



## One-sided Argument Essays

### EXAMPLE

#### Contents:

##### Argument essays

1. Can wind energy replace electricity power stations?
2. Is climate change a result of human activities?
3. Is a vegetarian diet healthier and better for the environment?
4. Should museums be free for everyone?
5. Do you agree that the British high street is dying?

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# Wind Energy

## One-sided Argument Essay

*Wind energy cannot replace  
conventional electricity power stations.*

## Writing a one-sided argument (persuasive) essay

### Topic: wind energy **EXAMPLE**

**Argument:** *Wind energy cannot replace conventional electricity power stations. To what extent do you agree?*

**Type:** General

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

#### Lesson Aim

*To develop the students' ability to generate main ideas with support and write a one-sided argument (persuasive) essay.*

#### Lead in

- Students brainstorm types of renewable energy.
- Focus students' attention to wind energy & ask students to discuss if wind energy could replace conventional electricity power stations.
- Students discuss & make a note of arguments for & in opposition.
- Feed in / check key vocabulary (see next page).

#### Assumptions

- Students already know what a one-sided argument (persuasive) is. If not go here: [www.academic-englishuk.com/one-sided-argument-essays](http://www.academic-englishuk.com/one-sided-argument-essays)
- Students already know what a block or a point-by-point essay structure is. If not, go here: <https://www.academic-englishuk.com/essay-structure>
- Students already know what a thesis statement is. If not, go here: <https://www.academic-englishuk.com/thesis-statements>

#### Writing

1. Distribute **essay question: Wind energy cannot replace electricity power stations. To what extent do you agree?**
2. Students discuss what the essay is asking them to do.
3. Whole class feedback.
4. Students discuss & decide how they wish to structure their essay (block or point-by-point).
5. Distribute **outline#1 block** (blank) or **outline#2 point-by-point** (blank). Students decide on stance & complete outline.
6. Students write a 600-800 word essay. Allow 1.30 hours.
7. Feedback options: i. Peer feedback (**Checklist** included) ii. Distribute **outlines#3 block & 4 point-by-point** (completed) & **model essays x 2** (Block 704 words & Point-by-Point 553 words) for students to compare. iii. Take in and mark. Use marking code: [www.academic-englishuk.com/error-correction](http://www.academic-englishuk.com/error-correction).

#### Scaffolding/Differentiation /Extra

- Students use **outlines#3 & 4** (completed) to write the essay.
- Reading activity: students read essays & complete **outline#5 & 6**.

## Wind Energy

### Key vocabulary

1. Sustainable / renewable energy.
2. Coal fired power station, Nuclear powered station.
3. Fossil fuel, coal, oil, gas.
4. Solar, wind, hydro, biomass power.
5. A wind turbine.
6. A flaw.
7. A substitute.
8. To utilise.
9. Greenhouse Gases (GHGs).
10. CO2 emissions.
11. Climate change.
12. Maintenance cost.
13. Reliability.
14. A wind farm.
15. 'to ruin the natural landscape'.
16. A reliance on something.
17. A greener society.

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## Outline #1 Block

Use this outline to plan an essay on: *Wind energy cannot replace conventional electricity power stations. To what extent do you agree?*

<b>Introduction</b>	
<b>General</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-arguments (opposite views to yours) - write your ideas and support</b>	
<b>1.Point:</b> <b>Support:</b> <b>Support:</b>	
<b>2.Point:</b> <b>Support:</b> <b>Support:</b>	

<b>Arguments (your views that support your thesis) - write your ideas and support</b>	
<b>1.Point:</b> <b>Support:</b> <b>Support:</b>	
<b>2.Point:</b> <b>Support:</b> <b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	

## Outline #2 **Point-by-Point**

*Use this outline to plan an essay on: Wind energy cannot replace conventional electricity power stations. To what extent do you agree?*

<b>Introduction</b>	
<b>General</b>	
<b>Definition</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-argument. Transition – Rebuttal Arguments.</b>	
<b>1.Counter-argument:</b>  <b>Support:</b>  <b>Support:</b>	
<b>However, rebuttal arguments.</b>  <b>Support:</b>  <b>Support:</b>	

<b>Counter-argument. Transition -Rebuttal Arguments.</b>	
<b>2. Counter-argument:</b>  <b>Support:</b>  <b>Support:</b>	
<b>However, rebuttal arguments.</b>  <b>Support:</b>  <b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion</b>	

## Outline #3 **Block** (Completed)

Use these ideas to write a one-sided argument on: Wind energy cannot replace conventional electricity power stations. To what extent do you agree?

Introduction	
<b>General</b>	Debate - the importance of sustainable energy.
<b>Definition</b>	A source of [ ] infinite and will never run out.
<b>Specific</b>	Main sources of [ ] wind and hydro. [ ] Earth and lots of innovative technology.
<b>Thesis</b>	This essay will investigate wind energy and argue that wind energy as a primary source of [ ] flaws, but used [ ] of renewable sources could be an effective substitute.

Counter-arguments (opposite view to yours) - write your ideas and support	
<b>1. Freely available.</b>	<ul style="list-style-type: none"> <li>Renewable source of [ ] [ ].</li> <li>U.K. is highly dependent on importing fossil fuels.</li> </ul>
<b>2. Non-polluting source of energy.</b>	<ul style="list-style-type: none"> <li>[ ] or CO2.</li> <li>Current power stations, [ ] emissions.</li> <li>Wind energy would help governments meet targets in preventing climate change.</li> </ul>
<b>3. Cost effective.</b>	<ul style="list-style-type: none"> <li>[ ] high for the materials and construction.</li> <li>Low maintenance costs &amp; [ ] years.</li> <li>Coal or nuclear power stations only operate for [ ]</li> </ul>

Arguments (your views that support your thesis) - write your ideas and support	
<b>1. Reliability.</b>	<ul style="list-style-type: none"> <li>Wind is [ ].</li> <li>It is impossible to predict when &amp; strength.</li> <li>Not [ ] mands in the [ ]</li> </ul>
<b>2. No storage system.</b>	<ul style="list-style-type: none"> <li>It [ ] so often wind turbines are turned off.</li> <li>No technological development in how this [ ].</li> <li>Oil/coal fired [ ] turned on and off when you need the energy.</li> </ul>
<b>3. Noise and visual pollution.</b>	<ul style="list-style-type: none"> <li>People want [ ] want them near where they live.</li> <li>Wind turbines are noisy as they rotate and big wind [ ] landscape.</li> </ul>

<b>Conclusion</b>	
<b>Summary</b>	Wind energy could be a future solution for the [REDACTED] to a certain extent = cleaner & [REDACTED]. However, limitations - reliability of [REDACTED] & inability to store electricity.
<b>Thesis</b>	A combination of sustainable [REDACTED], hydro and biomass help to reduce reliance on fossil fuels.
<b>Suggestion</b>	Societies = use this [REDACTED] for a greener society.

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## **Outline #4** Point-by-point (Completed)

Use these ideas to write a one-sided argument on: Wind energy cannot replace conventional electricity power stations. To what extent do you agree?

Introduction	
<b>General</b>	Debate - the importance of sustainable energy.
<b>Definition</b>	A source of energy that [redacted] and will never run out.
<b>Specific</b>	Main sources of sustainable [redacted]. Plentiful on Earth and [redacted].
<b>Thesis</b>	This essay will investigate wind energy and argue [redacted] as a primary source of [redacted], but used with a variety of [redacted] be an effective substitute.

Counter-argument. Transition – Rebuttal Arguments.	
<b>1. Freely available.</b>	<ul style="list-style-type: none"> <li>Renewable source of [redacted] available.</li> <li>[redacted] dependent on importing fossil fuels.</li> </ul>
<b>However: question about reliability.</b>	<ul style="list-style-type: none"> <li>Wind [redacted].</li> <li>It is impossible to predict [redacted]</li> <li>[redacted] demands in the mornings and evenings.</li> </ul>

Counter-argument. Transition – Rebuttal Arguments.	
<b>2. Non-polluting source of energy.</b>	<ul style="list-style-type: none"> <li>No greenhouse gases or CO2.</li> <li>Current power [redacted] of the U.K.s [redacted].</li> <li>[redacted] help governments [redacted] climate change.</li> </ul>
<b>However: question about noise and visual pollution.</b>	<ul style="list-style-type: none"> <li>People want wind [redacted] them near where they live.</li> <li>Wind turbines are noisy as they rotate and big [redacted] landscape.</li> </ul>

Conclusion	
<b>Summary</b>	Wind energy could be a future solution for the diminishing fossil fuels to a certain extent = cleaner & [redacted]. However, limitations - [redacted] and the inability to store electricity.
<b>Thesis</b>	A combination of sustainable [redacted] wind, solar, hydro and biomass [redacted] on fossil fuels.
<b>Suggestion</b>	Societies = use this combination as a main [redacted] a greener society.

## **Wind energy cannot replace electricity power stations.**

**To what extent do you agree?** (C. Wilson, 2017)\_(Block Structure)

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]

## **Wind energy cannot replace electricity power stations.**

**To what extent do you agree?** (C. Wilson, 2017)

(Point-by-Point Structure)

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

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 renewable [REDACTED] importing [REDACTED] its energy needs. However, despite being true in theory, there is a question about reliability. Although the UK is an island and [REDACTED], this wind is [REDACTED] to predict when the wind will blow, at what times and at what strength. As a consequence, this creates a [REDACTED] peak demands usually in the mornings and evenings. All in all, if wind energy cannot work effectively in a country [REDACTED] that this source of [REDACTED] 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 produce no [REDACTED] current power [REDACTED] of the U.K.s CO2 emissions. As a consequence, it is argued that wind energy could help governments meet their [REDACTED]. However, it must be clarified that although it is not polluting in the sense of CO2, there is still both noise and visual pollution. [REDACTED] renewable energy and more wind turbines but not near where they live. This is perfectly understandable [REDACTED] and large [REDACTED] making the countryside look mechanised. This example demonstrates that this source of energy needs improvements [REDACTED] stations 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.

