



Work Book Functional English

Writing Activities

Students of CS, SE & AI

Name: _____

Father's Name: _____

Student ID: _____

Section: _____

Marks Obtained: _____

COURSE CONTENT

1 GRAMMAR, USAGE AND MECHANICS

Parts of speech, Usage, Phrases and Clauses, Punctuation.

2 WRITING SENTENCES

Four types of sentence structure, Choice of words, Variation, Parallel structures, Placement of ideas and important words.

3 PREDICTING AND PREVIEWING

Predicting, Questioning, Clarifying.

4 IDENTIFYING MAIN IDEA AND SUPPORTING DETAILS

Identifying the author's thesis and purpose (to inform, persuade or entertain), Identifying Main Idea (Stated), Identifying the Supporting details (major & minor).

5 IDENTIFYING IMPLIED IDEAS AND MAKING INFERENCES

Identifying main idea (Implied), Style Informal/Formal, Discussion Work: Analysis of assigned essays/stories/articles.

6 LITERARY DEVICES

Humor, Satire, Irony, Style and Tone in a text.

7 RHETORICAL PATTERNS OF ORGANIZATION

Cause & Effect, Compare & Contrast, Refutation, Definition, Order of Importance, Generalization & Examples, Classification, Chronological, Spatial.

8 ORGANIZATION OF TEXTS

Planning Titles for Paragraphs, Evaluating a text, Understanding Purpose and Register.

9 PROCESS WRITING

Introduction, Pre-writing.

10 WRITING PARAGRAPHS

Structure and Development of a paragraph, Descriptive, Process, Opinion, Comparison-Contrast and Problem-Solution paragraphs.

11 WRITING ESSAYS

Structure of an essay, Thesis statement.

12 OUTLINING AN ESSAY

13 INTRODUCTIONS AND CONCLUSIONS

14 UNITY AND COHERENCE

15 ESSAYS FOR PRACTICE

1 GRAMMAR, USAGE AND MECHANICS

A) PARTS OF SPEECH

Nouns

A noun is the name of a person, place, or thing.

Walking in the woods is fun for Jason. (Walking is the name of a thing; woods is the name of a place; and Jason is the name of a person.)

Nouns function in one of three ways: as subjects, as objects (direct object, indirect object, object of a preposition, and object of a verbal), and as predicate nouns.

Woodpeckers hammer loudly. (Woodpeckers, a noun, is the subject of the verb hammer.)

One woodpecker carved a hole. (Hole, a noun, is the direct object of the verb carved.)

The woodpecker fed its fledgling some suet. (Fledgling, a noun, is the indirect object of the verb fed.)

The woodpecker hammered on a dead tree limb. (Limb, a noun, is the object of the preposition on.)

Do woodpeckers get headaches from hammering trees? (Trees, a noun, is the object of the verbal hammering.)

Golden-shafted flickers are woodpeckers. (Woodpeckers, a noun, is the predicate noun after the linking verb are.)

A noun will have one or more (but not necessarily all) of the following characteristics:

Nouns are characterized by certain endings.

- Nouns can be made plural, so they have plural endings, usually –s or –es. *woodpecker, woodpeckers; box, boxes*
- Some nouns have unique plural forms. *woman, women; mouse, mice*
- Nouns can show ownership, so they have possessive endings. An apostrophe and –s or apostrophe only shows possession. Note, however, that when a noun is possessive, it functions as an adjective. *woodpecker, woodpecker's den; fledglings, fledglings' parents*

Nouns are characterized by noun markers, certain words that often appear in front of nouns:

- First, the articles *a, an, and the* serve as noun markers. *the woodpecker; an adult; a child*
- Second, adjectives serve as noun markers. Adjectives are words that describe the shape, size, appearance, or number of a noun. *round cavity nest* (describe size and shape of noun nest, *three immature mottled birds* (describe number, kind, and appearance of the noun birds).

These characteristics serve as a test to decide whether a word is a noun. If words can be made plural (that is, you can count them), show ownership, or have *a, an, or the* in front, you can bet they are nouns.

Exercise:

1. Identify the subject noun:
 - A) The sun rises in the east.
 - B) Ahmad plays the piano beautifully.
2. Identify the direct object noun:
 - A) He ate an apple.
 - B) They watched a movie last night.
3. Identify the indirect object noun:
 - A) She gave her friend a gift.
 - B) He sent his mother a heartfelt letter.
4. Identify the object of a preposition noun:
 - A) The book is on the table.
 - B) The cat jumped over the fence.
5. Identify the object of a verbal noun:
 - A) She enjoys singing in the choir.
 - B) He started learning how to cook.
6. Identify the predicate noun:
 - A) She is a doctor.
 - B) The winner was him.
7. Change the count of the following:
 - A) Sheep
 - B) Teeth
 - C) Fees
 - D) Trousers
 - E) Herbs
8. Place the apostrophe next to the possessive noun:
 - A) She is her parents favourite child.
 - B) He has hit the road for todays work.
9. Fill in the blanks with appropriate articles:
 - A) She was in ____ dilemma regarding her career choice.
 - B) He is on ____ train to Lahore.
 - C) She will pay ____ enormous price for it.
10. Identify the adjectives:
 - A) The itsy-bitsy spider went up the tree.
 - B) Three little brown musketeers were playing in the field.

Verbs

A verb shows action or state of being, a clear indication that there are two kinds of verbs, each with its own function.

Some verbs show action.

Speeders cause accidents. (Cause shows action that the speeders are doing.)

Some verbs show state of being and link the subject to a predicate word.

Some speeders are drunk. (Are is a linking verb that links speeders to drunk. Because drunk describes speeders, it is called a predicate adjective.)

Some verbs show combination of the following characteristics:

- The most important characteristic of verbs is that they change time (or tense). To find out whether a word can change time, add the word yesterday or tomorrow to the front of the sentence.

The cyclists were riding for exercise.

Yesterday, the cyclists were riding for exercise. (no change)

Tomorrow, the cyclists will ride for exercise.

Thus, you know the words that changed, were riding, make up the verb.

- Because a verb changes time, it has certain characteristic endings: –s, –ed, –en, –ing. Don't confuse the –s ending on the verb with the –s ending on nouns. You add an –s to nouns to make them plural; you add an –s to verbs to make them singular.

The cyclists (plural noun) ride (plural verb).

The cyclist (singular noun) rides (singular verb).

- Because a verb changes time, it may have certain characteristic helping verbs (or auxiliaries): do, does, did, have, has, had, is, am, are, was, were, be, been, being, could, would, should, may, might, must, will, shall. The helping verb plus the main verb make up the complete verb phrase.

He could have been working overtime.

- Besides changing time, another characteristic is that most verbs show action. Action verbs have voice. The subject does something; the verb is said to be in active voice.

The eagle hooked a fish in its talons.

The subject has something done to it: the verb is said to be in passive voice.

The fish was hooked by the eagle.

Verbs that do not show action are state of being, or linking, verbs. There are two groups of linking verbs.

- One group of linking verbs, when they are the main verbs, are always linking: is, am, are, was, were, be, been, being (If verbs in this group are helping verbs, they are not linking.)
- The other group can be linking verbs or action verbs. seem, appear, remain, become, grow, stay, as well as the verbs of the senses: look, smell, taste, sound, feel.

To determine whether these 11 verbs are linking or action verbs, substitute some form of to be (is, am, are, was, were, be, been, or being) for any one of them. If the substitution makes sense, that verb is linking.

She remained calm. She was calm. A form of to be makes sense, so remained is a linking verb.

Note that a form of to be can substitute for other verbs that will not be linking.

The group stood on the corner. The group was on the corner.

But stood is not one of the 11 linking verbs listed earlier.

To know whether a verb is a linking verb followed by a predicate word or whether it's a verb phrase, insert the word very. If very makes sense, the verb is a linking verb with a predicate word.

The gymnast was [very] dedicated to his sport.

If very does not work, it's a verb phrase.

The memorial service was [very] dedicated to the survivors.

Exercise

Identify the verb/linking verb in the following:

1. Kids make a noise.
2. The kids are noisy.
3. Yesterday, we went for swimming.
4. The glitter glitters.
5. He could have been over-working.
6. She maintained composure.
7. The happening was inevitable.
8. I grounded myself.
9. I felt grounded.

Adjectives

An adjective describes or modifies a noun.

An adjective's function is to answer one of these questions about a noun:

Which one? *The yard pond sported blooming lilies.* (Yard describes which pond.) What kind? *The yard pond sported blooming lilies.* (Blooming describes what kind of lilies.)

How many? *The yard pond sported three blooming lilies.* (Three tells how many lilies.)

Whose? *The neighbor's pond held water hyacinths.* (Neighbor's describes whose pond.)

Adjectives show two characteristics.

- First, adjectives characteristically can be compared. Certain endings show the comparisons that are characteristic of adjectives.

Saundra is a tall girl, taller than her coach, the tallest athlete in the league. (Tall is the plain form of the adjective, used to describe one noun. Taller is the comparative form, comparing two nouns, Saundra and her coach. Tallest is the superlative form, comparing three or more nouns.) With adjectives of three or more syllables, use more instead of –er and most instead of –est. pretty, prettier, prettiest; beautiful, more beautiful, most beautiful

- Also, placement characterizes adjectives. Adjectives usually appear in front of the nouns they modify.

A tall athlete often plays basketball. (Tall describes what kind about the noun athlete.)

Adjectives can follow a linking verb; these are predicate adjectives.

She is tall. (Tall tells what kind about the noun she and follows the linking verb is.)

Exercise

Identify the adjectives:

1. The colourful garden was attacked by the locusts.
2. The grass of that garden was greener than that of those in its surroundings.
3. The garden is bleak now.
4. The plants have blighted.
5. Its former shape is missed by the people.

Adverbs

An adverb modifies a verb, an adjective, or another adverb.

Adverbs function to answer the following questions about verbs, adjectives, or other adverbs:

Where? *We flew home.* (Home tells where about the verb flew.)

When? *Our vacation ended yesterday.* (Yesterday tells when about the verb ended) How? *The plane bounced roughly in the storm.* (Roughly tells how about the verb bounced.)

To what extent? *The pilot fought really hard to control the landing.* (Really tells to what extent about the adverb hard; hard tells how about the verb fought.)

Adverbs have two characteristic endings that help identify them:

- Adverbs, like adjectives, can be compared using the endings –er and –est or the words more and most.

The athletes trained hard today, harder today than they did yesterday; but they trained the hardest on Saturday. (Use the comparative form harder to compare how they trained on two days; use the superlative form hardest to compare how they trained on three or more days.)

- Adverbs have a common ending, often –ly:

He trained methodically.

Not all words that end in –ly are adverbs; some are adjectives. Checking how the word functions determines whether it is an adverb or an adjective.

The dog was friendly. (Friendly tells about the noun dog; thus it is an adjective, not an adverb.)

Exercise

Identify the adverbs in the following:

1. She tried to act faster.
2. She was living far away from us.
3. The case was reopened within a year.
4. It is extremely difficult to resist sugar craving.
5. She sang brilliantly with support of her lovely friend.

Prepositions

A preposition shows the relationship of its object to another word in the sentence.

To find the object of the preposition, ask who? or what? after the preposition.

The children dashed through the house. (Through shows the relationship between house and children; house answers what? about through and is the object of the preposition.)

The preposition, with its object, functions as a single word.

- The preposition can function as an adjective. *The cat with the bushy tail chases birds.* (The prepositional phrase with the bushy tail tells which about the noun cat; thus, it functions as an adjective.)

- The preposition can function as an adverb. *The child who fell into the pond needs dry clothes.* (The prepositional phrase into the pond says where about the verb fell; thus it functions as an adverb.)

The following characteristics indicate prepositions:

- First, a preposition will always be followed by an object, which must be a noun.
- Second, a preposition is “any place a rat can run,” that is, any word that describes a direction, destination, or state in which a rat runs. (The preposition of is the only exception.) *A rat can run across the hall, along the wall, or around the corner.*

Exercise

Identify the prepositions:

1. The turtle was lying on the sand at the sea shore.
2. A jeep came and the turtle got crushed along with its shell.
3. The jeep nearly fell into the water.
4. The guy sitting in the jeep wished there were some bridge across the water.
5. He thought of a way out within minutes.

B) USAGE

Agreement of subject and verb

A singular subject takes a singular verb, and a plural subject takes a plural verb. As simple as that seems, five common errors related to subject/verb agreement can creep into writing.

The most common error occurs when the writer chooses the wrong noun as the subject.

- The writer may choose the wrong noun as the subject when words or phrases come between the subject and verb.

A package of carrots is in the refrigerator. (The prepositional phrase of carrots may cause writers to incorrectly choose the verb are to agree with carrots. However, the singular subject package takes a singular verb is.)

- The writer may choose the wrong noun as the subject when the subject comes after the verb.

On the table were only old magazines. (Magazines is the subject, not table, which is the object of the preposition on; thus the plural noun takes the plural verb are.)

- The writer may choose the wrong noun as the subject when a singular subject is followed by a plural predicate word, or vice versa.

The perfect dietary combination is chocolate cake and a diet cola. Chocolate cake and a diet cola are a perfect dietary combination. (Always make the verb agree with the subject, not the predicate word or words.)

Another common error occurs when a sentence includes indefinite pronouns.

- Some indefinite pronouns are always singular and take singular verbs: someone, somebody, anyone, anybody, everyone, everybody, each, one, nobody, no one, either, neither.

