



PERSUASION

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

Teacher's Guide



An Intermediate Level Language Learning Resource

The Curriculum Project

PERSUASION

This course is designed to develop students' skills in using English to understand and create texts which persuade. Persuasion is used in everyday life for social and professional purposes and requires critical thinking skills as well as complex language.

Students need to be able to recognise how language can be used to construct opinion in order to persuade and evaluate the truth or validity of a particular point of view. In order to create texts which effectively persuade an audience, students need to be able to develop a coherent argument based on sound evidence. They need to use language techniques such as complex sentences and modality and develop skills in drafting, editing and proof-reading.

OUTLINE

In this course students will learn about how English is used in texts which persuade: They will learn to:

- recognise persuasion in written and spoken texts
- identify how purpose and audience shape the way language is used
- read persuasive texts critically
- persuade using appeals to audience
- find and evaluate evidence to support argument
- revise and edit writing

METHODOLOGY

This course is designed around a particular language function: persuasion. The assumption is that students will have acquired basic skills in English but need to develop competence in using English for a wider range of purposes, audiences and contexts. The various chapters build students' knowledge and skills required for the production of a sustained written persuasive text. While the focus is on writing, oral interaction activities are important for students to rehearse ideas, and reading persuasive texts provides useful models for critical analysis. Grammar and punctuation exercises are provided to introduce and practice using particular language features such as conjunctions or semi-colons which will later be used in students' own texts.

The content or topics for discussion were chosen in the hope of motivating students and expanding their knowledge of the world as well as exploring their own social context. There are also opportunities for students to explore personal interests, and teachers are encouraged to use current events or issues as topics for discussion. Because this course is about constructing and critically evaluating opinion, it is important that students learn to argue and discuss freely and with respect for each other.

Assessment is ongoing, whether it occurs in marking grammar exercises or giving feedback to students on their written drafts. Teachers need to evaluate the final written texts produced by students to see whether they can apply the knowledge and skills developed throughout the course. However, many of the activities are open ended with a variety of possible or 'correct' answers and while the Teachers' Guide provides suggestions, it is important to be flexible in responding to students.

We hope you enjoy working through this course and find the lessons challenging and interesting.

Notes

1. What is Persuasion?

This introductory chapter defines and explains persuasion and its importance.

Defining Persuasion

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

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

1 A Brainstorm: A Good Speech

- a. Working alone, students list features which persuade them most effectively.
- b. Ask students to form groups of three, compare their lists then rank them in order of importance.

Possible answers: A good speech:

- *clearly states a point of view*
- *is about something important*
- *explains why an issue is important*
- *gives examples and evidence to support the point of view*
- *includes facts or expert opinion*
- *appeals to emotion*
- *is well structured and easy to follow*
- *is interesting*

1 B Activity: The Many Uses of Persuasion

1. Students list at least four examples of things you might persuade someone to do from the ‘Purpose’ text.

Possible Answers:

To come to the tea shop with us, to give a donation to an organization, change a policy, to loan five baht, to not give homework to students, to give us some money.

2. Students list all the things that they have tried to persuade people to do this week. Give students five to ten minutes, and encourage them to think of as many examples as they can, both big and small things. When students have finished, ask for examples and make a list for the whole class on the board.

1 C Brainstorm: Types of Persuasion

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

Possible answers:

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

2. Thesis and Argument

This chapter defines a thesis and provides students strategies for creating their own thesis sentences.

What is a Thesis?

Students read the qualities of a good thesis.

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

- *evidence (n.): a fact or idea you use to persuade someone.*
- *specific (adj.): something that can mean only one thing; the opposite of vague.*
- *thesis (n.): the most important idea in an essay or report*
- *vague (adj.): something that can mean many things; the opposite of specific.*

2 A Activity: Good and Bad

Students write four things that make a good thesis and four things that make a bad thesis, using the text.

Answers:

Good thesis: *something that not everyone agrees on, argues only one idea. Narrow, not wide. Specific, not vague.*

Bad thesis: *something that everyone agrees about, argues many unconnected ideas, vague, wide*

2 B Activity: Rewrite the Thesis

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

Possible answers:

