

**Ministry of Education and Science of Ukraine
Luhansk Taras Shevchenko National University**

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THE BASIS OF ACADEMIC WRITING

**A MANUAL FOR STUDENTS
OF FOREIGN LANGUAGES FACULTY**

**Luhansk
SI „Luhansk Taras Shevchenko National University”
2016**

УДК 81:37.016:[003:001]:811.111

ББК 81.0 я73

К59

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К59 The Basis of Academic English : навч.- метод. посіб. для студ. мовн. спец. / Тетяна Анатоліївна Кокнова; Держ. закл. «Луган. нац. ун-т імені Тараса Шевченка». – Луганськ : Вид-во ДЗ «ЛНУ імені Тараса Шевченка», 2016. – 195 с.

Навчально-методичний посібник розроблено відповідно до стандартів модульно-рейтингової системи освіти. Навчальний матеріал подається у 2 модулях, які вміщують 14 тематичних блоків. В посібнику висвітлені сучасні тенденції наукового дискурсу англійською мовою. Матеріали навчально-методичного посібника та завдання сприяють оволодінню англійської мови як засобу опанування навичками наукового дискурсу, нормами наукового етикету та нормативами писемного виду мовленнєвої діяльності.

Навчально-методичний посібник призначений для студентів мовних спеціальностей вищих навчальних закладів.

УДК 81:37.016:[003:001]:811.111

ББК 81.0я73

*Рекомендовано до друку вченою радою
ДЗ «Луганський національний університет
імені Тараса Шевченка»
(29 лютого 2016 року)*

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ПЕРЕДМОВА

Навчальні матеріали представленого навчально-методичного посібника призначені для опрацювання в групах студентів, які навчаються на мовних спеціальностях, а також їх також можна використовувати в студентських групах із поглибленим вивченням англійської мови. Мета посібника – розвиток комунікативних вмінь та навичок різних видів мовленнєвої та письмової діяльності, а також навичок ануотування й реферування наукової літератури.

Посібник складається з двох розділів за певними темами, кожен з яких містить довідкову інформацію стосовно наукових реалій, оригінальні тексти за темою розділу, а також комплекс мовленнєвих та письмових вправ, зразки комунікативних ситуацій діалогічного й монологічного мовлення, що відповідає принципам сучасної комунікативної методики.

Стиль викладення матеріалу сприяє максимальній активації знань студентів із проблеми у науковому дискурсі, оскільки є логічним, послідовним, пов'язаним із практичною діяльністю. Ретельно і з належною повнотою підібрано фрагменти текстів мовою оригіналу як для виконання завдань, пов'язаних із розумінням основного змісту, так і для самостійного читання.

При виборі текстів й вправ автор прагнув, щоб вони мали загальнонауковий характер і були насичені лексикою, пов'язаною з науковою роботою. Активний лексичний і граматичний мінімум визначається темами навчально-методичного посібника.

Розроблені завдання є вище середньої та поглибленої складності; вони вимагають розвитку розумових здібностей студентів і закріплення навичок розв'язування вправ вище середньої та поглибленої складності.

MODULE 1
BEFORE WRITING AN ESSAY

Topic 1
**MAIN NOTIONS OF A SCIENTIFIC RESEARCH
WORK**

Topics for discussion:

- Scientist's status, degree, position in English Speaking countries.
- Colleges and Universities. Applications and applicant forms. Academic courses. Study habits and skills. Online teaching.

Post-discussion and self-control tasks

1. Make up English-Ukrainian pairs of words equivalent in meaning:

to publish, sphere, research, to include, importance, to develop, to collaborate, enterprise, scientific adviser, scientific degree, to be awarded, department, to encounter, branch, research team, data, to participate, to take masters courses, to prove a thesis.	захищати дипломну роботу, навчатися в магістратурі, опублікувати, сфера, бути нагородженим, включати в себе, (наукове) дослідження, важливість, кафедра, зустрічати(ся), дослідницька група, дані (інформація), розробляти, співробітничати, брати участь, учений ступінь, науковий керівник, підприємство, галузь.
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2. Find synonyms in the list below, arrange them in pairs:

device, research, quickly, publications, instrument, technology, branch, obtain, technique, to finish, to be busy with, importance, collaborator, team, field, to get, significance, to come across, information, to gather, coworker, journal, to prove a thesis, to group, supervisor, to defend a dissertation, scientific magazine, collect, data, to encounter, to be dissertation, to allow, investigation. engaged in, to be through with, scientific papers, rapidly;

3. Find antonyms in the list below, arrange them in pairs:

A) theory, to obtain, rapidly, practitioner, to finish, to increase, new, experienced, unknown, wide, passive, to enable, high, complicated;

B) simple, low, practice, to give, to disable, active, slowly, theoretician, narrow, famous, to start, to decrease, old, inexperienced.

4. Agree to the statements of your friend

Use the following expressions of agreement: You are right; You are quite (absolutely) right; It is quite true that ...; What you say is correct...; I agree entirely with you...; You are definitely right when saying that

Example: - *Mike is a post-graduate student at the statistics department of the Luhansk Taras Shevchenko National University.*

- *You are quite right. He is a post-graduate student.*

1. You work under Dr. Petrov, don't you?
2. You have graduated from Polava State University, haven't you?
3. You take part in the research carried on at your department. Am I right?
4. You have published several research papers in journals, haven't you?
5. You collaborate with your colleagues. Is it true?
6. You have obtained valuable information, haven't you?

5. Disagree to the statements of your friend. Use the following expressions of polite disagreement:

I'm afraid you are wrong (mistaken); As a general rule you are quite right, but in this case I think...; What you say seems to be general opinion, but...; I agree with you to a certain extent, but...; A large part of what you say is true, but...; I disagree with your assessment...

Example: - *This research student has already passed all his candidate examinations, hasn't he?*

- *I'm afraid you are mistaken. He has only passed his exam in Philosophy.*

1. His friend has finished the experimental part of his thesis, hasn't he?
 2. Your colleagues do not assist you in your research. Am I right?
 3. The article doesn't contain any valuable information, does it?
 4. He has taken part in many international scientific conferences, hasn't he?
 5. My coworker is rather a practitioner than a theoretician, isn't he?
 6. He didn't use any new method in his research. Do you agree with me?
- a) What does your research deal with?
 - b) What are you engaged in at present?

6. Read the text to find the answers to the following questions:

Text 1.

Taking a Masters Course

- a) What does your research deal with?
- b) What are you engaged in at present?

1. Last year I took a masters course to increase my knowledge in advertising. I passed three entrance examinations – in Ukrainian, English and the special subject. So now I am a master's student of the Luhansk Taras Shevchenko National University. I'm attached to the Faculty of Ukrainian Philology and Social Communication.

2. My research deals with advertising. The theme of the thesis is «Technologies of manipulating the public's opinion in the advertisement». I was interested in the problem when a student so by now I have collected some valuable data for my thesis.

3. I work in close contact with my research adviser (supervisor). He graduated from the Luhansk Taras Shevchenko State University 15 years ago and got his doctoral degree at the age of 40. He has published a great number of research papers in journals not only in this country but also abroad. He often takes part in the work of scientific conferences and symposia. When I encounter difficulties in my work I always consult my research adviser.

4. At present I am engaged in collecting the necessary data. I hope it will be a success and I will be through with my work on time.

Text 2

My research work

I'm an economist in one of Kyiv auditing firms. My special subject is accounting. I combine practical work with scientific research, so I'm a master's student.

I'm doing research in auditing which is now widely accepted in all fields of economy. This branch of knowledge has been rapidly developing in the last two decades. The obtained results have already found wide application in various spheres of national economy.

I'm interested in that part of auditing which includes its internal quality control. I have been working at the problem for half a year. I got interested in it when a student. The theme of my thesis is «Internal quality control of audit services». The subject of my thesis is the development of an effective internal quality control system for audit firm services.

I think this problem is very important nowadays as a major portion of public accounting practice is involved with auditing. In making decisions it is necessary for the investors, creditors and other interested parties to know whether the financial statements may be relied on. Hence there should be an internal control of auditing operations for insuring the fairness of presentation.

My work is both of theoretical and practical importance. It is based on the theory developed by my research adviser, Professor S. Petrov. He is head of the department at Kyiv National University. I always consult him when I encounter difficulties in my research. We often discuss the collected data. These data enable me to define more precisely the theoretical model of the audit internal quality system. I have not completed the experimental part of my thesis yet, but I'm through with the theoretical part. For the moment I have 4 scientific papers published. One of them was published in the US journal.

I take part in various scientific conferences where I make reports on my subject and participate in scientific discussions and debates.

Tasks for the class activity

7. Complete the missing words in this e-mail with words.

Hi Miles,

I'd love a _____ as international lawyer and am really hoping I can _____ in the Wanstow University to do a _____ course in law there. I've _____ in all the necessary forms and just hope that my academic _____ will be good enough for them. I think I fulfill all their _____ but who knows! It took me ages to get the _____ of my college _____, etc. translated but I managed to get everything in by the _____. So now I just have to wait to see if they _____ me for an interview or not. Fingers closed!

Lucia.

8. Fill in the missing words in this email.

Hi Mum,

I've settled in well here at Wanstow. I like my room in this hall of _____. I went to my first _____ this morning it was on research methodology and there were hundreds of students there. The _____ was very good it was Professor Jones, out head of _____. Tomorrow I'll have my first _____ that'll be just me and one other student. We'll be discussing what we have to get done by the end of the _____. I need to try to think some more about the topic for my _____. When that is finalized I'll be assigned as a _____. I'll be expected to see him or her at least once a week during their office _____. I hope I'll like him or her. You hear some awful stories!

Daisy

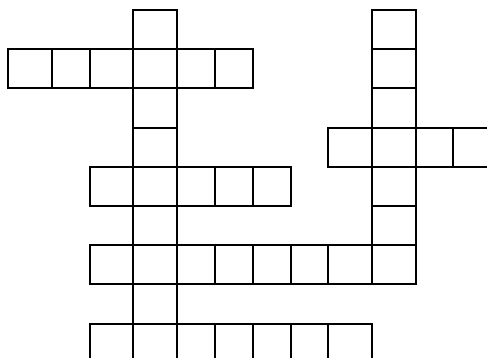
9. Use the clues to complete the crossword.

Across

1. Sometimes uses to refer to college or university in the US.
2. A short test of material that has been taught.
3. To test assess whether a student knows subject material required for a graduate degree.
4. A social organisation for female students.
5. A fourth year student in the US.

Down

6. A second year student.
7. A general word meaning academic staff in the US.



10. Choose the correct word to complete each sentence.

1. I started out doing an MA but then decided to *upgrade* / *defer* to a PhD.
2. Students whose first language is not English usually have to attend a(n) *in-sessional* / *pre-sessional* language courses before their main classes start.
3. Only six students have *enrolled* / *opted*, so the MEd programme will not run this year.
4. Most students decide to *sign* / *proceed* to the MA after completing their Diploma course.
5. Core modules are *obligatory* / *optional*.
6. When I was doing my PhD I had monthly one-to-one *seminars* / *supervisions*.
7. I won't be able to finish the dissertation this year, so I'll have to *opt* / *defer* till next year.
8. *Assessment* / *Assignment* consists of a three-hour end-of-module exam.

11. Match the first part of word combination on the left with the second on the right. Complete each sentence with a word combination.

Meet; to-do; extra-curricular; Activities; an extension; loan study; time; long-term; lecture; draft; deadlines; learning; plan; note; request; first rote; draw management; mind map; list; taking notes

1. I always try to _____ but this time I'm afraid I'm going to have to _____ / If only I could stick to the _____ I make at the beginning of every semester.
2. You should show the _____ of your essay to your tutor before you do any more work on it.
3. Helena missed the class but she borrowed the _____ from a friend.
4. Some people find it more helpful to _____ when they are studying than to take traditional notes.
5. This is an incredibly useful book. Fortunately, I've been able to take it out of the library on _____.
6. Students who are working part-time as well as studying have to be particularly good at _____.
7. Some students get distracted from their studies by all the _____ which most universities offer.
8. I always make a _____ when I'm getting ready to go on a trip.
9. _____ is often considered a very old-fashioned way of learning nowadays.
10. _____ is very important during lectures; you can't remember everything.

12. Match the first part of word combination on the left with the second on the right. Complete each sentence with a word combination changing the verb form where necessary.

Construct; post; enroll; start; from a mailing list; a new thread; enter; subscribe; hit; take in a discussion group; part; moderate; unsubscribe knowledge; the send button; messages; to a mailing list; your username; discussions; on a hybrid course

1. When you log on you will be asked to _____ and password.
2. A long time ago I _____ for marine engineers. I don't want to receive messages from it any more but now I can't remember how to _____.

3. I really enjoy _____ for language teachers and yesterday I _____ about teaching grammar online.

4. I decided to _____ as I thought it would be good to experience a course with both online and face-to-face elements.

5. You will save yourself a lot of embarrassment if you get into the habit of always rereading what you're written before _____ and _____ .

6. Online instructors must be good at _____ so students can work together to _____.

FOLLOW UP

Look at the website of any English-speaking university that interests you. What do they provide about applying to that university? Make a note of any other useful vocabulary you find there.

Topic 2 **MAIN ASPECTS OF A PREDICTED RESEARCH WORK**

Topics for discussion:

- Conferences and symposia.
- Making a summary or an abstract.
- A special academic English language (key: nouns, verbs, adjectives, adverbs; phrasal verbs in academic English; key quantifying expressions; words with several meanings; metaphors and idioms).

Post-discussion and self-control tasks

1. Match English words and word-combinations with the corresponding Ukrainian ones.

1. To take place; 2. committee chairman; 3. secretary-general; 4. call for papers; 5. short abstract; 6. extended extract; 7. summary of the presentation; 8. manuscript of the paper; 9. attendee; 10. accommodation; 11. information desk; 12. key-note speaker; 13. session; 14. review paper; 15. exhibition; 16. proceedings of the conference; 17. scientific associate; 18. full member of the Academy of Science; 19. to lecture; 20. to take the floor; 21. to take part in; 22. poster session; 23. scientific contribution; 24. contributed paper; 25. digest panel discussion.

1. стендове засідання; 2. довідкове бюро; 3. наукова доповідь; 4. огляд матеріалів; 5. основний доповідач; 6. мати місце; 7. збірка матеріалів конференції; 8. виступити; 9. брати участь; 10. читати лекцію; 11. голова комітету; 12. автореферат; 13. учасник; 14. генеральний секретар; 15. коротка теза; 16. дійсний член Академії наук; 17. докладна теза; 18. засідання; 19. виставка; 20. науковий співробітник; 21. рукопис доповіді; 22. дискусія за участю провідних спеціалістів; 23. місце проживання; 24. запрошення на надсилання матеріалів для публікації; 25. науковий внесок.

2. Arrange in pairs the words which are close in meaning.

1. participant, accommodation, speaker, to take place, exhibition, scientific associate, head, deputy director, to take the floor, to present a paper, seminar, overview paper, concurrent session, round table discussions.

2. to submit a paper, display, assistant director, round tables, attendee, reporter, chief, workshop, housing, research associate, review paper, parallel session, to be held, to speak.

3. Use the following speech patterns and make up:

1. a short abstract

2. an extended abstract

A comparison of ... with ... is made

A method of ... is proposed

An approach to estimating ... is present

An attempt to ... is made

Data on ... are discussed

Discussion will focus on the problem of

...

Present data encompass a period of ...

The design of the experiments was to reveal ...

The effect of ... on ... is discussed

The methods used for ... are discussed

The most important results are as follows ...

This paper aims at ...

This paper comments briefly on ...

This paper concerns /considers/ deals with

This paper examines...

This study is an attempt ...

We have been able to show that ...

Робиться порівняння з.....

Пропонується метод ...

Дається підхід до оцінки ...

Робиться спроба ...

Обговорюються дані щодо ...

Обговорення буде

сфокусоване на ...

Дійсні дані охоплюють період

...

Експерименти були

спрямовані на виявлення

Обговорюється вплив ... на ...

Описуються методи, що

використовуються для ...

Найважливіші результати

мають такий вигляд ...

Ця доповідь має своєю метою

...

У цій доповіді даються

короткі зауваження із приводу

...

У цій доповіді розглядається

...

У цій доповіді досліджується

Це дослідження є спробою ...

Ми змогли показати, що...

Tasks for the class activity

4. Each word in the box can be used in two ways, one an everyday way, the other a typically academic way. Complete each pair of sentences using the same word for both sentences and making any necessary grammatical changes.

Generate; turn; soli; confirm; identity; underline; character; pose; nature; focus

1. a. She loves to _____ for photographs in front of her house.

b. The events _____ a threat to stability in the region.

2. a. It was difficult _____ the camera on the flower as it was too small.

b. We should _____ out attention on the most important issue.

3. a. I called the airline and _____ my reservation.

b. The data _____ my hypothesis that animal-lovers enjoy better health.

4. a. A power plant _____ electricity for the whole region.

b. The issue always _____ a great deal of debate among academics.

5. a. The murder was _____ from fingerprints discovered at the scene.

b. In this theory of history, progress is closely _____ with technology.

6. a. She became interested in _____ conservation.

b. The first lecture in the service was on the _____ of human communication.

7. a. Jim's a very interesting _____. I hope you meet him.

b. The book attempts to explain the fundamental _____ of social life.

8. a. I saw her _____ to her husband and whisper something in his ear.

b. Let us now _____ to the subject of the town planning.

9. a. He always _____ every new world when he's reading.

b. The study _____ the fact that very little research exists.

10. a. The liquid became _____ as the temperature was lowered.

b. The study the lack _____ evidence and therefore its conclusions are doubtful.

5. Choose the most appropriate noun to complete each sentence.

1. Environmental *topics / issues/ principles* should be at the top of today's political agenda.

2. In the exam students had to choose three from a choice of ten essay *subjects / theories / topics*.

3. There are still people who are reluctant to accept Darwin's *model / topic / theory* of evolution.

4. The professor decided to take moral courage as the *issue / theme / model* for his inaugural lecture.

5. The London underground map is best understood as a *model / principle / topic* showing how to different stations relate to one another rather than a precise representation of their distances from each other.

6. The Peter *Issue / Principle / Theme* states that member of a hierarchical group will usually end up being promoted to the point at which they become incompetent.

6. In academic style, noun phrase can be used instead of some of the key verbs. Complete each phrase with the appropriate noun and think of your own sentences using those phrases.

1. investigate = conduct, carry out an _____ into/of;

2. illustrate = provide an _____ of;

3. analyse = provide , carry out an _____ of;

4. affect = have an _____ on;

5. attempt = make an _____ to/at;

6. classify = make, provide a _____ of.

7. Insert the necessary verb and put it into the correct form.

1. As can _____ from Table II, participation figures have been steadily falling since 1970.

2. Different authors have _____ for the President's actions in different ways.

3. Mendel attempted to devise a system for _____ the many different types of pea plant that grew.

4. It is often most effective _____ your data in a chart or table.

5. The data we have collected _____ that there has been a downward trend with regard to job satisfaction over the last 50 years.

6. The aim of the research is _____ a new software application which help aviation engineers design more sophisticated aircraft.

7. The archeologists should be able to use carbon dating techniques _____ exactly how old the bones are.

8. Charles Darwin attempted _____ the existence of different species in terms of evolution.

8. Choose the best adjective from the box to complete these sentences.

Qualitative; complex; potential; rigorous; specific

1. The plant is difficult to grow and needs _____ conditions to survive.

2. His tutor was critical of his work for not being _____ enough.

3. In the past the northern tribes looked on the tribes of the south as _____ enemies.

4. We choose a _____ approach to our research and interviewed individuals personally.

5. A _____ set of circumstances led to a civil war in 1897.

9. Change the sentences using adverbs which mean the opposite of the underlined ones.

1. There were roughly 350 people living in the village in 1958.

2. Parents seldom complained that the school authorities failed to inform them of changes.

3. We investigated the problem and initially found some small errors in the calculations.

4. The temperature was exactly half a degree lower than the average.

5. Sign (1998) is explicitly critical of existing theories of economic growth.

6. Soil erosion is specifically caused by water or wind.

7. Senior citizens almost always use the Internet to communicate with one another.

8. The disease is directly linked to environmental factors.

10. Fill in the missing phrasal verbs in this paragraph.

As part of my MA I've been doing some research on language acquisition. I've been working (1) _____ how young children learn their mother tongue. I've been carrying (2) _____ some experiments to see how much reading to young children affects their language development. I've a great supervisor who has helped me set (3) _____ my experiments and she's also pointed (4) _____ lots of interesting things in my data that I hadn't noticed myself. I'm busy writing my work (5) _____ now and I think I should be able to put (6) _____ some useful ideas. It's been really fascinating and I hope I may be able to go (7) _____ to do a doctorate in the same field although I certainly never set (8) _____ to do a PhD.

11. Complete the sentences using the correct forms of the words in italics.

1. In a _____ number of cases, there was no reaction at all to the drug. *surprise*

2. The analyses demanded an _____ amount of computer time. *exceed*

3. _____ number of birds inhabit the lake during the winter. *consider*

4. The course requires a _____ amount of prior knowledge of computers. *reason*

5. The survey took a _____ amount of research time and costs were high. *substance*

6. The two dams can hold in _____ of two cubic kilometers of water. *exceed*

7. In _____, 12 areas of the Southern Indian Ocean are now closed to deep-sea fishing. *totally*
8. Groups _____ four people were considered too large for the experiment. *exceed*
9. No _____ than 2000 new computer viruses are created every year. *few*
10. In a _____ number of cases, surface damage was noticed. *signify*

12. Which word could fit in each of these sets of phrases?

1. discuss the following _____; underline the key _____; make some thoughtful _____;
2. to _____ a precedent; a _____ of exercise; a _____ book;
3. take _____ with; the latest _____ of the New Scientist; a controversial _____;
4. a _____ of communication; the English _____; to _____ one's energies into.

13. Choose the word from the box to complete each sentence.

Elucidate; glaring; highlights; illuminate; light; remained; shadow shed; shine

1. The result of the investigation _____ a light on the pressures of the global economy on farmers in developing countries.
2. Until recently, scientists have _____ in the dark as to the cause of the disease, but a recent breakthrough promises to _____ new light on the problem.
3. Our whole notion of time and space has changed in the _____ of recent developments in physics.
4. These computers have lived for decades in the _____ of poverty and social deprivation.
5. The collapse of the bridge _____ the need for a more rigorous analysis of the effects of contrast traffic movements.
6. The team carried out a series of experiments in an attempt to _____ the mysterious processes at work in the organisms.
7. The article helps to _____ for the ordinary reader some of the more difficult references in Shakespeare's plays.

8. The professor found some _____ errors in one student's calculations.

FOLLOW UP

1. Using the tasks as a model, prepare some assignment topics studying any subject that you are familiar with.

2. Find an article of interests to you in your discipline and underline all the key adverbs. Then check that you understand their meaning.

Topic 3

ENGLISH ACADEMIC SCIENTIFIC STYLE

Topics for discussion:

- Scientific writing, its' process, and the main elements.
- Writing an article.
- Writing a formal report.
- Word division.

Post-discussion and self-control tasks

1. Think about this problems and experience in academic scientific writing.

1. Are the rules for writing essays in your native language the same as or different from those for English writing?

2. What do you hope to learn about English academic writing in this course? (Think about the writing assignments you will have to do in your academic course work.)

3. What kinds of composition courses have you had up to now?

4. Is writing hard for you?

5. What would you like to improve in your writing skills?

2. Which of the following written materials can be considered academic writing? Why?

- | | | |
|------------------------|---------------------------|---------------------------|
| - Thesis | - letter to a friend | - invitation to a concert |
| - article | - essay | - summary |
| - resume | - annotation | - complaint letter |
| - message | - presentation | - essay test |
| - dissertation | - fax | - composition |
| - statement of purpose | - invitation to a lecture | - memo |
| - abstract | - e-mail | - annotated bibliography |
| - cover letter | - outline | - report |
| - competition entry | - review | |

3. Why should you get ahead in your academic writing?

Choose the three most important tips from the list below. State your point of view.