Everyone is on her target quota. (Think every [single] one is)

- Some indefinite pronouns are always plural and take plural verbs: several, few, both, many.

The desserts look wonderful, so surely few are calorie laden!

- Some indefinite pronouns can be singular or plural. some, any, all, none, most (The prepositional phrase that follows indicates whether these indefinite pronouns are singular or plural.)

Some of the flour was spilled; some of the canisters have loose lids.

A third common error occurs when the sentence has a compound subject.

- Two subjects joined by and take a plural verb.

The coach and the quarterback were conferring.

- Two singular subjects joined by or or nor take a singular verb.

The coach or the quarterback will answer questions from the media.

- A singular subject and a plural subject joined by or or nor take a singular or plural verb, depending on which subject is nearer the verb.

The coach nor the players are happy about the call; the players nor the coach finds a satisfactory solution.

A fourth common error occurs when the subject is a collective noun. Collective nouns are words that represent a group, such as team, jury, class, cast, crew, audience. They can be singular or plural.

- Collective nouns are singular and take a singular verb when the group works together as a unit.

The orchestra is performing admirably.

- Collective nouns are plural and take a plural verb when the members of the group are acting individually.

The cast usually collects their own costumes.

A fifth common error occurs when words look plural but are not.

- Some words end in –s but represent a single thing and, therefore, take singular verbs: news, measles, mumps.

The news is sometimes about wonderful human-life sagas.

- Words that end in –ics are usually singular, especially when they refer to a study, science, or practice. They are plural only when they have modifiers in front. politics, mathematics, civics, ethics, economics, athletics.

Mathematics is her field of excellence. His mathematics are incorrect.

- Some English words retain their original foreign-language plural forms. Use a plural verb with the plural forms. datum, data; alumnus, alumni; memorandum, memoranda *The data are overwhelmingly clear.*

- Plural titles represent a single thing; use a singular verb.

Great Expectations is one of Dickens's most famous novels.

- Nouns in the plural form that represent an amount, a fraction, or an element of time take a singular verb.

Fifty dollars is too much to spend on my gift.

Exercise

Fill in the blanks in the following sentences. Remember to choose the correct verb form (singular or plural) based on the subject in each sentence.

1. _____ of the students is ready for the exam.
2. Either the dog or the cats _____ causing a ruckus.
3. The jury _____ reached a unanimous decision.
4. Politics _____ a complicated field to navigate.

5. The news _____ always full of surprises.
6. Some of the data _____ been analyzed.
7. Mathematics _____ her favorite subject.
8. The cast _____ going to perform tonight.
9. Ten dollars _____ a fair price for that book.
10. Many athletes _____ training hard for the upcoming competition.
11. Each of the students _____ been given a project.
12. Neither the teacher nor the students _____ excited about the assignment.
13. The audience _____ cheering for their favorite team.
14. None of the options _____ suitable for my needs.
15. The economics class _____ discussing global markets.

Pronoun Usage

Pronoun usage can be summarized in ten points.

1. First, use the subjective form of the pronoun for the subject of a sentence: I, you, he, she, it, we, they. Most errors occur when the pronoun is part of a compound subject. To avoid the error, consider the pronoun alone.
Patricia and she visited over the weekend. (She visited over the weekend.)
2. Second, use the subjective form also for predicate pronouns, those that follow linking verbs. I, you, he, she, it, we, they.
It was he who made me smile.
3. Third, use the objective form for a pronoun used as any object. me, you, him, her, it, us, them. Most errors occur when the pronoun is part of a compound object. To avoid the error, consider the pronoun alone.
The voters elected Jordan and her to the school board. (The voters elected her to the school board.)
4. Fourth, when a noun immediately follows a pronoun, blank out the noun to choose the correct pronoun.
We students enjoyed the pep rally. (We . . . enjoyed the pep rally.)
5. Fifth, in a comparison, complete the comparison to choose the correct pronoun.
Lewis is a better student than I. (Lewis is a better student than I [am].)
6. Sixth, use a possessive pronoun with –ing nouns. my, mine, our, ours, your, yours, his, hers, its, their, theirs.
His swearing was offensive. (Swearing is an –ing noun, technically called a gerund.)
7. Seventh, in an appositive, use the same form for the pronoun as the word it renames. (An appositive is a noun that identifies another noun.)
The two injured players, Glenn and I, will sit on the sidelines. (Read as . . . I will sit on the sidelines. Glenn and I renames players, the subject of the sentence; the pronoun takes the subjective form.)

The coach sent the two injured players, Glenn and me, to the showers early.
(Read as The coach sent . . . me to the showers early. Glenn and me renames players, the object of the verb sent; the pronoun takes the objective form.)

8. Eighth, use a compound pronoun only if the word it refers to is in the same sentence. The following are compound pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

Mr. Kiegle himself announced the Kiegle Award winner. (Himself refers to Mr. Kiegle.)

Those who won included Treena and me. (Do not say Treena and myself; no noun reference for the pronoun appears in this sentence.)

9. Ninth, use the pronouns who and whom the same way you would use he and him. Look at the way the pronoun is used in its own clause; ignore the rest of the sentence.

She didn't know (who/whom) to ask for money. (Look at the clause, reword, and substitute: . . . ask (him) whom for money.)

We didn't understand (who/whom) had permission to leave. (Look at the clause, reword, and substitute: . . . (he) who had permission to leave.)

10. Tenth, make pronouns agree in both number and gender with the words to which they refer.

All of the students were prepared with their homework, but neither of the absent students has turned in her homework. (All and their are plural pronouns to agree with the plural students; neither is an indefinite pronoun that is always singular and so takes the singular pronoun her.) One way to avoid sexist language is to use plural forms (we, they, our, their, theirs, us, them) as illustrated in the preceding example.

Exercise

Fill in the blanks with suitable pronouns:

1. _____ and _____ are going to the park later.
2. _____ was _____ who won the competition.
3. The teacher gave the award to _____ and _____.
4. _____ students enjoyed the field trip.
5. Jenny is a better dancer than _____ (am).
6. _____ playing the piano was impressive.
7. The two winners, Mary and _____, received trophies.
8. Mr. Smith _____ fixed the broken window.
9. The team didn't know _____ to choose as captain.
10. Everyone brought _____ own snacks to the party.

Adjective and Adverb Usage

Adjectives must modify nouns; adverbs must modify verbs, adjectives, or other adverbs. The following enumerate common problems with adjective and adverb usage.

- Use adverbs to modify action verbs.

He spoke brilliantly. (Brilliantly modifies the verb spoke.)

- Use adverbs to modify adjectives.

His convincingly dramatic speech swayed the audience. (Convincingly modifies the adjective dramatic.)

- Use adjectives after linking verbs.

The music sounded moody. (Moody is a predicate adjective describing music.)

- Bad is an adjective; badly, an adverb. Use the adjective, bad, after a linking verb.

I felt bad (predicate adjective after a linking verb) *that he played so badly* (adverb modifying the verb played).

- Good is an adjective; well can be an adjective or adverb. As an adjective, well means in good health, of good appearance, satisfactory. Well as an adjective usually follows a linking verb.

All is well (adjective after a linking verb) *now that Ricardo made good* (adjective) *grades and gets along well* (adverb) *with his stepfather.*

- Use fewer to refer to countable things and less to refer to amounts.

Use less coffee (an amount) *for fewer cups* (countable thing).

- Distinguish between the comparative and the superlative forms. Use the comparative form (words ending in –er or accompanied by the word more) when discussing two things.

Jennifer is the older of the two sisters; she is also the more outgoing.

Use the superlative form (words ending in –est or accompanied by the word most) when discussing three or more things.

Jennifer is the oldest of the three sisters; she is also the most outgoing.

- Avoid double negatives.

Incorrect: *We didn't get no mail.* Correct: *We didn't get any mail.*

- Avoid illogical comparisons.

Illogical: *The white-throated sparrow's song is more welcome than any winter sound.* (The song is a winter sound; thus the illogical comparison is that the song is more welcome than itself.)

Logical: *The white-throated sparrow's song is more welcome than any other winter sound.*

Exercise

Fill in the blanks with adjectives or adverbs depending upon the context:

1. She sang a _____ song _____ (where to modify).
2. The _____ student earned a scholarship _____ (when to modify).
3. He ran _____ (how) to catch the bus.
4. The movie was _____ exciting. (to what extent).
5. The cake tasted _____ (how) and looked _____ (how).
6. They traveled _____ (how) to the festival and enjoyed the event _____ (how).
7. The careful driver avoided the _____ (what type of) obstacle.
8. The team performed _____ (how) during the championship game.
9. She spoke _____ (how) and answered the questions _____ (how).
10. The artist painted the murals _____ (when) and displayed it _____ (where).

C) PHRASES AND CLAUSES

Every clause has a subject and verb. That truth separates clauses from phrases, which do not have subjects and verbs.

There are two kinds of clauses:

- Main clauses (sometimes called independent clauses) can stand alone as sentences:

The phone call came during dinner.

- Subordinate clauses (sometimes called dependent clauses) cannot stand alone:

. . . after the phone call came. . . .

. . . when the stars came out. . . .

Exercise

A. Identify whether each sentence contains a simple independent clause or not.

1. She went to the store to buy some groceries. (Clause)
2. After the rain stopped. (Not a clause)
3. The cat chased the mouse. (Clause)
4. Running around the park. (Not a clause)
5. Although it was cold outside. (Not a clause)

B. Identify whether each sentence contains a simple phrase or not.

6. Under the bright moon.
7. Eating lunch at the picnic table.
8. The car with the red roof.

9. After the bell rang.
10. Without any hesitation.

D) Punctuation

1. Period (.)

Used at the end of a declarative or imperative sentence.

Example: *She walked to the store.*

2. Question Mark (?)

Used at the end of a question.

Example: *Where is the nearest library?*

3. Exclamation Mark (!)

Used at the end of a sentence to show strong emotion or surprise.

Example: *Wow, that was an incredible performance!*

4. Comma (,)

Used to separate items in a list.

Example: *She bought apples, oranges, and bananas.*

Used before coordinating conjunctions in compound sentences.

Example: *The sun was shining, but it was still cold.*

Used to set off introductory phrases or clauses.

Example: *After the rain stopped, we went for a walk.*

Used to separate coordinate adjectives.

Example: *The tall, strong tower stood proudly.*

Used with non-restrictive clauses.

Example: *My friend Tom, who lives in the city, is visiting today.*

5. Semicolon (;)

Used to separate two closely related independent clauses not joined by a coordinating conjunction.

Example: *She likes to hike; he prefers to swim.*

Used to separate items in a list when the items themselves contain commas.

Example: *We visited Paris, France; Rome, Italy; and Barcelona, Spain.*

6. Colon (:)

Used before a list or explanation.

Example: *Please bring the following items: a notebook, a pen, and your laptop.*

Used to introduce a quotation or an example.

Example: *The teacher said: "Study for the upcoming test."*

Used to separate hours and minutes in time notation.

Example: *The meeting is scheduled for 2:30 PM.*

7. Apostrophe (')

Used to indicate possession.

Example: *Sarah's book is on the table.*

Used in contractions.

Example: *I can't believe it's raining.*

8. Quotation Marks (")

Used to enclose direct speech.

Example: *She said, "I'll be there soon."*

Used to enclose titles of short works.

Example: *I read the poem "The Road Not Taken."*

9. Hyphen (-)

Used to link words in compound nouns, adjectives, and some prefixes.

Example: *He is a well-known actor.*

Used to break words at the end of a line in typesetting.

Example: *She was working with state-of-the-art technology.*

10. Dash (—)

Used to indicate a break or interruption in a sentence.

Example: *We were ready to go—until it started raining.*

11. Parentheses (())

Used to enclose additional information or explanations.

Example: *The event (scheduled for next week) has been postponed.*

12. Ellipsis (...)

Used to indicate omitted words in a quote or hesitation in speech.

Example: *"To be or not to be..."*

Exercise

Punctuate the following paragraph:

yesterday was an exciting day we woke up early in the morning and decided to go for a hike in the nearby mountains the sun was shining and the weather was perfect for outdoor activities we packed sandwiches snacks and water for our adventure our destination a hidden waterfall deep within the forest after a few hours of hiking we finally reached the waterfall it was a breathtaking sight the water cascaded down the rocks with incredible force we sat on the rocks admiring the view and eating our sandwiches as the sun began to set we started our journey back by the time we returned home it was already dark outside despite the fatigue we felt happy and accomplished what a wonderful day it had been

2 WRITING SENTENCES

CHARACTERISTICS

Good sentences follow these characteristics:

- Accurately exhibit one of four structures: simple, compound, complex, or compound-complex.
- Use strong words, including specific nouns and verbs.

- Include variety in their beginnings, structure, and length.
- Use parallel structures for parallel ideas.
- Put the main idea in the main clause and subordinate ideas in subordinate clauses.
- Place the most important idea at the end, the second most important idea at the beginning, and tuck other information in the middle.
- Follow the rules of grammar, mechanics, and usage.

STEP 1: Building Basic Sentences

Sentences are built using one of four structures.

Here's a brief note on the four types of sentences based on structure: simple, compound, complex, and compound-complex, along with examples:

1. Simple Sentences:

A simple sentence consists of one independent clause, which expresses a complete thought.

Example:

She walked to the park.

