

Introduction

Persuasive Writing was developed by Educasia specially for Myanmar adults. It is designed to develop students' skills in using English to understand and create texts which persuade.

Components

The course comprises

- ▶ a **student's book** containing 16 chapters of information, exercises and activities
- ▶ a **teacher's book** with instructions and answers to all exercises, including the student's pages interleaved with the teacher's notes for ease of use

PDF files of both books, and many others, can be downloaded free of charge from our website, www.educasia.org, and printed versions are available on request.

Aims of the course

By the end of the course, students should be able to

- ▶ recognise persuasion in written and spoken texts
- ▶ identify how purpose and audience shape the way language is used
- ▶ read persuasive texts critically
- ▶ persuade using three appeals to audience: logic, emotion and credibility
- ▶ find and evaluate evidence to support arguments
- ▶ draft and edit a piece of persuasive writing

Language & skills

This course is designed around a particular language function: persuasion. The assumption is that students have already acquired solid intermediate to upper-intermediate skills in general English but need to develop competence in using English for a wider range of purposes, audiences and contexts. Grammar and punctuation exercises are provided to review and practise using particular language features, such as relative clauses and semi-colons, which occur frequently in persuasive texts. While the focus is on writing, oral interaction activities are included to help students share ideas, and critical thinking is promoted through engagement with persuasive techniques.

Content

The content was chosen in the hope of motivating students and expanding their knowledge of the world as well as examining their own social context. Much of it is related to various aspects of development and global issues, but there are also opportunities for students to explore personal interests.

Assessment

There is a variety of exercises and activities in the course. Some clearly have one right answer, but others are open-ended, with a variety of possible "correct" answers. While the Teacher's Book provides suggestions, it is important to be flexible in responding to students' ideas.

Eight activities are labelled "Assessment". They test key skills taught in the course, so we suggest you take in students' answers for marking. You can give a formal grade, or just make some comments and corrections.



Using the course

The course is designed to be as easy to teach as possible, but in order to use it successfully you should think about a few things before you start:

Language

If your students do not have at least a good intermediate level of English, we recommend you choose another course. Even intermediate and upper-intermediate students may struggle occasionally. You should have dictionaries to hand, and frequently check that they are understanding the main points.

In general, only English should be used in the classroom. However, you may like to explain things in the students' first language when you can't get the meaning across in English.

Ideas


Persuasive writing requires skill in critical thinking as well as language. Because this course is largely about constructing and evaluating opinions, it is important that students feel free both to express their own views and to criticise other people's. However, you must ensure that it is done in a respectful manner: don't allow irrelevant personal attacks, but do allow everyone to give their opinions, even if others may find them ridiculous or offensive.

Selecting and adapting

Teach in a way that matches the needs of your class. You do not need to follow every word of the book. For example:

- ▶ If you don't have enough time to teach the whole course, leave out some sections, and skip activities that will take a long time or won't be very useful for your students.
- ▶ If an activity won't work well in your class, change it to something that will.
- ▶ If a section is too easy for your students, skip it, or supplement it with more challenging material from elsewhere.
- ▶ If a section is too difficult, teach only the most important parts, and have students work in pairs or groups so stronger students can help weaker students.

We hope you find this module challenging, interesting and fun. Please send us feedback so we can improve it for the next edition.

 <p>educasia Education in context</p> <p>www.educasia.org educasiamyanmar@gmail.com</p>	<p>Educasia produces low-cost, context-appropriate educational materials for Myanmar adults. Subjects include English language, social sciences and teaching skills. All resources can be downloaded free of charge from the website. We also provide teacher training and curriculum advice to community education programmes. Please get in touch if you have any comments or queries.</p>
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1. Persuasion

This introductory chapter defines and explains persuasion and its uses.

What is Persuasion?

Before beginning this section, elicit from the students their own definitions of the word *persuasion*. If your students know the word, how do they define it?

Students read the information in the box and the text. Clarify anything they don't understand.

A ACTIVITY: The Uses of Persuasion

1. Students list at least four examples from the *Purpose* text of things we might persuade someone to do.

Possible answers:

To join a community organisation; to agree with us on a moral issue; to lend some money; to help us with homework.

2. Students list things that they have tried to persuade people to do or believe recently. Give students about five minutes, and encourage them to think of as many examples as they can, both big and small things. Then ask for examples, and make a list for the whole class on the board.

B BRAINSTORM: Types of Persuasion

In groups or as a class, students add other formats to persuade people.

Possible answers:

spoken	written	visual	multi-modal
speech	essay	poster	website
lecture	article	cartoon	documentary
conversation	letter	TV program	video game
radio program	email	advertisement	CD-Rom

2. Thesis and Argument

This chapter defines a thesis and provides strategies students can use to create their own thesis sentences.

What is a Thesis?

Students read the qualities of a good thesis.

When students finish reading, you may wish to elicit their definition of these words, all of which are important here:

- **evidence (n):** a fact or idea that supports a statement
- **specific (adj):** closely defined, narrow, precise, exact in meaning
- **vague (adj):** broad and unclear in meaning, not specific

A ACTIVITY: Good and Bad

Students write three characteristics of a good thesis and three characteristics of a bad thesis, referring to the text.

Answers:

A good thesis:

- is a point that not everyone agrees on and argues only one idea
- focuses on one main point
- is quite narrow and specific

A bad thesis:

- is a point everyone agrees on
- argues more than one unconnected idea
- is broad or vague

B ACTIVITY: Rewrite the Thesis

In groups, students identify the problems in these theses, and rewrite them as good theses.

Possible answers:

1. Everyone would agree on this; also, the phrase "a lot of pollution" is vague. An example of a better thesis might be: *The Thai government must work to reduce pollution in Bangkok by banning the dirtiest cars and motorcycles.*
2. This thesis is arguing two things – the village school needs a new teacher, and the farmers need new wells. A better thesis would be either *The school needs a new teacher* or *The farmers need new wells*, but not both together.
3. This thesis is too vague and too broad – young parents will have a lot of problems. A better thesis would be narrower and more specific: *Young parents are generally less able to provide financially for their children.*
4. This thesis is too general. Also, it is widely accepted that smoking is bad for health. A better thesis might be: *Anti-smoking campaigns should focus not only on the health effects of smoking but on the reasons people smoke.*

When the groups finish working, discuss their answers as a class.

