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1. Persuasion

What is Persuasion?

to persuade (verb)

to cause someone to believe or do something

Examples:

The doctor persuaded the man to give up smoking.

My friend persuaded me that global warming is the world's biggest problem.

The donors will surely be persuaded by the excellent proposal.

persuasive (adj.)

having the power to persuade

Example:

She is a very persuasive speaker.

persuasion (noun)

the act of persuading

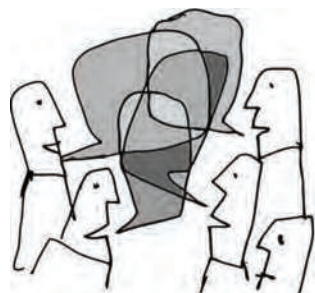
Example:

Persuasion can sometimes be more powerful than force.

PURPOSE

Persuasion is a common purpose of communication. We use persuasion to get someone to do something, or to try to change someone's ideas or behaviour.

Sometimes we try to persuade people about important things, like joining a social organisation, or contributing to a worthwhile project, or agreeing with us on a moral issue. Sometimes we try to persuade for very small reasons, like getting a friend to give us lunch money, or getting our teacher to help us with some homework.



A ACTIVITY: The Uses of Persuasion

1. The text above gives examples of things we might persuade people to do. List four of them.
2. Think of some times recently you have tried to persuade people to do things, or to think a certain way. Were you successful?



COMMUNICATING OUR IDEAS

We can use persuasion in many types of communication:

spoken	written	visual	multi-modal
speech lecture	essay article	poster cartoon	website documentary

B BRAINSTORM: Types of Persuasion

Can you think of any other ways in which we can communicate information, ideas and opinions to persuade people? Add them to the table.

2. Thesis and Argument

What is a Thesis?

When we are trying to persuade people in formal speaking and writing, it is important to state a clear *thesis*. A thesis is the main point that we want to persuade our audience about. It states a position we are taking, and which we will present arguments to support.

For example, someone might write to a clothes manufacturer with the thesis, *The working conditions in your factory should be improved*. If a man wants a company to hire him, his thesis might be, *It would be a good decision for you to hire me*.

What are the features of a good thesis?

A good thesis clearly states a position on an issue that people have different views on.

- GOOD THESIS: *It is just as important for girls to go to school as it is for boys.*

This thesis is something that we can make a case for, that we can *argue*. Some people might think that girls will just get married and have a family, so they don't need to have an education. Other people think that there are good reasons for women to be educated.

- BAD THESIS: *Girls get higher marks in high school English exams.*

This is a weak thesis because it just states a fact. No reasonable person would disagree after they are shown the evidence, so there is no reason to argue for it.

A good thesis focuses on one main point.

- BAD THESIS: *People in our village need to be educated about clean drinking water, and they need a maternal health clinic.*

This thesis has two ideas, not one. We can persuade people better by separating these points. One essay or speech can persuade the reader that education about clean drinking water is important, and the other essay or speech can try to convince people of the need for a maternal health clinic.

- GOOD THESIS: *People in our village need to be educated about clean drinking water.*

There is one clear point to this thesis – that people need to learn about clean drinking water.

A good thesis is specific.

- BAD THESIS: *Australia has a lot of problems.*

This thesis is too broad. Australia is a very big country with many things to talk about. If you try to cover unequal distribution of wealth, agriculture, the environment, education and pollution in the cities, your essay will need hundreds of pages of evidence to persuade people.

- BETTER THESIS: *Australia has a lot of problems caused by its climate.*

This thesis is better because it is more specific. Now you only need to find evidence for the effects of Australia's climate and how this can be related to the problems faced by Australians. You can talk about the other points another time.

A more focused essay on this subject would have a more specific thesis, such as: *The Northern Territory in Australia has a lot of problems in developing agriculture because of a difficult climate.*

This thesis is narrower, and your essay may be shorter. The evidence you will look for to support this thesis will concentrate on only one area of Australia.



A ACTIVITY: Good and Bad

List three characteristics of a good thesis and three characteristics of a bad thesis.

B ACTIVITY: Rewrite the Thesis

Read each of the bad thesis sentences below. Find the problem(s) with each thesis, and rewrite it into a better thesis. You can use your imagination.

EXAMPLE:

- ▶ **BAD THESIS:** *The supply of fish in the ocean is decreasing.*
This is not a thesis, just a statement of fact.
- ▶ **BETTER THESIS:** *The world needs to control the number of fish being caught in the ocean.*
Many people may not think the situation is so bad, or may be concerned about the impact of controls on fishing communities, and would need to be persuaded that controls are needed.



1. Cars and motorcycles create a lot of pollution in big cities.

2. The village school needs a new teacher, and the farmers need three new wells.

3. Young parents have many problems.

4. Smoking cigarettes is bad for you.

C ASSESSMENT: Write a Thesis Sentence

What do you want to persuade people about?

Write a thesis sentence of your own. Make sure it has the three features of a good thesis discussed above.




3. Grammar Review 1: Modal Verbs


Uses of Modal Verbs


Modal verbs are common in English, including *can*, *will*, *would*, *may*, *should* and *must*. They are used together with another verb, and have four main functions.

Functions of modal verbs

1. **OBLIGATION**
 - **Could** you come to work early tomorrow?
 - You **must** never do that again.
2. **ABILITY**
 - **Can** you drive a motorcycle?
 - I **can't** speak Chinese.
3. **PROBABILITY**
 - The school **might** open a computer class next month.
 - His light's off so he **must not** be at home.
4. **PERMISSION**
 - **May** I come in?
 - You **can't** have any more rice.

Ought?


Should?


Must?


In persuasive writing, the most important functions of modal verbs are expressing **obligation** and **probability**.

Modal Verbs of Obligation

When we try to persuade someone to do something – such as when we give advice – we sometimes use the modal verbs *could*, *should*, *must* and *have to*.

<i>You could get up early to study for your exam.</i>	This is a suggestion.
<i>You should get up early to study for your exam.</i>	This expresses stronger obligation.
<i>You must get up early to study for your exam.</i> <i>You have to get up early to study for your exam.*</i>	This expresses necessity.

* Watch out for the negative of *have to*: it doesn't mean "must not"; it means "it's not necessary".

I know Suu invited you to join her and her friends for lunch, but you don't have to go.

This does not mean that you must not go. It means it's not necessary for you to go – but you can go if you want.

A EXERCISE: Modal Practice – Obligation

Fill in each of these spaces with the appropriate modal verb. You may have to add another verb as well.

1. If you want to stay healthy, you _____ eat healthy food. (*advice*)
2. You _____ finish this exercise for homework. (*command*)
3. If you like, I _____ help you with your English. (*suggestion*)
4. I think you _____ marry her, but you don't _____. (*suggestion, necessity*)

Modal Verbs of Probability

Modal verbs of probability express

- how sure we are about an idea
- how sure we are that something *will* happen, or *did* happen

Present / Future		
Positive	<i>I think those policies will cause lots of problems. Don't call him now; it's 3am and he will be asleep.</i>	Use will when you feel 99-100% sure about what you are saying. Will can be used when you are talking about a present situation as well as the future.
	<i>It's 8pm. They must be in Yangon by now. His life must be difficult since he lost his job.</i>	Use must when you are about 95% sure about a present event.
	<i>They left an hour ago, so they should be there now. I have reviewed everything we studied, so I should pass the test.</i>	Use should to show you expect a present or future event to happen (about 90% sure).
	<i>Jessica said she may invite Tom to the party, and Myint San might come too. So there could be as many as 12 people at the party.</i>	Use may when you are about 50% sure. Use might or could when you are less than 50% sure.
Negative	<i>I don't know where she is, but she can't/couldn't be at work; she's very sick. He won't be happy when he hears that his team lost the game.</i>	Use cannot (can't) , could not (couldn't) and will not (won't) when you are 99-100% sure.
	<i>She's not answering her phone. It must not be switched on.</i>	Use must not (mustn't) when you are about 95% sure about a present event.
	<i>I might not watch the game because I may not finish my homework by then.</i>	Use may not when you are about 50% sure. Use might not when you are less than 50% sure.

"Just think son, if you work hard, you **may** have a place like this someday"



Past		
Positive	<i>I can't find her. She must have gone home already.</i>	Use must have when you are about 95% sure.
	<i>She might/may/could have left; she said she was feeling sick.</i>	Use might have , may have or could have when you are less than 50% sure.
Negative	<i>You can't/couldn't have seen her wearing that dress before – she just bought it last week.</i>	Use cannot have (can't have) and could not have (couldn't have) when you are 99-100% sure.
	<i>She's not answering. She must not have got home yet.</i>	Use must not have when you are about 95% sure.
	<i>He didn't come to see me today. I think he might/may not have received my message.</i>	Use may not have and might not have when you are less than 50% sure.

B EXERCISE: Modal Practice – Probability

Fill in each of these spaces with an appropriate modal verb from the tables above. Sometimes more than one answer is possible.

EXAMPLE: Martha couldn't have flown to Bangkok last week. She's terrified of planes.

1. Moe Myint _____ be at school. Classes begin at 8, and it's 8.15.
2. She _____ think that it's a good idea. It's crazy!
3. I'm absolutely sure! They _____ arrived yesterday. Their tickets are for today.
4. My writing class _____ begin next week, but I'm not sure.
5. Salai _____ gone to Singapore last week. His job there has already started.
6. My great-great-grandparents _____ lived in Rakhine State, but I think they lived in Mandalay.
7. They _____ received my letter by now – I sent it three weeks ago!
8. Jen _____ gone to work today; I called her office and they said they haven't seen her.
9. You _____ need to get a new computer; I'm not sure I can fix this one.

C EXERCISE: Expressing Degrees of Certainty

For each of the following sentences, use a modal verb that expresses the degree of certainty stated about the situation. Use *should*, *may*, *might* or *will*.

EXAMPLE: That shop is very good; they will be able to fix your radio. (*it's certain*)

1. The driver _____ not agree to go there; it's too far and the roads are terrible. (*it's not possible*)
2. The driver _____ not agree to go there; it's very far and the roads are poor. (*it's possible but unlikely*)
3. The driver _____ agree to go there, but it's very far and the roads are bad. (*it's possible*)
4. The driver _____ agree to go there; it's very far but the road is in good condition. (*there's a good chance*)
5. The driver _____ agree to go there; it's not that far and the road is very good. (*it's certain*)

D EXERCISE: Using Modals

Complete the following sentences that use modals of obligation and probability. Use your imagination.

EXAMPLE: I'm not sure what I will do tonight; I might read a magazine.

1. To help us learn better, the teacher should
2. According to the new school requirement, students must
3. It might not be a good idea to
4. That man can't be Hla Win's brother; her brother is
5. My mother told me that I should not
6. After he tastes her cooking, he may
7. Poor Khaing Khaing! It must be hard for her after
8. If Soe Min Aung doesn't get a job soon, he will have to
9. I don't know where she is; I suppose she could
10. You must not forget to



Now go back and identify which modals in 1-10 express *obligation* and which express *probability*.

4. Audience: Who Do We Want to Persuade?

A DISCUSSION: Audience

What does the word *audience* usually mean? What do you think this word means when we talk about writing? How does audience influence the language we use?

Thinking about Audience

The audience is whoever listens to your speech or conversation or reads your letter, essay or report. Like the audience of a television show or a movie, our audience is listening to the things we say. They are the people we want to persuade.

Before we start writing, we always need to think about our audience. Who are we trying to persuade? Are we writing for Myanmar people, Asians, Europeans? Are we speaking to men or women, old or young, rich or poor, people with a lot of education or people with very little education? Our essay will differ according to the audience we aim at. A letter to our father asking for money will be very different from a letter to the United Nations asking for money!

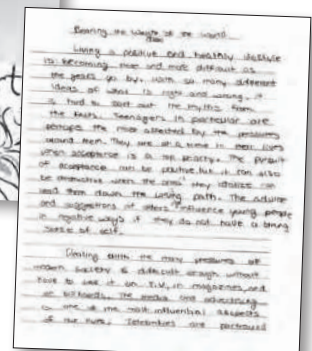
When we start a new piece of writing, or prepare a speech, we must ask ourselves:

- **What does our audience already know about this subject?** For example, an audience of Indians will already know many details about Mahatma Gandhi, but an audience of Mongolians may not even know the name.
- **What kind of information will persuade our audience?** For an essay on the need for medical services in rural areas, an audience of scientists might prefer to read about facts and numbers, while an audience of young parents might be more persuaded by a story of a sick child.
- **What is in the audience's self-interest?** People tend to think about themselves first. If we can convince them that a problem affects them personally, they will be much more likely to listen to us.

