

المقاتل

GREAT HEART

# 1<sup>st</sup> Lecture

## Elements of the Lecture

1. What is an Essay?
2. The Three Parts of an Essay
  - a. Introduction
  - b. body
  - c. conclusionHint: Unity & Coherence
3. The Introductory Paragraph
  - a. General Statements
  - b. Different Models of Introductory Paragraph  
Funnel, Dramatic, interesting or funny, surprising, statistics, facts, historical introductions
  - C. Thesis Statements
    1. Writing strong thesis statements
    2. How to develop thesis statement
4. Homework

*What is an Essay? **Essay** is..*

- Several paragraphs long
- One topic, just as a paragraph
- Discussing too complex topic in several paragraphs
- Tying or connect the paragraphs together by introduction and a conclusion
- No more difficult than a paragraph, except it is longer.
- The principles of organization are the same for both (paragraph and essay)

SO IF YOU CAN WRITE A GOOD PARAGRAPH, YOU CAN WRITE A GOOD ESSAY

The three main parts of an essay

### ❖ The introduction

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

### ❖ The main body

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

### ❖ The conclusion

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

### ○ Hint

- ◇ An essay has UNITY and COHERENCE, just as a paragraph does.
- ◇ Transition signals and the REPETITION OF KEY NOUNS link the paragraphs into a cohesive whole.
- ◇ **Unity**: a paragraph discusses one and only one main idea from beginning to end. For example, if your paragraph is about the advantages of having a Toyota car, discuss only that. Do not discuss the disadvantages.
- ◇ **Coherence**: the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth, without sudden jumps.
- ◇ There are two ways to achieve coherence:
  1. Repeated key words
  2. Transition signals

## ✿ Transition Signals

- To introduce an additional idea: in addition, furthermore, moreover, besides, also, too, and.
- To introduce an opposite idea or contrast: on the other hand, in contrast, however, nevertheless, instead, still, and nonetheless, but, yet, although, while, whereas, though, even though..
- To introduce a choice or alternative: otherwise, or, if, unless.
- To introduce a restatement or explanation: in fact, indeed, that is .
- To list in order: first, second, third, next, last, finally, the first, second, the next, last, final...
- To introduce an example: for example, for instance
- To introduce a conclusion or summary: clearly, in brief, in conclusion, indeed, in short, in summary
- To introduce a result: accordingly, as a result, as a consequent, therefore, consequently, hence, thus, so

Label the three parts of this essay: introduction, main body paragraphs, and conclusion.

### Changing English: the African 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 language, 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 American, too, have both contributed new words to English and changed the meanings of some existing words.

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

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

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

When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways. As a result, Native Americans have many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

First of all, Native Americans left a permanent mark on the English language. The early English-speaking settlers borrowed from several different Native American language words for places in this new land. All across the country are cities, towns, rivers, and states with Native American names. For example, the states of Delaware, Iowa, Illinois, and Alabama are named after Native American tribes, as are the cities of Chicago, Miami, and Spokane. In addition to place names, English adopted from various Native American language the words for animals and plants found in the Americas. Chipmunk, moose, raccoon, skunk, tobacco, and squash are just a few examples.

Although the vocabulary of English is the area that shows the most Native American influence, it is not the only area of U.S. culture that has been shaped by contact with Native Americans. Art is another area of important Native American contributions. Wool rugs woven by women of the Navajo tribe in Arizona and New Mexico are highly valued works of art in the United States. Native American jewelry made from silver and turquoise is also very popular and very expensive. Especially in the western and southwestern regions of the United States, native crafts such as pottery, leather products, and beadwork can be found in many homes. Indeed, native art, and handicrafts are a treasured part of U.S. culture.

In addition to language and art, agriculture is another area of important in which Native American had a great and lasting influence on the peoples who arrived here from Europe, Africa, and Asia. Being skilled farmers, the Native American of North America taught the newcomers many things about farming techniques and crops. Every U.S. schoolchild has heard the story of how Native Americans taught the first settlers to place a dead fish in a planting hole to provide fertilizer for the growing plant. Furthermore, they taught the settlers irrigation methods and crop rotation. Many of the foods people in the United States eat today were introduced to the Europeans by Native American. For example, corn and chocolate were unknown in Europe. Now they are staples in the U.S. diet.

Finally, it may surprise some people to learn citizens of the United States are also indebted to the native people for their form of government. The Iroquois who were an extremely large tribe with many branches called "nations," had developed a highly sophisticated system of government to settle disputes that arose between the various branches. Five of the nations had joined together in a confederation called "The league of the Iroquois." Under the league, each nation was autonomous in running its own internal affairs, but the nations acted as a unit when dealing with outsiders. The league kept the Iroquois from fighting among themselves and was also valuable in diplomatic relations with other tribes. When the 13 colonies were considering what kind of government to establish after they had won their independence from Britain, someone suggested that they use a system similar to that of the league of the Iroquois. Under this system, each colony or future state would be autonomous in managing its own affairs but would join forces with the other states to deal with matters that concerned them all. This is exactly what happened. As a result, the present form of government of the United States can be traced directly back to a Native American model.

In conclusion, it can be easily seen from these few examples the extent of Native American influence on the U.S. culture through the language, the art forms, the peoples' eating habits, and government. The people of the United States are deeply indebted to Native Americans for their contributions to U.S. culture.

1. How many paragraphs does this essay contain? How many paragraphs are in the body?
2. underline the topic sentence of each body paragraph, and double underline the topic. (Note: the topic sentence is not necessarily the first sentence in every paragraph.)
3. Notice which noun phrase appears four times in the introduction. Circle each repetition of this key noun in the other paragraphs of the essay.

### ❖ **The Introductory Paragraph**

✧ It has two parts:

#### **A. General statements**

1. Introduce the general topic of the essay
2. Capture the reader's interests

#### **B. Thesis statements**

1. States the specific topic
2. May list subtopics or subdivisions of the main topics
3. May indicate the pattern of organization of the essay
4. Is normally the last sentence in the introductory paragraph,

### ❖ **Notice: General Statements**

**W**hen the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways. As a result, Native Americans have many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

- Notice how the general statements in the introductory paragraph of the model essay introduce the topic. The first sentence is about the arrival of Europeans and their encounter with new cultures.
- The Next sentence points out that there were large differences between European and Native Americans.
- The next two sentences say that two-way cultural exchange happened, but the direction of the exchange and the specific items are not identified.
- The last sentence is the thesis statement. It is specific; it gives the direction of exchange (N. American influences on modern U.S. culture) and lists the subtopics (language, art, food, and government)

## ○ Different Models of Introductory Paragraph

### 1. Funnel Introduction:

The funnel introduction begins with one or two very general sentences about the topic. Each subsequent sentence becomes increasingly focused on the topic until the last sentence, which states very specifically what the essay will be about. Writing a funnel introduction is like focusing a camera. You start with a wide picture and gradually narrow the focus so that  
Let's Go and read the following example !

#### Underline the Thesis Statement

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more alive. Seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture – tourists, business travelers, diplomats, and students alike.

**Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.**

### 2. Dramatic, interesting, or funny story introduction

A dramatic, humorous, or otherwise interesting opening will generate interest in the reader. It is important, after all, to capture the reader's attention. For process paper's it is often useful to begin with a description of a scene that establishes the need for a process explanation. Observe here how one student uses a description to set up a process essay.

#### Underline the Thesis Statement

The rain pours down as if running from a faucet, lightning streaks across the dark restless sky, and thunder pounds the roof and walls of the house. All of a sudden the wind kicks up. Trees sway madly back and forth; loose objects are picked up and thrown all around. The house creaks and moans with every gust of wind. Windows are broken by pieces of shingle from a neighbor's roof or by loose objects picked up by the wind. Power lines snap like thread. The unprepared house and its occupants are in grave danger as the awesome hurricane approaches. Had they prepared for the hurricane, they might not be in such danger.

**Indeed, careful preparation before a hurricane is essential to life and property.**

### 3. Surprising Statistics or Facts Introduction

Got high blood pressure? Try a truffle. Worried about heart disease? Buy a bon-bon. It's the best news in years! Studies in two prestigious scientific journals say dark chocolate is good for you. It seems that eating a small piece of dark chocolate regularly can reduce the risk of heart disease because dark chocolate – but not milk chocolate or white chocolate – contains high amounts of flavonoids, powerful cholesterol-fighting compounds. What is the next health food going to be? Ice cream? Sugar cookies? **There are so many conflicting news stories about which foods are good for you that it is often difficult to make the right choices at the supermarket.**

### 4. Historical Background Introduction

The Pilgrims who arrived in Massachusetts in 1620 came to find religious freedom. In the seventeenth and eighteenth centuries, large numbers of African men and women were brought as slaves to work on large plantations in the South. Immigrants from northern and southern Europe came in the early nineteenth century to escape poor economic conditions at home. Later in the nineteenth century, the first immigrants from China came as contract laborers to build the railroads connecting East and West. In the twentieth century, political and economic refugees arrived from Asia, Eastern Europe, and Latin America. Indeed, the United States has seen immigrants come from many different parts of the world, and they have come for many different reasons. **Their ability to adjust to life in their adopted land has depended on several factors.**

## Thesis Statements

### What is a thesis statement?

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

Underline the Thesis Statement

### **Changing English: the African 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 language, 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 American, too, have both contributed new words to English and changed the meanings of some existing words.

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## Underline the Thesis Statement above

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

a.

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

b.

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

c.

**T**aoism is an ancient philosophy from Asia that places great importance on the natural world. Taoists believe that spirit can be found in every person or thing, living or non-living. For the Taoist, even a mountain or a stone contains spirit. Lao Tsu, a Taoist writer and philosopher, said, 'people follow earth. Earth follows heaven follows the Tao. The Tao follows what is natural'. For thousands of years in China and other Asia countries, gardens have been an important way to create a place where people can feel the spirit of the natural world. Creating a Taoist garden is an art. No two Taoist gardens are exactly alike, but all Taoist gardens include four essential elements: water, mountains, buildings and bridges.

## Writing a strong thesis statement

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

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

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

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

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

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

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

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

There are advantages and disadvantages to using nuclear power.

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

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

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

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

- The top government official in my country is the prime ministr.
- Some people prefer digital cameras, while others like traditional cameras.
- India became an independent country in 1947.
- To be a successful student, good study habits are more important than intelligence.
- There are several advantages of owning a car, but there are also many disadvantages.
- Half of the families in my country own a house.
- Using public transport would be one of the best ways to solve the traffic and pollution problems in cities around the world.
- While travelling, staying in a hotel offers more comfort, but sleeping in a tent is less expensive.
- Classical music concerts are very popular in my country.
- In order to create a successful advertisement, it is necessary to consider three issues: who should be targeted, where the advert should be placed, and what type of advert should be made.

## Writing thesis statements

### ➡ how to connect the thesis statement and the essay

The paragraphs in the main body of an essay should always explain the thesis statement.

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

To create a successful advertisement, it is necessary for advertisers to answer three questions:

What are we selling it to?, and Who are we selling it to?, and How can we make people want to buy it?

Possible topic sentences for each paragraph in the main body:

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

**Look at these introductory paragraphs. What should the paragraphs in the main discuss for each thesis statement?**

a.

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

b.

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

c.

**T**aoism is an ancient philosophy from Asia that places great importance on the natural world. Taoists believe that spirit can be found in every person or thing, living or non-living. For the Taoist, even a mountain or a stone contains spirit. Lao Tsu, a Taoist writer and philosopher, said, 'people follow earth. Earth follows heaven follows the Tao. The Tao follows what is natural'. For thousands of years in China and other Asia countries, gardens have been an important way to create a place where people can feel the spirit of the natural world. Creating a Taoist garden is an art. No two Taoist gardens are exactly alike, but all Taoist gardens include four essential elements: water, mountains, buildings and bridges.

### How to develop a thesis statement

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

*Topic: diet / food*

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

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

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

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

a. exercise

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b. university study

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c. the Internet

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d. music

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### Do The Following Homework!!

Part II: Chapter 4: page 59: Writing Technique Questions

Part II: Chapter 4: page 61: Writing Technique Questions

Part II: Chapter 4: pages 62 + 63: Practice I

Part II: Chapter 4: page 64: practice 2

□ **Writing Technique Questions**

**Q1. How many paragraphs does this essay contain? How many paragraphs are in the body?**

➤ The essay contains six paragraphs. There are four paragraphs in the body.

**Q2. Underline the topic sentence of each body paragraph, and double underline the topic. (Note: The topic sentence is not necessarily the first sentence in every paragraph.)**

➤ Topic sentences:

Body paragraph 1: First of all, Native Americans left a permanent imprint on the English language.

Body paragraph 2: Art is another area of important Native American contributions,

Body paragraph 3: In addition to language and art, agriculture is another area in which Native Americans had a great and lasting influence on the people who arrived here from Europe, Africa, Asia.

Body paragraph 4 ; Finally, it may surprise some people to learn that Americans are also indebted to the native people for our form of government.

**Q3. Notice which noun phrase appears four times in the introduction. Circle each repetition of this key noun in the other paragraphs of the essay.**

➤ Native Americans is the key noun. It should be circled five times in body paragraph 1. Four times in body paragraph 2, four times in body paragraph 3, once in body paragraph 4, and twice in the concluding paragraph.

Model

### Dramatic, Interesting or Funny Story

On November 14, 1963, a few miles off the southern coast of Iceland, the crew of a fishing boat noticed smoke on the horizon. Thinking that another fishing boat was on fire, they went to investigate. When they got closer, they discovered that the smoke was not from a boat on fire; rather, it was from an undersea volcano about to erupt. The next day, ash, cinders, and pumice were blown 1,000 feet into the air. The fishermen had witnessed a rare event—the violent birth of an island. The volcano continued to erupt for about four years, eventually creating an island about 1 square mile in area and 560 feet in height. The birth of Surtsey, as the island is named, offered scientists an extraordinary opportunity to learn how life takes hold on a sterile landmass.

Model

### Surprising Statistics or Facts

Got high blood pressure? Try a truffle. Worried about heart disease? Buy a bon-bon. It's the best news in years! Studies in two prestigious scientific journals say dark chocolate is good for you. It seems that eating a small piece of dark chocolate regularly can reduce the risk of heart disease because dark chocolate— but not milk chocolate or white chocolate—contains high amounts of flavonoids, powerful cholesterol-fighting compounds. What is the next health food going to be? Ice cream Sugar cookies? There are so many conflicting news stories about which foods are good for you that it is often difficult to make the right choices at the supermarket.

Model

### Historical Background

The Pilgrims who arrived in Massachusetts in 1620 came to find religious freedom. In the seventeenth and eighteenth centuries, large numbers of African men and women were brought as slaves to work on large plantations in the South. Immigrants from northern and southern Europe came in the early nineteenth century to escape poor economic conditions at home. Later in the nineteenth century, the first immigrants from China came as contract laborers to build the railroads connecting East and West. In the twentieth century, political and economic refugees arrived from Asia, Eastern Europe, and Latin America. Indeed, the United States has seen immigrants come from many different parts of the world, and they have come for many different reasons. Their ability to adjust to life in their adopted land has depended on several factors.

Writing Technique Questions

**Q 1. Underline the thesis statement in each example introductory paragraph.**

- Funnel : Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.
- Story : The birth of Surtsey, as the island is named, offered scientists an extraordinary opportunity to learn how life takes hold on a sterile landmass.
- Surprising : There are so many conflicting news stories about which foods are good for you that it is often difficult to make the right choices at the supermarket.
- Historical background : Their ability to adjust to life in their adopted land has depended on several factors

**Q 2. In your opinion, which introduction captures the reader's interest the best? Why?**

- Responses will vary.

## **PRACTICE**

### introductory

### *Paragraphs*

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

**Step 2** Write each paragraph, beginning with the most general statement first.

Then add each sentence in the correct order until the introduction becomes more specific. Write the thesis statement last.

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

#### **Paragraph 1**

1. If done properly, a handshake gives the impression of strength and honesty, and if done improperly, it conveys weakness and dishonesty.
2. In some cultures, people bow, and in others, they shake hands.
3. In English-speaking countries, shaking hands is the custom.
4. A proper handshake has four ingredients: pressure, pumps, eye contact, and verbal message.
5. The way people greet each other when they meet for the first time varies from culture to culture.
6. How one shakes hands sends an important message about one's character.

Type of introduction: \_\_\_\_\_

*Answer*

#### ➤ **Paragraph 1 :**

(5) The way people greet each other when they meet for the first time varies from culture to culture. (2) In some cultures, people bow, and in others, they shake hands. (3) In English-speaking countries, shaking hands is the custom. (6) How one shakes hands sends an important message about one's character. (1) If done properly, a handshake gives the impression of strength and honesty, and if done improperly, it conveys weakness and dishonesty. (4) A proper handshake has four ingredients: pressure, pumps, eye contact, and verbal message.

➤ **Type of introduction:**           funnel          .

## Paragraph 2

1. To celebrate the occasion, Mr. X decided to throw a big party at the plant.
2. Mr. X went to Mexico from England to manage a milk pastemization plant.
3. Then one day an impressive new pasteurization unit arrived and was installed.
4. The employees did most of the planning and draped the new unit with garlands.
5. During the party one of Mr. X's supervisors took him aside and said, "Now we see that you are *buena gente*; from now on I am sure everyone will really try to do their best for you."
6. And so it was-neither punctuality nor quality checks were any longer needed.
7. This story illustrates the need to understand that doing business in a different culture demands an understanding of the culture.
8. The party was a great success, and everybody had a good time.
9. For eight months, he tried every way possible to convince his workers of the importance of punctuality and of checking every detail of their work.
10. The response was always, "Yes, yes, we will do our best," but nothing ever changed.

Type of introduction: : \_\_\_\_\_

Answer

### ➤ Paragraph 2:

(2) Mr. X went to Mexico from England to manage a milk pastemization plant. (9) For eight months, he tried every way possible to convince his workers of the importance of punctuality and of checking every detail of their work. (10) The response was always, "Yes, yes, we will do our best," but nothing ever changed. (3) Then one day an impressive new pasteurization unit arrived and was installed. (1) To celebrate the occasion, Mr. X decided to throw a big party at the plant. (8) The party was a great success, and everybody had a good time. (5) During the party one of Mr. X's supervisors took him aside and said, "Now we see that you are *buena gente*; from now on I am sure everyone will really try to do their best for you." (6) And so it was-neither punctuality nor quality checks were any longer needed. (7) This story illustrates the need to understand that doing business in a different culture demands an understanding of the culture.

➤ Type of introduction: interesting story.

### Paragraph 3

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

1. Currently under study are four main methods for predicting when and where the next Big One will occur.
2. In 1976, an earthquake in Tangshan, China, killed over 250,000 people.
3. In an average year, earthquakes kill 10,000 people worldwide and cause millions of dollars worth of property damage.
4. Iran suffered more than 80,000 deaths in two massive quakes in 1996 and 2003.
5. Scientists keep trying to find ways to predict earthquakes-so far without much success.

Type of introduction: \_\_\_\_\_.

*Answer*

#### ➤ Paragraph 3 :

*Note:* The order of sentences 2, 3, and 4 can vary. **(2)** In 1976, an earthquake in Tangshan, China, killed over 250,000 people. **(4)** Iran suffered more than 80,000 deaths in two massive quakes in 1996 and 2003. **(3)** In an average year, earthquakes kill 10,000 people worldwide and cause millions of dollars worth of property damage. **(5)** Scientists keep trying to find ways to predict earthquakes-so far without much success. **(1)** Currently under study are four main methods for predicting when and where the next Big One will occur.

➤ Type of introduction : surprising statistics or facts.

## **PRACTICE 2**

### *Thesis*

### *Statements*

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

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

➤ **Pattern of organization:** Chronological order.

\*\*\*\*\*

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

➤ **Pattern of organization :** Comparison and contrast.

.....

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

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

**Probable number of body paragraphs :**

➤ Two paragraphs: increased educational opportunities and changes in the country's laws.

\*\*\*\*\*

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

**Probable number of body paragraphs :**

➤ Four paragraphs: economic independence, political rights, educational opportunities, and social status.

.....

## 2<sup>nd</sup> Lecture

### Elements of the Lecture

1. Body Paragraph	e. Parallelism
a. logical division of ideas.	f. Parallelism with correlative conjunctions
b. Three Keys to Organize Logical Division Essay	g. Thesis Statement Pitfalls
c. Paired Conjunction	h. Transition Signals For Logical Division of Ideas
d. Colon (:)	j. Transitions between Paragraphs.

### ❖ Body Paragraphs

- The body paragraph in an essay are like the supporting sentences in a paragraph. They are the place to develop your topic and prove your points. You should organize your body paragraph according to some sort of pattern, such as
  - Chronological order
  - Comparison/ contrast
  - or both

### A. Logical division of Ideas.

( basic pattern for essays is logical division of ideas.)

- In this pattern, you divide your topic into subtopics and then discuss each subtopic in a separate paragraph.
- Logical division is an appropriate pattern for explaining causes, reasons, types, kinds, qualities, methods, advantages, and disadvantages, as these typical college exam questions ask you to do.
- For Example: College questions are as the following:

**Economic** : Explain the three causes of inflation

**Agriculture/ Landscape design** : Describe the basic types of soils and additives needed to prepare each type for planting.

**U.S. History** : Discuss the causes of the U.S. Civil War.

**Business** : explain the three main forms of business organization

**Health Sciences** : Describe the various classes of drugs used to treat depression.

### B. Three Keys to Organize Logical Division Essay

*Three Keys* :

1. Divide your topic into subtopics, and then discuss each subtopic in a separate paragraph.
2. Write a thesis statement that indicates logical division.
3. Use transitions between paragraphs to guide your reader from one subtopic to the next.

## Ⓒ. Thesis Statements for Logical Division of Ideas

- ◇ The thesis statement of a logical division essay often indicates the number of subtopics :
  - a. Native Americans have made valuable contributions to modern U.S. culture in four main areas.
  - b. Inflation has three causes.
- ◇ The thesis statement may even name the subtopics
  - a. Native Americans have made valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.
  - b. inflation has three causes: excessive government spending, unrestrained consumer borrowing, and an increase in the supply of paper money.
- △ Paired conjunctions (*both... and, not only... but also*) are an especially effective way to list two subtopics.
  - c. Young people in my culture have less freedom than young people in the United States **not only** in their choice of lifestyle **but also** in their choice of careers.
  - d. Puppies, like children, need **both** love **and** discipline to become responsible members of society.

