Language 1123

## Unit 4: Discursive and Argumentative Writing

### Recommended Prior Knowledge

Students should understand the terms *discursive* and *argumentative writing* and they should have had some experience in both the reading and the writing of discursive and argumentative texts, however short.

### Context

This Unit should be done after Unit 1 but it can come before Unit 2 or after Unit 4, at the discretion of the teacher and dependent on the preference and skill of the students.

### Outline

The Unit explores examples of good discursive and argumentative writing and encourages students to analyse these. It takes students through the process whereby they will be able to produce discursive and argumentative writing. It provides opportunities for spoken English by encouraging pair, group and whole class discussion. It also provides opportunities for formative and peer assessment. Sample composition titles for discursive and argumentative writing are also available

AO	Learning outcomes	Suggested Teaching activities	Learning resource
(ii) and (vii)	Understanding discursive and argumentative writing and the differences between them	Put students into groups and ask them to examine newspaper articles and pick out exemplars of emotive or persuasive language.	Selected newspaper articles Online:  <a href="http://www.guardian.co.uk">http://www.guardian.co.uk</a> <a href="http://www.timesonline.co.uk">http://www.timesonline.co.uk</a> <a href="http://www.timesofindia.indiatimes.com">http://www.timesofindia.indiatimes.com</a> . <a href="http://www.dawn.com">http://www.dawn.com</a> <a href="http://www.independent-bangladesh.com">http://www.independent-bangladesh.com</a>
(ix)	Appreciating appropriate vocabulary	Put students into groups and ask them to compile a list of emotive language of their own.	Selected newspaper articles Online: <a href="http://www.guardian.co.uk">http://www.guardian.co.uk</a> <a href="http://www.timesonline.co.uk">http://www.timesonline.co.uk</a> <a href="http://www.timesofindia.indiatimes.com">http://www.timesofindia.indiatimes.com</a> . <a href="http://www.dawn.com">http://www.dawn.com</a>

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(vi)	Appreciating the techniques of argumentative writing	Put students into groups and ask them to look at exemplars of newspaper articles, one 'for and against' a topic and one either only 'for' or only 'against' a topic.	<a href="http://www.independent-bangladesh.com">http://www.independent-bangladesh.com</a> Selected newspaper articles Online: <a href="http://www.guardian.co.uk">http://www.guardian.co.uk</a> <a href="http://www.timesonline.co.uk">http://www.timesonline.co.uk</a> <a href="http://www.timesofindia.indiatimes.com">http://www.timesofindia.indiatimes.com</a> . <a href="http://www.dawn.com">http://www.dawn.com</a> <a href="http://www.independent-bangladesh.com">http://www.independent-bangladesh.com</a>
(iii)	To provide an opportunity for group discussion	Put students into groups and ask them to pick out examples of emotive or persuasive language in the given newspaper articles.	<i>English For O Level</i> (Reynolds and Toner) Chapter 6 <i>English Language and Literature</i> (Toner and Whittome) Chapter 20
(vi)	Appreciating the techniques of discursive writing	Ask class to read exemplars of discursive writing	<i>English For O Level</i> (Reynolds and Toner) Chapter 5 <i>English For Language and Literature</i> (Toner and Whittome) Chapter 20 <i>The Penguin Book Of Twentieth Century Speeches</i> (Edited by Brian MacArthur)
(vi)	Appreciating the techniques of argumentative writing	Ask class to read exemplars of argumentative writing	Selected newspaper articles Online: <a href="http://www.guardian.co.uk">http://www.guardian.co.uk</a> <a href="http://www.timesonline.co.uk">http://www.timesonline.co.uk</a> <a href="http://www.timesofindia.indiatimes.com">http://www.timesofindia.indiatimes.com</a> . <a href="http://www.dawn.com">http://www.dawn.com</a> <a href="http://www.independent-bangladesh.com">http://www.independent-bangladesh.com</a>
(vi)	Analysing argumentative and discursive writing	Put students into groups and ask them to re-read given exemplars of argumentative and discursive writing and pick out	

