English lesson plans
for Grade 9

Lessons in this section

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Using these lesson plans

The lessons for Grade 9 represent a week’s teaching; they fit together to show how a sequence of lessons can be integrated to build new language and skills. The objectives for the lessons are drawn from the content standards and in each case are indicated on the lesson plan. Main standards are shown in bold and subsidiary standards in normal print beside the objectives at the top of each lesson plan.

Each lesson plan has sufficient material to support 45 minutes of direct teaching. Lesson plans 9.1 and 9.4, however, could easily be extended into two 45-minute periods. Teachers may need to supplement the activities provided with additional simpler or more complex tasks if they have a mixed ability class. If there is too much material for 45 minutes (this depends on the class), it is up to the teacher to designate which activities will become homework or carry through to the next lesson. However, to maximise the learning cycle, teachers should be selective about which tasks to cut, and not just drop the last task because it comes at the end.

Answer keys are provided to guide teacher correction and feedback but where tasks are subjective these answers are not intended to be presented to students as the only ‘right’ way of completing the given tasks.

The lesson plans are organised as three-stage lessons with a feedback session at the end to sum up learning for students. In the speaking/grammar lesson, the three stages are presentation, practice and production. In the reading, writing and listening lessons, the three stages are pre-, while, and post- (e.g. pre-listening, while listening and post-listening).

The lesson plans do not include revision warmers at the beginning to review language learned in previous lessons, nor do they include homework tasks at the end of the lesson because these lesson plans are taken out of sequence. However, the review and homework stages are necessary parts of the lesson and should be provided by the teacher.
Speaking and grammar: arguing a point of view for a hypothetical situation

- Use the second conditional in positive and negative statements to discuss hypothetical future proposals and their consequences.
- Present and argue a point of view to convince others.

Set the scene

Show the class the headlines on OHT 9.1a. Make sure students understand what each one means and use them to discuss with students why, as countries develop, populations move from the countryside to the big cities. Elicit from students the following sequence of events, orally, using the simple word cues on the left.

<table>
<thead>
<tr>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word cue</td>
</tr>
<tr>
<td>no money</td>
</tr>
<tr>
<td>no farms</td>
</tr>
<tr>
<td>no shops, cinemas, cafes</td>
</tr>
<tr>
<td>no jobs and nothing to do</td>
</tr>
<tr>
<td>no young people</td>
</tr>
<tr>
<td>no savings</td>
</tr>
<tr>
<td>no visits home</td>
</tr>
<tr>
<td>no help for the old</td>
</tr>
<tr>
<td>no community</td>
</tr>
<tr>
<td>no village life</td>
</tr>
</tbody>
</table>

Get students to go through the cause-and-result sequence in pairs as an oral drill. They can take it in turns to run through the sequence or do it by question and answer, starting at the end and tracing the causes back.

*Why is there no village life? Because there’s no community.*

*Why is there no community? Because there’s no help for the old people.*

*Etc.*

Model sentences

Elicit positive and negative sentences with the second conditional through the questions below. Get students to practise saying the sentences aloud, correct pronunciation and then write the model sentences on the board.
Example questions: What if it became a tourist area? Would there be more money? (Yes)

Model sentence: If it became a tourist area, there’d be more money.

Example question: If there were jobs would young people still leave? (No)

Model sentence: Young people wouldn’t leave if there were jobs.

Get students to copy the model sentences into their exercise books.

Concept check

Elicit/check students understand the meaning/use, form and pronunciation of the second conditional, used here for hypothetical situations in the future, with the questions below. This is not the first time they’ve seen the second conditional, so concept checking should be quick.

- Are we talking about the future or the past? The future
- Does the verb after if look like a past tense verb? Yes But is it? No
- Are we talking about something that exists or something we wish for or hope for in the future? Something we wish for or hope for in the future
- What’s the other type of if sentence you know? First conditional / If + present + will future
- Which sentence is more real, more likely to happen: ‘If there are jobs young people will stay’ or ‘If there were jobs, young people would stay’? The first sentence
- So when do we use this second type of conditional? When things are unlikely/unreal/wished for/hypothetical future
- What’s this construction called? The second conditional
- How do we make it? If + [past form] + would/wouldn’t
- Can we use might instead of would? Yes How about could? Yes Can we use could in the if’ clause too? Yes Give me an example with ‘if / borrow / money / turn their farm into a guest house’. If they could borrow the money, they’d turn their farm into a guest house.
- Do we have to start the sentence with the if clause? No
- Show me an example we’ve already got. Young people wouldn’t leave if there were new jobs for them.
- ‘They would turn their farm into a guest house’ or ‘They’d turn their farm into a guest house?’ Where’s the stress, on ‘would’ or on ‘turn’? (on the modal verb or the main verb?) On ‘turn’/on the main verb.

