

English

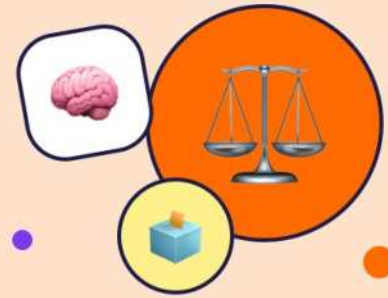
Grade 9

Building an argument

Structure a clear argument with claims, evidence and counterarguments.



I can plan and structure an argumentative essay.



1 Match up

Draw a line to match each pair.

☐

Claim

☐

Evidence

☐

Reasoning

☐

Counterargument

☐

Rebuttal



● **A.** the strongest opposing view

● **B.** your main position

● **C.** why the opposing view is weaker

● **D.** facts, data or examples that support it

● **E.** how the evidence proves the claim

2 Pick the answer

Circle the right answer.

1. Which is the strongest evidence?

A A survey of 2,000 pupils

B My friend said so

C Everyone knows it

2. Which sentence is a claim?

A Some schools start at 8:00.

B Schools should start later in the morning.

C Teenagers sleep.

3

**Quick check**

Circle true or false.

1. A claim must be something people can disagree with.
2. A counterargument weakens your essay, so it is best to leave it out.
3. Figures from a named, reliable source are stronger than a personal opinion.
4. A rebuttal explains why the opposing view is weaker.
5. The conclusion is the best place to add a brand-new argument.
6. Every body paragraph should support the main claim.

True

False

True

False

True

False

True

False

True

False

True

False

4

**Claim or evidence?**

Write each sentence in the right column.

Homework should be optional in grade 9.

In a survey at our school, 64 of 100 pupils said they skip breakfast.

Every school should have a longer lunch break.

The school library lent out 3,400 books last year.

Pupils should learn to cook at school.

Our canteen sold 150 vegetable dishes in one week.

Claim**Evidence**

5**Linking words**

Use each word once: However, Therefore, For example, Furthermore, In conclusion.

1. Phones can distract pupils. _____, a ban could improve concentration.
2. Phones can be useful in lessons. _____, pupils can look up words in an online dictionary.
3. Some say a ban is unfair. _____, most pupils agree that lessons are calmer without phones.
4. Phones help parents reach their children. _____, they help pupils find information quickly.
5. _____, the benefits of switching phones off are greater than the drawbacks.

6**Order the essay**

Write 1 to 5 in the boxes to put the parts of the argument in order.

☐

A ban can still allow calls to the school office in an emergency.

☐

Phones should be switched off during lessons.

☐

In short, switching phones off helps everyone learn better.

☐

Teachers at our school report fewer interruptions when phones are in lockers.

☐

Some parents say they need to reach their children during the day.

7

**Spot the weak argument**

Read each argument and circle the right answer.

1. "You can't trust Ali's view on school lunches. He is only 14." What is wrong with this?

A It attacks the person, not the argument

B It uses too many statistics

C It has no counterargument

2. "Either we ban phones, or pupils will never learn anything." This is...

A a fair comparison

B a false either/or choice

C strong evidence

3. "Everybody does it, so it must be right." This argument relies on...

A popularity, not evidence

B an expert's opinion

C reliable data

4. Claim: "School should start at 9:00." Which is the strongest counterargument?

A I like 8:00 better.

B Many parents start work at 8:00 and must drop their children off first.

C Nine is a boring number.

8

**Think and write**

Topic: Should mobile phones be banned in schools? Write your claim, two pieces of evidence, one counterargument and your rebuttal.

How did it go?



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English

Grade 9

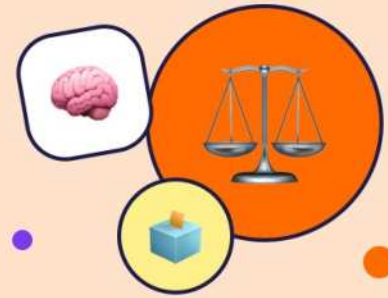
Answer key

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**D**

Evidence

**E**

Reasoning

**A**

Counterargument

**C**

Rebuttal



● **A.** the strongest opposing view

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Circle the right answer.

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Write each sentence in the right column.

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Claim

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Every school should have a longer lunch
break., Pupils should learn to cook at school.

Evidence

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they skip breakfast., The school library lent out
3,400 books last year., Our canteen sold 150
vegetable dishes in one week.

5 Linking words

Use each word once: However, Therefore, For example, Furthermore, In conclusion.

1. Phones can distract pupils. Therefore, a ban could improve concentration.
2. Phones can be useful in lessons. For example, pupils can look up words in an online dictionary.
3. Some say a ban is unfair. However, most pupils agree that lessons are calmer without phones.
4. Phones help parents reach their children. Furthermore, they help pupils find information quickly.
5. In conclusion, the benefits of switching phones off are greater than the drawbacks.

6 Order the essay

Write 1 to 5 in the boxes to put the parts of the argument in order.

- 4 A ban can still allow calls to the school office in an emergency.
- 1 Phones should be switched off during lessons.
- 5 In short, switching phones off helps everyone learn better.
- 2 Teachers at our school report fewer interruptions when phones are in lockers.
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