1. Everyone would agree on this; also, the phrase ‘a lot of pollution’ is vague. An example of a better thesis might be, *‘The Thai government must work to reduce pollution in Bangkok by banning the dirtiest cars and motorcycles.’*
2. This thesis is arguing two things - the village school needs a new teacher, and the farmers need new wells. This will make a weak essay. A better thesis would be either *‘the school needs a new teacher’* or *‘the farmers need new wells,’* but not both together.
3. This thesis is too vague - does it mean everyone in the world, everyone in your community, only educated people? Should they teach all their lives? A better thesis would be, *‘I think all high school graduates should spend at least a year teaching in community schools.’*
4. This thesis is too vague (what problems?) and also too wide - it doesn’t give any reasons for the problems. A better thesis would be narrower and more specific: *‘Young parents sometimes find it difficult to raise children because they have had very little life experience and are still growing into adults themselves.’*
5. This thesis is too general – why is smoking cigarettes bad for you? A better thesis might be: *‘Smoking cigarettes can cause lung cancer and heart disease and so is bad for your health.’*
6. This thesis has more than one idea. A better thesis would be either *‘You should eat lunch with me today,’* or *‘You should do your homework,’* but not both together.

When the groups finish working, discuss their answers as a class. Compare each group’s answer. How many are similar, and how many are different?

2 C Assessment: Write a Thesis Sentence

Students write their own sentence to persuade people about an idea or issue. When students finish, ask them to share these sentences with the class, or in groups of 4-5 if you have a large class. For each sentence, discuss if it is narrow, specific, and arguing only one idea. If the sentence doesn’t meet these criteria, discuss how it could be changed.

3. Grammar Review 1: Modal Verbs

This chapter briefly reviews modal verbs, a subject your students should have studied many times before. This module treats modals as a subject for review only, focusing on how to use modals to show probability. However if your students find this material difficult, you might consider spending additional time on this chapter or assigning additional activities.

Modal Verbs of Probability

Students read the rules for the modal verbs of probability. Clarify anything they don’t understand.

Exercise 3 A: Practising with Modal Verbs

Students fill in the gaps in each sentence with the correct modal verb phrase.

Answers:

1. *must be*
2. *can't think*
3. *can't have arrived*
4. *could / may / might begin*
5. *must have gone*
6. *could / might / may have lived*

Modal Verbs of Obligation

Students read the rules for the modal verbs of obligation. Clarify anything they don't understand.

3 B Activity: How Strong is This?

Answers:

2 is the strongest followed by 3 then 1.

There are many possible responses - these are just some examples. Ask students for their responses and discuss whether they will obey the command or accept advice or a suggestion.

1. a possible response: *Yes, I can get up early. That's a good idea.*
2. a possible response: *Yes, I will / No I won't get up early.*
3. a possible response: *Yes, I should get up early, but I'm quite tired so I won't.*

In pairs, students use the examples from 3 B to give advice or point out an obligation.

3 C Exercise: More Modal Practice

Answers:

1. *should / must* Point out that using *must* makes the advice stronger.
2. *must* With the word *must* there is no choice. The word *should* here would change the command into advice.
3. *could*

3 D Exercise: Gap-fill

The gaps can be filled with different modals. Ask students to use a variety.

In pairs students compare their texts and consider which text has a stronger or more certain point of view. *Can* is usually stronger in meaning than *might*, and *must* is the strongest modal.

Answers:

For many foreign students living in America, life *can / might* often be extremely difficult, living far from the family networks of home. They *must* pay for rent and food as well as their school or university fees. These *can / might* be expensive by comparison with costs at home. Though some students *can / may* find part time jobs to earn some money, many others *cannot / might* not find jobs. Those students who *may / might* not have jobs *could / might* have more free time but *could / might* have health problems because of living in a crowded flat or having a poor diet.

Before students decide to study overseas, they *should / must* check that they have enough money for living expenses or that they *can* get a part time job. Students who have relatives overseas who can help them to find accommodation or a job *can / may / might* have an advantage because they *can* concentrate on their studies. Also their parents *may / might* not worry so much about the health and well-being of their sons and daughters.

3 E Assessment: Changes for the World

Students list six changes they would like to see in the world, using modal verbs to suggest, command and advise.

Mark their use of modals. Don't worry too much about their other grammar mistakes - try to just grade the paper for their complex sentences.

4. Audience: Who do we Want to Persuade?

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

4 A Discussion: Audience

Students discuss what the word *audience* means, both in general (a concert audience, a movie audience, the audience of a speech, etc.) and specifically for writing.

Thinking about Audience

Students read a definition of ‘audience’ for writing. Ask students to think about the common meanings for the word ‘audience’: audience for a performance or a TV show. Writers begin by thinking about their purpose for writing and ask themselves: what is my topic, who am I writing for and how do I want my audience, my readers to respond? Point out the differences between writing a note to a friend and writing a letter to a Government official. The note to a friend is written quickly and is much more informal than a letter to an official which is more formal in tone and is drafted carefully.

