

INTENSIVE ENGLISH

II

English Language Institute
United International University



**UNITED
INTERNATIONAL
UNIVERSITY**



ACCREDITED
ACBSP ACCREDITATION
for Business Programs



ACCREDITED
IEB ACCREDITATION Ranked
'Good' in all Engineering Programs



ACCREDITED
CIMA ACCREDITATION
for BBA in AIS Program

UIU Campus, United City, Madani Avenue, Badda, Dhaka – 1212

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Preface

The first edition of **Intensive English II** is an attempt to teach four basic English language skills (i.e. Reading, Writing, Listening and Speaking). This is done through learner-centred materials. It aims to familiarize students from multiple disciplines to develop the four skills and guide them to improve these skills.

This book contains materials developed from authentic local and global sources. The materials are targeted for students' enhancement in the mentioned four skills and are contextualized for a better understanding of them. The materials are catered to the needs of students of undergraduate level (i.e. advanced) to enhance their communication and composition skills.

The book is divided into two sections entitled '**Reading and Writing**' and '**Speaking and Listening**'. The divisions address the connection among the four skills for developing meaningful communication and stronger ties between *reading skills* and *writing skills*, *listening skills* and *speaking skills*.

Our goal is to put things into context and reframe the contents to give new light to the events when we teach the students. With all advancement in the technology, the human element plays a critical role to its success and with that comes the potential for human error. To err is human. Your valuable opinion will help us enrich the next edition. Please disregard the unintentional errors.

The self - explanatory nature of the book will allow the students to practise and improve their skills. The colourful appearance, art of design and the lucid language will evoke interest among the students to enhance their skills.

The ultimate goal is to enable students to be more communicative and enjoy their day-to-day learning. This book will serve as a benchmark for students in furthering academic excellence.

Acknowledgement

Firstly, I would like to express my profound gratitude to the Almighty for bequeathing the opportunity to design this book which will be a great help and guideline for the undergraduate learners. I am also grateful to the team members of The Language Academy for their altruistic effort and relentless work. My special thanks to Syed Nakib Sadi for his persistent effort and remarkable contribution in this book. I would also like to thank Jahid Hasan and Solika Akter for their noteworthy contribution. I would like to extend my sincere and heartfelt appreciation to the honorable members of the faculty of the English Language Institute (ELI) of United International University — Dr. Md. Kamrul Hasan, Ms. Saima Hasin, Ms. Daisy Akter, Ms. Sharmin Sultana, Mr. Md. Didar Hossain, Ms. Nousin Laila Bristi, and Ms. Dil Nusrat for their valuable suggestions and feedback. I am thankful to all those who are mentioned in the reference section. I convey my warm gratitude to the administrative body of United International University for their generous support to materialize the book. Finally, I would like to thank and express my gratitude to all distinguished people who edited, proofread and designed the book. Thank you all for supporting and inspiring me to make my vision a reality.

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ENG 1207: Intensive English II

Course Outline

**United International University
English Language Institute (ELI)**

Course Description:

Intensive English II with two segments is designed to help students to be more communicative and develop fluency in the target language. It is divided into two major segments: **Speaking and Listening** and **Reading and Writing**. The students will get exposure of the writing processes: planning, writing, revising, and editing. They will be able to apply their knowledge, making different forms of structured written pieces, particularly argumentation, persuasion, description, narration, compare-contrast, cause-effect, process analysis, etc. Students will participate in class discussions and read essays and articles on a regular basis. They will participate and deliver formal speeches as individual or in groups, maintaining appropriate pronunciation, pitch, stress, intonation, etc. Relevant issues of grammar usage, spelling and mechanics will also be a part of the course. The course will help them to gain knowledge related to writing a research paper.

Course Goals and Objectives:

English is the most commonly spoken language in the world. One out of five people can speak or at least understand English. It is the language of science, aviation, computers, diplomacy, tourism and many more. Knowing English will increase chances of getting better jobs at home or abroad. It is spoken as a first language by around 400 million people around the world. Moreover, it is the official language of 53 countries. So, in the context of English as a Second or Foreign Language (ESL/EFL), the role of English and its learning and teaching becomes very significant.

Additionally, English is based on simple alphabets, and it is fairly quick and easy to learn compared to other languages. English is not only useful but also it gives us a lot of satisfaction. The students will enjoy learning English if they remember that every hour, they spend gets them closer to perfection. It's fun too! By learning English, they will get to learn about other cultures as well. Much exposure to four skills of English languages will make them grow as a person more than learning the values, habits and ways of life in a culture different from them.

Upon successful completion of the course, students will be able to:

- Read and comprehend different types of texts to develop the ability to ascertain correct grammatical structures
- Enhance vocabulary stock
- Express opinions with proper examples in both spoken and written communication
- Write essays, maintaining coherence, unity and appropriate structures
- Share constructive feedback through active participation as an individual or a member of a group
- Undertake research and develop research papers

Learning Outcomes:

Successful completion of the course will enable the students to:

- Write different types of essays
- Comprehend various types of text and analyse texts critically
- Write essays, maintaining cohesion, coherence, and appropriate diction
- Implement the acquired vocabulary in writing analytical texts and speaking
- Produce meaningful impromptu and rehearsed reaction to various situations
- Perform as individuals or as a member of a group
- Produce constructive feedback
- Conduct survey, analyse data and write research papers

Policies and Course Evaluation:

Existing grading system will not be applicable to Intensive English I and Intensive English II. A new grading system will be introduced based on IELTS. A student who obtains a score 6.00 at minimum will be considered passed both in Intensive English I and Intensive English II. This grade will be converted equivalently to UIU's own grading system. If a student already has IELTS score of 6.0 or above, he/she will equivalently be evaluated and exempted from this requirement. The student will have to achieve at least a 'C' grade in 'university requirement courses' (Intensive English I and Intensive English II) individually. If he/she fails to achieve the grade, he/she will have to retake the course(s) until he/she achieves minimum 'C' grade. However, during this period, he/she will be allowed to take other new courses along with Intensive English courses. After completing two courses in Intensive English I and II with at least 7.5 band score (Grade Point 3.00), students will be given certificate from the university in recognition of their successful completion of these courses.

Band Score	Marks	Grade Point	Equivalent Grade
Less than 6.0	00-65	0-1.67	Probation for IEII
6.0	66-69	2.00	C [plain]
6.5	70-73	2.33	C+ [plus]
7.0	74-77	2.67	B- [minus]
7.5	78-81	3.00	B [plain]
8.0	82-85	3.33	B+ [plus]
8.5	86-89	3.67	A- [minus]
9.0	90-100	4.00	A [plain]

The students who are from English medium or English version may seek an exemption of English courses with a requisite amount of fees. In this case, English Language Institute will conduct a test on English language, and those who will pass in both these courses (Eng 101 and Eng 102) will be exempted from this requirement.

The classes of English language course will be four days in a week with a duration of 90 minutes. In total, there will be 44 classes: 22 classes for Speaking and Listening and 22 classes for Reading and Writing. Practical lessons will be delivered with teaching, learning, practice and continuous evaluation. Most importantly, the practice lessons are based on motivational, inspirational, ethical and moral teaching-materials suitable to our own socio-cultural background.

Usually, students are more interested in getting better grades than learning something substantial. Now-a-days, English, as a language, has been well-recognized and popularly accepted as one of the principal international languages. Thus, lack of keenness in learning on the part of the students ought to be effectively dealt by the faculty members.

Attendance and Participation

Eighty percent timely attendance in the classes is mandatory as the classes are carefully designed to cater to the students with four English language skills. After 10 minutes, students will not be allowed to enter the classroom.

Active participation is the key to improving English language skills. Therefore, the students are expected to participate both as individual or group members. Two important indicators of active participation are: prior preparation for attending the classes and timely submission of assignments.

Attendance and participation will be reflected in the final grade.

Plagiarism

Plagiarism refers to unauthorized use of other person's intellectual property and is considered as a serious academic offence. Plagiarism occurs when a person's ideas or words are used without permission or without giving due credit. It can be considered as literal theft and if found guilty, he/she might undergo severe administrative actions.

Course Assessment:

The students will be evaluated through assignments, quizzes, mid-terms, writing portfolio, attendance and participation, and a final examination. Marks will be deducted for late submission of assignments.

Writing Portfolio

The portfolio showcases students' gradual improvement over time and their achievements. The students will maintain a folder where all the class works and handouts throughout the trimester will be compiled. The students will also include an introduction which will reflect their thoughts regarding this course and the course's impact on them. It might be collected at any point of the trimester, and its grades will be added to the final grade.

Enjoying the Classes

Learning should be a joyous activity. Active participation of the learners is required for this to happen. Instructors are requested to be mindful of the learning needs of the students as the trimester progresses. Students should also inform if they face any personal problem. Combined effort from the instructor, and the students will make the course a joyous and meaningful one.

Assessment Methods

Assessment Types	Marks
Attendance and Class Performance	10%
Class Tests	10%
Presentation	10%
Assignments	5%
Mid Term	25%
Final Exam	40%

Syllabus

Reading and Writing:

1. Choosing books for reading and writing purpose
2. Different point of views
3. Effective reading strategies
4. Time management techniques for fast reading
5. Outlining, drafting, revision, editing, and publication
6. Techniques of editing
7. Prewriting techniques: free writing, scratch outline, clustering, and questioning
8. Structure of paragraph writing
9. Different formats of a paragraph and an essay
10. Writing essays, using structure (Introduction, Body and Conclusion)
11. Different types of essays (Descriptive, Narrative, Argumentative, Cause and Effect, Compare and contrast)
12. Writing applications of different genres and emails

Listening and Speaking:

1. Pecha Kucha
2. Use of language and gestures in different situations
3. Tongue twisters
4. Listening passages and comprehensions
5. Knowledge of public speaking
6. Enhancing vocabulary strategies
7. Critical thinking: reasoning and selective exposure theory
8. News presentation
9. Speaking order
10. Presentation of speeches
11. Impromptu speaking strategies
12. Presentation and argumentative skills

Course Delivery Plan

**Time distribution: 90 minutes/ per class
(6 hours/per week or 4 classes/week)**

Week	Class	Reading and Writing	Speaking and Listening
1	1	Ice breaker, Orientation and Needs Analysis	Ice breaker, Orientation and Needs Analysis
	2	Academic Reading: Using Index, Choosing a Book	Speaking and Listening: A Tool of Communication
2	1	Point of View	Greetings and Expressions
	2	Preventing Regression	Enhancing Speaking Skills
3	1	Expanding Fixations	Listening Tracks and Speeches I
	2	Return Sweep	Listening Tracks and Speeches II
4	1	Quiz 1	Quiz 1
	2	Processes of Writing	Developing Public Speaking
5	1	Editing	Developing Vocabulary
	2	Prewriting Techniques	Critical Thinking

Intensive English II

6	1	Overview and Drilling	Overview and Drilling
	2	Midterm	Midterm
7	1	Format of a Paragraph	Listening Tracks and Speeches III
	2	Differences between a Paragraph and an Essay	News Presentation
8	1	Structure of a Traditional Essay	Turn Taking in Conversations
	2	Descriptive Essay	Speech on Special Occasions
9	1	Quiz 2	Quiz 2
	2	Narrative Essay	Impromptu Speaking
10	1	Argumentative/Persuasive Essay	Listening Comprehension I
	2	Cause-Effect Essay	Listening Comprehension II
11	1	Compare-Contrast Essay	Developing Presentation Skills and Developing Argumentative Skills
	2	Formal Letters and Email Writing	Argumentative Presentation
12	1	Overview and Drilling	Overview and Drilling
	2	Final Examination	Final Examination

Reading and Writing



1.1 Ice Breaker, Orientation and Needs Analysis

Activity:

Each group of students will be provided a box containing puzzle pieces. They will have to match the pieces of the puzzle and write a short paragraph on it.



Needs Analysis:

Criteria	Proficiency Level				
	Needs serious improvement	Not satisfactory	Average	Good	Excellent
Use of grammatical knowledge					
Use of vocabulary					
Use of transitional words					
Organization of sentences					
Punctuation					
Content					
Spelling					
Cohesion and coherence					
Skimming and scanning					
Global comprehension					
Selective comprehension					

1.2 Academic Reading: Using an Index, Choosing a Book

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—————	
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It is important for researchers to choose resources carefully and decide the relevant parts which are significant. Using indexes and skimming through the contents of a book are important. The usages of indexes and choosing proper materials for information clustering before writing are as follows:

Choosing a book:

Since nobody has the time to read everything, they have to determine whether a book may be of use or not. May it be for research or other purposes, before buying or borrowing a book, the part of the book that one should go through is the content or index.

- **Table of Contents:** The core contents of the book are most often divided into discrete segments, most commonly chapters. Chapters are sometimes further divided into parts or sections. The “Table of Contents” area outlines what is included in each chapter of the book. It is in the front matter of a book.
- **Index:** An index is like a roadmap to the book. It enlists all names, places, and things mentioned in the book in alphabetical order. It also gives all page numbers associated with each topic. For nonfiction books, packed with valuable information, a well-made index can help quickly direct the reader to the information that they are trying to find. Indexes are given after the end of the book.

In order to choose a book for conducting research, the following guidelines can be taken into consideration.

Guideline for choosing a book for research:

- First, locate the books that match the topic exactly.
- Once these books are at hand, locate the titles which pertain to the topic. Then, go through the Table of Contents.
- Ask - Are they direct references to the topic? Is there a full chapter on the subject? Or just a page? Or worse, just a footnote?
- Then, glance at the Index. Go through the alphabetical order as it is done in case of a dictionary to locate.
- Use cross references. If there is a bibliography, go through the entire thing to locate other books which might be helpful.
- Consider the time of publication. If the topic is something like “*Slavery in American Society*”, a book published in 1934 is going to give a different approach than one written in 1894 or 1964 or 1996.
- Read the Preface or the Introduction if they are not too lengthy.
- If a book is consistently cited in the literature about the topic, then there is a higher chance of getting benefits from that book.

Academic Reading: Find the purpose

Whatever we read— we should always ask ourselves, “Why am I reading this?” Reading must be done with a purpose. We may just pick a book from the reading list at random. If we do not find the purpose, it is highly probable that it is irrelevant.

Hence, we should follow the methods of choosing books and reading for any research purposes.

Activity:**Index**

- coordinate plane, page 2
- integers, page 1
- irrational numbers, page 2
- natural numbers, page 1
- proportion, page 2
- rational numbers, page 1
- scientific notation, page 2
- whole numbers, page 1

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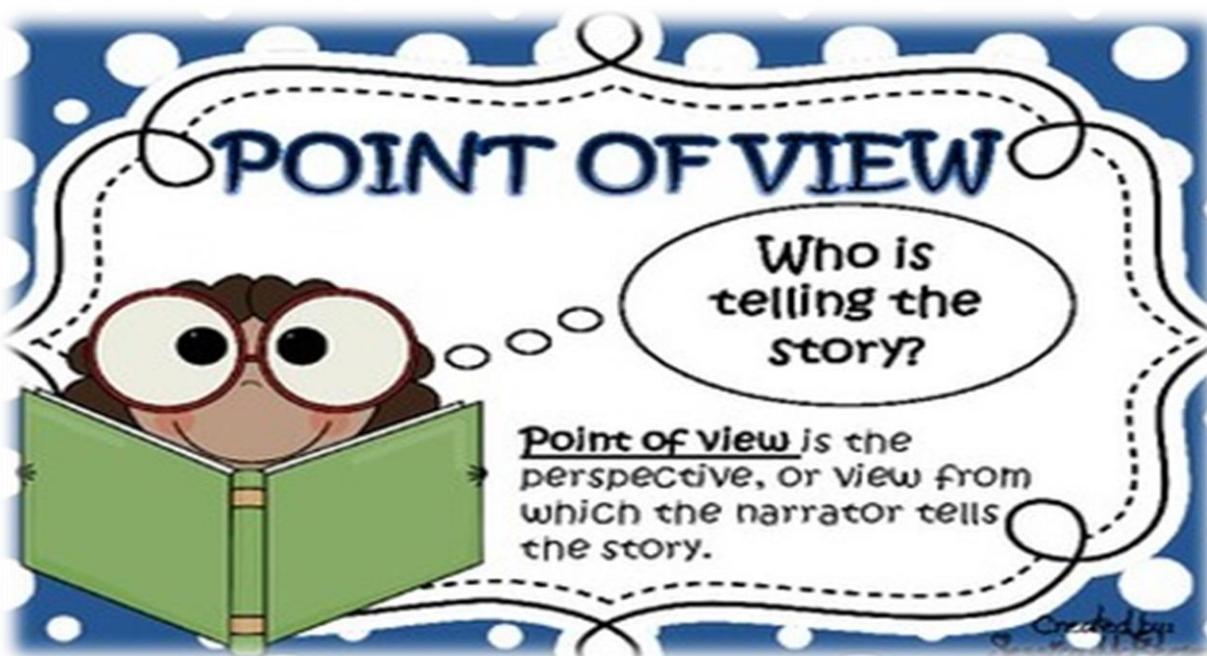
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Take a look at the above pictures (A and B) and answer the following questions:

1. What do you think the books are about? Why do you think so? Express your opinion about it.
2. For which purposes will you use the books and why?

