

CLASS EXERCISE -1

EFFECTIVE PARAGRAPHING

A good paragraph is unified. That is, all its *sentences and details relate directly to the central idea* stated by the topic sentence. In example 1 above about Emmy, the supporting sentences (ii-vii) relate to the topic sentence and they all support, develop, illustrate, or explain about Emmy's becoming a successful engineer as stated by (the topic) sentence (i).

Example 2;

- (i) *Our school teacher* is Mr. Abraham. (ii)*He* runs the school very strictly. (iii)*He* frightens all the children with his stick, but *he* usually beat only the older ones. (iv)*He* carries this stick with him all the time, but (v) *he* only uses it when a pupil behaves badly.

What is sentence number 2-5 talking about?

Develop unity in a paragraph by;

- i. Maintaining the topics/ subjects of the individual sentences.
See example (2) about Mr. Abraham and the use of subject pronouns.
- ii. Limiting the topic/central idea
 - ✓ Writing a better paragraph requires that you select a topic that you find enjoyable and interesting. Choose a topic that is familiar to you, or you are prepared to study.
 - ✓ After you have selected a general topic for a paragraph, you have to limit it. The objective is to arrive at a topic that you can develop thoroughly in a brief paragraph space

You can limit or narrow the topic to a specific *time, place, instance, condition, use etc.*

For example;

- Instead of treating a broad topic like 'Canoeing' concentrate with 'How to enter a canoe'
 - Instead of A topic "School" talk about teachers, or a specific teacher, students, or building(s) etc
 - Instead of "Sound" deal with small topics like; *sound intensity, sound that can be heard by human ear, shrill noises, dangerous loud sounds, common noise makers, rock music etc*
- iii. *Eliminating irrelevant information*, that is, remove all information that does not relate to the central idea/topic.

Exercise 4: The following paragraph contains some irrelevant information. Identify it and remove

(1)International students at our college have problems of adjusting to the United States. (2)They can't find part- time jobs to support themselves while they attend college because their visas do not permit them to work. (3)Finding part-time jobs isn't a problem for Americans students. (4)Many international studies have left families behind and have no emotional support system to rely on. (5)All find English composition a challenging course. (6)None likes the food in the college cafeteria. (7)Native-born students feel the same way about the cafeteria.

(2) Coherence

A good paragraph is coherent. That is, all the sentences and ideas in the paragraph are *connected logically* to each other in such away that they are easy to follow.

- ✓ The use of transitional words or connectives like *after*, *however*, and *for example*, in Emmy's paragraph (1) helps to point out the relationship between them and make a paragraph coherent. Consider also the following constructions;

Example 3

My sister began college by enrolling in remedial math programs. She graduated at the top of her class in engineering.

And,

My sister began college by enrolling in remedial math programs. *However* she graduated at the top of her class in engineering.

Which is more coherent?

2.5 Types of paragraphs

There are various types of paragraphs that correspond with different writing types (rhetorical devices) as follows;

- 1) Descriptive paragraphs
- 2) Persuasive paragraphs
- 3) Expository paragraphs

Transitions can help to achieve coherence in a paragraph. For the transitions given below briefly state the function of each connective/ transitional words which can assist to achieve coherence incl Similar connectives/ transitional words which can assist to achieve coherence include;

(i)For indicating time;

After a few minutes, before, afterwards, after a short while, all the while, as soon as, all the sudden, a short time later, at that time, by that time, by then, during, in a few hours, in the mean time, in those days, meanwhile, since, soon, suddenly, then, thereafter, thereupon, until then, when, whenever, while,

(ii)For comparison;

Likewise, similarly, unlike, in the same way, as, as if, as thought, although, even though, though, in contrast, on the contrary, on the, other hand etc

(iii)For addition and listing;

And, also, as well, besides, further, furthermore, in addition, however, moreover, too, first(ly), second(ly), third(ly)...besides, another

(iv)To indicate contrast;

But, however, although, even so, even though, in contrast, nevertheless, none the less, on the other hand otherwise, still, though, then, while, yet.

