

MODULE 4: ARGUMENTATIVE PRESENTATIONS

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 1: ARGUMENTATION

An “argument” follows when two people or groups disagree about the best course of action to take on a **controversial** issue. One side gives an **opinion** and offers **reasons** to support it, while the other side offers a different opinion and reasons. The goal is to **persuade** the other side of your point of view.

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

Logos: Appeal to **logical reasoning**. Arrange your argument logically (see below) and support your reasons with reliable, valid evidence (i.e., explanations, examples, and specific details).

Ethos: Appeal to **credibility**. Appear trustworthy; establish expertise in the area; respect the opposing side’s point of view (e.g., use hedging words such as *may* be, *should* be, *will likely* be).

Pathos: Appeal to **emotions**. Use stories, anecdotes, and vivid examples to help your audience see and feel the issue from your point of view. Choose words with appropriate **connotations**.

A **formal argument** has the following **structure**:

1. Title: Introduces the topic. Titles often contain words such as ***should (not)***, ***must (not)***, ***may (not)***, for example, Homework **May Not** Be Helpful for Kids

2. Introduction: Open with an **attention-grabbing strategy** (question, relevant quotation, surprising fact/statistic, dramatic entrance).

3. Body paragraphs: Each body paragraph develops one reason. Reasons are arranged by **importance** or **familiarity** (e.g., the most important/unfamiliar reason saved till last).

Option 1 (for “recent” controversies)	Option 2 (for “old” controversies)
Your reason 1: Topic sentence	Opponents’ reason 1
• explanation, examples, specific details	• summarize and refute your opponents’ view(s)
Your reason 2: Topic sentence	Opponents’ reason 2
• explanation, examples, specific details	• summarize and refute your opponents’ view(s)
Refutation	Opponents’ reason 3
• summarize and refute your opponents’ view(s)	• summarize and refute your opponents’ view(s)

4. Conclusion: Close with a **simple summary** + the **larger significance** or a **prediction**.

Read

1. Which “option” best reflects the organization of the text: **Option 1** or **Option 2**? Why?



Pre-teen Athletic Training: At What Cost?

Many of us take great pride in the achievements of South Korean athletes, such as the historic moment when Son Heung-min won the Golden Boot in the English Premier League in 2022. Shortly thereafter, “Sonny fever” swept the nation, inspiring countless young football wannabes to enroll in local football camps. Similarly, the remarkable performances of archers An San and Kim Je-deok at the Tokyo 2020 Olympics led to a surge in interest in archery among the youth. These

instances are not surprising given the influential role of sports in our society. 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 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—most end up working as grease monkeys. 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.

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 (See [Appendix 1](#) for answers. Self-check before class.)

A. Look at **Text 1** and answer the questions.

1. Who was the intended **audience** of the text? More than one answer is possible.

- a. people **opposed** to pre-teen athletic training
- b. people **in favor** of pre-teen athletic training
- c. people who have **no particular opinion**

2. What is the **purpose** of the text? a. to inform b. to entertain c. to persuade

3. 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

4. Which **attention-grabbing strategy** was used in the introduction paragraph?

5. Which of the following were used as **support**? More than one answer is possible.

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

B. Look at **Text 1** and complete the outline.

Title: Pre-teen Athletic Training: At What Cost?	
Point of view: <i>We should stop pushing our children to get intensive athletic training from a very early age.</i>	
Reason 1	
Reason 2	
Counter arguments:	1) 2) <i>A few top-notch athletes do attribute their success to early childhood training</i> 3) <i>These players do earn very high paychecks</i>

APPLY

A. Respond to a **point of view** on the issue of **tourism** to your country.

Point of view 1: <i>Tourism is good for the country and should be encouraged.</i>	Point of view 2: <i>Tourism is bad for the country and should be limited.</i>
1. Choose a side and complete the sentences.	
Arguments for	Arguments against
The government should encourage tourism because ... because ...	The government should limit tourism because ... because ...
Our point of view (after considering arguments for/against)	Refutation (pick one of your opponent's arguments and refute it)
The government should _____ tourism. <reason 1> <reason 2>	Some people argue that ... It may be true that ... However, ...

B. **Key Language Features:** Match the underlined words in **Text 1** to the definitions below. Identify whether the words have a **positive** (+) or **negative** (-) **connotation**.

Definitions
E.g., "needing physical or mental effort": <u>strenuous</u> (-) 1) "someone who earns money repairing cars": 2) "someone who wants to achieve something": 3) "easily seen or recognized": 4) "to happen later than expected": 5) "considering all sides or opinions":

C. Counterargument, concession, and refutation

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

Read the extracts below. Write **C** if the extract contains only **concession**. Write **R** if the extract contains only **refutation**. Write **CR** if the extract contains **both**. Underline the words used to introduce the writers' **concession** and **refutation**.

