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 **Grammar for Discussion Writing**

 **Learning Intention**

To learn and practise the grammar that helps us write balanced, fair, and fluent discussion texts.

 **Success Criteria**

By the end of this lesson, you will be able to:

- Use **connectives** and **complex sentences** to link ideas clearly.
- Use **modality** to express careful and balanced opinions.
- Use **noun groups** and **expanded sentences** to make your ideas sound more mature.
- Check your grammar for tone and fairness.

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**1. Warm-Up: What Does Grammar Do in a Discussion? (5 mins)**

**Teacher talk:**

“When we write discussions, our goal is to sound fair, balanced, and thoughtful. Grammar helps us do that. The right words and sentence types make our writing sound mature and trustworthy.”

**Ask students:**

- “How might grammar help us show fairness?”
- “What kind of language makes an idea sound softer or more careful?”

*Students write one short answer:*

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## 2. Focus Area 1 – Connectives for Discussion (10 mins)

### Explanation:

Connectives (or linking words) join ideas and show relationships between them.

They are especially important in discussions to move between viewpoints and examples smoothly.

Type	Purpose	Examples
<b>Adding</b>	To add more information	also, in addition, another reason, furthermore
<b>Contrasting</b>	To show a different view	however, on the other hand, although, while some people think
<b>Explaining cause/effect</b>	To show why something happens	because, therefore, as a result, this means that
<b>Concluding</b>	To summarise ideas	overall, in conclusion, finally, in the end

### Activity 1 – Fill in the Connective

Complete each sentence using a suitable connective.

1. Some people believe uniforms are helpful, \_\_\_\_\_ others think they stop students from showing their style.  
\_\_\_\_\_
2. Students enjoy wearing their own clothes, \_\_\_\_\_ it helps them feel confident.  
\_\_\_\_\_
3. **, school uniforms can help everyone look equal.**  
\* \_\_\_\_\_ \*
4. **, some families find uniforms too expensive.**  
\* \_\_\_\_\_ \*

### Extension:

Write your own two sentences using **different connectives**.

1. \_\_\_\_\_
2. \_\_\_\_\_

### 3. Focus Area 2 – Modality (10 mins)

#### Explanation:

Modality means using words that show **how certain or uncertain** we are.

In discussions, we use **medium modality** — not too strong, not too weak — to sound balanced and polite.

Level	Meaning	Examples
High Modality	Very strong, absolute	must, definitely, always, everyone
Medium Modality	Fair and balanced	should, usually, often, can
Low Modality	Unsure or weak	might, could, sometimes, maybe

#### Example:

- Too strong: “Students **must** wear uniforms at all times.”
- Too weak: “Students **maybe** could wear uniforms.”
- Balanced: “Students **should** wear uniforms to feel equal, but schools **can** allow free days for variety.”

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#### Activity 2 – Choose the Right Modality

Circle the best modal word in each sentence.

1. Students (**must / should / could**) wear uniforms to help everyone look equal.
2. Schools (**always / sometimes / never**) allow free clothing days.
3. Uniforms (**can / must / might**) help students focus on learning.
4. Families (**should / must / could**) have a say in choosing the school uniform design.

#### Extension:

Rewrite one of the sentences in your own words using a different level of modality.

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#### 4. Focus Area 3 – Noun Groups and Expanded Sentences (10 mins)

##### Explanation:

Good discussion writers use **noun groups** — longer, more detailed noun phrases that describe an idea clearly.

This makes the writing sound thoughtful and mature.

Simple Noun	Expanded Noun Group
uniforms	school uniforms that represent pride and equality
students	hardworking students who care about fairness
rules	sensible school rules that keep learning fair

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##### Activity 3 – Expand the Idea

Expand these nouns to make them sound more descriptive and mature.

1. uniforms → \_\_\_\_\_
2. students → \_\_\_\_\_
3. teachers → \_\_\_\_\_
4. opinions → \_\_\_\_\_

##### Extension:

Write one sentence using one of your expanded noun groups.

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#### 5. Focus Area 4 – Complex Sentences (10 mins)

##### Explanation:

A **complex sentence** connects an idea (main clause) with a reason or condition (subordinate clause).

It helps explain ideas clearly and smoothly.

##### Examples:

- “Students should wear uniforms **because** they make everyone look equal.”
  - “**Although** uniforms can be expensive, they help build pride.”
  - “Students enjoy free clothing days **when** schools organise them fairly.”
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#### Activity 4 – Combine the Ideas

Join each pair of short sentences using *because*, *although*, or *when*.

1. Uniforms make students feel proud.  
They can be uncomfortable.  
→ \_\_\_\_\_
  2. Some students enjoy free clothing days.  
They get to express their personality.  
→ \_\_\_\_\_
  3. Parents like uniforms.  
They are easier for mornings.  
→ \_\_\_\_\_
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#### 6. Focus Area 5 – Tone and Fairness (5–7 mins)

##### **Explanation:**

In discussions, we must sound *respectful* — not bossy or rude.  
The way we build sentences and choose words affects our tone.

##### **Example (too strong):**

“Uniforms are the only fair way for schools to work.”

##### **Improved (balanced):**

“Uniforms can be a fair way to help students feel equal, but schools should make sure they are comfortable.”

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#### Activity 5 – Fix the Tone

Rewrite these sentences to sound **fairer and more balanced**.

1. “Everyone hates wearing uniforms.”  
→ \_\_\_\_\_
  2. “Uniforms are perfect and there’s nothing wrong with them.”  
→ \_\_\_\_\_
  3. “No student should ever wear casual clothes.”  
→ \_\_\_\_\_
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