

# Argumentative Essays



By James Abela

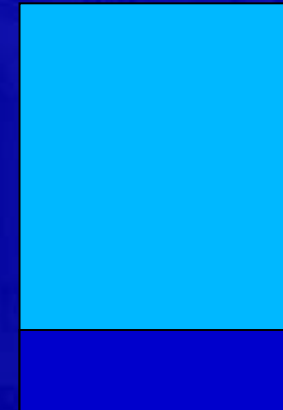
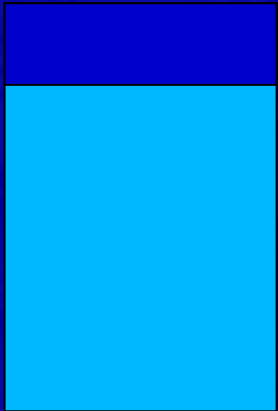
# Today's Outline



Brainstorming

Topic Sentence

Building

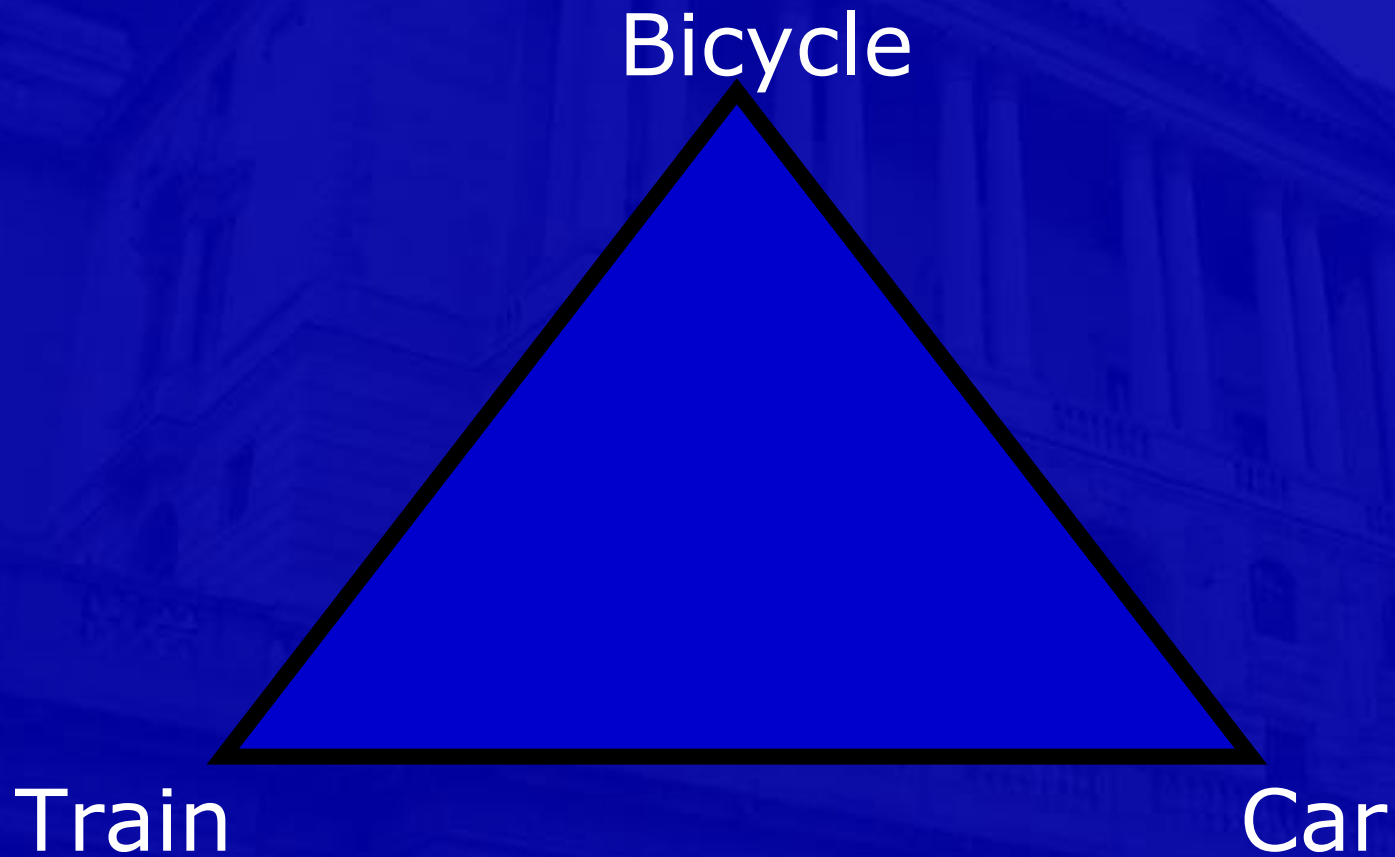


Intro

Types

Conclusion

# Love Triangles



# Quick Planning - Mindmaps



- Wide range of uses: from Internet site design to brainstorming in meetings
- Generate ideas about 30% faster

# Steps to planning!

- Draw a Mindmap as fast as possible
- Select 3-5 ideas (In an exam, just choose by instinct)
- Each of those ideas can then be made into a paragraph
- Once complete – reread your work
- Write a conclusion...
- Check grammar and spelling



# Planning It...

**For**

**Against**

# Speed Writing

- Use instinct...
- Use ideas generated
- Write as fast as possible
- Don't go over word limit by too much...
- Allow time to check

# Topic Sentences

I had a wonderful summer.

First, I started sleeping in every day.

I would then go swimming with my friends.

I stayed up late watching TV a lot, and I went to camp for a week.

I wished my summer would never end!



# Topic Sentence - Answers

- a
- a
- d – story approach
- a
- d – 1<sup>st</sup> sentence to set context
- b – 1<sup>st</sup> sentence for interest
- b

# Building an Argument



# Building an Argument

Smoking should be banned from public places

Smoking is dirty.

Leave ash

Leave cigarette butts

Smells bad

Causes irritation to the eyes

# Building an Argument

Smoking should be banned from public places

Smoking is dangerous

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graph TD; A[Smoking is dangerous] --- B[Careless smokers cause fires]; A --- C[causes throat & lung cancer]; A --- D[Causes heart disease];