2.1 Point of view



Point of view refers to who is telling or narrating a story. When studying the perspective of the narrator, the reader is concerned with the relationship between the person telling the story (the narrator) and the agents referred to by the story teller (the characters). Writers use point of view to express the personal emotions of either themselves or their characters. The point of view of a story is how the writer wants to convey the experience to the reader.

There are six key terms used in the study of narrative view point: first-person, second-person, third-person, third-person objective, third-person limited, and third-person omniscient. Each term refers to a specific mode of narration defined by two things: the distance of the narrator from the story (the pronoun case) and how much the narrator reveals about the thoughts and feelings of the characters (narrative access).

First-person Point of View

With first-person point of view, the character is telling the story. You will see the words "I," "me," or "we" in first-person point of view. This point of view is commonly used for narratives and autobiographies.

First-person point of view can be singular or plural. The singular form uses "I" or "me" and plural form uses the word "we." Both are used to give the writer's personal perspective.

Some examples of first-person narrative include:

- I always look forward to my summer vacation at the beach. I like to collect seashells and swim in the ocean.
- We love walking the dogs in the woods. We all think it is so much fun.
- If it was up to me, I would choose the white car.
- We didn't want to drive, so we took the train to the city and back home.

First Person

If the narrator is a character in the story, this is **first person point of view**.

- One way to recognize this is the use of the pronoun "**I**" by the narrator.
- This is similar to hearing a person tell you about what happened to them personally, or what they saw happen first hand.



Second-person Point of View

When writing in second-person point of view, the writer has the narrator speaking to the reader. The words "you," "your," and "yours" are used in this point of view. Some common uses for second-person point of view are directions, business writing, technical writing, song lyrics, speeches, and advertising.

Some examples of second-person point of view are:

- In just a few simple steps you can make a big change in your life!
- To make a great chili, you must season it early and often.
- Management is very happy with the progress you all are making.
- You gotta fight for your right to party! - "Fight for Your Right," Beastie Boys.

2nd Person Point of View

- **Second-Person point of view** – which uses the pronoun **you** – is not used often. It's difficult to sustain for any length of time and makes for difficult reading.
- The narrator tells the story to or is talking to another character.
- The reader may believe the narrator is talking to them.



Third-person Point of View

Third-person point of view has an external narrator telling the story. The words "he," "she," "it," or "they" are used in this point of view. This point of view can either be omniscient where the reader knows what all the characters are doing in the story or it can be limited to having the reader only know what is happening to one specific character. Third person can also be gender specific or neutral, singular or plural.

Third-person point of view is often used in academic writing and fictional writing. Some examples of third person point of view are:

- He is a great football player. He scored the most goals this season.
- She was the one who knew all the answers on the test. She had the highest grade in the entire class.
- What they told her was not the truth.
- She heard a loud crash in the middle of the night. She was so scared that she didn't know what she should do next.

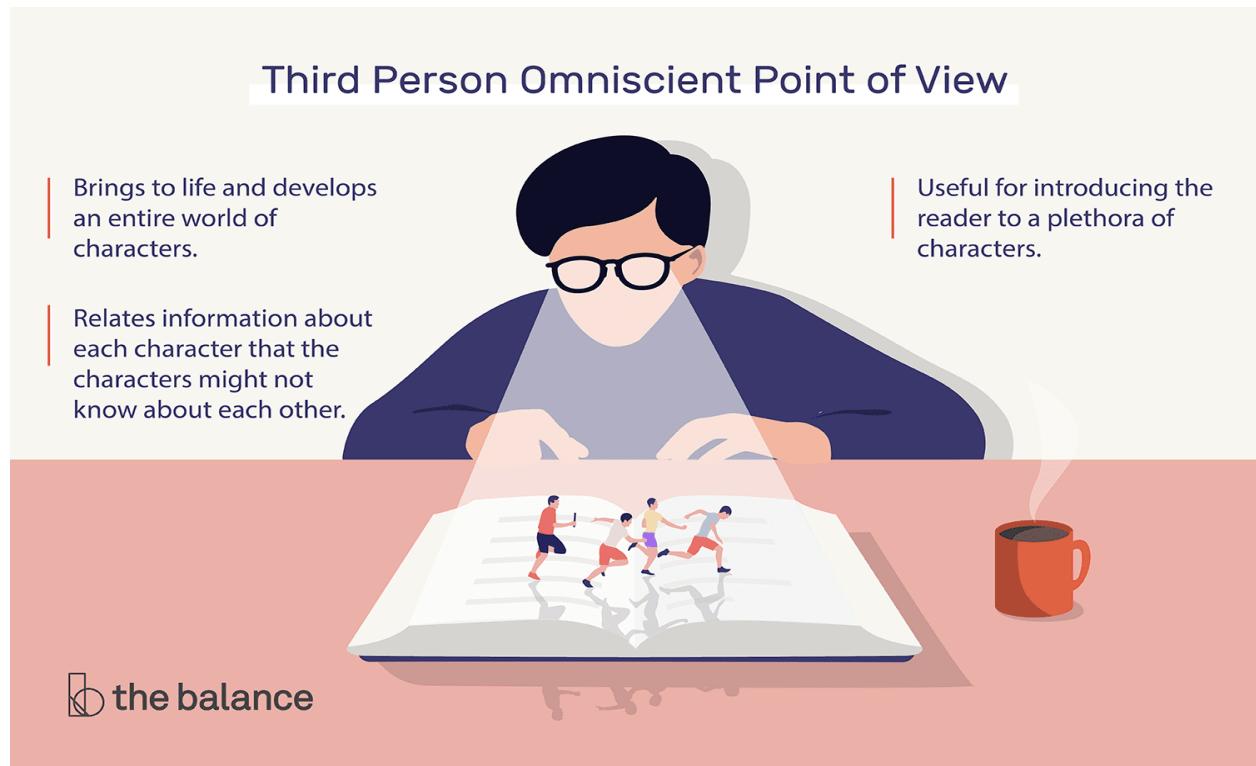
Third-Person Objective Narration

In this mode of narration, the narrator tells a third-person's story (he, she, him, her), but the narrator only describes characters' behaviour and dialogue. The narrator does not reveal any character's thoughts or feelings. Again, readers will be able to understand characters' thoughts and motivations based on characters' actions and dialogue, which are narrated; however, the narrator will not explicitly reveal character's thoughts and/or motivations in narration. Some examples of third person objective narration are as follows:

- "He is just what a young man ought to be," said she, "sensible, good humoured, lively; and I never saw such happy manners! - so much ease, with such perfect good breeding!" - Jane Austen, *Pride and Prejudice*
- John laughed hollowly. "You're joking," he said. The neon light flickered on his face, turning it a ghastly yellow.
- Veronica shook her head slowly. Her fingers were busy shredding her tear-stained paper tissue. "I'm not joking. It's all true."
- John stood up and banged his fist against the wall, hard, once. He was shaking his head in disbelief. "I'll have to leave now," he said, his voice terse.
- Jane answered the door to find her new next-door neighbour standing there. He was six foot one, with soft brown eyes under thick black brows, sharp cheekbones and a friendly smile on a wide mouth.

Third-Person Omniscient:

In this mode of narration, the narrator grants readers the most access to characters' thoughts and feelings. With third-person omniscient narration, the narration will reveal more than one characters' internal workings. The base word *omni* means "all," and *scient* means "knowing," so omniscient roughly translates to "all knowing." In this case the etymology is accurate because in omniscient narration, the narrator is all knowing.



Some examples of third person omniscient narration are as follows:

- Elizabeth, having rather expected to affront him, was amazed at his gallantry; but there was a mixture of sweetness and archness in her manner which made it difficult for her to affront anybody; and Darcy had never been so bewitched by any woman as he was by her. He really believed, that were it not for the inferiority of her connections, he should be in some danger. - *Pride and Prejudice* by Jane Austen
- And then, one Thursday, nearly two thousand years after one man had been nailed to a tree for saying how great it would be to be nice to people for a change, one girl sitting on her own in a small café in Rickmansworth suddenly realized what it was that had been going wrong all this time, and she finally knew how the world could be made a good and happy place. This time it was right, it would work, and no one would have to get nailed to anything.

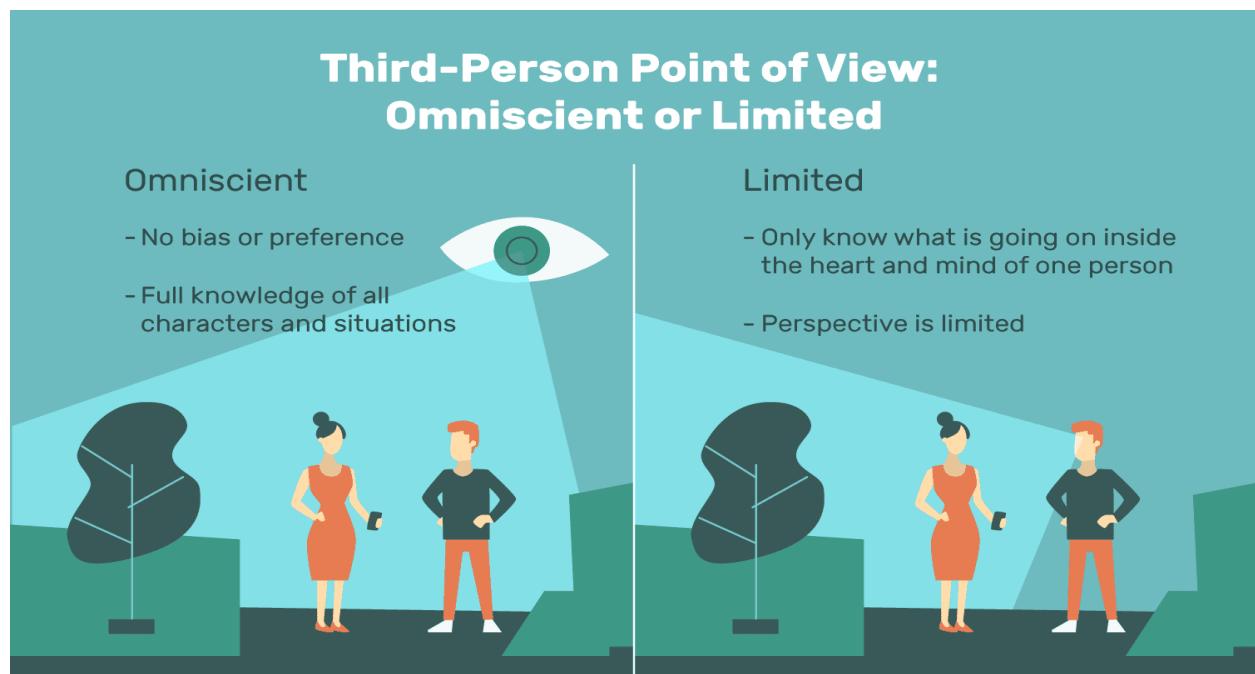
Sadly, however before she could get to a phone to tell anyone about it, a terribly stupid catastrophe occurred, and the idea was lost forever.

This is not her story. - *Hitchhiker's Guide to the Galaxy* by Douglas Adams

- During the day Ennis looked across a great gulf and sometimes saw Jack, a small dot moving across a high meadow, as an insect moves across a tablecloth; Jack, in his dark camp, saw Ennis as night fire, a red spark on the huge black mass of mountain. - “*Brokeback Mountain*” by Annie Proulx

Third-Person Limited:

When a narrator uses third-person limited perspective, the narrator’s perspective is *limited* to the internal workings of one character. In other words, the narrator reveals the thoughts and feelings of one character through explicit narration. As with objective narration, readers may be able to infer characters’ thoughts and feelings based on the behaviors and dialogue of those characters, which are narrated, but the narrator also directly reveals the central character’s internal perspective.



Some examples of third person limited narration are as follows:

- It was almost December, and Jonas was beginning to be frightened. No. Wrong word, Jonas thought. Frightened meant that deep, sickening feeling of something terrible about to happen. Frightened was the way he had felt a year ago when an unidentified aircraft had overflowed the community twice. He had seen it both times. Squinting toward the sky, he had seen the sleek jet, almost a blur at its high speed, go past, and a second later heard the blast of sound that followed. Then one more time, a moment later, from the opposite direction, the same plane. - *The Giver* by Lois Lowry
- But Ender knew, even as he thought it, that Peter wouldn't leave him alone. There was something in Peter's eyes, when he was in his mad mood, and whenever Ender saw that look, that glint, he knew that the one thing Peter would not do was leave him alone. I'm practicing

piano, Ender. Come turn the pages for me. Oh, is the monitor boy too busy to help his brother? Is he too smart? Got to go kill some buggers, astronaut? No, no, I don't want your help. I can do it on my own, you little bastard, you little Third. - *Ender's Game* by Orson Scott Card

- Something very painful was going on in Harry's mind. As Hagrid's story came to a close, he saw again the blinding flash of green light, more clearly than he had ever remembered it before -- and he remembered something else, for the first time in his life: a high, cold, cruel laugh. Hagrid was watching him sadly. - *Harry Potter and the Sorcerer's Stone* by J.K. Rowling

Activity:

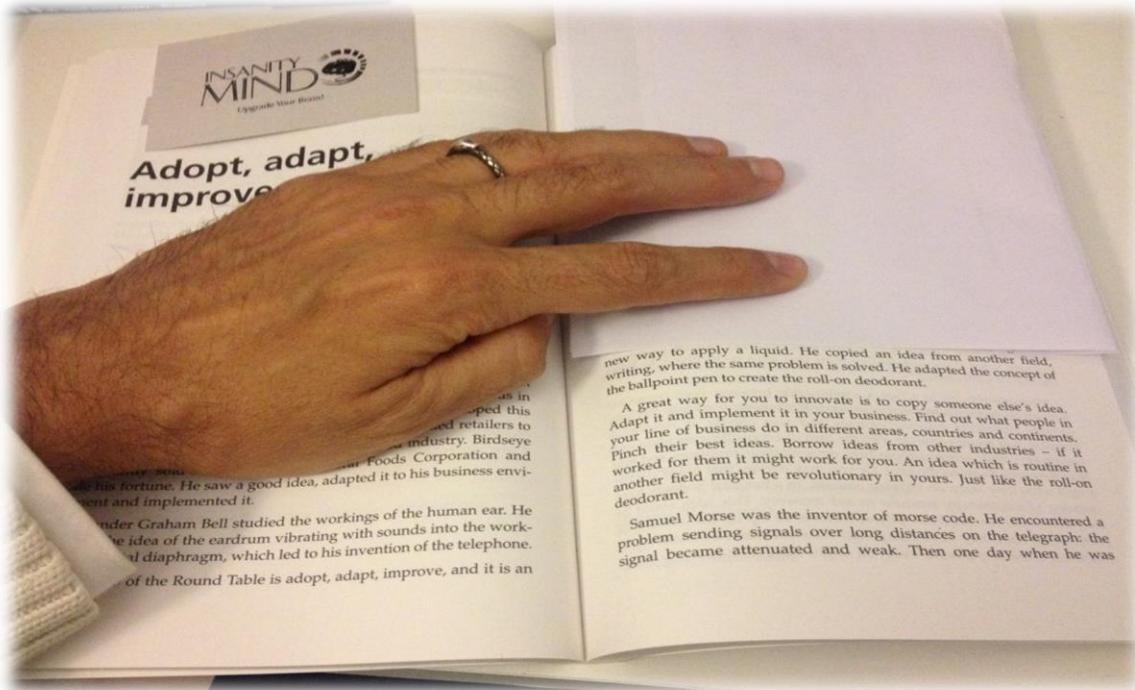
- i. **Read the passage below. The passage is written from first person point of view. Now write the passage from third person point of view.**

“My name is Michael Smith and I was born on the 30th of August, 1967 in Long Beach, California. My parents were Eddie Smith and Joan Smith. Both of my parents are deceased. My mom died at the age of 57 in 1994 from lung cancer which was the result of smoking her whole lifetime. My father died at the age of 69 in 2006 from a massive heart attack, which was also the likely result from a lifetime of smoking. Fortunately, I have been smart enough to avoid that bad habit.”

- ii. **Read the passage below. The passage is written from third person point of view. Now write the passage from first person point of view.**

“Something very painful was going on in Harry's mind. As Hagrid's story came to a close, he saw again the blinding flash of green light, more clearly than he had ever remembered it before -- and he remembered something else, for the first time in his life: a high, cold, cruel laugh. Hagrid was watching him sadly.”

2.2 Preventing Regression



Regression is a kind of action we confront during reading when we have to go back and forth to read and understand the passage so that the meaning is clear.

Sometimes our brain does not concentrate properly due to unfavorable environment or for any unknown reasons. When we read, sometimes we do not understand the meaning while skimming through and thus go back to where we have started. So, our reading speed decreases to a great extent. It occurs primarily due to the lack of confidence in ourselves, in our reading skill.