Ask students to tell you what writing they have done recently and explain their purpose and audience.

4 B Activity: Finding the Audience

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

Possible answers:

- 1. Burmese people, perhaps foreigners who are interested in Burma*
- 2. The people who will vote in the election*
- 3. The teacher, the other students*
- 4. American parents*
- 5. Refugees in Mae La, possibly visitors to the camp*
- 6. Foreigners living in or visiting Thailand, perhaps Thais who read English*

4 C Exercise: Pronoun Reference

Point out how Obama creates a relationship with his audience and persuades them to help poorer nations by appealing to their good nature. He uses the pronouns *we*, *our* and *their* to address and include all the citizens of the USA. He uses *you* and *your* to address the people of poor nations.

Answers:

We (*citizens of the USA*) 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 (*citizens of the USA*) enduring spirit; to choose our (*citizens of USA*) 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 (*citizens of the USA*) full measure of happiness....

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

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

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

Possible answers:

1. *Adam Selene*
2. *The Irrawaddy Online is an online journal read by anyone who speaks English and is interested in Burma. The audience for this article is foreign readers.*
3. *The writer is trying to explain one aspect of Burmese culture to foreigners. Burmese people would not share the writer's point of view. They would not be surprised by the respect for older people shown by Adam's Burmese friends.*
4. *He is surprised and uncomfortable with respect for older people because in his culture respect does not depend on age. He thinks that this cultural trait may be 'blocking Burma's progress'.*
5. *Many people may not agree with the writer. They might argue that respect is important, that older people have had more experience and therefore should be wiser. Also, they may argue that keeping cultural traits is more important than progress.*
6. *A Burmese writer would not be surprised by these events and would understand the cultural background. He or she would not be an outside observer like Adam Selene.*

4 E Discussion: A New School for the Village

In groups of 4 or 5, students discuss how to persuade six different parties that the village needs a new school. Discuss each argument as a class. Decide as a class which arguments will be most persuasive.

Possible answers:

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

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

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

5 A Brainstorm: Guess the Appeals

Tell the class that there are three types of evidence we can use to persuade people of something. Can students figure out what these are? Tell them that the first one is an appeal to logic - using facts and objective statements. Can they guess the other two? Write their ideas on the board.

Students read the text. They will identify the other appeals: *appeals to emotion* and *appeals to credibility*.

Different Kinds of Appeals

5 B Exercise: A Letter From America

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

Answers:

1. *This uses an individual story. It is an appeal to emotion.*
2. *This gives a reason. It is an appeal to logic.*
3. *This quotes an expert. It is an appeal to credibility.*
4. *This quotes a celebrity. It is an appeal to credibility.*
5. *This quotes an eyewitness. It is an appeal to credibility.*
6. *This gives numbers. It is an appeal to logic.*
7. *This shows individuals in pain. It is an appeal to emotion.*

5 C Exercise: Mayor Bo Bo Wants Your Vote

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

Answers:

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

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

5 D Assessment: University Application

Students list the evidence that they will use to support their university application. Encourage students to be creative, and to include all three kinds of appeals. When students finish, they might share their lists with a partner, or give them to you to be checked.

6. The First Appeal to the Audience: Logic

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

6 A Discussion: Objective and Subjective

Elicit from students their definitions of the words ‘subjective’ and ‘objective’. Even if they don’t know, do they have any guesses for what these words mean? Write their ideas on the board.

Defining Objective and Subjective

Students read the text on objective and subjective. Clarify anything they don’t understand.

6 B Exercise: Subjective or Objective?

Answers:

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

6 C Exercise: A Letter from Cambodia

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

Answers:

Angkor is a beautiful place! *S*

Today I saw more than twenty temples. *O*

Every temple was wonderful, but the best one was Angkor Wat. *S*

Angkor Wat is surrounded by a 3.6 km wall, making it one of the largest religious buildings in the world. *O*

Many of the walls have pictures showing important stories from the Hindu religion. *S*

I climbed to the top and I watched the sunset. *O*

It was an amazing sight. *S*

The one big problem was that sometimes the temples were very crowded because this city is very famous. *O*

Almost one million tourists come to Angkor every year. *O*

The monuments should be carefully monitored so that they are not badly affected by people tramping all over them. *S*

For example, I even saw graffiti on some temple walls! *O*

Tourists coming to see Angkor Wat only care about the history and the people while they are here. *S*

The local government should limit the number of visitors in order to preserve Angkor Wat for future generations of Cambodians. *S*

6 D Brainstorm: Your Classroom

Students work in groups of 3-5 people to list objective and subjective things they can say about the classroom. Objective statements might include numbers or facts; subjective statements might include adjectives (good, bad, big, small, hot, cold) or their own feelings. Encourage your students to be creative and brainstorm. When the groups have finished writing, discuss these as a class.