B ACTIVITY: Finding the Audience

Who is the main audience for each of these pieces of writing?

1. An article in *The New Light of Myanmar*
2. A politician making a speech just before an election
3. An essay that students write in an English language class
4. An article for a US magazine about raising children
5. A poster about a high school concert in Hpa-an
6. An article in *The Bangkok Post*, an English-language newspaper in Thailand



C EXERCISE: Talking to an Audience

UN Secretary-General Ban Ki-moon gave a speech on May 24, 2009 at the World Business Summit on Climate Change in Copenhagen, Denmark. Underline the parts where he speaks directly about his audience (look for the word “you”). Put a circle around the two words he uses to identify his audience. Then answer the questions below.



We meet at a critical moment in human history. Our planet is warming to dangerous levels. In December, the UN Climate Change Conference will meet here in Copenhagen to find solutions to this grave global threat.

As business leaders, you are crucially placed to ensure that government negotiators seal a deal.

We are enduring the worst economic downturn since [the] 1930s. It is essential that we do not allow this to hold back the political momentum, investment and innovation that we need to combat climate change.

Today, I want to challenge you. I want to see you in the vanguard of an unprecedented effort to retool the global economy into one that is cleaner, greener and more sustainable.

You and your colleagues have the ingenuity and vision to lead by example where others – including governments – are lagging behind.

With your support, and through your example, we must harness the necessary political will to seal the deal on an ambitious new climate agreement in December here in Copenhagen.

1. What big world problem is Ban Ki-moon concerned about?
2. How does he think business leaders can help? Who does he want them to influence?
3. What does he want to achieve at the next conference in December?

D DISCUSSION: Are Cultural Traits Blocking Progress in Myanmar?

The following article appeared in *Asianews Online Journal*, an English language magazine about Southeast Asia. Read the article and discuss these questions:

1. Who wrote this article?
2. Who is the audience?
3. Why do you think so?
4. What is the writer's point of view?
5. What other points of view are possible about this topic?
6. How would this article be different if it were written by a Myanmar person?



CULTURAL TRAITS BLOCKING PROGRESS IN MYANMAR

By JERRY PANG

WEDNESDAY, JULY 29, 2009

As a journalist, I have travelled widely in Myanmar. One aspect of Myanmar culture never fails to surprise me: the extreme amount of respect the elderly receive. Of course we need to respect our elders. But the Myanmar go far beyond what I as a European consider to be normal.

Once when I had dinner at the house of my Myanmar friends in Yangon we were having a serious discussion. When the father of the family – a man over 80 years old who'd just suffered a severe stroke – came downstairs to join us, the discussion changed dramatically. He spoke; my Myanmar friends listened. Even though his understanding of the subject was very limited he dominated the conversation. My friends agreed with his every word, out of respect and because they were brought up not to disagree openly with a senior.

I encountered the same phenomenon when I was teaching a Myanmar friend how to use the Internet and send emails. After that, he referred to me as "his teacher." He told me that because I was five years older and I had taught him something, he needed to show me a lot of respect. In practice this went quite far. In discussions, he was always bending my way and he acted very subservient. It made me feel quite uncomfortable. In the West we are taught everybody is equal.

E DISCUSSION: A New School for the Village

Imagine you live in Smallsway Village. Smallsway once had a school and a teacher of its own, but the teacher left the village many years ago. Now the school building is old and needs repairs. The children of the village must go to a nearby village, Bigville, to have classes.

You believe that Smallsway should have a school of its own so the children can learn inside the village. But you need money to hire a teacher, and there are many people you must persuade to help you. What can you say to persuade these different audiences? Brainstorm in pairs or groups.

EXAMPLE: An old, unmarried man who hates children.

We can tell the man that if the village builds a school, the children will be in school all day, and he will not have to see or hear them. Also a school might teach them discipline, so they will behave better and not bother him.

1. A group of mothers in the village
2. The children of the village
3. The village headman
4. A group of farmers who want their children to help with the work instead of going to school
5. A teacher from Sweden who might donate some money to repair the school building
6. The local education department that may be able to fund the school



5. The Three Appeals to the Audience: Techniques of Persuasion

A DISCUSS: A Good Speech

The purpose of most speeches is to persuade people. What can make a speech persuasive? How important is *what* the speaker says, and how important is the *way* in which the speaker says it? Identify the kinds of things that you think would persuade you most effectively. What about for a written essay where the writer is expressing a point of view – would it be the same?

Different Kinds of Appeals

Now we know that we need to choose a good thesis and remember our audience. But how do we support our thesis? What kind of evidence can we use?

- **Appeals to logic** are often the most important part of an argument. When we appeal to logic, we present reasons to support our point, often based on specific information. This includes statistics and other facts, and examples of cause and effect: things that have happened or that could happen.

For example, we might write to the local health authority with the thesis, "Our village needs a cleaner well." We can add facts about dirty water carrying diarrhoea. We can give statistics on the number of people in our village or in our region who have got sick, or even died, from the bad water. We can give specific examples of sickness (who, where, and when). We can talk about cause and effect – how dirty water can cause many illnesses. We will talk more about appeals to logic in the next chapter.

- **Appeals to credibility** are another important part of an argument. Whenever we say that important people agree with us, we appeal to credibility. Maybe we quote an expert, or a famous person. Sometimes we write about an eyewitness – someone who has seen things personally.

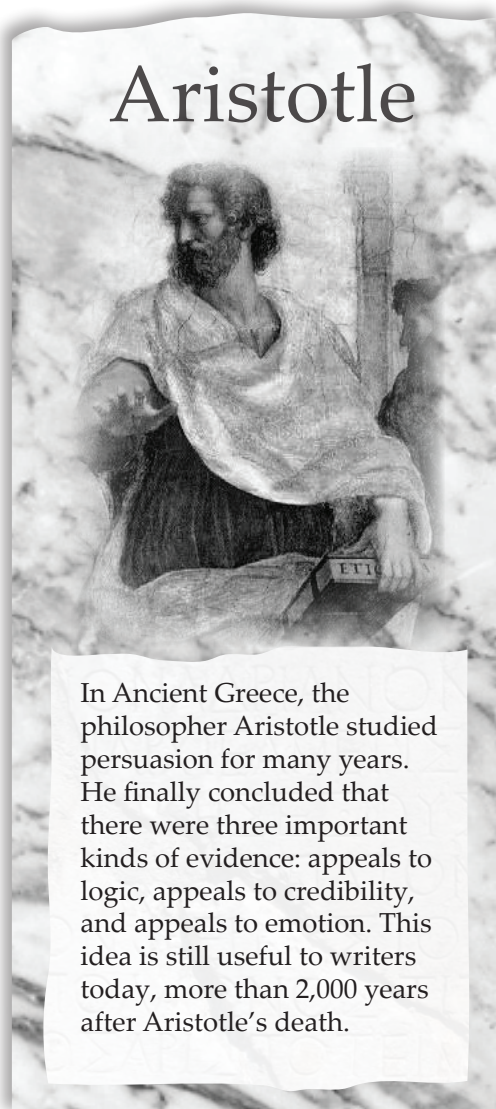
To add an appeal to credibility to the letter about the well, we could have an expert on diseases look at the current well and give her opinion. We could quote from a United Nations report about clean water in our area. We could tell about our own experiences with the well, especially if we or other people we know have got sick.

- The third type is **appeal to emotion**. Without emotion, our audience may not care about what we say. Any time we tell a story, whether a sad story or a happy story, we appeal to people's emotions. That way, we touch their hearts as well as their minds.

How can we appeal to emotion in the letter about the well? We could tell the story of a mother in the village who got sick from the bad water and nearly died. She is a widow with three children and her family is very poor. She attended literacy classes, but now she has no time for school because she must walk six kilometers every day to another well to get clean, safe water for her family.

Adding a story like this helps the reader imagine the situation, and maybe the reader will care enough to do something.

Aristotle



In Ancient Greece, the philosopher Aristotle studied persuasion for many years. He finally concluded that there were three important kinds of evidence: appeals to logic, appeals to credibility, and appeals to emotion. This idea is still useful to writers today, more than 2,000 years after Aristotle's death.

So which appeal is most important? It depends on your audience and the type of text you are writing. But, in general, a good piece of persuasive writing will include all three appeals. If readers see only a list of numbers, they may get bored easily, or not remember. If an essay has no credibility – no experts to support the facts – most people will not believe it. And if it does not connect with their heart as well as their brain, they will probably not be motivated to change their minds or take action.

B EXERCISE: Reducing Foreign Aid

You read an article in a magazine that the US and Europe have economic problems and may reduce aid programs to foreign countries. The writer says they should continue aid. Below are some of the statements in the article.

Work with a partner and decide what kinds of appeals these are – appeals to logic, appeals to credibility, or appeals to emotion. Sometimes more than one is used.

1. The United Nations has said it is the duty of rich countries to help poor countries.
2. Sick people in poor countries are suffering terribly from a lack of medical services.
3. US government studies show that aid programs can strengthen economies and enable countries to help themselves.
4. Improving education in developing countries will make their workforce more capable and increase economic efficiency.
5. If aid is delayed, the problems will only get more serious later.

C EXERCISE: Mayor Bo Bo Wants Your Vote

Here is a speech from Mayor Bo Bo, who wants to be re-elected as the mayor of your town. What kinds of appeals does he make here? Work in pairs and underline every appeal you can find. Write what kind it is: logic, emotion, or credibility?

Hi, citizens. I'm Mayor Bo Bo. You all know that I'm a simple man. I grew up on a farm, just like you. My parents worked night and day so I could go to a good school, and I will always be grateful to them. That's why I want to be your mayor again.

When I was mayor before, I helped the town in many ways. For instance, I persuaded the state government to build us a new road and a new clinic. Yesterday I went to the clinic and saw Dr. Steve helping a sick little boy, while the boy's worried mother stood next to him. That little boy looked at me and said, "Mayor Bo Bo, sir, will the doctor make me better so I can go home and play with my cat?" And I was happy to say, "Yes, little boy, you will be better, because of this clinic." Our clinic has now helped 450 children and 1,000 adults. That's why Dr Steve says you should vote for me, Mayor Bo Bo!

D ASSESSMENT: University Application

Imagine you are applying for a scholarship to a university in Hong Kong. As part of the application, the university asks you to write a one-page essay explaining why you are the best person for the scholarship.

What will you include in your essay? Think carefully about the audience, and make sure to include all three appeals. You can write your ideas in a table like this:

Appeals to logic	Appeals to emotion	Appeals to credibility

6. The First Appeal to the Audience: Logic

A DISCUSSION: Fact and Opinion

Look at these two sentences. What difference do you notice in how they are stated?

- That restaurant serves Thai food.
- The food in that restaurant is too spicy.

Now consider these two:

- Kofi Annan was the United Nations Secretary-General from 1997 to 2006.
- Kofi Annan was a very effective world leader.

Discuss as a class.

Defining Objective and Subjective



Gandhi

When we say that a statement is **objective**, we mean that it is not based on someone's feelings or beliefs. Usually, we can prove or disprove it – we can show for sure that it is true, or not true. For example, "There are ten students in the classroom" is an objective statement. Either it is true or it is false. We can see and count the students, and we should all agree on how many there are. Or, "South Africa is larger than Botswana." We can see on a map that this is true. Or, "Gandhi was a famous Indian leader." This statement is a historical fact. These are objective statements.

Subjective is the opposite of objective. Subjective statements are based on someone's feelings or opinions. They may make some kind of personal judgment. You can often give evidence for and against subjective statements, but you cannot prove they are true or false.

Statements containing words like *good/bad*, *beautiful/ugly*, and *interesting/boring* are often subjective. "Her cooking is good" is a subjective statement. It is the personal judgment of the speaker; another person may have a different opinion of her cooking, and we cannot say they are wrong. "Gandhi was a famous leader" is an objective statement; but "He was the greatest leader in the history of the world" is subjective – not something that can be proved, or that every reasonable person would accept as true. It is also subjective to say "The people of Botswana are the friendliest people in Africa". We can say why we think this is true, but other people can have a different opinion.

People disagree more about subjective statements than objective ones, so when we appeal to logic, we want to avoid subjective statements. We want to talk about objective things – things we can prove, things that everyone can accept as fact.



B EXERCISE: Subjective or Objective?

Are these statements objective or subjective?

EXAMPLE: She has three children. (OBJECTIVE)

She has a bad mother. (SUBJECTIVE)

1. Oranges grow on trees.
2. Oranges are a delicious fruit.
3. The book is very well written.
4. The book has 482 pages.
5. Nelson Mandela became president of South Africa on 27 April, 1994.
6. Nelson Mandela was the bravest of the South African freedom fighters.
7. Girls speak English more beautifully than boys.
8. The female students in my class scored higher marks than the male students.
9. According to the World Resources Institute, global food production per capita has been increasing significantly for the past several decades.
10. Climate change is the most serious problem facing humankind today.
11. The earth is over 4 billion years old.
12. Education is a pathway to a better life.