[553 words]

## Peer Feedback Checklist

### One-sided argument (persuasive) essay

**Rationale:** To 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.

<b>Introduction:</b>	<b>Yes/No/Not sure</b>
What the topic is and why it is important.	
Definition (if needed).	
Specific information about the topic.	
The context (if needed).	
A thesis statement.	
<b>Main Body:</b>	<b>Answer Question</b>
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?	
<b>Conclusion:</b>	<b>Yes/No/Not Sure</b>
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?	

## **Reading Exercise: Outline #1 Block**

Fill in this outline for the essay on: *Wind energy cannot replace conventional electricity power stations. To what extent do you agree?*

<b>Introduction</b>	
<b>General</b>	
<b>Definition</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-arguments (opposite view)</b>	
<b>1.Point / idea:</b> <b>Support:</b> <b>Support:</b>	
<b>2.Point:</b> <b>Support:</b> <b>Support:</b>	
<b>3.Point:</b> <b>Support:</b> <b>Support:</b>	

<b>Arguments (views that support the thesis)</b>	
<b>1.Point / idea:</b> <b>Support:</b> <b>Support:</b>	
<b>2.Point:</b> <b>Support:</b> <b>Support:</b>	
<b>3.Point</b> <b>Support:</b> <b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	

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## **Reading Exercise: Outline #6 Point-by-Point**

Fill in this outline for the essay on: *Wind energy cannot replace conventional electricity power stations.*  
To what extent do you agree?

<b>Introduction</b>	
<b>General</b>	
<b>Definition</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-argument. Transition – Rebuttal Arguments.</b>	
<b>1.Counter-argument:</b>  <b>Support:</b>  <b>Support:</b>	
<b>However, rebuttal arguments.</b>  <b>Support:</b>  <b>Support:</b>	

<b>Counter-argument. Transition -Rebuttal Arguments.</b>	
<b>2. Counter-argument:</b>  <b>Support:</b>  <b>Support:</b>	
<b>However, rebuttal arguments.</b>  <b>Support:</b>  <b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion</b>	



# Climate Change

## One-sided Argument Essay

*Climate change is a result of human activities.*



## Writing a one-sided argument (persuasive) essay

### Topic: climate change **EXAMPLE**

**Argument:** *Climate change is a result of human activities.*

**Type:** General

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

#### Lesson Aim

*To develop the students' ability to generate main ideas with support and write a one-sided argument (persuasive) essay.*

#### Lead in

- Students briefly discuss what climate change is.
- Focus students' attention to the causes & ask students to discuss who or what is responsible for climate change.
- Students make a note of arguments in support of the question (humans are responsible) & in opposition (humans are not responsible).
- Feed in / check key vocabulary (see next page).

#### Assumptions

- Students already know what a one-sided argument (persuasive) is. If not go here: [www.academic-englishuk.com/one-sided-argument-essays](http://www.academic-englishuk.com/one-sided-argument-essays)
- Students already know what a block or a point-by-point essay structure is. If not, go here: <https://www.academic-englishuk.com/essay-structure>
- Students already know what a thesis statement is. If not, go here: <https://www.academic-englishuk.com/thesis-statements>

#### Writing

1. Distribute **essay question: Do you agree that climate change is a result of human activities?**
2. Students discuss what the essay is asking them to do.
3. Whole class feedback.
4. Students discuss & decide how they wish to structure their essay (point-by-point or block).
5. Distribute **outline#1 block** (blank) or **outline#2 point-by-point** (blank). Students decide on stance & complete outline.
6. Students write a 600-800 word essay. Allow 1.30 hours.
7. Feedback options: i. Peer feedback (**Checklist** included) ii. Distribute **outlines#3 block & 4 point-by-point** (completed) & **model essays x 2** for students to compare. iii. Take in and mark. Use marking code: [www.academic-englishuk.com/error-correction](http://www.academic-englishuk.com/error-correction)

#### Scaffolding/Differentiation/Extra

- Students use **outlines#3 & 4** (completed) to write the essay.
- Reading activity: students read essays & complete **outline#5 & 6**.

## Climate Change

### Key vocabulary

1. Climate change.
2. Atmospheric levels.
3. Greenhouse Gases (GHGs) / Carbon Dioxide (CO<sub>2</sub>) / Methane (CH<sub>4</sub>).
4. Sceptics.
5. Phenomenon.
6. Emissions.
7. Reliable.
8. Fluctuations.
9. Measuring temperature changes: tree rings / ice cores / corals.
10. Preceding.
11. Unprecedented.
12. Northern hemisphere.
13. Millennium.
14. Climate model.
15. Exaggeration.
16. Over/underestimate.
17. Rigorous.
18. Controversial.
19. A correlation.
20. Credible.

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## **Outline #1 Block**

Use this outline to plan an essay on: *Do you agree that climate change is a result of human activities?*

<b>Introduction</b>	
<b>General</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-arguments (opposite views to yours) – write your ideas and support</b>	
<b>1.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>2.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Arguments (your views that support your thesis) – write your ideas and support</b>	
<b>1.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>2.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	

## **Outline #2 Point-by-point**

*Use this outline to plan an essay on: Do you agree that climate change is a result of human activities?*

<b>Introduction</b>	
<b>General</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-argument, Transition – Rebuttal Arguments.</b>	
<b>1. Counter-argument:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>However, rebuttal argument:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Counter-argument, Transition -Rebuttal Arguments.</b>	
<b>2. Counter-argument:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>However, rebuttal argument:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	

### **Outline #3 Block** (completed)

Use this outline to plan an essay on: *Do you agree that climate change is a result of human activities?*

<b>Introduction</b>	
<b>General</b>	Temperatures increase = 1.4°F since 20 <sup>th</sup> century.
<b>Specific</b>	Greenhouse [ ] increased= climate change. Scientists = human activities. Sceptics = [ ]
<b>Thesis</b>	Human [ ] international action needed.

<b>Counter-arguments (opposite view to yours) – write your ideas and support</b>	
<b>1.Point:</b> Rise in temperature = natural climate cycle. <ul style="list-style-type: none"> <li>Climate = [ ] Current temperatures – within natural temperature fluctuations.</li> <li>Records = 20<sup>th</sup> century [ ] a uniquely extreme climatic period of the last millennium” (Soon and Baliunas, 2003).</li> <li>High temperatures [ ] happened [ ] (ibid).</li> </ul>	
<b>2.Point:</b> Reliability of climate models. <ul style="list-style-type: none"> <li>Comparison between observational data and computer [ ] concluded that “the models are [ ] (Lewis and Curry, 2014).</li> <li>Overestimating how fast the earth will warm as CO2 levels increase (ibid).</li> </ul>	

<b>Arguments (your views that support your thesis) – write your ideas and support</b>	
<b>1.Point:</b> Global temperatures rising faster than natural climate change. <ul style="list-style-type: none"> <li>Comparison – data [ ], ice [ ] with temp. records (Mann et al, 2008).</li> <li>Arctic Sea ice – melting [ ] per decade (Stroeve et al, 2007).</li> </ul>	
<b>2.Point:</b> Accuracy of climate models <ul style="list-style-type: none"> <li>Research – [ ] to be accurate.</li> <li>Data is compared with other data from models worldwide.</li> <li>Models – rigorous [ ] revised (Climate.gov, 2014).</li> </ul>	

<b>Conclusion</b>	
<b>Summary</b>	Sceptics: global warming = natural (Earth = temperature changes in past) & can't [ ] Scientists: gases & temperature increases = human [ ] provide reliable data.
<b>Thesis</b>	Global warming [ ] = credible. True = human activities. Extra: Industry & urbanization are polluting atmosphere.
<b>Suggestion</b>	Need to take action now.

## **Outline #4 Point-by-point** (completed)

Make notes using this outline to plan an essay on: *Do you agree that climate change is a result of human activities?*

<b>Introduction</b>	
<b>General</b>	Temperatures increase = 1.4°F since 20 <sup>th</sup> century.
<b>Specific</b>	Greenhouse [redacted] increased= climate change. Scientists = human activities. Sceptics = [redacted]
<b>Thesis</b>	Human [redacted] international action needed.

<b>Counter-argument. Transition – Rebuttal Argument.</b>	
<b>1.Counter-argument:</b> Rise in temperature = natural climate cycle. <ul style="list-style-type: none"> <li>Records = 20<sup>th</sup> century [redacted] uniquely extreme climatic period of the last millennium” (Soon and Baliunas, 2003).</li> <li>High [redacted] also happened around [redacted] (AD) (ibid).</li> </ul>	
<b>However, rebuttal argument.</b> Global temperatures rising faster than natural climate change. <ul style="list-style-type: none"> <li>Comparison – data from [redacted] and corals with temp. records (Mann et al, 2008).</li> <li>Arctic Sea ice – melting [redacted] per decade (Stroeve et al, 2007).</li> </ul>	

<b>Counter-argument. Transition -Rebuttal Argument.</b>	
<b>2. Counter-argument:</b> Reliability of climate models. <ul style="list-style-type: none"> <li>Comparison [redacted] computer [redacted] concluded that “the models are exaggerating climate sensitivity” (Lewis and Curry,2014).</li> <li>Overestimating how [redacted] CO2 levels increase (ibid).</li> </ul>	
<b>However, rebuttal argument.</b> Research – climate models studied proved to be accurate. <ul style="list-style-type: none"> <li>Data is compared [redacted] models.</li> <li>[redacted] testing &amp; equations revised (Climate.gov, 2014).</li> </ul>	

<b>Conclusion</b>	
<b>Summary</b>	Sceptics: global warming = natural (Earth = temperature changes in past) & can't [redacted] Scientists: gases & temperature [redacted] &models provide reliable data.
<b>Thesis</b>	Global warming gases & [redacted]. True = human activities. Extra: [redacted] are polluting atmosphere.
<b>Suggestion</b>	Need to take action now.