Specific Examples

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

6 E Exercise: Specific and General

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

Answers:

1. *specific*
2. *general*
3. *general*
4. *specific*
5. *specific*
6. *general*

6 F Exercise: Doing the Research

Working individually or in pairs or groups, students list all the places they could find evidence to support these statements.

Possible answers:

1. *Reports from international wildlife organisations, a conservation website*
2. *A recent encyclopedia, an elephant rights pamphlet*
3. *A zoology textbook, the Bangkok Zoo website*
4. *A report on farming in India, the Indian agriculture department annual report*

7. Grammar Review 2: Subordinating Conjunctions

This chapter reviews how students can use subordinating conjunctions to form complex sentences. Again, this should be material your students are already familiar with. However, if your students find this chapter difficult, you may again wish to spend additional class time on this topic.

7 A Brainstorm: How Many can you Think of?

Students work as a class to define *subordinating conjunction* and, if possible, list as many as they can.

Students read the section on types of subordinating conjunctions and then define each of the examples given.

Subordinating Conjunctions and Their Uses

7 B Exercise: Time Conjunctions

Students match each conjunction to its definition.

Answers:

1. *b*
2. *c*
3. *d*
4. *e*
5. *a*
6. *f*

More Subordinating Conjunctions

Students read about these subordinating conjunctions. Clarify anything they don't understand.

7 C Exercise: Choose a conjunction

Answers:

1. *c*

2. *d*

3. *b*

4. *a*

5. *d*

6. *a*

7 D Activity: Define the Conjunctions

In pairs or groups, students write definitions for the subordinating conjunctions on the previous page. They can use the ones from 7 B as a model. This is quite difficult, so don't let students spend a long time on this.

If necessary, remind students that *since* has two meanings - a time relationship as mentioned in 7 B, and a cause and effect relationship. You can also remind them that *because*, *since* and *as* can all mean the same thing.

Possible answers:

because, since, as - *for the reason that* so that - *in order that*
although, though, even though - *despite the fact that*
whereas - *but; on the contrary* if - *on condition that* even if - *no matter whether*
unless - *except on the condition that* whether or not - *regardless of circumstances*

Word order

7 E Exercise: Making Complex Sentences

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

Answers:

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

7 F Assessment: Your Plans for the Future

Students write about plans they have (or would like to have) for their future, concentrating on using subordinating conjunctions to form complex sentences.

If you like get them to swap essays with a partner to check before they give it to you.

Mark their conjunction use. Don't worry much about their other grammar mistakes - try to just grade the paper for their subordinating conjunctions.

8. The Second Appeal to the Audience: Credibility

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

8 A Discussion: The Credibility of an Author

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

Gaining Credibility

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

Exercise 8 B: The Best Way to Gain Credibility

Answers:

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

Sourced and Unsourced Evidence

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

8 C Exercise: Sourced or Unsourced?

Students read sentences and write whether each sentence is sourced or unsourced. Students may find questions 4 and 9 particularly difficult; remember that spoken words are only a source if the author says where these words are recorded.

Answers:

1. *unsourced*
2. *unsourced*
3. *sourced*
4. *unsourced*
5. *unsourced*
6. *sourced*
7. *sourced*
8. *sourced*
9. *unsourced*
10. *unsourced*

8 D Activity: A Call to Action

Possible answers:

- 1. The main thesis of this text is that while there is more food being produced there are still many people in the world who are hungry. Lack of food security is caused by a number of factors: farming for biofuels, high oil prices, population growth and poverty.*
- 2. picture, graph, statistics, media reports, quotes from organizations such as FAO and people such as philosopher Peter Singer.*
- 3. statistics and quotes appeal to logic and credibility, the picture of children appeals to emotion.*

8 E Brainstorm: Finding Sources

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

Possible answers:

1. *a cookbook or cooking website, asking a cook at a restaurant or bakery*
2. *the website of the World Health Organization*
3. *an atlas, an encyclopedia*
4. *a newspaper, a news website*
5. *a map, an atlas, a travel guide*
6. *the website or publication of an education organization,*
7. *the website of a human rights organization, a memoir, a personal interview*
8. *an encyclopedia, a Mon culture and history website, a history book*

8 F Discussion: Some Sources are Better than Others

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

Strong Sources vs. Weak Sources

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

8 G Exercise: Identifying Bias

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

Possible answers:

1. *yes - the newspaper wants you to buy this product so the advertisers will pay for more advertisements.*
2. *no - medical journals (usually) are trying to report unbiased advice for the medical and scientific community.*
3. *not usually - the doctor wants the patient to get well, so recommends the best cure (unless the doctor is promoting products for the drug manufacturers).*
4. *yes - the company wants you to buy the product, so they will tell you positive things about it and not report negative things.*

8 H Activity: Which is the Strongest Source?

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

There are a few possible correct answers.

