

YEREVAN STATE
UNIVERSITY

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**Developing
Creative
Writing:
From
Paragraph
to Essay**

YEREVAN STATE UNIVERSITY

Marianna Ohanyan, Anna Ohanyan

DEVELOPING
CREATIVE WRITING

From Paragraph to Essay

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TO THE STUDENT

You are about to begin the important study of creative writing, paragraph writing. You will also acquire essay writing skills which include generating topics, gathering and organizing details, presenting your ideas effectively in a standard paragraph. The primary goal of this text-book is to provide you with easy-to-understand instructions and writing process details, i.e. a set of practical skills that will help you develop an attitude of appreciation and enjoyment for the process of writing. You will learn how to write different kinds of paragraphs and essays, you will also have the opportunity to strengthen your sentence-level and proofreading skills. In addition you will analyse and critique model paragraphs, classmates' paragraphs, essays and your own original paragraphs, essays. As you work through the units in this textbook, you will become more and more aware of the fact that writing is a recursive rather than a linear process. There are always numerous ways to reword your ideas and restructure the paragraphs and the essays. Your goal as a writer should be to understand the options that are available to express your ideas clearly in English. Learning writing skills in this textbook will empower you with the strong skill foundation that is essential for high-level writing.

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UNIT 1

CREATIVE WRITING

THE NOTION OF CREATIVE WRITING

What is Creativity?

Creativity is a phenomenon whereby something new and valuable is created (such as an idea, a joke, an artistic or literary work, a painting or musical composition, a solution, an invention etc.) The ideas and concepts so conceived can then manifest themselves in any number of ways, but most often, they become something we can see, hear, smell, touch, or taste. The range of scholarly interest in creativity includes a multitude of definitions and approaches. The lexeme in the English word *creativity* comes from the Latin term *creō* “to create, make”: its derivational suffixes also come from Latin. The word “create” appeared in English as early as the 14th century, notably in Chaucer, to indicate divine creation (in *The Parson’s Tale*). However, its modern meaning as an act of human creation did not emerge until after the Enlightenment.

Greek philosophers like Plato rejected the concept of creativity, preferring to see art as a form of discovery. Most ancient cultures, including thinkers of Ancient Greece, Ancient China, and Ancient India, lacked the concept of creativity, seeing art as a form of discovery and not creation. The ancient Greeks had no terms corresponding to “to create” or “creator” except for the expression “*poiein*” (“to make”), which only applied to *poiesis* (poetry) and to the *poietes* (poet, or “maker”) who made it.

It is commonly argued that the notion of “creativity” originated in Western culture through Christianity, as a matter of divine inspiration. According to the historian Daniel J. Boorstin, “the early Western conception of creativity was the Biblical story of creation given in the

Genesis.” However, this is not creativity in the modern sense, which did not arise until the Renaissance. In ancient tradition, creativity was the sole province of God; humans were not considered to have the ability to create something new except as an expression of God’s work. A concept similar to that of Christianity existed in Greek culture, for instance, Muses were seen as mediating inspiration from the Gods. Romans and Greeks invoked the concept of an external creative “daemon” (Greek) or “genius” (Latin), linked to the sacred or the divine. However, none of these views are similar to the modern concept of creativity, and the individual was not seen as the cause of creation until the Renaissance.

Creative insights and illuminations may be explained by a process consisting of 5 stages:

1. *preparation* (preparatory work on a problem that focuses the individual’s mind on the problem and explores the problem’s dimensions),
2. *incubation* (where the problem is internalized into the unconscious mind and nothing appears externally to be happening),
3. *intimation* (the creative person gets a “feeling” that a solution is on its way),
4. *illumination* or insight (where the creative idea bursts forth from its preconscious processing into conscious awareness) ;
5. *verification* (where the idea is consciously verified, elaborated, and then applied).
 - Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.
 - Three reasons why people are motivated to be creative:
 1. need for novel, varied, and complex stimulation
 2. need to communicate ideas and values
 3. need to solve problems

In order to be creative, you need to be able to view things in new ways or from a different perspective. Among other things, you need to be able to generate new possibilities or new alternatives. Tests of creativity measure not only the number of alternatives that people can generate but the uniqueness of those alternatives. The ability to generate alternatives or to see things uniquely does not occur by chance; it is linked to other, more fundamental qualities of thinking, such as flexibility, tolerance of ambiguity or unpredictability, and the enjoyment of things therefore unknown.

- Ways that “creativity” is commonly used:
 1. Persons who express unusual thoughts, who are interesting and stimulating - in short, people who appear to be unusually bright.
 2. People who experience the world in novel and original ways. These are (personally creative) individuals whose perceptions are fresh, whose judgements are insightful, who may make important discoveries that only they know about.
 3. Individuals who have changed our culture in some important way. Because their achievements are by definition public, it is easier to write about them.
- Creativity is any act, idea, or product that changes an existing domain, or that transforms an existing domain into a new one.
- Characteristics of the creative personality:
 1. Creative individuals have a great deal of energy, but they are also often quiet.
 2. Creative individuals tend to be smart, yet also naive at the same time.
 3. Creative individuals have a combination of playfulness and discipline, or responsibility and irresponsibility.
 4. Creative individuals alternate between imagination and fantasy at one end, and rooted sense of reality at the other.
 5. Creative people seem to harbour opposite tendencies on the continuum between extroversion and introversion.
 6. Creative individuals are also remarkably humble and proud at the same time.

7. Creative individuals to a certain extent escape rigid gender role stereotyping and have a tendency toward androgyny.
 8. Generally, creative people are thought to be rebellious and independent.
 9. Most creative persons are very passionate about their work, yet they can be extremely objective about it as well.
 10. The openness and sensitivity of creative individuals often exposes them to suffering pain yet also a great deal of enjoyment.
- *“Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.”* – Robert E. Franken, Human Motivation.
 - *“Creative’ refers to novel products of value, as in ‘The airplane was a creative invention.’ ‘Creative’ also refers to the person who produces the work, as in, ‘Picasso was creative.’ ‘Creativity,’ then refers both to the capacity to produce such works, as in ‘How can we foster our employees’ creativity?’ and to the activity of generating such products, as in ‘Creativity requires hard work.’”* – Robert W. Weisberg, Creativity – Beyond the Myth of Genius.
 - *“Creativity is any act, idea, or product that changes an existing domain, or that transforms an existing domain into a new one... What counts is whether the novelty he or she produces is accepted for inclusion in the domain.”* – Mihaly Csikszentmihalyi, Creativity – Flow and the Psychology of Discovery and Invention.
 - *“Creativity is nothing more than seeing and acting on new relationships, thereby bringing them to life.”* – Joseph V. Anderson, Weirder than fiction: the reality and myths of creativity.
 - *“Creativity is generating new ideas and concepts, or making connections between ideas where none previously existed.”* – Mitchell Rigie and Keith Harmeyer, Smart Storming.
 - *“Creativity is the ability to find new solutions to a problem or new modes of expression; thus it brings into existence something new to*

the individual and to the culture.” – Dr. Betty Edwards, Drawing on the Right Side of the Brain.

- *“I define creativity as the act of turning new and imaginative ideas into reality. Creativity involves two processes: thinking, then producing. Innovation is the production or implementation of an idea. If you have ideas, but don’t act on them, you are imaginative but not creative.”* – Linda Naiman, Creativity At Work.
- *“Creativity is the process of bringing something new into being. Creativity requires passion and commitment. It brings to our awareness what was previously hidden and points to new life. The experience is one of heightened consciousness: ecstasy.”* – Rollo May, The Courage to Create.
- *“Creativity is seeing what everyone else has seen, and thinking what no one else has thought.”* – Einstein, quoted in Creativity, Design and Business Performance.
- *“Creativity is the ability to generate innovative ideas and manifest them from thought into reality. The process involves original thinking and then producing.”*

Creative writing is any writing that goes outside the bounds of normal professional, journalistic, academic, or technical forms of literature, typically identified by an emphasis on narrative craft, character development, and the use of literary tropes or with various traditions of poetry and poetics. Due to the looseness of the definition, it is possible for writing such as feature stories to be considered creative writing, even though they fall under journalism, because the content of features is specifically focused on narrative and character development. Both fictional and non-fictional works fall into this category, including such forms as novels, biographies, short stories, and poems. In the academic setting, creative writing is typically separated into fiction and poetry classes, with a focus on writing in an original style, as opposed to imitating pre-existing

genres such as crime or horror. Writing for the screen and stage — screen writing and playwriting — are often taught separately, but fit under the creative writing category as well. Creative writing can technically be considered any writing of original composition. In this sense, creative writing is a more contemporary and process-oriented name for what has been traditionally called literature, including the variety of its genres.

Ex. 1. Finish the story, practicing your creative imagination.

I have special plans for Halloween this year. Patrick’s Halloween party is next Friday. I want to have the best costume at the party. My mom says she will help me make my costume. I want to be something scary.

“You should be a ghost”, says my sister.

“Ghosts are boring”, I tell her.

“What about a witch”, my brother asks.

“That’s a good idea”, I tell him.

I talk to Mom at breakfast the next morning. “I’m going to be a witch”, I say.

“That’s a great idea”, Mom says. “How are you going to make your witch costume scary?” _____

Ex. 2. Write a story designed to call humorous attention to some form of language (dialect, jargon, slang) that you frequently hear.

Ex. 3. Speak on the following topic, describe the situation and give some reasons.

Nowadays fast food is replacing the slow and careful preparation of fresh vegetables, meat, fish and other ingredients. Why?

Ex. 4. Finish the story.

My favourite food is sushi. I love it. It tastes great and is very good for your health. My favourite kind of sushi is sashimi. That is what you call plain sushi that comes without rice or anything else. I like to eat it with soy sauce and horseradish. The only bad thing about sushi is that it can be expensive_____.

Ex. 5. Finish the story answering the question.

When was the last time you accomplished something great? Explain.

Last time I accomplished something great was when I climbed Mt. Ararat. It was brutal. Its peak reaches over 5. 165 m (16. 946ft). About half way through the climb, I didn't think I was going to make it to the top. However, my guide kept urging me along, and the climb was finally over after eight days. Reaching the summit was magical. I felt like I had truly accomplished something great.

Ex. 6. Write an imaginative description of an ideal hospital, university, or shopping mall.**THE CREATIVE PROCESS**

Creative writing, just as any other type of writing project, has to be treated as a process. Everyone has his or her own process, but experienced writers follow a process that includes finding a topic, planning, drafting, revising, and editing. There is no predetermined order in which these activities must occur, however, no obligation to complete one activity before beginning another. Of course, writing goes best when you can write about something you are vitally interested in, but that is often not the case. When you are given a subject by someone, the preliminary work becomes

finding something to say about that subject. When you have a pretty good idea of what you want to write about, you may begin *drafting*, writing it down. You may draft several pages to discover what you want to say and decide to throw out all but two or three sentences. Brilliant words will not magically appear on the paper, no matter how long you are willing to stare at it. If you **approach the creative writing task as a process**, you will have much more success.

- **Step One:** Choose your Writing Area: Where you find yourself to be most creative, and most productive, will be different from where others often find work for them. Some people must have the complete silence and privacy of the back corner of a library, while others work best within the background chatter and movement of a popular coffee shop. Experiment to find the environment where you are at your creative best.
- **Step Two:** Find your Inspiration: Most professional writers have some source of inspiration for their stories, so find what helps you to get your creative juices flowing. Some people listen to music, while others read their favourite authors, while still others watch movies or television. Don't plagiarize ideas, but let the brilliance of the work of others inspire you to create your own masterpiece.
- **Step Three:** Get it on Paper: Many writers have difficulty getting started and end up staring at the paper for hours waiting for that perfect idea to spring forth. Just start writing. Get anything on paper, even if it sounds awful to you at first. You'll find that words are a lot like bunnies - they tend to multiply! If you just begin writing you will find that it will be easier to elaborate on what you've already written. There is also no rule that states you have to start at the beginning. If you need to, start your story right in the middle, or even write the ending first!
- **Step Four:** Go with the Flow: This simply means that you need to write as much as you are able at any given time. Some days you will

really be on roll, and the words just won't stop coming. When this happens, by all means keep writing! **Don't stop just because you feel you've written your quota for the day.** On the contrary, if it's taken you several hours to write half a paragraph and you're noticing a lot more grey hairs on your head, call it a day and try again tomorrow.

- **Step Five:** Revision and Completion: After you've let the words flow freely from pen to paper, it is time to revise what you've written. It is very rare for a writer to get it exactly right the first time. In fact, some writers revise their work multiple times. There is no exact number of times you need to revise your work, just make sure you are happy with the finished product. You may want to enlist the aid of a friend or even a professional editor to make the necessary adjustments that you are simply unable to see.

Sometimes the steps overlap or need to be repeated. Good writers are like sculptors, shaping and reworking their material into something more meaningful.

Ex. 1. Finish the story trying to be as persuasive as you can.

Almost all housework is hard and dangerous, involving the insides of ovens and toilets and the cracks between bathroom tiles, where plague germs fester. The only housework that is easy and satisfying is _____

_____ .

Ex. 2. Give the beginning of the following passage.

_____ . I went home with the feelings of delirious joy, mingled with a certain amount of doubt. I was dreading to tell my wife about it. But I walked on air.

Ex. 3. Finish the story giving several reasons.

It was late in the evening. A woman was returning from work. Her salary was in her bag. Suddenly, a young boy came running out from

a lane and tried to snatch the bag from her. She caught the boy and held his arm in an iron grip. ‘What on the earth are you doing?’ she exclaimed _____ .

Ex. 4. Write an imaginary description of someone who thinks that any college course is a waste of time. Make your description humorous.

Ex. 5. Describe a situation that shows your using language in different ways depending upon the context.

Ex. 6. Write about some aspect of yourself that made you feel self-conscious when growing up. Try to show what caused you to feel as you did.

Ex. 7. Write the beginning of the following passage.

_____. Soon I got married on a hot day a long time ago, because it was a way of cooling off for a while. Over the years, it’s also become a place where I go to warm up when the world turns cold.

Ex. 8. Compare and contrast two individuals of similar stature in order to show what they represent or why one is preferable to the other.

Ex. 9. Finish the passage.

The history of Armenian embroidery is as old as the history of the Armenians themselves. Over the years Armenians have produced a tremendous amount of artwork in all branches of art _____
_____ .

UNIT 2

WRITING PROCESS

WHAT IS MEANT BY “THE WRITING PROCESS”?

Process writing is a move away from students writing to test their language towards the communication of ideas, feelings and experiences. It requires that more classroom time is spent on writing, but as the previously outlined activities show, there is more than just writing happening during a session dedicated to process writing.

By studying what writers think about and do when they write researchers have learned that writing involves a number of interrelated activities. These activities, or processes can be described as follows:

PLANNING

- Generating ideas about the paper to be written. This activity is sometimes called “invention” or “the discovery process,” because it helps readers find out what they know about a subject or need to learn about it before they write.
- creating goals for the paper and for the writing activity as a whole. Goals may be as global as “I want to convince my readers that geology is an exciting major” or as narrow as “I have too many topics for this paragraph; I need to focus it more.” Ultimately, plans should respond to the internal and external needs that prompted the writer in the first place.
- organizing and grouping concepts and ideas. This activity helps the writer explore topics being considered and think about possible ways to present them.

WRITING

- making the ideas visible and available to readers, whether on paper, computer screen, or through some other medium; using the brainstorming notes, outlines, or other results of planning activities to produce text.
- presenting the writer's meaning in a form that is accessible and meaningful to readers. This complex drafting activity involves everything from the physical act of shaping letters or making key strokes to the mental processes of choosing words, forming sentences, arranging paragraphs, and structuring the organization of the document.

REVISING

- rereading the writing, either as it is being created or later, to test it against the writer's plans and goals.
- changing the writing, if the evaluation indicates that changes will help meet goals. Revision may involve changes in meaning (the addition or deletion of information), changes in surface features (such as spelling and punctuation), or both.

At times some of these activities seem to occur almost simultaneously. For example, a writer in the midst of drafting (*writing*) a sentence may *reread* two or three previous sentences to help recall how he intended to develop an idea (*planning*). Or, while thinking about how best to conclude an essay (*planning*), a writer may try out several possible final sentences (*writing*), crossing out false starts (*evaluating*) until she is satisfied with the thought and its expression (*revising*).

Not only are the activities of the writing process often embedded in one another, they are also recursive. That is, they occur over and over as writers work their way toward a finished product. Although a great deal of deliberate planning may be visible before a writer begins to draft, writers consciously and unconsciously check what they are creating against earlier

goals, developing new plans and sometimes changing or modifying their goals as they write and revise. Although many writers like to put their work aside for a while before rereading it for revisions, nearly all writers make some revisions as they are drafting.

In other words, the process of writing is *not* a straight line from initial idea to completed form — first you plan, then you write, then you revise, then you're done. Instead, planning, writing, and revising can occur in any order, and again and again, as writers generate and test their words and ideas.

Ex. 1. These words are important for understanding the writing process. Match each word with the correct definition.

- | | |
|--------------|---|
| a. step | 1. to check a piece of writing for errors |
| b. topic | 2. a group of related sentences |
| c. gather | 3. one thing in a series of things you do |
| d. organise | 4. subject; what the piece of writing is about |
| e. paragraph | 5. to change or correct a piece of writing |
| f. essay | 6. a short piece of writing, at least three paragraphs long |
| g. proofread | 7. to arrange in a clear, logical way |
| h. edit | 8. to find and collect together |

Ex. 2. Write a passage exploring what it means to be an animal. Do animals ever have virtues that human beings may lack? What would it be like to be a cat or a dog for a day?

What is pre-writing?

Before you begin writing, you decide what you are going to write about. Then you plan what you are going to write. This process is called *pre-writing*.

When you write, you do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing.

Pre-writing

STEP ONE: Choose a topic. Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

STEP TWO: Gather ideas. When you have a topic, think about what you will write about that topic.

STEP THREE: Organise. Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

STEP FOUR: Write. Write your paragraph or essay from start to finish. Use your notes about your ideas and organisation.

STEP FIVE: Review structure **and** content. Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information. Ask a classmate to exchange texts with you. Your classmate reads your text, and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective. Learning to give opinions about other people's writing helps you to improve your own. You may want to go on to step six now and revise the structure and content of your text before you proofread it.

STEP SIX: Revise structure **and** content. Use your ideas from step five to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organisation so that your text is more logical. Together, steps five and six can be called *editing*, i. e., correcting the errors.

Proofread. Read your text again. This time, check your spelling and grammar and think about the words you have chosen to use. In other words, *proofreading* means looking for errors. Proofreading and editing are used interchangeably.

Make final corrections. Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make. Now your text is finished!

Steps five and six can be repeated many times.

Ex. 3. Complete this chart, summarizing the steps of the writing process.

- **STEP ONE:** Choose a _____
- **STEP TWO:** Gather _____
- **STEP THREE:** Decide _____

Drafting

- **STEP FOUR:** Write _____

Reviewing and revising

- **STEP FIVE:** Check. _____

Rewriting

- **STEP SIX:**

May need to

- explain _____
- add _____
- change _____

Steps _____ and _____ may be _____ many times.

Choosing and narrowing a topic

How to choose a topic for a paragraph

Although the terms *subject* and *topic* are often used interchangeably, a distinction can be made between them. *Subject* is often used to describe the general area that a writer has considered, while *topic* identifies the specific part of that subject that the writer has discussed. Writers often begin with a subject and then narrow it down to a topic suitable for the length of the work they have in mind. If you are interested in writing about the Second World War, you could not hope to discuss more than a small part of this subject in an essay of three or four pages. The subject contains many possible topics. By narrowing a subject to a specific topic, you focus attention on something that you want your readers to see in detail. To use an analogy: If you are watching a football game from a seat high up in a large stadium, you have a very large field of view, much of which is totally irrelevant to

the game — thousands of spectators, the curve of the bleachers, the pitch of the ramps, and so on. Unless you find some way to narrow that field of view, you are going to be distracted by these irrelevancies, and you will not be able to get a clear view of exactly what is happening on the field. A pair of binoculars will help immensely, for you can train them on the players, and the binoculars will magnify the images of the players so that you can see more details of each play. However, you have to adjust the focus of the binoculars to see the players clearly. Just as you have too large a field of view from the top of the stadium, you may target too large an area to write about at first; and, as you proceed, you may discover that you are most interested in a much smaller part of it. Thus, just as you would at the ball game, you must shut out some details and focus on others.

Because choosing a topic is such an important part of writing well, we will offer additional advice on how to do so later. For the moment, however, note that a good topic is not only suitable for the length of the paper in question; it will also lead to saying something worth saying. Some topics have been written about so extensively that you may find it difficult to communicate something to readers that they do not already know. A writer with an original topic, or a topic about which something new can be said, has a head start on maintaining the interest of readers.

Finding a Topic

So how do we know what we want to write about? Conventional wisdom tells new writers, “Write what you know,” “Write about what you enjoy” — sound advice, but not terribly practical if you’re not sure what you know and why what you know could interest other readers.

For most of us a choice of subject is seldom entirely free, and for everyone the subject for writing derives directly from the rhetorical situation. In this way college writing is not really very different from writing on the job. In college writing the choice of a subject is conditioned by the courses in which the writer is enrolled — by the academic discipline as well as by the dictates of the professor. In the working world the subject

for writing depends on the constraints of employment — the employer's attitudes and requirements. However, insofar as we have choices, we are well advised to follow our interests, keeping in mind that the goal in both kinds of writing is to show competence as well as to fulfill a specific purpose for writing.

Consider the full rhetorical situation in which you are writing: What (in addition to showing competence) is your purpose? Precisely what are you to do, and what information do you need to do it? Ask yourself who will read your writing, bearing in mind that your audience may be larger than it seems: You might write a memo to your boss, but your boss may decide to distribute it to other people in the company. Everyday writing and academic writing require different approaches: For instance, an analysis of a firm's sales trends in the last quarter of the year will probably require more graphics than will an academic discussion of business cycles in the eighties. But different kinds of writing can also make use of the same techniques: trace the progress of a particular project or the influence of the printing press, report on employee performance or a lab experiment, classify a competitor's products or the types of sixteenth century naval vessels, explain why a valve failed or what a poem means.

Ways of exploring a subject fall rather naturally into two groups: chaotic processes and structured processes. Among the chaotic processes for exploring subjects are those that rely on the subconscious knowledge we all have. They are time-tested techniques for encouraging that kind of knowledge to surface so that we can impose order on it. Depending upon your inclination and your topic, two of these techniques — **brainstorming** and **freewriting** — may be interchangeable; the other technique, **mapping**, places ideas in spatial relationships to each other.

A paragraph is a group of five to ten sentences that give information about a topic. Before you write, you must choose a topic for your paragraph.

- Choose a topic that isn't too *narrow* (limited, brief). A narrow topic will not have enough ideas to write about. *The ages of my brothers and sisters* is too narrow. You can't write very much about it.

- Choose a topic that isn't too *broad* (general). A broad topic will have too many ideas for just one paragraph. Most paragraphs are five to ten sentences long. *Schools* is too general. There are thousands of things you could say about it.

A student could narrow this topic by choosing one aspect of schools to discuss.

schools → *secondary schools in my country*

popular school clubs

university entrance exams

Ex. 4. Choose three topics from this list. Narrow each of the three down to a paragraph topic.

- a. festivals
- b. friends
- c. my country
- d. dancing
- e. cars

BRAINSTORMING, FREEWRITING, MAPPING

Brainstorming is a way of gathering ideas about a topic. Think of a storm: thousands of drops of rain, all coming down together. Now, imagine thousands of ideas 'raining' down onto your paper! When you brainstorm, write down every idea that comes to you. Don't worry now about whether the ideas are good or silly, useful or not. You can decide that later. Right now, you are gathering as many ideas as you can.

You will learn three types of brainstorming in this unit: *making a list*, *freewriting*, and *mapping*.

For many years the business community has been using **brainstorming** — getting a small group of people together for unstructured discussion of an idea — as a way to increase creativity and productivity; but it can also be

used successfully by one person looking for ideas about a subject. It involves listing everything that occurs to you (or that others say) about the idea as fast as possible in a limited period of time. You can do it over and over, checking your list at the end of each spurt of intensive thinking. **Brainstorming and note jotting.** This technique can be a good step to follow free association — when your mind is generating enough potentially useful ideas that you want to get some of them down on paper. Jotting does not involve a mental censor. Concentrate on your subject or some aspect of it. Then write down what comes from brainstorming, without censoring ideas as to their importance. You are trying to see what mental information is available, trying to encourage a focus without forcing it. Your jotting might take the form of a list, a series of random notes, some key words, or whatever will help you recall ideas later. To try it out, get a pen or pencil and a sheet of paper. Set your alarm clock or the oven timer for fifteen or twenty minutes. Concentrate on your subject. Ask yourself what you know about it and jot down your answers. As ideas come crowding to the surface, write as fast as you can to jot them down. Don't worry about spelling or flow or anything except putting the ideas somewhere on that piece of paper. And don't worry about whether your answers seem worthwhile. You can evaluate them later. The point is to get as many thoughts as you can on paper. If you keep your mind working, a good idea may come only after a dozen that you'll later reject. Stop when the alarm goes off and take a few minutes to look over your jottings. Mark ideas you find useful or interesting. Coloured markers ease the task of grouping those that seem to go together. If you think you still don't have enough to go on, you can brainstorm again, perhaps focusing on one of the ideas you wrote down or taking a new direction; but give yourself a rest between sessions.

FREEWITING like brainstorming, is done nonstop, it occurs intensely for a short period of time, and it is unselfconscious. The difference is that freewriting results in a kind of connected writing. Although freewriting may produce much that is unusable, it can also produce much that will be

surprisingly important, attesting to the notion that our subconscious minds contain enormous amounts of valuable information. The point of freewriting is to write so quickly that ideas can flow without comments from your *inner critic*. The inner critic is the voice inside that says, every time you have an idea. Freewriting is a way to get some use out of this information, and it may very well give you a focus for the rest of your work on the subject. Sometimes, when we find an approach to a subject through brainstorming, freewriting unlocks a wealth of ideas to pursue. Freewriting, like free association, is meant to help you generate ideas by simply letting them flow without censorship or interruption. Do not worry about spelling, punctuation, grammar, or form. Just start writing, including everything that goes through your mind, to see what you may have to say. Freewriting can be helpful when you have a wide-open subject and also when you are searching for a subject. It can also help when you have too much information to deal with and cannot seem to get it under control. Rather than struggling, relax and free write about the subject for five or ten minutes. Useful groupings and relationships may emerge. If not, give yourself a break and return to brainstorming when you are refreshed.