Renewable Energy vs. Fossil Fuels

1. ____ It could be said that renewable energy sources, like solar and wind power, are unreliable because they depend on weather conditions.

Working from Home

2. ____ While it is sometimes true that working from home can lead to decreased productivity and a lack of team cohesion, companies can schedule regular virtual meetings to maintain productivity and team spirit, showing that working from home can be both efficient and beneficial.

Genetically Modified Foods (GMOs)

3. ____ On the other hand, numerous scientific studies have shown that GMOs are safe to eat and can help increase crop yields. This can be particularly beneficial in feeding the growing global population and reducing food scarcity.

Single Use Plastics

4. ____ Some people believe that banning single use plastics would be inconvenient for consumers, making eating out more difficult. While this might be true initially, many countries have successfully implemented such bans, showing that consumers can adapt to using more sustainable options.

Notes:

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**:

While this could be true, [refutation] (Note: *this* points back to the counterargument)

It is true that ... | It could be said that ...

Although/Even though it is true that ..., [refutation]

Introduce your **refutation** with a **transition**:

However, | In fact, | On the other hand,

D. Complete each **concession** and **refutation (CR)** for the counterarguments below.

1. Some parents argue that soft drinks and snacks should not be sold near elementary schools because they are bad for children's health.

CR: _____, completely restricting the sale of these items near schools may not be the best approach. It overlooks the importance of teaching children about making healthy dietary choices, a skill that is essential for their long-term health.

2. Some people think that drinking alcohol should be banned in public parks because drunken people are dangerous.

CR: _____ alcohol consumption can lead to aggressive behavior and create an unsafe environment for families and children. _____, not everyone who drinks in public parks behaves irresponsibly. Instead of a complete ban, implementing stricter regulations and increasing security patrols can help manage the issue. This way, people can still enjoy their beverages responsibly while ensuring the safety of the park.

3. Some delivery drivers argue that they should be allowed to ignore traffic rules because this helps them deliver food and products more quickly.

CR: _____ speeding and running red lights can reduce delivery times and improve customer satisfaction, traffic rules are essential for ensuring the safety of all road users. Ignoring these rules increases the risk of accidents, endangering both drivers and pedestrians.

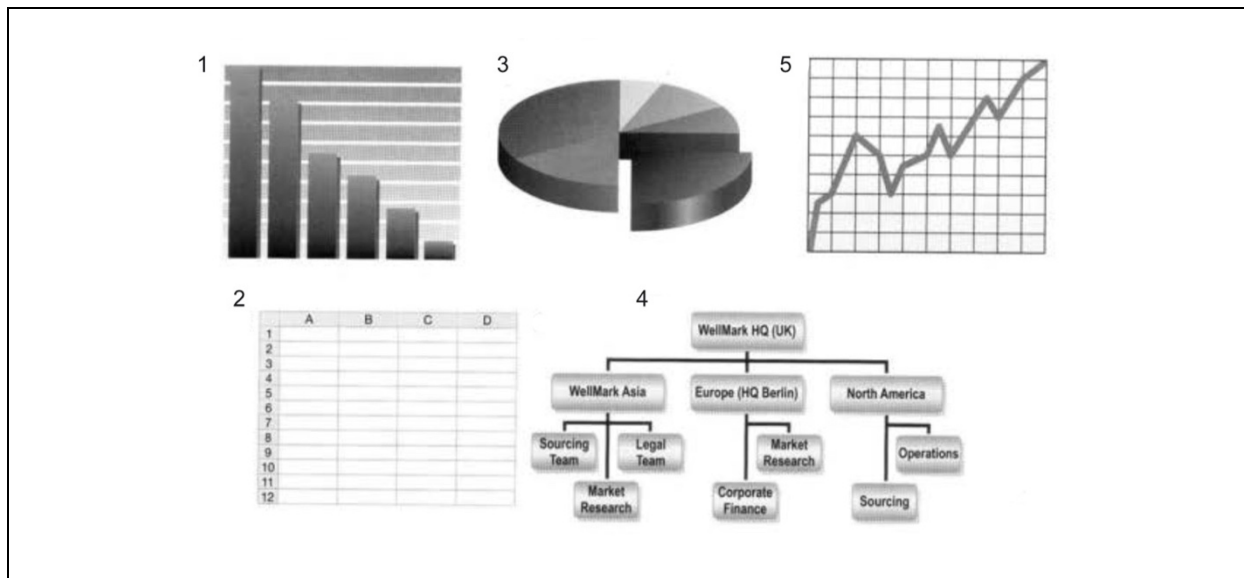
Tip: Be sure to use these **key language features** in your presentation!