Practice

Resources
Teacher’s resource 9.1a

Word cue drill

Use the word cues on the board to create a chain of second conditional sentences. Practise as a whole class and then in pairs.

<table>
<thead>
<tr>
<th>Word cue</th>
<th>Students say</th>
</tr>
</thead>
<tbody>
<tr>
<td>no money</td>
<td>If there were more money, the farms wouldn’t go bankrupt.</td>
</tr>
<tr>
<td>no farms</td>
<td>If the farms didn’t go bankrupt, the farmers would use the shops, cinemas and cafes more.</td>
</tr>
</tbody>
</table>
no shops, cinemas, cafes

If the shops, cinemas and cafes had more customers, there’d be more jobs and there’d be something to do in the evenings.

no jobs and nothing to do

If there were more jobs and there was something to do in the evenings, the young people wouldn’t all leave.

no young people

If the young people didn’t all leave ... etc.

Chain game

Encourage students, working in their pairs, to come up with more hypothetical causes and results generated from this scenario. Elicit a few examples.

• What would happen if they opened a water park near the village?

There’d be a lot of new jobs.

There might be a water shortage.

There wouldn’t be enough water for the farmers.

They could sell their land to the water park company.

Etc.

Put students in groups of four or five and get them to sit in a circle. Give each group a set of question cards (prepared from teacher’s resource 9.1a). The first student in each group turns over a question card and answers it with a full second conditional sentence.

Card 1
What would happen if the water park used up all the water?

A: If the water park used up all the water a lot of wild life would die.

The second student takes the would clause, turns it into an if clause and makes a new sentence. The third student in the circle transforms the new sentence in the same way, and the chain continues until the idea and its hypothetical consequences are exhausted. Then the group turns over a new card and the process is repeated, starting with the second student.

Card 1
What would happen if the water park used up all the water?

A: If the water park used up all the water a lot of wild life would die.

B: If a lot of wildlife died, it wouldn’t be as beautiful as before.

C: If it wasn’t as beautiful as before, tourists might stop coming.

D: If tourists stopped coming, the water park would go bankrupt.

Etc.
Card 2
What would happen if the farmers didn’t want to sell their land to the water park developers?

**B:** If the farmers didn’t want to sell, the developers would go somewhere else.

**C:** If the developers went somewhere else the young people would follow.

Etc.

Monitor and correct for accuracy. Input ideas into the chain if any of the groups or individuals within the group seem stuck.

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**Roleplay**

Using OHTs 9.1b and 9.1c, tell the class that they are preparing for a village meeting to decide whether they want a water park to be built in their village or not. Some of them think it’s a good idea, some disagree, and some are not sure. Give out role cards (prepared from teacher’s resource 9.1b) and get students to individually think about their role and prepare what they are going to say. Put students with the same roles in pairs or small groups and get them to share ideas and work together to build up as many things to say as possible to support their position. Then get them to practise presenting their point of view to each other, using a variety of arguments and examples. When they are ready, put students into groups of ten, so that each of the ten roles is represented in each group. Get the Mayor to chair the meeting. Get the developer to begin by presenting the plan for the proposed water park. Remind them to use their second conditionals. Ensure each student expresses his or her point of view clearly, according to role, argues the case and tries hard to persuade the group. Encourage other villagers to agree or disagree, and question ideas, using known structures. Monitor for clarity of argument, ability to defend a position, ability to speak at length as well as for accuracy. Note examples of good ideas and common errors to use for the feedback session without interrupting the flow of the roleplay. Use the roleplay diagnostically to note down how much further practice students need in expressing a point of view, using persuasive language, and speaking strategies for group discussions. When everyone has had their say, get each group to vote for or against the water park proposal.