First, at the top of your sheet of paper jot down one or two sentences stating your idea. Some writers like to think informally about this idea before they put pen to paper. That's okay. Then, set your timer for ten or fifteen minutes. When you begin writing, don't worry if you can't think of something to write. Just write anything, even if it's "I feel silly." Don't stop for any reason: to figure out how to spell a word, to choose between two terms, or for any other reason. Don't worry if you find yourself straying from your guide sentence at the top of the page. The new direction may be useful. When your buzzer sounds, stop writing and look at what you have. Here, too, as in brainstorming, coloured markers may be useful in identifying a good idea that is buried under a number of random thoughts. If you find a good idea, you may be able to flesh it out to make a completed draft, or you may have something that with shaping will become part of your finished work.

When you freewrite, you write whatever comes into your head about your topic, without stopping. Most free writing exercises are short - just five or ten minutes.

Freewriting helps you practice *fluency* (writing quickly and easily). When you freewrite, you do not need to worry about *accuracy* (having correct grammar and spelling). Don't check your dictionary when you freewrite. Don't stop if you make a mistake. Just keep writing!

Here is an example of a student's freewriting:

There are too so many subjects to study at university, it is difficult to choose one. I've always had good marks in maths, but I don't like it very much. I don't like physical physics or any science very much. Writing -I've always liked writing. Would journalism be a good course to take? Newspapers have pictures, too, so maybe photography would be good. I'm maybe definitely looking forward to meeting new friends at university. And what about reading? Reading is a part of any course, but literature includes a lot of reading and it probably includes a lot of writing, too.

Notice how the writer's ideas jump around. When she makes a mistake, she just crosses it out and continues writing. One thought (*writing*) leads to another (*journalism*), and then to another (*photography*). There are some details that are not exactly about her topic (*looking forward to meeting new friends*), but that's OK in freewriting. You want to get as many ideas on paper as you can. You can take out unnecessary words and sentences later.

MAPPING sometimes called *clustering* or *webbing* is a way of visually analysing the parts of a subject. Write the subject in the middle of your paper and circle it. From the edges of the circle, draw lines radiating outward to nodes labelled to represent the main parts of the subject. Repeat this process for each of those nodes until you have exhausted all of the information you have. You will notice that some parts generate several levels, whereas others do not and that the interrelationships between parts of the idea are easy to see in this kind of graphic chart. **Mind mapping**

is more structured than free writing but less structured than some other techniques (described below). Mind mapping emphasizes the free flow of ideas, but it also allows you to show relationships among ideas without forcing them into an organizational scheme. Start with the subject circled in the centre of a page. Then, as you think of other ideas, add new circles radiating outward on the page. If ideas are related to one another, place them in overlapping circles, or connect the circles with lines. Your mind map can be as simple or as detailed as you choose.

Mind mapping is especially helpful if you want to collect ideas about aspects of a subject but find yourself stalled by the best order in which to present them. Seeing the ideas without a superimposed structure but in relationship to one another can help postpone the need to organize them until you have finished idea collection and are ready to think productively about organization.

Brainstorming, freewriting, and mapping can be used together to bring some order to the chaotic information that surfaces from the unconscious. Try pulling some of the related ideas that surfaced during a brief brainstorming session into a single statement and jotting that statement at the top of your freewriting paper. When you are through freewriting, look at what you have produced and try to group related ideas. This activity will focus your efforts to find the vein of gold in the ton of sludge.

To make a map, use a whole sheet of paper, and write your topic in the middle, with a circle around it. Then put the next idea in a circle above or below your topic, and connect the circles with lines. The lines show that the two ideas are related.

Making a list

Write single words, phrases, or sentences that are connected to your topic. Look at this list: a student made when brainstorming ideas to write about her topic, 'What should I study at university?'

history - learning about the past

maths (too difficult, not interesting?)

What job do I want later?

English for work? Travel?
writing?
science - biology, chemistry
I don't like physics!
journalism
I like reading - literature?
art - drawing, painting, sculpture
photography?
studying / homework
friends / social life

Ex. 1. Choose one of these topics. List as many ideas as you can in five minutes.

- a. teenage fashions
- b. things to do at the beach
- c. driving a motorbike

Ex. 2. Practise freewriting for five minutes. Remember, do not stop, erase, or go back. Just write as much as you can.

What's the best way to brainstorm?

Some writers like to use lists because they don't have to write complete sentences. Some writers like freewriting because they can write quickly and ideas come easily. Some writers prefer mapping because they can easily see the relationship between ideas. Revision is the professional writer's secret weapon. It is one of the things that distinguishes writing from speaking. Revision is a second chance to get the meaning right. It is easier to understand what revising is if we break the word into its parts: *re-* meaning "again" and *vising* meaning "seeing". Revising is seeing again, taking another look. Revision is most productive when something can be viewed with "new" eyes, almost as another person would see it.

Editing

After you have gathered plenty of ideas, you will need to go back and edit them. This is the time to choose which ideas are the most interesting, and which are the most *relevant to* (important or necessary for) your topic. Of course, you can still add new ideas if you think of something else while you are re-reading your list. For example, the student writing ‘What should I study in college?’ edited her list like this:

history - learning about the past
 maths (too difficult, not interesting?) ***Not interesting to me.***
 What job do I want later? ***Describe more.***
 English for work? Travel?
 writing? ***important in many subjects.***
science — biology, chemistry
 I don't like physics! ***I don't want to study science!***
 journalism
 I like reading - literature?
 art - drawing, painting, sculpture
 photography?
 studying / homework ***What about it?***
 friends / social life.

To edit freewriting, cross out sentences or parts of sentences that aren't related. You can add more ideas in the margin or add more sentences at the bottom. To edit a map, cross out circles that don't belong, and add new ones if you get more ideas. You might also change the lines you have drawn.

Ex. 3. Complete the missing words.

Each paragraph has only one topic. If the topic is too 1. n___, you will not be able to write enough about it. On the other hand, if the topic is too 2. b___, you will have too many ideas for just one paragraph.

After you choose a topic, you will need to 3. b ___ some ideas to write about in your paragraph. One way to do this is to make a 4. 1___. Another

way of brainstorming is 5. m _____. After you have written down many ideas, you can go back and decide which ones are the most interesting and the most 6. r _____ to your topic.

7. F_____ is a useful way to help you write more easily and naturally. In this kind of writing, you are working on 8. f _____, and not 9. a _____.

Ex. 4. a. Set a timer for ten minutes. Freewrite without stopping for the full ten minutes. If you get stuck, repeat or rhyme the last word you wrote until words start flowing again but don't stop writing!!!

b. When you finish, write down one or two words that describe how you felt while freewriting (sample answers: excited, liberated, creative etc).

c. Next, read your freewriting. Underline any words or lines you like – anything that strikes you as interesting, thoughtful, or funny.

Ex. 5. Do a three-minute focused freewriting on three of these topics:

Beach

Body piercing

Friendship

Parent (or child)

News

Tests

Ex. 6. Proverbs are short, pithy sayings that reflect the accumulated wisdom, prejudices, and superstitions of the human race. Proverbs belong to the cultural literacy of each nation and language and the ideas which they express are often common to many nations. Interpret the following proverbs and make up a situation with one of them.

1. Fine feathers make fine birds.

2. Good health is above wealth.

3. He laughs best who laughs last.
4. He who makes no mistakes, makes nothing.
5. Hard work never did anyone any harm.

Ex. 7. Add description to make the following paragraph more interesting and vivid.

The first time I baby-sat for my brother's children was a disaster. One of them kept throwing things around. The other one wouldn't stop crying. I was relieved when my brother and his wife returned home.

Ex. 8. Read each sentence carefully. Identify the part of speech of the word in bold print. Write the letter of the answer on the line.

1. _____ The **leash** was too loose around the dog's neck.
a. noun b. verb c. conjunction d. adjective
2. _____ The **fluorescent** lights are highly visible in the fog.
a. adverb b. preposition c. noun d. adjective
3. _____ I think we should **staple** the worksheets in the right order.
a. adjective b. conjunction c. verb d. adverb
4. _____ The argument was **between** the secretary and the accountant.
a. preposition b. verb c. noun d. pronoun
5. _____ **Someone** left the key in the file cabinet overnight.
a. noun b. preposition c. pronoun d. adjective
6. _____ The message on the answering machine was for **her**.
a. pronoun b. noun c. adjective d. adverb
7. _____ Gretchen fell on the **slippery** stairs and bruised her ankle.
a. verb b. adverb c. adjective d. noun
8. _____ Neither my term paper **nor** my midterm exam was difficult.
a. verb b. adverb c. conjunction d. interjection

9. _____ After I received the notice from the IRS, I **immediately** called my father.
a. adverb b. verb c. adjective d. conjunction
10. _____ No one **expected** him to confess to the prank, but he did.
a. pronoun b. adjective c. verb d. adverb
11. _____ **Prior to** his illness, he prepared a comprehensive will.
a. pronoun b. preposition c. verb d. conjunction
12. _____ I missed my bus **again** this morning.
a. adverb b. adjective c. verb d. noun
13. _____ **Procrastination** is often the cause for poor grades.
a. adjective b. verb c. conjunction d. noun
14. _____ This **is** my final offer.
a. adverb b. adjective c. verb d. preposition
15. _____ **Ouch!** That shot of Novocaine hit a nerve.
a. conjunction b. adverb c. preposition d. interjection

UNIT 3

PARAGRAPH WRITING

THE STRUCTURE OF A PARAGRAPH

A paragraph is a group of sentences about a single *topic*. Together, the sentences of the paragraph explain the writer's main idea (most important idea) about the topic. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.

Ex. 1. Read the following paragraph and then answer the questions.

Great British tea

Britain is a tea drinking country. Every day the British drink 165 million cups of the stuff and each year around 144 thousand tons of tea are imported. Tea in Britain is traditionally brewed in a warmed china teapot, adding one spoonful of tea per person and one for the pot. Most Britons like their tea strong and dark, but with a lot of milk. Although the custom of drinking tea dates back to the third millennium BC in China, it was not until the mid 17th century that the beverage first appeared in England. The history of tea in Britain begins in 1662 when Prince Charles II married the Portuguese Princess, Catherine of Braganza. The princess was very fond of tea and accustomed her royal spouse to this new drink. By that time tea had been familiar to the English: Garway's Coffee House, for example, traded in tea in London since 1657. However, tea was mostly known as a medicinal drink, and was much less popular than coffee. After Charles II became king, a whim of the foreign princess became the Drink of the Queen. This fact secured the success of tea first among aristocracy, and

then among other English citizens. The popularity was formed slowly but forever.

a. What is the topic of the paragraph?

b. What is the main idea about the topic?

c. What ideas help explain the main idea?

Paragraph organization: what makes a paragraph?

A paragraph has three basic parts:

- 1. The topic sentence.** This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.
- 2. The supporting sentences.** These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.
- 3. The concluding sentence.** This may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.

Ex. 2. Read the paragraph about the history of tea, circle the topic sentence, put one line under the supporting sentences, and put two lines under the concluding sentence.

Ex. 3. Put a tick (✓) next to the group of sentences that makes a good paragraph. Why are the other groups of sentences not good paragraphs?

- a. My best friend has many different hobbies, such as skiing, cooking, and playing the piano, and she is very good at all of these activities.

For example, she has played the piano for ten years and has won three piano competitions. She also likes to spend time travelling, and she has been to many different countries in the world. She grew up speaking Spanish and English, but now she can also speak French and Italian. I like my best friend very much.

- b. Classes in literature are useful no matter what job you intend to have when you finish university. Books are about life. People who study literature learn the skill of reading carefully and understanding characters, situations, and relationships. This kind of understanding can be useful to teachers and business people alike. Literature classes also require a lot of writing, so they help students develop the skill of clear communication. Of course, a professional writer needs to have this skill, but it is an equally important skill for an engineer, finally, reading literature helps develop an understanding of many different points of view. Reading a novel by a Russian author, for example, will help a reader learn more about Russian culture. For anyone whose job may bring them into contact with Russian colleagues, this insight can help encourage better cross-cultural understanding. Studying literature is studying life, so it is relevant to almost any job you can think of.
- c. One good way to learn another language is to live in a country where that language is used. When you live in another country, the language is around you all the time, so you can learn to listen to and speak it more easily.

The topic and the main idea

The topic sentence ...

- usually comes first in a paragraph.
- gives the writer's main idea or opinion about the topic and helps the reader understand what the paragraph is going to talk about.

Writing the topic sentence helps you further narrow your topic by forcing you to make a statement about it. Writing a good topic sentence is an important step toward an effective paragraph because the topic sentence controls the direction and scope of the body. A topic sentence should have a clear controlling idea and should be a complete sentence. The topic sentence should state a specific, narrowed, and well-focused subject that is suitable and manageable topic for paragraph-size writing. Subjects that are too general or too broad will require more information that can fit within the structure of one paragraph. We can think of the topic sentence as having two parts, a *topic* and a *controlling idea*. The controlling idea states the writer's point of view or attitude about the topic. As a rule, the more specific and clearer your topic and controlling idea, the better the paragraph; in other words, your topic sentence should not be so broad, that it cannot be developed in one paragraph.

EXAMPLE: Pete's sloppiness (topic) is a terrible habit (controlling idea).

Ex. 4. Circle the topic of the sentence and underline the main idea about the topic.

- a. Switzerland is a very interesting country to visit.
- b. Dogs make excellent pets.
- c. A really good place to study is the library at my school.
- d. Learning a foreign language creates job opportunities.
- e. Football is my favourite sport because it is exciting to watch.
- f. One of the most valuable tools for students is the computer.
- g. My sister and I have very different personalities.
- h. Summer is the best time to travel in my country.
- i. My hometown is a friendly place to live.

As an example assume that you are enrolled in a communications class. Your assignment is to observe and record ways that individuals react to praise and then to write a paragraph describing your observations. You gather information for your paragraph by observing people receiving praise and recording their reactions. With data in hand, you organize it and explore different ways to express the main point in a topic sentence. After writing several possible topic sentences, you can then select the sentence that expresses your ideas most clearly and powerfully:

1. People are born to relate to all kinds of positive stimuli.
2. People seem to have many different reactions.
3. People get embarrassed when they receive praise for their work or appearance.
4. Praise is often given when work is done well.
5. I am going to write about things I observed about people's reaction to praise.
6. One way to respond to praise is to accept it and return the praise with a compliment.
7. People commonly demonstrate one of five reactions when they receive praise.

Sentences 1 and 2 are too broad and do not focus on the assigned topic. Sentence 3 is too limiting; it implies that getting embarrassed is the only response that occurs when people receive praise. Sentence 4 does not get to the point; it implies that the writer is going to discuss when praise is given or when work is done well. Sentence 5 is wordy and does not get right to the point; also it announces the writer's intentions, which is not effective or acceptable for a topic sentence. Sentence 6 is similar to sentence 3; it more likely is a supporting detail for one of the common reactions. Sentence 7 is an effective topic sentence. The words *five reactions* are specific and appropriate to the assignment. They are interesting, too, the reader becomes curious and wants to know what five reactions are commonly demonstrated.

Ex. 5. For each of these paragraphs, choose the sentence from the list below that would make the best topic sentence.

a. _____ . When Ken wanted to enter a good university, he studied hard to pass the examination. The first time he took the exam, he did not do well, and he felt very discouraged. But he knew he wanted to study at that university, so he studied more. The next year, he tried taking the exam again. The second time, he did very well, and now he is studying engineering. I believe Ken is a good role model for me, and he has taught me that never giving up is the best way to succeed.

1. One of my closest friends, named Ken, is a person I can trust.
2. My friend Ken is a very successful student.
3. I admire my friend Ken because he doesn't give up.

b. _____ . Many children begin learning to play football when they are very young. You can often see them playing at school or in the streets around their houses. At secondary school, students may play football in a team and compete in championships. If a player is very good, he might go on to play for a professional team. People in my country love watching football on television and also go to matches whenever they can. Many people have a favourite team or player, and everyone loves to talk about matches and competitions. Football is really like a national sport in my country.

1. I love playing football, and I hope I can become a professional player one day.
2. There are many popular sports in my country, but the most popular sport is football.
3. Football is a difficult sport to learn to play well.

Ex. 6. Write a topic sentence for three of these topics.

- a.** a favourite place to relax
- b.** a grandparent

- c. a pet I have known
 - d. a favourite food to eat
 - e. playing a musical instrument
- topic: _____
- topic: _____
- topic: _____

**Ex. 7. These sentences are mixed up parts of one paragraph.
Number the parts in order:**

1. topic sentence, 2. supporting sentences, and 3. concluding sentence.

What should I study at university?

- a. _____ It wasn't an easy decision, but for some reasons, I have decided to study journalism.
- b. _____ *It can be difficult to choose a subject to study at university because there are so many choices, but by considering my skills and interests, I have decided to study journalism.*
- c. _____ I have always enjoyed writing, so it is sensible to choose a subject that involves writing. When I begin working, I would like to have the opportunity to travel, and travel is often an important part of a journalist's job. Finally, I am also interested in photography, and pictures are very important in journalism.

Ex. 8. Use words or phrases in the box to complete the sentences.

concluding sentence indented main idea paragraph
 supporting sentences topic topic sentence

- a. The _____ is usually the first sentence in a _____. It gives the _____ and the _____.
- b. The first sentence of a paragraph can be _____.

- c. The _____ come after the topic sentence, and they explain the topic sentence.
- d. The _____ comes at the end of a paragraph.

Ex. 9. Finish the passage.

Armenians take pride in being the first nation to have adopted Christianity as their official state religion. Indeed, the adoption of Christianity in 301 AD was a turning point in Armenian history _____

THE DEVELOPMENT OF A PARAGRAPH

After you have chosen a topic and written a topic sentence, you *develop* your main idea by adding more information to explain what you mean. Three common ways to develop a paragraph are: giving *details*, giving an *explanation*, and giving an *example*.

Details are specific points that tell more about a general statement.

An example is a specific person, place, thing, or event that supports an idea or statement.

Read this article notice the details that help develop the paragraph.

FUSION CUISINE

Fusion cuisine is the deliberate combination of elements from two or more spatially or temporally distinct cuisines. It is a unique form of cuisine particular to today's postmodern world. The precise origin of the term "fusion cuisine" is uncertain although "culinary globalization", "new world cuisine", "new American cuisine", and "new Australian cuisine", all other names for fusion cuisine, have their roots in the 1970s in the emergence in France of *nouvelle cuisine*, which combined elements of French and primarily, Japanese cooking. As *nouvelle cuisine* spread to other nations, it combined with elements of the foods of the host country.

Indeed, fusion cuisine has emanated primarily from the United States and Australia, but has spread to other parts of the world as well.

Ex. 1. In the paragraph above, underline the topic sentence. Below, list the details used to support the topic sentence.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

Ex. 2. In this paragraph, underline the topic sentence and answer the questions.

'A stitch in time saves nine.' My mother, who likes sewing used this simple saying to teach me the value of working on problems when they are still small. Originally, the saying referred to sewing - if you have a small hole in a shirt, you can repair it with one stitch. But if you wait, the hole will get larger, and it will take you nine stitches. This simple sentence reminds me to take care of small problems before they become big problems.

- a. What is the writer trying to explain? _____
- b. Is she successful? Do you understand the explanation? yes / no

Ex. 3. This paragraph includes an example from the writer's own experience. Underline the topic sentence.

Even when a first date is a disaster, a couple can still become good friends. For example, my first date with Greg was terrible. I thought he was coming to pick me up at 6:30, but instead he came at 6:00. I didn't have time to do my hair, and my make-up looked messy. When I got into his car, I scraped my leg against the car door and tore my tights. Next, he

took me to an Italian restaurant for dinner, and I accidentally dropped some spaghetti on my shirt. Then we went to a film. Greg asked me which film I wanted to see, and I chose a romantic comedy. He fell asleep during the film, and I got angry. Now that Greg and I are good friends, we can look back and laugh at how terrible that first date was!

Ex. 4. Develop each of these topics with details, an explanation, or an example.

- a. What freedom means to me
- b. An unusual holiday
- c. Weddings in my country
- d. Why I don't like swimming
- e. The ideal job

CONCLUDING SENTENCES

How to end a paragraph

The final sentence of a paragraph is called the *concluding sentence*. It sums up the main points or restates the main idea in a different way. A sentence that sums up the paragraph reminds the reader of what the writer's main idea and supporting points were. A sentence that restates the main idea should give the same information in a slightly different way, perhaps by using different words or by using different word order. A concluding sentence should not introduce a new point. A proper close to a paragraph (an essay) indicates that you have not just stopped writing but have completed what you wanted to say. Whether in a single sentence or in several sentences, a conclusion may, among other things, summarize, ask a question, introduce a startling or weighty fact or quotation, or suggest a course of action. In writing a conclusion, avoid several common pitfalls: restating the introduction, starting in an entirely new direction, concluding more than your evidence allows.

Some strategies for closing paragraphs:

- a. Summarize the paper
- b. Echo the introduction
- c. Create an image
- d. Use a quotation
- e. Give a powerful symbolic fact or other detail
- f. Recommend a course of action

Ex. 5. Read the example paragraphs above, underline the concluding sentences. Do the concluding sentences sum up the information in the paragraph or restate the main idea?

Ex. 6. Read the paragraphs below. Is there a concluding sentence? Circle *yes* or *no*. Write a concluding sentence, if there is no one.

Even simple study habits can improve your marks. At university I learned how important it is to get enough sleep. When you are well-rested, it is easier to learn. Research shows that when people don't get enough sleep, their memories aren't as effective, if students are really tired, they might even fall asleep in class! It's easy to see how getting enough sleep can improve your performance at university.

- a. means of support: _____ concluding sentence? yes / no

My favourite subject is psychology. I enjoy learning about the ways people think and behave. I am also interested in learning about the way children's minds develop.

- b. means of support: _____
concluding sentence? yes / no

I am too nervous to sing karaoke songs with my friends. The last time I tried was on my birthday, when my friends took me to a karaoke club. I

told my friends I didn't want to sing, but they encouraged me until I said yes. When I stood up in front of the microphone, I was so scared, I felt dizzy. It was hard to hear the music, and my mouth was too dry to make a sound. I just stood there until a friend jumped up next to me and finished the song.

c. means of support: _____
concluding sentence? yes / no

I will never eat dinner at The Little French Bistro again. The restaurant is not very clean. You can see dust in the corners and on the shelves. The food is expensive, but the portions are small. I never feel full after I've finished eating. In addition, the waiters are not very friendly. For these reasons, I will not visit that restaurant again.

d. means of support: _____
concluding sentence? yes / no.

For me, a friend is someone who accepts you the way you are. A friend doesn't want you to change your personality or your style. I like people who don't care if the people they are with are wearing popular clothes or listening to trendy music.

e. means of support: _____
concluding sentence? yes / no

PEER EDITING: what is peer editing?

Showing your work to another student is a very useful way to improve your writing. This is called *peer editing*. You read your partner's writing and your partner reads yours. You comment on your partner's writing and your partner comments on yours. You might talk together, write comments on a sheet that your instructor gives you, or write directly on your partner's work.

There are two reasons for peer editing. The first is to get a reader's opinion about your writing. A reader can tell you that ...

- you should add more details or explanation.
- something is not organised clearly.
- you have some information that is not relevant.
- there is something that is hard to understand.

These comments will help you write your next draft.

The second reason to share writing with others is for you to read more examples of writing. Other people will have had experiences that you haven't. They may show you fresh ways of writing about experiences. Reading their paragraphs and essays can give you good ideas to use yourself in the future.

The best ways of peer editing are:

- Read your partner's work several times. The first time, just read from the beginning to the end. Ask yourself, 'What is it about? What is the writer's purpose?'
- On your second reading, go more slowly and look at specific parts of the writing and make notes.
- Look for topic sentences and concluding sentences.
- Note places where you have trouble understanding something, where there seems to be unnecessary information, or where there is not enough information.
- Let the writer know which parts of the text are especially strong or interesting.
- Ask questions. This is a good way to let the writer know where he or she could add more information.
- Circle or underline words, phrases, and sentences that you wish to comment on.
- Don't look for grammar or spelling mistakes. Pay attention just to the content and organisation of the work.

Ex. 7. Read this paragraph, then peer edit it and share your comments.

My father is a teacher. I admire him a lot. I am considering becoming a teacher, too. My older brother works for a big company. My father really loves learning, so he is a natural teacher. My father always helped me with my homework. I think I will become a teacher.

Ex. 8. Read these statements. Write T (true) or F (false). If the statement is false, change it to make it true.

- a. _____ Details give more specific information than the topic sentence.
- b. _____ An explanation tells the reader what something is or how it works.
- c. _____ A detail is usually a short, personal story.
- d. _____ The concluding sentence uses the same words as the topic sentence.
- e. _____ The concluding sentence should finish the paragraph with a new idea.
- f. _____ A peer editor should mark any spelling and grammatical mistakes carefully.
- g. _____ A peer editor should give some positive comments.
- h. _____ Peer editing helps the writer, not the reader.
- i. _____ If a peer editor can't understand something that you wrote, then you know he or she isn't a very good reader.
- j. _____ A peer editor should be able to identify your topic sentence, main idea, and concluding sentence easily.

Ex. 9. The passage is about the Symbol of Tree of Life of Armenia. Write some symbols characterizing the Armenians and the British (the symbol of immortality, the symbol of the couple etc.). Imply creative ideas.

Ancient mythology tried to find answers to the most pressing questions concerning human existence: the mysteries of creation, of life, death and rebirth. One universal symbol common to all mythologies, however, is the tree of life. The Tree of Life takes different shapes and forms in different cultures: the Greeks, the olive tree, the Hebrews, the apple tree, the Indians, the mango tree, the Egyptians, the ginkgo tree, and the Armenians the pomegranate tree. In pagan Armenia, the pomegranate, a symbol of life and fertility, was offered to the goddess Anahit while its juice was sprinkled over fire temples. Since the worship of the Tree of Life was closely related to the worship of seeds, Armenians used to offer bunches of wheat to the goddess before harvest time.