C ASSESSMENT: Write a Thesis Sentence

Students write their own sentence to persuade people about an idea or issue. When students finish, ask them to share these sentences with the class, or in groups of 4–5 if you have a large class. For each sentence, discuss briefly whether it meets the criteria for a good thesis.

3. Grammar Review 1: Modal Verbs

This chapter briefly reviews modal verbs (also called modal auxiliary verbs, or simply modals), focusing on how to use them to show probability and obligation. Your students should have studied modals many times before; however, if your students find this material difficult, you might consider spending additional time on this chapter or giving additional activities.

Uses of Modal Verbs

Students read the introductory information about modal verbs. Clarify anything they don't understand.

Modal Verbs of Obligation

Students read the explanation of modal verbs of obligation. Clarify as needed.

A EXERCISE: Modal Practice – Obligation

Answers:

1. should / must / have to – Point out that using *must* or *have to* makes the advice stronger.
2. must – With the word *must* there is no choice. The word *should* here would change the command into advice. *Have to* is also possible.
3. could
4. should, have to

Modal Verbs of Probability

Students read the explanations and examples of modal verbs of probability. Clarify anything they don't understand.

If they already have good knowledge of these modals, you could save time by getting them to go straight to Exercise B. They can look back at the table if they get stuck.

B EXERCISE: Modal Practice – Probability

Answers:

1. must (if sure) / should (if unsure)
2. can't
3. can't have / couldn't have (same meaning)
4. may / might (same or very similar meaning)
5. must have
6. could have / might have / may have (same or very similar meaning)
7. must have
8. mustn't have / can't have (same or very similar meaning)
9. may / might (same or very similar meaning)

C EXERCISE: Expressing Degrees of Certainty

Answers:

1. will
2. might (*may* is also OK)
3. may (*might* is also OK)
4. should
5. will

D ASSESSMENT: Using Modals

Get a few volunteer students to read each completed sentence, and discuss them as a class. In a large class, divide students into groups so all students will have a chance to present their sentences to others. You might have students in each group select the best example for each sentence and present these to the class.

Then students decide which of sentences 1-10 express obligation, and which probability.

Answers:

1. obligation
2. obligation
3. probability
4. probability
5. obligation
6. probability
7. probability
8. obligation
9. probability
10. obligation

4. Audience: Who Do We Want to Persuade?

This chapter defines audience and explains its importance for persuasive writing. It also discusses strategies for adapting writing for different audiences.

A DISCUSSION: Audience

Elicit the meaning of “audience”, both in general (the people watching a concert, play, movie, etc.) and specifically for writing (the readers).

As a class, discuss how the language we use might change depending on who our audience is. If it helps, illicit the difference between writing a note to a friend and writing a letter to a government official. (*The note to a friend is written quickly and is much more casual than the letter to the official, which is formal in tone and is written carefully.*)

Thinking about Audience

Students read the text.

If you want, get students to answer the 3 questions about a persuasive text that they have written, or are planning to write.

B ACTIVITY: Finding the Audience

Students identify the main (most important) audience of six pieces of writing.

Possible answers:

1. Myanmar people; perhaps foreigners who are interested in Myanmar
2. The people who will vote in the election
3. The teacher; the other students
4. American parents
5. Family and friends of high school students in the village; the villagers generally.
6. Foreigners living in or visiting Thailand; perhaps Thais who read English

C EXERCISE: Talking to an Audience

Read the speech to the class. Ask comprehension questions about it – who is speaking where and to whom, what his purpose is, what his main points are, etc. It contains quite a lot of difficult vocabulary – students should not try to understand it all; they just need to get the main points.

Answers:

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. Climate change / global warming
2. He says that business leaders and their companies can develop ways to work that are not harmful to the environment
3. A new climate agreement among nations of the world

D DISCUSSION: Are Cultural Traits Blocking Progress in Myanmar?

This is a critical reading exercise to give students practice in finding out the writer's purpose and audience and exploring how these have shaped the writer's language choices. Ask students to read the article with these questions in mind.

Possible answers:

1. Jerry Pang
2. *Asianews* is an online journal read by people who can read English and are interested in Southeast Asia. The audience for this article is mostly non-Myanmar nationals who are interested in Myanmar, although some Myanmar people also read the journal.
3. The name of the journal is one clue as to who would read the article. Also, the writer is trying to explain one aspect of Myanmar culture, which would not be necessary if the audience were from Myanmar.
4. He is surprised and uncomfortable with special respect for older people because in his culture respect does not depend so much on age. He thinks that this cultural trait may be "blocking Myanmar's progress."
5. There are many possible opinions: that extra respect for older people is important because they have had more experience and therefore are wiser; that keeping cultural traits is more important than "progress"; that progress is not incompatible with extra respect for older people; that his description of Myanmar and/or Western society is exaggerated and simplistic, etc.
6. A Myanmar writer would not be surprised by these events and would understand the cultural background. He or she would not be an outside observer like Jerry Pang. He or she may have a different opinion on the topic, although not necessarily.

E DISCUSSION: A New School for the Village

In pairs or groups, students discuss how to persuade six different parties that the village needs a new school.

Discuss each point as a class. Decide as a class which arguments will be most persuasive.