Regression can be prevented by following two quite simple steps. These are as follows:

1. We have to build the habit of reading and have to concentrate as much as possible. It does not matter whether we understand it or not but we must build the habit of engaging ourselves in reading.
2. We can cover the lines by a white paper that we have read. It may seem unfamiliar but it is effective. Whenever we read a line, we cover it by the white paper and thus go forward, continuing to read the passage. It will prevent us from going back to read the previous lines. We can miss some lines from following this step, but we have to make sure that we continue with our reading.

We can also maintain a workout to prevent regression. The process includes:

- We can select a book to read every day. It can be any book from any genre.
- We must continue to read the selected book for at least half an hour with acute concentration.
- We must concentrate and not think of going back to read the passage.
- We can follow the technique of covering the text with white paper which has been discussed earlier.

Activity

Watch the video below and read the following passage. Maintain the instructions to avoid regression.

<https://youtu.be/Qd6meu-nlQE>

Adapted from “The Rise of Pancho Villa” in *Insurgent Mexico* by John Reed (1913)

The roar began at the back of the crowd and swept like fire in heavy growing crescendo until it seemed to toss thousands of hats above their heads. The band in the courtyard struck up the Mexican national air, and Villa came walking down the street.

He was dressed in an old plain khaki uniform, with several buttons lacking. He hadn't recently shaved, wore no hat, and his hair had not been brushed. He walked a little pigeon-toed, humped over, with his hands in his trousers pockets. As he entered the aisle between the rigid lines of soldiers he seemed slightly embarrassed, and grinned and nodded to a friend here and there in the ranks. At the foot of the grand staircase, Governor Chao and Secretary of State Terrazzas joined him in full-dress uniform. The band threw off all restraint, and, as Villa entered the audience chamber, at a signal from someone in the balcony of the palace, the great throng in the Plaza de Armas uncovered, and all the brilliant crowd of officers in the room saluted stiffly. It was Napoleonic!

Villa hesitated for a minute, pulling his moustache and looking very uncomfortable, finally gravitated toward the throne, which he tested by shaking the arms, and then sat down, with the Governor on his right and the Secretary of State on his left.

Señor Bauche Alcalde stepped forward and pronounced a short discourse, indicting Villa for personal bravery on the field on six counts, which he mentioned in florid detail. He was followed by the Chief of Artillery, who said: "The army adores you. We will follow you wherever you lead. You can be what you desire in Mexico." Then three other officers spoke in the high-flung, extravagant periods necessary to Mexican oratory. They called him "The Friend of the Poor," "The Invincible General," "The Inspirer of Courage and Patriotism," "The Hope of the Indian Republic." And through it all Villa slouched on the throne, his mouth hanging open, his little shrewd eyes playing around the room. Once or twice he yawned, but for the most part he seemed to be speculating, with some intense interior amusement, like a small boy in church, what it was all

about. He knew, of course, that it was the proper thing, and perhaps felt a slight vanity that all this conventional ceremonial was addressed to him. But it bored him just the same.

Finally, with an impressive gesture, Colonel Servin stepped forward with the small pasteboard box which held the medal. General Chao nudged Villa, who stood up. The officers applauded violently; the crowd outside cheered; the band in the court burst into a triumphant march.

Villa put out both hands eagerly, like a child for a new toy. He could hardly wait to open the box and see what was inside. An expectant hush fell upon everyone, even the crowd in the square. Villa looked at the medal, scratching his head, and, in a reverent silence, said clearly: "This is a hell of a little thing to give a man for all that heroism you are talking about!" And the bubble of Empire was pricked then and there with a great shout of laughter.



Now, students will do the activities below.

1. Choose the correct answer.

i. How was Villa dressed?

- a) In new jeans
- b) In black uniform
- c) In old plain khaki
- d) In shirt

ii. Where did Governor Chao and Secretary of State Terrazzas join him?

- a) At the foot of the grand staircase
- b) At the church nearby
- c) At the corridor of the ground floor
- d) At the balcony behind the door

iii. Who talked about Villa's bravery on the field on six counts?

- a) Governor Chao
- b) Señor Bauche Alcalde
- c) Secretary of State Terrazzas
- d) Villa himself

iv. Which type of box was holding the medal?

- a) big silver box
- b) medium gold box
- c) wooden box
- d) small pasteboard box

v. Who has written “The Rise of Pancho Villa”?

- a) John Locke
- b) John Keats
- c) John Reed
- d) John Stuart

2. Find the statements whether they are true or false. Mark ‘T’ if it is true and mark ‘F’ if it is false. If false, then provide the correct information.

- a) Villa hadn't recently shaved, wore no hat, and his hair had not been brushed.
- b) Villa was very comfortable while sitting on the throne.
- c) Colonel Servin stepped forward with the medal.
- d) Villa put out his hands for the medal like a favourite food in the hand.
- e) The ceremony was not Napolenoic.

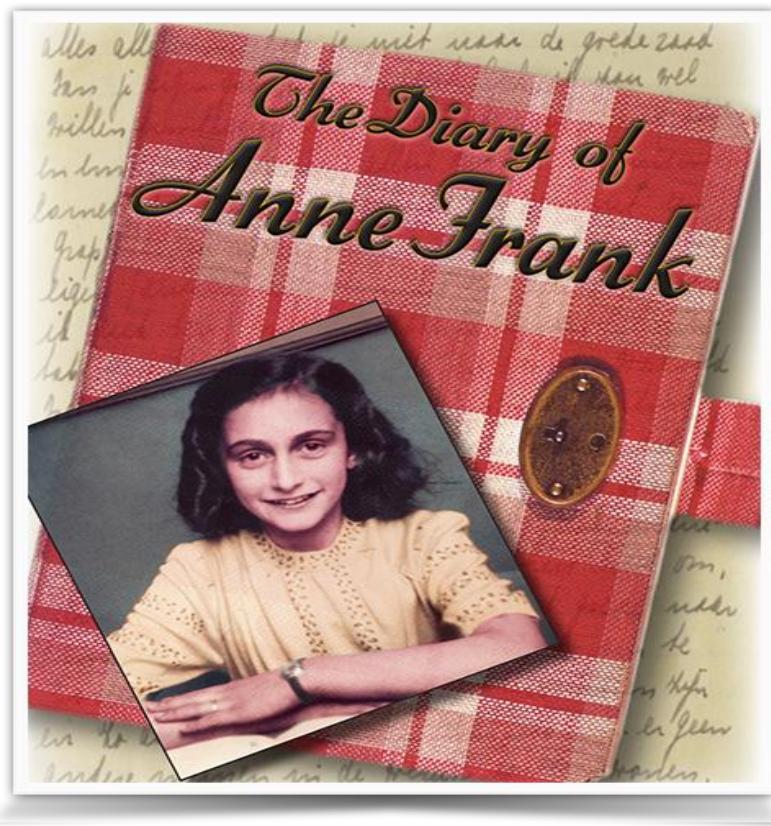
3. Answer the questions below.

- a) How did Plaza de Armas look when Villa was entering?
- b) Whom did Villa have by his sides while sitting on the throne?
- c) What did Chief of Artillary tell about Villa?
- d) What are the other extravagant names given to ‘Villa’ by the other three officers?
- e) What was the expression of Villa after receiving the medal?

Read the following passage and maintain the instructions to avoid regression.

“Revisiting Anne Frank’s Diary- ‘A Warm and Stirring Confession’” published on January 11, 2019 in “The New York Times”.

This week, Ruth Franklin reviews a new graphic adaptation of Anne Frank’s diary, which was originally published in 1947 in Dutch. In 1952, Meyer Levin, the author of “Compulsion,” reviewed “Anne Frank: The Diary of a Young Girl” for the Book Review. Below is an excerpt.



Anne Frank’s diary is too tenderly intimate a book to be frozen with the label “classic,” and yet no lesser designation serves. For little Anne Frank, spirited, moody, witty, self-doubting, succeeded in communicating in virtually perfect, or classic, form the drama of puberty. But her book is not a classic to be left on the library shelf. It is a warm and stirring confession, to be read over and over for insight and enjoyment.

The diary is a classic on another level, too. It happened that during the two years that mark the most extraordinary changes in a girl’s life, Anne Frank lived in astonishing circumstances: she was hidden with seven other people in a secret nest of rooms behind her father’s place of business, in Amsterdam. Thus, the diary tells the life of a group of Jews waiting in fear of being taken by the Nazis.

Anne's diary is a great affirmative answer to the life-question of today, for she shows how ordinary people, within this ordeal, consistently hold to the greater human values.

It is this unfolding psychological drama of a girl's growth, mingled with the physical danger of the group, that frees Anne's book from the horizontal effect of most diaries. Hers rises continuously, with the tension of a well-constructed novel. On the plane of physical suspense, a series of burglaries in the office-warehouse dreadfully endangers the hidden group.

Psychologically, the diary contains the completely rounded story of the development of a social nature; one lives in suspense, watching it unfold: will she understand her mother; will she surmount her perplexities; will she comprehend her body-changes, so frankly described?

There is anguish in the thought of how much creative power, how much sheer beauty of living, was cut off through genocide. But through her diary Anne goes on living. From Holland to France, to Italy, Spain. The Germans too have published her book. And now she comes to America. Surely she will be widely loved, for this wise and wonderful young girl brings back a poignant delight in the infinite human spirit.

Now, complete the following activities.

1. Choose the best answer.

i. With how many people was Anne Frank hidden?

- | | |
|----------|---------|
| a) seven | c) nine |
| b) eight | d) ten |

ii. The diary contains the completely _____ story of the development of a social nature.

- | | |
|---------------|------------|
| a) Mysterious | c) Flat |
| b) Doubtful | d) rounded |

iii. Where was Anne hidden?

- | | |
|-------------------|---------------|
| a) in France | c) in Italy |
| b) in Netherlands | d) in Germany |

iv. How many years had been the mark for Anne's life?

- | | |
|----------|--------|
| a) four | c) two |
| b) three | d) one |

v. What fear made the Jews hide from place to place?

- | | |
|-------------------------------------|-------------------------------------|
| a) fear of being killed | c) fear of facing natural disasters |
| b) fear of being taken by the Nazis | d) fear of being investigated |

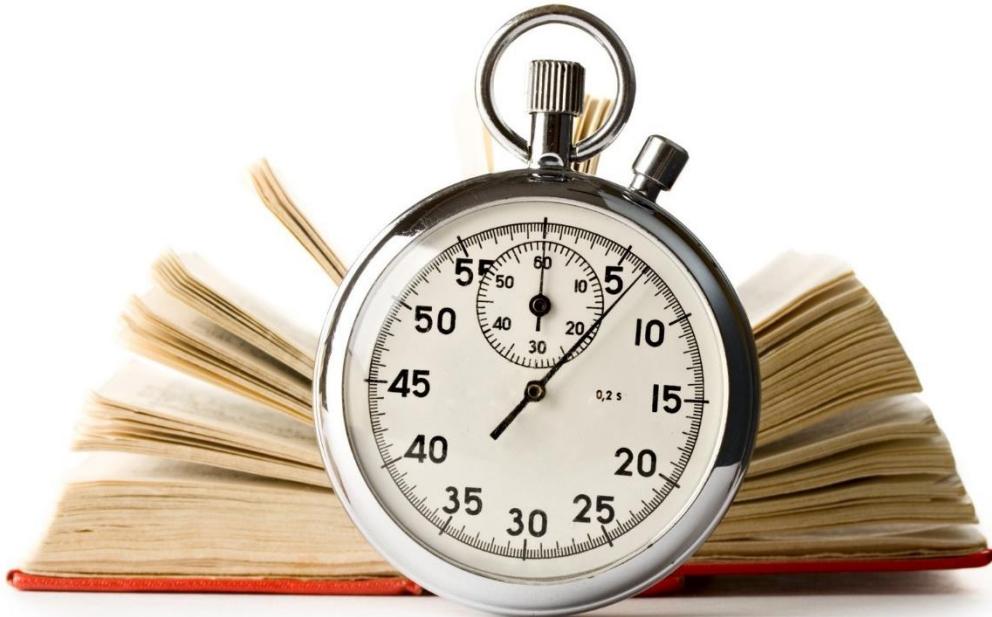
2. Find the statements whether they are true or false. Mark ‘T’ if it is true and mark ‘F’ if it is false. If false, then provide the correct information.

- a) The diary cannot be considered as a “classic”.
- b) Anne’s diary is a great affirmative answer to the life-question of today.
- c) It is a political drama written by a teenage girl.
- d) “Anne’s Diary” is not a well-constructed novel dictating the socio-political tension.
- e) Surely she will be widely loved, for this wise and wonderful young girl brings back a poignant delight in the infinite human spirit.

3. Answer the questions.

- a) What are the attributes of the little Anne Frank?
- b) What is the another level of the diary being ‘classic’?
- c) How is Anne’s diary an affirmative diary to the life questions of today?
- d) What are the psychological aspects of the novel?
- e) How widely is “Anne Frank’s Diary” appreciated?

3.1 Expanding Fixations



“Fixation” or “saccades” is a technique used for speeding up the reading process. We train and practice our reading through fixation and it helps us to read faster. We do not read in a straight line; we rather read with “jumps” or “stops”. Each of these jumps ends with a “fixation”. Fixation is the time when the eye stops to focus on the text under focus area (approx. a quarter at eight inches from reading surface). Each fixation stays one-fourth to one-half seconds in the untrained subject.

Finding out one’s own fixation: When a text is read with open eyes, the “eye stops” or “eye jumps” can be sensed by touching the eyelid of a closed eye.

Fixation causing inefficient reading: Back-skipping or subconscious re-reading occurs through misplacement of fixation. Untrained subjects use central focus but not horizontal peripheral vision span during reading. This results in 50 percent of the number of words that can be “read” in each fixation.

Expanding Fixation:

Fixating on individual words takes longer time to read. So, expanding fixation means to read multiple words in a single fixation point. We will follow the exercise below to expand our wpm (word per minute) rate.

Firstly—Determining the Baseline

To determine our current reading speed, we will take a book (which should lay flat open on a table). Then we will count the number of words in 5 lines and divide this number of words by 5. This is our average number of words-per-line.

Example: 62 words/5 lines = 12.4, which you round to 12 words-per-line

Next, we will count the number of text lines on 5 pages and divide by 5 to arrive at the average number of lines per page. Multiplying this by average number of words-per-line will give us our average number of words per page.

Example: 154 lines/5 pages = 30.8, rounded to 31 lines per page x 12 words-per-line = 372 words per page

Then, we will mark the first line and read with a timer for 1 minute exactly- we will not read faster than normal, and will read for comprehension. After exactly one minute, we will multiply the number of lines by the average words-per-line to determine our current wpm rate.

Secondly —Trackers and Pacers

Regression, back-skipping, and the duration of fixations can be minimized by using a tracker and pacer. Using a visual aid to guide fixation will help develop efficiency and accuracy.

For this exercise, we will use a pen. We will underline each line (with the cap on), keeping eye fixated above the tip of the pen. This will not only serve as a tracker, but it will also serve as a pacer for maintaining consistent speed and decreasing fixation duration.

1) Technique (2 minutes):

Practice using the pen as a tracker and pacer. Underline each line, focusing above the tip of the pen. DO NOT CONCERN YOURSELF WITH COMPREHENSION. Keep each line to a maximum of 1 second, and increase the speed with each subsequent page. Read, but under no circumstances should you take longer than 1 second per line.

2) Speed (3 minutes):

Repeat the technique, keeping each line to no more than $\frac{1}{2}$ second (2 lines for a single “one-one-thousand”). Some will comprehend nothing which is to be expected. Maintain speed and technique and you will be conditioning your perceptual reflexes, and this is a speed exercise designed to facilitate adaptations in your system.

Do not decrease speed. Half second should be allocated per line for 3 minutes. Focus above the pen and concentrate on technique with speed.

Thirdly —Perceptual Expansion

If we focus on the center of the computer screen, we can still perceive the sides of the screen. Training peripheral vision will register details more effectively and can increase reading speed over 300%.

To illustrate, let us take the hypothetical one line: “Once upon a time, students enjoyed reading four hours a day.” If you were able to begin your reading at “time” and finish the line at “four”,

you would eliminate 6 of 11 words, more than doubling your reading speed. This concept is easy to implement and combine with the tracking and pacing we've already practiced.

1) Technique (1 minute):

Use the pen to track and pace at a consistent speed of one line per second. Begin 1 word in from the first word of each line, and end 1 word in from the last word. DO NOT CONCERN YOURSELF WITH COMPREHENSION. Keep each line to a maximum of 1 second, and increase the speed with each subsequent page. Read, but under no circumstances should you take longer than 1 second per line.

2) Technique (1 minute):

Use the pen to track and pace at a consistent speed of one line per second. Begin 2 words in from the first word of each line, and end 2 words in from the last word.

3) Speed (3 minutes):

Begin at least 3 words in from the first word of each line, and end 3 words in from the last word. Repeat the technique, keeping each line to no more than $\frac{1}{2}$ second (2 lines for a single “one-one-thousand”).

