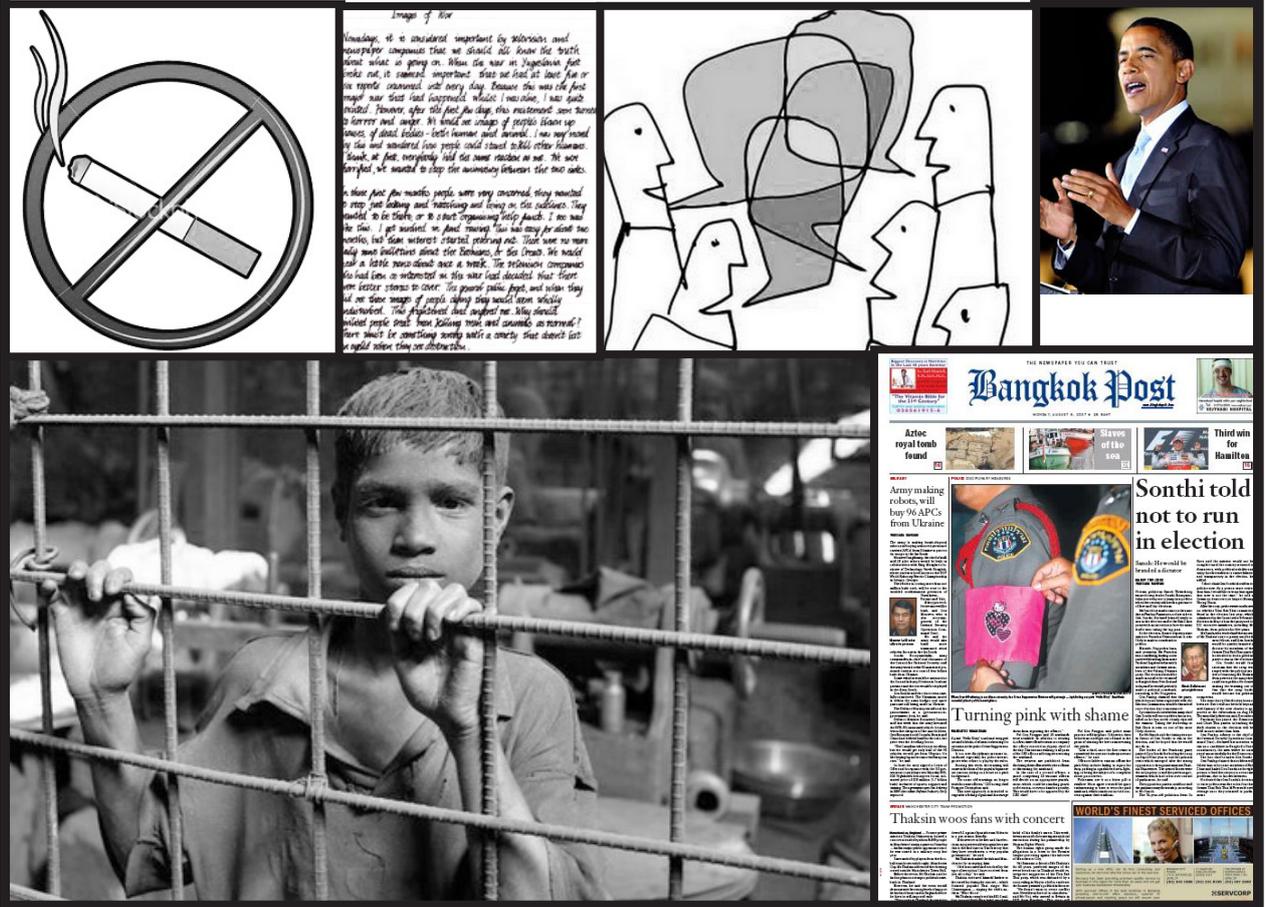




PERSUASION

The Skills you Need to Write Convincing Essays, Articles and Reports



An Intermediate Level Language Learning Resource

The Curriculum Project

Map of the Book

Page	Chapter	Language Structures and Functions	Skills	Tasks for Assessment
1	1. What is Persuasion?	defining persuasion	identifying texts that persuade; rank ordering; listing	
2	2. Thesis and Argument	statement sentence types	writing and evaluating precise thesis statements	2 C: Writing a Thesis Sentence
4	3. Grammar Review 1: Modal Verbs	modal verbs of probability and obligation; commands, suggestion and advice	suggesting, advising and commanding; identifying inferential meaning	3 E: Changes for the World
7	4. Audience: Who do we Want to Persuade?	pronouns; purpose and context of texts	identifying audience; identifying the writer's point of view	
10	5. The Three Appeals to the Audience: Techniques of Persuasion		persuading; writing notes for a speech	5 D: University Application
12	6. The First Appeal to the Audience: Logic	making specific and general statements	identifying subjective and objective statements; specifying; researching	
16	7. Grammar Review 2: Subordinating Conjunctions	complex sentences: subordinating conjunctions		7 F: Your Plans for the Future
18	8. The Second Appeal to the Audience: Credibility		identifying sourced and unsourced evidence; evaluating credibility; identifying bias	
24	9. Grammar Review 3: Relative Clauses with <i>That</i> and <i>Which</i>	complex sentences: relative clauses; using <i>that</i> and <i>which</i>	identifying essential and non-essential information	9 C: Writing with Relative Clauses
25	10. The Third Appeal to the Audience: Emotion	emotions; showing and telling	using emotion to persuade; analysing advertisements	10 H: Emotions without Emotion words
31	11. Combining the Appeals to Audience	essay structure; main and supporting points	identifying relevant and irrelevant points; mind-mapping	
35	12. Introduction and Conclusion	introducing and concluding	writing introductory and concluding paragraphs	
38	13. Grammar Review 4: Colons and Semicolons	using colons and semicolons		13 E: Semicolons and Colons in a Letter
40	14. The First Draft		drafting	
40	15. Editing	whole text organisation	editing and revising; conferencing writing	
43	16. Your Second Essay			16 C: Revising by Yourself

1. What is Persuasion?

Defining Persuasion

To persuade: (verb) 1. To make someone think the same way you do
Example: *The doctor persuaded the man to give up smoking.*
My friend persuaded me that global warming is the world's top priority.

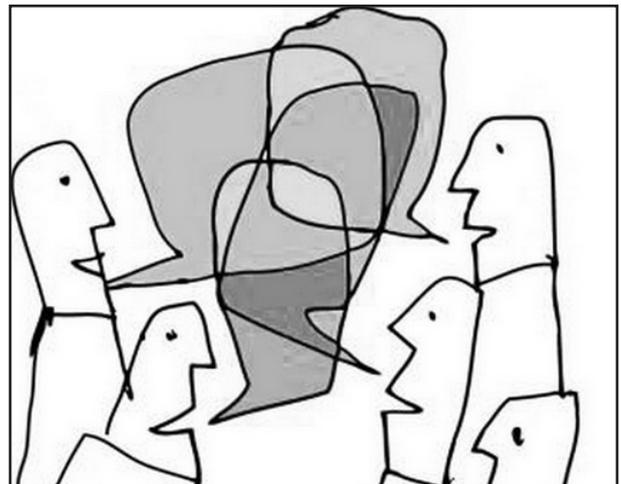
2. To get someone to do a thing you want them to do
Example: *The shopkeeper persuaded the woman to buy a bottle of oil.*
My mother persuaded me to become a monk.

Persuasive: (adjective) having the power to persuade.
Example: *He presented a persuasive argument for including health education in the school curriculum.*

Persuasion: (noun) the act of persuading.
Example: *She used persuasion to convince her son to go back to school.*

PURPOSE

Persuasion is one of the most important things you do when you speak. Sometimes we try to persuade for very important things, like asking someone to give money to our organisation, or asking a government to change a policy. Sometimes we try to persuade for very small things, like asking to borrow five baht from a friend, or asking our teacher not to give us homework. If we tell our sister that we are very poor, perhaps we are trying to persuade her to give us a little money.



If we tell our friend that the tea leaf salad at a nearby tea shop is very good, perhaps we are trying to persuade him to come to the tea shop with us.

1 A Brainstorm: A Good Speech

What makes a good speech? Make a list of features which persuade you most effectively.

Compare your list with two other students. Decide which five features are the most important. Rank them in order of importance.

1 B Activity: The Many Uses of Persuasion

1. The text above gives many examples of things that you might persuade people to do. List four of them.

Example: *To come to the teashop with us.*

2. What have you tried to persuade people to do (or to believe in) the last week? Did they do these things? List all the things that you can think of.

We use persuasion for different purposes in our everyday lives to:

1. give an opinion about something
2. show the positive or negative aspects of an idea
3. try to change someone's ideas or behaviour

Persuasion can be:

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

1 C Brainstorm: Types of Persuasion

Can you think of any other formats to persuade people? Add them to the table.

2. Thesis and Argument

What is a Thesis?