Possible answers:

1. You can tell the mothers that if the school is in the village, the children will not have to leave the village to walk to Bigville, so they will be safer. The children can also come visit their families for lunch, so the families can spend more time with their children. If the children can stay in the village instead of spending time walking to school, they can help their parents at home more.
2. You can tell the children that they will be able to stay in the village and play with their friends. Also, they will not have to walk so far every day, so they will not be so tired, and they will have more time and energy to play games.
3. You can tell the village headman that the school will increase the respect that people have for your village. Also, it will help the village's children, because they can spend more time learning and not walk so far.
4. You can tell the farmers that if they send their sons and daughters to school, those children will have more opportunities in life, and can send them much more money later.
5. You can tell the teacher from Sweden that your village has many wonderful children that need her help. You can tell her how important this educational opportunity would be for these children, and the number of children that could go to school if your village had its own school. You might also tell her statistics about education in your area or in the country generally.
6. You can tell the local education department that the village has grown and deserves its own school. The community will help rebuild the school if the education department can pay for a teacher.

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

This chapter explains the three types of "appeals" students can use in persuasive writing: appeals to logic, appeals to emotion, and appeals to credibility.

A DISCUSSION: A Good Speech

Ask students to think about occasions when they have heard someone making a speech or presentation. Discuss students' experiences as a class.

Focus on the importance of looking at both *what* is said in a speech and *how* it is said. Students identify the kinds of things they think they would find most persuasive for each, e.g. relevant facts for *what* and emotive words for *how*.

Then discuss if this would be the same for a written essay.

Possible answer:

It would be similar, except that you would not be able to see and hear the person; speaking style and appearance can also have a positive or negative effect on an audience.

Different Kinds of Appeals

Tell students you will study about three kinds of "appeals" that speakers and writers can make to their audience – three different ways in which they can try to convince them.

B EXERCISE: Reducing Foreign Aid

Students read the sentences in pairs and decide if they are appeals to logic, emotion or credibility. When students finish, discuss their answers as a class.

Answers:

1. credibility
2. emotion
3. both authority (US government) and logic (evidence that aid works)
4. logic
5. both emotion (fear of serious consequences) and logic (a reason for giving aid now instead of later)

C EXERCISE: Mayor Bo Bo Wants Your Vote

Students work in pairs to find all the appeals in Mayor Bo Bo's speech. Students underline the appeals, and identify what type of appeals they are. When students have finished, ask them to discuss as a class what appeals they found.

Answers:

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

When I was mayor before, I helped the town in many ways (logic). For instance, I persuaded the state government to build us a new road and a new clinic (logic). 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 (emotion). 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?" (emotion) And I was happy to say, "Yes, little boy, you will be better, because of this clinic." (emotion) Our clinic has now helped 450 children and 1,000 adults (logic). That's why Dr Steve says you should vote for me, Mayor Bo Bo! (credibility)

D ASSESSMENT: University Application

Students think about the audience and decide what will persuade them to give a scholarship. They should make notes on how to use all three appeals.

Notes are probably enough at this stage, but if you want, you can get students to write the essay. If you mark the essay, focus on the way they use the different appeals, and how well they target the audience, not on grammar, spelling or structure.

6. The First Appeal to the Audience: Logic

This chapter further explains how students can appeal to logic in their essays, by giving objective, specific evidence.

A DISCUSSION: Facts and Opinion

Present the first two sentences, and ask students to identify the difference in the way they are stated, and what this means for how we should interpret them. Then read the second two and discuss the difference.

Elicit or point out that the first sentences are statements of fact, and the second sentences give opinions.

Defining Objective and Subjective

Students read the text on objectivity and subjectivity. Clarify anything they don't understand.

B EXERCISE: Subjective or Objective?

Answers:

1. Objective
2. Subjective
3. Subjective
4. Objective
5. Objective
6. Subjective
7. Subjective
8. Objective
9. Objective
10. Subjective
11. Objective
12. Subjective

C EXERCISE: A Letter from Cambodia

Students read the letter and decide if each sentence is subjective or objective.

Answers:

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. (S) Angkor Wat is one of the largest religious buildings in the world. (O) The walls are carved with pictures showing stories from the Hindu religion. (O) I climbed to the top and watched the sunset. It is the most wonderful sight in the world. (S)

There were lots of tourists from lots of different countries, and the whole area was very crowded. (S) 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 is a very interesting place (S), and I recommend it to everyone. I hope you can visit here someday.*

* This sentence is subjective because “lots of” and “very crowded” are vague. For example, if there were tourists from six different countries, it would not be clear if the sentence was true or not.

D BRAINSTORM: Your Classroom

Students work in groups to list objective and subjective things they can say about the classroom. Groups take turns telling the class one sentence, without saying whether they think it is objective or subjective. The class decides whether they think it is objective or subjective. Does the group agree?

Continue until each group has given one or two sentences.

Specific Examples

Students read about the importance of using specific examples in their writing. Clarify anything they don't understand.

E EXERCISE: Specific and General

Students look at the sentences and decide whether they are specific or general.

Answers:

1. specific
2. general
3. general (NOTE: *Jr.* is an abbreviation of *Junior*)
4. specific
5. specific
6. general

7. Grammar Review 2: Subordinating Conjunctions

This chapter reviews how to use subordinating conjunctions to form complex sentences. Your students should already be familiar with this material. However, if they find this chapter difficult, you may want to spend more class time on this topic.

A BRAINSTORM: Joining Sentences

Students use their existing knowledge of English to combine the sentences. Don't worry about the ways in which they combine them, so long as they make sense. Most likely, they will use some coordinating conjunctions (*and, but, or, yet, for, so*) as well as subordinating ones.

Possible answers:

1. When we built a new well, more people got sick. / Even though we built a new well, more people got sick. / Although we built a new well, more people got sick. / More people got sick after we built a new well. / We built a new well but more people got sick.
2. If you pass your exam, I'll buy you a computer. / Whether or not you pass your exam, I'll buy you a computer. / I'll only buy you a computer if you pass your exam.
3. As soon as I heard you were sick, I came to the hospital. / When I heard you were sick, I came to the hospital. / I came to the hospital because I heard you were sick.

Complex Sentences

Students read the explanation. Clarify anything they don't understand.

Using Subordinating Conjunctions

Students read about the function of subordinating conjunctions. Clarify anything they don't understand.

B EXERCISE: Definitions

Students match each conjunction with its definition.