## Ⓓ. Colon ( : )

- \* **A colon** is often useful before lists of two, three, or more subtopics in a thesis statement:
  - e. Young people in my culture have less freedom than young people in the United States in three areas: where they live, whom they marry, and what their job is.
  - f. The Father of Psychoanalysis, Sigmund Freud, believed that the human mind had three separate parts: the **id**, the **ego**, and the **superego**.
- \* Notice that subtopics are in **parallel form**, which means that they have the same grammatical form: In example *a*, *d*, and *f* all are nouns; in example *b*, all are adjective + noun phrases; in example *c* all are prepositional phrases, in example *e*, all are dependent clauses.

## B. Parallelism

Is an important element in English writing, especially when you are listing and comparing and contrasting items or ideas. Parallelism means that each item in a list or comparison follows the same grammatical pattern. If you are writing a list and the first item in your list is a noun, write all the following items as nouns also. If the first item is an **-ing** word, make all the others **-ing** words; if it is an adverb clause, make all the others adverb clause.

Not Parallel	Parallel
My English conversation class is made up of Chinese, Spaniards, and some are from Bosnia.	My English Conversation class is made up of <b>Chinese, Spaniards, and Bosnians.</b> (The items are all nouns)
	<b>Before you write a paper or before you take a test,</b> you must organize your thoughts.  <b>Before you write a paper or take a test,</b> you must organize your thoughts.

## B. Parallelism with correlative conjunctions

Use parallel forms with the paired conjunctions **both... and**, **either...or**, **neither...nor**, and **not only...but also**.

Paired conjunctions are placed directly before the elements that join in the sentence. Notice the parallel sentences in these clauses joined by paired conjunctions:

- A new law provides the means for both regulating pesticides and ordering their removal if they are dangerous.
- Air pollutants may come either from the ocean as natural contaminants given by sea life or from the internal combustion engines of automobiles.

### **Practice 3: (A.) page 66**

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.
- \_\_\_\_\_ 3. On their eighteenth birthday, U.S. citizens receive two important rights/possibilities: 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. Inflation is caused by excessive government spending, unrestrained consumer borrowing, and an increase in the supply of paper money. ☒
- \_\_\_\_\_ 6. Living in a dormitory offers several advantages to first-year students.
- \_\_\_\_\_ 7. Photosynthesis is the process by which plants manufacture their own food.  
a college degree in international business requires (1) a knowledge of business procedures and (2) a knowledge of cultural differences. ☒
- \_\_\_\_\_ 8. A computer is both faster and more accurate than a human.
- \_\_\_\_\_ 9. Giving a surprise birthday party requires careful planning.
- \_\_\_\_\_ 10. Being an only child has both advantages and disadvantages. ☒

## Practice: 3 (B) page 66

Analyze the following thesis statements. Note: you may want to use one of the topics in this practice or the next for your own essay at the end of the chapter.

- Step 1 Locate the main topic and the subtopics in each of the following thesis statements.
- Step 2 Draw a box around the topic .
- Step 3 Underline the subtopics.
- Step 4 Draw a circle around the words or punctuation marks that introduce the subtopics.

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

1. Capital punishment should be abolished (not only) because it deprives another person of life (but also) because it does not stop crimes.
2. Women generally live longer than men for two main reasons: They tend to take better care of their health, and they have better resistance to stress.
3. Teenagers declare their separateness from their parents by the way they dress and by the way they talk.
4. In choosing a major, a student has to consider various factors, (such as) personal interest, job opportunities, and the availability of training institutions.
5. An architect should be (both) an artist and an engineer.
6. A healthy lifestyle involves eating a nutritious diet, exercising regularly, and getting enough sleep at night.

### 📌 Thesis statement Pitfalls.

A thesis is the most important sentence in your essay, so write it with special thought and care. Avoid these common problems:

Problem 1: The thesis is too general.

- TOO GENERAL A college education is a good investment.
- IMPROVED A college education is a good investment for four reasons.
- TOO GENERAL Lasers are very useful .
- IMPROVED Lasers have several applications in industry and medicine.

### 📌 Thesis Statement **Second** Pitfall.

Problem 2: The thesis makes a simple announcement.

- ANNOUNCEMENT I am going to write about sports injuries.
- IMPROVED Avoid sports injuries by taking a few simple precautions.

Problem 3: The Thesis stats an obvious fact.

- OBVIOUS FACT The internet is a communication superhighway.
- IMPROVED The explosion of the internet has had both positive and negative consequences.

## Practice 4: Writing Logical Division Thesis Statements

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

1. Clothing, hair, or shoe style in your school (three styles)
  - Three clothing styles you can see at my university include Uniforms dress, Dishdash, and pants.
2. Dangerous automobile drivers (speeders, cell-phone users, teens)
  - There are three types of drivers that make our street unsafe: speeders, cell-phone users, and teenagers.
3. Disneyland's or Disney World's appeal (children and adults)
  - Disneyland **and** Disney World appeal to **both** children and adults.
4. The advantages (or the disadvantages) of living in a large city/ a small town
  - **Living in a small town** has several advantages: little traffic, a low crime rate, friendly neighbors, and community **spirit**.
5. Kinds of appeals television advertisers use to sell automobiles/beer/ any product or service
  - Advertisers design TV car commercials to appeal to shoppers' different personalities and desires.

## II. Transition Signals For Logical Division of Ideas...

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

Transition Words or Phrases	
<p>first, first of all, second, third, etc.            next, last, finally,            also, in addition, moreover, furthermore</p>	<p><b>First</b>, excessive government spending can lead to inflation.  <b>In addition</b>, unrestrained consumer borrowing can cause inflationary tendencies.  <b>Finally</b>, an increase in the supply of paper money gives rise to inflation</p>

Coordinators	
<p>and            both... and            not only... but also</p>	<p><b>Both</b> an increase in the supply of paper money <b>and</b> unrestrained consumer borrowing can cause inflationary tendencies.             To lose weight, one must <b>not only</b> exercise regularly <b>but also</b> eat wisely.</p>

Others	
<p>the first cause, reason, factor, etc.            the /a second problem, result, advantage, etc.            one problem, reason, important factor, etc.            another way, reason, disadvantage, etc.            an additional problem, result, etc.            in addition to math and science...</p>	<p>A <b>second</b> cause is an increase in the supply of paper money.            Regular exercise is <b>one</b> way to get fit and lose weight.  <b>In addition</b> to government spending, unrestrained consumer borrowing can cause inflationary tendencies.</p>

## 1. Transition Signals Between Paragraphs

Linking paragraphs with transitions helps your reader see how the subtopics are related. Link one paragraph to the next by adding a transition to the topic sentence of the second paragraph. This transition may be a single word, a phrase, or a dependent clause that repeats or summarizes the main idea in the preceding paragraph.

Study the following model, and notice how the paragraphs are linked. →

### MODEL

### Aggressive Drivers

PARAGRAPH  
TRANSITIONS

Introductory  
paragraph

The number of vehicles on freeways and streets is growing at an alarming rate. The increase of motor vehicles is creating hazardous conditions. Moreover, drivers are in such a rush to get to their destinations that many become angry or impatient with other motorists who are too slow or who are in their way. Aggressive drivers react foolishly toward others in several dangerous ways.

BODY PARAGRAPH 1

TRANSITION WORDS

**One way** an angry driver may react is cut off another motorist.  
(+ supporting sentences) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

BODY PARAGRAPH 2

TRANSITION WORDS

**Another way** is to tailgate the other car. (+ supporting sentences)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

BODY PARAGRAPH 3

TRANSITION PHRASE

**In addition to cutting off and tailgating other cars**, aggressive drivers often use rude language or gestures to show their anger. (+ Supporting sentences)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

BODY PARAGRAPH 4

TRANSITION CLAUSE

**Although law enforcement authorities warn motorists against aggressive driving**, the number who cut out their angry impulses has not declined.  
(+ Supporting sentences)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CONCLUDING PARAGRAPH

**To conclude**, aggressive drivers are endangering everyone because they create hazardous conditions by acting and driving foolishly. They should control their anger and learn to drive safely. After all, the lives they save could be their own.  
\_\_\_\_\_

*DO THE FOLLOWING HOMEWORK*

Chapter 4 , Part II, Practice 5 Transitions between Paragraphs. Pages 70 + 71

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

**Icebergs: A Potential Source of Water** (Pages 70)

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

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

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

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

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

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

Add transition words, phrases, or clauses to the topic sentences below. Rewrite the topic sentences if necessary.

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

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

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

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

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

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

## 3<sup>rd</sup> Lecture

### Elements of the Lecture

- Concluding Paragraph
- Essay Outline

### Concluding Paragraph

**The conclusion is your last chance to make your point clear.**

The concluding paragraph consists of:

- A summary of the main points, or a restatement of your thesis in different words;
- Your final comment on the subject, based on the information you have provided.

The concluding paragraph should be introduced with a conclusion transition signal:

**in conclusion, in summary, in brief, in short, indeed**

❑ **Here are some basic principles you should follow to write an effective conclusion:**

1. *The conclusion should follow logically from the body of the essay.*
2. *The conclusion must summarize the whole essay, not just one or two major points.*
3. *The conclusion should not raise any new points but must be related to the thesis statement or body of the essay.*

❑ **You can use different devices to make your final comment more interesting. Some of them are:**

- emphasize the result of the ideas in the essay;
- offer a solution to the problems stated in the essay;
- predict a situation that will result or occur from the ideas introduced in the essay;
- make a recommendation concerning material presented in the essay.

Here are techniques that you can use to write a memorable conclusion.

✧ Make a prediction.

We have seen how the costs of attending college have been rising while, at the same time, sources of financial aid for students have been disappearing. If this trend continues, fewer and fewer families will be able to send their children through four years of college.

✧ Suggest results or consequences.

To sum up, the costs of attending college are up and financial aid for students is down. Fewer and fewer future members of the workforce are able to educate themselves beyond high school. As a result, the nation will waste the intelligence, imagination, and energy of a large segment of the present college-age generation.

✧ Suggest a solution, make a recommendation, or call for action.

It is clear that the U.S. system of higher education is in trouble. For many students, four years of college is no longer possible because of increasing costs and decreasing financial aid. To reverse this trend, we must demand that government increase its financial support of colleges and universities and restore financial aid programs. Our future depends on it.

✧ Quote an authority on the topic.

In conclusion, costs are rising and financial aid is declining, with the result that many can no longer afford to go to college. If our nation is to prosper, increased government funding for education is essential, even if it requires higher taxes. As Horace Mann argued in his *Fifth Annual Report*, a nation's economic wealth will increase through an educated public. It is therefore in the self-interest of business to pay the taxation for public education.

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

**Step 2** Then answer the questions.

### Culture Shock

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

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

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

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

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

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

## Concluding Paragraph A

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

## Concluding Paragraph B

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

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

- Paragraph A gives a summary of the subtopics. Paragraph B paraphrases the thesis statement.

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

- Paragraph B gives suggestions. Paragraph A makes a prediction.

---

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

**Step 2** Write a concluding paragraph for each essay.

### Essay 1

#### Controlling Stress

##### Introductory Paragraph

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

##### Topic Sentences for Body Paragraphs

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

## Concluding Paragraph

To Summarize, stress is a health issue for those of us who live in modern, industrialized societies. Unless we want to move to a quiet village in the middle of nowhere, we need to follow the advice of health professionals by setting realistic goals, taking up a hobby, getting regular exercise, and above all, staying close to our families and friends.

## Essay 2

### Studying in Great Britain

#### Introductory Paragraph

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

#### Topic Sentences for Body Paragraphs

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

#### Concluding Paragraph

In conclusion, studying in the United Kingdom can be a wonderful experience. The British people may be more or less friendly than people at home, the weather may be rainier than the weather you are used to, and you may encounter some frosty stares the first time you forget to queue at the bus stop. Also, it may take you a few days to remember which direction traffic is coming from. However, with time and by maintaining a positive attitude, you will soon adapt to the ways of the British and soon feel comfortable in your temporary home.

## What's Essay Outlining ?

Before you begin writing the first draft of your essay, it is best to make an outline. An outline is a general plan of what you are going to write. You can compare making an outline to drawing plans to build a house. Before one begins to build a house, it is best to draw up plans to make sure that a house is built in the way you want. The same is true with writing an essay and making an outline.

### Introduction

#### The Benefits of an Outline

○ **An outline of an essay can be very helpful for two reasons:**

- An outline will help make your essay more organized. A careful plan will help your body paragraphs stay focused on the ideas in your thesis statement.
- An outline saves time for writers. Preparing an outline can take time, but when you are finished, you will be able to write the rough draft of your essay more quickly than if you didn't have an outline.

### Example Outline

\* **Here is an example of how a blank outline might look:**

#### Essay Outline

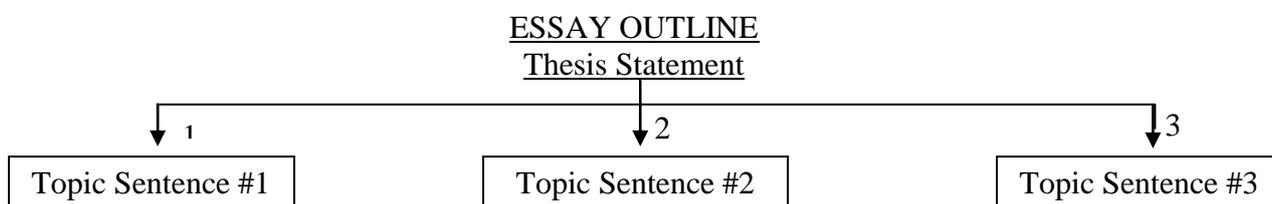
- I. Introduction Thesis: \_\_\_\_\_
- II. Body Paragraph #1- Topic Sentence: \_\_\_\_\_
  - A. supporting idea
  - B. supporting idea
- III. Body Paragraph #2- Topic Sentence: \_\_\_\_\_
  - A. supporting idea
  - B. supporting idea
- IV. Body Paragraph #3- Topic Sentence: \_\_\_\_\_
  - A. supporting idea
  - B. supporting idea
- V. Conclusion

#### The Process Making an Outline

In a formal outline, Roman numerals can be used to represent paragraphs. Capital letters can be used to represent supporting details for the paragraphs. [Click here to see a list of Roman numerals.](#)

#### The Process Thesis Statement

To begin an outline, you need to start with your thesis statement. The thesis statement will be your guide throughout the process of writing your essay. From the thesis statement, you can begin writing the topic sentences for the body paragraphs in the outline.



**The Process**  
**Topic Sentences**

The topic sentence for each body paragraph should support the thesis statement. The topic sentences need to agree with the main idea or subpoints in the thesis statement; otherwise, the essay could be confusing.

**The Process**  
**Topic Sentences**

**Thesis Statement**

A job interview can often make or break your chances of getting your dream job. There are several things that you can do in an interview to increase the possibility of your success such as dressing properly, answering interview questions thoroughly, and asking good questions at the end of the interview.

**Topic Sentence Paragraph #1:**

The way you dress can have a big impact on an interview panel's first impressions of you.

**Topic Sentence Paragraph #2:**

An interview is an opportunity for potential employers to get to know you better, so it is important that you answer each question as completely as possible.

**Topic Sentence Paragraph #2:**

An interview is an opportunity for potential employers to get to know you better, so it is important that you answer each question as completely as possible.

**The Process**  
**Supporting Details**

Under the topic sentence for each paragraph, list some of the supporting details, examples, or ideas you want to include in each paragraph.

**The Process**  
**Supporting Details**

**II. Body Paragraph #1:**

**Topic Sentence:** The way you dress can have a big impact on an interview panel's first impressions of you.

- A.** Men and women should consider wearing dark suits.
- B.** Conservative dress will show the interview panel you are serious about what you do.
- C.** Don't carry too many things into the interview. A notebook, pens, and/or laptop computer should be carried in a briefcase.
- D.** Hair and nails should be clean and neat.

supporting details,  
examples, and ideas

## **Example Outline**

I. **Introduction- Thesis Statement:** A job interview can often make or break your chances of getting your dream job. There are several things that you can do in an interview to increase the possibility of your success such as, dressing properly, answering interview questions thoroughly, and asking good questions at the end of the interview.

II. **Body Paragraph #1:**

**Topic Sentence:** The way you dress can have a big impact on an interview panel's first impressions of you.

- A. Men and women should consider wearing dark suits.
- B. Conservative dress will show the interview panel you are serious about what you do.
- C. Don't carry too many things into the interview. A notebook, pens, and/or laptop computer should be carried in a briefcase.
- D. Hair and nails should be clean and neat.

III. **Body Paragraph #2:**

**Topic Sentence:** An interview is an opportunity for potential employers to get to know you better, so it is important that you answer each question as completely as possible.

- A. Ask interviewers to repeat questions you don't understand.
- B. Take some time to think about the questions before you answer.
- C. A notebook to write down key words in interview questions is sometimes helpful.

IV. **Body Paragraph #3:**

**Topic Sentence:** By preparing some thoughtful questions for the end of the interview, you can show the panel that you have prepared for the interview and want the job.

- A. Research the job and/or company before you go to the interview.
- B. The interview is your opportunity to get to know your potential employer. Ask questions about company goals, mission, expectations of employees, etc.
- C. Don't ask questions about benefits or salary during the interview. You should try to get this information before you apply for the job.

IV. **Conclusion:** Don't underestimate the importance of a good interview.

## **Roman Numerals**

I = 1	XI = 11
II = 2	XII = 12
III = 3	XIII = 13
IV = 4	XIV = 14
V = 5	XV = 15
VI = 6	
VII = 7	
VIII = 8	
IX = 9	
X = 10	

## 4<sup>th</sup> Lecture

### Review and Practice

#### Elements of the Lecture

- Review
- Exercises

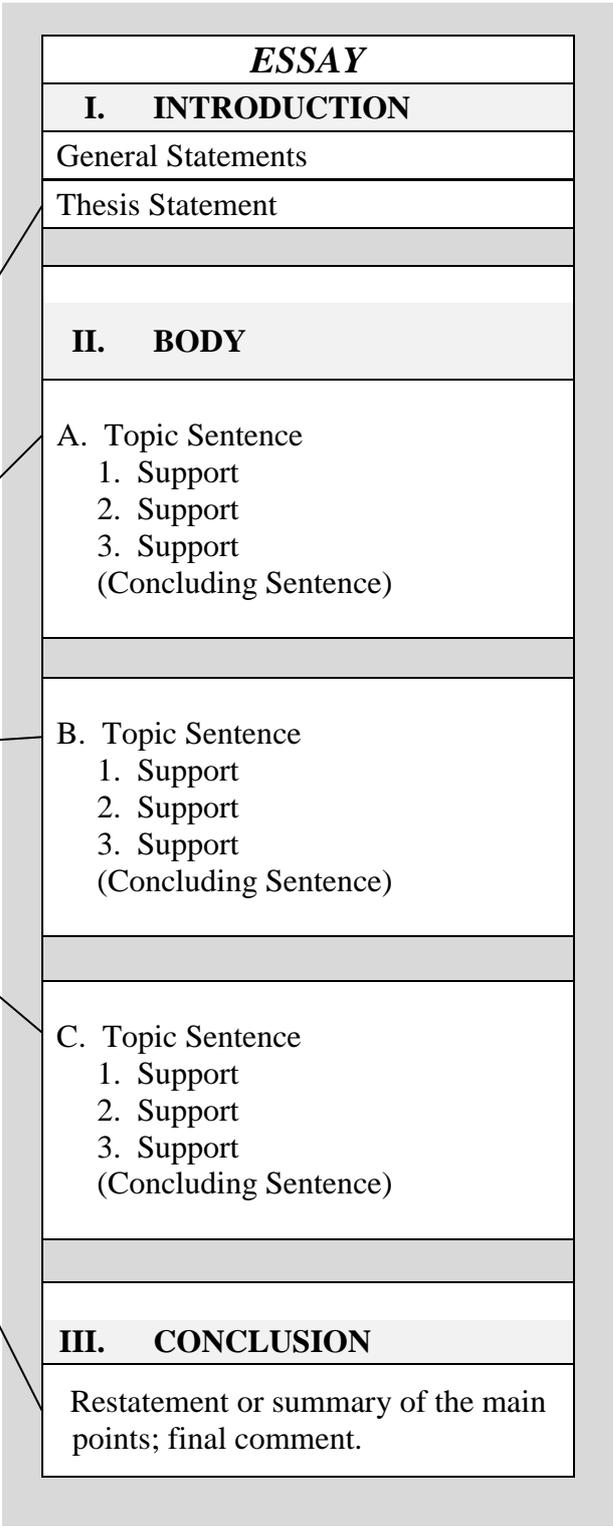
These are the important points covered in this chapter.

#### Main Parts of an Essay

1. An essay has three main parts: an introduction, a body, and a conclusion.
  - The introductory paragraph consists of two parts: a few general statements to attract your reader's attention and a thesis statement to state your main idea. A thesis statement may also name the major subdivisions of the topic, and it may indicate how you will organize the essay.
  - The body of an essay discusses the subtopics, one by one. It contains as many paragraphs as necessary to explain all subtopics.
  - The concluding paragraph reminds your reader of what you have said. In it, you summarize your main ideas or paraphrase your thesis. You may also make a final comment on the topic for your reader to remember.
2. Use the logical division of ideas pattern to divide a topic into separate paragraphs.
3. Link paragraphs with transitions; that is, show how one paragraph is related to the next by using appropriate transition words, phrases, or clauses.
4. Prepare an outline to organize your ideas before you begin to write.

