1. Claims, Evidence, and the Rhetorical Situation

Weeks 1–3

主张、证据与修辞情境

They should be able to

1. Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
2. Reading – Identify and explain claims and evidence within an argument.
3. Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

Stage	Use	Your notes
Starter 10 min · retrieval practice	Topic quiz 01 (10 questions, answers on sheet 2)	
Teach the new content	Handout 01 Slide deck 01 Vocabulary list 01	
Practice guided then independent	Exercise sheets 1.1, 1.2, 1.3 Past-paper sheets 1.1	
Check before they leave	Unit test 1 (with mark scheme)	
Homework set from the Library	Any unused exercise sheet above Holiday homework pack	

2. Audience, Thesis, and Supporting Evidence

Weeks 4–6

受众、论点与支撑证据

They should be able to

1. Reading – Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
2. Writing – Demonstrate an understanding of an audience's beliefs, values, or needs.
3. Reading – Identify and explain claims and evidence within an argument.
4. Writing – Develop a paragraph that includes a claim and evidence supporting the claim.
5. Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
6. Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

Stage	Use	Your notes
Starter 10 min · retrieval practice	Topic quiz 02 (10 questions, answers on sheet 2)	
Teach the new content	Handout 02 Slide deck 02 Vocabulary list 02	
Practice guided then independent	Exercise sheets 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Past-paper sheets 2.6	
Check before they leave	Unit test 2 (with mark scheme)	
Homework set from the Library	Any unused exercise sheet above Holiday homework pack	

3. Line of Reasoning and Methods of Development

Weeks 7–11

论证线索与展开方法

They should be able to

1. Reading – Identify and explain claims and evidence within an argument.
2. Writing – Develop a paragraph that includes a claim and evidence supporting the claim.
3. Reading – Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
4. Writing – Develop a line of reasoning and commentary that explains it throughout an argument.
5. Reading – Recognize and explain the use of methods of development to accomplish a purpose.
6. Writing – Use appropriate methods of development to advance an argument.

Stage	Use	Your notes
Starter 10 min · retrieval practice	Topic quiz 03 (10 questions, answers on sheet 2)	
Teach the new content	Handout 03 Slide deck 03 Vocabulary list 03	
Practice guided then independent	Exercise sheets 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Past-paper sheets 3.3, 3.4	
Check before they leave	Unit test 3 (with mark scheme)	
Homework set from the Library	Any unused exercise sheet above Holiday homework pack	

4. Introductions, Conclusions, and Development

Weeks 12–13

引言、结论与展开

They should be able to

1. Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
2. Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
3. Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
4. Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
5. Reading – Recognize and explain the use of methods of development to accomplish a purpose.
6. Writing – Use appropriate methods of development to advance an argument.

Stage	Use	Your notes
Starter 10 min · retrieval practice	Topic quiz 04 (10 questions, answers on sheet 2)	
Teach the new content	Handout 04 Slide deck 04 Vocabulary list 04	
Practice guided then independent	Exercise sheets 4.1, 4.2, 4.3, 4.4, 4.5, 4.6	
Check before they leave	*nothing in the Library for this stage yet*	
Homework set from the Library	Any unused exercise sheet above Holiday homework pack	

5. Organization, Coherence, and Style

Weeks 14–16

组织、连贯与风格

They should be able to

1. Reading – Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
2. Writing – Develop a line of reasoning and commentary that explains it throughout an argument.
3. Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
4. Writing – Use transitional elements to guide the reader through the line of reasoning of an argument.
5. Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
6. Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Stage	Use	Your notes
Starter 10 min · retrieval practice	Topic quiz 05 (10 questions, answers on sheet 2)	
Teach the new content	Handout 05 Slide deck 05 Vocabulary list 05	
Practice guided then independent	Exercise sheets 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 Past-paper sheets 5.5	
Check before they leave	Unit test 5 (with mark scheme)	
Homework set from the Library	Any unused exercise sheet above Holiday homework pack	

6. Evidence, Thesis, and Stylistic Choices

Weeks 17–19

证据、论点与风格选择

They should be able to

1. Reading – Identify and explain claims and evidence within an argument.
2. Writing – Develop a paragraph that includes a claim and evidence supporting the claim.
3. Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
4. Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
5. Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
6. Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Stage	Use	Your notes
Starter 10 min · retrieval practice	Topic quiz 06 (10 questions, answers on sheet 2)	
Teach the new content	Handout 06 Slide deck 06 Vocabulary list 06	
Practice guided then independent	Exercise sheets 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 Past-paper sheets 6.1, 6.2, 6.4	
Check before they leave	Unit test 6 (with mark scheme)	
Homework set from the Library	Any unused exercise sheet above Holiday homework pack	

7. Qualifying Arguments, Syntax, and Conventions

Weeks 20–24

限定论证、句法与规范

They should be able to

1. Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
2. Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
3. Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
4. Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives.
5. Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. (Note: Students should be able to read and analyze these complexities but are not expected to write with them on timed essays.)
6. Writing – Write sentences that clearly convey ideas and arguments.
7. Reading – Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.
8. Use established conventions of grammar and mechanics to communicate clearly and effectively.

Stage	Use	Your notes
Starter 10 min · retrieval practice	Topic quiz 07 (10 questions, answers on sheet 2)	
Teach the new content	Handout 07 Slide deck 07 Vocabulary list 07	
Practice guided then independent	Exercise sheets 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Past-paper sheets 7.3, 7.4	
Check before they leave	Unit test 7 (with mark scheme)	
Homework set from the Library	Any unused exercise sheet above Holiday homework pack	

8. Audience, Tone, and Sentence Craft

Weeks 25–27

受众、语气与句子技巧

They should be able to

1. Reading – Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
2. Writing – Demonstrate an understanding of an audience's beliefs, values, or needs.
3. Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
4. Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
5. Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
6. Writing – Write sentences that clearly convey ideas and arguments.

Stage	Use	Your notes
Starter 10 min · retrieval practice	Topic quiz 08 (10 questions, answers on sheet 2)	
Teach the new content	Handout 08 Slide deck 08 Vocabulary list 08	
Practice guided then independent	Exercise sheets 8.1, 8.2, 8.3, 8.4, 8.5, 8.6 Past-paper sheets 8.4	
Check before they leave	Unit test 8 (with mark scheme)	
Homework set from the Library	Any unused exercise sheet above Holiday homework pack	

9. Refining Qualified Arguments

Weeks 28–30

完善有限定的论证

They should be able to

1. Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
2. Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives.

Stage	Use	Your notes
Starter 10 min · retrieval practice	Topic quiz 09 (10 questions, answers on sheet 2)	
Teach the new content	Handout 09 Slide deck 09 Vocabulary list 09	
Practice guided then independent	Exercise sheets 9.1, 9.2 Past-paper sheets 9.2	
Check before they leave	Unit test 9 (with mark scheme)	
Homework set from the Library	Any unused exercise sheet above Holiday homework pack	