E. (Optional) Visit the Flipboard magazine [Issues](#). Skim the **titles**, choose an **issue**, and **complete the table** below with your own ideas.

Call to action:	
Reasons:	Support (examples, specific details)

PRESENTATION SKILLS: USING GRAPHS AND CHARTS

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

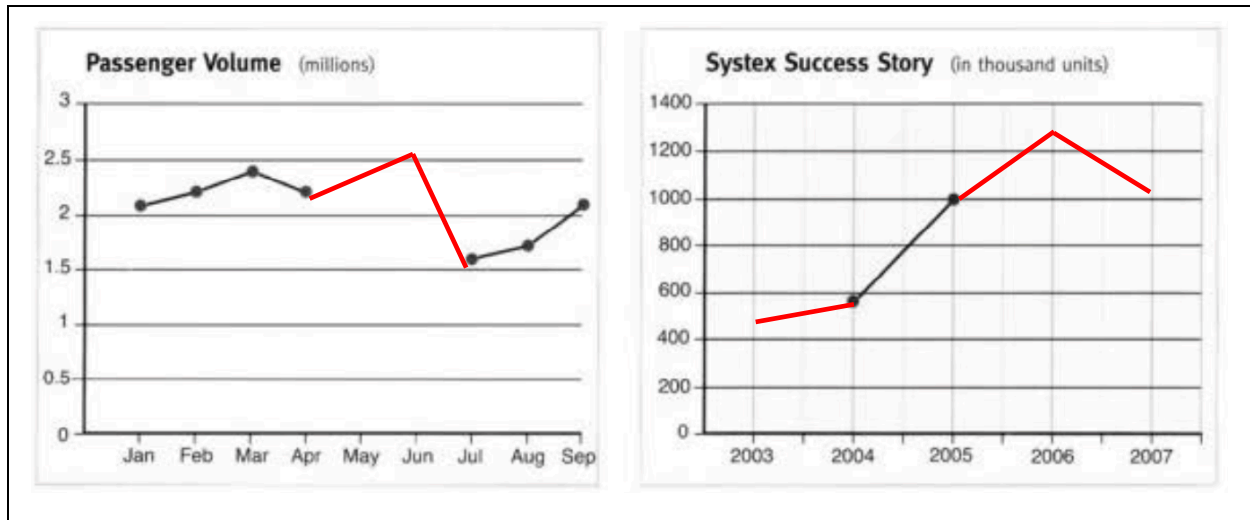


b) Match the two **sentence parts** used to refer to **visuals**. (No connection to visuals above!)

<p>1. Let's now <u>have a</u> look <u>d</u> ... <u>have a</u> look ... (c > v linking)</p> <p>2. The black line gives us _____</p> <p>3. I'd like to draw your _____</p> <p>4. Now I'd like you to take _____</p> <p>5. The graph on the following slide _____</p>	<p>a. attention to the pie chart.</p> <p>b. a look at the table.</p> <p>c. in the line graph.</p> <p>d. at the new organizational chart.</p> <p>e. shows our revenue since 2022.</p> <p>f. the sales figures for the Hyundai IONIQ 6.</p>
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c) Find 1) examples of **consonant > vowel** linking and 2) **unstressed words**. 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

fall | ~~fluctuated~~ | rise | picking up | reached | rose | slumped

1. As you can see here, passenger numbers **fluctuated** 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 decline 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 | stand | 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 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 sentences to the **rules** (A or B).

1. ____ In June exports almost **doubled**.
2. ____ The number of investors **has declined** since 2022.
3. ____ China's car production **increased** by 85% last year alone.
4. ____ During September the rate of unemployment **rose** to 5 million.
5. ____ The U.S. economy **has grown** rapidly over the past year.

Rules

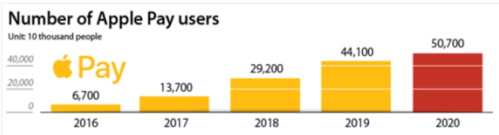
A	a movement or trend that began in the past and continues to the present . Signal words are since (+ a point in time), for (+ a period of time), this month/year or expressions with over (over the past year)
B	a movement or trend that completed in the past . Signal words are last month/year or expressions with in (in January), from (from 2010 to 2020), during (during the summer)

c) Use the notes to make sentences.

