

Warm up

Brainstorm the different kinds/functions of supporting arguments. Exactly how you introduce this activity will depend on whether or not students have done the Factsheet. If not, you can simply ask them what you might write after the topic sentence of a paragraph. For example: you might give reasons or examples, provide facts/statistics or give a quotation.

Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson, and start by working through it with the students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson so they can take it home and keep it as a reference or revision tool.

Theory to practice

- Some of these categories overlap slightly, so accept and discuss any answers that seem justified. Ask students to check their answers in pairs before discussing the answers with the class.

Suggested answers

- 1
 - a summing up
 - b using statistics
 - c paraphrasing
 - d explaining
 - e giving examples/details
 - f quoting
 - g stating importance

Using the Worksheet

Practice

1 Read the topic sentences and complete the supporting arguments.

- There are many possible answers here. Accept any that make sense. You could write down or elicit an answer to **a** with the whole class, so that students have an example to work from.

Possible answers

- a you can move through traffic easily, but you are also much more likely to crash.
- b damage to the environment.
- c that trains are very fast.
- d if we recycle paper, we will not have to cut down so many trees.
- e the fact that petrol will run out soon.

2 Reread the supporting arguments you wrote in Exercise 1. Can you add a second supporting sentence to each paragraph?

- Explain that the second supporting sentence could develop the previous sentence, or it could introduce a separate supporting argument. Again, you could elicit or provide some examples to show students the kind of sentence they might produce.

Possible answers

- a Also, motorbikes are cheap to run, but if you fall off, you will probably be hurt quite seriously.
- b This damage is caused by burning a lot of fuel.
- c Moreover, you can rest or work on the train.

- d Furthermore, when we recycle, we avoid pollution caused by factories making new goods.
- e In addition, electric cars do not cause pollution.

3 Match the beginning of each supporting argument with the correct statistics or facts.

- Item **a** is fairly easy if students can identify the related vocabulary *hottest*, *temperature* and 47°C. You could elicit this answer as an example, and make sure they understand how to record their answers.

Answers

- a 3
- b 5
- c 2
- d 1
- e 4

4 Paraphrase the sentences.

- Elicit the meaning of *paraphrase*, referring students to the Factsheet if necessary. Make sure they understand what they need to do. They could work in pairs and help each other here.
- Students may not know the word *extinct*, although if they have done *C21 English for the 21st Century*, Level 2, they will be familiar with the concept of endangered species. You could clarify this vocabulary before students begin the exercise or ask them to work it out for themselves, using a dictionary if necessary.

Possible answers

- a it is harder to buy things we need or to find a good job.
- b many species will no longer exist.
- c houses are more expensive than ever, and most jobs do not pay enough.

5 Work with a partner. Review the sentences you wrote in Exercises 1 and 2. Choose your best topic and write a complete paragraph.

- Go round the class and help students with this exercise. The idea is that they compare their work and edit/compile their best sentences to make a complete paragraph about the topic of their choice. You could elicit a few sentences students have written and compile them into a paragraph on the board to provide an example.

6 Read the topic sentence. Work together to write three supporting arguments.

- Students can complete this exercise in groups, or you could do it on the board with the whole class.

Possible answers

- a One example of this was the first Moon landing in 1969.
- b Since then, robots have been sent to other planets.
- c Another example is the exploration of asteroids.

Reflect

7 What kind of supporting argument(s) did you use in Exercise 6?

- Ask students to think about the sentences they have written. Refer them back to the Theory to practice section of the Factsheet and see if they can identify some functions. They might have used strategies that aren't listed there, of course. Elicit some ideas.

Learning outcome

By the end of the lesson, students should:

- know how to write good supporting arguments
- be familiar with some of the different types of support they can use

Ending the lesson

You could finish the lesson by writing a few more example sentences on the board and asking students to identify their functions.