

## Making an Argument

### Before you watch

#### A

This activity introduces the topic of persuasion before students approach the video on making an argument.

1. Students compare language that is neutral to language that is persuasive. Before giving the students the worksheets, elicit the meaning of the words *persuade* and *convince* from the class. Divide students into pairs, have them identify which statements grab their attention and why (with facts or with emotion).
2. Divide students into pairs and ask them to discuss the questions. Use the option of the break room if your class is online. Set a fixed time for the pair work. Monitor and support. You can ask students to write questions in the general chat while they work in pairs in the break rooms.

### Video

#### A

This activity is designed to check students' comprehension of the main ideas. For online classes, remember to check that you're sharing both the image and sound with the students. You can also share the video file with them prior, but remember to communicate clearly when they should start watching and remind them to mute their mikes. Tell students to watch the video and focus on the steps needed to create a credible argument: claim, background information, supporting evidence, reasoning, personal experience, and repetition of the main points. Ask students to work individually or in pairs. Monitor and support. Check answers with the class.

#### Key:

1. b
2. a
3. a
4. b
5. a

#### B

Have students watch the video again and take notes on the step-by-step process for making an argument. Ask students to work individually or in pairs to decide if the statements are true, false, or not mentioned. Monitor and support. Check answers with the class.

#### Key:

1. T
2. F
3. T
4. NM
5. NM

#### C

This activity is designed to check students' comprehension of the examples given in the video by matching the steps in making an argument to example sentences. Ask students to work individually or in pairs. Monitor and support. Check answers with the class. To help weaker students, you can play the video again and stop on the example sentences to point out transitions such as *If you analyze ...*, *From my perspective ...*, *In summary ...*

#### Key:

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

### Digital skills focus

#### A

This activity introduces vocabulary that students will likely encounter as they prepare a talk for an online forum. Emphasize that creating visuals (text or images) will help online participants follow along. The choice of images, like their choice of words, should be persuasive.

If the students do not know the vocabulary, open a video conferencing window and share your screen with the class to examine the screen and features your conferencing software offers. Demonstrate how to put links into the chat, if students are not clear how that is done.

#### Key:

1. visuals
2. poll
3. screen share
4. slides
5. links

**Language focus**

**A**

This activity has two purposes. The text serves as a model for the student’s own talk in the Digital Communicative Task, and it focuses students’ attention on key vocabulary.

Tell the students to fill in the gaps to complete the sentences. Monitor and support. Finally, check answers with the class. Encourage discussion if there is disagreement or if students are not sure which is the best word to fill each gap.

**Key:**

1. background information
2. claim
3. convince
4. evidence
5. prove
6. persuaded
7. personal experience
8. point of view
9. come over to my side

**B**

This activity is designed to focus students’ attention on parts of speech (verb and noun forms used in the video). Encourage students to use a dictionary, as needed, to find the noun form. If you have time, practice pronunciation of these word pairs. Point students’ attention to how the stress pattern changes between nouns and verbs, for example, *Analyse* vs *aNAlysis*.

**Key:**

1. analysis
2. argument
3. claim
4. connection
5. persuasion
6. proof
7. reason
8. repetition

**C**

Have pairs or groups select a topic and a point of view, then develop two or three ideas they might use to persuade others who hold an opposing view. As time allows, students could research facts about the topic or use their personal experience to develop ideas.

Encourage students to select their own topic, if that is more motivating for them. If pairs or groups have chosen opposite points of view on one topic, they can share their persuasive statements and compare how strong their arguments are.

**Key**

Students’ own answers

**Digital communicative task**

**A**

This activity is designed to give students the opportunity to apply the communication skill in an online situation.

Divide students into pairs or small groups. They should choose an issue where they hold a clear point of view. The group writes an outline for their talk, starting with a clearly stated claim. They will likely need time to do some research to gather background information and facts about the topic and write the evidence into the outline.

Encourage students to write arguments that persuade using emotional connections. They may use personal experience or point to experiences of well-known people.

As time permits, they can create visuals for their talk. The group should double check spelling and grammar on any text, but the texts should not be too long – just enough information to help viewers follow along as they listen.

Students can do their planning in a breakout room and present their written document to you at the end of the breakout session.

**B**

Give students about 10 minutes to do a short talk while the rest of the class observes. Encourage students to use the models from the video and Language Focus activities.

Record their talks (if you are able to do this with the video conferencing software you use) to analyze their use of language.

Optionally, you can set the Digital communicative task as individual homework. Make sure students know exactly what steps to follow and what the expected finished product should be. They can then present their talks in the next class, or they can record themselves and put it on a closed forum where other classmates can view the work and comment.