2. Compound Sentences:

A compound sentence consists of two or more independent clauses joined by a coordinating conjunction (such as "and," "but," "or," "so") or a semicolon.

Example:

She walked to the park, and he rode his bike.

She walked to the park; he rode his bike.

3. Complex Sentences:

A complex sentence consists of one independent clause and at least one dependent clause, which cannot stand alone as a complete sentence.

Example:

After she walked to the park, she felt refreshed.

4. Compound-Complex Sentences:

A compound-complex sentence consists of at least two independent clauses and one or more dependent clauses.

Example:

After she walked to the park, she felt refreshed, and he joined her for a snack.

These four types of sentences vary in their structures, and understanding their characteristics can help you create well-structured and varied sentences in your writing.

STEP 2: Choosing Strong Words

Any sentence structure is strengthened by strong words.

Consider these suggestions:

- Use strong nouns and verbs in order to eliminate wordy adjectives and adverbs. Don't write: *The young boy walked slowly across the yard.* Instead write: *The toddler inched his way across the yard.*

- Use more action verbs than linking verbs. Don't write: *He was tall and handsome*. Instead write: *The tall, handsome man caught her eye*.
- Use active voice more frequently than passive voice. Don't write: *The child was bitten by a snake*. Instead write: *A snake bit the child*.
- Use figurative language for creative sentences. Don't write: *She ran home as quickly as she could*. Instead write: *She blew in the door like the wind*.

STEP 3: Varying Sentences

Repeated sentence structures, no matter how good, bore your reader. Variety, as the cliché goes, is the spice of life; so spice up your writing accordingly.

Follow these suggestions:

Vary sentence beginnings. If every sentence begins with a subject followed by a verb, you create monotony. Instead, begin sentences with these common variations:

- with a prepositional phrase, such as *After dinner last night....*
- with a participial phrase, such as *Walking home alone....*
- with an infinitive phrase, such as *To put her best foot forward....*
- with an adverb clause, such as *After we ate dinner last night....*
- with an introductory word, such as *Yes....*
- with a transitional word, such as *Thus....*
- with a transitional phrase, such as *No matter the results....*

Commas usually follow these kinds of introductory phrases and clauses.

Vary sentence structure. Consider these variations:

- If you use predominantly simple sentences, your message seems simple (and if your audience is young readers, that may be your intent).
- If you use mostly compound-complex sentences, your message seems complicated and difficult to understand.
- If you use a mixture of sentence structures, you can create emphasis.
- Put the many background details in a series of compound, complex, and compound-complex sentences; put the conclusion in a simple sentence. The simple sentence packs emphasis. (Compare these last two sentences for an example.)
- Vary sentence lengths. Consider two examples of the power of varied lengths:
- A series of very short sentences surrounded by longer sentences can create a staccato-like rhythm that hits hard. For example: *We hoped for gorgeous weather during our two-week vacation to the beach. We wanted sun. We wanted hot. We wanted breeze. Unfortunately, we wanted more than Mother Nature would give us.*
- Long sentences followed by a single short one generally build to a powerful emphasis. Consider the following: *The two candidates spoke eloquently about preserving the environment, including legislating wetlands protection and national and state forest protection. According to their messages,*

environmentally minded voters could cast their votes for either candidate and find satisfaction. One message was false.

STEP 4: Using Parallel Structures

When you have a series of parallel ideas, write sentences that put those ideas in parallel structure:

We wanted sun. We wanted hot. We wanted breeze.

Various passersby offered to drive her home, to change the flat tire, or to call a cab.

STEP 5: Placing Ideas

For the clearest message and greatest emphasis, place ideas in sentences according to their importance. Put the main idea in the main clause, and subordinate ideas in subordinate clauses.

For example, don't write:

Because Marty hoped to find the floral delivery person at her door, she smiled when the doorbell rang. Instead write: *When the doorbell rang, Marty hoped to find the floral delivery person at her door.*

STEP 6: Placing Important Words

Any public speaker, advertiser, or coach will tell you that the last word spoken is the most important. The last word of a speech lingers on the listener's ear just a few seconds longer than those words that came before. The last word on a television or radio commercial (usually the product name) floats just a bit in the listener's mind. And when the coach sends the team out to the playing field, it's with a command to give its best. **The most important word in any sentence is the last.** So be sure to put your most important word last! The second most important word is the first. The rest tends to get buried in the middle.

Don't write: *I was sure, with the telltale signs throughout the house, that Brian had been there.* Instead write: *Telltale signs proved Brian had been in the house.*

Using these steps will help you consciously control your own sentences and build a solid foundation into everything you write

Exercise

Write sentences of your own for each step discussed above.

1. _____

2. _____

3. _____

4. _____

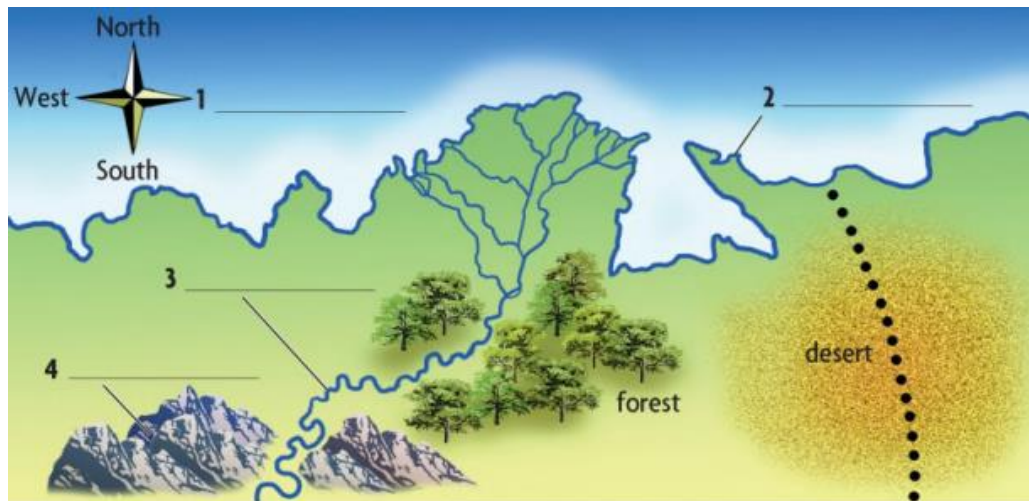
5. _____

6. _____

3 PREDICTING AND PREVIEWING

Countries

A. Label the map (1-4) with words from the box.



coastline	mountains	river	East
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STUDY SKILL Predicting

Before you read a text, look at the pictures and title, and predict what it is about. This:

- prepares you for reading
- helps you understand the text

B. Survey the pictures and the title of the text. What is the text about?

a) the weather in Spain b) the land in Spain c) the people in Spain

<h2>Spain</h2> <h3>The geography of Spain</h3> <p>Spain is a large country in the south of Europe. It has borders with France, Andorra, and Portugal. It has a long coastline on the Mediterranean Sea, and a short coastline on the Atlantic Ocean. There are mountains in Spain, but there is a lot of flat land, too. There are two important rivers, the Tajo and the Ebro. The capital city is Madrid, in the centre of the country. Barcelona is the second city of Spain, and it is on the Mediterranean coast.</p>  <p>Flat land in Spain</p>	<h4>Location</h4>  <h4>Flag</h4> 
--	--

C. Read the text about Spain again. Answer the questions.

- 1 Where is Spain?
- 2 How many countries does Spain border?
- 3 Are there mountains in Spain?
- 4 What are the names of the rivers?
- 5 What is the capital city of Spain?

D. Survey the pictures and the title of the text below. What is the text about?

E. Read the text to check your ideas.

Algeria: a large country



Algerian desert



Algiers

Algeria is a very large country in North Africa. It has borders with Morocco, Mauritania, Western Sahara, Mali, Niger, Libya, and Tunisia. In the north, it has a long coastline on the Mediterranean Sea. Most of Algeria is mountains and desert, but ¹ _____ an area of flat land along the coast. ² _____ two important rivers in Algeria, the Chelif and the Seybouse. The capital of Algeria is Algiers, and it is in the north, on the Mediterranean Sea.



Location

F. Read the rules. Complete the text about Algeria with *there is* or *there are*.

RULES *there is / there are*

Use *there is* with one thing. For example:

There is a lot of flat land.

Use *there are* with two or more things.

For example:

There are mountains in Spain.

G. Read the text about Algeria again. Are the sentences true (T) or false (F) ?

- 1 Algeria is in East Africa.
- 2 It has borders with eight other countries.
- 3 It is on the Mediterranean Sea.
- 4 Algeria has two important rivers.
- 5 The capital city is in the south of the country.

STUDY SKILL Using a dictionary (I)

A dictionary gives you information about words.
For example:

- the part of speech (noun, verb, or adjective)
- the meaning
- an example

Good dictionary skills help your reading and writing.

H. What part of speech are the underlined words? Use a dictionary to check your answers.

- 1 There are a lot of tourists in Paris.
- 2 It is a long river.
- 3 The city is in the north.
- 4 Do you like travelling?
- 5 What countries does Italy border?

4 IDENTIFYING MAIN IDEA AND SUPPORTING DETAILS

Identifying the Author's Purpose

What is author's purpose?

There is always a “why” behind an author's writing. We call it “author's purpose”. What motivated the author to write the piece? What was their intent behind their writing and what did they hope to achieve with that writing?

By analyzing the author's purpose, students gain a deeper understanding of the text.

What are the different types of author's purpose?

The author's purpose can be to:

Persuade: a text that is written to persuade aims to convince us to believe or do something;

Inform: a text that is written to inform aims to enlighten us about real-world topics and facts;

Entertain: a text that is written to entertain aims to surprise us or make us laugh;

Describe a text that is written to describe aims to have us paint a picture in our imagination;

Explain: a text that is written to explain aims to tell us how to do something or show us how something works.

Exercise A: Read the following passages and determine the author's purpose for each one. Choose the statement that best describes the author's intention.

1. "In today's fast-paced world, social media has become an integral part of our lives. With just a few taps on our screens, we can connect with friends and family, share our thoughts with the world, and stay updated on current events. But beneath the surface of likes and retweets lies a complex web of algorithms that shape our online experiences. This article delves into the mechanisms behind social media algorithms, revealing how they influence the content we see and the way we perceive the world around us."

- a) To argue that social media algorithms are inherently biased and should be dismantled.
- b) To provide step-by-step instructions on how to manipulate social media algorithms for personal gain.
- c) To analyze the positive and negative impacts of social media algorithms on user behaviour and content consumption.
- d) To share personal anecdotes about memorable experiences on social media platforms.

2. "In the quest for scientific knowledge, ethical considerations have always played a crucial role. As researchers push the boundaries of what is possible, questions arise about the moral implications of their discoveries. The field of genetic engineering, for instance, holds immense promise for curing diseases and enhancing human capabilities. However, it also raises profound ethical dilemmas about playing 'nature's role' and tampering with the building blocks of life."

- a) To advocate for an unrestricted pursuit of scientific advancements without considering ethical concerns.
- b) To provide an overview of the history of genetic engineering and its various applications.
- c) To emphasize the importance of adhering to strict ethical guidelines in the field of genetic engineering.
- d) To share personal experiences of how genetic engineering has directly impacted the author's life.

3. "In the heart of the bustling city, urban gardens offer a sanctuary of green amidst the concrete jungle. These pockets of nature not only provide a soothing escape from the urban chaos but also serve as vital sources of fresh produce for local communities. By exploring the diverse forms of urban gardening, from rooftop farms to community plots, we uncover the ingenious ways in which city dwellers are reconnecting with the land and embracing sustainable living."

- a) To argue that urban gardens should be replaced with traditional rural farming methods for increased efficiency.
- b) To provide a step-by-step guide on starting and maintaining a successful urban garden.
- c) To celebrate the beauty of nature in urban environments and highlight its positive impact on mental health.
- d) D) To analyze the economic benefits of urban gardening and its potential to alleviate food shortages.

4. "Through the pages of classic literature, we journey into the depths of the human experience. From the tragic love story of Romeo and Juliet to the existential pondering of Hamlet, these timeless tales continue to resonate with readers across generations. By examining the themes, characters, and narrative techniques of these literary masterpieces, we uncover the universal truths that bind us all."

- a) To critique the relevance of classic literature in the modern world and propose its exclusion from education.
- b) To provide biographical information about the authors of classic literature and their creative processes.
- c) To argue that classic literature is only meant for scholars and academics, not for the general public.
- d) To explore the enduring value of classic literature in illuminating the complexities of the human condition.

5. "The old mansion stood atop the hill, its timeworn facade exuding an air of mystery. Within its walls, secrets whispered by generations past seemed to linger, waiting to be unraveled. As the protagonist stepped through the creaking doorway, they embarked on a journey not only to uncover the mansion's enigmatic history but also to confront their own inner demons. Through the pages of this gripping novel, readers are invited to explore the intricate dance between the past and the present, and to contemplate the ways in which our personal stories intertwine with the larger tapestry of human experience."

- a) To present a detailed analysis of architectural styles in historical mansions.
- b) To argue that exploring old mansions is a futile endeavor, as the past cannot be truly understood.
- c) To provide readers with a guide on how to restore and renovate old, dilapidated mansions.
- d) To immerse readers in a captivating tale that delves into the connections between personal and shared histories.