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**Feedback**

Find out how many of the classroom villages voted to build a water park and how many voted against and get them to say why. Use your record of good ideas to elicit from individual students specific arguments. Deal with the most common spoken errors orally.
Summary for students

*If + past + would* is used to express ideas in the unreal or hypothetical future. You have been discussing arguments for and against building an imaginary water park. In reality, it doesn’t exist but you have been imagining what consequences such a project would bring.

You have also been practising how to express your point of view in public. Some of you sounded more convincing than others because your arguments were well prepared. You said clearly at the beginning what your point of view was. You gave two or three reasons to support your point of view.

This week, we’re going to continue to learn how to express an opinion or a point of view and how to persuade others when we’re speaking and when we’re writing. We’re also going to continue practising our first and second conditionals.
Reading a persuasive text: Golfing green

- Read and analyse a persuasive text.
- Distinguish fact from opinion.

Set the scene

Use a picture of Tiger Woods (from any image archive on the Internet – e.g. Yahoo Images, or via Google) or anyone playing golf to introduce the topic of golf and how all over the world people are building golf courses. Talk about environment versus golf tourism and link the discussion to the previous lesson on village versus water park. Pre-teach the vocabulary, relating the new words to the topic.

Open prediction

Elicit one or two ideas from the whole class about what the negative effects of building golf courses might be. Write one of their examples on the board.

It uses up too much land.

Get students to copy it. If they want to say, ‘It’s bad for the environment’, tell them this is too general – they have to predict specifically how it’s bad for the environment. Get students to write their own list of three negative effects that they think will be mentioned in the text they are about to read. Put students into groups of four and get them to share ideas and build a larger list from their individual lists. Then hand out worksheet 9.2a and get them to quickly read it and check off which of their predictions were correct.

Comprehension exercises

Hand out worksheet 9.2b. Get students to find examples from the text to support the dangers of golf and the benefits of golf (exercise ‘Reading for the main ideas’). Tell them to summarise each example and write it in note form in the table. Get them to fill in the line number in the text where the example came from.

Answer key

Reading for the main ideas

<table>
<thead>
<tr>
<th>The dangers of golf</th>
<th>Line</th>
<th>The benefits of golf</th>
<th>Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish die</td>
<td>4</td>
<td>it’s very popular</td>
<td>8–9</td>
</tr>
<tr>
<td>trees are cut down</td>
<td>5–6, 26</td>
<td>it covers up rubbish tips</td>
<td>21</td>
</tr>
<tr>
<td>it uses too much water; it creates water shortages</td>
<td>3, 13</td>
<td>wildlife returns</td>
<td>23</td>
</tr>
<tr>
<td>it uses up good farmland (farmers lose their jobs)</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>golf courses are built in national parks/forests</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hills are moved</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chemicals and pollutants are used</td>
<td>27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Check students’ answers through monitoring, not in front of the whole class.

Get students to read the text another time and then do the remaining exercises on worksheet 9.2b. Have students work individually and then compare/discuss their answers with a partner. Monitor and guide students towards the right answers by pointing to specific parts of the text. Get them to reference their own answers from the text in this way too, quoting specific line numbers where possible. Correct answers through monitoring, not in front of the whole class.

**Answer key**

**Reading for facts**
1. Developed: The USA, Spain (Japan, Britain)
   Developing: The Philippines, Indonesia
2. Clint Eastwood – actor, a politician
   Tiger Woods – professional golfer
   Susan Arnold – environmentalist
   Don Brinklow – journalist

**Reading between the lines**
1. Golf has become fashionable because Tiger Woods is young and fun to watch, so thousands of people now want to play golf – before it was a game only for the old and rich.
2. It’s almost a desert so even more water is needed to keep the grass alive.
3. They’re rare trees.
4. It brings money and jobs. It’s a short-term solution.
5. Because it’s cheap; because their own country is too overcrowded.

**Working out the meaning of words from context**
1. (Line 4) highlights – shows clearly
2. (Line 8) hotting up – getting more and more important
3. (Line 14) points out – explains
4. (Line 15) thrown off – made to leave
5. (Line 15) to make way for – allow to go ahead

**Distinguishing fact from opinion**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact</th>
<th>Opinion</th>
<th>Not clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>The government is closing Paul Allen’s golf course.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The fish died because Paul Allen used up too much of their water.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Clint Eastwood has plans to cut down trees on his land.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourism is always more important than the environment in poor countries.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>If something is a problem in developed countries, it will be an even greater problem in developing countries.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Golf courses need millions of gallons of water to water the grass.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Japanese, businessmen and politicians cause the problems.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Golf courses are good for the environment.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Golf courses are built on rubbish tips.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Sum up these exercises in front of the whole class by pointing out any common misunderstandings, problems or omissions only.
Text analysis