C EXERCISE: A Letter from Cambodia

Your friend Kyaw Zaw is visiting Angkor, Cambodia, and she has sent you a letter.

Read the letter and decide which of Kyaw Zaw's sentences are subjective and which are objective.

Hi!

Angkor is a beautiful place! (S) Today I saw more than twenty temples. (O) Every temple there is wonderful, but Angkor Wat is the best. (___) Angkor Wat is one of the largest religious buildings in the world. (___) The walls are carved with pictures showing stories from the Hindu religion. (___) I climbed to the top and watched the sunset. It is the most wonderful sight in the world. (___)

There were lots of tourists from lots of different countries, and the whole area was very crowded. (___) But there are loads of temples and buildings to see. It takes two or three days to see just the main part of Angkor.

It's a very interesting place (___), and I recommend it to everyone. I hope you can visit here someday.

All the best,

Kyaw Zaw

D BRAINSTORM: Your Classroom

Working in groups, make a list of all the objective things and subjective things you can say about your classroom.

Objective	Subjective
Example: <i>The classroom is 7 metres wide and 6 metres long.</i>	Example: <i>The classroom is big.</i>

Specific Examples

When we use logic as a means of persuasion, it's important to give specific, factual examples to support general statements. If I simply say "Thomas is very rude", it is not very persuasive in itself. *I think the boy is rude*, but someone else may think he is polite. If I want to persuade people, I need to give specific examples of the boy being rude: he speaks impatiently and disrespectfully to his aunt and uncle; he never offers to pay when going to a tea shop with friends; he dominates conversations and doesn't let others speak, and so on.

Now imagine that you have a friend named Nai Soe. You want to persuade people that Nai Soe is very kind. You want to present specific, objective evidence that he is kind.

Thesis: Nai Soe is very kind.

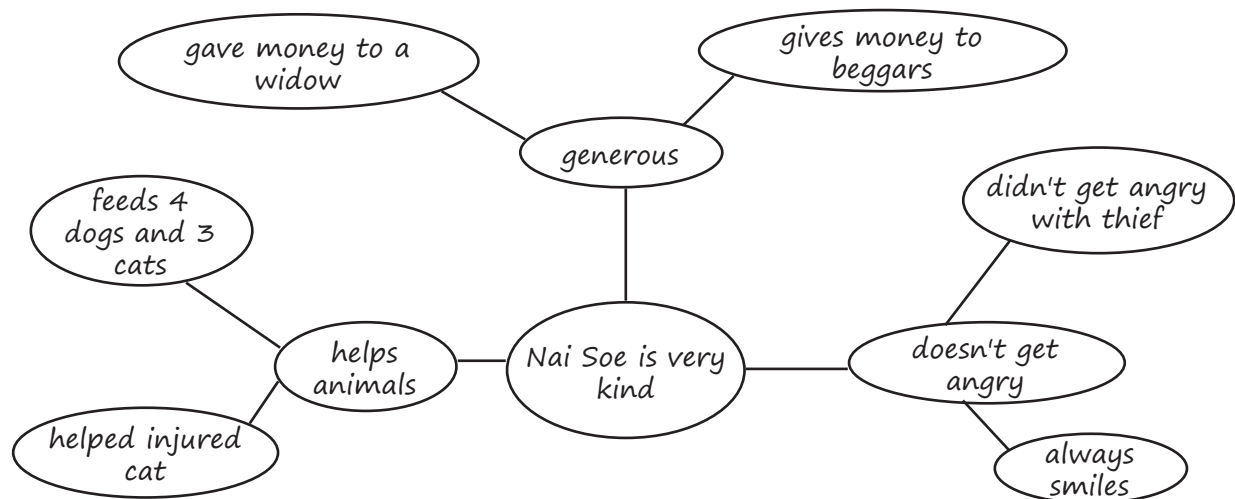
Evidence: *Nai Soe gives money to his neighbours. Nai Soe looks after sick animals. Nai Soe never gets angry.*

These are good examples. But they are a little general. Let's try to be more specific.

- Nai Soe gave money to the widow who lives next door so that she could buy rice for her children. Nai Soe never walks past a beggar without giving him money.
- Nai Soe found a cat with a wounded leg, and he kept it in his home until it was healthy again. He gives food to the neighbourhood dogs every day.
- Nai Soe always smiles at everyone who comes to his shop. Even when customers are rude, he does not get angry.

Now you have good, objective evidence for your thesis. The evidence is also very specific, and should be enough to persuade your audience.

Sometimes we can also draw our evidence in a mind-map, like the one below.



E EXERCISE: Specific and General

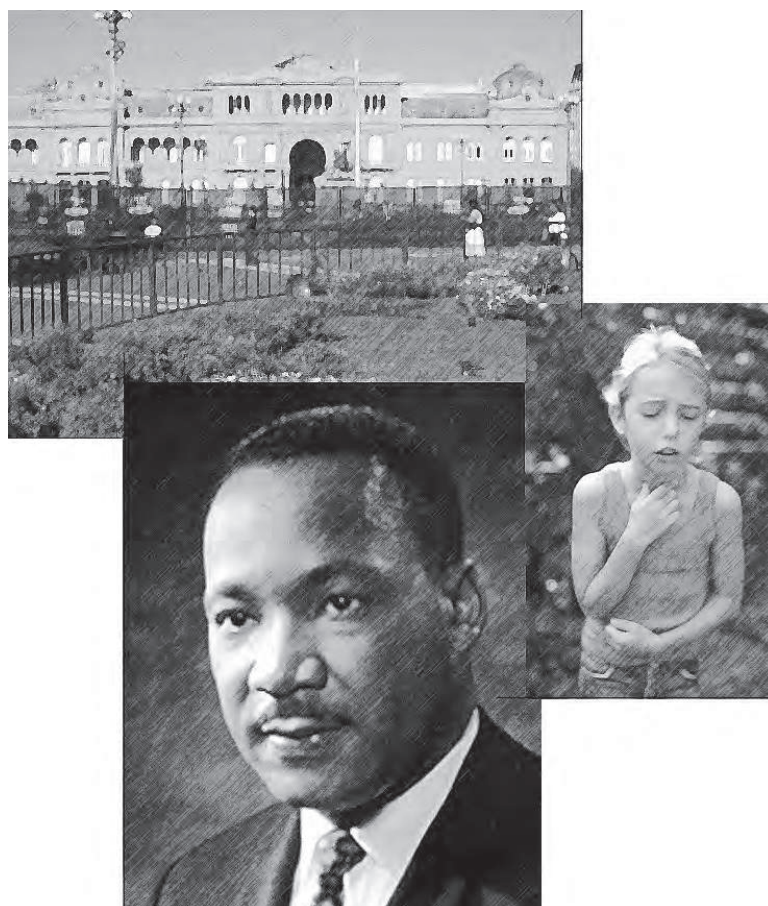
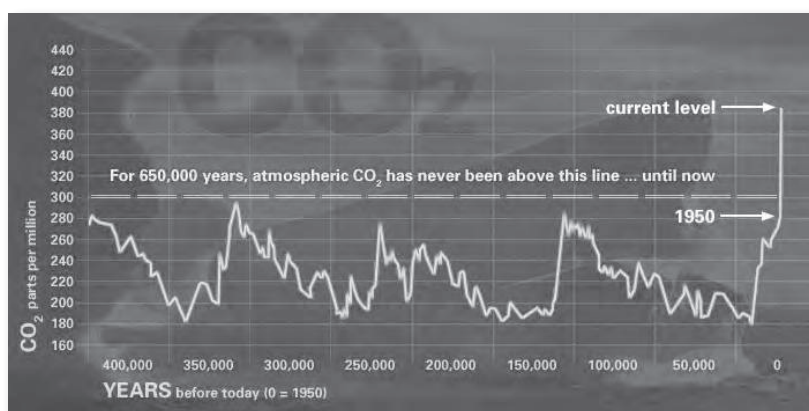
Specific evidence is more convincing than general statements.

Decide which of the following sentences are general and which are specific.

EXAMPLE: Dr. Pa Tay has helped many people. (**GENERAL**)

Today Dr. Pa Tay helped ten children with tuberculosis. (**SPECIFIC**)

1. Argentina is the eighth largest country in the world.
2. Argentina is a very big country.
3. Martin Luther King, Jr. believed in peace.
4. In his essay "Nonviolence and Racial Justice," Martin Luther King, Jr. wrote that non-violent resistance was the best way to achieve human rights.
5. Measurements of land and sea temperatures show an average surface temperature increase of about 0.74°C during the last 100 years.
6. Many scientists have measured the temperature of the land and sea and have concluded that there is some global warming.



7. Grammar Review 2: Subordinating Conjunctions

A BRAINSTORM: Joining Sentences

How many sensible ways can you think of to join the following pairs of sentences?

EXAMPLE: *The project failed. We planned it poorly.*

- The project failed as we planned it poorly.
 - Because we planned it poorly, the project failed.
 - We planned it poorly so the project failed.
1. We built a new well. More people got sick.
 2. You pass your exam. I'll buy you a computer.
 3. I heard you were sick. I came to the hospital.

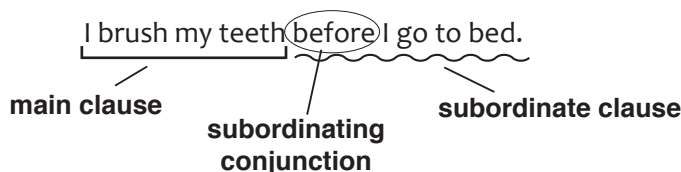


Complex Sentences

Subordinating conjunctions are used to form complex sentences – sentences with two (or more) parts, in which one part is more important than the other. For example, we might wish to join these simple sentences:

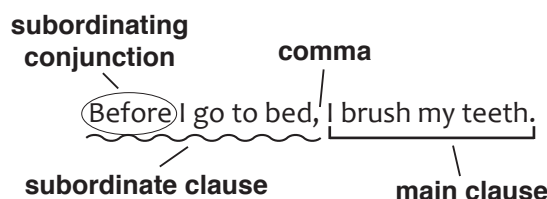
- I brush my teeth.
- I go to bed.

We can use the word *before*, a subordinating conjunction, to show the relationship between them:



NOTES:

- In English (unlike Myanmar), the subordinate clause can come either before or after the main clause. If we put it first, we normally insert a comma in between.



- The main clause, as the name suggests, generally has the most emphasis.
 - The food is spicy, though it's good.
 - Though it's spicy, the food is good.

In the first sentence, the main point is that the food is spicy. In the second, the emphasis is on the food being good.

Using Subordinating Conjunctions

Subordinating conjunctions have four main functions.

Subordinating conjunctions

1. **Time:** *after, before, since, until (till), when, while, as soon as, once*

EXAMPLES:

- **Until** the end of the month, I'll be in Sagaing.
- I've been ill **since** I ate those fish eggs.
- The report must be submitted **before** the deadline.

2. **Cause and effect:** *because, since, so that, as, in order that*

EXAMPLES:

- Mobile phones are convenient **because** they are easy to carry around with us.
- I use my mobile phone **so that** my friends can ring me any time they like.
- **Since** I have a mobile phone, I spend a lot of money on phone bills.

Notice that *as* and *since* can show two things: a time relationship, or a cause and effect relationship. Look at these two sentences:

- **Since** July 3rd, we have had rain every day. (*time relationship*)
- **Since** the teacher doesn't like me, I get bad grades. (*cause and effect relationship*)

3. **Opposition or contrast:** *although, though, even though, whereas*

EXAMPLES:

- I did pretty well in English, **although** not as well as in Maths.
- **Even though** I studied very hard, I failed my exam.
- Many Christians eat pork, **whereas** most Muslims regard pig meat as unclean.

4. **Condition** (things that will only happen if other things happen, or don't happen): *if, even if, unless, whether or not, as long as/so long as*

EXAMPLES:

- **If** I won a million dollars, I would travel around the world, **so long as** I was healthy.
- I'll wear my dress **whether or not** you like it.
- The festival will take place **unless** it rains heavily.
- I will buy a computer **even if** I have to sell my motorbike.

B EXERCISE: Definitions

Match each of these subordinating conjunctions with its definition.

