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PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education
and Scientific Research
University of Blida 2
Faculty of Arts and Languages
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وزارة التعليم العالي والبحث العلمي
جامعة البليدة 2
كلية الآداب واللغات
قسم اللغة الانجليزية

Comprehension and Written Expression
A Pedagogical Support for Second Year Students

Course Title: Comprehension and Written Expression

Level: Second Year

Semester: 03 (S3+S4)

Prepared by Dr.

M.C.B. Univ. Blida 2

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1. Course Description

This course is delivered to L2 students. Its goal is to help students build upon the writing skills they have acquired in previous years and advance toward a higher level of literacy.

-It will help them develop the core skills in critical thinking, comprehension, and writing that they will use in their university courses and later in their future career.

-The analysis of a variety of challenging written texts will enable students to discover the characteristics and conventions used by scholars in different disciplines. They will explore different genres of academic writing and how these reflect different rhetorical purposes.

-It will develop students' essential academic writing skills, empowering them to produce clear, well-organized, and coherent essays.

-Students will develop advanced strategies to write with greater efficiency. They will learn how to use reflection and self-assessment to become more independent and competent writers. Through these experiences, they will prepare themselves for the increasingly challenging writing tasks they will encounter this year.

2. Course Design

The course is taught during the third and fourth semester and comprises **24 lessons**.

Semester Three

An introduction to Essay Writing

Lesson 01: A Review of Essay Structure

Lesson 02: The Thesis Statement

Lesson 03: The Introductory Paragraph

Lesson 04: Writing Body Paragraphs

Lesson 05: The Concluding Paragraph

Lesson 06: Essay Outline

Lesson 07: Transition between Paragraphs

Lesson 08: Unity and Coherence

Types of Essays

Lesson 09: Narrative Essays

Lesson 10: Descriptive Essays

Lesson 11: Cause and Effect Essays

Lesson 12: Comparison and Contrast Essays

Semester Four

Argumentative Essays

Lesson 01: The Structure of an Argumentative Essay

Lesson 02: Writing Argumentative Essays

Lesson 03: Developing Claims/Defending Opinions

Lesson 04: Stating Facts and Opinions

Lesson 05: Supporting Claims with Evidence

Lesson 06: Addressing Counterarguments and Refutations

Lesson 07: Building Strong Arguments

Lesson 08: Outlining Argumentative Essays

Lesson 09: Techniques of Persuasion

Lesson 10: Paraphrasing and Summarizing

Lesson 11: Paraphrasing and Summarizing

Lesson 12: Revision: Answering essay/exam questions

3. Prerequisites

-Basic knowledge of paragraph writing, proficiency in the English language, and a good writing style are required.

-Ability to organize ideas clearly and logically.

-Understanding of grammar, punctuation, and sentence structure.

-Skills to develop vocabulary for academic writing.

-Familiarity with comprehension strategies.

Semester: 03 (S3+S4)

Unit: Fundamental

Course Title: Comprehension and Written Expression

Credits: 04

Coefficient: 02

Class Hours: 45 hours

Class Hours by Week: 1h30 Lecture + 1h30 Practice

Course Objectives

By the end of this course, students will be able to:

- Demonstrate and use strategies that help them develop and formulate ideas.
- Identify essay's purpose, thesis, organization, use of supporting details, use of source materials.
- Work effectively in peer groups to give and receive substantive feedback on emerging drafts.
- Implement appropriate and effective writing styles.
- Identify and edit different essay types.
- Develop vocabulary and structures for writing about essays.
- Take an active role in writing workshops.
- Respond to basic comprehension questions of short and long essays.
- Read and comprehend written materials.
- Recognize the use of correct word choice, grammar, and writing mechanics while developing writing fluency.
- Use a variety of strategies to approach written texts.
- Employ writing strategies to write both effectively and efficiently.
- Develop critical thinking skills through writing.

4. Modes of Assessment

1. Continuous assessment (participation, homework assignments)

Lecture attendance: 10%

Homework /Self-study/Class Participation/discipline: 10%

Midterm (test): 20%

2. Final exam: 60%

5. Useful Resources

- Oshima, A., & Hogue, A. (2006). *Writing Academic English* (4th ed.). New York: Pearson Education Inc.
- Dorothy Zemach, E. & Rumisek, Lisa A. (2005). *Academic writing: From Paragraph to Essay*. Oxford: Macmillan.

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Introduction

The course **Comprehension and Written Expression** is designed to develop the academic writing skills of L2 university students. It focuses on enhancing students' ability to understand, analyze, and interpret a variety of written texts while expressing ideas clearly, accurately, and coherently in written form. Through classroom practice, students build essential competencies such as vocabulary development, text organization, and critical thinking. The course encourages effective communication across academic contexts, enabling students to respond to texts, construct well-structured paragraphs, and produce coherent essays. By the end of the course, students are expected to demonstrate improved comprehension skills and greater competency in written expression in the target language.

In addition, the course aims to enhance students' confidence and autonomy in using the written language in different academic contexts. It fosters the writing process by including various tasks which urge students to plan, draft, revise, and edit texts in the target language. It further helps students refine their ideas and improve the quality of their written products. Students are motivated and encouraged to engage with different essay types, develop critical thinking skills and express their ideas in a coherent manner. Students are also guided to apply adequate writing strategies to produce well-structured essays. By integrating reading comprehension with written production, the course supports the development of communicative skills that are essential for academic progress.

Furthermore, the course promotes classroom interaction, active participation and collaborative work through group discussions, peer review activities, and guided tasks. These classroom practices enable students to exchange ideas, improve speaking competencies and develop grammatical accuracy. They further help students to produce well-connected and meaningful texts that communicate ideas effectively in different academic contexts. Through these classroom practices, students gradually improve their ability to organize arguments, employ appropriate language, and maintain clarity throughout writing. In general, the course equips students with the necessary tools to develop their writing skills, strengthen their language proficiency, and communicate more confidently in the target language.

Keywords: Comprehension, Written Expression, Vocabulary Development, Essay Writing, Language Proficiency.

Semester 03

Lesson 01: A Review of Essay Structure

Lesson Objectives:

By the end of this lesson, students will be able to:

- Recognize the three main parts of an essay.
- Distinguish between the introductory paragraph, body paragraphs, and concluding paragraph in a given essay.
- Identify the components of an introduction, including the hook, background information, and thesis statement.

Lesson Plan:

1. What is an Essay?
2. Parts of an Essay
 - 2.1. The Introductory Paragraph
 - 2.2. Body Paragraphs
 - 2.2.1. Logical Division of Ideas
 - 2.3. The Concluding Paragraph
3. Exercises
4. References

Warm-up:

Students are engaged in a short class discussion that activates prior knowledge about essay writing.

Introduction:

The teacher reviews the main parts of an essay (introduction, body, and conclusion) and explains the key features of each part with a simple example.

1. What is an Essay?

An essay is a form of writing that consists of several paragraphs related to one main topic. Since this topic is often too detailed to be explained in a single paragraph, it is broken down into separate paragraphs, each focusing on an important point or idea. These paragraphs are tied together to develop the topic clearly, while the introduction introduces the subject and the conclusion brings the essay to a clear and unified ending.

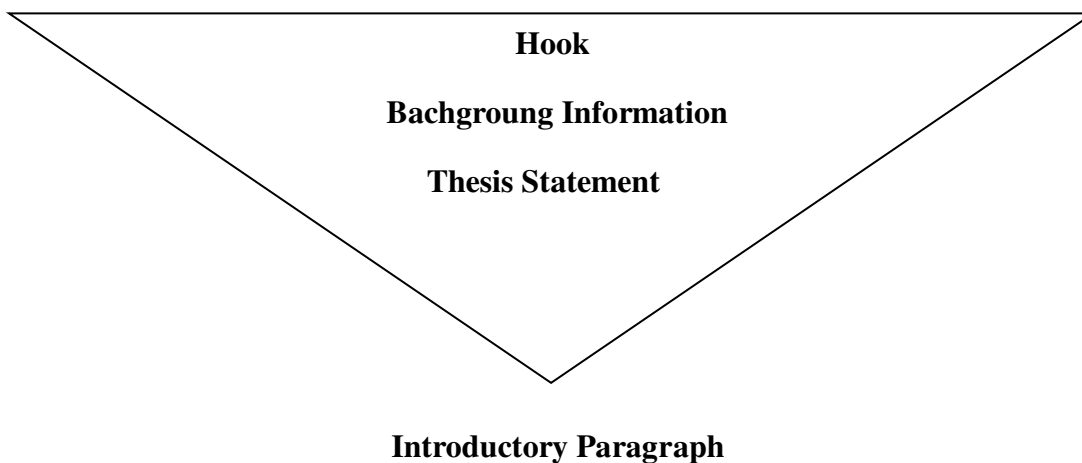
2. Parts of an Essay:

2.1. The Introductory paragraph

It is the opening paragraph of an essay. It introduces the topic using general ideas and includes a thesis statement. The thesis statement presents the main idea of the essay and is generally placed at or near the end of the paragraph.

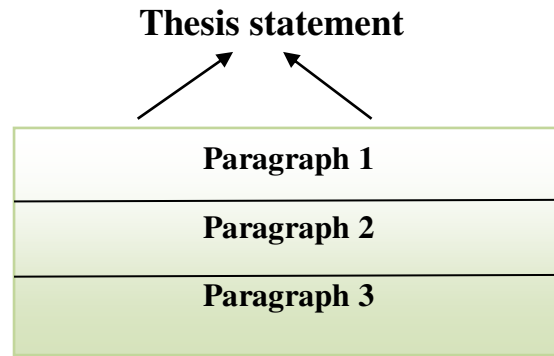
The introductory paragraph usually has three main parts:

- ✚ **Hook:** An opening sentence that grabs the reader's attention. It could be a question, a surprising fact, a quotation, or a general statement about the topic.
- ✚ **Background Information:** A few sentences that give context about the topic and help the reader understand what the essay will be about.
- ✚ **Thesis Statement:** The main idea or central argument of the essay. It states the writer's position or the point that will be developed in the body paragraphs.



2.2. Body Paragraphs

The body paragraphs develop and support the thesis statement of the essay.



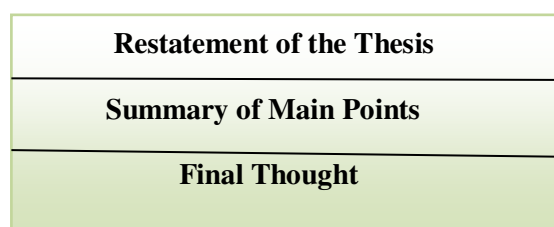
2.2.1. Logical Division of Ideas

A basic pattern for essays is logical division of ideas. Through this pattern, writers divide the topic into subtopics and then discuss each one in a separate paragraph. Logical division is the appropriate pattern for explaining causes, reasons, types, kinds, qualities, methods, advantages, and disadvantages.

2.3. The Concluding paragraph

The conclusion is the final paragraph in an essay. It has three main purposes.

1. It signals the end of the essay.
2. It reminds the reader of the main points. Writers do this in one or two ways:
 - summarize the subtopics.
 - paraphrase the thesis.
3. It leaves the reader with the final thoughts on the topic.



Concluding Paragraph

-Consider the diagram below and look at how the three parts of a paragraph correspond to the three parts of an essay:

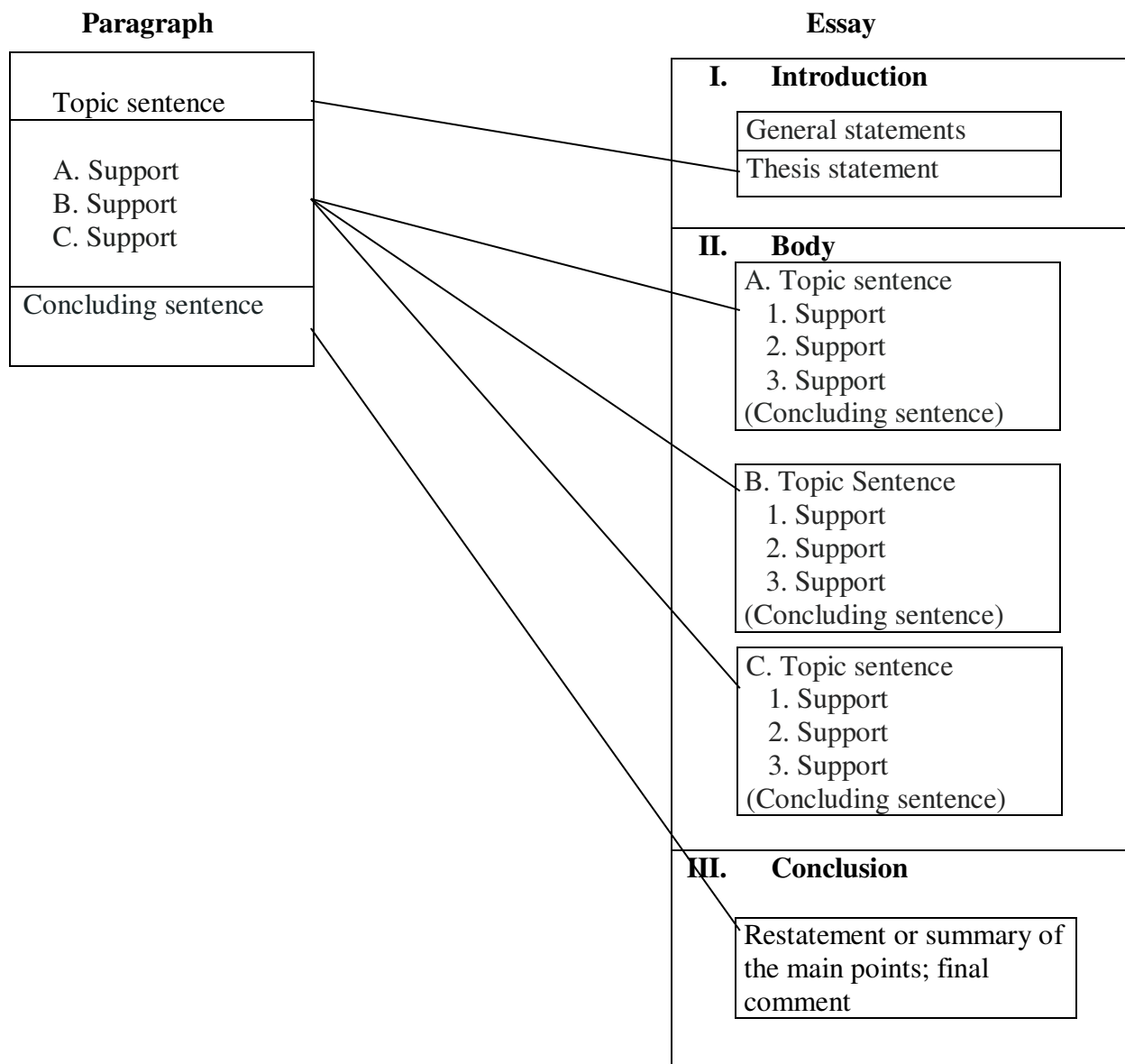


Figure 1: Essay Structure

Adopted from (Zemach & Rumisek, 2005, p. 57)

Consider the essay below:

Styles of Popular Music	
Introduction	Music is truly the one universal language. Although all cultures have music, each

culture develops its own musical forms and styles. In particular, popular music varies from culture to culture and from generation to generation. In the past 100 years or so, there has been an explosion of popular music styles in the West. **Three of the more successful styles are reggae, punk, and rap. (thesis statement)**

Body paragraph1

One successful style of popular music is reggae, which was born on the Caribbean island of Jamaica in the 1960s and spread throughout the world in the 1970s. Reggae developed from a kind of Afro-Caribbean music called mento, which was sung and played on guitars and drums. Some musicians changed mento into a music style called ska by adding a hesitation beat. A few years later, other musicians changed ska, and reggae was born. Reggae's special sound comes from reversing the roles of the instruments: The guitar plays the rhythm, and the bass plays the melody. An important influence on reggae music was the Rastafarian cult. The Rastafarians added unusual sound mixes, extra-slow tempos, strange lyrics, and mystical-political themes. The best-known reggae musician was the late Bob Marley. Well-known groups are Toots & The Maytals, Burning Spear, and Steel Pulse. Reggae has influenced later styles of popular music, including punk and rap.

Body paragraph2

A second successful style of popular music is punk. Punk is a style of rock music that began in the mid-1970s as a reaction against previous forms of rock. Punks felt that rock music no longer represented the counterculture from which it had sprung and had, in fact, sold out to the mainstream culture. With their clothing and hairstyles, punks intended to shock society. The "punk look" included spike hairdos, theatrical makeup, ripped clothing, body piercings, and jewelry made from objects such as razor blades and safety pins. The onstage behavior of punks was aggressive and provocative. At concerts, fighting and other violent behavior by the fans were common occurrences. Punk music itself is simple (often just three chords), and its songs are short (rarely more than three minutes long). Its songs are anti-government, anti-authority, and anti-conformity. The first bands to popularize punk were the Sex Pistols and Clash in Great Britain and the Ramones in the United States. As with all music styles, punk has evolved into other styles. Groups such as the Dead Kennedys and Black Flag play hardcore punk, which is a faster and louder punk style. The band Fall Out Boy plays emo, a style in which the musicians become so emotional during a performance that they scream and cry. Pop punk, made popular by the group Green Day, is another new

punk style.

Body paragraph3

A third successful style of popular music is rap, which is also called hip-hop. Rap is a type of dance music in which the singers- rappers-speak in rhythm and rhyme rather than sing. The art of rapping originated in Africa and probably traveled to the United States via Jamaica, where it was known as toasting. In the United States, rap first appeared in the mid-1970s in the discos of New York City's black neighborhoods. Disco DJs teamed up with rappers to play songs for dancers at parties. At first, the role of the rapper was to keep the beat going with hand claps while the DJ changed records. Soon, rappers added lyrics, slogans, rhymes, and call-and-response exchanges with the audience, and rap was born. Early rap songs were mainly about dancing, partying, and the romantic adventures of the rappers, but politics became an important theme in rap in the late 1980s and 1990s. Most rappers are young black males, but there have been female rappers such as Queen Latifah and white rappers such as the Beastie Boys and Eminem.

(conclusion)

To sum up, popular music changes constantly. New styles are born, grow, change, and produce offshoots, which in turn grow, change, and produce offshoots. Some styles enjoy lasting popularity, but others disappear rather quickly. However, all contribute to the power and excitement of popular music in our time.

Adopted from (Oshima & Hogue, 2006, pp. 110–112)

Notice how the sentences gradually move from the general topic to the specific topic. The topic sentence of each body paragraph introduces one style of popular music. The supporting sentences following each topic sentence give more information about each style.

1. Thesis statement:

Three of the more successful styles are reggae, punk, and rap.

2. Topic sentences:

A. One successful style of popular music is reggae, which was born on the Caribbean island of Jamaica in the 1960s and spread throughout the world in the 1970s.

B. A second successful style of popular music is punk.

C. A third successful style of popular music is rap, which is also called hip-hop.

3. The conclusion summarizes the main idea that popular music is always changing and evolving. It restates the key points that new styles are constantly created, while some remain popular and others fade quickly. At the same time, it emphasizes that all styles, whether long-lasting or short-lived, contribute to the overall value of popular music. By beginning with "To sum up," this clearly signals the end of the essay and gives the reader a strong sense of closure.

3. Exercises

Exercise 1 Adopted from (<https://www.uts.edu.au/globalassets/sites/default/files/writing-an-essay-2-handout---activities.pdf>)

In the following introductory paragraphs, the sentences are in scrambled order. On a separate piece of paper, rewrite them in the correct order. Begin with the most general statement. Then add each sentence in correct order, from the next most general to the least general. Write the thesis statement last.

Introductory paragraph 1

(1) Therefore, workaholics' lifestyles can affect their families, social lives, and health. (2) Because they work so many hours, workaholics may not spend enough time in leisure activities. (3) Nowadays, many men and women work in law, accounting, real estate, and business. (4) These people are serious about becoming successful, so they work long hours during the week and even on weekends. (5) People who work long hours are called "workaholics."

Introductory paragraph 2

(1) Therefore, anyone who wants to drive must carry a driver's license. (2) It is divided into four steps: studying the traffic laws, taking the written test, learning to drive, and taking the driving test. (3) Getting a driver's license is a complicated process. (4) Driving a car is a necessity in today's busy society, and it is also a special privilege.

Introductory paragraph 3

(1) During this period, children separate themselves from their parents and become independent. (2) Teenagers express their separateness most vividly in their choice of clothes,

hairstyles, music, and vocabulary. (3) The teenage years between childhood and adulthood are a period of growth and separation.

Exercise 2

For each thesis statement, write topic sentences.

1. Young people who live/don't live at home have several advantages.

A. _____

B. _____

C. _____

2. My city/country has several interesting places to visit.

A. _____

B. _____

C. _____

3. Three modern technological devices have changed the way we communicate.

A. _____

B. _____

C. _____

4. There are several types of movies that I especially enjoy watching/books that I enjoy reading/sports that I enjoy playing.

A. _____

B. _____

C. _____

Exercise 3 Adopted from (<https://www.uts.edu.au/globalassets/sites/default/files/writing-an-essay-2-handout---activities.pdf>)

Read the following introduction. Label the different parts of the introduction, using the labels in the box below.

More students are attending university in Australia today than ever before and it is important to investigate the factors that contribute to their success. In evaluating several significant studies in this area, it is clear that key factors relate to student motivation, the perceived relevance of a course of study and less clearly defined social and cultural factors. If success is to be defined as students' completion of their degree course in the minimum time

without failed subjects, it is important to analyze the factors that enable them to pass exams and assignments. This then emphasizes the need to ensure competence in writing as a key component of success.

A	The scope of the essay (if necessary)	B	A preview to the main structure of the essay
C	The thesis statement explicitly states the specific focus of the essay	D	Introduces the topic with some background information

Exercise 4 Adopted from (<https://www.uts.edu.au/globalassets/sites/default/files/writing-an-essay-2-handout---activities.pdf>)

Read the following conclusion. Label the different parts of the conclusion, using the labels in the box below.

The main focus for researchers in several significant studies into the factors affecting student success at university has so far been on such areas as student motivation and how relevant a course of study is seen to be. There has also been some research into social and cultural factors which has shown the complexity of the issues, needing more research for clarification. A principal factor that emerges from recent research examining students' ability to pass exams and assignments has been shown to be their writing competence, and it is to this area that more research should be directed.

A	Sums up arguments of the essay	B	Suggests recommendations or indicate significance or implications that follow if necessary
C	Confirms main thesis	D	Makes reference to the question

Homework

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

Regular exercise is essential for maintaining both physical and mental health. By staying active, people can prevent illnesses, improve their mood, and increase their energy levels. Exercise is not just about losing weight or building muscles; it affects nearly every

aspect of a person's well-being, making it a key part of a healthy lifestyle.

One major benefit of regular exercise is that it strengthens the body and prevents illness. Physical activities such as walking, swimming, or cycling improve heart and lung function, build strong muscles, and enhance flexibility. Studies show that people who exercise regularly are less likely to develop chronic diseases such as diabetes, high blood pressure, and obesity. By keeping the body healthy, exercise helps people live longer and enjoy a better quality of life.

Another advantage of exercise is that it improves mental health and reduces stress. When people engage in physical activity, their brains release chemicals called endorphins, which help reduce feelings of anxiety and depression. Regular exercise also improves concentration and memory, which benefits both students and working adults. Those who maintain an active lifestyle often report feeling happier and more relaxed.

Finally, exercise increases energy levels and promotes better sleep. People who are active tend to feel more alert during the day and experience less fatigue. Exercise also helps regulate sleep patterns, allowing individuals to fall asleep faster and enjoy deeper, more restorative sleep. With higher energy and better rest, people can perform daily tasks more efficiently and enjoy life more fully.

In conclusion, regular exercise is vital for physical health, mental well-being, and overall energy. It prevents illness, improves mood, and enhances daily performance. By making exercise a part of daily life, people can lead healthier, happier, and more productive lives. The lasting impression is that staying active is not just a choice but a key to a better quality of life. Adopted from <https://www.nhs.uk/live-well/exercise/exercise-health-benefits/>

2. Underline the thesis statement.
3. Circle the controlling idea in the thesis statement.
4. Re-write the topic sentence in each body paragraph.
5. Underline the supporting sentences of each body paragraph.
6. Find the sentence in the conclusion that restates the thesis statement.
7. What lasting impression or message does the conclusion provide?
8. Give a suitable title for this essay that reflects its main idea.

Conclusion:

By the end, the teacher assesses students' understanding through a variety of questions, followed by assigning both in-class exercises and homework to consolidate the key concepts.

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Lesson 02: The Thesis Statement

Lesson Objectives:

By the end of this lesson, students will be able to:

- Recognize what a thesis statement is.
- Differentiate between the three parts of a thesis statement.
- Identify the characteristics of an effective thesis statement.
- Differentiate between strong and weak thesis statements.

Lesson Plan:

1. Thesis Statement
2. The Three Parts of Thesis Statement
3. Characteristics of a Thesis Statement
4. Strong/Weak Thesis Statement
5. Types of Thesis Statements
 - 5.1. Direct Thesis Statement
 - 5.2. Indirect Thesis Statement
6. Ways to Generate a Thesis Statement
7. Exercises
8. References

Warm-up:

Students discuss in pairs what makes a strong essay and try to identify the difference between a good and a weak thesis statement from two short examples.

Introduction:

The teacher explains what a thesis statement is and highlights its role in presenting the main idea of an essay.

1. Thesis Statement

It is a statement of the controlling idea, main claim or argument of the essay.

It is a single sentence at the end of the first paragraph that demonstrates the writer's argument to the reader.

Note1:

A thesis statement can appear as one sentence or several sentences.

2. The Three Parts of Thesis Statement

Thesis statements have three parts: the topic, the claim, and the major points. The claim is your argument, opinion, or controlling idea that will be supported by your evidence and examples. You present the evidence in the list of major points or subtopics.

Thesis Statement= Topic + Claim+ Points

Example 1

The Japanese automobile industry has been invigorated by foreign competition, which has forced it to create more economical production techniques and creative, targeted branding for its cars.

- **Topic:** The relationship between the Japanese car industry and the foreign car industry
- **Claim:** The outside car industry caused the Japanese industry to change.
- **Points:** The essay will examine two areas:
 - Production techniques
 - Branding (to support the claim).

3. Characteristics of a Thesis Statement

An effective thesis statement introduces the main claim or argument of the essay. It generally previews the structure of the rest of the essay in a way that connects with the body paragraphs. It also provides a clear argument that someone could reasonably object to; the rest of the essay should then defend and justify that argument.

An effective thesis statement should clearly present **the main idea**.

Here are the common characteristics of an effective thesis statement:

- It identifies a limited, specific subject.
- It focuses on a particular aspect, element, or direction.
- It is stated in a clear and direct sentence.
- It can be supported with facts.
- It is generally placed at the end of the introductory paragraph.
- It does not include vague words.
- It should not be a well-known fact.
- It should not be a question.
- It should not be too broad or too narrow.
- It should not be an announcement.
- It should not be a quote.

Note 2:

An effective thesis statement clearly presents an arguable claim that guides the direction of the whole essay.

4. Strong/Weak Thesis Statement

1. A strong thesis statement takes some sort of stand.

Example 2

- a- There are some negative and positive aspects to the Banana Herb Tea Supplement.

This is a weak thesis statement. First, it fails to take a stand. Second, the phrase “negative and positive aspects” is vague.

- b- Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.

This is a strong thesis because it takes a stand, and because it's specific.

2. A strong thesis statement justifies opinion.

Example 3

- a. My family is an extended family.

This is a weak thesis because it merely states an observation. Your reader won't be able to tell the point of the statement, and will probably stop reading.

- b. While most American families would view consanguineal marriage, or marriage between people from a common ancestor, as a threat to the nuclear family structure, many Iranian families, like my own, believe that these marriages help reinforce kinship ties in an extended family.

This is a strong thesis because it shows how your experience contradicts a widely-accepted view. A good strategy for creating a strong thesis is to show that the topic is controversial. Readers will be interested in reading the rest of the essay to see how you support your point or position.

3. A strong thesis statement is specific.

Example 3

- a. World hunger has many causes and effects.

This is a weak thesis statement for two major reasons. First, world hunger can't be discussed thoroughly in seven to ten pages. Second, many causes and effects is vague. You should be able to identify specific causes and effects. A revised thesis might look like this:

- b. Hunger persists in Glandelinia because jobs are scarce and farming in the infertile soil is rarely profitable.

This is a stronger thesis statement because it narrows the subject to a more specific and manageable topic, and it also identifies the specific causes for the existence of hunger.

4. A strong thesis answers a HOW or WHY question about your topic through specific language.

Example 4

- a. The economic situation is difficult.
- b. The tax policies of the current administration threaten to reduce the tax burden on the middle class by sacrificing education and health-care programs for everyone.

The first thesis statement is weaker compared to the second, stronger thesis statement.

Example 5

For instance, your history professor assigns a five page essay in which you must analyze why the North and South fought the Civil War. What would a good thesis statement look like?

- **Some statements:**

- a. The North and South fought the Civil War for many reasons, some of which were the same and some different.

This statement is too general and simply rephrases the prompt. It does not answer how or why their reasons differed.

- b. While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its own institutions.

This sentence offers a more specific and debatable answer. However, it is still too broad. You cannot defend a claim of morality in a five pages, and good research would probably not lead you to this conclusion.

- c. While both Northerners and Southerners believed they fought against tyranny and oppression, Northerners focused on the oppression of slaves while Southerners defended their own right to self-government.

This statement is specific, clear and thoughtful. Though some might disagree with your stance, your readers will know what to expect in your essay.

5. Types of Thesis Statements

There are two main types of thesis statements: direct and indirect. They are also known as stated and implied thesis statements.

5.1. Direct Thesis Statement: a direct thesis statement clearly asserts the main idea and the main points that will be discussed in the essay.

Example:

Regular exercise improves mental health by reducing stress, increasing self-confidence, and improving sleep quality.

In this thesis statement, the three points (reducing stress, increasing self-confidence, improving sleep quality) show what the essay will discuss.

5.2. Indirect Thesis Statement: an indirect thesis statement states the main idea but does not list the supporting points.

Example:

Regular exercise plays a crucial role in improving mental health.

In this thesis statement, the writer's position is clear, but the supporting points are not listed.

Note 3

A direct thesis lists the main points of the essay in a structured manner, whereas an indirect thesis presents a more general claim without explicitly stating the supporting points.

6. Ways to Generate a Thesis Statement

- Brainstorm the topic :

Example

Sugar consumption

This fragment is not a thesis statement. Instead, it simply introduces a general subject. The reader doesn't know what the writer intends to say about sugar consumption.

- Narrow the topic :

Example

Reducing sugar consumption by elementary school children.

This fragment not only introduces the subject, but it focuses on one segment of the population: elementary school children. Moreover, it raises a subject upon which reasonable people could disagree, because while most people might agree that children consume more sugar than they used to, not everyone would agree on what should be done or who should do it. This fragment is not a thesis statement because the reader doesn't know the writer's conclusions on the topic.

- Take a position on the topic:

Example

More attention should be paid to the food and beverage choices available to elementary school children.

This statement demonstrates the writer's position, but the terms *more attention* and *food and beverage choices* are vague.

- Use specific language :

Example

Experts estimate that half of elementary school children consume nine times the recommended daily allowance of sugar.

This statement is specific, but it isn't a thesis. It just reports a statistic instead of making an assertion.

- Make the assertion based on clearly stated support:

Example

Because half of all American elementary school children consume nine times the recommended daily allowance of sugar, schools should be required to replace the beverages in soda machines with healthy alternatives.

Notice how the thesis answers the question, "What should be done to reduce sugar consumption by children, and who should do it?" When you started thinking about the essay, you may not have had a specific question in mind, but as you became more involved in the topic, your ideas became more specific. Your thesis changed to reflect your new insights.