Get students to complete the exercise ‘Analysing text organisation’ on worksheet 9.2b in pairs, discussing their answers and ideas in English or Arabic. Then put the class into plenary. Use an enlarged version of the text on an OHT to check answers with the whole class. As you go through the questions and answers, build up an analysis of the text organisation and draw out the features of a persuasive text. Label the paragraphs and examples ‘for’ and ‘against’, underline opening and closing statements, and persuasive language. Use the answer key below to help you.

Answer key

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Dangers of golf</th>
<th>Benefits of golf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>title</td>
<td>✓?</td>
<td></td>
</tr>
</tbody>
</table>

2   3 benefits; 7 dangers.
3   Opening: News last week … highlights golf’s environmental dangers.
    Closing: And that green is only managed with the help of pollutants and chemicals.
    They make the same point so that the writer’s opinion is clear. Repetition emphasises and persuades.
4   The opening paragraph proposes the point of view, the closing paragraph repeats that point of view for emphasis. The middle paragraphs give the arguments for and against. The ‘for’ and ‘against’ examples are both mentioned but not balanced because the audience has to be persuaded to choose one rather than the other.
5   It might look too opinionated and put readers off. The slightly unclear for-or-against feeling because of the question mark and the play with words (‘green’ as in golf course, ‘green’ as in environmentally friendly) entice and persuade the reader to read on.
6   (a) ‘News last week …’, use of the present perfect for things that have just happened, use of the present continuous for things that are happening now;
    (b) ‘Clint Eastwood is battling …’, ‘… hotting up’, ‘Imagine then …’, ‘… thrown off perfectly good farmland …’, ‘what was once … is now the playground of businessmen and politicians’.
7   The title (see above), talking about famous people such as Clint Eastwood and Tiger Woods, the idea that this problem is close to home – not just in South East Asia – the article is written for Europeans and Americans: it starts with what’s happening in America and says ‘Even in places like Spain …’

Further practice: second conditional

Get students to look at the sentence stubs in the exercise ‘Grammar practice’ on worksheet 9.2b. Elicit a few completed sentences from the whole class.

If Paul Allen preferred fishing to golf, there wouldn’t be a water problem / the fish would survive / he’d still be killing fish.

If Tiger Woods weren’t so popular, there wouldn’t be a golf course building boom…

Put students into pairs and have them hypothesise on the rest of the sentence stubs. This is a speaking exercise; they don’t have to write anything down – although
writing out their ideas could be set for homework or follow up. Remind them to use their second conditionals because it’s an ‘unreal’ future. Monitor and correct for accuracy.

Ask students if they were persuaded that golf is a danger to the environment. Get them to give you their reasons why or why not.

### Summary for students

In the lesson about the water park development, you practised expressing a point of view and you had a go at persuading your friends to agree with it. In this lesson, we’ve read a persuasive text about why golf is dangerous for the environment.

We’ve looked at some of the features of a persuasive text. They are:

- an opening statement which states the writer’s point of view and a closing statement that reinforces it;
- a logical argument supported by a series of examples;
- the opposing point of view expressed but in a way that it is criticised or weakened;
- a lot of statements which are opinion rather than fact, but enough facts to make the argument believable.

You have seen persuasive texts in advertisements before. Persuasive texts, like this one, are also written about current events and controversial issues. Some persuasive texts are stronger than others – the language of persuasion in advertisements is usually stronger than in journalistic articles. This one is not very strong because it is more journalistic – the writer is selling an idea rather than a product so the message is not as direct as in an advertisement.

Unless you’re motivated by the topic, you won’t get involved. The text uses certain language to ‘hook’ you – in this case playing with words in the title, using tenses for immediacy, quoting famous people, using dramatic language, bringing the issue ‘home to the reader’.

In the next lesson, we’re going to have a go at writing our own persuasive texts.
Writing a persuasive text: the water park proposal

Objectives

Grade 9 curriculum standards 9.4, 5.5

Pre-writing

Network

As a continuation of the two previous lessons, introduce the proposal that some water park developers want to build a new water park near the school. In pairs, get students to brainstorm advantages and disadvantages of this. Have students refer to the last two lessons for ideas. Put a network like the one below on the board and get students to share their ideas and write them as notes on the board.