A thesis is:

- **your most important idea**
- **the center of your argument, either spoken or written**
- **the point of view you want to persuade your audience about**

For example, if I am writing to the United Nations Security Council (UNSC), my thesis might be 'The UNSC must condemn the use of terrorism.' If I were writing to my girlfriend to ask her to marry me, my thesis might be 'You should marry me because I will make you very happy.'

Why is a thesis important? If we try to persuade someone of many different and unrelated things in the same speech, letter or essay, our audience will be confused. If we argue for or against one main idea, our audience understands exactly what we want to say and our persuasion is clear. If you have more than one main point to persuade people about, you should write two essays or give two speeches.

How do we write a good thesis?

A good thesis is something not everyone agrees on.

A good thesis: The school needs to give us another classroom because with fifty-two students, our classroom is too crowded.

This statement has something to argue about. Do the students need another classroom, or not?

A bad thesis: There are fifty-two students in our classroom. The room is small.

This is a weak thesis because there are two factual statements with no connection between them.

A good thesis argues only one main idea: The school needs to give us another classroom because our classroom is too crowded with fifty-two students.

A bad thesis: Villagers in Karen State need to be educated about clean drinking water, and they should have schools to teach local languages.

This thesis has two ideas, not one. You can persuade people better if you separate these ideas into two essays. One essay can persuade the reader why education about clean drinking water is important, and the other essay can persuade about schools teaching local languages.

A good thesis: Villagers in Karen State need to be educated about clean drinking water.

This thesis only has one idea to persuade about. The essay will be much easier to construct.

A good thesis statement is specific, not vague.

A bad thesis: "The Matrix" is a very good movie so you should watch it.



This thesis is weak - it gives no reasons and so does not persuade very well. Why is it a good movie?

A good thesis: "The Matrix" has many exciting fight scenes and very clever writing so you should watch it.

This thesis is specific. It persuades the reader to watch the movie by giving two reasons.

A good thesis statement is narrow, not wide.

A bad thesis: Australia has a lot of problems.

This thesis is too wide. Australia is a very big country with many things to talk about. If you try to talk about unequal distribution of wealth, agriculture, the environment, education, and over population in the cities all in the same essay, your essay will need five hundred pages of evidence to persuade people on all of these points. This is too much for a short report or essay.

A better thesis: Australia has a lot of problems because of its climate.

This thesis is better. 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. Problems of unequal distribution of wealth or education can be left to another argument.

A very good thesis: The Northern Territory in Australia has a lot of problems in developing agriculture because of a difficult climate.



This thesis is narrow enough for a short essay or report. Because you are talking only about a specific problem (agriculture in a difficult climate) in a specific region (the Northern Territory of Australia), you can try to find specific evidence for that region that will be very persuasive.

2 A Activity: Good and Bad

List four things that make a good thesis, and four things that make a bad thesis.

2 B Activity: Rewrite the Thesis

Read each of the bad thesis sentences below. Find the problem with each thesis, and rewrite each into a better thesis. Don't be afraid to use your imagination.

Example: *George W. Bush was a bad president.*

This thesis is very vague. It can mean too many things. A better thesis is 'George W. Bush's war in Iraq created many problems for American soldiers.'

1. Motorcycles and cars create a lot of pollution in big cities.
2. The village school needs a new teacher, and the farmers need three new wells.
3. I think all graduates should serve as teachers.
4. Young parents have many problems.
5. Smoking cigarettes is bad for you.
6. You should eat lunch with me today, and you should do your homework.



2 C Assessment: Write a Thesis Sentence

Write a thesis sentence of your own. What do you want to persuade people about? Is your thesis statement specific, narrow, and arguing only one idea? Is it something people do not agree about? What evidence could you use to support your thesis?

3. Grammar Review 1: Modal Verbs

We try to persuade people about things that are matters of opinion. Therefore we need to explain how certain we are about an idea or to describe the probability of an action - if an action will happen, or if it will not.

Modal Verbs of Probability

A modal verb is added to the verb group to show the degree of probability or certainty.

We must be careful when riding a bicycle in heavy traffic.

We can drive faster when there is little traffic on the roads.

+ must, can, might, may, could

- may not, might not, could not (couldn't), cannot (can't) must not (mustn't)

Look at the examples on the next page.

Examples	Usage
They must be in Mandalay by now. She must have done well on the English test.	Use 'must' when you are 100% (or almost 100%) certain that something happened or is happening.
My little brother can be very annoying. In the mountains, evenings can be quite cold.	Use 'can' to describe something that is probable; that sometimes happens, but sometimes doesn't.
She might come this evening. Jessica may invite Paul to the party. Naw Lay Paw might have gone to France.	Use 'might' or 'may' to express an opinion that you think has a good possibility of being true.
Kyaw Win could be at work. Peter could have arrived late.	Use 'could' to express a possibility which is one of many. This form is not as strong as 'might' or 'may'. It is just one of a number of possibilities.
You can't be serious! They can't have worked all night.	Use 'can't' to express an opinion that you are 100% sure is NOT true. <i>The past form remains 'can't have done'</i>

3 A Exercise: Practising with Modal Verbs

Fill in each of these spaces with the appropriate modal verb from the examples above.

Example: Martha couldn't have flown (fly) to Bangkok last week. She's terrified of planes.

1. Where is Moe Myint? He _____ (be) at school. Classes begin at 8, and it's 8.15.
2. She _____ (think) that it is a good idea. It's crazy!
3. I'm absolutely sure! They _____ (arrive) yesterday. Their tickets are for today.
4. My computer class _____ (begin) on the fifth of September, but I'm not sure.
5. Salai _____ (go) to Singapore last week. His job there has already started.
6. My great-great-grandparents _____ (live) in Arakan State, but I think they lived in Mandalay.

Modal Verbs of Obligation

We also use modal verbs to try to persuade someone to change their behaviour.

An example is when giving advice:

You should give up smoking because it is bad for your health.

or when pointing out that someone has an obligation to do something:

You must help if you see an old person who has fallen on the ground.

Different modal verbs can be used for different purposes and to show different shades of meaning.

3 B Activity: How Strong is This?

Look at the following statements. Which statement is the strongest? Which is the least strong? How would you respond to each statement?

1. You could get up early to study for your exam. (*suggestion*)
2. You must get up early to study for your exam. (*command*)
3. You should get up early to study for your exam. (*advice*)

3 C Exercise: More Modal Practice

Fill in each of these spaces with the appropriate modal verb.

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*)

3 D Exercise: Gap-fill

Below is an argument written in an opinion column in a newspaper giving advice to Indian students who plan to go to America to study.

Fill in the gaps with the following modal verbs: *can, cannot, could, might, might not, may, may not, must, must not, should, should not*.

Difficulties in Studying Overseas

For many foreign students living in America, life _____ often be extremely difficult living far from the family networks of home. They _____ pay for rent and food as well as their school or university fees. These _____ be expensive in comparison with costs at home. Although some students _____ find part time jobs to earn some money, many others _____ find jobs. Those students who do work _____ have very little time to study and so _____ find it difficult to pass their courses. Those students who _____ have jobs _____ have more free time but _____ have health problems because of living in a crowded flat or having a poor diet.

Before students decide to study overseas, they _____ check that they have enough money for living expenses or that they _____ get a part time job. Students who have relatives overseas who can help them to find accommodation or a job _____ have an advantage because they _____ concentrate on their studies. Also their parents _____ worry so much about the health and well-being of their sons and daughters.

3 E Assessment: Changes for the World

Think of six important changes you want to see in the world. Write them as suggestions, advice and commands, using *could/couldn't, should/shouldn't* and *must/mustn't*.

Examples: *People could learn to understand each other better.*
Factories mustn't pollute rivers.

Write your own example of each type of persuasive statement.

4. Audience: Who do we Want to Persuade?

4 A Discussion: Audience

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

Thinking about Audience

When we are writing persuasively, we should always think 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 whom we want to persuade.

Before we start writing, then, we always need to think about our audience. Who are we trying to persuade? Are we writing for Burmese people, Thais, 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 change to meet the needs of our audience. A letter to our father asking for money will be very different from a letter to the United Nations asking for money!

Whenever we start a new piece of writing, or prepare a speech we must think: Who is our audience? 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 Americans may not even know the name.

We must also think about what kind of evidence will persuade our audience. 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 an injured child.

Remember, too, that audiences are often selfish. If we can persuade people that a problem affects them personally, they will be much more likely to listen to us.

4 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 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 Mae La refugee camp
6. An article in The Bangkok Post, an English-language newspaper in Thailand



4 C Exercise: Pronoun Reference

The following extracts come from President Barack Obama's Inauguration Speech made on January 21, 2009. He is primarily addressing American citizens, but he is also speaking to a wider, world audience. Look at how he uses the pronouns to construct relationships among Americans and the rest of the world. Underline all the pronouns and explain who they refer to.

Example: We remain a young nation. 'we' refers to Americans

We remain a young nation, but in the words of Scripture, the time has come to set aside childish things. The time has come to reaffirm our enduring spirit; to choose our better history; to carry forward that precious gift, that noble idea, passed on from generation to generation: the God-given promise that all are equal, all are free, and all deserve a chance to pursue their full measure of happiness....