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

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>Adjectives + nouns</p> <p>There was a sudden <u>increase</u> in prices.</p> <p>In winter, we notice a moderate <u>fall</u>.</p> <p>This was followed by a gradual <u>decline</u>.</p>	<p>Adverbs + verbs</p> <p>Sales <u>increased</u> slightly in summer.</p> <p>Last month the rates <u>rose</u> sharply.</p> <p>Over the past two years, the number <u>has dropped</u> significantly.</p>												
 <table border="1"> <caption>Number of Apple Pay users</caption> <thead> <tr> <th>Year</th> <th>Number of users (Unit: 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 users (Unit: 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> steadily since 2016.</p>
Year	Number of users (Unit: 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 and Charts)	
✓	Make your visuals clear and easy to understand.
✓	Say what the graph/chart illustrates .
✓	Highlight three key points.
✓	Say why these points are important (e.g., explain the differences).
✓	Use different verbs to express movement/development .
✓	Use the same keywords you used on your bullet charts.

Appendix 1: Answer key.

Read: Option 1 (a new, recent argument; cf. legalization of abortion, an old, long-standing argument)

Analyze A

1. a, c
2. to persuade
3. “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)
4. examples
5. a, b, c

Analyze B

Reason 1: pre-teen athletic training is not fair to children

Reason 2: strenuous training can harm young people physically

Counterarguments: The rewards of years of training at a young age compensate for the sacrifice

Apply A

- + because it creates jobs for locals (see also model below)
- + because it improves the country's brand image
- + because it contributes to local infrastructure development
- because it contributes to pollution
- because it can displace locals
- because it has been limited in areas like Venice, Italy

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

Appendix 2: Types of support, researching a topic, writing a script, shadowing the script.

Types of support

Presenters rely on **three** main **types of support** to develop their presentations:

1. **Explanations** (of concepts, theories, ideas)
2. **Examples** (from the news, personal experience, websites and social media)
3. **Specific details** (facts, figures [i.e., numbers], research results, expert opinion)

Researching a topic

Use an **AI tool** ([Perplexity](#)) for some basic **research**.

>> I am a [B2] level English language learner preparing a presentation. Help me research the topic [multiculturalism]. Provide some [explanation / examples / specific details]. Answer all of my questions, but DO NOT write my script.

Tip: Narrow your searches: “explanation” OR “examples” OR “specific details” (to keep the results short and manageable).

Writing a script

Use an **AI tool** ([ChatGPT](#)) to draft an **outline** of your presentation.

>> I am a [B2] level English language learner. Help me write an outline for a [5 minute] speech on the following topic: [arguments for / arguments against ...]. DO NOT write my script.

Introduction: Suggest some ways to grab the audience’s attention, e.g., “a rhetorical question,” “an interesting fact/statistic,” “a problem to think about.”

Body: Arrange the reasons in “climactic” order. Include a “refutation” section: One counterargument, concession, and refutation. Provide some explanation, examples, and specific details.


Conclusion: Why is it important that the audience understands the topic? What’s the benefit to them/society?

Shadowing the script

Use an **AI “text to speech” tool** ([Natural Readers](#)) to help with the **pronunciation** of individual sounds, word stress, rhythm, and intonation.

Appendix 3: Argumentative presentation.

INDIVIDUAL PRESENTATION		The purpose of this task is for you to practice delivering an argumentative presentation.
Overview		
Length:	5–10 minutes	
Purpose:	To persuade	
Audience:	General adults	
Style:	Follow the language style of Text 1 (neutral)	
Ideas, Research, & Speech models:	See the Flipboard magazine <i>Issues</i> ; use Perplexity for research; use ChatGPT to draft a script; use NaturalReader to help with the pronunciation of individual sounds, word stress, rhythm, and intonation.	
Instructions: Choose a topic of either personal or professional interest. See below for ideas or query Perplexity: “List some topics for a short argumentative speech.”		
Tip: See Appendix 2 for how to use AI tools to research a topic and draft an outline .		
<ul style="list-style-type: none">• multiculturalism• entertainers in the military• social media and young people		<ul style="list-style-type: none">• future direction of the company/government• reorganization of departments/ministries• foreign students in the school system

 Write a draft
<p>INTRODUCTION</p> <p>[Follow the WISE flow chart (M1 p. 8) + grab attention (M1 p. 10) + write a purpose statement (p. 6)]</p> <p>BODY</p> <p>[Explain reasons and refute the other side. Organize your ideas in a logical way (p. 1). Use signposting phrases throughout (M2 p. 8)]</p> <p>CONCLUSION</p> <p>[1) Why is it important your audience understands the topic? What’s the benefit to them/society? OR 2) Make a prediction or suggest a consequence.]</p>