Some will comprehend nothing which is to be expected. Maintain speed and technique—you are conditioning your perceptual reflexes, and this is a speed exercise designed to facilitate adaptations in your system. Do not decrease speed. Half second should be allocated per line for 3 minutes; focus above the pen and concentrate on technique with speed. Focus on the exercise, and do not daydream.

Fourthly—Calculate New WPM Reading Speed

Mark your first line and read with a timer for 1 minute exactly. Read at your fastest comprehension rate. Multiply the number of lines by your previously determined average words-per-line to determine the new words-per-minute (wpm) rate.

Final recommendations:

If used for study, it is recommended that you do not read 3 assignments in the time it would take you to read one, but rather, read the same assignment 3 times for exposure and recall improvement, depending on relevance to testing.

Activity

Each student will practice reading faster by reading the articles given below. They should try to use different techniques of fixation for speeding up their reading.

Article 1

The Bermuda Triangle



The Bermuda Triangle is a mythical section of the Atlantic Ocean roughly bounded by Miami, Bermuda and Puerto Rico where dozens of ships and airplanes have disappeared. Unexplained circumstances surround some of these accidents, including one in which the pilots of a squadron of U.S. Navy bombers became disoriented while flying over the area; the planes were never found. Other boats and planes have seemingly vanished from the area in good weather without even radioing distress messages. But although myriad of fanciful theories have been proposed regarding the Bermuda Triangle, none of them prove that mysterious disappearances occur more frequently there than in other well-travelled sections of the ocean. In fact, people navigate the area every day without incident.

Legend of the Bermuda Triangle

The area referred to as the Bermuda Triangle, or Devil's Triangle, covers about 500,000 square miles of ocean off the south-eastern tip of Florida. When Christopher Columbus sailed through the area on his first voyage to the New World, he reported that a great flame of fire (probably a meteor) crashed into the sea one night and that a strange light appeared in the distance a few weeks later. He also wrote about erratic compass readings, perhaps because at that time a sliver of the Bermuda Triangle was one of the few places on Earth where true north and magnetic north lined up.

Did you know? After gaining widespread fame as the first person to sail solo around the globe, Joshua Slocum disappeared on a 1909 voyage from Martha's Vineyard to South America. Though it's unclear exactly what happened, many sources later attributed his death to the Bermuda Triangle.

William Shakespeare's play "The Tempest," which some scholars claim was based on a real-life Bermuda shipwreck, may have enhanced the area's aura of mystery. Nonetheless, reports of unexplained disappearances did not really capture the public's attention until the 20th century. An especially infamous tragedy occurred in March 1918 when the USS Cyclops, a 542-foot-long Navy cargo ship with over 300 men and 10,000 tons of manganese ore on board, sank somewhere between Barbados and the Chesapeake Bay. The Cyclops never sent out an SOS distress call despite being equipped to do so, and an extensive search found no wreckage. "Only God and the sea know what happened to the great ship," U.S. President Woodrow Wilson later said. In 1941 two of the Cyclops' sister ships similarly vanished without a trace along nearly the same route.

A pattern allegedly began forming in which vessels traversing the Bermuda Triangle would either disappear or be found abandoned. Then, in December 1945, five Navy bombers carrying 14 men took off from a Fort at Lauderdale, Florida, airfield in order to conduct practice bombing runs over some nearby shoals. But with his compasses apparently malfunctioning, the leader of the mission, known as Flight 19, got severely lost. All five planes flew aimlessly until they ran low on fuel and were forced to ditch at sea. That same day, a rescue plane and its 13-man crew also disappeared. After a massive weeks-long search failed to turn up any evidence, the official Navy report declared that it was "as if they had flown to Mars."

Bermuda Triangle Theories and Counter-Theories

By the time author Vincent Gaddis coined the phrase "Bermuda Triangle" in a 1964 magazine article, additional mysterious accidents had occurred in the area, including three passenger planes that went down despite having just sent "all's well" messages. Charles Berlitz, whose grandfather founded the Berlitz language schools, stoked the legend even further in 1974 with a sensational bestseller about the legend. Since then, scores of fellow paranormal writers have blamed the triangle's supposed lethality on everything from aliens, Atlantis and sea monsters to time warps and reverse gravity fields, whereas more scientifically minded theorists have pointed to magnetic anomalies, waterspouts or huge eruptions of methane gas from the ocean floor.

In all probability, however, there is no single theory that solves the mystery. As one sceptic put it, trying to find a common cause for every Bermuda Triangle disappearance is no more logical than trying to find a common cause for every automobile accident in Arizona. Moreover, although storms, reefs and the Gulf Stream can cause navigational challenges there, maritime insurance leader Lloyd's of London does not recognize the Bermuda Triangle as an especially hazardous place. Neither does the U.S. Coast Guard, which says: "In a review of many aircraft and vessel losses in the area over the years, there has been nothing discovered that would indicate that casualties were the result of anything other than physical causes. No extraordinary factors have ever been identified."

Article 2

The Myth of Electra



“Electra” (Gr: *“Elektra”*) is a tragedy by the ancient Greek playwright Sophocles, probably dating from quite late in his career, around 410 BCE or later. It is based on the story of Electra and her brother Orestes, and the vengeance they take on their mother Clytemnestra and step-father Aegisthus for the murder of their father Agamemnon in the aftermath of the Trojan War. It is considered one of Sophocles’ most successful dramas.

As background to the play, King Agamemnon of Mycenae (or Argos in some versions of the myth) had returned from the Trojan War with his new concubine, Cassandra. His wife, Clytemnestra, who had borne a grudge against Agamemnon for many years since he had sacrificed their daughter Iphigenia at the start of the Trojan War in order to placate the gods, and who had in the meantime taken Agamemnon's ambitious cousin Aegisthus as a lover, killed both Agamemnon and Cassandra. Orestes, Agamemnon and Clytemnestra’s infant son, was sent abroad to Phocis for his own safety, while his sister Electra remained in Mycenae (although more or less reduced to the status of servant), as did their younger sister Chrysothemis (who, however, did not protest or look for vengeance against their mother and Aegisthus).

As the play begins, many years after Agamemnon’s death, Orestes, now a grown man, arrives in Mycenae in secret with his friend Pylades of Phocis and an old attendant or tutor. They hatch a plan to gain entrance to Clytemnestra’s palace by announcing that Orestes was dead, and that the two men (really Orestes and Pylades) are arriving to deliver an urn with his remains.

Electra has never come to terms with her father Agamemnon’s murder, and laments his death to the Chorus of Myceanean women. She argues bitterly with her sister Chrysothemis over her accommodation with her father’s killers, and with her mother, whom she had never forgiven for the murder. Her only hope is that one day her brother Orestes will return to avenge Agamemnon.

When the messenger (the old man of Phocis) arrives with news of the death of Orestes, therefore, Electra is devastated, although Clytemnestra is relieved to hear it. Chrysothemis mentions that she has seen some offerings and a lock of hair at Agamemnon’s tomb and concludes

that Orestes must have returned, but Electra dismisses her arguments, convinced that Orestes is now dead. Electra proposes to her sister that it is now up to them to kill their hated step-father Aegisthus, but Chrysothemis refuses to help, pointing out the impracticability of the plan.

When Orestes arrives at the palace, carrying the urn supposedly containing his own ashes, he does not recognize Electra at first, nor does she recognize him. Belatedly realizing who she is, though, Orestes reveals his identity to his emotional sister, who almost betrays his identity in her excitement and joy that he is alive.

With Electra now involved in their plan, Orestes and Pylades enter the house and slay his mother, Clytemnestra, while Electra keeps watch for Aegisthus. They hide her corpse under a sheet and present it to Aegisthus when he returns home, claiming it to be the body of Orestes. When Aegisthus lifts the veil to discover his dead wife, Orestes reveals himself, and the play ends as Aegisthus is escorted off to be killed at the hearth, the same location Agamemnon was slain.

The story is based on “*The Nostoi*”, a lost epic of ancient Greek literature and part of the “*Epic Cycle*”, roughly covering the period between Homer’s “*Iliad*” and his “*Odyssey*”. It is a variant on the story told by Aeschylus in “*The Libation Bearers*” (part of his “*Oresteia*” trilogy) some forty years earlier. Euripides also wrote an “*Electra*” play at around the same time as Sophocles, although there are significant differences between the two plots, despite being based on the same basic story.

“*Electra*” is widely considered to be Sophocles’ best character drama, due to the thoroughness of its examination of the morals and motives of Electra herself. Where Aeschylus told the story with an eye to the ethical issues associated, Sophocles (like Euripides) addresses the problem of character, and asks what kind of woman would want so keenly to kill her mother.

Electra as a person is very emotional and stubbornly devoted to the principles of justice, reverence and honour (even if sometimes her grasp on these principles seems questionable). Orestes, on the other hand is portrayed as a naïve and inexperienced youth, acting more because he has been so instructed by Apollo’s oracle than due to any intense or deep emotion. Chrysothemis is less emotional and more detached than Electra, and clings to the principle of expediency in the hopes of maximizing her own comfort and profit.

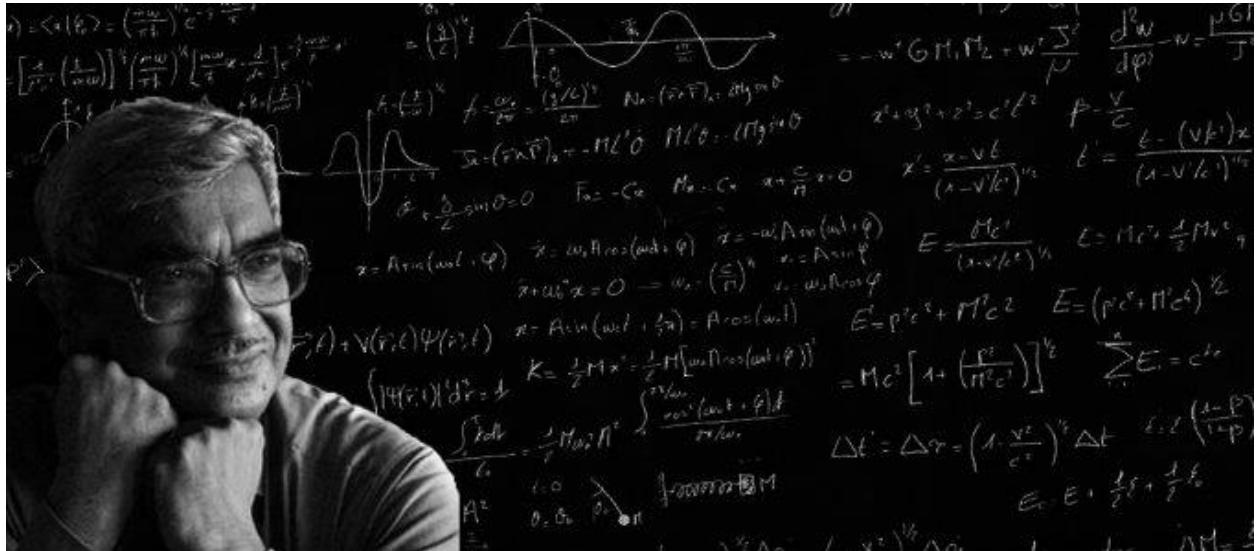
The Chorus of the play, comprised in this case of the virgins of the Mycenae palace, is traditionally reserved and conservative, although this Chorus abandons its conventional stance to wholeheartedly support both Electra and the play’s final act of vengeance.

The main themes explored through the play include the conflict between justice and expediency (as embodied in the characters of Electra and Chrysothemis respectively); the effects of revenge on its perpetrator (as the moment of revenge approaches, Electra grows increasingly irrational, demonstrating a questionable grasp on the very principle of justice by which she claims to be motivated); and the degrading effects of dishonour.

Sophocles acknowledges the “bad” sides of the “heroes” and the “good” sides of the “villains”, in effect blurring the distinctions between these two categories and lending the play a morally ambiguous tone. Many scholars are divided over whether Electra’s victory over her mother represents the triumph of justice or the downfall (even madness) of Electra.

Article 3

Professor Jamal Nazrul Islam



March 16, 2018 marked the fifth death anniversary of Professor Jamal Nazrul Islam. I know everyone is still mourning for Professor Stephen Hawking, but Professor JNI was also a larger-than-life figure. It is unfortunate that many people in Bangladesh don't know about him. In my mind, Hawking's greatest achievement was helping fund and create the Centre for Mathematical Sciences (CMS)—the largest mathematics department in the world. Professor JNI did something similar, although he didn't receive the acclaim and support that Hawking received. He established a centre, the Research Center for Mathematical and Physical Sciences (RCMPS), the only such centre in all of Bangladesh. This is an incredible achievement, a nation-building achievement.

People always measure the success of scientists by, for example, what discoveries they have made or what prizes they have won. But discovering something incredible is a haphazard process. You have to be smart. But more importantly, you have to be very lucky. I always think of Sidney Coleman in this context. He was a giant, an unparalleled expert on quantum field theory. He wrote incredibly important papers. Yet, he is not widely remembered because he is not credited with a “great discovery.” The same goes for giants like Tom Kibble, who in fact co-discovered the Higgs Mechanism, but was not widely credited for it, and is thus largely unknown to the wider population.

But the real measure of a scientist's success is what institutions they leave behind, and the students they have produced. Professor JNI, in that respect, is as large a personality as any in Asia, or elsewhere. His centre predated Cambridge's Centre for Mathematical Sciences by 15 years. Cambridge's centre, several years later, inspired the establishment of the African Institute for Mathematical Science (AIMS) by another one of JNI's Cambridge friends and Hawking protégés, Dr Neil Turok. AIMS is doing revolutionary work to create mathematical expertise in Africa, and in a way, both AIMS and Cambridge's CMS can be said to have been inspired by Professor JNI's vision of nation-building through mathematical sciences. It is unfortunate that JNI's own visionary

institution, RCMPS, is being underutilised, while the centres it fathered and grandfathered, CMS in Cambridge and AIMS in South Africa, are creating change throughout the rest of the world.

Nevertheless, JNI's influence can still be felt everywhere in academia. I myself would not have applied to Cambridge were it not for him. There are many others he trained and whose lives he touched and who are now guiding later generations of students. The people who we touch academically are, therefore, also the products of Professor Jamal Nazrul Islam.

Let me add one story about the benefits of being in Professor JNI's shadow. In 1995, my younger brother, Mahfuz Majumdar, was doing a science project for the Westinghouse Talent Search Competition despite going to school in Bangladesh. His project was an application of special relativity. He went to the Physics Department at the University of Dhaka to ask a professor some questions. The Professor was very dismissive and even rude when my brother asked whether he could borrow a copy of the famous relativity book *Gravitation* by Misner, Wheeler and Thorne. The professor told my brother that he was a fool for even thinking about reading such an advanced book. Thereafter, my brother contacted Professor JNI about his project. JNI enthusiastically invited him to visit his research centre despite Mahfuz being only a 17-years-old.

My father, brother and I then drove to Chittagong from Dhaka. Professor JNI spent nearly two hours with Mahfuz and was very kind to him. Then he surprisingly invited us to his home. Professor JNI had a huge library of books on Physics and Mathematics. I remember standing in awe of his collection for several minutes. He asked me whether I would like to borrow any books. My eyes grew wide. It was obvious I did. I then picked out a book and asked him whether I could borrow it. After another five minutes, I picked out another book and asked him whether I could borrow that one too. This went on until I had asked to borrow about 20 books, and he happily agreed every time.

One thing that everybody knows about Bangladeshi students is that they never return borrowed books. So, in the end I was just shocked by his kindness. I returned his books several weeks later after photocopying every single one of them. But instead of taking them to Chittagong, his daughter Sadaf so kindly agreed to carry them a huge bag of books on a flight from Dhaka to Chittagong. Who else in Bangladesh would let a total stranger borrow a huge bag of books and then let that person burden his daughter with carrying them on a plane flight back?

The one thing I remember most vividly from that trip to visit Professor JNI in 1995 is what my father said after meeting him “a superior human being.” That's what my father called him. I had never heard my father, Dr Badiul Alam Majumdar, call someone a “superior human being” before then. And I have never heard him call anybody that since then.

Article 4

New Year around the World



While most of the world celebrates New Year's Day on Jan. 1, there are many cultures that recognize the start of a new year on different dates.

Below are five New Year's cultural celebrations that occur throughout the year.

1. Lunar New Year – China

For 15 days, billions of people in China, as well as those from Asian countries including Indonesia and Vietnam, celebrate the Lunar New Year, also known as the Spring Festival. It gets the name ‘Spring Festival’ because the New Year’s first day marks the end of the most frigid part of winter, which means people can anticipate the start of the spring months.

It’s celebrated at the turn of the traditional lunisolar Chinese calendar, which indicates both the moon phase and the time of the solar year.

“The date for the Lunar New Year changes each year,” said Yi Wu, assistant professor of anthropology at Clemson University.

The New Year’s first day always falls on the new moon between Jan. 21 and Feb. 20, according to the Chinese lunar calendar.

Each New Year is named after one of 12 animals in the zodiac cycle. For instance, 2018 is the Year of the Dog.