To the people of poor nations, we pledge to work alongside you to make your farms flourish and let clean waters flow; to nourish starved bodies and feed hungry minds. And to those nations like ours that enjoy relative plenty, we say we can no longer afford indifference to suffering outside our borders; nor can we consume the world's resources without regard to effect. For the world has changed, and we must change with it.

4 D Discussion: Are Cultural Traits Blocking Progress in Burma?

The following article appeared in The Irrawaddy on-line journal.

Read the article and discuss the following questions:

1. Who wrote this article?
2. Who is the audience for this article?
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 Burmese person?

WEDNESDAY, JULY 29, 2009

Cultural Traits are Blocking Progress in Burma

By ADAM SELENE

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

Once when I had dinner at the house of my Burmese friends in Rangoon 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 Burmese 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 Burmese friend how to use the Internet and send e-mails. 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.

4 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? Work in pairs, and get ideas how you can persuade each of these parties.

Example: An old, unmarried man who hates children.

You 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 be better-behaved, and they will not bother him.

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



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

5 A Brainstorm: Guess the Appeals

In this chapter, we will look at three types of evidence used to persuade people. The first is an *appeal to logic*, where you use facts and reason to persuade people.

What are the other two?

Different Kinds of Appeals

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



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 separation is so useful that many writers still use it today, more than 2,000 years after Aristotle's death.

Appeals to logic are often the most important part of our argument. Whenever we appeal to someone's thought, we appeal to logic. Logic includes the following things:

- facts
- numbers
- specific examples
- cause and effect

For example, imagine that we are writing to the local health authority, and our thesis is 'our village needs a cleaner well.' We can add facts about dirty water carrying diarrhea. We can give numbers about the number of people in our village who have got sick, or even died, from the bad water; we can also

give numbers to say how many people die from bad water in our region every year. We can give specific examples of what people have got sick (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 our 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. Remember that you can be an eyewitness, too; we're all experts about our own lives.

Let's add an appeal to credibility to our example about the well. Maybe we can have a doctor look at the well and say what she thinks, because she is an expert about diseases. Maybe we can quote from a United Nations Report about clean water in our area. Maybe we can tell about our own experiences with the well, especially if we or other people that we know have got sick.

The last important part of our argument is **appeals to emotion**. Without emotion, our audience does not care 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 brains.

To continue our essay about the well, now we need to add some appeals to emotion. How can we do this? Perhaps we can talk about 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, but she works hard every day so her oldest daughter can go to university. This mother attends literacy classes, but now she has no time for these because she must walk six kilometers every day to another well, to get clean, safe water for her children.

When we add a story like this to our essay, even if the story is short, it helps our reader imagine the situation... and maybe our reader will care enough to listen to us.

So what appeal is most important? Logic is probably the most important. If our essay has no facts, but only sad stories, many people will not listen to us. But a good essay will include all three appeals. If we only give our reader a list of numbers, why should our reader care about what we say? Why would our reader remember? Also, if our essay has no credibility - if we cannot give any experts to support our numbers - no one will believe us.

We can best persuade our reader when we combine logic with credibility and emotion.

5 B Exercise: A Letter From America

Your friend Barbie has written you a letter from America. She is trying to persuade you that America's war in Iraq is a bad idea. Here are some things that she writes. Working with a partner, you must decide, what kinds of appeals are each of these - appeals to logic, appeals to credibility, or appeals to emotion? How do you decide?

Example: 'More than 655,000 people have died.' *This uses numbers - appeal to logic.*

1. 'I read a story today about a man whose children died when an American bomb fell on his house. He has cried for weeks, and doesn't want to eat.'
2. 'The war is causing many problems for neighbor countries.'
3. 'United Nations Secretary General Ban Ki-Moon said the war is a very bad idea.'
4. 'Movie star Matt Damon is against the war.'
5. 'My neighbor went to fight in the war. He said that the war is going very badly.'
6. 'The war has killed 4,000 American and British soldiers.'
7. 'The television showed some terrible pictures of Iraqi people who had lost legs to bombs.'

5 C Exercise: Mayor Bo Bo Wants Your Vote

Here is a speech from Mayor Bo Bo, who wants to be the mayor of your town a second time. 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. President Obama of the United States who wrote to me last week and said,
'People should vote for Mayor Bo Bo, so he can help you the same way his parents helped him!'
When I was mayor before, I helped the town in many ways. 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 the 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!

5 D Assessment: University Application

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

What evidence will you include in your essay? Can you find a way to include all three appeals?

Appeals to logic	
Appeals to emotion	
Appeals to credibility	

6. The First Appeal to the Audience: Logic

6 A Discussion: Objective and Subjective

In this part of the module, we will be talking about the words *objective* and *subjective*. Have you seen these words before? What do you think these words mean?

Defining Objective and Subjective

When we say that a statement is objective, we mean it does not depend on one person's thoughts or feelings. 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 count the students, and we will probably all agree on how many there are.

Many facts in social science can be considered objective. For example, on 30 January, 1948, Mahatma Gandhi was shot and killed in New Delhi, India. This is objective because it can be proven. Also, if I say that the population of Botswana (a country in Africa) is 1,639,833 people, I am speaking objectively. This number may be right, or it may be wrong, but if we all fly to Botswana and start counting people, someday we will agree on the answer. Many ideas in science are also objective. Scientists have tested them many times and agree that they are true or false.

Subjective is the opposite of objective. Subjective statements depend on someone's feelings or opinions. You can give evidence for and against subjective statements, but you cannot prove they are true or false.



Subjective statements often contain words like good/bad, beautiful/ugly, and interesting/boring. If I say “Student A is a better student than Student B,” I am speaking subjectively. Maybe Student A gives more correct answers on a test, but Student B speaks more often in class and works harder on her homework. Who is the better student? There is no objective answer – we can only give our opinions.

Many things people say about important issues are subjective. For example, if I say that Mahatma Gandhi was the best leader in the history of the world, you may agree or disagree. We can argue, but it will be difficult to reach one final answer. And although we can agree on Botswana’s population, if I say Botswana is a

beautiful, interesting, and important country, with many friendly people and tasty foods, I am speaking subjectively. I can say why I think these things are true, but I cannot prove them.

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.



6 B Exercise: Subjective or Objective?

Are these statements subjective or objective?

Examples: She has three children. *Objective.*

She is 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 is a brave and honorable man.
7. Girls are better at English than boys.
8. The female students in my class scored higher grades 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. Global warming is the most serious problem facing humankind today.
11. There have been at least four major ice ages in the Earth’s past.
12. Education is a pathway to a better life.

6 C Exercise: A Letter from Cambodia

Your friend Oo Meh is visiting Angkor, Cambodia, and she has sent you a letter. Read the letter to decide which of Oo Meh'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 was wonderful, but the best one was Angkor Wat. () Angkor Wat is surrounded by a 3.6 km wall, making it one of the largest religious buildings in the world. () Many of the walls have pictures showing important stories from the Hindu religion. () I climbed to the top and I watched the sunset. () It was an amazing sight. ()

The one big problem was that sometimes the temples were very crowded because this city is very famous. () Almost one million tourists come to Angkor every year. () The monuments should be carefully monitored so that they are not badly affected by people tramping all over them. (). For example, People write graffiti on some temple walls, but nobody stops them () Tourists coming to see Angkor Wat are very selfish. () The local government should limit the number of visitors in order to preserve Angkor Wat for future generations of Cambodians. ()

I hope you can visit here someday

Yours truly,

Oo Meh

6 D Brainstorm: Your Classroom

Working in groups, make a list of all the objective things you can say about your classroom. Now make a list of all the subjective things you can say about your classroom. Which list is longer?

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

Specific Examples

When we write, it's important to give specific examples for every general statement. If I say that a boy is very rude, this is not very persuasive. Maybe I think the boy is rude, but maybe someone else thinks the boy is polite. If I want to persuade people, I need to give specific examples of the boy being rude.

Here you can see that we started with a subjective statement - 'The boy is very rude' - and then we gave objective evidence; stories of his mother, his teacher, and a beggar. The more specifics we can give, the more we can persuade people.

Now imagine that you have a friend named Nai Soe. You want to persuade people that Nai Soe is very kind. (This is your thesis.) Now you want to find specific, objective evidence that he is kind.

General statement: *Nai Soe is very kind.*

More specific: *Nai Soe gives money to his neighbors. Nai Soe looks after sick animals. Nai Soe never gets angry.*

These sentences are a little more specific. But let's see if you can be even more specific.