- | | |
|------------------------|--|
| 1. _____ as soon as | a. later in time than |
| 2. _____ until | b. if and only if |
| 3. _____ unless | c. with the intention that |
| 4. _____ even though | d. despite the fact that |
| 5. _____ even if | e. at the moment that |
| 6. _____ since | f. up to the time that |
| 7. _____ while | g. from then till now; for the reason that |
| 8. _____ as long as | h. except if |
| 9. _____ in order that | i. despite the possibility that |
| 10. _____ after | j. during the time that |



C EXERCISE: Choose a Conjunction

Choose the best conjunction to complete each sentence.

1. Yao Ming is a terrific basketball player _____.
a. if
b. whether or not
c. because
d. whereas
2. I don't mind if I get wet. I'm going out _____ it rains.
a. although
b. because
c. after
d. whether or not
3. The concert will end at 9 pm, _____ the audience asks the band to play more.
a. while
b. unless
c. though
d. as
4. Aeroplanes sometimes fly to unscheduled cities _____ the weather is bad.
a. when
b. until
c. although
d. whereas
5. Please read this book _____ it's still available from the library.
a. before
b. although
c. since
d. while
6. I want to go to Singapore, _____ my sister wants to go to Malaysia.
a. whereas
b. after
c. if
d. since

D EXERCISE: Making Complex Sentences

Rewrite each of these pairs of simple sentences to form a complex sentence. Choose the subordinating conjunction you think fits best.

EXAMPLE: She is short. She's very strong. (*although/since*)

Although she's short, she's very strong.

1. Ko Chin is short. Mai Mai is tall. (*until/whereas*)
2. I lost my job. I arrived late every day. (*since/while*)
3. He has no money. He can't go to the tea shop. (*as/even though*)
4. The fans are unhappy about ticket prices. They still go to football matches. (*though/if*)
5. I want to become a scientist. I can find a cure for cancer. (*so that/unless*)
6. My brother is still sick. He will kickbox tomorrow. (*unless/if*)

E ASSESSMENT: Your Future

What are your dreams for the future?

Write a brief essay about these plans. Use your imagination – what would be your perfect life? While you write, try to use as many complex sentences as you can, using at least seven of these subordinating conjunctions:

**after, before, since, until (till), when, while, as,
because, since, so that, though, even though,
whereas, if, even if, unless, whether or not**



8. The Second Appeal to the Audience: Credibility

A DISCUSSION: The Credibility of an Author

Do you know the meaning of "credible"?

What are some things that give the author of an article in a magazine or newspaper credibility – things that make you think you can believe them?

What are some things that can take away from someone's credibility?

Discuss this as a class.



Gaining Credibility

When we talk about appeals to credibility, there are two things we need to think about. The first is our own credibility as a writer. Are we writing in a way that will make people believe that we are trustworthy? The second is the credibility of our sources. Are we quoting experts to support our evidence? Are we choosing sources that people will believe?

Imagine that you are reading two authors who disagree: Merlin Peabody, and Elizabeth Aung. Merlin Peabody's article contains a dozen typing mistakes and several spelling and grammar mistakes. Merlin Peabody says that people who disagree with him don't know anything. He includes some numbers as evidence, but he does not say where he found the numbers. Merlin Peabody also makes two factual mistakes, and sometimes uses the wrong words for things he wants to talk about.

In contrast, Elizabeth Aung's article contains few mistakes in typing, spelling or grammar. Elizabeth Aung says she understands that many people may disagree with her, but wants to give the reasons why she thinks as she does. She quotes from many reliable books, websites and newspaper articles on the subject.

Which author do you think you would believe? Unless you already have strong feelings about the subject, you will be likely to agree with Elizabeth Aung, because she has developed credibility, while Merlin Peabody has not developed credibility.

HOW TO DEVELOP CREDIBILITY

- ▶ First, **edit carefully**. After you finish writing, check for mistakes, or even better, have a friend check. Sometimes when people read an article with many mistakes, they only notice the mistakes, not what the author is trying to say!
- ▶ Second, **write with respect**. People are more likely to believe you if they think you are fair-minded. Think about both sides of the issue. Many smart people may disagree with you – why do they think the way they do? Sometimes it's OK to be angry in your writing, but remember that you are trying to persuade people. Is it easier to be persuasive when you are calm, or when you are angry?
- ▶ Third, **give your sources**. A *source* is where your evidence comes from. Maybe it's a magazine article, a newspaper, a website, or even your uncle, but you always want to tell your reader what your source is. Then the reader can make up his own mind – is this a believable source, or not?
- ▶ Fourth, **know your subject**. You don't have to be an expert, but if you want people to believe you, you need to understand what you're writing about. If the reader finds a factual mistake in one part – maybe a mistake about the number of people in a town, or the year something happened – the reader will be less likely to believe other things. Also, use the right words for the subject. Many subjects, like law, science and sports have their own special vocabulary. If we want to write about these subjects, and we use the wrong words, people won't believe us because they'll think we don't understand these words.

B EXERCISE: The Best Way to Gain Credibility

What are the four ways to gain credibility as a writer? Can you think of any others? Which do you think is most important? Discuss as a class.

Sourced and Unsourced Evidence

Whenever we present evidence to a reader, we should present the source of the evidence. If we state a number, say where the number came from. If we include a quotation from a famous person, tell the reader where we found it.

► Evidence that has a stated source is called **sourced** evidence.

- "We are poised to vaccinate more children against measles than ever in 2010," said Kathy Calvin, Chief Executive Officer for the United Nations Foundation.
http://www.unicef.org/media/media_51975.html viewed on 4.12.2009
- In her book *Empathic Intelligence*, Roslyn Arnold (2000) argues that one of the most interesting developments in science this century is the new focus on the nature and function of human emotions.

If we doubt that Kathy Calvin or Roslyn Arnold said these things, we can use the information given to check for ourselves.

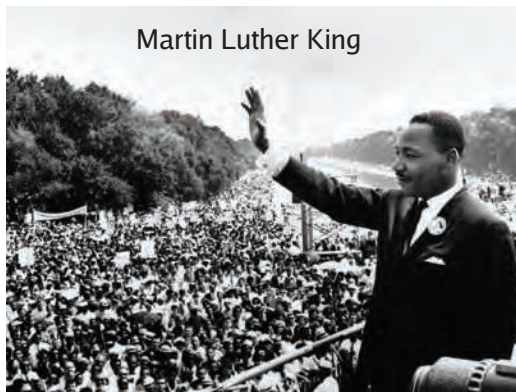
► The other kind of evidence is **unsourced**. Unsourced evidence can be a problem because the reader cannot check to see if it is true.

- Elephants in Thailand will soon be extinct, as fifty elephants are killed every week.

Readers cannot be sure this statement is correct because the writer did not provide the source.

C EXERCISE: Sourced or Unsourced?

Each of the following sentences contains some evidence for an argument. Which evidence is sourced, and which is unsourced? Identify sources that are given.



Martin Luther King

1. More than seventy thousand children work in factories in Bangladesh.
2. 5% of Canadian citizens have at least partial Chinese ancestry.
3. The New York Times reports that more than US\$25 million has been spent to rebuild Sconset Beach in Massachusetts.
4. Nigeria's 2006 census shows that the country has a population of more than 140 million.
5. According to the Los Angeles Times, when Martin Luther King's home was bombed by white men, he said to reporters, "Now we will try even harder to show our white brothers how much we love them."

D ACTIVITY: Food Security

On the next page is information about hunger in the world from *Wikipedia*, a multilingual, web-based, free encyclopaedia project based mostly on anonymous contributions. While you need to be careful how you use it, *Wikipedia* can often provide a useful explanation of complex ideas.

Read the text and answer these questions:

1. What are the purposes of this text? What is the main thesis? (Look in the last paragraph.)
2. What sources are presented to support the thesis?
3. Which do you think is the most useful source in support of the thesis?

Food Security

From Wikipedia, the free encyclopedia



WIKIPEDIA
The Free Encyclopedia

Food security refers to the availability of food and one's access to it. A household is considered food-secure when its occupants do not live in hunger or fear of starvation. According to the World Resources Institute, global per capita food production has been increasing substantially for the past several decades. In 2006, MSNBC reported that globally, the number of people who are overweight has surpassed the number who are undernourished – the world had more than one billion people who were overweight, and an estimated 800 million who were undernourished. According to a 2004 article from the BBC, China, the world's most populous country, is suffering from an obesity epidemic.

Worldwide around 852 million people are chronically hungry due to extreme poverty, while up to 2 billion people lack food security intermittently due to varying degrees of poverty (source: Food and Agriculture Organisation, 2003). As of late 2007, export restrictions and panic buying, US Dollar Depreciation, increased farming for use in biofuels, world oil prices at more than \$100 a barrel, global population growth, climate change, loss of agricultural land to residential and industrial development, and growing consumer demand in China and India are claimed to have pushed up the price of grain. Nonetheless, food riots have recently taken place in many countries across the world.



Children and a nurse attendant at a Nigerian orphanage in the late 1960's with symptoms of low calorie and protein intake.



Achieving food security

The number of people without enough food to eat on a regular basis remains stubbornly high, at over 800 million, and is not falling significantly. Over 60% of the world's undernourished people live in Asia, and a quarter in Africa. The proportion of people who are hungry, however, is greater in Africa (33%) than Asia (16%). The latest FAO figures indicate that there are 22 countries, 16 of which are in Africa, in which the undernourishment rate is over 35%.

In its "The State of Food Insecurity in the World 2003," FAO states that:

"In general the countries that succeeded in reducing hunger were characterised by more rapid economic growth and specifically more rapid growth in their agricultural sectors."

So, according to FAO, addressing agriculture and population growth is vital to achieving food security. Other organisations, and experts such as the philosopher Peter Singer, have also come to this conclusion and advocate improvements in agriculture and population control.



Growth in food production has been greater than population growth. Food per person increased during the 1961-2005 period. The y-axis is the percentage of 1999-2001 average food production per capita.

Data source: World Resources Institute

E BRAINSTORM: Finding Sources

Chit Ko Ko Oo is writing a report about Mon State. He wants to include sources for his evidence, but he doesn't know where to look. Where can he find the following information?

In pairs, brainstorm possible sources.

EXAMPLE: the capital city of Mon State (AN ATLAS, AN ENCYCLOPEDIA)



1. a recipe for Mon banana pudding
2. the percentage of HIV positive people in Mon State
3. the year that Mon State was conquered by the British
4. quotes from the current mayor of Mawlamyine
5. the distance between Mawlamyine and Yangon
6. the number of children in school in Mon State
7. a description of conditions inside Mawlamyine hospitals
8. the year that the Mon State Football Association was formed

F DISCUSSION: Some Sources are Better than Others

Not all sources of information are equally good. Some sources are stronger than others, and will have more credibility with readers. What makes a strong source? What makes a weak source?

Work with a partner to list all the answers you can, then discuss as a class.

Strong Sources vs. Weak Sources

It's extremely important to have sources for our evidence, and it's usually better to have a weak source than no source at all. At the same time, we need to remember that some sources are better than others.

A strong source is a source written by an expert on the topic. If we're writing a paper about global warming or pollution, we would probably want to quote earth scientists, not actors or rock stars. On the other hand, if we're writing about the movies, we definitely could quote actors and actresses. A weak source is written by someone who is not an expert on the topic. Be careful when using information from the Internet – anyone can write anything and post it on the Internet, whether they are an expert or not. Check the credibility of the information on websites carefully.

Biased or Unbiased Sources?



Unbiased sources are usually stronger than *biased* sources. Biased means favouring one side of an issue or argument, often because the author has a personal interest. Imagine that a man is trying to persuade you that pork is the healthiest meat – and then later you learn that he is a pig farmer. The man is clearly a biased source, because if he can persuade people that pork is healthy, they will buy more pigs, and he will make more money. On the other hand, a vegetable farmer might tell people how unhealthy meat is, because he hopes that they will buy more vegetables. Groups of pig farmers, oil companies, or cigarette manufacturers will even hire scientists to talk about how important their products are – sometimes even the experts can be biased.

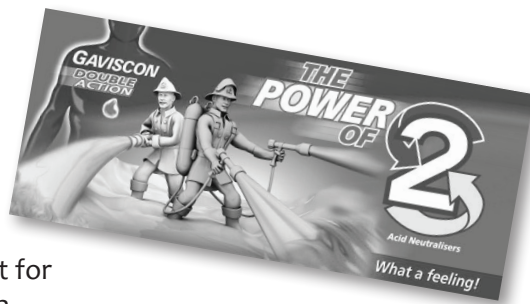
The most persuasive sources are unbiased. For example, a scientist who works for a university may be less biased when writing about research into a new drug than a scientist employed by the drug company. Look for an author who has nothing to gain, no matter which side wins an argument. Journalists often say they are unbiased, but in practice their newspaper or TV show usually has a particular political stance. And remember, sometimes the bias is caused by the information that is left out rather than by the information included.