6. "In the realm of artificial intelligence, machine learning algorithms serve as the backbone of innovation. Through complex mathematical models and vast data-sets, machines can learn patterns, make predictions, and even mimic human decision-making processes. This article explores the fundamental principles of machine learning, delving into algorithms like neural networks and decision trees. By understanding the mechanics behind these algorithms, readers gain insights into the immense potential of AI systems and their applications across industries."

- a) To argue that machine learning algorithms are ineffective and should be replaced with traditional programming methods.
- b) To provide a step-by-step guide on how to build and deploy machine learning algorithms.
- c) To showcase the author's personal journey of becoming proficient in machine learning and AI.
- d) D) To inform readers about the basic principles of machine learning and its significance in driving artificial intelligence advancements.

Exercise B: Determine whether the purpose of each sentence is to explain, describe, entertain, inform or persuade.

1. Join the whimsical adventures of a mischievous cat as it leads a group of curious children on a magical journey through an enchanted forest.
2. This comprehensive textbook offers in-depth explanations of complex mathematical concepts, making it an essential resource for students studying advanced calculus.
3. Through heartfelt personal stories and compelling anecdotes, the speaker urges the audience to contribute to a charitable cause dedicated to providing clean drinking water in underprivileged communities.
4. The sun dips below the horizon, painting the sky with a rich palette of fiery oranges, soft pinks, and deep purples, creating a breathtaking sunset.
5. In a step-by-step guide, the software engineer illustrates how to troubleshoot common coding errors and optimize program performance for a smoother user experience.

Identifying the author's tone

A tone in writing is the author's attitude toward the specific topic. In other words, it is an attitude with which you convey your thoughts in the form of text.

Examples of tone words are accepting, cheerful, admiring, affectionate, alarmed, agitated, sentimental, bitter, tolerant, amused, cruel, disapproving, loving, joyous, serious, fearful, humorous, sarcastic, warm, optimistic, solemn, tolerant, hypocritical, ambivalent.

Exercise C

1.

Select the passage that has a more **humorous** tone.

While the bride's father, in tight pants and tighter gloves, fidgets and fumes in the vestibule, six ushers crowd about him inately and the church sexton rushes from place to place like a rat in a trap.

Traditionally, the father of the bride escorted his daughter to church and presented her to her husband. It was also customary for the bride's father to pay all the expenses of music or decoration in the church.

Adapted from H.L. Mencken, A Book of Burlesques and G.R.M. Devereux, The Etiquette of Engagement and Marriage

2.

Select the passage that has a more **menacing** tone.

His black eyes had the fixed nature of the eyes of a bird of prey. They were framed, like a vulture's, by a bluish membrane devoid of lashes.

All the life of her tiny figure seemed to concentrate itself in the eyes. They turned towards beauty as the sunflower turns towards the sun, opening wider and wider.

Adapted from Honore de Balzac, The Girl with the Golden Eyes, and Sarojini Naidu, The Golden Threshold

3.


Select the passage that has a more **agitated** tone.

I told the doctor that I had a peculiar feeling in my chest. In five minutes he was pounding my midriff in. And the questions that man asked! He began with my grandparents, roamed through my childhood and youth, dissected my teenage years, and finally came down to coffee and what I ate for breakfast.

The doctor was sitting in an easy chair and swinging his hat, which he held in both hands, and he was thinking. Except for him, there was not a soul in the room. The sun had set, and the shades of evening began settling in the corners under the furniture.

Adapted from Lloyd Osbourne, 'Jones' and Anton Chekhov, 'The Doctor'

Identifying the main idea and supporting details



Key Questions

- Who or what is the passage about? (Topic)
- What is the author trying to convey about the topic? (Main Idea)
- What reasons or points support the main idea about the topic? (Major Details)
- What examples, details, or statistics illustrate the ideas in the text? (Minor Details)

Identifying Main Idea (stated)

A **main, or central, idea** is the main point or argument that is made in a text. The details in text support, prove or illustrate the main idea.

A main idea is either stated or implied. A stated main idea is clearly stated within the text.

Exercise D

Read the following passages and highlight the stated main idea in each.

1. The effects of climate change are becoming increasingly evident across the globe. Rising temperatures, melting ice caps, and more frequent and severe natural disasters are all indicators of the ongoing environmental shifts. These changes not only impact ecosystems and wildlife but also pose significant challenges to human societies. In order to mitigate the adverse effects of climate change, urgent and coordinated global action is required. Governments, industries, and individuals must work together to reduce greenhouse gas emissions, transition to renewable energy sources, and implement sustainable practices. By addressing climate change head-on, we can ensure a healthier planet and a better future for generations to come.

2. Advances in technology have revolutionized the way we communicate, work, and live our lives. From the invention of the telephone to the development of the internet and smartphones, technology has continuously shaped and reshaped our society. These innovations have brought convenience as well as challenges to various aspects of our daily routines. They have raised concerns about privacy, digital security, and the potential for technology to replace human interactions. It is crucial for individuals to strike a balance between embracing technological progress and preserving the values that define our humanity.

Identifying the supporting details (major and minor)

When making claims or other arguable statements in your writing, you should support them with specific details, like facts or quotations. These details are sometimes called **supporting evidence**.

Major Details	Minor Details
<ul style="list-style-type: none">▪ General ideas that support the main idea of the text.▪ Reasons▪ Points in an argument▪ Points of a comparison▪ Further elaboration of a main idea	<ul style="list-style-type: none">▪ Specifics that illustrate or support the major details of a text.▪ Examples▪ Specific Details▪ Specific Instances▪ Statistics

Exercise E

A. Read the passage and then answer the questions given below to help you identify its details.

‘Eliza, the Guardian of Willow Brook’

Once upon a time in the quiet village of Willow Brook, there lived a young girl named Eliza. She was known throughout the village for her unusual ability to communicate

with animals. Eliza had a special bond with a wise old owl named Oliver, who would often perch on her windowsill at night, sharing stories of the world beyond the forest.

One sunny morning, Eliza received an urgent message from Oliver. The animals in the forest were in distress due to a severe drought. The river that supplied their water had nearly dried up, and the once-lush foliage was turning brown. Eliza knew she had to help. She gathered the villagers and organized a plan to dig a channel from a nearby spring to replenish the river. Everyone worked tirelessly, day and night, until finally, water flowed through the riverbanks again.

The village rejoiced, and Eliza's connection with the animals grew even stronger. She became the guardian of the forest, ensuring its well-being and protecting it from harm. From that day on, the village of Willow Brook and its inhabitants lived harmoniously with the animals of the forest, all thanks to the empathy and courage of a young girl named Eliza.

Questions:

1. What was Eliza's unique ability?
 - A) She could speak multiple languages.
 - B) She could communicate with animals.
 - C) She could control the weather.
 - D) She could fly.
2. Who was Eliza's closest animal companion?
 - A) A clever fox named Felix.
 - B) A mischievous squirrel named Sammy.
 - C) A wise old owl named Oliver.
 - D) A playful rabbit named Rosie.
3. Why were the animals in the forest in distress?
 - A) There was a shortage of food.
 - B) The river had flooded.
 - C) There was a severe drought.
 - D) The trees were growing too quickly.
4. How did Eliza help the animals and the forest?
 - A) By building a bridge across the river.
 - B) By organizing a party for the villagers.
 - C) By planting new trees in the forest.
 - D) By digging a channel to bring water from a spring to the river.
5. What effect did Eliza's actions have on the village and the animals?
 - A) The village and animals became enemies.
 - B) The village continued to ignore the animals.
 - C) The village and animals lived together harmoniously.
 - D) The animals left the forest forever.

Exercise F

Read the passage and answer the questions that follow by categorizing the details as either major or minor.

"Lila's Quest: Healing Through Nature"

In the quaint village of Meadowbrook, there lived a young herbalist named Lila. She had a profound connection with the flora that surrounded her, spending her days collecting herbs and crafting remedies for various ailments. Lila's expertise in herbal medicine was well-known, and villagers often sought her assistance.

One day, a stranger arrived in Meadowbrook, carrying a mysterious illness that had baffled other healers. Lila examined the stranger and identified the rare ailment. She embarked on a quest to find the elusive Silver Petals, the key ingredient to a cure. Her journey led her deep into the Enchanted Forest, where mythical creatures and hidden dangers awaited.

Guided by her knowledge and determination, Lila succeeded in locating the Silver Petals. Upon her return, she brewed the remedy and nursed the stranger back to health. News of her heroic feat spread, solidifying her reputation as a master herbalist.

Amidst her adventures, Lila also formed a bond with a mischievous squirrel named Pip. Pip often accompanied her on herb-gathering expeditions, providing both comic relief and valuable assistance. Their friendship was an example of the harmonious relationship between humans and nature.

Questions:

1. What is Lila's profession in Meadowbrook?

Major Detail

Minor Detail

2. How is Lila's expertise in herbal medicine regarded in the village?

Major Detail

Minor Detail

3. What motivates Lila to embark on a quest into the Enchanted Forest?

Major Detail

Minor Detail

4. What is the name of the rare ingredient Lila searches for in the forest?

Major Detail

Minor Detail

5. Describe Lila's relationship with Pip the squirrel.

Major Detail

Minor Detail

6. How does Lila's reputation change after her successful quest?

Major Detail

Minor Detail

7.What role does the Enchanted Forest play in Lila's journey?

Major Detail

Minor Detail

8.How does Lila's bond with nature contribute to her abilities as an herbalist?

Major Detail

Minor Detail

9.What effect does Lila's actions have on the stranger and the village?

Major Detail

Minor Detail

10.Why is Pip the squirrel significant in the story?

Major Detail

Minor Detail

Exercise G

Here is a set of statements for you to practice identifying major and minor details. Read each statement and classify it as either a major or minor detail.

"Quest for the Enchanted Manuscript: A Tale of Friendship and Discovery"

Statements:

1. The old bookstore on Elm Street was a haven for book enthusiasts.
2. Emily, an avid reader, spent her weekends exploring the shelves of the bookstore.
3. She discovered a hidden room in the bookstore filled with ancient manuscripts.
4. One of the manuscripts contained a map rumoured to lead to a lost treasure.
5. Emily's best friend, Alex, often joined her on her bookstore adventures.
6. Alex was an expert in deciphering cryptic codes and riddles.
7. The map led Emily and Alex on a thrilling journey across different cities.
8. Along the way, they encountered unexpected challenges and cleverly solved puzzles.
9. A mysterious stranger started following Emily and Alex, adding to the intrigue.
- 10.The final clue led them to an abandoned lighthouse overlooking the sea.
11. Inside the lighthouse, they found a chest filled with historical artefacts and treasures.
12. The experience strengthened Emily and Alex's friendship and fueled their sense of adventure.

Exercise H

Identify the following as topic, main idea, major detail and minor detail.

1. ____ Sarah, a skilled baker, was famous for her apple pies that won the festival's baking contest.
2. ____ The annual Harvest Festival in Crestview brings the community together, showcasing talents, resilience, and inspiring stories.
3. ____ The storm's threat to the festival.
4. ____ The Harvest Festival and Community Unity

Exercise I

Highlight and annotate the following passage.

- a) Highlight in one colour the main idea of the paragraph
- b) Highlight in another colour the supporting details.
- c) Write down a summary of the passage.

“Exploration of a hidden cave system”

In the remote outskirts of Whispering Pines, a group of friends embarked on an exciting journey that would forever change their lives. Guided by their insatiable curiosity, they stumbled upon an overgrown entrance to a hidden cave system. This discovery sparked a series of events that would test their courage, teamwork, and determination.

As they ventured deeper into the labyrinthine passages, the explorers encountered their first major challenge - a treacherous chasm blocking their path. Undeterred, they devised a clever rope-and-pulley system to safely traverse the gap. This initial obstacle brought the group closer together, highlighting their collective problem-solving skills.

Amidst the darkness of the cave, they stumbled upon an ancient mural depicting a long-lost civilization. The intricate artwork hinted at hidden chambers within the cave, prompting the adventurers to further unravel the mysteries that lay ahead. Equipped with lanterns, they embarked on a search for these elusive chambers, encountering minor challenges such as navigating through narrow passages and deciphering cryptic inscriptions.

Finally, after days of exploration, they stumbled upon a majestic underground waterfall that cascaded into an expansive chamber. To their astonishment, this chamber housed a hidden treasure trove of artifacts and jewels, forgotten by time. Their discovery underscored the power of curiosity and the rewards of perseverance.

In the end, the group emerged from the cave system with new found knowledge and a deep appreciation for the wonders that lie beneath the surface. Their shared experiences in the hidden depths of the earth would forever serve as a testament to the thrill of exploration and the unity that comes from embarking on extraordinary journeys.

5 IDENTIFYING IMPLIED IDEAS AND MAKING INFERENCES

Identifying the main idea (implied)

An implied idea refers to a concept or meaning that is suggested or hinted at indirectly, rather than being explicitly stated. It requires the reader or listener to infer the intended meaning based on context, tone, or other clues.

For example, imagine a scene from a novel where a character walks into a remote house filled with darkness, cobwebs and abandoned furniture.. The author doesn't explicitly state that it's a Gothic setup, but the details suggest an implied idea of a horrible evening.

Exercise 1

A. Read the passage.

Publishing *Doctor Zhivago*

Boris Pasternak's 1956 novel *Doctor Zhivago* tells the story of a Russian doctor living at the time of the 1917 Russian Revolution, which led to the establishment of the Soviet Union. Because the book dealt with hardships people faced after the revolution, publishers in the Soviet Union refused to release it, calling it anti-Soviet. Pasternak's solution was to have the book smuggled out of the Soviet Union and published in Europe. Though Soviet authorities tried to prevent it, the book was published in Italy in 1957 and was immediately well-received. In 1958, it was translated into English and went on to become one of the most popular novels of the 1950s.