Guided writing

Tell students they are going to write a letter to their urban development council, supporting the idea of building a water park near the school. Their job is to persuade the councillors to build the park. Elicit from them the features of a persuasive text:

- it should have an opening statement expressing the writer’s point of view;
- there should be two or three arguments with evidence or examples to support the point of view;
- a common objection should be stated but then refuted;
- the conclusion should reinforce the point of view in the opening statement.

Hand out worksheet 9.3a and get students to recognise the features of a persuasive text through the category headings in the table. During steps 1–5 below, monitor,
point out errors, provide new vocabulary and get students to self correct and redraft.

1 Fill in the opening statement

Elicit an opening statement to the letter that says students support the water park. Refine the statement and write it on the board. Get students to copy it into the table.

| We support the plan to build a new water park near our school because it would provide jobs and be good for the environment. |

2 Fill in column one (Notes)

Get students to choose from the network three supporting ideas and one objection. Get them to copy the notes or key phrases from the board into the left-hand column of worksheet 9.3a. Elicit suggestions for a counter-argument for the objection and get them to fill in the counter-objection box in the left-hand column.

Use salt water from the sea

3 Fill in column two (Second conditional statements)

Divide the class into groups of eight and subdivide the eight into four sets of pairs. Assign each pair to work on one idea for the letter. (Objection and counter-objection count as one idea.) Get pairs to transform the notes into second conditional statements and write their sentences in the middle column of the table.

If we allowed the water park to be built, it would provide jobs for young people and stop them from leaving the area.

If it were built on top of the rubbish tip, it would make good use of that land.

4 Fill in column three (Examples, evidence or result)

Get students to add an example, evidence or result to their statement and fill in their section of the third column.

As well as jobs in building the water park, there would be jobs for lifeguards, sales assistants, waiters and administration staff.

This has been done before with building golf courses in the UK and the USA.

5 Share sentences and fill in the conclusion

Put students into groups of four with one representative of each idea in each group. Get them to dictate their sentences to each other and complete the whole table. Have them decide on the order the ideas should be presented in the letter. Get them to brainstorm a conclusion.

We should go ahead with the plans. The whole community will benefit.

Show students OHT 9.3a and get students to compare or improve their own from it.
**While writing**

**Resources**
- Worksheet 9.3b

**Writing frame**

Tell students they are now ready to write their persuasive letter to the head of the Urban Development Council. Hand out **worksheet 9.3b**. Get students to look at the skeleton letter and identify which phrases which:
- introduce the opening statement and the conclusion;
- link the three ideas in favour of the water park;
- introduce the objection and link the counter objection to it.

Working individually, get students to transfer their sentences from their writing plan in **worksheet 9.3a** to the context of a letter using the writing frame in **worksheet 9.3b**.

Monitor for accuracy and provide any vocabulary, or sentence structures as necessary.

**Post-writing**

**Resources**
- OHT 9.3b

Get students to swap letters and peer-correct.

**Further practice / optional activity**

Show students the letter on **OHT 9.3b**. Point out the underlined words where you have refined the sentences with better vocabulary or formal written constructions. Get students to improve their letters from it.

Get students to go through the whole process again, this time to write a letter persuading the Urban Development Council **not** to build the water park. Tell students to complete the letter for homework and hand it in to you on an agreed date.

**Feedback**

**Summary for students**

Plan your writing the way we have done for this letter. Organise your ideas and examples in a logical way. Use a network and an information table like the ones we used.

Use link words like *in addition*, *moreover*, *however*, to connect one idea to the next. Use *I feel*, *I believe*, *It is my belief that* in persuasive texts to personalise the point of view and make it stronger. Use *it* or *this* to refer to the main issue instead of repeating ‘water park’ all the time.

Use a writing frame like the one we used or copy the format from an authentic letter, along with the opening and closing phrases. Then just transform the content to say what **you** want to say. This is how all good writers learn to write well.
Listening to an argument: painting John’s room

Objectives

Grade 9 curriculum standards 3.1, 3.2, 3.3, 5.2, 5.3

Pre-listening

Resources
Worksheet 9.4a
Tape or tape script 9.4

Vocabulary
(to) decorate / re-decorate
(to) do (it) up
(to) see (it) through
interior design
taste (in) …
style

While listening

Resources
Worksheet 9.4a

Set the scene

Introduce the situation. Tell students they’re going to listen to a conversation between a boy called John and his mother. John is 16 and wants to paint his room. His mother doesn’t want him to. She has a lot of objections. John uses counter-arguments to try to persuade her.