**paragraph**

Topic sentence
A. support
B. support
C. support
<b>Concluding Sentence</b>



□ حل التمارين ١-٢-٣ موجود في المحاضرة الاولى من الملزمة

1. Part II: Chapter 4: page 59: Writing Technique Questions  
قطعة صفحة ٥٩ من الكتاب و صفحة ٤ من هذي الملزمة وتمرين صفحة ١٢
2. Part II: Chapter 4: pages 62 + 63: Practice I  
تمرين صفحة ١٤ - ١٥ - ١٦
3. Part II: Chapter 4: page 64: practice 2  
تمرين صفحة ١٧

.....

**Practice: 3 (A.) (B) page 66**

□ حل تمرين موجود في المحاضرة الثانية صفحة ٢٠-٢١

.....

Remember : 4 types of Introduction

1. Funnel Introduction
2. Dramatic, Interesting or funny story
3. Surprising Statistics or Facts
4. Historical Background

Practice 8 *essay outlining*      قطعة صفحة ٤

- A. Below is an incomplete outline of the model essay "Native American Influences on Modern U.S. Culture" on pages 58-59. Complete the outline by filling in the missing parts.

**Native American Influences on Modern U.S. Culture**

I. Introduction

Thesis statement: Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

II. Body

**A. Native Americans left a permanent mark on the English language.**

1. Names of places-cities, towns, rivers, and states
  - a. States: Delaware, Iowa, Illinois, Alabama
  - b. Cities: Chicago, Miami, Spokane
2. Names of animals and plants
  - a. Animals: chipmunk, moose, raccoon, skunk
  - b. Plants: tobacco, squash

**B. Art is another area of important Native American contribution.**

1. Navajo rugs
2. Silver and turquoise jewelry
3. handicrafts
  - a. Pottery
  - b. Leather products
  - c. Beadwork

**C. Agriculture is another area in which Native Americans had a great and lasting influence on the people who arrived from Europe, Africa, and Asia.**

1. Farming techniques
  - a. Fertilization of plants with dead fish
  - b. Irrigation methods and crop rotation techniques
2. New foods
  - a. Corn
  - b. Chocolate

**D. Finally, it may surprise some people to learn that citizens of the United States are also indebted to the native people for our form of government.**

1. Iroquois- large tribe with many branches ("nations") Need to settle disputes among various branches
2. Five nations formed League of Iroquois
  - a. Was autonomous in running its own internal affairs
  - b. Acted together when dealing with outsiders
3. After independence, thirteen colonies needed similar system
  - a. Each colony (future state) autonomous in managing own affairs
  - b. Would join forces the other states to deal with matters that concerned them all

### III. Conclusion

We can easily see from these few examples the extent of Native American influence on our language, our art forms, our eating habits, and our government.

B. Choose one thesis statement from Practices 3B, 3C, or 4 on pages 66.:...;68.

Follow the steps in the writing process, which you will find in Appendix A at the back of the book.

Brainstorm for ideas, and then organize your ideas into a formal outline like the model.

.....

Do the Following Exercises and share with us on Blackboard to get good scores

Pages : 78 , 79

## 5<sup>th</sup> Lecture

### Chronological Order: Process Essay

#### Process Essay



##### ✿ **Basic Info**

- A Process essay is a description of a procedure, a step-by-step analysis and explanation of a process.
- Many tasks that we do every day are processes that we follow in a specific order.
- It addresses a familiar process that we currently do regularly or that you have done in the past.
- You are "the expert" and the organization of the essay is governed by chronological order, so it should be the easiest essay to write for you.

##### ✿ **Use First Person**

I am asking that you explain a process, and use expressions such as:

*"I (or we) did this, and then I (or we) did that (first person)"*

Do not use 2<sup>nd</sup> person such as:

*"you do this next, and you will see...(second person)."*

**NEVER, EVER use second person in this essay for me!!**

##### ✿ **Audience**

- Your audience is your reader.
- Keep your reader (me) in mind, and assume that I know nothing or very little about your topic.
- Therefore, you must define any terms I may not be familiar with.
- Don't assume that I am an expert in computers or in any other subject.
- Clarify your descriptions so that any reasonable person would understand your meaning.
- **Do not instruct me on how I can perform the task you have done. Rather, explain how YOU did it.**

##### ✿ **Writing Style**

- This is not a diary or journal exercise. It is **not** a narrative or story.
- It must describe a procedure that can be broken down into steps or stages.
- I suggest that you should try to organize your topic into **three main categories**
- When you are organizing, first make sure your thesis statement is written correctly.
- The thesis should immediately lead to the three divisions you make for your body categories.
- Make sure that each paragraph then has a suitable topic sentence that outlines that stage of the process.

## ✿ **Organizing the Essay**

□ The organization of the process essay should look like this:

- Introduction paragraph
- Stage one paragraph
- Transition, stage two paragraph
- transition, stage three paragraph
- {any other stages if necessary}
- transition, conclusion

## ✿ **Organization continued...**

- Each body paragraph will be one step in the process, and various sub-steps should be explained within each body paragraph.
- Be sure to use transitions to tie steps and sub-steps together: to act as bridges so that your writing flows more smoothly and coherently.
- Most of the transitions will refer to time because the process paper analyzes steps of a process in time: *first, second, third, next, then, soon after, later, last, finally*, and so on.
- A body paragraph should have a minimum of five sentences, so avoid having them be too short.

## ✿ **The Intro Paragraph**

- Good process intros open with a general subject and gradually move toward the THESIS STATEMENT.
- A good intro flows well, with no choppy sentences appearing out of nowhere.
- They transition well.
- The reader knows immediately that the essay will be about a procedure.
- First, always remember that the thesis statement of your essay is the LAST sentence in your introductory paragraph.
- It is the most important sentence of your essay, so a great deal of thought goes into that sentence.
- All of the ideas you present in your body paragraphs must flow from that sentence, and in many ways, your thesis controls your conclusion as well.

## ✿ **The Thesis**

□ Do **not** "announce" or "talk" to the reader as in the following examples of **bad writing**:

- "In this essay, I will explain..."
- "As I mentioned above..."
- "As I have shown..."
- "I have chosen to write about..."
- "the above reasons,"

□ Never use the following expressions:

- "I think,"
- "I feel,"
- "In my opinion."

### ✿ ***The thesis continued...***

- If you are somewhat creative, you can begin with a
- creative introduction
- Even if you aren't especially creative, your thesis statement must set the tone for the rest of your essay.
- It must have a subject and a comment about it.

### ✿ ***Sample Thesis Statements***

(General introductory material comes before the thesis)

- ...Once those decisions have been made, the difficulty of learning all the steps involved in diaper changing comes: preparation, procedure, and clean-up.
- ...There are many delicious shrimp recipes. However, I enjoy preparing a French appetizer called "Shrimp Bordelaise."
- ...The actual process of preparing a bowl of cereal is not difficult; what is hard is selecting what I want.
- ...to maintain a healthy, attractive, and happy Shih-Tzu, a regimen of weekly grooming is required. (**Regimen indicates a process, something repeated.**)
- ...To make this popular "Y" shaped necklace, several easy steps must be followed.

### ✿ ***Writing Topic Sentences***

**One of the dangers of this type of essay is to write a topic sentence that is too narrow or limited.**

**For example, if your topic sentence is:**

*"Next, I wrote a resume,"*

that body paragraph can discuss ONLY writing the resume.

You cannot switch the subject matter in the middle of the paragraph and begin discussing how you contacted employment agencies or how you phoned for interviews.

### ✿ ***Mistakes witnessed by Mr. Sholtis***

- Remember, all of your body paragraphs' topic sentences must flow from the thesis statement, so pick a thesis statement that is broad enough to cover all of your stages in your process.
  - For example, I had a lady who wrote about her daughter's birthday party and wrote her thesis like this:
    - "After selecting the theme, the next step was to prepare the food."
    - Then, the entire essay must be about the food preparation.
    - No other topic, such as the games, the location, or the invitations could be mentioned, so she painted herself into a corner.
    - Therefore, if she had wanted to discuss those issues, she could have written:
- ***After selecting the theme of the party, preparations focused on planning the invitations, the games, and the food.*** (Also notice that active verbs such as preparations focused on planning is better than the next step **was**. To be verbs are usually boring.)

## ✿ ***Suggestions to Aid Paragraph Development***

- Not only tell what to do but also tell why to do it.
- Sometimes it's important to tell the readers what **not to do. And why.**
- Inform readers of necessary cautions or warnings.
- Include not only information about the process but also enough text to "prove" your point of view about the process.
- Define any terms with which the readers may not be familiar.
- Use pictures or diagrams that are helpful.

## ✿ ***Conclusions***

- As in any essay, your conclusion of a process paper summarizes the essay.
- It brings the reader "up to date" on the process, such as explaining the results of this process.

□ For example:

- you might discuss how much the family enjoys the patio you built
  - how pleased your sister was with the quilt you made her
  - how much everyone enjoyed the party you planned
  - how you got a promotion for handling your procedure so well
- Whatever the current status is on the project you did.
  - Even if you just do a recipe, you can tell about how people feel when they see it or taste it, and how satisfied you become when you see others' reactions to your work.
  - There is a sense of completion to the essay
  - It just doesn't stop abruptly causing the reader to wonder how it all turned out.

## ✿ ***Conclusions continued...***

- One way to see if your conclusion is good is to read your introduction and then jump directly to the conclusion and see if the two flow together well, or do they seem to be part of two different essays.
- They should be similar in tone; if you start your intro humorously, your conclusion should be also.
- Similarly, if your intro is formal, your conclusion should be formal as well

## 6<sup>th</sup> Lecture

### Process Essay

Elements of the Lecture

Process Essay (Practice)



Cause and Effect Essay

### Review

These are the important covered in this chapter.

1. Using chronological order to organize an essay means putting the ideas in order or sequence by occurrence in time.
2. Use chronological order for narrative essays (stories, history, biography, and autobiography) and for process essays (how to do or make something).
3. Following are the three keys to success in writing a chronological order essay :
  - Group the steps or events into paragraphs where natural breaks occur.
  - Write a thesis statement that indicates chronological order.
  - Use chronological order signal words and phrases to show the sequence of steps (in a process) or events (in a narration).

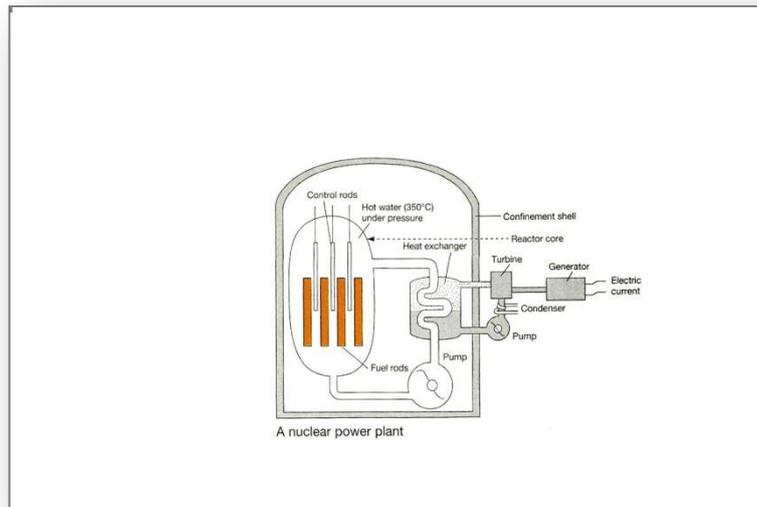
## MODEL

*Chronological  
Order essay  
(Process)*

## INTRODUCTORY PARAGRAPH

# Understanding Chernobyl

Clouds of radioactive steam shoot into the sky. Fires burn unstoppably, sending radioactive smoke and particles into the atmosphere. Men dressed in protective clothing work feverishly to extinguish the fire and contain the contamination. Hundreds of residents hastily grab their possessions and flee their homes. Roadblocks are erected to keep strangers away. This was the scene at the Chernobyl nuclear power plant in the former USSR in April 1986. The plant's nuclear reactor had exploded, spreading radioactive contamination over an area that stretched as far away as Norway and Sweden. This catastrophic accident renewed fears about the safety of nuclear reactors around the world. Are such fears justified? In order to understand how the accident at Chernobyl happened, it is necessary to understand how a nuclear power plant is constructed and how one operates.



## BODY PARAGRAPH 1

A nuclear power plant contains a nuclear reactor that uses controlled nuclear fission to produce electricity. The reactor consists of fuel rods alternating with control rods inside a very large container called the reactor core. The fuel rods contain radioactive fuel such as uranium-235, and the control rods contain neutron – absorbing substances such as boron and cadmium. By varying the depth of the control rods within the core, one can increase or decrease the absorption of neutrons, thereby speeding up or slowing down the fission process. If necessary, these rods can be dropped all the way into the core to stop the reaction completely. A high-pressure water bath surrounds the rods. The water acts as a coolant by slowing down the neutrons. In some reactors, graphite is added to the water because graphite also slows down neutrons. A confinement shell usually surrounds the parts containing radioactive material so that radioactivity cannot escape.

## BODY PARAGRAPH 2

How do nuclear reactors produce electricity? First, a series of nuclear fissions are produced by bombarding the nuclei of uranium-235 with neutrons. When a neutron strikes a nucleus; the nucleus splits, releasing energy. The released energy then heats the water surrounding the rods. After that, the hot water is pumped to a heat exchanger, where steam is produced. Finally, the steam passes to a turbine that drives a generator to produce electricity.

BODY PARAGRAPH 3

How did the accident at Chernobyl happen? It happened because on the day of the accident, the safety system on the reactor had been disabled while operators performed an experimental test. During the test, the reactor cooled excessively and threatened to shut down. If this had happened, the operators would not have been able to restart the reactor for a long period of time. To avoid this situation, they removed most of the control rods, which was against all safety rules. Soon, the reactor began to overheat. When the reactor overheated, the fuel rods melted and spilled their radioactive contents into the superheated water, which then flashed into steam. Next, the increased pressure from the steam blew the top off the reactor, and because there was no confinement shell around the reactor, radioactive material shot into the sky. At the same time, hot steam reacted with the zirconium shells of the fuel rods and with the graphite in the coolant water to produce hydrogen gas, which then ignited. The graphite burned for a long time, spreading even more radioactivity into the atmosphere.

INCLUDING  
PARAGRAPH

In the end, the cost of the Chernobyl accident was enormous. Thirty-one people died, and several hundred were hospitalized. Thousands had to be evacuated and resettled. The soil around Chernobyl will remain contaminated for years. The lesson from Chernobyl is this: A well- designed nuclear power plant using normal fuel is not dangerous as long as power safety procedures are followed. However, poor design and/or disregard for safety regulation can lead to catastrophe.

#### Writing Technique Questions

1. What is the thesis statement? How does it indicate that at least part of this essay will use chronological organization?
2. Which two paragraphs explain processes (how something works or how something happens)? What two processes are explained?
3. Which paragraph describes the design of a nuclear power plant?
4. What kind of introduction does this essay have—"funnel" or attention-getting?
5. What kind of conclusion does it have? Does it summarize the main points or paraphrase the thesis, or is it a different kind? Does it give a final comment? In your opinion, is this kind of conclusion appropriate for this essay?

#### *Answer*

1. Thesis statement: To understand how the accident at Chernobyl happened, it is necessary to understand how a nuclear power plant is constructed and how one operates.  
It indicates chronological order by indicating that the essay will explain (1) how the accident happened and (2) how a nuclear power plant is built and how it operates.
2. Body paragraph 2 explain how nuclear reactors produce electricity. Body paragraph 3 explain how the Chernobyl accident happened.
3. Body paragraph 1 explains the design of a nuclear power plant.
4. It has an attention-getting introduction.
5. It is a different kind (neither a summary nor a paraphrase). It gives a final comment that a well-designed nuclear power plant is safe as long as safety procedures are followed.

## Practice 1

### Thesis

### Statements for

### Chronological

### Order

- A. Step 1 check ( ✓ ) the thesis statements that suggest a chronological order. Put a double check ( ✓✓ ) next to the thesis statements that suggest the essay will describe a process or procedure.  
Step 2 In the sentences you have checked, circle the word or words that indicate chronological order.

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

- ✓✓ 1. A child learns to handle responsibility in a series of small steps.
- \_\_\_\_\_ 2. A person's intelligence is the product of both heredity and environment.
- \_\_\_\_\_ 3. There are two main reasons I believe women in the army should not be allowed in a war zone along with men.
- ✓✓ 4. The procedure for submitting expense reports has recently changed.
- ✓✓ 5. The tensions that led to last year's student riots had been developing for several years.
- \_\_\_\_\_ 6. North American directness often conflicts with Asian modesty.
- \_\_\_\_\_ 7. The two busiest travel days in the United States are the Wednesday before and the Sunday after Thanksgiving.
- \_\_\_\_\_ 8. Cultures celebrate the end of winter and the arrival of spring in different ways.
- ✓✓ 9. The preparation of the poisonous puffer fish for eating is a delicate process that is not for amateur chefs.
- ✓✓ 10. The life cycle of the monarch butterfly is an interesting phenomenon.

## Chronological Order Signal Words and Phrase

first, first of all, second, third, etc

**First**, choose a destination for your camping trip.

then, next, after that, soon, later, later on  
finally, ...  
last, ...  
last of all, ...  
subsequently,

**Then** make a list of supplies and equipment.

finally, last, last of all,

**Last of all**, have a good time.

Meanwhile, at the same time, now

**Meanwhile**, have a supply of clean rags ready.

gradually, eventually

**Gradually** increase your child's allowance.

## subordinators

after

since

as

until

as soon as

when

before

while

**After** you have chosen a destination, make a list of equipment and supplies that you will need.

Praise your child **when** he or she does something well.

## others

the first (second, last, final) step

**The last step** is to decorate the cake.

on the third day

after leaving home

Continue stirring the soup **for five minutes**.

later that morning

for five minutes

**In 2004**, scientists announced a major discovery.

in 2004

**After leaving home**, I began to appreciate my parents.

Several years ago

My parents emigrated to the United States **several years ago**.

a few weeks later

The court announced the **a few weeks later**.

in the next ( past, last ) 15 years

## Practice 2

### Transition

### Signals for

### Chronological

### Order

**A.** Reread the model essay on pages 82-83. Find circle all chronological order signals, including time words, time phrases, and time clauses. قطعة صفحة ٤٤ من الملزمة.

**Introduction** : in April 1986

**Body paragraph 2** : first, when a neutron strikes a nucleus, then, finally

**Body paragraph 3** : On the day of the accident, while operators performed an experimental test, during the test, soon, when the reactor overheated, next, at the same time.

**Conclusion** : in the end

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

as soon as the lesson begins	when you return	When he or she asks you
In conclusion	first	To speak up
In the next few minutes	finally	second
then	a third time	Before you sit down
		next

### how to annoy a teacher

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

(1) **First** always come to class just a little late. (2) **Second** make as much noise as possible as you enter the room. (3) **Then**, greet all your friends with a cheerful wave-or even better, with a shouted greeting. (4) **Before you sit down**, slam your heavy backpack down on the floor next to your desk and do a few stretching exercise. (After all, you will be sitting still for the next 40 minutes or so!)

(5) **Finally** make a big, gaping yawn and take your seat. (6) **As soon as the lesson begins**, raise your hand and ask to be excused to go to the restroom. (7) **Second**, be sure to slam the door, and again, make as much noise as possible while taking your seat. In (8) **The next few minutes**, turn the pages of your book noisily, search in your backpack for a pencil, ask your neighbor if you can borrow an eraser, and announce in a loud voice that you cannot find your homework. (9) **Next**, raise your hand and ask to be excused to look for it in your locker.

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

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

## Reading 1

### Spring Cleaning, No Mops

*The messiest place in your house may be your hard drive.*

*You don't do windows? It's time to fix that.*

1 April is upon us, and it's time to do some serious spring cleaning. I'm not talking about the fridge, the attic and the shoe closet. If you're like me, your PC is basically your backup brain, and if you really want that warm feeling of renewal that comes but once a year, you've got to clean up your computer.

2 The most visible messes are the easiest to deal with. A moist paper towel will freshen up your monitor; a cotton swab can scrape the crud off the rollers in your mouse; a good burst from a can of compressed air will get the dust out of your keyboard. If your computer desktop is as messy as your real one, that's easily corrected too. You just have to be merciless. Dump those obsolete documents. Delete old e-mails without looking back. Trash any program you haven't used since the last millennium.

3 Unfortunately, out of sight is not necessarily out of mind. Operating systems have a way of surreptitiously backing up everything you do, and some programs tend to grow roots. Just because you put something in the recycling bin or ran an uninstall program doesn't mean you got rid of it. On Windows machines there are several different files associated with each program, and to do a thorough cleaning job, you have to root out every one.

4 The problem is that deleting the wrong files can give your computer serious fits, so tread lightly. There are several popular utilities that will do the work safely for you. As a rule, you should stay out of the real guts of the machine--the files and settings that run your operating system--unless you really know your stuff.

5 You may still have to get rid of the temporary backup files that your computer made when you didn't hit Save often enough. Windows users can try to find and delete all files that end in .tmp. You'll be surprised how many hundreds have piled up; just don't delete any that the system says it still needs. After that, run your built-in mop-up programs--in Windows, look in System Tools for Disk Cleanup; with Macs, it's Disk First Aid in Utilities--and let the computer check itself for errors.

6 Now it's time to deal with everything your Internet browser brought home from its travels on the World Wide Web. Use Options or Preferences to get rid of unwanted cookies and clean out your cache files. Give your computer a blood test by going on the Web and downloading the latest in antivirus software. Then run a disk defragmenter to straighten out the tangle of files stored on your hard drive. This can speed up your computer's performance. But as with any major renovation, you should back up important documents beforehand, just to be safe.

7 The last step for desktop-computer owners is often the most satisfying. Grab your can of compressed air, unplug and open up your computer's box and behold--without touching anything--the dust bunnies that have been breeding in there ever since you brought it home. Eek!

