

3.4 Developing a line of reasoning and commentary

Name: _____ Class: _____ Date: _____ **Total: 12 marks**

KEY WORDS line of reasoning 推理线索 • commentary 评述

Objective

Build the skills to **build** a line of reasoning across paragraphs.

You must be able to:

- order your claims so each makes the next possible
- write commentary that carries the reader from one claim to the next
- place a concession where it does most work
- avoid a sequence of unconnected paragraphs

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Ordering claims

Before writing, list your claims and ask of each: what must the reader already accept for this to land? That ordering is your structure, and it is rarely the order in which you thought of them.

■ Commentary across paragraphs

The last sentence of a paragraph and the first of the next carry the reasoning. “If the harm is real, the question is who bears the cost” moves the argument without announcing a topic.

■ Placing a concession

Concede immediately before the claim the objection would damage. Conceding at the end reads as a retreat; conceding at the start can undercut you before you begin.

2 Practice

2.1 State the question to ask of each claim when ordering an argument. [2]

2.2 State where a concession does most work and why. [2]

2.3 An essay’s three paragraphs each defend a separate point with no connection.

(a) Name the weakness. [1]

(b) State one fix. [1]

3 Exam-style questions

3.1 The reasoning between paragraphs is usually carried by [1]

- | | |
|---|---|
| A | B |
| C | D |
- A the topic sentence alone
B the last sentence of one and the first of the next
C the thesis
D the title

3.2 Placing a concession at the very end of an argument tends to read as [1]

- | | |
|---|---|
| A | B |
| C | D |
- A decisive
B a retreat
C a thesis
D an introduction

3.3 Plan a three-claim line of reasoning for: “Cities should charge for road use at peak times.”

- (a) List the three claims in order. [2]
- (b) State where you would concede and why. [2]