Pre-teach the vocabulary.

True/false statement prediction

Before listening, get students to look at the statements in exercise 1 on worksheet 9.4a and choose three of them that they think are true. Get students to compare their choices with a partner and encourage disagreement so that it gives them a purpose for listening.

Then get them to listen to the conversation on the tape 9.4 and see who chose correctly.

Answer key

<table>
<thead>
<tr>
<th>Statement</th>
<th>True?</th>
</tr>
</thead>
<tbody>
<tr>
<td>John has never painted his room before.</td>
<td>✓</td>
</tr>
<tr>
<td>John wants to borrow money from his mother to paint his room.</td>
<td></td>
</tr>
<tr>
<td>John wants to paint the room orange.</td>
<td></td>
</tr>
<tr>
<td>At the moment, he doesn’t spend a lot of time in the room.</td>
<td>✓</td>
</tr>
<tr>
<td>His mother doesn’t believe he’ll finish the job.</td>
<td>✓</td>
</tr>
<tr>
<td>John doesn’t have very good taste.</td>
<td></td>
</tr>
<tr>
<td>In the end John manages to persuade his mother.</td>
<td></td>
</tr>
</tbody>
</table>

Ordering

Get students to go through the vocabulary in exercise 2 on worksheet 9.4a, checking that they remember all the words, teaching each other or clarifying with you any they don’t remember. Some of the words are introduced in this lesson, others are words they’ve studied before, from the Grade 9 recommended word list or other lessons. Get students to listen to the conversation again, this time recognising the key words and phrases. Tell them to number the words in the list in exercise 2 in the order that they hear them. Get them to compare their answers with a partner. If there’s some disagreement, get them to listen to the tape again.
**Pyramid**

Get students to recall the main ideas or themes behind the arguments John uses to persuade his mother and the objections she uses. Have them work individually, then share ideas in pairs. Get them to check their list by looking at the middle column (Topic) of the table in exercise 3, worksheet 9.4a. Get them to listen to the conversation a third time but now working in pairs with A listening for Mum’s objections, and B listening for John’s arguments. Get students to summarise each argument or objection, picking out key phrases and writing notes in the appropriate columns in the table (A fills in the left-hand column, B fills in the right-hand column). They work individually, then in pairs and then groups, remembering details and building up their information from what others have remembered and written in the table. Let them listen to tape 9.4 one more time to check answers and fill in any missing information.

**Answer key**

<table>
<thead>
<tr>
<th>Mum’s objections</th>
<th>Topic</th>
<th>John’s arguments/point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s too expensive.</td>
<td>Money</td>
<td>I’ll pay for it from my own savings. Materials from the hardware store are cheap.</td>
</tr>
<tr>
<td>You never clean your room.</td>
<td>Neglect</td>
<td>It’s not my personal style so I don’t care about it. If it were my design I’d keep it clean.</td>
</tr>
<tr>
<td>You’re not good at interior design. Your taste changes all the time. You’ll paint it orange.</td>
<td>Style</td>
<td>That’s not true. I’ve done a school project on it and I have good taste in clothes…. I won’t paint it orange. I’ll paint it in appropriate colours like black and white.</td>
</tr>
<tr>
<td>You don’t spend any time in your room anyway.</td>
<td>Interest</td>
<td>If it looked nice I’d spend more time there.</td>
</tr>
<tr>
<td>You won’t finish it or you’ll spill paint everywhere. I’ll have to do it.</td>
<td>Care, Completion</td>
<td>I’ll see it through. I’ll use the time in the summer holidays.</td>
</tr>
</tbody>
</table>
**Oral presentation of a persuasive argument**

Get students to use the notes they’ve made for John in **worksheet 9.4a** exercise 3 to prepare a persuasive speech, as if they were John. Elicit the structure they used for their persuasive letters in Lesson 9.3. Hand out **worksheet 9.4b** and get them to identify the same features in this speaking frame: the opening statement, the logical sequence of arguments supported with examples or evidence or a result, anticipated objections which are then refuted and a re-expression of their point of view in a closing statement. Ask the following eliciting questions to emphasise the language they should use.