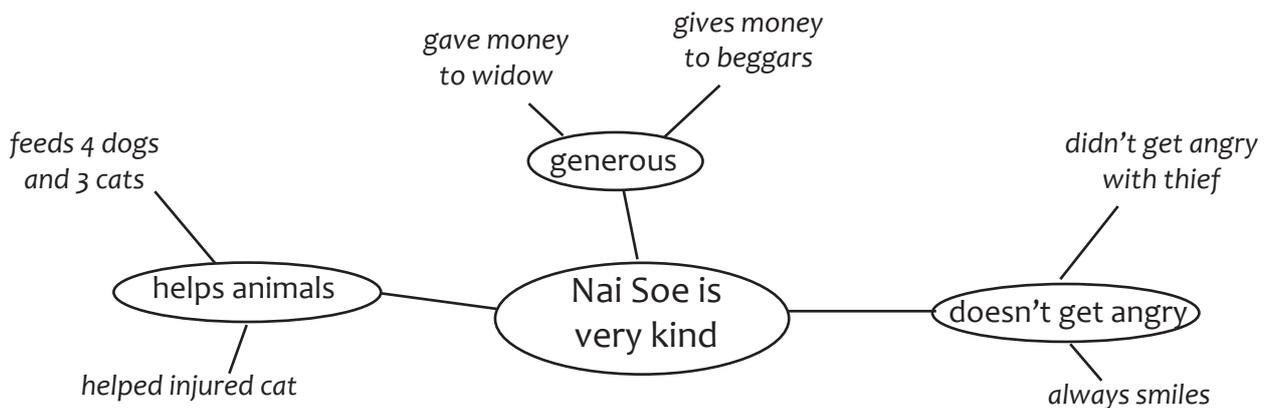
Good, specific evidence: *Nai Soe gave money to the widow who lives next door, so the widow could buy rice for her children. Nai Soe never walks past a beggar without giving him money.*

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 the day a thief stole some money from his shop, Nai Soe did not get angry. He said, 'Maybe the thief needed the money more than I do.'

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

Sometimes we can also draw our evidence in a web, like this:



6 E Exercise: Specific and General

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 8th 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 much the same warming since 1860. The data from these show an average surface temperature increase of about 0.74 °C during the last 100 years.
6. Many scientists have measured the temperature of land and sea and have concluded that there is some global warming.

6 F Exercise: Doing the Research

To give specific evidence, sometimes we need to do research. Research means looking in books and other places to find more evidence for our essay. Where can we go to find facts and numbers to include in our essays? List all the ideas you can think of.

Example: *Encyclopedias, the internet, newspapers...*

Here are some statements from an article about elephants in Southeast Asia. Where could the writer find evidence to support these statements?

1. Wild elephants are endangered because there is less space for them to live in.
2. There are approximately 45,000 wild elephants left in Asia.
3. Asian elephants grow to be 2-3.6 metres tall.
4. In India, wild elephants are a problem for farmers as they damage crops.

7. Grammar Review 2: Subordinating Conjunctions

7 A Brainstorm: How Many can you Think of?

What is a subordinating conjunction? Can you give an example? Work as a class to list as many subordinating conjunctions as you can.

Subordinating Conjunctions and Their Uses

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

We go to the river. We always take our swimsuits.

We can use the word 'when,' a subordinating conjunction, to show the relationship between them. A sentence like this is called a complex sentence:

When we go to the river, we always take our swimsuits. or
We always take our swimsuits when we go to the river.

Many subordinating conjunctions can be used to show a time relationship:

after, before, since, until (till), when, while

Exercise 7 B: Time Conjunctions

Match each of these 'time' conjunctions to its correct definition.

- | | |
|-----------------|-------------------------|
| 1. _____ before | a. later in time than |
| 2. _____ until | b. earlier in time than |
| 3. _____ since | c. up to the time that |
| 4. _____ while | d. from then till now |
| 5. _____ after | e. during the time that |
| 6. _____ when | f. at the moment that |

More Subordinating Conjunctions

We use other subordinating conjunctions to show a relationship of cause and effect:

because, since, so 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 both mean the same thing as *because* when we use them as subordinating conjunctions. That means that *since* can mean two things on this list: 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)

Another set of subordinating conjunctions shows opposition or contrast:

although, though, even though, whereas

- Examples:** *I went to the party, although I was really tired.*
Even though I studied very hard, I failed my exam.
Many Christians eat pork whereas Muslims and Jews regard pork meat as unclean.

The last type of subordinating conjunction shows condition (things that will only happen if other things happen, or don't happen):

if, even if, unless, whether or not

- Examples:** *If I won a million dollars I would travel around the world.*
It doesn't matter to me whether you like my dress or not. I will wear it anyway.
The festival will take place unless it rains heavily. If it does, we will postpone it until next week.
I will buy a computer even if I have to sell my motorbike.

7 C Activity: Choose a conjunction

Choose the best conjunction to complete each sentence.

1. Yao Ming is a terrific basketball player _____ he is very tall.
a) *if* b) *whether or not*
c) *because* d) *whereas*
2. I don't care _____ it rains. I'm going out anyway,
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. Airplanes 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*

7 D Activity: Define the Conjunctions

How many of the conjunctions from 7 B can you define? Work in groups.

Word order

We can sometimes change the order of the clauses. Look at the difference in emphasis between these two sentences: In the first sentence, Mary's strength is more important than her shortness.

Although Mary is short, she's very strong. Mary is very strong, although she's short.

7 E Exercise: Making Complex Sentences

Rewrite each of these pairs of simple sentences, making them into complex sentences. Choose the subordinating conjunction you think fits best. You might have to change the order of the sentences.

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. (*because/even though*)
4. The fans are unhappy about ticket prices. They love to go to football games. (*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 kick-box tomorrow. (*unless/if*)

7 F Assessment: Your Plans for the 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

8 A Discussion: The Credibility of an Author

When you read an article in a magazine or newspaper, what are some things that give the author 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 writers. Are we writing in a way that will make people believe that we are good people to listen to? 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 also. Merlin Peabody says that the people who disagree with him are stupid and wrong. 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 the 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 books, websites and newspaper articles on the subject.

Which author do you think you will believe? Unless you already have strong feelings about the subject, you will probably 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 your writing, check it for mistakes, or even better, have a friend check it. 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**. We don't have to be scientists or professors, but if we want people to believe us, we need to understand the things we're writing about. If our reader finds a factual mistake in one part - maybe we make a mistake about the number of people in a town, or the year something happened - the reader will be less likely to believe us about anything else. We also need to use the right words for our subject. Many subjects, like law, science and sports have their own words to describe different things (jargon or terminology). 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.

8 B Exercise: The Best Way to Gain Credibility

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

Sourced and Unsourced Evidence

Whenever we give evidence to a reader, we should present the source as well. If it is a number, we want to say where the number came from. If it is a quotation from a famous person, we need to tell the reader where we found the quotation. If we tell the reader where we found it, this is sourced evidence.

Examples: *'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 downloaded 4.12.2009

In her book called 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.

The other kind of evidence is unsourced. Unsourced evidence can be a problem, because the reader cannot check to see if it is true. Look at the following examples. How could we find out if it is credible or true?

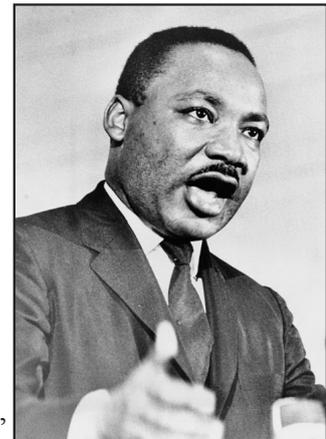
Example: *Elephants in Thailand will soon be extinct, as 50 Elephants are killed every week.*

You cannot know if this statement is true or not, because you don't know where this number was found. In this case, this number isn't real - it was invented. This is the problem with unsourced evidence.

8 C Exercise: Sourced or Unsourced?

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

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. Japan's prime minister is becoming less popular.
5. Measles vaccines will be available to everyone in the near future.
6. Nigeria's 2006 census says that the country has a population of more than 140 million.
7. 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.'
8. The website Wikipedia describes Haruki Murakami's books as humorous and enjoyable.
9. An increasing number of Iraqi refugees have been moving to Sweden.
10. Gandhi once said 'I like your Christ, but I do not like your Christians. Your Christians are so unlike your Christ.'



8 D Activity: A Call to Action

Below you'll find an extract from *Wikipedia*, a multilingual, Web-based, free-content encyclopedia project based mostly on anonymous contributions. While you need to be careful how you use it, *Wikipedia* can often provide a very useful summary of complex ideas. Always check the sources of information and ask yourself - how reliable is the information?

Read these extracts.

1. What is the thesis of the text?
2. What sources are used to support the thesis?
3. Which do you think is the most useful source in the argument?

Food security

From *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 (a cable news channel based in the United States) 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 irregularly due to varying degrees of poverty (source: Food and Agriculture Organisation, 2003). As of late 2007, 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 have pushed up the price of grain. Food riots have recently taken place in many countries across the world.

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.



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



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

Data source: *World Resources Institute*.

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 people such as the philosopher Peter Singer, have also come to this conclusion and advocate improvements in agriculture, and population control.

