

## Module 4: Argumentative Presentations

### MODULE OBJECTIVES

In this module, you will learn how to

- use reasons to support an argument
- use language forms related to argumentation
- use graphs and charts effectively in a presentation

### RHETORICAL FOCUS: ARGUMENTATION

An argument follows when two people, or groups of people, disagree about something. One side gives an **opinion** and offers **reasons** to support it, while the other side gives a different opinion and offers reasons to support their position. In an argumentative presentation, the speaker tries to convince the audience to agree with, or at least seriously consider, their point of view on a **controversial** issue.

There are three major types of **persuasion**, called “appeals”:

**Logos:** An appeal to **logical reasoning**. Arrange your presentation logically and present the best reasons you can find. Support your reasons with reliable and valid specific details and examples.

**Ethos:** An appeal to the speaker’s good **character**. Establish ethos with your audience by appearing trustworthy, knowledgeable, and fair (e.g., use hedging words). Find some common ground with your audience, perhaps by acknowledging shared values, beliefs, or history.

**Pathos:** An appeal to the audience’s **emotions**. Establish pathos by engaging your audience emotionally. Use stories and concrete language to get your audience to see and feel the issue from your point of view. Use vivid examples and choose words with appropriate **connotations**.

There are **two basic ways** to **organize** a formal argument:

Option 1	Option 2
<b>Your reason 1:</b> ... <i>is not fair</i> ... • explanation, specific details, examples	<b>Opponents’ reason 1</b> • summarize and refute your opponents’ view(s)
<b>Your reason 2:</b> ... <i>can harm</i> ... • explanation, specific details, examples	<b>Opponents’ reason 2</b> • summarize and refute your opponents’ view(s)
<b>Refutation</b> • summarize and refute your opponents’ view(s)	<b>Opponents’ reason 3</b> • summarize and refute your opponents’ view(s)
<b>Tip:</b> This works well with issues that have not been addressed before because there are many new reasons to discuss.	<b>Tip:</b> This works better with long-standing issues (e.g., legalization of prostitution) because there are few new reasons to discuss.



## Pre-teen Athletic Training: At What Cost?

Most of us surely remember with pride the moment Kim Yu-na won Korea's first-ever figure skating gold medal at the 2010 Winter Olympics in Vancouver. Shortly thereafter "Yu-na fever" swept the nation, and many Yu-na wannabes rushed to local ice rinks in pursuit of similar glory, just as swimmer Park Tae-hwan's success at the 2010 Asian Games led parents to enroll their kids in swimming lessons. This is not surprising given our competitive nature and our country's competitive environment. However, despite these well-known success stories, \_\_\_\_\_.

**First of all, pre-teen athletic training is not fair to children.** A recent survey by the National Human Rights Commission (NHRC) found that young athletes attend classes for only two hours a day on average during the regular school semester, resulting in low academic achievement. As a middle school teacher I can attest to this—in fact, two hours a day is being generous; two hours a week is more typical. In addition, the NHRC reported that eight out of ten young athletes had experienced some form of physical or emotional violence while training. These findings show that youngsters involved in early sports training are often robbed of a basic education and a normal childhood.

**Second, long-term, strenuous training can harm young people physically.** Young athletes frequently suffer from overuse injuries like Carpal Tunnel Syndrome that hamper natural physical development. Encouraged by their parents and coaches, some of these kids begin strength training as early as six years old. As a result of the adverse effects of excessive training on a child's physical development, U.S. Little League, a U.S.-based national baseball organization for children, now limits the number of pitches a young baseball pitcher can throw per game.

**Some people might argue that** the rewards of years of training at a young age compensate for the sacrifice. And it is true that a few top-notch athletes do attribute their success to early childhood training, Tiger Woods for example, and these players do earn very high paychecks. However, they are exceptions. In fact, very few children grow up to become successful professional athletes. According to former KBO secretary general Ha Il-sung, there is only a slim 5% chance that a young Korean baseball player will ever join a professional team. Take my neighbor's son, for instance: Even though he had excellent athletic ability, access to the best coaches, and generous support from his family, he never made it to the major leagues. Mr. Ha advocates taking a more realistic and objective view of our children's chances for success.

In sum, \_\_\_\_\_. It is time to end this type of training and, instead, support and encourage our children's love of sports in a balanced, healthy, and fun way.