(v)To introduce an example;

For example, as an example, for instance, specifically, such as,

(vi)To indicate repetition;

Again, once again, once more,

(vii)To indicate emphasis;

In fact, as a matter of fact, indeed, more important, to be sure

(viii) Cause and effect;

As a result, because, hence, since, so that, then, therefore thus, consequently

(ix) To show condition;

If, as long as, as soon as, in case, in order to, provided that, unless, when

(3) Variety;

A good paragraph may contain both long and short sentences. Sentences of different length and construction help to reduce boredom and in effect create interest and attract attention

(4) Length;

The length of a paragraph should not be more than 100 to 125 words because short and simple paragraphs are the best and good paragraph should neither be sketchy nor unnecessarily long and heavy.

SECTION A (47 Marks)

1. Read the following passage carefully and then answer questions i-v (12 marks)

When we are young, we learn that tigers and sharks are dangerous animals. We might be scared of them because they are big and powerful. As we get older, however, we learn that sometimes the most dangerous animals are also the smallest animals. In fact, the animal that kills the most people every year is one that you have probably killed yourself many times: the mosquito.

While it may seem that all mosquitoes are biters, this is not actually the case. Male mosquitoes eat plant nectar. On the other hand, female mosquitoes feed on animal blood. They need this blood to live and produce eggs. When a female mosquito bites a human being, it transmits a small amount of saliva into the blood. This saliva may or may not contain a deadly disease. The result of the bite can be as minor as an itchy bump or as serious as death.

Because a mosquito can bite many people in the course of its life, it can carry diseases from one person to another very easily. Two of the most deadly diseases carried by mosquitoes are malaria and yellow fever. More than 700 million people become sick from these diseases every year. At least 2 million of these people will die from these diseases.

Many scientists are working on safer and better ways to kill mosquitoes, but so far, there is no sure way to protect everyone in the world from their deadly bites. Mosquito nets can be placed over beds to protect people against being bitten. These nets help people stay safe at night, but they do not kill any mosquitoes. Mosquitoes have many natural enemies like bats, birds, dragonflies, and certain kinds of fish. Bringing more of these animals into places where mosquitoes live might help to cut down the amount of mosquitoes in that area. This is a natural solution, but it does not always work very well. Mosquitoes can also be killed with poisons or sprays. Even though these sprays kill mosquitoes, they may also harm other plants or animals.

Although mosquitoes may not seem as scary as larger, more powerful animals, they are far more dangerous to human beings. But things are changing. It is highly likely that one day scientists will find a way to keep everyone safe from mosquitoes and the diseases they carry.

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Questions choose the letter of the most correct answer from the choices given (2marks @)

i) According to the author, some people are more afraid of tigers and sharks than mosquitoes because tigers and sharks;

- A. kill more people than mosquitoes
- B. are big and powerful
- C. are found all over the world
- D. have no natural enemies

ii) Based on the information in paragraph 2, we can understand that

- A. male mosquitoes and female mosquitoes have different eating habits
- B. male mosquitoes are harmless to humans
- C. female mosquitoes are responsible for transmitting diseases to humans
- D. B and C above are correct answers
- E. A, B and C above are correct answers

iii) Based on the information provided in paragraph 3, it can be understood that if you get sick from malaria or yellow fever, your chances of survival are;

- A. terrible
- B. mediocre
- C. good
- D. excellent

iv) It can be understood that the introduction of dragonflies might reduce the number of flies in a given area because the dragonflies

- A. work together with mosquitoes
- B. kill mosquitoes
- C. cannot be killed by poisons or sprays
- D. attract bats

v) Using the information in the passage as a guide, write a conclusion of the passage in not more than 15 (fifteen) words. (4 marks)

vi) The underlined words are linking **words**, **transitions** and **previews** which are used in PASSAGE above and State the reason for the use of each word.

Connective

E.g. 1. especially

Reason

to emphasize a point.