Traditionally, celebrations run from the eve of the first day of the Lunar New Year to the Lantern Festival, which is held on the 15th day of the first calendar month and marks the festival's end.

2. Rosh Hashanah – Israel

Jewish people around the world celebrate the New Year in September or October during Rosh Hashanah, which means “Head of the Year.”

Rosh Hashanah is considered a time of rejoicing, introspection and celebrating the completion of another year. It's welcomed on the first two days of Tishrei, which is the seventh month on the Hebrew calendar.

The holiday is celebrated with traditions that include sounding the shofar, or ram's horn, in synagogue and eating foods like dates, leeks, beets and pomegranates.

Each food holds special meaning. For example, a popular Jewish tradition is eating honey-covered apples followed by prayer.

Ancient Jews believed that apples had healing properties and that the honey signified hope for a sweet new year.

Tashlich, a word with stems from the phrase “to cast” in Hebrew, is another custom of Rosh Hashanah.

Jewish people will walk to a body of water to shake out their pockets, symbolically casting their sins into the water.

3. Nowruz – Iran

For 13 days, about 75 million people in Iran and 30 million people in Afghanistan celebrate the rebirth of nature for Nowruz, which means “new day,” at the start of spring.

Also known as the Persian New Year, it's one of history's most ancient celebrations, having been celebrated for about 4,000 years.

“It is celebrated just like Christmas in Germany,” said Clemens Sehi, travel writer and creative director of travel magazine Travellers Archive.

“In Iran, families come together and give presents,” Sehi said. “It is also almost like Black Friday [in the United States], because shopping is an important event and wearing new clothes a must.”

A major part of the holiday is a deep cleaning about three weeks before the vernal equinox, during which homes are tidied and cleared of clutter to make way for a fresh start.

“The 13th day [of celebrations] is traditionally spent picnicking in the open air with all kind of pastries; this is supposed to take the bad omen of the number 13,” Sehi said.

In Afghanistan, the festival lasts three days and is celebrated with dance, music and kite flying, he said.

4. Pahela Baishakh – India and Bangladesh

Bengali people celebrate Pahela Baishakh in April, and celebrations are held on the first day of Baishakh, which is the first month of the Bengali calendar.

“This is at the beginning of the harvest season,” Sehi said. “The Bengalis perform cultural performances and [have] feast days, while the Sikhs celebrate with singing, dancing and reciting from their sacred book.”

“Shubho Noboborsho,” which translates to “Happy New Year,” is the traditional greeting for the Bengali New Year.

5. Diwali – India

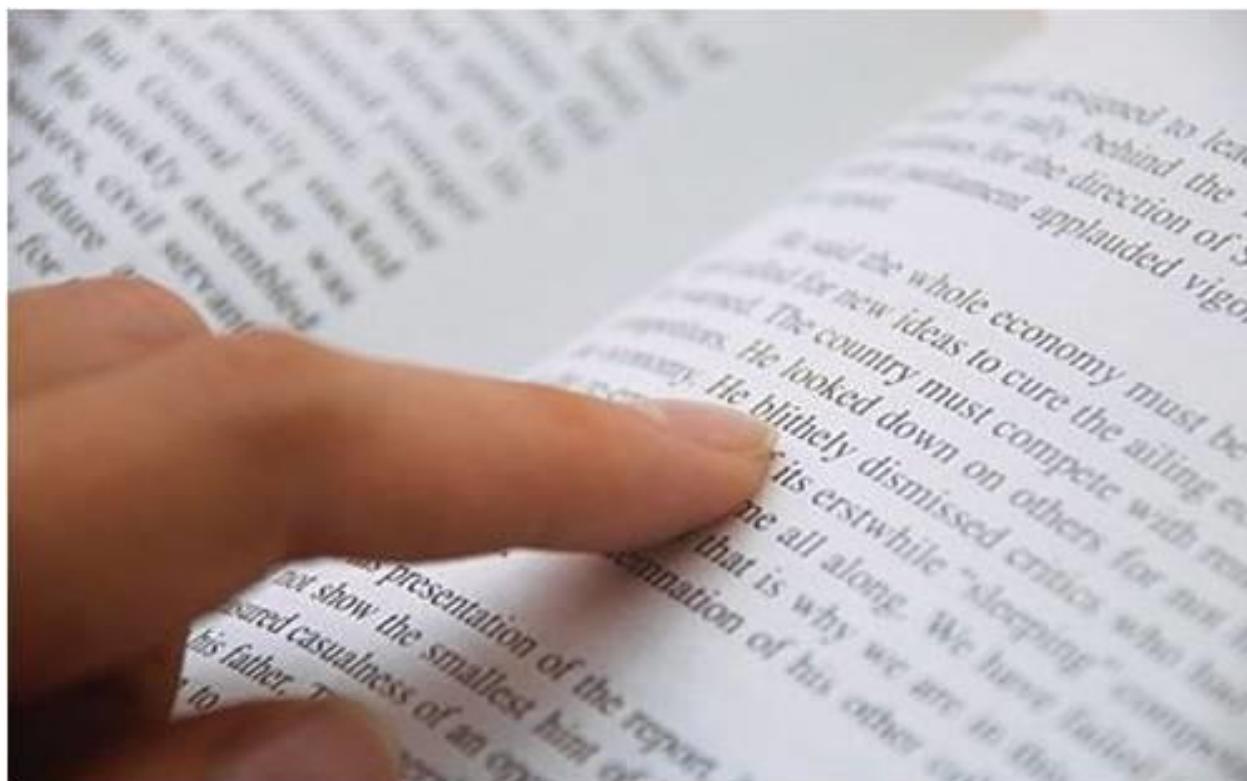
This festival of lights is enjoyed by millions of Sikhs, Hindus and Jains all over the world. Diwali celebrations coincide with the Hindu New Year, last for five days and are usually held between mid-October and mid-November, depending on the Hindu lunar calendar. Different cultures celebrate Diwali for a variety of reasons; to Hindus, for example, it signifies a celebration of triumph of good over evil after Rama, the lord of virtue, returned to his kingdom following 14 years of exile.

Festive fireworks mark the occasion, and families share sweets and gifts and give to those in need.

Similar to the Persian New Year, homes are traditionally cleaned and new clothes are worn for the festival.

3.2 Return Sweep

One of the techniques that speed readers employ to read faster is the reading sweep. The sweep movement is when a reader's eyes read as they move to the ending of one line and move onto the next paragraph. Rapid eye movement is mostly used while reading in this fashion. The eyes will also use returns whereas the readers smoothly, rhythmically and rapidly sweep through the information.



In other words, the eyes sweep to the following line, when the reader uses his eyes to move downward and back while continuing reading. Furthermore, while the eyes are in motion, the reader goes to the ending of one line and uses the eyes to sweep downward and back again. This makes the reader to move and go through the text swiftly without hesitation.

Reading eye movements are saccadic eye movements as we make a series of fixation-saccade-fixation sequences while reading. Larger words will have multiple fixations within them. The average duration of each fixation is about 250 msec in the mature reader and (>500 msec.) in the beginning readers.

Usually four components are discussed when the discussion is about reading eye movements:

- the saccades, the eye movement itself
- the fixation duration or the inter-saccadic interval
- the regressions (i.e. right-to-left eye movements)
- the return sweeps (going from the end of one line to the beginning of another line or paragraph)

Returning eye sweepers pause before starting to read. However, they rarely pause while reading. The reader practices his/her eyes sweeping smoothly and so s/he can move through the text swiftly. The reader practices to eliminate regression during his or her eye span.

If you want to practice speed-reading, you can follow the same pattern to check your comprehension level each time. The process is more like reading an article and keeping record of the time of reading and noting down the gist of the article. A progress profile chart and record of each time span on reading can be maintained in the process of learning speed reading. Also, comprehension from the material should be noted down. This will help you to work harder to read faster.

Overall, speed-readers use different eye movements. Each eye span, such as the fixation has its own style of reading. Some of the fixation readers jump from word to word stopping and pausing and returning to the information. Fixation readers hop so fast through material that they could stare off the paper and report exactly the same what they read. Indeed, speed-readers practice a lot to speed up their reading to the speed of a lightning.

Activity

The stories will be read by the students loudly, one by one. One of the students will start reading the stories and after reading a few lines, s/he will choose another student who will start reading from the place where the former reader had stopped.

The Aged Mother

(A Japanese folktale by Matsuo Basho)



Long, long ago there lived at the foot of the mountain a poor farmer and his aged, widowed mother. They owned a bit of land which supplied them with food, and they were humble, peaceful, and happy.

Shining was governed by a despotic leader who though a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel proclamation. The entire province was given strict orders to immediately put to death all aged people. Those were barbarous days, and the custom of abandoning old people to die was not uncommon. The poor farmer loved his aged mother with tender reverence, and the order filled his heart with sorrow. But no one ever thought twice about obeying the mandate of the governor, so with many deep and hopeless sighs, the youth prepared for what at that time was considered the kindest mode of death.

Just at sundown, when his day's work was ended, he took a quantity of not whitened rice which was the principal food for the poor, and he cooked, dried it, and tied it in a square cloth, which he swung in a bundle around his neck along with a gourd filled with cool, sweet water. Then he lifted his helpless old mother to his back and started on his painful journey up the mountain. The road was long and steep; the narrow road was crossed and re-crossed by many paths made by the hunters

and woodcutters. In some place, he got lost and confused, but he gave no heed. One path or another, it mattered not. On he went, climbing blindly upward -- ever upward towards the high bare summit of what is known as Obatsuyama, the mountain of the “abandoning of the aged”.

The eyes of the old mother were not so dim, so she noted the reckless hastening from one path to another, and her loving heart grew anxious. Her son did not know the mountain’s many paths and his return might be one of danger. So she stretched forth her hand and snapped the twigs from bushes as they passed. She quietly dropped a handful every few steps of the way so that as they climbed, the narrow path behind them was dotted at frequent intervals with tiny piles of twigs. At last the summit was reached. Weary and heart sick, the youth gently released his burden and silently prepared a place of comfort as his last duty to the loved one. Gathering fallen pine needles he made a soft cushion and tenderly lifted his old mother onto it. He wrapped her padded coat more closely about the stooping shoulders and with tearful eyes and an aching heart he said farewell.

The trembling mother’s voice was full of unselfish love as she gave her last injunction. “Let not thine eyes be blinded, my son.” She said. “The mountain road is full of dangers. Look carefully and follow the path which holds the piles of twigs. They will guide you to the familiar path farther down”. The son’s surprised eyes looked back over the path, and then at the poor old, shrivelled hands all scratched and soiled by their work of love. His heart broke within and bowing to the ground, he cried aloud: “Oh, Honourable mother, your kindness breaks my heart! I will not leave you. Together we will follow the path of twigs, and together we will die!”

Once more he shouldered his burden (how light it seemed now!) and hastened down the path, through the shadows and the moonlight, to the little hut in the valley. Beneath the kitchen floor was a walled closet for food, which was covered and hidden from view. There the son hid his mother, supplying her with everything she needed, continually watching and fearing she would be discovered. Time passed, and he was beginning to feel safe when again the governor sent forth heralds bearing an unreasonable order, seemingly as a boast of his power. His demand was that his subjects should present him with a rope of ashes.

The entire province trembled with dread. The order must be obeyed, yet who in all Shining could make a rope of ashes? One night, in great distress, the son whispered the news to his hidden mother. “Wait!” she said. “I will think. I will think” On the second day she told him what to do. “Make rope of twisted straw,” she said. “Then stretch it upon a row of flat stones and burn it on a windless night.” He called the people together and did as she said and when the blaze died down, there upon the stones, with every twist and fibre showing perfectly, laid a rope of ashes.

The governor was pleased at the wit of the youth and praised greatly, but he demanded to know where he had obtained his wisdom. “Alas! Alas!” cried the farmer, “the truth must be told!” and with deep bows he related his story. The governor listened and then meditated in silence. Finally, he lifted his head. “Shining needs more than strength of youth,” he said gravely. “Ah, that I should have forgotten the well-known saying, “with the crown of snow, there cometh wisdom!” That very hour the cruel law was abolished, and custom drifted into as far a past that only legends remain.

Now, do the following activities.

1. Choose the best answer.

i. Who governed Shining?

- a) an educator
- b) a farmer
- c) a king
- d) a warrior

ii. What was the principal food for the poor?

- a) the brown rice
- b) the not whitened rice
- c) the whitened rice
- d) the thin rice

iii. What was the peak of the mountain “abandoning of the aged”?

- a) Obatsuyama
- b) Hotakadake
- c) Norikura
- d) Warusawa

iv. Where was the walled closet for food?

- a) in the kitchen
- b) by the kitchen
- c) behind the kitchen
- d) beneath the kitchen

v. “with the crown of snow, there cometh _____ !”

- a) knowledge
- b) wisdom
- c) power
- d) integrity

2. Fill in the blanks with appropriate words.

Shining was governed by a (a)_____ leader who though a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel proclamation. The entire province was given strict orders to immediately put to death all aged people. Those were (b)_____ days, and the custom of abandoning old people to die was not uncommon. The poor farmer loved his aged mother with tender (c)_____, and the order filled his heart with sorrow. But no one ever thought twice about obeying the (d)_____ of the governor, so with many deep and hopeless sighs, the youth prepared for what at that time was considered the kindest mode of (e)_____.

3. Answer the following questions.

- a) What were characteristics of the governor of Shining?
- b) How was the road to Obatsuyama?
- c) Where did the poor farmer hide his mother?
- d) Why was the cruel law abolished?
- e) What do you think the governor meant by “Shining needs more than strength of youth,” ?

4. Summarize the story.

A Legend of Confucius
(A Chinese Folklore)

When Confucius came to the earth, the Kilin, that strange beast which is the prince of all four-footed animals, and only appears when there is a great man on earth, sought the child and spat out a jade whereon was written: "Son of the Watercrystal you are destined to become an uncrowned king!" And Confucius grew up, studied diligently, learned wisdom and came to be a saint. He did much good on earth, and ever since his death has been reverenced as the greatest of teachers and masters. He had foreknowledge of many things. And even after he had died he gave evidence of this.



"Confucius and His Disciples Yanzi and Huizi at the "Apricot Altar"". Illustration by Kano Tan'yû. Mid-17th century.

Once, when the wicked Emperor Tsin Schi Huang had conquered all the other kingdoms and was traveling through the entire empire, he came to the homeland of Confucius. And he found his grave. And, finding his grave, he wished to have it opened and see what was in it. All his officials advised him not to do so, but he would not listen to them. So, a passage was dug into the grave, and in its main chamber, they found a coffin, whose wood appeared to be quite fresh. When the

coffin was struck, it sounded like metal. To the left of the coffin was a door, which led into an inner chamber. In this chamber stood a bed, and a table with books and clothing, all as though meant for the use of a living person. Tsin Schi Huang seated himself on the bed and looked down. And there on the floor stood two shoes of red silk, whose tips were adorned with a woven pattern of clouds. A bamboo staff leaned against the wall. The Emperor, in jest, put on the shoes, took the staff and left the grave. But as he did so, a tablet suddenly appeared before his eyes on which stood the following lines:

O'er kingdoms six Tsin Schi Huang his army led,
To open my grave and find my humble bed;
He steals my shoes and takes my staff away
To reach Schakiu—and his last earthly day!

Tsin Schi Huang was much alarmed, and had the grave closed again. But when he reached Schakiu he fell ill of a hasty fever of which he died.

Note: The Kilin is an okapi-like legendary beast of the most perfected kindness, prince of all the four-footed animals. The “Watercrystal” is the dark Lord of the North, whose element is water and wisdom, which is the last reason Confucius is termed his son. Tsin Schi Huang (B.C. 200) is the burner of books and reorganizer of China famed in history. Schakiu (Sandhill) was a city in the western part of the China of that day.

Now, do the following activities.

1. Choose the correct answer.

i. What is the prince of all four footed animals?

- | | |
|--------------|----------|
| a) Kilin | c) Huang |
| b) Tsin Schi | d) Māo |

ii. When the coffin was struck, what did it sound like?

- | | |
|----------|----------|
| a) wood | c) metal |
| b) brick | d) stone |

iii. What was the colour of the silk shoes?

- | | |
|-----------|----------|
| a) yellow | c) blue |
| b) red | d) black |

iv. How did the Emperor die?

- a) fell ill of a hasty fever
- c) buried in the grave
- b) falling off from mountains
- d) natural death

v. What is the “Watercrystal”?

- a) the dark Lord of the East
- c) the dark Lord of the South
- b) the dark Lord of the West
- d) the dark Lord of the North

2. Fill in the blanks with appropriate words.

When Confucius came to the (a)_____, the Kilin, that strange beast which is the prince of all four-footed animals, and only appears when there is a great man on earth, sought the child and spat out a (b)_____ whereon was written: “Son of the Watercrystal you are destined to become an (c)_____ king!” And Confucius grew up, studied diligently, learned wisdom and came to be a saint. He did much good on earth, and ever since his death has been reverenced as the greatest of teachers and (d)_____. He had foreknowledge of many things. And even after he had died he gave (e)_____ of this.

