

Writing a one-sided argument (persuasive) essay

Type: General

Level: ****[B1/B2/C1]

Time: 1.30-3.00

Lesson Aim

To develop the students' ability to identify argument essay question words, to consider the different ways of structuring an essay and to analyse two model essays for structure and language.

Lead in

- Students discuss the following questions in pairs:
Have you ever written an argument essay before? What was the topic? Did you have to provide a stance?
- Distribute **worksheet#1**.
- Students discuss **Task 1**: which ones are argument questions and what the others are.
- Feedback: distribute or project **worksheet#1 (Task 1 ANSWERS)**.

Writing: essay structure

1. Turn to **Task 2**.
2. Students discuss the four structure questions in pairs.
3. Feedback: **worksheet#1 (Task 2 ANSWERS)**.

Writing: essay analysis

1. Distribute or project essay question: *Wind energy cannot replace conventional electricity power stations. To what extent do you agree?*
2. Students write their stance in one sentence, & then compare with a partner.
3. Students consider some counter-arguments that opposes their stance.
4. Feedback: Ask students how they would respond to those counter-arguments.
5. Distribute **model essay (Text 1: block structure) & worksheet#3**. Students read the essay & answer the questions.
6. Students compare their answers in small groups.
7. Feedback: distribute or project **model essay text 1 (ANSWERS) & worksheet#3 (ANSWERS)** for students to check.
8. Distribute **model essay (Text 2: point-by-point structure)**. Students read the main body & answer the questions.
9. Feedback: distribute **model essay text 2 (ANSWERS)**.

Scaffolding/Differentiation/Extra

- Students do **vocabulary matching exercise** before the essay analysis stage.
- Students plan (distribute **outline#1 block** or **outline#2 point-by-point**) & write a one-sided argument essay. See **worksheet#4** for essay question suggestions.
- Feedback options: students can swap for peer feedback. Use **checklist** (provided). Or teachers can take in and mark. Use error correction code: www.academic-englishuk.com/error-correction

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Worksheet#1

Task 1: Which of the following essay titles are argument essays. What are the other types of essay questions?

1. Compare the education system in the UK with the education system in your country.
2. Is [redacted] a result of human activities?
3. Explain how globalisation is changing the world.
4. To what extent do you agree that [redacted] treated in the [redacted] as other diseases?
5. Companies should [redacted] home. Discuss.
6. Consumers these days want to [redacted] which have [redacted] social [redacted] strategies. How far do you agree with this statement?

Task 2: Look at the essay structures in the table and discuss these questions in pairs.

1. What is the difference between these two one-sided argument (persuasive) essay structures?
2. How do [redacted] essays?
3. Why is it important to include a thesis statement in a one-sided argument (persuasive) essay?
4. What is the function of the counter-argument in a one-sided argument (persuasive) essay?

	A	B
Paragraph 1	Introduction & thesis statement	Introduction & thesis statement
Paragraph 2	Counter-arguments	Counter-argument Transition Argument/Rebuttal
Paragraph 3	Arguments	Counter-argument Transition Argument/Rebuttal
Paragraph 4	Conclusion & restate thesis	Conclusion & restate thesis

Worksheet#1 (ANSWERS)

Task 1: Which of the following essay titles are argument essays & what are the other types of essay questions?

1. **Compare** the education system in the UK with the education system in your country.
Comparison
2. **Is** climate change a result of human activities?
Argument

Task 2: Look at the essay structures in the table and discuss these questions in pairs.

1. What is the difference between these two one-sided argument (persuasive) essay structures? *A is block & B is point-by-point.*

ALL ANSWERS ARE INCLUDED IN PAID VERSION...

Wind energy cannot replace electricity power stations. To what extent do you agree? Text 1 by C. Wilson (2017)

There has been much debate recently concerning the importance of sustainable energy and whether it can replace [redacted]. Sustainable energy is defined as a source of energy that is renewable. It is infinite and will never run out unlike [redacted] the fossil [redacted] and the mineral uranium used in nuclear power stations. The main sources of sustainable energy are solar, wind and hydro which are plentiful on the earth, and innovative technology [redacted] these natural sources. This essay investigates one of these sources: wind energy, and uses the UK as an [redacted] this form of energy [redacted] has significant flaws in the replacement of coal and nuclear power stations, but used with a variety of renewable sources could be an effective substitute.

Proponents for using wind energy to produce electricity put forward three main arguments. Their first point is that, due [redacted] source, it is freely available. As the U.K is one of the windiest countries in Europe, the location is perfectly [redacted] energy, eliminating its dependence on importing fossil fuels from other countries for its energy needs. Their second [redacted] a non-polluting source of energy. Thus when operational, wind turbines produce no greenhouse gases or large [redacted] power stations which are responsible for 25% of the U.K.s CO2 emissions. As a consequence, it is suggested that wind energy [redacted] in preventing climate change. Their third argument is that wind energy is cost effective. Even though the initial set up costs are relatively high for [redacted] of a wind turbine, once [redacted] are low and it has been claimed that a turbine can run for 100 years, unlike coal or nuclear power stations which can only operate for [redacted] arguments hold some credibility, wind energy has a number of flaws that need to be addressed before this renewable source of electricity [redacted] scale.