## **Do you agree that climate change is a result of human activities?** (C. Wilson, 2017)

### **Block**

Temperatures on earth have increased approximately 1.4°F since the early 20<sup>th</sup> century. Over this time period, atmospheric [redacted] carbon dioxide (CO<sub>2</sub>) and methane (CH<sub>4</sub>) have notably increased. Many scientists believe this is a direct [redacted] while [redacted] temperature increases are a natural phenomenon. This essay argues that the causes of climate change [redacted] that immediate international action is needed to reduce emissions of greenhouse gases.

There are two arguments that climate change sceptics have put forward; firstly, the rise in temperature is [redacted] climate models do not provide reliable data. With regard to the former, it has been suggested that the [redacted] these current temperatures are within natural temperature fluctuations. It has been argued (Soon and [redacted] acknowledge that the 20<sup>th</sup> century was possibly “not the warmest nor a uniquely extreme climatic period [redacted], a later study (ibid) claimed that the high temperatures witnessed before 1990 also happened in around 1000 to [redacted]. In terms of the latter, it is argued that the climate change models research are inadequate and inaccurate. According to Lewis and Curry (2014), a comparison between observational [redacted] that “the models are exaggerating climate sensitivity” and are overestimating how fast the earth will warm as CO<sub>2</sub> levels [redacted] have been observed, [redacted] about the reliability of climate models, there is far more evidence that global warming is caused by humans.

Firstly, it is clear that global temperatures are rising faster than natural climate change. Mann et al (2008) found [redacted] tree rings, ice cores and corals over the past millennium with recent temperature records, the rise over the preceding decade had occurred at a rate faster than any other warming period [redacted] Arctic Sea ice is melting at an unprecedented rate of 13.9% per decade with predictions that it will have melted by [redacted], research conducted by Zeke Hausfather of the University of California (Buis, 2020) found no evidence [redacted] studied overestimated or underestimated global warming, and concluded that most of the climate models [redacted] to point out that the data is constantly compared with data from other models from the around the world, and the models go through rigorous testing with equations being revised as and [redacted] reassurance of the reliability of these climate change models, it is vital to take the results seriously, and what [redacted] the observational evidence, is that the global temperature is rising, and this is caused by the decisions and [redacted] citizens.

In conclusion, the debate of whether climate change is a natural process or a result of human activities is [redacted] the Earth has been through temperature changes similar in the past and believe that the method [redacted]. However, the correlation between the increase in global warming gases and a rise in temperatures is [redacted] that climate change is caused by human activities. Even without scientific evidence, it seems obvious that [redacted] is polluting [redacted] ever. Overall, climate change is happening and societies need to take international action now.

[608 words]

## **Reference list**

Buis, A. (2020). *Study confirms climate models are getting future warming projections right*. Online Available at: <http://climate.nasa.gov/news/2943/study-confirms-climate-models-are-getting-it-right> [Accessed 20<sup>th</sup> April 2020].

Lewis, N. and Curry, J. (2014). The implications for climate sensitivity of AR5 forcing and heat uptake estimates. *Climate Dynamics*, 45(3-4), pp.1009-1023.

Mann, M., Zhang, Z., Hughes, M., Bradley, R., Miller, S., Rutherford, S. and Ni, F. (2008). Proxy-based reconstructions of hemispheric and global surface temperature variations over the past two millennia. *Proceedings of the National Academy of Sciences*, 105(36), pp.13252-13257.

NOAA. (2013), *Climate Models* [Online] Available at: <http://www.climate.gov> [Accessed 21<sup>st</sup> April. 2020].

Soon, W. and Baliunas, S. (2003). Global warming. *Physical Geography*, 27(3), pp.448-455.

Stroeve, J., Holland, M., Meier, W., Scambos, T. and Serreze, M. (2007). Arctic sea ice decline: Faster than forecast. *Geophysics Research* 34(9).

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## **Do you agree that climate change is a result of human activities?** (C. Wilson, 2017)

### **Point-by-Point**

Temperatures on earth have increased approximately 1.4°F since the early 20<sup>th</sup> century. Over this time period, atmospheric [redacted] carbon dioxide (CO<sub>2</sub>) and methane (CH<sub>4</sub>) have notably increased. Many scientists believe this is a direct [redacted] while [redacted] temperature increases are a natural phenomenon. This essay argues that the causes of climate change [redacted] that immediate international action is needed to reduce emissions of greenhouse gases.

One argument put forward by climate change sceptics is that the climate has always warmed and [redacted] temperatures are [redacted]. It has been argued (Soon and Baliunas, 2003) that a number of records acknowledge that the 20<sup>th</sup> century was [redacted] extreme climatic period of the last millennium.” Furthermore, a later study (ibid) claimed that the high [redacted] also happened at around 1000 to 1100 (AD) in the Northern Hemisphere. Although it is true that [redacted], the evidence suggests that global temperatures are rising faster than natural climate change. Mann et al ([redacted] data from tree rings, ice cores and corals over the past millennium with recent temperature records, the rise over the [redacted] than any other warming period over the last 1,700 years. In addition, the Arctic Sea ice is melting at an [redacted] [redacted] melted by 2030 (Stroeve et al, 2007). Such examples demonstrate that the world is heating up and the only explanation is human activity.

Another argument put forward by opponents of climate change is that the research is often based on computerized [redacted], which [redacted]. According to Lewis and Curry (2014), a comparison between observational data and computer climate models concluded [redacted] sensitivity” and are overestimating how fast the earth will warm as CO<sub>2</sub> levels increase. However, research conducted by Zeke Hausfather [redacted] (Buis, 2020) found [redacted] they studied overestimated or underestimated global warming, and concluded that most of the climate models have been [redacted] that the data is constantly compared with data from other models from the around the world, and the models go through rigorous testing with equations being revised as and if required [redacted] of the [redacted], it is vital to take the results seriously, and what these models tell us is that the global temperature is rising, and [redacted] behavior of the world’s citizens.

In conclusion, the debate of whether climate change is a natural process or a result of human activities is [redacted] the Earth has been through temperature changes similar in the past and believe that the method [redacted]. However, the correlation between the increase in global warming gases and a rise in temperatures is [redacted] that climate change is caused by human activities. Even without scientific evidence, it seems obvious that [redacted] is polluting [redacted] ever. Overall, climate change is happening and societies need to take international action now.

[576 words]

## **Reference list**

Buis, A. (2020). *Study confirms climate models are getting future warming projections right*. Online Available at: <http://climate.nasa.gov/news/2943/study-confirms-climate-models-are-getting-it-right> [Accessed 20<sup>th</sup> April 2020].

Lewis, N. and Curry, J. (2014). The implications for climate sensitivity of AR5 forcing and heat uptake estimates. *Climate Dynamics*, 45(3-4), pp.1009-1023.

Mann, M., Zhang, Z., Hughes, M., Bradley, R., Miller, S., Rutherford, S. and Ni, F. (2008). Proxy-based reconstructions of hemispheric and global surface temperature variations over the past two millennia. *Proceedings of the National Academy of Sciences*, 105(36), pp.13252-13257.

NOAA. (2013), *Climate Models* [Online] Available at: <http://www.climate.gov> [Accessed 21<sup>st</sup> April. 2020].

Soon, W. and Baliunas, S. (2003). Global warming. *Physical Geography*, 27(3), pp.448-455.

Stroeve, J., Holland, M., Meier, W., Scambos, T. and Serreze, M. (2007). Arctic sea ice decline: Faster than forecast. *Geophysics Research* 34(9).

## 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.

<b>Introduction:</b>	<b>Yes/No/Not sure</b>
What the topic is and why it is important.	
Definition (if needed).	
Specific information about the topic.	
The context (if needed).	
A thesis statement.	
<b>Main Body:</b>	<b>Answer Questions</b>
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?	
<b>Conclusion:</b>	<b>Yes/No/Not Sure</b>
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?	

## **Reading Exercise: Outline #5** Block

Fill in this outline for the essay on: *Do you agree that climate change is a result of human activities?*

<b>Introduction</b>	
<b>General</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-arguments (opposite views)</b>	
<b>1.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>2.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Arguments (views that support the thesis)</b>	
<b>1.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>2.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	

## **Reading Exercise: Outline #6 Point-by-point**

*Fill in this outline for the essay on: Do you agree that climate change is a result of human activities?*

<b>Introduction</b>	
<b>General</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-argument, Transition – Rebuttal Arguments.</b>	
<b>1.Counter-argument:</b>  <b>Support:</b>  <b>Support:</b>	
<b>However, rebuttal argument:</b>  <b>Support:</b>  <b>Support:</b>	

<b>Counter-argument, Transition -Rebuttal Arguments.</b>	
<b>2. Counter-argument:</b>  <b>Support:</b>  <b>Support:</b>	
<b>However, rebuttal argument:</b>  <b>Support:</b>  <b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	



# Vegetarianism

## One-sided Argument Essay

A vegetarian diet is healthier and  
better for the environment.

## Writing a one-sided argument (persuasive) essay

### Topic: a vegetarian diet **EXAMPLE**

**Argument:** *A vegetarian diet is healthier and better for the environment.*

**Type:** Academic [9 sources].

**Level:** \*\*\*\*\*[B2/C1].

### Lesson Aim

*To develop the students' ability to generate main ideas with support and write a one-sided argument (persuasive) essay.*

### Lead in

- Students briefly discuss what a vegetarian is.
- Focus students' attention to why people become vegetarians.
- Students make a note of arguments in support of the question (a vegetarian diet is healthier) & in opposition (a vegetarian diet isn't any healthier).
- Feed in / check key vocabulary (see next page).