Possible answers:

1. *b is a strong source - it's a quote from an expert.*
2. *e is a strong source - the World Health Organization is a respected, expert group, that tries to be unbiased in reporting facts.*
3. *f is a strong source - the BBC is a respected news group that tries to be unbiased.*
4. *d is a weaker source - it is only a student, not an expert. Also, the student visited two years ago, so the information may be old.*
5. *c is a weaker source, because the government might not want to give accurate information - it might say that the government is doing more than it really is to combat TB, or lie about the number of people affected by TB.*
6. *g is a weaker source - we don't know who wrote this information, or whether it's true.*
7. *a is a weak source - Beyonce is an expert in singing, not an expert in TB.*

8 I Brainstorm: Remember that YOU are an Expert Source

Students write the things that they are experts in. Encourage students to be creative - everyone is an expert in some things.

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

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

Essential and Non-essential Information

Students read the paragraphs to review when to use *that* and *which* for relative clauses. Clarify anything they don't understand.

9 A Exercise: Essential or Non-essential?

Students read each sentence and write whether its relative clause is essential or non-essential.

Answers:

1. *non-essential*
2. *essential*
3. *non-essential*
4. *essential*
5. *essential*
6. *non-essential*

9 B Exercise: The Countries of the World

Answers:

1. The country *that* Mr. Kunda likes the best is Zambia. It is his home.
2. Ireland is famous for its beer and whisky, *which* is sold around the world.
3. In Mali, *which* is mostly desert, many of the farmers grow cotton, peanuts, and millet.
4. Peru has several mountains *that* are over 4,000 meters tall.
5. The Petronas Twin Towers, *which* were completed in 1998, are Malaysia's tallest buildings.
6. The country *that* exported the most oil in 2006 was Saudi Arabia.

9 C Assessment: Writing with Relative Clauses

Students write an argument on any of the topics you have discussed so far (two or three paragraphs long) in which at least five relative clauses are used.

Mark their use of relative clauses. Don't worry too much about their other grammar mistakes - try to just grade the paper for their relative clauses.

10. The Third Appeal to the Audience: Emotion

This chapter further explains how students can appeal to emotion in their essays, particularly through individual stories and the importance of 'showing' and not 'telling.' This chapter also briefly discusses the appeals of advertising.

10 A Discussion: Two Paragraphs

In groups or as a class, students read the two paragraphs and discuss which one is the most persuasive.

Possible answers:

1. *There is no one correct answer here - probably some students will prefer the first, and other students will prefer the second.*
2. *The first paragraph appeals to logic, using facts and numbers; the second paragraph gives an individual story, therefore appealing to emotion.*
3. *Different audiences will prefer each text. Probably the factual approach of paragraph one will appeal more to people who read it professionally, such as the NGO worker or the doctor. The emotional approach of the second one will appeal more to the general public, especially to children.*

The Importance of Emotion

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

10 B Brainstorm: The Many Emotions

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

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

10 C Discussion: Visual Appeals

Students look at advertisements in pairs to discuss to which emotions the ads are trying to appeal, and discuss who the audience for each ad is.

Possible answers:

- 1. The second one with the picture of the cigarettes relating to money, family and health. The first sign just tells us smoking is forbidden.*
- 2. The second. The sign might mean that smoking somewhere else is fine.*
- 3. The first appeals to logic - someone is forbidding smoking, the second appeals to emotions.*
- 4. The first wants us to feel dutiful. We are not allowed to smoke here, so we won't. The second wants us to feel responsibility - if we stop smoking we will live longer and have more time with our families, and will save money.*

10 D Activity: More Visual Appeals

Possible answers:

