SYLLABUS ANNÉE 2019 - 2020

Expression
EXP6204

LICENCE 2 – Semestre 4
ECUE : EXP6204-1

EXPRESSION ÉCRITE
20H

TRA Bi Semi Jean Pierre
Maître-Assistant - 255 750 U

Email : tra.pierre@ufhb.edu.ci / bisemiieanpierretra@yahoo.fr
Téléphone : +225 01555758/ +225 87149296
OBJECTIF GENERAL :
By the end of this course students will be able to recognise and produce the sort of writing and use the writing method that are needed in most English-speaking university classes: process writing. They will be able to go from paragraph writing to essay writing.

The course combines a process approach to writing (where students work on invention, peer response: editing, and writing multiple drafts) with a pragmatic approach to teaching the basics of writing (with direct instruction on such elements as topic sentences, thesis statements, and outlines).

OBJECTIFS SPECIFIQUES :
- to choosing and narrow a topic
- to gather ideas
- to edit ideas
- to recognize the parts of a paragraph
- to identify and write topic sentences
- to support and develop a paragraph
- to write concluding sentences
- to edit
- to organise and write descriptive paragraphs using adjectives and prepositions
- to use transition words to write a process paragraph
- to distinguish between fact and opinion
- to organise and write paragraphs expressing opinions and arguments
- to use transition words to express cause and effect
- to use modal expressions to make recommendations
- to organise comparison / contrast paragraphs
- to use connecting words for comparing and contrasting topics
- to write about the advantages and disadvantages of a topic
- to write about problems and solutions
- to use first conditionals
- to write a two-paragraph text with linking phrases
- to format an essay
- to write a thesis statement
- to write an outline
- to identify the purpose of an introduction
- to identify the types of information to put in introductions
- to identify the purpose of a conclusion
- to write conclusions
- to recognize the importance of unity in essay writing
- to edit an essay for unity
- to recognize the importance of coherence in essay writing
- to create coherence

**PREREQUIS (POUR SUIVRE L’ENSEIGNEMENT)**

**CMP6202-2 : COMPREHENSION DE TEXTE**

**ATTENTES (COMPETENCES VISEES)**

- Understanding process writing, the writing method used in most English-speaking university classes
- Choosing and narrowing a topic
- Gathering ideas
- Editing ideas
- Defining a paragraph
- Identifying the parts of a paragraph
- Identifying and writing topic sentences
- Supporting and developing a paragraph
- Writing concluding sentences
- Peer editing
- Finding out and affording reasons for writing descriptive paragraphs
- Organising and writing descriptive paragraphs using adjectives and prepositions
- Finding out and affording reasons for writing process paragraphs
- Using transition words to write a process paragraph
- Distinguishing between fact and opinion
- Organising and writing paragraphs expressing opinions and arguments
- Using transition words to express cause and effect
- Using modal expressions to make recommendations
- Finding out and affording reasons for writing comparison / contrast paragraphs
- Organising comparison / contrast paragraphs
- Using connecting words for comparing and contrasting topics
- Writing about the advantages and disadvantages of a topic
- Writing about problems and solutions
- Using first conditionals
- Writing a two-paragraph text with linking phrases
- Formatting an essay
- Writing a thesis statement
- Finding out and defining the purpose of an outline
- Writing an outline
- Finding out and defining the purpose of an introduction
- Finding out the types of information to put in introductions
- Finding out and defining the purpose of a conclusion
- Writing conclusions
- Finding out and defining the importance of unity in essay writing
- Editing an essay for unity
- Finding out and defining the importance of coherence in essay writing
- Creating coherence

**PLAN DU COURS**

0 Introduction: Process Writing
1 Pre-Writing: Getting Ready to Write
2 The Structure of a Paragraph
3 The Development of a Paragraph
4 Descriptive and Process Paragraphs
5 Opinion Paragraphs
6 Comparison / Contrast Paragraphs
7 Problem / Solution Paragraphs
8 The Structure of an Essay
9 Outlining an Essay
10 Introductions and Conclusions
11 Unity and Coherence

**Model d’examen**

Both *take-home exam* and *in-class exam* will be done. The take-home exam will consist in writing a limited essay. The in-class exam will consist in writing an essay outline.
Introduction: Process Writing

In this unit, you will ...
- learn about process writing, the writing method used in most English-speaking university classes.

The writing process

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

- step
- topic
- gather
- organise
- paragraph
- essay
- proofread
- edit

1. to check a piece of writing for errors
2. a group of related sentences
3. one thing in a series of things you do
4. subject; what the piece of writing is about
5. to change or correct a piece of writing
6. a short piece of writing, at least three paragraphs long
7. to arrange in a clear, logical way
8. to find and collect together
The six steps of the writing process

2 Read about the writing process. These are the steps you will practise in this book.

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

Pre-writing

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

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

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

Drafting

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

Reviewing and revising

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

Rewriting

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

Proofread. Read your text again. This time, check your spelling and grammar and think about the words you have chosen to use.

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

Steps five and six can be repeated many times.
Review

3 Complete this chart, summarising the steps of the writing process.

Pre-writing
- **STEP ONE:** Choose a .................................................................
- **STEP TWO:** Gather .................................................................
- **STEP THREE:** Decide ..............................................................

Drafting
- **STEP FOUR:** Write ........................................................................

Reviewing and revising
- **STEP FIVE:** Check ........................................................................

Rewriting
- **STEP SIX:**
  May need to ...
  - explain ......................................................................................
  - add ..............................................................................................
  - change ......................................................................................

Steps ........... and ........... may be ......................................................... many times.
Pre-Writing: Getting Ready to Write

In this unit, you will learn how to...
- choose and narrow a topic.
- gather ideas.
- edit ideas.

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

Choosing and narrowing a topic

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

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

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

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

- secondary schools in my country
- popular school clubs
- university entrance exams

Choose three topics from this list. Narrow each of the three down to a paragraph topic. Then compare with a partner.

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

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

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

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

history—learning about the past
maths (too difficult, not interesting?)
What job do I want later?
English for work? Travel?
writing?
science—biology, chemistry
I don’t like physics!
journalism
I like reading—literature?
art—drawing, painting, sculpture
photography?
studying / homework
friends / social life

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

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

3 Work alone. Choose a topic from exercise 1 on page 5, and list as many ideas as you can in five minutes.
Freewriting
When you freewrite, you write whatever comes into your head about your topic, without stopping. Most freewriting exercises are short—just five or ten minutes.

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

Here is an example of a student’s freewriting:

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

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

Choose one of the narrowed down topics you thought of for exercise 1 on page 5. Practise freewriting for five minutes. Remember, do not stop, erase, or go back. Just write as much as you can.
Mapping
To make a map, use a whole sheet of paper, and write your topic in the middle, with a circle around it. Then put the next idea in a circle above or below your topic, and connect the circles with lines. The lines show that the two ideas are related.

The example below shows a map of ‘What should I study at university?’ The writer connected favourite subjects to the main idea. Art and English are connected to favourite subjects to show that they are related.

5 Choose another narrowed down topic you thought of for exercise 1 on page 5. Make a map in five minutes. Share your map with a partner. Explain how the circles are related to each other.

What’s the best way to brainstorm?
There is no best method of brainstorming. Some writers like to use lists because they don’t have to write complete sentences. Some writers like freewriting because they can write quickly and ideas come easily. Some writers prefer mapping because they can easily see the relationship between ideas. Experiment with all three methods, and then choose the one that works best for you.
**Editing**

**How to edit**

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

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

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

6 Look at the list you made in exercise 3 on page 6, the freewriting you did in exercise 4 on page 7, or the map you made in exercise 5 on page 8. Edit your brainstorming. Show your work to a partner. Explain how you edited your brainstorming.
Review

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

8  Look again at the note about brainstorming at the bottom of page 8. Brainstorm a list of pros (good things) and cons (bad things) about each of the three methods of brainstorming.
The Structure of a Paragraph

In this unit, you will learn ...
- the definition of a paragraph.
- the parts of a paragraph.
- how to identify and write topic sentences.

What is a paragraph?
As you learned in Unit 1, a paragraph is a group of sentences about a single topic. Together, the sentences of the paragraph explain the writer's main idea (most important idea) about the topic. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.

Understanding a paragraph

Read this paragraph. It is the beginning of an article about Switzerland in a student newspaper. Then answer the questions.

Switzerland — Something Interesting at Every Turn

By Ken Jones

If you dream of travelling to a country with beautiful mountains, delicious food, wonderful places to go sightseeing and polite people, you should visit Switzerland. If you look at the map, the first thing you notice is that Switzerland has many mountains, including some of the highest in Europe. Climbing or skiing down the mountains is great fun. Another thing you will notice is that Switzerland shares its borders with five different countries: France, Germany, Italy, Austria and Liechtenstein. In fact, there are four official languages in Switzerland: German, French, Italian and Romansch. All these groups of people make Swiss culture very interesting. Finally, Switzerland has many cities and interesting places to visit. Cities such as Bern have modern buildings like the Paul Klee Zentrum, yet the traditional alpine refuges in the mountains show that the country's old traditions are still alive. All the people, places and things to see definitely make Switzerland a great place for a holiday.
a. What is the topic of the paragraph?

b. What is the main idea about the topic?

c. What ideas help explain the main idea?

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**Paragraph organisation**

What makes a paragraph?
A paragraph has three basic parts:

1. **The topic sentence.** This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.

2. **The supporting sentences.** These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.

3. **The concluding sentence.** This may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.
2 Read the paragraph about Switzerland in exercise 1 on page 11 again. Circle the topic sentence, put one line under the supporting sentences, and put two lines under the concluding sentence.

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

a. My best friend has many different hobbies, such as skiing, cooking, and playing the piano, and she is very good at all of these activities. For example, she has played the piano for ten years and has won three piano competitions. She also likes to spend time travelling, and she has been to many different countries in the world. She grew up speaking Spanish and English, but now she can also speak French and Italian. I like my best friend very much.