### *About the Organization*

- 1) Which sentence is true about the thesis statement of this magazine article?**
- a. The thesis statement announces the topic and indicates that this is going to be a "how to" essay.
  - b. The thesis statement announces the topic without indicating what pattern of organization it will use.
  - c. There is no clear thesis statement.
- 2) Which sentence best describes the conclusion?**
- a. The conclusion restates the thesis in different words.
  - b. There is no formal conclusion; the conclusion is actually a final step.
- 3) What pattern of organization does the article use?**
- a. Chronological order: process
  - b. Logical division of ideas
  - c. A combination of chronological process and logical division of ideas

### *About the Support*

- 4) Which sentence would best serve as a topic sentence for paragraph 2?**
- a. The first step is to clean the exterior of your computer.
  - b. The first step is to clean up what you can easily see.
- 5) Paragraphs 3, 4, and 5 all discuss the same general topic, but only one paragraph has a topic sentence.**
- a. Which paragraph has a topic sentence? \_\_\_\_\_  
Write the topic sentence here:
  - Paragraph 5 has a topic sentence. You may still have to get rid of the temporary backup files that your computer made when you didn't hit *SAVE* often enough.
  - b. Consider combining the other two paragraphs. Which of the following sentences best serves as a topic sentence for the combined paragraph?
    - (1) Next, delete your old files safely by using a built-in program.
    - (2) The next step, getting rid of old files and programs, is more difficult.
    - (3) Next, empty your recycle bin.

### *About Coherence*

- 6) Look for chronological order signal words and phrases.**
- a. Which paragraphs begin with chronological order signals? \_\_\_\_ and \_\_\_\_  
Write the signals here:
    - Paragraphs 6 and 7 begin with chronological transition signals: "Now" and "The last step."
  - b. What other chronological order signals can you find in paragraphs 5 and 6? List them here:
    - After that and then.

Note: Read the other reading page 92.

## Reading 2 page 92

### A Japanese Betrothal!

1 For a while there was a great, wild spree of homecoming celebrations. Two 442nd vets meeting on the street was reason enough for a party. But finally it was time to get back to normal living. The first thing I did was to register at the university. Doctoring was out, but I didn't care. I wanted now to become a lawyer, in the hope of entering public life. The prelaw courses required a lot of work, and they were harnessed to my extracurricular activities in student government and veterans' organizations. Then one unforgettable autumn day I met Margaret Awamura. Marriage had never occurred to me before that moment, but afterward, it never left my mind. I proposed on our second date. It was December 6, 1947. I know because we have celebrated the occasion together ever since.

2 Of course, because we were *nisei*, it wasn't as simple as all that. As soon as I informed my parents, they began to arrange things in the Japanese way. Tradition calls for a ceremonial event involving *nakoudos*-go-betweens-who represent the families of the prospective bride and groom and settle the terms of the marriage. By prearrangement the Inouye team (my parents, our *nakoudos*, and I) arrived at the Awamuras' one evening bearing gifts of rice, sake, and fish and took places on the floor. Our *nakoudos* faced their *nakoudos* across a low table. Behind them sat the respective families, the parents first and, farthest away from the action, Maggie and me, as though we were only incidental onlookers. Now and then I caught her eye and we smiled secretly. Only the *nakoudos* spoke.

3 First, gifts were exchanged. Then one of our representatives began to extol the virtues of Daniel Ken Inouye, a fine upstanding man, a war hero, and so forth. Next, our side listened to a recitation of Maggie's qualities: she had earned a master's degree, she was an accomplished seamstress, and her family's reputation for honor was unimpeachable. (I would have liked to add that she was beautiful, too.)

4 The *nakoudos* consulted briefly with their clients and recommended that the marriage be approved. Then at last glasses were filled, and a toast was drunk. Maggie and I were engaged-officially!

### Questions

About the Organization

1. This reading could be divided into two parts.

- a. What is the topic of the first part?
  - Senator Inouye's life immediately after he returned home.
- b. What is the topic of the second part?
  - His betrothal.
- c. Which sentence serves as a transition between the two parts?
  - Of course, because we were *nisei*, it wasn't as simple as all that.
- d. Which part explains a process?
  - The second part.

2. Circle all the chronological order signals in the excerpt.

**paragraph 1** : for a while, finally, the first thing, now, Then, before that moment, afterward, ever since.

**paragraph 2** : As soon as, one evening, Now and then.

**paragraph 3** : First, Then, Next.

**paragraph 4** : Then.

### About the Supporting Details

3. This reading tells about courtship customs in two different cultures.

a. Which sentence tells about courtship customs in U.S. culture? Write the opening words of this sentence.

➤ I proposed on our second date.

c. Write the opening words of the part that tells about Japanese customs.

➤ As soon as I informed my parents, they began to arrange things in the Japanese way.

### About Unity

4. In the first paragraph, look for one sentence that breaks the unity of the paragraph.

Write the opening words of this sentence.

➤ I know because we have celebrated the occasion together ever since.

## Cause and Effect Essay

### \* What is a cause? What is an effect?

Cause and effect depend on each other. You can't have one without the other. A plane crashed. That is the effect. What are the possible causes? Was it a mechanical or human error? Was it due to the weather? Was it a terrorist action? Obviously there are many possible causes.

### \* How to write a cause and effect essay?

#### \* Step one :

Select a significant topic, for example, a social phenomenon or a social trend.

#### Examples:

##### *Social phenomena:*

Teenage rebellion  
Teenage violence  
Domestic abuse  
Environmental crisis  
Pollution

##### *Social trends:*

Increasing number of teenage pregnancies  
Increases in computer science majors.

#### \* Step two :

Decide whether you want to examine the cause or effect or both.

#### \* Step three :

Examine each cause and effect thoroughly, using sufficient evidence to prove your points.

### \* The patterns of cause and effect essays are the following

- Cause-to-Effect Pattern
- Introduction, Thesis
- Effect 1
- Effect 2
- Effect 3
- Conclusion
- Effect-to-Cause Pattern
- Introduction, Thesis
- Cause 1
- Cause 2
- Cause 3
- Conclusion

## \* **Guideline for Writing Cause and Effect Essays**

### Introduction

**Lead-in :** Introduce the topic

**Transition :** Present popular assumption of the cause or the effect concerning the topic

**Thesis Statement :** Present your speculation about the causes or effects of the topic (at least three cause or effects)

### Body

#### **Body Paragraph 1**

1. **Topic Sentence:** Present the first cause or the first effect.
2. **Supporting Details:** Explain and provide examples.
3. **Closing Remarks:** Link the examples back to the topic sentence.

#### **Body Paragraph 2**

1. **Topic Sentence:** Present the second cause or the second effect.
2. **Supporting Details:** Explain and provide examples.
3. **Closing Remarks:** Link the examples back to the topic sentence.

#### **Body Paragraph 3**

1. **Topic Sentence:** Present the third cause or the third effect.
2. **Supporting Details:** Explain and provide examples.
3. **Closing Remarks:** Link the examples back to the topic sentence.

### Conclusion

1. Restate the thesis statement.
2. Offer a solution or share insight.

## 7<sup>th</sup> Lecture

### Cause & Effect Essay

#### Elements of the Lecture

- What's Cause & Effect Essay?
- Types of Cause & Effect Essay Organizations.
  - a. Block Organization
  - b. Chain Organization

#### *What is a Cause and Effect Essay?*

- ★ A Cause and Effect Essay provides reasons and explanations for events, conditions, or behaviors.
- ★ It involves tracing probable or known effects of a certain cause or examining one or more effects and discussing the reasonable or known cause(s).
- ✧ **Intro : Cause and Effect**
- ◇ Cause and Effect analyzes why something happens.
- ◇ Some effects are caused by multiple causes.
- ◇ Some causes, in turn, can result in multiple effects.

#### **Every event has a cause and every cause has a result.**

#### ✧ **Hint: Cause and Effect**

- ✦ In this unit, you will look at the situation (effect) and examine the reasons (causes) for it.
- ✦ Usually there are more than one reason for the situation.
- ✦ When there are many reasons, there is usually one that is most important.

#### ✧ **Remember !!!**

#### **Remember the following points when you write about the causes of an effect:**

1. Look at the possible causes and discuss them.
2. Support all the causes. Give good examples.
3. State your most important cause list. This will make your essay more interesting.

#### ✧ **Understanding the Assignment**

- ◇ Cause and Effect Essay assignments typically use the following language:
  - "What are the causes of X?"
  - "What led to X?"
  - "Why did X occur?"
  - "Why does X happen?"
  - "What would be the effects of X?"

#### \* **Example:**

Define recession and discuss the probable effects a recession would have on American society.

## \* Transitions

- ◆ Transitions for showing cause: **because** and **as**
- ◆ **Because** and **as** introduce a reason clause. They both answer the question “why?” Both **because** and **as** can be used at the beginning of the sentence or in the middle.
- ◆ Use a comma after the reason if you start the sentence with **because** and **as**.

## \* Two Ways of Organization:

- ★ There are two ways to organize a cause-and-effect essay: **block organization** and **chain organization**.
- ★ Some topics work better when organized in block, while others work better when organized in a chain. If the causes and effects are closely related, it is better to use a chain organization.

### **First Type:**

#### ⇒ **Block organization**

You discuss all of the causes in one block (one, two or three paragraphs, depending on the number of causes). Then you discuss all the effects in another block.

## \* Cause-and-Effect Structure Words

Cause structure words:

***the first reason is, the next cause, because***

Effect structure words:

***the first effect, as a result, consequently***

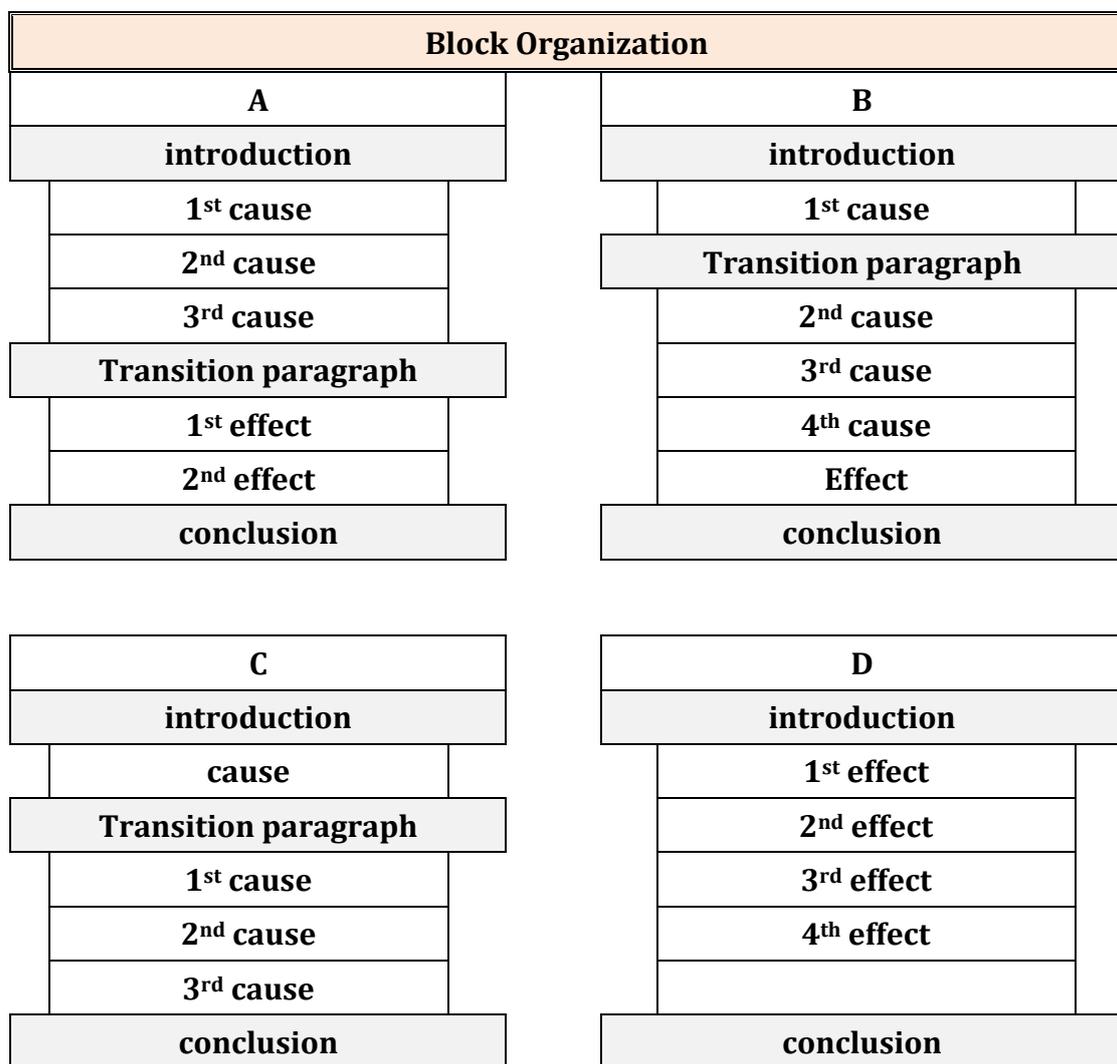
Note: use a semicolon before and a comma after ***consequently*** and ***therefore***.

## \* Transition Paragraph

In block organization, a short paragraph often separates one major section from another major section. This paragraph is called a transition paragraph. Its purpose is to conclude one section and introduce another section. You do not always have to write a transition paragraph, but it is helpful when your topic is long and complex. For example, an essay about global warming might include several paragraphs about the causes and several paragraphs about the effects, with a transition paragraph between the two blocks.

Essays that discuss mainly (or only) causes or mainly (or only) effects might have a transition paragraph between blocks of different kinds of causes or between blocks of different kinds of effects. For example, you might use a transition paragraph to separate the personal effects of our increased life expectancy from its many effects on the economy.

In short, a block-style cause/effect essay could have many different patterns. Some possibilities are shown below.



As you read the following model essay, try to determine which of the patterns the model essay follows : A, B, C, or D.

## Shyness

1 If suffer from Shyness, you are not alone, for shyness is a universal phenomenon. According to recent research, "close to 50 percent of the general population report that they currently experience some degree of shyness in their lives . In addition, close to 80 percent of people report having felt shy at some point their lives" (Payne, par. 3). As shyness is so prevalent in the world, it is not surprising that social scientists are learning more about its causes. They have found that shyness in an individual can result from both biological and environmental factors.

2 Recent research reveals. some individuals are genetically predisposed to shyness. In other words, some people are born shy. Researchers say that between 15 and 20.percent of newborn babies show signs of shyness: they are quieter and more vigilant. Researchers have identified physiological differences between sociable and shy babies that show up as early as two months. In one study, two-month-olds who were later identified as shy children reacted with signs of stress to stimuli such as moving mobiles and tape recordings of human voices: increased heart rates, jerky movements of arms and legs, and excessive crying. Further evidence of the genetic basis of shyness is the fact that parents and grandparents of shy children more often say were shy as children than parents and grandparents of non-shy children (Henderson and Zimbardo 6).

3 However, environment can, at least in some cases, triumph over biology. A shy child may lose much of his or her shyness. On the other hand, many people who were not shy as children become shy as adults, a fact that points to environmental or experiential causes.

4 The first environmental cause of shyness may be a child's home and family life. Children who grew up with a difficult relationship with parents or a dominating older sibling are more likely to be inhibited in social interactions. Another factor is the fact that today's children are growing up in smaller and smaller families, with fewer and fewer relatives living nearby. Growing up in single-parent homes or in homes in which both parents work full time, children may not have e socializing experience of frequent visits by neighbors and friends. Because of their lack of social skills, they may begin to feel socially inhibited, or shy, when they start school (7).

5 A second environmental cause of shyness in an individual may be one's culture. In a large study conducted in several nations, 40 percent of participants in the United States rated themselves as shy, compared to 57 percent in Japan and 55 percent in Taiwan. Of the countries participating in the study, the lowest percentage of shyness was found in Israel, where the rate was 31 percent.

researchers Henderson and zimboard say, "One explanation of the cultural difference between Japanese and Israelis lies in the way each culture deals with attributing credit for success and blame for failure. In Japan, an individual's performance success is credited externally to parents, grandparents, teachers, coaches, and others, while failure is entirely blamed on the person." Therefore, Japanese learn not to take risks in public and rely instead on group-shared decisions. " In Israel, the situation is entirely reversed, " according to Henderson and Zimbardo. " Failure is externally attributed to parents, teachers, coaches, friends, anti-Semitism, and other sources, while all performance success is credited to the individual's enterprise. " The consequence is that Israelis are free to take risks since there is nothing to lose by trying and everything to gain (10).

6 In addition to family and culture, technology may play a role as well. In the United States, the number of young people who report being shy has risen from 40 percent to 50 percent in recent years (10). The rising numbers of shy young people may be "due in part to the growing dependence on non-human forms of communication, coming about as a result of our huge advances in technology" (Payne, per.4). Watching television, playing video games, and surfing the Web have displaced recreational activities that involve social interaction for many young people. Adults, too, are becoming more isolated as a result of technology. Face-to-Face interactions with bank tellers, gas station attendants, and store clerks are no longer necessary because people can use machines to do their banking, fill their gas tanks, and order merchandise. College students take online telecourses. Telecommuters work at home, giving up daily contact with

coworkers. Everyone texts, e-mails, and converses anonymously in online chat rooms. As a result, people have less opportunity to socialize in person, become increasingly awkward at it, and eventually start avoiding it altogether. In short, they become shy.

7 While being shy has some negative consequences, it has positive aspects, too. For one thing, it has been mentioned that shy people are good listeners ("Shyness"). Furthermore, a university professor writing about his own shyness says, " Because of their tendency toward self-criticism, shy people are often high achievers, and not just in solitary activities like research and writing. Perhaps even more than the drive toward independent achievement, shy people long to make connections to others, often through altruistic behavior" (Benton).

8 To sum up, shyness has both genetic and environmental causes. Some people come into the world shy, while others become shy as a result of their experiences in life. It appears that most people have experienced shyness at some time in their lives, and recent research indicates that the number of shy people is increasing. Therefore, if you are shy, you have lots of company.

### \* *Writing Technique Questions*

Q1. Is the topic of this essay primarily the causes or the effects of shyness?

➤ It discusses mainly the causes of shyness.

Q2. Which paragraph(s) discuss(es) the causes?

➤ Paragraph 2, 4, 5, and 6

Q3. Which paragraph(s) discuss(es) the effects?

➤ Paragraph 7

Q4. What two subtopics are named in the thesis statement?

➤ biological and (2) environmental factors.

Q5. Which paragraph(s) discuss(es) the first subtopic?

➤ Paragraph 2

Q6. Which paragraph(s) discuss(es) the second subtopic?

➤ Paragraphs 4, 5, and 6

Q7. What is the function of paragraph 3?

➤ Paragraph 3 is a transition paragraph. It divides the biological from the environmental causes

Q8. Which pattern (A, B, C, or D) does the model follow?

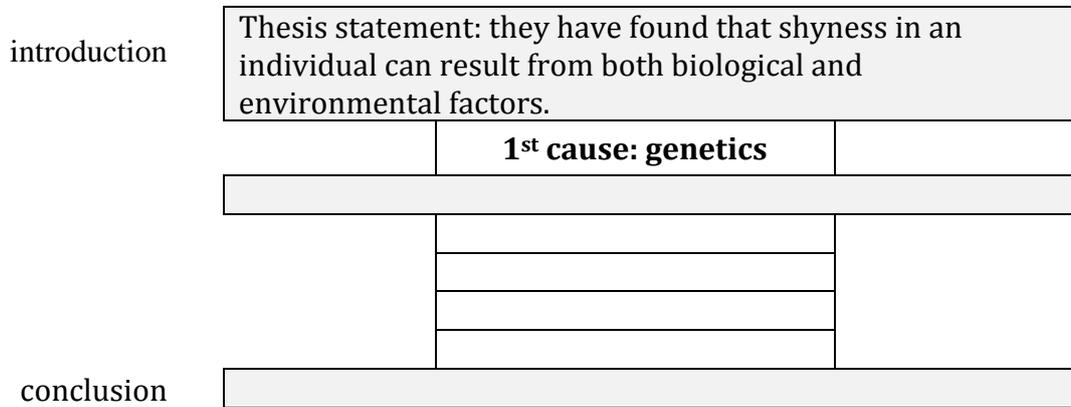
➤ Pattern B

**Practice 1**

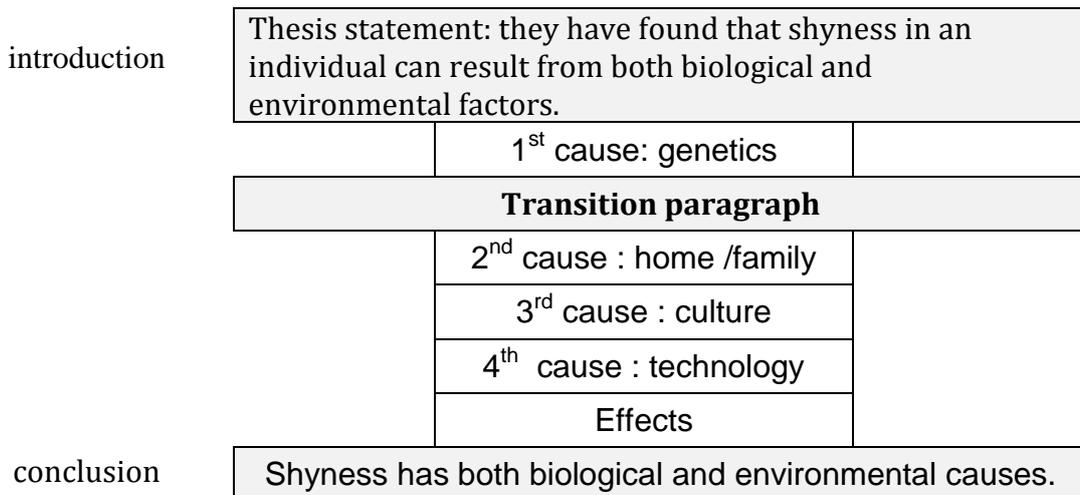
*Block*

*Organization*

Fill in the boxes to show the block organizational pattern of the essay. Write in the topic of each paragraph and tell whether it is a cause or an effect. The first two boxes have been filled in for you.