- 1 a.** *A cheetah running and the Nike symbol. We are told to ask the cheetah a question about speed.*
- b.** *The cheetah is a master who can tell us about speed. The Nike logo (or sign) is next to the word 'master'. Nike is a master of speed like the cheetah. If we buy Nike sports goods, we will be like the cheetah.*
- c.** *Envy of the cheetah and hope for future sporting activities using Nike products.*
- d.** *People who want to look sporty, or do well in sports.*
- 2 a.** *An attractive woman, standing in a position to display the shape of her body, standing next to a very large bottle of beer.*
- b.** *If you drink this beer, you will be young-looking, healthy and strong. Attractive women will be available to you.*
- c.** *Desire for a youthful healthy lifestyle that involves beer and attractive women.*
- d.** *Older men who want to be attractive to young women.*
- 3 a.** *A woman feeding a child. The woman has very dark skin, and the baby has very pale skin.*
- b.** *It shows that there are more important things than race and that those who are vulnerable need support. Interestingly, it is the black woman who is feeding the vulnerable white child symbolizing that the developed nations depend on the less developed ones.*
- c.** *That racial harmony is possible, and that all people depend on each other. Also that Bentton is a progressive, caring company for having advertisements that promote a better world.*
- d.** *People who care about racial harmony.*

10 E Discussion: Case Study: Ma Lar Nyein

Students read this story from the Burma Children Medical Fund's website. Don't let students consult their dictionaries or ask you for vocabulary; a general idea will be enough for them to join this discussion.

Students then discuss as a class whether or not the story is persuasive, what details the writer uses to appeal to the emotions, what details they find the most effective, and what details they would change.

The website can be found at www.burmachildren.com, if students want more information.

10 F Brainstorm: Finding Individuals

Students imagine individual stories that could be told for why a school needs computer science classes. In pairs, they list all the individuals they can think of. Encourage your students to use their imagination and brainstorm.

Possible answers:

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

Show, Don't Tell

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

10 G Exercise: Showing and Telling

Students read the sentences and choose the sentence that shows instead of tells.

Answers:

- 1. 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.*
- 3. Sharipov Tagay tries not to use a lot of water, because he wants to give the water to his children instead.*
- 4. India is the world's largest democracy, with a growing economy and increasing standards of living.*

10 H Assessment: Emotions without Emotion Words

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

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

11. Combining the Appeals to Audience

This chapter discusses essay organisation and how to use all three appeals for greatest effect.

11 A Discussion: Organization

Elicit from students their ideas for how to organise an essay.

Thesis and Supporting Points

Students read a few paragraphs about essay organisation. Clarify anything they don't understand.

11 B Exercise: Related and Unrelated Points

Students underline the supporting point that is unrelated to the thesis.

Answers:

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

11 C Exercise: Adding Supporting Points

Students add a supporting point of their own to each of these in 11 B. In groups, students discuss their points, and make a group list for each thesis. If possible, get each group to write their lists on poster paper and stick it to the wall, and get the class to work around looking at them all.

Possible answers:

- 1. The history students want books about the history of Burma and Southeast Asia.*
- 2. Tourists spend money on accomodation and transport, as well as local crafts and food.*
- 3. Alcohol causes a lot of motorcycle accidents.*
- 4. Scientists use computers for their research.*
- 5. More and more Thai people own computers.*