1. to know English better
2. to manage my daily schedule
3. to learn how to write academic papers
4. to know how to synthesize information from a variety of sources
5. to get extra qualification
6. to learn to think logically
7. to get critical-thinking skills
8. to get one more certificate in English
9. to learn English grammar better
10. to have a good time in a company of clever guys
11. to get new acquaintances
12. to know what academic writing is

Ex. 6 Below are definitions of different kinds of written assignments. Read and analyze each case.

An essay is usually written for a teacher and may be written as a follow-up to a class activity. It should be well organized, with an introduction, clear development and an appropriate conclusion. The main purpose of the task is the development of an argument and/or discussion of issues surrounding a certain topic. Candidates will usually be expected to give reasons for their opinions.

A report is usually written for a superior (e.g. a boss or college principal) or a peer group (e.g. club members or colleagues). Candidates will be expected to give some factual information and make suggestions or recommendations. A report should be clearly organized and may include headings. Students need to be taught a report format, with the use of headings where appropriate. They should also work on specific vocabulary areas such as transport, leisure and entertainment, and learn how to make suggestions and recommendations.

A proposal is written for a superior (e.g. a boss or college principal) or a peer group (e.g. club members or colleagues). Candidates will be expected to make one or more suggestions,

supported by some factual information, in order to persuade the reader of a course of action. A proposal should be clearly organized and may include headings. Proposals are often structured in a similar way to reports and should be clearly organized under headings.

A review is usually written for an English-language magazine, newspaper or website. The main purpose is to describe and express a personal opinion about something which the writer has experienced (e.g. a film, a holiday, a product, a website, etc.) and to give the reader a clear impression of what the item discussed is like. Description and explanation are key functions for this task, and a review will normally include a recommendation to the reader.

An article is usually written for an English-language magazine or newspaper, and the reader is assumed to have similar interests to the writer. The main purpose is to interest and engage the reader, so there should be some opinion or comment.

A competition entry is written for a judge or panel of judges. Candidates will usually be expected to nominate somebody for something or propose themselves for selection for something (e.g. a grant to study). A competition entry will include some degree of persuasion and give reason(s) why the candidate's choice is best.

An annotated bibliography is a short summary of several sources, usually books or articles. For each source, the writer begins with full publication information. Then the writer summarizes the source. The summary can be as long or as short as the prompt dictates.

Tasks for the class activity

7. Match the beginnings of each sentence with the most appropriate ending.

- | | |
|---------------------------------------|---|
| 1. We must never accept the notion | a) on the role of the United Nations in terms of war. |
| 2. The task of choosing an analytical | b) on gender and language use very clear. |
| 3. The book expresses his viewpoint | c) of dark matter to explain certain observations. |
| 4. Tannen has always made her stance | d) that intelligence is connected to race. |

- | | |
|---|---|
| 5. Consumers have different perceptions | e) of family healthcare which change everything. |
| 6. The report laid out a new model | f) of what low price and high quality means. |
| 7. Physicists developed the concept | g) framework is an important stage in any research. |

8. In each sentence two of the options in italics are possible and one is not. Which is not?

1. The author *notes* / *observes* / *pinpoints* that commodity prices change depending on the season.
2. Grey *puts forward* / *proves* / *advances* a controversial theory to explain climate change.
3. Richardson *claims* / *questions* / *challenges* the accuracy of Malwar's figures.
4. Trakov *stresses* / *emphasises* / *asserts* the importance of pilot testing before carrying out a survey.
5. Ripoll *advances* / *demonstrates* / *shows* how large-scale urban planning can go wrong.
6. Thompson's *assertion* / *contention* / *description* that no member of the committee was informed of the director's plan is incorrect.
7. Evans *declared* / *cast doubt* / *maintained* there was no cause link between the events.

9. Use the words from the box in an appropriate form to complete the text.

Denote; perspective; express; comprehend; evoke; nuance; convey; infer connotation; discourse

The American songwriter Bob Dylan is often considered to be as much a poet as a musician. He _____ his political ideas through folk songs in his early period. His melodies were often simple but his words _____ complex messages, often with subtle _____. In one of his songs, he speaks of a 'hard rain' which will fall after a nuclear war. On one level the words _____ real, radioactive rain, but the _____ of the words are many: life will be hard, real, radioactive rain, but the _____ of the words are many: life will be

hard, perhaps impossible. Perhaps the consequences will fall hard on the politicians who started the war too. There are many things we can _____ from these words. The song is part of the political _____ of the Cold War of the 1960s. It _____ an atmosphere of fear and hopelessness. Seen from the _____ of the post-Cold-War era, it may seem difficult to _____ such fear, but at the time, that fear was very real.

10. Rewrite the sentences using words and expressions starting with the beginnings as shown.

1. Protecting the privacy of our subjects must take priority over absolutely everything else. (We must give ...)

2. Our intention in designing the questionnaire was to make it as simple as possible to answer (We designed the questionnaire with ...)

3. We aimed to define and evaluate a new approach to urban planning. (We had as our goal the ...)

4. I did not intend to become a scientist when I began my studies. (I had no ...)

5. A methodology based on a hypothesis does not work in some cases. (A Hypothesis ...)

6. Our project is located in the area where sociology and psychology meet. (Our project is located at)

11. Use the words in the box in an appropriate form to complete the sentences.

root; shift; adopt; encounter; underline; philosophy; hold; ethical

1. The _____ principles of Asian and European _____ are very similar.

2. People tend _____ a more conservative stance as they get older.

3. She has always _____ the view that primary education should not start before the age of seven.

4. Many people have _____ objections to investing in companies which support corrupt regimes.

5. Some employers still have a deep-_____ prejudice against employing older people, and many older people _____ such prejudice when they apply for jobs.

6. The government seems to have _____ its position recently.

12. Match the beginning of each sentence with the most appropriate ending.

- | | |
|-------------------------|--|
| 1. We may | a) assume that the exchange rate will continue to fluctuate. |
| 2. It would seem | b) not to be the case that all the questions were answered honestly. |
| 3. Of course it | c) to appear from all the findings that the test is reliable. |
| 4. We can certainly | d) well discover that the problem was caused by overheating. |
| 5. It may well turn out | e) argued that conflict was inevitable after the events of recent years. |
| 6. It could be | f) is true that not all factories caused huge amounts of pollution. |

FOLLOW UP

A Guide to the Narrative Craft, Janet Burroway wrote: «Remember. Writing is easy. Not writing is hard». Write a short organized response to this quotation by explaining two or three major reasons that writing is hard (or not hard) for you. Use details and examples to support your discussion. (150-200 words).

Topic 4

UNDERLINING PURPOSE, AUDIENCE, AND TONE

Topics for discussion:

- Determining and identifying the purpose.
- Setting the tone.
- Previewing, highlighting, and annotating the text.

Post-discussion and self-control tasks

1. If you were writing an oral presentation, you would consider your audience and adjust your style accordingly. The same procedure applies to writing. Choose the most important characteristics you will influence on your audience

- | | |
|---|--------------------------|
| - choice of vocabulary | - the tone of the essay |
| - timbre of voice | - manner of behavior |
| - sentence structure | - the kind of language |
| - tempo of speech | - appearance your thesis |
| - the kind of evidence you use to support | |

2. Choose the correct words out of the given list to answer the following question: «When planning a paper addressed to or pertinent to a certain audience what factors are you to consider identifying the audience? ». State your point of view.

the audience's age, hobbies, marital status, sex, social status, level of education, special interests or needs, profession, nationality, knowledge of French, weight, cultural or racial background, family members, feelings and attitudes, relationship to you, occupation.

3. There are many occasions when a student needs to be convincing and persuasive in writing for different reasons (purposes). Below there is a short list of some situations. Can you think out some more?

You're writing to fulfill an academic assignment, complete an essay test in your major, share information with family or friends, get a scholarship, solve a problem, apply for a job, borrow money from your father, persuade a publisher to publish your book, win a short-story contest.

4. Determine appropriate levels of formality.

• What level of formality should be used in each of these writing tasks? Is it technical, formal, informal, or colloquial?

Examples

Your brother writes to you about his experiences as a college freshman. colloquial

You need to write a note for your professor, saying you had stopped by her office and want to make an appointment. (formal)

1. You need to write a seminar report for colleagues in your major field (other educators, other engineers, other sociologists).

2. Your friend needs to write a letter to his father, who fairly understands and with whom he is fairly close, explaining his poor grades.

3. You need to write a letter to your sponsor, explaining your poor grades and asking for more.

4. It is summer vacation, and you are writing a letter to your American roommate, who has not traveled much, persuading him or her to come to visit you in your country.

6. Your roommate is completing a term paper (a lengthy paper which usually takes several weeks and library research to complete) for a lower-level economics class.

7. You are writing comments on a peer review form for a classmate.

8. Your professor is writing an article on historical linguistics for The TESOL Journal.

9. You are writing about how to build a suspension bridge for an upper-level civil engineering course.

5. Analyze the use of audience and tone.

Imagine you are teaching a composition course for native speakers. You have just finished a unit in which you studied Robert Kaplan's research on the cultural differences in writing.

• Read the following Essay Test Question and the three Essay Test Answers that follow.

• On a separate sheet of paper, analyze each Essay Test Answer for audience, tone, vocabulary, style, language content, and organization.

Example Audience: *Other American students (we ... us).*

Essay Test Question

As you learned from the Kaplan article, people in different cultures have different approaches to writing. What do nonnative speakers need to know about the format rules in this culture? Write an essay in which you explain to nonnative speakers the rules for academic writing at universities in this culture. Be specific and informative.

Essay Test Answer 1

Professors in this culture have specific format rules. First, they want papers to be neat. This is true in other cultures too. But in our culture, we have to remember little things. Such as put the holes on the left, not the right. We also have to skip lines and leave the margin empty. Because the paper will be easy to read. Moreover, professors here want us to use only the front of the paper, not the back. We aren't supposed to flip the page over wrong. So what should be the top is used as the bottom, this is confusing.

Second, a composition is supposed to be like a picture. The words are the picture and the margin is the frame. We think this is beautiful. But maybe people in other cultures think something else is beautiful. Cultures are different, nobody is right or wrong. Also, if my paper is sloppy, it looks like I did it at the last minute. Professors here expect us to pay attention to details. Not just with format but with spelling, capitalization, and punctuation. For example, one of my professors gave me a C, I had too many mistakes.

Third, we have to type the right way. If a paper is typed wrong, our grade goes down. We have to double-space and leave spaces on the side. We also have to use font 12, not 15. If we use a computer to write our papers and print them, we have to make sure we tear the pages apart and put them in order. Professors do not like to do that for us. I think if nonnative speakers know these rules, they will do well with format. But they need to have interesting content, too. Because a paper won't get a good grade just because it looks nice.

In conclusion, it won't be hard for nonnative speakers to learn these rules; they are easier than thinking of ideas. [324 words]

Essay Test Answer 2

Cultural differences regarding the presentation of an academic paper may not be significant, but nonnative speakers should be aware of the format rules they will be expected to follow in academic courses.

First, effective academic writing in any culture looks polished and professional. In other words, it is well presented, not sloppy or illegible. Literally, the word "paragraph" means "picture of words." The completed writing assignment is pleasing to the eye and easy to read. Good writers care as much about the paper's appearance as its message. Writing a good paper takes effort, and the "format" of the paper is the wrapping on the gift. The professor will be more willing to appreciate the message if the presentation is pleasing to the eye. Such a paper demonstrates the writer's eye for detail in the completion of the paper, whereas a sloppy paper indicates a slipshod job, perhaps a last-minute attempt. A paper that looks professional will not necessarily get an "A" in a university here, but a carelessly assembled, messy paper will be lucky to get a "D," especially if the content is poor.

Although good academic writers in most cultures have high standards with respect to the presentation of their writing, the format rules they follow may vary in other cultures. To begin with, the use of holes, lines, margins, and the paper space are different from culture to culture. For example, in some cultures, writers prefer the paper holes on the right, not the left. Thus, their front page is the back of the page in this culture. Moreover, writers in other cultures may not like to waste paper, so they fill all the space on a page, including the margins. Professors here, however, will expect empty margins and double spacing to allow room for comments and aid readability. Also, the pages should be clearly numbered and in order, and the back of the paper should not be used. If the back is used, the writing should not be upside down. The paper, therefore, should not be flipped over from the bottom; the top of the back page should correspond to the top of the front page, not the bottom. Finally, there are other format rules to learn regarding typed papers. Typed papers should be double-spaced in font 12. The margins should be adequate

also. Professors expect the pages to be numbered, torn apart if printed, and handed in the correct order.

In conclusion, nonnative speakers need to realize that, regardless of neatness, the format they are used to may be distracting to a professor here. Learning these rules is easier than learning how to compose a paper. [441 words]

Essay Test Answer 3

I'm going to write about the format rules for writing in school. I think good writing looks neat. What I mean is that it is not a piece of junk. My composition teacher said my paragraphs should be pictures. The paper is cool to look at. Easy to read if I do, I guess. I used to write yucky papers. But now I don't. Do you? I hear that format things are different everywhere. People use lines and stuff different all over the world. Weird. I guess people from other countries need to learn the same things as me. If they don't, they might turn their teacher off. Even if they are neat. Writing good papers are a pain. The "format" of the paper is a big deal. For my teachers, they will like my papers better if they look good. I care about the little things. That's what they think. A sloppy paper makes it look like I pulled an all-nighter. That's what I learned in my composition class. I want to write well. So that I don't get an F. Also, I shouldn't beat around the bush. I think that's all. [199 words]

1. Which Essay Test Answer sounds the most academic in tone? Why?

2. Which one has the most formal and sophisticated vocabulary? Why?

3. Which one has the best control of style and language? Why?

4. Which one has the most effective content and organization? Why?

Tasks for the class activity

6. Read the following excerpts carefully. Try to put yourself in each writer's position, considering the purpose or purposes he or she had in mind when writing. For what purpose

or purposes do you think each passage was written? What makes you think so?

1. Of course, short people have been looked down upon for years. In the matter of language, for example ... one does not wish to be found short-tempered, short-winded or shortsighted. One does not wish to be left with the short end, caught short-handed or given short shrift. Shortages, short circuits and shortfalls are universally deplored. On the other hand, one takes pride in filling a tall order, gapes at the tall ships, admires a tall tale and – out here in the Wild West – sits tall in the saddle. Although brevity is the soul of wit and one strives to make a long story short, this quality is not equally appreciated when manifested in human form. Just as we habitually use the masculine gender to denote all people, we use tallness to measure height. Thus there are those who say they are “4 feet tall” when they are clearly 4 feet short. (Beth Luey, “Short Shrift,” Newsweek)

2. Radio began with the transatlantic “wireless” communication of Guglielmo Marconi (1874–1937) in 1901 and the development of the vacuum tube in 1904, which permitted the transmission of speech and music. But it was only in 1920 that the first major broadcasts of special events were made in Great Britain and the United States. Lord Northcliffe, who had pioneered in journalism with the inexpensive, mass-circulation Daily Mail, sponsored a broadcast of “only one artist . . . the world’s very best, the soprano Nellie Melba.” Singing from London in English, Italian and French, Melba was heard simultaneously all over Europe on June 16, 1920. This historic event captured the public’s imagination. The meteoric career of radio was launched. (McKay, Hill, Buckler, A History of Western Society, Vol. II)

7. The two student paragraphs that follow treat the same general subject, but their purposes are different. What do you see as the primary purpose of each paragraph? What other purposes might each writer have had?

1. Answer to an essay examination question: “Identify the Boston Massacre.” The Boston Massacre refers to a 1770 confrontation between British soldiers and a crowd of colonists.

Encouraged by Samuel Adams, the citizens had become more and more upset over issues like the British government's stationing troops and customs commissioners in Boston. When angry colonists attacked a customhouse sentry on March 5, 1770, a fight broke out. Soldiers fired into the crowd, and five civilians were killed. Although the soldiers were found guilty only of manslaughter and given only a token punishment, Samuel Adams's propaganda created the idea of a "massacre" in the minds of many Americans.

2. From "The Ohio Massacre: 1770 Revisited" (student essay): In two incidents that occurred exactly two hundred years apart, civilian demonstrators were shot and killed by armed troops. Although civilians were certainly inciting the British troops, starting scuffles and even brawls, these actions should not have led the Redcoats to fire blindly into the crowd. Similarly, the Ohio National Guard should not have allowed themselves to be provoked by students who were calling names, shoving, or throwing objects, and Governor Rhodes should not have authorized the troops to fire their weapons. The deaths — five civilians in Boston, Massachusetts, in 1770, and four students in Kent, Ohio, in 1970 — were all unnecessary.

The text for analysis

8. The following passage illustrates a student's highlighting and annotations on an article about the decline of American public schools.

One of the most compelling arguments about the Vietnam War is that it lasted as long as it did because of its "classist" nature. The central thesis is that because neither the decision makers in the government nor anyone they knew had children fighting and dying in Vietnam, they had no personal incentive to bring the war to a halt. The government's generous college deferment system, steeped as it was in class distinctions, allowed the white middle class to avoid the tragic consequences of the war. And the people who did the fighting and dying in place of the college-deferred were those whose voices were least heard in Washington: the poor and the disenfranchised.

I bring this up because I believe that the decline of the public schools is rooted in the same cause. Just as with the Vietnam War, as

soon as the middle class no longer had a stake in the public schools, the surest pressure on school systems to provide a decent education instantly disappeared. Once the middle class was gone, no mayor was going to get booted out of office because the schools were bad. No incompetent teacher had to worry about angry parents calling for his or her head “downtown.” No third-rate educationalist at the local teachers college had to fear having his or her methods criticized by anyone that mattered.

The analogy to the Vietnam War can be extended even to the extent of the denial. It amuses me sometimes to hear people like myself decry the state of the public schools. We bemoan the lack of money, the decaying facilities, the absurd credentialism, the high foolishness of the school boards. We applaud the burgeoning reform movement. And everything we say is deeply, undeniably true. We can see every problem with the schools clearly except one: the fact that our decision to abandon the schools has helped create all the other problems. One small example: In the early 1980s, Massachusetts passed one of those tax cap measures, called Proposition 2 1/2, which has turned out to be a force for genuine evil in the public schools. Would Proposition 2 1/2 have passed had the middle class still had a stake in the schools? I wonder. I also wonder whether 20 years from now, in the next round of breast-beating memoirs, the exodus of the white middle class from the public schools will finally be seen for what it was. Individually, every parent’s rationale made impeccable sense – “I can’t deprive my children of a decent education”—but collectively, it was a deeply destructive act.

The main reason the white middle class fled, of course, is race, or more precisely, the complicated admixture of race and class and good intentions gone awry. The fundamental good intention—which even today strikes one as both moral and right – was to integrate the public classroom, and in so doing, to equalize the resources available to all school children. In Boston, this was done through enforced busing.

In Washington, it was done through a series of judicial edicts that attempted to spread the good teachers and resources throughout the system. In other big city districts, judges weren’t involved;

school committees, seeing the handwriting on the wall, tried to do it themselves.

However moral the intent, the result almost always was the same. The white middle class left. The historic parental vigilance I mentioned earlier had had a lot to do with creating the two-tiered system – one in which schools attended by the kids of the white middle class had better teachers, better equipment, better everything than those attended by the kids of the poor. This did not happen because the white middle-class parents were racists, necessarily; it happened because they knew how to manipulate the system and were willing to do so on behalf of their kids. Their neighborhood schools became little havens of decent education, and they didn't much care what happened in the other public schools.

In retrospect, this behavior, though perfectly understandable, was tragically short-sighted. When the judicial fiat made those safe havens untenable, the white middle class quickly discovered what the poor had always known: There weren't enough good teachers, decent equipment, and so forth to go around. For that matter, there weren't even enough good students to go around; along with everything else, middle-class parents had to start worrying about whether their kids were going to be mugged in school.

Faced with the grim fact that their children's education was quickly deteriorating, middle-class parents essentially had two choices: They could stay and pour the energy that had once gone into improving the neighborhood school into improving the entire school system—a frightening task, to be sure. Or they could leave. Invariably, they chose the latter.

And it wasn't just the white middle class that fled. The black middle class, and even the black poor who were especially ambitious for their children, were getting out as fast as they could too, though not to the suburbs. They headed mainly for the parochial schools, which subsequently became integration's great success story, even as the public schools became integration's great failure. (Joseph Nocera, "The Case Against Joe Nocera: How People Like Me Helped Ruin the Public Schools")

- What is the writer's general subject?

- What is the writer's most important idea?
- How does he support this key idea?
- How does the writer make connections among related points

clear?

FOLLOW UP

Choose the topic in the sphere you are interested in and write 3-4 major reasons why you should investigate this question.

Give arguments to support your ideas. (150-200 words, every other line).

Topic 5 **PLANNING AN ESSAY.**

Topics for discussion:

- Understanding the writing process.
- Computers and the writing process.
- Analysing your assignment.
- Choosing and narrowing a topic.
- Finding something to say.

Post-discussion and self-control tasks

1. Answer the questions:

1. Describe your own writing process. (If you prefer, you may draw a diagram that represents your process.) What do you do first? What steps do you return to again and again? Which stages do you find most satisfying? Which do you find most frustrating?

2. What visual aspects of your writing process do you like to use. For example, do you find yourself making charts or diagrams as you write? Do you use arrows to connect ideas? How do these strategies help you to generate ideas and identify connections between them?

3. To what extent does your writing process rely on the computer? Look back at the two paragraphs you discussed and add details about how you use the computer in your writing process.

4. List all the potential sources you can think of for the essay you are writing. Include specific newspapers and magazines, television shows, conversations you might have, Web sites, assigned reading, emails, and so on. Exchange lists with a groupmate, and add two sources to his or her list.

5. Consider what kinds of visual images might enhance your essay-in-progress. For example, would a photograph of a particular person or place be helpful? List several possibilities, and write a few sentences explaining what each visual might add to your essay.

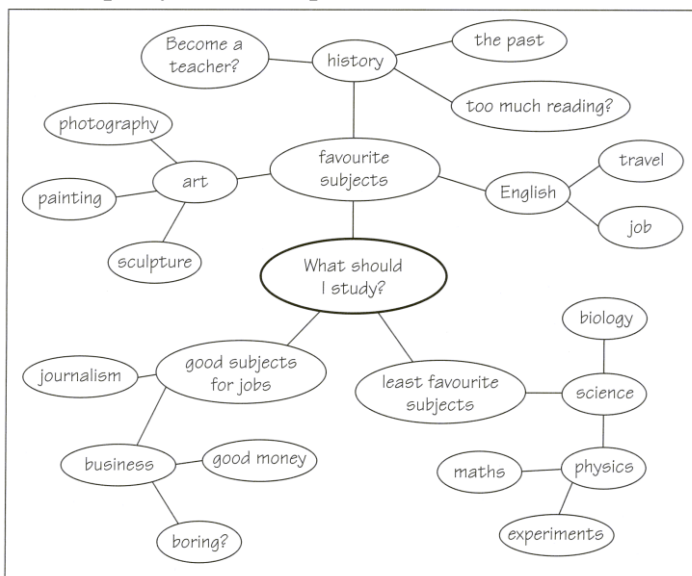
6. Choose one visual to use in your essay. Using the visual as a focus, brainstorm to find additional ideas for your essay.

Tasks for the class activity

2. Work with the partner or a small group. Choose one of these topics. List as many ideas as you can.

- a teenage slang;
- professional slang;
- regional languages.