-Observe how the thesis statement relates to the rest of the essay:

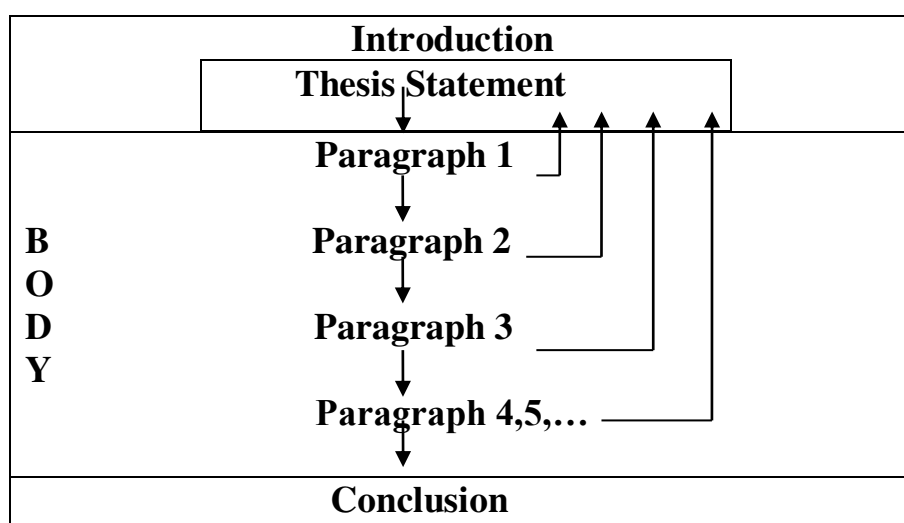


Figure 1: Thesis Statement and Essay Structure Adopted from:

<https://www.sgs.utoronto.ca/wp-content/uploads/2023/10/The-Thesis-Statement.pdf>

7. Exercises

Exercise 1 Adopted from: <https://www.coursehero.com/file/54451394/Thesis-Statementspdf/>

Read the thesis statements below. Write S (strong thesis statement) or W (weak thesis statement)

1) _____ **a**-The grey wolf is a timid creature that is being hunted and exterminated.

_____ **b**-Even though the grey wolf is a timid, gentle animal, it is being hunted and exterminated because humans wrongfully think it is a fierce killer.

2) _____ **a**-This paper will look at the advantages of school uniforms.

_____ **b**-School uniforms positively impact students and their parents by lowering clothing costs, reducing on-campus violence and bullying, and creating a unified school experience.

3) _____ **a**-Encouraging children to read can help them build analytical skills.

_____ **b**-When children are encouraged to read, they can build good habits that foster comprehension skills, increase vocabulary, and expand their knowledge of new worlds.

4) _____ **a**-In this paper, I will explore popular childhood fairy tales.

_____ **b**-Fairy tales don't just make good bedtime stories, they also help explain the psychology of children.

5) _____ **a**-Saving the whales should be a top priority.

_____ **b**-Saving the whales will have a positive effect on Earth's biological diversity, therefore maintaining our planet's health and ecosystems.

Exercise 2 Adopted from: <https://www.coursehero.com/file/54451394/Thesis-Statementspdf/>

Say whether these thesis statements are strong or weak. Be ready to explain your answer.

9. Pollution is a serious problem.

Explanation: _____

10. Increasing smog in the Toronto area is largely due to under-occupied cars commuting from the suburbs.

Explanation: _____

11. Many of the silent letters in English were once pronounced. The pronunciation changed, but the old spelling was standardized.

Explanation: _____

12. Many silent letters in English words are a result of standardizing the spelling while the pronunciation was still changing.

Explanation: _____

13. Plato's Republic is one of the most fascinating and brilliant books ever written.

Explanation: _____

14. By linking the issue of personal justice to an account of justice in the city, Plato's Republic connects ethics with politics and invites reflections on both.

Explanation: _____

15. Art means different things to different people.

Explanation: _____

16. Van Gogh's paintings were the work of a madman.

Explanation: _____

Exercise 3 Adopted from:

https://collegeofsanmateo.edu/writing/tutorials/26_EP_ThesisTopicSentences_Final.pdf

Analyze the following statements and identify the reason(s) you think they do or do not work as good thesis statements. The first example is done for you.

Example	A good thesis/Not a good thesis	Reasons
Drug use is a serious problem in today's world.	Not a good thesis	It expresses a point that everyone would probably agree with; it does not state an assertion that anyone would want to argue. The statement is also too broad, and it contains the vague phrase "in today's world." Avoid using such vague phrases.
This has been the worst summer in the world for bad weather—droughts, floods, and huge fires have besieged the planet all at the same time.		
Television has had a serious impact in today's society.		
In this essay I am going to talk about the potential problems if the administration restructures the Social Security program.		
During a recent episode of Law and Order, two people were killed, three were stabbed, and four were badly		

beaten.		
Have you ever considered why people are so rude when they drive, especially at rush hour?		
Christopher Reeves' physical disability has not prevented him from becoming an advocate for research on spinal cord injury, and his story should be made into a book.		
I think it is interesting how many people enjoy horror movies.		
How to grow beautiful orchids		
If you don't care about spending a little bit more money, I think you'll agree that dinner is a much more satisfying experience at The House of Prime Rib than at Sizzler's.		
This paper is an attempt to tell you about how I felt viewing the devastation at Ground Zero in New York.		

Exercise 4 Adopted from:

https://collegeofsanmateo.edu/writing/tutorials/26_EP_ThesisTopicSentences_Final.pdf

Analyze the following thesis statements and suggest a revised, improved version for each one. The first example is provided for you.

1. Romeo and Juliet die because each one unfortunately thinks the other is dead.

Analysis: Not a good thesis. It is a statement of fact that no one would disagree with; it does not state an assertion that needs to be argued.

Revised/Improved: Shakespeare uses Romeo's and Juliet's needless deaths as metaphors to show the pettiness of feuding families and countries.

2. This paper will consider the reasons why detective fiction is worth reading.

Analysis:_____

Revised/Improved:

3. I believe that the federal government should give more money to breast cancer research.

Analysis:_____

Revised/Improved:_____

4. Not much has been done to save the condor from extinction.

Analysis:_____

Revised/Improved:_____

5. The thesis of this paper is the difficulty of solving our economic problems.

Analysis:_____

Revised/Improved:_____

Homework

Narrow each subject to two topics and write one possible thesis statement for each. An example is provided for you.

Example: Sports

Topics: College athletics

Baseball

Thesis statements:

Athletes in college should be required to maintain a decent grade-point average in order to participate in school sports.

Baseball has decreased in popularity because people seem to be more interested in violent sports such as wrestling.

1. Politics

Topics: _____

Thesis statements:

2. Holidays

Topics: _____

Thesis statements:

3. Pop culture

Topics: _____

Thesis statements:

4. Parenting

Topics: _____

Thesis statements:

5. Nutrition

Topics: _____

Thesis statements:

 Conclusion:

Students are asked to answer a few questions to check their understanding. They are also asked to produce some thesis statements to refresh the class discussion.

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Lesson 03: The Introductory Paragraph

Lesson Objectives:

By the end of this lesson, students will be able to:

- Understand what an introduction is and its purpose in academic writing.
- Identify the key elements of an introduction, including the hook, background information, and thesis statement.
- Distinguish between various types of introductions.

Lesson Plan:

1. What is an Introduction?
2. Elements of an Introduction
3. Types of Introductions
 - 3.1. The Turnabout Introduction
 - 3.2. The Dramatic Entrance
 - 3.3. The Funnel Introduction
4. Writing Good Introductions
5. Techniques to Avoid Weak Introductions
6. Exercises
7. References

Warm-up:

Students discuss in pairs what constitutes the first paragraph of an essay and examine a short example to identify its key parts.

Introduction:

The teacher explains the structure of an introductory paragraph, including the hook, background information, and thesis statement, using a clear model.

1. What is an Introduction?

An introduction is the opening paragraph of an essay. It presents the main topic and prepares the reader for what will be discussed next. It generally includes a hook to capture the reader's attention, some background information, and a clear thesis statement that outlines the writer's main idea or argument. A strong introduction sets the tone for the essay and guides the reader toward understanding its main objective.

2. Elements of an Introduction

2.1. The Hook

The hook is the opening sentence or idea. It is designed to capture the readers' attention and make them interested in the topic. It can take different forms, such as a question, a surprising fact, a quote, or a brief anecdote. The purpose of a hook is to attract readers and encourage them to read more.

2.2. Background Information

Background information is the middle part that provides context about the topic. It gives the reader necessary details, such as definitions or general facts, to help them understand the subject before the main argument is introduced. This section connects the hook to the thesis and makes the essay easier to follow.

2.3. Thesis Statement

A thesis statement is a concise sentence that is usually introduced at the end of the introduction. It states the main idea or argument of the writer. It tells the reader what the essay will discuss. It often outlines the key points that will be developed in the body paragraphs.

The introduction is structured by presenting the most general ideas first, then gradually narrowing down to the most specific idea—the thesis statement.

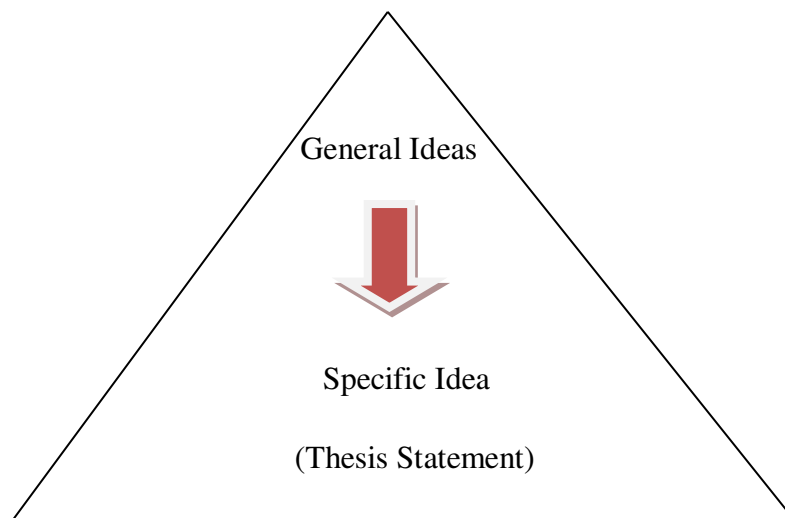


Figure1: Introduction Structure

Adopted from (Zemach & Rumisek, 2005, p. 71)

Consider this introductory paragraph:

The Impact of Digital Devices on Real-Life Communication

In today's fast-paced digital world, many people spend more time looking at screens than interacting face-to-face. Smart phones, social media, and online communication have become essential parts of daily life. While these technologies make communication easier and faster, they can also reduce the quality of personal interactions. Therefore, excessive use of digital devices negatively affects real-life communication by decreasing face-to-face interaction, weakening social skills, and increasing feelings of isolation.

In this introduction, the three elements are clearly introduced. It begins with a **hook statement**: *"In today's fast-paced digital world, many people spend more time looking at screens than interacting face-to-face,"* which draws the reader's attention to the topic. The hook is followed by **background information**, explaining how smart phones, social media, and online communication are part of everyday life and how they affect personal interactions. Finally, it ends with a **thesis statement**: *"Therefore, excessive use of digital devices negatively affects real-life communication by decreasing face-to-face interaction, weakening social skills, and increasing feelings of isolation,"* which presents the main argument and outlines the key points the essay will discuss. This introduction presents a well-designed structure which guides the reader's attention to what follows.

3. Types of Introductions

In essays, there are several kinds of introductory paragraphs. Some of them are:

3.1. The Turnabout Introduction:

A turnabout introduction begins by presenting an idea that is generally believed, and then changes direction (“turns about”) to introduce a different viewpoint that becomes the thesis.

Example:

Many people’s attention is focused on the issue of equality. When it comes to the biggest problem faced by urban residents, many people think of equality at first because of recent headlines. Granted, there is a serious problem of inequality in today’s society.

Nevertheless, behind the issue of equality, there is a bigger and more fatal problem, that is, the environmental problem. Nowadays, almost all cities are facing severe environmental problems, and thousands of urban residents get sick or even die every year. Therefore, I think the biggest challenge that city residents face is the environment and the government could solve it by building more parks, contributing a better public transport system and moving factories around the city further away from the city.

Adopted from:

[https://human.libretexts.org/Bookshelves/Composition/Introductory_Composition/Integrated_Skills%3A_Academic_Writing_with_Sources_\(Duke_Bonarek_and_Mielcarek\)/05%3A_Argumentative_Research_Paper/5.11%3A_Introduction_Strategies](https://human.libretexts.org/Bookshelves/Composition/Introductory_Composition/Integrated_Skills%3A_Academic_Writing_with_Sources_(Duke_Bonarek_and_Mielcarek)/05%3A_Argumentative_Research_Paper/5.11%3A_Introduction_Strategies)

3.2. The Dramatic Entrance:

A dramatic entrance introduction starts with a surprising fact, shocking statement, vivid description, or strong hook that catches the reader’s attention before leading into the main topic.

Example:

Every day, millions of people around the world struggle to find clean drinking water, while others take it for granted. In some regions, children walk long distances just to collect a small amount of unsafe water, putting their health and lives at risk. This shocking reality

highlights the seriousness of the global water crisis. Access to clean water is not only a basic human need but also a fundamental right. Without it, communities cannot develop properly, and diseases spread easily. Therefore, urgent action is needed to solve this critical global problem.

Adopted from:

[https://human.libretexts.org/Bookshelves/Composition/Introductory_Composition/Integrated_Skills%3A_Academic_Writing_with_Sources_\(Duke_Bonarek_and_Mielcarek\)/05%3A_Argumentative_Research_Paper/5.11%3A_Introduction_Strategies](https://human.libretexts.org/Bookshelves/Composition/Introductory_Composition/Integrated_Skills%3A_Academic_Writing_with_Sources_(Duke_Bonarek_and_Mielcarek)/05%3A_Argumentative_Research_Paper/5.11%3A_Introduction_Strategies)

3.3. The Funnel Introduction:

A funnel introduction has two parts: several general statements and one thesis statement. The general statements give the reader background information about the topic of the essay. They lead the reader gradually from a very general idea of the topic to a very specific idea. The first general statement in a funnel introduction just introduces the topic. Each sentence that follows becomes more and more focused on a specific topic. The thesis statement is the last sentence in an introductory paragraph. It has three purposes:

1. It states the topic of the essay.
2. It may state the subtopics of the main topic.
3. It may also state the method of organization.

Example:

The question of productivity of employees at their workplace is one of the biggest interests of companies. In the 21st century, unique techniques such as computer gaming or napping at the workplace are used to make an employee more comfortable and productive at work, and employers are still working on developing techniques to make workplaces more comfortable and due to the comfort employees will be more productive. The debate around how the inside design of the office affects employees' mood and working ability has bothered the minds of companies for a long time. A well-designed office positively affects employees' morale and health which increases a company's productivity.

Adopted from:

[https://human.libretexts.org/Bookshelves/Composition/Introductory_Composition/Integrated_Skills%3A_Academic_Writing_with_Sources_\(Duke_Bonarek_and_Mielcarek\)/05%3A_Argumentative_Research_Paper/5.11%3A_Introduction_Strategies](https://human.libretexts.org/Bookshelves/Composition/Introductory_Composition/Integrated_Skills%3A_Academic_Writing_with_Sources_(Duke_Bonarek_and_Mielcarek)/05%3A_Argumentative_Research_Paper/5.11%3A_Introduction_Strategies)

4. Writing Good Introductions

Writers often apply the following techniques to craft effective introductions:

- **Personalization:** include a personal experience related to the topic to attract the reader.
- **Surprise or Intrigue:** use facts, statistics, personal stories, or interesting quotations to capture attention.
- **Relevance:** make sure every element serves a purpose and avoid including irrelevant information.
- **Clarity and Conciseness:** write in clear language, avoiding complex or convoluted sentences.
- **Structure:** provide a basic and logical framework to guide the writing style.

5. Techniques to Avoid Weak Introductions

When crafting introductions, writers should:

- **Skip clichés:** avoid phrases like “Once upon a time...”, or other types of openings.
- **Be specific:** don’t start with broad statements.
- **Limit background information:** avoid extra and unnecessary details.
- **Use adequate jargon:** use jargon that readers can understand.

6. Exercises

Exercise 1 Adapted from (Dorothy & Rumisek, 2005, p. 57)

Read this essay introduction, and then complete the diagram:

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.

Adapted from (Dorothy & Rumisek, 2005, p. 57)

General Ideas:

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

.....

.....

.....

Specific Idea (Thesis statement):

.....

.....

Exercise 2 Adapted from (Dorothy & Rumisek, 2005, p. 57)

Read the following introductions. Mark the strong introductions with a tick (✓). Mark the weak introductions with a cross (X).

a.

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

b.

The number of businesses using the Internet of selling products has increased greatly in recent years. Shoppers, too, are using the Internet in greater numbers to buy all types of products, such as books, cameras, and clothing. Although e-business has become popular, there are certain risks involved in Internet shopping that are a concern for both businesses and consumers.

c.

Stargazing – looking at the stars – is something everyone should try. I love it. When looking at the night sky, most people observe that the moon, planets, and stars move from the east side of the sky to the west over a period of several hours. In fact, this movement is actually the movement of the Earth rotating on its axis. In addition, as the Earth revolves around the sun through the year, different stars are visible at different times.

d.

The origins of Irish music can be traced back nearly 2000 years to the time when the Celts arrived in Ireland. Music thrived under the rule of Chieftans, but later declined during the British colonization 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 fashion 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.

e.

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

-What could you do to make the weak introductions strong?

Exercise 3

Read the partially written introduction below. Fill in the missing parts to create a complete funnel-style introduction. Remember: start broad, provide background, and end with a clear thesis.

The Importance of Healthy Eating
Eating well is essential for a long and active life. _____

Homework

Choose one of the following topics (or select your own topic):

- The impact of social media on teenagers
- Benefits of daily exercise
- Importance of learning a second language

Step 1-Start Broad: Write 2–3 sentences introducing the general topic. Begin with a hook that attracts the reader’s attention (e.g., a question, fact, or brief story).

Step 2-Add Background Information: Write 2–3 sentences giving context or background to help the reader understand the topic.

Step 3-Narrow to the Thesis: End your introduction with a clear thesis statement that presents your main argument or purpose.

Step 4-Review: Make sure your introduction moves from broad to specific, leading clearly to your thesis.

Conclusion:

Students are given some questions to check their understanding. They are also asked to write short introductory paragraphs on a given topic to refresh class discussion and apply what they have learned.

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Lesson 04: Writing Body Paragraphs

Lesson Objectives:

By the end of this lesson, students will be able to:

- Understand the structure of a body paragraph and its purpose in an essay.
- Recognize how body paragraphs develop the main idea and strengthen the essay's thesis.
- Identify the key elements of each body paragraph.
- Write effective body paragraphs.

Lesson Plan:

1. A Body Paragraph
2. Elements of a Body Paragraph
3. Techniques to Write an Effective Body Paragraph
4. Exercises
5. References



Warm up:

Students are invited to discuss what they think a body paragraph should include and look at a short paragraph to identify its main idea and supporting details.



Introduction:

The teacher explains the structure of a body paragraph, including the topic sentence, supporting details, and examples, using a model paragraph. Students analyze how each sentence develops and supports the main idea.

1. A Body Paragraph

A body paragraph is the paragraph that appears between the introduction and the conclusion of an essay. It usually focuses on a specific main idea connected to the thesis statement, providing supporting details and illustrations. Body paragraphs often include the writer's interpretation of evidence.

Note 1:

Body paragraphs develop and support the thesis statement or main idea of an essay. They follow the introduction and typically make up the largest part of the essay.

2. Elements of a Body Paragraph

Paragraphs generally contain five elements. These elements are:

2.1. The Topic Sentence:

The topic sentence states the main idea of the paragraph. Each paragraph should focus on one main idea that clearly connects to the overall thesis of the essay.

Each paragraph provides a clear main idea which addresses a specific aspect of the whole essay.

The topic sentence is the general statement that introduces the controlling idea. Like a thesis statement for the entire essay, the topic sentence provides a short summary of what the paragraph will discuss.

The rest of the paragraph should develop this idea by offering detailed explanations, examples, and evidence.

Topic sentence= main point+general statement

Example 1

Essay Topic:

Essay topic: How the Civil Rights Movement Affected America

Thesis Statement: Racism in America is less of a problem today than in the past because of the Civil Rights Movement.
Topic Sentence (paragraph 1): The Civil Rights Movement was a result of increasing tensions between races which heightened in the 1960s.
Topic Sentence (paragraph 2): The Civil Rights Movement led to significant legal reforms, such as the Civil Rights Act and the Voting Rights Act, which helped reduce racial discrimination in public life.
Topic Sentence (paragraph 3): Beyond laws, the movement also transformed American society by promoting greater awareness, social change, and opportunities for people of color.

2.2. Illustration/supporting details/evidence:

This includes the evidence and examples used to support the main point. These are facts, data, or quotations that reinforce the argument.

The largest part of any body paragraph is the illustration, which provides logic, supporting evidence and examples to explain the main point introduced in the topic sentence.

Note 2:

The most general point in a body paragraph is the topic sentence while the supporting details are more specific.

2.3. Explanation:

This part analyzes and interprets the evidence. It explains how the paragraph supports the thesis and relates to other ideas in the essay.

2.4. Significance:

This discusses the significance of the quote/example to the argument of the essay.

2.5. Conclusion/Transition

As the examination of evidence comes to an end, the writer uses the evidence to arrive at a conclusion, offering a clear understanding of the thesis. This conclusion may set up the transition to the next paragraph.

Note 3:

Transitions are used to connect one body paragraph to another. They create the logical flow from one idea to another. Transitions appear at the beginning and/or end of a paragraph, often in the topic and conclusion sentences.

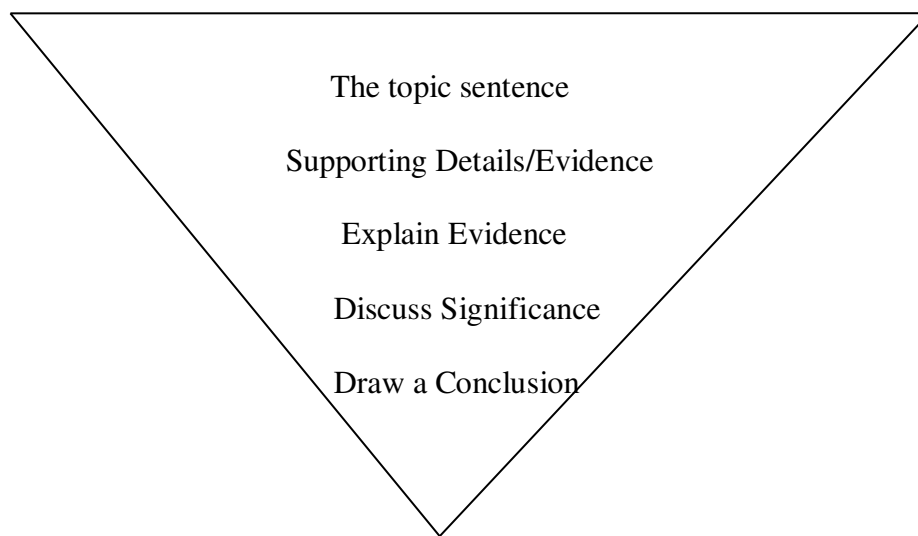


Figure 1: The Structure of a Body Paragraph

Adopted from <https://www.sjsu.edu/writingcenter/docs/handouts/Body%20Paragraphs.pdf>

3. Techniques to Write an effective Body Paragraph

Here are some tips to develop effective body paragraphs:

- **Develop one idea in each paragraph:** this idea is introduced in the topic sentence and developed in the rest of the paragraph with relevant details, examples, or explanations.
- **Stay focused:** stick to the main point, as stated in the topic sentence.
- **Support every point with evidence:** don't develop claims without backing them up. Include examples, facts, or quotes to reinforce the argument.
- **Avoid redundancy:** don't repeat the same ideas or evidence. Each paragraph should provide something new to your argument.

- **Connect your sentences:** sentences within a paragraph should be well tied. Using linking words, transitional phrases, and consistent ideas makes the paragraph flow smoothly, making it easier for the reader to understand how each sentence develops the main point.
- **Organize your paragraphs:** arrange your paragraphs in a logical sequence so that your ideas progress naturally from one to the next. This organization helps the reader understand the development of the essay.

Consider the following sample body paragraph and notice how it expresses the writer's point effectively:

In Harry Potter and the Sorcerer's Stone, J.K. Rowling suggests through her portrayal of Hagrid that appearance can be misleading. Although he is one of the most loved characters in the Harry Potter universe, his initial confrontation with Harry strikes intimidation in the young boy's heart. The narrator notes that Hagrid's face is "almost completely hidden by a long, shaggy mane of hair and a wild, tangled beard," and his eyes, "glint[ing] like black beetles," peer down at Harry (Rowling 46). Harry's anxiety seeps through the page as he is confronted by an intimidating figure, and because this description paints such a scary picture, the reader might expect Hagrid to be a rather frightening person as the book progresses. This initial description, however, is contrasted by Hagrid's true character. Besides serving as a trusted informant to Dumbledore and a crucial ally to Harry and his friends, Hagrid displays an immense compassion for animals, an affection so powerful it sometimes reduces the giant to tears. Hagrid's humble actions and earnest compassion show that appearances can be misleading, a theme that many characters mirror in the book.

Adopted from

<https://www.sjsu.edu/writingcenter/docs/handouts/Body%20Paragraphs.pdf>

1.	Topic sentence
2.	Supporting Details
3.	Explanation

4. Significance
5. Conclusion/Transition

4. Exercises

Exercise 1 Adopted from

<https://www.sjsu.edu/writingcenter/docs/handouts/Body%20Paragraphs.pdf>

Review the following body paragraph. 1) Eliminate any sentences that do not relate to the topic sentence and main idea of the body paragraph. 2) Identify each of the five elements of a body paragraph defined above.

One of the most important aspects of ice hockey is speed because players must skate around defensemen and get to open areas of the rink. The fastest players are able to sneak around an opposing defense and go on breakaways, creating scoring chances. Being big is also important because size allows players to hit hard. One of the fastest players in the NHL is Teemu Selanne of the Anaheim Ducks. Because of his iconic speed and Finish heritage, Teemu is known as the “Finnish Flash.” He has used his speed to score more than 600 goals during his career. He can usually be seen streaking down the boards, flying by helpless defensemen, and crashing the net to score goals. “Teemu Selanne’s impressive career resulted in 10 All Star Game appearances.” Ultimately, such speed is what makes a player extraordinary, even though it is just one of many attributes an ice hockey player must have to succeed.

Exercise 2 Adopted from

https://collegeofsanmateo.edu/writing/tutorials/Final_ParBasics_TopSentUnity.pdf

Read the following topic sentences. Put a check mark (✓) next to each sentence below that supports the topic sentence.

1. There are several reasons why online courses are increasing in popularity.

_____ a. Online courses are flexible in terms of time.

_____ b. Online courses have been available since the 1990s.

_____ c. Online courses are more convenient for students who live far away from the campus.

2. Childhood diabetes has many possible causes.

_____a. Obesity is a major cause for diabetes.

_____b. Children who eat too much sugar can get diabetes.

_____c. Children with diabetes need constant medical care.

3. The best way to reduce traffic in our city is to build a metro subway system.

_____a. Pollution is very bad in our city.

_____b. Widening the freeways has not solved the problem of traffic congestion.

_____c. A metro subway system would encourage people to take public transportation to work.

4. Train stations are interesting places to visit.

_____a. The architecture of each train station is often connected to the history of a city.

_____b. The passengers are frequently more interesting to watch than other types of travelers.

_____c. Trains are a good alternative for people who are afraid of flying.

Exercise 3 Adopted from

https://collegeofsanmateo.edu/writing/tutorials/Final_ParBasics_TopSentUnity.pdf

For each numbered item, write out the sentence that you believe is the most general statement.

1. _____

- a. For example, in 1986, San Francisco 49ers quarterback Joe Montana suffered a back injury that was so severe that doctors suggested he retire.
- b. Many pro football players are sidelined due to injuries each year, and some experience problems long after they stop playing.
- c. American football is an aggressive contact sport.
- d. Montana also missed the entire 1991 season after getting hit by defensive linebacker Leonard Marshall in a 1990 game.
- e. Though fatalities are rare, injuries sustained by players are often severe.
- f. While Montana is apparently healthy since retirement, other players are not so lucky.

2. _____

- a. Ballet movements such as the turnout of the hips and rising on the toes are beyond the natural range of human movement and place stress on the body when not performed correctly.
- b. Ballet is an extremely difficult form of dance that may lead to serious injuries.
- c. Eighty percent of professional ballet dancers will be injured in some way during their careers; 50 percent of dancers from large companies and 40 percent from small companies will miss performances due to injury
- d. Though many people don't think of dancing as dangerous, professional and amateur dancers get hurt every year.
- e. The ballet practice of bending one's knees deeply after landing each jump may seem simple, but failing to do so may result in shin splints or knee injuries, all of which occur among professionals dancers.
- f. Amateur dancers who attempt professional moves without proper training are also likely to be injured.
- g. My friend Sally was severely injured while attempting to pole dance on an electric fence, but this type of injury is probably rare.

3. _____

- a. One activity that rarely leads to injury is watching TV.
- b. Although I once bruised my thumb when pounding the remote control too aggressively, I don't think this kind of injury is very common or very serious.
- c. When you play cards in the safety of your living room, you do risk getting a paper cut.
- d. The best way to avoid playing-card paper cuts is to sand the cards so that the edges are smooth.
- e. Given how dangerous the world is, you are probably most safe if you just stay home.
- f. You may also risk dropping a soda can or beer bottle on your toes, and due to this risk it is probably wise to wear solid-top shoes at home.
- g. Reading books might be dangerous, because some books teach dangerous things or might make you want to go out of the house and be around other people.
- h. Stick to TV shows that portray characters doing safe things, like singing on American Idol, so that you will not be tempted to engage in risky behavior.

Exercise 4 Adopted fromhttps://collegeofsanmateo.edu/writing/tutorials/Final_ParBasics_TopSentUnity.pdf

Read the following paragraph then create an accurate topic sentence that states the main point.

During the first week of class, many students are nervous about their new teachers' expectations. It does not help that students may get lost on a big, unfamiliar campus and struggle to find their classes. Students may also worry about making new friends during the first week of college, especially if they have moved far away from home to go to school in a new environment. As if all this is not enough, students have to deal with challenges like parking their cars far away from campus on the first day, moving into dorms with new roommates shortly before classes start, and even trying to add classes when many are full. All in all, students do survive the first week of college, but it is not always a fun experience.

Exercise 5 Adapted from (Dalrymple, 2005, p. X)

Identify anywhere in the following paragraph where the writer goes “off topic” by making a statement that does not fit with the topic sentence. Read the paragraph below then write out any sentence that does not fit in the paragraph.

Some people believe that we live in the worst of times, that the horrors we in the 20th century have endured—or at least have heard and read about—are the worst in human history. But is it really true that the two world wars, the terror famines, the Gulag, and the extermination camps of the 20th century were worse than all other horrors in history? The United States is currently considering legislation to address the serious problems with global warming. Should we not remember that the Thirty Years War of the 17th century resulted in the death of a third of the population of Germany? During this war alone, fields were abandoned, corpses rotted by the roadside, villages were destroyed, and entire towns were put to death.

Adapted from (Dalrymple, 2005, p. X)

 Conclusion:

Students are asked to answer a few questions to check their understanding of the lesson content.

5. References

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Lesson 05: The Concluding Paragraph

Lesson Objectives:

By the end of this lesson, students will be able to:

- Understand what a concluding paragraph is and its function in an essay.
- Identify the three main elements of a strong conclusion.
- Write effective closing phrases to create strong conclusions.
- Improve weak conclusions.

Lesson Plan:

1. The Concluding Paragraph
2. Elements of a Strong Conclusion
3. Useful Closing Phrases
4. Techniques to avoid Weak Conclusions
5. Exercises
6. References

Warm up:

Students are invited to discuss what they think should appear in the final paragraph of an essay and read a short example to identify its main purpose.

Introduction:

The teacher explains the structure of a concluding paragraph, including restating the thesis, summarizing main points, and giving a final comment. Students examine how a conclusion brings an essay to a clear and effective end.

1. The Concluding Paragraph

The concluding paragraph is the final paragraph of an essay that brings together the main ideas and gives a sense of closure to the reader.

It has three main purposes:

- **Restates the thesis** (the main argument).
- **Summarizes the main points** discussed in the body paragraphs .
- **Provides a final thought**, such as a reflection, insight, or call to action.

The conclusion paragraph is the reverse of the introduction paragraph, going from specific to general.

Note 1:

A good conclusion doesn't introduce new information. Instead, it helps the reader understand the significance of the essay and leaves a lasting impression.

Example 1

Read the introduction and conclusion carefully, and look at how the conclusion restates the thesis and main points from the introduction while leaving the reader with a final thought.