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Careless smokers cause fires

causes throat & lung cancer

Causes heart disease

# Summarizing text

- Look for topic sentences
- Highlight them
- Look for other key facts
- Put together a short summary of this information

***Key skill for PMR exams***



# Cleaning the toilets...



# Argumentative – Brainstorm

Let's make students clean the toilets...

- Do you agree?
- Does anybody else think the same as you?
- Why do you think that?
- Can you understand the other side?
- Why are they wrong?

# Creating an Introduction

For exams reword the question

Should students be made to clean the toilets ?

Students should be made to clean the toilets.

# Add your Opinion...

- Students should clean the toilets.
- Students should not clean the toilets.

# Add Background...

In Japan, students are expected to clean their own toilets and the government believes that this practice may encourage students to be more respectful of their school environment. I believe that students should be made to clean the toilets.



# Argumentative – Order

Let's make students clean the toilets...

- Introduce topic - agree / disagree
- Tell us why – ideas and examples
- Different opinions – not important or not true
- Brief summary

**STRONG LAST SENTENCE**

# Vocabulary

- First point - First of all / To begin with / To start with
- Connect points – And / Also / Furthermore / What's more / As well
- Change sides – On the other hand / conversely / But / That said
- Conclude - In conclusion / Therefore
- Examples - For example / For instance



# Main Body – Types of Argument

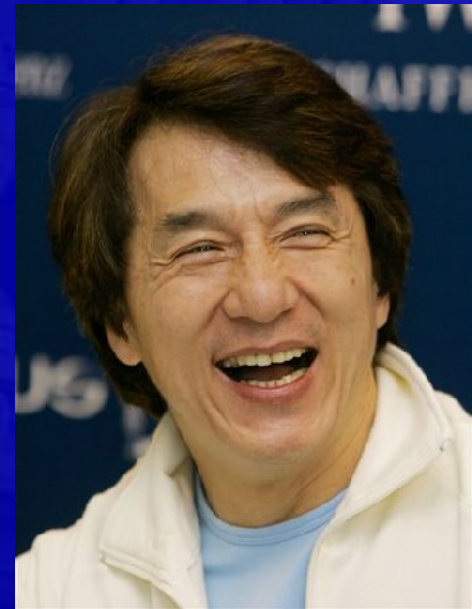


# Big Names

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Important people or experts can make your argument seem more convincing.