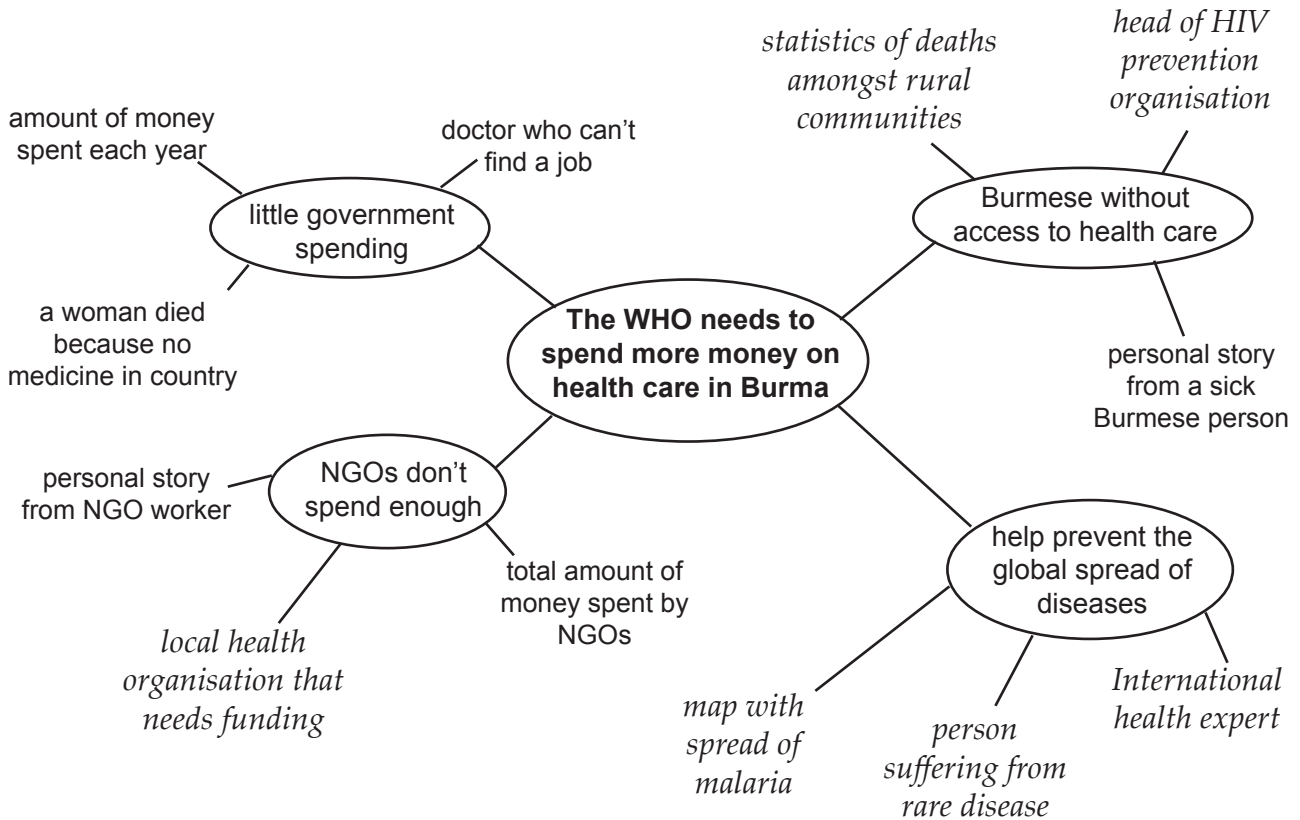
Mapping the Evidence

Students read about mind-mapping. Clarify anything they don't understand.

11 D Discussion: Burmese Health Care

Put the mind-map on the board and ask the students to add more points. Point out that the ‘little government spending’ supporting point has a logical (amount of money spent), emotional (woman died) and credibility (doctor who can’t find a job) appeal. Encourage the students to try to use each of the three kinds of appeals for each of the other supporting points.

Possible answers:



11 E Discussion: Cats or Dogs?

Students read a persuasive essay by a Canadian student. Before students read the essay, you may want to elicit definitions of some or all of these key words:

- to bark (v.): to make a noise like a dog
- to chase (v.): to run after
- claw (n.): the sharp fingernails of a cat, dog, or other animal
- content (adj.): happy, satisfied
- to declaw (v.): to remove the claws of an animal, so it cannot scratch
- to groom (v.): to clean or brush an animal
- litter box (n.): a box of sand inside the house for a cat to use as a toilet
- to meow (v.): to make a noise like a cat
- to pet (v.): to rub an animal in a friendly way
- to purr (v.): to make a noise like a happy cat
- stray (adj.): a cat or dog without a home

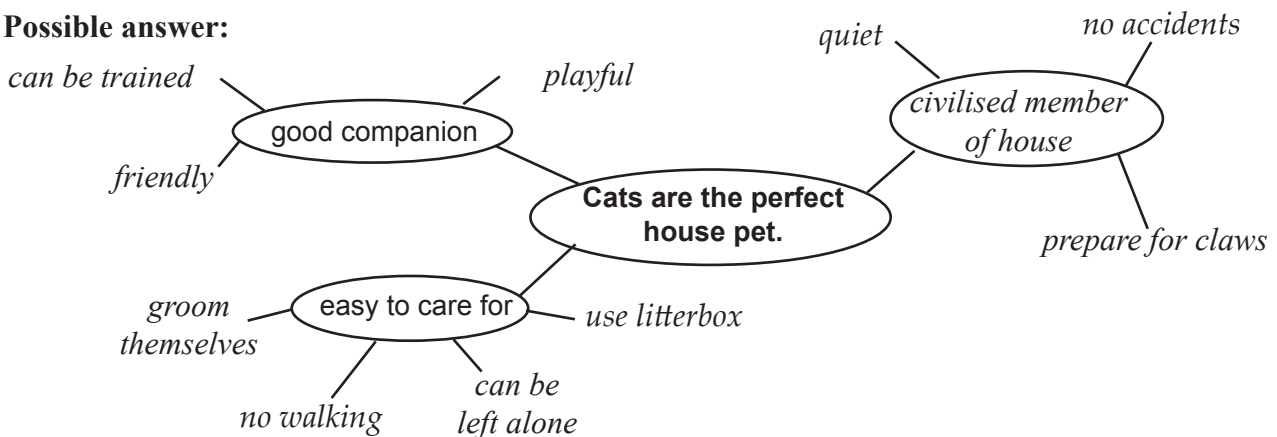
As usual, however, don't allow students to consult a dictionary while reading the essay; they need to focus on the persuasion, not the vocabulary.