Introduction

Suicide is something just about everyone has contemplated at one time or another, regardless of whether an individual is willing to admit it. While some people only contemplate it, the sad truth is that there are over 500,000 people that commit suicide every year. There are a number of factors that are in play to help make sense of this high suicide rate, including intervention methods that fail, psychological states of those who commit suicide and the sociological conditions under which people live.

Conclusion

While it is clear these factors contribute significantly to the high suicide rate, there is hope for the future. Through building better intervention programs that adequately address the psychological needs of suicidal individuals and the sociological conditions that contribute to their suicidal state, communities can realize a lower suicide rate. Suicide is a social problem that transcends across all cultures, all age groups and all demographic groups. Only with the

proper attention can this problem be resolved.

The conclusion includes the three key elements of a strong ending. First, it restates the thesis indirectly by referring to “these factors,” which clearly points back to the three causes mentioned in the introduction: failed intervention methods, psychological states, and sociological conditions. Instead of repeating them word for word, the writer skillfully restates the main points by highlighting “better intervention programs,” “psychological needs,” and “sociological conditions,” showing a clear understanding of the ideas while avoiding redundancy. Finally, the conclusion ends with a strong closing thought, emphasizing that suicide is a universal social problem and that “only with the proper attention can this problem be resolved,” which leaves the reader with a sense of urgency and hope. In general, the writer has successfully produced a strong conclusion.

2. Elements of a Strong Conclusion

The main purpose of a conclusion is to remind the reader of your overall objective and briefly review the key points of your essay. It is important not to repeat the same wording from your introduction or topic sentences. Instead, you should express your ideas in a creative way to produce a strong conclusion.

a. Rephrase Your Thesis

Before writing your conclusion, review your introduction and identify your thesis statement. Then, rewrite it in a new way—sometimes it takes a few attempts to get it just right.

Example

Thesis:

“Chocolate is both a cultural symbol and a basic right, but access to it varies across social groups.”

Restated:

“In short, chocolate represents more than just a treat; it is a socially significant right, though different groups continue to experience unequal access.”

b. Remind Your Reader of Your Main Points

In your conclusion, briefly remind the reader of the ideas you have discussed by summarizing your main points. You don't need to list each point. Instead, show how they connect and support your argument.

c. Bring the Essay to a Complete Ending

Make sure your essay fulfills the purpose stated in your thesis. You can do this by revisiting keywords from your topic, or by connecting back to a question, quote, or idea you introduced at the beginning.

d. Wrap Up Effectively

Just as your essay began with a hook, it should finish with a strong ending. Consider whether there are questions for further research or insights that can leave the reader feeling engaged, motivated, and inspired.

3. Useful Closing Phrases

When ending an essay, many writers use transitional phrases like *“to conclude,” “in brief,”* or *“to sum up”*. These signals make the reader know that the essay is reaching its end. Sometimes, writers finish their ideas without indicating that this is the final paragraph. Here are some useful expressions you can use in a conclusion:

Closing Phrases		
In short	All in all	It has been demonstrated
Above all	Indeed	As mentioned
Accordingly	Most importantly	As has been noted
It is clear that	The fact that	Hence
Therefore	With this in mind	Thus

4. Techniques to avoid Weak Conclusions

- Avoid phrases such as **‘this essay has attempted to demonstrate...’**, tell the reader that your essay has demonstrated what you set out to do in your introduction.

- Don't simply **summarize your essay**. Instead, highlight the key ideas you discussed by emphasizing their significance.
- Avoid restating the same words from your introduction.
- Do not present new information in the conclusion.
- Do not focus on a minor point.

Example 2

The paragraph below is an example conclusion. As you read, think about what each sentence accomplishes within the paragraph. What sentence(s) restates the essay's thesis statement? What sentence(s) summarizes the essay's three sub-points? What sentence(s) leaves the reader with an interesting final impression?

Getting a better job is a goal that I would really like to accomplish in the next few years. Finishing school will take me a long way to meeting this goal. To meet my goal, I will also prepare my résumé and search for jobs. My goal may not be an easy one to achieve, but things that are worth doing are often not easy.

Notice that the first sentence restates the thesis. The second and third sentences summarize the essay's sub-points. Finally, the fourth sentence leaves the reader with an interesting final impression.

5. Exercises

Exercise 1 Adopted from (Adopted from: Dorothy & Rumisek, 2005, p. 75)

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.	1. People can learn many things by traveling to other countries
b.Traveling abroad is a valuable learning experience.	2. Despite the challenges, being an entrepreneur can offer more benefits than other types of employments.
c.Learning to play musical instrument is very beneficial for children.	3. The fact that larger supermarkets offer cheap prices and a large selection of products makes them the best place for shoppers.
d.Creating and owning a business offers more advantages than working as an employee in a company.	4. The World Wide Web gives access to a huge amount of knowledge, but users shouldn't believe everything they read there.

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

Exercise 2 Adopted from

<file:///C:/Users/hp/Downloads/How%20to%20write%20a%20concluding%20paragraph.pdf>

Read the conclusion then find the writer's rephrased thesis statement (the main point of the essay) and write it in the space below:

Spring time in the Big Apple

Like so many other artists, author F. Scott Fitzgerald was inspired by the city of New York: "The city seen from the Queensboro Bridge is always the city seen for the first time, in its first wild promise of all the mystery and beauty in the world." New York City is unquestionably one of the top destinations for travelers. While it has beauty and charm to offer in all seasons, there is no better time to experience New York than spring time. As has been noted, you can tour the Big Apple on foot when the weather is comfortable and the markets are open for business. Above all, you can enjoy everything the city has to offer without breaking the bank. You'll need comfortable shoes and a camera for this memorable trip!

Exercise 3 Adopted from

<file:///C:/Users/hp/Downloads/How%20to%20write%20a%20concluding%20paragraph.pdf>

Read the following unfinished conclusion. Write a final sentence that effectively completes the essay and leaves a strong impression on the reader.

Tokyo: A City of Tradition and Innovation

Tokyo is a city where the past and future coexist in fascinating ways. From serene temples

and traditional tea houses to dazzling skyscrapers and cutting-edge technology, the city offers something for every visitor. Its vibrant neighborhoods, world-class cuisine, and bustling markets make exploring Tokyo an unforgettable adventure.

Exercise 4 Adopted from

<file:///C:/Users/hp/Downloads/How%20to%20write%20a%20concluding%20paragraph.pdf>

Read the following introductory paragraph. What keywords from the introduction could be used in the conclusion to remind the reader about how the essay began?

The great American artist Georgia O'Keefe painted the perfect picture of New York City when she said, "One can't paint New York as it is, but rather as it's felt." Everyone should get the chance to experience New York City at least once in a lifetime. New York City has a different feel in every season. The best time to visit the Big Apple is springtime. Spring is an affordable, comfortable, and fun time to experience everything the city has to offer. In comparison to winter and summer, spring is ideal.

Keywords:

1. _____
2. _____
3. _____
4. _____

Exercise 5 Adopted from

<file:///C:/Users/hp/Downloads/How%20to%20write%20a%20concluding%20paragraph.pdf>

Review these main topic sentences and try to rephrase them as one or two sentences for a conclusion.

1. Spring is an affordable time to visit New York City.
2. Spring is the most comfortable time to tour around NYC.
3. There are many things to see and do in New York City in the springtime.

Exercise 6

Read the thesis statement. Circle the best restated thesis from the options below.

Thesis: Apartment complexes should provide quiet study rooms for residents so they can study without distractions.

- A. Study rooms are important for students to study in.
- B. Apartment managers should build quiet places to study for residents.
- C. Now we can see that study rooms are valuable for students who live in apartments.
- D. It is important for apartments to provide their residents with quiet study areas.

Homework Adopted from

<https://brainly.in/question/62362488>

The following sentences are from the introduction and conclusion of the same essay. Separate them into two groups, introduction and conclusion, and put them in the correct order.

1. Despite these problems, it is possible for teachers to make a positive contribution to learners' knowledge in this important area.
2. The essay which follows gives a brief history of prepositional theory and discusses two major teaching strategies from a cognitive linguistic perspective.
3. The concept of definiteness in relation to articles remains, however, more problematic, and needs further investigation.
4. The evidence presented here suggests that learners do not use articles randomly, but that they choose articles according to whether or not the noun is countable.
5. These small connecting words do not necessarily exist in other languages, or may not have exactly the same meanings.
6. The use of prepositions in English has always been problematic for language learners.
7. In conclusion, it is apparent that the most effective element in teaching of English articles is the reinforcement of the notion of countability.
8. This makes teaching of this area very difficult, and research (Lindstromberg 1998; Brala 2002) indicates that no single method has yet proved successful.

Introduction

Conclusion

Conclusion:

Students are asked to answer some questions to check their understanding about they have learned.

6. References

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Lesson 06: Essay Outline

Lesson Objectives:

By the end of this lesson, students will be able to:

- Understand the purpose of an essay outline.
- Recognize how an outline structures a given essay.
- Identify the structure of an essay outline.

Lecture Plan:

1. An Essay Outline?
2. The Purpose of an Outline
3. The Structure of an Essay Outline
4. Steps for Creating an Outline
5. Exercises
6. References

Warm-up:

Students are invited to discuss what they think an essay outline is and why it might be useful before writing an essay. They look at a simple topic and suggest some possible main ideas.

Introduction:

The teacher explains what an essay outline is and demonstrates how it organizes ideas into introduction, body paragraphs, and conclusion. Students examine a sample outline to see how ideas are organized before writing.

1. An Essay Outline?

An outline is the structured plan of the essay. It demonstrates what each paragraph will contain, in what order paragraphs will appear, and how all the points are connected. Most outlines use Roman numerals, numbers, and capital letters to arrange information and organize points. Outlining allows the writer to connect all the points to support the thesis

statement of the essay. It also permits the writer to arrange ideas easily without the need to write complete paragraphs.

2. The Purpose of an Outline

An outline gives writers a strong starting point as they begin their writing process. It helps organize ideas, establish the structure of the essay, and connect main topic and subtopics in a way that supports the thesis statement and overall argument.

Note 1:

Before designing an outline, it is important to have an initial thesis statement, clear purpose, or firm argument. Your thesis statement, specific purpose, or argument will summarize your essay's key points or claims.

3. The Structure of an Essay Outline

When creating an outline, it is important to consider the essential elements of an essay. An outline usually follows a standard structure, which includes the following parts:

- a- **Introduction:** it includes the essay's main topic and thesis statement. The thesis statement will present the essay's claim or argument.
- b- **Body Paragraphs:** this forms the main part of the essay. Body paragraphs present supporting evidence, such as facts, data, and examples, to reinforce the thesis statement. Most essays include at least three body paragraphs, though the exact number depends on the overall length of the essay.
- c- **Conclusion:** it synthesizes the main ideas of the essay by restating the thesis statement and briefly summarizing the key points being discussed.

4. Steps for Creating an Outline

1. **Define the Purpose of Your essay:** before you begin writing, consider why you are writing this essay and what it is meant to achieve. Understanding the type of essay you are writing is crucial, as each type has specific elements and expectations. Therefore, as you start outlining your essay, it is important to assert your writing objectives.

2. **Identify Your Key Points:** after establishing the purpose—usually expressed through the thesis statement—you should identify the main points that will support your position. Plan to develop at least three main points, keeping in mind that the exact number may vary based on the length of the essay. In your outline, list each main point using Roman numerals (I, II, III).

3. Incorporate Supporting Details: once your main points are established, add supporting details to develop each idea. These subtopics may include facts and examples that serve as evidence for your overall claim. Supporting details help strengthen each main point. After identifying the details, list them below each corresponding point using lower case letters (a, b, c) in your outline.

4. Conclusion: start the conclusion by restating your thesis statement or main claim, then summarize the main points of the essay.

An outline for an essay with two body paragraphs might look like this:

I. Introduction

Thesis statement

II. Body

A. Topic Sentence

1. Main Supporting Point

a. Supporting Detail

b. Supporting Detail

2. Main Supporting Point

a. Supporting Detail

b. Supporting Detail

3. Main Supporting Point

a. Supporting Detail

b. Supporting Detail

B. Topic Sentence

1. Main Supporting Point

a. Supporting Detail

b. Supporting Detail

2. Main Supporting Point

a. Supporting Detail

b. Supporting Detail

III. Conclusion

(Adopted from: Dorothy & Rumisek, 2005, p. 62)

-Complete the following outline for the model essay on Styles of Popular Music (see lecture 01). Notice that the thesis statement, first topic sentence, and concluding sentences are written out in full. You should write out topic sentences in full, but you may use short phrases to list supporting points and supporting details if you wish.

Outline: Styles of Popular Music**I. Introduction**

Thesis Statement: Three of the more successful styles are reggae, punk, and rap.

II. Body

A. One successful style of popular music is reggae.

1. Born on the Caribbean island of Jamaica in the 1960s.

a. _____

2. Developed from mento.

a. _____

b. _____

3. _____

a. Guitar plays rhythm and bass plays melody.

4. _____

a. Unusual sound mixes

b. _____

c. _____

d. _____

5. Bob Marley -best known reggae musician

a. _____

6. _____

B. _____

1. _____

a. _____

2. With clothing and hairstyles, punks intended to shock society.

a. _____

3. _____

a. _____

4. Punk music is simple.

a. _____

b. _____

c. _____

5. _____

6. Punk has evolved into other styles.

a. _____

b. _____

c. _____

C. A third successful style of popular music is rap.

1. Also known as hip-hop

2. Form of dance music-singers speak in rhythm and rhyme

3. Originated in Africa

a. Traveled to the U.S. via Jamaica-"toasting"

b. _____

c. Disco DJs + rappers played songs for dancers at parties

d. _____

e. _____

4. _____

a. Politics-theme in 1980s and 1990s

5. _____

a. Female rapper-Queen Latifah

b. _____

III. Conclusion

Popular music changes constantly. New styles are born, grow, change, and produce offshoots, which in turn grow, change, and produce offshoots. Some styles enjoy lasting popularity, but others disappear rather quickly. However, all contribute to the power and excitement of popular music in our time.

Adopted from (Zemach & Rumisek, 2005, p. 150)

5. Exercises

Exercise 1 (Adopted from: Dorothy & Rumisek, 2005, p. 67)

- a. 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

- b. Arrange the ideas above into an outline.

Title: The Benefits of Yoga

I. _____

II. _____

A. _____

B. _____

III. _____

A. _____

B. _____

C. _____

IV. _____

A. _____

B. _____

C. _____

V. _____

Homework

a. Create an essay outline on the topic of healthy eating using the form below. Begin by brainstorming some ideas in the box and then complete the outline. Remember to use key words and short phrases in your outline.

Topic: The Benefits of Healthy Eating
Introduction**Thesis statement:** _____**Body paragraph 1** _____**Topic sentence** _____**Supporting idea1** _____**Details** _____**Supporting idea2** _____**Details** _____**Body paragraph2** _____**Topic sentence** _____**Supporting idea1** _____

Details _____
Supporting idea2 _____
Details _____
Conclusion _____

b. Now, use the outline to write a complete essay.

Conclusion:

The teacher asks a few questions to check students' understanding of the lesson content. Students respond orally, allowing the teacher to identify any areas that may need further clarification.

6. References

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Lesson 07: Transition between Paragraphs

Lesson Objectives:

By the end of this lesson, students will be able to:

- Identify transition words and phrases and explain their purpose in connecting ideas.
- Demonstrate how transitions are used to connect sentences within paragraphs.
- Recognize how transition words and phrases are used to link paragraphs.

Lesson Plan:

1. Transitions
 - 1.1. Transition Words and Phrases
 - 1.2. Transitions within Paragraphs
 - 1.3. Transitions between Paragraphs
2. Patterns of Organization
 - 2.1. The Logical Division of Ideas
3. Exercises
4. References

Warm-up:

Students discuss how ideas can be connected in writing and identify linking words they already know. They are asked to match a few sentences using appropriate transitions.

Introduction:

The teacher explains the use of transitions between paragraphs and how they help achieve coherence in an essay. Students examine some examples to see how linking words connect ideas across different paragraphs.

1. Transitions

Transitions are connecting words and phrases that make the logical movement and structure of an essay clear to the reader. Topic sentences often contain a transition that links the argument of the paragraph to the one made in the previous paragraph. Concluding sentences can also suggest a logical link to the argument. Transitions do not always link adjacent paragraphs. Good writers know how to refer back to relevant points made in previous paragraphs.

Transitions guide the reader through the flow of an essay, showing how paragraphs follow a logical sequence and build on one another. They also help demonstrate how each paragraph relates back to the topic outlined in the thesis statement.

Transitions reinforce the internal cohesion of writing. They tell the reader how one idea relates to another. Using them correctly reinforces the argument by helping the reader follow the organization of ideas within and between paragraphs.

1.1. Transition Words and Phrases

Transition words and phrases serve different functions. Here are some of them:

To show time order	Earlier, heretofore, in the past, not long ago, previously, recently, by now, currently, now, in the future, after a long time, later on, not long after, right after, soon after.
To show contrast	Although, but, by contrast, conversely, despite, despite the fact, even though, however, in contrast, in opposition to, nevertheless, nonetheless, on the other, otherwise, regardless, to differentiate, to oppose.
To show comparaison	By comparison, compared to, consistent with, conversely, correlate, equally important, in a similar, in the same manner, in the same way, like, likewise, meanwhile, parallel to, similarly, whereas.
To show cause and effect	As a consequence, as a result, because of this, by reason of, caused by, consequently, due to, for this purpose, for this reason, hence, thereafter, therefore, thus, accordingly.

To show sequence	At first, at the beginning, earlier, from this point, in the first place, initially, starting with, to begin with.
To show addition	Also, and, and then, besides, consequently, equally important, following this, further, furthermore, hence, in addition.
To show an example	As an example, as an illustration, for instance, in one example, in order to clarify, in other words, in particular, in this situation, on this occasion, specifically, such as.
To emphasize or intensify	Above all, actually, after all, as a matter of fact, certainly, definitely, especially, in fact, in indeed, more, more important, moreover, most important of.
To show exception	Despite, however, in spite of, nevertheless, of course, sometimes, still, yet.
To summarize or conclude	As has been noted, in brief, in conclusion, on the whole, summing up, thus, to conclude, as a result, consequently, in short, so, to sum up, to summarize.

1.2. Transitions within Paragraphs

To join two sentences in a paragraph, writers should be aware of how to use transitions.

- Join two logically related sentences with a semicolon (;) and show the relationship with a transition word.

Example:

Many parents and educators are concerned about childhood obesity; **therefore**, some public school districts have banned the sale of sodas on school grounds.

The semicolon joins the two sentences, and the transition word **therefore** shows the logical relationship between them. (**Therefore** connects two sentences)

- Separate the logically related sentences with a period and show the relationship with a transition word.

Example

Many parents and educators are concerned about childhood obesity. Besides promoting good exercise habits in children, these adults hope to encourage good nutrition at home and at school. **Therefore**, they want public school districts to ban the sale of high-calorie sodas on school grounds.

The transition word **therefore** shows the logical relationship between the first two sentences and the last sentence. (**Therefore** connects two ideas)

1.3. Transitions between Paragraphs

Transitional phrases can be employed at the end of a paragraph to prepare the reader for what comes next. They can appear at the beginning of a paragraph to connect it to the previous ideas. Transitional phrases help create a clear and logical flow throughout the essay.

Consider the paragraphs below:

Paragraph A

The patriotic tagline of American discourse is the word 'freedom'. It is within this consumer-driven capitalist Mecca that individuals feel more uncomfortable in their own bodies than anywhere else in the world. There appears to be a correlation between Western ideals and body image problems.

Paragraph B

The patriotic tagline of American discourse is the word 'freedom'; **yet**, ironically, it is within this consumer-driven capitalist Mecca that individuals feel more uncomfortable in their own bodies than anywhere else in the world. **In fact**, there appears to be a correlation between Western ideals and body image problems.

The second paragraph is more coherent because it uses transitional phrases at both the beginning and the end to connect ideas. It includes phrases like “yet, ironically” to show contrast and “in fact” to introduce supporting evidence, which make the relationships between ideas clear. In contrast, the first paragraph lacks transitional phrases, so the ideas seem less connected. Consequently, the second paragraph is more coherent and easier for the reader to follow.

2. Patterns of Organization

Writers use different patterns to organize their ideas. These patterns guide the reader through the essay by showing how ideas are connected, developed, and supported. A common pattern of organization is the logical division of ideas.

2.1. The Logical Division of Ideas

In essays, the logical division of ideas helps the writer to break the main topic into subtopics and discuss each one in a separate paragraph. This pattern of organization facilitates the explanation of causes, reasons, types, categories, advantages, and disadvantages. The logical division pattern helps writers to:

- Divide the topic into subtopics and discuss each subtopic in a separate paragraph.
- Formulate a thesis statement that covers all the subtopics.
- Use transitions to facilitate the shift from one paragraph to another.
- Guide the reader to understand the shift from one subtopic to another.

In a logical division essay, the thesis statement clearly presents the name and number of subtopics.

Examples:

1. Exercise has **three** main benefits.
2. There are **three** major causes of pollution: industrial activities, transportation, and improper waste disposal.
3. Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of **language**, **art**, **food**, and **government**.
4. Academic success is influenced by **three** factors: discipline, effective time management, and consistent practice.

3. Exercises

Exercise 1 Adopted from

https://collegeofsanmateo.edu/writing/tutorials/ParBasics_LogOrder.pdf

The following paragraph lacks some important transition words. Provide a good transition for each blank.

(1) When using green-skinned or purple-skinned avocados in cooking, you should remember four important tips. (2) _____, hard, unripe _____ should never be eaten. (3) If you must buy an _____ before _____ is ripe, leave _____ in a warm kitchen until the surface yields slightly when _____ is touched. (4) Brown patches on a green-skinned _____ indicate _____ is ripe. (5) The ripeness of a warty, purple-skinned Haas _____ can only be determined by touching _____. (6) _____, the flesh of the fruit turns brown when is peeled and cut. (7) _____, the color does not affect the taste. (8) To prevent discoloration, add lemon, lime or orange juice to the surface of the _____. (9) _____, to divide an _____ in half, cut down from the stalk, go around the stone, and twist the _____ into two parts. (10) _____, it is important to remember how useful _____ are in cooking. (11) _____ are delicious served in salad, partnered with fish or prepared as a guacamole dip.

Exercise 2 Adopted from

https://collegeofsanmateo.edu/writing/tutorials/SC_ShowingLogicalRelationships.pdf

Join the two sentences with as semicolon and a transition word.

1. As they planned their vacation together, Melissa and Robert knew that they wanted to escape the foggy San Francisco summer and visit museums. They decided on a weekend trip to sunny Los Angeles.
2. After they bought plane tickets on the internet, they flew from San Francisco to the Los Angeles Airport, rented a compact car, and drove to west LA. They checked into a motel and went for a swim.
3. After they swam for an hour, they decided over lunch to spend one day visiting museums. They wanted to spend one day at the beach and another day at Universal Studios.
4. Melissa wanted to go to the Museum of Jurassic Technology to study the seed-gathering behavior of mobile home dwellers because she wanted to expand her knowledge. Robert wanted to go to the California Heritage Museum to see California Pottery.

5. They could have spent the day arguing about where to go, but they did not want to waste time. They decided to compromise.

Exercise 3 Adopted from

https://cesad.ufs.br/ORBI/public/uploadCatalago/11330511082017Expressao_escrita_em_lingua_inglesa_II_aula05.pdf

Check (✓) the thesis statements that suggest logical division as a method of organization.

- _____ 1. Teenagers demonstrate their independence in several ways.
- _____ 2. My eighteenth birthday was the most memorable day in my life so far.
- _____ 3. On their eighteenth birthdays, U.S. citizens receive two important rights/responsibilities: they can vote, and they can sign legal contracts.
- _____ 4. In most occupations, women are still unequal to men in three areas: salary, power, and status.
- _____ 5. Living in a dormitory offers several advantages to first year students.
- _____ 6. A college degree in international business requires (1) a knowledge of business procedures and (2) a knowledge of cultural differences.
- _____ 7. Being an only child has both advantages and disadvantages.

Homework Adopted from

<https://www.studocu.vn/vn/document/truong-dai-hoc-tra-vinh/tieng-anh-chuyen-nganh-logistics/chapter-1-useful/34097526>

Analyze the following thesis statements. Draw a circle around the main topic and underline the subtopics.

1. Women generally live longer than men for two main reasons: they tend to take better care of their health, and they have better resistance to stress.
2. Online education offers flexibility, cost savings, and access to diverse learning resources.
3. Teenagers declare their separateness from their parents by the way they dress and by the way they talk.
4. In choosing a major, a student has to consider various factors, such as personal interest, job opportunities, and the availability of training institutions.

5. Learning music develops creativity, enhances memory, and relieves stress.
6. Traveling can change the way people view the world.

Conclusion:

The teacher asks a few questions to check students' understanding. Students are encouraged to interact and participate to refresh class discussion.

4. References

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Lesson 08: Unity and Coherence

Lesson Objectives:

By the end of this lesson, students will be able to:

- Recognize unity in essays and understand its importance.
- Identify coherence and acknowledge its role in essay writing.
- Use various techniques to achieve coherence.

Lesson Plan:

1. Unity
2. Coherence
3. Techniques to Achieve Coherence
 - 3.1. The Logical Order of Ideas
 - 3.2. The Repetition of Key Nouns
 - 3.3. Consistent Pronouns
 - 3.4. Transition Words
4. Exercises
5. References

Warm-up:

Students discuss what makes essays more connected and coherent. They share ideas about how writers link sentences and paragraphs effectively.

Introduction:

The teacher explains the concepts of unity and coherence and their importance in strengthening essay writing structure, showing how ideas within and between paragraphs should be connected.

1. Unity

Unity is to the quality of having all parts of an essay work together to support a single main idea or thesis. Every sentence and paragraph should be clearly related to the main topic. In a well-unified essay:

- Each paragraph should focus on one main idea that connects to the thesis.
- All supporting details should be relevant and purposeful.
- Ideas should be logically connected, arranged, and organized.

A unified essay maintains a clear focus, ensuring that every element contributes directly to its main purpose.

Read the following sample essay:

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 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 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 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.

Adopted from (Dorothy & Rumisek, 2005, p. 79)

1. Underline the thesis statement with two lines.
2. Underline each topic sentence with one line.
3. List the supporting ideas in each main body paragraph.
4. Explain how the topic sentences relate to the thesis statement and how the supporting sentences relate to the topic sentences.
5. Is the essay unified? Explain.

2. Coherence

Another important element of a good essay is coherence. In coherent essays, paragraphs are logically connected and sentences move smoothly from one to the next. Ideas are presented in a clear order, without sudden or confusing jumps. Each sentence/paragraph should naturally lead into the next.

3. Techniques to Achieve Coherence

Here are some techniques that help achieve coherence:

3.1. The Logical Order of Ideas

The content of the essay should be arranged in a clear order so that the reader can easily follow the writer's argument. When organizing ideas, writers often consider which

organizational pattern best suits their topic or type of essay. Below are different organizational patterns for arranging essays:

Type of writing/essay	Organizational patterns
➤ Chronology (historical events, personal narratives, processes) ➤ Description ➤ Classification ➤ Comparison/contrast ➤ Argumentation/ persuasion and cause/effect	➤ Order by time or order of events/steps. ➤ Order of position, size, and shape of things. ➤ Group ideas and explain them in a logical order. ➤ Organize in point-by-point or block style. ➤ Order from least to most important.

3.2. The Repetition of Key Nouns

Repeating key nouns helps remind the reader of the main topic of the essay and keeps ideas logically connected. Instead of replacing important nouns with vague words or unrelated terms, writers should repeat the main nouns or use closely related words. This repetition prevents confusion and reinforces coherence. However, repetition should be purposeful not excessive.

Example1

Online learning offers flexibility for students. **Online learning** allows students to study at their own pace and balance work and education.

The phrase “*Online learning*” is repeated at the beginning of both sentences. This repetition acts as a thread that connects the sentences together, constantly reminding the reader of the main topic.

3.3. Consistent Pronouns

Pronouns such as *he, she, it, they, this, and these* help avoid unnecessary repetition, but they must clearly refer to specific nouns. The use of consistent pronouns ensures that readers do know what or whom the pronoun refers to. Shifting pronouns or using unclear references can confuse the reader and break coherence.

Example 2

The university updated its website. **It** now provides easier access to course information.

In this example, the pronoun “it” maintains focus and connection, which are key elements for achieving coherence in writing.

3.4. Transition Words

As being illustrated in the previous lecture, transitions guide the reader by indicating addition, contrast, cause and effect, comparison, example, or conclusion. They organize ideas and prevent abrupt jumps between sentences.

Example 3

I enjoy studying online; **however**, I still like attending some classes in person.

In this example, “**however**” connects two contrasting ideas.

Read again the essay and then answer the questions.

1. What type of organizational pattern does the essay use?
2. Find two transition words and explain their use.
3. Circle the key nouns that are repeated.
4. Underline three pronouns and write what they refer to.

4. Exercises

Exercise 1 Adopted from

https://collegeofsanmateo.edu/writing/tutorials/ParBasics_LogOrder.pdf

Read the following paragraphs and then answer the questions.

Paragraph 1

(1) Working as a grocery checker was one of the worst jobs I've ever experienced. (2) The job required that I wear an unattractive, tight scratchy uniform cut at least three inches too short. (3) My schedule of working hours was an inconvenience. (4) My hours changed each week. (5) It was impossible to make plans in advance. (6) Getting a day off was out of the question. (7) The lack of working space bothered me. (8) Except for a half-hour lunch break, I worked within the three square feet of room behind the counter. (9) I felt as if I were no more than a fixture attached to the cash register.

Paragraph 2

(1) Working as a grocery checker was one of the worst jobs I've ever experienced. (2) In the first place, the job required that I wear an ugly scratchy uniform cut at least three inches too short. (3) My schedule of working hours was another inconvenience. (4) Because my hours changed each week, it was impossible to make plans in advance, and getting a day off was out of the question. (5) In addition, the lack of working space bothered me. (6) Except for a half-hour lunch break, I worked within the three square feet of room behind the counter. (7) Consequently, I felt as if I were no more than a fixture attached to the cash register.

2. Both paragraphs have the same topic sentence, unity, support, and sentence order. Which one is more coherent?
-

3. In your own words, explain why this paragraph is more coherent than the other one. Be as specific as possible with your explanation.
-

Exercise 2 Adopted from

<file:///C:/Users/hp/Downloads/Essay-LECTURE%204.pdf>

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

1. Locate and underline the topic sentence of each paragraph.
2. Cross out the sentence or sentences that are off the topic.

Paragraph 1

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

Paragraph 2

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

Exercise 3 Adopted from

<http://teachaloris.pbworks.com/f/Adj+Cl+editing+prac+%26+proNoun+Coherence+ws+answers.pdf>

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

1. Decide where each paragraph should be divided into two paragraphs. Underline the topic sentence of each.
2. Find sentence(s) that are off the topic and cross them out.

Paragraph 1

Online learning has become increasingly popular among university students because it offers flexibility and convenience. Students can attend classes from home and manage their schedules more easily. Many students prefer studying late at night instead of early in the morning. Some universities also offer fully online degree programs. However, studying online requires strong self-discipline and good time-management skills. Students who lack motivation may fall behind in their coursework. The cost of textbooks has increased significantly in recent years. Because of these challenges, some students still prefer traditional face-to-face classes.

Paragraph 2

Traveling to a foreign country can be exciting but also confusing due to cultural differences. In some cultures, making direct eye contact shows confidence and honesty. In other cultures, too much eye contact may be considered rude or aggressive. Greetings also vary from country to country; some people shake hands, while others bow or kiss on the cheek. Learning basic phrases in the local language can help travelers communicate more easily. Airports are often very crowded during the holiday season. Understanding cultural customs can help travelers avoid misunderstandings and feel more comfortable abroad.

Exercise 4 Adopted from

<http://teachaloris.pbworks.com/f/Adj+Cl+editing+prac+%26+proNoun+Coherence+ws+answers.pdf>

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

Olympic Athletes

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

Exercise 5

Write an outline of the previous essay “*Next Time, Try Chinese Medicine*”.

 Conclusion:

The teacher asks a few questions to check students’ understanding.

5. References

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Lesson 09: Narrative Essays

Lesson Objectives:

By the end of this lesson, students will be able to:

- Understand what a narrative essay is.
- Identify the main features of a narrative essay.
- Recognize the elements of a story (setting, theme, mood, characters, and plot).
- Describe the structure of a narrative essay (introduction, body, and conclusion).
- Use transitional sentences to connect ideas.