UNIT 4

TYPES OF PARAGRAPHS

DESCRIPTIVE AND PROCESS PARAGRAPHS

A descriptive paragraph explains how someone or something looks or feels. To describe something – a person, a place, or an object – is to capture it in words so others can imagine it or see it in their mind’s eye. The best way for a writer to help the reader get a clear impression is to use language that appeals to the senses that human beings experience the physical world around them, and it is through the senses that the world is most vividly described.

Descriptive paragraphs

Using adjectives

Adjectives are words that tell us how things look, feel, taste, sound, or smell. Adjectives also describe how you feel about something. Here are a few common adjectives.

shape and size	atmosphere	how you feel	appearance
large / small	cosy	amazed	colourful
wide / narrow	comfortable	surprised	unforgettable
round	warm / cool	happy	beautiful
rectangular	cold / hot	nostalgic	unattractive

A description of a place may answer some of these questions:

- Where is the place?
- How big is it?
- How warm or cold is the place?
- How does the place make you feel? Why?
- What things can you see in this place?
- What colours do you see?

Ex. 1. Read this description, circle the adjectives.

Niagara Falls, a popular destination for thousands of visitors each year, is a beautiful place. When you stand at the edge and look down at the 188 feet of white waterfalls, you feel amazed at the power of nature. The tree-lined river that leads into the falls is fast-moving, pouring over the edge of the falls and crashing to the bottom in a loud roar. If you want to experience the falls close up, go for a boat ride. You'll come near enough to look up at the roaring streams of water flowing over the edge and feel the cool mist that rises as the water hits the rocks below. Seeing Niagara Falls is an unforgettable experience!

Describing the place around you**Using prepositions**

Prepositions tell us how a space is organised. These are some common and useful prepositions:

in front / behind

to the right of / to the left of

on top of / on the bottom of

in the middle of

next to

around

above / below

underneath between

Ex. 2. Read this paragraph that describes someone's favourite place. Underline the prepositions.

My favourite place to relax is a small cafe down the street from where I live. This cafe is on a small side street and as soon as you see it, you feel like going in. There are three windows on either side of the door, and each window has a small window box with brightly coloured flowers. There is a small wooden door that opens into the cafe, and as you go in, you can see a dozen small tables all around the room. Even though it isn't a big place, its size makes it very cosy and comfortable. I always like to sit at a small table in the corner near the front

windows. From here, I can look at the artwork on the walls and at the pretty green plants hanging from the ceiling. With a strong cup of coffee and a good book, I feel very happy and relaxed in my favourite cafe.

Ex. 3. Write six sentences to describe the place where you are right now. Use adjectives and prepositions.

Describing a character

Describing people

Here are some common adjectives for describing people:

Personality

happy, satisfied

relaxed

exciting

nervous

angry

serious

sad, depressed

outgoing

Physical characteristics

big, large, tall

small, tiny, short

thin

heavy

strong

weak

brown-, black-, blond-, red-haired

light-, dark-skinned

A description of a person may answer some of the following questions:

- Who is the person?
- What does the person do?
- What does he or she look like?
- How does the person act - what is his or her personality like?
- How does he or she make others feel?

Ex. 4. Add at least two other adjectives to the two lists above.

Ex. 5. Read this description, circle the adjectives that describe the grandmother.

When I was young, I admired my grandmother for her strength and kindness. She was not very big. In fact, she was tiny and very thin. She was strong, though. She lived by herself and still did a lot of the chores around her house. When I was a child, I saw her almost every day, and she and I would talk about everything. She was a very happy person and was always smiling and joking, and she often made me laugh. My grandmother was also very patient, and she would listen to all of my problems. She gave me very good advice whenever I needed it. I didn't need to be afraid to tell her anything, because she never got annoyed with me. She just listened and tried to help. I also liked to spend time with her because she had interesting stories to tell me about her own childhood and life experiences. When I was young, my grandmother was my best friend.

Ex. 6. Think of a person or place you know well. Then brainstorm your ideas, narrow down your topic, and write a descriptive paragraph.

Ex. 7. Write a descriptive paragraph choosing one of the suggested topics:

- a. A tool or machine you use at your classroom
- b. An animal, a bird, or an insect you have observed closely
- c. A room that reveals something about its owner

PROCESS PARAGRAPHS

A process paragraph explains how something is done – how to install a software program, how to get to the airport, or how to make tasty

barbecued ribs. The goals of such directions are the installed software, the arrival at the airport, or the great barbecued ribs. In other words, the reader should be able to do something after reading the paragraph. After reading a process paragraph, the reader is not expected to be able to do anything, just to understand how it happened or how it works. It explains the steps you need to follow to complete an activity.

Ex. 1. Read this recipe and do the exercises below.

Ingredients

*two cups of brown rice
one tablespoon of cooking oil
three tablespoons of chili sauce
three cloves of garlic
one green pepper
one red pepper
one onion
two tomatoes
two spring onions
salt
pepper*

Mikes Brown Rice and Vegetables

Brown rice and vegetables is a simple and delicious meal to make. First, cook the rice, following the directions on the packet. Then, cut the vegetables into one-inch pieces. Next, heat the oil, chili sauce, and garlic in a frying pan. After that, add the vegetables and fry them until they are soft, but still a little bit crunchy. Now it's time to stir in the cooked rice. After stirring the rice and vegetables together, add salt and pepper to your own taste. Finally, put the rice and vegetables into a large bowl and serve it with freshly chopped tomatoes and spring onions on top. Now you are ready to enjoy your delicious brown rice and vegetables!

- a. Underline the topic sentence and the concluding sentence of the paragraph.
- b. List the steps for making brown rice and vegetables in the order you find them
 1. *Cook the rice* _____
 2. _____

3. _____
4. _____
5. _____
6. _____
7. _____

c. How are the steps in the paragraph connected together? What words do you see that help show the sequence to follow? Underline them.

◇ *GRAMMAR FOCUS*

Transitions

What are transitions?

Transitions are words that connect the steps in a paragraph. Transition words and phrases show the relationships between the ideas in a paragraph. They are not used between every sentence, but are used often enough to make the order clear. Here are some common transition words and phrases that show time order or the order of steps:

first, second, third, etc.	finally _____
next	the last step _____
then	before _____
after, after that	while _____

Ex. 2. Add other transition words you know to the list above.

Ex. 3. Choose appropriate transition words to connect the steps in this paragraph about preparing for a trip. Order the steps to form a process paragraph.

Planning a holiday abroad? Here are some suggestions to make your trip successful.

- a.** _____, find out if you need a visa for the country that you want to visit. Make sure you have enough time to apply for it **b.** _____ you buy your ticket.

c. _____ you've found out about visas, you should research airfares and timetables. d. _____, look for the best flight for you. Remember, the cheapest flight may stop over in several cities and reduce the amount of time you have to spend at your destination. You might want to fly direct. e. _____ you're researching flights, you can also ask your travel agent about getting a good deal on a hotel. It's a good idea to book your flight and hotel early if you're sure of your destination. If you haven't already done it, the f. _____ step is to learn about places to visit, the weather, the food, and other details about the country. The Internet can be a very useful source of information. g. _____, on the day of your flight, make sure you go to the airport at least two hours before your flight. Now you are ready to start enjoying your holiday!

Ex. 4. Write a process paragraph from the suggested topics. First, brainstorm all the steps that need to be followed. Then write the paragraph. Remember to use transitions.

- a. How to relax and meditate?
- b. How to break an unhealthy habit?
- c. How to prepare your favourite dish?

Ex. 5. The paragraph below describes a city park, but it doesn't have enough descriptive details. Imagine that you live next to a park, rewrite the paragraph, adding description, to make it more interesting.

I live next to a park. The park is large and has trees and grass. There is a lake in the park where you can see people enjoying many activities. There are a lot of places to sit and relax. There are a lot of paths that you can walk on, and everywhere you walk you can see flowers. I really enjoy spending time in this park. _____

Ex 6. Continue the information below.**Blessing of the Holy Myron**

In Armenia, Christianity has been sealed and imbibed with the fragrance of the Holy Myron. The veneration of the Armenian nation towards the Holy Myron comes from the depths of centuries. The Holy Myron as an important element of the distribution of the Holy Spirit's graces and of the Armenian identity at the same time has a great role in the life of the Armenian nation. The word "Myron" derives _____

OPINION PARAGRAPHS**Facts and opinions**

A *fact* is a piece of information that is true: *That film was three hours long.* An *opinion* is an idea or belief about a particular subject: *That film was boring.* Writers use facts to support their opinions and to show why they hold their beliefs.

Ex. 1. Read this letter and answer the questions.

Dear Editor,

More people should ride bicycles into town. Last year, seventy-three percent of all workers drove their own car to work. Car traffic in town is terrible, parking places are hard to find, and pollution from cars is a real problem. Citizens who want a cleaner, nicer place to live ought to try this non-polluting form of transport. Cycling is good exercise, too! The city must not allow this problem to get worse. Instead, people should ride bicycles to work and school - and enjoy the health benefits of daily exercise.

Bill Adams
Bellingham

- a. What is the main idea of this paragraph? Circle the sentence.
- b. What is the writer's purpose? Why did he write this letter?
- c. Underline the sentences or parts of sentences that show an opinion.
- d. Why do you think the writer included a fact in this paragraph?

Ex. 2. Do these types of writing use mostly facts, mostly opinions, or an even mixture of both? Write F for fact, O for opinion, or B for both. Explain your choices to a partner.

- | | |
|----------------------------------|---|
| a. ____ film review | e. ____ news report |
| b. ____ advice column | f. ____ book report for a university literature class |
| c. ____ police report of a crime | g. ____ magazine advertisement |
| d. ____ travel brochure | h. ____ personal e-mail to a friend |

Ex. 3. Can you think of other types of writing that use opinions? Make a list. Then make a list of types of writing that use facts.

Use opinions: _____

Use facts: _____

Ex. 4. Read these sentences. Write F if the sentence is a fact, and O if the sentence is an opinion.

- a. ____ Airfares have become too expensive.
- b. ____ English is an easier language to learn than Arabic.
- c. ____ Owls are birds that hunt at night.
- d. ____ I was born in New York City.
- e. ____ Exercise is the best way to stay healthy.
- f. ____ Internet use has increased every year since its beginning.
- g. ____ Engineering is the best career choice.
- h. ____ Big cities are dangerous at night.

Ex. 5. Write three fact sentences and three opinion sentences.

◇ **GRAMMAR FOCUS****Modal auxiliaries****Using modal auxiliaries**

When you speak, you introduce opinions with phrases like *I think*, *In my opinion*, and *I believe*. In general, these introductory phrases are not needed in writing. They can even make you sound less sure of your ideas. Instead, writers use grammatical methods such as modal auxiliary verbs and transition words to express their opinions. Modal auxiliary verbs show the strength of a writer's opinion or argument.

AFFIRMATIVE:

The city	could	add more cycle paths.	weakest
	should		
	ought to		
	has to / must		strongest

NEGATIVE:

The city	doesn't have to	allow more cars.	weakest
	shouldn't		
	can't / must not		strongest

Ex. 6. Look again at the above letter (Ex. 1.) and circle the modal auxiliaries. How strong do you think the writer's opinions were?

Ex. 7. Read the paragraph below. Underline the most appropriate modal auxiliary in each sentence.

Dear Editor,

I agree with Bill Adams's opinion in his recent letter saying that people *should/don't have* to ride their bicycles into town. However, there is one problem with this idea. The roads in town are so narrow and full of cars that you *can't /ought to* ride safely on them. If people are going to ride bicycles into town, the city *could/must* make some cycle paths for people to use. Maybe the city *could /mustn't* charge a small additional tax on fuel

to pay for the cycle paths. Motorists have created the problem, so motorists *could/should* pay for the solution. The city *ought to /doesn't have to* support cyclists like Bill Adams by making more cycle paths.

Melissa Green
Greatford

Ex. 8. Read these statements that express opinions. Add three of your own.

Expressing opinions: class survey

- | | | | |
|-------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| 1. Smoking must be banned | <input type="checkbox"/> agree | <input type="checkbox"/> agree | <input type="checkbox"/> agree |
| in all restaurants and bars. | <input type="checkbox"/> disagree | <input type="checkbox"/> disagree | <input type="checkbox"/> disagree |
| 2. University students should | <input type="checkbox"/> agree | <input type="checkbox"/> agree | <input type="checkbox"/> agree |
| not have part-time jobs. | <input type="checkbox"/> disagree | <input type="checkbox"/> disagree | <input type="checkbox"/> disagree |
| 3. | <input type="checkbox"/> agree | <input type="checkbox"/> agree | <input type="checkbox"/> agree |
| | <input type="checkbox"/> disagree | <input type="checkbox"/> disagree | <input type="checkbox"/> disagree |
| 4. | <input type="checkbox"/> agree | <input type="checkbox"/> agree | <input type="checkbox"/> agree |
| | <input type="checkbox"/> disagree | <input type="checkbox"/> disagree | <input type="checkbox"/> disagree |
| 5. | <input type="checkbox"/> agree | <input type="checkbox"/> agree | <input type="checkbox"/> agree |
| | <input type="checkbox"/> disagree | <input type="checkbox"/> disagree | <input type="checkbox"/> disagree |

◇ **GRAMMAR FOCUS**

Connectors of cause and effect

How to use connectors of cause and effect for expressing opinions

Because, since, and so are connectors of cause and effect. They join two ideas when one idea causes or explains the other. *Because* and *since* introduce the cause or reason, and *so* and *therefore* introduce the effect or result:

cause / reason

effect / result

petrol is becoming scarce and expensive we should develop electric cars

For example:

Because petrol is becoming scarce and expensive, we should develop electric cars. We should develop electric cars, since petrol is becoming

scarce and expensive. *Petrol is becoming scarce and expensive, so we should develop electric cars.*

Therefore is slightly different. It joins the ideas in two sentences:

Petrol is becoming scarce and expensive. Therefore, we should develop electric cars.

Ex. 9. In the examples above, underline the causes and circle the results. Do the connectors of cause and effect come before the cause or before the result?

Punctuation note

- When *because* or *since* begin a sentence, use a comma after the first part of the sentence (the cause).
- When the effect or result comes first, don't use a comma before *because* and *since*.
- A result or effect beginning with *so* is usually the second part of a sentence. Use a comma before *so*.
- Use *therefore* after a full stop.
- Use a comma after *therefore*.

Ex. 10. Complete this opinion paragraph using *because* or *since*, *so*, or *therefore*. Add punctuation where necessary.

Bruce Lee (1940-1973), the greatest action movie star of all time, should be given a lifetime achievement award for his work in films. Bruce died tragically in 1973 _____ he wouldn't be able to receive the award himself, but his fans all over the world would love to see him honored. Why was Bruce Lee so great? The fight scenes in his films were amazing _____. Bruce was always in top physical condition. His body was almost perfect. He was also a great actor _____ he started acting when he was just six years old, he was very comfortable and natural in front of the camera. His face was very expressive _____ he was able to communicate a lot of feeling with a

simple look. Bruce always looked good on film _____ he was so charming. Bruce Lee was a talented actor, a brilliant fighter, and an almost perfect example of physical fitness _____ he should receive an award that recognises his great contribution to the art of film making.

Ex. 11. Use the connectors of cause and effect in brackets to join these ideas. You may change the order of ideas. Use appropriate punctuation.

- a. The city doesn't have enough money / we ought to increase council tax (so) _____
- b. I'm going to leave my part-time job / I don't have enough time for my homework (because) _____
- c. Some plants and trees are dying / this summer has been very dry (since) _____
- d. Many students are graduating with nursing degrees / it might be hard for nurses to find jobs in the future (Therefore)

- e. My friends all recommend that restaurant / I will try it this weekend (so) _____

Ex. 12. Write an opinion paragraph. First, answer this question: *What do I want my reader to think or do?* Then brainstorm ideas and narrow your topic. Use modal auxiliaries and connectors of cause and effect.

Ex. 13. Put these sentences in order to make a paragraph. Write 1 in front of the first sentence, 2 in front of the second sentence, and so on.

- a. _____ He was receiving a call.
- b. _____ My friend and I leaned forward, listening carefully to the film.

- c. ____ It was very distracting.
- d. ____ Last night, I went to see a film with my friend. It was a thriller.
- e. ____ He decided to answer the call.
- f. ____ We think that people should turn off their mobile phones when they watch a film, or not bring them at all!
- g. ____ It was very exciting.
- h. ____ The man next to us had a mobile phone.
- i. ____ Suddenly, we heard a loud sound - a silly tune.
- j. ____ He spoke out loud to his friend.
- k. ____ Mobile phones should not be allowed in cinemas.
- l. ____ My friend and I felt annoyed.
- m. ____ At the most exciting moment, the actors didn't speak. Only quiet music was playing.

COMPARISON AND CONTRAST PARAGRAPHS

To compare means to discuss how two people, places, or things are similar. To contrast means to discuss how two people, places, or things are different. Contrast and comparison are useful skills in daily life, work, and college. When we compare and contrast we gather information about the similarities and differences of the object to help to choose one over the other. **Example:** *One main advantage of a bicycle over a car is that a bicycle doesn't create any pollution.*

Ex. 1. Brainstorm ideas to compare and contrast. Think of people, places, and things.

People: _____ and _____

Places: _____ and _____

Things: _____ and _____

Ex. 2. Read the following e-mail message and answer the questions.

- a. What two things does the second paragraph talk about?
- b. Is the second paragraph mostly comparing or mostly contrasting?
How do you know?

Hello Shelly

How are you? I hope everything is OK with you. The English course has almost finished now - can you believe it? I was just talking to Lucy yesterday and she told me that you're planning to go to Stratford University. That's great. As I'm planning to go to St John's University, we'll be living in the same city!

Have you decided where you're going to live? My parents want me to live with a host family in the city, but I want to live in a shared flat in a hall of residence on the campus. I think they're both good places to live, but a flat in a hall would be better. When you live with a family, you usually have to fit in with their timetable. On the other hand, when you live in a flat in hall you can do what you want when you want. Another difference is that, with a family, you don't have to cook. In a flat in hall, of course, you have to cook for yourself! That would be good for me because I like cooking. My parents have pointed out that all the food is included in the price when you live with a family, but you have to pay extra for this in hall. Plus there could be complications about sharing the kitchen if everyone wants to cook at the same time. However, when you live in a flat in hall, you get to choose what you eat and when you eat it.

I hope I can convince my parents that living in hall would be better for me than living with a host family!

Talk to you soon.

Love Mary

Comparative and contrastive structures**Using comparative structures**

These words and phrases are used for writing comparisons:

and *The man **and** the woman are tall.*

- both **Both** *of the tables have broken legs.*
- both ... and **Both** *my neighbor and / are selling our cars.*
- also *The shops are closing for the bank holiday. The post office is also closing.*
- too *Kathy is planning to go to the party, and I am, too.*
- neither...nor **Neither** *Joe nor Steve went to the meeting last night.*
- similar to *Their new computer is similar to the one my brother bought.*
- the same as *Is the restaurant where you had dinner the same as the place where I ate last month?*
- (just) as + adjective + as *His coat is just as warm as the more expensive one.*
- likewise *My parents were born in a small village. Likewise, my brothers and I also grew up in a small town.*
- similarly *There are many parks to visit in that city. Similarly, there are several parks in my hometown, too.*

Ex. 3. Complete these sentences with phrases from above.

- a. The architecture of some modern government buildings is _____ the type of construction used hundreds of years ago.
- b. In recent years, new technology such as mobile telephones has made life more convenient _____, the Internet has made a wide variety of information available to everyone.
- c. _____ the rivers _____ the lakes are clear and beautiful.
- d. The capital city is just _____ modern _____ the cities in many other countries.

◇ **GRAMMAR FOCUS**

Using contrastive structures

These words and phrases are used for writing contrasts:

- more/less + adjective/adverb + than *Eating out is usually more expensive than cooking at home.*
- adjective + er + than *My bedroom is bigger than my sister's room.*

but, while, though	<i>I enjoy eating fruit for dessert, but / while / though my friend likes chocolate.</i>
not the same as	<i>This book isn't the same as the one you bought.</i>
not as ... as	<i>Some people feel that doing exercise isn't as fun as watching TV.</i>
different from	<i>That style of shirt is different from the styles most people wear.</i>
in contrast	<i>The lakes we swam in were very clean and beautiful. In contrast, the lakes in my country are polluted.</i>
however	<i>The new shop sells its clothing at low prices. However, other shops have better quality clothing.</i>
on the other hand	<i>My boyfriend likes doing sport. On the other hand, I prefer doing yoga.</i>

Ex. 4. Complete these sentences with phrases from above.

- Some tourists enjoy going on organized tours, _____ many other tourists prefer travelling on their own.
- The two books are very _____ each other.
- The cost of studying in a college or university in Britain is very high _____, in many other countries, the cost is much lower.
- Changes in technology are occurring _____ quickly _____ in the past.

Ex. 5. Read the paragraph and discuss the pros and cons of it.

Reading a story in a book is often very different from seeing it as a film. When you read a story, you need to use your imagination. A book

usually gives a lot of description about the people, places, and things in the story so you can create pictures in your mind. In addition, the conversations between people are always written with details that describe how the people look or feel while they are talking. When you read, you use a lot of imagination to help 'see' the characters in the story.

However, when you see a film, it is a different experience. When you watch a film, you don't need to use your imagination. The pictures on the screen give all the details about the people, places, and things in the story. The conversations are spoken out loud, so you just listen and watch. The feelings of the people come through their faces, body movements, and voices.

Although a book and a film might tell the same story, reading a book and watching a film are very different experiences.

Ex. 6. Read the passage and point out the comparing and contrasting parts.

Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities.

First of all, both women had a difficult childhood. *Monroe* spent many years without parents in an *orphanage*, and Diana's mother left the family when she was only six.

Later in their lives, both *women married famous* men. Princess Diana married *Prince Charles*, and Marilyn Monroe *married a famous baseball player and later a famous writer*. They also had difficult marriages and eventually separated from their husbands.

Another similarity between Marilyn Monroe and Princess Diana was that they were both very *popular*. *Diana was called 'The peoples princess'* because she was so friendly. Although Monroe was famously sexy, she was well-liked because she seemed very innocent.

However, although they both seemed to have very happy lives, both women actually had emotional problems and often felt sad and depressed. *Monroe went through serious depression and had to go to a hospital for*

treatment. Likewise, Diana suffered from an eating *problem and was depressed during parts of her marriage.*

A last *similarity between Marilyn Monroe and Princess Diana* was their deaths at an early age. In fact, they were both thirty-six years old when they died, *Monroe in 1962 and Diana in 1997.*

Maybe their similar life circumstances and lifestyles explain why Princess Diana and Marilyn Monroe also had similar personalities.

Ex. 7. Read the two paragraphs above then answer the questions.

- a. Which paragraph mostly compares and which mostly contrasts?
- b. Are there any contrastive or comparative structures?

Ex. 8. Read this list of details about two popular sports. Then make a list of similarities and a list of differences below.

Golf

Played *outdoors* on a large, open area
 played with at least two people
 clubs are used to hit a ball
 both men and women play
very expensive to play in some countries
accuracy is an *important* skill
 few spectators

Tennis

A *racket* is used to hit a ball
played by pairs of people
 played on a court with a net
 played *outside or inside*
both men and women play
 fairly cheap to play
 speed is an *important* skill

Similarities between the sports

Differences between the sports

Ex. 9. Write a comparison or a contrast paragraph from the suggested topics.

- a. Compare and contrast calling on a cell phone and a regular phone.
- b. Compare and contrast parties weddings, or funerals in two different cultures.
- c. Compare and contrast learning something from experience and learning something from books

Another way to compare or contrast is to talk about *advantages* (positive points) or *disadvantages* (negative points) of a topic. If you are writing about one topic, it is usually best to discuss advantages and disadvantages in two separate paragraphs. If you are comparing or contrasting two topics, you could organise the paragraph in either point-by-point or block style.

Ex. 10. Read this paragraph, list the supporting points. Does the paragraph discuss advantages or disadvantages?

Studying abroad and studying in your own country both have definite benefits for a student. Living in another country can be an exciting experience because everything seems new and different. The challenge of living in a new environment can give you courage and self-confidence, too. If you want to learn another language, living abroad is a great way to do that because you can read magazines or newspapers, watch television programmes, or make friends with people who are native speakers. Another good reason to live abroad is to learn more about another culture. On the other hand, there are also advantages to staying in your own country to study. It is cheaper than living abroad, so you can save more money. Also, in your home country, everything is familiar. You don't need to worry about being taught in a foreign language, and you can understand the culture and the expectations of teachers. Finally, if you stay in your own country, you can be close to your family and friends. So, if you are thinking about where to study, consider all of these benefits and make a decision that is right for you.

Ex. 11. Write a comparison or a contrast paragraph choosing one of the topics.

- Action films / romantic films
- The advantages and disadvantages of living abroad
- Living in a small town / living in a big city
- Doing sport / watching sport on TV
- The advantages and disadvantages of having a job while at university

Ex. 12. List five words or phrases of comparison and five of contrast. Use them to compare and contrast two things at your university.

Comparison

Contrast

Ex. 13. Work with a partner. Separate these ideas into advantages (A) and disadvantages (D).

Studying English

- a. ____ takes a lot of time.
- b. ____ classes are fun.
- c. ____ grammar is difficult.
- d. ____ useful for talking to people from other countries.
- e. ____ good for using the Internet.
- f. ____ lots of vocabulary to learn.
- g. ____ too many tests to do.
- h. ____ helps to understand English-language films.

- i. _____ my friends like English.
- j. _____ pronunciation is difficult.

PROBLEM AND SOLUTION PARAGRAPHS

Problem and solution writing first explains a problem and then proposes one or more solutions to that problem. Often this type of writing requires more than one paragraph.

How to write a *problem paragraph*

A *problem paragraph* describes and discusses a problem issue. The topic sentence names the issue you will discuss. The supporting sentences show why this issue is a problem.

Ex. 1. Discuss why these issues are problems. Then add two more issues and discuss them.

- a. air pollution
- b. traffic
- c. overcrowded classrooms
- d. _____
- e. _____

Ex. 2. Read the article below. What is the main idea of the first paragraph? What is the topic sentence? Answer the following questions.