### Assumptions

- Students already know what a one-sided argument (persuasive) is. If not go here: [www.academic-englishuk.com/one-sided-argument-essays](http://www.academic-englishuk.com/one-sided-argument-essays)
- Students already know what a block or a point-by-point essay structure is. If not, go here: <https://www.academic-englishuk.com/essay-structure>
- Students already know what a thesis statement is. If not, go here: <https://www.academic-englishuk.com/thesis-statements>

### Writing

1. Distribute **essay question: Do you agree that a vegetarian diet is healthier and better for the environment?**
2. Students discuss what the essay is asking them to do.
3. Whole class feedback.
4. Students discuss & decide how they wish to structure their essay (point-by-point or block).
5. Distribute **outline#1 block** (blank) or **outline#2 point-by-point** (blank). Students decide on stance & complete outline.
6. Students write a 600-800 word essay. Allow 1.30 hours.
7. Feedback options: i. Peer feedback (**Checklist** included) ii. Distribute **outlines#3 & 4** (completed) & **model essays x 2 (block 642 words & point-by-point 605 words)** for students to compare. iii. Take in and mark. Use marking code: [www.academic-englishuk.com/error-correction](http://www.academic-englishuk.com/error-correction)

### Scaffolding/Differentiation

- Students use **outlines#3 & 4** (completed) to write the essay.
- Reading activity: students read essays & complete **outline#5 & 6**.

## A vegetarian diet

### Key vocabulary

1. Eating habits.
2. Vegetarianism.
3. Efficiency / efficient.
4. To feed a population.
5. A greener planet.
6. Privilege.
7. Carnivores.
8. Intestine / liver / digestion.
9. Greenhouse Gases (GHGs) & Climate Change.
10. A dense form of something.
11. To elevate.
12. Vitamin B12 / Iron.
13. To absorb.
14. Peer reviewed.
15. Deficit.
16. Mono-agriculture.
17. To grow cereals.
18. United Nations (UN).

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## **Outline #1** Block

Use this outline to plan an essay on: *Do you agree that a vegetarian diet is healthier and better for the environment?*

Introduction	
General	
Definition	
Specific	
Thesis	

Counter-arguments (opposite views to yours) – write your ideas and support	
1.Point:	
Support:	
Support:	
2.Point:	
Support:	
Support:	

Arguments (your views that support your thesis) – write your ideas and support	
1.Point:	
Support:	
Support:	
2.Point:	
Support:	
Support:	

Conclusion	
Summary	
Thesis	
Suggestion or prediction	

## **Outline #2 Point-by-point**

Use this outline to plan an essay on: *Do you agree that a vegetarian diet is in healthier and better for the environment?*

<b>Introduction</b>	
<b>General</b>	
<b>Definition</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-argument. Transition – Rebuttal Arguments.</b>	
<b>1. Counter-argument:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>However, rebuttal argument:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Counter-argument. Transition -Rebuttal Arguments.</b>	
<b>2. Counter-argument:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>However, rebuttal argument:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	

## Outline #3 Block

Use these ideas to write a two-sided argument on: *Do you agree that a vegetarian diet is healthier and better for the environment?*

Introduction	
<b>General</b>	Eating habits = changed last 10 years > in vegetarianism.
<b>Definition</b>	Coined – 1840s. [redacted] hat eating meat is wrong” (Spencer, 1993)
<b>Specific</b>	17% U.K vegetarian (Vegoc.org, 2016). [redacted] in restaurants & [redacted] in supermarkets (Smart, 2004). For a vegetarian diet = [redacted] food < polluting. Against – meat = more nutrients & is efficient way to [redacted].
<b>Thesis</b>	A vegetarian diet is healthier and greener for the planet.

Counter-arguments (opposite views to yours) – write your ideas and support	
<b>1. Iron &amp; Vitamin B12.</b>	<ul style="list-style-type: none"> <li>Fenech &amp; Rinaldi (1995) research = body [redacted] through meat but 20% through plants.</li> <li>Research [redacted] were deficit in B12 to 1:20 meat eaters.</li> </ul>
<b>2. Efficient production.</b>	<ul style="list-style-type: none"> <li>Simmons (2009) 85% of [redacted] suitable for growing crops.</li> <li>[redacted] evolved primarily on cereals and beef, changes = years / centuries (ibid).</li> </ul>

Arguments (your views that support your thesis) – write your ideas and support	
<b>1. All nutrients found in veg. diet (American Dietetic Assoc., 2009).</b>	<ul style="list-style-type: none"> <li>Suitable for [redacted]</li> <li>Evidence – vegs. = lower risk of mortality (Rocha et al, 2019).</li> <li>Lower risk [redacted] – cardiovascular &amp; [redacted] &amp; diabetes (ibid) &amp; cancer (American Dietetic Assoc., 2009).</li> </ul>
<b>2. Land use needs to change.</b>	<ul style="list-style-type: none"> <li>Lower Greenhouse gases (GHGs).</li> <li>The meat industry produces [redacted] than growing [redacted] of all global methane (Scarborough et al., 2014).</li> <li>United Nations Environment Programme (2014), a “ [redacted] away from animal products” = stop [redacted] of climate change.</li> </ul>

Conclusion	
<b>Summary</b>	Critics – Meat = more nutrient & efficient land use. Vegetarian diets = less [redacted] physical and mental health.
<b>Thesis</b>	A vegetarian diet is healthier = greener lifestyle and planet. [redacted], reduces CO2 & CH4 so is [redacted].
<b>Prediction</b>	UN Environmental programme = vegetarian diet will help prevent climate change.

## Outline #4: Point-by-Point

Introduction	
<b>General</b>	Eating habits = [redacted] > in vegetarianism
<b>Definition</b>	Coined – 1840s. Refers to “ideology [redacted] is wrong” (Spencer, 1993)
<b>Specific</b>	[redacted] (Vegoc.org, 2016). Increase in veg [redacted] in restaurants & veg sections [redacted] (Smart, 2004). For a vegetarian diet = healthier /growing food < polluting. Against – meat = [redacted] & is efficient way [redacted].
<b>Thesis</b>	A vegetarian diet is healthier and greener for the planet.

Counter-argument. Transition – Rebuttal Arguments.	
<b>1.Counter-argument: Iron &amp; Vitamin B12.</b>	
<ul style="list-style-type: none"> <li>Fenech &amp; Rinaldi (1995) research = body absorbs [redacted] through meat but [redacted] plants.</li> <li>Research 2:3 vegetarians were deficit in [redacted] meat eaters.</li> </ul>	
<b>However, rebuttal argument: All nutrients found in veg.diet (American Dietetic Assoc. (2009)</b>	
<ul style="list-style-type: none"> <li>Suitable [redacted] life.</li> <li>Evidence – vegs. = lower risk of mortality (Rocha et al, 2019).</li> <li>Lower [redacted] – cardiovascular [redacted] diabetes (ibid) &amp; cancer (American Dietetic Assoc., 2009).</li> </ul>	

Counter-argument. Transition – Rebuttal Arguments.	
<b>2. Counter-argument: Efficient production.</b>	
<ul style="list-style-type: none"> <li>Simmons (2009) [redacted] is not suitable for growing crops.</li> <li>Mono-agriculture evolved primarily on cereals &amp; beef, [redacted] (ibid).</li> </ul>	
<b>However, rebuttal argument: Land use needs to change.</b>	
<ul style="list-style-type: none"> <li>Lower Greenhouse gases (GHGs).</li> <li>The meat industry [redacted] than growing crops [redacted] global methane (Scarborough et al., 2014).</li> <li>United Nations Environment Programme (2014), a “ [redacted] away from animal products” = stop t [redacted] of climate change.</li> </ul>	

Conclusion	
<b>Summary</b>	Critics – Meat = more nutrient [redacted] use. Vegetarian [redacted] polluting and better for health.
<b>Thesis</b>	A vegetarian diet is healthier = [redacted]. Growing crops = less polluting, [redacted] so is important globally.
<b>Prediction</b>	Supports the views of the UN Environmental programme, which suggests a vegetarian diet will help prevent climate change.

## **Do you agree that a vegetarian diet is healthier and better for the environment?**

C. Wilson (2017)

### **Block**

Vegetarianism, coined in the 1840s and referring to an “ideology that eating meat is wrong”, (Spencer, [redacted] the past two decades [redacted] in the U.K are vegetarian, and this is evidenced by the increase in vegetarian dishes in most restaurants and [redacted] (Smart, 2004; Rocha et al., 2019). There are many reasons for this growth, but recent research suggests [redacted] diet is healthier, [redacted] farming animals is less polluting to the environment. Proponents, however, for the meat industry argue that meat contains [redacted] [redacted] -growing human population. Although there is possibly an element of truth in these views, the stance of this essay is that a vegetarian diet is healthier and far greener for the planet.

Proponents for the meat industry have two opposing views against vegetarianism. The first argument [redacted] industry is that meat is the best source of nutrients, in particular iron and vitamin B12. Peer reviewed research by [redacted] body absorbs 35% iron through meat but only 20% through plants. In addition, the same research alleged [redacted] B12 as opposed to 1:20 meat eaters. The second point put forward by critics of vegetarianism is that raising [redacted] food. Citing the US as an example, Simmons (2009) states that 85% of the land is not suitable for growing crops. He also [redacted] has evolved to be based primarily on cereals and beef, and changes in methods would take years, if not centuries (ibid) to implement. [redacted] may hold some validity, the [redacted] far stronger.