*Answer*

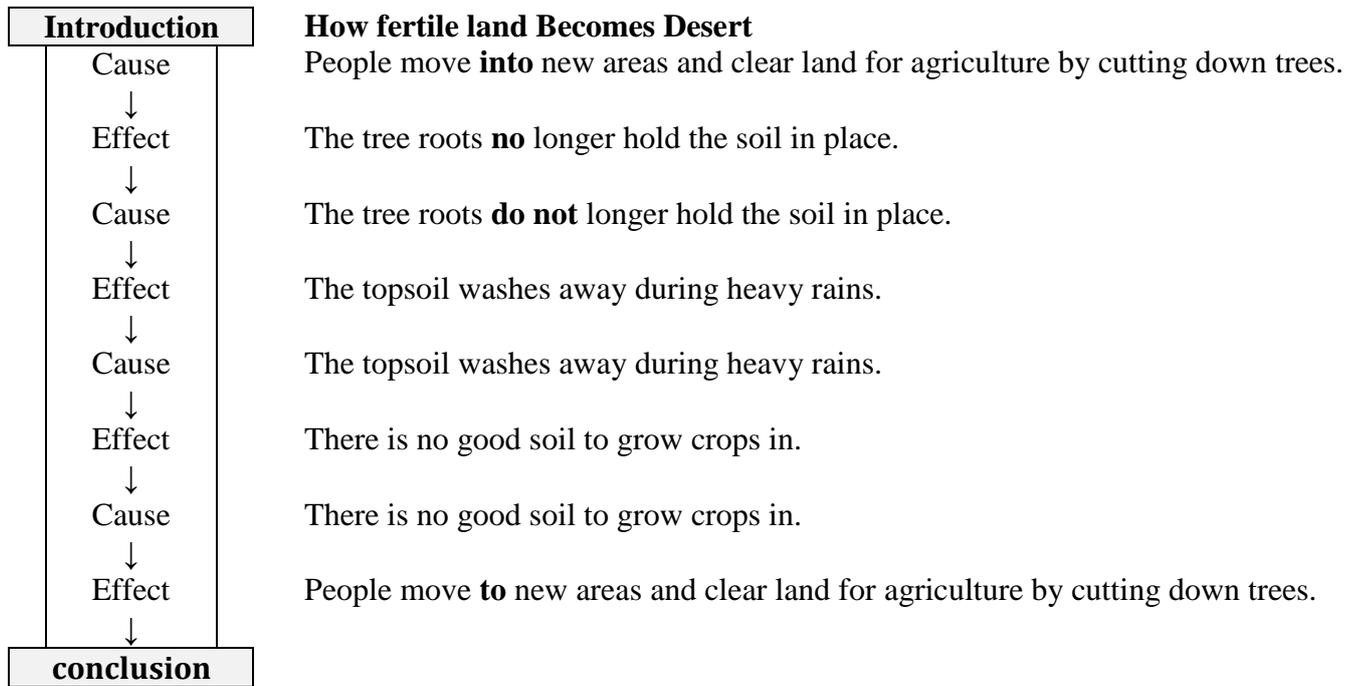


⇒ **Second Type:**

✳ **Chain organization**

You discuss a first cause and then the effect, a second cause and its effect, a third cause and its effect, and so on.

✳ **Notice the Chain Organization**



The following short essay describes a simple chain reaction.

## SAD

1 Years ago, medical researchers identified a psychological disorder that they appropriately named **Seasonal Affective Disorder**, or SAD. People who suffer from SAD become every depressed during the winter months. Doctors now understand the causes of this condition, which affects millions of people, particularly in areas of the far north where winter nights are long and the hours of daylight are few.

2 SAD results from a decrease in the amount of sunlight sufferers receive. Doctors know that decreased sunlight increases the production of melatonin, a sleep-related hormone that is produced at increase levels in the dark. Therefore, when the days are shorter and darker, the production of this hormone increases. Shorter, darker days also decrease production of serotonin, a chemical that helps transmit nerve impulses. Lack of serotonin is known to be a cause of depression ("Seasonal" HH, par. 1). Depression may result from the resulting imbalance of these two substances in the body. Also, doctors believe that a decrease in the amount of sunlight the body receives may cause a disturbance in the body's natural clock ("Seasonal " NMHA, par. 2). Doctors believe that the combination of chemical imbalance and biological clock disturbance results in symptoms such as lethargy, oversleeping, weight gain, anxiety, and irritability-all signs of depression.

3 Since absence of light seems to be the cause of this disorder, a daily dose of light appears to be the cure. Doctors advise patients to sit in front of a special light box that simulates natural light for a few hours every day. An hour's walk outside in winter sunlight may also help (par.4).

4 In conclusion, the depressive effect of low sunlight levels may help explain the high suicide rate in the Scandinavian countries; more important, it may suggest a remedy: when the days grow short, turn on the lights.

### ✧ *Writing Technique Questions*

Q1. Which paragraph contains the chain of causes and effects?

➤ Paragraph 2

ملاحظة(الحل من الكتاب برقراف ٢) (المحتوى برقراف ١)

Q2. What is the effect of decreased sunlight in winter?

➤ Chemical imbalance.

**Note** : this answer is also correct for #3.

Q3. What other change results from a decrease in the amount of sunlight?

➤ Disturbance in the body's natural clock.

**Note** : this answer is also correct for #2.

Q4. What is the final result?

➤ Lethargy, oversleeping, weight gain, anxiety, and irritability – all signs of depression

## 8<sup>th</sup> Lecture

### Comparison and Contrast Essay

#### Introduction to Academic Writing 2: Comparison and Contrast Essays

#### ✧ *What are Comparison and Contrast Essays?*

Comparing things is something we do every day when we have to make decisions. For example, you might think of similarities or differences when we are buying a new MP3 player or choosing a place to study English.

You may need to evaluate two sides of an issue you have studied in a class or two proposals for research or projects at your workplace. In these cases, you will need to write an essay or report to discuss your ideas about the topic. This is a **comparison and contrast** essay.

#### ✧ **Comparison/Contrast Essay Organization**

- Like other types of essays, a comparison and contrast essay must have a clear introduction and conclusion.
- The body of the essay can be organized many ways. We will look at two organizational styles.
- Point by point organization
- Block organization

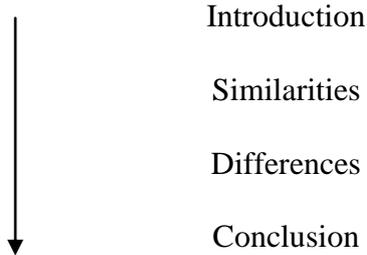
#### ✧ **The Introduction**

- For both types of organization, the introduction is the same.
- Presents the topic or subject that is being compared and contrasted in the topic sentence.
- Gives some general information about the topic
- Ends with a thesis statement that tells the reader specifically what will be compared and contrasted.

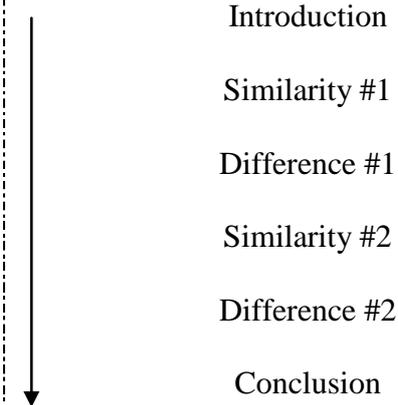
#### ✧ **Point by Point Organization**

- The body paragraphs alternate between similarities and differences.
- In a **short essay**, one body paragraph will explain the similarities between the two subjects and one paragraph will explain the differences.
- In a **longer essay**, one paragraph will explain similarities between one main idea in the two subjects and one paragraph will deal with differences in the same main idea, and so on.

### \* Short Essay Organization



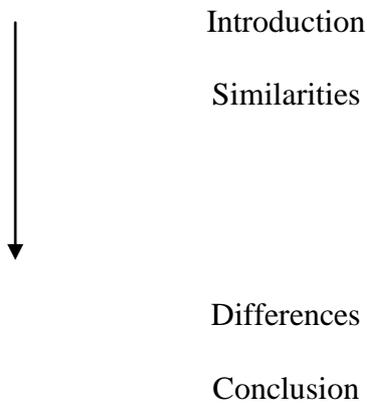
### \* Longer Essay Organization



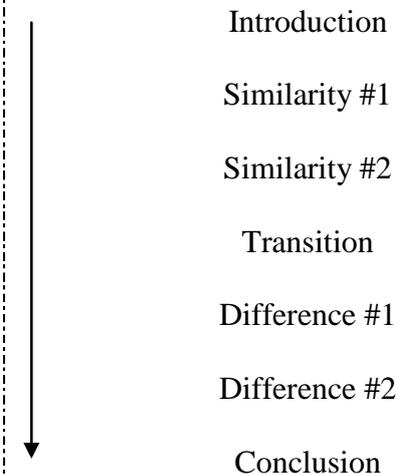
### \* Block Organization

- In block organization, the body paragraphs first present the similarities in the two subjects. Then, in separate paragraphs, the differences are presented.
- For the **short essay**, the organization is similar to Point by Point Organization.
- For the **longer essay**, the body paragraphs first present the similarities as a set then, after a transition, present the differences as a separate set.

### \* Short Essay Organization



### \* Long Essay Organization



### \* The Conclusion

- For both types of comparison and contrast essay, the conclusion is the same.
- Restate the topic
- Restate or summarize the similarities and differences between the two topics
- Give your opinion or feeling about the topic make a prediction, or explain the results

*Let's look at some sample essays*

**Japan and the United States: Different but Alike.**

1 The culture of a place is an integral part of its society whether that place is a remote Indian village in Brazil or a highly industrialized city in Western Europe. The culture of Japan fascinates people in the United States because, at first glance, it seems so different. Everything that characterizes the United States – newness, racial heterogeneity (variety), vast territory, informality, and an ethic of individualism (belief in the value of the individual person over the group) – is absent in Japan. There, one finds an ancient and homogeneous (characterized by sameness, consistency) society, an ethic that emphasizes the importance of groups, and a tradition of formal behavior governing every aspect of daily living, from drinking tea to saying hello. On the surface at least, U.S. and Japanese societies seem totally opposite.

2 One obvious difference is the people. Japan is a homogenous society of one nationality and a few underrepresented minority groups, such as the ethnic Chinese and Koreans. All areas of government and society are controlled by the Japanese majority. In contrast, although the United States is a country with originally European roots, its liberal immigration policies have resulted in its becoming a heterogeneous society of many ethnicities – Europeans, Africans, Asians, and Latinos. All are represented in all areas of U.S. society, including business, education, and politics.

3 Other areas of difference between Japan and the United States involve issues of group interaction and sense of space. Whereas people in the United States pride themselves on individualism and informality, Japanese value groups and formality. People in the United States admire and reward a person who rises above the crowd; in contrast, a Japanese proverb says, “The nail that sticks up gets hammered down.” In addition, while North Americans’ sense of size and scale developed out of the vastness of the continent, Japanese genius lies in the diminutive and miniature (very small). For example, the United States builds airplanes, while Japan produces transistors.

4 In spite of these differences, these two apparently opposite cultures share several important experiences.

5 Both, for example, have transplanted cultures. Each nation has a “mother” society – China for Japan and Great Britain for the United States – that has influenced the daughter in countless ways: in language, religion, art, literature, social customs, and ways of thinking. Japan, of course, has had more time than the United States to work out its unique interpretation of the older Chinese culture, but both countries reflect their cultural ancestry.

6 Both societies, moreover, have developed the art and commerce, of buying and selling, of advertising and mass producing, to the highest levels. Few sights are more reassuring to people from the United States than the tens of thousands of busy stores in Japan, especially the beautiful, well-stocked department stores. To U.S. eyes, they seem just like Macy’s or Neiman Marcus at home. In addition, both Japan and the United States are consumer societies. The people of both countries love to shop and are enthusiastic consumers of convenience products and fast food. Vending machines selling everything from fresh flowers to hot coffee are as popular in Japan as they are in the United States, and fast-food noodle shops are as common in Japan as McDonald’s restaurants are in the United States.

7 A final similarity is that both Japanese and people in the United States have always emphasized the importance of work, and both are paying penalties for their commitment to it: increasing stress and weakening family bonds. People in the United States, especially those in business and in the professions, regularly put in twelve or more hours a day at their jobs, just as many Japanese executives do. Also, while the normal Japanese workweek is six days, many people in the United States who want to get ahead voluntarily work on Saturday and/or Sunday in addition to their five-day workweek.

8 Japan and the United States: different, yet alike. Although the two societies differ in many areas such as racial heterogeneity versus racial homogeneity, individualism versus group cooperation, and informal versus formal forms of behavior, they share more than one common experience. Furthermore, their differences probably contribute as much as their similarities toward the mutual interest the two countries have in each other. It will be interesting to see where this fascination leads in the future.

## ✧ Writing Technique Questions

1. *In which paragraph(s) are the similarities discussed? In which paragraph(s) are the differences discussed?*

- Similarities are discussed in paragraphs 5, 6, and 7.
- Differences are discussed in paragraph 2 and 3.

2. *What is the function of paragraph 4?*

- It is a transition paragraph introducing the second half of the essay.

---

## ✧ A Short Essay

Point by Point or Block Organization

### ✧ The Introduction

Introduces the topic and general information

The specific things that will be compared. It also gives the writer's opinion about the topic

There are two places that have had a profound impact on my life. One of them is New York City, and the other is Quetzaltenango, Guatemala. When you compare them, they seem like dramatically different places, but they have some things in common, and I love them both.

Introduces the similarities with general statements

Examples of similarities between the two cities explain why the writer likes the two cities

There are many reasons why New York seems like my home away from home. Both cities are striking and distinctive. For example, each has its own nickname. Everyone knows New York is “the Big Apple.” Quetzaltenango is known as “Xela” (pronounced (shey-la), which is a lot easier to say! Second, both cities have a “Central Park” where people like to go and walk. Although Central Park in Xela is smaller, its tropical flowers and colonial architecture mean it is just as beautiful as New York's. Furthermore, when you walk around Xela, you find many tourists and people from other countries, just like New York. For me, this means conversations in Xela are just as interesting as conversations in New York.

Introduces the differences

Specific examples of the differences

Despite their similarities, these cities are different. Life in Xela is more colorful and the pace of life is slower. For this reason, whenever I return to Xela, it is like an escape. When I arrive, the first thing I notice is the color. In New York, many people wear black to be stylish, but in Xela stylish clothing is the rainbow-colored clothing of the indigenous people. And because Xela is smaller, the beautiful green mountains outside the city are always visible. The second thing I notice is the pace of life.

✳ **Comparison Signal Words**

<b>Transition Words and Phrases</b>	
similarly likewise	- Human workers can detect malfunctions in machinery; <b>similarly /likewise</b> , - Robot can be programmed to detect equipment malfunctions.
also	Human workers can detect malfunctions in machinery; robot can <b>also</b> .
too	Human workers can detect malfunctions in machinery; robot can <b>too</b> .
<b>Subordinators</b>	
as / just as	Robots can detect malfunctions in machinery, <b>as/just as</b> human workers can.
	Note: Use a comma when as and just as show comparison even when the dependent clause follows the independent clause as in the above example.

✳ **Comparison Signal Words ( continued)**

<b>Coordinators</b>	
and	Robots <b>and</b> human workers can detect malfunctions in machinery.
both ... and	<b>Both</b> robots <b>and</b> human workers can detect malfunctions in machinery.
not only ... but also	<b>Not only</b> robots <b>but also</b> human workers can detect malfunctions in machinery.
neither ... nor	<b>Neither</b> robots <b>nor</b> human workers can detect malfunctions in machinery.
<b>Others</b>	
like (+ noun) just like (+ noun) similar to (+ noun)	Robot, <b>like/just like/similar to</b> human workers, can detect malfunctions.
(be) like (be) similar (to) (be) the same as	Robot <b>are like/are similar to/are the same as</b> human worker in their ability to detect malfunctions in machinery.
(be) the same	In their ability to detect malfunctions in machinery, robots and human workers <b>are the same</b> .
(be) alike (be) similar	Robot and human workers <b>are alike/are similar</b> in their ability to detect malfunctions in machinery.
to compare (to/with)	Robot can <b>be compared to/be compared with</b> human workers in their ability to detect malfunctions in machinery.

✳ Contrast Signal Word

Contrast signal words fall into two main groups according to their meaning. The words in the first group show a relationship that is called *concession*. The words in the second group an opposition relationship.

**Contrast signal words: Concession (Unexpected Result)**

Concession signal words indicate that the information in one clause is not the result you expect from the information given in the other clause.

UNEXPECTED RESULT

Although I studied all night, I failed the exam.

My failing the exam is not the result you might expect from the information in the first clause: *I studied all night.*

Look at both Contrast Clauses and Concession Clauses on pages 222-223 for additional examples of contrast subordinators.

<b>Transition Words and Phrases</b>	
however nevertheless nonetheless still	Millions of people go on diets every; <b>however / nevertheless / nonetheless / still</b> , very few succeed in losing weight.
<b>Subordinators</b>	
although even though though	<b>Although / even though / though</b> most dieters initially lose a few pounds, most gain them back again within a few weeks.
<b>Coordinators</b>	
but yet	Doctors say that "fad diets do not work, <b>but / yet</b> many people still try them.
<b>Others</b>	
despite (+noun) in spite of (+noun)	<b>Despite / in spite of</b> 10 years of dieting, I am still fat.

## Contrast Signal Words: Direct Opposition

The second group of contrast signal words shows that two things are direct opposites. With direct opposites, the signal word can introduce either piece of information.

I am short, whereas my brother is tall. OR My brother is tall, whereas I am short.

Transition Words and Phrases	
however in contrast in (by) comparison on the other hand	Rock music is primarily the music of white performers; <b>however</b> / <b>in contrast</b> / <b>in comparison</b> / <b>by comparison</b> / <b>on the other hand</b> , jazz is performed by both white and black musicians.
on the contrary	Jazz is not just one style of music; <b>on the contrary</b> , jazz has many styles such as Chicago jazz, Dixieland, ragtime, swing, bebop, and cool jazz, to name just a few  Note: On the contrary contrasts a truth and an untruth.
Subordinators	
While  whereas	New Orleans-style jazz features brass marching-band instruments, <b>while</b> / <b>whereas</b> ragtime is played on a piano.  Note: Use a comma with <i>while</i> and <i>whereas</i> even when the dependent clause follows the independent clause.
Coordinators	
but	Jazz music was born in the southern part of the United States, <b>but</b> it now enjoys a worldwide audience.
Others	
differ (from)	Present-day rock music <b>differs from</b> early rock music in several ways.
compared (to/with)	Present-day rock music has a harder sound <b>compared to/compared with</b> early rock.
(be) different (from) (be) dissimilar to	The punk, rap, grunge, and techno styles of today are very <b>different from</b> / <b>dissimilar to</b> / <b>unlike</b> the rock music performed by Elvis Presley 50 years ago, but they have the same roots.
(be) unlike	<b>Unlike</b> rock, a music style started by white musicians, rhythm-and-blues styles were influenced primarily by black musicians.

**Practice 2** pages 117-118

*Using Comparison*

*Signal Words*

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

Q1. The United States has a democratic form of government. Great Britain has a democratic form of government.

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

Q2. The United States operates under a two -party system. Great Britain under a two -party system.

- **Both** the United States **and** Great Britain operates under a two -party system.

Q3. The Britain parliament has two separate houses, the House of Commons and the House of Lords. The United States Congress has two separate houses, the Senate and the House of Representatives.

- **Just as** the Britain parliament has two separate houses, the House of Commons and the House of Lords, **the** United States Congress has the Senate and the House of Representatives.

Q4. The U. S. House of Representatives = the British House of Commons.  
The U. S. Senate = the British House of Lords.

- The U. S. House of Representatives **is like** the British House of Commons, **and** the U. S. Senate **is like** the British House of Lords.

Q5. The members of the U.S. House of Representatives are elected by district.  
The members of the British House of commons are elected by district.

- The members of the U.S. House of Representatives **and** the British House of commons **are alike;** they **are both** elected by district.

Q6. The method of choosing cabinet members in the United States. The method of choosing cabinet members in Great Britain. ( Use the comparison signal *the same* ).

- The method of choosing cabinet members in the United States **is the same as** choosing cabinet members in Great Britain.

Q7. In Great Britain, the prime minister appoints the cabinet. The U.S. president appoints the cabinet.

- In Great Britain, the prime minister appoints the cabinet; **likewise,** the U.S. president appoints the cabinet.

Q8. The British monarch has the right to veto any law passed by Parliament.  
The U.S. president has the right to veto any law passed by Congress.

- The British monarch has the right to veto any law passed by Parliament; **similarly,** the U.S. president has the right to veto any law passed by Congress.

**Practice 3** page 121 *Using contrast Signal Words*

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

Q1. The government of the United States/the government of Great Britain / dissimilar in several aspects

- The governments of the United states **and** Great Britain are dissimilar in several aspects.

Q2. The chief executive in Great Britain is called the prime minister. The chief executive in the United States is called the president.

- The chief executive in Great Britain is called the prime minister, **whereas** the chief executive in the United States is called the president.

Q3. In the United States, the president fulfills the functions of both political leader and head of state. These two functions are separate in Great Britain.

- In the United States, the president fulfills the functions of both political leader and head of state. **In contrast**, these two functions are separate in Great Britain.

Q4. In other words, Great Britain has both a monarch and a prime minister. The United States has only a president.

- In other words, Great Britain has both a monarch and a prime minister, **but** the United States has only a president.

Q5. The president of the United States may be of a different political party than the majority of Congress. The British prime minister is the head of the political party that has the most seats in Parliament.

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

Q6. The United States has a written constitution. Great Britain has no written constitution.

- The United States has a written constitution, **while** Great Britain has no written constitution.

Q7. In the United States, elections are held on a regular schedule, no matter how popular or unpopular the government is. In Great Britain, elections are held whenever the prime minister loses a vote of confidence.

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

Q8. The members of the U.s. Senate are elected. The members of the British House of Lords are appointed or inherit their positions.