Answers:

1. e
2. c
3. h
4. d
5. i
6. g
7. j
8. b
9. c
10. a

C EXERCISE: Choose a Conjunction

Answers:

1. c
2. d
3. b
4. a
5. d
6. a

D EXERCISE: Making Complex Sentences

Students combine the sentences, choosing the appropriate conjunction for each.

Answers:

1. Ko Chin is short, whereas Mai Mai is tall. / Whereas Mai Mai is tall, Ko Chin is short.
2. I lost my job since I was late every day. / Since I was late every day, I lost my job.
3. He can't go to the teashop as he has no money. / As he has no money, he can't go to the teashop.
4. Though the fans are unhappy about ticket prices, they still go to football matches.
5. I want to become a scientist so that I can find a cure for cancer.
6. Unless my brother is still sick, he will kickbox tomorrow.

E ASSESSMENT: The Future

Students write about plans they have (or would like to have) for their future, concentrating on using subordinating conjunctions to form complex sentences. If you like, get them to swap essays with a partner to check before they give it to you. Mark their conjunction use. Don't worry much about their other grammar mistakes – try to just grade the paper for their subordinating conjunctions.

8. The Second Appeal to the Audience: Credibility

This chapter further explains how students can appeal to credibility in their essays, focusing particularly on finding useful sources to quote.

A DISCUSSION: The Credibility of an Author

Review what is meant by *credible* (*believable, trustworthy*).

Ask your students what they believe gives an author credibility. How does an author gain credibility? What makes an author lose credibility? Discuss their ideas.

Gaining Credibility

Students read about how to gain credibility as authors. Clarify anything they don't understand.

B EXERCISE: The Best Way to Gain Credibility

Answers:

- edit carefully
- write with respect
- give your sources
- know your subject

Discuss other possible ways. Which do students think is most important?

Sourced and Unsourced Evidence

Students read about the difference between sourced and unsourced evidence. Clarify anything they don't understand.

C EXERCISE: Sourced or Unsourced?

Students read sentences and write whether each sentence is sourced or unsourced.

Answers:

1. unsourced
2. unsourced
3. sourced
4. sourced
5. sourced

D ACTIVITY: Food Security

Possible answers:

1. The main purpose of Wikipedia articles is to inform. However, sometimes (as in the second part of this one) the author(s) also seek to persuade the reader. The main thesis of the second part is that improving agriculture and reducing population growth is vital to achieving food security.
2. Picture, graph, statistics, media reports, quotes from organisations such as FAO, and opinions of experts such as the philosopher Peter Singer.
3. Discuss students' responses. The various sources make different appeals, and each is important. Statistics and quotes appeal to logic and credibility, while the picture of children appeals to emotion.

E BRAINSTORM: Finding Sources

Students work in pairs to identify where to find sources for each sentence.

Possible answers:

1. a cookbook or cooking website; a cook at a restaurant or bakery
2. the website of a health NGO; a publication from a local health group
3. an atlas; an encyclopaedia
4. a newspaper; a news website
5. a map; an atlas; a travel guide
6. the website or publication of an educational organisation
7. the website of a medical organisation; a memoir; a personal interview
8. an encyclopaedia; a Mon State sports website; a history book

F DISCUSSION: Some Sources are Better than Others

Students work in pairs to list reasons why some sources are better than others for our research papers. Give students five to ten minutes to work and then discuss their answers as a class. If possible, elicit some of the ideas in the text in the next section.

Strong Sources vs. Weak Sources

Students read what makes some sources stronger than others. Clarify anything they don't understand.

G EXERCISE: Identifying Bias

In pairs or groups, students decide if the following sources are likely to be biased, and why.

Possible answers:

1. Yes – the advertisers want you to buy the product.
2. Maybe – newspapers are supposed to be unbiased, but if the company pays them a lot for advertising, the newspaper may want people to buy the product so the advertisers will continue to pay for advertisements.
3. No – medical journals (usually) are trying to report unbiased advice for the medical and scientific community.
4. Probably not – the doctor wants the patient to get well, so would generally recommend the best treatment. However, some doctors give expensive or unnecessary treatment to make money, or are paid by pharmaceutical companies to promote certain medicines.
5. Yes – the company wants you to buy the product, so they will tell you positive things about it and may not report negative things.

H ACTIVITY: Which is the Strongest Source?

Working alone, students rank seven sources about HIV in India (1 is the strongest, 7 is the weakest). When students are finished ranking, discuss their answers as a class. If different students give different rankings, ask them the reasons they chose what they did. Rankings different from the one presented are possible.

Possible answers:

- 1 **B** is a strong source – it's a quote from an expert.
- 2 **E** is a strong source – the World Health Organisation is a respected, expert group, that tries to be unbiased in reporting facts.
- 3 **F** is a strong source – the BBC is a respected news group that tries to be unbiased.
- 4 **D** is a weaker source – it is only a student, not an expert. Also, the student visited two years ago, so the information may be old.
- 5 **C** is a weaker source, because the government might not keep accurate records, or might not want to admit that many people in the country have the disease.
- 6 **G** is a weaker source – we don't know who wrote this information, or whether it's true.
- 7 **A** is a weak source – Beyonce is an expert on singing, not an expert on HIV.

Multiple Sources

I BRAINSTORM: Consulting Multiple Sources

Groups list six possible sources of information. Ask one group to present their list to the class. Discuss the sources. Ask if other groups identified different sources. Discuss the merits and weaknesses of the various sources.

9. Grammar Review 3: Relative Clauses

This chapter reviews how to use relative clauses, with particular focus on the difference between essential and non-essential clauses.

Providing Important Detail with Clauses: *that, who*

Students read the information and examples about using *that* and *who* to make relative clauses that provide important detail. Clarify anything they don't understand.

Providing More Detail with Clauses: *which, who*

Students read the information and examples about using *which* and *who* to make relative clauses that provide extra information. Clarify anything they don't understand.