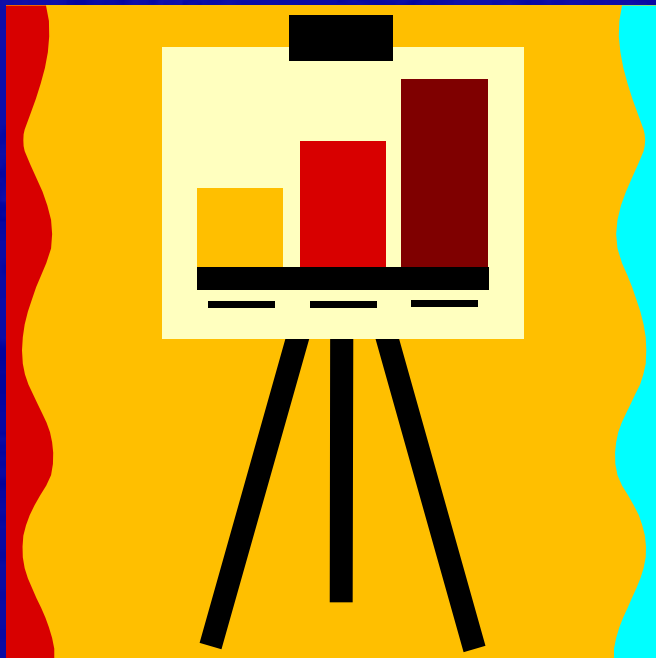
Example: Jackie Chan says that he enjoys the odd chocolate bar...



# Facts and Numbers

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Facts, numbers, and information can be very convincing.



Example: A Snickers bar has 280 calories and 30 grams of sugar. That's not very healthy.



# Emotions

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Getting people to feel happy, sad, or angry can help your argument.

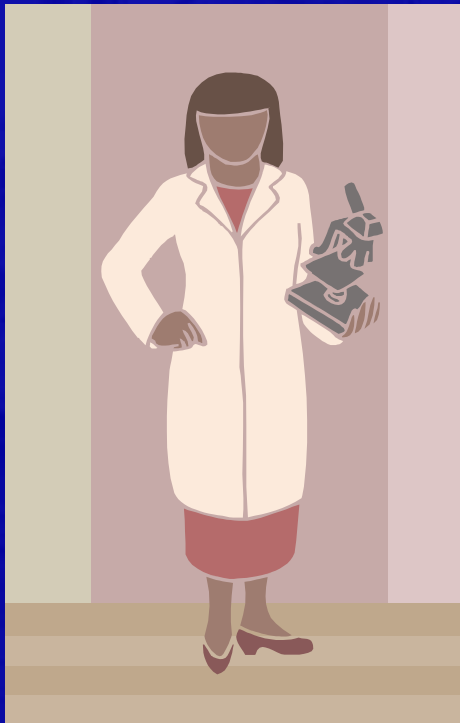
Example: Eating chocolate reduces the suffering of gingerbread men...



# Research

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Using reliable research can help your argument seem convincing.



Example: A recent study found that students who eat chocolate have better concentration.

# Writing a conclusion

## Three Strategies:

- Using Quotes
- So What?
- Summarising the points

# A Quote...

- Whether you think you can or whether you think you can't, you're right. *Henry Ford*
- You see things; and you say 'Why?'  
But I dream things that never were;  
and I say 'Why not?' *George Bernard Shaw*
- Never look down on anybody unless you're helping him up. *Jesse Jackson*

# So What...

A: *Basically, I'm just saying that education was important to Douglass.*

B: *So what?*

A: *Well, it was important because it was a key to him feeling like a free and equal citizen.*

B: *Why should anybody care?*

A: *That's important because plantation owners tried to keep slaves from being educated so that they could maintain control. When Douglass obtained an education, he undermined that control personally.*



# Summarise points

- Look at your topic sentences
- Try to bring them altogether for a conclusion
- End with a final statement

# Your Choice...

- Are neighbours helpful or a disturbance?
- Do branded clothes cause social cliques?
- Do uniforms help people to be more united?
- Do different cultures make it difficult for people to get along?

# Conclusion

- Plan it
- Write a quick introduction
- Arguments  
Big Names, stats, research and emotions.
- Conclusion  
So what / Quote / Summarise
- Once complete – reread your work