- a. How is the first paragraph developed? What are the supporting ideas?
- b. What do the supporting ideas show?
- c. What is the main idea of the second paragraph? What is the topic sentence?
- d. What solution does the writer offer? What details support to explain the solution?

- e. Is there a concluding sentence in the first paragraph? In the second paragraph?

Deforestation is a serious problem because forests and trees aren't just pretty to look at, they do an important job making the earth's environment suitable for life. They clean the air, store water, preserve soil, and provide homes for animals. They also supply food, fuel, wood products, and paper products for humans. In the past fifty years, more than half of the world's rainforests have been destroyed. Today, the forests of the world are being cut down at a rate of fifty acres every minute! Scientists say that if deforestation continues, the world's climate may change, floods may become more common, and animals will die.

One solution to the problem of deforestation is to use less paper. If you use less paper, fewer trees will be cut for paper making. How can you use less paper? One answer is to reduce your paper use by using both sides of the paper when you photocopy, write a letter, or write an essay. A second answer is to reuse old paper when you can, rather than using a new sheet of paper. The backs of old envelopes are perfect for shopping lists or phone messages, and when you write a rough draft of an essay, write it on the back of something else. A final answer is to recycle used paper products instead of throwing them away. Most schools, offices, and districts have some kind of recycling center. If you follow the three Rs - reduce, reuse, and recycle - you can help save the world's forests.

◇ **GRAMMAR FOCUS**

Using conditional structures

The *first* conditional is a useful way to talk about both problems and solutions:

Fish **will** get *ill* if *factories dump their waste into streams*.

modal + main verb

present

**(will, can, could,
should, etc)**

If you **eat** fish from polluted waters, you **could** get sick too.

present

modal + main verb

(will, can, could, should, etc)

Punctuation note: No comma is needed when the if-clause comes second: *People can become ill if they eat the ill fish.*

The event in the if-clause is possible, or is likely to happen. The event in the result clause would logically follow. There are other types of conditional sentences, but first conditionals are the most common in writing about problems and solutions.

Ex. 3. Complete these sentences by circling the correct form of the verb.

- a. If you *use / don't use* a map when you drive, you *get / could get* lost.
- b. Students *do I will do* badly in their exams if they *don't get / won't get* enough sleep.
- c. If you *want / could want* to lose weight, *exercise / don't exercise* three times a week and *eat / don't eat* junk food.
- d. If you *fly / could fly* there, it *will be / can* faster than taking the train.
- e. Many arguments *are / can be* avoided if you *think / will think* before you speak.
- f. I *will go / won't go* to that film if I *find / will find* someone to go with me.

Ex. 4. Complete these sentences with your own ideas. Then compare with a partner.

- a. If it rains this weekend, _____
- b. If the library isn't open tomorrow, _____
- c. If petrol prices increase even more, _____
- d. _____, I'll can you tonight.
- e. _____ you can make a lot of money.
- f. _____, I won't go on holiday.

Ex. 5. Choose one topic from exercise 1, brainstorm more ideas if necessary, then write a paragraph about it. Use conditional sentences.

◇ **GRAMMAR FOCUS**

Linking problems with solutions

How to link a solution paragraph to a problem paragraph

The first paragraph - the problem paragraph - explains the problem. The topic sentence of the second paragraph - the *solution paragraph* - introduces your solution or solutions. The supporting sentences show how your solution (s) will solve the problem. Use these phrases:

<i>In order to solve these problems,...</i>	<i>In order to overcome these problems,...</i>
<i>To meet this need,...</i>	<i>One solution is...</i>
<i>One answer is...</i>	<i>One thing we can do is...</i>
<i>A second / third / final answer is...</i>	

Ex. 6. Read the solution article above (Ex. 2.) and circle the linking phrases.

Ex. 7. For each of these topic sentences, brainstorm solutions. Introduce each solution with one of the phrases above, then think of one more problem.

- a. We must reduce exam stress for secondary school students.
- b. Teenagers spend so much time using their mobile phones that they are no longer skilled at face-to-face interaction.
- c. In the next five to ten years, experts predict that there won't be enough doctors and nurses to meet hospitals' needs.
- d. We need to find ways to protect young children from violence on television.
- e. _____

Writing solutions

Finding the best solution

After you have brainstormed solutions to your problem, you need to select the best one or ones to write about in your solution paragraph. A strong solution clearly and reasonably solves the problem. A weak solution doesn't really solve the problem or is not practical or not logical.

Ex. 8. With a partner, talk about the solutions that are brainstormed for the topic. Mark each one *strong*, *OK*, or *weak*.

Topic sentence: I need more money while I am at university.

- _____ borrow money from my friends
- _____ sell some of my things
- _____ ask my parents for money
- _____ go busking with my guitar
- _____ get a part-time job
- _____ drop out of university and get a full-time job
- _____ buy lottery tickets
- _____ ride my bike to university instead of using public transport
- _____ ask my lecturers for money
- _____ buy fewer CDs and new clothes

Ex. 9. Use at least three solutions from the list above to write a solution paragraph. Use linking phrases and conditional sentences to explain how the solutions will solve the problem.

CAUSE AND EFFECT PARAGRAPHS

Effects are the results of a cause or causes. Words like *causes*, *reasons*, and *factors* are useful to show causes. Words like *effects*, *results*, and *consequences* are useful to show effects. Before you write about causes or effects, do some mental detective work. First, search out the three most important causes or

effects. For example, if you are trying to understand the causes of a friend’s skiing accident, you might consider the snow conditions that day, whether he took unnecessary risks, and whether he had been drinking.

Transitional expressions are helpful in cause and effect paragraphs, which often imply order of importance or time order.

The transitional expressions that show causes are: The first cause (second, third), the first reason (second, third), yet another factor, because, is caused by, results from.

The transitional expressions that show effects are: one important effect, another result, a third outcome, as a result, consequently, then, next, therefore, thus, so.

Ex. 1. Write cause and effect paragraphs from the suggested topics.

- a. Reasons for doing volunteer work
- b. Reasons why some people cheat in college
- c. Effects of a superstition or prejudice
- d. Effects of living in a rural (or urban ,flat, rich, or ethnically diverse) place

Ex. 2. List three causes or effects to support each topic sentence below.

- a. The huge success of Barbie (or some other toy, game, or product) has a number of causes.

- b. There are several reasons why AIDs continue to spread among teenagers, despite widespread knowledge about the deadly nature of the disease.

-
- c. Reading books by authors of many nationalities, instead of just American and English authors, has many positive or negative effects on American Students.
-
-
-

UNIT 5

THE STRUCTURE OF AN ESSAY

THE THREE MAIN PARTS OF AN ESSAY

An essay or composition is a collection of paragraphs that cover one particular topic. The organization of an essay is essentially the same as a paragraph. It contains an **introduction**, just as a paragraph contains a topic sentence.

The Introduction

The introductory paragraph lets the reader know what the essay will be about. An essay has **body paragraphs**, which develop the topic stated in the introduction, in the same way that supporting sentences develop the topic sentence in a paragraph. The body paragraphs, usually the longest part of the essay, contain support for the thesis statement. An essay contains a **concluding paragraph**, just as a paragraph contains a concluding sentence. The concluding paragraph summarizes the information in the essay or may contain the writer's opinion or prediction of the topic.

An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common assignment for academic writing. An essay is not just a padded paragraph, however. An essay is longer because it contains more ideas.

The body

These are the paragraphs that explain and support the thesis statement and come between the introduction and the conclusion. There must be one or more body paragraphs in an essay. The body or supporting paragraphs are the paragraphs after the introduction that contain the support or development of the ideas presented in the thesis statement. The introductory paragraph opens the essay and tries to catch the reader's interest. It usually contains a thesis statement, one sentence that states the main idea of the entire essay. One of the problems that many students face is coming up with ideas for the supporting sentences. The sentences in the body paragraph must have concrete support to convince the reader of the writer's point of view. Without concrete and sufficient support, the essay is too vague or too general. Concrete support can be established by using facts, statistics, illustrations, examples, and personal experience. Without solid supporting sentences the reader must guess what the writer means and the writer will fail to convince the reader of his position.

All body (supporting) paragraphs should have topic and concluding sentences. The topic sentence for the body paragraphs should introduce the points or sub-topics stated in the thesis statement, if any. The body of an essay consists of one, two, three, or more paragraphs, each making a different point about the main idea. Once you have a specific topic, you can begin thinking about a thesis sentence.

Remember!!! The thesis sentence must not only state the subject but also assert something about the subject – what it does, what it is, or what it means.

A thesis sentence does not begin “The purpose of this essay” or “This essay is about”; such sentences state only the subject. A thesis sentence must also make an assertion:

Example: *The design of our library invites students to come in and study. (Not “In this paper I will describe the design of our library.” This is a statement of subject, not thesis).*

This sentence includes not only the subject but also an assertion about the subject.

Experienced writers may eliminate the topic and concluding sentences, but only if the thesis statement contains the topic for each paragraph. In addition, be sure that there are good transitions between sentences and paragraphs. The relationship between paragraphs and how they are connected must be clearly understood by the reader. At times it may be appropriate for the concluding sentence of one paragraph to serve as a bridge to introduce the topic for the next paragraph..

What is a thesis statement?

The steps in the essay-writing process are the same as those in the paragraph-writing process: narrow the topic, write the thesis statement, generate ideas for the body, and organize them. The thesis statement is the sentence that tells the main idea of the essay. It can be compared to a topic sentence, which gives the main idea of a paragraph. The thesis statement can express an opinion: *Travel is an effective way to bring people of different cultures together and learn about one another.* It can also state an argument or fact to be defended or explained: There are several ways that technology has made classroom instruction more effective. It usually comes at or near the end of the introductory paragraph. It serves two primary functions and sometimes a third:

1. It narrows the topic to a single idea that you want readers to gain from your essay.
2. It asserts something about the topic, conveying your purpose, your opinion, and your attitude.
3. It may provide a concise preview of how you will arrange you ideas in the essay.

The conclusion

This is the last paragraph of an essay. It summarizes or restates the thesis and the supporting ideas of the essay. The concluding paragraph of an

essay is the last paragraph. It has an important function, to ensure that the reader has a clear understanding of the point the writer is making. There are several devices or techniques that a concluding paragraph may encompass, depending on the type of essay being written or the writer's intent.

A concluding paragraph may involve a:

- Summary of the main points
- A restatement of the ideas in the thesis statement
- A final comment about the topic
- A prediction
- A recommendation
- A possible solution
- The writer's opinion

How to format an essay

1. Use double spacing (leave a blank line between each line of writing).
2. Leave 2.5 centimetres (1 inch) of space on the sides, and the top and bottom of the page. This space is called the **margin**.
3. If you type your essay, start the first line of each paragraph with five spaces (one tab). This is called indenting. If you write by hand, indent about 2 centimetres (3/4 inch).
4. Put the title of your essay at the top of the first page in the centre.

Ex. 1. Write introductory paragraphs for the thesis statements below.

- a. _____

The three biggest ways I waste time are by watching TV, talking on the phone, and daydreaming.

b. _____

There are three reasons why I like being single: it is cheaper, there is greater personal freedom, and I can live my lifestyle without interference.

c. _____

The reasons I like my favourite restaurant are its location, its price, and its service.

d. _____

If I were living in a foreign country, I would miss most the food, my family and friends, and the television programs.

e. _____

The three most important things to consider when buying a used car are the mile age, the number of dents in the car, and the price.

Ex. 2. Read the following short composition and write a concluding paragraph.

Several years ago, Mr. Adams underwent angioplasty, a medical treatment for angina. Angina is a condition that results in a decrease of oxygen to the heart, causing chest pain. If treated appropriately and in time, it need not be debilitating or life threatening. In order to maintain his health his doctor recommended a number of changes that Mr. Adams had to make in his lifestyle. At first he thought that these life style changes would be very difficult, but to his surprise he found that they were not as bad as he had anticipated. The three easily achieved life style changes were increased exercise, a proper diet, and reduction of daily stress.

Mr. Adams went on a regular, though not strenuous, exercise program. As explained by the doctor, exercise was necessary to help reduce the amount of cholesterol in his body. A high level of cholesterol is the major cause of the narrowing of the arteries. At first Mr. Adams began exercising slowly. He walked everyday for thirty minutes, at a fairly slow pace. Over the next several months he gradually increased the amount of time, the distance, and the pace of his walk. At the end of four months he was able to walk four miles in one hour without difficulty. In addition to lowering his cholesterol level, Mr. Adams found that he was in better shape, had more energy, and was more alert at work and home.

The biggest problem Mr. Adams encountered was changing his diet. Prior to the medical procedure, he was fond of greasy, fried foods, sweet and fattening desserts, and an ample amount of alcoholic beverages. Although unsatisfying at first, the change to a more nutritionally balanced diet was not as bad as he thought it would be. Fortunately his wife was a great cook and was very supportive of his need to change his eating habits. She found and prepared many delicious recipes for meals that reduced the amount of sugar, fat, and cholesterol in his diet. Instead of T-bone steaks and French fries potatoes she had baked chicken or fish and brown rice. Corn or a baked potato smothered in butter and sour cream were replaced

with a fresh green salad, with just a dab of salad dressing. Sliced fruits, yogurt, and nuts substituted for the cakes, pies, and ice cream for dessert he used to have. After a while, Mr. Adams found that he did not even miss his old foods and always left the dinner table satisfied.

To reduce the stress in his life Mr. Adams did a number of things. First, he enrolled in a meditation class. The classes taught him how to let go of the daily stresses, relax, and enjoy life to the fullest. He made changes at work too. Mr. Adams was a successful grocery store owner. Before his life changed, he worked twelve to sixteen hours a day and had a compulsion to oversee everything. Because of his doctor's recommendations, he delegated much more responsibility and authority to his assistant managers. He worked fewer hours, took longer lunch breaks and vacations, and performed less work than he did in the past. He even found that work was much more enjoyable, not only for him, but for his employees. To further reduce stress, Mr. Adams took up a hobby; he started working with pottery. He discovered that when moulding clay he forgot all about work, he did not focus on irritating habits of his wife, children, or friends, and utterly enjoyed the process and sense of accomplishment of creating something with his own hands. By reducing the stress in his life Mr. Adams discovered a whole new tranquil world that he could take pleasure in.

Ex. 3. Look at the essay above (exercise 2), underline the thesis statement.

Ex. 4. Underline the thesis statement in the following introductory paragraphs.

- a. The British eat many different kinds of food, but the typical diet of many people includes eating a lot of fast food and ready-made dishes. The popularity of hamburger and pizza restaurants has increased greatly over the years. As a result of this diet, many

British people have food-related health problems. To create a healthier society, people should learn about eating a good diet and should teach their children to do the same.

- b. Everybody knows the koala, that cute Australian animal that resembles a teddy bear. Although koalas look like toys, they are actually strong climbers and spend their days in the tree tops. Mother koalas carry their babies around from tree to tree in a pouch, or pocket, on their stomach. Although there were millions of koalas in Australia in the past, they are now a protected species of animal. As a result of human population growth, deforestation, and hunting, the number of koalas has declined.
- c. Taoism is an ancient philosophy from Asia that places great importance on the natural world. Taoists believe that spirit can be found in every person or thing, living or non-living. For the Taoist, even a mountain or a stone contains spirit. Lao Tsu, a Taoist writer and philosopher, said “People follow earth. Earth follows heaven. Heaven follows the Tao. The Tao follows what is natural”. For thousands of years in China and other Asian countries, gardens have been an important way to create a place where people can feel the spirit of the natural world. Creating a Taoist garden is an art. No two Taoist gardens are exactly alike, but all Taoist gardens include four essential elements: water, mountains, buildings, and bridges.

Writing a strong thesis statement

The thesis statement – like the topic sentence in a paragraph – further focuses the narrowed subject because it must clearly state, in sentence form, the writer’s controlling idea – the main point, opinion, or angle that the rest of the essay will support and discuss.

- A thesis statement gives the author’s opinion or states an important idea about the topic. It should give an idea that can be discussed and explained with supporting ideas.

- A thesis statement should not be a sentence that only gives a fact about the topic: *in the Northern Hemisphere, the summer months are warmer than the winter months.*

This is not a strong thesis statement. It cannot be discussed or argued about.

- A thesis statement should not state two sides of an argument equally: *There are advantages and disadvantages to using nuclear power.*

This could be a topic sentence, but it is not a thesis statement. It gives two sides of an argument without giving a clear opinion of support or disagreement. It could be revised like this:

Although there are some advantages, using nuclear power has many disadvantages and should not be a part of our country's energy plan.

This is a strong thesis statement. It clearly gives the writer's opinion about nuclear power.

Ex. 5. Read the thesis statements below. Write / (strong thesis statement), F (fact only - a weak thesis statement), or N (no clear opinion - a weak thesis statement).

- _____ The top government official in my country is the prime minister.
- _____ Many diseases are caused by both genetic and environmental factors.
- _____ India became an independent country in 1947.
- _____ To be a successful student, good study habits are more important than intelligence.
- _____ There are several advantages of owning a car, but there are also many disadvantages.
- _____ Half of the families in my country own a house.
- _____ Using public transportation would be one of the best ways to solve the traffic and pollution problems in cities around the world.
- _____ While traveling, staying in a hotel offers more comfort, but sleeping in a tent is less expensive.

- i. _____ Classical music concerts are very popular in my country.
- j. _____ In order to create a successful advertisement, it is necessary to consider three issues: who should be targeted, where the ad should be placed, and what type of ad should be made.

How to connect the thesis statement and the essay

The thesis statement sets forth the main idea of the entire essay. Having written the thesis statement, the writer brainstorms – jots down any ideas that develop the thesis statement, including main ideas, specific details, and examples. The body paragraphs of an essay should always explain the thesis statement. In addition, each body paragraph should discuss one part of the thesis. It is important that the paragraphs in an essay follow a logical order. The types of order often used in single paragraphs – time, order, space order, and order of importance – can sometimes be used to arrange paragraphs within an essay. Just as the sentences within a paragraph should flow smoothly, so the paragraphs within an essay should be clearly linked one to the next. Here are four ways to link paragraphs:

- Repeat key words or ideas from the thesis statement
- Refer to words or ideas from the preceding paragraph
- Use transitional expressions
- Use transitional sentences

Transitional expressions – words like for example, *therefore*, and *later on* are used within a paragraph to show the relationship between sentences. Transitional expressions can also be used within an essay to show the relationships between paragraphs.

Look at the following thesis statement. The topics to be discussed are underlined:

To create a successful advertisement, it is necessary for advertisers to answer three questions: *What are we selling? Who are we selling it to?, and How can we make people want to buy it?*

Possible topic sentences for each body paragraph:

1. *The first step in creating a successful advertisement is to completely understand the product that is being sold and how it can be used.*
2. *A second important part of creating an advertisement is deciding who is expected to buy the product.*
3. *Finally, a way must be found to create an ad that will make people want to buy the product.*

Ex. 6. Write an essay choosing one of the suggested topics

- a. Compare the relationship between parents and young people in Armenia and Britain.
- b. Are people in Armenia religious? What can the church do to attract more young people?
- c. If you were British, which political party would you support, and why?

How to develop a thesis statement

One way to develop a thesis statement for an essay is to write opinions you have about the topic. Begin, / think that ... and complete the sentence with your opinion. Then remove / think that ... and the remaining words make a possible thesis statement.

Topic: diet / food

~~I think that a vegetarian diet is one of the best ways to live a healthy life.~~

~~I think that governments should restrict the use of chemicals in agriculture and food production.~~

After you have written several opinion statements, choose the one that would make the best thesis. Remember to decide if the sentence gives a clear opinion, states a fact, or presents two sides without a clear argument.

Ex. 7. For each of these topics, write two or three opinions you have, starting with *I think that*.

a. exercise

b. university study

c. the Internet

d. music

Ex. 8. For each of the following subjects, write two thesis sentences that you could use to develop interesting, detailed essays.

a. Vacations

b. Fast food

c. Comic strips

d. History

Ex. 9. The topic sentence in the following paragraphs occur at different points – at the beginning, at the end, or somewhere in between. Underline the topic sentence in each paragraph.

Diamonds are the hardest naturally occurring substance known. They are so hard that they can cut and grind very hard metal. To accomplish

such tasks, they are sometimes set at the ends of drills and other tools. At other times they are crushed into dust and baked into industrial tools. Because of their extreme hardness and indestructibility, they are also used as needles in all record player.

Diamonds can be broken with a severe blow. If they are put in acid, they will dissolve. If they are heated in the presence of oxygen, they will burn and form carbon dioxide. If they are heated without oxygen, they turn to graphite, a very soft mineral. So, even though diamonds are the hardest natural substance known, there are ways of destroying them.

Diamonds are made up of many sides, or facets, each of which must be the right size and shape and placed at exactly the right angle. Each must be polished. Because of these facets, diamonds are sparingly brilliant. Each facet reflects light, bends rays of light, and breaks light up into the colours of the rainbow.

There are only four major sources of diamonds: Africa, India, the Commonwealth of Independent States, and South America. Africa is by far the largest producer, mining about 80 percent of the world's supply. Most of the remainder come from Siberia (CIS), which produces about 16 percent. India, although once an important source, mines very few of the gems today, and South America also accounts for a small number.

OUTLINING AN ESSAY

An outline is a list of the information you will put in your essay.

An outline

- begins with the essay's thesis statement.
- shows the organization of the essay.
- tells what ideas you will discuss and shows which ideas will come first, second, and so on.
- ends with the essay's conclusion.

Writing an outline before you write an essay will

- show you what to write before you actually begin writing
- help make your essay well organized and clearly focused
- keep you from forgetting any important points

Imagine your skeleton: although you don't see it, it supports your body. In the same way, although a reader won't see your outline, making an outline in advance will support your essay by providing its structure. In fact, adding more information to an outline is called "fleshing it out".

Writing an outline

Before writing an outline, you must go through the usual process of gathering ideas, editing them, and deciding on a topic for your writing. Writing an outline can be a very useful way of organizing your ideas and seeing how they will work together. To show how the ideas work together, number them. Before you start writing your essay, check your outline for organization, support, and topic development. The only reason for having outline is to aid the writer. The readers will not see the outline, but they will benefit from the orderly presentation of the ideas. Two useful work plans are informal and formal outlines. They can be used to organize the ideas from whatever form they are in: freewriting, a brainstorming list, even scattered thoughts in a head. **An informal outline** arranges the general and specific points of the essay in the order in which they will appear. It may be little more than the preliminary list of ideas with numbers added to indicate the order in which the writer will be using them and lines drawn through ideas discarded as irrelevant. Less important ideas will be subordinate to main ideas, specific facts subordinate to general statements. **A formal outline** takes the informal outline one step further. Its more rigid form can help to place elements in careful relation to one another, with levels of subordination clearly indicated. A common use for the formal outline is to check the unity and coherence of an essay. Once the writer has completed a rough draft, he can make an outline of its major parts and supporting points. If irrelevant

ideas are found the judgments can be made in revision. To avoid confusion, use several different types of numbers and letters to show the organization of the ideas. Use roman numerals (I, II, III, IV, V, VI, etc.) for your essay's main ideas: your introduction and thesis statement your body paragraphs, and your conclusion.

- I. Introduction
- II. First main idea
- III. Second main idea
- IV. Third main idea
- V. Conclusion

Next, fill in more information for your body paragraphs by using capital Roman letters (A, B, C, etc.). Use one letter for each supporting idea in your body paragraph. Complete this information for each body paragraph before going into more detail.

- I. Introduction
- II. First main idea
 - A. First supporting point
 - B. Second supporting point ... and so on.

Finally, use Arabic numerals (1,2,3, etc.) to give details for your supporting points. Not every supporting point will have details, and some points will have several. It is not important to have the same number of details for every supporting point

- I. Introduction
- II. First main idea
 - A. First supporting point
 1. First detail
 2. Second detail
 - B. Second supporting point
 1. First detail
 2. Second detail
 - ... and so on.

Don't Support Nuclear Energy!

- I. Nuclear power is not a good energy source for the world.
- II. Very expensive.
 - A. Nuclear fuel is expensive.
 - B. Nuclear power plants are expensive to build and operate.
 - 1. Cost of construction
 - 2. Cost of training workers
 - 3. Cost of safety features
- III. Nuclear materials are not safe.
 - A. Nuclear fuels are dangerous.
 - 1. Mining fuels produces radioactive gas
 - 2. Working with radioactive fuels can harm workers
 - B. Nuclear waste products are dangerous.
 - 1. Very radioactive
 - 2. Difficult to dispose of or store safely
- IV. There is a possibility of disastrous accidents.
 - A. Nuclear power plants can fail.
 - 1. Three Mile Island, U. S. A. (1979)
 - 2. Darlington, Canada (1992)
 - 3. Sellafield, England (2005)
 - B. Workers can make mistakes.
 - 1. Chernobyl, U. S. S. R. (1986)
 - 2. Tokaimura, Japan (1999)
 - 3. Asco, Spain (2007-2008)
 - C. Natural disasters can occur.
 - 1. Tornado: Mururoa, the Pacific (1981)
 - 2. Earthquake: Fukushima, Japan (2011)
- V. Because of the cost and the danger, the world should develop different types of energy to replace nuclear power.

Ex. 1. Label each statement *T* for thesis statement, *M* for main idea, *S* for supporting point, or *C* for conclusion.

Title: The Benefits of Yoga

- a. ____ Develops clear thinking h. ____ Helps you feel calm and peaceful
b. ____ Physical benefits i. ____ Develops self-confidence
c. ____ Improves concentration j. ____ Practicing yoga regularly can be good for your mind, your body, and your emotions.
d. ____ Reduces fear, anger, and worry k. ____ Makes you strong and flexible
e. ____ Mental benefits l. ____ Therefore, to build mental, physical, and emotional health, consider practicing yoga,
f. ____ Improves blood circulation m. ____ Emotional benefits
g. ____ Improves digestion

MORE ABOUT INTRODUCTIONS AND CONCLUSIONS

The introduction and the conclusion are two of the three main parts of an essay. Without an introduction and a conclusion, an essay is just a group of paragraphs. The introduction and the conclusion work together to make the topic and main ideas of the essay clear to the reader. An introduction has two functions in an essay. First, it contains the thesis statement and, therefore, tells the reader what central idea will be developed in the rest of the paper. Second, the introduction has to interest the reader enough that to continue reading the paper. The introduction

- is usually five to ten sentences.
- catches the reader's interest.
- gives the general topic of the essay.
- gives background information about the topic.
- states the main point (the thesis statement) of the essay.