- Which phrases directly address the listener with *you*? Why?
- Which phrases use the imperative? Why is the imperative used?
- Which phrases capture the listener’s attention?
- Which phrases anticipate the listener’s objections?
- Which phrases and connectives link ideas?

Get students to fill in the speaking frame with notes only. Don’t let them write whole sentences or their speech will simply become a reading-aloud exercise and they will loose any sense of directness or persuasion. Get them to rehearse their presentations aloud in small groups, taking it in turns to be John. Listeners can use Mum’s arguments to prompt speakers when they falter.

*What about the cost?*

*How can I be sure you’ll finish off the job properly?*

Monitor, make suggestions, take notes of the most common errors but don’t interrupt the flow of the presentations.

**Feedback**

Get students to self and peer-correct the most common errors.

**Summary for students**

This week we’ve been looking at both spoken and written persuasive texts. You’ve analysed and practised the structure of these texts. Today, you used some of the language features of spoken persuasive texts:

- using the imperative and *you* to address the audience directly;
- anticipating the listener’s objections and building these into your argument with phrases like *before you say anything, let me explain, you may think, don’t jump to any conclusions, don’t worry that*;
- using connectives such as *now, at the moment, as you know, so, finally*.

You need more practice in producing persuasive texts. Your next assignment will be to write a letter to your own parents, persuading them to give you permission to redecorate your bedroom, turning the speaking frame into a writing frame.
John: Mum?
Mum: What is it, son?
John: You know you said we’re not going away this summer? Well, I was thinking …
Mum: I’m listening. Go on.
John: Well, I was thinking I could use the time to redecorate my room. You know, paint the walls and stuff.
Mum: Redecorate your room? But that will cost a fortune!
John: No it won’t, Mum. I can buy the paint and stuff from the hardware store. They usually have a sale on there. It won’t come to much.
Mum: Fine for you but who’s going to pick up the bill?
John: Well, I’ve been saving money from my paper-round job. I’m sure I have enough.
Mum: What’s brought all this about anyway? You’ve always totally neglected your room – you never clean it – why the sudden need to decorate it now?
John: I think it’s never been the way I want it to be – that’s why I’ve never looked after it before. It’s all from you – your colours, your choice of furniture, your taste. I want it to be me. If you let me do it up my way, I’ll want to keep it clean and tidy, you’ll see.
Mum: That’s what you say now, but I know you. It’ll look like a rubbish tip in no time!
John: Honestly Mum, I’ll keep it tidy – just give me a chance to express my own taste and personal style.
Mum: Huh! So now you’re an interior designer, are you? I don’t see you getting good marks for your art and design classes.
John: Mum, that’s not fair. I’ve always been interested in interior design. Remember that school project I did on ‘Icons of twentieth-century design’? Even Dad thought that was good. And you’ve always said I have great taste in the clothes I buy.
Mum: But your taste changes all the time! I can’t let you go and paint the ceilings and walls orange, just because it’s the ‘in’ colour this year. When you redecorate, you really have to use neutral shades. You have to choose appropriate colours because you’re going to have to live with those colours for a long time.
John: No-one said I was going to paint it bright orange, Mum. That’s just you jumping to conclusions again. I know the colours should blend in. I was going to go for black and white actually.
Mum: Why go to all that trouble to make it look nice when you never spend any time in your room anyway?
John: Maybe if it did look nice I’d want to spend more time there. Maybe if I really thought it was my room …
Mum: No, John. It’s just going to be way too expensive and having spent all that money you’ll give up half-way. I know you!
John: Mum!
Mum: That’s right. You’ll get bored. Or you’ll spill paint all over the furniture. Painting’s an art. It takes talent as well as practice, and it always takes much longer than you think. I can see it now. I’ll be the one who ends up doing all the work! I just don’t have the time or the energy for this right now.

John: That’s not fair Mum. I wouldn’t ask you unless I was prepared to see it through. Like I said, I’ll pay for it with my own money and of course I’ll finish it off properly. Look! I’ve got all that spare time in the holidays to do it in, especially if we’re not going away anywhere. You won’t have to do a thing. You’ll see!

Mum: No, John.

John: Mum!

Mum: I said ‘No’!

John: But why Mum?

Mum: Because I say so!