With regard to the first point about meat containing more nutrients, according to the American Dietetic Association (2009), a vegetarian diet can [redacted] all nutrients if planned well, and are suitable at all stages of the life cycle. In fact, there is also considerable [redacted] vegetarians have a lower risk of mortality from a number of diseases such as cardiovascular disease, kidney disease [redacted] cancer (American Dietetic Association, 2009). Thus, it can be clearly seen that a vegetarian diet can meet [redacted] a number of health benefits. Moving on to the second point about land efficiency, it is important that [redacted] adverse effects in the future, and one way this can be administered is by selecting a vegetarian diet, as this [redacted] The meat industry produces 54% more GHGs than growing crops and is responsible for 18% of all global methane (Scarborough et al., 2014), which causes climate change. According to the United Nations [redacted] diet change away from animal products” is necessary to stop the worst effects of global climate change. [redacted] a positive effect on [redacted] also on the health of the planet.

In conclusion, this essay has considered the views put forward by proponents for the meat industry that meat is more nutrient [redacted]. However, it is clear from the [redacted] vegetarian diets are better for one’s overall health and are less polluting to the planet. Now is the time more than ever to work towards a [redacted] effects of climate change, and in agreement with the UN environmental programme (2014), a vegetarian diet [redacted].

[642 words]

## **Reference list**

American Dietetic Association. (2009). Vegetarian Diets: *Journal of the American Dietetic Association*, 109(7), pp.1266-1282.

Fenech, M. and Rinaldi, J. (1995). A Comparison of Lymphocyte Micronuclei and Plasma Micronutrients in Vegetarians and Non-Vegetarians. *Carcinogenesis*, 16(2), pp.223-230.

Rocha, P.J., Laster, J., Parag, B and Shah, N.U. (2019). Multiple health benefits and minimal risks associated with vegetarian diets. *Current Nutrition Reports* 8 pp 374-381.

Scarborough, P., Appleby, P., Mizdrak, A., Briggs, A., Travis, R., Bradbury, K. and Key, T. (2014). Dietary Greenhouse Gas Emissions of Meat-eaters, Fish-eaters, Vegetarians and Vegans in the UK. *Climatic Change*, 125(2), pp.179-192.

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United Nations Environmental Programme (UNEP) (2014). Climate Change. *Publications | UNEP.org*. [online] Available at: <http://web.unep.org/climatechange/cop21/publications> [Accessed 22 Jul. 2016].

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**Do you agree that a vegetarian diet is healthier and better for the environment?**

C. Wilson (2017)

**Point-by-Point**

Vegetarianism, coined in the 1840s and referring to an “ideology that eating meat is wrong”, (Spencer, [redacted] the past two decades [redacted] in the U.K are vegetarian, and this is evidenced by the increase in vegetarian dishes in most restaurants and [redacted] (Smart, 2004; Rocha et al., 2019). There are many reasons for this growth, but recent research suggests [redacted] diet is healthier, [redacted] farming animals is less polluting to the environment. Proponents, however, for the meat industry argue that meat contains [redacted] [redacted] -growing human population. Although there is possibly an element of truth in these views, the stance of this essay is that a vegetarian diet is healthier and far greener for the planet.

Proponents for the meat industry have two opposing views against vegetarianism. The first argument [redacted] industry is that meat is the best source of nutrients, in particular iron and vitamin B12. Peer reviewed research by [redacted] body absorbs 35% iron through meat but only 20% through plants. In addition, the same research alleged [redacted] B12 as opposed to 1:20 meat eaters. However, other research dismisses this claim. According to the American [redacted] of all nutrients if planned well, and is suitable at all stages of the life cycle. In fact, there is also considerable [redacted] vegetarians have a lower risk of mortality from a number of diseases such as cardiovascular disease, kidney disease and diabetes (Rocha et al., 2019) and cancer (American [redacted] clearly seen that a [redacted] meet all the protein needs and provides a number of health benefits.

The second argument put forward by critics of a vegetarian diet is that raising beef is the most efficient way to produce food. Citing [redacted] that 85% of the land is not suitable for growing crops. He also claims that mono-agricultural farming has evolved to be based [redacted] changes in methods [redacted] (ibid) to implement. However, it is important that nations make changes now to prevent adverse effects in the [redacted] administered is by selecting a vegetarian diet, as this leads to lower Greenhouse gases (GHGs). The meat [redacted] growing crops and is responsible for 18% of all global methane (Scarborough et al., 2014), which causes climate [redacted] Environment Programme (2014), a “worldwide diet change away from animal products” is necessary [redacted] climate [redacted] only has a positive effect on people’s physical health, but also on the health of the planet.

In conclusion, this essay has considered the views put forward by proponents for the meat industry that meat is more nutrient [redacted]. However, it is clear from the [redacted] vegetarian diets are better for one’s overall health and are less polluting to the planet. Now is the time more than ever to work towards a [redacted] effects of climate change, and in agreement with the UN environmental programme (2014), a vegetarian diet [redacted]. [605 words]

## **Reference list**

American Dietetic Association. (2009). Vegetarian Diets: *Journal of the American Dietetic Association*, 109(7), pp.1266-1282.

Fenech, M. and Rinaldi, J. (1995). A Comparison of Lymphocyte Micronuclei and Plasma Micronutrients in Vegetarians and Non-Vegetarians. *Carcinogenesis*, 16(2), pp.223-230.

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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.

<b>Introduction:</b>	<b>Yes/No/Not sure</b>
What the topic is and why it is important.	
Definition (if needed).	
Specific information about the topic.	
The context (if needed).	
A thesis statement.	
<b>Main Body:</b>	<b>Answer Questions</b>
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?	
<b>Conclusion:</b>	<b>Yes/No/Not Sure</b>
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?	

## Reading Exercise: Outline #5 Block

Fill in this outline for the essay on: *Do you agree that a vegetarian diet is healthier and better for the environment?*

<b>Introduction</b>	
<b>General</b>	
<b>Definition</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-arguments (opposite views)</b>	
<b>1.Point:</b>  <b>Support:</b>  <b>Support:</b>	
<b>2.Point:</b>  <b>Support:</b>  <b>Support:</b>	

<b>Arguments (views that support the thesis)</b>	
<b>1.Point:</b>  <b>Support:</b>  <b>Support:</b>	
<b>2.Point:</b>  <b>Support:</b>  <b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	

## **Reading Exercise: Outline #2 Point-by-point**

Fill in this outline for the essay on: *Do you agree that a vegetarian diet is in healthier and better for the environment?*

<b>Introduction</b>	
<b>General</b>	
<b>Definition</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-argument. Transition – Rebuttal Arguments.</b>	
<b>1.Counter-argument:</b>  <b>Support:</b>  <b>Support:</b>	
<b>However, rebuttal argument:</b>  <b>Support:</b>  <b>Support:</b>	

<b>Counter-argument. Transition -Rebuttal Arguments.</b>	
<b>2. Counter-argument:</b>  <b>Support:</b>  <b>Support:</b>	
<b>However, rebuttal argument:</b>  <b>Support:</b>  <b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	



# Museums

## One-sided Argument Essay

*Museums should be free for everyone.*

## Writing a one-sided argument essay

### Topic: Museums **EXAMPLE**

**Argument:** *Museums should be free for everyone.*

**Type:** General

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

#### Lesson Aim

*To develop the students' ability to generate main ideas with support and write a one-sided argument (persuasive) essay.*

#### Lead in

- Students briefly discuss the following questions: Do you like museums? What do you like about museums? How often do you go to museums?
- Ask students if they think museums are expensive and whether they should be free.
- Students make a note of arguments in support of the question (museums should be free) & in opposition (museums should not be free).
- Feed in / check key vocabulary (see next page).

#### Assumptions

- Students already know what a one-sided argument (persuasive) is. If not go here: [www.academic-englishuk.com/one-sided-argument-essays](http://www.academic-englishuk.com/one-sided-argument-essays)
- Students already know what a block or a point-by-point essay structure is. If not, go here: <https://www.academic-englishuk.com/essay-structure>
- Students already know what a thesis statement is. If not, go here: <https://www.academic-englishuk.com/thesis-statements>

#### Writing

1. Distribute **essay question: Do you agree that museums should be free for everyone?**
2. Students discuss what the essay is asking them to do.
3. Whole class feedback.
4. Students discuss & decide how they wish to structure their essay (point-by-point or block).
5. Distribute **outline#1 block** (blank) or **outline#2 point-by-point** (blank). Students decide on stance & complete outline.
6. Students write a 600-800 word essay. Allow 1.30 hours.
7. Feedback options: i. Peer feedback (**Checklist** included) ii. Distribute **outlines#3 block & 4 point-by-point** (completed) & **model essays x 2** (words: block 626; point-by-point 609) for students to compare. iii. Take in and mark. Use marking code: [www.academic-englishuk.com/error-correction](http://www.academic-englishuk.com/error-correction)

#### Scaffolding/Differentiation/Extra

- Students use **outlines#3 & 4** (completed) to write the essay.
- Reading activity: students read essays & complete **outlines#5 & 6**.

## Museums

### Key vocabulary

1. To preserve.
2. To transmit.
3. Closure.
4. Funding.
5. Public institutions.
6. Contribution.
7. To waive.
8. Heritage.
9. Unity.
10. Unaffordable.
11. To foster engagement.
12. To promote.
13. Tolerance.
14. Exploration.
15. Social group.
16. Valuable.
17. Socio-economic group.
18. Artefact.
19. Vulnerable.
20. To exhibit.