A EXERCISE: The Countries of the World

Answers:

1. that
2. which
3. which
4. that
5. who
6. which

B EXERCISE: Combining Sentences to Add Information

Possible answers:

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

C ASSESSMENT: Writing with Relative Clauses

Students write a short argument (one or two paragraphs long) on any topic, using at least five relative clauses, including all of the subordinating conjunctions studied in this chapter.

They then read it to their partner. If you like, have the partner read and correct any mistakes in the use of subordinating conjunctions before handing it in.

Mark their use of relative clauses; don't worry too much about their other grammar mistakes.

10. The Third Appeal to the Audience: Emotion

This chapter further explains how students can appeal to emotion in their essays, particularly through individual stories and the importance of "showing" rather than "telling." This chapter also briefly discusses the appeals of advertising.

A DISCUSSION: Two Paragraphs

In groups or as a class, students read the two paragraphs and consider the different type of appeal each makes.

Possible answers:

1. The first paragraph appeals to logic, using facts and numbers.
2. The second paragraph is personal, and focuses on a family's problems in daily life. It appeals to emotion.
3. Different audiences will prefer one paragraph over the other. The factual approach of the first paragraph may appeal more to people who read it as part of their work, such as an NGO worker or a doctor, or to people who believe in rational argument. The emotional approach of the second paragraph may appeal more to the general public, especially to young people.

The Importance of Emotion

Students read information on the value of using appeals to emotion in their essays. Clarify anything they don't understand.

B BRAINSTORM: The Many Emotions

Students work as a class to list all the emotions they can think of. This is brainstorming, so try to make a long list; it's OK to have synonyms (such as *happiness* and *joy*).

After listing, ask the students which of these emotions are most effective to appeal to? (Happiness? Hunger? Love? Fear? Desire?)

C DISCUSSION: Visual Appeals

Students look at advertisements in pairs.

Possible answers:

1. The one with the picture of the cigarettes relating to money, family and health is going to be more interesting to most people and will attract more attention. The other sign just tells us a fact that is not very interesting to read.
2. The first appeals to emotions. The second appeals to logic; it presents statistical information.
3. The first wants us to feel guilty and wasteful – if we stop smoking we will live longer and have more time with our families, and will save money. The second tries to make us feel fear, but offers some hope.

D ACTIVITY: More Visual Appeals

Go through the questions and example advert with the students.

Possible answers:

(1)

1. A woman, a man and a baby. The woman is white, the man is black, and the baby is Asian.
2. It is possibly saying that there are more important things than race. Maybe it also wants to show that racial harmony is possible, and that all people depend on each other – and, of course, that Benetton is a caring company that wants to promote a better world.
3. It shocks the audience and grabs their attention by showing an unlikely situation. If they believe in racial harmony, they may get warm feelings when looking at it. If they have racial prejudices, it may give them negative feelings, but may make them feel guilty about them.
4. People who care about racial harmony and might buy fashionable clothes.

(2)

1. A cheetah running and the Nike company symbol. We are told to ask the cheetah a question about speed.
2. The cheetah is a master who can tell us about speed. The Nike logo (or sign) is next to the word "master" so Nike is made to seem like as a master of speed as well.
3. It encourages awe and envy of the cheetah, and of Nike, which is compared to the cheetah.
4. People who want to look sporty, or do well in sports, or wear fashionable clothes.

(3)

1. An attractive woman, standing in a position to display the shape of her body, standing next to a bottle of beer.
2. Beautiful women will be attracted to men who drink this beer.
3. This advertisement uses sex appeal. It possibly compares the beer to a beautiful woman by putting them next to each other, at a similar size, so the audience is attracted to the beer as well as the woman.
4. Men who want to be attractive to pretty young women.

E DISCUSSION: Case Study – Hla Hla Win

Students read the story. Don't let them consult their dictionaries or ask you for vocabulary; a general idea will be enough for them to join this discussion.

Then discuss the questions as a class.

F BRAINSTORM: Finding Individual Stories

Students imagine individual stories that could be told for why a school needs computer science classes. In pairs, they list all the individuals they can think of.

Possible answers:

- *a young girl who wants to grow up to be a computer programmer*
- *a teenage boy who wants to get a good job to support his family*
- *a farmer who wants his daughter to have a better job than his*
- *a nurse who needs someone to work the computers at the clinic*
- *a teacher who wants to use the internet in his classes*
- *a teenage girl who wants to study on the Internet so she can go to university*
- *a grandfather who wants to learn to send emails to his grandchildren overseas*
- *a craftsman who wants to sell his wood carvings on the Internet*

Show, Don't Tell

Students read about the importance of "showing" instead of "telling." Clarify anything they don't understand.

G EXERCISE: Showing and Telling

Students write a companion sentence that shows instead of tells.

Possible answers:

1. Sharipov Tagay tries not to use a lot of water, because he wants to give the water to his children instead.
2. Hla Hla Win wants to play with her twin sister, but because of her heart disease, she can only sit and watch her sister playing.
3. In many poor communities, older sisters give up their own desires and go to work in factories, so they can earn money to send their younger brothers and sisters to school and give them a chance for a better life.

H ASSESSMENT: Emotions without Emotion Words

Students write a paragraph that creates an emotion without using emotion words. (For example, they may try to make the reader feel afraid, happy, sad, or hungry). Mark these on how well they describe an emotion, without stating it openly. Don't worry about grammar or spelling.

Get students to read their paragraphs to the class (or to a group if you have a large class). The rest of the class guesses what the emotion is.

11. Building a Strong Essay

This chapter discusses how to strengthen an essay with supporting points and evidence, and effective ways of organising it.

A DISCUSSION: Making a Persuasive Argument

Ask students what they feel would make an argument persuasive, what would make them support a person's opinion. Discuss.

Thesis and Supporting Points

Students read the text. Clarify anything they don't understand.

B EXERCISE: Related and Unrelated Points

Discuss the example with the students. Then they do the same for the theses on the next page.

Answers:

1. Our school also needs money for computers.
2. Most people like travelling.
3. Too many people are addicted to opium.
4. Many children use computers to play on the Internet.
5. 62.8 million people currently live in Thailand.