- The members of the U.s. Senate are elected. **On the other hand**, the members of the British House of Lords are appointed or inherit their positions.

Q9. As you can see, the two systems of government differ in several major aspects. They are both democracies.

- As you can see, the two systems of government differ in several ways **even though** they are both democracies.

## 9<sup>th</sup> Lecture

### Elements of the Class

- Types of Clause Independent & Dependent and then
- Types of Sentences

### ✿ Clauses

Clauses are the building blocks of sentences. A clause is a group of words that contains (at least) a subject and a verb.

#### Clauses

SUBJECT VERB  
ecology is a science

SUBJECT VERB  
because pollution causes cancer

#### Not Clauses

to protect the environment

after working all day

✿ There are *two* kinds of clauses: *independent* and *dependent*.

### 1. Independent Clauses

An **independent clause** contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence by itself. An independent clause is formed **with** a subject and a verb and often a complement.

Subject + Verb (+ complement)

Subject	Verb	(Complement)
The sun	rose.	
Water	evaporates	rapidly in warm climate zones.

### 2. Dependent Clauses

A **dependent clause** begins with a subordinator such as *when, while, if, that, or who*.

A dependent clause does not express a complete thought, so it is not a sentence by itself.

A dependent clause is also called a sentence fragment. By itself, it is an incomplete sentence, and it is an error. A dependent clause is formed with a subordinator, a subject, and a verb.

Subordinators + subject + verb (+ complement)

Subordinator	Subject	Verb	Complement
... when	the sun	rose ...	
... because	water	evaporates	rapidly in warm climate zones ...
... whom	the voters	elected ...	
... if	the drought	continues	for another year ...

A few of the most common subordinators follow. For a complete list, turn to Appendix C, pages 292-295

Subordinators				
after	before	that	when	which
although	even though	though	whenever	while
as, just as	how	unless	where	who
as if	if	until	wherever	whom
as soon as	since	what	whether	whose
because	so that			

## **Varying Sentence Structure**

### **□ Adding Variety to Sentence Structure**

To make your writing more interesting, you should try to vary your sentences in terms of length and structure. You can make some of your sentences long and others short. Read the two paragraphs on the next page.

### **□ Two Paragraphs**

*Read the paragraphs below. Choose the paragraph that is more effective.*

1# I love living in the city. I have a wonderful view of the entire city. I have an apartment. I can see the Golden Gate Bridge. I can see many cargo ships pass under the bridge each day. I like the restaurants in San Francisco. I can find wonderful food from just about every country. I don't like the traffic in the city.

2# I love living in the city of San Francisco. I have a wonderful view of the entire city from my apartment window. In addition, I can see the Golden Gate Bridge under which many cargo ships pass each day. I also like San Francisco because I can find wonderful restaurants with food from just about every country; however, I don't like the traffic in the city.

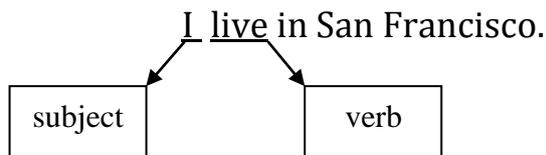
### **⊗ How do you vary sentence structure?**

You will want to use a variety of sentence structures in your writing. There are three types of sentences we will study in this lesson:

- Simple Sentence
- Compound Sentence
- Complex Sentence

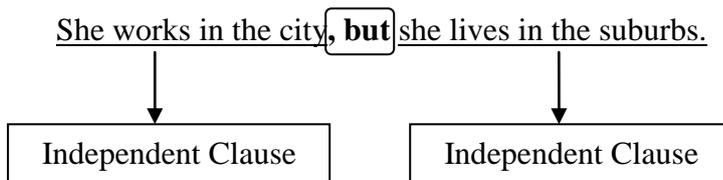
### ✦ The Simple Sentence

A simple sentence has one *independent clause* (one subject and a verb):



### ✦ Compound Sentence

A *compound sentence* contains two independent clauses that are joined together.

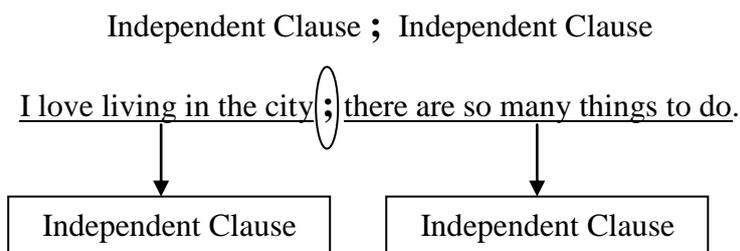


You can make a *compound sentence* by joining two logically related independent clauses by using...

- ◆ a semicolon
- ◆ a coordinating conjunction
- ◆ a transition

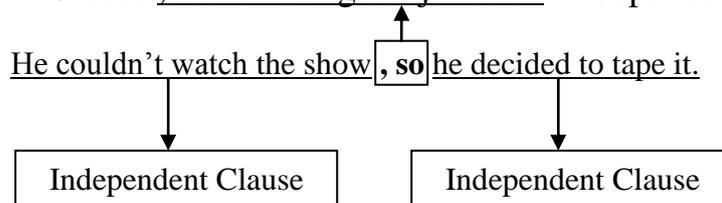
Independent Clause + Coordinator + independent Claus

#### □ Using a Semicolon



#### □ Using a Coordinating Conjunction

Independent Clause , coordinating conjunction Independent Clause



✳ **Coordinating Conjunctions**

Logical Relationship	Coordinating Conjunction
Addition	<b>And</b>
Contrast	<b>But, yet</b>
Choice	<b>Or, nor</b>
Cause	<b>For</b>
Result	<b>So</b>

✳ **Coordinating (Coordinating Conjunctions)**

<b>To add a reason</b>	
<b>for</b>	Japanese people live longer than most other nationalities, <b>for</b> they eat healthful diets.
<b>To add a similar, equal idea</b>	
<b>and</b>	They eat a lot of fish and vegetables, <b>and</b> they eat lightly.
<b>To add a negative equal idea</b>	
<b>nor</b>	They do not eat a lot of red meat, <b>nor</b> do they eat many dairy products.
	<b>Note:</b> Nor means "and not." It joins two negative independent clauses. Notice that question word order is used after not.
<b>To add an opposite idea</b>	
<b>but</b>	Diet is one factor in how long people live, <b>but</b> it is not the only factor.
<b>To add an alternative possibility</b>	
<b>or</b>	However, people should limit the amount of animal fat in their diets, <b>or</b> they risk getting heart disease.
<b>To add an unexpected or surprising continuation</b>	
<b>yet</b>	Cigarette smoking is a factor in longevity, <b>yet</b> Japanese and other long-lived Asians have a very high rate of tobacco use.
<b>To add an expected result</b>	
<b>so</b>	Doctors say that stress is another longevity factor, <b>so</b> try to avoid stress if you wish to live a longer life.

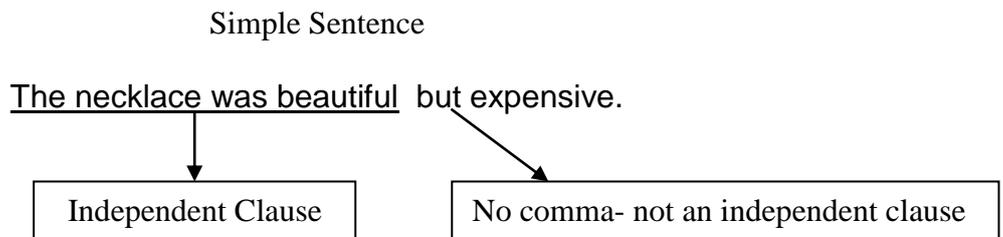
\* **There are 7 coordinators: FANBOYS**

Another way to remember these is...

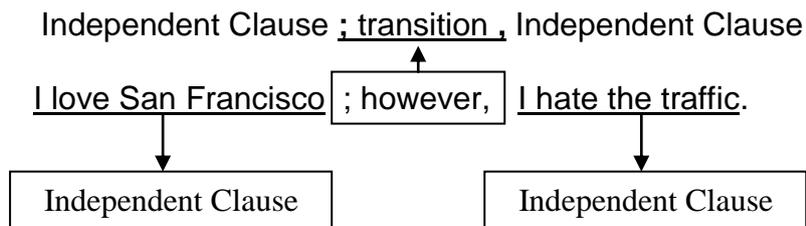
For	→	<b>F</b>
And	→	<b>A</b>
Nor	→	<b>N</b>
But	→	<b>B</b>
Or	→	<b>O</b>
Yet	→	<b>Y</b>
So	→	<b>S</b>

○ **CAUTION!**

Do **NOT** use a comma every time you use the words *and, or, but, nor, for, so, yet*. Use a comma only when the coordinating conjunction joins two independent clauses.



\* **Using a Transition**



## PRACTICE 1

### *Independent and dependent Clauses*

Remember that an independent clause by itself is a complete sentence, but a dependent clause by itself is an incomplete. Write INDEP. next to the complete sentences and put a period (.) after them. Write DEP. Next to the incomplete sentences.

- Indep 1. Globalization means more travel for businessmen and women.
- Dep 2. As business executives fly around the globe to sell their companies' products and services
- Indep 3. Jet lag affects most long-distance travelers
- Dep 4. Which is simply the urge to sleep at inappropriate times
- Indep 5. During long journeys through several time zones, the body's inner clock is disrupted
- Indep 6. For some reason, travel from west to east causes greater jet lag than travel from east to west
- Indep 7. Also, changes in work schedules can cause jet lag
- Dep 8. When hospital nurses change from a day shift to a night shift, for example
- Dep 9. Although there is no sure way to prevent jet lag
- Indep 10. There are some ways to minimize it
- Dep 11. Because jet lag is caused at least partially by loss of sleep, not just a change in the time of sleep
- Indep 12. A traveler should plan to arrive at his or her destination as late as possible
- Indep 13. Upon arriving, he or she should immediately go to bed
- Indep 14. Then the traveler should start to live in the new time zone immediately
- Dep 15. Even when the traveler arrives early in the morning and cannot go to bed immediately

## Homework

Practice 4, pages, 167 , 168

Practice 5, page 170

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### Practice 4 pages, 167 , 168

Compound sentences with coordinators

**A.** Form compound sentences by adding another independent clause to the following independent clauses. Be sure to write a complete clause containing a subject and a verb. Circle the coordinator and add punctuation.

1. The college campus is located in the center of the city, **(so)** it is very easy to get there by public transportation.
  2. According to the Big Bang Theory, the universe began expanding about 13.7 billion years ago, **(and)** it has been expanding every since.
  3. Does the universe have an outer edge, **(or)** is it infinite?
  4. Scientists predict that intelligent life exists somewhere in the universe, **(but)** we have not been able to find any sign of it yet.
  5. Mars probes have photographed rocks with water markings on **(them),** **(yet)** there is no water there now.
  6. We may not be able to communicate with other life forms, **(for)** we will not know their language.
  7. Instead of taking the psychology final exam, we can write a ten-page research paper, **(or)** we can give a presentation.
  8. I want to write a research paper, **(yet)** I do not know what to write about.
  9. Three weeks before the end of the term, I had not started my paper, **(nor)** had I even chosen a topic.
  10. I needed help choosing a topic, **(so)** I went to the professor to ask for suggestions.
- 

**B.** For each pair of the following sentences form a compound sentence by joining the two independent clauses with a coordinator that best fits the meaning. Use each FAN BOYS coordinator once. Write your new sentences on a separate sheet of paper, and punctuate them correctly.

1. Nuclear accidents can happen. Nuclear power plants must have strict safety controls.
  - Nuclear accidents can happen, **so** nuclear power plants must have strict safety controls.
2. The accident at the nuclear power plant at Three Mile Island in the United States created fears about the safety of this energy source. The disaster at Chernobyl in the former Soviet Union confirmed them.
  - The accident at the nuclear power plant at Three Mile Island in the United States created fears about the safety of this energy source, **and** the disaster at Chernobyl in the former Soviet Union confirmed them.
3. Solar heating systems are economical to operate. The cost of installation is very high.
  - Solar heating systems are economical to operate, **but** the cost of installation is very high.

4. Energy needs are not going to decrease. Energy sources are not going to increase.  
(Use *nor* and question word order in the second clause, deleting the word *not*).
  - Energy needs are not going to decrease, **nor** are energy sources going to increase.
5. Burning fossil fuels causes serious damage to our planet. We need to develop other sources of energy.
  - Burning fossil fuels causes serious damage to our planet, **so** we need to develop other sources of energy.
6. Ecologists know that burning fossil fuels causes holes in the ozone layer. People continue to do it.
  - Ecologists know that burning fossil fuels causes holes in the ozone layer, **yet** people continue to do it.
7. Developing nations especially will continue this harmful practice. They do not have the money to develop "clean" energy sources.
  - Developing nations especially will continue this harmful practice, for they do not have the money to develop "clean" energy sources.
8. All nations of the world must take action. Our children and grandchildren will suffer the consequences.
  - All nations of the world must take action, **or** Our children and grandchildren will suffer the consequences.

**Practice 5**, page 170

*Compound Sentences with Conjunctive adverbs*

**A. Form compound sentences by adding a second independent clause to each independent clause. Be sure to add a complete clause containing a subject and a verb. Circle the conjunctive adverb and add punctuation.**

1. The college campus is located in the center of the city ; **therefore** , it is very easy to get there by public transportation.
2. According to the Big Bang Theory, the universe began expanding about 13.7 billion years ago ; **moreover** , it has been expanding every since.
3. Students must pay their tuition and fees before they register for classes ; **otherwise** , they will have to pay a late fee.
4. Scientists predict that intelligent life exists somewhere in the universe ; **however** , we have not been able to find any sign of it yet.
5. Mars probes have photographed rocks with water markings on them ; **nevertheless** , there is no water there now.
6. My roommate scored high on the English placement test ; **as a result** , he is exempt from taking English classes.
7. Tuition and fees increase every year ; **for example** , tuition this year is \$50 more per unit than it was last year.
8. The class thought the teacher would give a test last Friday ; **instead** , she gave a party.

**B. Using conjunctive adverbs instead of coordinators. Punctuate your new sentences correctly.**

1. Nuclear accidents can happen. Nuclear power plants must have strict safety controls.
  - Nuclear accidents can happen ; **therefore** , nuclear power plants must have strict safety controls.
2. Solar heating systems are economical to operate. The cost of installation is very high.
  - Solar heating systems are economical to operate ; **however** , the cost of installation is very high.
3. Burning fossil fuels causes serious damage to our planet. We need to develop other sources of energy.
  - Burning fossil fuels causes serious damage to our planet ; **therefore** , we need to develop other sources of energy.
4. Ecologists know that burning fossil fuels causes holes in the ozone layer. People continue to do it.
  - Ecologists know that burning fossil fuels causes holes in the ozone layer ; **nevertheless** , people continue to do it.
5. All nations of the world must take action. Our children and grandchildren will suffer the consequences.
  - All nations of the world must take action ; **otherwise** , our children and grandchildren will suffer the consequences.

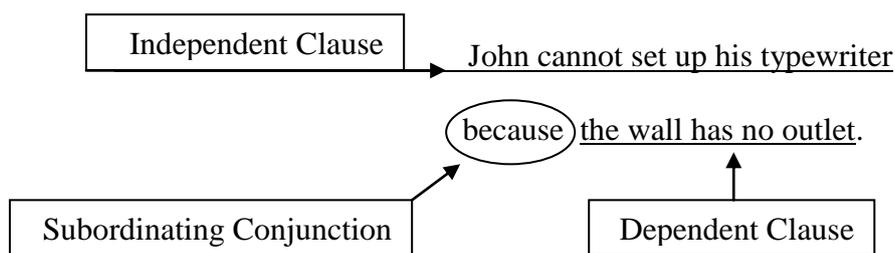
## 10<sup>th</sup> Lecture

### Elements of the Class

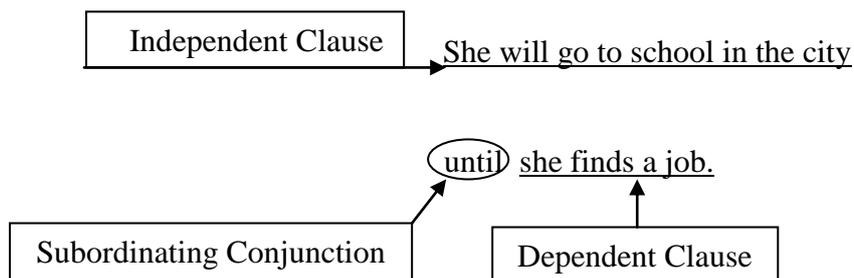
- Complex Sentences
  - With adverb clause
  - With adjective clause
  - With noun Clauses
- 

### \* Complex Sentences

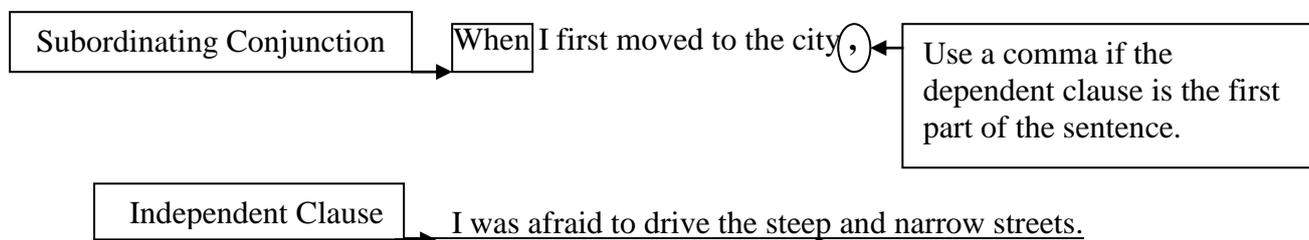
A *complex sentence* contains at least one independent clause and one dependent clause.



### □ Example- Complex Sentence

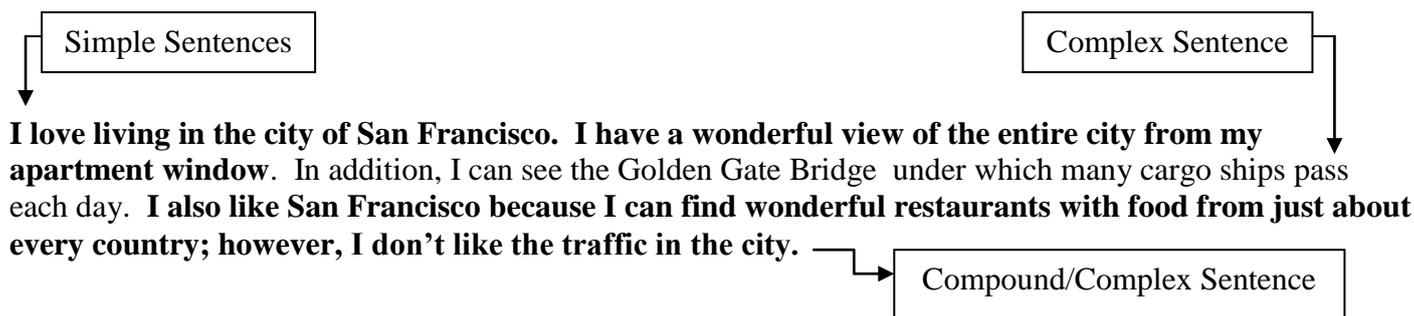


✦ Use a comma after a dependent clause if it begins the sentence.



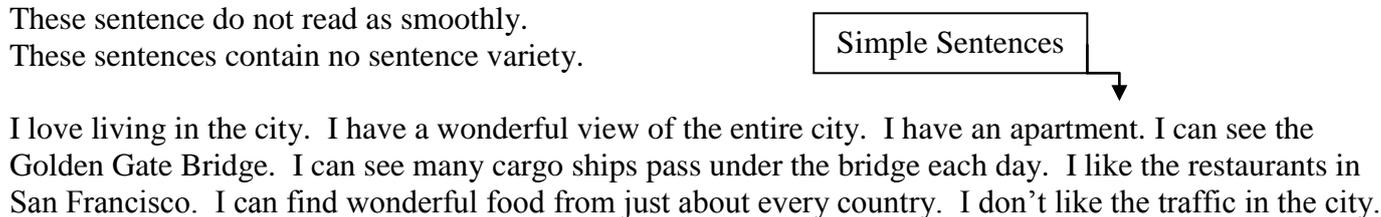
◇ **Correct!**

Excellent! This sentence reads more smoothly because it has more sentence structure variety.



**I'm Sorry!**

These sentence do not read as smoothly.  
These sentences contain no sentence variety.

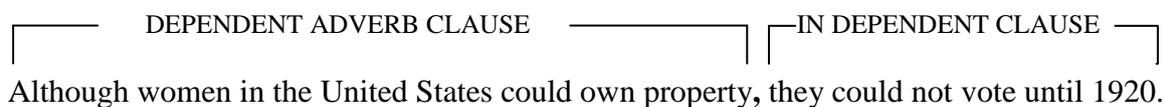


A complex sentence contains one independent clause and one ( or more ) dependent clause(s). in a complex sentence, one idea is generally more important than the other. We place the more important idea in the independent clause and the less important idea in the dependent clause.

There are **three** kinds of dependent clauses: **adverb**, **adjective**, and **noun**. You will study all of these kinds of clauses in greater detail in Chapters 12, 13, and 14.

✦ **complex sentences with adverb clauses**

An adverb clause acts like an adverb; that is, it tells *where*, *when*, *why* and *how*. An adverb clause begins with a subordinator, such as *when*, *while*, *because*, *although*, *if*, *so*, or *that*. It can come before or after An independent clause.



### ✦ complex sentences with Adjective clauses

An adjective clause acts like an adjective; that is, it describes a noun or pronoun.

An adjective clause begins with a relative pronoun, such as *who*, *whom*, *which*, *whose*, or *that* or with a relative adverb, such as *where* or *when*. It follows the noun or pronoun it describes.

DEPENDENT ADJECTIVE CLAUSE

Men who are not married are called bachelors.

DEPENDENT ADJECTIVE CLAUSE

Last year we vacationed in Cozumel, which features excellent scuba driving.