Firstly, there is a question about reliability. Although the UK is an island and has a considerable amount of [redacted] always blowing. It is [redacted] will blow, at what times and at what strength. As a consequence, this creates a serious problem in failing to meet peak demands [redacted] evenings. This takes us to the second serious issue that there is no storage system for the excess electricity produced. If a wind farm produces too much electricity, it cannot be stored so often wind turbines are turned [redacted], there [redacted] for how this energy can be stored. There needs to be areas where giant-sized batteries, which can absorb the additional energy, can be stored. This applies to all renewable source electricity production. The difference with [redacted] is that these [redacted] energy is needed. The final problem is noise and visual pollution. The majority of people in the U.K. want renewable energy and more wind turbines but not near where they live. This is perfectly [redacted] are noisy as they rotate and large wind farms ruin the natural landscape making the countryside look mechanised. Such examples [redacted] improvements before [redacted] completely.

In short, this essay accepts to a certain extent that wind energy as a [redacted] could be a [redacted] fuels and reliance on energy imports; however, it also acknowledges that there are serious limitations [redacted] where to build wind farms and the inability to store electricity, which prevent this source from replacing electrical power [redacted] to replace electrical power stations, one suggestion is to use a combination of sustainable sources of energy from wind, solar [redacted] create greener societies in the future.

[704 words]

Worksheet#3

Task: Read the model essay (**Text 1**) and answer the following questions:

1. Introduction

Highlight the following using different colours:

- What the topic is & why it is important.
- The definition.
- Specific information about the topic.
- The context.
- The thesis statement.

2. Main Body

- How is this essay organised?
- How many counter arguments are there? Highlight them.
- How many arguments/rebuttals are there? Highlight them.
- Underline the counter-argument language & argument/rebuttal language.

3. Conclusion

Highlight the following using different colours:

- A summary of key arguments.
- An answer to the essay question & thesis.
- Prediction.

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Wind energy cannot replace electricity power stations. To what extent do you agree? Text 1 (ANSWERS) by C. Wilson (2017)

Introduction:

There has been much debate recently concerning the importance of sustainable energy and whether it can replace existing coal and nuclear-fired power stations. Sustainable energy is defined as a source of energy that is renewable. It is infinite and will never run out unlike unsustainable sources such as the fossil fuels of coal, oil and ...

Paragraph 2

Proponents for using wind energy to produce electricity put forward three main arguments. Their first point is that, due to the fact that wind is a renewable energy source, it is freely available. As the U.K is one of the windiest countries in Europe,...

Paragraph 3

Firstly, there is a question about reliability. Although the UK is an island and has a considerable amount of wind, this wind is not always blowing. It is impossible to predict when the wind will blow, at what times and at what strength. As a consequence, this creates a serious problem in ...

Conclusion

In short, this essay accepts to a certain extent that wind energy as a

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Worksheet#3 (ANSWERS)

Task: Read the model essay (**Text 1**) and answer the following questions:

1. Introduction

Highlight the following in the introduction:

- What the topic is & why it is important.
- The definition.
- Specific information about the topic.
- The context.
- The thesis statement.

2. Main Body

- How is this essay organised? *Block. P2 counter-arguments & P3 arguments.*
- How many counter arguments are there? *Three. Highlighted.*
- How many arguments are there? *Three. Highlighted.*
- Underline the counter-argument & argument language.
- Highlight the sentences that connect to the essay question & thesis.

3. Conclusion

Highlight the following using different colours:

- A summary of key arguments.
- An answer to the essay question & thesis.
- Prediction.

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Wind energy cannot replace electricity power stations. To what extent do you agree? Text 2 by C. Wilson (2017)

Task: Read the same essay (body paragraphs only) written in a different way and answer the following questions:

- How is this different from text 1?
- How many counter-arguments are there in each paragraph?
- How many arguments are there in each paragraph?
- Highlight the counter-argument & argument language.
- Highlight the language that shows the writer is moving from a counter-argument to an argument.
- Highlight the sentences that connect to the essay question and thesis.

One argument that proponents for producing electricity from wind energy put forward is that as wind is a [REDACTED]. As the U.K is one of the windiest countries in Europe, the location is perfectly placed to generate [REDACTED] on importing fossil fuels from other countries for its energy needs. However, despite being true in theory, there is a question [REDACTED] the UK is an island and [REDACTED] this wind is not always blowing. It is impossible to predict when the wind will blow, at what times and at what strength. As a consequence, [REDACTED] in failing to meet peak demands usually in the mornings and evenings. All in all, if wind energy cannot work [REDACTED] then it seems [REDACTED] of energy could replace power stations on a global scale.