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

c. One good way to learn another language is to live in a country where that language is used. When you live in another country, the language is around you all the time, so you can learn to listen to and speak it more easily.
The topic and the main idea

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

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

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

a.

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

1. One of my closest friends, named Ken, is a person I can trust.
2. My friend Ken is a very successful student.
3. I admire my friend Ken because he doesn’t give up.
Many children begin learning to play football when they are very young. You can often see them playing at school or in the streets around their houses. At secondary school, students may play football in a team and compete in championships. If a player is very good, he might go on to play for a professional team. People in my country love watching football on television and also go to matches whenever they can. Many people have a favourite team or player, and everyone loves to talk about matches and competitions. Football is really like a national sport in my country.

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

6 Write a topic sentence for three of these topics.

   a. a favourite place to relax
   b. a grandparent
   c. a pet I have known
   d. a favourite food to eat
   e. playing a musical instrument

   topic: ..........................................
   ..........................................................
   ..........................................................

   topic: ..........................................
   ..........................................................
   ..........................................................

   topic: ..........................................
   ..........................................................
   ..........................................................

THE STRUCTURE OF A PARAGRAPH 15
Review

7 These sentences are mixed up parts of one paragraph. Number the parts in order:
1. topic sentence, 2. supporting sentences, and 3. concluding sentence.

What should I study at university?

a. ........ It wasn't an easy decision, but for the reasons listed above, I have decided to study journalism.

b. ........ It can be difficult to choose a subject to study at university because there are so many choices, but by considering my skills and interests, I have decided to study journalism.

c. ........ I have always enjoyed writing, so it is sensible to choose a subject that involves writing. When I begin working, I would like to have the opportunity to travel, and travel is often an important part of a journalist's job. Finally, I am also interested in photography, and pictures are very important in journalism.

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

concluding sentence   indented   main idea   paragraph
supporting sentences   topic    topic sentence

a. The .................... is usually the first sentence in a ......................... . It gives the ......................... and the ......................... .

b. The first sentence of a paragraph can be ......................... .

c. The ......................... come after the topic sentence and they explain the topic sentence.

d. The ......................... comes at the end of a paragraph.
3  The Development of a Paragraph

In this unit, you will learn...
- methods of paragraph support and development.
- how to write concluding sentences.
- how to do peer editing.

Paragraph development
After you have chosen a topic and written a topic sentence, you develop your main idea by adding more information to explain what you mean. This unit will explain three common ways to develop a paragraph: giving details, giving an explanation, and giving an example.

Details
1. Details are specific points that tell more about a general statement. Read this brochure from a health club. Notice the details that help develop the paragraph.

2. In the paragraph above, underline the topic sentence. Below, list the details used to support the topic sentence. Compare your answers with a partner.
   a. ...........................................................................................................
   b. ...........................................................................................................
   c. ...........................................................................................................
   d. ...........................................................................................................
   e. ...........................................................................................................
   f. ...........................................................................................................
Explanation

3. An explanation tells the reader what something means or how something works. In this paragraph, underline the topic sentence. Then answer the questions.

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

a. What is the writer trying to explain? .............................................................

b. Is she successful? Do you understand the explanation?  yes / no

Example

4. An example is a specific person, place, thing, or event that supports an idea or statement. This paragraph includes an example from the writer's own experience. Underline the topic sentence.

Even when a first date is a disaster, a couple can still become good friends. For example, my first date with Greg was terrible. I thought he was coming to pick me up at 6:30, but instead he came at 6:00. I didn't have time to do my hair, and my make-up looked messy. When I got into his car, I scraped my leg against the car door and tore my tights. Next, he took me to an Italian restaurant for dinner, and I accidentally dropped some spaghetti on my shirt. Then we went to a film. Greg asked me which film I wanted to see, and I chose a romantic comedy. He fell asleep during the film, and I got angry. Now that Greg and I are good friends, we can look back and laugh at how terrible that first date was.

5. Why do you think the writer chose to use an example to develop the paragraph in exercise 4 above? Write your reason here, and then compare with a partner.

.........................................................................................................................
Choosing a means of support

6 Would you develop each of these topics with details, an explanation, or an example? Explain your choices to a partner. (More than one answer is possible.)
   a. what freedom means to me
   b. an unusual holiday
   c. weddings in my country
   d. why I don’t like swimming
   e. the ideal job

7 Develop your own paragraph. Look back at the topic sentences you wrote in Unit 2, exercise 6 on page 15. Follow these steps.
   Step one: Choose one that you would like to develop into a paragraph.
   Step two: Brainstorm some ideas using any method you like.
   Step three: Develop your paragraph with supporting sentences.
   Step four: Exchange paragraphs with a partner. Say what kind of support your partner used. Could your partner tell what kind of support you used?

Concluding sentences

оз. How to end a paragraph
The final sentence of a paragraph is called the concluding sentence. It sums up the main points or restates the main idea in a different way. A sentence that sums up the paragraph reminds the reader of what the writer’s main idea and supporting points were. A sentence that restates the main idea should give the same information in a slightly different way, perhaps by using different words or by using different word order. A concluding sentence should not introduce a new point.

8 Read the example paragraphs in exercises 3 and 4 on page 18 again. Underline the concluding sentences. Do the concluding sentences sum up the information in the paragraph or restate the main idea?

9 Work with a partner. Take turns reading these paragraphs aloud. Is the main idea developed by details, an explanation, or an example? Is there a concluding sentence? Circle yes or no. If there is no concluding sentence, write one with your partner.

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

a. means of support: ........................................................................................................................................
   concluding sentence? yes / no
........................................................................................................................................
My favourite subject is psychology. I enjoy learning about the ways people think and behave. I am also interested in learning about the way children’s minds develop.

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

I am too nervous to sing karaoke songs with my friends. The last time I tried was on my birthday, when my friends took me to a karaoke club. I told my friends I didn’t want to sing, but they encouraged me until I said yes. When I stood up in front of the microphone, I was so scared, I felt dizzy. It was hard to hear the music, and my mouth was too dry to make a sound. I just stood there until a friend jumped up next to me and finished the song.

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

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

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

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

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

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

Here is the first draft of the paragraph about the writer’s first date with Greg. The writer has shown the paragraph to another student, who wrote some comments.

| Topic sentence | Even when a first date is a disaster, a couple can still become good friends. For example, my first date with Greg wasn’t very good. I thought he was coming to pick me up at 6.30, but he didn’t. When I got into his car, I tore my tights. Next, I accidentally got some spaghetti on my shirt. Then we went to a film. He fell asleep during the film. Now that Greg and I are good friends, we can look back and laugh because even when a first date is a disaster, a couple can still become good friends. |
| Developed by example | Can you make this stronger? When did he come? Explain how you tore them. Tell me more about this. What kind of film? How did you feel about that? |
| Concluding sentence | We can look back and laugh because even when a first date is a disaster, a couple can still become good friends. |

10 Look at the handwritten comments on the paragraph above, and answer these questions with a partner.

a. How many of the comments are statements? How many are questions?
b. Why do you think the peer editor sometimes wrote questions instead of statements? For example, why did she write ‘Can you make this stronger?’ instead of ‘Please make this stronger’?
c. Why do you think the peer editor marked the topic sentence and the concluding sentence?
d. Do you agree with the peer editor’s comments?
e. What do you think the writer will do next?
f. Go back to exercise 4 on page 18 and read the paragraph about the date again. Did the writer use the reader’s suggestions?
Why do writers use peer editing?
There are two reasons for peer editing. The first is to get a reader’s opinion about your writing. A reader can tell you that …
- you should add more details or explanation.
- something is not organised clearly.
- you have some information that is not relevant.
- there is something that is hard to understand.

These comments will help you write your next draft.

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

How do I peer edit?
- Read your partner’s work several times. The first time, just read from the beginning to the end. Ask yourself, ‘What is it about? What is the writer’s purpose?’

- On your second reading, go more slowly and look at specific parts of the writing and make notes.
  ■ Look for topic sentences and concluding sentences.
  ■ Note places where you have trouble understanding something, where there seems to be unnecessary information, or where there is not enough information.
  ■ Let the writer know which parts of the text are especially strong or interesting.
  ■ Ask questions. This is a good way to let the writer know where he or she could add more information.
  ■ Circle or underline words, phrases, and sentences that you wish to comment on.

- Don’t look for grammar or spelling mistakes. Pay attention just to the content and organisation of the work.
Giving constructive suggestions

11 For each pair of sentences, check (✓) the one that you feel would be most helpful to the writer. Share your answers with a partner, and explain your choices.

a. □ This is a weak topic sentence.
   □ Can you make this topic sentence stronger?

b. □ Did you remember a concluding sentence?
   □ Why didn’t you write a concluding sentence?

c. □ You didn’t write enough.
   □ Please explain more about your holiday. Where did you stay? What did you do during the day?

d. □ I’m not sure what this part means.
   □ This must be wrong. I can’t understand it.

e. □ I think this sentence should come before the next one.
   □ Your organisation is pretty bad. You’d better change it.

f. □ Why do you keep saying the same thing over and over again?
   □ I think these two sentences are really saying the same thing.

g. □ I can’t understand why you’re talking about your sister.
   □ Your paragraph is about your brother, but this sentence is about your sister. Are you sure it’s relevant?

h. □ This is a good paragraph. Nice work! I wish I could write as well as you.
   □ I like your topic sentence because it has a strong main idea. Your example is funny. I wish I could meet your brother!

12 Read this paragraph aloud with a partner. Then peer edit it together. Then join another pair and share your comments.

My father is a teacher. I admire him a lot. I am considering becoming a teacher, too. My older brother works for a big company. My father really loves learning, so he is a natural teacher. My father always helped me with my homework. I think I will become a teacher.
13 Write a second draft of the paragraph in exercise 12 on page 23. Use the comments you and your partner made. Then exchange paragraphs with your partner. Discuss how your versions are different from the original. Do you think the second drafts are better? Why or why not?