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## **Outline #1** Block

Use this outline to plan an essay on: *Do you agree that museums should be free?*

<b>Introduction</b>	
<b>General</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-arguments (opposite views to yours) - write your ideas and support</b>	
<b>1.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>2.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Arguments (your views that support your thesis) - write your ideas and support</b>	
<b>1.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>2.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	

## **Outline #2 Point-by-Point**

*Use this outline to plan an essay on: Do you agree that museums should be free?*

<b>Introduction</b>	
<b>General</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-argument, Transition – Rebuttal Arguments.</b>	
<b>1. Counter-argument:</b>  <b>Support:</b>  <b>Support:</b>	
<b>However, rebuttal argument:</b>  <b>Support:</b>  <b>Support:</b>	

<b>Counter-argument, Transition -Rebuttal Arguments.</b>	
<b>2. Counter-argument:</b>  <b>Support:</b>  <b>Support:</b>	
<b>However, rebuttal argument:</b>  <b>Support:</b>  <b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	



### Outline #3 Block (completed)

Use this outline to plan an essay on: *Do you agree that museums should be free?*

Introduction	
<b>General</b>	Museums – preserve & transmit history (Museums Assoc. 2017).
<b>Specific</b>	Museums – [redacted] (Dickman, 2016). Sector – more [redacted] fund? Governments or visitors?
<b>Thesis</b>	Museums should [redacted] survive but [redacted] for those on low incomes for inclusivity.

Counter-arguments (opposite view to yours) - write your ideas and support	
<b>1.Point:</b> Cultural awareness.	<ul style="list-style-type: none"> <li>Museums - [redacted] unity &amp; identity (Dorfman, 2017).</li> <li>Poorer families = miss out on experience, can't afford fees.</li> </ul>
<b>2.Point:</b> Public education.	<ul style="list-style-type: none"> <li>[redacted] = benefit.</li> <li>Individuals = foster engagement: problem solving, exploration, [redacted] (AAM, 1992).</li> <li>Societies = [redacted] (ibid).</li> </ul>

Arguments (your views that support your thesis) - write your ideas and support	
<b>1.Point:</b> Cultural – not everyone is interested in museums.	<ul style="list-style-type: none"> <li>Some ppl: [redacted], social group or identity (Campbell &amp; Baars, 2019).</li> <li>Most ppl [redacted], cinema.</li> <li>Why should the taxpayer fund artefacts that not everyone's interested in?</li> <li>Fairer system – [redacted] other entertainment.</li> </ul>
<b>2.Point:</b> Public education – who benefits?	<ul style="list-style-type: none"> <li>Agree that education [redacted] but who benefits?</li> <li>Some museums became free two decades ago (Museums Assoc., 2017) to increase participation.</li> <li>Saw upward [redacted] classes (Luty, 2019).</li> <li>Free admission doesn't mean that lower socio-economic groups will benefit.</li> </ul>

Conclusion	
<b>Summary</b>	Museums – preserve heritage, provide knowledge and education. Proponents – [redacted] education. Essay agrees - museums important but acknowledges that nations [redacted] with different [redacted] sectors of society.
<b>Thesis</b>	Better if museums charge admission fees but waive fees for low incomes.
<b>Prediction</b>	Museum [redacted] and schools in the near future (gov, 2019) supporting those that can't afford [redacted] efully [redacted].

## **Outline #4 Point-by-Point** (completed)

*Use this outline to plan an essay on: Do you agree that museums should be free?*

<b>Introduction</b>	
<b>General</b>	Museums – preserve & transmit history (Museums Assoc. 2017).
<b>Specific</b>	Museums – [redacted] (Dickman, 2016). Sector – more [redacted] fund? Governments or visitors?
<b>Thesis</b>	Museums should [redacted] survive but [redacted] for those on low incomes for inclusivity.

<b>Counter-argument. Transition – Rebuttal Argument.</b>	
<b>1. Counter-argument:</b> Cultural awareness.	
<ul style="list-style-type: none"> <li>Museums - ppl [redacted] unity &amp; identity (Dorfman, 2017).</li> <li>Poorer families = miss out on experience, can't afford fees.</li> </ul>	
<b>However, rebuttal argument.</b> Cultural – not everyone is interested in museums.	
<ul style="list-style-type: none"> <li>Some ppl: [redacted], social group or identity (Campbell &amp; Baars, 2019).</li> <li>Most ppl prefer [redacted] cinema.</li> <li>Why should the tax payer fund artefacts that not everyone's interested in?</li> <li>Fairer system – [redacted] entertainment.</li> </ul>	

<b>Counter-argument. Transition -Rebuttal Argument.</b>	
<b>2. Counter-argument:</b> Public education.	
<ul style="list-style-type: none"> <li>Individuals &amp; [redacted]</li> <li>Individuals = foster engagement: problem solving, exploration, criticism, observation (AAM, 1992)</li> <li>Societies = [redacted] (ibid).</li> </ul>	
<b>However, rebuttal argument.</b> Public education – who benefits?	
<ul style="list-style-type: none"> <li>Agree that [redacted] educational, but who benefits from free admission?</li> <li>Some museums [redacted] (Museums Assoc, 2017) to increase participation.</li> <li>Saw upward trend but still [redacted] classes (Luty, 2019).</li> <li>Free [redacted] mean that lower socio-economic groups will benefit.</li> </ul>	

<b>Conclusion</b>	
<b>Summary</b>	Museums – preserve heritage, provide knowledge and education. Proponents – [redacted] education. Essay agrees - museums important but acknowledges that nations [redacted] with different [redacted] sectors of society.
<b>Thesis</b>	Better if museums charge admission fees but waive fees for low incomes.
<b>Prediction</b>	Museum [redacted] and schools in the near future (gov, 2019) supporting those that can't afford [redacted] fully [redacted].

## **Do you agree that museums should be free?** (A. Watson, 2020)

### **Block**

Museums play an important role in preserving and transmitting a nation's history (Museums [redacted] generations. However, in [redacted] faced financial challenges and this has led to a large number of closures around the world (Dickman, 2016). Clearly, this sector [redacted] and where this funding should come from is under discussion. Some believe that public institutions should support museums while [redacted] museums [redacted] contributions. This essay argues that museums should charge entrance fees in order to survive, but waive [redacted] and [redacted] possible.

Proponents put forward two arguments in support of free museums. The first point is connected to culture [redacted] museums, [redacted] and this helps to achieve better unity and a sense of identity (Dorfman, 2017). Therefore, a large number of people, especially [redacted] missing out on [redacted] due to the unaffordable entrance fees. The second point is connected to education. Proponents argue that not [redacted] also whole societies [redacted] this resource. In terms of the individual, it is suggested that museums foster their engagement in problem-solving, criticism, [redacted] society, it is argued that museums promote a tolerance for diversity (ibid). Thus, it is suggested that museums [redacted] to allow all sectors of society to benefit.

In terms of the first point, it is important to acknowledge that not everyone is interested in going to [redacted] and Baars (2019) state [redacted], they do not reflect their history, their social group or their identity in the world. Many people, in fact, prefer other forms of [redacted] going to the [redacted] charge admission fees. Therefore, it seems unfair for taxpayers' money to be spent on a collection of artefacts that are of no interest to a [redacted] is for museums, like other attractions, to raise their finances through visitor entrance fees. With regard to the second point, [redacted] and museums provide a valuable source of learning, the question regarding who actually benefits needs [redacted] ago, some [redacted] under the labour government, became free so as to increase participation (Museum Association, 2017). Although [redacted] uptake (Luty, 2019), the results showed that attendance was still far higher among upper socio-economic groups. This example shows that even [redacted] museums, then it does not [redacted] the sector that is meant to benefit will benefit.

To conclude, museums exist to provide new knowledge, preservation of heritage and public education. Proponents of [redacted] their understanding [redacted] and gain access to educational resources so therefore museums should be state funded to allow all sectors of s [redacted] Although [redacted] to a certain extent, it also appreciates that nations consist of many different people with varying interests, and research [redacted] access does not necessarily reach [redacted] it seems to be morally acceptable that museums charge for entry for those that can afford it and allow free [redacted], museum exhibits could be viewed in homes, libraries and schools (Gov.uk, 2019) revolutionizing the way we [redacted].

[626 words]

## **Reference list**

AAM. (1992). *Excellence and equity. Educations and the public dimension of museums*. Washington DC AAM.

Dorfman, E. (2017). *The future of natural history museums*. Taylor & Francis Routledge: London & New York.

Campbell, A. and Barrs, C. (2019). *The curation and care of museum collections*. Taylor & Francis Routledge: London & New York.

Gov.uk. (2019). *Government investment backs museums of the future*. Online. Available at: <https://www.gov.uk> [Accessed 26<sup>th</sup> April 2020].

Luty, J. (2009). *Museum and gallery attendance in England 2012-2019, by age*. Online. Available at: <http://statistica.com> [Accessed 25<sup>th</sup> April 2020].

Museums Association (2017). *Museums taskforce statement on museum funding*. Online. Available at: <https://www.museumassociation.org>. [Accessed 25<sup>th</sup> April 2020].

## **Do you agree that museums should be free?** (A. Watson, 2020)

### **Point-by-Point**

Museums play an important role in preserving and transmitting a nation's history (Museums [redacted] generations. However, in [redacted] faced financial challenges and this has led to a large number of closures around the world (Dickman, 2016). Clearly, this sector [redacted] and where this funding should come from is under discussion. Some believe that public institutions should support museums while [redacted] museums [redacted] contributions. This essay argues that museums should charge entrance fees in order to survive, but waive [redacted] and [redacted] possible.

One argument put forward by proponents for free museums is connected to culture and heritage. By visiting museums, [redacted] and this helps to achieve better unity and a sense of identity (Dorfman, 2017). Therefore, a large number of people, [redacted] to the unaffordable entrance fees. However, not everyone is interested in going to museums. Campbell and Baars (2019) state [redacted] they do not reflect their history, their social group or their identity in the world. Many people, in fact, prefer other [redacted] matches or going to the cinema, both of which charge admission fees. Therefore, it seems unfair for taxpayers' [redacted] of artefacts that are of no interest to a large number of people. A fairer system is for museums, like other [redacted] visitor [redacted].