Lesson Plan:

1. A Narrative Essay
2. Features of the Narrative Essay
3. Elements of a Story
4. Narrative Essay Structure
5. Transitional Sentences
 - 5.1. Chronological Order
 - 5.2. Subordinating Conjunctions
6. Outlining a Narrative Essay
7. Exercises
8. References

Warm-up:

Students are invited to discuss a memorable experience and identify what makes a story interesting and easy to follow. They are motivated to share ideas about what makes a good narrative essay.

Introduction:

The teacher explains the structure of a narrative essay, including setting, characters, plot, and sequence of events. Students analyze a sample narrative to recognize how events are organized from beginning to end.

1. A Narrative Essay

A narrative essay is a creative piece of writing that tells the reader about an interesting event or a story. It is usually written from the writer's point of view and often describes a personal experience. The purpose of a narrative essay is not only to inform but also to engage the reader. It includes elements such as characters, setting, and a clear sequence of events. A strong narrative essay has a clear beginning, middle, and end, and it often shares a lesson, insight, or meaningful reflection gained from the experience.

2. Features of the Narrative Essay:

A narrative essay has the following features:

- It is usually written in the past tense.
- It presents a believable and engaging storyline, whether fictional or based on real events.
- It begins with an introduction that attracts the reader's attention.
- The paragraphs flow smoothly from one to the other, maintaining the reader's interest.
- It ends with an impactful conclusion.

3. Elements of a Story:

Several important elements make up a good story:

-  **Setting:** the setting is the location where the action takes place.
-  **Theme:** the theme is the basic idea of the story. Themes represent topics such as love, envy, courage, failure, and success.
-  **Mood:** the mood is the feeling that the writer creates in the story. It could be happy, hopeful, suspenseful, or scary. Both the setting and descriptive vocabulary create the mood in a narrative.
-  **Characters:** the characters are the people in the story. They are affected by the mood of the story, and they react to the events in which they are involved.

✚ **Plot:** the plot is what happens in the story. It is the sequence of events. The plot often includes a climax or turning point at which the characters or events change.

4. Narrative Essay Structure:

An essay is made up of paragraphs, and all essays should follow this structure:

- ✓ an introduction
- ✓ a body
- ✓ a conclusion

Introduction:

- **Hook:** The hook is to attract the reader's attention with an interesting or surprising fact.

It is the first sentence of the essay. There are 5 types of hooks:

- Shocking statement
- Interesting fact
- Statistic
- Question
- Quote

- **Background:** The background tells the history or what happened before the action.
- **Thesis:** The thesis sentence prepares the reader for the main action of the story, but it doesn't tell the whole story (just a "hint" about the main action).

Body Paragraphs: the body paragraphs tell the main story. They use a lot of details to bring the story to life.

- **Situation:** The situation paragraph describes when, where, what happens in the story, and why the main event is happening, step by step. It often uses time order.
- **Rising Action:** The rising action is the series of main events leading to the climax. It also uses time order and many details.
- **Climax:** The climax is the main action, the surprise, or the highest point of the action.

Conclusion: the conclusion paragraph tells:

(1) What happened after the main event, (2) about a lesson the writer learned, and (3) how the writer's life is changed now.

Consider the following essay:**Frustration at the Airport**

(1) I had never been more anxious in my life. I had just spent the last three endless hours trying to get to the airport so that I could travel home. Now, as I watched the bus driver set my luggage on the airport sidewalk, I realized that my frustration had only just begun.

(2) This was my first visit to the international terminal of the airport, and nothing was familiar. I could not make sense of any of the signs. Where was the check-in counter? Where should I take my luggage? I had no idea where the immigration line was. I began to panic. What time was it? Where was my plane? I had to find help because I could not be late!

(3) I tried to ask a passing businessman for help, but my words all came out wrong. He just scowled and walked away. What had happened? I had been in this country for a whole semester, and I could not even remember how to ask for directions. This was awful! Another bus arrived at the terminal, and the passengers came out carrying all sorts of luggage. Here was my chance! I could follow them to the right place, and I would not have to say a word.

(4) I dragged my enormous suitcase behind me and followed the group. We finally reached the elevators. Oh, no! They all fit in it, but there was not enough room for me. I watched in despair as the elevator doors closed. I had no idea what to do next. I got on the elevator when it returned and gazed at all the buttons. Which one could it be? I pressed button 3. The elevator slowly climbed up to the third floor and jerked to a stop. A high, squeaking noise announced the opening of the doors, and I looked around timidly

(5) Tears formed in my eyes as I saw the deserted lobby and realized that I would miss my plane. Just then an elderly airport employee shuffled around the corner. He saw that I was lost and asked if he could help. He gave me his handkerchief to dry my eyes as I related my predicament. He smiled kindly, and led me down a long hallway. We walked up some stairs, turned a corner, and, at last, there was customs! He led me past all the lines of people and pushed my luggage to the inspection counter.

(6) When I turned to thank him for all his help, he was gone. I will never know that kind man's name, but I will always remember his unexpected courtesy. He helped me when I needed it the most. I can only hope that one day I will be able to do the same for another traveler who is suffering through a terrible journey.

Adopted from

https://ngl.cengage.com/assets/downloads/greatwi_pro0000000335/gw4_unit2.pdf

5. Transitional Sentences:

In an essay with chronological organization, each paragraph ends with a transitional sentence.

Transitional sentences have two purposes:

- (1) They signal the end of the action in one paragraph.
- (2) They provide a link to the action of the next paragraph.

These sentences are vital because they give the story unity and allow the reader to follow the action easily.

Notice how the ideas in the last sentence of Paragraph 2 (the transitional sentence, underlined) and the first sentence of Paragraph 3 (underlined) are connected. The final sentence of Paragraph 2 introduces a key idea, emotion, or event that naturally leads into what happens next. Then, the opening sentence of Paragraph 3 picks up on that same idea and continues to develop it.

This connection creates a smooth flow between paragraphs, helping the reader move easily from one narrative event to the next without confusion. Instead of feeling like two separate sections, the paragraphs work together as parts of a single, continuous story. Strong transition sentences act as bridges, linking thoughts and events so the narrative progresses logically and coherently.

5.1. Chronological Order:

The most effective way to structure a narrative essay is by using chronological order. This method presents events in the sequence in which they happened. The first event appears in the introduction, while the events that follow are developed in the body paragraphs and continue in order until the story reaches its end.

Chronological Order
first (second, third, etc.)
next, finally, later, now, then

5.2. Subordinating conjunctions:

To help readers understand the sequence of events, writers use subordinating conjunctions to show how time passes and how events unfold. Subordinating conjunctions guide readers through the narrative and make the progression of events easy to follow.

Common Subordinating conjunctions of time
After, before, when, while, as soon as, until, whenever

Note 1:

Subordinating conjunction + dependent clause, independent clause.

When time clauses occur at the beginning of a sentence, they **MUST** be followed by a comma.

In the previous essay, several words and phrases show **chronological order** by demonstrating the sequence of events. “**As**” is used to show actions happening at the same time, for example, “*Now, as I watched the bus driver set my luggage...*” and “*I watched in despair as the elevator doors closed.*” “**When**” marks a specific moment, as in “*When I turned to thank him for all his help...*” Words like “**just then**” signal the next event, for instance, “*Just then an elderly airport employee shuffled around the corner.*” “**Finally**” and “**at last**” show the completion of a sequence, as in “*We finally reached the elevators*” and “*and, at last, there was customs!*”

❖ Post Reading Questions:

a. Re-read the essay and answer the questions

1. What is the narrative hook?

2. Do you think the hook is effective? In other words, did it grab your attention? Why, or why not?

3. Where is the setting of this story?

4. What is the theme, or the basic idea, of “Frustration at the Airport”?

5. Read the final sentences in paragraphs 2, 3, 4, and 5. How does each one prepare the reader for the action to come? What do you think the mood of the story is? What feeling or atmosphere does the writer create?

6. List the characters in this essay.

7. What verb tense is used in “Frustration at the Airport”? Write five verbs that the writer uses.

8. This essay is arranged in chronological order. In a few words, describe what happens first, second, third, and so on.

9. Underline all transitional sentences.

10. Does the story end with a moral, prediction, or revelation? Write the final sentence here.

6. Outlining a Narrative Essay

Below is an outline for the previous essay “Frustration at the Airport” Some of the information is missing. Re-read the essay and complete the outline.

Title: _____

I. Introduction (Paragraph 1)

A. Hook: I had never been more anxious in my life. I had just spent the last three endless hours trying to get to the airport so that I could travel home.

B. Thesis

statement: _____

II. Body

A. Paragraph 2 (Event 1) Topic Sentence: This was my first visit to the international terminal of the airport, and nothing was familiar.

1. The signs were confusing.

2. I began to panic.

3. Transition

sentence: _____

B. Paragraph 3 (Event 2) topic sentence:

1. He scowled and walked away.

2. I could not remember how to ask for directions.

3. _____

4. Transition

sentence: _____

C. Paragraph 4 (Event 3) Topic Sentence: I dragged my enormous suitcase behind me and followed the group.

1. _____

2. I got on the elevator and looked at the buttons.

3. _____

4. Transition sentence: _____

D. Paragraph 5 (Event 4) Topic Sentence: Tears formed in my eyes as I saw the deserted lobby and realized that I would miss my airplane.

1. An airport employee offered to help.

2. _____

3. _____

4. Transition sentence: He led me past all the lines of people and pushed my luggage to the inspection counter.

III. Conclusion (Paragraph 6)

A. Close of the action: _____

B. I will never know his name, but I will always remember his unexpected courtesy.

C. _____

D. Final sentence (moral, prediction, or revelation): _____

Adopted fromhttps://ngl.cengage.com/assets/downloads/greatwi_pro0000000335/gw4_unit2.pdf

7. Exercises:

Exercise 1 Adopted from

https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/narr_essay_worksheets_5.pdf

Below is the introduction to a narrative essay. Read the paragraph and then underline the hook.

I cannot live without pizza. If I go very long without eating a hot delicious slice of pizza, I become sick. When I lived in the United States, I ate a whole pizza every week. But when I started living in Japan, I forgot about eating pizza. I was happy eating delicious Japanese foods at first, but I eventually began to crave a hot slice of bread, sauce, and cheese. After living in Japan for six months, I ordered Japanese pizza for the first time.

1. What type of hook do you think is used?

2. Why do you think a good hook is important?

Exercise 2 Adopted from

https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/narr_essay_worksheets_5.pdf

Combine each pair of sentences into one complex sentence. Use the subordinating conjunctions in (parentheses) to clarify the sentence.

1. People harvested apples. They cooked and stored them in glass jars. (after)

2. I ate the main course. I ate my salad. (before)

3. She applied for the job. She was accepted. (As soon as)

4. He finished his homework. He went out to play. (after)

5. They cleaned the house. The guests arrived. (before)

6. I got home. I started cooking dinner. (as soon as)

7. She checked the tickets. The concert began. (before)

Exercise 3 Adopted from

https://ngl.cengage.com/assets/downloads/greatwi_pro0000000335/gw4_unit2.pdf

Revise the vocabulary in the following paragraph from the body of a different narrative. Choose better words from the word bank for each word of the text in brackets. Cross out the weaker word and add the chosen word/s next to it. The first one has been done for you.

Word Bank

Drove	travel	scared	kitten
Blocking	entrance	vehicle	probably
glance	calm	as white as pearl	

We (~~were driving~~) (a) drove into the dangerous pass. The snow was (white) (b)_____ on the ground. I was as nervous as a (dog) (c)_____. A quick (look) (d)_____ in the rear-view 98cross told me that we would (possibly) (e)_____ be the last to (drive) (f)_____ that way for the next few days, as a 98cross98 (car) (g)_____ had parked right 98cross the road, completely (stopping) (h)_____ the (way in) (i)_____ to anyone else. I tried to be (relaxed) (j)_____.

There are four spelling mistakes in the previous paragraph. Write the correct spelling of these words.

a)_____

c)_____

b)_____

d)_____

Exercise 4: Adopted from

https://ngl.cengage.com/assets/downloads/greatwi_pro0000000335/gw4_unit2.pdf

Look at the pairs of topics. Put a ✓ next to the topic that is the better choice for a narrative essay.

1. _____ Your last year in high school
_____ Your last day in high school
2. _____ A scary airplane ride to another city
_____ A scary trip around the world
3. _____ Guidelines for buying a car
_____ Buying your first car
4. _____ Important academic ceremonies that you have participated in
_____ Your brother's embarrassing wedding ceremony
5. _____ What I did last New Year's Eve
_____ What I did last year

Exercise 5

Read the essay then answer the questions.

My First Foreign Friend

My first foreign friend broke my heart. However, before I could have a foreign friend, I needed to travel abroad first. I have always wanted to go abroad and make friends around the world. Last winter, I was able to study abroad for four weeks in Toronto. While I was studying in Toronto, I met a Canadian girl named Jem. She told me that she wanted to make Japanese friends, so I was happy to talk to her. I was also happy to talk to her because she is so beautiful. Jem is half white and half Filipino, and I had never seen anyone like her before. It is safe to say that I fell in love with her at first sight, but not everything is meant to be.

In the beginning of our friendship, I was able to meet Jem often because we were language exchange partners. Jem helped me study English, and I helped her study Japanese.

Gradually we became more and more friendly, so I invited her to go out to eat dinner with me. We went to a restaurant with her friends who also study Japanese. I talked a lot with her and her friends in English, and we ate katsudon. It is very delicious. Having dinner together made me very happy, and I think that my language skill improved.

One day, I went to watch an American football game with my Kwansei Gakuin friends. At the game, I saw Jem with another student. I said hello, and I asked about her friend. She said "He is my boyfriend." That is, she had a boyfriend. I was surprised, and I was disappointed in love. Furthermore, her boyfriend was also Japanese and was studying abroad like me. I was sad because of that unbelievable fact. At that moment, I thought that my experience in other country was sad.

At last, the day I went back to Japan, I heard from Jem by email. In her email, she wrote, "thank you for being my friend. I want to meet you and speak in Japanese when I go to Japan this summer." Her email really made me smile. I forgot about my feelings at the football game and remembered all the great times I had in Toronto. Overall, I learned that life is made up of good and bad memories, but it is most important to remember the good ones.

(Adopted from: Matthew Barbee, 2016 p.3)

Questions:

1. Why is the background information in the introduction important to the story?
2. How did the writer and Jem become friends? (What is the situation?)
3. What happened before the writer's heart was broken? (What is the rising action?)
4. What broke the writer's heart? (What is the climax of the story?)
5. What did the writer learn? Was it a positive lesson or a negative lesson?
6. Underline all time conjunctions (words that show when something happened). For each conjunction you find, explain what event happened first and what happened next.

Exercise 6 Adopted from

https://ngl.cengage.com/assets/downloads/greatwi_pro0000000335/gw4_unit2.pdf

The following narrative essay is missing large parts of the story (supporting information in the body). As you read, add information that moves the story along. Be sure to write transition sentences at the end of paragraphs 2, 3, and 4.

A Bad Day

(1) I should never have deleted the chain letter e-mail from my computer. The letter clearly warned me that if I did, I would have one day of bad luck. Unlike my mother, I tend not to believe these types of things bringing bad luck: breaking a mirror, someone giving me the “evil eye,” or even opening an umbrella in the house. As a result, I got rid of this superstitious e-mail with one quick click of the mouse. That night, however, as I fell asleep, I had the uncomfortable feeling that something was not quite right.

(2) When I woke up the next morning, I was surprised to find that I had overslept and would be late for work. As I rushed down the stairs to eat a quick breakfast, I tripped over my bag and _____

(3) On my way to work, I decided to take a shortcut through an old part of town. _____

(4) When I arrived at work, I found a note from my boss on my desk. She wanted to see me right away. I took a deep breath and walked into her office. As I stepped inside, I noticed a scowl on her face. _____

(5) Finally, after a long and difficult day, I returned home to find that my air conditioner was broken. I could not take it anymore! It had been the worst day ever, and I did not want anything else to happen. I rushed to my computer, opened up my e-mail, and went directly to the deleted e-mail folder. I opened up the letter and reread the words: "Send ten copies of this e-mail to your friends, and you will have good luck for a year." I put on my reading glasses and began scrolling through my list of e-mail contacts. They could take their chances, but I was not going to have any more bad luck!

Adopted from

https://ngl.cengage.com/assets/downloads/greatwi_pro0000000335/gw4_unit2.pdf

Homework: Narrative Essay Writing

Adopted from

https://ngl.cengage.com/assets/downloads/greatwi_pro0000000335/gw4_unit2.pdf

Use the following guidelines to help you write your narrative essay.

1. Write a narrative essay about something that you did for your first time in your life. Use many details to make the story come alive for the reader.
2. Use an interesting hook.
3. Be sure to tell the reader what you learned at the end of your story. How has your life changed now?
4. Your title should be: "My First _____"
5. Your essay must be 4 paragraphs (Intro, Body Paragraphs x 2, Conclusion).

1	
2	

3

4

 Conclusion:

The teacher asks a few questions to check students' understanding of the lesson content and encourages class interaction.

8. References:

How to Write a Narrative Essay. (2024). Retrieved from

https://oxford.co.za/wpcontent/uploads/2024/04/Grade_8_English_FAL_Lets_Practise_How_to_write_a_narrative_essay.pdf?srsltid=AfmBOorrcEgYiqAxzJVqv2fm5HtEbCtH9_C8Fu1BROEmhqEST7D8z1t

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Lesson 10: Descriptive Essays

Lesson Objectives:

By the end of this lesson, students will be able to:

- Identify the characteristics of a descriptive essay.
- Analyze a sample descriptive essay.
- Write a complete descriptive essay.

Lesson Plan

1. A Descriptive Essay?
2. Characteristics of a Descriptive Essay
 - 2.1. Sensory Words
 - 2.2. Strong Verbs
 - 2.3. Adjectives
 - 2.4. Comparisons
 - 2.5. Impressions
 - 2.6. Use of Details
3. Descriptive Essay Structure
4. Exercices
5. References

Warm-up:

Students describe a famous place/person using strong verbs, nouns and adjectives. They discuss elements that make descriptions vivid and interesting.

Introduction:

The teacher explains the structure of a descriptive essay and highlights the importance of using sensory details in creating clear imagery. Students analyze a sample descriptive essay to identify its language and organizational structure.

1. A Descriptive Essay?

A descriptive essay focuses on a specific topic or story and uses vivid details that appeal to the five senses. Its purpose is to immerse readers in the scene and make them feel as if they are experiencing it themselves. When writing a descriptive essay, writers might choose a person, place, event, object, or experience and describe it using rich sensory details.

2. Characteristics of a Descriptive Essay:

Descriptive writing makes ideas vivid, allowing readers to see, hear, smell, taste, or feel what the writer is describing. It includes:

2.1. Sensory words:

Sensory words are words that describe how we experience the world around us. They relate to our senses (how we see, hear, smell, taste, or feel something).

Sensory Description				
Sight (seeing)	Hearing (listening)	Smell (smelling)	Taste (tasting)	Touch (feeling)
What do you see?	What do you hear?	What do you smell?	How does it taste?	What do you feel?

Examples

-  A moldy block of cheese may smell putrid, or an Asian dish might taste salty, spicy, and sweet.
-  The beach looks bright, smells salty, tastes briny, feels sandy, and waves crash loudly.
-  The flower looks pink, smells sweet, tastes light in the air, feels soft, and rustles gently.

2.2. Strong Verbs:

A strong verb replaces the verbs be, is, was, been, being, were, has, have, having, had, by changing the noun or adjective in the same sentence.

Example 1

Weaker: The committee **is** careful to choose candidates who have strong leadership skills.

Stronger: The committee **chooses** candidates with strong leadership skills.

The first sentence emphasizes the care the committee takes when selecting candidates. However, unless you want to stress that careful process, the second sentence communicates the main idea more directly and forcefully. In most cases, being concise makes writing clearer and more powerful.

Example 2

Weaker: The manager **is** responsible for making sure that all reports are completed on time.

Stronger: The manager **ensures** all reports are completed on time.

Both sentences express the same idea. However, the second sentence is clearer and more direct. The verb *ensures* is stronger and more active than the phrase *is responsible for making sure*, which is longer and less direct. The stronger sentence removes unnecessary words and makes the manager's action clear.

Example 3

Weaker: The crowd **was** loud during the concert.

Stronger: The crowd **roared** during the concert.

The verb in the second sentence, *roared*, sounds more vivid and energetic than the verb in the first, *was*. The word *roared* clearly shows the action of the crowd, while *was* only describes a state of being.

Note 1:

The verbs “to be” and “to have” may hide in the forms listed below. Any time you use one of these verbs (Be, Is, Are, Was, Been, Being, Were, Has, Have, Having, Had) ask yourself if the sentence should be rewritten.

2.2.1. Some strong/active verbs:**What to use instead of Said?**

Muttered/Screamed/
Mumbled/Roared/Howled
Yelled/ Shouted/ Grumbled
Whispered/Barked/Bellowed
Squealed/Spluttered

What to use instead of Saw?

Viewed/Focused/Examined
Spied/Spotted/Glimpsed
Witnessed/ Observed/Peered
Stared/Glared/Peeped

What to use instead of walked?

Strolled/Strutted/Staggered
Swerved/Darted/Browsed
Dived/Stomped/Sauntered
Hurried/Raced/Rushed

2.3. Adjectives:

Powerful adjectives are used to improve a piece of writing by making it vivid and interesting.

Some powerful/strong adjectives:

What to use instead of Good!

Excellent/Superb/Outstanding
Fine/Excellent/wonderful
Amazing/Marvelous/Splendid

What to use instead of Bad!

Unpleasant/Evil/Wicked
Horrible/Awful/Terrible
Dreadful/Dangerous/ Flawed

What to use instead of Happy!**Joyful/Glad/Satisfied/Pleased****Delighted/Blissful/Ecstatic****Content/Excited/ Elated****What to use instead of Sad!****Unhappy/Sorrowful/Downcast****Miserable/Dejected/Melancholy****Gloomy/Dismal/Depressed****2.4. Comparisons:**

A descriptive essay often uses **similes** (direct comparisons using “like” or “as”), **metaphors** (indirect comparisons without “like” or “as”), and **personification** (giving human qualities to nonliving things)

2.4.1. Similes:

- The wind howled **like a wolf** in the night.
- Her eyes sparkled **like stars** in the sky.
- The baby slept **as peacefully as an angel**.
- The classroom was **as quiet as a library**.
- The rain fell **like tiny silver needles**.

2.4.2. Metaphors

- Her mind **is a steel trap**.
- The city **is a jungle** at night.
- His words **were daggers** to her heart.
- The world **is a stage**.
- My backpack **is a brick** on my shoulders.
- The test **was a mountain** I had to climb.
- Her laughter **was music** in the quiet room.
- The internet **is a vast ocean** of information.

2.4.3. Personification

- The wind **whispered** through the trees.

- The sun **smiled down** on us.
- The old house **groaned** in the storm.
- The flowers **danced** in the breeze.
- The alarm clock **screamed** at me in the morning.

2.5. Impressions:

Impressions are attitudes or moods that serve the writer's description. They help convey the author's main perspective. Through impressions, writers can express feelings such as awe, inspiration, anger, or disapproval.

Examples

- The abandoned house filled me with a deep sense of unease and mystery.
(*fear/uneasiness*)
- Standing at the mountain's peak left me in awe of nature's power and beauty.
(*awe/inspiration*)
- The crowded city streets made me feel overwhelmed and restless. (*frustration*)
- My grandmother's kitchen always wrapped me in comfort and warmth.
(*comfort/affection*)

2.6. Use of Details:

Details describe what something looks like, sounds like, feels like, tastes like, or smells like. Writers can use **nouns, adjectives, adverbs, and verbs** to add these details. Specific details make the writing more engaging. Details help readers form a mental picture of what is being described.

General Sentences	Sentences with Specific Details
The cake was good.	The chocolate cake was moist, rich, and topped with creamy frosting.
He saw a bird.	He saw a bright red cardinal perched on a snowy branch.

The room was messy.	The room was cluttered with scattered clothes, empty cups, and stacks of books.
She ran down the street.	She sprinted down the street, her ponytail bouncing and shoes slapping the pavement.
The dog barked.	The small brown dog barked loudly, its tail wagging furiously.
He ate lunch.	He ate a crunchy chicken sandwich with fresh lettuce and ripe tomatoes.
The sky looked nice.	The sky glowed with pink and orange streaks as the sun set behind the hills.
The music was loud.	The rock music blared through the speakers, shaking the windows of the house.

3. Descriptive Essay Structure:

Consider this descriptive essay:

Summer Escape
My family has always looked forward to leaving Florida during the torrid summer months. It is a tremendous relief to get out of the heated hustle and bustle of summer living in Florida. Each summer, we follow the yellow brick road to our hometown in upstate New York. As we drive through state after state, it becomes apparent that the world around us is changing. In South Carolina, we already begin to notice changes. The trees appear to be touchable, offering soft, plush leaves which sway in the breeze, and the grass actually invites us to share its place rather than scaring us away with mounds of intruding fire ants. As each state brings new surroundings, our anticipation builds, and home seems closer all the time. Leaving the flatlands and entering an area where we are suddenly surrounded by hills of purple and blue are by far the most awakening moments. Virginia and Pennsylvania offer brilliant scenery with majestic hills and checkerboard farmlands. As we descend through the curves and winds of the northern region of the United States,

home is now very close: we are almost there. Suddenly, we have driven from wide-open flatlands **to a narrow, winding road surrounded by hillsides of stone and trees. Around every curve, orange and black tiger lilies claim their place in the world as they push themselves out toward the car, waving hello and flashing their mysterious black spots toward us as we drive by.**

The journey home is almost complete. **As we begin our final descent** through the state of Pennsylvania into upstate New York, the surroundings become comfortably familiar. Before long, we are welcomed by **a sign that reads "Waverly, 18 miles"** and the familiar fields of **grazing cattle**. Through the last stretch of Pennsylvania, the bursting foliage seems **to envelop us and carry us over the hills like a carriage created by nature.**

It is at this point that our family, even the youngest member, knows that our vacation in New York is about to begin. Our eldest son has joked for years that he can **"smell" Grandma's apple pie** already. Approximately fifteen minutes pass and as our vehicle takes us over the final crest, we see **the smoke stack from the local factory** as we cross the border of Pennsylvania and New York and are aware of our surroundings. A couple of turns later, we are there. **We have reached our destination; we are home.**

Adopted from

http://estem10.21pstem.org/G.10_%20Core%20Units/Unit%2017_Final/CD%20Final%20Link%20for%20Publishing/story_content/external_files/Unit%2017_Synthesizing%20Knowledge.pdf

In the introductory paragraph, the writer sets the stage where the action happened, when it happened, and to whom it happened. In the first body paragraph, the writer provides details to help the reader visualize the situation. In the second body paragraph, the writer uses details, especially adjectives. The writer makes use of figurative language (personification - flowers "waving hello"). In the third body paragraph, the Writer continues to appeal to readers' senses with visually descriptive words. Figurative language is employed through the use of a simile, such as "like a carriage created by nature." In the concluding paragraph, the writer reinforces another sense (smell) and uses words to indicate closing ("final crest"). The essay ends with strong concluding sentence.

Note how the writer creates images for the reader (bold type) by appealing to the senses.

Practice1: Reread the essay and complete the table:

Device	Example from essay	Explanation
Personification		
Metaphor		
Simile		
Imagery		

Questions:

1. Which sense is used most often? Why do you think the author focused on that sense?

The sense used most often in the essay is **sight**.

2. Throughout the passage, the author gives many vivid visual details, such as:

- ✚ “hills of purple and blue”
- ✚ “checkerboard farmlands”
- ✚ “orange and black tiger lilies”
- ✚ “hillsides of stone and trees”
- ✚ “familiar fields of grazing cattle”
- ✚ bursting foliage”
- ✚ “the smoke stack from the local factory”

These strong visual images help to visualize the journey from Florida to New York.

The author focused on the sense of sight because the essay describes a road trip. When traveling, especially by car, people mainly experience the world visually. By emphasizing sight, the author helps readers feel as if they are riding along and experiencing the beauty of nature themselves.

The sense of **smell** is mentioned, but it is used much less often than sight.

The main example is:

- The eldest son saying he can “**smell Grandma’s apple pie already.**”

This is a powerful moment because:

- It signals that they are almost home.

- It connects the journey to comfort, family, and tradition.
- It adds an emotional layer to the description.

Unlike sight, which describes the changing landscapes throughout the trip, smell is used at a key emotional turning point. The mention of apple pie symbolizes warmth, home, and love. Even though it appears only once, it has a strong impact because scent is closely connected to memory and emotion.

4. Exercises

Exercise 1 Adopted from

<https://hawallielblog.wordpress.com/wp-content/uploads/2018/11/descriptive-writing-workshop-by-jabriya-sec-school.pdf>

Rewrite each sentence to make the main verb stronger.

1. Mark Johnson **is the manager** of the local bookstore.

2. Susan Lee **was the founder** of a community recycling program.

3. The children **were excited** about the school field trip.

4. On the lake, there **is** a massive splash as a fish jumps into the air.

5. Robert Garcia **is the owner** of three restaurants downtown.

6. The river **was moving** slowly through the valley.

7. The chef **is preparing** dinner for the guests.

8. The hikers **were walking** along the trail.

Exercise 2

Look at the pictures and try to write between three to five sentences.





Exercise 3 Adopted from

<https://hawallietblog.wordpress.com/wp-content/uploads/2018/11/descriptive-writing-workshop-by-jabriya-sec-school.pdf>

Rewrite each sentence to make it more detailed and descriptive. The first one is done for you.

1. The man went for a walk

The old man put his heavy coat, lashed his black dog, grabbed a flashlight and a poop bag, and went out into the cold for a walk.

2. The teacher spoke to the class.
-
-

3. The woman entered the store.
-
-

4. The boy ate breakfast.
-
-

5. The car drove down the street.
-
-

Exercise 4 Adopted from

<https://hawallielblog.wordpress.com/wp-content/uploads/2018/11/descriptive-writing-workshop-by-jabriya-sec-school.pdf>

Read the sentences and think about how you could describe the underlined nouns. Rewrite the sentences using a sensory adjective for each noun. Use adjectives from word bank.

Sight:	smooth	fluffy	sharp	thick	furry	bulky
Sound:	quiet	snoring	slamming	crying	hissing	crunching
Smell:	acidic	fruity	perfumed	rotten	scented	fresh
Touch:	hairy	soft	warm	damp	pointed	rocky
Taste:	bitter	sour	spicy	tangy	rich	raw

Example:

The dog sat on the pillow.

The **fluffy** dig sat on the **soft** pillow.

1. Caitlyn rode her bike through the grass.

-
2. Reece ate cookies from the bag.

-
3. The raccoons were pawing through the garbage.

-
4. Chris sat on the bench eating popcorn.
-

Exercise 5

Reread the previous essay on page 111-112 then complete the outline below using information from the text. Use full sentences or detailed phrases.

I. Introduction

1. Where does the family live during the summer?

2. Why do they leave?

3. What is the main idea (central focus) of the essay?

II. Body Paragraph 1 – The Journey Begins

1. What changes do they begin to notice in South Carolina?

2. Describe two details about the trees or grass.

3. How does the author show that anticipation is building?

III. Body Paragraph 2 – Entering the Northern States

1. What happens when they leave the flatlands?

2. What states are mentioned in this section?

3. Describe the hills and farmlands.

4. What example of personification is used with the tiger lilies?

IV. Body Paragraph 3 – Almost Home

8. What sign shows they are close to home?

9. What details make the setting feel familiar?

10. What sensory detail involving smell is mentioned?

11. What final image shows they have arrived?

V. Conclusion

1. How does the journey end?

2. What emotions does the family feel at the end?

3. What does “home” seem to represent in this essay?

Homework: Descriptive Essay Writing

Write a descriptive essay about a main character from a story (real or imagined).

Instructions:

- Include a clear thesis statement in your introduction.
- Describe the character’s mood and personality.
- Use **descriptive language**, especially **nouns and adjectives**, to create vivid images.
- Make sure your descriptions support your main idea.
- Structure your essay with an introduction, main body paragraphs, and a conclusion.

Conclusion:

The teacher asks a few questions to check students’ understanding and encourages them to interact by producing some descriptive words.