## ANALYZE

A. Look at the text and answer the questions.

1. Who do you think was the intended audience of the text? (More than one answer is possible.)

- a) people who are opposed to pre-teen athletic training
- b) people who are in favor of pre-teen athletic training
- c) people who have no particular opinion on the issue

2. Where do the two sentences below belong? Copy-paste them back into the text ( \_\_\_\_\_ ).

“we should stop pushing our children to get intensive athletic training from a very early age”

“pre-teen athletic training does more harm than good for the vast majority of young people”

3. What is the purpose of the text: To inform, to entertain, to persuade?

4. Which attention-grabbing technique is used in the introductory paragraph?

5. Which of the following did the writer use as support? (More than one answer is possible.)

- a) examples/illustrations
- b) research results
- c) expert opinion

B. Read the text and complete the outline.

<b>Title:</b> Pre-teen Athletic Training: At What Cost?	
<b>Main claim:</b> <i>We should stop pushing our children to get intensive athletic training from a very early age.</i>	
<b>Reason 1</b>	
<b>Reason 2</b>	
<b>Counter arguments:</b>	1) <i>The rewards of years of training at a young age compensate for the sacrifice</i> 2) 3)

C. Match the underlined words in the text to the definitions below.

Definitions
1) "needing or using a lot of physical or mental effort":
2) "something of high quality; excellent in some way":
3) "a person who is trying to achieve success or fame, usually unsuccessfully":
4) "to put yourself or someone else onto a list of members of a course":
5) "to prevent someone doing something easily":

b) Say whether the words above have a positive (+), negative (-), or neutral (n) **connotation** (i.e., emotion).

D. **Argue**, **convince**, and **defend** are followed by objects or prepositions. Notice the different words these verbs collocate with.

**Argue** means "to give reasons with the aim of persuading others." It collocates with **that**, **for**, and **against**.

Animal rights advocates **argue that** stronger anti-breeding laws are needed.  
Animal rights advocates **argue for** stronger anti-breeding laws.  
Animal rights advocates **argue against** weaker anti-breeding laws.

**Convince** means "to succeed in making someone believe something or take action." It collocates with (someone) **that**, (someone) **to**, and **of**.

The entertainment industry tries to **convince people that** media sharing is theft.  
The entertainment industry tries to **convince people to** stop sharing media illegally.  
People are now more **convinced of** the harm that illegal file sharing causes musicians.

**Defend** means "to support a person or issue that is being criticized." It collocates with **against**.

The singer **defends against** the idea that popular TV entertainers earn too high salaries.

Choose the correct words to complete the sentences.

1. Content creators are now calling (that | for) stronger copyright laws.
2. The movie industry argues (that | for) stronger copyright laws are needed.
3. We must defend (against | in) rules that weaken the authority of public prosecutors.
4. Many people today are convinced (of | to) the harm that global warming has on the environment.
5. Still some people are not convinced (of | that) copying a song or movie from one computer to another is an illegal act.

## ARGUMENTATION 1

### Main Claim and Sub-Claims

At the heart of your argument is your “**call to action**.” A call to action is a statement that reflects what the speaker thinks “should” or “should not” be done. An argumentative presentation can start with a thesis statement and conclude with a call to action (in the conclusion), but many argumentative presentations start with just the call to action.

Your thesis/call to action is your **main claim**:

#### Main Claim

**thesis** Pre-teen athletic training does *more* harm than good.

**call to action** We *should* stop pushing our children to get intensive athletic training.

To convince your audience that your main claim is worth accepting, provide **reasons**. Your reasons are your **sub-claims**. They are expressed in *because* clauses and answer the question “Why?”:

#### Sub-claims

**call to action** We should stop pushing our children to get intensive athletic training. (Why?)

**sub-claim 1** *because* it is unfair to children.

**sub-claim 2** *because* it is harmful to children.

Here are some examples of **simple** main claims:

The *drawbacks* of requiring workers to wear uniforms *outweigh* the *benefits*.

Companies *should not* require workers to wear uniforms.

A **detailed** main claim includes the number of sub-claims:

There are two principle reasons why companies should not require workers to wear uniforms.

A detailed main claim may name the sub-claims:

Companies *should not* require workers to wear uniforms because it is an out-of-date attempt to control people’s behavior and it limits their freedom of expression.

**Note:** The sub-claims should be presented in **parallel form** (e.g., all adverbial *because* clauses).

**APPLY**

**A.** Match **three reasons** to each **point of view** below (One has been done for you.). Arrange the reasons in order. Say how you arranged them.