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		examples of the features of these genres of writing, concentrating on vocabulary and structure.	
(iv)	Producing argumentative and discursive writing	Ask students to read scripts as a starter for argumentative and discursive writing.	Online: <a href="http://www.bbc.co.uk/schools/gcsebitesize">http://www.bbc.co.uk/schools/gcsebitesize</a>
(ii), (vii) and (viii)	Producing argumentative writing	Ask students to work with a partner on a given 'for' or a given 'against' topic, and produce a single 'for' OR a single 'against' paragraph (e.g. for capital punishment or against the mobile (cell) phone).	<i>English Language and Literature</i> (Toner and Whittome) Chapter 19
(iii)	To provide an opportunity for pair discussion	Ask students to swap their work with their partner, and write a short commentary on the merits and de-merits of their argumentative writing paragraph.	
(ii), (vii) and (viii)	Producing discursive writing	Ask students to work with a partner on a given 'for and against' topic, and produce two paragraphs, one 'for' AND one 'against' (e.g. for and against school uniform).	Online: <a href="http://www.teachingenglish.org.uk/">http://www.teachingenglish.org.uk/</a>
		Ask students to swap their work with their partners, and write short commentary on the merits and de-merits of their partner's discursive writing paragraphs.	
(ix)	Choosing appropriate vocabulary	Give a class lesson on linking words in discursive and argumentative.	<i>English Language and Literature</i> (Toner and Whittome) Chapter 19
(vii)	Employ different forms of writing	Give a class lesson on paragraph plans for argumentative composition.	<i>English Language and Literature</i> (Toner and Whittome) Chapter 19
		Give a class lesson on paragraph plans for discursive composition.	Online: <a href="http://www.bbc.co.uk/schools/gcsebitesize/">http://www.bbc.co.uk/schools/gcsebitesize/</a>

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		Put students into groups and ask them to make a list of six argumentative topics for composition and six discursive topics for composition.	Online: <a href="http://www.bbc.co.uk/schools/gcsebitesize/">http://www.bbc.co.uk/schools/gcsebitesize/</a>  Online: <a href="http://www.teachingenglish.org.uk/">http://www.teachingenglish.org.uk/</a>  Worksheets which are already produced on this site
(vii) and (viii)	Producing argumentative writing	Put students into groups and ask them to produce a paragraph plan for 'The Advantages Of The Internet'.  Ask students to use their prepared paragraph plan to write an argumentative piece entitled 'The Advantages Of The Internet'	<i>English Language and Literature</i> (Toner and Whittome) Chapter 19
(vii) and (viii)	Producing discursive writing	Put students into groups and ask them to produce a paragraph plan for 'The Advantages And Disadvantages Of The Internet'  Ask students to use their prepared paragraph plan to write a discursive piece entitled 'The Advantages And Disadvantages of The Internet'	<i>English Language and Literature</i> (Toner and Whittome) Chapter 19
(ix)	Using correct grammar and punctuation	Ask students to swap with partner who will check accuracy of paragraphing, punctuation and spelling. This gives an opportunity for peer assessment.	
(x)	Linking ideas in argumentative and discursive writing	Give a class lesson in which you show the importance of linking ideas in argumentative and discursive writing.	Online: <a href="http://ceds.vu.edu.au/webbja/">http://ceds.vu.edu.au/webbja/</a>
(x)		Ask students to insert appropriate linking devices in their pieces	Online:

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(iii) and (viii)	Group discussion and paragraphing	of writing 'The Advantages and Disadvantages Of The Internet'.  Put the class into groups and ask them to produce a paragraph plan for one piece of argumentative writing of their own choice.	<a href="http://cedsvu.edu.au/webbja/">http://cedsvu.edu.au/webbja/</a>  <i>English Language and Literature</i> (Toner and Whittome) Chapter 19
		Put the class into groups and ask them to produce a paragraph plan for one piece of discursive writing of their own choice.	<i>English Language and Literature</i> (Toner and Whittome) Chapter 19
(vii)	Producing full pieces of discursive and argumentative writing	Issue class with suggested topics and revise paragraphing rules.	<i>English Language and Literature</i> (Toner and Whittome) Chapter 22  <a href="http://www.teachers.cie.org.uk">www.teachers.cie.org.uk</a> , past question papers, 1123/1