3. Answer the following questions.

- a) What was the prophecy made for Confucius?
- b) When did Emperor Tsin Schi Huang come to the homeland of Confucius?
- c) How did the emperor find in the inner chamber?
- d) How did Tsin Schi die?
- e) What do you think led to the downfall of Tsin Schi

4. Summarize the story in your own words.

4.2 Process of Writing



Writing is a process that involves at least five distinct steps: **Outlining**, **Drafting**, **Revising**, **Editing** and **Publication**. It is known as a recursive process. While we are revising, we might have to return to the outlining step to develop and expand our ideas.

Outlining

An outline is a plan for or a summary of a writing project or speech.

An outline is usually in the form of a list divided into headings and subheadings that distinguish main points from supporting points. Most word processors contain an outlining feature that allows writers to format outlines automatically. An outline may be either informal or formal.

Outlining helps a writer to determine what to write, and the order in which to write it. It also helps a writer to reflect on what s/he has written, and the order in which s/he wrote it.

The process of outlining includes:

- **Brainstorm:** List all the ideas that are to be included.
- **Organize:** Group related ideas together.
- **Order:** Arrange material in subsections from general to specific or from abstract to concrete.
- **Label:** Create main and sub headings.

Drafting

The second step of the writing process is drafting. This step is where we write, or type, the rough draft of our story or paper. It is as simple as that. In this process, a writer organizes information and ideas into sentences and paragraphs. During drafting, the writer will compose an introduction to the piece and develop a conclusion for the material. At the end of this step of the writing process, the author will have completed a “rough draft.”

A first draft should include the following elements:

- **An introduction** that attracts the audience’s interest, tells what the essay is about, and motivates readers to keep reading.
- **A thesis statement** that presents the main point, or controlling idea of the entire piece of writing.
- **A topic sentence** in each paragraph that states the main idea of the paragraph and implies how that main idea connects to the thesis statement.
- **Supporting sentences** in each paragraph that develop or explain the topic sentence. These can be specific facts, examples, anecdotes, or other details that elaborate on the topic sentence.
- **A conclusion** that reinforces the thesis statement and leaves the audience with a feeling of completion.



Writing a Draft

■ Basics of a good draft:

- Has a fully developed introduction and conclusion
- Has fully developed body paragraphs, each containing a topic sentence, at least two examples, and detailed support
- Follows standard structure and uses complete sentences

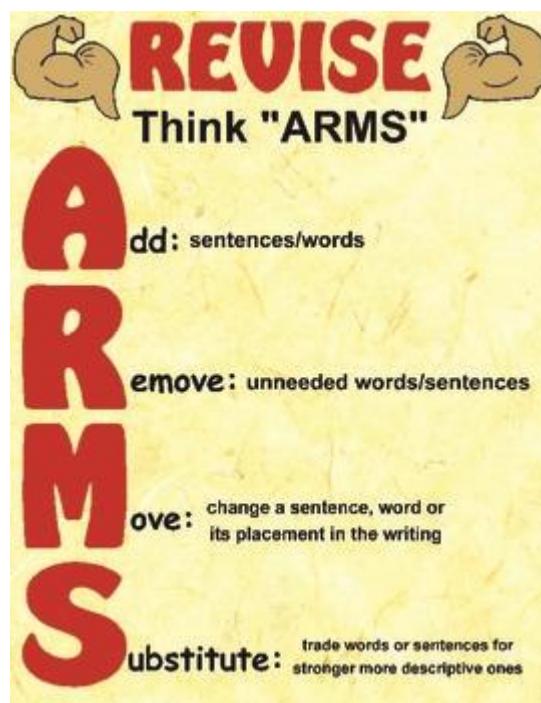
Revising

Revision is the stage in the writing process where a writer reviews, alters, and amends their message, according to what has been written in the draft. Revision follows drafting and precedes editing. Drafting and revising often form a loop as a work moves back and forth between the two stages.

During the revision stage of the writing process, writers may add, remove, move and substitute text. They have opportunities to think about whether their text communicates effectively to an audience, to improve the quality of their prose, and even to reconsider their content and perspective and potentially transform their own understanding.

In general, revision of written work can be guided by the following questions:

- Is the writing clear? Does it make sense?
- Is there enough information to describe ideas?
- Is there too much information so that the writing wanders off topic?
- Do the ideas flow in a logical order?



Editing

Editing is a stage of the writing process in which a writer or editor strives to improve a draft (and sometimes prepare it for publication) by correcting errors and by making words and sentences clearer, more precise, and more effective.

The process of editing involves adding, deleting, and rearranging words along with recasting sentences and cutting the clutter. Tightening our writing and mending faults can turn out to be a remarkably creative activity, leading us to clarify ideas, fashion fresh images, and even radically rethink the way we approach a topic.

Editing process mostly includes:

- Spelling
- Grammar
- Word use
- Formatting

Final Draft

The final stage in the process of writing an essay is editing the final draft and this stage is a significant one. Despite this, many students skip this stage due to time pressures. Thorough editing not only helps to minimize embarrassing spelling mistakes and awkward grammatical errors, it also provides us with an opportunity to identify any breakdown in logic in our argument. Most importantly, we can confirm if we have really fulfilled the requirements of the essay question and answered all parts of the question.

- **Take a break** after writing our second draft. We will have to revise our second draft at least three more times until it is put in order—will have a rest before starting the final copy of our paper.
- **Do a spellcheck** of the second draft. We should revise our paper in terms of misspelled words, typos, and accidental word repetitions; we could also perform a punctuation check at this interval.
- **Do a grammar check.** It is a process that requires extreme caution, because grammatical mistakes may be far less obvious than spelling errors. This check implies correcting faulty parallelisms, problems with noun-verb agreement, dangling participles, improper usage of passive voice, and so on.
- **After checking the language** of the paper, it is time to pay attention to its technical aspects. This includes the formatting style, reference list, in-text citations, and the title page. We have to make sure that all of these correspond with the requirements of our article or the publication we are submitting to.
- **Revise the whole piece** of writing once again. Since it is the last time, we will read through it with an intention to make corrections, be extra-attentive and check every little detail in the text. Evaluate the structure of the essay, the way our arguments are organized, and the credibility of these arguments. Check for poor or non-existent transitions between paragraphs, we have to pay attention to grammar, stylistics, syntax, and punctuation.

Publishing

This is the last and final stage in the writing process. This is where someone checks a paper to make sure that it is in the format required by an instructor. General things to include are:

A title page that has the title of the essay, writer's name, the name of the institution, the course name and number, and the instructor's name.

- 1-inch margins
- Double-spaced and size 12 font
- Page numbers at the top right corner
- A reference page

Activity

Students will form a group of five members. Each of the groups will choose one of the topics that are given below to write an article. However, each of the members will be in charge of a stage of the writing process. Suppose, the first student of the group will prepare an outline, the second one will write the first draft based on the outline, the third student will revise and point out the faults in the article, the fourth member will edit it and the last member of the group will prepare the final draft. All the drafts and papers must be included while submitting the final draft.

The topics of article writing are:

- a) My First Journey by Boat
- b) Wonders of Modern Science
- c) Population Problem in Bangladesh
- d) My Favorite Author
- e) Newspaper
- f) Unemployment Problem in Bangladesh

5.1 Editing



Editing is a process of writing in which the writer or editor rereads the draft, identifies the errors and corrects it. Editing is necessary to make the content more accurate and relatable. As it has been already stated, it is a crucial stage of the dynamism in writing process:

Outlining ⇔ Drafting ⇔ Revising ⇔ Editing ⇔ Proofreading

This checklist may help you in editing your report - could you tick off each item?

1) Purpose

- Clarifying the purpose
- Identifying the readers' needs

2) Information

- The main points
- Sufficient evidence
- Relevancy to the purpose

3) Presentation

- Left to right, top to bottom
- Spaces
- Layout of the text e.g. list, letter, note, fact-file etc.
- Heading and numbering

4) Language

- Easy to read sentences
- Punctuation
- Grammar
- Sentence combining techniques
- Vocabulary usage
- Choosing appropriate words
- No repetition

5) Accuracy

- Spelling strategies
- References
- Abbreviations

6) Relevancy check

Once the report has been written, it is vital that it has to be checked with the relevant parties to establish that the reported information is in accordance with requirements.

Some signs that are used in editing are as follows:

Core symbols

^	Insert	 cap	Uppercase
✗	Delete	 lc	Lowercase
○	Close up	 sc	Small caps
✗○	Delete and close up	 eq	Equal space
#	Space	 stet	Stet, or let it stand
	Transpose		
	Spell out		

Punctuation symbols

,	Comma	  M	Em dash
○	Period	 ↴	Apostrophe
;	Semicolon	 " / "	Quotation marks
:	Colon	?	Question mark
○/○/○	Ellipsis	!	Exclamation point
=	Hyphen	{ / }	Parentheses
	En dash	{ }	Brackets

Formatting symbols

	Boldface type		Roman type
	Italic type		Wrong font
	Underscore		

Layout symbols

[] Move left	 run in	Run in text
[] Move right	 ¶	Begin paragraph
[] Move up	 break	Break or rebreak
[] Move down	 bb	Bad break
(ct) Center		

Some examples:

1.

Hank didn't realize that the guests had already arrived but it was too late to do anything about it. Why didn't you tell me? he asked. I replied I thought you knew.
No He got only more angrier. He stomped away I threw up my hands in despair.

2.

i went home early today. I wasn't feeling good at school. It was raining day, so I go home and have a rest. When I wake up, I felt better.

Activity 1

Read and edit the following sentences. The types of mistakes include: Spelling, use of double negatives, subject verb agreement, capitalization, punctuation, use of parts of speech and repetition of words

1. Don't never use no double negatives
2. Concord between verbs and their subjects are vital.
3. Be alert when you proof-read, to make sure that you don't any words out, or write any words twice.
4. Be careful to never split an infinitive.
5. Use a dictionary to look up difficult words.
6. Because every sentence needs a main clause.
7. Writing correctly, unrelated participles must be avoided.
8. Punctuation, is important, but avoid the temptation, to use, too many commas.
9. Remembering to check carefully for a finite verb in every sentence.
10. Conjunctions can be used to join sentences, however sentence adverbs cannot.
11. Not ending a sentence with a preposition is another convention that attention must be paid to.
12. Your teacher and me insist that the correct pronouns should be selected; sorry, I mean your teacher and myself insist.
13. Eliminate the utilisation of unnecessarily complex vocabulary.
14. Limit the Use of Capital Letter to the Beginning of Sentences and for Proper Nouns.
15. The bottom line is, don't use clichés at this point in time; basically, always look for a viable alternative.
16. Do not begin a sentence with 'and'. And do not begin a sentence with 'but' either.
17. At all times and under all circumstances avoid repetitive, unnecessary redundancies, which often appear here, there and everywhere.
18. Remember that American spelling is out of favor.
19. Inappropriate use of hyperbole is a stylistic flaw that should be punishable by death.
20. Grow your writing skills by avoiding irregular verb forms that are impacting the language these days.
21. Paint your writing colourfully with a variety of flavours, but be careful not to mix your metaphors.
22. Do not 'use' too many "inverted 'commas.'"

23. Never use more than one exclamation mark!!
24. Sentences must be joined with conjunctions, they can never be spliced together with commas.
25. Use a thesaurus, which will help you not to use the same word repeatedly.
26. For consistency of style and register, don't chuck colloquial stuff into a formal sentence.
27. Do not write long, rambling sentences, avoiding particularly those in which long strings of prepositional phrases follow interminably one upon the other, like a weary line of exhausted hikers staggering through the narrow pass at the top of steep hill at the end of a long day.
28. If you proof-read your work carefully, looking for repetition that can be removed, you will find many examples of unnecessary repetition that can be eliminated by proof-reading and editing.
29. Express yourself simply and concisely on a daily basis.
30. Ellipsis is fine, but we always have and always will insist that it must be controlled carefully.

Activity 2

Read and edit the paragraphs that are given below.

i.

Bangladesh is a land of scinic beauty the country is blessed with natural beauties which attracts the tourists. It has beautiful beaches as well as the longest beach in the world. It is proud of its beautiful heritage and historical relics. To make best use of natural gift, the country has developed facilities of modern hotels, motels, rest houses, youth inns and restaurants. Modern of communication are also available at all tourist attractions. Some of the better known spots are: Dhaka – The City of Mosques; Chittagong which is Gate way to the Bay of bengal; Cox's Bazar named as The Tour Capital; Rangamati known as The Heart of the Lake District; Kaptai – The Lake Town, Sylhet as The Land of Two Leaves and a Bud; Sundarban was the House of the royal Bengal Tiger; Bandarban belived The Heelly Resort; Kuakata where the Sun Raises and Sets in the Sea; Mainamati known as the Sit of Lost Dynasties; Mahasthangarh as the The Ancient Seat of Buddhist Rule; Rajshahi familiar as The Silk Producing Centre; Paharpur refered as The Seat of Buddhist Learning; Dinajpur as the Ornamental Old Town Temple. and Mymensing known as The Heart of bengals Folklore.

ii.

Good manners is taught by us by our parents, teachers and elders. We show good manners what we saying and the way we say it. Good manners are also expressed by the way we behave and conduct ourselves Being polite and considerate is good manners. Being rude and arrogant in our words and deeds shows bad manners. Similarly, being quarrellsome and argumentative is bat manners. Speaking softly and gently is good manners. If a person shout so that it is bad manners. Again using abusive and offensive language is also bad manners. It is good manners to use

appropriate language at all times. One who uses words like thank you, sorry pardon and welcome in an appropriate way shows good manners. People around us is friend with us and appreciate us if we are good mannered. if we are good mannered, we can live a life of peace and harmoni harmoni.

iii.

Education sector are among those sectors that have benefitted immensely from the advent of computers and internet. In earlier times the students had to take out time visit the library and surf trough rose of books for hours and than collate the necessary information to prepare their notes, these days everything is just a click away. The time wasted in going to the library and searching and collating important information can know be used in studying and learning the same. Distance learning has also been made easy with the help of computers. Students can now attend courses and courses via video lectures and onlinning coaching. Computer and internet has also made it easier for the students to find out about the future prospect of various professional and choose their career path accordingly. Not not only just students, computers have also made things easy for the teachers. They also getting all the information about all they required right on their computer screen. Knowledge Sharing and Innovation has also become Much easier.



For further practice, please read the pages from 195-200.

5.2 Prewriting Techniques



What is Prewriting?

The prewriting stage generates ideas on a topic without focusing too much on organization and correctness, allows to begin creatively and truly to explore the scope and potential of the topic. Also, breaking the writing process down into stages makes it less stressful and more manageable and gives time to figure out what exactly to develop and explore in your paper.

Here are some successful prewriting strategies:

- Freewriting
- Scratch outline
- Clustering
- Questioning

Freewriting

Free writing is a prewriting technique in which a person writes continuously for a set period of time without regard to spelling, grammar, or topic. It produces raw, often unusable material, but helps writers overcome blocks of apathy and self-criticism. It helps to generate content for an essay. Freewriting process includes:

- Writing continuously,
- Letting thoughts unselfconsciously flow (often for about 5 to 10 minutes) without regard to spelling, grammar, style etc.
- No corrections are made. Because there are no restrictions on structure/format or length, freewriting allows the freedom to discover what to write about without worrying about rules or expectations.

Activity:

Analyze the following quote. Write ideas that are triggered by the text below.

"My mistress was, as I have said, a kind and tender-hearted woman; and in the simplicity of her soul she commenced, when I first went to live with her, to treat me as she supposed one human being ought to treat another. In entering upon the duties of a slaveholder, she did not seem to perceive that I sustained to her the relation of a mere chattel, and that for her to treat me as a human being was not only wrong, but dangerously so. Slavery proved as injurious to her as it did to me".

Freewriting:

Scratch Outline:

Scratch outline is the basic form of an outline. It is an informal list prepared by the writer. It can be considered as the rough list of the first ideas. A good scratch outline suggests the possible paragraph breaks. It acts as a source of topic statements and supporting sentences. This type of outline is also useful when time is limited (for example: writing in class or examination hall). However, it is tentative, and it is subject to change as the process of writing takes place.

Now, take a look at the following sample of a scratch outline.

Example:

Sample Process: Scratch Outline

TOPIC: Hershey Park

PRELIMINARY OR WORKING THESIS: Hershey Park dominates the Amusement Park world.

Working (Preliminary) Outline

- I. Milton Hershey
 - A. Childhood
 - B. Chocolate Factory
- II. Hershey Park
 - A. When did it open?
 - B. How has it changed?
 - C. What's it currently like?
- III. Other parks
 - A. Disney World
 - 1. Size
 - 2. Cost
 - 3. Number of visitors
 - B. Dorney Park
 - 1. Size
 - 2. Cost
 - 3. Number of visitors
- IV. Why is Hershey Park better?