Review

14 Read these statements. Write T (true) or F (false). If the statement is false, change it to make it true. Then compare your answers with a partner.

a. ........ Details give more specific information than the topic sentence.

b. ........ An explanation tells the reader what something is or how it works.

c. ........ A detail is usually a short, personal story.

d. ........ The concluding sentence uses the same words as the topic sentence.

e. ........ The concluding sentence should finish the paragraph with a new idea.

f. ........ A peer editor should mark any spelling and grammatical mistakes carefully.

g. ........ A peer editor should give some positive comments.

h. ........ Peer editing helps the writer, not the reader.

i. ........ If a peer editor can’t understand something that you wrote, then you know he or she isn’t a very good reader.

j. ........ A peer editor should be able to identify your topic sentence, main idea, and concluding sentence easily.
4 Descriptive and Process Paragraphs

In this unit, you will learn about...
- descriptive paragraphs and reasons for writing them.
- organising and writing descriptive paragraphs using adjectives and prepositions.
- process paragraphs and reasons for writing them.
- using transition words to write a process paragraph.

Describing people, places, and processes
A descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done.

Descriptive paragraphs

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

<table>
<thead>
<tr>
<th>shape and size</th>
<th>atmosphere</th>
<th>how you feel</th>
<th>appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>large / small</td>
<td>cosy</td>
<td>amazed</td>
<td>colourful</td>
</tr>
<tr>
<td>wide / narrow</td>
<td>comfortable</td>
<td>surprised</td>
<td>unforgettable</td>
</tr>
<tr>
<td>round</td>
<td>warm / cool</td>
<td>happy</td>
<td>beautiful</td>
</tr>
<tr>
<td>rectangular</td>
<td>cold / hot</td>
<td>nostalgic</td>
<td>unattractive</td>
</tr>
</tbody>
</table>

A description of a place may answer some of these questions:
- Where is the place?
- How big is it?
- How warm or cold is the place?
- How does the place make you feel? Why?
- What things does the place make you feel? Why?
- What colours can you see in this place?
- What colours do you see?

List some words to describe these places.
2 Read this description from a travel brochure. Circle the adjectives.

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

Describing the place around you

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

in front of / behind to the right of / to the left of
on top of / on the bottom of in the middle of
next to around
above / below, underneath between

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

My favourite place to relax is a small café down the street from where I live. This café is on a small side street and as soon as you see it, you feel like going in. There are three windows on either side of the door, and each window has a small window box with brightly coloured flowers. There is a small wooden door that opens into the café, and as you go in, you can see a dozen small tables all around the room. Even though it isn't a big place, its size makes it very cosy and comfortable. I always like to sit at a small table in the corner near the front windows. From here, I can look at the artwork on the walls and at the pretty green plants hanging from the ceiling. With a strong cup of coffee and a good book, I feel very happy and relaxed in my favourite café.
4 Write six sentences to describe the place where you are right now. Try to answer some of the questions under ‘Using adjectives’ on page 25. Use adjectives and prepositions.

**Describing a character**

**Describing people**

Here are some common adjectives for describing people:

<table>
<thead>
<tr>
<th>Personality</th>
<th>Physical characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy, satisfied</td>
<td>big, large, tall</td>
</tr>
<tr>
<td>relaxed</td>
<td>small, tiny, short</td>
</tr>
<tr>
<td>exciting</td>
<td>thin</td>
</tr>
<tr>
<td>nervous</td>
<td>heavy</td>
</tr>
<tr>
<td>angry</td>
<td>strong</td>
</tr>
<tr>
<td>serious</td>
<td>weak</td>
</tr>
<tr>
<td>sad, depressed</td>
<td>brown-, black-, blond-, red-haired</td>
</tr>
<tr>
<td>outgoing</td>
<td>light-, dark-skinned</td>
</tr>
</tbody>
</table>

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

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

5 With a partner, add at least two other adjectives to the two lists above.
6 Read this description written by a young woman about her grandmother. Circle the adjectives that describe the grandmother.

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

7 Describe one of these people. Write eight sentences. Try to answer three or more of the questions at the bottom of page 27. Use your imagination!

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

9 A process paragraph is a description of how to do something. It explains the steps you need to follow to complete an activity. Read this recipe and do the exercises below.

**Mike's Brown Rice and Vegetables**

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

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

**Exercise:**

a. Underline the topic sentence and the concluding sentence of the paragraph.

b. List the steps for making brown rice and vegetables in the order you find them.

1. **Cook the rice.**
2. .................................................................
3. .................................................................
4. .................................................................
5. .................................................................
6. .................................................................
7. .................................................................

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

What are transitions?

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

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

10 Add other transition words you know to the list above.

11 Choose appropriate transition words to connect the steps in this paragraph about preparing for a trip.

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

a. .................., find out if you need a visa for the country that you want to visit.

Make sure you have enough time to apply for it b. .................. you buy your ticket.

c. .................. you've found out about visas, you should research airfares and timetables.

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

12 Order the steps to form a process paragraph. Write 1 next to the first step, 2 for the second step, and so on.

Introduction to linguistics: language-learning research project

Conduct an experiment to find out whether learners of English use English more correctly in a written test or in informal conversation.

a. ....... Next, make a written test that checks the grammar point you are researching. This could be a fill-in-the-blanks test, a correct-the-errors test, or another style. It should have at least ten questions, but it should not be too long.

b. ....... After giving the written test, interview each learner individually for about ten minutes. Try to make the interviews informal and friendly. Be sure to ask questions that will encourage learners to use the grammar point you are researching. Record the interviews. (Ask for learners’ permission first!)

c. ....... After you have counted the errors, calculate the score as a percentage. Do this for the written test and the spoken interview.

d. ....... Next, read the tests and listen to the recordings. Make a note of how many times your chosen grammar point was used, and how many times it was used incorrectly. Do this for both the written test and the recorded conversation.

e. ....... Third, find about ten intermediate-level English learners who will agree to take your test. Arrange a time to give the test to each learner.

f. ....... Finally, prepare two graphs to compare your results. Did learners make more mistakes on the written test or while they were speaking?

g. ..... First, choose a common English grammar point you would like to use in your research. Ask your teacher for a suggestion if you need help choosing one.

13 Write a process paragraph about a topic that you know well. First, brainstorm all the steps that need to be followed. Then write the paragraph. Remember to use transitions.
Review

14 This paragraph describes a city park, but it doesn't have enough descriptive details. Imagine that you live next to a park. Rewrite the paragraph, adding description, to make it more interesting.

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

In this unit, you will learn how to ...
- distinguish between fact and opinion.
- organise and write paragraphs expressing opinions and arguments.
- use transition words to express causality.
- use modal expressions to make recommendations.

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

An opinion paragraph

1. Read this letter to the editor of a newspaper. Answer the questions.

Dear Editor,

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

Bill Adams
Bellingham

a. What is the main idea of this paragraph? Circle the sentence.
b. What is the writer’s purpose? Why did he write this letter?
c. Underline the sentences or parts of sentences that show an opinion.
d. Why do you think the writer included a fact in this paragraph?
2 Do these types of writing use mostly facts, mostly opinions, or an even mixture of both? Write F for fact, O for opinion, or B for both. Explain your choices to a partner.

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

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

Use opinions:  

Use facts: 

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

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

5 Write three fact sentences and three opinion sentences.

a.  
   b.  
   c.  
   d.  
   e.  
   f.  

6 Share your sentences with a partner. Decide which of your partner’s sentences are fact and which are opinion.
Modal auxiliaries

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

**AFFIRMATIVE:**
The city could add more cycle paths. weakest
should ought to
ought to / must

**NEGATIVE:**
The city doesn’t have to allow more cars. weakest
shouldn’t

7 Look again at the paragraph in exercise 1 on page 33. Circle the modal auxiliaries. How strong do you think the writer’s opinions were? Discuss with a partner.

8 Read the paragraph below. Circle the most appropriate modal auxiliary in each sentence.

Dear Editor,

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

Melissa Green
Greatford
Expressing opinions: class survey

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

<table>
<thead>
<tr>
<th>Name:</th>
<th>.............................</th>
<th>.............................</th>
<th>.............................</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Smoking must be banned in all restaurants and bars.</td>
<td>☐ agree</td>
<td>☐ agree</td>
<td>☐ agree</td>
</tr>
<tr>
<td></td>
<td>☐ disagree</td>
<td>☐ disagree</td>
<td>☐ disagree</td>
</tr>
<tr>
<td>2. University students should not have part-time jobs.</td>
<td>☐ agree</td>
<td>☐ agree</td>
<td>☐ agree</td>
</tr>
<tr>
<td></td>
<td>☐ disagree</td>
<td>☐ disagree</td>
<td>☐ disagree</td>
</tr>
<tr>
<td>3.</td>
<td>☐ agree</td>
<td>☐ agree</td>
<td>☐ agree</td>
</tr>
<tr>
<td></td>
<td>☐ disagree</td>
<td>☐ disagree</td>
<td>☐ disagree</td>
</tr>
<tr>
<td>4.</td>
<td>☐ agree</td>
<td>☐ agree</td>
<td>☐ agree</td>
</tr>
<tr>
<td></td>
<td>☐ disagree</td>
<td>☐ disagree</td>
<td>☐ disagree</td>
</tr>
<tr>
<td>5.</td>
<td>☐ agree</td>
<td>☐ agree</td>
<td>☐ agree</td>
</tr>
<tr>
<td></td>
<td>☐ disagree</td>
<td>☐ disagree</td>
<td>☐ disagree</td>
</tr>
</tbody>
</table>

10 Share your statements with three classmates. Say how you feel about your partners’ statements by saying, ‘I agree’ or ‘I disagree’, and then adding one sentence. Tick (✔) your partners’ opinions about your statements.