8 E Brainstorm: Finding Sources

Chit Ko Ko is writing a report about Mon State. He wants to make all his evidence into sourced evidence, but he doesn't know where to go to find sources. Where can he look to find the following information? Work in pairs and think of all the answers you can.

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 Moulmein
5. the distance between Moulmein and Rangoon
6. the number of Mon children in school
7. a description of conditions inside Moulmein prison
8. the year that the Mon Unity League was formed

8 F Discussion: Some Sources are Better than Others

Remember that not all sources are equally good; some sources will be more persuasive than others. What makes a strong source for our papers? 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 try to quote ecologists (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, on the other hand, is written by someone who is not an expert. Be careful when using web pages. The internet has created opportunities for many more people to publish material than was possible when we had only printed material. Check the credibility of the information on websites carefully.

Also, unbiased sources are usually stronger than biased sources. Biased means that the author has a personal interest in the argument. 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, will probably 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. Sometimes what is left out is how some information becomes biased.

Exercise 8 G: Identifying Bias

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

1. A newspaper advertisement for medicine to cure indigestion.
2. A medical journal describing independent research which has tested a new medicine on 100 patients.
3. A doctor treating a patient for indigestion and recommending medicine.
4. A pharmaceutical company which makes a more expensive medicine to cure indigestion.

Activity 8 H: Which is the Strongest Source?

Imagine that we are writing a report persuading someone to give money to help fight tuberculosis (TB) in Burma. We've found six 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 tuberculosis researcher
- c. _____ TB statistics from the Burmese government
- d. _____ a quote from a medical student who visited Burma two years ago
- e. _____ TB statistics from the World Health Organization (a United Nations group)
- f. _____ a news article from the BBC (the British news)
- g. _____ TB statistics from an unknown website

Brainstorm 8 I: Remember that YOU are an Expert Source

What is the one thing that we're all experts about? Some of us may be experts at caneball, or cooking chicken curry, or finding information on the Internet, but there is one subject that we are all experts in: our own lives. Maybe we've lived in a village, or a factory, or a refugee camp; this makes us strong sources for all of these areas, because we know them from our own experience.

What things are you an expert source in? List as many things you can

Example: *I am an expert source in growing mangoes and durian, living in a village in Karen State, being a Muslim, cooking beef curry, playing football...*

9. Grammar Review 3: Relative Clauses with *That* and *Which*

Essential and Non-essential Information

Sometimes in writing a sentence, it's helpful to add extra information with a relative clause. For example, you can join two sentences like these:

The dog bit the man. The dog is running in the yard
The dog that bit the man is running in the yard.

If we are adding information that is essential - information we can't understand the sentence without - we always use 'that' to begin the relative clause:

Here is the book that you need.

In this sentence, we must use 'that,' because we are talking about a specific book, the one 'that you need.'

The key that opens this door is above the stove.

In this sentence again, we can't use just any key; we need one specific key, the one 'that opens this door.'

Sometimes we have information that is just extra information; if we take it out, the sentence still means the same thing. For these non-essential clauses, we use 'which,' and we add commas around them.

My truck, which is blue, is very fast.

Here, it's not important that the truck is blue; even if we didn't have this clause, we could still understand the sentence - the truck is very fast.

His dog, which eats rice every morning, is very well-behaved.

In this sentence, the fact that the dog 'eats rice every morning' is only extra information; the important thing is that the dog 'is very well-behaved.' Therefore, we use 'which.'

So remember these rules:

Clauses with 'that' are essential and have no comma.

Clauses with 'which' are non-essential and are separated by commas.

9 A Exercise: Essential or Non-essential?

Read the following sentences. Are the underlined relative clauses essential or non-essential? How do you know?

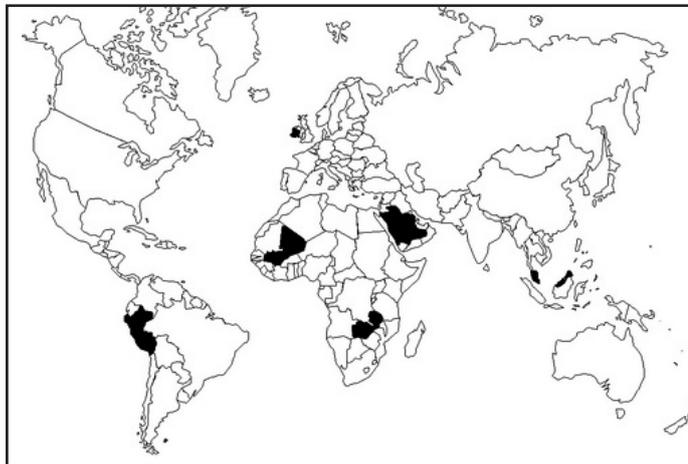
1. He wanted me to help him paint a fence, which didn't sound like fun.
2. He also wanted me to help him fix the gate that the pigs broke.
3. The book, which had a gold cover, lay beside the telephone.
4. The bicycle that Naw Paw Htoo is riding needs more air in the tires.
5. Daniel has the key that fits this lock.
6. Myint Myint San's dog, which has eaten three of my shoes, needs better training.

9 B Exercise: The Countries of the World

Complete the following sentences by adding 'that' or 'which.' Don't forget that you may need to add commas.

Example: Bangladesh, which has a population of 150 million people, is one of Earth's most crowded countries.

1. The country _____ Mr. Kunda likes the best is Zambia. It is his home.
2. Ireland is famous for its beer and whisk _____ is 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 meters tall.
5. The Petronas Twin Towers _____ were completed in 1998 are Malaysia's tallest buildings.
6. The country _____ exported the most oil in 2006 was Saudi Arabia.



9 C Assessment: Writing with Relative Clauses

Write an argument (two or three paragraphs long) on any of the topics you have discussed so far in which you use at least five relative clauses. Remember to use both *that* and *which*. Your story can be about anything you want, so use your imagination. When you have finished, read your story to a partner.

Example: *A vaccine that prevents the spread of measles will significantly improve the health of children. Measles, which is a dangerous disease, has the potential to become an epidemic unless prompt action is taken by health authorities.*

10. The Third Appeal to the Audience: Emotion

10 A Discussion: Two Paragraphs

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

1. Which do you prefer?
2. Is there a difference in the type of appeal to the audience?
3. What audience would find each text the most persuasive? Which text would appeal most? Why?:
 - to a representative of an NGO?
 - to someone reading a website and thinking about donating some money?
 - to a medical doctor?
 - to a 12 year old girl writing a report for homework?

Paragraph 1:

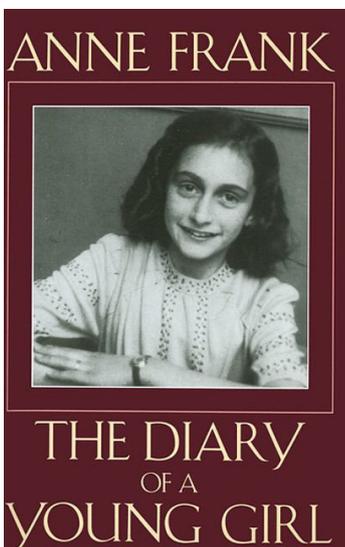
People in many parts of the world have difficulties finding clean water for drinking and washing. More than 2.6 billion people – forty per cent of the world’s population – lack basic sanitation facilities, and over one billion people still use unsafe drinking water sources. As a result, thousands of children die every day from diarrhea 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 diarrhea every year. Many of these deaths are preventable, if only these people had clean water for drinking and washing. This is why the United Nations must give more money to projects for clean water, to help people like these.

Paragraph 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 lots 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 diarrhea.’ 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 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.’ This is why the United Nations must give more money to projects for clean water, to help people like these.

The Importance of Emotion

As you can see, adding individual people to our argument can make the argument much more persuasive. Logic may help persuade our reader that we’re right, but it is emotion that will make the reader care enough to help us. People see a thousand numbers and facts in their newspapers every day, but if they read a good story, this can touch their heart and make them remember. In other words, if people read in their newspapers that a thousand people are having problems they may be interested, but this fact will only appeal to their brains. However, if we can tell them the story of just one of those people, and make that person very real to them, then we can appeal to their emotions. The problems will become much more real to them, and perhaps they will be interested enough to take action.



For example, we are writing an essay about the Holocaust, and 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, other countries, or immigrants, and try to make their audience feel afraid of these things. Advertisements appeal to fear also, both big fears and small fears: 'If you don't buy one of our locks for your door, a criminal could kill you in your sleep!' 'If you don't buy our shampoo, your hair will never be pretty'

Finally, advertisements and web pages often use photographs and pictures to appeal to our emotions. In advertisements for food, we often see big, tasty pictures of the food - this is an appeal to your tongue! Advertisements for clothing or make-up often use 'before and after' pictures - the sad girl or boy who does not buy the product, and the happy girl or boy who does buy the product. Almost all advertisements make sure the actors and actresses in their television adverts or photographs are very handsome or very beautiful. This is a kind of appeal to emotion called 'sex appeal.' Advertisers like sex appeal because they know people like to look at handsome men or beautiful women. The advertisements want us to think that if we buy their products, we will have a beautiful girlfriend or handsome boyfriend also.