Here are the basic methods for beginning the composition effectively:

- Begin with a single-sentence thesis statement. A single-sentence thesis statement can be effective because it quickly and forcefully states the main idea of the essay.
- Begin with a general idea and then narrow to a specific thesis statement. The general idea gives the reader background information or sets the scene. Then the topic narrows to one specific idea- the thesis statement. The effect is like a funnel, from wide to narrow.
- Begin with an illustration. One or more brief illustrations in the introduction of an essay make the thesis statement more concrete and vivid.
- Begin with a surprising fact or idea. A surprising fact or idea arouse the reader's curiosity about how you will support this initial startling statement.
- Begin with a contradiction. In this type of introduction, your thesis statement contradicts what many or most people believe. In other words, the essay will contrast the opinion with the widely held view.
- Begin with a direct quotation. A direct quotation is likely to catch your reader's attention and to show that you have explored what others have to say about the subject. The writer can proceed to agree or disagree with the direct quotation.

Ex. 1. Read the following introductions. Mark the strong introductions with a check (✓). Mark the weak introductions with an X. What could the writers do to make the weak introductions strong?

- a. The rate of babies being born in Japan and Korea has greatly decreased in the last fifty years. The decrease in number has caused several social changes.
- b. The number of businesses using the Internet for selling products has increased greatly in recent years. Shoppers, too, are using the internet in greater numbers to buy all types of products, such as

books, cameras, and clothing. Although e-business has become popular, there are certain risks involved in Internet shopping that are a concern for both businesses and consumers.

- c. Stargazing – looking at the stars – Is something everyone should try. I love it. When looking at the night sky, most people observe that the moon, planets, and stars move from the east side of the sky to the west over a period of several hours. In fact, this movement is actually the movement of the Earth rotating on its axis. In addition, as the Earth revolves around the sun throughout the year, different stars are visible at different times.
- d. The origins of Irish music can be traced back nearly 2,000 years to the time when the Celts arrived in Ireland. Music thrived under the rule of the Chieftains, but later declined during the British colonisation of Ireland. However, during the Great Famine of the 1640s, thousands of Irish people emigrated to North America in search of a better life, taking their music with them. Irish music soon became established in American cities with a high proportion of Irish immigrants, such as Chicago and Boston. These cities are popular tourist destinations with many interesting sights. However, Irish music really became well known to a wider audience in the 1970s, when musicians experimented with more modern arrangements of traditional songs and fusion with rock, world music and jazz. Jazz originated in the American South in the early twentieth century. Now, in the twenty-first century, Irish music is more popular and successful than ever.

Ex. 2. Here are five statements. Pick three to write about and compose an introduction for each one. Use any of the methods for beginning.

- a. Cell phones in cars can be dangerous.
- b. Noise is definitely a form of pollution.

- c. The college cafeteria should offer vegetarian food.
- d. Studying with someone else can pay off in better grades.
- e. Serious illness – our own or loved one’s – sometimes can bring surprising blessings.

A conclusion signals the end of the essay and leaves the reader with a final thought. Be certain that the conclusion flows logically from the body of the essay. Like introductions, conclusions can take many forms, and the right one for the essay depends on how the writer wishes to complete the paper – with what thought the writer wishes to leave the reader. Here are some ways to conclude an essay:

- End with a call to action. The call to action says that in view of the facts and ideas presented in the essay, the reader should do something.
- End with a final point. The final point can tie together all the other ideas in the essay; it provides the reader with the sense that the entire essay has been leading up to this one final point.
- End with a question. By ending with a question, the writer leaves the reader with a final problem wishing the reader to think about.

A good concluding paragraph ...

- summarizes the main points of the essay.
- restates the thesis (using different words).
- makes a final comment about the essay’s main idea.
- may emphasize an action that you would like the reader to take.

Don’t introduce new ideas in a conclusion. A conclusion only restates or gives further commentary on ideas discussed in the essay.

One of the best ways to end an essay is to refer directly to something in the introduction.

- If you asked a question, ask it again and answer it based on what you’ve said in your essay.

- If you started a story, finish it.
- If you used a quotation, use another one- by the same person or by another person on the same topic.
- If you stated a surprising fact or idea, go back to it and comment on it, using what you have written in the body of the essay.

Repeat key words that you used in your introduction to remind your reader of your original point.

Ex. 3. Match each of these introduction thesis statements with its rewritten version for a conclusion.

- | | | |
|----------|---|---|
| a. _____ | A lack of adequate sleep can have several negative effects on a person's health and daily life. | 1. Young people can learn many things by traveling to other countries. |
| b. _____ | Traveling is a valuable learning experience for people, especially children and young adults. | 2. Despite the challenges, being an entrepreneur can offer more benefits than other types of employment. |
| c. _____ | Learning to play a musical instrument is very beneficial for children. | 3. Sleep deprivation can result in many harmful effects on the body including chronic tiredness, being unable to think clearly or remember things well, feeling depressed, and getting sick more easily due to a weakened immune system; clearly, getting enough sleep is an essential part of a healthy lifestyle. |
| d. _____ | Creating and owning a business offers more advantages than working as an employee in a company. | 4. The Internet gives access to a huge amount of knowledge, but users shouldn't believe everything they read there. |

- e. _____ More houses should be adapted to use solar energy because it is clean and renewable.
5. When children are exposed to music and are taught to play instruments such as the piano or violin, there are many positive effects.
- f. _____ The Internet can be very useful for research, but it also contains a lot of incorrect information.
6. The sun gives a constant, free supply of clean energy, which more homes should take advantage of.

Ex. 4. Complete the missing words.

A strong introduction catches the reader's i____. It can do this by including interesting f____, a personal s____, or an interesting q____. It also gives the general 1____ of the essay, several sentences of i____ about the topic, and states the 1_____.

A conclusion s_____ the main points of the essay. It also r_____ the thesis, makes a final c_____ about the essay's main idea, and it may emphasize an - a_____ for the reader to take.

Ex. 5. Write an essay using one of the three strategies of concluding an essay.

- a. Are there any immigrants in Armenia? Have there been any problems associated with immigrants? If so, what should be done to solve these problems?
- b. Do people from our country go to live and work in other countries? Are they treated well?
- c. Do you think countries should integrate, or retain their individuality?

The following checklist can be used to evaluate the effectiveness of your concluding sentences.

1. Does the concluding sentence echo or restate the topic sentence? If the concluding sentence expresses an idea considerably different from the topic sentence, you wandered from the topic sentence and did not fulfill the intent of the paragraph.
2. Does the concluding sentence restate the topic sentence by summarizing key points or drawing a conclusion based on the key points? Though a concluding sentence may do more than “echo” or restate the topic sentence, it should still be closely related to the main idea of the paragraph.
3. Does the last sentence function as a concluding sentence? If the last sentence is a continuation of the body and provides a final supporting detail, the paragraph lacks a concluding sentence.
4. Does the last sentence offer a final observation about the main idea and its significance? This final statement should reflect the significance stated or implied throughout the paragraph.

THE TITLE

The title introduces the writing. It should be interesting enough to get the reader’s attention before he or she starts reading. If the essay consists of just one paragraph, chances are that we’ll not need to give it a title, but if it is a multi-paragraph essay, a title is definitely in order.

The title is centred on the page above the body of the composition and separated from it by several blank lines (about 1 inch of space).

Do not put quotation marks around the title of your own paper.

- *Do not* underline or italicize the title of your own paper.
- Remember, unlike the topic sentence, the title is not part of the first paragraph; in fact, it is usually only four to five words long and is rarely an entire sentence.

A good title has two functions: to suggest the subject of the essay and to spark the reader's interest. Although the title is the first part of the essay the reader sees, the most effective titles are usually written after the essay has been completed.

Here are some basic kinds of titles:

- The most common title used in college writing is the no-nonsense descriptive title. In this title, stress key words and ideas developed in the essay.
- Two-part titles are also effective. Write one or two words stating the general subject, and then add several words that narrow the topic.
- Write the title as a rhetorical question then answer the question in the essay.

Ex. 6. Write a paragraph developed by spatial organization describing one of the following.

- a. The view from my bedroom window
- b. A favourite work of art
- c. A particularly interesting public room

Ex. 7. Here are the introductions and conclusions for two essays. On the lines below each introduction, tell whether the paragraph uses statement of subject, background information, anecdote, opinion, historical fact or event, question, or something else.

- a. **Introduction:** Men die about seven years sooner than women. Whether they want to admit it or not, the males of the species are more fragile than the females. Men have a biologic makeup that causes them to overreact to stress, thus putting undue strain on the cardiovascular system and causing it to wear out sooner. But there

is good news: men can improve their chances for a longer life by making a few changes in their lifestyle.

Conclusion: As a result of making these few changes – increasing exercise, stopping smoking, adopting a low-cholesterol diet, and possibly changing professions – most men can look forward to enjoying old age with their sweethearts. Now isn't that worth a few lifestyle changes?

- b. Introduction:** An increasing problem on America's waterways is DWI – boaters operating their vessels while under the influence of alcohol or drugs. While there are many reasons to account for boating accidents, at least half of all accidents on the water can be blamed on alcohol and drugs. Fortunately, most states and finally the federal government have laws prohibiting boaters from operating their vessels while under the influence of intoxicants.
-
-

Conclusion: With these new laws on the books, perhaps we shall see a decrease in the senseless accidents that have frequented our waterways. As one boater has said, "I'm in favour of anything that cleans up the sport". Let's clean it up.

Ex. 8. Read these compositions and then think of an appropriate title for each.

- a.** When I was in elementary school, my dream was to have an American-style bed. I asked my parents for such a bed, and to my delight, they bought me one for my birthday. The bed was black bunk bed, with two levels. I slept on the lower level and used the upper level for

playing. I kept all my toys on the upper level. I pretended that my bed was my castle. I was the king, and all my toys were my subjects who had to obey my commands. If they did not, they had to sleep under the bed in the dungeon. I felt very important. Even after I outgrew my bed, I enjoyed my memories of being the king of my castle.

- b. Mother love is one of the finest gifts I received as a child. I still remember clearly when I was six years old and had the measles. I had to be isolated from the rest of the family. I was sad about being alone, away from my brothers and sisters, but my Mom patiently explained why it had to be that way. She not only took care of all my physical needs for the next two weeks, but she also cheered me up and read to me for long hours. She even slept in my room on the floor, and when I woke up, she stayed awake to comfort me. I hope I can be as a good mother to my own children some day.

Ex. 9. Read the following paragraphs, and then write a possible conclusion for each one. Your conclusions can be brief, but they should each include the features of a good conclusion and consist of several sentences.

- a. When it comes to long-term love relationships, I very much believe Anton Chekhov's statement, "Any idiot can face a crisis; it's the day-to-day living that wears you out." When faced with a crisis, couples often pull together. A crisis is a slap in the face that reminds you of who and what is important in your life. It is the routine necessities of living that can erode a relationship as couples argue over who does the laundry, who does the cleaning, or cooking, or bill paying. The constant skirmishes over day-to-day living can do more serious damage over the long term than a crisis.
- b. Why do so many people feel that they must be available at all times and in all places? Until recently, the only way you could reach someone was by telephone or by mail. Now if you don't have a cell

phone, an email account, a beeper, and call waiting, people trying to reach you get annoyed. To me this is just a loss of privacy. I don't want to be available twenty-four hours a day.

UNITY AND COHERENCE

An essay should be organized into an introduction, a body, and a conclusion. The next step is to make sure that all three parts of the essay work together to explain your topic clearly.

When the outline is completed the writer should examine it for unity and coherence. These are two essential qualities of effective writing. *Unity* means that the parts of the essay are related to the thesis and to one another. Each, with its general statements and specific supporting evidence, supports the thesis. Disunity occurs when irrelevant ideas creep in or when the writer moves away from the thesis sentence in mid-essay. *Coherence* means that the relations between ideas are clear and that each point leads easily to the following it. Unity in writing is the connection of all ideas to a single topic. In an essay, all ideas should relate to the thesis statement, and the supporting ideas in a body paragraph should relate to the topic sentence.

Ex. 1. Read the essay below about Armenian embroidery. Then do these tasks.

- a. Underline the thesis statement with two lines.
- b. Underline each topic sentence with one line.
- c. List the supporting ideas in each body paragraph on a separate piece of paper.
- d. After you have finished, review the topic sentences and supporting ideas, discuss how the topic sentences relate to the thesis statement and how the supporting sentences relate to the topic sentences. Is the essay unified?

Armenian Embroidery

Nothing in folk art is accidental. Each symbol and motif in a piece of art has special meaning and occupies a special place in the overall design of the work. Armenians have long been familiar with the art of needlework, an art form was developed and perfected in most nations of the ancient East including Armenia. Embroidery, which includes a variety of stitch work as well as lace work, used to be a favourite and popular pastime among female as well as, in the past, male members of every Armenian household. Their work reflects the creativity of our embroiderers, their love of beauty as well as the influence of their own lifestyles and milieu. Like any other art form, needlework is rich in motifs and designs. In ancient times, people used to embroider with needles made of fish bones, wood, metal or ivory as well as with gold, silver, wool, cotton and silk threads which they coloured with natural and durable dyes.

Materials needed for embroidery were easily accessible. Wool, cotton and silk yarns were all locally produced. While female members of royal and aristocratic households embroidered on costly fabrics such as silk or taffeta, using gold or silver thread, pearls and other precious and semi-precious stones, commoners used the more affordable wool or cotton to embroider dresses, dress collars, underwear, nightgowns and such household items as tablecloths, towels and pillow cases. Embroidered items were held in such high esteem in Armenia that they were often included among the gifts Armenian royalty presented to various institutions. The practice of embroidery was widespread in all Armenian Provinces, cities, villages. People decorated their homes with embroidered objects.

Embroidery, especially its sacramental uses, has occupied a special place in Armenian art.

◇ *DISCOURSE FLOW:*

Keeping unity in an essay

One way to keep unity in an essay is to edit the outline for ideas that are not relevant to the thesis statement or topic sentences. Likewise,

after you have written the essay it is helpful to review the text and look for ideas that do not relate to the thesis or the topic sentences. Now that you have improved your thesis statement, your topic sentence, and your paragraph unity, turn your attention to your sentences and words. An important part of the revision process, then, is to revise your sentences and words to be clearer and more interesting. One way to ensure clear, interesting sentences is to consider sentence variety. One way to combine short, closely related sentences is to use coordinating conjunctions. Here are seven coordinating conjunctions and their meaning

For- because

And – in addition

Nor – neither

But – opposite

Or – alternatively

Yet – opposite

So – as a result

You can remember these coordinating conjunctions by thinking of the word “*FANBOYS*”. This word is spelled with the first letter of the seven coordinating conjunctions.

Ex. 2. Read this thesis statement and body paragraphs. The writer has begun to cross out sentences that do not belong. There is still one large piece of the text that should be removed because it isn't relevant to the thesis.

Thesis statement: Sign language, the language used by many deaf people, has a 500-year history.

The first sign language for deaf people was developed in Europe in the 1500s. In Spain, a man named Pedro de Ponce was the first person to teach deaf children using sign language. Another Spaniard, Juan Pablo de Bonet, was the first person to write a book on teaching sign language to deaf people. ~~Most of his students were from rich families.~~ Another

important teacher who influenced the development of sign language was a Frenchman named Abbé de L'Épée. L'Épée understood that deaf people could communicate without speech. He started to learn the signs used by a group of deaf people in Paris. Using these signs, he developed a more complete French sign language. ~~L'Épée also taught religion classes.~~ Another Frenchman, Louis Braille, also lived during this time. He invented a system of reading and writing for blind people, using raised bumps that can be felt with the fingers. In Germany, a man named Samuel Heinicke was another important teacher of the deaf during this time. However, he did not use sign language for instruction. Instead, he preferred to teach the deaf to understand other people by looking carefully at other people's mouths when they spoke. This is called lip or speech reading.

Speech reading became a popular way of teaching the deaf in the United States in the mid-1800s. Alexander Graham Bell, who invented the telephone, was one of the strongest supporters of teaching deaf people to do speech reading. Bell became invested in deafness and teaching deaf people. With his interest in science and the production of sound, he focused on ways of helping the deaf communicate with listening tools and speech reading. He eventually opened a training school for teachers of the deaf.

~~Not much is known about the use of sign language among deaf people in the United States before the 1800's.~~ The early 1800s were an important period in the development of American Sign Language. In 1815, a man named Thomas Gallaudet became interested in teaching deaf people. He travelled to Europe to study ways of communicating with deaf people. He was twenty-seven years old at this time, and he studied at a school for deaf students in Paris for several months. In 1817 Gallaudet returned to the United States, and he brought with him Laurent Clerc, a deaf sign language teacher from Paris. Gallaudet started the first school for the deaf, and Clerc became the first sign language teacher in the U. S. ~~The school, called American School for the Deaf, still exists in Hartford, Connecticut.~~ American Sign Language developed from the mixture of signs used by

deaf Americans and French Sign Language. Today, it is used by more than 500,000 deaf people in the United States and Canada. ~~About twenty million people in the United States have hearing problems, and about two million of these are deaf.~~

◇ *DISCOURSE FLOW:*

Coherence in writing

Coherence is related to unity. Ideas that are arranged in a clear and logical way are coherent. When a text is unified and coherent, the reader can easily understand the main points. Creating an outline helps make a well-organized essay. Each paragraph should have a clear development. It should accumulate meaning around its main assertion. Each of the paragraphs has one theme sentence and some supporting and modifying sentences, that is each paragraph has a theme and variations on the theme. This is the main principle underlying the coherence of the writing. The theme sentence is an assertion that to be the main statement about the subject. Any other assertion either supports the theme assertion or modifies it. Every successful paragraph has not only a clearly discernible theme sentence, but also strong supporting and modifying sentences. There is another kind of sentence that can be found in a paragraph: the transitional sentence, which either begins or ends the paragraph. It links directly to the last sentence of the previous paragraph or anticipates the first sentence of the next. When organizing your ideas, think about what type of organization is the best for your topic or essay type. Here are some examples of types of writing and good ways to organize them.

Type of writing

Chronology (historical events, personal narratives, processes)
Description

Classification

Type of organization

Order by time or order of events
/ steps
Order by position, size, and shape of things
Group ideas and explain them in a logical order

Comparison / contrast

Organize in point-by-point or
block style

Argumentation / persuasion and
cause / effect

Order from least important to most
important

Cohesive devices

Cohesive devices are words and phrases that connect sentences and paragraphs together, creating a smooth flow of ideas. In this unit, we'll look at connectors, pronoun references, and repetition of key ideas.

Connectors

As you've learned in previous units, there are many connecting words and phrases in English that are used to connect sentences together or relate ideas to one another. Here are several types of writing and some common connectors that are used with them.

Chronology	Comparison	Contrast	Additional information	Examples	Cause and effect	Concluding ideas
<i>before</i>	<i>likewise</i>	<i>however</i>	<i>and</i>	<i>for example</i>	<i>therefore</i>	<i>in conclusion</i>
<i>after</i>	<i>compared to</i>	<i>on the other</i>	<i>also</i>	<i>in general</i>	<i>so</i>	<i>in summary</i>
<i>next</i>	<i>similarly</i>	<i>hand</i>	<i>in addition</i>	<i>generally</i>	<i>thus</i>	<i>finally</i>
<i>since</i>	<i>as... as</i>	<i>but</i>	<i>in fact</i>	<i>for instance</i>	<i>as a result</i>	<i>therefore</i>
<i>first, second</i>	<i>and</i>	<i>yet</i>	<i>furthermore</i>	<i>specifically</i>	<i>since</i>	<i>to conclude</i>
<i>while</i>		<i>in spite of</i>	<i>moreover</i>	<i>in particular</i>	<i>because</i>	<i>to summarize</i>
<i>when</i>		<i>in contrast</i>	<i>Another... is/</i>			
		<i>although</i>	<i>was</i>			
		<i>instead</i>				

Ex. 3. Use connectors from the list above, or others that you know, to connect these sentences taken from the essay about Chinese medicine, compare your answers with the essay when you finish.

- a. _____ of focusing on a patient's health problems, Chinese medicine tries to make the patient's whole body well again.
- b. _____, doctors of Chinese medicine believe that inside

people, there are two types of energy. The first type of energy, called “yin”, is quiet and passive. The other type of energy, called “yang”, is active. When there is an imbalance – too much yin, **c.** _____ – a person becomes unhealthy. A doctor of Chinese medicine doesn’t try to stop a person’s cough by giving a cough medicine. **d.** _____, the doctor gives a mixture of herbs that will restore balance in the patient’s body. **e.** _____, when the body is in balance, the cough will stop naturally.

◇ *DISCOURSE FLOW:*

Pronoun reference

Two sentences can be connected by the use of a pronoun. A pronoun (he, she, it they, etc.) takes the place of a noun (a person, place, thing, or idea. or a noun phrase (several words that refer to a person, place, thing, or idea.

Ex. 4. For each of the italicized pronouns in this passage, identify the noun or noun phrase to which it refers. Write your answers on the lines below the text.

Montreal, one of Canada’s largest cities, is a popular tourist destination for several reasons. First, the city has a beautiful location. **a. *It*** sits on an island in the middle of the St. Lawrence River. In addition, Montreal is both modern and historic. There are many luxury hotels, **b. *it*** has a clean and efficient subway system, and visitors can find a wide variety of shops and restaurants, especially downtown. The oldest area of the town, the Vieux Montreal, is very beautiful because many of **c. *its*** oldest buildings were protected as areas of the city were rebuilt or developed. The most interesting thing about Montreal may be **d. *its*** French quality. Approximately two-thirds of the people living in or near Montreal are of French origin, and **e. *they*** speak French as well as English. In addition to the strong French influence, there are large groups of people from Germany, Greece, Italy, Hungary, the West Indies, and China living **f. *there***. All of **g. *this*** makes Montreal a great place to visit.

- a. it = _____
- b. it = _____
- c. its = _____
- d. its = _____
- e. they = _____
- f. there = _____
- g. this = _____

◇ **DISCOURSE FLOW:**

Repetition of key nouns or ideas

Another way to connect ideas in an essay is by repeating important words and phrases. This will help the reader remember the main ideas in the text.

Modern **medicine** focuses on illness. If a patient with a cough visits a modern doctor, then the doctor will give the patient a **medicine** to stop the cough. If the patient also has a fever, the doctor may give a different **medicine** to stop the fever. For every person with a cough, the doctor will probably recommend the same cough **medicine**. The philosophy of modern **medicine** is to stop problems like coughing and fever as quickly as possible.

Ex. 5. Read the paragraph and underline examples of connector use, pronoun reference, and repetition of key words.

Thesis statement: Sign language, the language used by many deaf people, has a five-hundred-year history.

The first sign language for deaf people was developed in Europe in the 1500s. Three men in particular contributed a lot to the development of sign language. In Spain, a man named Pedro de Ponce was the first person to teach deaf children using sign language. In addition, another Spaniard, Juan Pablo de Bonet, wrote the first book on teaching sign language to deaf people, at about the same time. Another important teacher who influenced the development of sign language was a Frenchman named Abbé de L'Épée. L'Épée understood that deaf people could communicate without speech. He started to learn the signs used by a group of deaf people in

Paris. Using these signs, he developed a more complete French sign language.

The early 1800s were an important period in the development of American Sign Language. In 1815, a man named Thomas Gallaudet became interested in teaching deaf people, so he travelled to Europe to study ways of communicating with deaf people. He was twenty-seven years old at this time, and he studied at a school for deaf students in Paris for several months. After that, Gallaudet returned to the United States, and he brought with him Laurent Clerc, a deaf sign language teacher from Paris. As a result of his experience in Europe, Gallaudet started the first school for the deaf, and Clerc became the first sign language teacher in the U. S. American Sign Language developed from the mixture of signs used by deaf Americans and French Sign Language. Today, it is used by more than 500,000 deaf people in the United States and Canada.

Ex. 6. Write an outline for an essay on one of the following topics.

- a. Health and medicine in your country
- b. An important problem in your country
- c. The importance of technology in society

Ex. 7. These pairs of sentences need to be joined together to form English proverbs. Choose the best connecting word or phrase to connect each pair and then discuss the possible meaning of each proverb.

- a. Don't count your chickens _____ they hatch.
 1. before
 2. so
 3. because
- b. _____ life gives you lemons, make lemonade.
 1. Before
 2. When
 3. Because
- c. Time flies _____ you're having fun.
 1. after
 2. although
 3. when

- d. You can lead a horse to water _____ you can't make it drink.
1. and 2. but 3. or
- e. Laugh _____ the world laughs with you. Cry, _____
you cry alone.
1. and, but 2. and, and 3. but, but
- f. You don't know what water is worth _____ your well is dry.
1. because 2. after 3. until
- g. _____ the storm comes a calm.
1. after 2. Because 3. Since
- h. Don't speak of my debts _____ you intend to pay them.
1. however 2. unless 3. moreover

Ex. 8. Think of one or two proverbs in Armenian and translate them into English. Then choose one of the proverbs and write a paragraph explaining its meaning.

Ex. 9. Develop an essay in particular-to-general order about one of the following:

- a. The mood suggested by your dentist's or doctor's office.
- b. The role of spectators in sports.
- c. The disadvantages of being an only child.

UNIT 6

TYPES OF ESSAYS

There are over a dozen types of essays, so it's easy to get confused. Essentially there are four major types of essays, with the variations making up the remainder. Distinguishing between types of essays is simply a matter of determining the writer's goal. Does the writer want to tell about a personal experience, describe something, explain an issue, or convince the reader to accept a certain viewpoint? The four major types of essays address these purposes:

PROCESS ESSAYS

The purpose of a process essay is to provide instruction. There are two kinds of process essays: analytical and instructional. An instructional process essay tells how to do something, such as how to assemble a bicycle, how to speak in public, or how to bake banana bread. After reading an instructional process essay, the reader should be able to do the thing described. An analytical process essay tells how something works or how something happens, such as how a carburettor works or how steam is used to generate electricity. Regardless of the type of process essay being written, the steps or procedures being described should be organized in some kind of sequential or logical order. In addition, process essays are primarily written using the present (and sometimes the future) tense. The thesis statement should clearly set forth the process the writer intends to describe. Special attention should be paid to paragraphing: if the process consists of just three or four steps, one paragraph can be devoted to each step. If the steps are short and numerous, two or three steps can be combined in each paragraph.