C EXERCISE: Adding Supporting Points

Students add a supporting point to each thesis in 11 B. In groups, students discuss their points, and make a group list for each thesis. Each group then presents one or two of their best points to the class.

Possible answers:

1. The history students want books about the history of Myanmar and Southeast Asia.
2. Foreign tourists bring in dollars, a strong currency.
3. Alcohol causes a lot of motorcycle accidents.
4. Scientists use computers for their research.
5. Thailand sells many products to other countries.

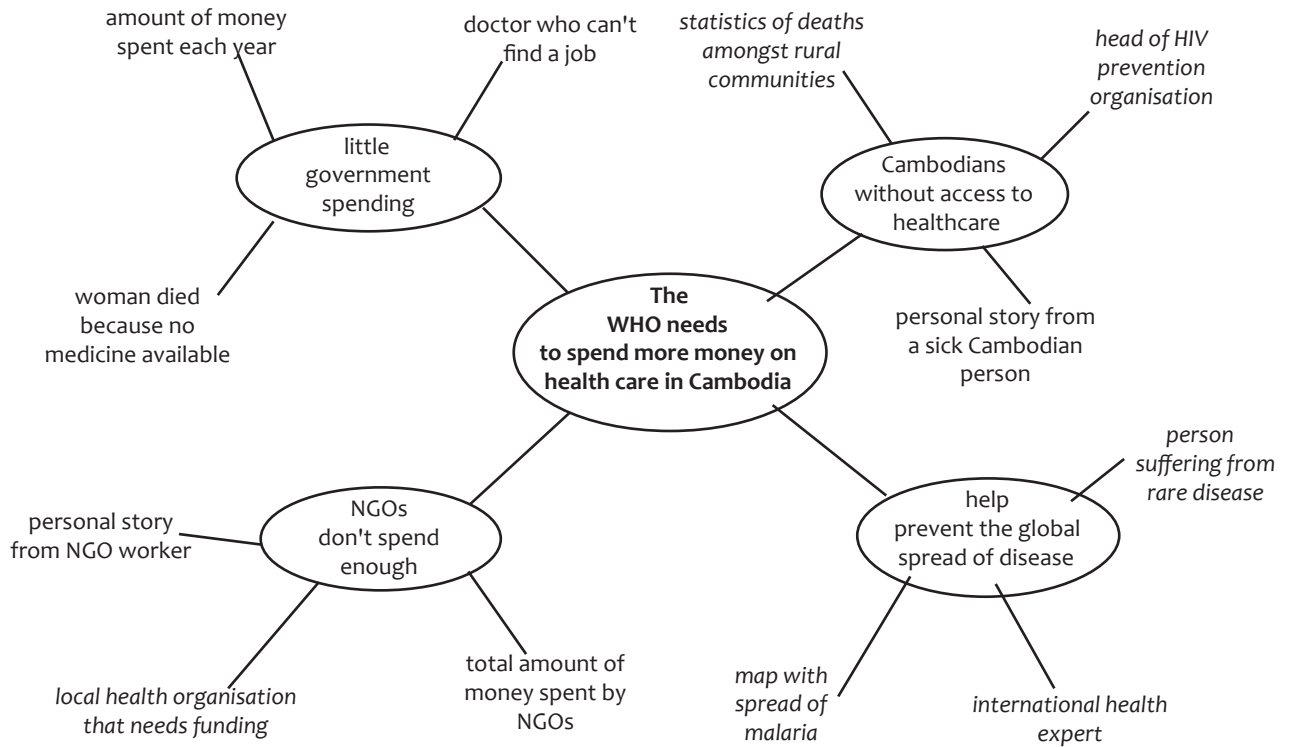
Mapping the Evidence

Students read about mind-mapping as a way of organising points and evidence. Clarify anything they don't understand.

D DISCUSSION: Health Care in Cambodia

Put the mind-map on the board and ask the students to add more points. Point out that the "little government spending" supporting point has evidence based on logic (amount of money spent), emotion (woman died) and credibility (doctor who can't find a job). Students should try to use each of the three kinds of appeal for each of the other supporting points.

Possible answers:



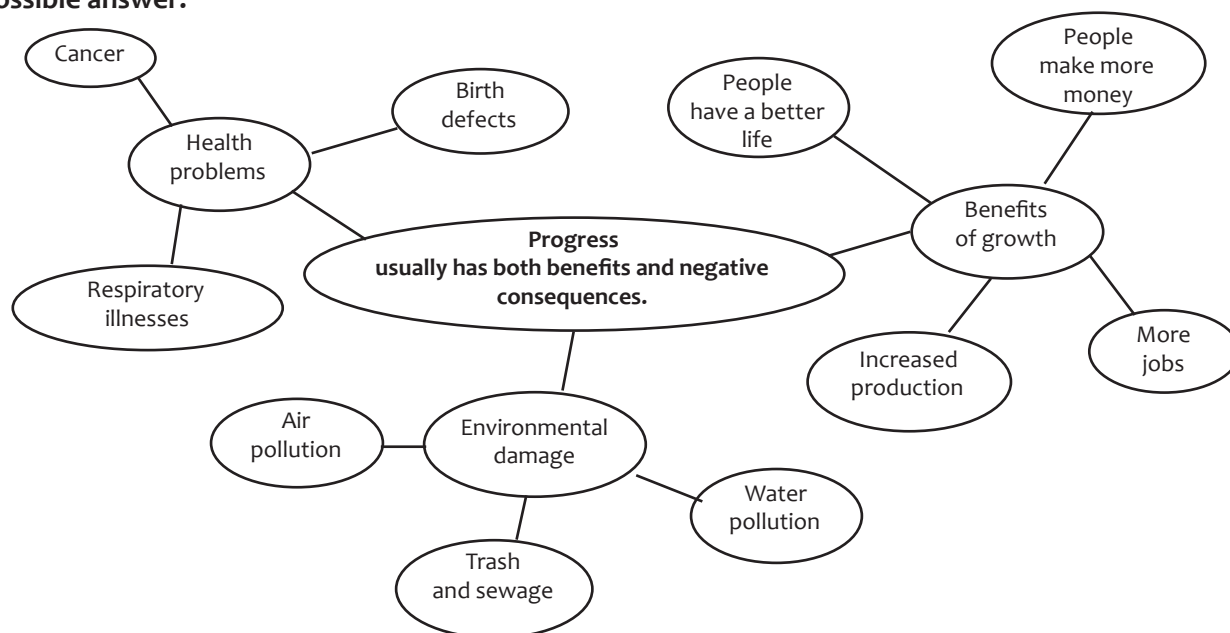
E DISCUSSION: Economic Growth and Pollution

Students read the persuasive essay on economic growth and pollution. Have them identify the thesis (that growth has not only benefits but negative consequences). Discuss their opinions about this topic. Discuss the essay and its arguments, and how persuasive it would be for different audiences.