3. Here is an example of mapping. Look through and think of you're the map to your own topic.

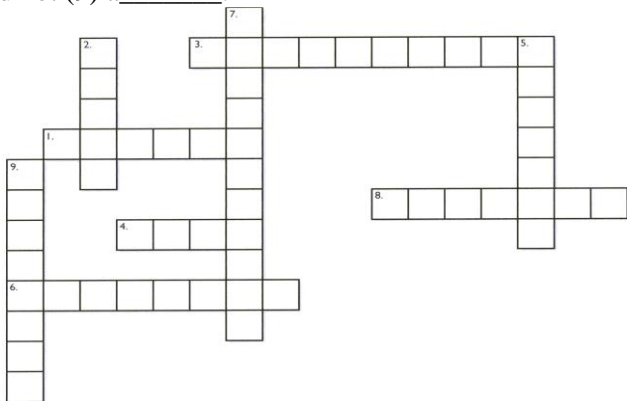


4. Complete the crossword puzzle.

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) l_____. 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_____ as 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_____.



FOLLOW UP

Using the map of your own topic which was made before and practice freewriting for ten minutes. Remember, do not stop, erase, or go back. Just write as much as you can.

Topic 6

USING A THESES TO SHAPE THE MATERIAL

Topics for discussion:

- Understanding theses and its development.
- Constructing an informal and formal outline.
- Constructing a storyboard.
- Writing a wide draft and moving from it.
- Using specific revision strategies.
- Editing and proofreading, and preparing a final draft.

Post-discussion and self-control tasks

1. Analyse each of the following items, and explain why none of them qualifies as an effective thesis statement. How could each be improved?

1. In this essay, I will examine the environmental effects of residential and commercial development on the coastal regions of the United States.
2. Residential and commercial development in the coastal regions of the United States.
3. How to avoid coastal overdevelopment.
4. Coastal Development: Pro and Con.
5. Residential and commercial development of America's coastal regions benefits some people, but it has a number of disadvantages.
6. The environmentalists' position on coastal development.
7. More and more coastal regions in the United States are being overdeveloped.
8. Residential and commercial development guidelines need to be developed for coastal regions of the United States.
9. Coastal development is causing beach erosion.
10. At one time I enjoyed walking on the beach, but commercial and residential development ruined the experience for me.

2. For three of the following topics, formulate a clearly and carefully worded thesis statement.

1. A local or national event that changed your life.
2. Cheating in college.
3. US immigration laws.

4. Should women in the military serve in combat?
5. Private versus public education.
6. Should college health clinics provide birth control services?
7. Is government censorship of the Internet justified?
8. What individuals can do to save the Earth.
9. The portrayal of an ethnic group in film or television.
10. Should smoking be banned in bars?

Tasks for the class activity

3. Read the following extract and develop your version of the process of writing.

Once you understand the assignment, you are ready to start the writing process. This process includes the planning, writing, revising, and proofreading and editing of your papers. These activities are not necessarily sequential, and everyone has preferences on how to complete the process. Some people prefer brainstorming before outlining, and some may prefer listing and outlining simultaneously. Some write and revise at the same time. Critical thinking is a major part of this process.

The process of writing

Brainstorming (Generating/Collecting/Planning ideas)

1. List possible ideas that follow the assignment focus, and make lists and clusters to "get the juices flowing."
 2. Determine your focus at this point (limit your topic) if the assignment does not do so for you.
 3. Consider whom you are targeting as your audience at all times.
 4. Examine the ideas and choose the most convincing ones.
 5. Gather and evaluate information to support the ideas.
- Make final selections.

Organizing (Refining/Formalizing plan)

1. Determine how you will present your ideas (rhetorical method).
2. Make an outline or chart in which you clearly determine your thesis or topic statement, your subtopics (main points), and specific support.
3. Make changes; add or delete ideas.

4. Put the plan aside and take a break. New ideas will occur to you while you are resting.

5. Revise the plan some more.

6. Get feedback from your professor or peers (peer review).

7. Revise the plan.

Writing (Composing in longhand or on computer)

1. Compose the first draft of the paper. Follow the plan while composing.

2. Try to write without stopping frequently to look up words or revise for fluency.

3. New ideas may occur to you. Make changes as needed to include any improvements.

4. Put the paper aside for a while and take a break so that you can look at it again with a fresh eye.

5. Get feedback from your professor or peers (peer review).

Revising (Making major changes)

1. Return to the paper with an objective eye.

2. Be a critical thinker. Evaluate the paper. Is it effective?

3. Make major changes in the content, organization, and order of support.

4. Make the sentences more complex and smooth.

You may end up writing more than one draft to attain the final product.

Proofreading and editing (Making minor changes to mechanics)

1. Correct grammar errors.

2. Check for errors in spelling, punctuation, and capitalization.

3. Check format (margins, use of lines, labeling and paper type).

4. Enumerate and describe each stage of the process of writing.

Time Management of the Writing Process

You learned that as a college or university student, you are very busy trying to juggle all of your course work in order to get all of your assignments done on time. Writing a paper may take more

time than you think it will. Due to all of the activities involved in the process of writing, you do not want to wait until the last minute to start a paper. Pulling an "all-nighter" or trying to write the paper the morning it is due may well lead to bad results. Not only is such an approach stressful, it is usually unsuccessful. The quality and appearance of the final product reveal the haste in which the paper was done, giving the professor a bad impression. Professors expect papers to be complete, well organized, and clearly presented.

It is a good idea to start the prewriting activities soon after getting an assignment; if you plan time in your daily and/or weekly schedule to complete the assignment, you will feel less stressed and more satisfied with the product. Doing a little bit every day instead of procrastinating will make you a more productive and successful student.

Determining time management of the writing process

Now concentrate on the writing activities. Compare the amount of time you think each activity would take for both out-of-class and in-class writing assignments.

- By yourself, complete Chart 1 by calculating the percentage of time you would need in each activity.
- Then compare your answers to your partners'.
- Figure out the group's average in each area on Chart 2.
- Report to the class and answer the Discussion Questions that follow.

Chart 1 Your Own Percentages

	Out-of-Class	In-Class
Brainstorming		
Organizing		
Writing		
Revising		
Proofreading / Editing		
	100%	100%

Chart 2 Your Group's Averages

	Out-of-Class	In-Class
Brainstorming		
Organizing		
Writing		
Revising		
Proofreading / Editing		
	100%	100%

5. Now discuss these questions with the class.

1. How do the percentages differ in class vs. out of class?
Why?
2. Which activity do you think is the most important in each case? Why?
3. Which activities take the least amount of time? Why?
4. Will you be making any changes to your approach to completing assignments? If so, explain.

6. Brainstorming for a writing assignment.

To practice analyzing an assignment and determining the audience, do the following.

- Study the following model assignment carefully.
- Discuss the questions that follow.
- Complete the assignment by choosing one of the brainstorming methods.

Model Assignment

The International Student Organization (ISO) at your university or college publishes a newsletter read by students, professors, and administrators. The ISO would like short articles (1 to 2 typed pages, double-spaced) written by nonnative speakers on the benefits they gain by studying in the U.S. or Canada.

Brainstorm for a few minutes alone. Make lists, clusters, and/or charts to find ideas for the article you want to write. After working alone for a few minutes, share your notes with partners. Each of you should discuss your notes and revise them (add or discard ideas) as new ideas occur to you.

Discussion Questions

1. Which part is the lead-in? What is the situation? Who is the audience?
2. Which part is the assignment task? How many things do you have to do? List the imperative verbs.
3. What is the topic? List the important words in the topic.
4. What level of formality (and point of view) should be used in the article?

5. How long should the article be?
6. How should the article be presented (format)?
7. Do you have to write the article yet? Why or why not?

7. Methods of Brainstorming

Choose one of the following brainstorming methods to generate (create) ideas for the in-class assignment.

Method 1: Listing ideas is one way to brainstorm. First, list the ideas as they occur to you. **Example:**

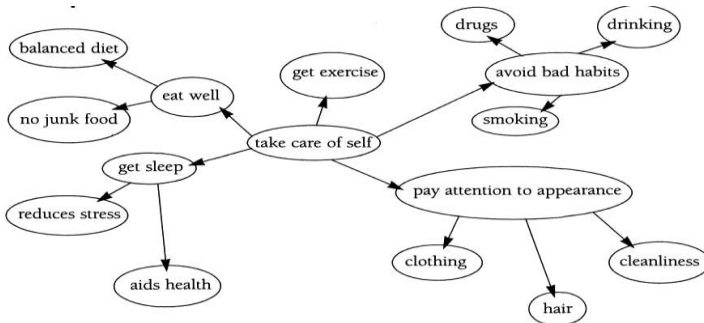
<i>self-respect</i>	<i>get exercise</i>	<i>don't argue</i>
<i>care about self</i>	<i>eat well</i>	<i>be assertive</i>
<i>polite behavior</i>	<i>follow the rules</i>	<i>accept criticism</i>
<i>respect for others</i>	<i>attend class</i>	<i>like yourself</i>
<i>take care of</i>	<i>arrive on time</i>	<i>obey the laws</i>
<i>appearance</i>		
<i>avoid bad habits</i>	<i>Do homework</i>	<i>self-regard</i>

After that, organize the lists. Put related ideas together.

Example:

<u><i>Self-respect</i></u>	<u><i>Care about self</i></u>	<u><i>Respect for others</i></u>
1. <i>self-regard</i>	1. <i>take care of appearance</i>	1. <i>polite behavior</i>
2. <i>like yourself</i>	2. <i>get exercise</i>	2. <i>follow the rules</i>
3. <i>confidence</i>	3. <i>eat well</i>	3. <i>obey the laws</i>
4. <i>self-worth</i>	4. <i>avoid bad habits</i>	

Method 2: Clustering. If you are a visual learner, you might want to "cluster."



Method 3: Charting

Charts are useful if you know your main points and you want an informal way to move from general to specific.

Example		Self-Respect	
General	→ Less General	→ Specific	→ More Specific
are for my well-being	Care about appearance	Cleanliness dress appropriately	Laundry, bathing Work: formal School: informal
	Care about my health	Eat well Sleep well No bad habits	Balanced diet 6-8 hours/night No drinking, smoking, drugs
how others respect	Sociability	Polite behavior	Conducting daily business, making friends
	Cooperation	Follow rules/laws/ customs	Driving, time commitments, work style

Be careful as you are planning the chart. Do not begin with ideas which are too general; otherwise, it will be difficult for you to find specific support. Notice that the last column (the one on the right) has specific information, such as "get eight hours of sleep a night" and "balanced diet." Finally, all of the points in the chart, even the specific ones, should be explained in the paper.

FOLLOW UP

Use your brainstorming notes from the previous assignment to organize and write a rough draft of the essay you began planning in Chapter 4. Support your ideas with reasons (write approximately 500 words).

MODULE TEST 1

1. Review all the notes you have accumulated so far, and use them to help you develop a thesis for an essay on the topic you've chosen. Find an editorial in the newspaper or on the Internet. Then, prepare an informal outline that includes all the writer's main points and major supporting ideas.

2. Construct a storyboard for the paper you have been developing in. Explain what did you find the most useful in helping you shape your ideas your informal outline or your storyboard? Write a paragraph explaining the strengths and weaknesses of each strategy.

3. Write a rough draft of the essay you have planned before.

Look carefully at the visual you chose. In one sentence, state the main idea that this visual communicates to its audience. Then, list the individual images and details in the visual that support this main idea. Does this visual reinforce the points you are trying to make in your essay? If it does not, look for one that does.

Outline your rough draft, and use this outline to help you check the arrangement of your essay's ideas. Make any structural revisions you think are necessary. (Try not to worry at this point about stylistic issues, such as sentence variety and word choice.).

MODULE 2
WRITING AN ESSAY
Topic 1
WRITING PARAGRAPH

Topics for discussion:

- Writing unified paragraph.
- Writing coherent paragraph.
- Writing well-developed paragraph.
- Patterns of paragraphs development.

Post-discussion and self-control tasks

1. Each of the following paragraphs is unified by one main idea, but that idea is not explicitly stated. Identify the main idea of each paragraph, write a topic sentence that expresses it, and decide where in the paragraph to place it.

A. The narrator in Ellison’s novel leaves an all-black college in the South to seek his fortune – and his identity – in the North. Throughout the story, he experiences bigotry in all forms. Blacks as well as whites, friends as well as enemies, treat him according to their preconceived notions of what he should be, or how he can help to advance their causes. Clearly this is a book about racial prejudice. However, on another level, *Invisible Man* is more than the account of a young African American’s initiation into the harsh realities of life in the United States before the civil rights movement. The narrator calls himself invisible because others refuse to see him. He becomes so alienated from society – black and white – that he chooses to live in isolation. But, when he has learned to see himself clearly, he will emerge demanding that others see him too.

B. “Lite” can mean that a product has fewer calories, or less fat, or less sodium, or it can simply mean that the product has a “light” color, texture, or taste. It may also mean none of these. Food can be advertised as 86 percent fat free when it is actually 50 percent fat because the term “fat free” is based on weight, and fat is extremely light. Another misleading term is “no cholesterol,” which is found on some products that never had any cholesterol in the first place. Peanut butter, for example, contains no cholesterol – a fact that manufacturers have recently made an issue – but it is very high

in fat and so would not be a very good food for most dieters. Sodium labeling presents still another problem. The terms “sodium free,” “very low sodium,” “low sodium,” “reduced sodium,” and “no salt added” have very specific meanings, frequently not explained on the packages on which they appear.

2. A. Read the following paragraph, and determine how the author achieves coherence. Identify parallel elements, repeated words, and transitional words and phrases that link sentences.

Some years ago the old elevated railway in Philadelphia was torn down and replaced by the subway system. This ancient El with its barnlike stations containing nut-vending machines and scattered food scraps had, for generations, been the favorite feeding ground of flocks of pigeons, generally one flock to a station along the route of the El. Hundreds of pigeons were dependent upon the system. They flapped in and out of its stanchions and steel work or gathered in watchful little audiences about the feet of anyone who rattled the peanut-vending machines. They even watched people who jingled change in their hands, and prospected for food under the feet of the crowds who gathered between trains. Probably very few among the waiting people who tossed a crumb to an eager pigeon realized that this El was like a food-bearing river, and that the life which haunted its banks was dependent upon the running of the trains with their human freight. (Loren Eiseley, *The Night Country*)

B. Revise the following paragraph to make it more coherent.

The theory of continental drift was first put forward by Alfred Wegener in 1912. The continents fit together like a gigantic jigsaw puzzle. The opposing Atlantic coasts, especially South America and Africa, seem to have been attached. He believed that at one time, probably 225 million years ago, there was one supercontinent. This continent broke into parts that drifted into their present positions. The theory stirred controversy during the 1920s and eventually was ridiculed by the scientific community. In 1954, the theory was revived. The theory of continental drift is accepted as a reasonable geological explanation of the continental system. (student writer)

3. Read the following group of related paragraphs. Then, revise as necessary to increase coherence among paragraphs.

Leave It to Beaver and Father Knows Best were typical of the late 1950s and early 1960s. Both were popular during a time when middleclass mothers stayed home to raise their children while fathers went to “the office.” The Beaver’s mother, June Cleaver, always wore a dress and high heels, even when she vacuumed. So did Margaret Anderson, the mother on Father Knows Best. Wally and the Beaver lived a picture perfect, small-town life, and Betty, Bud, and Kathy never had a problem that father Jim Anderson couldn’t solve.

The Brady Bunch featured six children and the typical Mom-at-home and Dad-at-work combination. Of course, Carol Brady did wear pants, and the Bradys were what today would be called a “blended family.” Nevertheless, The Brady Bunch presented a hopelessly idealized picture of upper-middle-class suburban life. The Brady kids lived in a large split-level house, went on vacations, had two loving parents, and even had a live-in maid, the ever-faithful, wisecracking Alice.

Everyone in town was heterosexual, employed, able-bodied, and white.

The Cosby Show was extremely popular. It featured two professional parents, a doctor and a lawyer. They lived in a townhouse with original art on the walls, and money never seemed to be a problem. In addition to warm relationships with their siblings, the Huxtable children also had close ties to their grandparents. The Cosby Show did introduce problems, such as son Theo’s dyslexia, but in many ways it replicated the 1950s formula. Even in the post – 1980s family, it seemed, father still knew best.

4. Consider the possible use of a visual in each of the three paragraphs in Exercise 3. What visuals would you use? How might these visuals increase the coherence of the entire passage?

5. Propose a paragraph for two of the following topic sentences. Be sure to include all the examples and other support

necessary to develop the paragraph adequately. Assume that you might be writing your paragraph for the students in your composition class.

1. First-year students can take specific steps to make sure that they are successful in college.
2. Setting up a first apartment can be quite a challenge.
3. Whenever I get depressed, I think of _____, and I feel better.
4. The person I admire most is _____.
5. If I won the lottery, I would do three things.

Tasks for the class activity

6. Remember that a topic sentence is a complete sentence and is neither too general nor too specific.

Step 1 Read the sentences in each group, and decide which sentence is the best topic sentence. Write *best TS* (for "best topic sentence") on the line next to it.

Step 2 Decide what is wrong with the other sentences. They may be too general, or they may be too specific, or they may be incomplete sentences. Write *too general*, *too specific*, or *incomplete* on the lines next to them.

The first one has been done for you as an example.

Group 1

too specific a. A lunar eclipse is an omen of a coming disaster.

too general b. Superstitions have been around forever.

Best TS c. People hold many superstitious beliefs about the moon.

incomplete d. Is made of green cheese.

Group 2

_____ a. The history of astronomy is interesting.

_____ b. Ice age people recorded the appearance of new moons by making scratches in animal bones.

_____ c. For example, Stonehenge in Britain, built 3500 years ago to track the movement of the sun.

_____ d. Ancient people observed and recorded lunar and solar events in different ways.

Group 3

_____ a. It is hard to know which foods are safe to eat nowadays.

_____ b. In some large ocean fish, there are high levels of mercury.

_____ c. Undercooked chicken and hamburger may carry *E. coli* bacteria.

_____ d. Not to mention mad cow disease.

_____ e. Food safety is an important issue.

Group 4

_____ a. Hybrid automobiles more economical to operate than gasoline-powered cars.

_____ b. The new hybrid automobiles are very popular.

_____ c. Hybrid cars have good fuel economy because a computer under the hood decides to run the electric motor, the small gasoline engine, or the two together.

_____ d. The new hybrid automobiles are popular because of their fuel economy.

Group 5

_____ a. The North American Catawba Indians of the Southeast and the Tlingit of the Northwest both see the rainbow as a kind of bridge between heaven and earth.

_____ b. A rainbow seen from an airplane is a complete circle.

_____ c. Many cultures interpret rainbows in positive ways.

_____ d. Rainbows are beautiful.

_____ e. The belief that you can find a pot of gold at a rainbow's end.

7. Remember that the topic sentence is the most general statement in a paragraph. Read the following scrambled paragraphs and decide which sentence is the topic sentence. Write *TS* on the line next to that sentence.

Paragraph 1

___ a. A notes/memo function lets you make quick notes to yourself.

___ b. Other capabilities include word processing, spreadsheets, and e-mail.

___ c. A voice recorder that uses a built-in microphone and speaker works like a tape recorder.

___ d. Basic tools include a calendar to keep track of your appointments, an address and phone number book, to-do lists, and a calculator.

___ e. MP3 playback lets you listen to digital music files, and a picture viewer lets you look at digital photos.

___ f. Most personal digital assistants (PDAs) have tools for basic tasks as well as for multimedia functions.

___ g. A few models also include a built-in digital camera and keyboard.

Paragraph 2

___ a. Twelve years after *Sputnik*, the United States caught up by becoming the first nation to land a man on the moon.

___ b. The Europeans have joined the competition, vowing to land European astronauts on the moon by 2025 and on Mars by 2035.

___ c. The number of nations competing in the "space race" has grown since the early days of space exploration.

___ d. China joined the competition in 2003 when it launched *Shenzhou*.

___ e. Initially, the former Soviet Union took the lead when it sent the first man into Earth orbit in the spaceship *Sputnik* in 1957.

___ f. For almost 50 years, the United States and Russia were the only competitors in the contest to explore space using manned spacecraft.

Paragraph 3

___ a. Another important change was that people had the freedom to live and work wherever they wanted.

___ b. The earliest significant change was for farming families, who were no longer isolated.

___ c. The final major change brought by the automobile was the building of superhighways, suburbs, huge shopping centers, and theme parks such as Disney World in Florida.

___ d. The automobile revolutionized the way of life in the United States.

___ e. The automobile enabled them to drive to towns and cities comfortably and conveniently.

___ f. In fact, people could work in a busy metropolitan city and drive home to the quiet suburbs.

Paragraph 4

___ a. In time, this melted part rises as magma.

___ b. The formation of a volcanic eruption is a dramatic series of events.

___ c. As the plate sinks, friction and Earth's heat cause part of it to melt.

___ d. The magma produces heat, steam, and pressure.

___ e. First of all, most volcanoes are formed where two plates collide.

___ f. Then one of the plates is forced under the other and sinks.

___ g. When the heat, steam, and pressure from the magma finally reach the surface of Earth, a volcanic eruption occurs.

8. Write good topic sentences for the following paragraphs. Remember to include both a topic and a controlling idea.

Paragraph 1

English speakers relaxing at home, for example, may put on *kimonos*, which is a Japanese word. English speakers who live in a warm climate may take an afternoon *siesta* on an outdoor *patio* without realizing that these are Spanish words. In their gardens, they may enjoy the fragrance of *jasmine* flowers, a word that came into English from Persian. They may even relax on a *chaise* while snacking on *yogurt*, words of French and Turkish origin, respectively. At night, they may *shampoo* their hair and put on *pajamas*, words from the Hindi language of India.

Paragraph 2

In European universities, students are not required to attend classes. In fact, professors in Germany generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be penalized if they do not. Furthermore, in the European system, students usually take just one comprehensive examination at the end of their entire four or five years of study. In the North American system, on the other hand, students usually have numerous quizzes, tests, and homework assignments, and they almost always have to take a final examination in each course at the end of each semester.

Paragraph 3

For example, the Eskimos, living in a treeless region of snow and ice, sometimes build temporary homes out of thick blocks of ice. People who live in deserts, on the other hand, use the most available materials, mud or clay, which provide good insulation from the heat. In Northern Europe, Russia, and other areas of the world where forests are plentiful, people usually construct their homes out of wood. In the islands of the South Pacific, where there is an abundant supply of bamboo and palm, people use these tough, fibrous plants to build their homes.

9. Step 1 Underline the topic sentence in each paragraph.

Step 2 Add a good concluding sentence to each paragraph.

You may either paraphrase the topic sentence or summarize the main points.

Step 3 Practice using end-of-paragraph signals by starting each concluding sentence with one.

Paragraph 1

You can be a good conversationalist by being a good listener. When you are conversing with someone, pay close attention to the speaker's words while looking at his or her face. Show your interest by smiling and nodding. Furthermore, do not interrupt while someone is speaking; it is impolite to do so. If you have a good story,

wait until the speaker is finished. Also, watch your body language; it can affect your communication whether you are the speaker or the listener. For instance, do not sit slumped in a chair or make nervous hand and foot movements. Be relaxed and bend your body slightly forward to show interest in the person and the conversation.

Paragraph 2

Modern communication technology is driving workers in the corporate world crazy. They feel buried under the large number of messages they receive daily. In addition to telephone calls, office workers receive dozens of e-mail and voice mail messages daily. In one company, in fact, managers receive an average of 100 messages a day. Because they do not have enough time to respond to these messages during office hours, it is common for them to do so in the evenings or

on weekends at home.

Continue working on one of the topics you like and write a paragraph (eight to ten sentences in length).

Step 1 Begin with a topic sentence that you wrote before. Write several supporting sentences. Include at least one specific example. End with a concluding sentence.

Step 2 After you have completed the first draft of your paragraph, write a second draft if necessary. Tear the page out of the book and bring it with your paragraph to class.

Step 3 Exchange papers with a classmate and check each other's paragraph. After your classmate has completed the checklist, discuss it with him or her and decide what changes you should make.

Step 4 At home or in class (as your instructor directs), write a final copy of your paragraph, making any improvements you discussed with your peer editor.