10 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? Why?

10 C Discussion: Visual Appeals

Discuss these two advertisements.

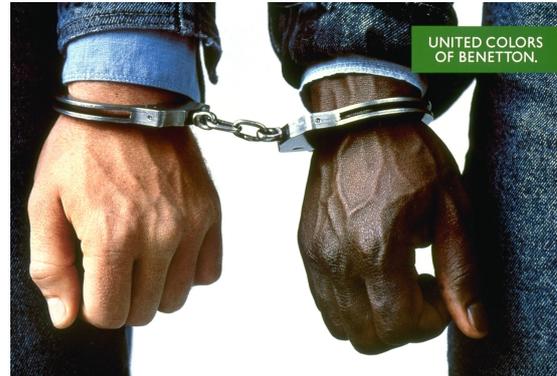
1. Which of these anti-smoking advertisements is most persuasive?
2. Which is most likely to make a smoker stop and think about quitting?
3. What kind of appeal does each advertisement make?
4. What kind of emotions do you think these advertisements want to make you feel?



10 D Activity: More Visual Appeals

Look at these advertisements. What emotions are these companies trying to make you feel? They are not just selling clothes but also an attitude, a set of values. Discuss what these might be. Why do these advertisers use these images?

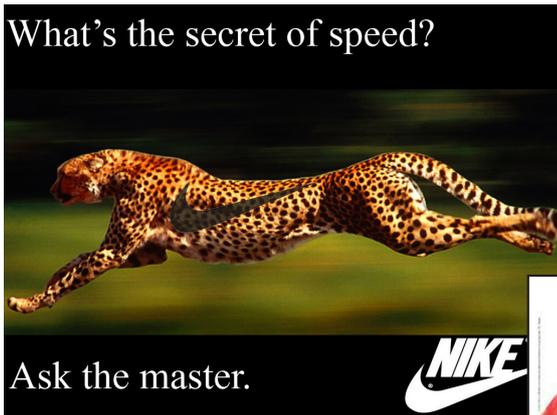
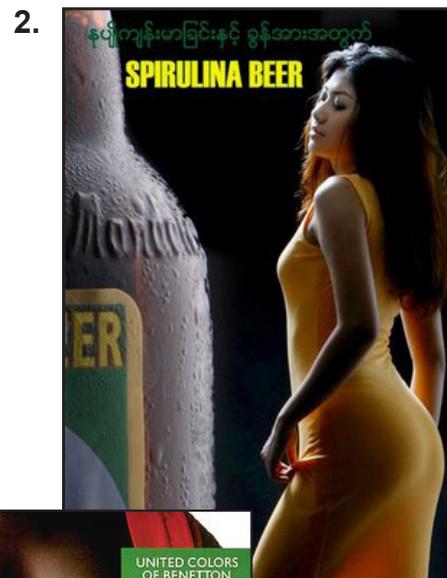
- Example:**
- What can you see?
Two males from different races wearing identical clothes handcuffed together.
 - What does it mean?
Humans are tied together and we have many more similarities than differences.
 - How is emotion used?
We are made to feel the same about each man regardless of his race or colour.



(Benetton is a clothing company)

Answer these questions about these 3 advertisements.

- What can you see?
- What does it mean?
- How is emotion used?
- Who is the audience for this advertisement?



(Nike makes sports clothing)



(This is also a Benetton advertisement)

10 E Discussion: Case Study: Ma Lar Nyein

On the next page is a story from the Burma Children's Medical Fund website, asking for money to help a sick child. As you read, think about these questions:

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

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

Ma Thiang Sein and her husband U Nay Min 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

Mar Lar Nyein and her twin sister were born at Mae Sot Hospital, as the family lives nearby. It was a normal delivery, but Mar Lar Nyein 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 Mar Lar Nyein sits, sad and still, too tired even to eat.

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

In March, the parents came to Mae Tao Clinic, where Mar Lar Nyein was given oxygen, vitamins, iron, and other added nutrition. The Clinic diagnosed her with heart disease, but cannot treat it. For treatment, the family needs money to pay for surgery at Chiang Mai public hospital. This will cost about US\$5,000. Without the surgery, Mar Lar Nyein is unlikely to survive.

Mar Lar Nyein'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 provide the money for their daughter to be able to have the treatment she needs and the chance to live.

10 F Brainstorm: Finding Individuals

Imagine that you are writing a report or making a speech persuading the local Microsoft representative that your local school needs computer science classes and that they should donate five computers. We already have statistics, logical reasons, and quotes from several experts, but now we need to find a way to add emotion to our argument. What individual stories can we add to our 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

It's very important in our writing to always try to show our reader things instead of trying to tell our reader things. This is true in all of our writing, but particularly when we write about emotion. Look at these two sentences:

1. *Typhoon Parma created a lot of problems in the Philippines.*
2. *Many distressed people had to flee from their flooded villages when Typhoon Parma hit the Philippines.*



Sentence #1 isn't bad, but it isn't very persuasive, either; it's vague, instead of specific. Sentence #2 is much more persuasive and surprising for the reader, because it gives specific evidence. The visual image is also important in communicating the message. Now look at these two sentences:

3. *Switzerland should be proud to be a very good country.*

4. *Switzerland produces the world's best banks, best clocks, best chocolates, and best ski resorts, and it has been at peace with its neighbors for more than five hundred years.*

Which do you think is more persuasive? Probably Sentence #4, as it gives good, specific evidence for why a Swiss person might be proud of their country. Instead of just telling that they are proud, Sentence #4 shows you why they are proud of Switzerland, and this makes the sentence much more persuasive.



So, when you write about emotions, try not to use emotion words. Show instead of tell, and your essay will be more persuasive.

Exercise 10 G: Showing and Telling

Below you'll find pairs of sentences. In each pair, one sentence *tells* about an emotion, and one sentence *shows* an emotion. Underline the sentence that 'shows.'

Example: *You should be very afraid of criminals.*

Imagine that after you go to sleep tonight, a man will walk quietly into your room, open all your bags, and stand over you with a knife.

You should underline the second sentence.

1. Peter's life is sad because he lives alone.

Every evening, Peter returns to an empty house, eats dinner alone at his table, then sits in his chair and watches the people out on the street.

2. Ma Lar Nyein wants to play with her twin sister, but because of her heart disease, she can only sit and watch her sister playing.

Ma Lar Nyein's situation is very sad.

3. Sharipov Tagay is a generous man.

Sharipov Tagay tries not to use a lot of water, because he wants to give the water to his children instead.

4. Indians should be proud of their country, and they should be happy that they live there.

India is the world's largest democracy, with a growing economy and increasing standards of living.

10 H Assessment: Emotions without Emotion Words

Write one paragraph that will give your reader a certain emotion. Maybe the paragraph will make them sad for someone, or happy for someone, or angry at someone, or proud of someone - 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. Combining the Appeals to Audience

11 A Discussion: Organization

What are some ways to organize an essay? Discuss as a class.

Thesis and Supporting Points

We've already talked about how to write a good thesis (the main idea of your essay) - but what comes next? Imagine cutting your thesis into three or four smaller pieces - these are your supporting points. After we write a thesis, we'll want to work on these. Supporting points are ideas that help prove the main idea; these points are smaller, and easier to prove, but when we add them all together, our reader will hopefully believe our thesis, too. Usually you should have at least three supporting points, but it's always OK to have more than three.

Say, for example, that our thesis is this: The World Health Organization needs to spend more money on health care in Burma. First, we need to think about our audience. For this essay, our audience is probably the leadership of the World Health Organization - medical experts from different countries. What kind of evidence will persuade this audience? Our supporting points might look something like this:

1. *The Burmese government spends very little on health care.*
2. *NGOs don't spend enough on health care in Burma, either.*
3. *Therefore, many people in Burma don't have access to health care, and this causes a lot of suffering.*

For our fourth point, we'll want to think about our audience a little more. When persuading people, it's always best to convince them that what we want is good for them as well. So how does Burmese health care help people in other countries?

4. *Spending money on Burmese 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 we can prove with specific evidence.

When thinking of supporting points, it's important to always choose points that are related to your thesis. You don't want to start persuading about something new halfway through your essay.

11 B Exercise: Related and Unrelated Points

Below 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: 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.*



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 the men come home drunk, they beat their wives.
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.

11 C Exercise: Adding Supporting Points

Look again at the five theses in Exercise 11 B. Now each thesis only has two supporting points. Think of a third supporting point for each thesis. In groups, discuss your points. Don't be afraid to 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 a peaceful change from the Apartheid (racist) white government to South Africa's first multi-racial government.*

1. **Thesis:** Our school needs more money for books.
2. **Thesis:** Tourism is good for the economy.
3. **Thesis:** Alcohol should be illegal in our town.
4. **Thesis:** Computer training is important for many jobs.
5. **Thesis:** Thailand has a strong economy.