11 Read the opinion paragraphs in exercise 1 on page 33 and exercise 8 on page 35 again. Then write a paragraph about one of the opinions you expressed in exercise 10 above. Brainstorm ideas, narrow down your topic, and then write. Remember to use modal auxiliaries.
Connectors of cause and effect

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

cause / reason                    effect / result
petrol is becoming scarce and expensive   we should develop electric cars

For example:
Because petrol is becoming scarce and expensive, we should develop electric cars.
We should develop electric cars, since petrol is becoming scarce and expensive.
Petrol is becoming scarce and expensive, so we should develop electric cars.

Therefore is slightly different. It joins the ideas in two sentences:
Petrol is becoming scarce and expensive. Therefore, we should develop electric cars.

12 In the examples above, underline the causes. Circle the results. Do the connectors of cause and effect come before the cause or before the result? Share your answers with a partner.

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

13 Complete this opinion paragraph using because or since, so, or Therefore. Add punctuation where necessary.

Bruce Lee (1940–1973), the greatest action movie star of all time, should be given a lifetime achievement award for his work in films. Bruce died tragically in 1973 a. .......................... he wouldn’t be able to receive the award himself, but his fans all over the world would love to see him honoured. Why was Bruce Lee so great? The fight scenes in his films were amazing b. .......................... Bruce was always in top physical condition. His body was almost perfect. He was also a great actor. c. .......................... he started acting when he was just six years old, he was very comfortable and natural in front of the camera. His face was very expressive d. .......................... he was able to communicate a lot of feeling with a simple look. Bruce always looked good on film e. .......................... he was so charming. Bruce Lee was a talented actor, a brilliant fighter, and an almost perfect example of physical fitness. f. .......................... he should receive an award that recognises his great contribution to the art of film making.
14 Use the connectors of cause and effect in brackets to join these ideas. You may change the order of ideas. You may make one sentence or two. Use appropriate punctuation.

a. the city doesn’t have enough money / we ought to increase council tax (so)

b. I’m going to leave my part-time job / I don’t have enough time for my homework (because)

c. some plants and trees are dying / this summer has been very dry (since)

d. many students are graduating with nursing degrees / it might be hard for nurses to find jobs in the future (Therefore)

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

15 Look again at the opinions that were expressed in exercise 9 on page 36. Complete these sentences in your notebook with your own ideas about these opinions. Use appropriate punctuation.

a. Because ...........................................

b. ........................................................ since ...................................................

c. ........................................................... so ...................................................

d. Since ..................................................

e. ..................................................... because ...................................................

f. ..................................................... Therefore ...................................................

Writing an opinion paragraph

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

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

a. ....... He was receiving a call.

b. ....... My friend and I leaned forward, listening carefully to the film.

c. ....... It was very distracting.

d. ....... Last night, I went to see a film with my friend. It was a thriller.

e. ....... He decided to answer the call.

f. ....... We think that people should turn off their mobile phones when they watch a film, or not bring them at all!

g. ....... It was very exciting.

h. ....... The man next to us had a mobile phone.

i. ....... Suddenly, we heard a loud sound—a silly tune.

j. ....... He spoke out loud to his friend.

k. ....... Mobile phones should not be allowed in cinemas.

l. ....... My friend and I felt annoyed.

m. ....... At the most exciting moment, the actors didn’t speak. Only quiet music was playing.

18 With a partner, write a paragraph using the sentences in exercise 17 above. Remember to join some of the sentences with connectors of cause and effect and with transitions from the top of page 30. Read your paragraph to another pair. How were your paragraphs the same? How were they different?
6 Comparison / Contrast Paragraphs

In this unit, you will learn about ...
- comparison / contrast paragraphs and reasons for writing them.
- how to organise comparison / contrast paragraphs.
- connecting words used for comparing and contrasting topics.
- how to write about the advantages and disadvantages of a topic.

Paragraphs that compare and contrast
To compare means to discuss how two people, places, or things are similar: Both teachers and students need to spend a lot of time preparing for classes. To contrast means to discuss how two people, places, or things are different: One main advantage of a bicycle over a car is that a bicycle doesn’t create any pollution.

Choosing a topic
Brainstorm ideas to compare and contrast. Think of people, places, and things. Then compare your lists with a partner.

People: .............................................................. and ..............................................................

Places: .............................................................. and ..............................................................

Things: .............................................................. and ..............................................................
Comparing and contrasting

2 Read Yuko's e-mail message to her friend and answer the questions.

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

From: yuko@toko.com
To: sharifa@abz.net
Subject: Stratford University

Hello Sharifa

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

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

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

Talk to you soon.

Love

Yuko
Comparative and contrastive structures

Using comparative structures
These words and phrases are used for writing comparisons:

and
both
both ... and
also
too
neither ... nor
similar to
the same as
(just) as + adjective + as
likewise
similarly

The man and the woman are tall.
Both of the tables have broken legs.
Both my neighbour and I are selling our cars.
The shops are closing for the bank holiday. The post office is also closing.

Kathy is planning to go to the party, and I am, too.
Neither Joe nor Steve went to the meeting last night.
Their new computer is similar to the one my brother bought.
Is the restaurant where you had dinner the same as the place where I ate last month?

His coat is just as warm as the more expensive one.

My parents were born in a small village. Likewise, my brothers and I also grew up in a small town.

There are many parks to visit in that city. Similarly, there are several parks in my hometown, too.

3 Complete these sentences with phrases from above.

a. The architecture of some modern government buildings is ..................... the type of construction used hundreds of years ago.

b. In recent years, new technology such as mobile telephones has made life more convenient. ....................., the Internet has made a wide variety of information available to everyone.

c. ..................... the rivers ..................... the lakes are clear and beautiful.

d. The capital city is just ..................... modern ..................... the cities in many other countries.
Using contrastive structures
These words and phrases are used for writing contrasts:

<table>
<thead>
<tr>
<th>Structure</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>more / less + adjective / adverb + than</td>
<td>Eating out is usually <strong>more expensive</strong> than cooking at home.</td>
</tr>
<tr>
<td>adjective + er + than</td>
<td><em>My bedroom is</em>* bigger than** my sister's room.*</td>
</tr>
<tr>
<td>but, while, though</td>
<td><em>I enjoy eating fruit for dessert, <strong>but</strong> / <strong>while</strong> / <strong>though</strong> my friend likes chocolate.</em></td>
</tr>
<tr>
<td>not the same as</td>
<td><em>This book isn't</em>* the same** as** the one you bought.*</td>
</tr>
<tr>
<td>not as ... as</td>
<td><em>Some people feel that doing exercise isn't as</em>* fun** as watching TV.*</td>
</tr>
<tr>
<td>different from</td>
<td><em>That style of shirt is</em>* different from** the styles most people wear.*</td>
</tr>
<tr>
<td>in contrast</td>
<td><em>The lakes we swam in were very clean and beautiful. <strong>In contrast,</strong> the lakes in my country are polluted.</em></td>
</tr>
<tr>
<td>however</td>
<td><em>The new shop sells its clothing at low prices. <strong>However,</strong> other shops have better quality clothing.</em></td>
</tr>
<tr>
<td>on the other hand</td>
<td><em>My boyfriend likes doing sport. <strong>On the other hand,</strong> I prefer doing yoga.</em></td>
</tr>
</tbody>
</table>

4. Complete these sentences with phrases from above.

a. Some tourists enjoy going on organised tours, ...................... many other tourists prefer travelling on their own.

b. The two books are very ..................... each other.

c. The cost of studying in a college or university in Britain is very high. ......................, in many other countries, the cost is much lower.

d. Changes in technology are occurring ...................... quickly ...................... in the past.
Similarities and differences

5 Write eight sentences about these two cars. Write about four similarities and four differences.

Comparison / contrast organisation

Two methods for organising a comparison / contrast paragraph

Method 1: Block organisation
First, write about supporting points for the first topic. Then compare or contrast those same points to the second topic. This type of organisation could be outlined like this:

Topic sentence comparing / contrasting two topics (A and B)

Points of comparison / contrast about Topic A

Points of comparison / contrast about Topic B

Concluding sentence

Reading a story in a book is often very different from seeing it as a film. When you read a story, you need to use your imagination. A book usually gives a lot of description about the people, places, and things in the story, so you can create pictures in your mind. In addition, the conversations between people are always written with details that describe how the people look or feel while they are talking. When you read, you use a lot of imagination to help ‘see’ the characters in the story. However, when you see a film, it is a different experience. When you watch a film, you don’t need to use your imagination. The pictures on the screen give all the details about the people, places, and things in the story. The conversations are spoken out loud, so you just listen and watch. The feelings of the people come through their faces, body movements, and voices. Although a book and a film might tell the same story, reading a book and watching a film are very different experiences.
Method 2: Point-by-point organisation

Compare or contrast one point about the two topics, then a second point, then a third point, and so on. This type of organisation could be outlined like this:

- Topic sentence comparing or contrasting two topics (A and B)
- First point of comparison / contrast (A1, B1)
- Second point of comparison / contrast (A2, B2)
- Third point of comparison / contrast (A3, B3)
- Fourth point of comparison / contrast (A4, B4)
- Fifth point of comparison / contrast (A5, B5)
- Concluding sentence

Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities. First of all, both women had a difficult childhood. Monroe spent many years without parents in an orphanage, and Diana’s mother left the family when she was only six. Later in their lives, both women married famous men. Princess Diana married Prince Charles, and Marilyn Monroe married a famous baseball player and later a famous writer. They also had difficult marriages and eventually separated from their husbands. Another similarity between Marilyn Monroe and Princess Diana was that they were both very popular. Diana was called ‘The people’s princess’ because she was so friendly. Although Monroe was famously sexy, she was well-liked because she seemed very innocent. However, although they both seemed to have very happy lives, both women actually had emotional problems and often felt sad and depressed. Monroe went through serious depression and had to go to a hospital for treatment. Likewise, Diana suffered from an eating problem and was depressed during parts of her marriage. A last similarity between Marilyn Monroe and Princess Diana was their deaths at an early age. In fact, they were both thirty-six years old when they died; Monroe in 1962 and Diana in 1997. Maybe their similar life circumstances and lifestyles explain why Princess Diana and Marilyn Monroe also had similar personalities.