Step 5 Hand in your first draft, your second draft, and the page containing the two editing worksheets. Your instructor may also ask you to hand in any prewriting (brainstorming and/or outline) that you did for this assignment.

Topic 2

UNITY AND COHERENCE

Topics for discussion:

- Unity and Coherence.
- Key nouns substitution.
- Using consistent pronouns.
- Transition signals.
- Recognising, choosing, and using transition signals and kinds of logical order.

Post-discussion and self-control tasks

1. The three paragraphs that follow all discuss the same topic. Only one of them shows unity. First read the paragraphs. Then answer these questions.

1. Which paragraph has unity?
2. Which paragraph does not have unity because it discusses two different topics?
3. Which paragraph does not have unity because it has sentences that are not related to the main topic?

Paragraph 1

Effects of Color

Colors create biological reactions in our bodies. These reactions, in turn, can change our behavior. **In** one study, prisoners were put in a pink room, and they underwent a drastic and measurable decrease in muscle strength and hostility within 2.7 seconds. **In** another study, athletes needing short burst of energy were exposed to red light. Their muscle strength increased by 13.5 percent, and electrical activity in their arm muscles increased by 5.8 percent. Athletes needing more endurance for longer performances responded best when exposed to blue light. Other studies have shown that the color green is calming. Green was a sacred color to the Egyptians, representing the hope and joy of spring. It is also a sacred color to Moslems. Many mosques and religious temples throughout the world use green (the color of renewal and growth) and blue (the color of heaven) to balance heavenly peace with spiritual growth. To sum up, color influences us in many ways (Daniels 10).'

Paragraph 2

Effects of Color

Colors create biological reactions in our bodies. These reactions, in turn, can change our behavior. In one study, prisoners were put in a pink room, and they underwent a drastic and measurable decrease in muscle strength and hostility within 2.7 seconds. In another study, athletes needing short bursts of energy were exposed to red light. Their muscle strength increased by 13.5 percent, and electrical activity in their arm muscles increased by 5.8 percent. Athletes needing more endurance for longer performances responded best when exposed to blue light. Other studies have shown that the color green is calming. After London's Blackfriars Bridge was painted green, the number of suicides decreased by 34 percent. These and other studies clearly demonstrate that color affects not only our moods but our behavior as well (Daniels 10).

Paragraph 3

Effects of Color

Colors create biological reactions in our bodies. These reactions, in turn, can change our behavior. In one study, athletes needing short bursts of energy were exposed to red light. Their muscle strength increased by 13.5 percent, and electrical activity in their arm muscles increased by 5.8 percent. Athletes needing more endurance for longer performances responded best when exposed to blue light. Blue is not a good color for dinnerware, however. Food looks less appetizing when it is served on blue plates, perhaps because very few foods in nature are of that color. Other studies have shown that the color green is calming. After London's Black friars Bridge was painted green, the number of suicides from it decreased by 34 percent. It is clear that color affects not just our moods, but our behavior as well (Daniels 10).

2. Both of the following paragraphs break the rule of unity because they contain one or more sentences that are off the topic.

Step 1 Locate and underline the topic sentence of each paragraph.

Step 2 Cross out the sentence or sentences that are off the topic.

Paragraph 1

Adventure travel is the hot trend in the tourism industry. Ordinary people are no longer content to spend their two weeks away from the office resting on a sunny beach in Florida. More and more often, they are choosing to spend their vacations rafting down wild rivers, hiking through steamy rain forests, climbing the world's highest mountains, or crossing slippery glaciers. J People of all ages are choosing educational study tours for their vacations.

Paragraph 2

Daredevil sports are also becoming popular. Young people especially are increasingly willing to risk life and limb³ while mountain biking, backcountry snowboarding, or high-speed skateboarding. Soccer is also popular in the United States now, although football is still more popular. One of the riskiest new sports is skysurfing, in which people jump out of airplanes with boards attached to their feet. Skysurfing rivals skydiving and bungee jumping for the amount of thrills – and risk.

3. Both of the following paragraphs not only have sentences that are off the topic but also discuss two or more topics.

Step 1 Decide where each paragraph should be divided into two paragraphs. Underline the topic sentence of each.

Step 2 Find sentence(s) that are off the topic and cross them out.

Paragraph 1

Because the Internet makes the world a smaller place, the value of having a common language is greatly increased. The question is – which language? Because the Internet grew up in the United States, the largest percentage of its content is now in English. Bill Gates, Microsoft's president, believes that English will remain valuable for a long time as a common language for international communication. His company spends \$200 million a year translating software into other languages. He says, "Unless you read English

passably well, you miss out on some of the Internet experience." Someday, software may be available to instantly translate both written and spoken language so well that the need for any common language could decline. That day is decades away, however, because flawless machine translation is a very tough problem. Computer spelling checkers also exist for various languages. Software that does crude translations already exists. It is useful if all you are trying to do is understand the general idea of something you see on your computer screen. However, if you are trying to negotiate a contract or discuss a scientific subject where details are important, machine translation is totally useless (Gates).

Paragraph 2

Even when you try to be polite, it is easy to do the wrong thing inadvertently in a new culture. For example, when someone offers you food or a beverage in the United States, accept it the first time it is offered. If you say, "No, thank you" because it is polite to decline the first one or two offers in your culture, you could become very hungry and thirsty in the United States. There, a host thinks that "no" means "no" and will usually not offer again. Meals in the United States are usually more informal than meals in other countries, and the times of meals may be different. Although North Americans are usually very direct in social matters, there are a few occasions when they are not. If a North American says, "Please drop by sometime," he may or may not want you to visit him in his home. Your clue that this may not be a real invitation is the word "sometime." In some areas of the United States, people do not expect you to visit them unless you have an invitation for a specific day and time. In other areas of the United States, however, "dropping by" is a friendly, neighborly gesture. Idioms are often difficult for newcomers to understand.

4. In the following paragraph, the key noun is never repeated. Replace the pronoun *it* with the key noun *English* wherever you think doing so would make the paragraph more coherent.

English

1. English has almost become an international language. 2. Except for Chinese, more people speak it than any other language. 3. Spanish is the official language of more countries in the world, but more countries have it as their official or unofficial second language. 4. More than 70 percent of the world's mail is written in it. 5. It is the primary language on the Internet. 6. In international business, it is used more than any other language, and it is the language of airline pilots and air traffic controllers all over the world. 7. Moreover, although French used to be the language of diplomacy, it has displaced it throughout the world. 8. Therefore, unless you plan to spend your life alone on a desert island in the middle – of the Pacific Ocean, it is a useful language to know.

5. In the following passage about dolphins, replace some of the pronouns with appropriate singular or plural nouns.

Dolphins

1. Dolphins are interesting because they display almost human behavior at times. 2. For example, they display the human emotions of joy and sadness. 3. During training, when they do something correctly, they squeal excitedly and race toward their trainer. 4. When they make a mistake, however, they droop noticeably and mope around their pool. 5. Furthermore, they help each other when they are in trouble. 6. If one is sick, it sends out a message, and others in the area swim to help it. 7. They push it to the surface of the water so that it can breathe. 8. They stay with it for days or weeks until it recovers or dies. 9. They have also helped trapped or lost whales navigate their way safely out to the open sea. 10. They are so intelligent and helpful, in fact, that the U.S. Navy is training them to become underwater bomb disposal experts.

6. Step 1 In the topic sentence of the following paragraph, underline the key noun that names the topic.

Step 2 Then circle (a) repetitions of the key nouns, (b) pronouns that refer to them, and (c) synonyms that are substitutes for them. You should have a total of 10 circles: 3 circles around key nouns, 3 around pronouns, and 4 around synonyms.

A Mardi Gras Custom

1. "Throw me something, mister," is the customary plea for a Mardi Gras "throw." 2. In the final days of Mardi Gras, the season of parties, parades, and revelry that precedes the Christian period of fasting and penance called Lent, crowds of spectators line the streets of New Orleans. 3. They hope to catch a Mardi Gras souvenir tossed from parading floats. 4. Mardi Gras organizations called "krewes" build the floats and sponsor the parades, and while cruising along parade routes, costumed krewe members throw plastic trinkets to the crowds below. 5. The trinkets, which are called "throws," consists of bead necklaces, coins, cups, toys, Frisbees, and figurines stamped with the krewe's symbol or the parade theme. 6. Mardi Gras throws are big business for the companies that supply them. 7. Krewe members spend an average of \$ 800 on them, and some spend \$ 2,000 or more. 8. By far the most treasured of the Mardi Gras mementos are gaudy bead necklaces. 9. Originally made of glass, they are now made of plastic (Roach).³

Tasks for the class activity

7. In the following paragraph, the pronouns are not consistent. Correct them to make this paragraph more coherent.

Olympic Athletes

Olympic athletes must be strong both physically and mentally. First of all, if you hope to compete in an Olympic sport, you must be physically strong. Furthermore, aspiring Olympians must train rigorously for many years. For the most demanding sports, they train several hours a day, five or six days a week, for ten or more years. In addition to being physically strong, athletes must also be mentally tough. This means that you have to be totally dedicated to your sport, often giving up a normal school, family, and social life. Being mentally strong also means that he or she must be able to withstand the intense pressure of international competition with its accompanying media⁶ coverage. Finally, not everyone can win a medal, so Olympians must possess the inner strength to live with defeat.

8. Compare paragraphs 1 and 2 that follow. Which paragraph contains transition signals and is more coherent? Circle all the transition signals you can identify.

Paragraph 1

One difference among the world's seas and oceans is that the salinity varies in different climate zones. The Baltic Sea in northern Europe is only one-fourth as salty as the Red Sea in the Middle East. There are reasons for this. In warm climates, water evaporates rapidly. The concentration of salt is greater. The surrounding land is dry and does not contribute much freshwater to dilute the salty seawater. In cold climate zones, water evaporates slowly. The runoff created by melting snow adds a considerable amount of freshwater to dilute the saline seawater.

Paragraph 2

One difference among the world's seas and oceans is that the salinity varies in different climate zones. For example, the Baltic Sea in northern Europe is only one-fourth as saline as the Red Sea in the Middle East. There are two reasons for this. First of all, in warm climate zones, water evaporates rapidly; therefore, the concentration of salt is greater. Second, the surrounding land is dry; consequently, it does not contribute much freshwater to dilute the salty seawater. In cold climate zones, on the other hand, water evaporates slowly. Furthermore, the runoff created by melting snow adds a considerable amount of freshwater to dilute the saline seawater.

9. Step 1 Circle all the transition signals in the following paragraphs.

Step 2 Punctuate the transition signals if necessary.

Genetic Engineering

Genetic research has produced both exciting and frightening possibilities. Scientists are now able to create new forms of life in the laboratory because of the development of gene splicing. On the one hand the ability to create life in the laboratory could greatly benefit humankind. One beneficial application of gene splicing is in agriculture. For example researchers have engineered a more nutritious type of rice that could help alleviate the serious problem of vitamin A deficiency. It is estimated that 124 million children worldwide lack vitamin A, putting them at risk of permanent blindness and other health issues. In addition genetic engineers have

created larger fish, frost-resistant strawberries, and cows that produce more milk. Indeed agriculture has already benefited from the promise of genetic engineering.

On the other hand not everyone is positive about gene-splicing technology. Some people feel that it could have terrible consequences. In fact a type of corn engineered to kill a certain insect pest also threatened to annihilate desirable monarch butterflies. In another accident, a genetically engineered type of corn that was approved only for animal consumption because it was toxic to humans accidentally cross-pollinated with corn grown for humans. As a result many countries banned imports of genetically modified corn for several years. Furthermore the ability to clone human beings is a possibility that frightens many people. In 2004, two South Korean scientists reported that they had successfully cloned a human embryo (Dreifus). The embryo did not develop into a baby however it is possible that one could do so in the future, a possibility that not everyone is comfortable with.

10. From the choices given in parentheses, choose the transition signal that best shows the relationship between the sentences in each group. Write the signal in the space. Add punctuation and change capital letters to small letters if necessary. The first one has been done for you as an example.

Note: All the transition signals in this practice are transition phrases and conjunctive adverbs. This is to give you more practice in using and punctuating these types of transition signals correctly.

1. A recent article in Era magazine suggested ways to reduce inflation. The article suggested that the president reduce the federal budget furthermore, it suggested that the government reduce federal, state, and local taxes. (*however, in contrast, furthermore*)

2. The same article said that the causes of inflation were easy to find _____ the cure for inflation was not so easy to prescribe. (*however, for example, therefore*)

3. Era also suggested that rising wages were one of the primary causes of inflation _____ the government should take action to control wages. (*however; therefore, for example*)

4. In physics, the weight of an object is the gravitational force³ with which Earth attracts it; _____, if a man weighs 150 pounds, this means that Earth pulls him down with a force of 150 pounds. (*moreover, therefore, for example*)

5. The farther away from Earth a person is, the less the gravitational force of Earth. _____ a man weighs less when he is 50,000 miles from Earth than when he is only 5,000 miles away. (*in conclusion, therefore, however*)

6. A tsunami is a tidal wave produced by an earthquake on the ocean floor. The waves are very long and low in open water, but when they get close to land, they encounter friction because the water is shallow _____ the waves increase in height and can cause considerable damage when they finally reach land. (*on the other hand, as a result, for example*)

11. Fill in each blank: with an appropriate transition signal from the list provided. Use each signal only once. Add punctuation if necessary.

for example; in fact; similarly; also; indeed; third; second; final and most convincing

Time

One stereotype about North Americans says that they are obsessed with time. It sometimes seems true that for North Americans, time seems as valuable as money. (1)_____ they even say, "Time is money." (2) _____ have you noticed how many verbs can be followed by both time and money? (3)_____ you can spend time, save time, lose time, find time, make time, waste time, and run out of time. (4)_____ you can spend, save, lose, find, make, waste, and run out of money. (5) _____ North Americans seem to regard time as a "thing" that one can own. You can have time, buy time, and take time. (One wonders how much it costs and where it is taken.) A (6) _____ piece of evidence that North Americans are obsessed with time is their fanaticism about always being on time. (7)_____ people who are habitually late risk punishment ranging from frowning disapproval to losing their jobs. The (8) proof is that these poor people sometimes take courses in time management! That is really overdoing it, don't you agree?

12. Improve the coherence of the following paragraph by adding transitions in the blank spaces. Use the hints provided in parentheses to help you choose a transition.

Move Over, DVD. Here Comes BD!

First, CDs brought digital sound into our homes. Then OVO technology brought digital sound and video and revolutionized the movie industry. Soon there will be (1) _____ (*additional idea*) revolution: Blu-ray discs (80s). A Blu-ray disc will have several advantages. (2) _____ (*list in order*) it has an enormous data storage capacity. A single-sided OVO can hold 4.7 gigabytes of information, about the size of an average 2-hour movie. A single-sided 80, (3) _____ (*contrast*), can hold up to 27 gigabytes, enough for 13 hours of standard video. A (4) _____ (*list in order*) advantage is that a BO can record, store, and play back high-definition video because of its larger capacity. A double-layer BO can store about 50 gigabytes, enough for 4.5 hours of high-definition video. The cost will be about the same. (5) _____ (*additional idea*), a BO has a higher data transfer rate-36 megabits per second-than today's OVOs, which transfer at 10 megabits per second. (6) _____ (*result*) a BO can record 25 gigabytes of data in just over an hour and a half. (7) _____ (*conclusion*) because of their large storage capacity and comparable cost, BOs will probably take over the market when they become widely available.

13. Read the following paragraphs and decide which kind of logical order is used in each: comparison/contrast, chronological order, or logical division of ideas. Be able to discuss the reasons for your choice. Circle all transition signals.

Paragraph 1

The process of machine translation of languages is complex. To translate a document from English into Japanese, for example, the computer first analyzes an English sentence, determining its grammatical structure and identifying the subject, verb, objects, and modifiers. Next, the words are translated by an English-Japanese dictionary. After that, another part of the computer program analyzes the resulting awkward jumble' of words and meanings and produces

an intelligible sentence based on the rules of Japanese syntax and the machine's understanding of what the original English sentence meant. Finally, a human bilingual editor polishes the computer-produced translation.

Kind of logical order: _____

Paragraph 2

French and U.S. business managers have decidedly different management styles. French meetings, for example, are long and rambling and rarely end on time. Furthermore, meetings often end without closure. Managers in the United States, on the other hand, make an effort to start and stop a meeting on time, and North American business meetings typically end with decisions and action plans. Another difference involves documentation. North Americans adore documentation; they have a procedure manual for everything. The French, in contrast, think this is childish. French managers find it difficult to stick to a schedule, but U.S. managers are intolerant of delays. In addition, the French prefer to work alone, whereas North Americans like to work in teams. Another major difference in management style is that in French companies, authority comes from the top; French managers do not share information with subordinates and make decisions with little participation by employees beneath them. In U.S. companies, however, top managers share information and frequently solicit input from subordinates ("How French Managers").

Kind of logical order: _____

Paragraph 3

It took more than 2,500 years to develop the calendar used in most Western countries today. In about 700 B.C.E., the ancient Romans used a calendar that had 304 days divided into 10 months; March was the beginning of each year. There were more than 60 days missing from the calendar, so very soon the calendar did not match the seasons at all. Spring arrived when the calendar said that it was still winter. A few decades later, the Romans added the months of January and February to the end of the year. This calendar lasted about 600 years. Then in 46 B.C.E., Julius Caesar, the Roman ruler,

made a new calendar. His calendar had 365 days, with one day added every fourth year. He also moved the beginning of the year to January 1, and he renamed a month for himself: Julius (July). In Caesar's calendar, February had 29 days. The very next emperor, Augustus, not only renamed a month for himself (August), but he also took one day from February and added it to August so that "his" month would be just as long as Caesar's. This calendar worked better than the previous ones, but it still was not perfect. By 1580, the first calendrical day of spring was 10 days too early, so in 1582, Pope Gregory XIII, the leader of the Roman Catholic religion, made a small change to make the calendar more accurate. In the Gregorian calendar, the year is still 26.3 seconds different from the solar year, but it will be a long time before this causes a problem.

Kind of logical order: _____

Paragraph 4

The many different calendars used throughout the world are all based on the phases of the moon, on the revolution of Earth around the sun, or on a combination of the two. The first kind of calendar is the lunar calendar, based on the phases of the moon. A month is calculated as the time between two full moons, 29.5 days, and a year has 354 days. The Islamic calendar used in Muslim countries is a lunar calendar. It has 12 months and a cycle of 30 years in which the 2nd, 5th, 7th, 10th, 13th, 16th, 18th, 21-st, 24th, 26th, and 29th years have 355 days, and the others 354 days. A second kind of calendar is the solar calendar, which is based on the revolution of Earth around the sun. The ancient Egyptians used a solar calendar divided into 12 months of 30 days each, which left 5 uncounted days at the end of each year. A very accurate calendar developed by the Mayan Indians in North America was also a solar calendar. It had 365 days, 364 of which were divided into 28 weeks of 13 days each. The new year began on the 365th day. Because the solar year is exactly 365 days, 5 hours, 48 minutes, and 46 seconds long, however, a solar calendar is not totally accurate, so many cultures developed a third kind of calendar, the lunisolar calendar. In a lunisolar calendar, extra days are added every so often to reconcile the lunar months with the solar

year. The Chinese, Hebrew, and Gregorian calendars used today are lunisolar calendars.

Kind of logical order: _____

FOLLOW UP

Step 1 Continue your work on the topic that you've chosen before and focus on giving your paragraph unity and coherence. Follow the steps in the writing process.

Step 2 After you have completed your first draft revise your paragraph and write a second draft if necessary.

Step 3 Exchange papers with a groupmate and check each other's paragraph. After your groupmate has completed the checklist, discuss it and decide what changes you should make.

Step 4 Revise your paragraph and write a final copy to hand in, making any improvements you discussed with your peer editor.

Step 5 Hand in your first draft, your second draft, your final copy, and the page containing the two editing worksheets. Your instructor may also ask you to hand in any prewriting (brainstorming and/or outline) that you did for this assignment.

Topic 3
SUPPORTING DETAILS: FACTS, QUOTATIONS AND
STATISTICS

Topics for discussion:

- Facts versus opinions.
- Using outside sources.
- Quotations.
- Statistics.

Post-discussion and self-control tasks

1. Step 1 Decide which of the following statements is an opinion, a fact that needs proof, or a specific supporting detail. Write

- 0 for opinion
- *F-NP* for fact that needs proof
- *SSD* for specific supporting detail

Step 2 Discuss with your classmates what specific supporting details you might use to support the sentences you marked 0 and *F-NP*.

The first three have been done for you as examples.

F-NP 1. People who steal identities do a lot of damage before their victims become aware of it. (*The writer could give an example of a person who was victimized before noticing it.*)

o _____ 2. Punishment for identity thieves is not severe enough. (*The writer could give an example of a typical punishment.*)

SSD _____ 3. Last year, the losses of victims totaled more than \$7 billion.

_____ 4. Identity theft is more serious than any other type of theft.

_____ 5. Identity theft is increasing at a rapid pace.

_____ 6. In 2000, 31,000 cases of identity theft were reported to the Federal Trade Commission (FTC); in 2003, the number was 210,000.

_____ 7. Most people do not report identity theft to the police.

_____ 8. In 2003, 60 percent of identity theft victims did not notify the police, according to the FTC.

_____ 9. Identity theft happens to ordinary people, not just to the wealthy.

____ 10. As grocery clerk Sue Jamison reported, "My wallet was stolen, and within a week, the thieves had ordered an expensive cell phone package, applied for a VISA credit card, and received a PIN from the Department of Motor Vehicles to change my driving record online."

____ 11. It is easy for a thief to use the U.S. Postal Service to steal identities.

____ 12. For example, thieves steal credit card statements from mailboxes, and then send a change-of-address card to the postal service to have future statements sent to a different address.

____ 13. Most victims of identity theft are young adults.

____ 14. The Federal Trade Commission reports that there were more victims in the age group 18-29 than in any other group.

____ 15. The police should do more to protect citizens from identity theft.

____ 16. "You cannot prevent identity theft entirely, but you can minimize your risk," according to the Federal Trade Commission booklet "Facts for Consumers."

____ 17. Most identity thieves operate in large, organized gangs.

2. Add punctuation to the following direct quotations, and change the capitalization if necessary.

1. Dr. Yixuan Ma, a well-known astrophysicist who has been studying black holes, said they are the most interesting phenomena we astrophysicists have ever studied.

2. As she explained in black holes the laws of nature do not seem to apply.

3. A black hole is a tiny point with the mass 25 times the mass of our sun explained Ma's associate, Chun-Yi Suo Black holes are created by the death of a very large star she stated.

4. It is an invisible vacuum cleaner in space she added with tremendous gravitational pull.

5. According to Dr. Su, if a person falls into a black hole, he will eventually be crushed due to the tremendous gravitational forces.

6. Time will slow down for him as he approaches the point of no return she said and when he reaches the point of no return, time will stand still for him.

3. Rewrite the following direct quotations as indirect quotations.

1. Television channel KSA General Manager Jim Bums said, "Not everyone can attend college in the traditional way; therefore, taking courses via television will offer many more students the chance to earn a college degree."

2. Pre-med student Alma Rodriguez said, "I miss being on campus, but I have to work and take care of my family."

3. Other students said, "Last year, we spent several hours a day commuting to and from school. Now we don't have to do that."

4. Computer engineering student Amir Mehdizadeh stated, "I can choose when to study and how to study without pressure." He also said, "I will take two more telecourses in the fall"

Tasks for the class activity

4. Write a short paragraph that develops the topic you are given after the example. Use the quotations for support. You may use them either as direct or as indirect quotations. Include some additional supporting sentences and transition signals to connect the ideas and make your paragraph flow smoothly.

Step 1 Copy the topic sentence exactly as it is given.

Step 2 Write several supporting sentences, using the main points and quotations supplied. Add supporting details such as examples if you can. Use the techniques and rules you have learned for direct and indirect quotations.

Step 3 Add an in-text citation in the proper format after each direct and indirect quotation.