Mapping the Evidence

So now we have a good, strong thesis - The World Health Organization needs to spend more money on health care in Burma - and four strong supporting points to go with it. The next step is finding our evidence.

When we add evidence to our papers, 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 as evidence for each of our supporting points. Let's look again at our first supporting point:

The Burmese government spends very little on health care.

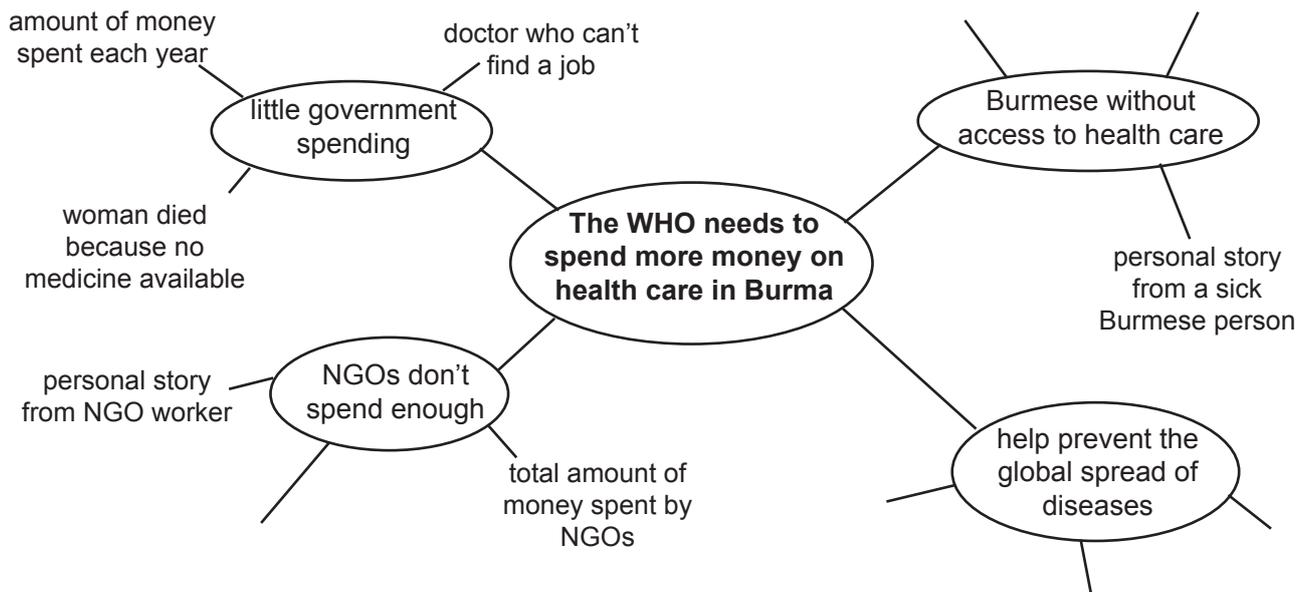
The most obvious kind of evidence here is logical evidence; we can give the total amount of money spent each year, the number of doctors working in Burma, or the number of hospitals that are open. At the same time, we can say where each of these facts comes from; if we choose them from good sources,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

Let's look at our second supporting point:

NGOs don't spend enough on health care in Burma.

Again, we can start this paragraph off with logical evidence: facts about what NGOs work in Burma, and how much they spend. We can also give reasons why some health NGOs don't work in Burma, like the way the government limits the movements of NGO workers. Again, we'll try to get facts from less biased sources, like UN reports or the BBC, which will add credibility. Finally, we'll try to find some personal stories from NGO workers who feel not enough is being spent, or maybe stories about NGO 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 organize your evidence is to put it into a mind-map, like this one:



We always put the thesis at the center, 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; hopefully this evidence will include all three of the appeals. When we finish our mind-map, we have a helpful guide for our essay.

11 D Discussion: Burmese Health Care

The mind-map above is incomplete; two of the supporting points still have no evidence. Work as a class to think of evidence to complete the last two supporting points. Don't forget to use all three appeals. You don't need to do any research - just use your imagination

11 E Discussion: Cats or Dogs?

Here is an example of a persuasive essay, written by a Canadian student. Do you find it persuasive? Why or why not? Who is the audience for this text? What do you find curious about the ideas in the text? If you were writing about cats and dogs how would your approach be different?

‘A dog is man’s best friend.’ This is a common American saying, and while it may be true, dogs are not the only animal friends that people can enjoy. For many people, a cat is their best friend. Despite what dog lovers may believe, cats make excellent house pets.

Firstly, people enjoy the companionship of cats. Many cats are friendly. They will rub against people and ask to be petted, or scratched under the chin. Who can resist a purring cat? Even if they aren’t feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything hanging from a string. They particularly enjoy playing when their owners are playing, too. Contrary to popular opinion, cats can be trained. Using rewards and punishments, just like with a dog, a cat can be trained to stop bad behaviors or to perform tricks.

Secondly, cats are civilized members of the house. Unlike dogs, cats do not bark or make other loud noises. Most cats don’t even meow very often. They generally lead a quiet life. Cats also don’t often have ‘accidents.’ Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Even stray cats usually understand the idea when their owners show them the box, and these cats will use it regularly. Cats do have claws, and owners must prepare for this. A tall scratching post in a favorite cat area of the house will often keep the cat happy, and stop the cat from scratching the furniture. If all else fails, of course, the cat can be declawed.

Lastly, cats are very easy to care for. Cats do not need to be walked like dogs, because cats get lots of exercise in the house as they play. They also do all their ‘business’ in the litter box, and cleaning the litter box is a quick and painless process. Cats take care of their own grooming, so bathing a cat is almost never necessary. In fact, cats are more dedicated to personal cleanliness than most people are. Another advantage is that cats can be left at home for many hours without fear. Unlike some pets, most cats will not destroy the furniture when left alone. They are content to go about their usual activities until their owners return.



Cats are low-care, civilized companions. People who have small living spaces or less time for pet care should enjoy these advantages of cats. However, many people who have plenty of space and time still choose to have a cat because they love the cat personality. In many ways, cats are the perfect house pet.

11 F Activity: Reverse Mind-Map

How do you think the mind-map would look for the essay in 11.E? Try to draw a mind-map for this essay.

11 G Brainstorm: More Cat Evidence

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.

11 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 for the statement, and one group to draw a mind-map against the statement. You must help your group even if you disagree. Don't worry if this happens - this is great practice for your persuasion skills.

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

11 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 will do. Does your essay need any kind of facts, or quotations, or expert sources, or stories about other people? Write what these would be under your evidence.

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

12. Introduction and Conclusion

12 A Brainstorm: Introduction and Conclusion

What makes a good first paragraph for an essay or a report? What makes a good last paragraph? Work as a class to list all the ideas you can on the board.

Writing an Introduction

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

But perhaps more importantly, a good introduction hooks our reader's interest. If our reader looks at a boring first paragraph, she may just stop reading. On the other hand, if we can make our first paragraph - even our first sentence - interesting enough, the reader will want to continue reading to the end of our essay. As they say, 'you never get a second chance to make a first impression' - you have to do it right from the beginning

A bad introduction starts off with a very general sentence:

- *This essay is about getting more money for Burmese health care.*
- *Health care has been a problem in Burma for many years.*
- *My thesis is that the World Health Organization should spend more money on health care in Burma.*

These sentences are boring; they give the reader no interesting information, and 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 has been 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 Burma today, this right is often denied.

'Living without health care is like living in hell,' said Roi Ja, the mother of two sick children. These are strong words, but many people in Burma would agree with them.

A confusing situation, which we then explain:

In the middle of Hlaing Thayar there is an empty building. Its windows are broken and its roof has fallen inside. 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 Myat Thu 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 Myat Thu to get medical help, but the clinic was very far away. When they finally reached the hospital, the doctors' prices were so expensive that Myat Thu's father could not buy the medicine. Later that week my mother told me that my friend Myat Thu 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 Burma every day.

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 Burma face every day.

12 B Discussion: The Best Introduction

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

12 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 introduction 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.

12 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. Again, you don't need to do research yet - just use your imagination.

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. Just like an introduction, it summarizes the supporting points and thesis of the essay; 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 sentence, the conclusion should end the essay on a strong sentence. 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 World Health Organization's help, perhaps Dr. Wong's empty malaria clinic can finally be re-opened.*
- *Perhaps with the World Health Organization's help, children like my friend Myat Thu can finally 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 Burma's healthcare situation will not only help the people of Burma; it will be a major step in the World Health Organization'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,' Roi Ja said, touching the forehead of her feverish son. But if the World Health Organization is prepared to spend only a few million more dollars a year in Burma, perhaps Roi Ja and her family finally will be helped.

A demand to do something:

This is why the World Health Organization'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 in hours. This is what the the World Health Organisation can do, a thousand times a day.

12 E Discussion: The Best Conclusion

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

12 F Activity: Concluding Your Essay

Look at the introduction ideas you wrote in Activity 11 I. How can you conclude this essay? Write three sample conclusions and share them with a classmate. Which does he or she like the most?