F ACTIVITY: Reverse Mind-Map

Students draw a mind-map for the essay in 11 E.

Possible answer:



G BRAINSTORM: Making a More Complete Argument

First, elicit from students what kind of appeal the essay in 11 E uses. The answer is *logic* – the essay gives many reasons, but it gives no individual stories, and gives no outside sources, experts, or personal experience.

Students then work with a partner to list ways to include the other two appeals in this essay (appeals to emotion and to credibility).

Possible answers:

Appeals to emotion: *a story about people living in a slum in India surrounded by trash; about a Chinese family living in a big city who are sick with respiratory problems; about children with birth defects resulting from chemicals polluting their drinking water.*

Appeals to credibility: *statistics from the World Health Organisation on the number of days per year of low air quality in major cities; statement from doctors describing the health problems they see that are caused by unhealthy living conditions; numbers showing the increase of contaminants in drinking water.*

H ACTIVITY: Mind-Map vs. Mind-Map

Elicit from the class an issue that many people disagree about. Once the class has chosen an issue to discuss, divide the class randomly into two groups (or four groups if you have a large class). Ask one group to argue one side of the issue, and the other groups to argue the other side of the issue. Don't let the students change groups if they disagree with their "side". It's good persuasion practice for people to sometimes argue for the other side of an issue.

Each group will create a mind-map for their issue, with a thesis, at least three supporting points, and evidence for each supporting point. When the groups are finished, ask each group to present its mind-map to the class.

(Answers to activity I are on the next page.)

I ACTIVITY: Make Your Own Mind-Map

Students create a mind-map for an essay they might wish to write – they could use the essay they thought of in 2 C, or a new one. Some of the evidence may be difficult for them to write (because they haven't done their research yet), but encourage them to use their imagination. Help students as needed. When they finish, have them share their mind-map with a partner. Make sure students keep these mind-maps – they'll need them later.

12. Introduction and Conclusion

This chapter provides students with strategies for writing effective introductions and conclusions to their essays.

A BRAINSTORM: Introduction and Conclusion

Elicit the definitions of *introduction* and *conclusion* from the student, then elicit ideas of what makes an introduction and conclusion effective. List their ideas on the board.

Writing an Introduction

Students read some ideas of how to write effective introductions. Clarify anything they don't understand.

B DISCUSSION: The Best Introduction

Discuss which type of introduction students like best. Is there one they use more often than others? Are some more effective for different audiences than others?

C ACTIVITY: Introducing Our Mind-Maps

Students return to their groups from Activity 11 H and work together to write three interesting introductory sentences (or groups of sentences) for their topic. When they finish, they read their sentences to another group and ask the other group which sentence they like the best, and why.

D ACTIVITY: Introducing Your Essay

Students look back at their own mind-maps from Activity 11 I and write three ideas for an introduction to their essay. When they finish, they discuss these ideas for an introduction in pairs.

Writing a Conclusion

Students read some ideas for how to write effective conclusions. Clarify anything they don't understand.

E DISCUSSION: The Best Conclusion

Discuss which type of conclusion students like best. Is there one they use more often than others? Are some more effective for different audiences than others?

F ACTIVITY: Concluding Your Essay

Students look back at their own mind-maps from Activity 11 I and write three ideas for a conclusion to their essay. When they finish, they discuss these ideas for a conclusion in pairs.

13. Grammar Review 4: Colons and Semi-colons

This chapter reviews the proper use of the colon and semi-colon, focusing on common usage mistakes.

Using the Semi-colon

Students read about semi-colons. Clarify anything they don't understand.

A EXERCISE: Semi-colon or Comma?

Answers:

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 South America are Caracas, Venezuela; São Paolo, Brazil; and Santiago, Chile.
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

Students write two sentences using semi-colons to join two parts of a sentence, and two sentences using commas. Resolve any cases where students do not agree that the punctuation is correct.

Using the Colon

Students read about colons. Clarify anything they don't understand.

C EXERCISE: Correct or Incorrect?

Answers:

1. Incorrect – "Because she doesn't like to walk" is not a complete sentence. Use a comma.
2. Correct
3. Incorrect – "she doesn't like to walk" is the cause, not consequence. Use a semi-colon.
4. Correct
5. Incorrect – "My three favourite movies are" is not a complete sentence.
6. Correct
7. Incorrect – "When she came to the picnic, she brought" is not a complete sentence.
8. Incorrect – "My brother's hero" is not a complete sentence.
9. Correct
10. Correct

D EXERCISE: Semi-colon or Colon?

Answers:

1. America got its name not from the man who discovered it but the man who later drew the maps: 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. (A *semi-colon is also possible, but a colon shows that the increasing infection rates are a result of ignorance of prevention methods.*)

E ASSESSMENT: Semi-colons and Colons in a Letter

Students write a short letter about a change they would like to see in the class. Mark their use of colons and semi-colons; don't worry too much about other grammar mistakes.

Students might feel uncomfortable writing about this topic. However, it practises the important skill of expressing an opinion on a potentially sensitive issue in a manner that is frank but also respectful.

Feel free to reply to their suggested changes.

If they (or you) really don't want to write on this topic then of course you can change it to something else.