5. References

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Lesson 11: Cause and Effect Essays

Lesson Objectives:

By the end of this lesson, students will be able to:

- Recognize a cause-and-effect essay and explain its purpose in academic writing.
- Develop an effective thesis statement for a cause-and-effect essay.
- Identify the main patterns of organization used in cause-and-effect essays.
- Distinguish between block organization and chain organization.

Lesson Plan:

1. Definition of a Cause and Effect Essay
2. Developing a Thesis Statement
3. Patterns of Organization
 - 3.1. Block Organization
 - 3.2. Chain Organization
4. Connectors and Transitions
5. Sentence Fragments
6. Techniques to Avoid Sentence Fragments
7. Exercises
8. References

Warm up:

Students discuss the causes of a familiar problem and the effects that result from it. They share ideas and examples to understand how one cause can produce different effects.

Introduction:

The teacher explains the structure of a cause-and-effect essay and how causes and effects are interconnected. Students examine a sample essay to identify cause-and-effect relationships.

1. Definition of a cause and Effect Essay:

A cause-and-effect essay is a form of writing that examines the relationship between events by explaining why something happens (causes) and what results from it (effects). It helps readers understand how and why different causes and effects are connected.

In a cause-and-effect essay, it is crucial to understand how causes and effects are connected. One cause can produce multiple effects, and one effect can result from multiple causes.



2. Developing a Thesis Statement

When writing a thesis statement, make sure it clearly represents the relationship between the specific causes or effects you will discuss. The thesis should inform readers about three main elements: the topic you will examine, the position you will take, and whether your focus is on causes, effects, or both. It may also suggest, either directly or indirectly, which cause or effect you consider the most significant and the order in which you will present your ideas.

3. Patterns of Organization

A cause-and-effect essay can be organized in two main ways: block organization and chain organization.

3.1. Block Organization

In block organization, a short paragraph often separates one major section from another. This paragraph is called a transition paragraph. Its purpose is to end one section and introduce the next one. Writing a transition paragraph is not always necessary, but it is useful when the topic is long or complex.

For instance, an essay about global warming may have several paragraphs explaining the causes and several paragraphs discussing the effects, with a transition paragraph placed between these two sections.

Essays that focus mainly on causes or mainly on effects may also include a transition paragraph between different groups of causes or effects. For example, a transition paragraph could separate the personal effects of increased life expectancy from its economic effects.

In general, a block cause-and-effect essay can follow several different patterns. Some common possibilities are presented below:

Block organisation structures	
(A)	(B)
Introduction	Introduction
First cause	First cause
Second cause	Transition paragraph
Third cause	Second cause
Transition paragraph	Third cause
First effect	Fourth cause
Second effect	Effects
Conclusion	conclusion
(C)	(D)
Introduction	Introduction
Effects	First effect
Transition paragraph	Second effect
First cause	Third effect
Second cause	Fourth effect
Third cause	conclusion
conclusion	

(Adopted from: Oshima & Hogue, 2006, p. 98)

Here is a model cause-and-effect essay that follows the block organization structure (D)

The Effects of Air Pollution
Air pollution has become a serious problem in many cities around the world. It is mainly caused by factories, cars, and the burning of fossil fuels. Although people often ignore it, air pollution has many harmful effects on human health and the environment. The first effect of air pollution is serious health problems. Polluted air contains harmful gases and particles that can cause respiratory diseases such as asthma and bronchitis. Many

people, especially children and the elderly, suffer from breathing difficulties because of poor air quality.

The second effect is **environmental damage**. Air pollution can harm plants, animals, and ecosystems. For example, polluted air can lead to acid rain, which damages forests, soil, and water sources.

The third effect is **climate change**. Pollutants such as carbon dioxide trap heat in the atmosphere and increase global temperatures. As a result, the Earth experiences rising sea levels, extreme weather, and melting ice in polar regions.

The fourth effect is **reduced quality of life**. People living in polluted areas often experience discomfort, limited outdoor activities, and an increased risk of illness. This affects their daily lives and overall well-being.

In conclusion, air pollution has several serious effects on health, the environment, the climate, and people's quality of life. Therefore, governments and individuals must take action to reduce pollution and protect the planet for future generations.

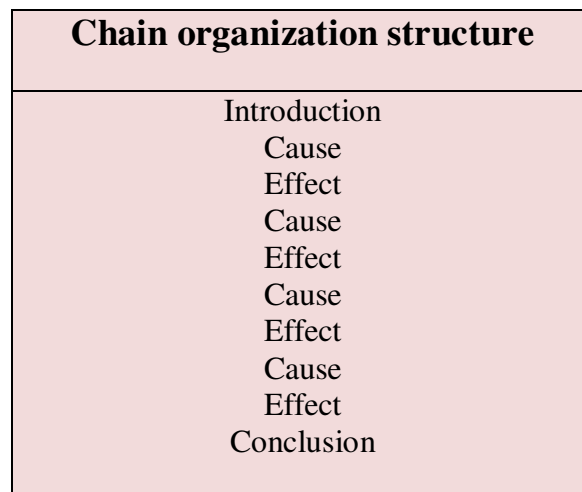
World Health Organization (WHO), United States Environmental Protection Agency (EPA), and NASA Climate Change resources.

3.2. Chain Organization

Another organizational pattern for writing about causes and effects is chain organization. In this pattern, causes and effects are tied in a continuous chain. One event leads to a second event, which in turn causes a third event, then a fourth, and so on. Each cause-and-effect pair acts as a link in the chain, showing how events are connected in a logical sequence.

Depending on the complexity of each link, you can dedicate an entire paragraph to a single link, include several links in one paragraph, or even describe the entire chain within a single paragraph. Chain organization is often more effective than block organization when the causes and effects are closely connected and cannot be clearly separated.

-Look at the following diagram:



(Adopted from: Oshima & Hogue, 2006, p. 99)

-Below is a model cause-and-effect essay that follows the chain organization structure:

The Consequences of Excessive Smartphone Use Among Teenagers
Smartphones have become an integral part of modern life, especially for teenagers. While they offer convenience, communication, and entertainment, excessive use of smartphones can trigger a chain of negative effects that affect health, academics, and social life. Understanding this chain is important for both teens and parents to reduce potential harm. One cause of smartphone overuse is <u>spending excessive hours on social media and mobile games (cause)</u>. Many teenagers feel the need to check notifications constantly, scroll through feeds, and compete for likes or followers. <u>As a result, their sleep patterns are seriously disrupted (effect)</u>. Many teens stay up late into the night using their phones, which reduces the amount and quality of their sleep. Lack of sleep can make it difficult to concentrate in class, retain information, and perform well academically. Over time, chronic sleep deprivation can also weaken the immune system and increase irritability. Another cause is <u>constant exposure to notifications, messages, and online interactions (cause)</u>. Teens often feel pressure to respond immediately to texts, comments, and app notifications. <u>Consequently, they experience higher levels of stress and anxiety</u>

(effect) as the brain is kept in a continuous state of alert. Studies have shown that this constant stimulation can affect mental health, making teens more prone to mood swings, depression, and social insecurity. The fear of missing out, or FOMO, adds to this psychological pressure, creating a cycle where teens cannot disconnect from their devices even for short periods.

A third cause is **overreliance on smartphones for learning and communication** **(cause)**. Many teenagers use phones to search for answers, read news, or interact online instead of engaging in critical thinking or face-to-face conversations. **This leads to weakened social skills and reduced academic performance** **(effect)** as they spend less time practicing communication in real-life situations or focusing on schoolwork. Teens may struggle with problem-solving, team projects, and expressing their ideas effectively, which can have long-term effects on both their education and personal development.

Finally, **the addictive design of apps and games encourages prolonged use without breaks** **(cause)**. Features like endless scrolling, rewards, and notifications are intentionally designed to keep users engaged. **This can result in physical health problems** **(effect)**, such as eye strain, headaches, neck and back pain, and poor posture. Over time, these physical issues can compound, making teens more sedentary and increasing the risk of obesity or other health-related concerns. Additionally, the combination of poor posture and lack of exercise can affect overall well-being and energy levels, reinforcing the negative effects of excessive smartphone use.

In conclusion, **excessive smartphone use among teenagers sets off a chain of interconnected effects**. Starting with social media and gaming, it disrupts sleep, increases stress and anxiety, weakens social and academic skills, and leads to physical health problems. Recognizing this chain of causes and effects emphasizes the need for balanced smartphone use, parental guidance, and healthy daily routines. By addressing the causes early, teens can enjoy the benefits of technology while avoiding its harmful consequences.

Adopted from

<https://fr.scribd.com/document/609924901/SCL-09-212945>

4. Connectors and Transitions

Connectors and transitions for cause and effect are words and phrases used to show the relationship between an action (cause) and the result it produces (effect). They help to understand why something happens (cause) and what happens because of it (effect).

The following table provides common cause-and-effect connectors.

Transitions and Connectors for Cause and Effect			
Expressing Cause	Expressing Effect	Emphasizing the Result	Expressing Conditional Cause
because since as due to because of as a result of as a consequence of in view of resulting from	So Therefore thus hence as a result consequently as a consequence accordingly for this reason which leads to which results in which causes thereby	This means that The result is that The outcome is that One effect of this is Another consequence is	if ... then unless provided that as long as otherwise

5. Sentence Fragments

A sentence fragment is an incomplete sentence that does not express a complete thought. In a cause and effect essay, fragments can make your ideas unclear and confuse readers about the relationship between causes and effects.

Examples:

✗ Because the students studied hard. (It introduces a cause but doesn't tell the effect).

✓ Because the students studied hard, they scored high on the exam.

✗ Resulting in poor health and low energy. (It's a phrase, not a full sentence. It doesn't say who or what is affected).

✓ Poor diet and lack of exercise result in poor health and low energy.

6. Techniques to Avoid Sentence Fragments

-  **Check for a subject and verb:** Every sentence must have a subject (who/what) and a verb (action).
-  **Complete the thought:** Make sure the sentence expresses a full idea, especially linking cause and effect.
-  **Combine fragments:** If you have a dependent clause, connect it to a main clause.
-  In cause and effect essays, always clearly connect **causes** to **effects** in a complete sentence to avoid fragments.

Note 1:

In cause and effect essays, always connect **causes** to **effects** in a complete sentence to avoid fragments.

7. Exercises

Exercise 1

Write a strong thesis statement for each topic.

1. The impact of social media on teenagers' mental health

2. The benefits of renewable energy sources

3. The effects of fast food on public health

4. The importance of learning a second language

5. The influence of video games on child development

Exercise 2

Write (C) on the line next to complete sentences. Write (F) if there is a fragment and circle the fragment.

- _____ 1. Because of the students' hard work, the school science fair was a huge success.
- _____ 2. Resulting in several students missing their morning classes.
- _____ 3. The city built a new park last summer, providing a place for families to relax.
- _____ 4. Even though the internet offers endless information.
- _____ 5. Many people adopted healthier eating habits during the pandemic.
- _____ 6. Because the river flooded, several homes were damaged.
- _____ 7. Leading to many students missing school that week.
- _____ 8. The new recycling program helped reduce waste in the city.
- _____ 9. Although many people support the law.
- _____ 10. Causing a delay in the delivery of packages.

Exercise 3

Read the following topics. Put a check mark (✓) next to the topics that are good for a cause-and-effect essay.

- _____ 1. The impact of technology on family relationships
- _____ 2. The differences between public and private schools
- _____ 3. explaining dietary guidelines for children
- _____ 4. How to bake a chocolate cake
- _____ 5. why the birth rate is falling in many countries

Exercise 4 (Adopted from: Oshima & Hogue, 2006, p.101)

Underline the part of the sentence that states a cause and circle the word that introduces the cause.

1. The city experienced severe traffic congestion because the new construction project reduced the number of available lanes during rush hour.
2. She decided to change her career path since the stressful work environment had begun to affect her physical and mental health.
3. Many coastal towns are experiencing flooding as a result of rising sea levels caused by global climate change.
4. The conference was postponed due to several key speakers being unable to attend because of travel restrictions.
5. Students often struggle to meet deadlines because they underestimate the amount of research and preparation required for complex assignments.

Exercise 5 Adopted from

https://www.eltnl.com/assets/downloads/greatwi_pro0000000335/gw5_unit6.pdf

Follow these steps in the writing process to write a cause-effect essay.

Step 1: choose a topic for your essay. Choose a topic for which you can develop three causes of one effect or three effects from one cause.

Step 2: A) Use the chart to brainstorm a list of possible causes and effects for your topic.

Topic: _____	
Causes: _____	Effects: _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B) Now carefully consider the causes and effects. If you have identified more causes, organize your essay by discussing the causes and explaining their main result. If you have identified more effects, organize your essay by explaining one main cause and describing its various results.

Step 3: Prepare a simple outline of your essay. Focus either on causes or on effects.

Title: _____

I. Introduction _____

A. Hook: _____

B. Connecting information: _____

C. Thesis statement: _____

II. Body Paragraph 1 (Cause 1 or Effect 1): _____

A. _____

B. _____

III. Body Paragraph 2 (Cause 2 or Effect 2): _____

A. _____

B. _____

IV. Body Paragraph 3 (Cause 3 or Effect 3): _____

A. _____

B. _____

V. Conclusion: _____

Step 4: Use the information from Steps 1–3 to write the first draft of your cause-effect essay.

Step 5: Exchange your draft with a partner. Read your partner's first draft and try to comment on his/her writing. Be sure to offer positive suggestions and comments

Step 6: Read your partner's comments. Identify places where you should make revisions? List the improvements you plan to make.

Now, use the information from the previous steps to write your final essay. You may need several drafts to express your ideas clearly. Keep revising until you produce a good essay and be sure to proofread several times before you submit.

Exercise 6 Adopted from

https://www.eltnl.com/assets/downloads/greatwi_pro0000000335/gw5_unit6.pdf

Read the essay then answer the questions.

Happiness

(1) What makes a person happy? 1 (If /So) people want to be happy— and few people proclaim their desire to be sad—should they seek money and professional success? Many experts in fields such as sociology, psychology, and public policy are attempting to answer this seemingly simple question of what makes people happy and how communities, social organizations, and employers can facilitate happiness by implementing a few simple strategies. In this new field of happiness studies, some intriguing answers are beginning to emerge about what makes people happy. Surprisingly, they support the longstanding hypothesis that money cannot buy happiness.

(2) One of the chief obstacles to happiness is referred to as social comparison. When people compare themselves to other people, they prefer to see themselves as in some way superior. In an experiment, social scientists asked whether people would prefer earning \$50,000 per year while their peers earned \$25,000 per year, or whether they would prefer earning \$100,000 per year while their peers averaged \$250,000 per year. Even though people would earn more in the latter scenario, most chose the former as a consequence of their desire to see themselves as more successful than others (Layard, 2005). 2 (In addition/Thus), a simple way to increase happiness is for people to reject the urge to compare themselves to others based on their finances and to live within their means.

(3) 3(Another/Other) way to increase people's sense of personal happiness is for them to be true to themselves and keep their personal sense of integrity. While this advice may seem rather trite, people who respect and follow their authentic desires generally report being

happier than people who do not. As Martin (2012) explains, “At its core, authenticity implies discovering and pursuing what we care about most deeply.” He further explains the reciprocal relationship between happiness and authenticity: “As much as authenticity contributes to the pursuit of happiness, then, happiness in turn contributes to identifying our authentic selves” (p. 55). When people limit their personal desires 4 (in order/in spite) to obtain certain goals, they may achieve greater financial success but actually end up unhappier.

(4) 5 (Finally/Therefore), sometimes people benefit from social rules that encourage them to improve their lives, even when these laws cost more money. While few people enjoy paying taxes, some taxes make people happier 6 (although/ because) they improve the overall quality of people’s lives. In their study of smoking and cigarette taxes, Gruber and Mullainathan (2006) conclude that “taxes may affect the happiness of former smokers (by making it easier to resist the temptation to resume smoking) or prospective smokers (by making it easier to never start smoking in the first place)” (p. 139). This example demonstrates how a society’s rules can 7 (cause/lead) to the general happiness of its populations, even through the apparently negative practice of increased taxation. Taxes also contribute to the funds available for other social purposes, which prove further justification for their use.

(5) These are merely three ways that scholars of happiness studies have determined that people can employ to enhance their personal happiness. People should avoid comparing themselves to others financially. They should seek to live as their authentic selves in their personal and professional lives. 8 (Furthermore/In contrast), they should welcome rules, laws, and even taxes that increase the general happiness of the population. Everyone says they want to be happy, and happiness studies are helping people learn how to lead happier lives rather than to passively expect happiness to find them.

Adopted from

https://www.eltnl.com/assets/downloads/greatwi_pro0000000335/gw5_unit6.pdf

Questions:

1. What is the thesis statement of the essay? Write it in your own words.
2. Does the thesis focus more on causes of happiness, effects of happiness, or both? Explain.
3. What hypothesis about money and happiness does the essay challenge or support?

4. How does paragraph 5 restate or reinforce the thesis?
5. What example is used in paragraph 2 to explain social comparison?
6. What study is mentioned in paragraph 4? What does it show?
7. Which paragraph includes statistical or research-based evidence?
8. What is the effect of limiting personal desires for financial success?
9. How can taxes increase happiness?
10. Identify two cause-and-effect relationships in the essay.
11. Do you agree that money cannot buy happiness? Why or why not?
12. Which of the three strategies for happiness do you think is most important? Explain.
13. Choose the correct connectors from the options given in the essay (1–8) and explain your choices.

Homework: Cause and Effect Essay Writing

Choose **one** of the suggested topics and write an essay that discusses it in terms of cause and effect. Use either block or chain organization or a combination of both.

- | | |
|-----------------------|--|
| -High school dropouts | - Causes and effects of traffic congestion in cities |
| -Global warming | -The impact of pollution on human health |

Instructions:

- Introduce the topic in your introduction.
- Explain the main **causes** and/or **effects**.
- Use clear linking words (because, therefore, as a result, etc.) to connect your ideas.
- Use relevant details or examples.
- Structure your essay with an introduction, main body paragraphs, and a conclusion.

Conclusion:

The teacher asks a few questions to check students' understanding and encourages them to interact by providing some examples to refresh class discussion.

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Lesson 12: Comparison and Contrast Essays

Lesson Objectives:

By the end of this lesson, students will be able to:

- Understand the purpose and structure of a comparison and contrast essay.
- Recognize patterns of organization used in comparison and contrast writing.
- Differentiate between the block method and the point-by-point method, and apply each appropriately.

Lesson Plan:

1. A Comparison and Contrast Essay
2. Thesis Statement
3. Patterns of Organization
 - 3.1. Block Method
 - 3.2. Point-by-point Method
4. Transitions for Comparison and Contrast
5. Compare and Contrast Essay Outline
6. Exercises
7. References

Warm-up:

Students discuss two familiar subjects and identify some similarities and differences between them. They share ideas to understand how comparison makes ideas more organized.

Introduction:

The teacher explains the structure of a comparison and contrast essay by demonstrating how ideas can be organized. Students examine a sample essay to identify techniques of comparison.

1. A Comparison and Contrast Essay

It analyzes the similarities (comparison) and differences (contrast) between two or more subjects. The goal is to help readers understand the subjects more clearly by examining how they are alike and how they differ.

The aim of comparison is to show how people, places, things, or ideas are similar, while contrast focuses on showing how they are different. For instance, in a computer science course, you might be asked to compare two programming languages. In a history course, a teacher may ask you to examine the similarities and differences between two historical figures or events. In a literature class, you may need to compare two novels or analyze two characters from a play.

Comparison and contrast can be used separately by focusing only on similarities or only on differences, or together by discussing both. This type of essay helps demonstrate your understanding of two topics while also exploring the relationship between them.

2. Thesis Statement

In a comparison and contrast essay, a strong thesis clearly shows whether you are comparing, contrasting, or doing both. It explains why the comparison matters. For example, although online and traditional classrooms both aim to educate students, they differ in learning pace, interaction styles, and accessibility, highlighting why choosing the right learning environment is important.

3. Patterns of organization

There are two main ways to organize a comparison and contrast essay:

3.1. Block Method

The block method organizes the essay by discussing one topic before moving to the other one. First, the writer explains all the important points about the first topic, and then all the points about the second topic. After presenting both topics separately, the reader can understand their similarities and differences. The block method is structured as follows:

- Introduction and Thesis Statement
- Section 1: Analyze all major points with evidence and explanation.

- Section 2: Mirror the points from Section 1 for the second subject.
- Conclusion: Summarize key findings and explain the overall significance of the comparison.

Consider this:

Thesis Statement: There are two main differences between backpacking and staying in hotels; cost and safety.

1st Body: Backpacking

1. Cost
2. Safety

2nd Body: Staying in a Hotel

1. Cost
2. Safety

Conclusion: there are differences in cost and safety between backpacking and staying in hotels.

The following sample shows essay organization:

Essay 01

Backpacking or Staying in Hotels!

Traveling is a hobby which many people now enjoy. It is a hobby which is becoming more and more popular as opportunities for travel become greater. These days there are several ways to travel around the world; two of the most common are backpacking and staying in hotels. **There are two main differences between backpacking and staying in hotels; cost and safety.**

First, backpacking is quite different from staying in hotels regarding costs and safety. To begin with, backpacking has been popular for many years with young people who do not have a lot of money to spend on traveling. By backpacking people can save a lot of money and see many more places than if they spent the same money staying in a hotel. Furthermore, as backpackers will need to sleep in a hostel or outside in a tent while backpacking, there will always be an issue of safety and security because backpackers sleep in the same area as other people, many of whom they do not know.

Second, staying in hotels, on the other hand, differs from backpacking in terms of cost and safety. Unlike backpacking, staying in hotels requires a lot more money. Hotels are one of the most comfortable ways of traveling, **but only** if you have enough money. By staying at a hotel people will spend much more money than they would spend in a hostel. **In addition,** a hotel provides a higher level of security to the traveler. Hotels require specific security details **such as** flight, credit cards or passport numbers to ensure the correct identification of their customers.

In brief, there are differences in cost and safety between backpacking and staying in hotels. The world is a much smaller place than it used to be, many people have the opportunity to travel and they have many ways in which to travel. People should consider their budget and take responsibility for their own safety and go out and see the world.

Adapted from: <https://writing.itu.edu.tr/cc1.pdf>

In this essay, the **thesis statement** is located at the end of the introduction: *“There are two main differences between backpacking and staying in hotels; cost and safety.”* The **topic sentences** are found at the beginning of each body paragraph: *“First, backpacking is quite different from staying in hotels regarding costs and safety.”* and *“Second, staying in hotels, on the other hand, differs from backpacking in terms of cost and safety.”* The essay also uses several **connectors** to organize ideas and show contrast such as *“First,” “Second,” “To begin with,” “Furthermore,” “on the other hand,” “Unlike,” “In addition,”* and *“In brief.”* These elements work together to clearly structure the comparison and contrast between the two travel styles.

3.2. Point-by-point Method

This method organizes the essay by discussing **one point of comparison at a time for both topics**. Each paragraph focuses on a specific aspect and compares the two topics within that same paragraph. The structure of point-by-point method is as follows:

- Introduction + Thesis
- Introduce both subjects and present a thesis explaining the significance of the comparison.
- Body Paragraph 1: Feature A (Subject 1 vs. Subject 2)

- Compare both subjects using evidence and analysis to show key similarities or differences.
- Body Paragraph 2: Feature B (Subject 1 vs. Subject 2)
- Analyze differences and similarities by providing examples
- Conclusion: Summarize the major similarities and differences and explain what the comparison reveals.

Consider this:

Thesis Statement: American and Turkish fast foods are similar to each other in two main ways, they are both unhealthy and they are both convenient.

1st Body: They are unhealthy.

1. American Fast Food
2. Turkish Fast Food

2nd Body: They are convenient.

1. American Fast Food
2. Turkish Fast Food

Conclusion: American and Turkish fast food are alike in that they are both damaging to health and that they are both convenient.

The following sample shows essay organization:

Essay 02

American Fast Food and Turkish Fast Food

In recent years more and more people are eating more of their food outside of the home. Due to changing work and social lifestyles, many people spend a lot more time in restaurants and cafes. There are many choices of food to eat, but in this country two of the most common are American fast food and Turkish fast food. American and Turkish fast foods are similar to each other in two main ways, they are both unhealthy and they are both convenient.

Firstly, both American and Turkish fast food can be harmful to our health. Both are high in fat, in sugar and in calorie content. Because of this, they can be addictive, often leading to an increase in body weight and in some cases obesity. Moreover, both American and Turkish fast foods are created in factories and are made to have a long shelf life. They

both contain many preservatives **and** chemical additives which have unforeseen effects on bodily health.

Secondly, American and Turkish fast foods are both similar in that they are convenient.

To begin with, **both** are inexpensive. These foods, which will easily fill your stomach, can be bought for the same price as a bowl of soup. In addition, as indicated in the name, both are very ‘fast’. With busy work and social schedules, many people need to eat quickly and often whilst walking, using public transport or driving. Therefore, **not only** American **but also** Turkish fast foods are conveniently quick and easy to eat.

In summary, American and Turkish fast food **are alike in** that they are **both** damaging to health and that they are **both** convenient. In the 21st century fast food is very common and very popular; we must consider the negative impact of these foods on our future as individuals and as a society.

Adapted from: <https://writing.itu.edu.tr/cc1.pdf>

In this essay, the **thesis statement** is located at the end of the introduction: “*American and Turkish fast foods are similar to each other in two main ways, they are both unhealthy and they are both convenient.*” The **topic sentences** are found at the beginning of the body paragraphs: “*Firstly, both American and Turkish fast food can be harmful to our health.*” and “*Secondly, American and Turkish fast foods are both similar in that they are convenient.*” The essay also uses a variety of **connectors** to organize ideas and show addition and emphasis, such as “*Firstly,*” “*Secondly,*” “*Because of this,*” “*Moreover,*” “*To begin with,*” “*In addition,*” “*Therefore,*” “*not only...but also,*” and “*In summary.*” These elements help clearly present the similarities between the two types of fast food.

4. Transitions for Comparison and Contrast

Transitions connect ideas and guide the reader through the essay. They show how ideas are related by highlighting similarities and differences, making writing clearer and more organized. By using appropriate transitions, writers can improve the flow of their sentences and make their arguments easier to understand.

The following table presents the most used transition words for comparison and contrast essays:

Comparison (showing similarity)	Contrast (showing differences)	Comparison & Contrast Phrases
+ Similarly + Similar to + In comparison to + Likewise + In the same way + In addition + Also + Just as + Alike + Equally + Both + not only...but also + Correspondingly	+ However + On the other hand + In contrast + Although + Even though + Whereas + While + Unlike + Nevertheless + On the contrary + Conversely + Otherwise + But + yet	+ On the one hand ... on the other hand + While it is true that ..., it is also true that ... + Although ..., ... + In comparison + In contrast

Essay **01** on page **137-138** uses several transitions to show contrast between backpacking and staying in hotels. The phrase “**is quite different from**” in the first body paragraph signals the difference in costs and safety. The connector “**on the other hand**” in the second body paragraph highlights the opposing characteristics of hotels compared to backpacking, while “**Unlike**” further emphasizes the distinction by pointing out that staying in hotels requires more money. Additionally, “**but**” is used to show a contrast within a single idea, as in “*Hotels are one of the most comfortable ways of traveling, but only if you have enough money.*” These contrast transitions help the reader understand the differences between the two travel styles.

Essay **02** on page **139-140** uses several transitions to show comparison between American and Turkish fast foods. The phrase “**are similar to each other**” in the thesis and topic sentences demonstrates similarity, while the repeated use of “**both**” emphasizes shared qualities throughout the essay, as in “*they are both unhealthy and they are both convenient.*” “**Not only...but also**” highlights that the same characteristic applies to both types of fast food, as seen in “*not only American but also Turkish fast foods.*” Finally, the conclusion employs “**alike in that**” to reinforce the comparison, stating that the two types of fast food are alike in being damaging to health and convenient.

5.Compare and Contrast Essay Outline

a-The block method

I. Introduction

A. Hook_____

B. Introduce points by which both subjects can be examined

C. Thesis_____

II. Body

A. Paragraph 2 – subject 1 (point 1, 2, 3,)

Topic Sentence _____

Supporting details_____

Conclusion Sentence_____

B. Paragraph 3 – subject 2 (point 1, 2, 3)

Topic Sentence_____

Supporting details_____

Conclusion Sentence_____

III. Conclusion

Restate thesis_____

Brief summary of similarities or differences

Closing thoughts_____

b- Point by point method

I. Introduction

A. Hook_____

B. Introduce both subjects and explain the points of comparison or contrast

C. Thesis_____

II. Body

A. Paragraph 2 – Point A (Subject 1 vs. Subject 2)

Topic Sentence _____

Supporting details _____

Conclusion Sentence _____

B. Paragraph 3 – Point B (Subject 1 vs. Subject 2)

Topic Sentence _____

Supporting details _____

Conclusion Sentence _____

III. Conclusion

Restate thesis _____

Brief summary of points of comparison and contrast

Closing thoughts _____

6. Exercises

Exercise 1 Adopted from

https://ngl.cengage.com/assets/downloads/devref_pro0000000156/refining_chapter_8.pdf

For each thesis statement, add additional relevant points of comparison or contrast.

1. It may seem that learning in a classroom and learning online are vastly different, but after taking an online class, I realized that they share several basic features.

a. The syllabus tells you what is expected.

b. It is important to keep up with the reading and assignments.

c. Class participation matters.

d. _____

2. It is true that driving a car offers a lot of personal freedom, but since I sold my car, I have found that public transportation offers me many advantages.

a. Helps me to keep to a schedule.

b. Is less stressful.

c. _____

d. _____

3. While many of the subjects covered in high school and college are the same, the expectations of how students must study are very different.

a. Amount of required reading.

b. _____

c. _____

d. _____

Exercise 2 Adopted from

https://ngl.cengage.com/assets/downloads/devref_pro0000000156/refining_chapter_8.pdf

Complete the sentences with either **on the other hand** or **on the contrary**.

1. New Orleans does not have a harsh winter. _____ , it is quite mild.

2. New Orleans does not have a harsh winter. _____ , its summers are terrible.

3. New Orleans does not have a large population. _____ , it is not a village.

4. Many people think that New Orleans is a large city. _____ , it has quite a small population.

5. New Orleans was not originally settled by the Spanish. _____ , its first European settlers were French.

6. New Orleans is a big seaport. _____ , its manufacturing industry is quite small.

Exercise 3 Adopted from

https://ngl.cengage.com/assets/downloads/devref_pro0000000156/refining_chapter_8.pdf

Read the essay carefully, and then answer the questions that follow.

My Old Neighborhood

1. Several years ago, I returned to Washington, D.C., and visited one of my old neighborhoods. I had not been on Nash Street for more than 20 years and as I walked along the street, my mind was flooded by waves of nostalgia. I saw the old apartment building where I had lived and the playground where I had played. As I viewed these once-familiar surroundings, images of myself as a child there came to mind. However, what I saw and what I remembered were not the same. I sadly realized that the best memories are those left undisturbed.
2. As I remember my old apartment building, it was bright and alive. When I was a child, the apartment building was more than just a place to live. It was a medieval castle, a pirate's den, a space station, or whatever my young mind could imagine. I would steal away with my friends and play in the basement. This was always exciting because it was so cool and dark, and there were so many things there to hide among. Our favorite place to play was the coal bin. We would always use it as our rocket ship because the coal chute could be used as an escape hatch out of the basement into "outer space."
3. All of my memories were not confined to the apartment building, however. I have memories of many adventures outside of the building, also. My mother restricted how far we could go from the apartment building, but this placed no restrictions on our exploring instinct. There was a small branch in back of the building where my friends and I would play. We enjoyed it there because honeysuckles grew there. We would go there to lie in the shade and suck the sweet-smelling honeysuckles. Our biggest thrill in the branch was the day the police caught an alligator there. I did not see the alligator, and I was not there when they caught it, but just the thought of an alligator in the branch was exciting.
4. This is how I remembered the old neighborhood; however, as I said, this is not how it was when I saw it again.
5. Unlike the apartment building I remembered, this one was now rundown and in disrepair. What was once more than a place to live looked hardly worth living in. The court was dirty and broken up, and the windows of the building were all broken out. The once-clean walls were covered with graffiti and other stains. There were no medieval knights or pirates running around the place now, nor spacemen; instead,

there were a few tough looking adolescents who looked much older than their ages.