13. Grammar Review 4: Colons and Semicolons

Using the Semicolon

The 'semicolon' is the punctuation mark that looks like this: ;

We use it whenever we want to join two complete sentences. For example, we might join these related sentences:

I'm busy tonight. I have to practice my grammar.

I'm busy tonight; I have to practice my grammar.

Lu Meh doesn't like pork. She prefers chicken.

Lu Meh doesn't like pork; she prefers chicken.

Sometimes we also use semicolons in lists, if commas would be confusing.

I want to visit London, England; Ho Chi Minh City, Vietnam; and Moscow, Russia.

Except for the special case of lists, there is a very easy way to test whether you're using a semicolon correctly - just separate the two parts into individual sentences. If both parts are complete sentences, it's ok to use a semi-colon to join them.

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

This is correct, because both 'he rides his bicycle everywhere' and 'he's never liked cars, and he's concerned about the environment' are complete sentences.

I only bought one thing; potatoes.

This is incorrect, because 'potatoes' is not a complete sentence alone. You should use a comma or a colon instead.

She went to the restaurant; but Phil was not there.

This is incorrect, because 'but Phil was not there' is not a complete sentence alone. You should use a comma instead.

13 A Exercise: Semicolon or Comma?

Each of these sentences is missing a semicolon or a comma. Read each sentence and add one.

Examples: I wanted to go to the grocery store but I had to go to the night market because it was late. *Comma after 'grocery store.'*

Mayor Bo Bo asked me to vote for him however, I voted for Daw Tin May Aye instead. *Semicolon after 'him.'*

1. I read the books but I did not return them to the library.
2. The dog has a lot of problems it has fleas and it is losing all its hair.
3. When she called her brother he was too busy to speak with her.
4. The NGO sent some pens for the camp school they will be helpful for the childrens' homework.
5. Three important capitals of South America are Caracas, Venezuela São Paolo, Brazil and Santiago, Chile.
6. After he got water from the well he carried it back to his family.
7. He yelled for help and his friends came running.
8. Hiring a teacher for the village will be expensive however, it is also necessary for our children's future.

13 B Activity: Semicolon Contest

Write ten sentences using semicolons. In five sentences, use a semicolon correctly, with no mistakes. In five sentences, use a semicolon incorrectly. Now give your ten sentences to a partner. Can your partner identify which sentences are correct and which are incorrect?

Examples: *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 the punctuation mark that looks like this: :

We use a colon to introduce a list.

He wants to visit all of Thailand's biggest cities: Bangkok, Nakhon Ratchasima, Khon Kaen and Udon Thani.

The best thing to eat when you have a cold is citrus fruit: oranges, pomeloos, or limes.

Sometimes we also use a colon to introduce only one thing, if we want to emphasise that thing.

He left his country for one reason, and one reason only: money.

Only one man could stop Goldfinger now: James Bond.

Notice that you always need a complete sentence before a colon.

Incorrect - *My favorite movie star is: Angelina Jolie.*

This sentence is incorrect because 'my favorite movie star is' is not a complete sentence alone.

Correct - *There's one movie star that I really like: Angelina Jolie.*

13 C Exercise: Correct or Incorrect?

Read the following sentences and decide if they use colons correctly or incorrectly. If the sentences are incorrect, say why.

Examples: *England'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.*

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

13 D Exercise: Semicolon or Colon?

Read the sentences and decide which gaps need semicolons and which gaps need colons.

1. Buckingham Palace, the home of the British royal family is enormous ____ it has 602 rooms.
2. North and South America got their names not from the man who discovered them, but the man who later drew the maps ____ an Italian man named Amerigo Vespucci.
3. She sent her son to the market to get several things ____ fish, rice, herbs, and bananas.
4. In the 13th century, Genghis Khan unified most of Asia ____ however, his armies had a terrible reputation for cruelty.
5. Our school needs a number of items urgently ____ pencils, pens rulers and exercise books.
6. We have members in our group from many African cities ____ Marrakech, Morocco ____ Addis Ababa, Ethiopia ____ and Harare, Zimbabwe.

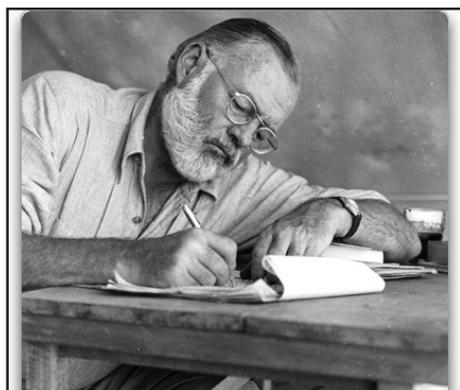
13 E Assessment: Semicolons and Colons in a Letter

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? Use at least two semicolons 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 write the first draft. 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 on the first try. As the author Ernest Hemingway once said, 'The first draft of anything is shit.' In other words, nobody writes it perfectly the first time, not even the best authors. The important thing is to revise until you have a very good essay.

At this stage, don't worry if you make some mistakes in your spelling or grammar. The important thing in the first draft is to put all of your ideas onto paper. When you can look at a complete essay, it will be much easier to revise it. Sometimes authors write five, ten, or even twenty drafts of an essay before they think that it's satisfactory.

14 A Activity: The First Draft

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

15. Editing

15 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 concluding sentence...*

15 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 revised? 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 Councilor 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.



15 C Activity: Questions for Revising

Below, you will find a list of questions that can help you revise an essay. In pairs, answer these questions for the sample essay above. Do the questions help you find any new problems?

1. Does the essay have a strong thesis?
2. Does the essay have good supporting points for the thesis?
3. Does the essay have good, specific evidence for each of the supporting points?
4. Is all of the evidence important for the supporting points? Is there any evidence that doesn't connect to the topic?
5. Does the essay begin with an interesting sentence that will hook the reader? Does it end with a strong, interesting sentence?
6. Does the introductory paragraph give a 'road-map' for the essay? Does it give the thesis and all the supporting points? Does the conclusion quickly review the supporting points?
7. Does the essay 'tell' in any places where it should 'show'? Does it use emotional words instead of specific evidence?
8. Does the essay appeal to logic, emotion, and credibility? Does it give good sources for its information? Does it use individuals' stories to make the situation more vivid?
9. Does the essay have any problems with spelling or grammar? If so, where?

15 D Activity: Sample Revision

Read this sample revision of the essay in 15 B. How many things can you find that have changed? Why do you think the author changed these things?

Antarctica should be preserved as a national park

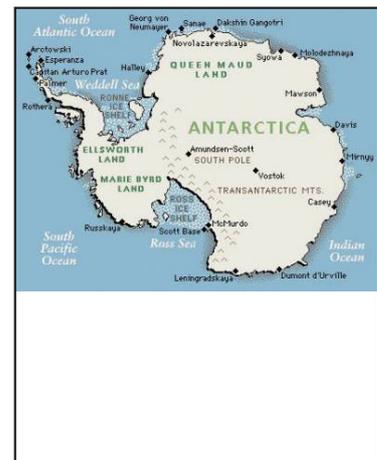
Antarctica is one of the last wildernesses on earth and so must be protected for future generations. As far back as 1957, 44 governments signed the Antarctica Treaty which was reinforced in 2005 when The UN General Assembly approved a resolution preserving Antarctica for peaceful purposes. But if Antarctica is to be preserved as a wilderness, we must also protect its unique and fragile ecosystem. The best way to do this is to declare Antarctica a national 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 national park. All of us who are concerned with the environment should join organisations and become active in persuading the 44 governments who signed the Antarctica Treaty in 1957 to declare the whole area of Antarctica a national park, refuse permission for mining and control tourism.



15 E Activity: Revising with Partners

Work in pairs. Swap 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? Try to write the same number of good things as problems - your partner needs to know what not to change, too.

You will do this exercise twice; in other words, you will read two other essays, and two other people will read your essay.

When you finish, read the suggestions that your partners wrote on the paper. 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 for revision.

15 F Assessment: Rewrite your Essay

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

16. Your Second Essay

16 A Activity: Essay Topics

Now you know all the steps for writing a complete persuasive essay. You begin with a specific, arguable thesis; you think about your audience; you find good supporting points; you find good, specific evidence that appeals to logic, emotion, and credibility; you 'mind-map' your essay before beginning; you write an interesting introduction and conclusion; you revise, revise, and revise.

So now it's time for you to try an first draft on your own. Your first draft should be at least two pages long, and 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 an NGO offers your town a choice: you can build a new school for university classes, or you can build a new primary school for children ages 5-12. You cannot build both. Which is the best choice?
- What are the most important historical and cultural sites in your country and why should they be protected?
- 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 or camp. Why should we vote for you?

16 B Activity: Revising with Partners

Using the questions in 15.3 as before, work with two partners to revise your essay. What changes do your partners suggest? What changes can you suggest to them?

16 C Assessment: Revising by Yourself

Now that you have ideas from your partners, re-write your essay again. What can you change to make it better? When you finish, give your essay to your teacher.