Another argument expressed by critics of fee-paying museums is connected to education. They argue that [redacted] societies (AAM, 1992) benefit from having free access to this resource. In terms of the individual, it is suggested [redacted] in problem-solving, criticism, exploration and observation (ibid), and for society, it is argued that [redacted] (ibid). Therefore, it is suggested that [redacted] state funded in order to allow all sectors of society to benefit. Although there is no question that education is vital and museums provide [redacted] regarding who actually benefits needs to be considered. Almost two decades ago, some museums in the UK, under the labour [redacted] increase [redacted] Association, 2017). Although the data indicated an upward trend in visitor uptake (Luty, 2019), the results showed [redacted] still far higher among [redacted] shows that even if governments fully financially support museums, then it does not necessarily mean that the sector [redacted] benefit.

To conclude, museums exist to provide new knowledge, preservation of heritage and public education. Proponents of [redacted] their understanding [redacted] and gain access to educational resources so therefore museums should be state funded to allow all sectors of [redacted] Although [redacted] to a certain extent, it also appreciates that nations consist of many different people with varying interests, and research [redacted] access does not necessarily reach [redacted] it seems to be morally acceptable that museums charge for entry for those that can afford it and allow free [redacted], museum exhibits could be viewed in homes, libraries and schools (Gov.uk, 2019) revolutionizing the way we [redacted].

[609 words]

## **Reference list**

AAM. (1992). *Excellence and equity. Educations and the public dimension of museums*. Washington DC AAM.

Dorfman, E. (2017). *The future of natural history museums*. Taylor & Francis Routledge: London & New York.

Campbell, A. and Barrs, C. (2019). *The curation and care of museum collections*. Taylor & Francis Routledge: London & New York.

Gov.uk. (2019). *Government investment backs museums of the future*. Online. Available at: <https://www.gov.uk> [Accessed 26<sup>th</sup> April 2020].

Luty, J. (2009). *Museum and gallery attendance in England 2012-2019, by age*. Online. Available at: <http://statistica.com> [Accessed 25<sup>th</sup> April 2020].

Museums Association (2017). *Museums taskforce statement on museum funding*. Online. Available at: <https://www.museumassociation.org>. [Accessed 25<sup>th</sup> April 2020].

## Peer Feedback Checklist

### One-sided argument 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.

<b>Introduction:</b>	<b>Yes/No/Not sure</b>
What the topic is and why it is important.	
Definition (if needed).	
Specific information about the topic.	
The context (if needed).	
A thesis statement.	
<b>Main Body:</b>	<b>Answer Questions</b>
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?	
<b>Conclusion:</b>	<b>Yes/No/Not Sure</b>
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?	

## **Reading Exercise: Outline #5 Block**

Fill in this outline for the essay on: *Do you agree that museums should be free?*

<b>Introduction</b>	
<b>General</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-arguments (opposite views)</b>	
<b>1.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>2.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Arguments (views that support the thesis)</b>	
<b>1.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>2.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	



## **Reading Exercise: Outline #6 Point-by-point**

*Fill in this outline for the essay on: Do you agree that museums should be free?*

Introduction	
General	
Specific	
Thesis	

Counter-argument, Transition – Rebuttal Arguments.	
1. Counter-argument:	
Support:	
Support:	
However, rebuttal argument:	
Support:	
Support:	

Counter-argument, Transition -Rebuttal Arguments.	
2. Counter-argument:	
Support:	
Support:	
However, rebuttal argument:	
Support:	
Support:	

Conclusion	
Summary	
Thesis	
Suggestion or prediction	



# The High Street

## One-sided Argument Essay

*The British High Street is dying.*

## Writing a one-sided argument (persuasive) essay

### Topic: The British High Street **EXAMPLE**

**Argument:** *The British High Street is dying.*

**Type:** General

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

#### Lesson Aim

*To develop the students' ability to generate main ideas with support and write a one-sided argument (persuasive) essay.*

#### Lead in

- Students briefly discuss the following questions: Do you enjoy shopping? What kinds of things do you enjoy buying? Do you prefer shopping in a physical shop or online? Have you ever been to a British high street? What did you think of it?
- Ask students if they think the high street is in decline?
- Students make a note of arguments in support of the question (The British high street is dying) & in opposition (The British high street is not dying).
- Feed in / check key vocabulary (see next page).

#### Assumptions

- Students already know what a one-sided argument (persuasive) essay is. If not go here: [www.academic-englishuk.com/one-sided-argument-essays](http://www.academic-englishuk.com/one-sided-argument-essays)
- Students already know what a block or a point-by-point essay structure is. If not, go here: <https://www.academic-englishuk.com/essay-structure>
- Students already know what a thesis statement is. If not, go here: <https://www.academic-englishuk.com/thesis-statements>

#### Writing

1. Distribute **essay question: Do you agree that the British high street is dying?**
2. Students discuss what the essay is asking them to do.
3. Whole class feedback.
4. Students discuss & decide how they wish to structure their essay (block or point-by-point).
5. Distribute **outline#1 block** (blank) or **outline#2 point-by-point** (blank). Students decide on stance & complete outline.
6. Students write a 600-800 word essay. Allow 1.30 hours.
7. Feedback options: i. Peer feedback (**Checklist** included) ii. Distribute **outlines#3 block & 4 point-by-point** (completed) & **model essays x 2** (wordcount: block 657; point-by-point 583) for students to compare. iii. Take in and mark. Use marking code: [www.academic-englishuk.com/error-correction](http://www.academic-englishuk.com/error-correction)

#### Scaffolding/Differentiation/Extra

- Students use **outlines#3 & 4** (completed) to write the essay.
- Reading activity: students read essays & complete **outlines#5 & 6**.

## The High Street

### Key vocabulary

1. Retail, retailer.
2. 17<sup>th</sup> century.
3. Vibrant.
4. Business rates.
5. Rent.
6. Negative impact.
7. Warehouse.
8. To downsize.
9. To be in decline, to decline.
10. To be in transition.
11. To be dynamic.
12. To be costly.
13. Independent shop.
14. Sector.
15. Public administration.
16. Service sector.
17. Proportion.
18. Climbing wall.
19. Trampoline.
20. Overheads.

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## **Outline #1 Block**

Use this outline to plan an essay on: **Do you agree that the British high street is dying?**

Introduction	
General	
Specific	
Thesis	

Counter-arguments (opposite views to yours) - write your ideas and support	
1.Point:	
Support:	
Support:	
2.Point:	
Support:	
Support:	

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

Conclusion	
Summary	
Thesis	
Suggestion or prediction	

## **Outline #2 Point-by-point**

Use this outline to plan an essay on: **Do you agree that the British high street is dying?**

<b>Introduction</b>	
<b>General</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-argument, Transition – Rebuttal Arguments.</b>	
<b>1. Counter-argument:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>However, rebuttal argument:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Counter-argument, Transition -Rebuttal Arguments.</b>	
<b>2. Counter-argument:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>However, rebuttal argument:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	

### Outline #3 Block (completed)

Use this outline to plan an essay on: **Do you agree that the British high street is dying?**

Introduction	
<b>General</b>	High street shopping = part of the British [ ] since the 17 <sup>th</sup> century. [ ] of British life is now changing.
<b>Specific</b>	Rise in online shopping & high rents and business rates = [ ] on the high street. Many department [ ] are [ ] closing altogether.
<b>Thesis</b>	This essay argues that the high street is not dying but in transition.

#### Counter-arguments (opposite view to yours) - write your ideas and support

- 1.Point:** Increasing cost of retail space = decline in high street.
- Business rates & rent = [ ] independent retailer.
  - Many businesses ( [ ] ) downsized or closed in 2019 - (Localdatacompany, 2019).
  - [ ] .
- 2.Point:** Online shopping = decline in high street.
- Convenient, [ ] (Bacon, 2013).
  - Proportion of users shopping online = [ ] (ONS, 2019).
  - Proportion of all retailing [ ] in October 2019 (ibid).

#### Arguments (your views that support your thesis) - write your ideas and support

- 1.Point:** Recognises effects but believes high street is just changing.
- Decrease in retail but [ ] .
  - Accommodation and food, health, education and public administration (8%) & other [ ] (ONS, 2019).
  - Many new jobs created. E.g. customer [ ] (FT, 2019).
  - [ ] old businesses so high street is making a comeback.
- 2.Point:** Still a need for high street as not everything can be bought online.
- Service sector – [ ] .
  - Dry cleaners, nail bars, hair & beauty salons, [ ] .
  - New oppos. [ ] = climbing walls, escape centres, trampoline parks.
  - Other businesses: [ ] workspaces – also seen in some areas.
  - Examples show – the high street is not over, but [ ] now.

#### Conclusion

<b>Summary</b>	British high street - [ ] of large chain stores and small retailers. Overheads and online shopping to blame. [ ] .
<b>Thesis</b>	High street – still [ ] a state of transition.
<b>Prediction</b>	The [ ] still be part of our heritage but will [ ] alongside the British consumer, [ ] business ideas.

## Outline #4 Point-by-Point (completed)

Make notes using this outline to plan an essay on: **Do you agree that the British high street is dying?**

Introduction	
<b>General</b>	High street shopping = part of the British [redacted] since the 17 <sup>th</sup> century. [redacted] of British life is now changing.
<b>Specific</b>	Rise in [redacted] & high rents and business rates = [redacted] on the high street. Many department [redacted] are [redacted] closing altogether.
<b>Thesis</b>	This essay argues that the high street is not dying but in transition.