14. The First Draft

This chapter gives the students advice on how to write the first draft of their essay.

Putting It All Together

A ACTIVITY: The First Draft

Students write a first draft of a persuasive essay, using all the techniques they've learned so far: thesis, supporting points, evidence, the three appeals, showing vs. telling, specific vs. vague, etc.

This assignment should probably be done as homework, to give students all the time to think, research, and write that they need. While you may want to check if students have completed the assignment, don't mark the essays yet – the first draft is an opportunity for the students to experiment and make mistakes. In chapter 15, the students will use this draft to practise editing and revising their own work.

Encourage students to read the quotations from famous authors about writing a first draft. You can discuss them in class if you like.

15. Editing

This chapter gives the students a list of questions to help them revise their essays and provides a sample revision process for practice.

A BRAINSTORM: Editing Questions

As a class, brainstorm a list of things to look for when revising or editing an essay.

B ACTIVITY: Sample First Draft

Working alone, students mark the problems in this sample first draft. Encourage them not to look only for grammar and spelling but also for more important things, like a good thesis sentence, good supporting points, an interesting introduction and conclusion – in other words, all the elements studied so far.

Before students read the sample essay, elicit definitions of these key words:

ecosystem (n): animals, plants and their environments depending on each other

fragile (adj.): easily broken

treaty (n): formal agreement between nations

wilderness (n): environment in its natural state, untouched by humans

catastrophic (adj.): terrible, disastrous

C ACTIVITY: Review Questions

Working in pairs, students look again at the essay in 15 B and answer specific questions about it.

Answers:

1. Thesis: Antarctica should be declared a national park. It is quite a good thesis: clear, arguable, focusing on one point.
2. S1: Antarctica has a unique and fragile ecosystem.
S2: Antarctica's animals and plants are in danger.
S3: Antarctica's ice sheets need to be preserved.
There is some evidence for these point and some of it is supported. The two sentences about terrorism are irrelevant. The sentence about Chrissie Williams' dress is irrelevant.
3. Yes, the first sentence is fairly interesting, though not great. The first paragraph contains lots of different ideas; some are irrelevant. The sentence, "To preserve plant and animal life and to prevent more damage to the environment through global warming" states the major points and gives a "road map", but it is not a grammatically correct sentence.

4. There isn't a standard conclusion, but that's okay because it is a very short essay. Yes, it ends with a fairly strong sentence.
5. There are appeals to logic and credibility, but not emotion.
6. Yes, it uses credible sources, such as the New Zealand councillor and Andrew Mackintosh.
7. Yes: "Antartica" (spelling), "To preserve..." (grammar), "catastrophic" (spelling), "...warmer places, this would threaten..." (grammar), "...result of Mining..." (capitalisation).

D ACTIVITY: Sample Revision

Students read through a second draft of the essay from 15 B and identify all the changes they can find. They then discuss as a class why the author might have made these changes.

Answers:

- The whole essay is better organised. We are given a thesis: reasons why Antarctica is important and what should be done to preserve it. The first paragraph introduces the thesis and the last makes a recommendation.
- The first paragraph is more direct and irrelevant statements have been removed. It uses more significant sources to support its argument. It also makes a strong appeal to both emotion and logic: "But If Antarctica is to be preserved as a wilderness, we must also protect its most unique and fragile ecosystem. The best way to do this is to declare Antarctica a national park."
- Each paragraph contains one point supported by clear evidence, e.g. paragraph 2 is about preserving plant and animal life, and paragraph 3 explains the dangers of drilling for oil.
- The final paragraph concludes the essay with an appeal to emotion as well as logic: "Everyone who is concerned..."
- The grammar and spelling has been fixed.

E ACTIVITY: Getting Comments on Our Work

Students exchange their papers with a partner, and then read their partner's paper and write suggestions. Don't let the students only proofread for spelling and grammar – they also need to look for thesis, supporting points, evidence, appeals, and other persuasive strategies.

You may wish to do this activity more than once, or even several more times, giving each essay to three, four, or five readers. The more times each paper is read, the more suggestions the students will have for revising their work.

You may also wish to tell students that they're not required to follow all the suggestions of other student readers; they should think about each suggestion, but then they should decide for themselves whether a suggestion is good or bad for the essay they want to write.

F ASSESSMENT: Rewrite Your Essay

Now that each essay has been read by at least one other student, students use these suggestions to rewrite their essays from the beginning.

When they finish, collect their essays and mark them yourself. You may disagree with the theses of some essays, and that's OK – the important thing for this module is not *what* the students argue, but *how well* they argue.

If you mark the paper, assign 30% of their grade for organisation (thesis, supporting points, evidence), 30% for mechanics (spelling and grammar), and 40% for their use of persuasive writing strategies (the three appeals, use of sources, showing vs. telling, specific vs. vague).

16. Your Second In next page Essay

Now that the students have revised and completed their first full persuasive essay, this section can be used to guide further essay writing.

A ACTIVITY: Essay Topics

Students begin on a completely new essay, writing about one of these questions or an idea that they develop on their own. They create a thesis, supporting points, and evidence, and then write a first draft.

B ACTIVITY: Getting Comments and Suggestions

Using the questions in 15 C as a guide, students share their essays with two partners to gather suggestions.

C ASSESSMENT: Rewriting

Students revise their second essay and hand it in to you. Mark the essay as you did the essay in 15 F.

Ideas for Further Teaching

If your students wish to continue writing beyond these two essays, you can let them choose from topics from the list in 16 A or develop more ideas of their own. You might also ask them to find an essay by another student in the class that they disagree with and respond to it. Students might also look for newspaper and magazine articles and editorials to which they wish to respond, and then mail or email their persuasive responses to the editors of those newspapers. Newspapers often publish Letters to the Editor, and this would be an exciting opportunity for your students to see their work in print.

Finally, you might also ask students to write a response to one of their own essays from 15 F or 16 C, in which they take the opposite position to the one they previously argued. Though students often find this difficult, it can be excellent practice for their persuasive skills, and forces them to consider arguments from a different side.