G EXERCISE: Identifying Bias



Which of the following sources of information is likely to be biased?

1. A newspaper advertisement for medicine to cure indigestion.
2. An article in the same newspaper about indigestion medicines.
3. A medical journal describing independent research which has tested a new medicine on 100 patients.
4. A doctor treating a patient for indigestion and recommending medicine.
5. A pharmaceutical company which makes an expensive medicine to cure indigestion.



H ACTIVITY: Which is the Strongest Source?

Imagine that we are writing a report that we intend to use for persuading people to give money to help fight HIV in India. We've found seven sources, and now we are deciding which ones to include in our final report. Which of the following is the strongest source? Which is the weakest?

Rank them from 1 to 7, with 1 being the strongest, and 7 being the weakest.

- A _____ a quote from Beyonce (a famous singer)
- B _____ a quote from a famous HIV researcher
- C _____ HIV statistics from the Indian government
- D _____ a quote from a medical student who visited India two years ago
- E _____ HIV statistics from the World Health Organisation (a United Nations group)
- F _____ a news article from the BBC (an independent British news organisation)
- G _____ HIV statistics from an unknown website

Multiple Sources

We always need to judge how strong any source of information is before we use it in our writing, and before we believe it ourselves. When we listen to people, even people with direct experience, we should remember that different individuals have different experiences and different viewpoints, and they may have different reasons for saying what they say.

We also need to be aware that newspapers, radio, television, and sources on the Internet that print or broadcast news and other information can shape people's impressions and opinions about stories they present, by what they say and how they say it. Even in what they choose to present to their audience, and who they select their as their sources, they may be promoting a certain point of view.

In addition to searching for strong sources of evidence for your writing, it is always a good idea to have multiple sources. If you have more than one source that gives similar information, you can feel more confident about its accuracy.

I BRAINSTORM: Consulting Multiple Sources

Suppose you have chosen to write a report on the impact of petroleum production on the people of Nigeria.

Work in a group to identify at least six possible sources where you would seek information to provide a full and accurate picture of the situation. Explain your choices.

9. Grammar Review 3: Relative Clauses

Providing Important Detail with Clauses: *that*, *who*

We can add important information or detail to a sentence by using a *relative clause*. We do this by connecting two sentences with a conjunction such as *that* or *which*.

Look at these examples of ways to combine sentences with *that*:

- There is the dog.
- The dog bit the boy.
- There is the dog that bit the boy.
- The dog is running in the yard.
- The dog bit the boy.
- The dog that bit the boy is running in the yard.
- There is the dog.
- The boy hit the dog.
- There is the dog that the boy hit.



The combined sentences include important information about the dog that helps us identify the dog.

When the information refers to a person, we normally use *who* in combining the sentences, although some people say *that*:

- The dog bit the boy.
- The boy lives across the street.
- The dog bit the boy who lives across the street.



Here is an example of *that* in a question:

- Where is the key?
- The key opens the back door.
- Where is the key that opens the back door?
- The key is above the stove.
- The key opens the back door.
- The key that opens the back door is above the stove.

The relative clause with *that* gives information that identifies the key – it's the key that opens the back door.

Providing More Detail with Clauses: *which*, *who*

Sometimes we have information that is not very important; it is just extra information that we want to mention. For this sort of information, we use a clause with the conjunction *which* if we are talking about a thing, and *who* if we are talking about a person. With this type of clause we use commas.

- His truck, which he bought last year, is very fast.

In this example, the main point is that the truck is fast. We add the extra information that he bought it last year. Without this clause, it's still clear which truck we are talking about when we say "His truck is very fast." We just want to say something more about it.

- Her dog, which she found on the street, is very well behaved.

In this sentence, it's known which dog we are talking about. The fact that she found the dog on the street is only extra information we want to mention. So we add this using *which*, with commas.

- My grandfather, who is 75 years old, is still in good health.

The main point is that the grandfather is healthy; we give the extra information that his age is 75. Notice that in this sentence we use commas with the *who* clause. In the *who* sentence in the section above – *The dog bit the man who lives across the street* – we did not use commas when we added this important identifying information. So remember these rules:

- **Clauses with *that* (or *who*) add important information that identifies the thing or person we are talking about, and they have no comma.**
- **Clauses with *which* (or *who*) add extra information that we want to mention, and they use commas.**

A EXERCISE: The Countries of the World

Complete the following sentences by adding *that*, *who* or *which*.

EXAMPLE: The country that exported the most oil in 2006 was Saudi Arabia.

1. Zambia is the African country _____ I most want to visit.
2. Ireland is famous for its beer and whiskey, _____ are sold around the world.
3. In Mali, _____ is mostly desert, many of the farmers grow cotton, peanuts and millet.
4. Peru has several mountains _____ are over 4,000 metres tall.
5. Muhammad Yunus, _____ is from Bangladesh, received the Nobel Peace Prize in 2006.
6. The architect _____ designed the Petronas Twin Towers, _____ are Malaysia's tallest buildings, is from Argentina.

B EXERCISE: Combining Sentences to Add Information

Combine the two sentences in each pair into one sentence with a relative clause, using the appropriate conjunction: *that*, *which* or *who*.

EXAMPLE: This is the shop. The shop sells good tea cakes.

This is the shop that sells good tea cakes.

1. That is the teacher. The teacher gave me the book.
2. The bicycle is expensive. I want to buy the bicycle.
3. Tofu is a nutritious food. Tofu is high in protein.
4. My cousin is coming to visit. He lives in Bangkok.
5. The program is Health Education. It has the most students.
6. Her speech dealt with the causes of global warming. I found her speech quite informative.

C ASSESSMENT: Writing with Relative Clauses

Write a short argument on any topic you like, using at least five relative clauses. Use *that*, *which* and *who* at least once each. When you have finished, read your piece to a partner.

EXAMPLE: *The measles vaccine should be compulsory for all children. Measles, which many people do not consider a serious disease, can cripple and even kill the most vulnerable members of society, who are also the most likely to catch it. The vaccine, which is highly effective and rarely has serious side-effects, must be given to nearly everyone in a community to prevent another outbreak, so anything less than a comprehensive, state-led programme is inadequate. Any government that cares for its people will take action now.*

10. The Third Appeal to the Audience: Emotion

A DISCUSSION: Two Paragraphs

Read the following two paragraphs. Both paragraphs have the same thesis, but they make different appeals to the reader.

Thesis: The United Nations must give more money to projects for clean water.



1

People in many parts of the world have difficulties finding clean water for drinking and washing. More than 2.6 billion people – 40% of the world's population – lack basic sanitation facilities, and over one billion people still use unsafe drinking water sources. As a result, thousands of children die every day from diarrhoea and other water-related, sanitation-related and hygiene-related diseases, and many more suffer and are weakened by illness. Nearly 2 million people die from diarrhoea every year. Many of these deaths are preventable, if only these people had clean water for drinking and washing.

2

In southern Tajikistan, a man named Sharipov Tagay lives with 11 members of his family in a small house made of mud and concrete. In the muddy yard, a number of plastic containers and metal buckets are stored in the corner for the purpose of collecting water. Sharipov's family – like so many others in Tajikistan – have many problems finding clean water, and it's killing them. "I'm an old man," Sharipov says. "My wife and I don't need a lot of water to get by, but the rest of the family, especially the children, need water to wash and to stay healthy. The children are always sick with diarrhoea." His daughter, Parveena Sharipova, 16, spends every day collecting water for her family to use. She left school and spends each day walking back and forth to the well to get enough water for her family. Parveena has a wooden cart upon which she ties the water container. "I make the journey to the well many times a day," she says. "Sometimes I try and carry many more containers, but then they are heavy and I can't lift them."

In Chapter 6 we studied appeal to *logic*. Chapter 8 presented appeals to *credibility*. In this chapter we will study about appeals to *emotion*.

1. What kind of appeal is made in paragraph 1?
2. How does paragraph 2 differ from paragraph 1? What is its focus? How does it make its argument?
3. For what sorts of purposes or audiences might it be appropriate to use an appeal to emotion such as in paragraph 2?

The Importance of Emotion

As you can see, adding individual people to our argument can make the argument much more persuasive to certain audiences. Logic may help persuade our reader that we're right, but it is emotion that will make the reader personally care. People see numbers and facts in their newspapers every day that may or may not make an impression on them; but if they read a good story, this can touch their heart and make them remember.

The Use of Emotion in Written Texts

For example, in writing an essay about the Holocaust, we want to make the reader understand how terrible the Holocaust was. We can give many numbers to say how many people died: six million Jews, one million political prisoners, half a million Roma. Or we can tell the stories of individuals like Anne Frank, a 14-year-old Jewish girl whose family hid from the Nazis in a secret room for two years. While hiding, she cooked with her family, played imaginary games with her cats, wrote many pages in her diary, and dreamed about kissing a boy who was hiding with her. After two years, the Nazis found the family and sent them to camps, where Anne and her sister died from starvation and disease.

Which is more interesting to read about? Although the numbers are important, most readers care about human beings more than numbers. That's why many children in Europe still learn about the Holocaust by reading Anne Frank's famous diary.

So how do we appeal to the emotions? The same way we give logical evidence: we give good, specific details. When we add more and more details about a person, the person becomes more and more real – and if we write well enough, the reader will grow to care more and more.

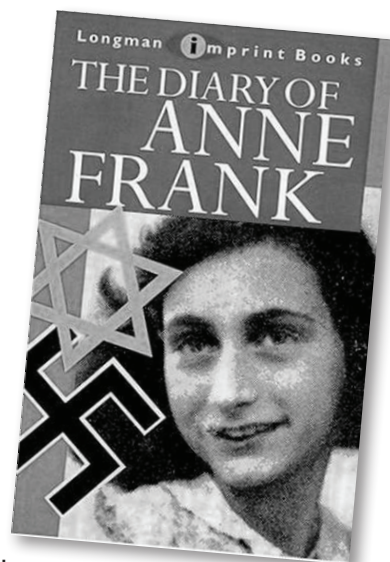
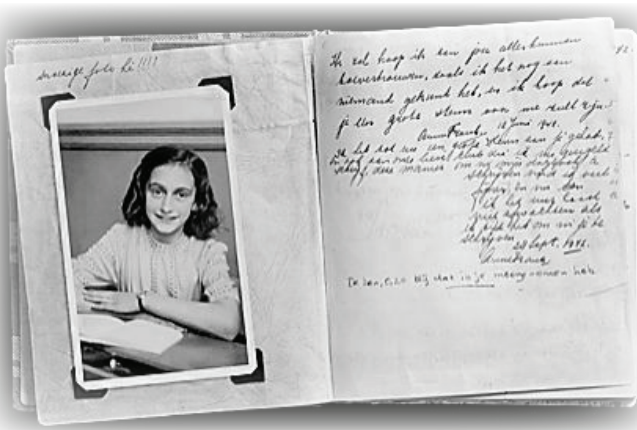
Remember also that there are many different emotions we can use to appeal to our reader:

- ▶ We can try to make our reader sad with a story about a person suffering.
- ▶ We can try to make our reader imagine a future happiness when that suffering ends.
- ▶ Politicians often try to make people proud to be a part of a group, or a state, or a country, saying things like "Our country is the best country on earth."
- ▶ Politicians also appeal to fear; they will talk about criminals, threats from other countries, or immigrants, and try to make their audience feel afraid of these things.

The Use of Emotion in other Media



Advertisements and web pages also appeal to our emotions, often using photographs and pictures. Pictures of tasty-looking food appeal to the tongue! Advertisements for clothing or make-up often use "before and after" pictures – the sad girl or boy who does not use the product, and the happy girl or boy who buys the product. Almost all advertisements use handsome actors and beautiful actresses. This is a kind of appeal to emotion called "sex appeal." Advertisers like sex appeal because they know everyone will look at the advertisement, and maybe people will think that they will look beautiful too if they buy the product, or that beautiful girls or handsome boys will like them.



B BRAINSTORM: The Many Emotions

As a class, list all the emotions you can think of. Which emotions do you think are the most effective to appeal to when trying to influence someone? Why?

C DISCUSSION: Visual Appeals

Discuss these two advertisements.



**People who quit smoking
before the age of 35 can
reduce their chances of getting
lung cancer by 90%.**

**SAVE YOURSELF WHILE
THERE'S STILL TIME...**

1. Which of these anti-smoking advertisements do you think would be more effective in persuading a smoker to quit smoking?
2. What kind of appeal does each advertisement make?
3. What kind of emotions do you think these advertisements want to make you feel?

D ACTIVITY: More Visual Appeals

When we analyse advertisements, it is useful to think about the following four questions.