<b>Point of view 1:</b> <i>Tourism is good for the country and should be encouraged.</i>	<b>Point of view 2:</b> <i>Tourism is bad for the country and should be limited.</i>
<b>Sub-claims:</b>	<b>Sub-claims:</b>
<i>because it creates jobs for locals</i>	
a) familiarity b) importance	a) familiarity b) importance
<b>Note:</b> Each reason in your presentation needs to be supported by <b>specific details</b> and <b>examples</b> .	

<b>Reasons</b>
<p><del><i>because it creates jobs for locals</i></del></p> <p>because it contributes to local infrastructure development</p> <p>because it has been limited in areas like the Galapagos Islands</p> <p>because it contributes to pollution</p> <p>because it can displace locals</p> <p>because it improves the country's brand image</p>

## ARGUMENTATION 2

### Counterarguments, Concession, and Refutation

The goal of an argumentative presentation is to convince the audience of your point of view. Your point of view will be stronger if you include **counterarguments**. They show that you have at least considered the other side of the argument.

- The **counterargument** is your opponent's viewpoint (e.g., one of their reasons).
- In the **concession** you acknowledge and *partly* accept your opponent's viewpoint.
- In the **refutation** you respond to the counterargument and emphasize how your position is stronger.

Introduce a **counterargument** using one of these phrases:

***Some people might argue that ... | Opponents claim that ... | Many people believe that ...***

Introduce a **concession** using one of these phrases:

***It is true that ... | It could/might be said that ...***

Introduce your **refutation** with a transition:

***However*** (formal) | ***But*** (informal) | ***In fact*** | ***On the other hand***  
***Although/Even though/While it is true that*** [concession] ..., [refutation]  
***While that could/might be true,*** [refutation]

<b>counterargument</b>	<b><i>Some people might argue that</i></b> tourism is good for the country and should be encouraged because it creates jobs for locals.
<b>concession</b>	<b><i>It is true that</i></b> some jobs for local people are created when visitor numbers increase.
<b>refutation</b>	<b><i>However,</i></b> these jobs are often seasonal, low paid, and labor intensive, requiring few skills that would benefit them in the long term.

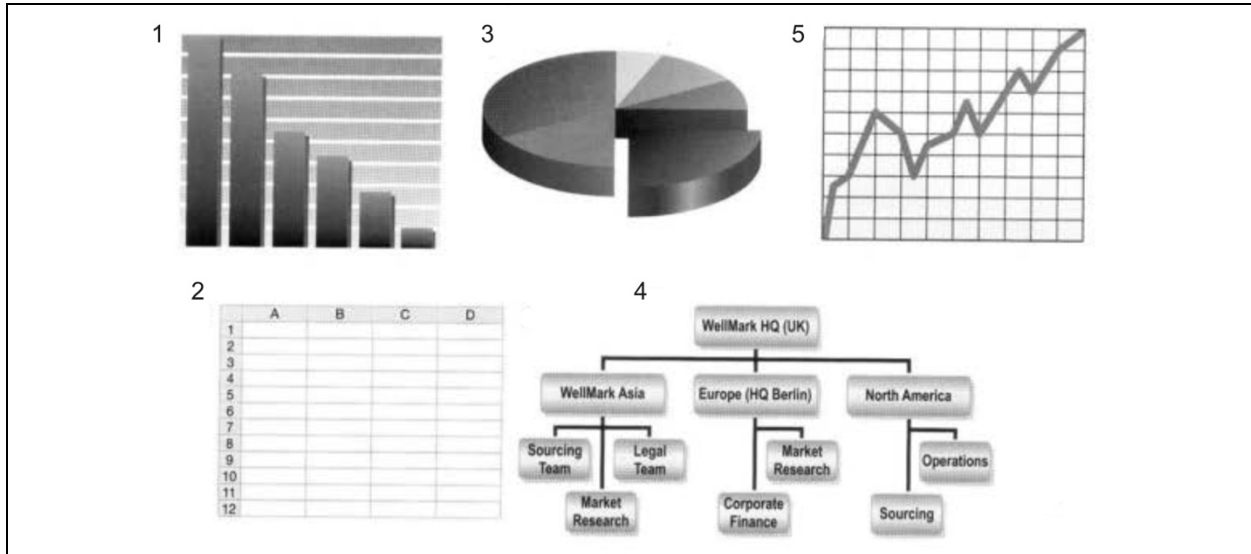
### ANALYZE

A. Read the paragraph and underline the words used to introduce the counterargument, concession, and refutation.

Some people might argue that the rewards of years of training at a young age compensate for the sacrifice. And it is true that a few topnotch athletes do attribute their success to early childhood training, Tiger Woods for example, and these players do earn very high paychecks. However, they are exceptions. In fact, very few children grow up to become professional athletes.