Ex. 1. Write a process essay choosing one of the suggested topics.

- a. How to teach a child a skill or value.
- b. How a cell phone can ruin a date (or other occasion).
- c. How to build a web site.

Model thesis statements for process essays

There are several words or phrases that can be used in the thesis statement that indicate it is a process essay. Look at the following examples and be sure to include phrases such as these in the thesis statement.

process of...	the procedure of (for)...	the development of ...
instructions (for)...	stages of...	steps in (of)...
phases in (of)...	principles (of) ...	growth in (of)...

Look carefully at the model thesis statements below. These kinds of structures and formats can be used for thesis statements in a process essay.

Instructional process

1. It is _____ to _____ if you _____.

It is easy to iron a shirt if you follow these steps.

It is not difficult to speak in public if you adhere to these basic principles.

2. _____ is _____ when you have _____.

Baking a pie is simple when you have the right ingredients.

Building a bookcase is a snap when you have the proper tools and materials.

3. There are _____ to follow _____.

There are six steps to follow in changing a flat tire.

There are three simple instructions to follow to use a pay telephone.

Analytical process

1. A _____ works by _____.

A washing machine works by combining the function of three internal components: a water pump, a tub, and sensors and/or timers.

2. By _____ it is easy to explain how a _____ works.

By combining three internal components (water pump, tub, and sensors/timers), it is easy to explain how a washing machine works.

◇ **DISCOURSE FLOW:****Transition Words for Process Essays**

Since a process paper is used to tell how to do something, words that relate to the sequencing of items are needed as transition signals or words.

Look at the following examples.

first	second	third	etc.	since
after that	next	finally	before	the next step
soon	afterward	every time	whenever	meanwhile
while	during	at this point	as soon as	when
last	then	prior to	and	later (on)

Writing a Process Essay

Writing a five paragraph essay may seem daunting at first, however, if the following format scheme is followed, with the essay broken down into its constituent parts, the task is much more manageable. The following guidelines can be used to make the writing process less overwhelming. Not all of the components need to be included in the essay, however. The writer should consider each component to determine which elements are appropriate, based on the topic and the writer's intent.

Ex. 1. Look at the topics below and list the steps that should be followed to complete the process. The topics may not have an equal number of steps. Then write a thesis statement for each topic.

How to do break up with your boyfriend or girlfriend

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Thesis statement: _____

How to cheat on a test

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Thesis statement: _____

How to impress the boss

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Thesis statement: _____

How someone achieved success

_____	_____
_____	_____
_____	_____
_____	_____

Thesis statement: _____

Ex. 2. Read the following instructional process essay. Note the use of the transition words and phrases, answer the questions that follow.

One of my favourite breakfast treats is pancakes. Millions of men, women, and children everywhere start their day with this delicious mouth watering meal. The simple ingredients for this culinary delight are seven fluid ounces of milk, three fluid ounces of water, four ounces of plain flour, two eggs, and a dab of butter. For added gratification, many people include strawberries, blueberries, apples, peaches, or any other variety of fruit that tantalizes their taste buds. Making pancakes is easy if you follow these simple steps.

Begin by sifting the flour into a mixing large bowl. Once sifted, make a well in the center of the flour and break two eggs into it. Then, mix the flour and eggs, using a whisk, while gradually adding small amounts of the milk and water. Whisk the mixture until the batter is smooth and lump free. Be sure to use a spatula to scrape any excess flour off the sides of the bowl. Once the batter is mixed thoroughly, the fruit is added and stirred in.

Now the mixture is ready for cooking. Begin by placing a medium or large sized pan over medium heat and coating the bottom of the pan with a small amount of butter. The coating of butter ensures that the pancake does not stick to the pan. Using a ladle, pour about a half a cup of batter into

the centre of the heated pan. As soon as the batter hits the pan, tip the pan so the batter spreads out, forming a circular shape seven to eight inches in diameter. Cook for 30 to 60 seconds until the bottom of the pancake is golden brown and small air bubbles appear on the top. Using a spatula, flip the pancake over and cook an additional 30 to 60 seconds.

When the pancake is done, remove it from the pan and place on a plate. Using a kitchen knife, smear a dab of butter over the top of the pancake. Then pour one or two tablespoons of maple or pancake syrup evenly over the pancake. Many people like their pancakes in stacks, putting three or four pancakes on top of each other, with butter and syrup between layers. The breakfast is now ready to eat. For added pleasure, wash down the pancakes with a glass of milk, your favourite juice, or a cup of coffee.

Pancakes are a traditional and appetizing American breakfast and making them is fast and easy. They are a great way to start the day and provide sustenance for a busy morning. Treat your family and yourself to a tasty and filling pancake breakfast soon.

1. What is the thesis statement? _____

2. What technique is used in the introduction to grab the reader's attention (refer to page 81)? _____

3. What are the transition words used in the essay that indicate a process is being discussed? _____

4. What kind of conclusion does the text have? _____

Ex. 3. Read the following analytical essay on how a washing machine works and then answer the questions that follow.

The modern washing machine is indeed a valuable and indispensable time and labour saving device in today's fast paced world. Thanks to the inventiveness of modern technology women (and men) no longer have to spend hours of back breaking toil pounding their shirts and pants against rocks in the nearest stream to enjoy soil free, sweet smelling attire. The operation of a modern washing machine involves the interaction of three essential components: the tub and agitator, the timers and control settings, and the pumps.

The tub is the circular shaped container in which the clothes are placed in the machine. During the washing cycle, the tub slowly rotates back and forth.

This motion causes the clothes to gently brush against each other. This brushing motion, along with the effects of the detergent, result in the removal of dirt and soil from the clothes. At the bottom of the tub are small fin-like projections called agitators. The purpose of the agitators is to increase the movement and churning of the clothes. During the spin cycle, the tub rotates very quickly, forcing the clothes against the sides of the tub through centrifugal force. Excess water in the clothes is removed by this action, which eliminates the need for hand wringing prior to drying.

The timers and control setting are electronic components which regulate the actions of the machine through the various cycles. There are three basic cycles: wash, rinse, and spin. In the wash cycle, detergent is added to facilitate the removal of dirt. In the rinse cycle, clean water is added to the tub to remove the dirt and detergent. The spin cycle removes excess water from the clothes so they are ready for drying. The actions and time spend on these three basic cycles are determined by these components. The actions of the machine can be adjusted according to a number of factors including the size of the load, the type of clothes being washed

(cottons, silks, whites, coloured, etc.), the water level in the tub, and the time the machine spends in each cycle.

The pumps are the components of the machine that add water to and remove water from the tub. The water is added to the tub at the beginning of the wash and rinse cycles. The water flows into the tub from a hole located at the top of the tub. The tub contains hundreds of small holes (about an eighth of an inch in diameter). The water is removed from the tub through these holes between and wash and rinse cycle and during the spin cycle.

Clean, sweet smelling clothes are essential for personal well being, satisfying social interactions, and professional success. One hundred years ago ensuring that one had an adequate supply of fresh, dirt-free apparel was a monumental task. However, today, with the modern washing machine, maintaining one's wardrobe requires nothing more than the press of a few buttons.

1. What is the thesis statement? _____

2. What are the three components of a washing machine?

3. What kind of conclusion does the text have?

4. What technique is used in the introduction to grab the reader's attention? _____

5. What are the transition words used in the essay that indicate a process is being discussed? _____

6. List three supporting facts that are included in the essay.

Ex. 4. Select one of the topics below and write a process essay.

- a. How to lose weight.
- b. How to make a hamburger.
- c. How to train a dog.
- d. How to make your favourite dish.
- e. How to stop smoking.
- f. How to put up a tent.
- g. How to do laundry.
- h. How to stop children from fighting.
- i. How to make impress a potential employer.

DIVISION AND CLASSIFICATION ESSAY

Another way to organize a topic is through classification. In a classification essay, the topic (people, things, or events) is divided, grouped, or categorized according to some principle. The classification principle may or may not be clearly stated, but the writer needs to ensure that the categories are mutually exclusive, that they do not overlap. For example the topic *games* could not be divided into board games, card games, and games of chance because they are not mutually exclusive. Many card games and some board games are also games of chance- thus the categories overlap. The categories would need to be changed to ensure that they are mutually exclusive. However, the topic *games* could be divided into card games and board games. Other suitable topics for a classification essay include modes of transportation (planes, trains, automobiles, boats),

automobiles (luxury, mid-sized, compact, off road), major components of food (proteins, fats, or carbohydrates), and movies (romance, comedy, drama, action).

Topics can be categorized in any number of ways, and the classification principle used will be determined by the focus of the essay. For example, automobiles can be classified according to these various principles:

Size (big, mid-sized, compact)

Price (below \$15,000, between \$15,000 and \$30,000, over \$30,000)

Manufacturer (Ford, Toyota, Daewoo, General Motors)

Class (sedan, sports car, luxury car, van, truck)

Engine size (under 500 cc, between 500 and 1000 cc, over 1000 cc)

Function (basic transportation, storage/hauling capacity, speed, luxury)

For most essays, each grouping mentioned in the thesis statement would require at least one supporting paragraph. The supporting paragraphs should contain at least one example of the type of classification being written about.

Model thesis statements for classification essays

Look at the following model thesis statements that could be used for a classification essay.

1. There are _____ of _____.

There are four major classes of wines.

There are numerous types of beer.

There are four levels of schools in the United States.

2. A _____ can be _____ into _____.

A magazine can be divided into several sections or parts.

A play can be broken down into three acts.

A novel can be classified into several genres.

3. _____ into _____.

Financial managers group investments into three types: stocks, bonds, and real estate.

Homeowners classify utilities into four groups: gas, electric, water, and telephone.

Cooks divide meals into four parts: soups, salads, entrées, and deserts.

◇ *DISCOURSE FLOW:*

Transition Words for Classification Essays

Two classes of transition words or linking words are typically used in classification essays; these are words or phrases that introduce examples and words or phrases that express consequences.

Look at the following examples.

To introduce examples:

for example
for instance
such as
namely
including

To express consequences:

therefore
for this reason
as a result
as a consequence
consequently

Ex. 1. Look at the topics below and develop ideas for classification. Write a thesis statement for each one.

Books _____

Thesis statement: _____

News Programs _____

Thesis statement: _____

Restaurants _____

Thesis statement: _____

Holidays _____

Thesis statement: _____

Drinks _____

Thesis statement: _____

Ex. 2. Read the following classification essay and answer the questions that follow.

People all over the world enhance their dining experience with a glass of wine. A fine glass of wine and softly lit candles are universally accepted as the finishing touches to a romantic meal. Many times the kind of wine chosen depends on the food eaten and the occasion. The three most common types of wines are white, red, and sparkling.

White wines are traditionally eaten with fish. They vary in colour, from pale yellow or green to light brown. The flavour of a white wine can also be guessed from its colour. Pale coloured white wines indicate a young wine with a bitter taste. A brown wine indicates an older, decaying wine. A golden yellow coloured white wine is an indication of a nicely aged wine. Types of white wine include Chablis, Chardonnay, and Sauvignon Blanc.

If the entrée for the day is meat, a red wine is suitable. Red wines also vary in colour. The colour for ideal red wines ranges from deep red to mahogany. The colour of the wine can also help indicate its age. A purple coloured wine indicates a young wine, while brown indicates an older wine. Red wines are not sweet, as white wines, but instead have a tangy taste. The bitterness in red wines is a result of the tanning from the grape skins, which also provides the rich colour. The types of red wine include Burgundy, Bordeaux, and Cabernet Sauvignon.

Sparkling wines are traditionally served on special occasions, such as weddings and anniversaries. The sparkling wines vary in colour from gold to bright pink. Sparkling wines are noted for their effervescence. Although the name Champagne has become a blanket term for all sparkling wines, the only true champagne comes from the Champagne region of France. Sparkling wines made outside of the Champagne region are called Mousseux in France, Cava in Spain, Sekt in Germany, and Spumante in Italy.

Wine can enhance the overall enjoyment of fine dining. Depending on the occasion, one may have white, red, or sparkling wine. Each has its own unique colour and taste. There are a great number of wines available to choose from, each distinctive and able to satisfy any palette.

What is the thesis statement? _____

How many groups are there in the classification? _____

What kind of conclusion does the text have? _____

What technique is used in the introduction to grab the reader's attention? _____

What are the transition words used in the essay that indicate a process is being discussed? _____

List three supporting facts that are included in the essay.

Ex. 3. Select one of the topics below and write a five-paragraph classification essay.

- a. Kinds of students
- b. Kinds of teachers
- c. Kinds of movies
- d. Kinds of errors made by students
- e. Kinds of diets
- f. Kinds of sports (one-on-one, team, individual)
- g. Kinds of housing (single dwelling, apartments)
- h. Kinds of cars (sports, family, luxury)
- i. Kinds of card games (poker, blackjack, Baccarat)
- j. Kinds of medicine (oral, topical, injected)

Ex. 4. Following are two topic sentences, each accompanied by a set of statements. Some of the statements are relevant to the topic, some are not. Eliminate the irrelevant ones.

1. The wreck on Route 64 was caused entirely by careless and reckless driving by the driver of the Lexus.
 - a. When the wreck occurred the lights were green for the cars coming off the side road.

- b. A heavy truck loaded with hay was pulling out to cross the highway.
 - c. The Lexus came speeding down the main road, went through the stop-light, and crashed into the truck.
 - d. You could hear the screeching of the tires and then the crashing and grinding of metal a quarter of a mile away.
 - e. You could hear it in our house up the road.
 - f. Both drivers dead, I will never forget that horrible accident.
2. We owe some of our notions of radar to scientific observation of bats.
- a. Most people hate bats
 - b. Bats are commonly considered unattractive, ugly creatures.
 - c. Scientists noticed that bats rarely collided with anything in their erratic flight.
 - d. Keen eyesight could not be the reason for their flying the way they do, since bats are blind.
 - e. It was found that bats keep sending out noises inaudible to people and that they hear the echoes of those noises.
 - f. This principle whereby they fly safely was found to be similar to the main principal of radar.

CAUSE AND EFFECT ESSAYS

In a cause and effect essay, the reasons and results of something that has occurred are examined. If analysing causes, the factors contributing to a situation are explored. In analysing effects, the consequences of a situation are investigated. When writing a cause and effect essay it is vital to examine not only the most obvious causes, but also the more obscure reasons as well. When examining the effects it is important to include both the expected and unexpected consequences. The ordering of the causes

and effects must also be considered when writing. A writer may list the most frequent cause first, then the next most frequent cause, etc. When discussing effects, a writer may list the most serious first, then a less serious one, etc. Depending on the topic, the causes and effects may be ordered according to a chain order, chronological order, or order of importance.

There are two kinds of organization that can be used in cause and effect essays: block or chain. In a block organization format, the causes are written about in one or more paragraphs. A transition paragraph is then written. The purpose of the transition paragraph is to alert the reader that the cause part of the essay is concluded and to introduce the effect part. Depending on the topic, a transition paragraph may not always be needed. The concluding sentence of the last paragraph of the causes may serve adequately as a transition to introduce the next part for the reader. Following the transition paragraph are one or more paragraphs that examine the consequences of the situation.

In a chain organization the causes and effects are linked- the first cause leading to an effect, which leads to a second cause, which leads to another effect, etc. In chain organization you write about the first cause and its effect in one paragraph, then the second cause and effect in the next paragraph, and so on until all of the causes and effects are included. Look at this tragic example. A man loses his job. This causes him to have no money. The effect of having no money results in him not eating well. Because he is not eating well, his immune system becomes weak. The result of his weakened immune system causes sickness. Because he is sick (and can't afford medical treatment because he has no job or money) he dies.

The type of organization used will depend on the topic. A block organization format may be best if there is no direct cause and effect relationship. A chain organization format may be best for smaller topics or for topics in which the causes and effects are closely related. In a chain organization, the causes and effects are linked together in a logical manner. One event causes a second event, which in turns causes another event, etc.

A writer may choose to write about only the causes of a situation or only the effects of a situation. It is not required to write about both in the

same essay. In this situation, the introductory paragraph would mention briefly which one is being discussed, the cause or the effect. For example, an essay on the causes of insomnia may include only a sentence or two on the effects of insomnia in the introduction. The supporting paragraphs would be devoted to further expanding on the causes that were outlined in the thesis statement. An essay examining the effects of water pollution may only contain a brief statement about its causes in the introductory paragraph, but a detailed examination of its effects in the supporting paragraphs.

Model thesis statements for cause and effect essays

Look at the following model sentences that can be used for cause and effect essays.

1. There are _____ (for, of) _____.

There are several causes for the illiteracy rate in Africa.

There are many reasons smoking is bad for ones health.

There are three effects of improper study habits.

2. There are _____ reasons why _____.

There are three chief reasons why people play the lottery.

There are four reasons why people buy a new car.

There are many reasons why people exercise regularly.

3. _____ has (had) _____ on _____.

My promotion has had several beneficial effects on my life style.

Depletion of the ozone layer has many detrimental effects on the environment.

Faith in a supreme Deity has numerous effects on people's lives.

◇ **DISCOURSE FLOW:**

Transition Words for Cause and Effect Essays

There are a number of transition words or phrases that are commonly associated with cause and effect essays. Look closely at the following and incorporate them into your writing.

Transition signals for cause

the first cause	the next reason
because (of)	due to
for this reason	as
the reason for	for
since	

Transition signals for effect

to result from	to be the result of
as a consequence (of)	the consequences of
as a result (of)	for this reason
the effect of	and that is why
to have an effect on	consequently
therefore	thus

Ex. 1. Write three possible causes and/or effects for the topics listed below. Then write a thesis statement for each topic, using the different sentence patterns described above.

1. Causes of delinquency

a. _____

b. _____

c. _____

Thesis statement _____

2. Effects of delinquency on families

a. _____

b. _____

c. _____

Thesis statement _____

3. Causes of stress

a. _____

b. _____

c. _____

Thesis statement _____

4. Effects of stress

a. _____

b. _____

c. _____

Thesis statement _____

5. Causes of racial prejudice

a. _____

b. _____

c. _____

Thesis statement _____

6. Effects of racial prejudice

a. _____

b. _____

c. _____

Thesis statement _____

Ex. 2. Combine the two sentences below into one sentence which shows a cause and effect relationship.

Ex: Many people in modern society eat foods that contain high amounts of fat and cholesterol. More people are dying today from heart disease because they have a diet high in fat and cholesterol.

Many people have a diet containing of high amounts of fat and cholesterol, and as these foods lead to heart disease, people are dying prematurely.

- a. The number of Korean women in the work place is increasing.
Korean women are gaining more financial independence.

- b. Crime is rampant in many parts of the world.
Poverty is a major contributing factor to the crime rate.

- c. Tattoos and body piercing are very common today among teenagers. Teenagers tend to participate in the latest fads and trends.

- d. Constant exposure to loud noise can cause a loss of hearing. Many old Rock and Roll musicians have a hearing loss.

- e. Bob always fought and argued with his wife.
His wife divorced him after three years of marriage.

f. Many people are overweight.

One cause of high blood pressure is obesity.

g. The incidence of skin cancer is higher among people living in desert regions. Research has shown that extended exposure to ultraviolet radiation increases the likelihood of skin cancer.

Ex. 3. Read the essay below and then answer the questions that follow.

The traditional family structure and roles are changing with the every increasing trend in the United States of the stay-at-home dad. In these family units, the father stays at home and takes care of the house, while the mother becomes the breadwinner. The primary reasons for this shift are either the husband simply fell into the role after losing his job or the couple made a conscious decision to reverse roles. Fortunately, with the increased wages of women in the workplace in modern society, this is a viable option for many couples. This change affects all members of the family. The effects of a stay-at-home father include improved relationships with his children, increased awareness and appreciation of a traditional mother's role, and greater development of the father's domestic skills.

Stay-at-home dads have a unique opportunity to greatly enhance the relationship they have with their children. Dads who work often find it difficult to spend the amount of quality time they would like with their children. The demands of the job always seem to interfere. Just to keep up, many dads are forced to work overtime, either at the office or at home, and on weekends. For stay-at-home dads this is no longer a problem. Since they stay at home, they are there to see the children off to school and welcome

them when they return. In addition, more time can be spent with the kids helping them do their home work, taking them to baseball practice or ballet lessons, or just hanging out and playing games, watching TV together, or talking. This increased time strengthens the already strong bond between father and child, not to mention the opportunity to really get to know each other. This has not only immeasurable immediate benefits for both father and son or daughter, but long lasting rewards as well.

Non-working fathers also develop a greater awareness and appreciation of the job mothers really do. It is often said that a mother's job is never done, and stay-at-home dads learn this all too well. A housewife is constantly busy: she cleans house, she shops, she cooks, she does laundry, she manages household finances, she settles disputes between siblings (and their friends), she provides first aid, she educates her children, she disciplines her children, she coordinates the family's social calendar, and she taxis her children and their friends all over town. And this is only a partial list; the list goes on and on. After a couple of weeks of managing the household, stay-at-home dads really learn what a mother does. With this knowledge comes a deeper appreciation of the hard work and sacrifices that his wife had made day in and day out. This in turn nurtures the love between husband and wife.

The domestic skills that stay-at-home dads develop and enhance amaze even their wives. In the past, many working fathers had no idea of how to do even the simplest household tasks, such as separating the whites from the colored clothes when doing laundry, or ironing, or preparing anything other than peanut butter and jelly sandwiches for lunch. But, as they say, with necessity comes invention. For the sake of efficiency, family harmony, and maybe even basic survival, stay-at-home dads learn many new skills. They learn about nutrition and how to prepare a delicious meal. They learn how to keep clothes clean and bright. They learn how to disinfect a bathroom and make a kitchen sparkle. They learn how to deal effectively with repairmen, salesmen, telephone solicitors, rude store clerks, noisy neighbors, and screaming kids. They learn to plan, organize, and complete the 101 things that need to be done during the typical day of a typical mom.

In some modern households, the traditional roles of the husband and wife are changing, either by necessity or design. Mothers go off to work in the morning and fathers remain at home to take care of the house. This change results in positive benefits for everyone, but especially the father. A stay-at-home dad can build better relationships with his children, develop a greater appreciation for his wife, and learn many useful skills that will enhance his family's life and well-being.

Questions

1. What is the thesis statement? _____

2. What are the three major benefits for a stay-at-home dad? _____

3. What kind of conclusion does the text have?

4. What technique is used in the introduction to grab the reader's attention? _____

Ex. 4. Read the chain organization essay below and answer the questions.

Drugs have become an ever-increasing personal and social problem in many countries throughout the world. Over the last fifty years the use of drugs has spread from 'bad guys' to just about every segment of society; to the rich, middle class, and poor, to the educated and uneducated, to the professional and labourer, to men and women, to the social elite and the dregs of society. Abusing drugs causes a devastating chain reaction that ruins the lives of thousands of people daily.

The use of drugs, more times than not, leads to unemployment. Individuals under the influence of drugs are unable to adequately perform

their duties and responsibilities at work. They come in late or fail to show up at all, the work they do complete may be substandard or inefficiently performed, they create strained relationships with supervisors or co-workers, and they may be a health and safety risk to themselves and others. They simply become a liability to their employer and soon find themselves out of a job.

Without a means of support, drug users become a financial drain on those round them. They 'borrow' money from their family and friends in order to pay for not only basic necessities, but sadly, for drugs as well. Most of the time, this 'borrowed money' is never again seen by the lender. Credit cards and cash advances from banks are soon maxed out, with little or no hope of ever being repaid. Household and personal items such as audio systems, TV sets, wedding rings, and family heirlooms are eventually sold off at less than their true value at pawnshops. Just about everything a drug abuser owns is likely to be put on the auction block in order to get money for his addiction.

When all legitimate means of obtaining money are exhausted, illegitimate means are pursued. Drug users will do just about anything to obtain money so they can satisfy their craving. After being denied loans from family and friends, these once trustworthy individuals stoop to stealing from the people they love. Strangers are next on the list. The addict may resort to breaking into houses to steal valuables that can be pawned, or even worse, begin mugging people on the street or robbing small time merchants for the meagre amount of cash in their tills. No behaviour is too despicable or immoral, as long as the drug user can obtain what he needs.

Once the person has turned to a life of crime, the inevitable consequence is police intervention and imprisonment. A drug user may evade law enforcement officials for a while, maybe even years, but eventually he will be caught. He will be locked away in a six by ten foot cell for two to five. With any luck, and good behaviour, he could be out sooner. His family and friends may sadly think that this is for the best. In prison, the addict may overcome

his addition, become rehabilitated, and rejoin society a changed man. But this is a naive wish at best. In reality, prison is just a school for criminals, where they can learn the most brilliant methods of evading police detection to illegally acquire what they do not deserve.

Questions

1. What is the thesis statement? _____

2. What is the sequential chain of events in the passage?
_____?
_____?
_____?
_____?
_____?

3. What kind of conclusion does the text have? _____

4. What technique is used in the introduction to grab the reader's attention? _____

5. What are the transition words used in the essay that indicate a cause or effect is being discussed? _____

Ex. 5. Read the following essay and answer the questions below about it.

What's one of the biggest problems that adolescents face? Is it acceptance by their peers? Is it pressure to excel in school? Is it getting along with their parents? Undoubtedly, these are all problems encountered by teenagers. However, the fear, embarrassment, and trauma associated with acne pales

in comparison. Countless hours and vast amounts of money are spent on avoiding and eliminating these unsightly blemishes. Acne is a skin disorder that occurs when excess oil (called sebum) combines with dead skin cells to clog pores. Pimples, white-heads, and blackheads are formed when bacteria form in these clogged pores. There are three basic factors that result in the development of acne: hormones, increased sebum production, and bacteria.

As young people reach adolescence, between the ages of 11 and 14, their bodies begin to produce the hormone androgen. The production of androgens causes the sebaceous glands to enlarge, which is normal. Acne is the result of androgens over stimulating the sebaceous glands, which causes the glands to enlarge more than normal. This enlargement results in facial blemishes.