What is the main, or central, idea of the passage?

Doctor Zhivago showed the problems that Russians faced following the Russian Revolution, so it was considered anti-Soviet.

Boris Pasternak couldn't get his book *Doctor Zhivago* published in the Soviet Union, so he had the book smuggled out of the country.

B. Read the passage.

African Wild Dogs: Ultimate Predators?

Many books, papers and television shows have created an image of the African wild dog as the ultimate predator. According to these sources, the dogs' coordinated teamwork and their unusual endurance help them catch about eighty per cent of their prey. A 2012 study tested that notion. Researchers fitted a pack of wild dogs with special collars that recorded the dogs' positions and speeds. The data that the collars recorded allowed the researchers to learn what the dogs did when they weren't being observed. The results provided a surprising contrast with the dogs' fierce reputation. The dogs never used teamwork in their hunts; they chased their prey over short distances as opposed to long runs; and instead of eighty per cent, they brought down only about sixteen per cent of their prey.

What is the main, or central, idea of the passage?

African wild dogs have a reputation as fierce hunters who work in teams, but new data suggests otherwise.

A study shows that African wild dogs catch about sixteen per cent of their prey and do not use teamwork in hunting.

C. Read the passage.

AC vs DC

In the 1880s, the War of the Currents began. Thomas Edison developed direct current, or DC, a type of electricity that flows in one direction. By 1887, DC was in use around the United States. It had some drawbacks, though. Converting it to lower or higher voltages was difficult; that is, the current's force couldn't be changed easily. Transmitted at the low voltage needed for use in homes and businesses, it lost power after travelling only one and a half kilometers. Meanwhile, Nikola Tesla was working with alternating current, or AC. AC reverses direction many times per second and can be changed to different voltages. At high voltage, it can be transmitted efficiently, travelling hundreds of kilometers with little energy loss. Because of its advantages, AC triumphed by the end of the nineteenth century.

What is the main, or central, idea of the passage?

AC reverses direction and can be converted to lower or higher voltage.

AC has distinct advantages over DC, so AC won the War of the Currents.

D. Read the passage.

The Evolving Human Skeleton

Our early ancestors were hunter-gatherers who obtained food by hunting and by searching for edible wild plants. They needed strong bones, including large, strong jaws that enabled them to eat tough, uncooked foods. When our ancestors developed agriculture, however, their diet changed. They began growing plants, such as grains and beans, and raising animals for food; they also started cooking their foods, making them softer and easier to chew. Consequently, the human skeleton underwent radical changes. Over time, the human jaw became smaller and changed shape. Other bones also evolved, becoming lighter, especially in the joints, as a result of both dietary changes and a less active lifestyle.

What is the main, or central, idea of the passage?

Identifying the writing style as informal/formal

Informal writing is typically used in casual situations or when communicating with someone you know well. Informal language often expresses familiarity and tends to sound more like speech. It uses more conversational language, such as slang, idioms, abbreviations, imprecise language and contractions.

Formal writing is typically used in academic and business writing or when writing directly to an authority figure. It tends to be more courteous and impersonal, avoiding overly familiar or conversational language.

Compare the following sentences.

Informal: Yeah, ostriches can't fly, but I think they're awesome.

More formal: Ostriches may be flightless, but they're remarkable runners.

Most formal: Though flightless, ostriches are remarkable runners.

Exercise 2

1. Which order confirmation is more formal?

Thanks for shopping with us. We'll let you know ASAP when your item has shipped.

Thank you for shopping with us. We will send a confirmation as soon as your item has shipped.

2. Which letter to the editor is more formal?

I am writing to express my dissatisfaction with the library's reduced hours.

I'm writing because I'm fed up about our library not staying open like it used to.

3. Which confirmation text message is more formal?

Thank you for confirming your appointment. We'll see you on Monday, 17 January at 10 a.m.

Thanks 4 confirming your appt. C U on Mon, 17/01 @ 10.

Making inferences

An inference is a logical deduction or conclusion drawn from available information, evidence, or observations. It involves using existing knowledge or context to make an educated guess or interpretation about something that is not explicitly stated.

Example of Inference: Suppose you're reading a news article that reports a sudden drop in temperature and a spike in ice cream sales in a particular region. You can infer that the decrease in temperature likely led to an increase in ice cream sales, as people often seek comfort foods like ice cream in colder weather.

Difference between implied idea and inference

An implied idea is a concept indirectly suggested by the communicator, while an inference is the logical deduction made by the recipient based on available information.

Exercise 3

A. Read the passage given below from 'Gulliver's Travels' by the author 'Jonathan Swift' and the statements that follow. Tick mark only those statements that can be inferred from the text.

In the "Voyage to Lilliput" section of Gulliver's Travels, Lemuel Gulliver, finds himself shipwrecked on the island of Lilliput. There he meets people who are around six inches tall, known as Lilliputians. Despite their small size, the Lilliputians have political intrigues, wars, and customs. Gulliver initially captures the attention of the Lilliputians due to his enormous size. However, he eventually gains their favor by helping them in various ways, such as extinguishing a fire in their royal palace and assisting in their war efforts against their rival, Blefuscu. Gulliver becomes embroiled in their politics and is eventually betrayed by some of the court officials. He manages to escape and returns to England.

Statements:

1. Lemuel Gulliver is the main character of the story.
2. Gulliver's shipwreck was caused by a storm.
3. Lilliput is an island inhabited by tiny people.
4. Gulliver never faces any challenges or difficulties while adjusting to life among the Lilliputians.
5. The Lilliputians have a complex society.

6. Gulliver's interactions with the Lilliputians prompt reflections on cultural relativism and the absurdities of human behavior and society.
7. Gulliver remains apolitical.
8. Gulliver's return to England was a smooth and uneventful journey.

B. Read the following passage and then answer the inference-based questions given at the end.

Samantha skipped along the sandy beach, her bare feet leaving tiny imprints in the soft, warm sand. Seagulls glided overhead, their wings catching the breeze as they called to each other in their high-pitched voices. The waves rushed in and out, forming a soothing rhythm that matched the beating of Samantha's heart. With a giggle, she bent down to pick up a seashell, marveling at its intricate spiral pattern.

Questions

- 1: What can you hear as Samantha walks on the beach?
 - A) Birds chirping in the trees.
 - B) Seagulls calling to each other in the sky.
- 2: How does Samantha feel about the waves?
 - A) She finds them frightening.
 - B) She finds their rhythm comforting.
- 3: What does Samantha do with the seashell she finds?
 - A) She picks it up and admires its pattern.
 - B) She throws it back into the water.

C. Following are some excerpts from the novel 'A Tale of Two Cities' by 'Charles Dickens'. Read them carefully to solve the exercise that follows.

1. It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to heaven, we were all going direct the other way—in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.
2. The Dover mail was in its usual genial position that the guard suspected the passengers, the passengers suspected one another and the guard, they all suspected everybody else, and the coachman was sure of nothing but the horses; as to which cattle he could with a clear conscience have taken his oath on the two Testaments that they were not fit for the journey.
3. Never before had she beheld a countenance of such exceptional kindness and beauty, capturing her attention and admiration in a unique way.
4. Rare indeed was the fisherman who remained untouched by the devastating wave of destruction, as the modest homes of these humble folk were ravaged without mercy.

a) Read the following sentences. Then number the main ideas of the excerpts in the correct order (1-5).

- ____ A year marked by harsh famine and pervasive hunger.
- ____ The Dover mail coach and his usual cheerful demeanour was a welcoming presence for the travellers.
- ____ The widespread ruin that befalls the unpretentious abodes.
- ____ Times of contrasting fortunes and circumstances.
- ____ An encounter with a face that leaves a deep impression.

b) Now answer the following inference-based questions from the text provided earlier. Circle the best answer.

1. From excerpt 1, what do you infer from the contrast between "the best of times" and "the worst of times"?
A) The times were consistently good.
B) The times had both positive and negative aspects.
2. From excerpt 2, what do you infer about travellers' feelings about the Dover mail coach?
A) They considered it unreliable.
B) They found it to be a reliable and welcoming mode of transport.
3. Why was the woman so struck by the kindness and handsomeness of the face?
A) The face was exceptionally kind and attractive compared to others she had seen.
B) She had never seen a kind face before.
4. What impact did the ruin have on the homes?
A) No home was left unharmed.
B) Most of the modest homes were devastated.

6. LITERARY DEVICES

Exercise

A. Read the following excerpts and identify the literary devices (satire, irony, humour, paradox, repetition, hyperbole) used in them.

(Remember that the identification of literary devices can sometimes be subjective and may vary based on interpretation. These excerpts provide examples of various devices, but the context and reader's perspective can influence the analysis.)

1. "It was a bright cold day in April, and the clocks were striking thirteen."
(George Orwell's 1984)
Device: _____
2. "The teacher is like the candle, which lights others in consuming itself."
Device: _____

3. "I can resist everything except temptation." (Oscar Wilde)
Device: _____
4. "The cat sat on the mat is not a story. The cat sat on the other cat's mat is a story."
(John le Carré's "The Honorable Schoolboy")
Device: _____
5. "Surely you can't be serious." "I am serious, and don't call me Shirley."
(Exchange from the movie 'Airplane')
Device: _____
6. "We sat in the car and the night dropped down until the only sounds were the crickets and the dance of our voices and the sounds of the great world moving, moving, moving." (Excerpt from "Dandelion Wine" by Ray Bradbury)
Device: _____
7. "It's no wonder that truth is stranger than fiction. Fiction has to make sense."
(Mark Twain)
Device: _____
8. "The only way to get rid of temptation is to yield to it." (Oscar Wilde)
Device: _____
9. "Outside the hospital, the world was out of control and full of people."
(Excerpt from Charles Bukowski's "Post Office")
Device: _____
10. "She was like a fine wine, improving with age and giving everyone around her a headache."
Device: _____

B. Identify tone in the following as: cheerful, melancholic, inspirational, regretful, humorous, optimistic, pessimistic, curious, surprised, nostalgic, encouraging, dry, light-hearted, joyful, sarcastic, assertive, etc .

1. "What a beautiful day to be alive!"
Tone: _____
2. "His response was so dry that it felt like reading a technical manual."
Tone: _____
3. "I expect everyone to be on time for the meeting."
Tone: _____
4. "She danced around the room, her laughter echoing through the air."
Tone: _____
5. "Looking back, I wish I had made different choices."
Tone: _____

6. "Life's problems are like a big joke, and we're all just trying to figure out the punchline."

Tone: _____

7. "Despite the challenges, we remain hopeful for a brighter future."

Tone: _____

8. "It seems like every silver lining has a cloud."

Tone: _____

9. "As I walked through my old neighborhood, memories of the past flooded my mind."

Tone: _____

10. "The fading sunset cast a melancholic glow over the deserted beach."

Tone: _____

11. "Don't give up now; your efforts will lead you to success."

Tone: _____

12. "The children's laughter filled the air, bringing joy to everyone around."

Tone: _____

13. "Oh, great job! Your brilliant plan worked wonders, as expected."

Tone: _____

14. "Why would anyone want to explore the depths of the unknown?"

Tone: _____

15. "I couldn't believe my eyes when I saw him at the party."

Tone: _____

16. "Through hard work and determination, you can achieve greatness."

Tone: _____

17. "A sunny day in the middle of a rainforest? How peculiar!"

Tone: _____

18. "Despite all odds, she managed to find humor in the most dire situations."

Tone: _____

19. "As the years passed, the old house held on to memories of happier times."

Tone: _____

20. "Even though he won the lottery, he still managed to complain about his luck."

Tone: _____

7 RHETORICAL PATTERNS OF ORGANIZATION

Rhetorical patterns of organization refer to the different ways in which writers or speakers structure their content to effectively convey their ideas and engage their audience. These patterns help create a logical and coherent flow of information, making the communication more persuasive and impactful.

There are several types of rhetorical patterns of organization, each with its unique characteristics and purposes. Here are some common types:

1. **Chronological Order/ Time order/ Sequential order:** Information is presented in the order in which events occurred or steps should be followed. This pattern is useful for narratives, historical accounts, processes, and instructions.
2. **Spatial Order:** Details are organized based on physical location or arrangement. This pattern is often used in descriptive writing to help the reader visualize a scene or setting.
3. **Order of Importance:** Information is arranged from least to most important or vice versa. This pattern is effective for building a persuasive argument or emphasizing key points.
4. **Cause and Effect:** The writer explores the relationship between causes and their resulting effects. This pattern is commonly used to explain reasons and consequences.
5. **Problem and Solution:** A problem is presented, followed by one or more potential solutions. This pattern is frequently employed in persuasive or argumentative writing.
6. **Compare and Contrast:** Similarities and differences between two or more subjects are highlighted. This pattern is useful for analyzing, evaluating, or explaining relationships.
7. **Definition:** The writer provides a clear and concise explanation of a term, concept, or idea. This pattern is often used in academic or technical writing.
8. **Classification and Division:** Information is categorized into groups or parts based on shared characteristics. This pattern is helpful for organizing complex topics.
9. **Generalization and Exemplification:** General statements or claims are supported by specific examples or evidence. This pattern enhances the persuasiveness of an argument.
10. **Narrative:** A story or account is used to illustrate a point or convey information. This pattern engages readers emotionally and can be found in various genres.
11. **Description:** Sensory details are used to vividly portray a subject, person, place, or thing. This pattern helps the reader create a mental image.