6. As for the area where I used to play, it was hardly recognizable. The branch was polluted and the honeysuckles had died. Not only were they dead, but they had been trampled to the ground. The branch itself was filled with old bicycles, broken bottles, and garbage. Now, instead of finding something as romantic as an alligator, one would expect to find only rats. The once sweet-smelling area now smelled horrible. The stench from my idyllic haven was heart wrenching.

7. I do not regret having seen my old neighborhood. However, I do not think my innocent childhood memories can ever be the same. I suppose it is true when they say, "You can never go home again."

Adopted from

https://ngl.cengage.com/assets/downloads/devref_pro00000000156/refining_chapter_8.pdf

Questions:

1. What is the thesis? Where is it stated?

2. What pattern of organization does the writer use? Does he cover the same points in the first part as he does in the second?

3. What is the controlling idea about the apartment building as it was when the author was a child?

4. What is the controlling idea about the apartment building when he visited it 20 years later?

5. What is the controlling idea about the branch as it was when he was a child?

6. What is the controlling idea about the branch as he saw it 20 years later?

7. One of the paragraphs is only one sentence long. What function does that sentence serve?

8. Make an outline of the essay

Homework: Comparison and Contrast Essay Writing

Adopted from

https://ngl.cengage.com/assets/downloads/devref_pro0000000156/refining_chapter_8.pdf

Choose one of the following topics for a comparison and contrast essay. Then brainstorm a list of similarities and a list of differences. Use your lists to choose three or four points of comparison. Write a thesis statement with a controlling idea that relates to these points of comparison. Use point by point pattern to organize your essay.

1. Two educational systems that you are familiar with, such as the university system in two different countries, or high school as opposed to college.
2. Two people or two products (such as two different automobiles, cell phones...)

Conclusion:

The teacher asks a few questions to check students' understanding. Students are invited to produce meaningful sentences using comparison and contrast expressions.

7. References

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Semester 04

Lesson 01: The Structure of an Argumentative Essay

Lesson Objectives:

By the end of this lesson, students will be able to:

- Define an argumentative essay and explain its purpose.
- Identify essential elements such as thesis statements, claims, counterclaims, evidence, and persuasive techniques.
- Construct a well-organized argumentative essay.

Lesson Plan:

1. Argumentative Essay
2. Features of an Argumentative Essay
3. The Structure of an Argumentative Essay
4. Exercises
5. References

Warm-up:

Students discuss a simple controversial topic and express their opinions by giving some reasons to support their ideas.

Introduction

The teacher explains the structure of an argumentative essay, including the introduction, claim, supporting arguments, counterargument, and conclusion. Students examine a sample argumentative essay to identify how opinions/claims are supported with reasons and evidence.

1. Argumentative Essay

An argumentative essay is a type of writing in which the author takes a clear position on a specific topic and supports that position with evidence, reasoning, and analysis, while also addressing opposing viewpoints.

In an argumentative essay, the aim is not just to inform, but to persuade the reader that a particular viewpoint is valid or more convincing than others.

In an argumentative essay, writers try to persuade the reader to agree with their opinion on a controversial topic. They present their opinion, support it with reasons and evidence, and then address opposing viewpoints.

2. Features of an Argumentative Essay

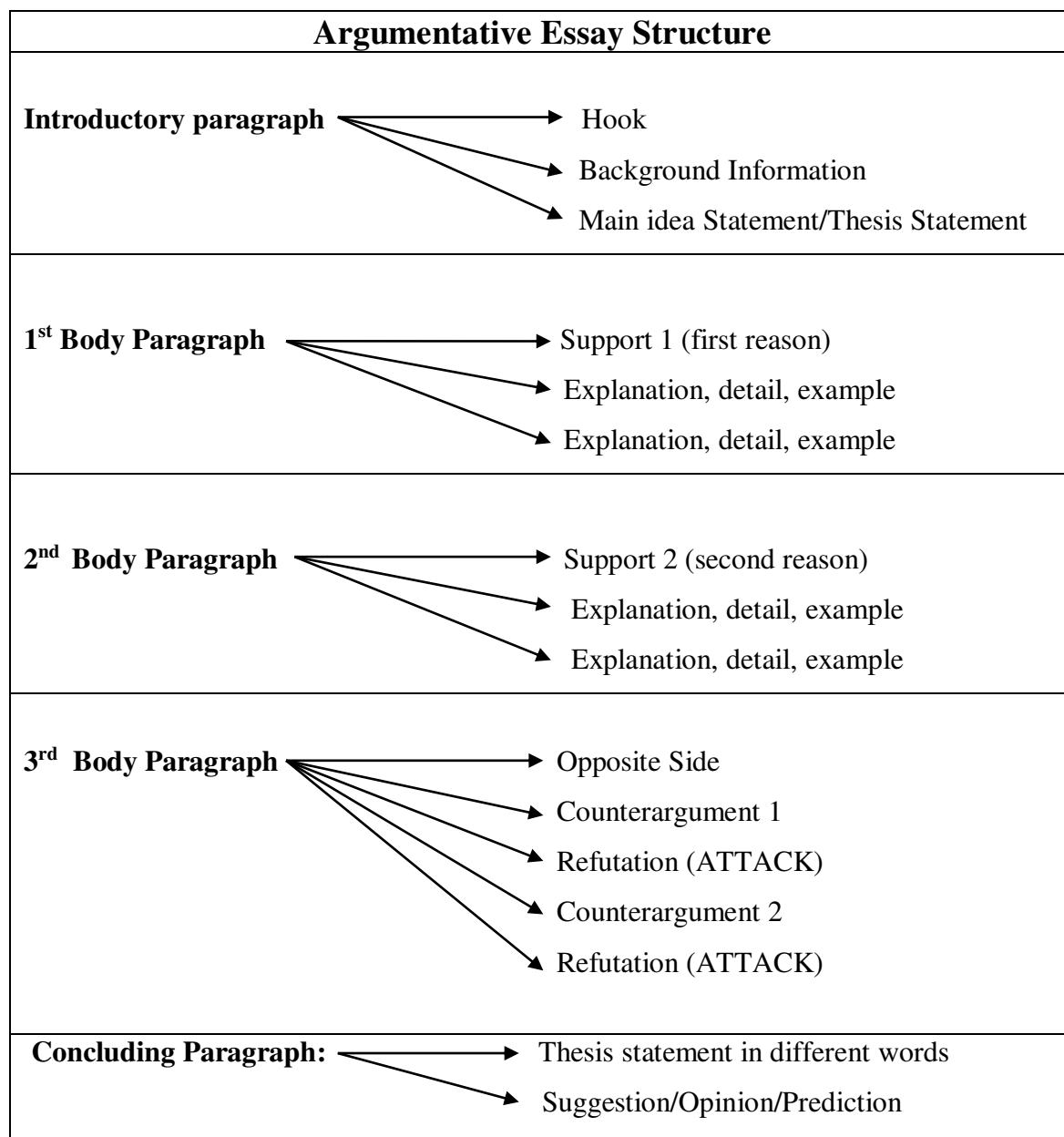
Here are the main features of an argumentative essay:

- a. The main argument or claim:** this is the central idea of the essay, (the thesis statement). It clearly states the writer's position on the topic and tells the reader what the essay will argue. A strong claim is specific, debatable, and guides the direction of the entire essay.
- b. Evidence and support:** this refers to the facts, examples, or opinions used to back up the main argument. Evidence makes the argument more convincing and credible, showing that the writer's opinion is based on solid facts rather than just personal beliefs.
- c. Logical reasoning:** logical reasoning explains how the evidence supports the main argument. It connects ideas in a clear way, helping the reader understand why the evidence proves the writer's viewpoint. Without reasoning, evidence may seem weak.
- d. Counterarguments:** counterarguments are the opposing viewpoints or arguments against the writer's position. The writer acknowledges these different arguments and responds to them, showing why their own argument is stronger or more valid.
- e. Summary of key points:** in the conclusion, the writer briefly restates the main argument and reviews the previously discussed viewpoints. The conclusion reinforces the writer's position and leaves a final impression on the reader.

3. The Structure of an Argumentative Essay

For organizing argumentative essays, writers usually begin with an introduction and end with a conclusion; in the body paragraphs, they support their opinion, present opposing viewpoints, and explain why those viewpoints are not convincing.

The structure of the essay is as follows:



4. Exercises

Exercise 1

Read the essay carefully, and then answer the questions.

The School Uniform Question

1 Individualism is a fundamental part of society in many countries. Most people believe in the right to express their own opinion without fear of punishment. This value, however, is coming under the fire in an unlikely place—the public school classroom. This issue is school uniforms. Should public school students be allowed to make individual decisions about clothing, or should all students be required to wear a uniform? School uniforms are the better choice for three reasons.

2 First, wearing school uniforms would help make students' lives simpler. They would no longer have to decide what to wear every morning, sometimes trying on outfit after outfit in an effort to choose. Uniforms would not only save time but also would eliminate the stress often associated with this chore.

3 Second, wearing school uniforms influence students to act responsibly in groups and as individuals. Uniforms give students the message that school is a special place for learning. In addition, uniforms create a feeling of unity among students. For example, when students do something as a group, such as attend meetings in the auditorium or eat lunch in the cafeteria, the fact that they all wear the same uniform gives them a sense of community. Even more important, statistics show the positive effects that school uniforms have on violence and truancy. According to a recent survey in a large school district in Florida, incidents of school violence dropped by 50 percent, attendance and test scores improved, and student suspensions declined approximately 30 percent after school uniforms were introduced.

4 Finally, school uniforms would help make all the students feel equal. Students' standards of living differ greatly from family to family, and some people are well-off while others are not. People sometimes forget that school is a place to get an education, not to promote a "fashion show". Implementing mandatory school uniforms would make all the students look the same regardless of their financial status. School uniforms would promote pride and help to raise the self-esteem of students who cannot afford to wear expensive clothing.

5 Opponents of mandatory uniforms say that students who wear school uniforms cannot express their individuality. This point has some merit on the surface. However, as stated previously,

school is a place to learn, not to flaunt wealth and fashion. Society must decide if individual expression through clothing is more valuable than improved educational performance. It is important to remember that school uniforms would be worn only during school hours. Students can express their individuality in the way that they dress outside of the classroom.

6 In conclusion, there are many well-documented benefits of implementing mandatory school uniforms for students. Studies show that students learn better and act more responsibly when they wear uniforms. Public schools should require uniforms in order to benefit both the students and society as a whole.

Adopted from

https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/argumentative_essay_worksheets_5.pdf

1. The topic of this essay is school uniforms. What is the hook in the first paragraph?

2. What is the thesis statement?

3. Paragraphs 2, 3, and 4 give reasons for requiring school uniforms. These reasons can be found in the topic sentence of each paragraph. What are the reasons?

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

4. In paragraph 4, what supporting information does the writer give to show that uniforms make students equal?

5. Which paragraph presents a counterargument (an argument that is contrary to, or the opposite of, the writer's opinion)?

What is the counterargument?

6. The writer gives a refutation of the counterargument by showing that it is invalid. What is the writer's refutation?

7. Write the sentence from the concluding paragraph that restates the thesis?

8. Reread the concluding paragraph. What is the writer's opinion about the issue?

Exercise 2 Adopted from

https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/argumentative_essay_worksheets_5.pdf

Match each argument with the correct counterargument.

Arguments	Counterarguments
1. Uniforms make students feel equal.	A. Students may still feel different in other ways.
2. Uniforms save time in the morning.	B. Students should learn to manage their time and choices.
3. Uniforms improve school discipline.	C. Behavior depends on personal responsibility, not clothing.

Exercise 3

For each main argument, think of two different supporting ideas to back it up. Write your ideas after each statement.

- a. Healthy nutrition is important for physical and mental health.

a. _____

b. _____

2. Protecting sea life is important for maintaining a balanced ecosystem.

a. _____

b. _____

3. Technology makes life easier.

a. _____

b. _____

4. Mobile phones should not be allowed in schools.

a. _____

b. _____

5. Animals should be kept in zoos.

a. _____

b. _____

Exercise 4

One of the supporting statements listed for each viewpoint does not relate to the argument.
Cross out the statement that does not belong in the list.

1. **Eating too much sugar creates serious health problems.**

- a. Excessive sugar can lead to weight gain.
- b. Sugar increases the risk of diabetes.
- c. Sugar provides the body with energy when consumed regularly.
- d. Sugar can damage teeth and cause cavities.

2. **Drinking enough water is important for the body.**

- a. Hydration helps regulate body temperature.
- b. Drinking water supports organ function.
- c. Water has no role in filtering toxins.
- d. Hydration helps the body remove waste.

3. Protecting forests is important for maintaining the ecosystem.

- a. Forests help absorb carbon dioxide.
- b. They provide habitats for all species of plants and animals.
- c. Biodiversity provides a wide range of benefits.
- d. Forests help maintain the genetic diversity.

4. Overfishing is dangerous for marine life.

- a. It reduces the population of fish species.
- b. Overfishing can negatively affect marine ecosystems.
- c. Fishing increases the number of endangered species.
- d. Overfishing makes oceans more productive.

Homework Adopted from

https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/argumentative_essay_worksheets_5.pdf

For each reason, list **two supporting details** from the essay (The School Uniform Question).

1. Simplicity:

2. Responsibility and unity:

3. Equality:

 Conclusion:

The teacher asks a few questions to check students' understanding of the lesson content. Students respond orally, allowing the teacher to identify any misunderstandings and provide quick clarification if needed.

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Lesson 02: Writing Argumentative Essays

Lesson Objectives:

By the end of this lesson, students will be able to:

- Develop supporting ideas and organize them through brainstorming techniques.
- Identify main points and supporting details to reinforce the essay's argument.
- Create a clear essay plan to organize ideas from introduction to conclusion.

Lesson Plan:

1. Choosing a Topic
2. Brainstorming Supporting Ideas
3. Planing the Essay
4. Exercises
5. References

Warm-up:

Students discuss a familiar controversial issue and express their opinions by providing simple reasons. They share different viewpoints to prepare for argumentative writing.

Introduction:

The teacher explains the structure of an argumentative essay. Students interact to identify how ideas are organized and supported with evidence.

1. Choosing a Topic

Choosing a topic for an argumentative essay involves selecting an issue you are interested in and that can be debated from different points of view. The topic should not be too broad but clear and specific, allowing you to take a clear position. It is also important to make sure there is enough evidence to support your argument.

When choosing a topic, you should consider these two questions:

- Does the topic have two sides?
- How much do you know about this topic?

Consider the list of argumentative topics below.

Topics	
Banning cigarettes	Banning violent video games
Requiring school uniforms	Using animals for medical research
Mandating military service	Requiring a test for people who want children
Getting rid of zoos	Banning cell phones in schools
Requiring a year of study abroad	Banning single-use plastics

What is your opinion about each topic? Are they two sides of each topic? Explain.

2. Brainstorming Supporting Ideas

A good way to brainstorm ideas is to use a **Pro and Con T-chart**. [Pro = in favor of thesis statement, Con = against thesis statement].

Here is a **Pro and Con T-Chart** for an essay about cell-phones being allowed in classrooms.

Thesis statement: Cell phones should not be allowed in university classrooms.	
<u>Statements in favor of thesis statement</u>	<u>Statements against thesis statement</u>
1. Cell phones distract students from learning if they send messages or play games in class. 2. Cell phones might ring in class and disturb the teacher. 3. Students could use cell phones to cheat on tests.	1. Cell phones can easily be turned off and kept out of sight. 2. University students are not children and cell phones are important in an emergency. 3. Cell phones can be useful tools for education such as being used as a dictionary or to make memos.

3. Planing the Essay

As being already explained, to plan an argumentative essay, first choose a topic you're interested in and decide which side you will argue. Write a strong thesis statement that clearly expresses your main argument, then brainstorm two to four supporting points with facts, examples, or evidence. Consider possible counterarguments and plan how to refute them.

4. Exercises

Exercise 1 Adopted from

https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/argumentative_essay_work_sheets_5.pdf

Read these eight topics. Put a check mark (✓) next to the ones that could be good topics for argument essays.

- _____ 1. The first time I flew in a plane.
- _____ 2. University education should be free.
- _____ 3. How and why birds fly south for the winter.
- _____ 4. High school teachers need a higher salary.
- _____ 5. Steps needed to get a driver's license.
- _____ 6. Legalizing gay marriage.
- _____ 7. Increasing tax on imported food.
- _____ 8. How to become a karate master.

Can you think of three additional topics that would be excellent for an argumentative essay?

- 1. _____
- 2. _____
- 3. _____

Exercise 2 Adopted from

https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/argumentative_essay_worksheets_5.pdf

Read the thesis statements and complete the **Pro and Con T-charts**. Write three ideas to support each statement. Then write three ideas against each statement. Finally, choose an original topic and write a thesis statement of your own. Then fill in the pros and cons for your new topic.

Thesis statement: Adults should be required to pass a test before they can become parents.	
<u>Statements in favor of thesis statement</u> 1. _____ _____ 2. _____ _____ 3. _____ _____	<u>Statements against thesis statement</u> 1. _____ _____ 2. _____ _____ 3. _____ _____

Thesis statement: Violent video games should be banned because they promote aggression, desensitize players to violence, and harm youth development.	
<u>Statements in favor of thesis statement</u> 1. _____ _____ 2. _____ _____ 3. _____ _____	<u>Statements against thesis statement</u> 1. _____ _____ 2. _____ _____ 3. _____ _____

Original thesis statement:

.....	
Statements in favor of thesis statement	Statements against thesis statement
1. _____	1. _____
_____	_____
2. _____	2. _____
_____	_____
3. _____	3. _____
_____	_____

Conclusion:

The teacher asks a few questions to check students' understanding and encourages them to interact by sharing and defending their opinions on familiar topics.

5. References

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Lesson 03: Developing Claims/Defending Opinions

Lesson Objectives:

By the end of this lesson, students will be able to:

- Identify the main characteristics of a claim in argumentative writing.
- Write strong claims by applying effective writing strategies.
- Recognize how to express an opinion.
- Differentiate between claims and opinions.
- Evaluate statements to determine whether they are claims or opinions.

Lesson Plan:

1. What is a Claim
2. Writing Effective Claims
3. What is an Opinion
4. Expressing Opinions
5. The Difference between Claims and Opinions
6. Exercises
7. References

Warm-up:

Students discuss simple statements and decide whether they agree or disagree, giving reasons to support their opinions. They share ideas to understand how opinions can be expressed.

Introduction:

The teacher explains what a claim is and how it is used in argumentative writing. The teacher also explains how opinions are supported with reasons. Students analyze sample statements to identify claims and supporting arguments.

1. What is a Claim

A claim is a statement that a writer asserts to be true. It expresses a viewpoint and persuades the reader of its validity. Making a claim involves stating a clear thesis, supporting it with evidence, and addressing opposing arguments to demonstrate a thorough understanding of the topic. The aim is not just to assert an opinion but to develop a logical argument that convinces the reader to consider and accept the writer's viewpoint.

In argumentative writing, the analysis of the claim is called an argument. An argument is an opinion supported by reason and evidence. It is a series of connected claims that support the writer's main idea.

A claim is the main argument of an essay.
A claim → an argument → an opinion (with evidence)

An argument is developed to:

- Present a clear claim.
- Support that claim with reliable reasoning and evidence.
- Help the reader understand the writer's viewpoint.
- Convince the reader to consider the claim seriously.

2. Writing Effective Claims

For writing effective claims, writers make their argument clear, arguable, and supported with evidence. Here are some tips to write effective claims:

- A good claim is always arguable. It also acknowledges the other side's point of view and gives specific reasons for its own stance.
- A claim requires general evidence to support it.
- It states what the writer is trying to do or what he is trying to argue for.
- A good claim makes the connection clear between the main argument and the evidence.
- It presents the argument in a reasonable manner.

- A good claim should be true and beyond a doubt so the reader agrees with the argument.

3. What is an Opinion

An opinion is a statement that expresses the writer's personal viewpoint on a topic. It may or may not be supported with evidence. An opinion often expresses what a writer thinks or feels.

4. Expressing Opinions

Expressing an opinion means stating a viewpoint and persuading the reader using personal beliefs, feelings, or judgments. Here are techniques for expressing opinions in writing:

- Use clear opinion phrases. For instance: I believe that, in my opinion, I strongly think that, it is clear that...
- Be direct and specific, and avoid vague statements.
- Show certainty by using words such as: clearly, definitely, strongly, undoubtedly.

5. The Difference between Claims and Opinions

An opinion is a personal viewpoint, while a claim is an opinion turned into a statement that can be argued and supported with evidence.

The following table provides a clear explanation of the difference between a **claim** and an **opinion**:

Opinion	Claim
✚ It is a personal belief, feeling, or judgment.	✚ It is a statement that asserts something is true.
✚ It expresses what someone thinks or feels.	✚ It persuades the reader.
✚ It is not supported by evidence. It is supported by more opinions.	✚ It is supported by evidence and reasoning.
✚ It is less formal and more subjective.	✚ It addresses the "so what?" question.
✚ It can only state support, not necessarily	✚ It is more formal, structured, and objective.
	✚ It is more arguable and debatable.

the reason behind the support.	✚ It is a focused argument.
✚ It is more personal and less analytical	✚ It is complex, specific, and detailed.

Examples:

Opinion: Ice cream is delicious.

Arguable claim: Ben and Jerry's ice cream is more delicious than other ice creams because it is creamy, flavored naturally, and made in small batches.

Opinion: Basketball is better than football.

Arguable claim: Although basketball and football both encourage teamwork, basketball is a more social sport because it does not require its players to be physically aggressive toward their opponents.

Opinion: During the Civil Rights Movement, people resisted racism in different ways.

Arguable claim: During the Civil Rights Movement, Martin Luther King, Jr. and Malcolm X resisted racism differently, yet both methods of resistance have shaped the American racial experience.

6. Exercises

Exercise 1

Turn each opinion into a claim you could argue in an essay.

1. In my opinion, capitalism has serious weaknesses.

2. I think women will become increasingly powerful in society.

3. I would say that the age of the monarchy is dead.

4. I believe technology makes people less social.

5. I believe fast food is harmful to people's health.

6. I believe public transportation should be free.

Exercise 2

Use the following prompts to express your opinion. You also have to justify each one.

a. Third World debt

b. The fashion industry

c. Fast food culture

d. Social media influence

e. Space exploration

Exercise 3 Adopted from

https://moodle2.units.it/pluginfile.php/321951/mod_resource/content/1/THE%20ARGUMENTATIVE%20ESSAY.pdf

Determine the opposing viewpoint for each of the following statements. Write the viewpoint in the blanks. The first one is done for you.

1. Early childhood education programs prevent later criminal activity.

Early childhood education programs have no impact on later criminal activity.

2. Parents should impose rules for their teenage children about the use of the internet.

3. Doctors and nurses do not provide adequate pain management for terminally ill patients.

4. Marijuana use for medical purposes should not be legalized in the United States.

5. It is perfectly ethical to accept donations from pharmaceutical companies to conduct scientific research at universities.

Homework

Write your opinion on each stated subject. Write your answer in the blanks.

1. Young children

2. Playing online games

3. Corruption

4. Political parties

Conclusion:

The teacher asks a few questions about the lesson content and encourages students to interact by sharing their viewpoints.

7. References

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Lesson 04: Stating Facts and Opinions

Lesson Objectives:

By the end of this lesson, students will be able to:

- Differentiate between facts and opinions.
- Classify statements as facts or opinions.
- Support facts with evidence and opinions with reasons/beliefs.
- Write sentences stating facts/opinions on different topics.

Lecture Plan:

1. Facts
2. Stating Facts
3. Opinions
4. Giving Opinions
5. Exercises
6. References

Warm-up:

Students read some statements and decide whether each one is a fact or an opinion, giving reasons for their choices. They share answers to compare ideas and justify choices.

Introduction:

The teacher explains the difference between facts and opinions, highlighting that facts can be proven while opinions express personal feelings, thoughts or beliefs.

1. Facts

Facts are statements that can be proven true or false using reliable evidence. They are objective and not based on personal judgments, beliefs, or opinions.

2. Stating Facts

- **Use reliable sources:** Base your facts on credible data.
- **Stay objective:** Avoid adding personal opinions, beliefs, or emotions.
- **Check accuracy:** Make sure the fact is correct.
- **Be clear and concise:** State the fact clearly and directly.
- **Support your point:** Choose facts that directly relate to the main argument.

Some examples of factual statements:

2. The Earth revolves around the Sun.
3. Water boils at 100°C at sea level.
4. The human body has 206 bones.
5. The Amazon River is one of the longest rivers in the world.

3. Opinions

As being already explained in the previous lecture, an opinion is what someone feels or thinks. In essays, opinions reflect writers' positions. To make their opinions more convincing, writers rely on a wide range of strategies to reinforce their positions. Some of these strategies are:

- Acknowledge their opinions and support them with facts.
- Connect their ideas by focusing on clear opinions.
- Organize their thought insightfully.
- Use persuasive techniques to convince the reader.

4. Giving Opinions

When stating an opinion, you should clearly express your viewpoint and support it with relevant facts. Below are some tips that help state and defend opinions:

Stating an opinion	
Formal	Informal
In my opinion I think that I believe that From my point of view I personally believe that I have come to the conclusion that It seems clear to me that I tend towards the opinion that	Well, I think What I always say is that Speaking for myself As far as I know To be honest I guess It seems to me that You probably won't agree, but
Defending an opinion	
Formal	Informal
Forgive me for interrupting but, I If you would allow me to add a statement Let me provide some examples From my perspective, Allow me to support my point It is evident that I strongly support the claim that	I see your awareness but, I think that What I am trying to say It is obvious that I respect your idea, but I personally believe that the reason is If you don't mind, I would like to say that I respect your idea but I get the point, but my belief is that

Consider the following examples

- ✚ **From my perspective**, early childhood education is crucial for cognitive development.
- ✚ **It is evident that** pollution levels have increased significantly over the past decade.
- ✚ **I strongly support the claim** that strict traffic regulations reduce road accidents.
- ✚ **Let me provide some examples** to illustrate why renewable energy is more sustainable than fossil fuels.
- ✚ **I believe that** climate change requires an urgent global action.
- ✚ **From my point of view**, teamwork is more important than individual performance in different projects.

Note:

A fact is an objective reality whereas an opinion is a subjective statement.

5. Exercises

Exercise 1

Read each statement carefully. Write **F** for Fact or **O** for Opinion.

1. _____ Pizza is the most delicious food.
2. _____ Nuclear power is the only solution to our dwindling natural resources.
3. _____ School starts in the morning in most countries.
4. _____ Watching TV is better than reading books.
5. _____ The human heart pumps blood through the body.

Exercise 2

Fill in the blanks using expressions from the box above

I think that	I believe that
From my point of view	I personally believe that
I have come to the conclusion that	It is evident that

1. _____ social media is beneficial for students. _____ it helps them improve their speaking competencies.
2. _____ smart phones make students less focused in class. _____ they often use to text messages.
3. _____ reading books can improve vocabulary and develop critical thinking skills.
4. _____ spending too much time in front of screens can negatively affect both physical and mental health.
5. _____ modern technology should be integrated into the classroom.
6. _____ maintaining a healthy lifestyle requires regular exercise a balanced diet.

Exercise 3

Look at the statements below. Say whether you agree or disagree, then write one short reason.

The first one is done for you.

Statement	Agree/Disagree	Why
Homework should be banned	I disagree	I think that homework is necessary to teach students responsibility and time management
Sleeping late at night is not good for children		
Online learning is better than face-to-face learning		
People should save money		
Fashion trends should not influence personal style		
Work-life balance should be a priority for everyone		
Sugary drinks should be limited		

Exercise 4**a. Turn the following facts into opinions.**

Fact: Fruits contain important vitamins for the body.

Opinion: _____

Fact: Fresh food is healthier than processed food.

Opinion: _____

b. Turn the following opinions into facts.

Opinion: Humans could travel to Mars soon.

Fact: _____

Opinion: Robots are already exploring other planets.

Fact: _____

Homework:

Write two complete sentences for each topic, one stating your opinion and one defending it with a reason.

Topic	Stating opining	Defending opinion
Traveling		
Junk food		
Art class		
Air pollution		
Volunteering		

Conclusion:

The teacher asks some questions to check students' understanding and encourage them to interact by providing some examples of facts or opinions.

6. References

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Lesson 05: Supporting Claims with Evidence

Lesson Objectives:

By the end of this lesson, students will be able to:

- Understand evidence and acknowledge its role in supporting claims in arguments.
- Differentiate between various types of evidence.
- Recognize how logical reasoning links evidence to claims.
- Evaluate arguments by identifying how claims are supported.

Lesson Plan:

1. Evidence
2. Types of Evidence
3. Logical Reasoning
4. Connecting Reasons to Claims
5. Exercises
6. References

Warm-up:

Students look at a simple claim and decide whether they agree or disagree, giving a clear reason for their choice. They share ideas and compare how different opinions can be justified.

Introduction:

The teacher explains what a claim is and how it is supported with evidence. Students analyze examples of claims with and without evidence to recognize the difference.

1. Evidence

Evidence is the scientific data that supports the claim. This data needs to be appropriate and sufficient to support the claim. Pieces of evidence generally answer the question, “*How do you know this is true?*”

Evidence is used to convince the reader that the writer’s argument is valid and credible.

2. Types of Evidence

Writers can use several types of evidence to support their claims and persuade the reader. Here are some types:

1. Examples

Examples are used to illustrate or clarify a specific argument. They make ideas clear and concrete for the reader. These are some phrases to provide examples: for example, for instance, like, and such as.

Example: Many cities, such as Amsterdam, have successfully reduced car traffic by promoting cycling.

2. Citations

Citations lend credibility to claims. They show that arguments are supported by research of experts in different fields. Citing sources also helps avoid plagiarism.

Example: According to Smith (2021), climate change disproportionately affects coastal communities.

3. Previous Studies

Referring to previous studies situates the writer’s argument within existing research. The reference to previous studies adds credibility to essays.

Example: Previous studies on sleep deprivation show a strong correlation between lack of sleep and reduced cognitive function.

4. Direct Quotations

It is the use of exact words of an author to reinforce a particular perspective. These quotations strengthen a given argument.

Example: As Maya Angelou writes, ‘People will forget what you said, but they will never forget how you made them feel.’

5. Findings of Previous Research

The findings of previous research demonstrate that a specific argument is grounded in evidence. The findings support the claim by offering clear and convincing evidence.

Example: The research found that students who exercise regularly scored 15% higher on memory tests.

6. Study Results

Study results, experiments or surveys are often based on numerical data. This data offer measurable evidence to claims/arguments.

Example: A 2020 survey reported that 65% of respondents prefer online learning over traditional classroom methods.

3. Logical Reasoning

Reasoning is the justification that connects the evidence to the claim. It demonstrates why the data count as evidence to support the claim.

Note 1:

A claim refers to the author’s position. (Thesis statement/main argument/main point)

The support is the material that is used to prove the claim. (Evidence/reasons)

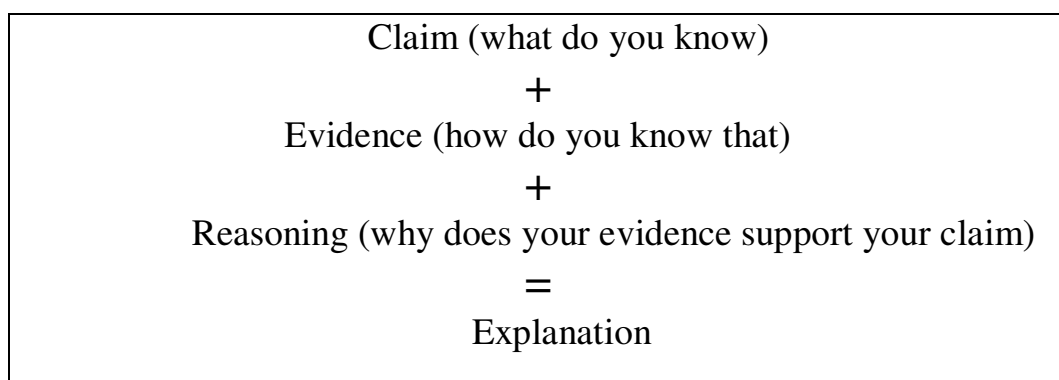


Figure 1: The CER Model

Adopted from

<https://fr.scribd.com/document/917666200/Claim-and-Evidence-Lesson>

Examples of claims, evidence and reasoning:

Question: What do plants need to grow?	
The claim: The plant that received more light grew taller	
Evidence: the plant with 24 hours of light grew 20cm. The plant with 12 hours of light only grew 8cm.	Justification of the evidence: plants require light to grow and develop. This is why the plant that received 24hours of light grew taller.