## PRESENTATION SKILLS: GRAPHS & CHARTS

A. Do you know the names of these **visuals**?



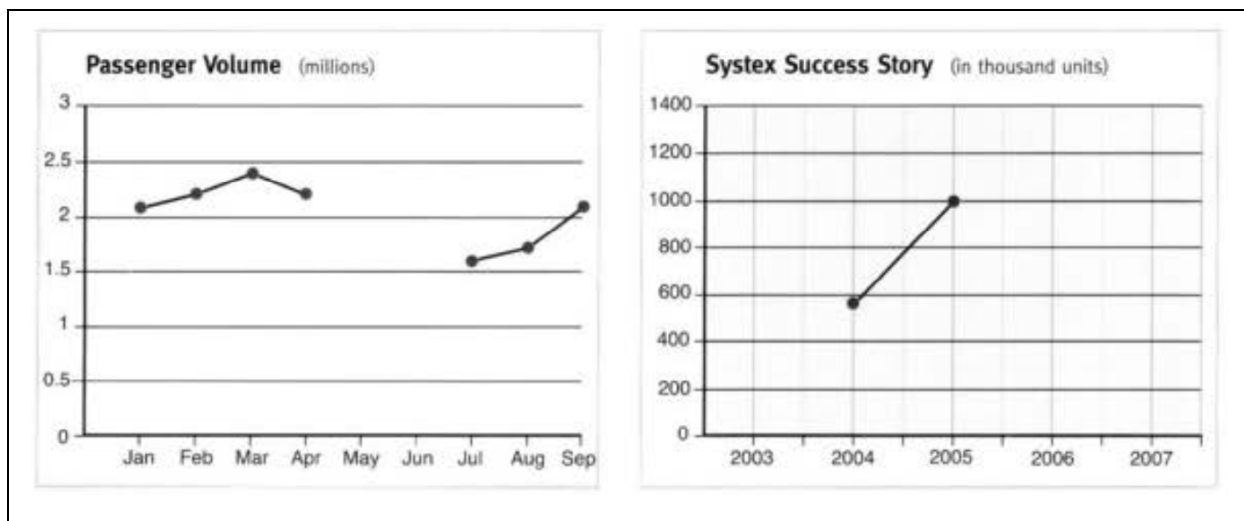
b) Match the two parts to make sentences used to talk about visuals.

1) Let's now <u>have a</u> look <u>c</u> ... <u>have a</u> look ... (c > v linking)	a) attention to the pie chart.
2) The black line gives us ____	b) a look at the table.
3) I'd like to draw your ____	e) at the new organizational chart.
4) Now I'd like you to take ____	d) shows our revenue since 2020.
5) The graph on the following slide ____	e) the sales figures for the Hyundai IONIQ 5.

c) Listen and write 1) examples of **consonant > vowel** linking and 2) **unstressed words**. Then practice with a partner.



B. Two presenters are describing graphs. Listen and complete the graphs (i.e., **draw lines**).



b) Complete the sentences from the two presentations with words from the boxes.

**Presentation 1**

decline • fall • fluctuated • picking up • reached • rose • slumped

1. As you can see here, passenger numbers \_\_\_\_\_ between 2.1 and 2.3 million in the first four months.
2. They even \_\_\_\_\_ moderately in May ...
3. In June you'll notice a sharp \_\_\_\_\_ in passenger numbers ...
4. Passenger traffic \_\_\_\_\_ to about 1.5 million—a \_\_\_\_\_ of almost 40%.
5. As a result, ticket sales started \_\_\_\_\_ in July.
6. By the end of September passenger numbers had \_\_\_\_\_ just over 2 million.

**Presentation 2**

increase • rocketed • rose • stood • went down

1. The figure \_\_\_\_\_ by about 50,000 in the following year.
2. In 2005, however, sales \_\_\_\_\_ to 1,000,000 ...
3. 2006 even saw a further \_\_\_\_\_ in sales to 1.3 million ...
4. As expected, sales \_\_\_\_\_ again in 2007 and \_\_\_\_\_ at just over a million at the end of the year.

C. Put the following words in the correct column in the table.

plunge • double • hit a low • decline • fluctuate • recover • reach a high • stabilize • rose

Upward	Downward	Other
	<i>plunge,</i>	

b) Match the two sets of sentences (A and B) to the two rules underneath.