12. **Process Analysis:** Steps or stages of a process are explained in a logical sequence. This pattern is often used in technical writing or instructional materials.

13. **Enumeration:** A list of items or ideas is presented. This pattern is straightforward and can be used for various purposes, such as summarizing or emphasizing points.

14. **Question and Answer:** The writer poses a question and then provides an answer. This pattern is engaging and can stimulate the reader's curiosity.

15. **Persuasion:** The writer presents an argument and provides reasons, evidence, and appeals to convince the audience of a certain viewpoint.

16. **Refutation:** In the refutation pattern, the writer acknowledges and addresses opposing viewpoints or arguments before presenting their own perspective. This approach demonstrates a well-rounded understanding of the topic and strengthens the writer's position by countering potential objections. By addressing counterarguments, the writer can enhance the credibility and persuasiveness of their own argument.

17. **Order of Familiarity:** Order of familiarity is a pattern where information is presented in a sequence that goes from the familiar to the less familiar or from the known to the unknown. This approach helps ease the reader or listener into a topic by starting with something they are likely already acquainted with before introducing new or unfamiliar concepts.

These patterns can often be combined or adapted to suit the specific goals and context of the communication. Effective writers and speakers choose the most appropriate rhetorical pattern(s) based on their purpose, audience, and content.

Exercise A

The passages given below follow various rhetorical patterns of organization. Read them carefully and answer the questions that follow each paragraph.

1. Bicycles have evolved over many years. In 1818, a heavy two-wheeled device called a 'velocipede' was patented in Paris. The rider controlled the direction with a steering wheel and moved it forward by pushing his feet on the ground. It caught on quickly, and many people worked to refine its design. In 1863, pedals were added. A few years later, a new, lighter bike was developed that used a very large front wheel and a small rear wheel. Called the 'Ariel', it became popular but was quite accident-prone. Over the next decade, 'safety' bicycles were produced, incorporating welcome improvements such as air-filled rubber tires, brakes and gears. By 1899, about a million bicycles were in use.

Which organizational structure does this text primarily use?

- A) sequential
- B) problem-solution

2. The flying beetle known as the firefly or lightning bug is named for its most noticeable feature: its nighttime bioluminescence, or glow. The firefly's light-producing organ contains calcium, the pigment luciferin, the light-producing enzyme luciferase and the chemical adenosine triphosphate (ATP). When oxygen is added to this mix, it creates light, and the insect glows. Scientists don't fully understand how the firefly makes its light blink, but one theory is that the firefly turns the light on and off by controlling the input of oxygen into the light-producing organ.

1) Which organizational structure does this text primarily use?

A) cause-effect

B) problem-solution

2) Based on the above-selected answer, identify the causes and effects/problems and solution that the writer presents.

3. Between the years 300 BCE and 300 CE, two great empires arose: one surrounding the Mediterranean Sea, the other in China. The rulers of China's Han dynasty extended their power to unite much of what is today's China. The Han created a strong military and expanded trade with far-off peoples over the Silk Road. Similarly, the Romans extended their reach from Rome, in what is today Italy, throughout the area surrounding the Mediterranean Sea in Europe and Africa. The Romans likewise relied on a strong military as they occupied new lands and brought the residents they conquered into the Roman Empire. Both empires built many kilometres of new roads and structures to transport water (canals and aqueducts). Finally, both powerfully influenced the cultures that followed them.

Which organizational structure does this text primarily use?

A) compare-contrast

B) problem-solution

4. Compare and contrast order: Block style

Urban and rural living offer distinct lifestyles and environments, each with its own set of advantages and disadvantages. In urban areas, the hustle and bustle of city life prevails, characterized by convenience, cultural diversity, and ample job opportunities. The fast-paced nature of cities allows for easy access to amenities, entertainment options, and public transportation. However, this vibrant urban lifestyle often comes with drawbacks such as high living costs, overcrowding, and noise pollution. On the

other hand, rural living offers a slower pace and a closer connection to nature. The countryside provides open spaces, clean air, and a sense of tranquility that can be difficult to find in urban environments. People in rural areas often have a stronger sense of community and enjoy a more laid-back lifestyle. However, the lack of infrastructure and limited access to services can be challenges in rural living. Additionally, job opportunities may be limited, requiring residents to travel longer distances for work or essential services.

What quality is being compared in this paragraph?

5. Compare and contrast order: point-by-point style

Online learning and traditional classroom learning are two distinct approaches to education, each with its own set of advantages and disadvantages. When it comes to flexibility, online learning offers a significant advantage. Students can access course materials and complete assignments at their own pace, making it suitable for individuals with busy schedules or those who prefer self-directed learning. In contrast, traditional classroom learning follows a structured schedule, providing students with regular face-to-face interactions with instructors and peers. This can foster a sense of community and immediate feedback, enhancing the learning experience.

In terms of geographical accessibility, online learning transcends physical boundaries, allowing students to enroll in programs offered by institutions worldwide without the need to relocate. On the other hand, traditional classroom learning requires students to be present at a specific location, which may limit options for those who cannot easily commute or relocate.

1) What is being compared and contrasted in this para?

2) What are the 'points' of comparison between the two subjects?

6. Beavers in the wild build dams of sticks and dirt across streams and brooks, blocking the flow of water and forming ponds and wetlands. This behaviour can cause conflicts with people when beaver dams flood roadways and property. If the dam is destroyed, the beavers will rebuild, because when they hear running water, their instinct is to dam it. Engineers cleverly resolved this issue by designing a special pipe that is inserted through the middle of a beaver dam. The pipe's end is located away from the dam and fenced off, so beavers can't block it. Water flows through the pipe, both preserving the beaver's pond habitat and protecting people's property.

1) Which organizational structure does this text primarily use?

A) problem-solution

B) sequential

2) If A is your answer, what is the problem and what is the solution presented in the paragraph?

7. Refutation (opposing arguments) order

There are some critics who argue that technology in education leads to a decline in traditional learning methods, a closer examination reveals that technology can actually enhance and complement traditional teaching approaches. One common concern is that technology might replace face-to-face interactions between teachers and students, leading to reduced personal engagement. However, proponents of technology integration assert that digital tools can facilitate more personalized learning experiences. Adaptive learning platforms, for example, can assess individual students' strengths and weaknesses and provide tailored content to address their specific needs. Another critique often raised is that technology might contribute to shorter attention spans and a lack of critical thinking skills. Yet, it is important to note that technology can also serve as a platform for interactive and collaborative learning. Online discussion forums and collaborative projects allow students to engage in meaningful discussions, share diverse perspectives, and develop essential teamwork and communication skills. These activities encourage critical thinking and problem-solving in a digital context. Moreover, concerns about the authenticity of online learning and the potential for cheating are valid. However, advancements in technology have led to the development of sophisticated plagiarism detection tools and secure online testing platforms. These measures help ensure academic integrity and maintain the value of assessments. In essence, while there are valid concerns about the potential drawbacks of integrating technology into education, it is essential to recognize that technology has the capacity to enrich learning experiences, foster collaboration, and adapt to individual student needs. When used thoughtfully and strategically, technology can amplify the benefits of traditional teaching methods rather than replace them.

1) What is the writer arguing for in this para? What is he/she against (the counterargument)?

2) How would you describe the writer's presentation of both views on the topic (angry, incomplete, fair etc.)?

8. Definition (extended) order

Empathy does not only mean compassion. In fact, it is a multifaceted concept that encompasses both understanding and compassion. At its core, empathy refers to the ability to understand and share the feelings, thoughts, and perspectives of others. It involves stepping into another person's shoes and truly comprehending their emotions and experiences. This understanding forms the foundation of human connection and effective communication. In addition to understanding, empathy also involves compassion—a genuine concern for the well-being of others. It goes beyond mere intellectual comprehension and prompts individuals to take action to alleviate suffering or provide support. Empathy is not just an individual trait; it can also be cultivated and nurtured through active listening, open-mindedness, and a willingness to engage with diverse viewpoints. Ultimately, empathy plays a vital role in building stronger relationships, fostering cooperation, and creating a more compassionate and understanding society.

1) What word or term is the writer redefining in this para?

2) What is the writer's new definition of this word/term?

9. Order of importance or climax: Standard style (least to most)

Several factors contribute to a student's academic performance, ranging from external influences to personal characteristics. Among the external factors, study environment plays a role, with factors like noise level, lighting, and comfort affecting concentration. Additionally, time management skills and study habits can significantly impact performance. Moving beyond external factors, a student's physical well-being,

including factors such as sleep quality and nutrition, also plays a role. Furthermore, individual motivation and attitude toward learning influence engagement and outcomes. However, perhaps the most crucial factor is the quality of instruction and teaching methods employed by educators. Effective teaching practices, engaging curriculum, and personalized support have a profound impact on a student's ability to grasp and apply concepts. While multiple factors contribute to academic success, the quality of instruction stands out as a cornerstone that can shape a student's overall performance.

1) What is the writer ranking (assigning degree of importance to) in this para?

2) List the writer's ideas in the same order of importance as the writer has presented them.

10. Order of importance or climax: Reverse style (most to least)

In the effort to address pressing environmental challenges, a variety of strategies have been developed, each with its own level of impact. Among these strategies, renewable energy adoption stands out as a critical priority. Transitioning to renewable sources such as solar, wind, and hydropower is paramount for reducing carbon emissions and mitigating climate change. Another crucial approach involves sustainable land use and habitat preservation. Protecting and restoring natural habitats helps safeguard biodiversity and ecosystem health, contributing to the overall resilience of our planet. Moreover, waste reduction and recycling efforts play a significant role in curbing pollution and conserving resources. Promoting environmentally conscious consumption habits and reducing single-use plastics are steps toward a more sustainable future. While these strategies are vital, individual actions such as conserving water, using energy-efficient appliances, and practicing eco-friendly transportation choices collectively contribute to a positive environmental impact. Though smaller in scale, these individual efforts have the power to create a ripple effect that raises awareness and inspires broader change.

1) What is the writer trying to rank in this para?

2) List the writer's ideas in the same order of importance as the writer has presented them.

11) Generalization and example (statement and clarification) order

In some countries, cultural diversity is genuinely celebrated. It is evident from the coexistence of various cultural groups within a society, extending beyond mere differences in traditions and customs. They have a rich social fabric through a fostered tapestry of perspectives, ideas, and experiences. Creativity and innovation is clearly visible as individuals from different backgrounds bring unique viewpoints that lead to fresh solutions. For example, consider a multinational team collaborating on a project. Each member's distinct cultural influences contribute to a holistic approach, yielding outcomes that are more comprehensive and well-rounded.

Furthermore, there is tolerance and empathy, promoting a deeper understanding of others and dispelling stereotypes. The interactions between people from diverse backgrounds create opportunities for cross-cultural learning, helping to break down barriers and build bridges of mutual respect. Such interactions can be seen in community events that celebrate different cultures, where individuals share stories, traditions, and cuisines, fostering a sense of unity amid diversity. Thus, the broader principle of cultural diversity not only enhances societal cohesion but also fuels innovation and encourages genuine cross-cultural understanding, shaping a more harmonious and inclusive global community.

1) What is the generalization in this para? _____

2) What is the example stated by the writer for clarification of his idea?

12) Classification (Topical) order

Renewable energy sources offer a diverse range of sustainable alternatives to traditional fossil fuels. These sources can be classified into several categories based on their origin and conversion mechanisms. Solar energy, derived from the sun's rays, is harnessed through photo-voltaic cells and solar thermal systems. Wind energy involves capturing the kinetic energy of moving air using wind turbines. Hydro-power, on the other hand, utilizes the gravitational force of flowing water to generate electricity. Biomass energy is obtained from organic materials like wood, crop residues, and waste, which can be burned or converted into bio-fuels. Geothermal energy taps into the Earth's internal heat by harnessing steam or hot water from beneath the surface. Additionally, ocean energy encompasses various technologies that harness the power of tides, waves, and temperature gradients. Each of these renewable energy sources offers distinct advantages and challenges, contributing to a diversified and sustainable energy landscape.

1) What categories does the writer break the content of the paragraph into?

2) Why do you think the writer put the topic in this particular order? What purpose might the writer have for putting his points this way?

13) **Chronological (Time) order**

The evolution of communication technology has witnessed remarkable progress over the decades, shaping how we connect and exchange information. In the early 20th century, telegraphy played a pivotal role in long-distance communication, allowing messages to be transmitted over wires using Morse code. The telephone, introduced shortly after, revolutionized personal communication by enabling real-time voice conversations across distances. The mid-20th century saw the rise of radio and television, which brought news, entertainment, and information to households on a mass scale. However, the digital era of the late 20th century brought about the most profound changes. The advent of the internet and email in the 1990s facilitated instantaneous communication and global connectivity. The 21st century has witnessed the proliferation of smart-phones and social media, enabling individuals to communicate, share experiences, and access information anytime and anywhere. As we progress, the evolution of communication technology continues to redefine how we interact, bridging geographical barriers and reshaping the way we experience the world around us.

1) Is there a topic sentence in this para? What about a concluding sentence? What is its main idea?

2) Are all of the details in this paragraph relevant? Why or why not?