6 Read the two paragraphs above then answer the questions.
   a. Which paragraph mostly compares and which mostly contrasts?
   b. Finish filling in the outlines on page 46 for each paragraph.
Block organisation: Paragraph 1
Topic sentence: Reading a story in a book is often very different from seeing it as a film.

Topic A—reading a book
Supporting points:
1. ............................................................................................................................................................
2. ............................................................................................................................................................

Topic B— ............................................................
Supporting points:
1. ............................................................................................................................................................
2. ............................................................................................................................................................

Point-by-point organisation: Paragraph 2
Topic sentence: Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities.

First point of comparison—difficult childhood
A1: ............................................................................................................................................................
B1: Princess Diana—mother left family

Second point of comparison— ....................................................
A2: Princess Diana—married Prince Charles, later separated from him
B2: ............................................................................................................................................................

Third point of comparison— ....................................................
A3: ............................................................................................................................................................
B3: ............................................................................................................................................................

Fourth point of comparison—had emotional problems
A4: Marilyn Monroe— ............................................................................................................................
B4: ............................................................................................................................................................

Fifth point of comparison— ....................................................
A5: ............................................................................................................................................................
B5: ............................................................................................................................................................

7 Look again at the second paragraph in exercise 2 on page 41. Does it use point-by-point or block organisation? How do you know?
Read this list of details about two popular sports. Then make a list of similarities and a list of differences below. Discuss your answers with a partner.

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

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

---

**Similarities between the sports**

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- 

**Differences between the sports**

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- 
- 

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9 Write a comparison or contrast paragraph. Use either point-by-point organisation or block organisation.
Advantages and disadvantages

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

10 Read this paragraph from a school newspaper. List the supporting points. Does the paragraph discuss advantages or disadvantages?

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

11 Write one or two paragraphs comparing or contrasting topics of your choice or one of these.

- action films / romantic films
- the advantages and disadvantages of living abroad
- living in a small town / living in a big city
- doing sport / watching sport on TV
- the advantages and disadvantages of having a job while at university
Review

12 List five words or phrases of comparison and five of contrast. Use them to compare and contrast two things at your university. Share your sentences with the rest of the class.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Contrast</th>
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<tbody>
<tr>
<td></td>
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</table>

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

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

14 Now, in pairs, one person should write a paragraph about the advantages and the other person should write about the disadvantages of studying English. Add one new idea of your own to your paragraph.

15 Share your paragraphs with another pair of students.
In this unit, you will ...
- write about problems and solutions.
- use real conditionals.
- write a two-paragraph text with linking phrases.

Problems and solutions
Problem / solution writing first explains a problem and then proposes one or more solutions to that problem. Often this type of writing requires more than one paragraph. In this unit, you will write a two-paragraph discussion of a problem and solution.

Problems and solutions
1 Read the article from a website on page 51. What is the main idea of the first paragraph? What is the topic sentence?

2 Answer these questions.
   a. How is the first paragraph developed? What are the supporting ideas?
   b. What do the supporting ideas show?
   c. What is the main idea of the second paragraph? What is the topic sentence?
   d. What solution does the writer offer? What details support or explain the solution?
   e. Is there a concluding sentence in the first paragraph? In the second paragraph?

Writing about problems

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

3 Work with a partner or small group. Discuss why these issues are problems. Then add two more issues and discuss them.
   a. air pollution
   b. traffic
   c. overcrowded classrooms
   d. .................................................................
   e. .................................................................
Deforestation is a serious problem because forests and trees aren’t just pretty to look at, they do an important job making the earth’s environment suitable for life. They clean the air, store water, preserve soil, and provide homes for animals. They also supply food, fuel, wood products, and paper products for humans. In the past fifty years, more than half of the world’s rainforests have been destroyed. Today, the forests of the world are being cut down at a rate of fifty acres every minute! Scientists say that if deforestation continues, the world’s climate may change, floods may become more common, and animals will die.

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

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

modal + main verb          present
          (will, can, could, should, etc)

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

modal + main verb          present
          (will, can, could, should, etc)

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

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

4 Read the paragraphs on page 51 again. Underline the conditional sentences.

5 Complete these sentences by circling the correct form of the verb.

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

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

a. If it rains this weekend, ..............................................................
b. If the library isn’t open tomorrow, ..........................................................
c. If petrol prices increase even more, ..........................................................
d. .............................................................., I’ll call you tonight.
e. .............................................................., you can make a lot of money.
f. .............................................................., I won’t go on holiday.
7 For each topic in exercise 3 on page 50, write one or two conditional sentences that explain the problem. Compare your sentences with a partner. Did you have similar or different ideas?

8 Choose one topic from exercise 3 on page 50. Brainstorm more ideas if necessary, then write a paragraph about it. Use conditional sentences.

**Linking problems with solutions**

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

  - *In order to solve these problems, ...*  
  - *To meet this need, ...*  
  - *One solution is ...*  
  - *A second / third / final answer is ...*  

  - *In order to overcome these problems, ...*  
  - *One solution is ...*  
  - *One thing we can do is ...*  

9 Read the solution paragraph on page 51 again. Circle the linking phrases.

10 Work with a group. For each of these topic sentences, brainstorm solutions. Introduce each solution with one of the phrases above. Then think of one more problem together, and give it to another group to discuss.

   a. We must reduce exam stress for secondary school students.

   b. Teenagers spend so much time using their mobile phones that they are no longer skilled at face-to-face interaction.

   c. In the next five to ten years, experts predict that there won't be enough doctors and nurses to meet hospitals' needs.

   d. We need to find ways to protect young children from violence on television.

   e. ........................................................................................................................................
Writing solutions

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

With a partner, talk about the solutions that this student brainstormed for her topic. Mark each one strong, OK, or weak.

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

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

Use at least three solutions from the list in exercise 11 above to write a solution paragraph. Use linking phrases and conditional sentences to explain how the solutions will solve the problem. Share your paragraph with your partner.

For the problem paragraph you wrote in exercise 8 on page 53, brainstorm solutions. Edit your brainstorming, then write a solution paragraph. Use linking phrases and conditional sentences.

54 PROBLEM / SOLUTION PARAGRAPHS
Review

14 Look at this list of ideas that a student brainstormed about his topic. Work with a partner to divide the ideas into problems and solutions. Try to add one more problem and solution to the list.

- **Topic: getting along with a flatmate**
- noisy flatmate
- make cleaning rota
- flatmate is messy
- argue about how to decorate flat
- fighting causes stress
- set aside quiet time for studying
- each person decorates half of the flat
- talk each week about concerns

<table>
<thead>
<tr>
<th>problems</th>
<th>solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>f.</td>
</tr>
<tr>
<td>b.</td>
<td>g.</td>
</tr>
<tr>
<td>c.</td>
<td>h.</td>
</tr>
<tr>
<td>d.</td>
<td>i.</td>
</tr>
<tr>
<td>e.</td>
<td>j.</td>
</tr>
</tbody>
</table>

15 Work alone. Use the ideas above to write a problem paragraph and a solution paragraph. Remember to write a topic sentence for each paragraph, and a concluding sentence for the solution paragraph. Use conditional sentences and linking phrases where you can. Then compare your paragraphs with your partner. What parts were similar? What parts were different?
The Structure of an Essay

In this unit, you will learn...
- the definition of an essay.
- how to format an essay.
- how to write a thesis statement.

What is an essay?
An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common length for academic writing.

The structure of an essay

The introduction
This is the first paragraph of an essay. It explains the topic with general ideas. It also has a thesis statement. This is a sentence that gives the main idea. It usually comes at or near the end of the paragraph.

The main body
These are the paragraphs that explain and support the thesis statement and come between the introduction and the conclusion. There must be one or more paragraphs in the main body of an essay.

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

How to format an essay
1. Use double spacing (leave a blank line between each line of writing).
2. Leave 2.5 centimeters (1 inch) of space on the sides, and the top and bottom of the page. This space is called the margin.
3. If you type your essay, start the first line of each paragraph with five spaces (one tab). This is called indenting. If you write by hand, indent about 2 centimeters (¾ inch). Alternatively, paragraphs can begin at the left-hand margin with no indentation. However, you must then leave one line space between each paragraph.
4. Put the title of your essay at the top of the first page in the centre.
Label the three parts of this essay: introduction, main body paragraphs, and conclusion.

Changing English: the African American Influence

If you ask average Americans where their language comes from, they will probably say 'England'. However, English vocabulary has also been influenced by other countries and groups of people. Some words are borrowed from other languages, such as typhoon, which originally came from the Chinese word, 'tai-fung', meaning 'big wind'. Skunk, the name of a small, smelly, black-and-white animal, came to English from a Native American language. African Americans, too, have both contributed new words to English and changed the meanings of some existing words.

African Americans, many of whose ancestors were brought to the States as slaves hundreds of years ago, have introduced a number of words to English from languages that they spoke in their native countries. The common English word OK is used around the world today, but it was not always part of English vocabulary. One theory is that slaves in America used a phrase in their own language that sounded like OK to mean 'all right'. Americans heard the phrase and started using it. Today, almost everyone in the world uses OK to mean 'all right'. Another good example of a 'new' word is the word jazz. African American musicians living in the United States began playing jazz music in the city of New Orleans, and they used the words jass or jazz to describe the music and certain kinds of dancing. No one is sure where the word originally came from, but as jazz music became more and more popular, the word jazz became a common English word.

The meanings of words sometimes change over time. The word cool is a good example. Cool has been used in English for a long time to describe a temperature that is 'not warm but not too cold' or to describe a person who is 'calm or unemotional'. However, an additional meaning was given to the word cool in the past 100 years. Just like the word jazz, African American musicians used the word cool to describe the music they were playing. For them, cool meant 'good'. As jazz music and other forms of music played by African American musicians became popular, more and more people started to use the word cool in conversation. Today, it is still a commonly used word, especially by younger people, to mean 'good' or 'great'. A word with the opposite meaning of cool is square. Square is, of course, a shape, but it also is used to describe a person who is not cool. This may be because a person who is too old-fashioned and not flexible is like a shape with four straight sides and four corners.