Activity:

Create a scratch outline on:

Ethnic diversity of Bangladesh

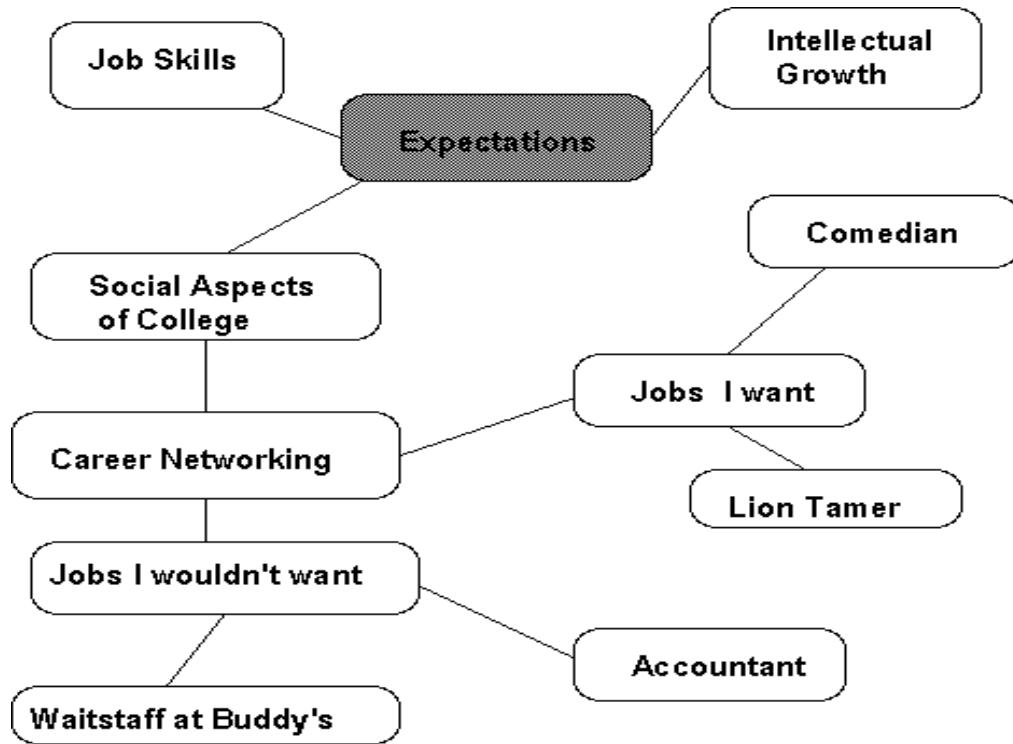
Clustering

Clustering, also known as mapping, is like listing where ideas are narrowed down and organized. Clustering provides a mental picture of the generated ideas and their connection to each other. Placement of the ideas on the page shows their relationship to each other. Ideas placed closer to the middle are the overarching key concepts that unify seemingly disparate ideas and details.

Thus the process of clustering includes:

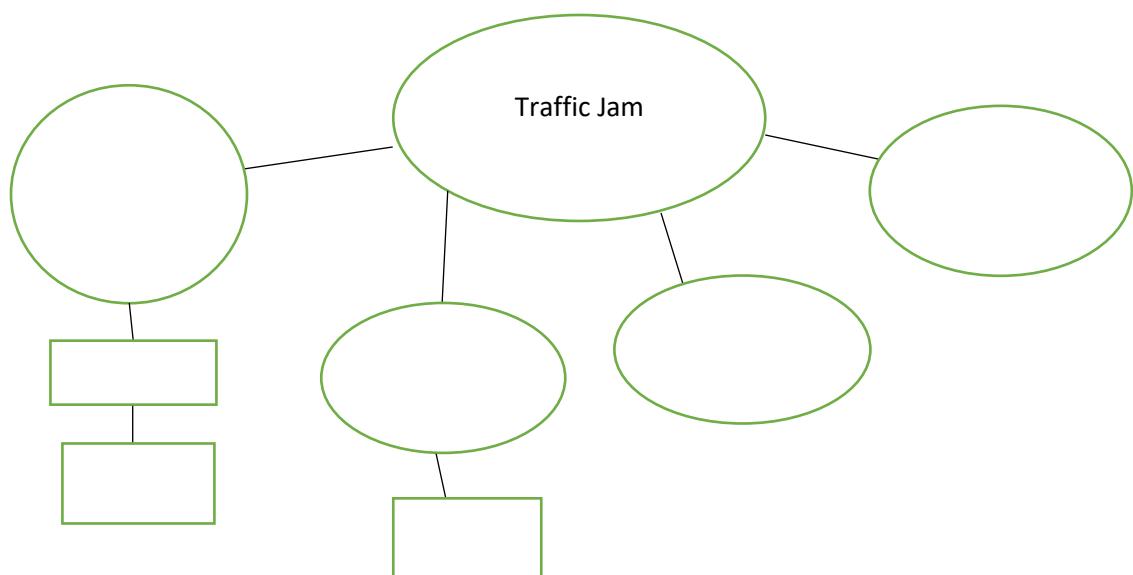
- Putting the subject in the center of a page; circling or underlining it
- As new ideas are generated, linking the new ideas to the central circle with lines
- Adding the ideas that relate to the new ideas in the same process

Example:



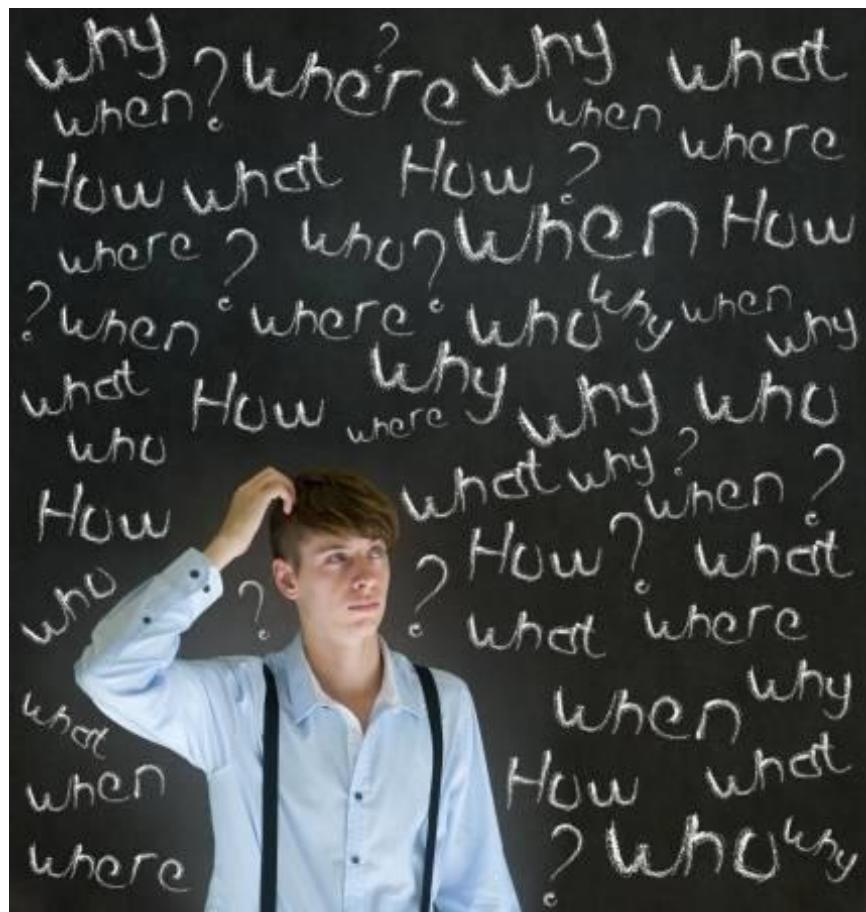
Activity:

Generate ideas about Traffic Jam and write them in the boxes.



Questioning / Asking Questions

Questioning is a good way to go about starting a story, an expository essay, or a research paper. The journalist's five Ws (*Who? What? Where? When? Why?*) have often been successfully used as a prewriting prompt for writers at many levels. But the writer may generate a more specific, topic-related set of questions, depending on the requirements of the assignment and his preliminary knowledge of the topic.



Ask Questions to Develop a Perspective on a Subject:

Asking "who," "what," "when," "where," "why," and "how" will reveal a sense of the subject's scope and of the angle in which one may want to approach the subject.

Ask Questions to Narrow a Subject:

Ask questions about the subject and use the answer to activate another question until a focused question is reached. (A question on which research can be conducted, or a question that can be answered with personal examples and details).

For example:

Subject:	Education	
	Education in what country?	the U.S.
	What level of U.S. education?	education for children
	What level of childhood education?	Head Start
	What do I want to know about it?	special programs
	Any particular programs?	reading readiness
	How effective are Head Start reading readiness programs?	

or

Subject:	Education	
	Education for whom?	college students
	What type of college student?	adult, returning student
	What problems do adult, returning students face?	

As a "chain" is developed using each answer to generate another question, the subject both narrows in scope and becomes more complex.

Ask Questions to Determine a Subject's Feasibility:

Once few subjects are acquired that might be appropriate for further development into essays or research papers, ask questions to determine each subject's feasibility:

- What exactly do I know about the subject?
- Where did I get my knowledge (first-hand experience, books, television, newspapers, discussions with others, etc.)?
- Will my knowledge yield sufficient examples and details for me to write in some depth about this subject, or will I have to do some additional research? That is, if I want to write about this subject, what else do I need to know?
- Where can I find additional information if I need more? Books? Magazines? Journals? Interviews with co-workers? Family members? Personal observations?
- Are these information sources readily available?

For further information, please read the pages from 205-211.

Activity:

Each member of the group will prepare one question on a particular topic. Then, the group will prepare answers for the questions. They will also create a short description of the topic using the answers.

7.1 Format of a Paragraph

What is a Paragraph?

A paragraph is a group of sentences about one particular topic or idea. It provides specific information on the topic. A good paragraph will not include irrelevant sentences. It will focus on the main idea.

Cohesion with Transitions:

A paragraph should be developed in cohesion. It requires ways of making one sentence flow naturally from another. So, a reader can follow the idea smoothly. Such an arrangement requires transitions like *furthermore*, *in particular*, *in the same way*, or *however*. There are hundreds of transitional words with which the internal organization of a paragraph is made coherent. Look at the following line using transitions:

"We will be here for a few more days so we can finish up some leftover work. Besides, we do not want to miss the Tech Info Conference taking place next week."

Transitional devices not only help in internal organization but also connect a paragraph to the rest of the piece that it belongs to. Paragraphs hardly exist in isolation. They usually are a part of a longer piece, like an essay or letter, and need to be clearly connected to what came before. So, transitions are used in topic sentences too, to sustain the link with the bigger write-up. We can use transitions from the following list:

LOGICAL RELATIONSHIP	TRANSITIONAL EXPRESSION
Similarity	also, in the same way, just as ... so too, likewise, similarly
Exception/Contrast	but, however, in spite of, on the one hand ... on the other hand, nevertheless, nonetheless, notwithstanding, in contrast, on the contrary, still, yet
Sequence/Order	first, second, third, ... next, then, finally
Time	after, afterward, at last, before, currently, during, earlier, immediately, later, meanwhile, now, recently, simultaneously, subsequently, then
Example	for example, for instance, namely, specifically, to illustrate
Emphasis	even, indeed, in fact, of course, truly

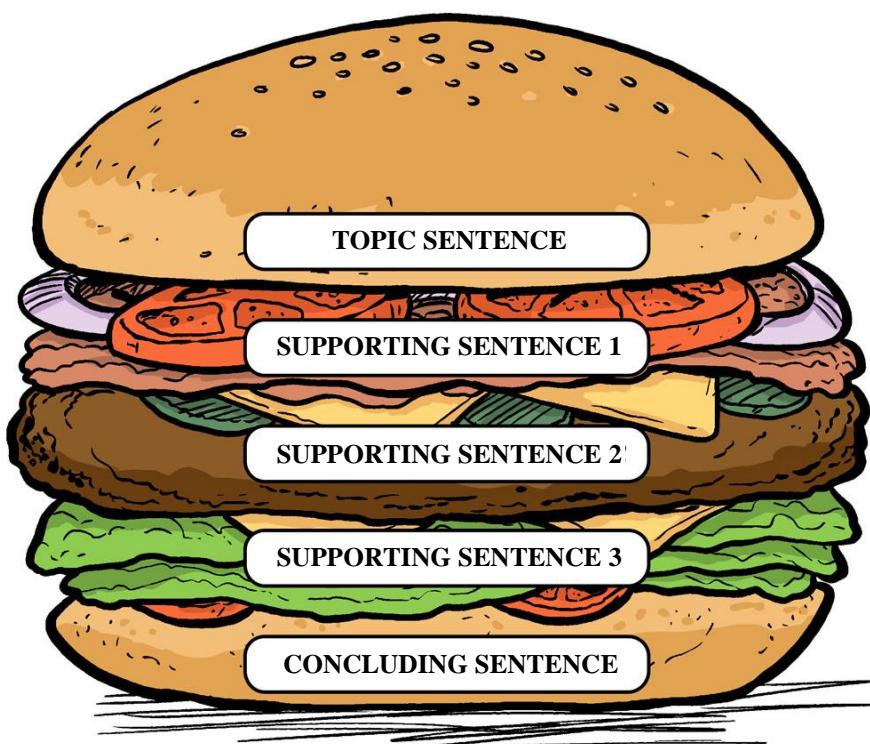
Place/Position	above, adjacent, below, beyond, here, in front, in back, nearby, there
Cause and Effect	accordingly, consequently, hence, so, therefore, thus
Additional Support or Evidence	additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then
Conclusion/Summary	finally, in a word, in brief, briefly, in conclusion, in the end, in the final analysis, on the whole, thus, to conclude, to summarize, in sum, to sum up, in summary

The Structure of a Paragraph

There are three parts of a paragraph:

- A topic sentence (introduction/beginning)
- Supporting sentences (body/middle)
- A concluding sentence (end/ conclusion)

The sentences follow one another from the beginning to the end of the paragraph. The parts of a paragraph are discussed below:



Part 1: Topic Sentence

The topic sentence is usually the first sentence in a paragraph. It tells the reader what the main idea of the paragraph is. In the topic sentence, the controlling idea which will be discussed in the paragraph is mentioned.

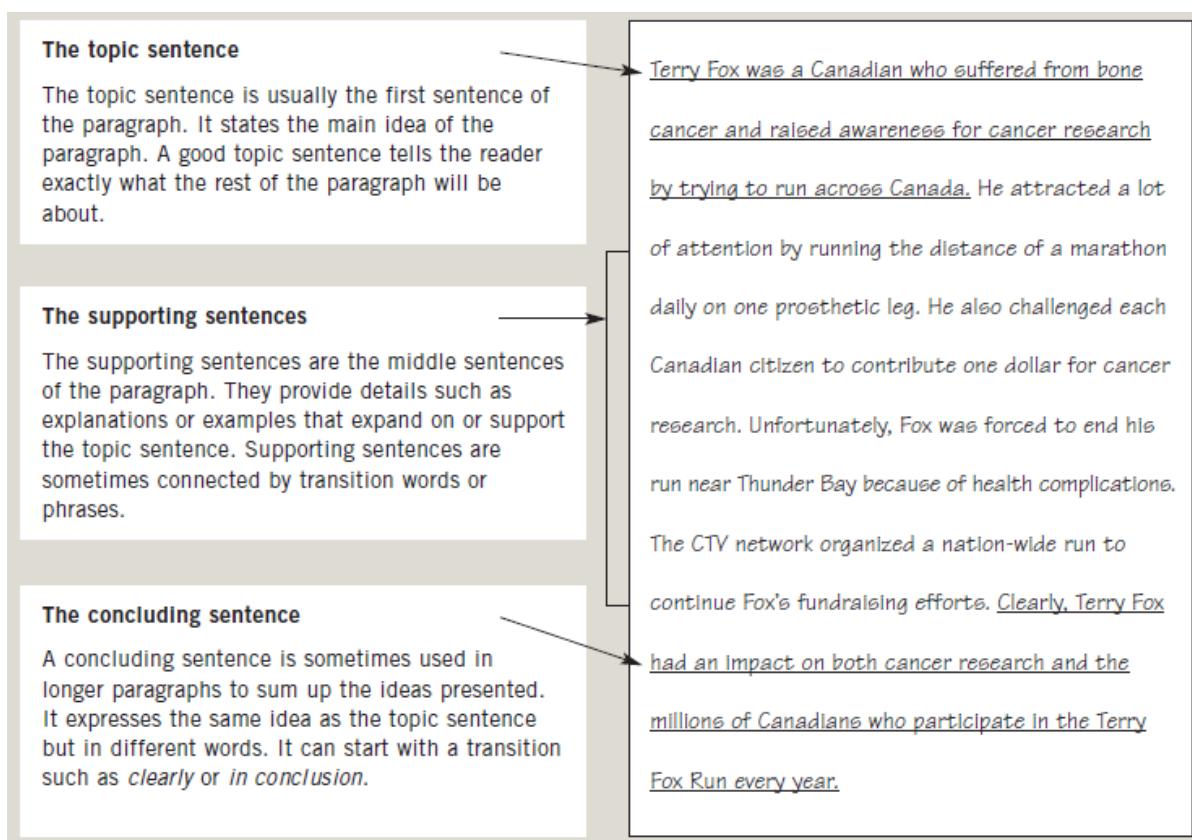
A good topic sentence should be clear and simple. It can be further explained, supported or proven too. The topic sentence should make the reader ask a question; for example: **What, Where, When, Why, or How?**

Part 2: Supporting Sentences

The supporting sentences give explanation, evidences and opinion to support the main idea of the paragraph. Therefore, all supporting sentences should help the reader to understand the topic and focus on the topic sentence better. It is important to review what is relevant and irrelevant while writing the supporting sentences. One should be careful and judge if each of the sentences helps him/her strengthen the point of the paragraph. Otherwise, the purpose of the paragraph will not be effective.