14) Spatial order

Entering a medieval castle is like stepping into a world frozen in time, with its architecture and layout designed to fulfill both defensive and functional purposes. As you pass through the massive wooden gatehouse, you enter the outer bailey—an expansive courtyard surrounded by stone walls punctuated by watchtowers. The bailey served as a space for activities such as training, markets, and gatherings. Moving inward, you'll encounter the inner bailey, where the main keep or central tower stands tall. This imposing structure housed the lord's chambers, great hall, and living quarters. The keep's thick stone walls and arrow slits showcase the defensive focus of castle design. Adjacent to the keep, you'll find the chapel—a place of worship and reflection for the castle inhabitants. Navigating further, you come across the kitchen and workshops, each strategically positioned for easy access to the great hall. Venturing up spiral staircases, you reach the ramparts, offering panoramic views of the surrounding landscape. The spatial arrangement of the castle reflects a blend of functionality, defence, and hierarchy, providing a glimpse into the intricacies of medieval life.

1) Does the para have a topic sentence? Does it have a main idea and a concluding sentence as well?

2) What rhetorical strategy is used by the writer to develop his idea?

15) Order of familiarity

Embarking on a journey to explore different countries unveils a fascinating progression of cultural discovery and familiarity. It often begins with the allure of neighboring lands, where similarities in customs and languages provide a comfortable bridge into the world of exploration. As you venture farther, you encounter lands with diverse traditions, yet still infused with a sense of the familiar. Moving onward, you step into regions where rich histories and ancient landmarks evoke a sense of awe and connection to humanity's past. With bolder steps, you embrace the unfamiliar scripts, languages, and customs of far-off lands, immersing yourself in vibrant markets and bustling streets. The journey reaches its zenith as you traverse continents, experiencing the captivating beauty of landscapes and the kaleidoscope of cultures that make our world unique. Travel narrative offers a captivating evolution from the known to the enchanting, shaping an unforgettable exploration of our global mosaic.

1) What is the main idea of the paragraph?

2) What rhetorical strategies are used for the development of the idea? You may name more than one.

Exercise B

State which pattern of organization has been used in the following sentences.

1. _____: Historical events unfold in sequence, revealing the evolution of societies and ideas over time.
2. _____: The description of a picturesque landscape takes you from the lush valleys to the towering peaks.
3. _____: Prioritizing health, exercise, and a balanced diet leads to a holistic approach to well-being.
4. _____: Pollution in the oceans leads to the degradation of marine ecosystems and threatens aquatic life.
5. _____: Implementing stricter recycling programs can help reduce the environmental impact of single-use plastics.
6. _____: The differences and similarities between traditional classrooms and online learning platforms are analyzed.
7. _____: An exploration of quantum physics begins with a concise definition of fundamental concepts like wave-particle duality.
8. _____: The animal kingdom is divided into distinct classes based on characteristics such as vertebrate or invertebrate.
9. _____: The positive impact of volunteering is evident from stories of individuals who dedicated their time to helping others.

10. _____: While some argue that social media isolates people, research highlights its potential to connect individuals across vast distances.

Exercise C

Read each passage and answer the questions that follow.

1. At very high altitudes, the air holds less oxygen. Recent research has revealed how people living 4,000 meters above sea level in the mountains of Tibet have adapted to their oxygen-poor environment. The Tibetan population, as a consequence of living at high altitude for thousands of years, has developed several characteristics that allow them to survive and thrive in this type of environment. These characteristics enable Tibetans to tolerate hypoxia, or low oxygen levels. For example, compared to lowland peoples, Tibetans have greater lung capacity, the ability to generate a higher maximum heart rate when exercising and a higher density of capillaries in their muscles. Scientists have identified many other adaptive traits as well. Some of these adaptations are linked with specific genes, thus allowing the traits to be passed from one generation to the next.

Which organizational structure does this text primarily use?

A) cause-effect

B) sequential

What are the transitions that signal the pattern? _____

2. In the 1970s, architect I. M. Pei took on the difficult assignment of renovating and updating the beautiful Louvre Palace in Paris without overpowering the original building. The art museum in the centuries-old Louvre displayed Leonardo Da Vinci's Mona Lisa and other famous works, but the building's layout was so confusing that tourists couldn't find the entrances. It also needed more restrooms and a bigger cafeteria. Pei designed a large central underground entrance and visitor center. He then added a glass pyramid above the entryway. Although Pei's design faced initial criticism, today the pyramid is considered a brilliant success—a landmark that complements the old palace without interfering with it.

Which organizational structure does this text primarily use?

A) sequential

B) problem-solution

What are the transitions that signal the pattern? _____

3. Ancient Egypt's history was thousands of years long and involved three major kingdoms with intermediate periods of disorganization in the intervening years. The Old Kingdom ruled Egypt from 2686 to 2181 BCE. During this time, powerful pharaohs completed great pyramids. The kingdom collapsed into chaos and was followed by the First Intermediate Period. In 2055 BCE, the Middle Kingdom arose. It collapsed in 1786 BCE, the beginning of the Second Intermediate Period. The New Kingdom, which included King Tutankhamun's short rule, ran from 1567 to 1085 BCE. Egypt never returned to its former glory, and Alexander the Great of Macedonia conquered it in 332 BCE.

Which organizational structure does this text primarily use?

A) compare-contrast

B) sequential

What are the transitions that signal the pattern? _____

8 ORGANIZATION OF TEXTS

Organization of texts

Exercise

A. Explain the terms written in *italic*.

1. **Shorter texts** such as essays are normally organized in this form:

Introduction > *Main body* > *Conclusion*

2. **Longer texts** such as dissertations and articles may include (depending on subject area):

Abstract > *Contents* > *Introduction* > *Main body* > *Case study* > *Discussion* > *Findings* > *Conclusion* > *Acknowledgments* > *Bibliography/ References* > *Appendices*

3. **Books** may also contain:

Dedication > *Foreword* > *Preface* > *Index*

B. Fill in the blanks with appropriate terms from the above exercise next to its definition.

1. Short summary of 100-200 words of the writer's purpose and findings is called an _____.

2. Section, where various people who assisted the writer are thanked, is headed as _____.

3. Final part where extra data, too detailed for the main text, is stored is called _____.

4. List of all the books that the writer has consulted is called _____.

5. Section looking at a particular example relevant to the main topic is called a _____.

6. Introductory part of the book which may give the writer's motive is called _____.

7. Alphabetical list of all topics in the text is called _____.

Planning titles for paragraphs

When preparing to write an essay, it is essential to identify the main requirements of the title. You must be clear about what areas you are asked to cover. This will then determine the organization of the essay.

Exercise C

1. **Underline the keywords in the following titles and consider what they are asking you to do.**

A) Define artificial intelligence (AI) and outline its main applications in medicine.

B) Compare and contrast the monarchy of England and Saudi Arabia.

C) Evaluate the impact of industrialization in the present century.

D) Trace the development of Information Technology in Pakistan. Illustrate some of the issues currently being faced by this area.

Note: most of the titles above have two terms in the title. You must decide how much importance to give to each section of the essay (e.g. title (A) might demand 10% of the definition and 90% of the outline).

2. The following terms are also commonly used in essay titles. Match the terms to the definitions on the right.

- | | |
|--------------|--|
| 1. Analyse | a. give a clear and simple account |
| 2. Describe | b. make a proposal and support it |
| 3. Examine | c. deal with a complex subject by giving the main points |
| 4. State | d. divide into sections and discuss each critically |
| 5. Suggest | e. give a detailed account |
| 6. Summarize | f. look at the various parts and their relationships |
| 7. Discuss | g. examine the advantages and disadvantages of something |

3. Almost all essays, reports and articles have the same basic pattern of organization:

1. Introduction
 2. Main body
 3. Conclusion

The structure of the main body depends on what the title is asking you to do. E.g. in the case of a *discuss* type essay, the main body is often divided into two parts, one looking at the advantages and the other at disadvantages of the topic.

Write a plan for one of the titles in exercise (1).

Title	
Introduction	
Main body	
Conclusion	

4. Teachers often complain that students write essays that do not answer the question set. Consider the following titles and decide which sections should be included in each essay.

1. Compare book reading to internet surfing. Will the former become redundant?
 - A) The benefits of using books
 - B) The drawbacks of internet surfing
 - C) Predicted IT developments in the next 15 years
 - D) An outline of developments in library services since 1945
2. Montessori school is better for children than staying home with mother- Discuss.

- A) A study of development of Montessori education since 1995
- B) A report on development of children who remain home until they are five
- C) A discussion comparing speaking ability in the two groups of children
- D) An outline of the increase of women in the labour market since 1960

3. To what extent is tuberculosis a disease of poverty?

- A) A definition of TB
- B) A report on the spread of TB worldwide
- C) A case study showing how TB relates to social class
- D) A discussion of new methods of treating the disease

4. Summarize the arguments in favour of economic liberalization and evaluate its record in China.

- A) A study of major markets in the China
- B) A discussion of the benefits achieved by economic liberalization
- C) A case study of a free market
- D) An analysis of less successful free markets

5. Describe the adoption of Euro as a single currency by countries included in the European Union since 1999 and suggest the future of Euro by 2030.

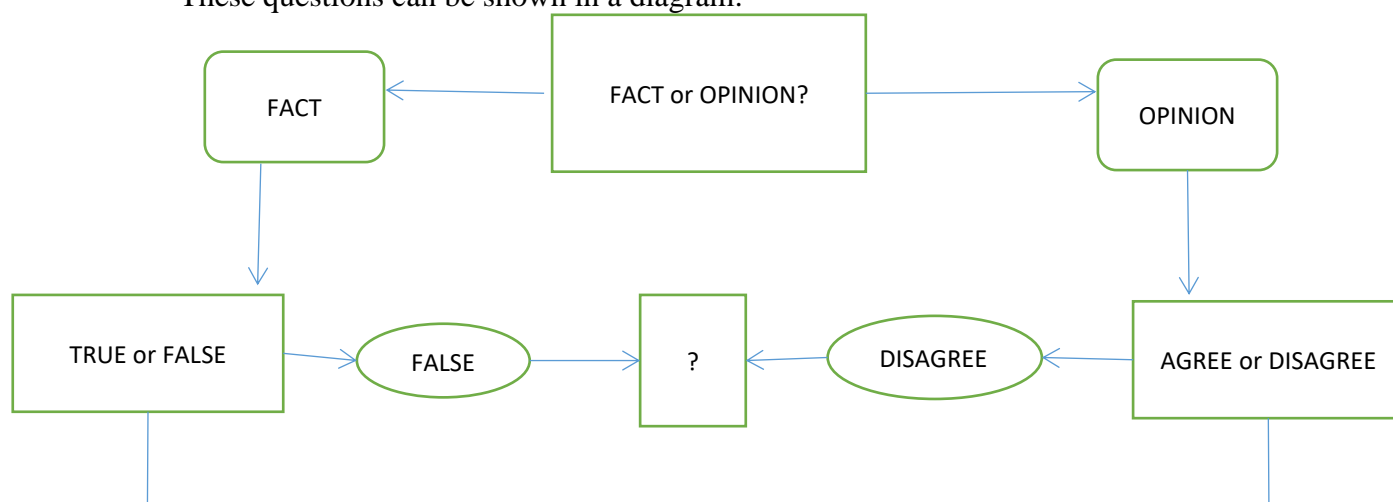
- A) A short account of the history of Euro since 1999
- B) An analysis of countries that adopted it as their currency
- C) A discussion of the current economic situation in European Union
- D) The consequences of Euro for the countries that have adopted it and those that have backed off from it and their plan henceforth

5. Underline the key terms in the following titles and decide what you are being asked to do.

- A) Relate the development of railways to the British colonization of the nineteenth century.
- B) Identify the main causes of lack of China's economic diversification.
- C) Classify the non-cultivable land of Pakistan and suggest possible remedies to halt their spread.

Evaluating a text

When reading a text, it is important to ask yourself questions about the value of the text. Is this text a fact or opinion? If it is an opinion, do I agree? Can this writer be trusted? These questions can be shown in a diagram:



Exercise D: Read the following sentences and decide first whether they are fact or opinion. Then decide if the factual sentences are true or whether you agree to the opinion in the other sentences.

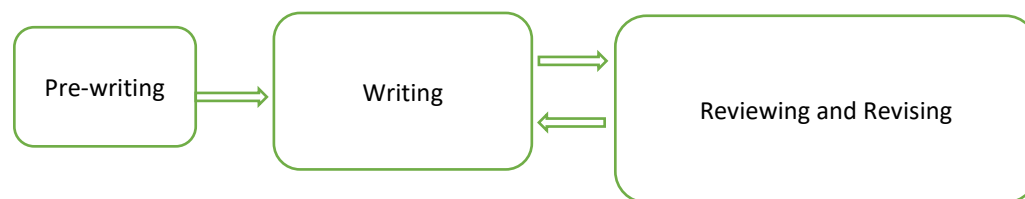
	opinion or fact?	agree or disagree?	true or false?
A) China has the world's biggest economy.			
B) Winston Churchill was a playwright.			
C) Smoking causes respiratory disorders.			
D) Donald Trump made good decisions for the USA.			
E) The wider the rich-poor divide in a society, the higher is the crime rate.			
F) Al Pacino is the greatest actor of all times.			

Understanding purpose and register

The purpose of language refers to the intended function or goal of a particular communication. It answers the question, "Why is this message being conveyed?"