Example:

TOPIC SENTENCE	The increased use of computers in business has been accompanied by a costly increase in computer crime.
MAIN POINT A QUOTATION	Computer criminals cost business a lot of money. "The financial losses to business from computer thefts will exceed \$25 billion in 2005."
MAIN POINT B QUOTATION	Computer criminals steal not only money but also information. "It is not just the money they steal; they steal data, and data is power."
SOURCE	A book written by Meredith Bruce, <i>Cybercrime</i> , page 185. The book was published in New York by a company named Wexler in 2004.

Completed Paragraph

The increased use of computers in business has *been* accompanied by *a* costly increase in computer crime. The losses to victims of computer crimes *are* very high. In her book *Cybercrime*, author Meredith Bruce claimed *that* the *financial* losses to business from computer thefts would *exceed* \$25 billion in 2005 (185). Computer criminals *steal* not only money *but* also information. For *example*, they *steal* confidential business records, customer lists, *and* corporate plans. As Bruce *stated*, "It is not just the money they *steal*; they *steal* data, *and* data is power" (185).

Topic for Your Paragraph

TOPIC SENTENCE	Computers cannot be compared to human brains.
MAIN POINT A	The human brain is more powerful than any computer.
QUOTATION	"It has been estimated that the information-

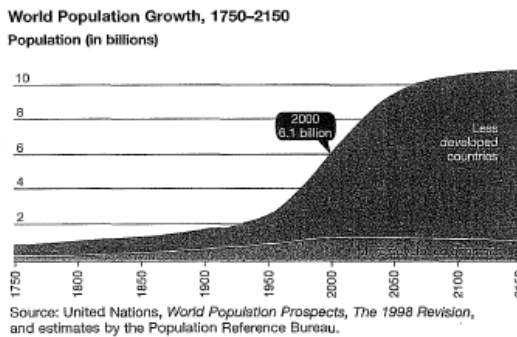
processing capacity of even the most powerful supercomputer is equal to the nervous system of a snail—a tiny fraction of the power available to the supercomputer inside the human skull."

MAIN POINT B The kinds of processing in a human brain and a computer are different, too.

QUOTATION "Computers find it easy to remember a 25-digit number but find it hard to summarize the gist! of [children's story] 'Little Red Riding Hood,' and humans find it hard to remember the number but easy to summarize the story."

SOURCE Both quotations are on page 64 of a magazine article titled "Can a Computer Be Conscious?" by Steven Pinker. The article appeared on pages 63-65 of the news magazine *U.S. News & World Report* on August 18, 1997.

Like quotations, statistics are good supporting details. Study the graph and then read the paragraph that uses data from it. Notice the reporting verb that gives the source of information. As you do with quotations, you must also cite the source of statistical data.



5. Study the graphs that follow. Then complete the paragraph about world energy consumption by filling in the blanks with information from the graphs.

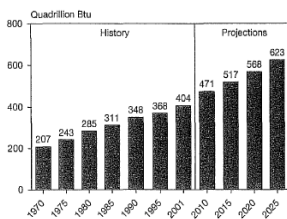


Figure 1. World Marketed Energy Consumption, 1970-2025

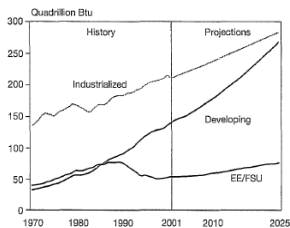


Figure 2. World Marketed Energy Consumption by Region, 1970-2025

World Energy Consumption

According to (1) _____, world energy consumption has been steadily (2) _____. Currently, the nations of the world use between (3) _____ and (4) _____ quadrillion Btu (British thermal units) annually. By the year 2025, consumption is projected to increase to (5) _____ Btu, an increase of (6) _____ percent from the year (7) _____. The largest consumers are the (8) _____ countries, and the nations who consume the least energy belong to the EE/FSU (Eastern Europe/Former Soviet Union) group. Developing nations consumed approximately the same amount of energy as (9) _____ until (10) _____, when the energy use of developing nations began to (11) _____. By (12) _____, it is projected that their use will nearly equal that of (13) _____ ("International" 10).

FOLLOW UP

Make the graphs to support your ideas in the topic that you have been investigating, and write a paragraph explaining its significance.

Step 1 Decide what main idea the graph illustrates, and write this idea as a topic sentence.

Step 2 Write five to ten supporting statements, using the statistical information shown in the graphs.

Step 3 Use a reporting verb or phrase to identify the source of your statistics.

Step 4 Write an in-text citation in the proper form at the end of your paragraph.

Topic 4

FROM PARAGRAPH TO ESSAY

Topics for discussion:

- The three parts of an essay.
- The introductory paragraph.
- Body paragraph.
- Concluding paragraph.
- Essay outlining.

Post-discussion and self-control tasks

1. Step 1 Read each of the following sets of sentences. When put in the correct order, they will form introductory paragraphs.

Step 2 Propose to each paragraph, beginning with the most general statement first. Then add each sentence in the correct order until the introduction becomes more specific. Write the thesis statement last.

Step 3 Identify the type of introduction (funnel, dramatic/interesting/funny story, surprising statistics, historical).

Paragraph 1

1. If done properly, a handshake gives the impression of strength and honesty, and if done improperly, it conveys weakness and dishonesty.

2. In some cultures, people bow, and in others, they shake hands.

3. In English-speaking countries, shaking hands is the custom.

4. A proper handshake has four ingredients: pressure, pumps, eye contact, and verbal message.

5. The way people greet each other when they meet for the first time varies from culture to culture.

6. How one shakes hands sends an important message about one's character.

Type of introduction: _____

Paragraph 2

1. To celebrate the occasion, Mr. X decided to throw a big party at the plant.

2. Mr. X went to Mexico from England to manage a milk pastemization plant.

3. Then one day an impressive new pasteurization unit arrived and was installed.

4. The employees did most of the planning and draped the new unit with garlands.

5. During the party one of Mr. X's supervisors took him aside and said, "Now we see that you are *buena gente*; from now on I am sure everyone will really try to do their best for you."

6. And so it was – neither punctuality nor quality checks were any longer needed.

7. This story illustrates the need to understand that doing business in a different culture demands an understanding of the culture.

8. The party was a great success, and everybody had a good time.

9. For eight months, he tried every way possible to convince his workers of the importance of punctuality and of checking every detail of their work.

10. The response was always, "Yes, yes, we will do our best," but nothing ever changed.

Type of introduction: _____

Paragraph 3

Note: The order of sentences 2, 3, and 4 can vary.

1. Currently under study are four main methods for predicting when and where the next Big One will occur.

2. In 1976, an earthquake in Tangshan, China, killed over 250,000 people.

3. In an average year, earthquakes kill 10,000 people worldwide and cause millions of dollars worth of property damage.

4. Iran suffered more than 80,000 deaths in two massive quakes in 1996 and 2003.

5. Scientists keep trying to find ways to predict earthquakes – so far without much success.

Type of introduction: _____

2. Study these thesis statements from two different essays on the topic of the status of women in Xanadu, an imaginary country. One of the essays uses a comparison/contrast pattern, the other a time sequence (chronological order) pattern. Which statement indicates which pattern?

1. Beginning in World War II and continuing through the period of economic boom, the status of women in Xanadu has changed remarkably.

Pattern of organization: _____

2. Although the status of women in Xanadu has improved remarkably in recent years, it is still very low when compared to the status of women in the countries of the industrial world.

Pattern of organization: _____

3. In each of the following two thesis statements, both the method of organization and the major subdivisions of the topic are indicated. Each subdivision will itself become the topic of a separate paragraph in the body of the essay. Underline the topics of each paragraph. How many paragraphs will the body of each essay probably contain?

1. The status of women in Xanadu has changed remarkably in recent years due to increased educational opportunities and changes in the country's laws.

Probable number of body paragraphs:

2. The status of women in Xanadu has improved remarkably in recent years in the areas of economic independence, political rights, educational opportunities, and social status.

Probable number of body paragraphs:

4. Check (+) the thesis statements that suggest logical division as a method of organisation.

_____ 1. Teenagers demonstrate their independence in several ways.

_____ 2. My eighteenth birthday was the most memorable day in my life so far.

_____ 3. On their eighteenth birthdays, U.S. citizens receive two important rights / responsibilities They can vote, and they can sign legal contracts.

_____ 4. In most occupations, women are still unequal to men in three areas salary, power, and status.

_____ 5. Living in a dormitory offers several advantages to first-year students.

_____ 6. Photosynthesis is the process by which plants manufacture their own food.

_____ 7. A college degree in international business requires a knowledge of cultural differences.

_____ 8. A computer is both faster and more accurate than a human.

_____ 9. Giving a surprise birthday party requires careful planning.

_____ 10. Being an only child has both advantages and disadvantages.

5. Analyze the following thesis statements.

Note: You may want to use one of the topics in this practice or the next for your own essay at the end of the chapter.

Step 1 Locate the main topic and the subtopics in each of the following thesis statements.

Step 2 Draw a box around the topic.

Step 3 Underline the subtopics.

Step 4 Draw a circle around the words or punctuation marks that introduce the subtopics.

The first one has been done for you as an example.

1. Capital punishment should be abolished not only because it deprives another person of life but also because it does not stop crime.

2. Women generally live longer than men for two main reasons: they tend to take better care of their health, and they have better resistance to stress.

3. Teenagers declare their separateness from their parents by the way they dress and by the way they talk.

4. In choosing a major, a student has to consider various factors, such as personal interest, job opportunities, and the availability of training institutions.

5. An architect should be both an artist and an engineer.

6. A healthy lifestyle involves eating a nutritious diet, exercising regularly, and getting enough sleep at night.

6. Complete the following thesis statements by adding subtopics to them. Be sure to check your sentences for parallel form.

1. A computer is necessary for college students for three reasons: _____

2. Students have a difficult time taking notes in class due to _____

3. Successful politicians have the following qualities: _____

4. A generation gap exists in my home because of _____

5. To survive a major disaster such as an earthquake requires _____

6. My two sisters are as different as day and night not only in _____

but also in _____

7. Living in a large city has certain advantages over living in a small town: _____

8. Latino culture has enriched North American culture in several areas: _____

Tasks for the class activity

7. Write a thesis statement for a logical division essay on each of the following topics. For items 1-3, suggestions for subtopics are given in parentheses, which you do not have to use if you have ideas of your own. For items 4 and 5, use your own ideas.

Note: You may want to use one of these topics for your essay at the end of the chapter.

1. Clothing, hair, or shoe styles in your school (three styles).

2. Dangerous automobile drivers (speeders, cell-phone users, teens).
3. Disneyland's or Disney World's appeal (children and adults).
4. The advantages (or the disadvantages) of living in a large city/a small town.
5. Kinds of appeals television advertisers use to sell automobiles / beer / any product or service

Transition Signals for "Logical Division of Ideas

Transition signals for logical division essays include many that you may already know.

Transition words and phrases	
first, first of all, second, third, etc. next, last, finally can lead to inflation. also, in addition, moreover, furthermore	First, excessive government spending In addition, unrestrained consumer borrowing can cause inflationary tendencies. Finally, an increase in the supply of paper money gives rise to inflation.
Coordinators	
and both ... and not only ... but also	Both an increase in the supply of paper money and unrestrained consumer borrowing can cause inflationary tendencies. To lose weight, one must not only exercise regularly but also eat wisely.
Others	
the first cause, reason, factor, etc. the/a second problem, result, advantage, etc. one problem, reason, important factor, etc. another way, reason, disadvantage, etc. an additional problem, result, etc. in addition to math and science, ...	A second cause is an increase in the supply of paper money. Regular exercise is one way to get fit and lose weight. In addition to government spending, unrestrained consumer borrowing can cause inflationary tendencies.

8. Circle the transition expressions that link paragraphs in the model essay. Connect the ideas in the following paragraphs by adding a transition word, phrase, or clause to the topic sentences of the third, fourth, and fifth paragraphs. Try to vary the transitional linking expressions you use. You may rewrite the topic sentences if necessary. The first one has been done for you as an example.

Icebergs: A Potential Source of Water

1. In countries where rainfall is very sparse, scientists must constantly seek ways to increase supplies of water. One method being considered is the use of desalination plants, which would remove salt from seawater. Another method being considered is the towing of icebergs. According to this method, large icebergs from Antarctica would be wrapped in cloth or plastic, tied to powerful tugboats by strong ropes, and towed to the countries needing freshwater. While this plan may have some potential, there are certain practical problems that must be solved.

2. The first problem is the expense. According to estimates, it would cost between \$50 million and \$100 million to tow a single 100-million-ton iceberg from Antarctica to, for example, the coast of Saudi Arabia.

3. _____ is the possibility that the iceberg would melt en route. No one knows if an iceberg could be effectively insulated for such a long journey. At the very least, there is the possibility that it would break up into smaller pieces, which would create still other problems.

4. _____ there is the danger that a huge block of ice floating off an arid coast could have unexpected environmental effects. The ice could drastically change the weather along the coast, and it would probably affect the fish population.

5. _____ the cost of providing freshwater from icebergs would be less than the cost of providing water by desalinization, according to most estimates. It would cost between 50 and 60 cents per cubic meter to get water from an iceberg, as opposed to the 80 cents per cubic meter it would cost to get the same amount by desalinization.

6. In conclusion, before icebergs can become a source of freshwater in the future, problems involving cost, overall practicality, and most important, environmental impact⁵ must be solved.

9. Add transition words, phrases, or clauses to the topic sentences of the paragraphs in this essay. Rewrite the topic sentences if necessary.

Medicine and Ethics

1. Recent advances in the fields of medicine and biotechnology have brought about situations that could scarcely be imagined only a generation ago. Battery-operated plastic hearts can be implanted into people. People can be kept alive indefinitely by machines. Exact duplicates of animals can be made. While such scientific achievements may ultimately benefit humankind, they have also created complex legal and ethical issues.

2. _____ involves doctors' ability to intervene in human reproduction. A well-known example is the case of Baby M. A man paid a woman to bear a child for him and his wife, who could not have children. They signed a contract, but after the baby was born, the woman wanted to keep the baby. The father said the baby was his, but the woman said it was hers. It took the courts many months to decide who was right.

3. _____ another ethical dilemma has arisen because doctors are now able to keep people who are in comas alive for years by attaching their bodies to machines. This gives great power and great responsibility to the people who control the machines. As a result of this power, society has had to develop a new definition of death. How does a person decide whether another person whose heart cannot beat on its own and whose lungs are pumped by a machine is still alive or not?

4. _____ the ability of biotechnologists to produce new forms of life in their laboratories is another area with profound ethical consequences. Isn't a scientist who creates, for example, a new bacterium "playing God"? Furthermore, is it even safe to introduce new life forms into Earth's atmosphere? Is there a risk that such life forms could get out of control? Some people fear so.

5. _____ scientists are now able to duplicate living organisms, cell by cell, through a process called cloning. Recently, the world was stunned by the successful cloning of a human embryo. Should biotechnologists be allowed to clone people? Who should control human cloning?

6. _____ revolutions-political or technological cause upheaval and force change. Our new ability to create and prolong life is raising questions and forcing changes in our very concept of life, an issue involving not only legal but also profound moral considerations.

10. Step 1 Read the following essay and the two possible concluding paragraphs.

Step 2 Then answer the questions.

Culture Shock

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more alive: seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture – tourists, business travelers, diplomats, and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

In the first stage, you are excited by your new environment. You experience some simple difficulties such as trying to use the telephone or public transportation, but you consider these small challenges that you can quickly overcome. Your feelings about the new culture are positive, so you are eager to make contact with people and to try new foods.

Sooner or later, differences in behavior and customs become more noticeable to you. This is the second stage of culture shock. Because you do not know the social customs of the new culture, you

may find it difficult to make friends. For instance, you do not understand how to make "small talk," so it is hard to carry on a casual, get-acquainted conversation. One day in the school cafeteria, you overhear a conversation. You understand all the words, but you do not understand the meaning. Why is everyone laughing? Are they laughing at you or at some joke that you did not understand? Also, you aren't always sure how to act while shopping. Is this store self-service, or should you wait for a clerk to assist you? If you buy a sweater in the wrong size, can you exchange it? These are not minor challenges; they are major frustrations.

In the third stage, you no longer have positive feelings about the new culture. You feel that you have made a mistake in coming here. Making friends hasn't been easy, so you begin to feel lonely and isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with students from your home country, and you eat in restaurants that serve your native food. In fact, food becomes an obsession, and you spend a lot of time planning, shopping for, and cooking food from home.

You know that you are in the fourth stage of culture shock when you have negative feelings about almost everything. In this stage, you actively reject the new culture. You become critical, suspicious, and irritable. You believe that people are unfriendly, that your landlord is trying to cheat you, that your teachers do not like you, and that the food is making you sick. In fact, you may actually develop stomachaches, headaches, sleeplessness, lethargy, or other physical symptoms.

Finally, you reach the fifth stage. As your language skills improve, you begin to have some success in meeting people and in negotiating situations. You are able to exchange the sweater that was too small, and you can successfully chat about the weather with a stranger on the bus. Your self-confidence grows. After realizing that tolerate them. For instance, the food will never be as tasty as the food in your home country, but you are now able to eat and sometimes even enjoy many dishes. You may not like the way some people in your host country dress or behave in public, but you do not regard their clothes and behavior as wrong-just different.

Concluding Paragraph A

To sum up, culture shock is a very real phenomenon that has been studied for more than 30 years by psychologists and anthropologists. Its five phases are (1) positive feelings toward the new culture, (2) awareness of small differences, (3) growing discomfort and need for contact with home culture, (4) negative feelings, and (5) acceptance and adjustment. Symptoms may vary, and not all people experience all five phases. In the end, however, people who suffer culture shock are stronger from having overcome the difficulties and frustrations of adapting to life in a new land.

Concluding Paragraph B

In conclusion, nearly everyone moving to a new country feels some degree of culture shock. Symptoms may vary, and not all people experience all five stages. Newcomers with a strong support group may feel at home immediately in the new culture, while others may take months to feel comfortable. Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land.

1. Which concluding paragraph is a summary of the subtopics? Which one paraphrases the thesis statement?

2. Which concluding paragraph gives suggestions? Which one makes a prediction?

Step 1 Read the following "skeleton" essays. Only the introductory paragraph and topic sentences for the body paragraphs are given.

Step 2 Write a concluding paragraph for each essay.

Essay 1

Controlling Stress

Introductory Paragraph

The busy schedules that most adults face every day have created a growing health problem in the modern world. Stress affects almost everyone, from the highly pressured executive to the busy homemaker or student. It can cause a variety of physical disorders ranging from headaches to stomach ulcers and even alcoholism. Stress, like the common cold, is a problem that cannot be cured;

however, it can be controlled. A person can learn to control stress in four ways.

Topic Sentences for Body Paragraphs

- A. Set realistic goals.
- B. Take up a hobby.
- C. Exercise regularly.
- D. Maintain close relationships with family and friends.

Concluding Paragraph

Essay 2

Studying in Great Britain

Introductory Paragraph

People come from all over the world to the United Kingdom to pursue education. Some come for a year, while others may stay four years or longer to complete a program or earn a degree. Of course, the first few weeks in a new country are always a little stressful, but knowledge of a few British characteristics and customs can smooth the path for new arrivals.

Topic Sentences for Body Paragraphs

- A. British people are usually reserved.
- B. British people are very orderly, so waiting in a queue for a bus or in a shop is a must.
- C. The weather is no joke – it rains a lot.
- D. Cars drive on the left side of the road, and stepping off a curb can be dangerous if you are not used to looking to the right instead of to the left.

Concluding Paragraph

Step 1 Write an essay from the outline you have prepared before (any topic). Follow the steps in the writing process.

Step 2 After you have completed your first draft. Revise your essay and write a second draft if necessary.

Step 3 Exchange papers with a groupmate and check each other's essays. After your groupmate has completed, discuss it and decide what changes you should make.

Step 4 Revise your essay and write a final copy to hand in, making any improvements you discussed with your peer editor.

Step 5 Hand in your first draft, your second draft, and the page containing the two editing worksheets. Your instructor may also ask you to hand in any prewriting (brainstorming and/or outline) that you did for this assignment.

Topic 5

Chronological order. Cause effect essays

Topics for discussion:

- Thesis statements for a process Essay.
- Transition signals.
- Organisation for cause / effect order.

Post-discussion and self-control tasks

1. Step 1 Check (+) the thesis statements that suggest a chronological order. Put a double check (++) next to the thesis statements that suggest the essay will describe a process or procedure.

Step 2 In the sentences you have checked, circle the word or words that indicate chronological order.

The first one has been done for you as an example.

++ 1. A child learns to handle responsibility in a series of small steps.

_____ 2. A person's intelligence is the product of both heredity and environment.

_____ 3. There are two main reasons I believe women in the army should not be allowed in a war zone along with men.

_____ 4. The procedure for submitting expense reports has recently changed.

_____ 5. The tensions that led to last year's student riots had been developing for several years.

_____ 6. North American directness often conflicts with Asian modesty.

_____ 7. The two busiest travel days in the United States are the – Wednesday before and the Sunday after Thanksgiving.

_____ 8. Cultures celebrate the end of winter and the arrival of spring in different ways.

_____ 9. The preparation of the poisonous puffer fish for eating is a delicate process that is not for amateur chefs.

_____ 10. The life cycle of the monarch butterfly is an interesting phenomenon.

2. Write a thesis statement for a process essay on five of the following topics.

Note: You may want to use one of these topics for your own essay at the end of the chapter.

1. How to take a good photograph.

2. How to research a topic for an essay.

3. How diamonds are processed from a diamond mine to a diamond ring.

4. How to perform a particular chemistry or physics experiment.

5. How to transplant a tree.

6. How a hybrid automobile works.

7. How to overcome a fear.

8. How GPS receivers work.

9. How to celebrate _____ (any special occasion, such as a favorite holiday, a special birthday, a wedding, an anniversary).

10. How to detail a car.

Topics on the Lighter Side

11. How to shop successfully on eBay.

12. How to flirt.

13. How to mend a broken heart.

14. How to get an A (or an F) in a class.

15. How to raise a spoiled (or a perfect) child.

3. Fill in each blank with an appropriate chronological order signal from the list provided. Use each signal only once. Change small letters to capital letters and add commas where necessary.

as soon as the lesson begins; when you return; when he or she asks
in first; finally; a third you; to speak up;
conclusion; in the time second; before you sit
next few minutes; down; next
then

How to Annoy a Teacher

It is quite easy to annoy a teacher-even the most patient, kind-hearted teacher in the world-if you follow these simple steps.

(1) _____ always come to class just a little late. (2) _____ make as much noise as possible as you enter the room. (3) _____ greet all your friends with a cheerful wave – or even better, with a shouted greeting. (4) _____ slam your heavy backpack down on the floor next to your desk and do a few stretching exercises. (After all, you will be sitting still for the next 40 minutes or so!). (5) _____ make a big, gaping yawn and take your seat.

(6) _____ raise your hand and ask to be excused to go to the restroom. (7) _____ be sure to slam the door, and again, make as much noise as possible while taking your seat. (8) _____ turn the pages of your book noisily, search in your backpack for a pencil, ask your neighbor if you can borrow an eraser, and announce in a loud voice that you cannot find your homework. (9) _____ raise your hand and ask to be excused to look for it in your locker.

If the teacher should happen to call on you during the class, mumble an answer. (10) _____ mumble again-maybe a little louder this time, but still not loudly enough to be heard. If the teacher dares to ask you (11) _____ give a loud and clear answer to the previous question-the one your classmate answered a minute ago-and smile smugly as you do so.

(12) _____ if these techniques do not achieve the desired results, you can always fold your arms across your desk, put your head down, and take a nap. Just do not forget to snore!

Tasks for the class activity

4. Step 1 Underline the part of the sentence that states a cause.

Step 2 Circle the word or words that introduce the cause.