### ✦ complex sentences with Noun clauses

A noun clause begins with a *wh*-question word, *that*, *whether*, and sometimes *if*. A noun clause acts like a noun; it can be either the subject or an object of the independent clause.

DEPENDENT NOUN CLAUSE

That there is a hole in the ozone layer of Earth's atmosphere is well known.

DEPENDENT NOUN CLAUSE

Scientists know what caused it.

In the first example, *That there is a hole in the ozone layer of Earth's atmosphere* is the subject of the verb *is*. In the second example, *What caused it* is the object of the verb *know*.

## Conjunctive Adverbs

### To add a similar, equal idea

also besides furthermore in addition moreover	Community colleges offer preparation for many occupations; <b>also/besides/furthermore/In addition/moreover</b> , they prepare students to transfer to a four-year college or university.
as well	Community colleges offer preparation for many occupations; they prepare students to transfer to a four-year colleges or university <b>as well</b> .
too	Community colleges offer preparation for many occupations; they prepare students to transfer to a four-year colleges or university, <b>too</b> .

### To add an unexpected or surprising continuation

however nevertheless nonetheless still	The cost of attending a community college is low; <b>however/nevertheless/nonetheless/still</b> , many students need financial aid.
---	---

### To add a complete contrast

on the other hand in contrast	Tuition at a community college is low; <b>on the other hand/in contrast</b> , tuition at private schools is high.
----------------------------------	---

### To give an alternative possibility

otherwise	Students must take final exam; <b>otherwise</b> , they will receive a grade of incomplete.
-----------	--

### To add an expected result

Accordingly as a result consequently hence therefore thus	Native and nonnative English speakers have different needs; <b>accordingly/as a result/consequently/hence/therefore/thus</b> , most schools provide separate English classes for each group.
--	--

### To add an example

for example for instance	Most colleges now have a writing requirement for graduation; <b>for example/for instance</b> , students at my college must pass a writing test before they register for their final semester.
-----------------------------	---

Relationship	Transition
Addition	besides furthermore in addition moreover
Contrast	However In contrast On the contrary On the other hand
Result or Effect	Accordingly as a result consequently hence therefore thus
Reinforcement/Emphasis	Indeed In fact
Exemplification	For example For instance In particular
Time	Meanwhile (at the same time) Subsequently (after) Thereafter (after)

Complex Sentences

- A. **Step 1** Underline the independent clause of each sentence with a solid line.  
**Step 2** Underline the dependent clause with a broken line. One sentence has two dependent clauses.  
**Step 3** Write *Sub*. Above the subordinator. Refer to the list of subordinators on page 163.

1. <sup>Sub</sup>  
Because the cost of education is rising, many students must work part-time.
2. <sup>Sub</sup>  
When students from other countries come to the United States, they often suffer from culture shock.
3. <sup>Sub</sup>  
Because financial aid is difficult to obtain, many students have to work part-time.
4. <sup>Sub</sup>  
Please tell me where the student union is.
5. <sup>Sub</sup>  
Engineers, who have an aptitude for drafting and mechanics, must also be artistic and imaginative.
6. <sup>Sub</sup>  
While the contractor follows the blueprint, the engineer checks the construction in progress.
7. <sup>Sub</sup>  
Since the blueprint presents the details of the engineer's plans, it must be interpreted accurately by the contractor.
8. <sup>Sub</sup>  
Students should declare a major by their junior year unless they have not made up their minds.
9. <sup>Sub</sup>  
Even though students declare a major now, they can change it later.
10. <sup>Sub</sup>  
The government says that inflation is holding steady.
11. <sup>Sub</sup> Economists are concerned that the rate of inflation will double <sup>Sub</sup> if the government does not take immediate steps to control it.

- B. **Step 1** Add a logical independent clause to each of the dependent clauses.  
**Step 2** Punctuate each sentence correctly.

1. I cannot register for classes \_\_\_\_\_ until I pay my tuition.
2. Unless I take 12 units each term, I am not a full-time student.
3. My adviser told me \_\_\_\_\_ that computer engineering is a popular major.
4. Do you know \_\_\_\_\_ who taught this course last term?
5. Because I had to look for a part-time job, I could not take as many classes as I wanted to.
6. I have to leave home at 6:00 in the morning \_\_\_\_\_ if I want to get to school on time.
7. My math teacher will tell me \_\_\_\_\_ whether I should take advanced calculus.
8. This is my new friend John, \_\_\_\_\_ whom I met at the math club meeting last month.
9. When I left my country, I felt both sad and exited.
10. I will take the classes \_\_\_\_\_ that my college adviser recommends.

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

**Step 2** Add commas and/or semicolons as necessary.

- Q1. Information and communication technology is reaching out to help people in the poorest countries improve their lives for example fishermen on the Bay of Bengal can now receive online weather reports that tell them when it is safe to go out.
- Information and communication technology is reaching out to help people in the poorest countries improve their lives; for example, fishermen on the Bay of Bengal can now receive online weather reports that tell them when it is safe to go out.
- Q2. Furthermore, when the fishermen bring in a boatload of fish they can find out the current market prices for their fish, which will help them bargain with the middlemen to whom they sell their catch.
- Furthermore, when the fishermen bring in a boatload of fish, they can find out the current market prices for their fish, which will help them bargain with the middlemen to whom they sell their catch.
- Q3. The cost of the cheapest computer is at least \$200 and since this is more than an individual fisherman can afford several fishing villages together can pool their money and buy one to share.
- The cost of the cheapest computer is at least \$200, and since this is more than an individual fisherman can afford, several fishing villages together can pool their money and buy one to share.
- Q4. The worldwide reach of the Internet is also providing employment opportunities in developing countries and as greater numbers of people learn the technology these opportunities will expand.
- The worldwide reach of the Internet is also providing employment opportunities in developing countries, and as greater numbers of people learn the technology, these opportunities will expand.
- Q5. When you call your U.S. bank you may find yourself speaking to a customer service representative who is sitting in the Philippines or Puerto Rico and when you need technical support for your home computer you will probably get help from a programmer in New Delhi.
- When you call your U.S. bank, you may find yourself speaking to a customer service representative who is sitting in the Philippines or Puerto Rico, and when you need technical support for your home computer, you will probably get help from a programmer in New Delhi.

## 11<sup>th</sup> Lecture

- ◇ What's Parallelism?
- ◇ Conjunctions

*What is parallelism in grammar?*

The best way to understand the idea of parallelism is to look at examples.

For example:

- **(Not parallel)**

We wanted **to cook** and **to go swimming**.

- **(Parallel)**

We wanted **to cook** and **to swim**.

### ○ What is parallelism?

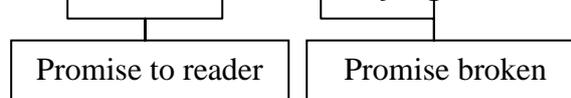
- ◆ Parallelism means using similar structures to express similar ideas.
- ◆ Parallel structures make sentences clearer and easier to read.
- ◆ Editing for parallel structure helps you avoid awkward sentences and keeps you from breaking your promise to the reader.

### ◇ **Using parallel structure in your writing will help with**

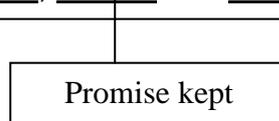
- 1) economy
- 2) clarity
- 3) equality
- 4) delight.

*Example:*

I like to **write, read, and studying.**



I like to write, to read and to study grammar.



I like writing, reading, and studying grammar.

Now you try. Which sentence is parallel?

- o This semester I'm studying **art, music,** and **taking a math course**
- o This semester I'm studying **art, music,** and **math.** ✓

✱ Use **parallel structure with elements in lists or in a series.**

**Faulty:**

The tribes emphasized collective survival, mutual aid, and being responsible for one another.  
parallel parallel Not parallel

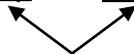
**Correct:**

The tribes emphasized collective survival, mutual aid, and responsibility for one another.  
parallel parallel parallel

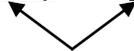
✱ How Can we make a paralleled structure?

Use parallel structure with elements joined by coordinating conjunctions.

**Faulty:**

Your company and what its potential is are of great value to me.  


**Correct:**

Your company and its potential are of great value to me.  


○ What is a Conjunction?

- A conjunction is like glue. It helps things to stick together.
- A conjunction joins words, phrases, and sentences, which are called clauses.
- ◆ Conjunctions join two or more words.

Example: I went to the store to buy eggs, milk, and bread.

- ◆ Conjunctions can join two prepositional phrases.

Example: I went skiing down the hill and past the trees.

- ◆ Conjunctions can connect two clauses or sentences.

When two sentences are joined, a comma **MUST** be placed before the conjunction.

Example: I played cards for awhile, but then I played chess.

## ❖ Types of Conjunctions

One type of conjunction is the coordinating conjunction.

They connect words, phrases, and clauses, which are sentences.

They connect things of equal value.

(This means that they would connect a noun with another noun or a prepositional phrase with another prepositional phrase.)

### \* CONJUNCTIONS

Conjunctions are words used as joiners.

Different kinds of conjunctions join different kinds of grammatical structures.

#### \* “AND”

Coordinating conjunctions affect the meaning of your sentence.

“**And**” connects things that are alike or joined together.

Ex. I want popcorn **and** pizza.

#### \* “BUT”

Coordinating conjunctions affect the meaning of your sentence.

“**But**” is used to connect things that are different or separated.

Ex. I want popcorn **but** not pizza.

#### \* “OR”

Coordinating conjunctions affect the meaning of your sentence.

“**Or**” is used to offer a choice.

Ex. Do I want popcorn **or** pizza?

#### \* “NOR”

Coordinating conjunctions affect the meaning of your sentence.

“**Nor**” is used to offer a negative choice.

Ex. I do not want popcorn **nor** pizza.

#### \* “YET”

Coordinating conjunctions affect the meaning of your sentence.

“**Yet**” is used to show a change. When it is used to combine two sentences, you must put a comma before it.

Ex. I want popcorn, **yet** I also want pizza.

## ★ “SO”

Coordinating conjunctions affect the meaning of your sentence.

“So” is used to show a relationship between things. When it is used to combine two sentences, you must put a comma before it.

Ex. I want popcorn, so I made some.

## ★ “FOR”

Coordinating conjunctions affect the meaning of your sentence.

“For” is also used to show a relationship between things. When it is used to combine two sentences, you must put a comma before it.

Ex. I ordered a pizza, for I was hungry.

**Coordinating conjunctions** join equals to one another:

- words to words,
- phrases to phrases,
- clauses to clauses.

Example:

- words to words : Most children like *cookies **and** milk*.
- phrases to phrases : The gold is hidden *at the beach **or** by the lakeside*.
- clauses to clauses : *What you say **and** what you do* are two different things.

✧ Coordinating conjunctions go in between items joined, not at the beginning or end.

Example:

**Correct** : I like coffee, **but** I don't like tea.

**incorrect** : **But** I don't like tea, I like coffee.

✧ Punctuation with coordinating conjunctions:

When a coordinating conjunction joins **two** words, phrases, or subordinate clauses, no comma should be placed before the conjunction.

Examples:

- Words : *cookies **and** milk*.
- Phrases : *at the beach **or** by the lakeside*.
- Subordinate clauses : *what you say **and** what you do*.

- \* A coordinating conjunction joining **three or more** words, phrases, or subordinate clauses creates a series and requires commas between the elements.

Examples:

- Words : peanuts, *cookies*, **and** *milk*.
- Phrases : *in the mountains*, *at the beach*, **or** *by the lakeside*.
- Subordinate clauses : *what you think*, *what you say*, **and** *what you do*.

- \* A coordinating conjunction joining **two independent clauses** creates a compound sentence and requires a comma before the coordinating conjunction.

Examples:

Tom ate all the peanuts, **so** phil ate the cookies.

I don't care for the beach, **but** I enjoy a good vacation in the mountains.

❖ **Coordinating conjunctions**

Coordinating conjunctions connect grammatically equal elements. Coordinating conjunctions are sometimes called the "**Fan Boys**" conjunctions-**For, And, Nor, But, Or, Yet, So**.

Conjunctions	Function	Example
for	Connects a reason to a result	I am a little hungry, <b>for</b> I didn't eat breakfast this morning.
and	Connects equal similar ideas	john likes to fish <b>and</b> hunt.
nor	Connects two negative sentences	She does not eat meat, <b>nor</b> does she drink milk.
but	Connects equal different ideas	I like to eat fish <b>but</b> not to catch them.
or	Connects two equal choices	Do you prefer coffee <b>or</b> tea?
yet	Connects equal contrasting ideas	It is sunny <b>yet</b> cold.
so	Connects a result to a reason	I did not eat breakfast this morning, <b>so</b> I am a little hungry.

**Paired (correlative) conjunctions**

Correlative conjunctions are always in pairs. Like coordinating conjunctions, they connect grammatically equal elements. ( Please also read the section Parallelism on pages 179-181.)

✳ PAIRED CONJUNCTION

Conjunction pairs	example
both ... and	<b>Both</b> San Francisco <b>and</b> Sydney have beautiful harbors.
not only ... but also	Japanese food is <b>not only</b> delicious to eat <b>but also</b> beautiful to look at.
either ... or	Bring <b>either</b> a raincoat <b>or</b> an umbrella when you visit Seattle.
neither ... nor	My grandfather could <b>neither</b> read <b>nor</b> write, but he was a very wise person.
whether ... or	The newlyweds could not decide <b>whether</b> to live with her parents or to rent an apartment

✳ These pairs of conjunctions require equal (parallel) structures after each one.

Examples:

**Faulty :** Clara *not only* wants money *but also* fame.

**Correct:** Clara wants *not only* money *but also* fame

**Correct:** Clara *not only* wants money *but also* wants fame.

☐ Exercises

Q1. The curtains were pulled shut. The school was empty.

➤ The curtains were pulled shut, **and** the school was empty.

Q2. Alvin has always lived in the city. His parents bought a home in the suburbs.

➤ Alvin has always lived in the city, **yet** his parents bought a home in the suburbs.

Q3. Biggie Molar has a toothache. He will see the dentist, Dr. I. Yankum.

➤ Biggie Molar has a toothache, **so** he will see the dentist, Dr. I. Yankum.

Q4. Carmelo received a new Mini Cooper. He passed all his subjects with A's.

➤ Carmelo received a new Mini Cooper, **for** he passed all his subjects with A's.

Q5. Rod Ketchum worked in the city sewer system. He attended night school.

➤ Rod Ketchum worked in the city sewer system, **but** he attended night school.

Q6. I may take a trip to Mt. Rushmore. I may stay home.

➤ I may take a trip to Mt. Rushmore, **or** I may stay home.

❑ More Exercises

- Q1. The boys were given five detentions each. They had cut Mr. Atom's science class.
- The boys were given five detentions, **for** they had cut Mr. Atom's science class.
- Q2. I had a chance to buy a ten speed racer. I decided on buying an ATV instead.
- I had a chance to buy a ten speed racer, **but** I decided on buying an ATV instead.
- Q3. Bike riding enables me to see the sights of the city. It allows me to lose weight.
- Bike riding enables me to see the sights of the city, **and** it allows me to lose weight.
- Q4. The canoe was old and leaky. We won the race.
- The canoe was old and leaky, **yet** we won the race.
- Q5. The girls had never played on the team before. They won the first game of the season.
- The girls had never played on the same team before, **but** they won the first game of the season.
- Q6. He was bigger and stronger than I. I let him kick sand in my face.
- He was bigger and stronger than I, **so** I let him kick sand in my face.
- Q7. Girls are weaker than boys. Boys are putty in their hands.
- Girls are weaker than boys, **yet** boys are putty in their hands.

## 12<sup>th</sup> Lecture

Conjunctions (review)  
 Comparison (Parallelism)  
 Subordinating Conjunctions for Adverb, Adjective, Noun Clauses  
 Transition words

- The following chart outline the use of parallel structures with **coordinate conjunctions**:

Parallel structures with coordinate conjunctions			
( same structure ),		and but or	( same structure ),
( same structure ),	( same structure ),	and but or	( same structure ),

- The following chart outline the use of parallel structures with **paired conjunctions**:

Parallel structures with paired conjunctions			
both either neither not only	( same structure )	and or nor but also	( same structure )

✳ **Use parallel structure with comparisons**

- My school is farther **than** your school.
- To be rich is better **than** to be poor.
- What is written is **more** easily understood **than** what is spoken.

- The following chart outline the use of parallel structures with **comparisons**:

Parallel structures with comparisons		
( same structure )	more ... than -er ... than less ... than as ... as the same ... as similar ... to	( same structure )

✧ Adverb Clause

An **adverbial clause** is a dependent clause that functions as an adverb. In other words, it contains a subject (explicit or implied) and a predicate, and it modifies a verb.

- ✧ These clauses are used to say when something happens by referring to a period of time or to another event.
- ✧ A subordinating word is the first word in a dependent clause. Common subordinating words include the following.

Subordinating Conjunctions for Adverb Clauses	
Time ( when? )	
after	<b>After</b> we ate lunch, we decided to go shopping.
as, just as	<b>Just as</b> we left the house, it started to rain.
as long as	We waited <b>as long as</b> we could.
as soon as	<b>As soon as</b> the front door closed, I looked for my house key.
before	I thought I had put it in my coat pocket <b>before</b> we left.
since	I have not locked myself out of the house <b>since</b> I was 10 years old.
until	<b>Until</b> I was almost 12, my mother pinned the key to my coat.
when	<b>When</b> I turned 12, my mother let me keep the key in my pocket.
whenever	I usually put the key in the same place <b>whenever</b> I come home.
while	<b>While</b> I searched for the key, it rained harder and harder.

- ✧ These clauses are used to talk about the location or position of something.

Subordinating Conjunctions for Adverb Clauses ( continued )	
Place ( where? )	
where	I like to shop <b>where</b> prices are low.
wherever	I try to shop <b>wherever</b> there is a sale.
anywhere	You can find bargains <b>anywhere</b> you shop.
everywhere	I use my credit card <b>everywhere</b> I shop.

\* These clauses are used to talk about someone's behavior or the way something is done.

<b>Manner ( How ? )</b>	
as, just as	I love to get flowers(,) <b>as</b> most women do.
as if	You look <b>as if</b> you didn't sleep at all last night.
as though	She acts <b>as though</b> she doesn't know us.

<b>Distance ( How far ? How near? How close? )</b>	
As + adverb + as	We will hike <b>as far as</b> we can before it turns dark.
	The child sat <b>as close as</b> she could to her mother.
	The child sat <b>as close</b> to her mother <b>as</b> she could.

\* These clauses are used to indicate the reason for something.

<b>Frequency ( How often ? )</b>	
as often as	I call my parents <b>as often as</b> I can.
<b>Reason ( why ? )</b>	
as	I can't take evening classes(,) <b>as</b> I work at night.
because	I can't take evening classes <b>because</b> I work at night.
since	I can't take evening classes <b>since</b> I work at night.

\* Subordinating conjunctions also join two clauses together, but in doing so, they make one clause dependent (or "subordinate") upon the other.

Example :

It is raining. }  
We have an umbrella. } Both are independent clauses, simple sentences.

Add *because* to *it is raining*.

*because it is raining* } This is no longer an independent clauses, simple sentences.

Put the two clauses together.

Because it is raining, we have an umbrella.

**OR**

We have an umbrella because it is raining.

\* A subordinating conjunction may appear at a sentence beginning or between two clauses in a sentence.

Punctuation Note:

When the dependent clause is placed first in a sentence, use a comma between the two clauses. When the independent clause is placed first and the dependent clause second, do not separate the two clauses with a comma.

Example :

dependent clause  
Because it is raining, we have an umbrella.  
↑  
comma

dependent clause  
We have an umbrella because it is raining.  
↑  
No comma

\* Purposes conjunctions are used to indicate the reason for something.

Purpose ( For what purpose? )	
so that	Many people emigrate <b>so that</b> their children can have a better life.
in order that	Many people emigrate <b>in order that</b> their children can have a better life.

These clauses are used to indicate the result of something.

Result ( With what result ? )	
so + adjective + that	I was <b>so tired</b> last night <b>that</b> I fell asleep at dinner.
so + adverb + that	She talks <b>so softly that</b> the other students cannot hear her.
such a(n) + noun + that	It was <b>such an easy test that</b> most of the students got A's.
so much/many/little/few + noun + that	He is taking <b>so many classes that</b> he has no time to sleep.

These clauses are used to talk about a possible or counterfactual situation and its consequences.

\* Subordinating Conjunctions for Adverb Clauses ( continued )

Condition ( Under what condition? )	
if	We will not go hiking <b>if</b> it rains.
unless	We will not go hiking <b>unless</b> the weather is perfect.

These clauses are used to make two statements, one of which contrasts with the other or makes it seem surprising.

Partial contrast	
although	I love my brother <b>although</b> we disagree about almost everything.
even though	I love my brother <b>even though</b> we disagree about almost everything.
though	I love my brother <b>though</b> we disagree about almost everything.

Contrast ( Direct opposites )	
while	My brother likes classical music, <b>while</b> I prefer hard rock.
whereas	He dresses conservatively, <b>whereas</b> I like to be a little shocking.

- ✿ Adjective Clause is : A dependent clause that functions as an adjective and modifies a noun or pronoun. In other words, it adds extra information about that noun or pronoun.

<b>Subordinating words for adjective clauses</b>	
<b>To refer to people</b>	
<b>who, whom, whose, that</b> (informal)	People <b>who</b> live in glass houses should not throw stones.
	My parents did not approve of the man <b>whom</b> my sister married.
	An orphan is a child <b>whose</b> parents are dead.
<b>To refer to animals and things</b>	
which	My new computer, <b>which</b> I bought yesterday, stopped working today.
that	Yesterday I received an e-mail <b>that</b> I did not understand.
<b>To refer to a time or a place</b>	
when	Thanksgiving is a time <b>when</b> families travel great distances to be together.
where	An orphanage is a place <b>where</b> orphans live.

- ✿ A dependent clause that functions as a noun in a sentence. Noun clauses can act as subjects, direct objects, and objects of prepositions.