It has also been suggested that wind energy is a non-polluting source of energy. Thus when operational, wind turbines [REDACTED] or large amounts of CO₂ unlike the current power stations, which are responsible for 25% of the U.K.s [REDACTED], it [REDACTED] could help governments meet their targets in preventing climate change. However, it must be clarified that although it is not polluting in the sense of CO₂, there is still both [REDACTED] pollution. The majority [REDACTED] energy and more wind turbines but not near where they live. This is perfectly understandable as wind turbines are noisy as they rotate [REDACTED] the natural landscape [REDACTED] mechanised. This example demonstrates that this source of energy needs improvements before it can replace [REDACTED].

Wind energy cannot replace electricity power stations. To what extent do you agree? Text 2 (ANSWERS) by C. Wilson (2017)

Task: Read the same essay (body paragraphs only) written in a different way and answer the following questions:

- How is this different from text 1? *It's point-by-point structure.*
- How many counter-arguments are there in each paragraph? *One. Highlighted.*
- How many arguments are there in each paragraph. *One. Highlighted.*
- Highlight the counter-argument & argument language.
- Highlight the language that shows the writer is moving from a counter-argument to an argument.
- Highlight the sentences that connect to the essay question & thesis.

One argument that proponents for producing electricity from wind energy put forward is that as wind is a renewable energy source, it is freely available....

It has also been suggested that wind energy is a non-polluting source of energy. Thus when operational, wind turbines produce no greenhouse gases or large amounts of CO2 unlike the current power stations,

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Vocabulary Matching Exercise

Task: Match the words/phrases with correct definitions.

No:	Word or phrase	Definition
1	Renewable energy	An error, mistake or weakness.
2	Coal-fired power station	To use something instead of another thing.
3	A wind turbine	Living life <input type="text"/> the environment.
4	<input type="text"/>	A building where electricity is produced using fossil fuel.
5	A substitute	To turn <input type="text"/> .
6	Greenhouse Gases (GHGs)	The quality of being trusted.
7	<input type="text"/>	The money <input type="text"/> something working.
8	A greener society	A tall structure with blades that are blown around by the wind to produce power.
9	Reliability	A gas like CO2 that causes the greenhouse effect.
10	<input type="text"/>	Energy that is produced <input type="text"/> , wind or crops.

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Vocabulary Matching Exercise (**ANSWERS**)

Task: Match the words/phrases with correct definitions.

No:	Word or phrase	Definition
1	Renewable energy	Energy that is produced using the sun, wind or crops.
2	Coal-fired power station	A building where electricity is produced using fossil fuel.

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Outline #1

*Use this outline to plan an essay using **block structure**.*

Introduction	
General	
Specific	
Thesis	

Counter-arguments (opposite view to yours) - write your ideas and support	
1.Point / idea: Support:	
2.Point: Support:	
3.Point: Support:	

Arguments (your views that support your thesis) - write your ideas and support	
1.Point / idea: Support:	
2.Point: Support:	
3.Point Support:	

Conclusion	
Summary	
Thesis	
Suggestion or prediction	

Outline #2

*Use this outline to plan an essay using **point-by-point structure**.*

Introduction	
General	
Specific	
Thesis	

Point 1	
1. Counter-argument:	<ul style="list-style-type: none"> • •
However, rebuttal arguments.	<ul style="list-style-type: none"> • •

Point 2	
2. Counter-argument:	<ul style="list-style-type: none"> • •
However, rebuttal arguments.	

Point 3	
3. Counter-argument:	<ul style="list-style-type: none"> • •
However, rebuttal arguments.	

Conclusion	
Summary	
Thesis	
Suggestion or prediction	

Worksheet#4

Task: Write a one-sided (persuasive) argument essay.

1. Select a one-sided argument (persuasive) essay question.
2. Brainstorm ideas or do some research.
3. Plan essay carefully – use either outline#1 or outline#2.
4. Write 600-800 words. Allow 1.30 hours.
5. Swap with a partner for peer feedback (ask your teacher for the checklist) or hand in to your teacher to mark.

Essay Questions:

1. [] [] is not due to [] activities. To what extent do you agree?
2. Do you agree that [] is making the [] a better place to live?
3. Should [] be treated in the same way as other []?
4. [] these days want to support [] which have good corporate social responsibility []. How far do you agree with this statement?

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Peer Feedback Checklist

One-sided argument (persuasive) essay

Rationale:

- Improve your own writing skills by identifying the following features in your partner's essay.

Task:

- Read your partner's essay and complete column three in the table below.

Introduction:	Yes/No/Not sure
What the topic is and why it is important.	
Definition (if needed).	
Specific information about the topic.	
The context (if needed).	
A thesis statement.	

Main Body:	Answer Question
How many paragraphs are there?	
Which structure has been used?	
Are both counter-arguments & arguments included?	
Has the student used counter-argument & argument language correctly?	
Has the student linked the main body to the essay question and thesis?	

Conclusion:	Yes/No/Not Sure
Is there a summary of the key points?	
Does it answer the essay question & is the thesis restated?	
Does it end with a prediction or suggestion?	