Step 3 Be able to discuss the use of each word or phrase you have circled.

What kind of grammatical structure follows each one? Notice especially the difference between the use of because and because of. The first one has been done for you as an example.

1. The computer is a learning tool since helps children to master math and language skills. (After since, we must use a clause with a subject and a verb.)

2. Due to the ability of computers to keep records of sales and inventory, many big department stores rely on them.

3. A medical computer system is an aid to physicians because of its ability to interpret data from a patient's history and provide a diagnosis. (How would you rewrite this sentence using because instead of because of?)

4. War, famine, and ethnic violence have caused a flood of refugees in the past 50 years.

5. Hollywood movies are known for their special effects because U.S. audiences seem to demand them.

6. Since European audiences seem to prefer movies that explore psychological or philosophical issues, European movies are generally quieter and more thought-provoking.

7. Smog results from chemical air pollutants being trapped under a layer of warm air.

8. John's promotion is the result of his brilliant management skills and company loyalty.

9. Little is known about life on the ocean floor, for scientists have only recently developed the technology to explore it.

10. Holes are created in the protective ozone layer of the stratosphere as a result of the burning of fossil fuels.

5. Step 1 Underline the part of the sentence that states an effect.

Step 2 Circle the word or words that introduce the effect.

Step 3 Be able to discuss the use of each word or phrase that you have circled. What kind of grammatical structure follows each one? How is the sentence punctuated?

1. The performance of electric cars is inferior to the performance of cars with conventional internal combustion engines; consequently, some improvements must be made in them if they are to become popular.

2. However, electric cars are reliable, economical, and nonpolluting; therefore, the government is spending millions of dollars to improve their technology.

3. Electric cars use relatively inexpensive electricity for power; thus, they cost less to operate than cars that use gasoline.

4. The cost of gasoline is rising; as a result, some automobile manufacturers have begun to produce electric models.

5. His patient diplomacy resulted in the successful negotiation of a peace treaty.

6. It has been documented that lack of sleep affects a person's ability to think clearly.

7. Cold water is denser than warm water and will therefore sink.

8. Freshwater is less dense than salt water, so it tends to float on the surface of a body of salt water.

9. Air pollution creates holes in the protective ozone layer of the stratosphere, thereby allowing harmful ultraviolet radiation to reach Earth's surface.

10. The cause of the patient's rapid recovery was the excellent care he received from his doctor.

6. Step 1 Decide which sentence in each item is a cause and which is an effect. Write C for cause or E for effect next to each sentence.

Step 2 Combine the sentences in each item into a new sentence that shows a cause/effect relationship. Use the cause or effect signal word or phrase given to form your new sentence, and

circle the word. You will have to add, delete, or change words in most sentences.

The first one has been done for you as an example.

1. E There are fewer hours of daylight.

c In winter, the sun is lower in the sky.

(thus) In winter, the sun is lower in the sky; thus there are fewer hours of daylight.

2. Some breeds of dogs have a stronger desire to perform a service than other breeds.

They are more suitable as search-and-rescue animals.

(since) _____

3. ___ Seals and other aquatic mammals can see when they are hunting for food in the dark ocean depths at night.

— They have very large eyes.

(due to) _____

4. ___ Metals have many free-moving electrons.

_____ Metals are good conductors of heat.

(consequently) _____

5. My company began offering employees flexible working hours.

___ Productivity has increased.

Absenteeism has declined.

(as a result) _____

6. ___ Radiation could escape into the atmosphere.

— The Chernobyl nuclear power plant had no confinement shell.

(hence)

7. Operators had disregarded safety rules.

_____ The nuclear reactor at Chernobyl underwent a meltdown.

(because of) _____

8. — During a weather phenomenon known as El Nino, a mass of warm water flows eastward across the Pacific Ocean toward South America.

— The temperature of the water off the coast of Peru rises as much as 10°F .

(thereby) Note: You must change the verb rise to raise.

9. ___ Weather around the world changes.
 ___ During an El Nino, the jet stream blows in a different pattern.
 (therefore) _____
10. ___ In some areas of the world, heavy rains fall.
 ___ Devastating floods and mudslides happen.
 (cause-verb) _____
11. ___ In other parts of the world thousands of people suffer starvation.
 ___ Drought happens. (as a result of)

FOLLOW UP

Analyse your article paying attention to its chronological order. (Your instructor will or may give you a time limit.)

Spend 1 or 2 minutes at the beginning thinking of ideas and organizing them.

Spend 1 minute at the end checking your work for errors.

Spend the remaining time writing.

Topic 6
COMPARISON / CONTRAST ESSAY

Topics for discussion:

- Organization of comparison / contrast essays.
- Comparison and contrast signals words.
- Types of sentences:
 - a) clauses;
 - b) kinds of sentences;

Post-discussion and self-control tasks

1. Add comparison signal words to connect the following comparisons. The items contain both sentences and short phrases. You should write one complete new sentence for each item and use different comparison signal words in each. The first one has been done for you as an example.

1. The United States has a democratic form of government.
Great Britain has a democratic form of government.

The United States has a democratic form of government. just as Great Britain does.

2. The United States operates under a two-party system. Great Britain operates under a two-party system.

3. The British Parliament has two separate houses, the House of Commons and the House of Lords. The United States Congress has two separate houses, the Senate and the House of Representatives.

4. The US. House of Representatives = the British House of Commons. The US. Senate = the British House of Lords.

5. The members of the US. House of Representatives are elected by district. The members of the British House of Commons are elected by district.

6. The method of choosing cabinet members in the United States. The method of choosing cabinet members in Great Britain. (Use the comparison signal the same.)

7. In Great Britain, the prime minister appoints the cabinet. The U.S. president appoints the cabinet.

8. The British monarch has the right to veto any law passed by Parliament. The U.S. president has the right to veto any law passed by Congress.

2. Add contrast signal words to connect the following items. The items contain both complete sentences and short phrases. You should write one complete new sentence for each item, and use a different contrast signal in each.

The first one has been done for you as an example.

1. The government of the United States the government of Great Britain dissimilar in several aspects

The governments of the United States and Great Britain are dissimilar in several aspects.

2. The chief executive in Great Britain is called the prime minister. The chief executive in the United States is called the president.

3. In the United States, the president fulfills the functions of both political leader and head of state. These two functions are separate in Great Britain.

4. In other words, Great Britain has both a monarch and a prime minister. The United States has only a president.

5. The president of the United States may be of a different political party than the majority of Congress. The British prime minister is the head of the political party that has the most seats in Parliament.

6. The United States has a written constitution. Great Britain has no written constitution.

7. In the United States, elections are held on a regular schedule, no matter how popular or unpopular the government is. In Great Britain, elections are held whenever the prime minister loses a vote of confidence.

8. The members of the U.S. Senate are elected. The members of the British House of Lords are appointed or inherit their positions.

9. As you can see, the two systems of government differ in several major aspects. They are both democracies.

Tasks for the class activity

3. Remember that an independent clause by itself is a complete sentence, but a dependent clause by itself is an incomplete sentence. Write Indep. next to the complete sentences and put a period (.) after them. Write Dep. next to the incomplete sentences. The first two have been done for you as examples.

____Indep____1. Globalization means more travel for businessmen and women.

____Dep____2. As business executives fly around the globe to sell their companies' products and services.

_____3. Jet lag affects most long-distance travelers.

_____4. Which is simply the urge to sleep at inappropriate times.

_____5. During long journeys through several time zones, the body's inner clock is disrupted.

_____6. For some reason, travel from west to east causes greater jet lag than travel from east to west

_____7. Also, changes in work schedules can cause jet lag.

_____8. When hospital nurses change from a day shift to a night shift, for example

_____9. Although there is no sure way to prevent jet lag

_____10. There are some ways to minimize it.

_____ 11. Because jet lag is caused at least partially by loss of sleep, not just a change in the time of sleep

_____ 12. A traveler should plan to arrive at his or her destination as late as possible

_____ 13. Upon arriving, he or she should immediately go to bed

_____ 14. Then the traveler should start to live in the new time zone immediately

_____ 15. Even when the traveler arrives early in the morning and cannot go to bed immediately

4. Which coordinator would you use to connect the two clauses in these sentences?

Write either but or yet in the blank space.

1 a. Too much sun damages the skin, many people still do not use sunscreen.

b. Too much sun damages the skin, too little sun also causes health problems.

2 a. The company's sales increased last year, its profits declined.

b. The company moved its marketing division to Phoenix, the operations division stayed in Boston.

3 a. Population growth has slowed in most developing countries, it has not slowed enough to avoid serious problems.

b. The fertility rate in India has decreased from 6 to 3 births per female, ____ India's population is expanding at the rate of 18 million per year.

5. Form compound sentences by adding another independent clause to the following independent clauses. Be sure to write a complete clause containing a subject and a verb. Circle the coordinator and add punctuation. The first one has been done for you as an example.

1. The college campus is located in the center of the city so, it is very easy to get there by public transportation.

2. According to the Big Bang Theory, the universe began expanding about 13.7 billion years ago and

3. Does the universe have an outer edge or _____?

4. Scientists predict that intelligent life exists somewhere in the universe but _____

5. Mars probes have photographed rocks with water markings on them yet _____

6. We may not be able to communicate with other life forms for _____

7. Instead of taking the psychology final exam, we can write a 10-page research paper or

8. I want to write a research paper yet

9. Three weeks before the end of the term, I had not started my paper nor _____

10. I needed help choosing a topic so

6. For each pair of the following sentences form a compound sentence by joining the two independent clauses with a coordinator that best fits the meaning. Use each FAN BOYS coordinator once. Write your new sentences on a separate sheet of paper, and punctuate them correctly. The first one has been done for you as an example.

1. Nuclear accidents can happen. Nuclear power plants must have strict safety controls.

Nuclear accidents can happen, so nuclear power plants must have strict safety controls.

2. The accident at the nuclear power plant at Three Mile Island in the United States created fears about the safety of this energy source. The disaster at Chernobyl in the former Soviet Union confirmed them.

3. Solar heating systems are economical to operate. The cost of installation is very high.

4. Energy needs are not going to decrease. Energy sources are not going to increase. (Use *nor* and question word order in the second clause, deleting the word *not*).

5. Burning fossil fuels causes serious damage to our planet We need to develop other sources of energy.

6. Ecologists know that burning fossil fuels causes holes in the ozone layer. People continue to do it.

7. Developing nations especially will continue this harmful practice. They do not have the money to develop "clean" energy sources.

8. All nations of the world must take action. Our children and grandchildren will suffer the consequences.

7. Form compound sentences by adding a second independent clause to each independent clause. Be sure to add a complete clause containing a subject and a verb. Circle the conjunctive adverb and add punctuation. The first one has been done for you as an example.

1. The college campus is located in the center of the city; **therefore**, it is very easy to get there by public transportation.

2. According to the Big Bang Theory, the universe began expanding about 13.7 billion years ago moreover

3. Students must pay their tuition and fees before they register for classes otherwise _____

4. Scientists predict that intelligent life exists somewhere in the universe however _____

5. Mars probes have photographed rocks with water markings on them nevertheless _____

6. My roommate scored high on the English placement test as a result _____

7. Tuition and fees increase every year for example

8. The class thought the teacher would give a test last Friday instead _____

8. Punctuate the following sentences.

Step 1 Underline the independent clauses with a solid line and the dependent clauses with a broken line.

Step 2 Add commas and/or semicolons as necessary.

1. Information and communication technology is reaching out to help people in the poorest countries improve their lives for example fishermen on the Bay of Bengal can now receive online weather reports that tell them when it is safe to go out.

2. Furthermore, when the fishermen bring in a boatload of fish they can find out the current market prices for their fish, which will help them bargain with the middlemen to whom they sell their catch.

3. The cost of the cheapest computer is at least \$200 and since this is more than an individual fisherman can afford several fishing villages together can pool their money and buy one to share.

4. The worldwide reach of the Internet is also providing employment opportunities in developing countries and as greater numbers of people learn the technology these opportunities will expand.

5. When you call your U.S. bank you may find yourself speaking to a customer service representative who is sitting in the Philippines or Puerto Rico and when you need technical support for your home computer you will probably get help from a programmer in New Delhi.

FOLLOW UP

Analyse your article and add a well-organized paragraph focusing on using the techniques of comparison/contrast.

- Spend 1 or 2 minutes at the beginning thinking of ideas and organizing them.
- Spend 1 minute at the end checking your work for: errors.
- Spend the remaining time writing.

Topic 7
PARAGRAPH AND SUMMARY

Topics for discussion:

- Paraphrasing.
- Summarizing.
- Parallelism.
- Sentence problems.

Post-discussion and self-control tasks

1. Write a paraphrase of each of the passages that follow.

Step 1 Read the original passage several times until you understand it well. You may find it helpful to underline the main points.

Step 2 Make notes in the space provided, changing vocabulary words wherever possible.

Step 3 Write your paraphrase in your own words. Remember to change both vocabulary and sentence structure.

Step 4 Check your paraphrase to make sure you have not changed the meaning of the original passage.

Step 5 Add an in-text citation in the proper form at the end of each paraphrase.

Step 6 If your instructor requests, prepare an entry for a works-cited list for each source.

Original Passage 1

A second major problem is maintaining astronauts' mental health. Being confined for long periods of time in dark and hostile space undoubtedly produces anxiety. Loneliness and boredom are other psychological concerns.

Notes

Your Paraphrase

Original Passage 2

Finally, how can astronauts "let off steam" when interpersonal conflicts develop? Even best friends can irritate each other when forced to spend weeks together in isolation. Space stations are small, cramped, busy workplaces, and there is little privacy. Also, space

exploration is dangerous, which adds to the stress aboard a spaceship.

Notes

Your Paraphrase

Original Passage 3

Why should we spend vast amounts to reach Mars when there is a very high chance of its not providing anything that would improve our lot here on Earth? Why not allocate those billions for "home improvement"? Think of the progress that could be made in curing cancer, AIDS, and other diseases; in cleaning our water, air, and soil; and in feeding hungry nations. Why confront the hazards of outer space when we should be fighting homelessness, poverty, and unemployment on Earth?

Notes

Your Paraphrase

Original Passage 4

Speed is everything on the way to Mars and not only because a seven-month trip in a confined space can be torturous. The bigger problem is that it can be lethal because of radiation exposure in deep space, where the absence of Earth's magnetic field leaves astronauts far more exposed to deadly cosmic energy than they are in orbit or on the way to the moon.

Notes

Your Paraphrase

Tasks for the class activity

2. Read the original passage and the two summaries that follow it. Then answer these questions.

1. Which of the two is the better summary? Why?
2. Which summary contains an idea that was not in the original? Which sentence expresses this added idea?

Original Passage

Swahili speakers wishing to use a "compyuta" – as computer is rendered in Swahili-have been out of luck when it comes to communicating in their tongue. Computers, no matter how bulky their hard drives or sophisticated their software packages, have not yet mastered Swahili or hundreds of other indigenous African languages.

But that may soon change. Across the continent, linguists are working with experts in information technology to make computers more accessible to Africans who happen not to know English, French, or the other major languages that have been programmed into the world's desktops.

There are economic reasons for the outreach. Microsoft, which is working to incorporate Swahili into Microsoft Windows, Microsoft Office, and other popular programs, sees a market for its software among the roughly 100 million Swahili speakers in East Africa. The same goes for Google, which last month launched www.google.co.ke, offering a Kenyan version in Swahili of the popular search engine.

But the campaign to Africanize cyberspace is not all about the bottom line. There are hundreds of languages in Africa-some spoken only by a few dozen elders-and they are dying out at an alarming rate. The continent's linguists see the computers as one important way of saving them. UNESCO estimates that 90 percent of the world's 6,000 languages are not represented on the Internet and that one language disappears somewhere around the world every two weeks.

Summary A

People who speak Swahili who want to communicate using a "compyuta," which is the Swahili word for computer, are unable to do so in their own language. It makes no difference that computers have huge hard drives and sophisticated software. They cannot operate in Swahili or other African languages, of which there are hundreds. Soon, however, they may be able to. Linguists in Africa

are working with information technology specialists to make computers operable to Africans who do not know any of the languages currently used on the Internet. Economics is bringing about this change. Microsoft sees a market for its software among Swahili speakers in East Africa. Google now has a search engine for speakers of Swahili in Kenya. Other software companies will probably soon develop products for African consumers. In addition to economics, there is another reason for making the computer accessible to Africans. Hundreds of African languages are dying out, and linguists view the computer as a way to save them. According to UNESCO estimates, 90 percent of the world's 6,000 languages are not on the Internet, and one language becomes extinct every day somewhere in the world. The hope is that computers can help save them (Lacey).

Summary B

Many Africans who do not speak any of the major languages on the Internet have been unable to use computers in their native languages. Computers cannot yet accommodate languages such as Swahili. However, that situation may soon change. Linguists and computer experts are working to develop computers that work in Swahili and other African languages. Economics is one reason for doing so. Computer companies such as Microsoft and Google see a potentially huge market for its products in Africa. Another important reason is to save languages that are in danger of becoming extinct (Lacey).

The steps for writing a summary are similar to those for writing a paraphrase.

Step 1 Read the original passage several times until you understand it fully. Look up any words that you don't understand.

Step 2 Decide what the important ideas are. It helps to underline important ideas. It also helps to take notes. Write down only a few words for each idea-not complete sentences.

Step 3 Write your summary from your notes. Don't look at the Original while you are writing.

Step 4 Check your summary against the original to make sure you have not changed the meaning.

Step 5 Add an in-text citation at the end of the summary.

3. Two or more items in each of the following sentences are written in parallel grammatical form. Underline the items or ideas that are parallel, and circle the word or words that connect the parallel structures. The first one has been done for you as an example.

1. An ideal environment for studying includes good lighting, a spacious desk, and a comfortable chair.

2. You know you are truly fluent in another language when you can calculate in it and when you begin to dream in it.

3. People often spend as much time worrying about the future as planning for it.

4. You can learn a second language in the classroom, at home, or in a country where the language is spoken.

5. My new personal computer is both fast and reliable.

6. My old typewriter is neither fast nor reliable.

7. Ann is growing older but unfortunately not wiser.

8. Young people buy computers not only to do schoolwork but also to play games.

9. If industrial nations continue to burn fossil fuels and if developing nations continue to burn their rain forests, the level of CO₂ in the atmosphere will continue to increase.

10. Before the judge announced the punishment, he asked the murderer if he wanted to speak either to the victim's family or to the jury.

11. The criminal neither admitted guilt nor asked for forgiveness before he was sent to prison.

4. Read the following sentences. Mark them Frag. if they are sentence fragments, or Compo if they are complete sentences. On a separate sheet of paper, rewrite each fragment to make a complete sentence.

_____ 1. The desire of all humankind to live in peace and freedom, for example.

_____ 2. Second, a fact that men are physically stronger than women.

_____ 3. The best movie I saw last year.

_____ 4. Titanic was the most financially successful movie ever made, worldwide.

_____ 5. For example, many students have part-time jobs.

_____ 6. Although people want to believe that all men are created equal.

_____ 7. Finding a suitable marriage partner is a challenging task.

_____ 8. Many of my friends who did not have the opportunity to go to college.

_____ 9. Working during the morning and attending classes during the afternoon.

_____ 10. Because I do not feel that grades in college have any value.

_____ 11. A tsunami that occurred in the Indian Ocean in December 2004, killing more than 200,000 people.

_____ 12. The total energy of the tsunami waves was about five megatons of TNT.

_____ 13. More than twice the total explosive energy used during all of World War II, including two atomic bombs, according to one expert.

_____ 14. Evidence that the wave reached a height of 80 feet (24 meters) when coming ashore along the coastline and rose to 100 feet (30 meters) in some areas when traveling inland.

_____ 15. Despite a lag of up to several hours between the earthquake and tsunami, nearly all of the victims were taken completely by surprise.

5. Improve these stringy sentences.

1. He enrolled in an intermediate calculus class, but he found it too easy, so he dropped it, and he signed up for the advanced class.

2. First-born children in a family often have more responsibility than their younger siblings, and they feel pressure to set a good example, so they often become superachievers.

3. Last-born children, on the other hand, often have little responsibility, and they may be pampered as the "baby" of the

family, but they are the smallest, and they have to get people to like them, so they often develop superior social skills.

4. The students in my engineering class could not do the homework, so we got together and worked for several hours, and we finally solved all the problems.

5. The lack of rainfall has caused a severe water shortage, so people have to conserve water every day, and they also have to think of new ways to reuse water, but the situation is improving.

FOLLOW UP

Analyse your article add an in-text citation at the end of each piece of summarized information you've used.

Topic 8
ARGUMENTATIVE ESSAY

Topics for discussion:

- Organisation of argumentative essay.
- Introductory paragraph.

Post-discussion and self-control tasks

1. Add an opposing point of view to each of the following thesis statements. If necessary, rewrite the part of the sentence that is given to you. The first one has been done for you as an example.

1. Doctors or family members should never be allowed to “pull the plug”.

Although some people believe that doctors and family members should never be allowed to "pull the plug," I believe that it is sometimes more humane to do so.

2. The sale of CDs with songs containing lyrics that degrade women should be prohibited.

3. Television is the worst invention of modern times.

4. Environmental protection laws go too far.

5. The advertising industry performs many public services.

6. Choose your own topic. Then write a thesis statement that expresses both sides of the issue.

2. Think of two or three supporting arguments for each thesis statement. Notice that two of the thesis statements state only the writer's point of view, and two state both sides of the argument. The first one has been done for you as an example.

1. Censorship of the arts is always wrong.

a. Freedom to express oneself is a fundamental right stated in the U.S. Bill of Rights.

b. Public morality is relative-what is objectionable in some cultures is acceptable in others.

c. Many masterpieces – books, sculptures, and paintings-would be banned.

2. Violence in video games, movies, and television programs should be censored.

a. _____

b. _____

c. _____

3. Despite the fact that education's primary responsibility is to train minds, not bodies, I believe that schools should require students to practice a sport at least one hour each day.

a. _____

b. _____

c. _____

4. Although some people think that curfew laws will help control teenage gangs, they are wrong for several reasons.

a. _____

b. _____

c. _____

5. Engaged couples should be required to take marriage preparation classes for one full year before their wedding.

a. _____

b. _____

c. _____

6. Your own topic: _____

a. _____

b. _____

c. _____

Tasks for the class activity

3. It is/is not worth the expense and risk to make a manned flight to Mars.

Reading 1

This reading presents several arguments in favor of sending a manned flight to Mars.

Why We Should Send a Manned Mission to Mars!

1. Mars has fascinated Earth-bound humans since prehistoric times, due to its captivating red hue and proximity and similarity to Earth. The romance of space travel and the exploration of new worlds is a major argument in favor of a manned mission to Mars. Supporters claim that exploring and colonizing the moon and Mars will give us a better understanding of our own home planet, Earth. Other supporters are motivated by feelings of national pride, saying the prestige of the United States is at stake. Still others believe that the research required by such a complex mission will help the United States retain its position as a leader in science and technology.

2. The success of the Apollo program in the 1960s and 1970s created a generation of astronaut heroes that inspired the nation. "In 1969, America sent men to the moon, not machines," Ben Wattenberg said on PBS's Think Tank. "[H]uman beings are exploratory creatures ... mankind needs big ideas and big projects to ennoble and inspire society. Don't our little boys and girls need heroes and heroines to say, 'Look at him, look at her; she's there?'" President George W. Bush once said in an address to the nation, "Mankind is drawn to the heavens for the same reason we were once drawn to unknown lands and across the open sea. We choose to explore space because doing so improves our lives and lifts our national spirit."

3. Many supporters of manned travel to Mars argue that because of its similarity to Earth, Mars offers opportunities to discover the origins of life and ways to protect the environment on Earth.

4. "We cling to the hope of a neighboring planet that harbors ... at least some primitive forms of life. If Mars contains even nanobacteria – or indisputable evidence of past life of the simplest forms-this will profoundly change our conception of our place in the universe," wrote Thomas Gangale. "If Mars is dead now, but was once alive, understanding how Mars died may give us a crucial understanding of how close we are coming to killing the Earth."