This example provides a simple claim that focuses on one variable that plants need to grow (light). It provides evidence to support the claim from an experiment that focused on comparing plants that received 24 hours of light with those that received 12 hours. The data is not complex; rather, it is limited to support the scientific evidence.

The claim: Corruption should be strictly punished in all levels of government.	
Reason: it weakens public trust and hinders national progress.	
Evidence: according to a 2024 report by Transparency International, countries with higher corruption rates experience slower economic growth and lower foreign investment.	Explanation: This shows that corruption not only wastes public funds but also discourages investors and damages the country's reputation.

In this example, the **claim** is that corruption should be strictly punished in all levels of government, which is the main point being argued. The **reason** supporting this claim is that corruption weakens public trust and hinders national progress, giving a general explanation for why strict punishment is necessary. The **evidence** comes from a 2024 report by Transparency International, which shows that countries with higher corruption rates experience slower economic growth and lower foreign investment, providing concrete proof for the reason. Finally, the **explanation** connects this evidence back to the claim, showing that corruption not only wastes public funds but also discourages investors and damages the country's reputation, reinforcing why strict punishment is justified.

4. Connecting Reasons to Claims

Reasons are essential because they provide the logical basis for a claim. They guide the development of supporting evidence. Without reasons, a claim would be a weak statement, but with reliable reasons, the claim becomes more strong, arguable and convincing.

Consider the example below and notice how the evidence connects to the claim:

Claims	Evidence
1. School uniforms should be required.	→ According to studies, uniforms reduce bullying among students.
2. Social media has a negative effect on teenagers.	→ Research shows that teenagers who spend more than three hours daily on social media are more prone to anxiety.
3. Drinking green tea can boost metabolism.	→ Studies show that compounds in green tea increase calorie burning and fat oxidation in the body.

5. Exercises

Exercise 1 Adopted from

<https://fr.scribd.com/document/917666200/Claim-and-Evidence-Lesson>

Identify the claim and evidence in the following statements.

- _____ School uniforms should be required.
_____ Students who wear uniforms show improved focus in class.
- _____ Homework helps students practice their lessons and develop discipline.
_____ Homework should not be banned
- _____ Studies reveal that excessive use leads to poor sleep and lower academic performance.
_____ Social media should be limited for teenagers.

Exercise 2 Adopted from

<https://www.sjsu.edu/writingcenter/docs/handouts/Argumentative%20Writing%20and%20Using%20Evidence.pdf>

Look at the claim and possible evidence provided. Choose the evidence from the list that doesn't strengthen the argument.

Claim: Trains were one of the most important inventions for America's advancement during the Gilded Age.

Evidence:

1. Raw materials and resources from across the country could be brought to the factories faster and more efficiently with railroads.
2. During the Civil War, over 30,000 miles of railroads tracks were built which helped usher in the Gilded Age of the 1870s.
3. Railroads made it possible for people to travel more quickly and affordably, helping to spread ideas and giving the average person more freedom to find better opportunities.
4. With the railroads, towns and cities had to set their clocks the same, allowing for efficiency and cohesion in terms of trade and communication.
5. People's health improved because railroads, especially refrigerator rail cars, could bring fresh fruit, vegetables, and meat to cities faster without spoiling.
6. After the Great Railroad Strike of 1877, which lasted for almost two months and killed 100 people, labor unions became more organized, and the federal government created the National Guard to stop any future civil unrest.

Exercise 3

Find the claim, evidence, and reasoning in the following paragraphs. Underline the claim, circle the evidence, and put a box around the reasoning.

Wearing helmets reduces the risk of head injuries in accidents. Many people ride bicycles or motorcycles every day and accidents can happen unexpectedly. Protecting the head is very important because it is one of the most vulnerable parts of the body. Reports show that cyclists who wear helmets are 70% less likely to suffer serious head injuries compared to those who do not. This shows a clear difference between those who use protection and those

who do not. Helmets are designed with strong materials that can withstand impact during a crash. They absorb and distribute the force of impact, protecting the skull and brain. Without a helmet, the full force of a collision can directly injure the head. Even a small accident can lead to serious consequences without proper protection. For these reasons, wearing a helmet is an effective way to stay safe during accidents.

Adopted from

<https://fr.scribd.com/document/917666200/Claim-and-Evidence-Lesson>

Claim: _____

Evidence: _____

Reasoning: _____

Exercise 4 Adopted from

<https://fr.scribd.com/document/917666200/Claim-and-Evidence-Lesson>

Choose three of the topics below. Say which side of the argument you are on, and write a claim statement.

1. Should students be allowed to wear hats in school
2. Is doing homework helpful
3. Is being physically healthy important in life.
4. Is art education important

Exercise 5 Adopted from

<https://fr.scribd.com/document/917666200/Claim-and-Evidence-Lesson>

Complete the table below:

Question: Should plastic bags be banned?	
Claim:	
Evidence:	Justification/reasoning of the evidence:
.....	
.....	

Homework : Adopted from

<https://fr.scribd.com/document/917666200/Claim-and-Evidence-Lesson>

Each paragraph presents a claim supported by a specific type of evidence. After reading, identify which type of evidence is being used to support the claim.

Evidence types may include: examples, citations, previous studies, direct quotations, findings of previous research, or study results.

Paragraph 1

Plants play a vital role in reducing air pollution and improving urban environments. As Dr. Green, a leading botanist, explains, “Urban trees can remove harmful pollutants from the air and improve overall air quality.” Studies have shown that areas with higher tree coverage have lower levels of carbon monoxide, nitrogen dioxide, and particulate matter. By absorbing these pollutants, plants not only benefit human health but also reduce the negative effects of climate change in cities. Therefore, planting trees in urban areas is essential for both environmental and public health.

Type of evidence: _____

Paragraph 2

Photosynthesis is essential for life on Earth because it provides the oxygen and energy necessary for survival. For example, without the ability of plants to convert sunlight into chemical energy, oxygen levels in the atmosphere would gradually decrease, making life for humans and animals impossible. Additionally, photosynthesis helps regulate carbon dioxide levels, which in turn affects global climate patterns. The importance of this process is seen not only in forests and grasslands but also in microscopic algae in oceans, which produce

nearly half of the Earth's oxygen supply. This shows that photosynthesis is a critical process supporting life at both local and global scales.

Type of evidence: _____

Paragraph 3

Mars has been a major focus for space exploration due to the possibility that life may have existed there in the past. NASA studies indicate that ancient riverbeds, minerals formed in the presence of water, and signs of dried-up lakebeds suggest that liquid water existed on Mars billions of years ago. These findings support the theory that microbial life could have thrived on the planet during that time. In addition, recent rover missions have detected organic molecules, which are the building blocks of life. Together, this evidence paints a compelling picture of Mars as a planet that may once have been habitable, making ongoing exploration even more important.

Type of evidence: _____

Conclusion:

The teacher asks some questions to check students' understanding. The teacher also encourages students to interact by providing some strong claims that are supported with clear and relevant evidence.

6. References

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Lesson 06: Addressing Counterarguments and Refutations

Lesson Objectives:

By the end of this lesson, students will be able to:

- Identify the role of counterarguments in argumentative writing.
- Analyze opposing viewpoints in essays.
- Write strong counterarguments relevant to a given topic.
- Recognize the role of refutations in strengthening main arguments.
- Write persuasive reputations that effectively challenge counter-arguments

Lesson Plan:

1. Counter-arguments
2. Writing Counter-arguments
3. Refutations
4. Writing Refutations
5. Exercises
6. References

Warm-up:

Students are given simple opinion statements and asked to decide whether they agree or disagree with each one. Students are also required to support their choices by providing clear reasons for their opinions.

Introduction:

The teacher explains what a counterargument is and how it presents an opposing viewpoint to a claim. Students analyze short examples to identify claims, counterarguments, and refutations.

1. Counterarguments

A counterargument is an argument that shows the other side's point of view. It represents the opposing opinion that challenges the main claim of an essay. A counterargument is often introduced as a contrasting idea to question the main argument.

Including a counterargument strengthens the writer's position by showing that the argument has been clearly thought out. This contrasting argument demonstrates that the writer is fair-minded, as they have considered both sides of the issue before defending their own point of view.

Note1:

A counterargument is a viewpoint that opposes or contradicts the main claim (thesis). It reflects the perspective of the opposing side.

2. Writing Counterarguments:

As being already demonstrated, a counterargument represents the opposing viewpoint that challenges the writer's main idea. It indicates that writers have considered different perspectives to make their argument more strong, balanced, and convincing. Here are some techniques for writing effective counterarguments:

- a. **Introduce the opposing viewpoint:** writers should present the other side's viewpoint in a neutral way. Using expressions such as: "critics may argue that", "some people believe/think that", "experts claim that", "it could be argued that", and "it has been suggested that" demonstrate to the reader that a different perspective has been introduced.
- b. **Explain the counterargument:** introduce the opposing viewpoint by highlighting its reasoning or support.
- c. **Acknowledge the counterargument:** acknowledge the value behind the opposing viewpoint by using phrases such as "this argument seems reasonable", "there is some validity to this point", and "it may be true that". Acknowledging the counterargument does not weaken the writer's position; rather, it demonstrates objectivity and strengthens credibility.
- d. **Signal the shift to the refutation:** assert that you are shifting back to your argument by using phrases such as "however", "nevertheless", "despite these points", and "even so".

- e. **Develop the refutation:** illustrate why your argument is stronger through the use of evidence. You can refute by using phrases such as “this argument is unconvincing because”, “even though this may be true”, “this issue can be addressed by”, “this argument is weak because”, and “even though this is true”.

3. Refutations

A refutation is the writer’s response to the counterargument. The refutation statement explains why the counterargument is weak and why the writer’s position is strong.

Through refutation, writers aim to highlight three important elements:

- Why the opposing argument is wrong
- Why their position or opinion is strong
- Why the other side’s reasoning is weak.

Note 2:

The refutation is the evidence a writer uses to disprove the counterargument.

4. Writing Refutations

When writing a refutation, writers should consider these key points to make it clear, logical, and convincing.

- Understand the opposing argument:** make sure you have understood the counterargument. Misrepresenting weakens the argument
- Use strong evidence:** make your refutation convincing by supporting it with evidence and logical evidence.
- Stay focused:** writers should focus on ideas and avoid any kind of subjective judgment.
- Refute the opposing points:** writers should refute the main points of the opposing side.
- Keep the reasoning concise:** they should make their reasoning clear and valid by avoiding unnecessary long explanations or repetitions
- Connect back to the main argument:** they should strengthen their position by clearly disapproving the counterargument

Consider the following excerpts from two different argumentative essays. The counterarguments are in *italics* and the refutations are underlined.

Opponents of mandatory uniforms say that students who wear school uniforms cannot express their individuality. This point has some merit on the surface. However, as stated previously, school is a place to learn, not to flaunt wealth and fashion. Society must decide if individual expression through clothing is more valuable than improved educational performance. It is important to remember that school uniforms would be worn only during school hours. Students can express their individuality in the way that they dress outside of the classroom.

The opponents of capital punishment might say that no one has the right to decide who should die, including the government. However, when the government sends soldiers to war, it is deciding the fate of those soldiers who will die. As long as the government has a right to send its citizens to a battlefield, it has a right to put criminals to death.

5. Exercises

Exercise 1

Read the arguments. Then write a counterargument for each. The first one is done for you.

1. Animals should not be kept in zoos.

Counterargument: Some animals would die out completely if they were not cared for in captivity.

2. Schools need to replace paper books with-books.
-

3. Everyone should learn how to drive.
-

4. The best way to learn a second language is to visit a foreign country.
-

5. People should become vegetarians because they are healthier than meat eaters.
-

6. Reality TV shows should be banned because they are not educational.
-

7. School should end an hour earlier each day.

8. Recess is the most important part of the school day.

Exercise 2 Adopted from

<https://www.coursehero.com/file/85302656/argument-writing-counter-arguments-2pdf/>

Read the counterarguments. Then write a refutation for each. The contrasting connection word or phrase has been written for you.

1. Parents of extremely young beauty pageant contestants believe that these competitive contests help build their children's confidence.

However, _____

2. Many companies do not give their employees financial assistance to sign up for gym memberships or nutritional programs, stating that they are too expensive to manage.

Even though they may seem expensive, _____

3. Opponents of the fast-food ban in high schools insist that students should have the freedom to eat whatever they wish.

While this may be true, _____

4. Many science and math teachers continue to believe that boys are better in these subjects than girls.

In reality, _____

Exercise 3 Adopted from

<https://www.coursehero.com/file/85302656/argument-writing-counter-arguments-2pdf/>

Write a rebuttal (refutation) for each of the following counter-arguments.

1. A dentist might say that Halloween candy is bad for kids' teeth.
-

2. Some people think that summer is the best season because the weather is warm.
-

3. You could agree that chocolate chip cookies are tastier than my grandmother's pie.
-

4. It is easy to think that taller kids are better at basketball.
-

5. It may be true that you got a higher score on your math test.

Homework

Adopted from
https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/argumentative_essay_worksheets_5.pdf

Follow the steps below to develop ideas for an argumentative essay.

1. First, choose any other topic and thesis statement that you want to write about. Remember that the topic must have more than one point of view to qualify as an argument.

Essay topic: _____

Thesis statement: _____

2. Now brainstorm ideas about your topic. Fill out the Pro & Con T-Chart with as many ideas as you can.

Pro	Con
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

3. Look at your Pro & Con T-chart again. Choose three reasons from your PRO list that support your thesis most effectively and circle them. You now know what your major supporting information will be.
4. Now give attention to opposing points of view. In the box below, choose two counterarguments from your CON list and write a refutation for each.

Counterargument (from CON list)	Refutation (ATTACK - Why is it wrong?)
1.	
2.	

 Conclusion:

The teacher asks some questions to check students' understanding and encourage them to interact by providing some examples of counterarguments and possible refutations.

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Lesson 07: Building Strong Arguments

Lesson Objectives:

By the end of this lesson, students will be able to:

- Distinguish between strong and weak arguments.
- Evaluate arguments and improve weak ones.
- Support claims with reliable evidence.
- State viewpoints and oppose others using strong arguments.

Lesson Plan

1. Strong/ Weak Arguments
2. Asserting a Point
3. Stating the opposing point
4. Exercises
5. References

Warm-up:

Students are given some opinions and asked to support these opinions with reliable evidence. This helps them improve thinking about what makes an argument convincing.

Introduction:

The teacher explains what makes an argument strong, focusing on clear claims, relevant evidence, and logical reasoning.

1. Strong/Weak Arguments

The thesis statement is the main claim in essays. It provides insights on the topic. The thesis should be followed by a well-constructed argument that supports the essay's main claim. A strong thesis is always arguable. It needs a strong evidence to make the reader understands on which basis the writer has constructed and developed his/her claim.

A strong thesis should be arguable rather than descriptive. If the thesis is descriptive, the writer does not need to convince the reader. The reader already knows what the writer is talking about.

If the thesis is too narrow, the writer will not be able to provide the analytical support to convince the reader about it. Similarly, if the thesis is too broad, the writer fails to support it with evidence.

Consider these examples:

Example 1

- While Sandel argues that pursuing perfection through genetic engineering would decrease our sense of humility, he claims that the sense of solidarity we would lose is also important.

This thesis is a descriptive one. It summarizes different points in Sandel's argument, but it does not provide a clear claim which helps the reader understand the argument. So, the writer fails to construct a strong argument to convince the reader.

Example 2

- Michael Sandel's arguments about genetic engineering do not take into consideration all the relevant issues.

This thesis is too broad. It is arguable but difficult to support using evidence. It would be possible to argue against this claim by stating that Michael Sandel's arguments do take all of the relevant issues into consideration. The reader needs to know which "issues" are relevant and why it is important to consider them. The reader still wonders what the rest of the essay will argue.

Example 3

- While Sandel argues persuasively that our instinct to "remake" (54) ourselves into something ever more perfect is a problem, his belief that we can always draw a line between what is medically necessary and what makes us simply "better than well" (51) is less convincing

This thesis is arguable. It provides the analytical claim which the writer needs to clarify by showing how evidence from the article points to this interpretation.

Note 1:

Arguments are statements which support the writer's claim.

Arguments are reasons which demonstrate why the writer supports or opposes an idea/point/position.

2. Asserting a Point

Good writers know how to select arguments. They know if their arguments are weak or strong. There are some words which help control the writer's argument. Modal verbs, for instance, can change the tone of the sentence. Modals such as **must** and **had better** make verbs stronger whereas other verbs such as **may, might, should, can, and could** make verbs softer. Writers use modals to strengthen or soften their verbs. Strong modal verbs help to assert the writer's main points. Through the use of these modal verbs, readers can understand the position writers are taking.

Consider these examples

- The facts clearly show that researchers must stop unethical animal testing.
- The government had better take urgent actions to reduce pollution.

3. Stating the Opposing Point

Weak modal verbs such as *may, might, could, can, and would* are generally used by writers to state an opposing opinion. Through the use of these modal verbs, the opposing position or viewpoint becomes weaker and less convincing. The use of weak modal verbs demonstrates that the opposing point can be easily refuted.

Note 2:

The use of *may, might, could, can, and would* is crucial in constructing refutations and counterarguments.

Consider these examples:

- Some parents **might** disagree and claim that only academic subjects should be taught in school. Then again, most parents do not have the time or the resources to see to it that their children are getting enough exercise
- Some citizens **may be** against mandatory military service, but those who do serve in the military often have a strong sense of pride and personal satisfaction.

Read the following essay then answer the questions:

Issues in Morality

(1) In order to become a member of the European Union (EU), a country must prove that it handles human rights in a humane and civil way. One major concern of the EU is the death penalty. In fact, the death penalty is not allowed in any of the EU countries. To that end, those countries that want membership must prove that their laws protect the human lives of even the cruelest criminals. This point of view, however, is not shared by all. Countries such as Singapore, Japan, south Korea, and the United States are also for death penalty. In fact, the death penalty should be allowed in all countries.

(2) The first reason for allowing the death penalty is for the sake of punishment itself. Most people agree that criminals who commit serious crimes (might-should) be separated from society. The punishment (will- ought to) depend on the degree of the crime. The death penalty, the most severe form of punishment, ends criminals' lives. It seems reasonable that this severe punishment be reserved for those who commit the most serious of crimes.

(3) The second reason to allow for the death penalty is financial. The government (should-will) spend a lot of money on criminals. Next to a death sentence, the most severe punishment is a life sentence in prison, where the government (might-has to) take care of criminals until they die naturally. These criminals do not actively improve society, but society must provide them free housing and food. It is unfair to use a country's taxes for such a purpose.

(4) Finally, one must look at the government and its role in society. Society agrees that government has legitimate power to make, judge, and carry out the laws; as a result, it (may-should) also have the power to decide if criminals should die. The death penalty is like any other sentence. If one believes that the government has the right to charge a fine or put criminals into jail, then the government (should-must) also have the same power to decide the fate of a prisoner's life.

(5) The opponents of the death penalty (must-might) say that nobody has the right to decide who should die, including the government. However, when the government sends soldiers into war, in some way, it is deciding those soldiers' fate; some will live, and some will be killed. As long as the government makes decisions to send its citizens to the battlefield, it has a right to put criminals to death.

(6) There are many good reasons to allow for the death penalty. Certainly, not every

criminal (can-should) be put to death. Still, capital punishment (ought to-will) be viewed as the harshest form of punishment. If no alternate punishment (can-should) reform a murderer, then capital punishment is the best thing that can be done for that person and for society; Europe has gotten it wrong.

Adopted from

https://fr.scribd.com/document/845441856/Argument-essay?_gl=1*1i7ol9c*_gcl_au*MjQ3MzMxOTcyLjE3NzU2NjE3ODc.

Questions:

1. What is the main claim (thesis) of the essay?
2. How many supporting arguments are used to defend the death penalty?
3. What function does the paragraph about financial costs serve in the essay?
4. How does the writer respond to opponents of the death penalty?
5. What words or phrases are repeated to strengthen the argument?
6. Rewrite the thesis in your own words?
7. Does the thesis clearly show the writer's position? Why or why not?
9. Is the counterargument clearly represented? Explain.
10. Circle the modal in parentheses that you feel is more appropriate.

4. Exercises

Exercise 1

Turn each weak thesis into a strong arguable thesis.

1. Social media attracts people.

2. Smoking is bad for health.

3. Education is important for society.

4. Technology affects our lives in different ways.

Exercise 2 Adopted from

https://fr.scribd.com/document/845441856/Argument-essay?_gl=1*117ol9c*_gcl_au*MjQ3MzMxOTcyLjE3NzU2NjE3ODc.

Read each thesis and write whether it is broad, narrow, descriptive, or arguable.

1. Tourism contributes significantly to the economic sector. _____
2. University students face difficulties such as time management, financial pressure, and low motivation. _____
3. Renewable energies are becoming more popular worldwide. _____
4. Electric vehicles help reduce air pollution. _____
5. Mobile phones are becoming an essential part of daily communication. _____

Exercise 3 Adopted from

https://fr.scribd.com/document/845441856/Argument-essay?_gl=1*117ol9c*_gcl_au*MjQ3MzMxOTcyLjE3NzU2NjE3ODc.

Rewrite each argument below as a counterargument using modal verbs. The first one is done for you.

Argument: The death penalty should be permitted because it saves money.

Counterargument: The death penalty might not actually save money because legal processes could be so expensive.

1. The government should take important decisions to improve the education system.

Counterargument: _____

2. Plastic waste should be reduced to protect marine life and biodiversity.

Counterargument: _____

3. Children had better drink water regularly to keep their bodies hydrated.

Counterargument: _____

4. Companies should invest more in renewable energy sources.

Counterargument: _____

Homework Adopted from

https://fr.scribd.com/document/845441856/Argument-essay?_gl=1*117ol9c*_gcl_au*MjQ3MzMxOTcyLjE3NzU2NjE3ODc.

Complete the sentences using: **might/should/could/must/ought to**

1. Opponents argue that the government _____ not have the power to take a person's life.
2. However, supporters say the death penalty _____ be necessary in extreme cases of criminality.
3. Critics believe it _____ lead to unjust executions.
4. Some people think justice _____ focus more on rehabilitation of criminals.
5. Others argue that criminals _____ be punished more severely to prevent future crimes.

Conclusion:

The teacher asks some questions to check students' understanding of the lesson content and reinforces the idea that strong arguments are clear and supported with reliable evidence.

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Lesson 08: Outlining Argumentative Essays

Lesson Objectives:

By the end of this lesson, students will be able to:

- Understand the importance of outlining in organizing ideas.
- Sequence ideas from general to specific while outlining.
- Create a detailed outline based on a given topic.
- Evaluate and edit different types of outlines.

Lesson Plan:

1. Outlining
2. Planning on Outline
3. Exercises
4. References

Warm-up:

Students are given a simple topic and asked to suggest how they would develop it and plan their essay. They share ideas about what information should come first, next, and last. This helps them improve thinking about how essays are structured.

Introduction:

The teacher explains the structure of an argumentative essay, including the introduction, body paragraphs, and conclusion. Students learn how outlining helps organize ideas in a logical way.

1. Outlining

As already explained in previous lectures, a writer in an argumentative essay takes a clear position on a specific topic and supports it with logical reasoning and credible evidence while also addressing the other opposing viewpoint. An argumentative essay generally includes several key elements. First, the introduction begins with a hook to attract the reader, provides background information on the topic, and ends with a clear thesis statement that presents the writer's main claim. Next, the body paragraphs each focus on a single supporting argument; they start with a topic sentence, followed by evidence (facts, examples, or statistics) and include an explanation that links this evidence to the main claim stated in the thesis. In addition, a counterargument paragraph is included, where the writer acknowledges opposing perspectives and then refutes them using logical reasoning or strong evidence. Finally, the conclusion restates the thesis in different words, summarizes the main points, and leaves the reader with a final insight.

2. Planning on Outline

Re-read the previous essay on “The School Uniform Question” (see lecture 01) and notice how it is outlined below:

1. Introduction (paragraph 1)

- A. **Hook:** Individualism is a fundamental part of society in many countries, where people believe they should be free to express their opinions and identity without fear of punishment.
- B. **Background Information:** This value, however, is coming under the fire in an unlikely place—the public school classroom. This issue is school uniforms. Should public school students be allowed to make individual decisions about clothing, or should all students be required to wear a uniform.
- C. **Thesis Statement:** School uniforms are the better choice for public schools for three main reasons

2. Body

- A. **First Reason** (paragraph 2) topic sentence: Uniforms make students' lives simpler
 - 1. **Support:** Save time in the morning
 - 2. **Support:** Reduce stress of choosing outfits

B. **Second Reason** (paragraph 3) topic sentence: uniforms influence students to act responsibly in groups and as individuals.

1. **Support:** Promote the idea that school is a place for learning
2. **Support:** Create a feeling of unity among students
3. **Support:** Uniforms have no violence and truancy

C. **Third Reason** (paragraph 4) topic sentence: Uniforms promote equality

1. **Support:** Reduce economic differences
2. **Support:** Create a fair and inclusive environment
3. **Support:** Increase self-esteem for less wealthy students

D. **Counterargument** (paragraph 5)

1. **Counterargument 1:** Uniforms limit individuality

Refutation (attack): School is for education, not fashion

Individuality can be expressed outside school hours

3. Conclusion (paragraph 6)

A. **Restated Thesis:** There are many benefits of implementing mandatory school uniforms for students.

B. **Opinion/Suggestion/Prediction:** Public schools should adopt mandatory school uniforms because they offer clear benefits for both students and society as a whole.

3. Exercises

Exercise 1

Read the essay below on 'The Importance of Learning a Second Language' and then create a detailed outline for it.

The Importance of Learning a Second Language

In today's globalized world, the ability to communicate in multiple languages is more than just a valuable skill—it's a necessity. Despite this, the importance of learning a second language is often underestimated in educational systems worldwide. This essay argues that learning a second language should be a mandatory part of every student's education due to its benefits in cognitive development, career opportunities, and cultural understanding.

First and foremost, mastering a second language significantly enhances cognitive abilities. Studies have shown that bilingual individuals have better problem-solving skills, improved memory, and greater mental flexibility. Learning another language involves understanding its grammar, vocabulary, and pronunciation, which enhances mental agility and encourages creativity. Moreover, the process of becoming bilingual can delay the onset of dementia and other age-related cognitive decline.

From a career perspective, fluency in a second language opens up a plethora of opportunities. In an increasingly interconnected world, companies are looking for employees who can navigate diverse markets and communicate with clients in their native languages. Knowledge of a second language can be the deciding factor in landing a job, negotiating deals, or leading international projects. It not only increases employability but also offers the potential for higher salaries and more dynamic career paths.

Furthermore, learning a second language fosters cultural awareness and sensitivity. It allows individuals to gain insights into the customs, traditions, and perspectives of other cultures. This understanding is crucial in today's diverse societies and global business environment. It promotes empathy, reduces prejudice, and helps build bridges between communities. By learning another language, students can appreciate the richness of cultural diversity and contribute to a more inclusive world.

Despite these benefits, some argue that the time and resources required learning a second language could be better spent on other subjects. However, this perspective fails to recognize that the advantages of bilingualism extend across all areas of learning and personal development. The cognitive, professional, and cultural gains from learning a second language far outweigh the initial investment.

In conclusion, making second language learning mandatory for students is essential in preparing them for the challenges and opportunities of the 21st century. The cognitive, career, and cultural benefits of bilingualism are undeniable. As the world becomes more interconnected, the ability to communicate in multiple languages will not only become a key skill for global citizens but also a fundamental aspect of human interaction and understanding. Therefore, educational systems should prioritize and promote the learning of

second languages from an early age.

Adopted from

<https://fr.scribd.com/document/782355503/The-Importance-of-Learning-a-Second-Language>

Exercise 2 Adopted from

https://fr.scribd.com/document/845441856/Argument-essay? gl=1*2dl60p* gcl au*MjQ3MzMxOTcyLjE3NzU2NjE3ODc.

The following outline, which is designed for an argumentative essay, is missing some supporting information. Work with a partner to complete the outline. Use your imagination, knowledge of the topic, and understanding of essay organization to complete this outline with your partner. After you finish, compare your supporting information with other students' work.

Topic: Mandatory physical education in school

I. Introduction (Paragraph1)

Thesis statement: Physical education classes should be required for all public school students in all grades.

II. Body

A. Paragraph 2 (pro argument1) topic sentence: Physical education courses promote children's general health.

1. Researchers have proved that exercise has maximum benefits if done regularly.
2. _____
3. Students should learn the importance of physical fitness at an early age.

B. Paragraph 3 (Pro argument 2) topic sentence: Physical education teaches children transferable life skills.

1. Kids learn about teamwork while playing team sports.
2. Kids learn about the benefits of healthy competition.
3. _____

C. Paragraph 4 (pro argument 3) topic sentence: _____

-
1. Trained physical education teachers can teach more effectively than parents.
 2. Physical education teachers can usually point students toward new and interesting sports.
 3. Schools generally have the appropriate facilities and equipment.

D. Paragraph 5 (counterargument and refutation)

1. **Counterargument:** Some parents might disagree and claim that only academic subjects should be taught in school.
2. **Refutation:** Then again, most parents do not have the time or the resources to see that their children are getting enough exercise.

III. Conclusion (paragraph 6) (restated thesis): _____

Physical education has often been downplayed as a minor part of daily school life. If its benefits are taken into account and if schools adopt a 12-year fitness plan, the positive results will foster a new awareness of not only physical fitness but also communication skills.

Exercise 3 Adopted from

https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/argumentative_essay_worksheets_5.pdf

Try to complete the following essay outline for a topic of your choice. You may use more supporting sentences if you need. And try to use complete sentences when it is possible.

3. Introduction (paragraph 1)

D. Hook: _____

E. Background Information: _____

F. Thesis Statement: _____

4. Body

E. First Reason (paragraph 2) topic sentence: _____

3. Support: _____

4. Support: _____

5. Support: _____

F. Second Reason (paragraph 3) topic sentence: _____

4. Support: _____

5. Support: _____

6. Support: _____

G. Third Reason (paragraph 4) topic sentence: _____

4. Support: _____

5. Support: _____

6. Support: _____

H. Counterargument (paragraph 5)

2. Counterargument 1: _____

Refutation (attack): _____

3. Counterargument 2: _____

Refutation (attack): _____

3. Conclusion (paragraph 6)

A. Restated Thesis: _____

B. Opinion/Suggestion/Prediction: _____

Homework: Argumentative Essay Writing

Adopted From:

https://www.oregon.gov/ode/educator-resources/assessment/Documents/Argumentative_Performance_Task_Second_Language_Learning_G7.pdf

Your class is studying the role of second language learning in schools and how many European schools require students to learn two languages. You are given four sources (two research articles, a collection of letters to the editor, and an interview) that discuss the advantages and disadvantages of learning foreign languages and the best age to start learning them.

-Write an argumentative essay in which you take a clear position **for or against** including second language instruction in local elementary schools.

Instructions:

- State a clear claim in the introduction.
- Use evidence and ideas from the provided sources to support your argument.
- Address at least one **counterargument** and respond to it.
- Organize your ideas logically using linking words.
- Write a strong conclusion that reinforces your position.

Conclusion:

The teacher asks some questions to check students' understanding and encourages students to interact and contribute to class discussion.

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Lesson 09: Techniques of Persuasion

Lesson Objectives:

By the end of this lesson, students will be able to:

- Organize ideas through clear and logical sequencing.
- Eliminate loaded words and overgeneralizations.
- Develop strong and well-balanced arguments.
- Revise either/or arguments.
- Distinguish between arguments and vogue statements.

Lesson Plan:

1. Relating Events by Sequence
2. Avoiding Generalizations
3. Loaded Words
4. Either/or Arguments
5. Exercises
6. References

Warm-up:

Students are given some statements and asked to decide whether they are convincing or not. This helps them identify how persuasive techniques are used to support different opinions.

Introduction:

Persuasive writing is a type of writing that aims to convince the reader to accept a particular opinion or viewpoint. It fuses logic, reasoning, and evidence with emotional appeal to persuade the reader. Persuasive writing employs a range of techniques. Some of these are:

1. Relating Events by Sequence:

Sequencing events helps you explain how one action caused the other. Instead of just stating claims, you should create a chain of events that leads to a clear conclusion. This chain makes your argument stronger. Sequencing events creates a kind of logical progression which help the reader understand how one events leads to another. To show how events are progressively ordered, use time signals such as *first*, *then*, *after that*, *later*, *eventually*, and *finally*.