1. What do you see?
2. What does it want to tell you?
3. How is emotion used?
4. Who is the audience?

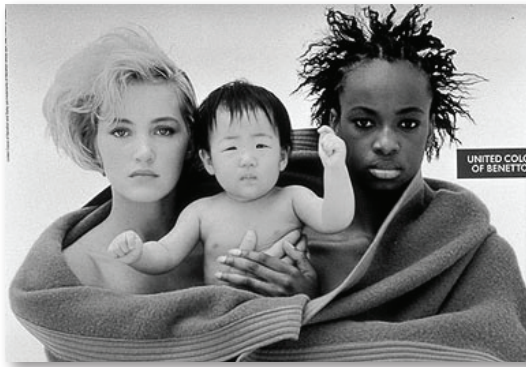
EXAMPLE:

1. Two men of different races wearing similar clothing handcuffed together.
2. Humans of all races are tied together. Where one goes, the others have to follow. All can do bad things as well as good. Maybe they are also representing the name of their company, "United Colors".
3. We are made to feel some shock at seeing handcuffs, and this makes us pay attention. The contrast between black and white makes us think about the issues mentioned above.
4. People who may want to buy fashionable clothes. Perhaps people who consider themselves broad-minded.



(Benetton is a clothing company)

Answer the questions about these three adverts.



1



2

(Nike makes sports clothing)

3



E DISCUSSION: Case Study – Hla Hla Win

Below is a story from the website of a children's NGO asking for money to help a sick child.

Read the story and think about these questions:

1. Do you think this story is persuasive?
2. What details does the writer add to appeal to your emotions?
3. Which details do you think are the most persuasive?
4. Is there anything you would change?

When you finish reading, discuss these questions as a class.

Ma Ma Sein and her husband U Than Naing have had much sadness over the years. They had three children – two daughters and a son – but the two daughters passed away. One died from malaria when she was two years old, and the other died at birth. Their 10-year-old son was therefore very excited when he learned his mother was expecting twins.

Hla Hla Win and her twin sister were born at Central Hospital, which is near the family's home. It was a normal delivery, but Hla Hla Win turned blue soon after birth and her parents feared that they would lose another child. She survived, but she continues to turn blue every day. While her sister grows bigger and runs around playing, tiny Hla Hla Win sits, sad and still, too tired even to eat.

Although her parents were constantly worried for her, they did not have the money to take Hla Hla Win to the hospital. So since her daughters' birth, Ma Ma Sein has had to constantly watch over Hla Hla Win. The minute the baby turns blue, her mother changes her position and helps her breathe. Ma Ma Sein and her husband made the painful decision to send their other children – Hla Hla Win's twin sister and their ten-year-old son – to stay with their grandmother in another city. They worried that the other children could cause problems for Hla Hla Win, because she is very vulnerable to illness and fevers.

In March, the parents finally took Hla Hla Win to Central Hospital, where she was given oxygen, vitamins, iron, and other added nutrition. The hospital diagnosed her with heart disease. But to treat it, the family needs money to pay for surgery. This will cost about US\$5,000. Without the surgery, Hla Hla Win is unlikely to survive.

Hla Hla Win's parents wish for her to live a normal, healthy life and be able to go to school with her sister. They have had too much heartache in their past already; they are just hoping that someone will pay for the treatment their daughter needs to live.

F BRAINSTORM: Finding Individual Stories

Imagine that you are writing a report or making a speech to persuade a Microsoft representative that your local school needs computer science classes and that they should donate five computers. You already have statistics, logical reasons, and quotes from several experts, but now you need to find a way to add emotion to your argument. What individual stories can you add to the report or speech to make it more persuasive? In pairs, think of all the ideas you can.

EXAMPLE: A mother who wants her child to become a computer engineer.

Show, Don't Tell

In writing, it's often important to *show* our readers things rather than *tell* them. This is especially important when we appeal to emotion. To do this, we need to illustrate our point in a way that makes it easy to see, by providing descriptive detail.

Look at these two sentences:

- 1 Typhoon Parma created a lot of problems in the Philippines.
- 2 When Typhoon Parma hit the Philippines, thousands of distressed people had to flee from their flooded villages.



Sentence 1 is informative, but sentence 2 is much more persuasive because it is more descriptive and personal, and appeals to emotion. Note also how much the visual image of the photograph increases the impact of the message.

Now look at these two sentences:

- 1 When girls have babies at a young age, it's bad for their health and for the child's health.
- 2 In villages and hospitals in many poor countries, we can find thousands of young girls whose bodies and lives have been ruined by giving birth at a young age.

Sentence 1 tells a fact. But Sentence 2 is more effective, presenting the situation to the reader in a descriptive and personal way, and with an appeal to emotion.



G EXERCISE: Showing and Telling

Below you'll find sentences that tell about a situation. For each one, write a sentence that shows the situation more descriptively to the reader. Try to include an appeal to emotion.

EXAMPLE: AIDS kills and weakens a lot of people.

AIDS affects not only the infected individuals but the families that depend on them.

AIDS kills millions of people across the world page of every year. And in the process, it has orphaned thousands of children and left old people without caregivers.

1. Life is difficult for many people in Tajikistan.
2. Hla Hla Win's situation is very sad.
3. Education can bring hope.

H ASSESSMENT: Emotions without Emotion Words

Write one paragraph that will give your reader a certain emotion. Maybe the paragraph will make them sad or happy about someone or something, or angry, or proud. Write about any emotion you like. The only rule is that you cannot use any emotion words; you cannot say "her life is sad," or "I am proud of my brother." You will need to use good, specific details instead. Try to show, and not to tell.

11. Building a Strong Essay

A DISCUSSION: Making a Persuasive Argument

When someone states an opinion or position, what else do you need to hear that would make it more persuasive, that would make you believe their thesis? Discuss as a class.

Thesis and Supporting Points

We have already talked about how to write a good thesis (the main point of an essay) – but what comes next? To convince readers to accept our thesis, we need *supporting points* – a set of more specific statements that will help to prove what we're claiming. Imagine dividing a thesis into smaller parts that contribute to the main idea – these are the supporting points. Taken all together, these points help prove the main idea.

Consider this, for example:

Thesis: The World Health Organisation needs to spend more money on health care in Cambodia.

First, we need to think about our audience. The World Health Organisation (WHO) has the mission of improving the health of people in developing countries. For this essay, the audience is probably WHO leadership and medical experts in many countries. What kind of evidence will persuade this audience? Our supporting points might look something like this:

1. The Cambodian government spends very little on health care.
2. Foreign assistance programmes don't spend enough on improving health care in Cambodia.
3. Many people in Cambodia suffer due to lack of health care.

We can add a fourth point. When persuading people, it's always best to convince them that what we want is good for them as well. So how does Cambodian health care affect people in other countries?

4. Spending money on Cambodian health care can help prevent the global spread of diseases like TB, malaria and bird flu, and can help slow the spread of HIV/AIDS.

Now we have four strong supporting points that help us make our point. Later we will look at how to back up these points with evidence.

Make sure supporting points are actually related to the thesis. Don't introduce a different point that will lead away from proving the thesis.

B EXERCISE: Related and Unrelated Points



On the next page you'll find several possible theses (the plural of *thesis*) for a paper. Each thesis is followed by three possible supporting points. In each example, two supporting points are related to the thesis and one supporting point is unrelated.

Find the unrelated supporting point and underline it. Remember that a good supporting point should always be related to the thesis.

EXAMPLE:

1. **Thesis:** Nelson Mandela is the world's greatest living politician.
 - He spent his life fighting for freedom for all races of people.
 - He was the first black president of South Africa.
 - He grew up in a small Xhosa village named Qunu.

Being brought up in a particular place cannot make you great.

1. **Thesis:** *Our school needs more money for books.*
 - Many students want to study English, but they have nothing to read.
 - Our school also needs money for computers.
 - Many of the school's books were destroyed in a fire.
2. **Thesis:** *Tourism is good for the economy.*
 - Tourists spend money in our town.
 - Most people like travelling.
 - Many jobs are created by tourism.
3. **Thesis:** *Alcohol should be illegal in our town.*
 - Too many people are addicted to opium.
 - Too many people are drinking when they should be working.
 - Sometimes when men come home drunk, they beat their wife.
4. **Thesis:** *Computer training is important for many jobs.*
 - Hospitals use computers to keep information about patients.
 - Many stores and businesses use computers for accounting.
 - Many children use computers to play on the Internet.
5. **Thesis:** *Thailand has a strong economy.*
 - More Thai people own cell phones than ever before.
 - 62.8 million people currently live in Thailand.
 - People come to Bangkok from all over the world to shop.

C EXERCISE: Adding Supporting Points

Look again at the five theses in Exercise 11 B. Each thesis only has two good supporting points. Think of a third supporting point for each thesis. In groups, discuss your points. You can use your imagination.

EXAMPLE:

Thesis: *Nelson Mandela is the world's greatest living politician.*

- He spent his life fighting for freedom for all races of people.
- He was the first black president of South Africa.
- He helped get rid of the Apartheid (racist) government.



Mapping the Evidence

So now we have a good, strong thesis – The World Health Organisation needs to spend more money on health care in Cambodia – and four strong supporting points to go with it. The next step is finding evidence to back up the supporting points.

When we add evidence to our writing, we want to mix the three appeals as much as possible. We *don't* want to have one paragraph of logic, one paragraph about credibility, and one paragraph about emotions. Instead, we will try to use all three kinds of appeals in providing evidence for each of our supporting points. Let's look again at our first supporting point:

- The Cambodian government spends very little on health care.

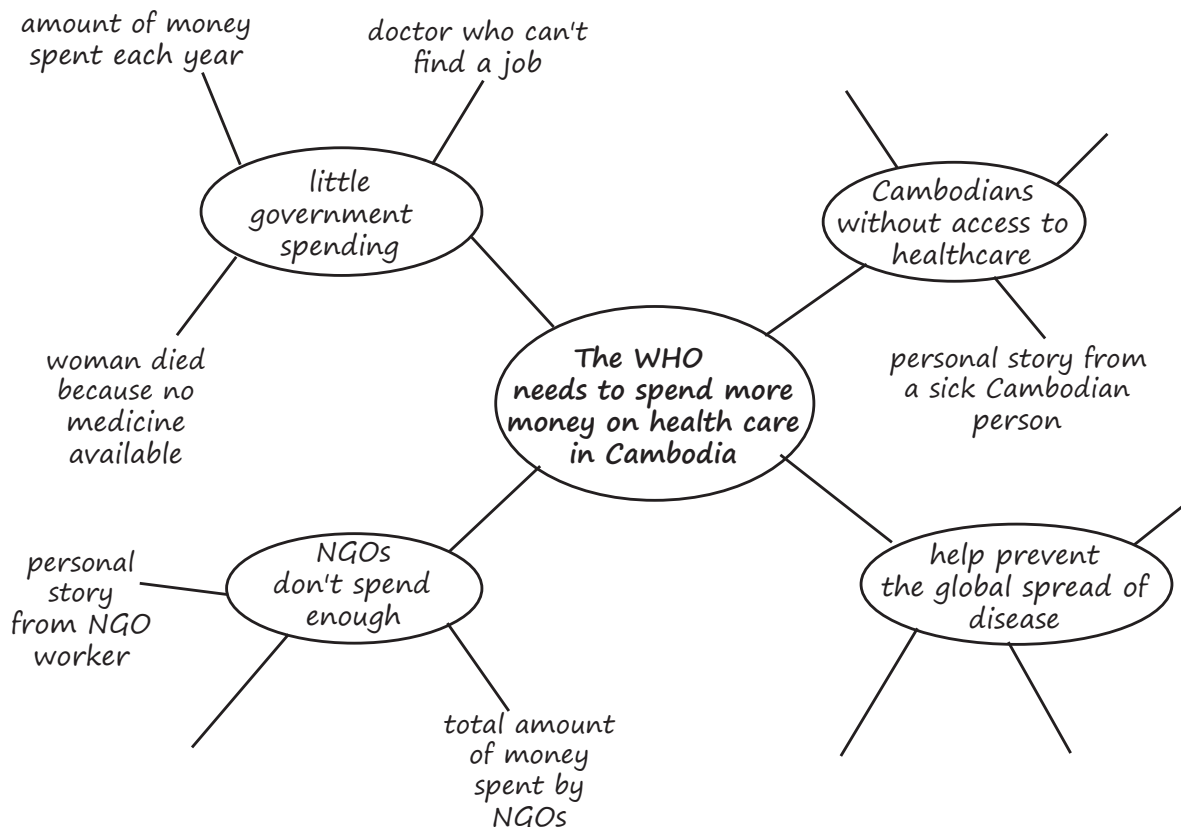
The most obvious kind of evidence here is logical evidence. We can give the total amount of money spent each year, the number of doctors working in Cambodia, or the number of hospitals that are open – compared to what is needed. At the same time, we can say where each of these facts comes from; we will choose good sources to add credibility. Finally, we can try to find a story about a doctor who couldn't find a job, or someone who lives many kilometres from the nearest hospital, or a town whose clinic closed due to lack of funds. These stories will make our reader feel sympathy, which adds an emotional appeal.