5. The Mars Society [a group that supports Mars exploration] shares that opinion. In its Founding Declaration, the society wrote, "As we begin the twenty-first century, we have evidence that we are changing the Earth's atmosphere and environment in significant

ways.... Mars, the planet most like Earth, will have even more to teach us about our home world. The knowledge we gain could be key to our survival."

6. And many scientists assert that the best way to attain that knowledge is with human scientists. "Robots can do a lot," Chris Welch, a lecturer in space technology at Kingston University, told the BBC. "But having multiple trained human beings there would tell us so much more." Dava Newman, associated professor of aeronautics at the Massachusetts Institute of Technology, agreed. "It's risky and it's also very costly, but there's just so much humans can do as explorers that we don't have any other way to accomplish."

7. China, Russia, and the European Union have all announced plans to boost their space programs in coming years, including sojourns to the moon and Mars. Some people believe it's essential to U.S. international status that the United States lead the way in space exploration. "Republican officials said conservative lawmakers who might balk at the cost [of a manned mission to Mars] are likely to be lured by the chance to extend the U.S. military supremacy in space when China is pursuing lunar probes and Russia is considering a Mars mission," Mike Allen and Eric Pianin wrote in *The Washington Post*.

8. The European Space Agency (ESA) has developed a long-term plan-known as Aurora-that will use robotics to first explore low-Earth orbit and then move farther out into planetary excursions, including Mars. The ESA intends to send a rover to Mars by 2009 and a manned mission to the moon by 2024 that will "demonstrate key life support and habitation technologies as well as aspects of crew performance and adaptation." The final step in the Aurora program is a human mission to Mars in the 2030s. .

9. Regaining the top position in science and technology is another reason to support a Mars mission. According to *The New York Times*, the dominance the United States once had in science and innovation has declined in recent years as the number of international prizes and journal publications awarded to European and Asian researchers has increased. Jennifer Bond, vice president for international affairs for the Council on Competitiveness said, "Many other countries have realized that science and technology are

key to economic growth and prosperity. They're catching up to us." She warned that people in the United States should not "rest on their laurels." A poll by the Associated Press seems to indicate that many people in the United States agree with her. Seventy-two percent of respondents in the poll deemed it important for the United States to be the "leading country in the world in the exploration of space."

10. "America is not going to remain at peace, and we're not going to remain the most prosperous nation, and we're not going to remain a free nation unless we remain the technological leader of the world," said Representative Dana. Rohrabacher, chairman of the House Subcommittee on Space and Aeronautics. "And we will not remain the technological leader of the world unless we are the leaders in space."

Questions

1. Paragraph 1 summarizes four reasons why the United States should send a manned mission to Mars. List them here.

- a. _____
- b. _____
- c. _____
- d. _____

2. Which paragraph discusses the first reason?

In your opinion, which sentence in the paragraph expresses this reason most clearly and concisely? Copy the sentence here.

3. Which paragraph(s) discuss(es) the second reason?

Summarize the reason here.

4. Which paragraph(s) discuss(es) the third reason?

Summarize the reason here.

5. Which paragraph(s) discuss(es) the fourth reason?

Summarize the reason here

Reading 2

This article from a popular weekly news magazine argues against sending a manned spacecraft to explore Mars.

Why We Shouldn't Go to Mars: Someday people may walk on the planet, but not until it makes technological sense

1. "Two centuries ago, Meriwether Lewis and William Clark left St. Louis to explore the new lands acquired in the Louisiana Purchase," George W. Bush said, announcing his desire for a program to send men and women to Mars. "They made that journey in the spirit of discovery.... America has ventured forth into space for the same reasons."

2. Yet there are vital differences between Lewis and Clark's expedition and a Mars mission. First, Lewis and Clark were headed to a place amenable to life; hundreds of thousands of people were already living there. Second, Lewis and Clark were certain to discover places and things of immediate value to the new nation. Third, the Lewis and Clark venture cost next to nothing by today's standards. In 1989 NASA estimated that a people-to-Mars program would cost \$400 billion, which inflates to \$600 billion today. The Hoover Dam cost \$700 million in today's money, meaning that sending people to Mars might cost as much as building about 800 new Hoover Dams. A Mars mission may be the single most expensive non-wartime undertaking in U.S. history.

3. The thought of travel to Mars is exhilarating. Surely men and women will someday walk upon that planet, and surely they will make wondrous discoveries about geology and the history of the solar system, perhaps even about the very origin of life. Many times I have stared up at Mars in the evening sky-in the mountains, away from cities, you can almost see the red tint-and wondered what is there or was there.

4. But the fact that a destination is tantalizing does not mean the journey makes sense, even considering the human calling to explore. And Mars as a destination for people makes absolutely no sense with current technology.

5. Present systems for getting from Earth's surface to low-Earth orbit are so fantastically expensive that merely launching the

1,000 tons or so of spacecraft and equipment a Mars mission would require could be accomplished only by cutting health-care benefits, education spending, or other important programs – or by raising taxes. Absent some remarkable discovery, astronauts, geologists, and biologists once on Mars could do little more than analyze rocks and feel awestruck beholding the sky of another world. Yet rocks can be analyzed by automated probes without risk to human life, and at a tiny fraction of the cost of sending people.

6. It is interesting to note that when President Bush unveiled his proposal, he listed these recent major achievements of space exploration: pictures of the rings of Saturn and the outer planets, evidence of water on Mars and the moons of Jupiter, discovery of more than 100 planets outside our solar system, and study of the soil of Mars. All these accomplishments came from automated probes or automated space telescopes. Bush's proposal, which calls for "reprogramming" some of NASA's present budget into the Mars effort, might actually lead to a reduction in such unmanned science—the one aspect of space exploration that's working really well.

7. Rather than spend hundreds of billions of dollars to hurl tons toward Mars using current technology, why not take a decade-or two decades, or however much time is required—researching new launch systems and advanced propulsion? If new launch systems could put weight into orbit affordably, and if advanced propulsion could speed up that long, slow transit to Mars, then the dream of stepping onto the red planet might become reality. Mars will still be there when the technology is ready.

8. Space exploration proponents deride as lack of vision the mention of technical barriers or the insistence that needs on Earth come first. Not so. The former is rationality, the latter the setting of priorities. If Mars proponents want to raise \$600 billion privately and stage their own expedition, more power to them; many of the great expeditions of the past were privately mounted. If Mars proponents expect taxpayers to foot their bill, then they must make their case against the many other competing needs for money. And against the needs for health care, education, poverty reduction, reinforcement of the military, and reduction of the federal deficit, the case for vast expenditures to go to Mars using current technology is very weak.

9. The drive to explore is part of what makes us human, and exploration of the past has led to unexpected glories. Dreams must be tempered by realism, however. For the moment, going to Mars is hopelessly unrealistic.

Questions

1. Most of paragraph 1 is a quotation by George W. Bush. Rewrite the direct quotation as an indirect quotation. Be sure to include a reporting phrase.

2. Paragraph 2 begins with a transition signal that signals contrast.

a. What two things are contrasted?
_____and

b. On what three points are they contrasted?

(1) _____

(2) _____

(3) _____

3. Paragraph 4 contains the thesis statement for the essay. Copy it here.

4. Paragraphs 5, 6, 7, and 8 mention several reasons for not sending a manned spacecraft to Mars. Summarize the reasons here.

5. What kind of conclusion does this essay have?

a. It summarizes arguments against a manned Mars mission.

b. It paraphrases the thesis statement.

Topic 2

The future status of English as the global language is/is not assured.

Reading 1

This article, from a British weekly news magazine, discusses the reasons that English has become the dominant language around the world.

The World Language

1. India has about a billion people and a dozen major languages of its own. One language, and only one, is understood – by an elite-across the country: that of the foreigners who ruled it for less than 200 years and left 52 years ago. After 1947, English had to share its official status with north India's Hindi and was due to lose it in 1965. It did not happen: Southern India said no.

2. Today, India. Tomorrow, unofficially, the world. [the spread of English] is well under way; at first, because the British not only built a global empire but settled America, and now because the world (and notably America) has acquired its first truly global-and interactive-medium, the Internet.

3. David Crystal, a British expert, estimates that some 350 million people speak English as their first language. Maybe 250-350 million do or can use it as a second language; in ex-colonial countries, notably, or in English-majority ones, like 30 million recent immigrants to the United States or Canada's 6 million francophone Quebecers. And elsewhere? That is a heroic guess: 100 million to 1 billion is Mr. Crystal's, depending how you define "can." Let us be bold: In all, 20-25 percent of Earth's 6 billion people can use English; not the English of England, let alone of Dr. Johnson, but English.

4. That number is soaring as each year brings new pupils to school and carries off monolingual oldies-and now as the Internet spreads. And the process is self-reinforcing. As business spreads across frontiers, the company that wants to move its executives around and to promote the best of them, regardless of nationality, encourages the use of English. So the executive who wants to be in the frame or to move to another employer learns to use it. English has long dominated learned journals: German, Russian or French (depending on the field) may be useful to their expert readers, but English is essential. So, if you want your own work published-and widely read by your peers-then English is the language of choice.

5. The growth of the cinema, and still more so of television, has spread the dominant language. Foreign movies or sitcoms may be dubbed into major languages, but for smaller audiences they are usually subtitled. Result: A Dutch or Danish or even Arab family has an audiovisual learning aid in its living room, and usually the language spoken on screen is English.

6. The birth of the computer and its American operating systems gave English a nudge ahead; that of the Internet has given it a huge push. Any Web-linked household today has a library of information available at the click Of a mouse. And, unlike the books on its own shelves or in the public library, maybe four-fifths is written in English. That proportion may lessen, as more non-English sites spring up. But English will surely dominate.

7. The Web of course works both ways. An American has far better access today than ever before to texts in German or Polish or Gaelic. But the average American has no great incentive to profit from it. That is not true the other way round. The Web may even save some minilanguages. But the big winner will be English.

Questions

1. Paraphrase paragraph 3, which gives several statistics about the number of people who use English.

2. How many reasons are given in paragraphs 4 and 5 for the spread of English throughout the world? List them here.

3. Copy a sentence from paragraph 4 that best expresses the idea that business helps spread the use of English. Include a reporting phrase that names the source of the quoted sentence.

4. Summarize paragraphs 5 and 6 in two or three sentences.

Reading 2

This newspaper article contains support for the view that English is not destined to become the world language. It tells about a law that was considered in Brazil to prohibit the use of English in some areas of Brazilian life. The original article was divided into many short paragraphs, which is the style used in newspapers because newspaper columns are narrow. Here, paragraphs have been combined to improve the coherence.

Brazil Considers Linguistic Barricade

1. In Brazil's shopping malls, the massive consumerist shrines formerly known here as *centros comerciais*, windows that used to advertise a *promocao* now trumpet "Sale." Descontos has become "50 percent off," and the upcoming collections that were once billed as primavera/verao are now touted as "spring/summer." A hairdressing salon calls itself Exuberant; a watch store is named Overtime; a restaurant goes by the name New Garden.

2. In Brazil, the largest Portuguese-speaking nation in the world, English is taking over. And Deputy Aldo Rebelo says "Basta!" "It is time to fight this disrespect of our language," says Mr. Rebelo, the author of a new bill designed to "promote and defend" the Lusitanian [Portuguese] language. "People feel humiliated and offended by having to pronounce words in a language that is not theirs. But they are obliged to, because shop owners or other people want to exhibit a false knowledge," Rebelo says. "This is the public domain; people need to buy things, to go into shopping centers, but people cannot communicate fluently because of the abuse of foreign expressions in our language."

3. Rebelo's tongue-lashing against linguistic invasion is a reaction to globalization's march. He is not alone in the defense of mother tongues. Poland recently passed a law to enforce language purity by banning foreign words from everyday transactions unless Polish translations are provided alongside. A Polish language council will catch violators, who could face stiff fines. Poland's campaign has been compared to the notorious French effort to stamp out "franglais."

4. With 178 million native speakers worldwide, Portuguese ranks seventh among most-spoken native languages after Mandarin, Hindi, Spanish, English, Arabic, and Bengali.

5. Rebelo's bill ... rejects the increasing influx of English expressions and requires that Brazil's native tongue be used in business, formal, and social situations. While those strictures are laughed off by many as unenforceable-one envisions "language police" monitoring cafe chatter and the like-Rebelo's bill thunders that those not respecting Portuguese are "damaging Brazil's cultural patrimony." The linguistic outlaws would face as yet undecided punishment perhaps classes in Portuguese, Rebelo has suggested.

6. One goal of the bill is linguistic purity among government officials, Rebelo says, citing the offenses of President Fernando Henrique Cardoso, who recently used the English expression "fast track" in a speech.

7. The bill would particularly affect the worlds of finance and commerce, where throwing up a sign in English is seen as a trendy way of grabbing potential customers' attention. According to a recent study, 93 of the 252 stores in Sao Paulo's Morumbi shopping center featured English words in their names. That would change under Rebelo's law. The owners of Laundromat would have to wash their hands of the name. Hot dogs would be off the menu, and personal trainers would have to find a new way to describe their services. The Banco do Brasil's "Personal Banking" would need to translate itself, and the Rock in Rio music festival would have to dance to a different tune. Children's clothing store Kid Smart would lose its exotic appeal in a country where most people do not speak English.

8. Although Rebelo recognizes that in today's fast-paced and shrinking world, words like "e-mail," "mouse," and "delete" have entered Portuguese almost overnight, he says the rush to use English words ignores the fact that in many cases perfectly good Portuguese ones already exist. "We can say *entrega a domicílio* because everyone knows what it means, so why use the word 'delivery'?" Rebelo asks, highlighting one recent fad. "Restaurants use 'valet parking,' but why not use *maniobrista*? This law will prohibit these abuses."

9. Linguistic experts agree and point to the richness of Portuguese. Used as an official language in seven countries outside of Portugal, Portuguese boasts 24 vowel sounds, compared with five in English, and includes more than 350,000 words derived primarily from Latin, Arabic, and Iberian tribal languages.

10. Antonio Olinto, an author and member of the Brazilian Academy of Letters, says that, although it is impossible to legislate how people talk, the proposal has value because it has created a debate about the use of foreign words in Brazil. While stopping the trend is impossible, he says, Brazil can counter the linguistic invasion by adapting its language, just as it did with the word "football" (soccer), which over time became *futebol*. "Globalization exists, and I don't think there is any way of escaping it," says

Mr. Olinto. "But in time, words will be adapted into Portuguese, and things will get better." Rebelo acknowledges that the desire to speak English may eventually ebb, but he called on Brazilians meanwhile to use their mother tongue whenever possible.

11. The legislator advises those tempted to utter or write foreign words to consult the style book of *O Estado de São Paulo*, one of the nation's biggest newspapers, which offers the following wordy wisdom: "(1) You have a language, Portuguese, that is just as good and as functional as any other. (2) It is your language."

12. But it's the cash register, not linguistic pride, that inspires lingerie store manager Silvana Cannone when she's looking for just the right word. "We cut the letters out ourselves, and 'Sale' is shorter than *Promocão*, so it's easier," she explains. "Nowadays, everyone knows what 'sale' means. And besides, it sounds more chic."

Questions

1. The introductory paragraph to this essay is
 - a. a funnel introduction.
 - b. a historical introduction.
 - c. a series of examples
2. The main topic of this essay is
 - a. a proposed law in Brazil banning the use of English in certain situations.
 - b. the prevalence of English in Brazil.
 - c. the reasons English is popular among shopkeepers and other businesses in Brazil.
3. Find the sentence that, in your opinion, best expresses the main topic and paraphrase it here.

4. Summarize Mr. Rebelo's reasons.

5. Find a paragraph that discusses other countries' opposition to English.

Write a one-sentence summary of that paragraph here.

Continue your work on the topic that you have started before and try to include the argumentative issue in it.

Step 1 Clarify in your mind what the two sides of the argument are. Decide which side you agree with.

Step 2 Write a thesis statement. Your thesis statement can state either just your point of view or both points of view.

Step 3 Research the topic to get ideas and Supporting reasons for both sides of the argument. You should use quotations, summaries, or paraphrases.

Step 4 Decide whether you will use block or point-by-point organization.

Step 5 Write your first draft. Write an explanatory or an attention-getting introduction, as you prefer.

Step 6 Exchange papers with a groupmate.

Step 7 Make changes if necessary and write a final copy to hand in to your instructor. Your instructor may ask you to hand in your outline, drafts, and editing worksheets along with your final copy.

Step 8 If your instructor asks you to use formal documentation of your sources, prepare a Works Cited list.

MODULE 2

1. Represent the article that you have been writing during the whole course.
2. Review your responses to the tasks you've made before then, write a paragraph explaining how your personal writing process has changed since you wrote those responses.

APPENDICS A

THE PROSESS OF ACADEMOC WRITING

Academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing, such as personal, literary, journalistic, or business writing. Its differences can be explained in part by its particular audience, tone, and purpose.

Whenever you write, consider your specific audience, that is, the people who will read what you have written. In academic writing, your audience is primarily your professors or instructors. Second, consider the tone of your writing, your style or manner of expression. It is revealed by your choice of words and grammatical structures and even the length of your sentences. The tone of a piece of writing can be, for example, serious, amusing, personal, or impersonal. Academic writing is formal and serious in tone. Finally, the purpose of a piece of writing determines its organizational pattern. A persuasive essay will be organized in one way and a comparison / contrast essay in another way.

Writing is a process of creating, organizing, writing, and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.

The Writing Process, Step 1: Creating (Prewriting)

Step 1: choosing and narrowing a topic

The first step in the writing process is to choose a topic and collect information about it. This step is often called prewriting because you do the step before you start writing.

If you are given a specific writing assignment (such as an essay question on an examination), then what you can write about is limited. However, when you can choose your own topic, here are two tips for making a good choice.

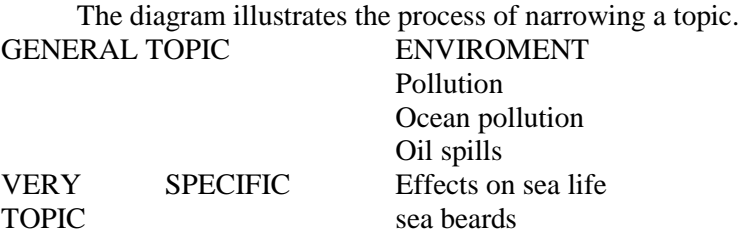
1. Choose a topic that interests you.
2. Choose a topic that fits the assignment.

If you are not sure what interests you, pay attention to what kinds of newspaper and magazine articles you read. Do your eyes

stop at stories about new discoveries in science? Do you turn immediately to the travel, sports, or entertainment sections of newspapers? If you spend time watching television or exploring the Internet, what captures your interest when you are flipping through TV channels or surfing the Net?

Suppose you are interested in the environment, which is a very large topic. You must narrow the topic-perhaps to environmental pollution, if that is your interest. Environmental pollution, however, is still a large topic, so you must narrow the topic further– perhaps to one type of environmental pollution, such as pollution of the oceans.

Writing about ocean pollution is still too large because it includes pollution by oil, chemicals, sewage, and garbage. Therefore, you must narrow your topic further – perhaps to oil as a source of ocean pollution. You could make this topic even narrower by writing only about the effects of oil spills on sea life. This is an appropriate topic for a college assignment, perhaps a ten-page paper. For an essay-length paper, you should narrow the topic further, perhaps to just one kind of sea life – corals or sea birds or shellfish.



Step 1 B: Generating ideas

After you have chosen a topic and narrowed it, the next prewriting step is to collect information and develop ideas. For some writing tasks, you will need to go to outside sources, such as newspapers, magazines, library books, or the Internet. For other assignments, you can interview friends, classmates, and neighbors to get their ideas and opinions. For still other writing tasks, you can search your own brain and life experiences. Four useful techniques for exploring within yourself are journal writing, listing, freewriting, and clustering.

Journal Writing

In journal writing, you can record your daily experiences, or you can write down quotations that are meaningful to you. You might write about a dream you had. You might have a conversation with yourself on paper during which you discuss a problem or an idea. The advantage of writing a journal is that you are writing only for yourself. You can write down your thoughts and explore ideas without worrying what other people will think. A personal journal can be a very rich source of ideas. Three other brainstorming techniques *are listing, freewriting, and clustering*. Learn how to do each of them and then decide which is the most productive for you.

1. Write down the general topic at the top of your paper.
2. Make a list of every idea that comes into your mind about the topic. Don't stop writing until you have filled a page. Keep the ideas flowing. Try to stay on the general topic; however, if you write down information that is completely off the topic, don't worry about it because you can cross it out later.
3. Use words, phrases, or sentences, and don't worry about spelling or grammar.

Step 2 A: Making sublists

As a first step toward making an outline, divide the ideas in the communication problems list further into sublists and cross out any items that do not belong or that are not useable.

The two sublists are (1) items that describe international students (poor verbal skills) and (2) items that describe Americans (Americans difficult to understand). New language and lack confidence do not fit in either sublist, so cross them out. The remaining items fit under 1 or 2. Now you have created a rough outline.

Step 2 B: Writing the topic sentence

Finally, write a topic sentence. The topic is clearly communication problems. A possible topic sentence might be as follows.

One problem that many international students face in the United States is communication with Americans. OR

International students in the United States face communication problems with Americans.

Step 2 C: Outlining

An outline is a formal plan for a paragraph. You may never need to prepare a formal outline, but if you do, this is what one looks like.

With this outline in front of you, it should be relatively easy to write a paragraph. There is a topic sentence, two main supporting points, supporting details, and since this is a stand-alone paragraph, a concluding sentence.

The writing process. Step 3: Writing

Step 3 in the writing process is writing the rough draft. Follow your outline as closely as possible, and don't worry about grammar, punctuation, or spelling.

A rough draft is not supposed to be perfect.

Above all, remember that writing is a continuous process of discovery. As you are writing, you will think of new ideas that may not be in your brainstorming list or outline. You can add or delete ideas at any time in the writing process. Just be sure that any new ideas are relevant.

A rough draft that a student wrote from her outline follows.

The writing process. Step 4: Polishing

The fourth and final step in the writing process is polishing what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two stages. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar and punctuation (editing).

Step 4 A: Revising

After you write the rough draft, the next step is to revise it. When you revise, you change what you have written to improve it. You check it for content and organization, including unity, coherence, and logic. You can change, rearrange, add, or delete, all for the goal of communicating your thoughts in a clearer, more effective, and more interesting way.

During the first revision, do not try to correct grammar, sentence structure, spelling, or punctuation; this is proofreading, which you will do later. During the first revision, be concerned mainly with content and organization.

- Read over your paragraph carefully for a general overview. Focus on the general aspects of the paper and make notes in the margins about rewriting the parts that need to be improved.

- Check to see that you have achieved your stated purpose,
- Check for general logic and coherence. Your audience should be able to follow your ideas easily and understand what you have written.

- Check to make sure that your paragraph has a topic sentence and that the topic sentence has a central (main) focus.

- Check for unity. Cross out sentences that are off the topic.

- Check to make sure that the topic sentence is developed with sufficient supporting details. Does each paragraph give the reader enough information to understand the main idea? If the main point lacks sufficient information, make notes in the margin such as "add more details" or "add an example."

- Check your use of transition signals.

- Finally, does your paragraph have or need a concluding sentence? If you wrote a final comment, is it on the topic?

Step 4 B: Editing (Proofreading)

The second step in polishing your writing is proofreading your paper for possible errors in grammar, sentence structure, spelling, and punctuation.

- Check each sentence for correctness and completeness. You should have no fragments and no choppy or run-on sentences.

- Check each sentence for a subject and a verb, subject-verb agreement, correct verb tenses, noun plurals, articles, and so on.

- Check the mechanics: punctuation, spelling, and capitalization.

- Check for incorrectly used or repeated words.