English owes some of its interesting and colourful vocabulary to African Americans. Existing ethnic groups in the United States as well as new immigrants will surely continue to bring new words to English and give fresh meanings to existing words. Who knows what the 'cool' words of tomorrow will be?
Thesis statements

What is a thesis statement?
The thesis statement is the sentence that tells the main idea of the whole essay. It can be compared to a topic sentence, which gives the main idea of a paragraph. It usually comes at or near the end of the introductory paragraph.

2 Look at the essay in exercise 1 on page 57 again. Underline the thesis statement.

3 In these introductory paragraphs, underline the thesis statement. Then circle the topic and draw another line under the main idea in each thesis statement. Share your answers with a partner.

a.

Before I travelled to the UK last year, I thought that British food was just fish and chips, roast beef, apple pie, rice pudding and endless cups of tea. These foods are popular in Britain, but during my travels, I discovered that there is so much more to eating in the UK. People from all over the world have made their home in Britain, and they have brought with them their own food. Even in small towns, you can find Chinese, Indian and Italian restaurants, amongst others. The UK can be divided into different regions that each has its own characteristic foods influenced by the culture of the people who live there.

b.

Everybody knows the koala, that sweet Australian animal that resembles a teddy bear. Although koalas look like toys, they are actually strong climbers and spend their days in the treetops. Mother koalas carry their babies around from tree to tree in a pouch, or pocket, on their stomach. Although there were millions of koalas in Australia in the past, they are now a protected species of animal. As a result of human population growth, deforestation and hunting, the number of koalas has declined.

c.

Taoism is an ancient philosophy from Asia that places great importance on the natural world. Taoists believe that spirit can be found in every person or thing, living or non-living. For the Taoist, even a mountain or a stone contains spirit. Lao Tsu, a Taoist writer and philosopher, said, ‘People follow earth. Earth follows heaven. Heaven follows the Tao. The Tao follows what is natural.’ For thousands of years in China and other Asian countries, gardens have been an important way to create a place where people can feel the spirit of the natural world. Creating a Taoist garden is an art. No two Taoist gardens are exactly alike, but all Taoist gardens include four essential elements: water, mountains, buildings and bridges.
Writing a strong thesis statement

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

  The qualifications for getting into university in my country are unreasonable.

  When studying a foreign language, there are several ways to improve your use of the language.

  These are strong thesis statements. They can be discussed or explained.

- A thesis statement should not be a sentence that only gives a fact about the topic:

  In the Northern Hemisphere, the summer months are warmer than the winter months.

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

- A thesis statement should not state two sides of an argument equally:

  There are advantages and disadvantages to using nuclear power.

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

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

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

4 Read these thesis statements below. Write ✓ (strong thesis statement), F (fact only—a weak thesis statement), or N (no clear opinion—a weak thesis statement).

a. ....... The top government official in my country is the prime minister.

b. ....... Some people prefer digital cameras, while others like traditional cameras.

c. ....... India became an independent country in 1947.

d. ....... To be a successful student, good study habits are more important than intelligence.

e. ....... There are several advantages of owning a car, but there are also many disadvantages.

f. ....... Half of the families in my country own a house.

g. ....... Using public transport would be one of the best ways to solve the traffic and pollution problems in cities around the world.

h. ....... While travelling, staying in a hotel offers more comfort, but sleeping in a tent is less expensive.

i. ....... Classical music concerts are very popular in my country.

j. ....... In order to create a successful advertisement, it is necessary to consider three issues: who should be targeted, where the advert should be placed, and what type of advert should be made.
Writing thesis statements

How to connect the thesis statement and the essay

The paragraphs in the main body of an essay should always explain the thesis statement. In addition, each paragraph in the main body should discuss one part of the thesis. Look at the following thesis statement. The topics to be discussed are underlined:

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

Possible topic sentences for each paragraph in the main body:
1. The first step in creating a successful advertisement is to completely understand the product that is being sold and how it can be used.
2. A second important part of creating an advertisement is deciding who is expected to buy the product.
3. Finally, a way must be found to create an ad that will make people want to buy the product.
5 Look at the introductory paragraphs in exercise 3 on page 58. What should the paragraphs in the main body discuss for each thesis statement? Write your ideas and then compare your answers with a partner.

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

*Topic: diet / food*

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

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

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

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

a. exercise

b. university study

c. the Internet

d. music
7 Now cross out the *I think that* in the statements you wrote in exercise 6 on page 61. Choose the best thesis statement for each topic. Share these with a partner. Decide which ones are good thesis statements.

8 Choose one of your thesis statements from exercise 7 above. Circle the topics that must be explained in the essay. Write a topic sentence for each of the circled ideas.

**Review**

9 Complete the crossword.

```
1. ____________
6. ____________

2. ____________

3. ____________

5. ____________

7. ____________

8. ____________

4. ____________
```

The topic sentence gives the 1. m__ idea of a 2. p__. Likewise, the thesis statement gives the main 3. i__ of an 4. e__.

The 5. s__ sentences of a paragraph explain the topic sentence, just as the 6. m__ paragraphs of an essay explain the thesis statement.

The last sentence of a paragraph is called the 7. c__ sentence, and the last paragraph of an essay is called the 8. c__.
Outlining an Essay

In this unit, you will learn...
- the purpose of an outline.
- how to write an outline.

What is an outline?
An outline is a list of the information you will put in your essay. You can see an example of an outline on page 65.

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

Writing an outline before you write an essay will...
- show you what to write before you actually begin writing.
- help make your essay well organised and clearly focused.
- keep you from forgetting any important points.

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

Read the outline on page 65. Answer the questions.

a. What will the thesis statement of the essay be?
b. How many paragraphs will there be in the main body?
c. How many supporting points will the third paragraph have? What will they be?
d. How many details will the fourth paragraph have? What will they be?

Writing an outline

How to write an outline

Before writing an outline, you must go through the usual process of gathering ideas, editing them, and deciding on a topic for your writing. Writing an outline can be a very useful way of organizing your ideas and seeing how they will work together.

To show how the ideas work together, number them. To avoid confusion, use several different types of numbers and letters to show the organisation of the ideas. Use Roman numerals (I, II, III, IV, V, VI, etc.) for your essay's main ideas: your introduction and thesis statement, your main body paragraphs, and your conclusion. Write all of these first, before going into more detail anywhere.

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

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

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

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

I. Introduction  
   II. First main idea  
       A. First supporting point  
           1. First detail  
           2. Second detail  
       B. Second supporting point  
           1. First detail  
           2. Second detail  
           ... and so on.
Don't Support Nuclear Energy!

I. Nuclear power is not a good energy source for the world.

II. Very expensive
   A. Nuclear fuel is expensive
   B. Nuclear power stations are expensive
e       to build and operate
       1. Cost of construction
       2. Cost of training workers
       3. Cost of safety features

III. Nuclear materials are not safe
   A. Nuclear fuels are dangerous
       1. Mining fuels produces radioactive gas
       2. Working with radioactive fuels
e           can harm workers
   B. Nuclear waste products are dangerous
       1. Very radioactive
       2. Difficult to dispose of or store safely

IV. There is a great possibility of accidents
   A. Nuclear power stations can fail
       1. Three Mile Island, USA (1979)
       2. Tarapur, India (1992)
       3. Darlington, Canada (1992)
   B. Workers can make mistakes
       2. Kola, Russia (1991)
       3. Tokaimura, Japan (1999)
   C. Natural disasters can occur
       1. Earthquake: Kozloduy, Bulgaria (1977)
       2. Tornado: Moruroa, the Pacific (1981)

V. Because of the cost and the danger, the world should develop different types of energy to replace nuclear power.
2 Fill in this outline for the essay in Unit 8, exercise 1 on page 57. Then compare with a partner.

The Changing Vocabulary of English

I. Thesis statement: ........................................................................................................

II. Words introduced by ........................................................................

A. ........................................................................

1. From an African language

2. Now used all over the world to mean .................................................................

B. Jazz

1. Came from .............................................................

2. Exact origin unknown

III. ............................................................................

A. Cool

1. .................................................................

2. New meanings

B. .................................................................

1. Original meaning

2. .................................................................

IV. .............................................................................: Existing ethnic groups in the United States as well as new immigrants will certainly continue to bring new words to English and give fresh meanings to existing words.
3 Label each statement T for thesis statement, M for main idea, S for supporting point, or C for conclusion.

Title: The Benefits of Yoga

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

4 Arrange the ideas in exercise 3 above into an outline. Compare your finished outline with a partner.

I. ........................................................................................................................................

II. ........................................................................................................................................
   A. ........................................................................................................................................
   B. ........................................................................................................................................

III. ........................................................................................................................................
   A. ........................................................................................................................................
   B. ........................................................................................................................................
   C. ........................................................................................................................................

IV. ........................................................................................................................................
   A. ........................................................................................................................................
   B. ........................................................................................................................................
   C. ........................................................................................................................................

V. ........................................................................................................................................
Evaluating an outline

The outline checklist
Before you start writing your essay, check your outline for organisation, support, and topic development. If possible, ask a friend or your teacher to check your outline too.

Organisation
- paragraphs in the right order
- supporting points and details in the right order

Support
- each main idea related to the thesis statement
- each supporting point related to the paragraph’s main idea
- each detail related to the paragraph’s supporting points

Topic development
- enough (and not too many) main ideas to develop the thesis statement
- enough (and not too many) supporting points for each main point
- enough (and not too many) details for each supporting point

With a partner, check the outline on page 69 for organisation, support, and topic development. What should the author add, subtract, or change in this outline? Share your ideas with another pair. Did you make the same recommendations?