Let's look at our second supporting point:

- Foreign assistance programmes don't spend enough on improving health care in Cambodia.

Again, we can start this paragraph off with logical evidence: facts about foreign assistance programmes in Cambodia and how much they spend. We can also give reasons why some health organisations don't work in Cambodia – for example, because they sometimes have to bribe government officials to be allowed to do their jobs. We will try to get facts from less biased sources, which will add credibility. Finally, we will try to find some personal stories from international workers who feel not enough is being spent, or maybe stories about workers who were stopped from doing their jobs by lack of money. If we can add an interesting personal example like this, it will add emotional appeal to the paragraph.

A good way to organise your evidence is to put it into a mind-map, like this one:



We always put the thesis at the centre, because this is the most important point – everything comes back to the thesis. The thesis is then divided into our supporting points; here we have four. Then we add the evidence for each supporting point, trying to include all three types of appeal – appeals to logic, to credibility, and to emotion. When we finish our mind-map, we have a helpful guide for our essay.

D DISCUSSION: Health Care in Cambodia

The mind-map above is incomplete; evidence is missing for three of the supporting points.

Work as a class to provide it. Try to use all three appeals. You don't need to do any research – just use your imagination.



E DISCUSSION: Economic Growth and Pollution

Below is an example of a persuasive essay. Do you find it persuasive? Why or why not? Who is the audience for this essay? What do you find curious about the ideas in the text?

In the last ten to twenty years, many less-developed countries have been making a lot of progress. Countries like India, China and Vietnam have increased production and provided jobs for large numbers of their poor people. Most of the jobs are in cities, and millions of people have moved from farms and small towns into big cities.

Economic growth has had benefits. More people are earning money and making a better life for themselves and their family. But one of the other results of fast growth is environmental damage. Factories pollute the air, land, and rivers. Fuel is burned to generate electricity and in the growing number of vehicles, which creates air pollution. Trash and sewage are not disposed of properly. Trees are cut down and the rain washes away the soil. These growing cities are pushing ahead with development but are not controlling the damage to the environment. Over time the cost of environmental damage will add up for cities, countries, and the whole world.

Pollution is bad for the environment; it is also bad for people's health. Dirty air and polluted water and land cause many kinds of health problems, from respiratory illnesses to cancer to birth defects.

City and national governments need to pay more attention to the negative consequences of growth. Their people are benefitting from growth but they will also pay a heavy price.

F ACTIVITY: Reverse Mind-Map

Try to draw a mind-map that shows all the points in this essay.

G BRAINSTORM: Making a More Complete Argument

The essay in 11 E only includes one kind of appeal. What appeal is that? How could we add evidence for the other two appeals?

In pairs, brainstorm all the ideas you can. When you finish, share them with the class.

H ACTIVITY: Mind-Map vs. Mind-Map

As a class, think of an issue that can be seen from various points of view and that might create some disagreement. Divide into two groups. Your teacher will randomly choose one group to draw a mind-map of an argument for the statement, and one group to draw a mind-map of an argument against the statement. You must help your group even if you disagree – don't worry if this happens, it's great practice for developing persuasion skills.

When both groups finish their mind-maps, present them to the class.

I ACTIVITY: Make Your Own Mind-Map

In Activity 2 C you wrote a thesis of your own. Now you need to give that thesis some supporting points and evidence. Make a mind-map, and remember to include at least three supporting points, as well as evidence for all three appeals. You don't have to do your research yet, but you should imagine what kind of research you would do. Does your essay need any kind of facts, or quotations, or expert sources, or stories about other people? Write what you would include for these.

When you finish, share your mind-map with a classmate. Is he or she convinced yet?

12. Introduction and Conclusion

A BRAINSTORM: Introduction and Conclusion

What are the characteristics of a good first paragraph of an essay or a report? A good last paragraph? What should they do or provide?

Work as a class to list all the ideas you can.

Writing an Introduction

Though introductions can be very difficult to write, they're also one of the most important parts of an essay. A good introduction serves as a "road map" for an essay; in other words, the introduction tells the reader where we are going, by summarising the thesis and the supporting points.

But perhaps more importantly, a good introduction hooks the reader's interest. A reader who looks at a boring first paragraph may just stop reading. On the other hand, if we can make the first paragraph – even just the first sentence – interesting enough, the reader will want to continue reading to the end of the essay. As they say, "you never get a second chance to make a first impression."

First, here are some examples of *poor* introductions that start off with a very general sentence:

- This essay is about getting more money for Cambodian health care.
- Cambodia has a big problem with health care.
- My thesis is that the World Health Organisation should spend more money on health care in Cambodia.

These sentences provide some information, but they are not interesting, and give the reader no reason to keep reading. So how do we hook a reader with our first sentences? There are many ways, but here are a few common ones:

A STRONG EXAMPLE:

Five years ago, Dr. Wong's malaria clinic treated fifty children a day. His patients arrived feverish and exhausted, but they left healthy and happy, sometimes with a new mosquito net to sleep under. However, that was five years ago. Today, the clinic is closed due to a lack of funds, and the building is an empty ruin.

AN INTERESTING QUOTATION:

- According to the Universal Declaration of Human Rights, every human being has the right to "medical care and necessary social services." Yet in Cambodia today, this right is often denied.
- "Living without health care is like living in hell," said Phanny, the mother of two sick children. These are strong words, but many people in Cambodia would agree with them.

A CONFUSING SITUATION, WHICH WE THEN EXPLAIN:

In the middle of Ratanakiri there is an empty building. Its windows are broken and its roof has fallen in. Dogs and cats sleep in its rooms. But this building is not an abandoned home; it is this neighbourhood's only clinic, closed three years ago due to a lack of funds.

A VIVID PERSONAL STORY:

One day when I was seven years old, I was playing with my friend Sokha when he began to feel very sick. When I touched his arm, I felt how hot he was, and I knew he had a bad fever. His father, a poor rice farmer, went with Sokha to get medical help, but the clinic was very far away. When they finally reached the hospital, the doctor's prices were so high that Sokha's father could not buy the medicine. Later that week my mother told me that my friend Sokha was dead. At seven, I could not understand, but now that I am older, I know that this was not a problem only for my village; problems like this happen across Cambodia every day.

(Personal stories are good to include for some purposes, but not usually in formal writing.)

A SURPRISING QUESTION:

How much would you spend to save fifty thousand lives?

AN IMAGINARY SITUATION:

Imagine that you lived in a town with no hospital, no clinic, no doctors, and no medics. Now imagine that one of your children has a high fever. How far would you walk to find medical help? These are the choices that the people of Cambodia face every day.

B DISCUSSION: The Best Introduction

Which do you think is the most interesting introduction? Discuss as a class.

C ACTIVITY: Introducing Our Mind-Maps

Return to your groups from Activity 11 H. Work together to write three interesting introduction sentences (or groups of sentences) for the essay you mind-mapped. When you finish, present your sentences to the other groups. Which introductions do they like the best? You don't have to do any research – just use your imagination. Remember that you want to hook your reader's interest immediately.

D ACTIVITY: Introducing Your Essay

Look at your own mind-map from Activity 11 I. How can you introduce your essay in an interesting way? Try to write at least three ideas.

When you finish, share your introduction ideas with a classmate. Which idea does your classmate like the most?



Writing a Conclusion

A conclusion is like the mirror of an introduction: it does all the same things, but does them backwards. It summarises the supporting points and thesis of the essay, and it reminds the reader of our argument one last time before the end. We need to be careful, though, to try to say our thesis and supporting points in different words; we don't want to just repeat them.

Also, just as an introduction should begin the essay with a strong and interesting sentence, the conclusion should end the essay on a strong sentence that pulls and holds the reader. Remember that these are our last words to our reader – we have to make them good ones.

As with the introduction, there are several common ways to do this:

A RETURN TO THE BEGINNING IDEA OR IMAGE:

- With the WHO's help, perhaps Dr. Wong's empty malaria clinic can finally be re-opened.
- Perhaps with the WHO's help, children like my friend Jorani can be saved.
- So how much do you need to spend to save fifty thousand lives? Not very much at all. The better question is – will you spend it?

A CONNECTION TO A LARGER IDEA:

Helping to fix Cambodia's healthcare situation will not only help the people of Cambodia, it will be a major step in the WHO's goal of providing health care to all the world's people.

AN INTERESTING QUOTATION:

"I don't understand why the rest of the world does not help us," Phanny said, touching the forehead of her feverish son. But if the WHO is prepared to spend a few million more dollars a year in Cambodia, perhaps Phanny and her family finally will be helped.

A DEMAND TO DO SOMETHING:

*This is why the WHO's help is needed, and needed today.
Every day that passes equals another family that suffers.*

A FINAL IMAGE:

Just imagine a child shaking with fever. Now imagine giving him the medicine that will make him better within hours. This is what the WHO can do, a thousand times a day.

E DISCUSSION: The Best Conclusion

Which do you think is the most effective conclusion? Discuss as a class.

F ACTIVITY: Concluding Your Essay

Look at the ideas you wrote in Activity 11 I and 12 D. Think of one or two ideas you might use and share them with a classmate. Does he or she have any other ideas?

13. Grammar Review 4: Colons and Semi-colons

Using the Semi-colon

The semi-colon is a punctuation mark that looks like this: **;**. It has two main functions:

Semi-colons

1. **"Super-comma":** We can use semi-colons in lists when commas would be confusing.

- **CONFUSING:** I want to visit London, England, Ho Chi Minh City, Vietnam, and Moscow, Russia.
- **CLEAR:** I want to visit London, England; Ho Chi Minh City, Vietnam; and Moscow, Russia.

2. **Joining sentences:** The most common use is to join two complete sentences that are closely related. The second sentence then becomes a continuation of the first sentence.

- I'm busy tonight. I have to practise my grammar.
→ I'm busy tonight; I have to practise my grammar.
- She came from a very poor family. However, she worked hard and became successful.
→ She came from a very poor family; however, she worked hard and became successful.

In these cases, a full stop would be too strong, but a comma would not be grammatically correct.

NOTES:

- Except when it is used as a "super-comma", there is a very easy way to test whether you're using a semi-colon correctly: just separate the two parts into individual sentences. If both parts are complete sentences, it's okay to use a semi-colon to join them.

- **CORRECT:** He rides his bicycle everywhere; he's never liked cars, and he's concerned about the environment.

Both "he rides his bicycle everywhere" and "he's never liked cars, and he's concerned about the environment" are complete sentences.

- **INCORRECT:** I only bought one thing; potatoes.

"Potatoes" is not a complete sentence. You should use a comma, dash or a colon instead.

- For two sentences to be joined with a semi-colon, they must be very closely related in content, and make one strong, unified sentence. For example, it is better not to join these sentences into one sentence:

- My parents took me out of school when I was 12 years old. When I was 15, they sent me to live with my aunt.

Those two sentences express complete and separate thoughts, and should not be joined. Now look at these pairs of sentences:

- My parents took me out of school when I was 12 years old. Their reasons were understandable.

These sentences can be joined because they are parts of one thought:

- My parents took me out of school when I was 12 years old; their reasons were understandable.

A EXERCISE: Semi-colon or Comma?

Read each sentence and add a semi-colon or comma where one is needed. Remember: A comma is used to separate parts of a sentence; a semi-colon is used to join two related sentences and make them one sentence, or where a comma would be confusing.

EXAMPLE: I wanted to go to the grocery store but I had to go to the night market instead because it was so late. (**COMMA AFTER "GROCERY STORE".**)

Mayor Bo Bo asked me to vote for him however, I voted for Daw Tin May Aye instead. (**SEMI-COLON AFTER "HIM."**)

1. I finished reading all the books in only three days but I have not had time to return them to the library.
2. That family has a lot of problems they should try to get some help.
3. When her brother told her about his problems she knew he would not be able to help her.
4. The university students sent some pens for the village school they will be helpful for the children's homework.
5. Three important capitals of Europe are Paris, France London, England and Berlin, Germany.
6. Only two months after he started his new job the company went out of business.
7. The weather did not look good so they decided to postpone their trip until the following week.
8. Hiring a teacher for the village will be expensive however, it is necessary for our children's future.

B ACTIVITY: Semi-colon Contest

Write two sentences using semi-colons to join two parts of a sentence, and two sentences using commas. Give your sentences to a partner to check whether they are correct.