- Check for contractions (can't, isn't, I'll, and so on). (Some writing instructors permit them, but others do not. Find out your instructor's preference.)

The student edited her paragraph as shown in the following model.

Step 4 C: Writing a final copy

Now you are ready to write the final copy to hand in. Your instructor will expect it to be written neatly and legibly in ink or typed on a computer. Read it once more, and don't be surprised if you decide to make changes. Remember that writing is a continuous process of writing and rewriting until you are satisfied with the final product.

Following is the final copy of the paragraph about communication problems.

APPENDICS B

PUNCTUATION RULES

Commas

Commas are sometimes troublesome to learners of English because they are used differently in other languages. There are many comma rules in English, but you may remember them more easily if you realize that they can be organized into just four main groups: introducers, coordinators, inserters, and tags. Each group of commas relates to independent clauses in a particular way, except the coordinator group.

Coordinator commas link not just independent clauses but any coordinate (equal) elements in a sentence. Study the examples for each comma group, and notice the kinds of elements that can be introducers, coordinators, inserters, and tags.

Introducer Commas

An introducer comma follows any element that comes in front of the first independent clause in a sentence.

Words	Therefore, I plan to quit smoking. Nervously, I threw away my cigarettes.
Phrases	As a result, I feel terrible right now. After 16 years of smoking, it is not easy to quit. Having smoked for 16 years, I find it difficult to quit.
Dependent clauses	Because I have a chronic cough, my doctor recommended that I quit immediately.
Direct quotations	"Stop smoking today," she advised.

Coordinator Commas

Together with a coordinating conjunction, a comma links coordinate (equal) elements in a sentence.

COMPOUND SENTENCE WITH 2 INDEPENDENT CLAUSES: SERIES OF 3 OR MORE WORDS	She has a good job, yet she is always broke. They were tired, so they went home early. He does not enjoy skiing, ice-skating, or sledding.
---	---

Cecille speaks **English, Spanish, French, and Creole.**

(No comma with only two items: Chen speaks Mandarin and Taiwanese.)

SERIES OF 3 OR MORE PHRASES

A nurse has to work **at night, on weekends, and on holidays.**

We ran into **the airport, checked our luggage, raced to the boarding gate, gave the attendant our boarding passes, and collapsed in our seats.**

Insertor Commas

An insertor comma is used before and after any element that is inserted into the middle of an independent clause.

Words

My uncle, **however**, refuses to quit smoking.

Phrases

My father, **on the other hand**, has never smoked. There is no point in living, **according to my uncle**, if you do not do what you enjoy.

Nonrestrictive phrase and clause

My aunt, **his wife**, died of lung cancer.

My cousins, **grieving over their mother's death**, resolved never to smoke.

My mother, **who just celebrated her fiftieth birthday**, enjoys an occasional cigarette.

Reporting words in direct quotations

"I have tried to quit dozens of times," **she says**, "but I can't."

Tag Commas

A tag comma is used when adding certain elements to the end of a sentence.

Word

My uncle believes in drinking a daily glass of wine, **too.**

	He appears to be in good health, however .
Phrase	He swims for an hour every day, for example . He also plays tennis, beating me most of the time .
Tag question	It is not logical, is it?
Direct quotation	He laughs as he says, " I will outlive all of you. "

Semicolons

Using semicolons is not difficult if you remember that a semicolon (;) is more like a period than a comma. It is a very strong punctuation mark. Semicolons are used in three places:

1. Between two sentences that are closely connected in idea.
2. Before conjunctive adverbs and some transition phrases when they are followed by an independent clause.
3. Between items in a series when the items themselves contain commas.

Between Sentences

Use a semicolon at the end of a sentence when the following sentence is closely connected in meaning. You could also use a period, but when the sentences are connected in meaning, a semicolon indicates the connection.

Independent clause; independent clause.

Andrew did not accept the job offer; he wants to go to graduate school.

Computer use is increasing; computer crime is, too.

The meeting ended at dawn; nothing had been decided.

Before Connectors

Use a semicolon before conjunctive adverbs such as *however; therefore, nevertheless, moreover, and furthermore*. Also use a semicolon before transition phrases such as *for example, as a result, that is, or in fact* when they are followed by an independent clause.

Conjunctive adverb,
Independent clause; or Independent clause

Transition phrase

*Skiing is dangerous; nevertheless, millions of people ski.
I have never been to Asia; in fact, I have never been outside
the country.*

Between Items in a Series

Semicolons are used to separate items in a series when some of the items already contain commas. I cannot decide which car I like best: the Ferrari, with its quick acceleration and sporty look; the midsize Ford Taurus, with its comfortable seats and ease of handling; or the compact Geo, with its economical fuel consumption.

Colons

Using a colon at the end of an independent clause focuses attention on the words following the colon. After a colon, we often write lists, appositives, and direct quotations.

Before lists

Use a colon to introduce a list.

*Libraries have two kinds of periodicals: bound periodicals
and current periodicals.*

I need the following groceries: eggs, milk, and coffee.

*The causes of the U.S. Civil War were as follows: the
economic domination of the North, the slavery issue, and the issue of
states' rights versus federal intervention.*

Caution

1. Do not use a colon to introduce a list after the verb *to be* unless you add *the following* or *as follows*.

Incorrect To me, the most important things in life are: good health,
a happy home life, and a satisfying occupation.

Correct To me, the most important things in life are good health,
a happy home life, and a satisfying occupation.

Correct To me, the most important things in life are the
following: good health, a happy home life, and a
satisfying occupation.

2. Do not use a colon after a preposition. Use a colon only at the end of an independent clause.

Incorrect After a long day at work, I look forward to: enjoying a quiet dinner at home, playing with my children, and watching a little TV.

Correct After a long day at work, I look forward to enjoying a quiet dinner at home, playing with my children, and watching a little TV.

Before Appositives

Use a colon after an independent clause to direct attention to an appositive (a word or word group that renames another word or word group).

He had one great love in his life: himself.

A doctor has two important abilities: the ability to listen and the ability to analyze.

Before long Quotations

Use a colon to introduce a quotation longer than three lines. This type of quote is indented on both sides, and no quotation marks are used.

As Albert C. Baugh and Thomas Cable state in their book *The History of the English Language*:

There is no such thing as uniformity in language. Not only does the speech of one community differ from that of another, but the speech of different individuals of a single community, even different members of the same family, is marked by individual peculiarities.

Before Subtitles

Use a colon between the main title and the subtitle of a book, article, or play.

A popular book on nonverbal communication is Samovar and Porter's Intercultural Communication: A Reader.

The title of an article from the New York Times is "Man on Mars: Dream or Reality?"

In Expressions of Time or Day

Use a colon between the numbers for hours and minutes when indicating the time of day.

Helen left the class at 12:30.

After Formal Salutations

Use a colon after the salutation of a formal letter.

Dear Customer Relations:

In informal letters, use a comma.

Dear Mum

Quotation marks

Quotation marks (“...”) have three basic uses: to enclose direct quotations, to enclose unusual words, and to enclose titles of short works.

Around. Direct Quotations

Use quotation marks around a direct quotation that is shorter than three lines. A direct quotation states the exact words of a speaker and is usually introduced by a reporting phrase such as he said or as the report stated.

Punctuation with quotation marks can be a little tricky. Here are some rules to follow:

1. Separate a quoted sentence from a reporting phrase with a comma.

The receptionist said, "The doctor is unavailable right now. Please wait."

"We have already been waiting for an hour," we answered.

2. Periods and commas go inside the second quotation mark of a pair.

"I thought he was responsible," he said, "but he isn't."

3. Colons and semicolons go outside quotation marks.

"Give me liberty or give me death": these are famous words.

4. Exclamation points (!) and question marks (?) go inside quotation marks if they are a part of the quotation; otherwise, they go outside.

"Is it eight o'clock?" she asked.

Did she say, "It is eight o'clock"?

5. Begin each quoted sentence with a capital letter. When a quoted sentence is divided into two parts, the second part begins with a lowercase letter unless it is a new sentence.

"I thought he was responsible," he said, "but he isn't."

"I think he is responsible," he said. "look at his fine work."

6. Use single quotation marks ("...") to enclose a quotation within a quotation.

As John F. Kennedy reminded us, "We should never forget the words of Martin Luther King, Jr., who said, 'I have a dream.'"

Around. Unusual Words

Use quotation marks around words with an unusual, especially ironic, meanings.

The "banquet" consisted of hot dogs and soft drinks.

The little girl proudly showed her "masterpiece": a crayon drawing of a flower.

Around Titles of Short Works

Use quotation marks around the titles of articles from periodical journals, magazines, and newspapers; chapters of books; short stories; poems; and songs.

In the article "The Future of Manned Space Travel," published in the July 19, 2004, issue of Space, the authors explore the problems of a manned flight to Mars.

The Times of London recently published an article entitled "Who Needs the Monarchy?" in which the relevancy of the English monarchy was discussed.

APPENDICS C

CHARTS AND CONNECTING WORDS AND

TRANSITION SYGNALS

Coordinating words

Coordinating conjunctions

Coordinating conjunctions connect grammatically equal elements. Coordinating conjunctions are sometimes called the "Fan Boys" conjunctions-For, And, Nor, But, Or, Yet, So.

Conjunction	Function	Example
for	Connects a reason to a result	I am a little hungry, for I didn't eat breakfast this morning.
and	Connects equal similar ideas	John likes to fish and hunt.
nor	Connects two negative sentences	She does not eat neat, nor does she drink milk.
but	Connects equal different ideas	I like to eat fish but not to catch them.
or	Connects two equal chores	Do you prefer coffee or tea?
yet	Connects equal contrasting ideas	It is sunny yet cold.
so	Connects a result to a research	I did not eat breakfast this morning, so I am a little hungry.

Paired (correlative) conjunctions

Con-elative conjunctions are always in pairs. Like coordinating conjunctions, they connect grammatically equal elements.

Conjunction pairs	Example
both ... and	Both San Francisco and Sydney have beautiful harbors.
not only ... but also	Japanese food is not only delicious to eat but also beautiful to look at.
either ... nor	Bring either a raincoat or an umbrella when

	you visit Seattle.
neither ... nor	My grandfather could neither read nor write, but he was a very wise person.
whether ... or	The newlyweds could not decide whether to live with her parents or to rent an apartment.

Subordinating words

A subordinating word is the first word in a dependent clause.

Common subordinating words include the following.

Time (When?)	
after as, just as as long as as soon as before since until when whenever while	After we ate lunch, we decided to go shopping. Just as we left the house, it started to rain. We waited as long as could. As soon as the front door closed, I looked for my house key. I thought I had put it in my coat pocket before we left. I have not locked myself out of the house since I was 10 years old. Until I was almost 12, my mother pinned the key to my coat. When I turned 12, my mother let me keep the key in my pocket. I usually out the key in the same place whether I come home. While I searched for the key, it rained harder and harder.
Place (Where?)	
where wherever anywhere everywhere	I like to shop where prices are low. I try to shop wherever there is a sale. You can find bargains anywhere you shop. I use my credit card everywhere I shop.
Manner (How?)	
as, just as as if as though	I love to get flowers(,) as most women do.* You look as if you didn't sleep at all last night. She acts as though she doesn't know us.
Distance (How far? How near? How close?)	

as+verb+as	<p>We will hike as far as we can before it turns dark.</p> <p>The child sat as close as she could to her mother.</p> <p>The child sat as close to her mother as she could.</p>
Frequency (How often?)	
as often as	I call my parents as often as I can.
Reason (Why?)	
as because since	<p>I can't take evening classes (,) as I work at night.*</p> <p>I can't take evening classes because I work at night.</p> <p>I can't take evening classes since I work at night.</p>
Purpose (For what purpose?)	
so that in order that	<p>Many people emigrate so that their children can have a better life.</p> <p>Many people emigrate in order that their children can have a better life.</p>
Result (With what result?)	
so + adjective + that so + adverb + that such a(n) + noun + that so much/many/ little/few + noun + that	<p>I was so tired last night that I fell asleep at dinner.</p> <p>She talks so softly that the other students cannot hear her.</p> <p>It was such an easy test that most of the students got A's.</p> <p>He is taking so many classes that he has no time to sleep.</p>
Condition (Under what condition?)	
if although	<p>We will not go hiking if it rains.</p> <p>We will not go hiking unless the weather is perfect.</p>
Partial contrast	
although	I love my brother though we disagree about almost everything.

even though	I love my brother even though we disagree about almost everything.
though	I love my brother though we disagree about almost everything.
Contrast (Direct opposites)	
while	My brother likes classical music, while I prefer hard rock.
whereas	He dresses conservatively, whereas I like to be a little shocking.

Subordinating Words for Adjective Clauses

To prefer to people	
who, whom, whose, that (informal)	People who live in glass houses should not throw stones. My parents did not approve of the man whom my sister married. An orphan is a child whose parents are dead.
To refer to animals and things	
which that	My new computer, which I bought yesterday, stopped working today. Yesterday I received an e-mail that I did not understand.
To refer to a time or a place	
when where	Thanksgiving is a time when families travel great distances to be together. An orphanage is a place where orphans live.

Subordinating words for noun clauses

That Clauses	
that	Do you believe that there is life in outer space?
If / whether Clauses	
whether whether or not whether ... or not if if ... or not	I can't remember whether I locked the door. whether or not I locked the door. whether I locked the door or not . I can't remember if I locked the door.

	if I locked the door or not.
Question Clauses	
who, whoever, whom which, what, where when, why, how how much, how many how long, how often, etc.	Whoever arrives at the bus station first should buy the tickets. Do you know where the bus station is? We should ask when the bus arrives. Do not worry about how much they cost. He didn't care how long he had to wait.

Notice that some subordinating conjunctions can introduce different kinds of dependent clauses. *That* can introduce either noun clauses or adjective clauses, and *where* can introduce either a noun, an adjective, or an adverb clause. It normally is not important to know the kind of clause.

*I can't remember **where** I put the house key. (noun clause; direct object of remember)*

*It's not in the place **where** I usually put it. (adjective clause; tells which place)*

*I always put it **where** I will see it when I go out the front door. (adverb clause; tells where I put it)*

Conjunctive Adverbs

Conjunctive adverbs can appear at the beginning, in the middle, or at the end of one independent clause, but we often use them to connect two independent clauses. Remember to put a semicolon before and a comma after the conjunctive adverb if an independent clause follows.

Conjunctive adverb	Example
To add a similar idea	
also besides furthermore in addition, moreover	Community colleges offer preparation for many jobs; also , they prepare students to transfer to four-year colleges or universities. ; besides, ; furthermore, ; in addition, ; moreover
To add an unexpected or surprising continuation	

however nevertheless nonetheless still	The cost of attending a community college is low; however , many students need financial aid. ; nevertheless, ; nonetheless, ; still
To add a complete contrast	
in contrast on the other hand	Most community colleges do not have dormitories; in contrast , most four-year colleges do. on the other hand
To add a result	
as a result consequently therefore thus	Native and nonnative English speakers have different needs; as a result , most schools provide separate classes for each group. ; consequently, ; therefore, ; thus,
To list ideas in order of time	
meanwhile afterward then subsequently	Police kept people away from the scene of the accident; meanwhile , ambulance workers tried to pull victims out of the wreck. The workers put five injured people into an ambulance; afterward , they found another victim. ; then, ; subsequently,
To give an example	
for example for instance	Colors can have different meanings; for example , white is the color of weddings in some cultures and of funerals in others. ; for instance,
To show similarities	
similarly	Hawaii has sunshine and friendly people;

likewise	similarly , Mexico's weather is sunny and its people hospitable. ; likewise ,
To indicate “the first statement is not true; the second sentence is true	
instead on the contrary rather	The medicine did not make him feel better; instead , it made him feel worse. ; on the contrary , ; rather ,
instead (meaning "as a substitute")	They had planned to go to Hawaii on their honeymoon; instead , they went to Mexico.
To give another possibility	
alternatively on the other hand	You can live in a dorm on campus; on the other hand , you can rent a room with a family off campus. ; alternatively ,
otherwise (meaning "if not")	Students must take final exams; otherwise , they will receive a grade of incomplete.
To add an explanation	
in other words that is	Some cultures are matriarchal; in other words , the mothers are the need of the family. ; that is ,
To make stronger statement	
indeed in fact	Mangoes are a very common fruit; indeed , people eat more mangoes than any other fruit in the world. ; in fact ,

Transition Signals

Transition Signals and Conjunctive Adverbs	Coordinating Conjunctions and Paired Conjunctions	Subordinating Conjunctions	Others: Adjectives, Prepositions, Verbs
To list ideas in order of time			

first, ... first of all, ... second, ... third..., ... next, ... then ... after that, ... meanwhile, ... in the meantime, ... finally, ... last, ... last of all, ... subsequently, ...		before after until when as soon as. while since	the first (reason, cause, step, etc.) the second ... the third ... the last ... another ... the final ...
To list ideas in order of importance			
first, first of all, first and foremost, second, ... more important, . most important, . more significantly, most significantly, above all, . most of all, .			the first ... (reason, cause, step, etc.) an additional . the second . another ... a more important (reason, cause, step, etc.) the most important the most significant . the best/the worst .
To add a similar or equal ideas			
also, ... besides, ... furthermore, .	and both ... and not only ... but		another ... (reason, cause, step, etc.)

in addition, . moreover, too as well	also		a second ... an additional a final ... as well as
To add an opposite idea			
however, ... on the other hand, nevertheless, ... nonetheless, still, ...	but yet	although even though though	despite in spite of
To explain or restate an idea			
in other words, ... in particular, ... (more) specifically, that is, ...			
To make a stronger statement			
indeed, . in fact, .			
To give another possibility			
alternatively, ... on the other hand, otherwise, ...	or either ... or whether .. , or		
To give an example			
for example, for instance,			such as an example of to exemplify
To express an opinion			
according to . in my opinion, .			to believe (that) to feel (that)

in my view, ...			to think (that)
To give a reason			
for this reason, ...	for	because	as a result of because of due to
To give a result			
accordingly, as a consequence, as a result, consequently, for these reasons, hence, ... therefore, ... thus, so		the cause of... the reason for to cause ... to result (in) ... to have an effect on ... to affect
To add a conclusion			
all in all, ... in brief, ... ~ in short, ... to conclude, ... to summarize, ... in conclusion, ... in summary, ... for these reasons, ...			
To show similarities			
likewise, ... similarly, also	and... both ... and not only ... but also neither ... nor		alike, like, just like as, just as as well as well as compared with or to in comparison

			with or to to be similar (to) too
To show differences			
however, ... in contrast, ... instead, ... on the contrary, ... on the other hand, ... rather, ...			instead of

GLOSSARY

Abstract – a condensed version of a piece of writing, speech.

Academic – relating to schools, esp. colleges and universities, or connected with studying and thinking

Academic degree – it is a position and title within a college or university that is usually awarded in recognition of the recipient having either satisfactorily completed a prescribed course of study or having conducted a scholarly endeavor deemed worthy of his or her admission to the degree. The most common degrees awarded today are Bachelor's, Master's, and doctoral degrees.

Academic language – the language used in classroom lessons, books, tests, and assignments.

Academic style – the style which is based on ideas and theories and not related to practical effects in real life.

Annotation – a note added in explanation, etc., esp. of some literary work.

Bachelor – a person who has received a degree from a college, university, or professional school usually after four years of study.

Boldface – a typeface with thick strokes.

Brainstorming – process of producing an idea or way of solving a problem by holding a spontaneous group discussion

Capitalization – use of uppercase letter. **Chat room** – an area on the Internet or other computer network where users can communicate, typically limiting communication to a particular topic.

Circumlocution – the use of many words where fewer would do, especially in a deliberate attempt to be vague or evasive.

Citation – a word or piece of writing taken from a written work.

Cluster – a group of similar things or people positioned or occurring closely together.

Clustering – a group of similar things or people positioned or occurring closely together.

Coherence – the quality of being logical and consistent.

Colloquium – usually an academic meeting at which specialists deliver addresses on a topic or on related topics and then answer questions relating to them.

Conference – a formal meeting in which many people gather in order to talk about ideas or problems related a particular topic.

Convention – a way in which something is usually done.

Credibility – the quality of being convincing or believable.

Dean – the head of a division, faculty, college, or school of a university.

Degree – a title conferred on students by a college, university, or professional school on completion of program of study.

Diploma – a document bearing record of graduation from or of a degree conferred by an educational institution.

Docent – a member of the teaching staff immediately below professorial rank.

Draft – a preliminary version of a piece of writing; prepare a preliminary version of (a text).

Essay – a short piece of writing on a particular subject.

Feedback – information about reactions to a product, a person's performance of a task, etc., used as a basis for improvement.

Foreword – a short introduction to a book, typically by a person other than the author.

General assembly – the legislature in some states of the U.S.

Graph – a picture with measurements marked on it as lines or curves, used to compare different things or show the development of something.

Heading – a title at the head of a page or section of a book.

Heated debate – discussion of a particular subject that often continues for a long time and in which people express different opinions with passion or excitement.

Highlight – pick out and emphasize.

Honorary professor – the title of professor, which is still an honorific, but the person could have been given it based on a variety of professional achievements or contributions, not always purely

academic and not necessarily based on past time spent lecturing at the university.

In-depth questions – comprehensive and thorough questions.

Index – an alphabetical list of names, subjects, etc. with reference to the pages on which they are mentioned.

Inferior – not good, or not so good as someone or something else.

Mapping – an operation that associates each element of a given set (the domain) with one or more elements of a second set (the range).

Measurement – result, usually expressed in numbers, that you obtain by measuring something.

Narrative – a story or description of a series of events.

Non sequitur – a conclusion or statement that does not logically follow from the previous argument or statement.

Note taking – is the practice of recording information captured from another source. By taking notes, the writer records the essence of the information, freeing their mind from having to recall everything.

Outline – a line or set of lines enclosing or indicating the shape of an object in a sketch or diagram.

Paragraph – a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering.

Parallelism – the state of being parallel or of corresponding in some way.

Peer-review – evaluation of scientific, academic, or professional work by others working in the same field.

Plagiarism – the practice of taking someone else's work or ideas and passing them off as one's own.

Preface – an introduction to a book, typically stating its subject, scope, or aims.

Proofread – read (printer's proofs or other written or printed material) and mark any errors.

Storyboard – a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a film or television production.

Subordination – the action of subordinating or the state of being subordinate.

Summary – using few words to give the most important information about something.

Symposium – a formal meeting at which experts discuss a particular topic.

Term paper – it is a research paper written by students over an academic term, accounting for a large part of a grade. Term papers are generally intended to describe an event, a concept, or argue a point. A term paper is a written original work discussing a topic in detail, usually several typed pages in length and is often due at the end of a semester.

The British association – a learned society with the object of promoting science, directing general attention to scientific matters, and facilitating interaction between scientific workers.

Thesis – a long essay or dissertation involving personal research, written by a candidate for a college degree.

Undergraduate – a student at a college or university who has not yet earned a bachelor's or equivalent degree.

Unity – the state of forming a complete and harmonious whole, especially in an artistic context.

Word-processing application – a program or piece of software designed and written to fulfill a particular purpose of the user: the production, storage, and manipulation of text on a computer or word processor.

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Навчальне видання

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THE BASIS OF ACADEMIC WRITING

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*Навчально-методичний посібник для студентів
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За редакцією авторів
Комп'ютерний макет – Кокнова Т. А.

Здано до склад. 04.03.2016 р. Підп. до друку 29.02.2016 р.
Формат 60x84 1/16. Папір офсет. Гарнітура Times New Roman.
Друк ризографічний. Ум. друк. арк. 9,36.
Наклад 200 прим. Зам. № 140.

Видавець

**Видавництво Державного закладу
«Луганський національний університет імені Тараса
Шевченка»**

вул. Гоголя, 5, м. Старобільськ, Луганська обл., 91011. т/ф:
(0642) 58-03-20.

*Свідоцтво суб'єкта видавничої справи ДК № 3459 від
09.04.2009 р.*

KOKNOVA T. A.

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