In 1848, gold was discovered in California. People from all over the world rushed to California to look for gold—they wanted to become rich. This was called ‘the gold rush’.
The Effects of the California Gold Rush on the City of San Francisco

I. The California gold rush changed San Francisco in ways that we can still see today.

II. History of the gold rush
   A. 1848
      1. Gold was discovered near San Francisco
      2. The US president tells the country there's gold in California
   B. 1864: the gold rush ends
   C. 1849: the gold rush begins as people from all over the world go to California to look for gold. Gold is very easy to find.
   D. 1850s: gold becomes more difficult to find; big, expensive machines are now needed to find gold
   E. Gold rushes in other countries
      1. Australia (1851–53)
      2. South Africa (1884)
      3. Canada (1897–98)

III. Effects on San Francisco today
   A. People still come to San Francisco hoping to get rich
      1. Computer industry
   B. Sightseeing is very popular in San Francisco
   C. San Francisco is still an expensive city
      1. Houses and land
      2. Food and clothing
      3. Many new fast-food restaurants sell cheap hamburgers
   D. Still problems in the city
   E. Technological development is still important
   F. There is no gold mining today
   G. Character of San Francisco today

IV. Changes in California in the 1800s
   A. Population increased—more than 40,000 people moved to California in 1848–50
   B. Everything became more expensive
      1. Houses and land
   C. Problems with crime and violence
   D. Technology to find gold improved

V. The special personality of San Francisco can be traced in part to the famous gold rush of the 1800s.
6 Look at the thesis statement and topic sentences you wrote in Unit 8, exercise 8 on page 62. Write an outline for your essay. Then write the essay.

7 Exchange the essay you wrote for exercise 6 above with a partner. As you read your partner's essay, write an outline of the main ideas, supporting points, and details. Your partner will outline your essay. Discuss the outlines.

Review

8 Write a simple outline of yourself or your life. First, outline only the main body paragraphs. Your main ideas could include physical characteristics, your personality, your habits, your family, places you have lived, jobs you have had, things you like and dislike, and so on.

9 Explain your outline to a partner. Your partner will then add a thesis statement and concluding statement.

10 Join another pair and present your complete outlines.
In this unit, you will learn about …
- the purpose of an introduction.
- types of information in introductions.
- the purpose of a conclusion.
- techniques for writing conclusions.

The importance of introductions and conclusions
Unit 8 explained that the introduction and the conclusion are two of the three main parts of an essay. Without an introduction and a conclusion, an essay is just a group of paragraphs. The introduction and the conclusion work together to make the topic and main ideas of the essay clear to the reader.

The introduction

What is an introduction?
The first paragraph of an essay, as you learned in Unit 8, is called the introduction. The introduction …

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

The introduction is often organised by giving the most general ideas first and then leading to the most specific idea, which is the thesis statement, like this:
1. Read the introduction to the essay in Unit 8, exercise 1 on page 57. Complete this diagram.

**General ideas:**

*Most Americans would probably say that their language comes from England.*

**Specific idea (Thesis statement):**

How to write a strong introduction

A strong introduction ...
- introduces the topic clearly.
- gives several sentences of information about the topic.
- states the thesis (the main idea) of the essay.

Any of the following will make an introduction weak:
- It doesn’t give enough information about the topic or gives too much information about it.
- It talks about too many different topics.
- It does not state a clear thesis.

2. Read and discuss the following introductions with a partner. Mark the strong introductions with a tick (✓). Mark the weak introductions with a cross (✗). What could the writers do to make the weak introductions strong?

**a.**

*Family structure has changed a lot in the last fifty years in Asia. The decrease in the number of extended families and nuclear families has caused several social changes.*

**b.**

*The number of businesses using the Internet for selling products has increased greatly in recent years. Shoppers, too, are using the Internet in greater numbers to buy all types of products, such as books, cameras, and clothing. Although e-business has become popular, there are certain risks involved in Internet shopping that are a concern for both businesses and consumers.*
Stargazing—looking at the stars—is something everyone should try. I love it. When looking at the night sky, most people observe that the moon, planets, and stars move from the east side of the sky to the west over a period of several hours. In fact, this movement is actually the movement of the Earth rotating on its axis. In addition, as the Earth revolves around the sun throughout the year, different stars are visible at different times.

The origins of Irish music can be traced back nearly 2,000 years to the time when the Celts arrived in Ireland. Music thrived under the rule of the Chieftans, but later declined during the British colonisation of Ireland. However, during the Great Famine of the 1840s, thousands of Irish people emigrated to North America in search of a better life, taking their music with them. Irish music soon became established in American cities with a high proportion of Irish immigrants, such as Chicago and Boston. These cities are popular tourist destinations with many interesting sights. However, Irish music really became known to a wider audience in the 1970s, when musicians experimented with more modern arrangements of traditional songs and fusion with rock, world music and jazz. Jazz originated in the American South in the early twentieth century. Now, in the twenty-first century, Irish music is more popular and successful than ever.

Adjusting to another culture’s food can be a challenge for many travellers. The geography of a country can greatly affect the typical foods that are eaten by its people.
Types of information

Curious How to make an introduction interesting
To make an introductory paragraph interesting for the reader, you can include...
- interesting facts or statistics.
- a personal story or example.
- an interesting quotation.

Did you know that the average human eye blinks 20,000 times every day?

3 Read the three introductions in Unit 8, exercise 3 on page 58 again. What types of information does each introductory paragraph contain?

4 Look at the introduction of the essay you wrote for Unit 9, exercise 6 on page 70. With a partner, rewrite the introduction, making changes to improve it.

The conclusion

Curious The importance of a conclusion
The conclusion is the final paragraph of the essay. A good concluding paragraph...
- summarises the main points of the essay.
- restates the thesis (using different words).
- makes a final comment about the essay’s main idea.
- may emphasise an action that you would like the reader to take.

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

5 Look at the essay in Unit 8, exercise 1 on page 57 again. Answer these questions.
   a. Does the conclusion use any of the four techniques described above? Which ones?

   b. Which sentence in the conclusion restates the thesis (from the introduction)?
6 Match each of these introduction thesis statements with its rewritten version for a conclusion.

a. ..... Supermarkets are the best places to buy food because of their convenience and lower prices.

b. ..... Travelling abroad is a valuable learning experience.

c. ..... Learning to play a musical instrument is very beneficial for children.

d. ..... Creating and owning a business offers more advantages than working as an employee in a company.

e. ..... More houses should be adapted to use solar energy because it is clean and renewable.

f. ..... The World Wide Web can be very useful for research, but it also contains a lot of incorrect information.

1. People can learn many things by travelling to other countries.

2. Despite the challenges, being an entrepreneur can offer more benefits than other types of employment.

3. The fact that larger supermarkets offer cheap prices and a large selection of products makes them the best place for shoppers.

4. The World Wide Web gives access to a huge amount of knowledge, but users shouldn't believe everything they read there.

5. When children are exposed to music and are taught to play instruments such as the piano or violin, there are many positive effects.

6. The sun gives a constant, free supply of clean energy, which more homes should take advantage of.
7  Read paragraph a in Unit 8, exercise 3 on page 58 again. Choose the best concluding paragraph, below.

a.

The British eat many different kinds of food, but the typical diet of many people includes eating a lot of fast food and ready-made dishes. The popularity of hamburger and pizza restaurants has increased greatly over the years. As a result of this diet, many British people have food-related health problems. To create a healthier society, people should learn about eating a good diet and should teach their children to do the same.

b.

Clearly, it is difficult to say that there is one type of British food. Every part of the country has its own special dishes based on the produce and tastes of that region. From the Ancient Britons and the Roman, Saxon and Viking invasions to present-day immigrants, the cuisine of the UK continues to change with its changing population.

c.

People who have come from other countries to live in the UK have brought their own traditions and customs with them and added them to British culture. It is possible to find restaurants from all different ethnic backgrounds, especially in larger cities around the country. Immigrants may also maintain their traditions by building places to practise their religion, such as mosques, temples and churches. By continuing to follow some of their customs and beliefs, immigrants can stay in touch with their past while also living a new life in a new country.

8  Look at the conclusion of the essay you wrote for Unit 9, exercise 6 on page 70. With a partner, rewrite the conclusion, making changes to improve it.
Review

9 Complete the crossword puzzle.

A strong introduction catches the reader's 1. i___. It can do this by including interesting 2. f___, a personal 3. s___, or an interesting 4. q___. It also gives the general 5. t___ of the essay, several sentences of 6. i___ about the topic, and states the 7. t___.

A conclusion 8. s___ the main points of the essay. It also 9. r___ the thesis, makes a final 10. c___ about the essay’s main idea, and it may emphasise an 11. a___ for the reader to take.

10 Write an introduction and conclusion for the outline you created for Unit 9, exercise 8 on page 70. Then exchange these with a partner. Make comments on your partner's paragraphs using the information you learned in this unit about writing good introductions and conclusions.
Unity and Coherence

In this unit, you will learn ...
- the importance of unity in essay writing.
- how to edit an essay for unity.
- the importance of coherence in essay writing.
- methods of creating coherence.

Writing effective essays
You’ve already learned that an essay should be organised into an introduction, a body, and a conclusion. The next step is to make sure that all three parts of the essay work together to explain your topic clearly.

Unity in writing

What is unity?
Unity in writing is the connection of all ideas to a single topic. In an essay, all ideas should relate to the thesis statement, and the supporting ideas in a main body paragraph should relate to the topic sentence.

Read the essay on page 79 about Chinese medicine. Then do these tasks.

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

The last time I had a cold, a friend suggested that instead of taking the usual cold medicines, I visit the traditional Chinese doctor in our city. Although I knew nothing about Chinese medicine, I decided to try it. When I walked in to the Chinese doctor’s surgery, I was amazed. It was not at all like my usual doctor’s. There were shelves up to the ceiling full of glass containers filled with hundreds of different dried plants and other things I could not identify. Could this really be a doctor’s surgery? It seemed very strange to me. When I met the doctor, he explained that Chinese medicine is thousands of years old. The plants in the jars in his office were herbs. These herbs could be mixed together to make medicines. He explained the philosophy of Chinese medicine. The philosophy of traditional Chinese medicine is not the same as the philosophy of modern medicine, but it is useful for curing many health problems.