As a class, discuss the questions. Focus on the difference between the ideas in this essay, written by a Canadian, and what someone from Burma might say about cats and dogs.

11 F Activity: Reverse Mind-Map

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

Possible answer:



11 G Brainstorm: More Cat Evidence

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

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

Possible answers:

Appeals to Emotion: *a story about a favorite cat, a description of a cute cat, pictures of kittens, a story about a dangerous dog (to appeal to fear)...*

Appeals to Credibility: *an expert who says it is healthier to own a cat than a dog, your own experiences with cats, the experiences of your friends with cats or dogs...*

11 H Activity: Mind-Map vs. Mind-Map

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

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

11 I Activity: Make Your Own Mind-Map

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

12. Introduction and Conclusion

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

12 A Brainstorm: Introduction and Conclusion

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

Writing an Introduction

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

12 B Discussion: The Best Introduction

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

12 C Activity: Introducing Our Mind-Maps

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

12 D Activity: Introducing Your Essay

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

Writing a Conclusion

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

12 E Discussion: The Best Conclusion

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

12 F Activity: Concluding Your Essay

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

13. Grammar Review 4: Colons and Semicolons

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

Using the Semicolon

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

13 A Exercise: Semicolon or Comma?

Answers:

- 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

Students write five sentences correctly using a semicolon and five sentences incorrectly using a semicolon. They swap sentences with a partner, and identify which of their partner's sentences are correct or incorrect.

Using the Colon

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

13 C Exercise: Correct or Incorrect?

Answers:

1. *Incorrect* - because she doesn't like to walk *is not a complete sentence*.
2. *Correct*
3. *Incorrect* - My three favorite movies are *is not a complete sentence*.
4. *Correct*
5. *Incorrect* - When she came to the picnic, she brought *is not a complete sentence*.
6. *Incorrect* - My brother's hero is *is not a complete sentence*.
7. *Incorrect* - I like to read about *is not a complete sentence*.
8. *Correct*

13 D Exercise: Semicolon or Colon?

Answers:

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

Students write short letters about a change they would like to see in the class. Mark their use of colons and semicolons. Don't worry too much about their other grammar mistakes - just grade the paper on their use of colons.

Feel free to reply to their suggested changes, though.

14. The First Draft

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

Putting It All Together

14 A Activity: The First Draft

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

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

15. Editing

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

15 A Brainstorm: Editing Questions

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

15 B Activity: Sample Revision

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

Before students read the essay, you may want to elicit definitions of these key words:

- ecosystem (n): animals, plants and their environments depending on each other
- fragile (adj.): easily broken
- treaty (n): formal agreement between nations
- wilderness (n): environment in its natural state, untouched by humans
- catastrophic (adj.): terrible, disastrous

15 C Activity: Questions for Revising

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

Answers:

1. *Yes, the essay gives reasons why Antarctica should be preserved as a wilderness*
2. *Yes, but they need to be better organised*
3. *Not always. The comment about terrorism in paragraph 1 is not supported by evidence. Use of 'most or many people' in paragraph 2 is too vague. Some experts are needed to provide specific evidence to support the thesis.*
4. *Some points are irrelevant, e.g. in paragraph 1 the sentence about Chrissie Williams' dress is irrelevant and points about terrorism are irrelevant.*
5. *Yes*
6. *Yes, the sentence about plant life gives a road map - but there are less relevant comments, e.g. about terrorism. The conclusion doesn't review the supporting points*
7. *No, there is no appeal to emotions. It shows by giving reasons for statements.*
8. *It uses logic and credible sources to support the argument. There are no individuals' stories.*
9. *Nothing that is very important.*

15 D Activity: Sample Revision

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

Answers:

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

15 E Activity: Revising with Partners

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

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

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

15 F Assessment: Rewrite your Essay

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

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

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

16. Your Second Essay

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

16 A Activity: Essay Topics

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

16 B Activity: Revising with Partners

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

16 C Assessment: Revising Yourself

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

Ideas for Further Teaching

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

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