After the sebaceous gland is stimulated by androgens, it produces more sebum. The oily sebum accumulates in the follicle, and travels up the hair shaft to the surface of the skin. As it travels up the hair shaft it also mixes with normal skin bacteria and dead skin cells that have been shed from the lining of the follicle. The greater the sebum production, the greater the likelihood that the hair follicle will become clogged and result in pimples and blackheads.

Propionibacterium acnes or P. acnes are normal bacteria that reside on skin, even with people who are not afflicted with acne. The P. acnes multiply quickly as sebum accumulates in the clogged sebaceous gland. This bacterium produces chemicals, which can cause inflammation in the follicle and the surrounding skin. Two types of acne breakouts can occur: comedones. (or non-inflamed 'blackheads'), or inflamed lesions, which contain pus, called pustules.

Acne affects virtually all teenagers, to lesser or greater degrees, at one time or another during puberty. Fortunately there are numerous medical, hygienic, and environmental measures that young people can take to reduce or control the outbreak of acne.

Questions

1. What is the thesis statement? _____

2. What are the four causes of acne?

3. What kind of conclusion does the text have? _____

4. What technique is used in the introduction to grab the reader's attention? _____

5. What are the transition words used in the essay that indicate a cause and effect is being discussed? _____

Ex. 6. Select one of the topics below and write a cause and effect essay.

- a. What caused you to do something you are not proud of?
- b. What are the effects of divorce, death, or other loss?
- c. What causes a hurricane, tornado, or other natural disaster?

Ex. 7. Write a thesis and topic outline for a cause-and-effect essay on one of the following.

- a. The trend toward shopping by television and computer.
- b. The effects of news media on political campaigns.
- c. Why soap operas are popular?

COMPARE AND CONTRAST ESSAYS

The purpose of compare and contrast essays is to show how people, things, places, events, etc. are similar or different. Comparisons are used to note the similarity between items and contrast is used to note the differences between items. A compare and contrast essay can be used to prove a point, to show superiority of one item over another, or to show changes over time between two items or situations. When writing a comparison/contrast essay the writer can focus on only the comparisons, or only the contrasts, or on both the comparisons and contrasts. Comparison and contrast are two of the most common structures for writing. This is not surprising when we remember that the principal way our minds process new information is to attach it to old information. We learn about the unknown by viewing it in terms what we already know. A special kind of comparison, called *analogy*, uses similarities between two things to imply other similarities or resemblances. An analogy draws a parallel between two things that have some resemblance on the basis of which other resemblances are to be inferred; it compares the unfamiliar with the familiar or points up striking or unusual similarities between familiar things. When a comparison is drawn between a large city and an anthill or between a college and a factory or between the human nervous system and telephone system, that is *analogy*.

There are two methods of organization that can be used for a compare and contrast essay: *block or point-by-point*. In a block form of organization all the similarities between the items or situation are written in one or more paragraphs and all the differences in other paragraphs. In a point-by-point format, several aspects of the topic are identified and compared and contrasted. The first supporting paragraph would discuss the similarities and differences between the first facet, the second body paragraph would discuss the similarities and differences between the second facet, and so on. Within this format, an order of importance organization could be used, with the most important feature focused on first, then the next important feature, and so on. The reverse order could also be used, with the least important item first.

Model thesis statements for compare and contrast essays

Look at the following model sentences that can be used for compare and contrast essays.

1. There are _____ similarities (differences) between _____ and _____.
There are three major differences between lap top computers and desktop computers.
There are a number of similarities between Canadians and Americans.

2. _____ and _____ are similar (different) in _____ ways.
Korea and Japan are similar in many ways.
Fruits and vegetables are different in three important ways.

3. _____ and _____ have _____ in common.
Christianity and Islam have many things in common.
Magazines and newspapers have several things in common.

4. _____ is different from (is similar to) _____ in _____.
American football is similar to rugby in several ways.
Cable TV is different from public access TV in a number of ways.

5. A comparison between _____ and _____ similarities (differences).
A comparison between hotels and motels reveals many similarities.
A comparison between dolphins and porpoises shows several surprising differences.

◇ DISCOURSE FLOW:**Transition Words for Compare and Contrast Essays**

There are numerous transition words or phrases that can be used in compare and contrast essays. Look at the following and use them in your writing.

Contrast

but	different from	however	on the other hand
in contrast	while	whereas	unlike
although	even though	yet	while
but	in contrast (to)	however	on the contrary
whereas	different from	nonetheless	nevertheless
although	even though	still	though
differ from	(be) unlike	(by/in) comparison	
(be) different from		(be) dissimilar to	

Comparison

likewise	similarly	in the same way	like
similar to	like wise	also	to
similarly	as	just like	the same as
both... and	neither... nor	not only...	but also
both	the same	compare (to/with)	

Ex. 1. Write thesis statements for the topics listed below.

a. Western food and your country's traditional food

b. Jogging and aerobics for exercise

c. Buses and taxis as forms of public transportation

d. Two cities in your country

e. Two of your professors

Ex. 2. Combine the two sentences below into one, making a comparison or contrast between the two ideas, using the transition words cited above.

Ex: The Indians of the eastern part of the United States lived in teepees. The Indians in the western United States lived in teepees.

Both the Indians of the eastern and western United States lived in teepees.

a. Robert Frost was an American poet.

Edgar Allen Poe was an American poet.

b. The United States has an extensive space program.

Russia has an extensive space program.

c. To receive a bachelor's degree in the America requires four years of college.

To receive a bachelor's degree in the Korea requires four years of college.

d. Gold jewellery is a common anniversary present for husbands to give their wives.

Silver jewellery is a common anniversary present for husbands to give their wives.

- e. In the 1950's, a popular children's toy was the hula-hoop.
In the 1950's, a popular children's toy was the yo-yo.

- f. In the past, man got around by horse and wagon.
Today people use an automobile for transportation.

- g. Much of the world today has a capitalistic economic system.
Cuba and North Korea have a socialist economic system.

- h. Hawaii is an ideal spot for a warm and sunny vacation on a sandy beach.
For people who prefer a cooler climate and majestic mountain views, Colorado is the place to go.

- i. For a cheap night out on the town, many people go to their favourite bar.
Many couples have their anniversary dinner at fine French restaurants.

- j. Christians believe that Jesus has appeared on Earth and will return on Judgment Day.
People of the Jewish faith believe that Jesus is yet to come.

Ex. 3. For the topics below, list possible ideas for a comparison and contrast.

Ex. skiing and snowboarding

Compare (similarities)

- a. both cold weather sports
- b. both require balance and
- c. both require ski slope

Contrast (differences)

- a. less equipment with snow boarding
- b. skiing more expensive coordination
- c. skiing more difficult to master

1. Movie theatres or videos for entertainment

- Similarity **a:** _____ Difference **a:** _____
- Similarity **b:** _____ Difference **b:** _____
- Similarity **c:** _____ Difference **c:** _____
- Similarity **d:** _____ Difference **d:** _____

2. Newspapers and TV for news

- Similarity **a:** _____ Difference **a:** _____
- Similarity **b:** _____ Difference **b:** _____
- Similarity **c:** _____ Difference **c:** _____
- Similarity **d:** _____ Difference **d:** _____

3. Desk top and notebook computers

- Similarity **a:** _____ Difference **a:** _____
- Similarity **b:** _____ Difference **b:** _____
- Similarity **c:** _____ Difference **c:** _____
- Similarity **d:** _____ Difference **d:** _____

4. Vegetables and candy for snacks

- Similarity **a:** _____ Difference **a:** _____
- Similarity **b:** _____ Difference **b:** _____
- Similarity **c:** _____ Difference **c:** _____
- Similarity **d:** _____ Difference **d:** _____

5. Married or single life

Similarity **a**: _____ Difference **a**: _____Similarity **b**: _____ Difference **b**: _____Similarity **c**: _____ Difference **c**: _____Similarity **d**: _____ Difference **d**: _____

Ex. 4. Read the two essays below comparing digital and film cameras: one written in a *block comparison* and the other in a *point-by-point comparison*

Block comparison

A picture is worth a thousand words, so the saying goes. Virtually everyone has a camera to capture those precious moments that can be relived years into the future. A father remembers with pride the snapshot of his son hitting his first home-run. A mother gazes lovingly at her daughter's wedding photo and recalls how beautiful she looked. Children reminisce about the joy experienced from opening up that special Christmas present that Santa brought. Modern technology has provided two ways for these images to be captured so they last forever. But which type of camera is best: a digital camera or the older camera that uses film? Digital cameras offer several advantages over film cameras.

Although the purchase price of digital cameras is generally more expensive than the older film cameras, in the long run they prove to be more economical. With a digital camera one memory card can be purchased for forty to eighty dollars (depending on the amount of memory you require) and it can be used over and over again. This will add up to quite a saving through the years. The problems of picture quality and storage are virtually eliminated with a digital camera. Memory cards are very small and take up hardly any space at all. All your favourite photos can also be stored on your PC. Unlike a film photo, in which you have to take what you get, with today's software programs you can touch up those

less than ideal shots by adding colour, contrast, sharpness, distortions, etc. The only real concern, if you store the pictures on a PC, is that your hard drive may someday crash and you could lose all those memories. A digital camera allows you to get just the right picture. If a picture is taken that is not quite perfect, no problem. Just erase it from memory and try again a few seconds later. No more will the frustrations and disappointments of not getting the perfect picture haunt you a week after you took it.

Initially the purchase price of a film camera may be cheaper than a digital camera, but one still needs to buy the film and pay for the cost of developing the pictures. This can be up to ten to fifteen dollars for a roll of 24 exposures. If you are an avid shutter-bug, this could add to hundreds of dollars a year or more. Old photographs become brittle, yellowed, bent, and faded over time. Once the photographs are developed they also require a place to store them, usually a photo album or in many cases, an old shoe box. Not only does this take up space in drawers or closets, but also guarantees that some of your favourite snapshots will be lost or discarded over time. Amateur photographers can really destroy a good picture. How many times have you gotten a roll of film back from the developer, only to see your thumb or finger displayed prominently on a photo? Or that great shot of an arching rainbow that is virtually invisible against the brightness of the noonday sun? What a waste of time and money, not to mention the lost memories.

Memories can be preserved for a lifetime on a simple photograph. It would be a shame if you were deprived of your most precious memories because the pictures faded or became lost. With a digital camera those images will be preserved forever and will be as clear and sharp as the day they were taken. If you haven't done so already, get rid of the old Kodak and get a new digital camera. Your children and grandchildren will thank you.

Point-by-point comparison

A picture is worth a thousand words, so the saying goes. Virtually everyone has a camera to capture those precious moments that can be relived years into the future. A father remembers with pride the snapshot

of his son hitting his first home-run. A mother gazes lovingly at her daughter's wedding photo and recalls how beautiful she looked. Children reminisce about the joy experienced from opening up that special Christmas present that Santa brought. Modern technology has provided two ways for these images to be captured so they last forever. But which camera is best: a digital camera or an older camera that uses film? Digital cameras offer several advantages over film cameras.

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Questions

1. What is the thesis statement? _____

2. What are the advantages of digital cameras over film cameras according to the passage?

3. What kind of conclusion does the text have?

4. What technique is used in the introduction to grab the reader's attention?

5. What are the transition words used in the essay that indicate a comparison or contrast is being discussed?

Ex. 5. Select one of the topics below and write a comparison or contrast essay.

- a. Fruits and vegetables
- b. Two places as vacation spots
- c. Two restaurants
- d. Your mother and father
- e. Two department stores
- f. Movies and the theatre
- g. Rock and Roll and classical music
- h. Capitalistic and socialistic forms of government

Ex. 6. Choose one of the following topic sentences and develop each into a meaningful essay by supporting it with details, examples, evidence, and reasons.

- a. A first impression is not always a reliable basis for judgment
- b. No matter how old you are, you rarely think you're that old.
- c. Fashions in clothes (books, hairstyle, music, etc) change from one year to the next.

Ex. 7. In a paragraph of seven or eight sentences compare one of the following:

- a. Fairy tales and fables.
- b. Surgeons and pianists.
- c. Learning to ride a bicycle and learning to drive a car.

Ex. 8. Following are several topic sentences. For each one, first decide whether you will use description, comparison and contrast, or classification as the primary method of development. Then use that method to develop the topic sentence into a brief paragraph.

- a. I'll never forget the first time I tried to drive a car
Primary method of development: _____ .
- b. Both my boss and my partner are total introverts.
Primary method of development: _____ .
- c. Rock music can be divided into various categories.
Primary method of development: _____ .
- d. My mother has the cleanest kitchen I've ever seen.
Primary method of development: _____ .

PROBLEM AND SOLUTION ESSAYS

A problem and solution essay is used to identify and describe a problem and offer a possible solution to it. Appropriate topics for a problem/solution essay may be easing of parking problems in a downtown area, bed-wetting, littering, or the high cost of medical care.

Look at the following model sentences that can be used for problem/solution essays.

Model thesis statements for problem/solution essays

1. The _____ to ___ are to _____, _____, and _____.
The three most effective methods to get rich are to save regularly every month, to invest in real estate, and to eliminate frivolous expenses.

The best ways to make up with your wife or girlfriend after a fight are to buy her flowers, take her out to dinner, and sincerely apologize over and over again.

The easiest means to stop your parents from nagging at you are to agree with everything they say, do the things that need to be done before they tell you, and blame your siblings for everything that happens.

2. _____ solutions for _____ are _____, _____, and _____.
Possible solutions for the elimination of the budget deficit are increasing taxes, curtailing social programs, and eliminating government waste.

Potential solutions for reducing teenage smoking are increasing the cost of cigarettes, massive educational programs, and increased punishment.

Three prospective solutions for high medical costs are limiting frivolous malpractice lawsuits, a national health care program, and increased use of medical practitioners for routine medical problems.

Use the following problem/solution essay guidelines to assist in your writing.

Problem/Solution Essay Guideline

Introductory paragraph

- | | YES | NO |
|---|--------------------------|--------------------------|
| 1. Does the paragraph include background information about the problem? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the paragraph identify the problem and indicate it's seriousness? | <input type="checkbox"/> | <input type="checkbox"/> |

- 3. Does the paragraph contain interesting facts, statements, or anecdotes that grab the reader’s attention?
- 4. Does the thesis statement identify possible solutions?

Supporting paragraph

- 1. Does each paragraph discuss one possible solution to the problem?
- 2. Is sufficient information and detail included to explain each solution?
- 3. Are the paragraphs organized according to order of importance of the solutions?
- 4. Do all paragraphs relate to and support the thesis statement?
- 5. Does the topic sentence of each paragraph have a controlling idea?
- 6. Is unity achieved by having all the sentences in the paragraphs relevant to the topic?
- 7. Is there a logical concluding sentence for each paragraph?

Concluding paragraph

- 1. Does the paragraph summarize the solutions to the problem?
- 2. Does the paragraph draw a conclusion or make a prediction based on suggestions for solutions?
- 3. Does the paragraph restate the thesis statement?
- 4. Does the paragraph contain any final thoughts of the writer?
- 5. Does the paragraph effectively indicate the end of the essay?

Ex. 1. Write a thesis statement for the topics listed below.

a. Culture shock _____

b. Forgetting boyfriend’s/girlfriend’s/husband’s/wife’s birthday

c. Getting children to go to bed early

d. Drunk Driving

e. Illegal immigrants

Ex. 2. Select three of the topics from above and write three possible solutions for the problem.

Topic 1: _____

Solution 1 _____

Solution 2 _____

Solution 3 _____

Topic 2: _____

Solution 1 _____

Solution 2 _____

Solution 3 _____

Topic 3: _____

Solution 1 _____

Solution 2 _____

Solution 3 _____

Ex. 3. Read the solution essay below and answer the questions that follow.

Is your heart as healthy as it should be? Many doctors would probably answer no. Millions of people throughout the world are currently living

sedentary lifestyles and eating vast amounts of food lacking in nutritional value, and by doing so they are inadvertently creating problems for their heart. Improving their situation could be accomplished fairly easily, without incurring monumental medical bills or making depressing changes in their lifestyles. These minor changes include exercise, diet, and meditation.

There have been countless studies conducted by medical professions that tout the benefits of even modest amounts of exercise. Exercise accomplishes two vital things at once. When people exercise, they burn calories, which results in reducing body fat. Maintaining an appropriate weight is essential for good cardiovascular health. People who are overweight place an extra burden on the heart; it has to work much harder to circulate the blood through the body. This extra exertion causes weakening of the heart over time. In addition to burning calories, exercise strengthens the heart. The heart is a muscle, and like all muscles in the body, it needs to be exercised regularly to maintain peak performance. The exercise does not need to be exceedingly strenuous or time consuming. A person doesn't have to turn into a professional athlete to enjoy the benefits of exercise. Doctors report that even 30 minutes of light exercise a day will result in benefits to one's heart.

Another fairly easy change is to modify one's diet. With the hectic schedule of many people today fast foods have allowed individuals to eat on the run and not waste time. Unfortunately, most fast food today is lacking in nutrition. It is loaded with sugar, fat, and salt. It may taste delicious, but the price people pay for a little convenience is too high. Foods high in sugar will eventually add unwanted pounds. Foods high in fats, if eaten for long periods of time, increase the amount of cholesterol in the body, which eventually leads to the narrowing of the arterial walls. Foods high in salt increase blood pressure. Increased blood pressure makes the heart work much harder to circulate the blood, which will eventually weaken it. To improve this situation all one has to do is start eating better. Instead of three eggs, a large pile of bacon, and toast loaded with butter for breakfast

one could eat oatmeal, a bowl of non-sugary cereal with skim milk, and a glass of juice. Instead of munching down on a candy bar or cookies for a snack try a carrot or celery stick. Not only do these snacks keep the calorie count down, they are a good form of roughage.

Meditation and deep breathing exercises are other ways to benefit your heart, especially if you are prone to high blood pressure. Sitting quietly, thinking of nothing at all and letting your body and mind relax completely does wonders for the heart, not to mention the turmoil of the mind. It has been estimated that 60% of all doctor visits are stress related. Increased stress increases blood pressure, heart rate, and respiration rate. Meditation and deep breathing can help reduce stress, thus providing benefits to the cardiovascular system. Research has shown that meditation and deep breathing exercises lower blood pressure, without the adverse effects that could occur with medication. Meditation also reduces another cardiovascular risk, a higher than average heart rate, which also weakens the heart over time.

Many things in life are important, and a healthy heart tops the list. No matter what one accumulates or accomplishes in life, if you have a bad heart it all could end in a heartbeat, literally. There are easy and effective means to ensure that a person maintains a strong heart that are simple to maintain and don't involve vast financial resources. So do yourself and your loved ones a favour - take a quiet, relaxing walk down to the corner grocery store and pick up a bunch of grapes for lunch.

Questions

1. What is the thesis statement? _____

2. What are the three methods listed that can improve cardiovascular health? _____

3. What kind of conclusion does the text have? _____

4. What technique is used in the introduction to grab the reader's attention? _____

5. What are the transition words used in the essay that indicate a solution is being discussed? _____

6. List three supporting facts that were included in the essay.

Ex. 4. Write a problem / solution essay for one of the topics below.

- a. Littering
- b. Air pollution
- c. Sexual discrimination
- d. Lack of parking spaces
- e. Teenagers rebelling
- f. Learning a new language
- g. Over population
- h. Depletion of natural resources
- i. The cost of space exploration

Ex. 5. Write a paragraph in which you discuss the multiple causes of one of the following effects:

- a. The lack of respect for teachers
- b. Fewer jobs for teenagers
- c. Increased cheating in college classroom
- d. Destruction of the ozone layer

In this type of essay you need to discuss the problems with regards to a particular topic and then suggest possible solutions to these problems.

Example

Task: *Global warming is one of the biggest threats humans face in the 21st Century and sea levels are continuing to rise at alarming rates.*

A typical advantage disadvantage essay task runs:

What problems are associated with this and what are some possible solutions.

Problem Solution Essay structure in short:

Introduction

Sentence 1- Paraphrase Question

Sentence 2- Outline statement

Main Body (variant 1)

Paragraph 1 - Problems Paragraph

Sentence 1- State problem1

Sentence 2- Explain what problem is

Sentence 4- What is the result of this problem

Sentence 5- Example (if needed)

Sentence 6- State problem2

Sentence 7- Explain what problem is

Sentence 8- What is the result of this problem

Paragraphs 2- Solutions Paragraph

Sentence 1- State solution to problem1

Sentence 2- Explain how solution will solve problem

Sentence 3- Example

Sentence 4- State solution to problem2

Sentence 5- Explain how solution will solve problem

Sentence 6- Example

Main Body (variant 2)***Paragraph 1 -***

Sentence 1- State problem1

Sentence 2- Explain what problem is

Sentence 4- What is the result of this problem

Sentence 5- Example (if needed)

Sentence 6- State solution to problem1

Sentence 7- Explain how solution will solve problem

Sentence 8- Example

Paragraphs 2-

Sentence 1- State problem2

Sentence 2- Explain what problem is

Sentence 4- What is the result of this problem

Sentence 5- Example (if needed)

Sentence 6- State solution to problem2

Sentence 7- Explain how solution will solve problem

Sentence 8- Example

Conclusion

Sentence 1- Summary

Sentence 2- prediction or recommendation (optional)

Problem Solution Essay structure in detail:***Introduction***

The introduction will have two sentences:

- a paraphrase of the question
- an outline statement

1. Paraphrase Question

Question: *Global warming is one of the biggest threats humans face in the 21st Century and sea levels are continuing to rise at alarming rates.*

Paraphrase: *Climate change is among the principal dangers facing people this century and ocean levels are increasing dramatically.*

2. Outline statement

Outline sentence says will be discussed in the main body paragraphs. This should be one sentence only.

Example 1

This essay will first suggest that the biggest problem caused by this phenomenon is the flooding of homes and then submit building flood protection as the most viable solution.

Example 2

This essay will discuss a few serious problems caused by this phenomenon and then submit viable solutions that should be implemented to deal with this disaster.

Main Body (there are two variants of main body structure)

Before writing a problem solution essay, brainstorm your ideas.

Brainstorm to identify several problems and their solutions. Look for as many solutions as you can, even if they solve only part of the problem. List each solution and evaluate it. One good technique is to ask questions. Create a chart to help you evaluate your various solutions.

There are several problems and solutions including:

Problem	Solution
flooding of people's homes and businesses	build flood barriers or move to higher areas
loss of agricultural land and starvation	switch to more suitable crops
displacement of millions of people	move people in a planned and orderly way before the floods
ground water undrinkable	build desalination plants

Variant 1:**Problems Paragraph**

You should discuss one or two (three is maximum) problems caused by the phenomenon given in the task. For each problem you should:

1. State problem: *The foremost problem caused by climbing sea levels is the flooding of peoples' residences.*

2. Explain: *Millions of people all over the world live in coastal areas and if the sea rises by even a few feet, they will be inundated with water and lose their property.*

3. Result: *Shelter is one of the most basic of human needs and widespread flooding would cause millions of people to become homeless, not to mention losing all of their possessions.*

4. Example (should be as specific as possible!):

Lots of people in the world have experienced floods recently. This is far too general to be considered a good example.

Example: *The devastation brought about by widespread flooding was clear for all to see during the 2011 Tsunami in Japan, in which millions of people were displaced. This example is much more specific. Stating a place and/or date can help you make your examples more specific.*

Solutions Paragraph

State solution: *A possible solution to this problem would be to build flood barriers.*

Explain solution: *Flood defences, such as dikes, dams and floodgates, could be built along coasts and waterways, thereby stopping the water reaching populated areas.*

Example: *The Netherlands is one of the most populated areas in the world and also one of the most vulnerable to flooding and they have successfully employed various flood defence systems.*

Variant 2:

The first body paragraph states one problem, describes it, gives its reasons and results. Then it proposes its solution.

Whereas the second body paragraph states the second problem and suggests its solution.

Both variants work fine with this kind of essay.

Conclusion

The conclusion should have no new ideas, but instead should simply list the main points from the previous two paragraphs. You can also use synonyms in this paragraph to avoid repetition.

Example: *To conclude, stemming the rising tides caused by increasing global temperatures is one of the foremost challenges we face and it will ultimately lead to many of the worlds' cities being left underwater, but a possible solution could be to utilise the flood prevention techniques already used by countries like Holland.*

It is also possible to make a recommendation or prediction.

Task 1. Write a problem solution essay on one of the topics from the list below (250-300 words):

1. Since 1990s Russia has not being using its soft power in full capacity which often results in promoting a negative international image of the country. Identify major factors preventing more effective implementation of soft power strategies and suggest possible solutions.

2. The current world order can be described as a very fragile equilibrium of power. What risks does this imbalance of power pose and what are the ways of pursuing a more stable and reliable system.

3. Many experts see the modern world as unipolar with the USA as the hegemon. What problems does such an imbalance pose and how can a more fair balance of power be maintained?

ESSAYS FOR EXAMINATIONS

You may be asked to write essays for tests in your classes, or on entrance examinations for colleges and universities in English-speaking countries. You will have to write essays if you take the TOEFL (Test of English as a Foreign Language), the MELAB (Michigan English Language Assessment Battery), Cambridge Assessment (University of Cambridge International and ESOL Examinations), or the IELTS (International English Language Testing System). These essays are written at one sitting, in a limited amount of time.

Timed essays

1 You probably already have some experience and ideas that will be useful to you when you write timed essays.

- a. Have you ever written timed essays in your own language? Describe the situation (s).
- b. Have you ever written timed essays in English? Describe the situation (s).
- c. In what situations will you write timed essays in English in the future?
- d. What are some ways that writing a timed essay is different from writing an essay without a time limit? Make a list. Then look at your list and say which aspects might be challenging for you.
- e. Do you know any good techniques for writing timed essays?

INSTRUCTIONS FOR TIMED ESSAYS

- Check to see how many questions you must answer. Some exams may say: Choose three of the following five topics. You will not receive a higher score if you write more than three essays – your instructor will probably just grade the first three.
- Check how many points the essay is worth. On a 100-point test, an essay worth twenty points should be longer and more detailed than one worth five points. Spend more time on the longer essays.

- Pay close attention to the instructions for each individual essay question. Be especially careful with questions that have several parts. It is helpful to underline or circle key instructions so that you do not leave anything out.

Example:

In your opinion, what is the Key difference between Chinese medicine and Western medicine? Illustrate this difference with one example.