Modern medicine focuses on illness. If a patient with a cough visits a modern doctor, then the doctor will give the patient a medicine to stop the cough. If the patient also has a fever, the doctor may give a different medicine to stop the fever. For every person with a cough, the doctor will probably recommend the same cough medicine. The philosophy of modern medicine is to stop problems like coughing and fever as quickly as possible. Western doctors usually see illness as an enemy. They use medicines like weapons to fight diseases.

Chinese medicine, in contrast, has a different philosophy. Instead of focusing on a patient’s health problems, Chinese medicine tries to make the patient’s whole body well again. Specifically, doctors of Chinese medicine believe that inside people, there are two types of energy. The first type of energy, called ‘yin’, is quiet and passive. The other type of energy, called ‘yang’, is active. When these two energies are in equal balance, a person is healthy. When there is an imbalance—too much yin, for example—a person becomes unhealthy. A doctor of Chinese medicine doesn’t try to stop a person’s cough by giving a cough medicine. Instead, the doctor gives a mixture of herbs that will restore balance in the patient’s body. As a result, when the body is in balance, the cough will stop naturally.

The Chinese doctor’s herbs seemed strange to me at first, but they made me feel better. My cold wasn’t cured instantly, but I felt healthy again after a few days. For a very serious health problem, I would probably visit a modern hospital, but the next time I catch a cold, I am going back to the Chinese doctor. Chinese medicine definitely works for some health problems.
**Editing an essay for unity**

1. **Keeping unity in an essay**
   One way to keep unity in an essay is to edit the outline for ideas that are not relevant to the thesis statement or topic sentences, as you learned in Unit 9. Likewise, after you have written the essay, it is helpful to review the text and look for ideas that do not relate to the thesis or the topic sentences.

2. **Read this thesis statement and main body paragraphs.** The writer has begun to cross out sentences that do not belong. There is still one large piece of the text that should be removed because it isn’t relevant to the thesis. Can you find it? Compare your answer with a partner. Then look at the edited version in exercise 6 on page 85.

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

The first sign language for deaf people was developed in Europe in the 1500s. In Spain, a man named Pedro de Ponce was the first person to teach deaf children using sign language. Another Spaniard, Juan Pablo de Bonet, was the first person to write a book on teaching sign language to deaf people. Most of his students were from rich families. Another important teacher who influenced the development of sign language was a Frenchman named Abbé de L’Épée. L’Épée understood that deaf people could communicate without speech. He started to learn the signs used by a group of deaf people in Paris. Using these signs, he developed a more complete French sign language. L’Épée also taught religion classes. Another Frenchman, Louis Braille, also lived during this time. He invented a system of reading and writing for blind people, using raised bumps that can be felt with the fingers. In Germany, a man named Samuel Heinicke was another important teacher of the deaf during this time. However, he did not use sign language for instruction. Instead, he preferred to teach the deaf to understand other people by looking carefully at other people’s mouths when they spoke. This is called lip or speech reading.

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

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**more →**
American Sign Language for deaf people (people who cannot hear)

listening tools and speech reading. He eventually opened a training school for teachers of the deaf.

Not much is known about the use of sign language among deaf people in the United States before the 1800s. The early 1800s were an important period in the development of American Sign Language. In 1815, a man named Thomas Gallaudet became interested in teaching deaf people. He travelled to Europe to study ways of communicating with deaf people. He was twenty-seven years old at this time, and he studied at a school for deaf students in Paris for several months. In 1817, Gallaudet returned to the United States, and he brought with him Laurent Clerc, a deaf sign language teacher from Paris. Gallaudet started the first school for the deaf, and Clerc became the first sign language teacher in the USA. The school, called the American School for the Deaf, still exists in Hartford, Connecticut. American Sign Language developed from the mixture of signs used by deaf Americans and French Sign Language. Today, it is used by more than 500,000 deaf people in the United States and Canada. About twenty million people in the United States have hearing problems, and about two million of these are deaf.
Coherence in writing

What is coherence?
Coherence is related to unity. Ideas that are arranged in a clear and logical way are coherent. When a text is unified and coherent, the reader can easily understand the main points.

As you learned in Unit 9, creating an outline helps make a well-organised essay. When organising your ideas, think about what type of organisation is the best for your topic or essay type. Here are some examples of types of writing and good ways to organise them.

<table>
<thead>
<tr>
<th>Type of writing</th>
<th>Type of organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronology (historical events, personal narratives, processes)</td>
<td>Order by time or order of events / steps</td>
</tr>
<tr>
<td>Description</td>
<td>Order by position, size, and shape of things</td>
</tr>
<tr>
<td>Classification</td>
<td>Group ideas and explain them in a logical order</td>
</tr>
<tr>
<td>Comparison / contrast</td>
<td>Organise in point-by-point or block style</td>
</tr>
<tr>
<td>Argumentation / persuasion and cause / effect</td>
<td>Order from least important to most important</td>
</tr>
</tbody>
</table>

3 Look again at the essay in exercise 1 on page 79. What type of organisational pattern does the essay use? How do you know? What about the text in exercise 2 on pages 80 and 81?

Cohesive devices

What is a cohesive device?
Cohesive devices are words and phrases that connect sentences and paragraphs together, creating a smooth flow of ideas. In this unit, we’ll look at transitions, pronoun references, and repetition of key ideas.
Transitions
As you've learned in previous units, there are many transition words and phrases in English that are used to connect sentences together or relate ideas to one another. Here are several types of writing and some common transitions that are used with them.

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

4 Use transitions from the list above, or others that you know, to connect these sentences taken from the essay about Chinese medicine on page 79. When you have finished, compare your answers with the essay.

1. .................................. of focusing on a patient's health problems, Chinese medicine tries to make the patient's whole body well again. 2. .................................., doctors of Chinese medicine believe that inside people, there are two types of energy. The first type of energy, called 'yin', is quiet and passive. The other type of energy, called 'yang', is active. ... When there is an imbalance—too much yin, 3. .......................... —a person becomes unhealthy. A doctor of Chinese medicine doesn't try to stop a person's cough by giving a cough medicine. 4. .........................., the doctor gives a mixture of herbs that will restore balance in the patient's body. 5. .........................., when the body is in balance, the cough will stop naturally.

Pronoun reference
Two sentences can be connected by the use of a pronoun. A pronoun (he, she, it, they, etc.) takes the place of a noun (a person, place, thing, or idea) or a noun phrase (several words that refer to a person, place, thing, or idea). Look at the following example taken from the essay on sign language:

American Sign Language developed from the mixture of signs used by deaf Americans and French Sign Language. Today, it is used by more than 500,000 deaf people in the United States and Canada.

The pronoun it refers back to the subject, American Sign Language, and connects the two sentences together.
For each of the italicised pronouns in this passage, identify the noun or noun phrase to which it refers. Write your answers on the lines below the text.

Barcelona, Spain's second biggest city and the capital of Catalonia, is a popular tourist attraction for several reasons. First, the city is ideally located for both the mountains and the beach. Although it is on the coast, it is only a couple of hours away from the Pyrenees. In addition, Barcelona is both modern and historic. There are many stylish hotels. It has a clean and efficient underground system, and visitors can find a variety of shops and restaurants, especially in the Eixample area. The oldest area of the city, the Barrio Gótico, or Barri Gòtic in Catalan, is very beautiful because many of its oldest buildings were protected as areas of the city were rebuilt or developed. The most interesting thing about Barcelona may be its Catalan heritage. Approximately 70% of the people living in and around Barcelona speak Catalan, a Romance language related to Spanish, and they speak Spanish as well. In addition to the strong Catalan background, there are large groups of people who originally came from other parts of Spain such as Andalucía and Murcia living there. All of this makes Barcelona a great place to visit.

a. it = ____________________________

b. It = ____________________________

c. its = ____________________________

d. its = ____________________________

e. they = ____________________________

f. there = ____________________________

g. this = ____________________________
Repetition of key nouns or ideas
Another way to connect ideas in an essay is by repeating important words and phrases. This will help the reader remember the main ideas in the text.

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

6 Read these revised paragraphs from the essay on sign language. Underline examples of transition use, pronoun reference, and repetition of key words. Then compare your answers with a partner.

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

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

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

Ho Chi Minh City, in Vietnam, is a fascinating destination for travellers to Southeast Asia. It is located on the Mekong River. It was once an important trading center for the French in Southeast Asia. The influence of French culture can still be felt. Many people, especially the older generations, learned French in school and still can speak it very well. Some cafés serve French-style bread and pastries in Ho Chi Minh City. Expensive hotels and restaurants serve French food. Many of the buildings in the city are built in French style. The Vietnamese and the French fought. The French eventually left the country. There are museums and monuments documenting the country's long—and often bloody—history. If you are looking for a unique city to visit in Southeast Asia, Ho Chi Minh City is an attractive choice.

8 Write an outline for an essay on one of the following topics or on a topic of your choice.
   a. health and medicine in your country
   b. an important problem in your country
   c. the importance of technology in society

9 Edit your outline for unity and coherence, then write the essay.

10 Exchange the essay you wrote in exercise 9 above with a partner. Look for the use of the cohesive devices you have learned about in this unit.
Review

11 These pairs of sentences need to be joined together to form English proverbs. Choose the best transition word or phrase to connect each pair. Compare your answers with a partner, and then discuss the possible meaning of each proverb.

a. Don’t count your chickens .......... they hatch.
   1. before  2. so  3. because

b. .......... life gives you lemons, make lemonade.

c. Time flies .......... you’re having fun.
   1. after  2. although  3. when

d. You can lead a horse to water, .......... you can’t make it drink.
   1. and  2. but  3. or

e. Laugh, .......... the world laughs with you. Cry, .......... you cry alone.
   1. and, but  2. and, and  3. but, but

f. You don’t know what water is worth .......... your well is dry.
   1. because  2. after  3. until

12 Think of one or two proverbs in your language and translate them into English. Share yours with the class. Then choose one of the proverbs and write a paragraph explaining its meaning.