EXAMPLE: Take with you only the important things; leave behind any large, heavy items. (**CORRECT**)
Before I came to class; I brushed my teeth. (**INCORRECT**)

Using the Colon

The *colon* is a punctuation mark that looks like this: **:**. It has three main functions:

Colons

1. Introducing a list

- He has visited four of Thailand's biggest cities: Bangkok, Nakhon Ratchasima, Khon Kaen and Udon Thani.
- The following citrus fruits have a lot of vitamin C and are easy to find in the market: oranges, pomeloes and limes.

2. Emphasising something

- He left his country for one reason, and one reason only: money.
- Only one man could stop Goldfinger now: James Bond.

3. Introducing a consequence or effect

- She didn't study hard: she failed the exam.
- The well water contained arsenic: hundreds of villagers got sick.

NOTE:

► You always need a complete sentence before a colon.

- CORRECT: There's one movie star that I really like: Angelina Jolie.
- INCORRECT: My favourite movie star is: Angelina Jolie.



C EXERCISE: Correct or Incorrect?

Read the following sentences and decide if they use colons correctly or incorrectly. If a sentence is incorrect, say why if you can, and fix it to make it correct.

EXAMPLE: The United Kingdom's first female prime minister, Margaret Thatcher, was a fierce opponent of another European country: the Soviet Union. (**CORRECT**)

I bought: mangoes, rice, and coconut milk. (**INCORRECT – "I BOUGHT" IS NOT A COMPLETE SENTENCE**)

CORRECT: I bought mangoes, rice, and coconut milk.

1. Because she doesn't like to walk: She rides the bus to school.
2. She doesn't like to walk: she rides the bus to school.
3. She rides the bus to school: she doesn't like to walk.
4. No one likes Michael, for one simple reason: his unpleasant personality.
5. My three favourite movies are: Dracula, Frankenstein and King Kong.
6. My three favourite movies are all old horror movies: Dracula, Frankenstein and King Kong.
7. When she came to the picnic, she brought: pork curry, tea leaf salad and apple pie.
8. My brother's hero is: Abraham Lincoln.
9. There are three things I really like to read about: history, war and politics.
10. Asia has the world's three highest mountains: Mount Everest, K2 and Kanchenjunga.

D EXERCISE: Semi-colon or Colon?

Read the sentences and decide which gaps need semi-colons and which gaps need colons.

1. America got its name not from the man who discovered it but the man who later drew maps showing it _____ an Italian named Amerigo Vespucci.
2. She sent her son to the market to get several things _____ fish, rice, herbs and bananas.
3. In the 13th century, Genghis Khan unified most of Asia _____ however, his armies had a terrible reputation for cruelty.
4. Our school needs a number of items _____ pencils, pens, rulers and exercise books.
5. We have members in our group from many Asian cities _____ New Delhi, India _____ Dakha, Bangladesh _____ and Kuala Lumpur, Malaysia.
6. Many young people still don't know how to prevent HIV _____ rates of infection are likely to increase.



E ASSESSMENT: Semi-colons and Colons in a Letter

Write a short letter (three to four paragraphs) to your teacher about a change you would like to see in your class. Do you want more homework or less homework? More or less group work or discussion? State your reasons. Use at least two semi-colons and two colons. Be sure also to use your persuasive skills.

14. The First Draft

Putting It All Together

Now you should have a thesis, a list of supporting points, a mind-map of evidence for your supporting points, and several good ideas for your introduction and conclusion. Now it's time to assemble all these pieces into one complete essay. Don't worry if you need to change some of your early ideas while you are writing – this is a normal part of writing an essay.

Remember that this is only your first draft. You don't need to make everything perfect; you just need to get your ideas down on paper. When you can look at a complete essay, even a very rough one, it will be much easier to decide what the final version should be like. Sometimes authors write five, ten, or even twenty drafts of an essay before they think it's satisfactory.

A ACTIVITY: The First Draft

Write the first draft of your essay now, but don't give it to your teacher yet. Keep it, so that you can rewrite it later.

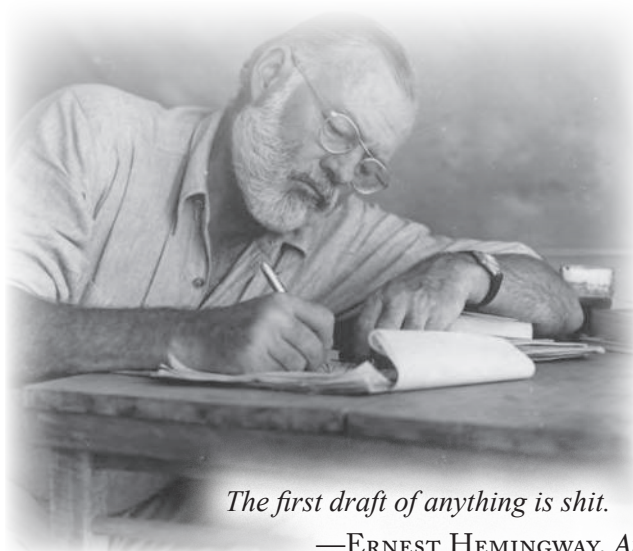


I would advise any beginning writer to write the first drafts as if no one else will ever read them – without a thought about publication – and only in the last draft to consider how the work will look from the outside.

—ANNE TYLER,
American author

The research is the easiest. The outline is the most fun. The first draft is the hardest, because every word of the outline has to be fleshed out. The rewrite is very satisfying.

—KEN FOLLETT, British author



The first draft of anything is shit.

—ERNEST HEMINGWAY, American author

15. Editing

A BRAINSTORM: Editing Questions

What should we look for when we revise our paper, or a friend's paper? Make a list.

EXAMPLE: *A good, arguable thesis; an interesting introduction...*

B ACTIVITY: Sample First Draft

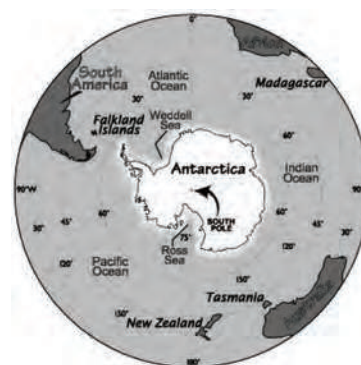
Read this sample first draft of an essay about Antarctica. Remember, this essay is still a rough draft, so it still has many problems. What parts of this essay are good to keep? What parts need to be changed? Mark any problems you find.

Antarctica should be preserved as a national park

Antarctica, one of the world's most unique and fragile ecosystems on the planet, should be declared a national park. Most people think that all military weapons should be banned from Antarctica because there is a threat of terrorism. Many people have argued for the importance of keeping Antarctica as a wilderness area. To preserve plant and animal life and to prevent more damage to the environment through global warming. New Zealand Councillor Chrissie Williams opened the 2009 Antarctic exploration season: "We are now all aware that environmental challenges affect nations both large and small. The position of Antarctica is central to this issue." She wore a long red dress but spoke for only ten minutes.

Antarctica's mineral and other resources place the survival of unique animals and plants in danger. For example, most scientists agree that drilling for oil would have catastrophic effects on the fragile environment. Also terrorism is a threat. Oil breaks down very slowly in cold temperatures. Oil spills could take up to ten times longer to clear than in warmer places, this would threaten Antarctic sea life.

Most importantly, 90% of the world's ice is found in Antarctica. If the ice melted as a result of Mining or other activity such as heat from large scale tourism, the sea could rise to new levels that would threaten the existence of many Pacific island nations. Andrew Mackintosh at Victoria University of Wellington, New Zealand, says that Eastern Antarctica's ice sheet is so large that even a small amount of melting could have damaging effects in other parts of the world. What would happen if Antarctica was declared a national park. All of us should join together to persuade the 44 governments who signed the Antarctica Treaty in 1957 to refuse permission for mining and to control tourism.



C ACTIVITY: Review Questions

The following questions ask about things a good essay should have. Work with another student to try to answer them about the draft essay above.

1. What is the thesis? Underline it and mark it "T". Do you think it is a strong thesis? Why/why not?
2. Are there good supporting points for the thesis? Underline them and mark them S1, S2, etc. Is there specific evidence for each point? Is all of the evidence important and relevant to the topic?
3. Does the essay begin with an interesting sentence that will hook the reader? Does the introductory paragraph give a "road-map" for the essay? Does it state the thesis and present the main supporting points?

4. Does the conclusion quickly review the supporting points? Does the essay end with a strong, interesting sentence?
5. Does the essay appeal to logic, emotion, and credibility?
6. Does the essay give good sources for its information? Find examples.
7. Does the essay have any problems with spelling or grammar? If so, where? Circle them.

D ACTIVITY: Sample Revision

Read this sample revision of the essay in 15 B. What has changed? Have the weaknesses you identified all been fixed?

Antarctica should be preserved as a world park

Antarctica is one of the last wildernesses on earth, and has a unique ecosystem that is both fragile and endangered. As far back as 1959, governments around the world signed the Antarctica Treaty to protect this special place. But there are still threats. But the best way to preserve Antarctica is to declare it a world park.

Many environmental groups, such as Greenpeace, have argued for the importance of keeping Antarctica as a wilderness area: firstly to preserve plant and animal life, and secondly, to prevent more damage to the environment through global warming. New Zealand Councillor Chrissie Williams opened the 2009 Antarctic exploration season with the following comments: "We are now all acutely aware that environmental challenges affect nations both large and small. The position of Antarctica is central to this issue."

The continent's mineral and other resources place it in danger of being exploited in a way that could threaten its fragile ecosystem. For example, most scientists agree that drilling for oil would have catastrophic effects on the environment because oil breaks down very slowly in cold temperatures. As a result, spills could take up to ten times longer to clear than in warmer places. This would threaten Antarctic sea life. Tourism is another threat since increased human activity can endanger plant and animal life and create problems such as disposal of rubbish.

Most importantly, 90% of the world's ice is found in Antarctica. If the ice melted as a result of mining or other activity such as large scale tourism, the sea could rise to new levels that would threaten the existence of many Pacific island nations. Andrew Mackintosh at Victoria University of Wellington, New Zealand, says that Eastern Antarctica's ice sheet is so large that even a small amount of melting could have damaging effects in other parts of the world.

Therefore, it is essential that every possible step is taken to make sure that Antarctica is declared a world park. Everyone who is concerned about the environment should join organisations and become active in persuading the United Nations to declare the whole area of Antarctica a national park, refuse permission for mining, and control tourism. This action is the world's best hope for preserving this unique place.



E ACTIVITY: Getting Comments on Our Work

Now it is time to take out the essay you have written and show it to other students. It is always helpful to have other people read what we write. Be open to comments and suggestions from others – their ideas can help improve your work.

1. Work in pairs. Exchange essays with your partner. Remembering the questions from 15 C, read your partner's essay carefully. Does your partner have a strong thesis? Good evidence? A good concluding sentence? Does your partner use all three appeals? What things does your partner do well? Where could your partner improve the essay?
2. On a piece of paper, write your comments about the essay. Try to write the same number of good things as problems – your partner needs to know what not to change, too.
3. Now exchange essays with a second person, and do the same.
4. When you finish, read the suggestions that your partners wrote about your essay. Are these useful ideas? Remember that you don't have to change anything you don't want to – this is only to give you ideas.

F ASSESSMENT: Rewrite Your Essay

Using the suggestions from 15 E and your own ideas for changes, rewrite your essay.



16. Your Second Essay

A ACTIVITY: Essay Topics

Now you know all the steps for writing a complete persuasive essay:

1. Begin with a specific, arguable thesis
2. Think about your audience
3. Find good supporting points
4. Identify ways to appeal to logic, emotion and credibility
5. "Mind-map" your essay before beginning
6. Write a first draft, including a strong introduction and conclusion
7. Edit and rewrite as many times as necessary

So now it's time for you to try to write an essay on your own. Your first draft should be at least two pages long. It should have an introduction, a conclusion, and several paragraphs of evidence. You can choose one of the topics below, or create your own – just be sure that it will be interesting to argue.

- Imagine that a donor offers your village, town or township a choice: you can build a new medical clinic, or you can build a new primary school for children ages 5-12. You cannot build both. Which is the better choice?
- Should women have all of the same rights as men? Should they be allowed to do all of the same jobs?
- Is it more important to keep older traditions, or to try to be modern?
- Imagine that you are writing a letter explaining why you should be the mayor of your town. Why should we vote for you?

B ACTIVITY: Getting Comments and Suggestions

Ask two partners to read your essay and use the questions in 15 C to make comments about it. What changes do they suggest? What changes can you suggest for their essay?

C ASSESSMENT: Rewriting

Now that you have ideas from your partners, rewrite your essay. What can you change to make it better?