Counter-argument. Transition – Rebuttal Argument.	
<b>1. Counter-argument:</b> Increasing cost of retail space = decline in high street.	
<ul style="list-style-type: none"> <li>• Business rates [redacted] for independent retailer.</li> <li>• Many businesses downsized or closed [redacted], 2019).</li> <li>• Many [redacted].</li> </ul>	
<b>However, rebuttal argument.</b> Recognises effects but believes high street is just changing.	
<ul style="list-style-type: none"> <li>• Decrease in [redacted] other sectors.</li> <li>• Accommodation and food (20%), health, education [redacted] &amp; other service [redacted], 2019).</li> <li>• Many new jobs created. E.g. [redacted] (FT, 2019).</li> <li>• [redacted] replacing old businesses so high street is making a comeback.</li> </ul>	

Counter-argument. Transition -Rebuttal Argument.	
<b>2. Counter-argument:</b> Online shopping = decline in high street.	
<ul style="list-style-type: none"> <li>• Convenient, [redacted] (Bacon, 2013).</li> <li>• Proportion of users shopping [redacted] (ONS, 2019).</li> <li>• Proportion [redacted] in October 2019 (ibid).</li> </ul>	
<b>However, rebuttal argument.</b> Still need for high street as not everything can be bought online.	
<ul style="list-style-type: none"> <li>• Service sector – [redacted].</li> <li>• Dry cleaners, nail bars, hair &amp; beauty salons &amp; [redacted].</li> <li>• New oppo [redacted] =climbing walls, escape centres &amp; trampoline parks.</li> <li>• Other changes: [redacted] – also seen in some areas.</li> <li>• Examples show – the high street is not over, but people want different things now.</li> </ul>	

Conclusion	
<b>Summary</b>	British high street - [redacted] of large chain stores and small retailers. Overheads and online shopping to blame. [redacted].
<b>Thesis</b>	High street – still [redacted] a state of transition.
<b>Prediction</b>	The [redacted] still be part of our heritage but will [redacted] alongside the British consumer, [redacted] business ideas.



## Do you agree that the British high street is dying?

### Block

High street shopping has been part of the British [redacted], but this once vibrant sector of British life is seeing a number of changes. The rise in online shopping as well as [redacted] are having a negative impact on the high street and this has led to many department stores and independent [redacted]. Although [redacted] is seriously in decline, this essay argues that it is in fact in transition.

There are two reasons that have been put forward in support of the high street dying. The first reason cited for the [redacted]. Both business rates and rents have to be paid and these can prove to be costly, especially for the independent retailer. [redacted] number of retail units [redacted], 2,868 shops closed down (Localdatacompany, 2019), which is an average of sixteen per day. This is claimed to have had a negative impact [redacted] a large number of jobs being lost in this sector. The second reason proposed is the increase in online shopping. Being able to purchase the items [redacted] comfort of one's own home [redacted] argued to be convenient, quicker and cheaper (Bacon, 2013). Therefore, the number of consumers shopping [redacted]. According to the ONS (2019) the proportion of users shopping online in 2019 was 82%, and the proportion of all [redacted] October alone [redacted] demonstrate that although there are clearly changes taking place on the high street, it is possible this is just a natural part of evolution.

With reference to the high [redacted] for the decrease in the retail sector, although this seems to have had a negative impact on the high street, there is evidence that the number of [redacted] and food has seen an increase by 20%, health, education and public administration has increased 8% and other service industries 42% (ONS,2019). With this increase, new jobs have been [redacted] consumer service jobs have been created (FT, 2019) in the last seven years. Thus, the high street is not dying, it is in the [redacted] being replaced by new. In [redacted] online shopping being a contributing factor in the death of the high street, although British people are increasing their online presence, they [redacted] be bought online. The service sector is still needed and there has been growth in this area. Dry cleaners, nail bars, [redacted] and ice-cream parlours [redacted] as new opportunities for alternative businesses such as climbing walls, escape centres and trampoline parks. Other opportunities like [redacted] and green spaces are also changes that are seen in some areas and these are likely to grow in the future. These examples [redacted] but adapting, and [redacted], to our ever-changing needs.

In conclusion, the British high street has been in decline with a number of large chain stores and small retailers closing, [redacted] and online shopping have played a role in this decline. However, at the same time other sectors have seen [redacted] sector, so it is [redacted] dying but currently going through a state of transition. The high street of the future will still very much [redacted] evolved [redacted] consumer, technological advances and innovative business ideas.

[657 words]

## References

Bacon, J. (2013). Rebooting Britain's high streets. *Marketing Week*. 24-26.

Eley, J. and Wright, R. (2019). How the crisis in [REDACTED]. *The Financial Times*. Online. Available at: <https://www.ft.com> [Accessed 1<sup>st</sup> May 2020].

Localdatacompany (2019). *Store closures* [REDACTED] *net decline in testing retail climate*. Available at: <https://www.localdatacompany.com> [Accessed 1<sup>st</sup> May 2020].

Office for National Statistics. (2019). *High Streets in Great Britain*. Available at: <https://www.ons.gov.uk/peoplepoulationandcommunity> [Accessed 1<sup>st</sup> May 2020].

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## Do you agree that the British high street is dying?

### Point-by-point

High street shopping has been part of the British [REDACTED], but this once vibrant sector of British life is seeing a number of changes. The rise in online shopping as well as [REDACTED] are having a negative impact on the high street and this has led to many department stores and independent [REDACTED]. Although [REDACTED] is seriously in decline, this essay argues that it is in fact in transition

One reason put forward for the decline in the high street is the increasing cost of retail space. Both [REDACTED] and these can prove to be costly, especially for the independent retailer. This is evidenced by the number of [REDACTED] months of [REDACTED] down (Localdatacompany, 2019), which is an average of sixteen per day. This is claimed to have had a negative [REDACTED] with a large number of jobs being lost in this sector. However, it could be the case that the high street is just [REDACTED] a decrease in the retail sector, the number of other businesses has risen. Accommodation and food has seen [REDACTED] and public administration has increased 8% and other service industries 42% (ONS,2019). With this increase, new jobs [REDACTED] and consumer service jobs have been created (FT, 2019) in the last seven years. Thus, the high street is [REDACTED] of change with old businesses being replaced by new.

It has also been suggested that online shopping is greatly responsible for the decline of the high street. Being able to [REDACTED] you desire from [REDACTED] having these items delivered is argued to be convenient, quicker and cheaper (Bacon, 2013). Therefore, the number of [REDACTED] increasing each year. The proportion of users shopping online was 82% in 2019 (ONS, 2019) and the proportion [REDACTED] was [REDACTED], even though the British people are increasing their online presence, not everything can be bought online. The service sector is still needed [REDACTED] has been growth in this area. [REDACTED], barbers and ice-cream parlours are all growing areas as well as new opportunities for alternative businesses such as climbing walls, [REDACTED] opportunities like pop up spaces, flexible workspaces and green spaces are also changes that are seen [REDACTED] likely to grow on the future. These examples show that the high street is not dying but adapting, and will [REDACTED] -changing needs.

In conclusion, the British high street has been in decline with a number of large chain stores and small retailers closing, [REDACTED] and online shopping have played a role in this decline. However, at the same time other sectors have seen [REDACTED] sector, so it is [REDACTED] dying but currently going through a state of transition. The high street of the future will still very much [REDACTED] evolved [REDACTED] consumer, technological advances and innovative business ideas.

[583 words]

## References

Bacon, J. (2013). Rebooting Britain's high streets. *Marketing Week*. 24-26.

Eley, J. and Wright, R. (2019). How the [REDACTED]. *The Financial Times*. Online. Available at: <https://www.ft.com> [Accessed 1<sup>st</sup> May 2020].

Localdatacompany (2019). *Store closures hit [REDACTED] net decline in testing retail climate*. Available at: <https://www.localdatacompany.com> [Accessed 1<sup>st</sup> May 2020].

Office for National Statistics. (2019). *High Streets in Great Britain*. Available at: <https://www.ons.gov.uk/peoplepoulationandcommunity> [Accessed 1<sup>st</sup> May 2020].

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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.

<b>Introduction:</b>	<b>Yes/No/Not sure</b>
What the topic is and why it is important.	
Definition (if needed).	
Specific information about the topic.	
The context (if needed).	
A thesis statement.	
<b>Main Body:</b>	<b>Answer Questions</b>
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?	
<b>Conclusion:</b>	<b>Yes/No/Not Sure</b>
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?	

## **Reading Exercise: Outline #5** [Block](#)

Fill in this outline for the essay on: **Do you agree that the British high street is dying?**

<b>Introduction</b>	
<b>General</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-arguments (opposite views)</b>	
<b>1.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>2.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Arguments (views that support the thesis)</b>	
<b>1.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	
<b>2.Point:</b>	
<b>Support:</b>	
<b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	

## **Reading Exercise: Outline #6 Point-by-point**

*Fill in this outline for the essay on: **Do you agree that the British high street is dying?***

<b>Introduction</b>	
<b>General</b>	
<b>Specific</b>	
<b>Thesis</b>	

<b>Counter-argument, Transition – Rebuttal Arguments.</b>	
<b>1. Counter-argument:</b>  <b>Support:</b>  <b>Support:</b>	
<b>However, rebuttal argument:</b>  <b>Support:</b>  <b>Support:</b>	

<b>Counter-argument, Transition -Rebuttal Arguments.</b>	
<b>2. Counter-argument:</b>  <b>Support:</b>  <b>Support:</b>	
<b>However, rebuttal argument:</b>  <b>Support:</b>  <b>Support:</b>	

<b>Conclusion</b>	
<b>Summary</b>	
<b>Thesis</b>	
<b>Suggestion or prediction</b>	