<b>Subordinating words for noun clauses</b>	
<b><i>That</i> clauses</b>	
that	Do you believe that there is life in outer space?
<b><i>If / whether</i> clauses</b>	
whether	I can't remember <b>whether</b> I locked the door.
whether or not	I can't remember <b>whether or not</b> I locked the door.
whether ... or not	I can't remember <b>whether</b> I locked the door <b>or not</b> .
if	I can't remember <b>if</b> I locked the door.
if ... or not	I can't remember <b>if</b> I locked the door <b>or not</b> .
<b><i>Question</i> clauses</b>	
who, whoever, whom	<b>Whoever</b> arrives at the bus station first should buy the tickets.
which, what, where	Do you know <b>where</b> the bus station is?
when, why, how	We should ask <b>when</b> the bus arrives.
how much, how many	Do not worry about <b>how much</b> they cost.
How long, how often, ect.	He didn't care <b>how long</b> he had to wait.

**Notice** that some subordinating conjunctions can introduce different kinds of dependent clauses. *That* can introduce either noun clauses or adjective clauses, and *where* can introduce either a noun, an adjective, or an adverb clauses. It normally is not important to know the kind of clause.

I can't remember **where** I put the house key. ( noun clause; direct object of *remember* )

It's not in the place **where** I usually put it. ( adjective clause; tells *which place* )

I always put it **where** I will see it when I go out the front door. ( adverb clause; tells *where I put it* )

❖ **conjunctive adverbs**

- \* conjunctive adverb can appear at the beginning, in the middle, or the end of one independent clause, but we often use them to connect two independent clauses.  
Remember to put a semicolon before and a comma after the conjunctive adverb if an independent clause follows.
- \* A **conjunctive adverb** is an adverb that connects two clauses. Conjunctive adverbs show cause and effect, sequence, contrast, comparison, or other relationships.

conjunctive adverb	example
<b>To add a similar idea</b>	
also	Community colleges offer preparation for many jobs; <b>also</b> , they prepare students to transfer to four-year colleges or universities.
besides	; <b>besides</b> ,
furthermore	; <b>furthermore</b> ,
in addition	; <b>in addition</b> ,
moreover	; <b>moreover</b> ,
<b>To add an unexpected or surprising continuation</b>	
however	The cost of attending a community college is low; <b>however</b> , many students need financial aid.
nevertheless	; <b>nevertheless</b> ,
nonetheless	; <b>nonetheless</b> ,
still	; <b>still</b> ,
<b>To add a complete contrast</b>	
in contrast	Most community colleges do not have dormitories; <b>in contrast</b> , most four-year colleges do.
on the other hand	; <b>on the other hand</b> ,

conjunctive adverb	example
<b>To add a result</b>	
as a result	Native and nonnative English speakers have different needs; <b>as a result</b> , most schools provide separate classes for each group.
consequently	; <b>consequently</b> ,
therefore	; <b>therefore</b> ,
thus	; <b>thus</b> ,
<b>To list ideas in order of time</b>	
meanwhile	Police kept people away from the scene of the accident; <b>meanwhile</b> , ambulance workers tried to pull victims out of the wreck.
afterward	The workers put five injured people into an ambulance; <b>afterward</b> , they found another victim.
then	; <b>then</b> ,
subsequently	; <b>subsequently</b> ,
<b>To give an example</b>	
for example	Colors can have different meanings; <b>for example</b> , white is the color of weddings in some cultures and of funerals in others.
for instance	; <b>for instance</b> ,
<b>To show similarities</b>	
similarly	Hawaii has sunshine and friendly people; <b>similarly</b> , Mexico's weather is sunny and its people hospitable.
likewise	; <b>likewise</b> ,

<i>conjunctive adverb</i>	<i>example</i>
<b>To indicate "the first statement is not true; the second statement is true"</b>	
instead	The medicine did not make him feel better; instead, it made him feel worse.
on the contrary	; <b>on the contrary,</b>
rather	; <b>rather,</b>
Instead ( meaning "as a substitute")	They had planned to go to Hawaii on their honeymoon; <b>instead,</b> they went to Mexico.
<b>To give another possibility</b>	
alternatively	You can live in a dorm on campus; <b>alternatively,</b> you can rent a room with a family off campus.
on the other hand	; <b>on the other hand,</b>
otherwise (meaning "if not")	Students must take final exams; <b>otherwise,</b> they will receive a grade of incomplete.
<b>To add an explanation</b>	
in other words	Some cultures are matriarchal; <b>in other words,</b> the mothers are the head of the family.
that is	; <b>that is,</b>
<b>To make a stronger statement</b>	
indeed	Mangoes are a very common fruit; <b>indeed,</b> people eat more mangoes than any other fruit in the world.
in fact	; <b>in fact,</b>

\* **Transitions, transition words, or transitional expressions**, et cetera, are certain words, expressions, or other devices that give text or speech greater cohesion by making it more explicit, or signaling, how ideas are meant by the writer or speaker to relate to one another.

◇ <i>Transition signals</i>			
Transition Signals and Conjunctive Adverbs	Coordinating Conjunctions and Paired Conjunctions	Subordinating Conjunctions	Other: Adjectives, Prepositions, Verbs
<b>To list ideas in order of time</b>			
first, ... first of all, ... second, ... third, ... next, ... then ... after that, ... meanwhile, ... in the meantime, ... finally, ... last, ... last of all, ... subsequently, ...		before after until when while as soon as since	the first (reason, cause, step, ect.) the second ... the third ... another ... the last ... the final ...
<b>To list ideas in order of importance</b>			
first, ... first of all, ... first and foremost, ... second, ... more important, ... most important, ... more significantly, ... most significantly, ... above all, ... most of all, ...			the first (reason, cause, step, ect.) an additional ... the second ... another ... a more important (reason, cause, step, ect.) the most important ... the most significantly ... the best / the worst ...
<b>To add a similar or equal idea</b>			
also, ... besides, ... furthermore, ... in addition, ... moreover, ... too as well		and  both ... and not only ... but also	another ... (reason, cause, step, ect.) a second ... an additional ... a final ... as well as

<b>To add an opposite idea</b>			
however, ... on the other hand, ... nevertheless, ... nonetheless, ... still, ...	but yet	although even though though	despite in spite of
<b>To explain or restate an idea</b>			
in other words, ... in particular, ... (more) specifically, ... that is, ...			
<b>To make a stronger statement</b>			
indeed, ... in fact, ...			
<b>To give another possibility</b>			
alternatively, ... on the other hand, ... otherwise, ...	or either ... or whether ... or		
<b>To give an example</b>			
for example, ... for instance, ...			such as an example of to exemplify
<b>To express an opinion</b>			
according to ... in my opinion, ... in my view, ...			to believe ( that ) to feel ( that ) to think ( that )

<b>To give a reason</b>			
for this reason, ...	for	because	as a result of because of due to
<b>To give a result</b>			
accordingly, .. as a consequence, ...  as a result, ... consequently, ... for these reasons, ... hence, ... therefore, ... thus, ...	so		the cause of the reason for to cause to result (in) to have an effect on to affect
<b>To add a conclusion</b>			
all in all, ... in brief, ... in short, ... to conclude, ... to summarize, ... in conclusion, ... in summary, ... for these reasons, ...			
<b>To show similarities</b>			
likewise, ... similarly, ... also	and both ... and not only ... but also neither ... nor		alike, like, just like as, just as as well as well as compared with or to in comparison with or to to be similar (to) too
<b>To show differences</b>			
however, ... in contrast, ... instead, ... on the other hand, ... rather, ...			instead of

## Exercises

Let's practice:

- ✳ In correcting these sentences try to correct them in the simplest way without changing the sentences too much. Simplicity is the word!

Q1. Mr. Garcia has promised me a good job and to pay me a fair salary.

- Mr. Garcia has promised me a good job and a fair salary.

Q2. The manager asked both groups to meet and share their differences and finally arriving at an agreement.

- The manager asked both groups to meet and share their differences and to arrive at an agreement.

Q3. The magazine contains news, pictures, ads, tell you where to shop, and feature columns.

- The magazine contains news, pictures, ads, shopping ads, and feature columns.

Q4. Tennis, modeling and to read suspense novels took up most of her time.

- Tennis, modeling and reading suspense novels took up most of her time.

Q5. This is the life –to live, working and cooking outdoors.

- This is the life –living, working and cooking outdoors.

Q6. Running towards the end zone, he slipped, got up, and was keeping on going as fast as he could.

- Running towards the end zone, he slipped, got up, and kept on going as fast as he could.

Q7. Let's go down to the store for a hamburger, donuts and drinking some coffee or tea.

- Let's go down to the store for a hamburger, donuts and some coffee or tea.

Q8. After a hard fought war in a foreign land and he travels a long way home, Dad deserves a little rest.

- After a hard fought war in a foreign land and traveling a long way home, Dad deserves a hot shower and a warm bed.

Q9. We tried to snap pictures and catch fish, but we got mosquito bites and sunburned.

- We tried to take pictures and catch fish, but we got wasp bites and sunburned.

Exercise 24: Each of the following sentences contains words or groups of words that should be parallel. Circle the word that indicates that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct © or incorrect (I).

- I 1. She held jobs as a typist, a housekeeper, and in a restaurant.  
( in a restaurant should be a waitress)
- C 2. The report you are looking for could be in the file or on the desk.
- C 3. She works very hard but usually gets below-average grades.
- I 4. The speaker introduced himself, told several interesting anecdotes, and finishing with an emotional plea. (finishing should be finished)
- C 5. You should know when the program starts and how many units you must complete.
- C 6. The term paper he wrote was rather short but very impressive.
- I 7. She suggested taking the plane this evening or that we go by train tomorrow.  
(that we go by train should be taking the train)
- C 8. The dean or the assistant dean will inform you of when and where you should apply for your diploma.
- I 9. There are papers to file, reports to type, and those letters should be answered.  
(those letters should be answered should be letters to answer)
- C 10. The manager needed a quick but thorough response.

**Exercise 25:** Each of the following sentences contains words or groups of words that should be parallel. Circle the word or words that indicates that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct © or incorrect (I).

- I 1. According to the syllabus, you can either write a paper or you can take an exam.  
(you can take should be taking)
- C 2. It would be both noticed and appreciated if you could finish the work before you leave.
- I 3. She would like neither to see a movie or to go bowling. (or should be nor)
- C 4. Either the manager or her assistant can help you with your refund.
- I 5. She wants not only to take a trip to Europe but she also would like to travel to Asia.  
(should be but also to)
- I 6. He could correct neither what you said nor you wrote. (you wrote should be what you wrote)
- I 7. Both the tailor or the laundress could fix the damage to the dress. (or should be and)
- C 8. He not only called the police department but also called the fire department.
- I 9. You can graduate either at the end of the fall semester or you can graduate at the end of the spring semester. (omit the second you can graduate)
- I 10. The movie was neither amusing nor was it interesting. (omit was it)

**Exercise 26:** Each of the following sentences contains words or groups of words that should be parallel. Circle the word or words that indicates that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct © or incorrect (I).

- C — 1. His research for the thesis was more useful than hers.
- I — 2. Dining in a restaurant is more fun than to eat at home. (to eat should be eating)
- C — 3. I want a new secretary who is as efficient as the previous one.
- I — 4. What you do today should be the same as did yesterday.  
(should be WHAT YOU did yesterday)
- I — 5. This lesson is more difficult than we had before. (should be THE ONE we had before)
- C — 6. You have less homework than they do.
- C — 7. What you do has more effect than what you say.
- I — 8. Music in your country is quite similar to my country. (should be MUSIC IN my country)
- I — 9. The collection of foreign journals in the university library is more extensive than the high school library. (should be THE ONE in the high school)
- I — 10. How to buy a used car can be as difficult as buying a new car.  
(How to buy should be Buying)

## 13<sup>th</sup> Lecture

- Comma
- Colon
- Semicolon

### ❖ COMMA

1. In a Series – Place a comma between three or more items connected by a coordinating conjunction.

- ◇ **words** *Jones, Smith, and Jackson* presented an interesting report.
- ◇ **phrases** The novel is available *in print, on audio tape, and on video cassette*.
- ◇ **clauses** The lawyer argued *that the weather was bad, that the car had poor brakes, and that the other driver was speeding*.

#### Caution:

1. **Do not place commas between two items separated by commas or between three items separated from one another by commas.**

#### Incorrect:

Jones, and Smith presented an interesting report.

Jones, and Smith, and Jackson presented an interesting report.

#### Correct:

Jones and Smith presented an interesting report.

Jones and Smith and Jackson presented an interesting report.

↑     ↑  
no comma

- ◇ Remember to place a comma before the coordinating conjunction joining the last two elements of the series. Otherwise, the intended meaning of the sentence may not be clear.

#### Confusing:

He appealed to the administrators, the deans and the advisors.

no comma  
↑

Are there **three** distinct groups of people

↓     ↓     ↓  
administrators   deans   advisors

OR

two groups of administrators?

↙     ↘  
deans     advisors

The smooth gray of the beech stem, the silky texture of the birch and the rugged pine capture the eye immediately.

↑  
no comma

Does this sentence refer to **three** items

**Confusing:**

1. the smooth gray of the *beech stem*
2. the silky texture of the *birch*
3. the rugged *pine*

**OR**

**two items?**

1. *the smooth gray* of the beech stem
2. *the silky texture* of the birch and the rugged pine

2. Between Coordinate Adjectives – Place commas between equal adjectives with no coordinating conjunction between them.

Example:

comma  
↓

She bought a **red, fuzzy** coat.

Both tests for using comma work:

Add and – red *and* fuzzy

Reverse adjectives- fuzzy, red

**Incorrect:**

The professor gave a hard, final examination.

(tests do not work: hard *and* final / final, hard )

This is a long, short story.

(tests do not work: long *and* short / short, long )

3. Before FANBOYS between Independent Clauses in Compound Sentences

The war lasted for two years, but very few people supported it.

**Caution:** Do not place a comma between two items with FANBOYS when one item is not a complete sentence.

**Incorrect:** The war lasted for two years, but never gathered much support.

comma error  
▲  
└──────────────────────────┘  
**not** an independent clause

**Caution:** Do not place a comma after the FANBOY.

**Incorrect:**

comma error  
↓

The war lasted for two years but, very few people supported it.

**Note:** The comma may be omitted between independent clauses if a sentence is very short.

**Acceptable:**

The shooting stopped and peace followed.

▲  
no comma

4. Nonessential Adjective Clauses / Nonessential participial phrases -Separate

unneded adjective clauses and participial phrases from the rest of the sentence

Examples:

**Nonessential**

**adjective clause**

Mary Jones, *who spoke at the meeting today*, opposed the merger.

**Nonessential**

**present participial phrase**

Mary Jones, *speaking at the meeting today*, opposed the merger,

OR

*Speaking at the meeting today*, Mary Jones opposed the merger.

**Nonessential**

**past participial phrase**

Mary Jones, *frightened by a mouse*, bought a cat.

OR

*Frightened by a mouse*, Mary Jones bought a cat.

**Caution:** Do not separate **needed** adjective clauses and participial phrases from the rest of the sentence.

**Incorrect:**

The woman, *who spoke at the meeting today*, opposed the merger.

The woman, *speaking at the meeting today*, opposed the merger.

The woman, *frightened by a mouse*, bought a cat.

5. Introductory Elements - Place a comma after certain introductory elements.

A. Long prepositional phrases or a succession of prepositional phrases

**Correct:** *In the solitude of that snowy December night*, we became good friends.

*At the end of the road on the west side of the train station*, an elderly couple sold produce each summer.

**Note:** With short introductory prepositional phrases, the comma is optional.

**Correct:**

*On that night* we became friends.

OR

*On that night*, we became friends.

*In December* two big snow storms interrupted Bill's daily routine.

OR

*In December*, two big snow storms interrupted Bill's daily routine.





## 8. Expressions of Contrast

### Examples:

I want chocolate, *not vanilla*.

His wife, *not his brother*, needs the money more.

## 9. Dates and Addresses

When a date or address with several parts occurs in a sentence, place a comma *between* each element and *after* the last part.

### Examples:

The house at *100 West 67th Street, Baltimore, MD 21210*, was sold today.

My son was born on *January 5, 1976*, in *Chicago, Illinois*.

**Caution:** When the date or address has only one element or has its individual parts separated by words in the sentence, do not use a comma within or after the date or address.

**Incorrect:** It was on *January 5*, that my son was born.  
She lives at *100 West 67th Street*, **in** *Baltimore*.

**Correct:** It was on *January 5* that my son was born.  
She lives at *100 West 67th Street* **in** *Baltimore*.

## 10. Before Confirmatory Questions

Place a comma between the confirmatory question and the statement that precedes it.

### Examples:

You will be at the party, *won't you?*

statement

confirmatory question

## 11. Name followed by *Jr., Sr., Ph.D., M.D.*

### Examples:

Mary Jones, *Ph.D.*, will lecture on insect fragmentation today at 4 p.m.

two commas needed

## ❖ Colons [ : ]

Colons announce. They add dramatic flourishes that introduce lists, quotations, complete sentences, and dialogue.

### ❖ Colons (cont.)

- ◆ Use a colon to introduce a quotation longer than one sentence.
  - The attendant looked straight at us and said: “This ride is not for sissies. It is a high speed thrill ride. You will yell. You will scream. You will cover your eyes and beg for your mommy. If you don’t think you can handle it, get out of line now!”
- ◆ Use a colon to end a paragraph that introduces a quotation in the next paragraph.
  - After he won the hotdog eating contest, he prepared to make his speech :  
" I trained long and hard for this event, " he began. " I know the competition would be tough so I had to be tougher ...."
- ◆ Use a colons to introduce the text of questions and answers (e.g. in interviews).
  - Q : What was your favorite Disneyland ride?  
A : Pirates of the Caribbean
- ◆ Use colons to show times.
  - We finished our theme park tour at 1:15 a.m.
- ◆ Use colons to show citations.
  - Ecclesiastes 3:1-8 tells us that there is a season for everything.

### ❖ Colons and capitalization

- ◆ when you use a colon to introduce a complete sentence, capitalize the first word.
  - I have this advice for you: If you are going to tour three theme parks in one day wear day, comfy shoes!
  - He had a great idea: The next time we roast hotdogs, we need to make s’mores too.
- ◆ When you use a colon to introduce an incomplete sentence, do not capitalize the first word following the colon.
  - Mickey Mouse has two things Mighty Mouse lacks: charm and his own empire.
  - The hotdogs were missing a key ingredient: chili.

## ❖ Semicolons [ ; ]

A semicolon is not quite a comma, not quite a period. It is a break in thought, but not a complete stop... more like an elongated pause.

### Semicolon ( cont. )

- ◆ Use a semicolon to connect independent clauses and avoid run-on sentences or comma splices.
  - We went to Disneyland; we had a great time.
  - He ate six hotdogs; he also got a stomach ache.
- ◆ Use a semicolon to separate internally punctuated independent clauses joined by a coordinating conjunction.
  - Skipping the Cinderella parade, which was much too long, we went to The Haunted Mansion; and we were able to walk right on without waiting in line.
  - After finishing those hotdogs, a feat in itself, he got a stomach ache; and then he went to the hospital to get his stomach pumped.
- ◆ Use a semicolon to separate items in a list that also include commas.
  - Donald Duck brought his favorite lunch: a sandwich, chips, and crackers; his nephews, Huey, Dewey, and Luey; and his favorite girl Daisy.
  - In order to win the contest, John starved himself for two days, Monday and Tuesday; wore extra large clothes, size 42 jeans and XXL shirt; and drank castor oil.

## ❖ Punctuation (semicolons, colons, commas)

Directions: Insert the proper punctuation marks in the following sections; each section is titled with the punctuation to be used. If the sentence is correct, put a **C** next to the number in the margin.

### Semicolons

1. The last day of summer vacation finally arrived consequently we prepared for the first day of a new year.
2. She was willing to run the fifty-mile race after she soaked in her Jacuzzi for two days.
3. She enjoys ice-skating. She learned how to roller-blade when she was a child.
4. Paula did well in two subjects hence she will have a high average at the end of the year.
5. My mother is a basketball fan thus she has not missed a single home game in the last three years.
6. Today we do not use such comparisons “most unkindest cut of all” Elizabethan plays however contain many double negatives.
7. In the seventeenth century, the era of such distinguished prose writers as Sir Thomas Browne, John Donne, and Jeremy Taylor, the balanced compound sentence using commas and semicolons reached a high degree of perfection and popularity but the tendency of many writers today is to use a fast-moving style with shorter sentences and fewer commas and semicolons.
8. The three top seniors in this year’s class have the following four-year averages: Marvin Chan, 94.8 Ruth Ann Cummins, 93.6 and Joan Dorf, 92.8

## Colons

1. The applications for employment at the manufacturing plant asked the following questions How old are you? Have you ever worked in manufacturing plant before?

What other jobs have you held?

2. Don't miss the following items that will be on sale during the first week in June ice skates, skis, snowshoes, parkas, ski pants, mittens, etc.
3. When she went to camp, she had to take blankets, sheets, toilet articles, a flashlight, and poison ivy lotion.
4. Our school board provides the students with free books, book covers, a notebook cover, notebook paper, yellow pads, and one pencil every six weeks.
5. Here are the four main uses of the comma (1) to prevent misreading; (2) to separate items in a series; (3) to set off expressions that interrupt the sentence; and (4) to set off introductory phrases and clauses.
6. The graduate was nervous about leaving for college she felt safe, secure, and happy in her hometown.
7. The reasons for the success of the play are obvious it has fine actors, witty dialogue, and tuneful music.

## Comma

1. Stars sparkle brighter on crisp winter nights.
2. A robot cannot do your housework, walk, or lift huge loads.
3. Hedgehogs look like porcupines but they are related to moles.
4. Jeremy prefers to cook shellfish for they are easy to clean.
5. Fastening cushions on top of seats they made chairs easier to sit on.
6. For exhibiting their porcelain they had joiners make cupboards.
7. For great hunting maps write to Dr. John Filson U. S. Geological Survey 12201 Sunrise Valley Drive Reston VA 22092.

*Good Luck!*