<b>A</b>	<p>In April the rate of unemployment <b>rose</b> to 5 million.</p> <p>Between May and July our export business almost <b>doubled</b>.</p> <p>In 2018 alone China's car production <b>increased</b> by 85%.</p>
<b>B</b>	<p>The number of European investors <b>has declined</b> since 2016. (It is still declining ...)</p> <p>The U.S. economy <b>has grown</b> rapidly over the past four months. (It is still growing ...)</p>
—	<p>We use the <b>present perfect</b> to talk about a movement or trend which started in the past but <b>has not yet finished</b>. Signal words are <b>since</b> (+ a point in time), <b>for</b> (+ a period of time), <b>this month/year</b> or expressions with <b>over</b> (over the past year).</p>
—	<p>We use the <b>past simple</b> to talk about a movement or trend which happened in the past and <b>is now finished</b>. Signal words for the past simple are <b>last month/year, in January, from 2008 to 2018, during the COVID-19 crisis</b>.</p>

c) Use the notes to make sentences in the past simple or present perfect.

1. Kakao's share price | a low last week
  
2. Renewable energy consumption | increase over the past 5 years
  
3. Travel bookings | double since May last year
  
4. The exchange rate | fluctuate | May and July

d) Reformulate sentences 1–3 above to express the **opposite** idea.

D. Use several of the **target words/chunks** below in your next presentation.

Talking about trends (adjectives and adverbs)													
<p><b>Adjectives + nouns</b></p> <p>There was a <b>sudden</b> <u>increase</u> in prices.</p> <p>In winter, we notice a <b>moderate</b> <u>fall</u>.</p> <p>This was followed by a <b>gradual</b> <u>decline</u>.</p>	<p><b>Adverbs + verbs</b></p> <p>Sales <u>increased</u> <b>slightly</b> in summer.</p> <p>Last month the rates <u>rose</u> <b>sharply</b>.</p> <p>Over the past two years, the number <u>has dropped</u> <b>significantly</b>.</p>												
<p><b>Number of Apple Pay users</b> Unit: 10 thousand people</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Apple Pay users (10 thousand people)</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>6,700</td> </tr> <tr> <td>2017</td> <td>13,700</td> </tr> <tr> <td>2018</td> <td>29,200</td> </tr> <tr> <td>2019</td> <td>44,100</td> </tr> <tr> <td>2020</td> <td>50,700</td> </tr> </tbody> </table>	Year	Number of Apple Pay users (10 thousand people)	2016	6,700	2017	13,700	2018	29,200	2019	44,100	2020	50,700	<p>The number of Apple Pay users has <u>increased</u> <b>steadily</b> since 2016.</p>
Year	Number of Apple Pay users (10 thousand people)												
2016	6,700												
2017	13,700												
2018	29,200												
2019	44,100												
2020	50,700												

E. Review the **checklist** below before your next presentation.

Checklist for Visuals (Graphs & Charts)	
✓	Make your visual <b>clear</b> and <b>easy</b> to understand.
✓	<b>Say</b> what the graph/chart <b>illustrates</b> .
✓	Highlight <b>three</b> key points.
✓	Say <b>why</b> these points are <b>important</b> (e.g., explain the differences).
✓	Use different <b>verbs</b> to express <b>movement/development</b> .
✓	Use the same <b>keywords</b> you used on your bullet charts.

**Appendix 1: Answer key.**

**Analyze A**

1. a, c
2. “we should stop pushing our children ...” < **conclusion** (If the audience is against our view, they are unlikely to read on!)
- “pre-teen athletic training does more harm than good ...” < **introduction** (If the audience is against our view, we can “warm them up” first by starting with evidence)
3. to persuade
4. story/anecdote/example
5. a, b, c

**Analyze B**

<b>Reason 1</b>	<b>pre-teen athletic training is not fair to children</b>
<b>Reason 2</b>	<b>strenuous training can harm young people physically</b>
<b>Counter arguments:</b>	1) <i>The rewards of years of training at a young age compensate for the sacrifice</i> 2) <b>A few top-notch athletes do attribute their success to early childhood training</b> 3) <b>These players do earn very high paychecks</b>

**Analyze C**

- strenuous (-)
- top-notch (+)
- wannabe (-)
- enroll (n)
- hamper (-)

**Analyze D**

1. Content creators are now calling (that | **for**) stronger copyright laws.
2. The movie industry argues (**that** | for) stronger copyright laws are needed.
3. We must defend (**against** | in) rules that weaken the authority of public prosecutors.
4. Many people today are convinced (**of** | to) the harm that global warming has on the environment.
5. Still some people are not convinced (of | **that**) copying a song or movie from one computer to another is an illegal act.