Consider these examples:

1. Henry went to the football game, and then he had a car accident. Therefore, football games caused car accidents. ✗

The fact that event B happens after event A does not necessarily prove that event A caused event B. There could be many other possible explanations:

- The accident might have happened on the way home and had nothing to do with the football game.
- It could have been caused by weather or another driver.

The sentence above does not state a valid casual relationship. To make it valid, you need evidence showing a direct link between football games and car accidents.

The sentence below shows a valid casual argument:

2. Henry went to the football game, then he left the stadium, and later he was involved in a car accident on his way home. ✓

2. Avoiding generalizations:

When crafting an argument, try to provide evidence-based claims. Use language qualifiers like “many,” “some,” “in certain cases” or “in some occasions” instead of using absolute terms such as “all” or “never”. Support your argument with examples, data, or statistics from credible sources. This helps you recognize exceptions and acknowledge that other perspectives may exist. Using qualifiers makes arguments strong and more balanced.

Consider these examples

1. All students hate exams. ✗

Many students find exams stressful. ✓

2. *Teachers always give too much homework. ✗*

In some cases, teachers may assign a heavy amount of homework. ✓

3. *Everyone agrees that homework is useless. ✗*

Some students believe homework is not very useful. ✓

Note 1:

When crafting arguments, avoid words like **all**, **always**, **never**, and **everyone** and use **qualifiers** like *many*, *some*, and *in some cases*.

3. Loaded words:

Loaded words are words or phrases that carry strong emotional connotations rather than neutral facts. Such words and phrases are used to influence the reader's feelings, attitudes, and emotions.

Loaded words can make arguments more persuasive and convincing, but they can also make them less balanced because they urge readers to react emotionally instead of letting them objectively evaluate the evidence. Readers need to be persuaded through logical arguments, not emotional reactions.

Consider these examples:

1. The blue-flag freedom fighters won the war against the green-flag guerrillas.

This sentence does not represent a neutral argument because it uses some loaded words that affect the reader emotionally. "**Freedom fighters**" and "**guerrillas**" are not neutral words. "Freedom fighters" has a positive connotation that suggests justice, while "guerrillas" can carry a more negative connotation that suggests violence. Such words do not present neutral or objective arguments.

Below is a more objective and convincing argument:

2. The blue-flag armed group won the war against the green-flag armed group.

4. Either/or arguments:

When you agree with a point, avoid restricting the discussion to only two or three choices. There could be more choices and possibilities to present an argument. Limiting the set of choices can clearly narrow the reader's perspective and reinforce the writer's assumptions.

Either/or arguments force the reader to accept one of the possible choices without thinking about other alternative viewpoints. Such arguments are often misleading because they reduce complex issues and exclude other reasonable choices and possibilities.

Consider these examples

1. People must either ban all cars or accept environmental destruction.

This sentence presents only two choices while eliminating other reasonable alternatives.

It reinforces the viewpoint that people have just two choices:

- Either ban all cars, or
- Accept environmental destruction.

There are different options to improve environmental policy. By including other choices, possibilities, or suggestions, the argument becomes more objective, reasonable, and convincing.

Below is a more balanced argument:

1. While some argue that strong restrictions on cars are needed to protect the environment, others suggest that gradual changes and innovation are more effective.

5. Exercises

Exercise 1

Improve the sentences by removing either/or choices.

1. People should either use public transport, or traffic problems will never be solved.

2. You should either agree with your friend, or you are wrong.

3. Companies should either stop all emissions, or climate change will get worse.
-

4. You should either quit social media, or you become addicted.
-

Exercise 2

Make the arguments below more convincing.

1. The heroic activist saved the community from evil leaders.
-

2. The lazy student failed to complete the test.
-

3. The strict company exploited innocent workers for profit.
-

4. The fearless protesters fought against the corrupt government.
-

5. The stubborn father refused to listen to his kids.
-

Exercise 3

Read the paragraph and then answer the questions.

Tobacco becomes a net cost to society when a large enough proportion of the population smokes enough to suffer the impact of tobacco-induced diseases (NSW Cancer Council, 1985: 21), resulting in lost production from sickness, health care, loss of life and property destroyed by fire (Miller, 1982: 182). However, tobacco has a nett advantage to the economy by maintaining employment levels (Small Retailers' Association, 1982: 42; Gray and Walter, 1986: 267) and providing an easily grown cash crop (UNFAO, 1978: 290). The majority of governments extract huge taxes from the tobacco industry, particularly at the point of sale (Mathews, 1978: 17) whilst the tobacco manufacturers continue to make large profits in spite of the economic recession (Prices Surveillance Authority, 1985).

1. Is this piece of writing persuasive? Does it develop a particular point of view?
2. Does this piece of writing have an analytical structure, or is it merely descriptive?
3. Is the evidence used appropriately to confirm a point of view?

Homework

Underline the words or phrases which you found most useful in showing that it was a persuasive argument.

Of the two main forms of transport for people, buses are more effective than cars for a number of reasons. The greater passenger capacity of the bus ensures savings on fuel and other costs as well as reducing the amounts of traffic on the road. Secondly, the increased safety of bus travel as a result of ownership being governmental or business ensures that deaths and injuries from accidents are minimal, compared with the numerous deaths and injuries from car accidents. Finally, the accessibility of buses to most areas is strategically possible because buses use the established road system, so that little development is needed in order to extend a new bus route. Indeed, the potential for a bus transport system to be as convenient as private cars, combined with the other advantages of buses over cars, provides a convincing argument for the expansion of the bus transport system, rather than the continuation of a costly, inefficient and unsafe system based on privately owned vehicles.

Conclusion:

The teacher asks a few questions to check students' understanding and motivates students to respond and justify their answers while discussing them with their classmates.

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Lesson 10: Paraphrasing and Summarizing

Lesson Objectives:

By the end of this lesson, students will be able to:

- Understand how to paraphrase texts and passages.
- Apply techniques to produce accurate paraphrases.
- Recognize how to avoid plagiarism by implementing proper citation styles.

Lesson Plan:

1. Paraphrasing
2. Techniques for Paraphrasing
3. Exercises
4. References

Warm-up:

Students are given some short sentences and asked to rewrite them in their own words. This helps them recognize how the same idea can be expressed differently.

Introduction:

The teacher explains the difference between paraphrasing and summarizing, highlighting that paraphrasing keeps the same level of detail while summarizing shortens the main idea.

1. Paraphrasing:

Paraphrasing is the process of restating someone else's ideas in your own words without changing the original meaning.

2. Techniques for Paraphrasing

- Read the passage that you want to paraphrase several times to ensure you understand it.
- Highlight the key concepts.
- Rewrite the key concepts using your own words.
- Use synonyms and change sentence structure.
- Break up long sentences and combine short ones.
- Compare your paraphrased version with the original one to make sure that they are not similar.
- Cite the source using the required citation style.

Note 1:

Cite the original source when paraphrasing, without accurate citation, it is considered plagiarism.

Consider these examples:

Example 1

Original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

The paraphrased version:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47)

In this paraphrased version, the original idea is restated using different wording and a more precise structure. Phrases like “students frequently overuse direct quotation” is replaced with “students often quote excessively,” and “limit the amount of exact transcribing” is rephrased

as “minimize the material recorded verbatim.” The main idea is condensed by removing all the needless details.

Example 2

Original passage:

“Artistic, diverse and ever-changing, Vancouver is a hub of cultural activity. The fact that the city boasts a number of notable cultural institutions, such as the Vancouver Art Gallery and the Vancouver Opera, is known to many” (Lang 20).

The paraphrased version:

Vancouver is well-known as a major cultural centre on Canada’s West coast. The Vancouver Art Gallery and the Vancouver Opera are just two examples of its many famous and distinct cultural sites (Lang 20).

Expressions like “artistic, diverse and ever-changing” are replaced with “well-known as a major cultural centre,” and “boasts a number of notable cultural institutions” becomes “many famous and distinct cultural sites.” In addition, the examples are retained to support the main idea.

Example 3

Original passage:

“When the sun was shining, geographical north could be determined with a special sundial. However, how the Vikings could have navigated in cloudy or foggy situations, when the Sun’s disc was unusable, is still not fully known” (Horváth et al., 2011).

The paraphrased version:

The Vikings could find geographical north using a sundial on sunny days, but scholars are still uncertain about how they were able to navigate when the sun was obscured (Horváth et al., 2011).

In the paraphrased version, “when the sun was shining” is replaced by “on sunny days,” and “the Sun’s disc was unusable” becomes “when the sun was obscured.” Although the whole sentence has been reorganized, the main idea is properly preserved.

3. Exercises

Exercise 1 Adopted from

https://mscarota.weebly.com/uploads/3/6/7/9/3679795/paraphrasing_exercises_owl_purdue_sum_para_quo_notes.pdf

On a separate piece of paper, write a paraphrase of each of the following passages. Try not to look back at the original passage.

1. "The Antarctic is the vast source of cold on our planet, just as the sun is the source of our heat, and it exerts tremendous control on our climate," [Jacques] Cousteau told the camera. "The cold ocean water around Antarctica flows north to mix with warmer water from the tropics, and its upwellings help to cool both the surface water and our atmosphere. Yet the fragility of this regulating system is now threatened by human activity." From "Captain Cousteau," Audubon (May 1990):17.

2. The twenties were the years when drinking was against the law, and the law was a bad joke because everyone knew of a local bar where liquor could be had. They were the years when organized crime ruled the cities, and the police seemed powerless to do anything against it. Classical music was forgotten while jazz spread throughout the land, and men like Bix Beiderbecke, Louis Armstrong, and Count Basie became the heroes of the young. The flapper was born in the twenties, and with her bobbed hair and short skirts, she symbolized, perhaps more than anyone or anything else, America's break with the past. From Kathleen Yancey, English 102 Supplemental Guide (1989): 25.

3. While the Sears Tower is arguably the greatest achievement in skyscraper engineering so far, it's unlikely that architects and engineers have abandoned the quest for the world's tallest building. The question is: Just how high can a building go? Structural engineer William LeMessurier has designed a skyscraper nearly one-half mile high, twice as tall as the Sears Tower. And architect Robert Sobel claims that existing technology could produce a 500-story building. From Ron Bachman, "Reaching for the Sky." Dial (May 1990): 15.

Exercise 2 Adopted from

<https://alexandercollege.ca/web-2024/wp-content/uploads/2024/04/Paraphrasing-Exercise-2024.pdf>

Write a paraphrase for the following passages.

1. “Students who engage in fairness by doing their own original work, acknowledging borrowed work appropriately, respecting and upholding academic integrity policies, and by maintaining the good reputation of the institution” (International Center for Academic Integrity 7).
2. “[R]esponsible students seek to obtain and understand information about the classroom and institutional policies. They follow these policies and ask questions when they do not understand or disagree with them” (ICAI 9).

Exercise 3 Adopted from

<https://www.sjsu.edu/writingcenter/docs/handouts/Paraphrasing.pdf>

The following are sample paraphrases, but which is acceptable, and which is not? Why?

Original: “Color blindness is a visual defect resulting in the inability to distinguish colors. About 8% of men and 0.5% of women experience some difficulty in color perception. Color blindness is usually an inherited sex-linked characteristic, transmitted through, but recessive in, females” (Columbia Encyclopedia, 2000).

Sample 1: Color blindness is a visual impairment resulting in the disability to distinguish colors. About 8 percent of men and a half percent of women experience problems in color viewing. Color blindness is usually a hereditary sex-linked characteristic, transmitted through, but usually recessive in, women.

Sample 2: Color blindness, affecting approximately 8% of men and 0.5% of women, is a condition characterized by difficulty in telling one color from another, most often hereditary (Columbia Encyclopedia, 2000).

Your answer:

Exercise 4 Adopted from

http://downloads.bbc.co.uk/learningenglish/gtd/academicwriting/GTD_academic_writing_05_summarise_paraphrase.pdf

Look at this original paragraph of scientist Stephen Hawking's book *The Grand Design* (2011) and the paraphrase of it. Can you say why this is NOT a good paraphrase?

Original:

"In the history of science, we have discovered a sequence of better and better theories or models, from Plato to the classical theory of Newton to modern quantum theories. It is natural to ask: Will this sequence eventually reach an end point, the ultimate theory of the universe, that will include all forces and predict every observation we can make, or will we continue forever finding better and better theories, but never one that cannot be improved upon?" (Hawking, 2011, p.16-17)

Paraphrase:

According to Hawking (2011, p.p.16-17), in the history of science, we have discovered a sequence of better and better theories or models. He asks if we will ever find a theory that answers all scientific questions, or whether we will only ever make a series of gradual improvements to our theories, but never find one that cannot in any way be bettered or improved upon.

Your answer:

Homework Adopted from

<https://www.sjsu.edu/writingcenter/docs/handouts/Paraphrasing.pdf>

How would you paraphrase the following passage?

“For over 20 years now biologists have been alarmed that certain populations of amphibians have been declining. These declines have occurred both in areas populated by humans as well as areas seemingly undisturbed by people. However, offering clear proof of the declining numbers of amphibians has been difficult because in most cases there is no reliable data on past population sizes with which to compare recent numbers” (Gitlin, 2001).

Your answer:

Conclusion:

The teacher asks some questions to assess how well students have grasped the key concepts.

4. References

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Lesson 11: Paraphrasing and Summarizing

Lesson Objectives:

By the end of this lesson, students will be able to:

- Recognize how to summarize texts and passages.
- Distinguish between main ideas and extra details.
- Understand the difference between paraphrasing and summarizing.
- Apply appropriate techniques to summarize and condense texts.
- Write clear and concise summaries using their own words.

Lesson Plan

1. Summarizing
2. Techniques for Summarizing
3. The Difference between Paraphrasing and Summarizing
4. Exercises
5. References

Warm-up:

The teacher recalls what have been previously learned.

Introduction:

The teacher explains summarizing by showing how a longer text can be reduced while keeping its original meaning.

1. Summarizing

Summarizing is the process of restating the main ideas of a given text in your own words by focusing on the key points and omitting unnecessary details. As paraphrasing, summarizing requires acknowledging the original source.

Note 2

A summary is a short version of the original text. It should provide credit to the original source material.

2. Techniques for Summarizing

- Read the original passage and identify its main ideas.
- Focus on the key points and remove unnecessary details.
- Rewrite the main points using your own words.
- Use general terms to cover specific terms.
- Make your summary shorter than the original text.
- Check if your summary reflects the author's message.
- Avoid personal interpretations.
- Cite the source of the original text.

Consider these examples:**Example 1****Original:**

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

Summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

This summary keeps only the main idea and removes extra details. It directly states the main idea while leaving out unnecessary details.

Example 2**Original:**

"When humans domesticated fire, they gained control of an obedient and potentially limitless force. Unlike eagles, humans could choose when and where to ignite a flame, and they were

able to exploit fire for any number of tasks."

Summary:

Harari (2014, p.13) argues that only humans can control fire, and that it allows them to do many things.

This summary reduces the original idea by leaving out unnecessary details and examples. It focuses on the message that humans control fire and use it for many purposes, by omitting the details which do not serve the original message.

Example 3

Original:

Mammals and reptiles are two of the five classes of vertebrates. Mammals, which include dolphins, dogs and squirrels, encompass more than 5,400 species. However, there are over 8,200 species of reptiles, including geckos, snakes, and crocodiles, which make it a more diverse group than mammals. Mammals are believed to have evolved from reptiles more than 200 million years ago.

Summary:

Mammals and reptiles are vertebrates and the former is believed to have evolved from the latter. However, the species in reptiles are more diverse than those in mammals.

This summary condenses the original passage by keeping only the main ideas. Examples and extra details like the number of species are removed to make the summary shorter than the original passage.

3. The Difference between Paraphrasing and Summarizing

The table below captures the main differences between paraphrasing and summarizing:

Paraphrasing	Summarizing
➤ It restate the original passage in new words ➤ It can be as long as the original passage ➤ It preserves details ➤ It includes examples	➤ It condense the long ideas ➤ It is shorter than the original passage ➤ It retains main idea ➤ It removes examples ➤ It uses new wording

➤ It changes words and sentence structure ➤ Citation is always required	➤ Citation is always required
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4. Exercises

Exercise 1 Adopted from

<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Academic-Eng/Chapter%204 T.pdf>

Summarize the following sentences

1. Tropical cyclones in the Philippines can occur any time of the year, with the months of June to September being the most active. Approximately 20 tropical cyclones enter the Philippine Area of Responsibility yearly, an area which incorporates parts of the Pacific Ocean and the Philippine Archipelago (with the exception of Tawi-Tawi province).

Suggested answer:

2. The import of chicken, goose and duck meat has to be suspended after Thailand reported an outbreak of highly pathogenic H5 bird flu earlier this week.

Suggested answer:

3. Vincent van Gogh was a Dutch Post-Impressionist painter who posthumously became one of the most famous and influential figures in Western art history. In a decade, he created about 2,100 artworks, including around 860 oil paintings, most of which date from the last two years of his life. They include landscapes, portraits and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. Not commercially successful, he struggled

with severe depression and poverty, eventually leading to his suicide at the age of thirty-seven.

Suggested answer:

Exercise 2 Adopted from

http://downloads.bbc.co.uk/learningenglish/gtd/academicwriting/GTD_academic_writing_05_summarise_paraphrase.pdf

Compare these two paragraphs. Paragraph (1) is a quote from Naomi Klein's *This Changes Everything* (2015). Look at paragraph (2) and decide: is it a summary or paraphrase?

Paragraph (1)

"Renewables are, in fact, much more reliable than power based on extraction, since those energy models require continuous new inputs to avoid a crash, whereas once the initial investment has been made in renewable energy infrastructure, nature provides the raw materials for free." (Klein, 2015, p.395)

Paragraph (2)

Renewable energy sources are more dependable than coal, oil or gas. The latter sources need repeated investment to remain profitable, but once renewable energy systems have been set up, all the necessary inputs come from nature, with no extra cost. (Klein, 2015, p.395)

Answer:

Exercise 3 Adopted from

http://downloads.bbc.co.uk/learningenglish/gtd/academicwriting/GTD_academic_writing_05_summarise_paraphrase.pdf

Read this extract from Malcolm Gladwell's book, *Outliers* (2008, p.30) and choose which summary is the best: A, B or C?

Original

"It is those who are successful, in other words, who are most likely to be given the kinds of special opportunities that lead to further success. It's the rich who get the biggest tax breaks. It's the best students who get the best teaching and most attention. And it's the biggest nine- and ten-year-olds who get the most coaching and practice. Success is the result of what sociologists like to call "accumulative advantage." (Gladwell, 2008, p.30)

Summary A

Rich people usually pay less tax and bigger students receive more sports coaching (Gladwell, 2008, p.30).

Summary B

Successful people tend to be given opportunities to become even more successful (Gladwell, 2008, p.30).

Summary C

If you are successful, you will probably continue to be successful (Gladwell, 2008, p.30)

Exercise 4 Adopted from

<https://successtutoring.com.au/wp-content/uploads/2024/10/Year-6-Worksheet-21.pdf>

Read each passage carefully. Then, write a one- or two-sentence summary that captures the main idea of the passage.

1. Many animals migrate across long distances each year. This journey is often difficult, but it helps them find food and survive in changing weather conditions.

2. The invention of the light bulb changed the way people lived. It allowed activities to continue after dark, transforming industries and daily life.

3. The Great Barrier Reef is the largest coral reef system in the world. It is home to thousands of marine species, making it one of the most biodiverse ecosystems on the planet.

Homework Adopted from

<https://courseware.cutm.ac.in/wp-content/uploads/2020/05/Summarizing-a-Paragraph.pdf>

Write a summary of the following passage.

“The Northern Lights”

There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

Conclusion:

The teacher asks questions to assess whether students have clearly grasped the key concepts.

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Lesson 12: Revision: Answering essay/exam questions

Objectives:

By the end of this lesson, students will be able to:

- Answer common exam questions, including analyse, discuss, justify, evaluate, define, explain, clarify, summarize, and to what extent.

Essay 1:

The essay below discusses the advantages and disadvantages of sending humans to Mars. It presents several arguments supporting the idea of sending manned missions to Mars. Read the essay carefully then answer the questions that follow:

Why We Should Send a Manned Mission to Mars!

1 Mars has fascinated Earth-bound humans since prehistoric times, due to its captivating red hue and proximity and similarity to Earth. The romance of space travel and the exploration of new worlds is a major argument in favor of a manned mission to Mars. Supporters claim that exploring and colonizing the moon and Mars will give us a better understanding of our own home planet, Earth. Other supporters are motivated by feelings of national pride, saying the prestige of the United States is at stake. Still others believe that the research required by such a complex mission will help the United States retain its position as a leader in science and technology.

2 The success of the Apollo program in the 1960s and 1970s created a generation of astronaut heroes that inspired the nation. "In 1969, America sent men to the moon, not machines," Ben Wattenberg said on PBS's Think Tank. "[H]uman beings are exploratory creatures ... mankind needs big ideas and big projects to ennoble and inspire society. Don't our little boys and girls need heroes and heroines to say, 'Look at him, look at her; she's there'?" President George W. Bush once said in an address to the nation, "Mankind is drawn to the heavens for the same reason we were once drawn to unknown lands and across the open sea. We choose to explore space because doing so improves our lives and lifts our national spirit."

3 Many supporters of manned travel to Mars argue that because of its similarity to Earth, Mars offers opportunities to discover the origins of life and ways to protect the environment on Earth.

4 "We cling to the hope of a neighboring planet that harbors ... at least some primitive forms of life. If Mars contains even nanobacteria-or indisputable evidence of past life of the simplest forms-this will profoundly change our conception of our place in the universe," wrote Thomas Gangale. "If Mars is dead now, but was once alive, understanding how Mars died may give us a crucial understanding of how close we are coming to killing the Earth."

5 The Mars Society [a group that supports Mars exploration] shares that opinion. In its Founding Declaration, the society wrote, "As we begin the twenty first century, we have evidence that we are changing the Earth's atmosphere and environment in significant ways.... Mars, the planet most like Earth, will have even more to teach us about our home world. The knowledge we gain could be key to our survival."

6 And many scientists assert that the best way to attain that knowledge is with human scientists. "Robots can do a lot," Chris Welch, a lecturer in space technology at Kingston University, told the BBC. "But having multiple trained human beings there would tell us so much more." Dava Newman, associate professor of aeronautics at the Massachusetts Institute of Technology, agreed. "It's risky and it's also very costly, but there's just so much humans can do as explorers that we don't have any other way to accomplish."

7 China, Russia, and the European Union have all announced plans to boost their space programs in coming years, including sojourns to the moon and Mars. Some people believe it's essential to U.S. international status that the United States lead the way in space exploration. "Republican officials said constrictive lawmakers who might balk at the cost [of a manned mission to Mars] are likely to be lured by the chance to extend the U.S. military supremacy in space when China is pursuing lunar probes and Russia is considering a Mars mission," Mike Allen and Eric Pianin wrote in The Washington Post.

8 The European Space Agency (ESA) has developed a long-term plan-known as Aurora-that will use robotics to first explore low-Earth orbit and then move farther out into planetary excursions, including Mars. The ESA intends to send a rover to Mars by 2009 and a manned mission to the moon by 2024 that will "demonstrate key life support and habitation technologies as well as aspects of crew performance and adaptation." The final step in the Aurora program is a human mission to Mars in the 2030s.

9 Regaining the top position in science and technology is another reason to support a Mars mission. According to The New York Times, the dominance the United States once had in science and innovation has declined in recent years as the number of international prizes and journal publications awarded to European and Asian researchers has increased. Jennifer Bond, vice president for international affairs for the Council on Competitiveness said, "Many other countries have realized that science and technology are key to economic growth and prosperity. They're catching up to us." She warned that people in the United States should not "rest on their laurels." A poll by the Associated Press seems to indicate that many people in the United States agree with her. Seventy-two percent of respondents in the poll deemed it

important for the United States to be the "leading country in the world in the exploration of space."

10 "America is not going to remain at peace, and we're not going to remain the most prosperous nation, and we're not going to remain a free nation unless we remain the technological leader of the world," said Representative Dana Rohrabacher, chairman of the House Subcommittee on Space and Aeronautics. "And we will not remain the technological leader of the world unless we are the leaders in space."

Adapted from (Oshima & Hogue, 2006, P. 151-152)

Questions

1. What is the main argument of the passage? Write it in your own words.

2. Paragraph 1 summarizes four reasons why the United States should send a manned mission to Mars. List them here.

a. _____

b. _____

c. _____

d. _____

3. Which paragraph discusses the first reason? _____

In your opinion, which sentence in the paragraph expresses this reason most clearly and concisely? Copy the sentence here. _____

4. Which paragraph(s) discuss (es) the second reason? Summarize the reason here.

5. Which paragraph(s) discuss (es) the third reason? Summarize the reason here.

6. Which paragraph(s) discuss(es) the fourth reason? Summarize the reason here.

7. Why do some people think the United States should lead space exploration?

8. Which argument for sending humans to Mars do you think is strongest? Why?

9. To what extent does the author believe that space exploration improves national pride and status? Explain your answer.

10. Summarize the essay.

Answer keys:

1. The passage argues that the United States should send a manned mission to Mars because it would inspire people, increase scientific knowledge, strengthen national pride, and improve science and technology.
2. The four reasons why the United States should send a manned mission to Mars:
 - a. It would inspire people and encourage exploration.
 - b. It would help scientists learn more about Earth and the origins of life.
 - c. It would strengthen U.S. national pride and international status.
 - d. It would help the United States remain a leader in science and technology.

3. Paragraph 2 discusses the first reason. The sentence that expresses the reason most clearly: "Human beings are exploratory creatures ... mankind needs big ideas and big projects to ennoble and inspire society."

4. Paragraphs 3, 4, 5, and 6 discuss the second reason.

These paragraphs explain that Mars is similar to Earth, so studying it may help scientists understand the origins of life and learn how to protect the Earth. Human scientists on Mars could make better discoveries than robots alone.

5. Paragraphs 7 and 8 discuss the third reason.

These paragraphs explain that other countries and organizations, such as China, Russia, and the European Union, are advancing their space programs. Some people believe the United States must lead space exploration to maintain its international prestige and power.

6. Paragraphs 9 and 10 discuss the fourth reason

These paragraphs demonstrate that a Mars mission would help the United States stay a world leader in science and technology. Space exploration encourages innovation, economic growth, and technological advancement.

7. Some people think the United States should lead space exploration to maintain its international power, prestige, military advantage, and technological leadership over other countries.

8. I think the strongest argument is the scientific one because studying Mars could help humans understand life, climate change, and how Earth is protected.

9. The author believes that space exploration improves national pride and status. The essay includes examples of political leaders, scientists, and public opinion showing that successful space missions inspire people and help the United States maintain global power.

10. There are several reasons why the United States should send a manned mission to Mars. First, space exploration inspires people. Second, Mars research may help scientists and organizations understand life and protect Earth. Third, leading space exploration increases national pride and international status. Finally, Mars missions encourage scientific and technological progress, helping the United States remain a global power.

Essay 2

The essay below discusses the future status of English as the global language is/is not assured. It explains the reasons why English has become the dominant language around the world. Read the essay and then answer the questions that follow:

The world language

1 India has about a billion people and a dozen major languages of its own. One language, and only one, is understood- by an elite- across the country: that of the foreigners who ruled it for less than 200 years and left 52 years ago. After 1947, English had to share its official status with north India's Hindi and was due to lose it in 1965. It did not happen: Southern India said no.

2 Today, India. Tomorrow, unofficially, the world. [The spread of English] is well under way; at first, because the British not only built a global empire but settled America, and now because the world (and notably America) has acquired its first truly global-and interactive-medium, the Internet.

3 David Crystal, a British expert, estimates that some 350 million people speak English as their first language. Maybe 250-350 million do or can use it as a second language; in ex-colonial countries, notably, or in English-majority ones, like 30 million recent immigrants to the United States or Canada's 6 million francophone Quebeckers. And elsewhere? That is a heroic guess: 100 million to 1 billion is Mr. Crystal's, depending how you define "can." Let us be bold: In all, 20-25 percent of Earth's 6 billion people can use English; not the English of England, let alone of Dr. Johnson, but English.

4 That number is soaring as each year brings new pupils to school and carries off monolingual oldies-and now as the Internet spreads. And the process is self-reinforcing. As business spreads across frontiers, the company that wants to move its executives around and to promote the best of them, regardless of nationality, encourages the use of English. So the executive who wants to be in the frame or to move to another employer learns to use it. English has long dominated learned journals: German, Russian or French (depending on the field) may be useful to their expert readers, but English is essential. So, if you want your own

work published-and widely read by your peers-then English is the language of choice.

5 The growth of the cinema, and still more so of television, has spread the dominant language. Foreign movies or sitcoms may be dubbed into major languages, but for smaller audiences they are usually subtitled. Result: A Dutch or Danish or even Arab family has an audiovisual learning aid in its living room, and usually the language spoken on screen is English.

6 The birth of the computer and its American operating systems gave English a nudge ahead; that of the Internet has given it a huge push. Any Web-linked household today has a library of information available at the click Of a mouse. And, unlike the books on its own shelves or in the public library, maybe four-fifths is written in English. That proportion may lessen, as more non-English sites spring up. But English will surely dominate.

7 The Web of course works both ways. An American has far better access today than ever before to texts in German or Polish or Gaelic. But the average American has no great incentive to profit from it. That is not true the other way round. The Web may even save some minilanguages. But the big winner will be English.

Adapted from (Oshima & Hogue, 2006, P. 156-157)

Questions

1. By choosing the phrase “dominant language,” the author means that English is:

- A) a language spoken only in England and America
- B) a language that is used most widely and has the strongest influence globally
- C) a language that is disappearing in many countries

2. Explain why English continued to be used in India after 1965.

3. Discuss the impact of media (cinema, television, and the Internet) on the spread of English.

4. Justify why English is described as “the language of choice” for academic publication.

5. Find the modal verb in paragraph 6 and explain its function.

6. Paraphrase paragraph 3, which gives several statistics about the number of people who use English.

7. How many reasons are given in paragraphs 4 and 5 for the spread of English throughout the world? _____

List them here.

8. Copy a sentence from paragraph 4 that best expresses the idea that business helps spread the use of English. Include a reporting phrase that names the source of the quoted sentence.

9. Summarize paragraphs 5 and 6 in two or three sentences

10. Do you agree with the author's view that English will remain the dominant language in the future? Justify your answer.

Answer keys:

1. "Dominant language" means:
B) a language that is used most widely and has the strongest influence globally.
2. English continued to be used in India after 1965 because Southern India opposed replacing it completely with Hindi. As a result, English kept its official role and remained widely used across the country.
3. Cinema, television, and the Internet have greatly helped spread English around the world. Many films and TV programs are produced in English, and subtitles allow people

to hear and learn the language. The Internet also delivers a large amount of information in English, encouraging people to use it internationally.

4. English is called “the language of choice” because most scientific journals and publications use English. Researchers who publish in English can reach a wider audience and gain recognition from scholars worldwide.
5. The modal verb is “**may**” in the sentence: “That proportion may lessen...” Its function is to express possibility or uncertainty about the future.
6. According to David Crystal, hundreds of millions of people speak English either as a first or second language. The total number of English users worldwide may range from about 20 to 25 percent of the world’s population, depending on how fluency is measured.
7. Four reasons are given. They are:
 - a. International business uses English.
 - b. Academic and scientific journals mainly publish in English.
 - c. Cinema spreads English through movies.
 - d. Television programs and subtitles help people learn English.
8. The sentence is: “As business spreads across frontiers, the company that wants to move its executives around and to promote the best of them, regardless of nationality, encourages the use of English.”
9. Television, movies, computers, and internet have increased the global use of English. People hear English regularly through entertainment and access huge amounts of online information written in English. As technology expands, English continues to spread worldwide.
10. Yes, I agree because English is widely used in education, science, technology, and business. Internet and globalization continue to strengthen its importance, making it likely to remain the dominant global language for many years.

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Conclusion

The Comprehension and Written Expression course aims to equip L2 students with the essential skills required for effective academic writing. By the end of the course, students are expected to demonstrate an improved ability to comprehend diverse texts, identify main ideas and supporting details, and engage critically with written materials. They should also be able to produce well-structured, organized, and accurate written texts that reflect appropriate vocabulary use and logical development of ideas. Ultimately, the course prepares students to meet the academic demands of the curriculum by fostering autonomy, critical thinking, and competency in written expression in the target language.

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