- Use some of your time for planning (gathering and organizing ideas) and for proofreading your finished essay.
- Always write in complete sentences and pay careful attention to grammar and spelling. Don't experiment with structures or words you are not confident about using correctly.
- Write neatly. Instructors may give lower grades to essays they cannot read easily.

Common instructions on essay tests**compare / contrast**

As it has already been said compare and contrast paragraphs talk about similarities and differences. You can write one paragraph to compare and another to contrast, or compare and contrast a different idea related to your topic in each paragraph.

discuss

This broad term invites you to describe different ideas about a topic. Organize your discussion around a central thesis statement.

explain, show how

These instructions ask you to show cause and effect. You may also find instructions like these for a problem / solution essay, as already discussed.

show, describe, use examples**which**

This word asks you to make a choice. Often a question with which will also ask you to defend your choice, for example: Which solution would you recommend, and why? Make sure that you clearly indicate your choice in your answer. Don't try to write about each possibility.

Answering directly**Essay test short cuts**

Time is limited, so it is a good idea to take certain “short cuts” on essay tests. Most importantly, you should write a very short introduction – just one or two sentences is OK – which includes your thesis statement. Do not include the background information you might normally include in an essay. Make sure that your thesis statement directly answers the question. Your answer should show that you know the information that the test asks about. Extra information or any information that is not related to your topic will not help your grade. Your conclusion should also be brief.

Ex. 1. Underline the key words of this essay question.

Which effect of the California gold rush do you think had the biggest impact on the character of San Francisco today?

Managing your time**Write a five-minute outline**

Before you write a test essay, write a quick outline. This is the easiest way to be sure that your answer includes all the necessary information and that you don't waste your time with unnecessary information. With practice, you should be able to write a brief outline in no more than five minutes, including the thesis statement and main ideas. Before you write anything else, write your outline at the top of the page. If you run out of time to finish your essay, your instructor will still be able to see your main ideas, and will know that you had a problem with time and not with the content.

Topic: *In college, would you rather live alone, with your family, or with a roommate? Give reasons to support your answer.*

Sample outline 1:

- I. I would rather live with my family to save money.
- II. No rent
- III. Save money on food

- IV. Don't have to pay for utilities
 - A. Electricity
 - B. Water**
 - C. Phone
- V. Conclusion: If I save on my living expenses, I will have enough money to pay for tuition and books.

Sample outline 2:

- I. Living alone is the best way for me to learn independence while I am in college.
- II. Will learn to take care of myself
 - A. Cook my own pod
 - B. Take care of housework and laundry**
- III. Will learn to budget my money
- IV. Conclusion: College is a time not only to study, but to learn to be an independent adult. Living alone will help me learn how to handle this responsibility.

Ex. 2. Write a five-minute outline for each of these topics. Write a thesis statement, two or more main ideas, and a conclusion.

- a. Some people like to organize their own trips, and others like to travel on a professionally organized tour. Which do you prefer, and why?
- b. Your community is considering building a new shopping mall in the centre of town. Do you support or oppose this plan? Give specific reasons in your answer.
- c. Discuss why music is an important part of people's lives.
- d. What do you feel will be the most popular career choices for young people in your country in the next five years? Explain your answer with examples.
- e. Compare and contrast sending text messages and talking on the phone. Which do you prefer, and why?

Write your topic sentences first

Some students like to write first the topic sentence for each main point on the answer sheet, leaving space to go back and fill in the details. If you choose this method, you can add information and examples to each paragraph until you finish or your time runs out. If you run out of time, you may leave out some details, but you won't leave out any main points.

Living alone is the best way for me to learn independence while I am in college.

One of the main benefits of living alone will be that I will learn to take care of myself by cooking my own food and doing my own housework and laundry.

Another benefit of living alone will be that I will learn to budget my money.

College is a time not only to study but to learn to be an independent adult. Living alone will help me learn how to handle this responsibility.

Checking your work

After you finish your essay, or at least five minutes before your time is up, take some time to check your work. Read the essay from beginning to end. Although you cannot read your essay out loud (unless you are alone), try to "hear" what it would sound like in your head.

- Did you answer all parts of the question?
- Is your essay unified? Cross out any unrelated ideas.
- Are words spelled correctly and written neatly?
- Do your sentences sound clear? If you are not sure your grammar is correct try to say your ideas another way.
- Did you erase or cross out any mistakes or stray marks?

Ex. 3. Write a descriptive paragraph of six or seven sentences to support this topic sentence: *This classroom has an atmosphere* (fill in the blank with emotion). Then rewrite the paragraph, moving the topic sentence to the end of the paragraph. In a second rewrite, revise the paragraph so that the topic sentence comes in the middle of the paragraph.

PUNCTUATION

Here are some common rules for using punctuation in your writing. Of course, this is not a complete list. If you have further questions, check a grammar book.

Capitalization

Always capitalise:

- the first word of every sentence.
- days of the week [*Tuesday*] and months of the year [*April*].
- the first letter (only) of the names of people and places [*Bangkok, Ayaka Seo*].
- the main words of a title, but not articles [*a, an, the*] or prepositions (words like *to, of, for*) or conjunctions [and, but), unless they are the first word in the title:

Ex.: *The Three Things I Do in the Morning*

Full stop (.)

A full stop comes at the end of a statement:

An electronic dictionary is more convenient than a paper one.

Comma (,)

Use a comma to separate a series of three or more items:

Ex.: *I take a dictionary, a notebook and some paper to class every day.*

Use a comma before words like *and, but, or, so, and yet* to separate two parts of a sentence that each have a subject and a verb.

Ex.: *She needed some work experience, so she got a part-time job.*

He did not study at all, but he still got 87% in the test.

Use a comma after an introductory word or expression, such as *However, Therefore, and In conclusion*:

Ex.: *However, the high price of electric cars means that most people cannot afford one.*

Quotation marks (‘ ’)

Use quotation marks when you type or write the title of a book or film:

‘Hamlet’ was written by Shakespeare.

When you use a word processor, you can use italics instead:

Hamlet was written by Shakespeare.

Use quotation marks to show the exact words someone said or wrote:

The teacher announced, 'We're going to have an exam next week.'

Shakespeare wrote, 'All the world's a stage'.

Do not use quotation marks if you're reporting what another person said:

The teacher said that we should study hard this week.

Note: *That*, as used in the sentence above, usually indicates that the remark is not a direct quotation.

Punctuation when using quotation marks

If you are using expressions like *he said* or *the girl remarked* after the quotation, then use a comma and not a full stop at the end of the quoted sentence:

'We're going to have an exam next week,' announced the teacher.

Use a full stop if the quoted sentence comes at the end:

The professor announced, 'We're going to have an exam next week.'

Notice how a comma is used after *announced*, above, to introduce the quotation.

Full stops and commas are placed inside quotation marks. Exclamation marks and question marks may come inside or outside, depending on whether they are part of the quotation or part of the surrounding sentence:

'Do you know who wrote *Hamlet*?' asked the teacher.

Do you know who said 'All the world's a stage'?

Quotation marks and capitalization

Capitalise the first letter of the word that begins a quotation. However, if an expression like *she said* interrupts the quotation and divides the sentence, then do not capitalise the first word of the part that finishes the quotation:

'Next week', said the teacher, 'we are going to have an exam.'

The comma after *week* separates the quotation from the rest of the sentence.

Use a capital letter only if the second part is a new, complete sentence:
'We'll have an exam next week,' explained the teacher. 'It will take thirty minutes.'

Advice for academic writing

The following are not usually used in academic writing, although they are fine in informal situations, such as letters to your friends.

- Brackets that give information which is not part of your main sentence:

Mobile phones are useful (and besides, they look great).

If your idea is important, it should be in a sentence of its own. If it is not important, it should not be in your text.

- The abbreviation *etc* to continue a list. Instead, use a phrase like *such as* in your sentence:

Students at my university come from countries such as China, India, and Australia.

- Exclamation marks (!). Instead, write strong sentences with plenty of details to show your reader your feelings:

Angel Falls is one of the most spectacular natural wonders you will ever see.

- An ellipsis (...) at the end of a sentence, to show that the sentence is not finished:

The teacher said that I should study hard, so ... Instead, finish your sentence:

The teacher said that I should study, so I should not go to the party tonight.

OPINION ESSAY

With opinion essays you are normally given ONE opinion, and then asked specifically if you agree or disagree with it, or to what extent you agree or disagree. You must make it clear whether you agree, disagree or partly agree and give your reasons why.

Typical opinion essay questions include:

What is your opinion?

Do you agree or disagree?

To what extent do you agree or disagree?

Opinion Essay structure in short:

Introduction

Sentence 1 – Paraphrase Question

Sentence 2 – Thesis Statement

Sentence 3 – Outline Sentence (This essay will discuss.../In my opinion....)

Main Body

Paragraph 1

Sentence 1- Topic Sentence

Sentence 2- Explain Topic Sentence

Sentence 3- Example

Paragraph 2

Sentence 1- Topic Sentence

Sentence 2- Explain Topic Sentence

Sentence 3- Example

Paragraph 3 (if needed)

Sentence 1- Topic Sentence

Sentence 2- Explain Topic Sentence

Sentence 3- Example

Conclusion

Sentence 1-2 - Summary and Opinion

Opinion Essay structure in detail:**Introduction****1. Paraphrase Question**

Paraphrasing means stating the question again, but with different words so that it has the same meaning. It can be done by using synonyms and flipping the order of the sentences around.

Example

Question: *There is a good deal of evidence that increasing car use is contributing to global warming and having other undesirable effects on people's health and well-being. To what extent do you agree or disagree with this statement?*

Paraphrase: *Rising global temperatures and human health and fitness issues are often viewed as being caused by the expanding use of automobiles.*

The synonyms in use:

increasing > expanding

car use > use of automobiles

global warming > rising global temperatures

people's health and well-being > human health and fitness

2. Thesis Statement

This is the most important sentence in your essay. This is your main idea. It tells that you have understood the question and will lead to a clear and coherent essay. It is always just one sentence long so you will have to practise summing up your opinion in one sentence. It should also address the micro-keywords and not the topic in general.

You should start your thesis statement with:

This essay agrees that..... or this essay disagrees that.....

It is true that

The idea that is overestimated/underestimated.

Example

Question: *There is a good deal of evidence that increasing car use is contributing to global warming and having other undesirable effects on people's health and well-being. To what extent do you agree or disagree with this statement?*

Thesis statement: *This essay agrees that increasing use of motor vehicles is contributing to rising global temperatures and certain health issues.*

3. Outline Statement

Now that you have paraphrased the question and told what you think in your thesis sentence, you are now going to tell what you will discuss in the main body paragraphs. This should be one sentence only.

Example

Question: *There is a good deal of evidence that increasing car use is contributing to global warming and having other undesirable effects on people's health and well-being. To what extent do you agree or disagree with this statement?*

Outline statement: *Firstly, this essay will discuss the production of greenhouse gases by vehicles and, secondly, it will discuss other toxic chemicals released by internal combustion engines.*

So what you have to do is to look at your main body paragraphs and write about what they contain. You should have only one main idea per paragraph. In the example essay there are two main body paragraphs (main body paragraph 1 – *production of greenhouse gases by cars*, main body

paragraph 2 – *toxic chemical produced by car engines*), so it is necessary to say two things in the outline statement.

Introduction Quick Tips

You should keep your introduction short. Your essay should have three sentences and these three sentences should be:

1. Paraphrase question
2. Thesis statement
3. Outline statement

Main Body Paragraphs

For your essay, you should have 2 or 3 body paragraphs - no more, and no less.

For your body paragraph, each paragraph should contain one controlling idea, and have sentences to support this.

Example

Essay topic: *In the last 20 years there have been significant developments in the field of information technology (IT), for example the World Wide Web and communication by email. However, these developments in IT are likely to have more negative effects than positive in the future. To what extent do you agree with this view?*

Main Body Paragraph 1: To begin, email has made communication, especially abroad, much simpler and faster, resulting in numerous benefits for commerce and business. Furthermore, the World Wide Web means that information on every conceivable subject is now available to us. For example, people can access news, medical advice, online education courses and much more via the internet. It is evident that these improvements have made life far easier and more convenient for large numbers of people and will continue to do so for decades to come.

The controlling idea in this first paragraph is the 'benefits of IT', and there are two supporting ideas, which are underlined. No drawbacks are discussed as the paragraph would then lose coherence.

Main Body Paragraph 2

Most of the essay will focus on the negative aspects of IT, as the writer says there are more negative effects in the introduction. So the next two paragraphs are about these. The topic sentence in the next paragraph therefore tells us we are changing the focus to the negative points:

Nevertheless, the effects of this new technology have not all been beneficial. For example, many people feel that the widespread use of email is destroying traditional forms of communication such as letter writing, telephone and face-to-face conversation. This could result in a decline in people's basic ability to socialize and interact with each other on a day-to-day basis.

Main Body Paragraph 3

The final body paragraph gives the last negative effect:

In addition, the large size of the Web has meant that it is nearly impossible to regulate and control. This has led to many concerns regarding children accessing unsuitable websites and viruses. Unfortunately, this kind of problem might even get worse in the future at least until more regulated systems are set up.

Main Body Quick Tips

There are two important aspects to pay attention to while writing the Main Body:

1) logic of a structure

This can be achieved by discourse markers of coherence and cohesion, which are also referred to as 'linking words' and 'linking phrases', or 'sentence connectors'. These words 'stick' the other words together and lend continuity to sentences and paragraphs. However, this does not mean

that you should try to insert as many of these words in to your writing as possible. Using too many of them, or using them inappropriately, can make your writing sound too heavy and unnatural.

2) specific vocabulary (depending on the type of the essay)

Expressing one of the viewpoints:

- *There is an opinion that..*
- *Some people think/believe/consider*
- *Some people support the idea that...*
- *There is no doubt that*
- *It is generally agreed today that*
- *The great majority of people believe that...*
- *Nowadays many people consider...*
- *It goes without saying that...*

Expressing the opposing viewpoint:

- *Nevertheless, other/some people tend to think differently*
- *while others disagree and say that...*
- *Nevertheless/Yet/However, there are opponents of this view*
- *Despite all these facts*
- *there is another opinion*
- *Yet, people's opinions differ about that...*
- *On the other hand...*
- *lots of disbelievers argue*

Agreeing and disagreeing:

- *I completely agree with this statement*
- *I strongly support this idea*
- *I couldn't agree more*
- *On the contrary*
- *Personally/Actually, I cannot agree with that*
- *I totally disagree*
- *As for me I think they are wrong*

Conclusion

The conclusion only needs to be one or two sentences. You should re-state what the essay is about (re-write the last sentence of your introduction in different words) and give some thoughts about the future.

Example

Essay topic: In the last 20 years there have been significant developments in the field of information technology (IT), for example the World Wide Web and communication by email. However, these developments in IT are likely to have more negative effects than positive in the future. To what extent do you agree with this view?

Conclusion: In conclusion, developments in IT have brought many benefits, yet I believe developments relating to new technology are likely to produce many negative effects in the future that must be addressed if we are to avoid damaging impacts on individuals and society.

Conclusion Quick Tips:

1. Never write any new ideas in your conclusion. A conclusion should always simply restate the ideas you have in the rest of the essay. New ideas should be in the main body and not in the conclusion.
2. Make sure you answer the question in the conclusion. The conclusion should state what you think about the question and make it clear how you feel about the issue.
3. Vary your language. Just because you are restating the ideas you have in the rest of your essay, doesn't mean you use the same language. Instead you show that you have a wide vocabulary by paraphrasing.
4. Don't try to include everything. You are not required to go into detail, you have already done that in your main body paragraphs. Instead just summarise your main points. Two sentences are enough.

Task 1. Write an opinion essay on one of the topics from the list below (250-300 words):

- 1) The Universal Declaration of Human Rights does not correspond to the morality of the contemporary world. What is your opinion?

2) Stop and Search police practice undermines the human rights principles. To what extent do you agree with this statement?

3) Human Rights are not mandatory for civilizations where they come at odds with cultural norms and traditions. Do you agree or disagree with this statement?

4) Human rights is the soul of our foreign policy, because human rights is the very soul of our sense of nationhood. To what extent do you agree with this quote by Jimmy Carter?

5) Human rights are not only violated by terrorism, repression or assassination, but also by unfair economic structures that create huge inequalities. Do you agree or disagree with this statement by Pope Francis?

DISCUSSION ESSAY

With discussion essays you are normally asked to give two opinions rather than just argue in favour of one side.

A typical discussion essay task runs:

Discuss both views/points of view and give your own opinion.

Discussion Essay structure in short:

Introduction

Sentence 1- Paraphrase Question

Sentence 2- State Both Points of View

Sentence 3- Thesis Statement (your opinion)

Main Body

Paragraph 1

Sentence 1- State first viewpoint

Sentence 2- Discuss first viewpoint

Sentence 3- Reason why you agree or disagree with viewpoint

Sentence 4- Example to support your view

Paragraph 2

Sentence 1- State second viewpoint

Sentence 2- Discuss second viewpoint

Sentence 3- Reason why you agree or disagree with viewpoint

Sentence 4- Example to support your view

Conclusion

Sentence 1- Summary

Sentence 2- State which one is better or more important

Discussion Essay structure in detail:**Introduction****1. Paraphrase Question**

While introducing the issue, you should paraphrase.

Example

Question: *Almost everyone agrees that we should be training children to recycle waste to save the Earth's natural resources. Some believe that it is parents who should teach their children to recycle waste. Others argue that school is the best place to teach do this. Discuss both views and give your own opinion*

Paraphrase: *It is not easy to decide how to teach young people about the necessity to recycle waste products.*

2. State Both Points of View

Now that you have paraphrased the issue under discussion, you are now going to give two opinions to elaborate further in the main body. This should be one sentence only. You should state both points of view clearly.

Example

State Both Points of View: *One school of thought is that they should be taught this in school. Another possibility is that this training should take place in the family.*

3. Thesis statement

Thesis statement is very important as it gives your own opinion in regard to the issue under discussion. Usually it is one sentence long.

Example

Thesis statement: *While teachers may have some part to play, my view is that parents are more likely to be effective in achieving practical results.*

Introduction Quick Tips

You should keep your introduction short.

Your introduction should have three sentences and these three sentences should be:

1. Paraphrase question
2. State both points of view
3. Thesis statement

Main Body

Two viewpoints are provided, discussed and either agreed or disagreed with.

Conclusion

The conclusion only needs two sentences. You should make a summary of both opinions and state which is more important or well-grounded.

Task 1. Write a discussion essay on one of the topics from the list below (250-300 words):

1) Many claim that in order to help protect populations from mass atrocities coercive measures are to be undertaken by the international community while others believe mediation and preventive diplomacy play a more crucial role. Discuss both views and give your opinion.

2) The global processes of the modern world seem to have changed the nature of sovereignty. However, many believe that the traditional understanding of the concept still makes the core of international relations.

ADVANTAGE DISADVANTAGE ESSAY

With advantage disadvantage essays you are normally asked to assess whether the benefits of something outweigh the drawbacks.

Example

Task: People now have the freedom to work and live anywhere in the world due to the development of communication technology and transportation.

A typical advantage disadvantage essay task runs:

Do the advantages of this development outweigh the disadvantages?

In this type of advantage disadvantage essay your opinion is asked and you must say which impacts prevail - positive or negative.

However, you can also be asked to discuss advantages and disadvantages without giving your opinion. A typical essay task of this type runs:

What are the advantages and disadvantages of this trend?

In this case you simply have to discuss the benefits and drawbacks. You could do this in two body paragraphs – one discussing the positive points, the next discussing the negative points.

Advantage Disadvantage Essay structure in short:

Introduction

Sentence 1- Paraphrase Question

Sentence 2- State Advantages/Benefits and Disadvantages/Drawbacks

+ Your opinion if asked

Main Body

Paragraph 1

Sentence 1- State one Benefit/Drawback

Sentence 2- Discuss this viewpoint

Sentence 3- Example to support this view

Paragraphs 2, 3

Sentence 1- State two Benefits/Drawbacks

Sentence 2- Discuss this viewpoint

Sentence 3- Examples to support this view

Conclusion

Sentence 1- Summary

Sentence 2- State which (Advantage or Disadvantage) prevails

Advantage Disadvantage Essay structure in detail:

Introduction

1. Paraphrase Question

While introducing the issue, you should paraphrase.

Example

Question: *People now have the freedom to work and live anywhere in the world due to the development of communication technology and transportation.*

Paraphrase: *These days many people choose to live or work in other countries, which has been made possible because of the convenience of air travel and modern communications.*

2. State Advantage and Disadvantage of the issue under discussion

Now that you have paraphrased the issue under discussion, you are now going to say that there are both benefits and drawbacks about it. Also add your opinion if asked.

Example

State Advantage Disadvantage: *I believe that this has more benefits than drawbacks.*

Introduction Quick Tips

You should keep your introduction short.

Your introduction should have two sentences and these sentences should be:

1. Paraphrase question
2. State that there are both advantages and disadvantages when it comes to the discussion of this issue. Add a thesis statement if you are asked to give your personal opinion about what prevails – advantage or disadvantage

Main Body

There are two important aspects to pay attention to while writing the Main Body:

- 1) If your opinion is not asked, you could simply write one paragraph on the advantages and another on the disadvantages.
- 2) If your opinion is asked, you then need to think of 3 supporting ideas – one for one side and two for the other side. So you will have three body paragraphs, one with the drawback / benefit and two with the advantages / disadvantages.

It is common practice in academic writing to start with the opposing opinion to yours, so you can start with the point that you have one idea for. For example, if you have said there are more benefits, then you would have one drawback to start with and two benefits to follow in paragraphs 2 and 3.

Conclusion

The conclusion only needs two sentences. You should make a summary of both advantage and disadvantage and clearly state which you think overweighs if you are asked to do so in the task.

Task 1. Write an advantage disadvantage essay on one of the topics from the list below (250-300 words):

1. Immigration, both legal and illegal, has been an issue since the first

European set foot on the shores of the US. So Trump's pledge to build an "impenetrable, physical, tall, powerful, beautiful, southern border wall" between the US and Mexico has met public support among Americans. However, do benefits of this motion really outweigh drawbacks?

2. New comers usually contribute to the local culture bringing new traditions and norms. Does this trend have a more advantageous or disadvantageous effect on the host country?

DIRECT QUESTION ESSAY (Two part or double question essay)

In this type of essay you need to answer two different questions with regards to a particular topic. These two questions will ask you to discuss different aspects of the issue and express your opinion.

Example

Task: *The United Nations recently celebrated its 70th anniversary. What benefits has it brought during this time? Do you think the UN will last another 70 years?*

Double question Essay structure in short:

Introduction

Sentence 1- Paraphrase Question

Sentence 2- Outline question1

Sentence 3- Outline question2

Main Body

Paragraph 1 – the First question

Sentence 1- answer the first question (give your opinion if asked)

Sentence 2-3- explain the issue

Sentence 4 - give examples

Paragraph 2 – the Second question

Sentence 1 – answer the second question (give your opinion if asked)

Sentence 2-3 – suggest the first main point, or explain the issue

Sentence 4 – give examples/ or possible variants (if asked)

Paragraph 3 (optional) – the Second question

Sentence 1-2 – suggest the second main of the second question

Sentence 3-4 – give examples/ or possible variants (if asked)

Conclusion

Sentence 1- Summary of the first question

Sentence 2- Summary of the second question

Double Question Essay Tips:

- give an answer to both questions
- each question should have one (or two) main points to answer it, no more
- state clear opinions and support them with examples. The argument should be well-written and persuasive
- mind coherence and cohesion: There should be two (or three) body paragraphs which each deals with one part of the question. Both parts of the two-part question should be addressed in both the introduction and conclusion. There should be clear links between sentences and between paragraphs.

Task 1. Write a direct question essay on one of the topics from the list below (250-300 words):

1. Multiculturalism is a threat and an asset. Which factors support both visions?

2. How helpful is cultural diplomacy in establishing a state's image abroad? What should be done at a state level to make mechanisms of cultural diplomacy more effective?

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Ամփոփում

Գրավոր ստեղծագործական խոսքի զարգացում. պարագրաֆից մինչև էսսե

*Օհանյան Մարիաննա Միհրանի
Օհանյան Աննա Միհրանի*

Սույն դասագրքի փաստական նյութի ուսումնասիրությունն ու ուսուցումը կատարվել են ժամանակակից մեթոդների ու մոտեցումների լույսի ներքո: Վեց մասից բաղկացած դասագիրքը կրարելավի ուսանողների ինչպես տեսական, այնպես էլ գործնական ունակությունները: Դասագիրքը հնարավորություն է տալիս զարգացնելու գրավոր հաղորդակցական հմտությունները, քանի որ ընդգրկում է քննարկման ենթակա խիստ արդիական նյութ՝ գրավոր հաղորդակցության ոլորտին առնչվող տեղեկատվական հետաքրքրություն ներկայացնող տեքստերի նմուշներով: Դասագրքի առաջին մասը վերաբերում է ստեղծագործական խոսքի և ստեղծագործական մտածողության կարևորությանը: Հաջորդող մասերը, կարևորելով գործնական գիտելիքների դերը, կենտրոնանում են կոնկրետ գրավոր հմտությունների, դրանց ուսուցման տեխնիկայի և նորմերի ուսուցման վրա, ինչպիսիք են պարբերություն, պարբերության տեսակները և կառուցվածքը, էսսե, էսսեի տեսակները, բազմազան ձևեր և այլն: Վարժությունները բազմատեսակ են, խիստ արդիական և հետաքրքիր՝ պարունակելով նաև տեղեկատվական կարևոր տարրեր:

Резюме

Развитие творческой письменной речи: от параграфа до эссе

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Изучение и преподавание фактического материала данного учебника осуществлялось в свете современных методов и подходов. Учебник из шести частей значительно улучшит как теоретические, так и практические способности учащихся. Учебник дает возможность развивать навыки письменного общения, так как содержит актуальный материал для обсуждения с образцами текстов, представляющих познавательный интерес, относящихся к области письменного общения. Первая часть учебника посвящена важности творческой речи и творческого мышления. Следующие части, подчеркивая роль практических знаний, акцентируют внимание на обучении конкретных навыков письменной речи, приемах и нормах их обучения: абзац, виды и структура абзаца, эссе, виды эссе, различные формы и структуры. Упражнения разнообразны актуальны и интересны, а также содержат важные информационные элементы.

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