Register means the language used by a group of people who share similar work or interests, such as doctors or lawyers.

8. PROCESS WRITING



The six steps of the writing process

Read about the writing process. These are the steps that you will practice in this book:

Process writing

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

Pre-writing

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

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

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

Drafting

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

Reviewing and revising

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

Rewriting

STEP SIX:
Revise structure and content. Use your ideas from step five to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organisation so that your text is more logical. Together, steps five and six can be called *editing*.
Proofread. Read your text again. This time, check your spelling and grammar and think about the words you have chosen to use.
Make final corrections. Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make. Now your text is finished!

Steps five and six can be repeated many times.

PRE - WRITING: GETTING READY TO WRITE

What is pre -writing?

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

1) Choosing and narrowing a topic

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

1. Festivals
2. Friends
3. My country
4. Cars

2)Brainstorming

A) Choose one of these topics. Brainstorm as many ideas as you can in five minutes.

1. Teenage fashions
2. Things to do at the carnival
3. Driving a motorbike.

B) Choose a topic from (1) and brainstorm as many ideas as you can in five minutes.

3) Free writing

Choose one of the narrowed down topics you thought of for exercise 1. practice free writing for five minutes. Remember do not stop, erase or go back. Just write as much as you can.

4)Mapping

Choose another narrowed down topic from exercise 1. make a map in five minutes. Explain it to a partner how the circles are related to each other.

5)Editing

look at the list of your brainstormed ideas, then look at all the freewriting you did and then look at the map you have created for one of the narrowed down topics. Edit the brainstorming. Explain it to a partner how you did it.

10 WRITING PARAGRAPHS

A. THE STRUCTURE OF A PARAGRAPH

What is a paragraph?

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

Understanding a paragraph

These three questions help you understand a paragraph better:

1. What is the topic of the paragraph?
2. What is the main idea about the topic?
3. What ideas help explain the main idea?

Paragraph organisation

What makes a paragraph?

1. The topic sentence
2. The supporting sentences
3. The concluding sentence

Exercise

Write a topic sentence for three of these topics:

- A. a favorite place to relax
- B. a grandparent

- C. a pet I have known
 - D. a favorite food to eat
 - E. playing a musical instrument
-

B. DEVELOPMENT OF A PARAGRAPH

Paragraph development

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

Details

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

Explanation

Explanation tells readers what something means or how something works.

Example

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

Choosing a means of support

Exercise

1. Would you develop each of these topics with details, an explanation or an example? Explain your choices to a partner. More than one answer is possible.

- A. What freedom means to me
- B. An unusual holiday
- C. Weddings in my country
- D. Why I don't like swimming
- E. The ideal job

2. Develop your own paragraph. Look at the topic sentences you wrote in unit 2. follow these steps:

Step one: choose one that you would like to develop into a paragraph.

Step two: brainstorm some ideas using any method you like

Step three: develop your paragraph with supporting sentences.

Step four: exchange paragraphs with a partner. Tell what kind of support your partner used. Could your partner tell what kind of support you used.

Concluding sentences

3. Write a concluding sentence for the paragraph you developed in the exercise above.

4. Write a second draft of the paragraph you developed in the exercise above. Compare it to the first one. Do you think the second draft is better? Why or why not?

FIRST DRAFT

[illegible]

SECOND DRAFT

[illegible]

C. DESCRIPTIVE AND PROCESS PARAGRAPHS

Descriptive paragraphs

A descriptive paragraph explains how something or someone looks or feels like. Adjectives are the words that help us describe how things look, feel, taste, sound or smell.

Exercise

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

Process paragraphs

A process paragraph is a description of to do something. It explains the steps you need to follow to complete an activity.

Exercise

Read this recipe and do the exercises below

Ingredients

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

Mike's Brown Rice and Vegetables

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

- A. Underline the topic sentence or concluding sentence of the paragraph.
- B. List the steps for making brown rice and vegetables in the order you find them
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
- C. How are the steps in the paragraph connected together? What words do you see that help show the sequence to follow? Underline them.

Transitions

Transitions are words that connect the steps in a paragraph. Transition words and phrases show the relationship between the ideas in a paragraph. They make the order of the sentences clear. For example, words like , first, second, third, next etc.

Exercise

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

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D. OPINION PARAGRAPHS

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Modal auxiliaries

Writers do not use phrases like *I think*, *I believe* or *in my opinion* to express their opinion on a subject. It makes one sound less sure of one's ideas. Instead, writers use grammatical methods such as modal auxiliary verbs and transition words to express their opinion. Modal auxiliary verbs show the strength of a writer's opinion or argument (could, should, ought to, must are some auxiliary verbs with strength ranging from weakest to strongest).

Connectors of cause and effect

Because, since and so are connectors of cause and effect.

Exercise

A. Write three fact sentences or three opinion sentences.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

B. Share your statements with your classmates. Say how you feel about your partner's statements by saying, 'I agree' or 'I disagree' and then adding one sentence.

C. Write a paragraph about one of the opinions you expressed in (B). brainstorm your ideas, narrow down your topic and then write. Remember to use modal auxiliaries.

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

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E. COMPARISON/CONTRAST PARAGRAPHS

To compare means to discuss how two people, places or things are similar. To contrast means to discuss how they are different.

Choosing a topic

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

A) People: _____ and _____

- B) Places: _____ and _____
C) Things: _____ and _____

Comparative and contrastive structures

Words such as *both, and, likewise, similarly* are used for comparison. Whereas words such as *more than, less than, on the other hand, however* are used for writing contrasts.

Comparison/ contrast organization

Two methods for organizing a comparison/ contrast paragraph.

Method 1: Block organization

Method 2: Point-by-point organization

Exercise

A. Write a paragraph for the given topic sentence based on block organization.

Topic sentence: Reading a story in a book is often very different from seeing it as a film.

Topic A- Reading a book

Supporting points:

- 1.
- 2.

Topic B- Watching a film

Supporting points:

- 1.
- 2.

B. Write a paragraph for the given topic sentence based on point-by-point organization.

Topic sentence: Marketplaces Old and New: Contrasting the Traditional Bazaars and Modern Shopping Malls in Pakistan.

First point of comparison-

Second point of comparison-

Third point of comparison-

Advantages and disadvantages

Another way to compare and contrast is to talk about the advantages or disadvantages of the given topic.

Exercise:

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

1. The advantages and disadvantages of living abroad
2. Living in a small town/ living in a big city

3. Doing sport/watching sport on a TV
4. The advantages and disadvantages of having a job while at university

B. Write a paragraph about the advantages and the disadvantages of studying English. Add one new idea of your own to your paragraph.

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F. PROBLEM/ SOLUTION PARAGRAPHS

Problems and solutions

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

Writing about problems

How to write a problem paragraph?

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

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

- A. Air pollution
- B. Traffic
- C. Overcrowded classrooms
- D.
- E.

Using conditional structures

First conditionals are the most common in writing about problems and solutions.

For example, *Fish will get ill if factories dump their waste into water.*

Exercise 2: Complete these sentences with your own ideas:

1. If it rains this weekend, _____.
2. If the library is not open tomorrow, _____.
3. If petrol prices increase even more, _____.
4. _____, I'll call you tonight.
5. _____, you can make a lot of money.
6. _____, I won't go on holiday.

Exercise 3: For each topic in exercise 1, write one or two conditional sentences that explain the problem. Compare your sentences to that of your partner's. did you have similar or different ideas.

Exercise 4: Choose one topic from exercise 1, brainstorm more ideas if necessary. Then write a paragraph about it. Use conditional sentences.

Linking problems with solutions

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

In order to solve these problems,

In order to overcome these problems,

One answer is,

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

Exercise 6: For the problem paragraph you wrote in exercise 4, brainstorm solutions. Edit your brainstorming, then write a solution paragraph. Use linking phrases and conditional sentences.

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11 WRITING ESSAYS

What is an essay?

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

The structure of an essay

There are three main parts of an essay:

1. Introduction
2. Main body
3. Conclusion

Thesis statements

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 the paragraph. It usually comes at or near the end of the introductory paragraph.

How to connect thesis statement and the essay

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

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.

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

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

- a. Exercise
- b. University study

- c. The internet
d. Music

Exercise B: Now cross out the *I think that* in the statements above. Choose the best thesis statement for each topic.

Exercise C: Choose one of your thesis statements from (B). circle the topics that must be explained in the essay. Write a topic sentence for each of the circled ideas.

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12 OUTLINING AN ESSAY

What is an outline?

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

An outline:

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

How to write an outline

Writing an outline can be a very useful way of organizing your ideas and seeing how they will work together. This is how your outline should look like:

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

Next fill in more information for each paragraph in the main body before going into more detail.

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

Finally, give more details for your supporting points. Not every supporting point will have details while others may have several. Also, it is not important to have the same number of details for every supporting point.

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

Exercise A: Read the following essay.

Changing English: the African American Influence

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

African Americans, many of whose ancestors were brought to the States as slaves hundreds of years ago, have introduced a number of words to English from languages that they spoke in their native countries. The common English word *OK* is used around the world today, but it was not always part of English vocabulary. One theory is that slaves in America used a phrase in their own language that sounded like *OK* to mean 'all right'. Americans heard the phrase and started using it. Today, almost everyone in the world uses *OK* to mean 'all right'. Another good example of a 'new' word is the word *jazz*. African American musicians living in the United States began playing jazz music in the city of New Orleans, and they used the 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 word *cool* is a good example. *Cool* has been used in English for a long time to describe a temperature that is 'not warm but not too cold' or to describe a person who is 'calm or unemotional'. However, an additional meaning was given to the word *cool* in the past 100 years. Just like the word *jazz*, African American musicians used the word *cool* to describe the music they were playing. For them, *cool* meant 'good'. As jazz music and other forms of music played by African American musicians became popular, more and more people started to use the word *cool* in conversation. Today, it is still a commonly used word, especially by younger people, to mean 'good' or 'great'. A word with the opposite meaning of *cool* is *square*. *Square* is, of course, a shape, but it also is used to describe a person who is not cool. This may be because a person who is too old-fashioned and not flexible is like a shape with four straight sides and four corners.

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

Now fill in this outline for the essay given above.

The Changing Vocabulary of English

I. Thesis statement: _____

II. Words introduced by _____

A. _____

1. From an African language

2. Now used all over the world to mean _____

B. Jazz

1. Came from _____

2. Exact origin unknown

III. _____

A. Cool

1. _____

2. New meanings

B. _____

1. Original meaning

2. _____

IV. _____ : Existing ethnic groups in the United States as well as new immigrants will certainly continue to bring new words to English and give fresh meanings to existing words.

Evaluating an outline

The outline checklist:

- Organization
- Support
- Topic development

Exercise B: Look at the thesis statement and topic sentences you wrote in unit 8. write an outline for your essay. Then write the essay.

Exercise C: Write a simple outline of yourself or your life. First, outline only the main body paragraphs. Your main ideas could

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13 INTRODUCTIONS AND CONCLUSIONS

The introduction and the conclusion are two of the three main parts of an essay. Without these two, an essay is just a group of paragraphs. The introduction and the conclusion work together to make the topic and the main ideas of the essay clear to the reader.

The first paragraph of an essay is called the introduction. It is often organized by giving the most general ideas first and then leading to the most specific idea which is the thesis statement.

The conclusion is the final paragraph of the essay. Do not introduce new ideas in a conclusion. A conclusion only restates or gives further commentary on ideas discussed in the essay.

Write an introduction and conclusion for the outline you created you created in unit 9.

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What is unity?

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Editing an essay for unity

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

Coherence in writing

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

Moreover, for a well-organized essay, choose the appropriate type of organization pattern for the given essay type. These organization types include; chronology; description; classification; comparison/contrast; argumentation; persuasion and cause and effect.

Cohesive devices

Cohesive devices are words and phrases that connect sentences and paragraphs together, creating a smooth flow of ideas.

Transitions

Transitions have been discussed earlier. However, a list of some important transitions is given below.

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

Pronoun reference

Two sentences can be connected by the use of a pronoun. A pronoun (he, she, it, they) takes the place of a noun or a noun phrase.

Repetition of key nouns or ideas

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

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

Exercise A

In the following paragraph, underline examples of transition use, pronoun reference and repetition of key words.

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

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

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

Exercise B

This paragraph needs more connection. Revise it . Then share your version with other classmates.

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

bloody history. If you are looking for a unique city to visit in South east Asia, Ho Chi Minh is an attractive choice.

Exercise C

Write an outline for an essay on one of the following topics:

1. Health and medicine in your country
2. An important problem in your country
3. The importance of technology in your society

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Exercise D

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

Exercise E

Exchange the essay you wrote above, with a classmate. Look for the use of cohesive devices you have learned about in this unit.

15 ESSAYS FOR PRACTICE

1. Compare and Contrast Public and Private Secondary School Education in Your Country
2. Investigate the Influence of Social Media on Unnecessary Buying
3. Predicting Future Career Choices: Trends for Young People in Your Country
4. Support or Opposition to Building a Shopping Centre: Community Planning
5. Impact of Social Media on Communication, Relationships, and Mental Health
6. Challenging Gender Stereotypes in Advertising and Promoting Inclusivity
7. Preserving Cultural Diversity in the Face of Globalization
8. Educational Approaches for Modern Challenges: Digital Literacy and Critical Thinking
9. The Rise of Café Culture in Urban Centers
10. The Significance of Exercise for Overall Health and Well-being