Part 3: Concluding Sentence

The concluding sentence is in the last part of the paragraph. It may restate the main idea of the paragraph. The concluding sentence may also give a short summary of what have been said in the paragraph.



Thus, a paragraph is like a sandwich. The topic and concluding sentences are the pieces of bread on the top and bottom, and the supporting sentences are the meat and cheese in the middle. When we write a paragraph, we use the topic sentence to tell our reader what we are going to say. Then we use the supporting sentences to say what we want to affirm. We may also add a final comment to the readers if we want. All of these are complementary to one another. Every paragraph in good academic writing uses the three-part structure.

Here we are going to limit our discussion on three types of paragraphs only. They are-

1. Descriptive Paragraph:

A descriptive paragraph usually describes a thing, a person, or a place. Detailed information allows the reader to form an image in his or her imagination. The better the description, the clearer the image is formed in reader's mind.

2. Narrative or Informative Paragraph:

An informative paragraph is a paragraph that provides the reader with information. It is similar to a research paper, but it is much shorter in length.

3. Argumentative Paragraph:

An argumentative paragraph tries to convince the reader that a particular point of view is worthy of consideration. It wants you to consider both sides of an issue, but it reveals a bias in favor of one side over another.

Please read the **Process Paragraph** on page 201.

For further information, Read the pages from 229-230.

Examples

Let's go through the samples of the various types of paragraphs that are given below-

Describing a Scene or Person

When you describe something or someone, you give your readers a picture in words. To make this “word picture” as vivid and real as possible, you must observe and record specific details that appeal to your readers’ senses (sight, hearing, taste, smell, and touch). More than any other type of writing, a descriptive paragraph needs sharp, colourful details.

Here is a description in which only the sense of sight is needed:

A rug covers the living-room floor.

In contrast, here is a description rich in sense impressions:

A thick, reddish-brown shag rug is laid wall to wall across the living-room floor. The long, curled fibres of the shag seem to whisper as you walk through them in your bare feet, and when you squeeze your toes into the deep covering, the soft fibres push you back at you with a spongy resilience.

Some impressions include sight (*thick, reddish-brown shag rug; laid wall to wall; walk through them in your bare feet; squeeze your toes into the deep covering; push back*), hearing (*whisper*), and touch (*bare feet, soft fibres, spongy resilience*). The sharp, vivid images provided by the sensory details give us a clear picture of the rug and enable us to share the writer’s experience. In the following section, a sample of a descriptive paragraph is provided.

A Depressing Place

The pet shop in the mall is a depressing place. A display window attracts passers-by who stare at the prisoners penned inside. In the right-hand side of the window, two puppies press their forepaws against the glass and attempt to lick the human hands that press from the outside. A cardboard barrier separates the dogs from several black-and-white kittens piled together in the opposite end of the window. Inside the shop, rows of wire cages line one wall from top to bottom. At first, it is hard to tell whether a bird, hamster, gerbil, cat, or dog is locked inside each cage. Only an occasional movement or a crawling, shuffling sound tells visitors that living creatures are inside. Running down the centre of the store is a line of large wooden perches that look coatracks. When customers pass by, the parrots and mynas chained to these perches flutter their clipped wings in a useless attempt to escape. At the end of this centre aisle is a large plastic tub of dirty, stagnant-looking water containing a few motionless turtles. The shelves against the left-hand wall are packed with all kinds of pet-related items. The smell inside the entire shop is an unpleasant mixture of strong chemical deodorizers, urine-soaked newspapers, and musty sawdust. Because so many animals are crammed together, the normally pleasant, slightly milky smell of the puppies and kittens is sour and strong. The droppings inside the uncleared birdcages give off a dry, stinging odour. Visitors hurry out of the shop, anxious to fresh air and sunlight. The animals stay on.

Narrating an Event

At times, we make a statement clearly by relating in details something that has happened. In the story we tell, we present the details in the order in which they happened. A person might say, for example, “I was embarrassed yesterday” and then go on to illustrate the statement with the following narrative:

I was hurrying across campus to get to a class. It had rained heavily all morning, so I was hopscotching my way around puddles in the pathway. I called to two friends ahead to wait for me, and right before I caught up to them, I came to a large puddle that covered the entire path. I had to make a quick choice of either stepping into the puddle or trying to jump over it. I jumped, wanting to seem cool, since my friends were watching, but did not clear the puddle. Water splashed everywhere, drenching my shoe, sock, and pants cuff, and spraying the pants of my friends as well. “Well done, Dave!” they said. My embarrassment was all the greater because I had tried to look so causal.

The speaker’s details have made this moment his moment of embarrassment vivid and real for us, and we can see and understand just why he felt as he did. In the following section, a sample of a narrative paragraph is provided.

A Frustrating Job

Working a baby-sitter was the most frustrating job I ever had. I discovered this fact when my sister asked me to stay with her two sons for the evening. I figured I would get them dinner, let them watch a little TV, and then put them to bed early. The rest of the night I planned to watch TV and collect an easy twenty dollars. It turned out to be anything but easy. First, right before we were about to sit down for a pizza dinner, Rickie let the parakeet out of its cage. This bird is really intelligent and can repeat almost any phrase. The dog started chasing it around the house, so I decided to catch it before the dog did. Rickie and Jeff volunteered to help, following at my heels. We had the bird cornered by the fireplace when Rickie jumped for it and knocked over the hamster cage. Then the bird escaped again, and the hamsters begun scurrying around their cage like crazy creatures. The dog had disappeared by this point, so I decided to clean up the hamster’s cage and try to calm them down. While I was doing this, Richie and Jeff caught the parakeet and put it back in its cage. It was time to return to the kitchen and eat cold pizza. But upon entering the kitchen, I discovered why the dog had lost interest in the bird chase. What was left of the pizza was lying on the floor, and tomato sauce was dripping from the dog’s chin. I cleaned up the mess and then served chicken noodle soup and ice cream to the boys. Only at nine o’clock did I get the kids to bed. I then returned downstairs to find that the dog had thrown up pizza on the living-room rug. When I finished cleaning the rug, my sister returned. I took the twenty dollars and told her that she should get someone else next time.

Comparing or Contrasting

Comparison and contrast are two everyday thought processes. When we *compare* two things, we show how they are similar; when we *contrast* two things, we show how they are different. We might compare or contrast two brand-name products (for example, Nike versus Adidas running shoes), two television shows, two instructors, two friends, or two courses of action we could take in a given situation. The purpose of comparing or contrasting is to understand each of the two things more clearly and at times, to make judgements about them. In the following section, a sample of a comparison or contrast paragraph is provided.

Day versus Evening Students

As a part-time college student who has taken both day and evening courses, I have observed notable differences between day and evening students. First of all, day and evening students differ greatly in age, styles, and interests. The students in my daytime classes are all about the same age, with similar clothing styles and similar interests. Most are in their late teens to early twenties, and whether male or female, they pretty much dress alike. Their uniform consists of jeans, a T-shirt, running shoes, a baseball cap, and maybe a gold earring or two. They use the same popular slang, talk about the same movies and TV shows, and know the same musical artists. But students in my evening classes are much more diverse. Some are in their late teens, but most range from young married couple in their twenties and thirties to people my grandparent's age. Generally, their clothing is more formal than the day students. They are dressed for the workplace, not for a typical college classroom. Many of the women wear skirts or dresses; the men often wear dress shirts or sweaters. And they are more comfortable talking about their mortgage or work schedules or child care than about what was on TV last night. Day and evening students also have very different responsibilities. For day students, college and a part-time job are generally the only major responsibilities. They have plenty of time to study and get assignments done. However, evening students lead much more complicated lives than most day students. They may come to campus after putting a nine-to-five day at work. Most have children to raise or grandchildren to baby-sit for. When they miss a class or hand in an assignment late, it is usually because of a real problem, such as a sick child or an important deadline at work. Finally, day and evening students definitely have different attitudes toward school. Day students often seem more interested in the view out the window or the cute classmate in the next row than in what the instructor is saying. They doze, draw cartoons, whisper, and write notes instead of paying attention. Evening students sit up straight, listen hard, and ask the instructor lots of questions. They obviously are there to learn, and they do not want their time wasted. In short, day students and night students are as different as ... day and night.

Dividing and Classifying

If you were doing the laundry, you might begin by separating the clothing into piles. You would then put all the whites in one pile and all the colours in another. Or you might classify the laundry, not according to colour, but according to fabric—putting all cottons in one pile, polyesters in another, and so on. *Classifying* is the process of taking many things and separating them into categories. We generally classify to better manage or understand many things. Librarians classify books into groups (fiction, travel, health, etc.) to make them easier to find. A scientist sheds light on the world by classifying all living things into two main groups: animals and plants.

Dividing, in contrast, is taking one thing and breaking it down into parts. We often divide, or analyze, to better understand, teach, or evaluate something. For instance, a tinkerer might take apart a clock to see how it works; a science text might divide a tree into its parts to explain their functions. A music reviewer may analyze the elements of a band's performance—for example, the skill of the various players, rapport with the audience, selections, and so on. In short, if you are classifying, you are sorting *numbers of things* into categories. If you are dividing, you are breaking *one thing* into parts. It all depends on your purpose—you might classify flowers into various types or divide a single flower into its parts. In the following section, two samples of a division-classification paragraph are provided.

Three kinds of Dogs

¹A city walker will notice that most dogs fall into one of three categories. ²First there are the big dogs, which are generally harmless and often downright friendly. ³They walk along peacefully with their masters, their tongues hanging out and big goofy grins on their faces. ⁴Apparently they know they're too big to have anything to worry about, so why not be nice? ⁵Second are the spunky medium-sized dogs. ⁶When they see a stranger approaching, they go on alert. ⁷They prick up their ears, they raise their hackles, and they may growl a little deep in their throats. ⁸"I could tear you up," they seem to be saying, "but I won't if you behave yourself." ⁹Unless the walker leaps for their master's throat, these dogs usually won't do anything more than threaten. ¹⁰The third category is made up of the shivering neurotic little yappers whose shrill barks could shatter glass and whose needle-like little teeth are eager to sink into a friendly outstretched hand. ¹¹Walkers always wonder about these dogs—don't they know that people who really wanted to could squash them under their feet like bugs? ¹²Apparently not, because of all the dogs a walker meets, these provide the most irritation. ¹³Such dogs are only one of the potential hazards that the city walker encounters.

Types of E-Mail

¹As more and more people take advantage of e-mailing, three categories of e-mail have emerged. ²One category of e-mail is junk mail, or spam. ³When most people sign on to their computers, they are greeted with a flood of get-rich quick schemes, invitations to pornographic Web sites, and ads for a variety of unwanted products. ⁴E-mail users quickly become good at hitting the “delete” button to get rid of this garbage. ⁵The second category that clogs most people's electronic mailbox is forwarded mail, most of which also gets deleted without being read. ⁶The third and best category of e-mail is genuine personal e-mail from genuine personal friends or colleagues. ⁷Getting such real, thoughtful e-mail can almost make up for the irritation of the other two categories.

The Hazards of Moviegoing

Although I love movies, I've found that there are drawbacks to moviegoing. One problem is just the inconvenience of it all. To get to the theater, I have to drive for at least fifteen minutes, or more if traffic is bad. It can take forever to find a parking spot, and then I have to walk across a huge parking lot to the theater. There I encounter long lines, sold-out shows, and everincreasing prices. And I hate sitting with my feet sticking to the floor because of other people's spilled snacks. Another problem is my lack of self-control at the theater. I often stuff myself with unhealthy calorie-laden snacks. My choices might include a bucket of popcorn, a box of Milk Duds, a giant soda, or all three. The worst problem is some of the other moviegoers. Kids run up and down the aisle. Teenagers laugh and shout at the screen. People of all ages drop soda cups and popcorn tubs, cough and burp, and talk to one another. All in all, I would rather stay home and watch a DVD in the comfort of my own living room.

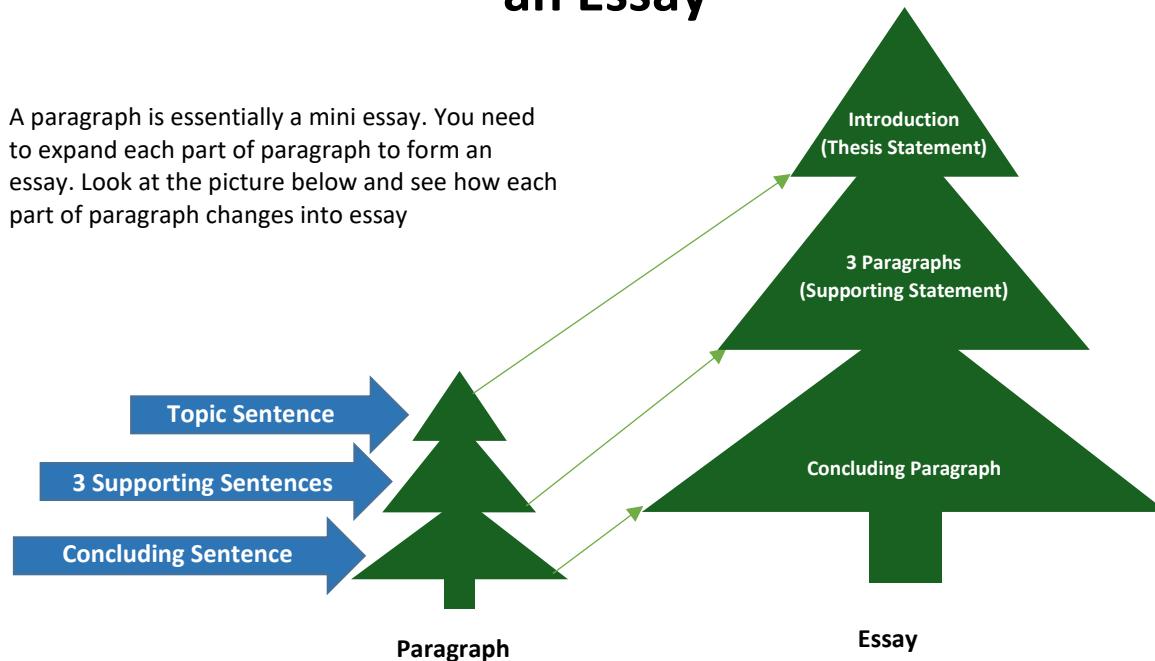
7.2 Differences between a Paragraph and an Essay

The relationship between a paragraph and an essay is symbiotic. An essay cannot exist without paragraphs, and four or more consecutive paragraphs about the same subject matter become an essay. Both paragraphs and essays have a distinct beginning, middle and end. The basic similarities and differences are given below:

Paragraphs	Essays
A paragraph typically has five sentences.	A typical essay has five paragraphs.
Paragraphs begin with a topic sentence.	Similarly, essays start with the introduction that has the thesis statement.
In a paragraph, each sentence builds upon the point made in the topic sentence.	The supporting body paragraphs build upon the thesis statement.
The supporting details need to be relevant.	The body paragraphs need to be coherent.
Paragraphs must end with a concluding sentence that states the basic point of the paragraph.	Essays end with a concluding paragraph that summarizes the overall content.

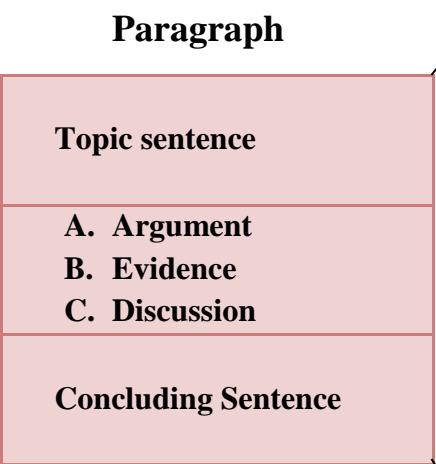
The Difference between a Paragraph and an Essay

A paragraph is essentially a mini essay. You need to expand each part of paragraph to form an essay. Look at the picture below and see how each part of paragraph changes into essay



Writing a paragraph

Paragraphs are the building blocks of any essay. This diagram shows the three main parts of an essay and offers an explanation of what should be contained within each of the component paragraphs

**Essay****A. INTRODUCTION (5%)**

- Arouse the reader's interest
- Set the scene
- Explain how you interpret the question set
- Define or explain key terms if necessary
- Identify the issues that you are going to explore
- Give a brief outline of how you will deal with each issue, and in which order

B. BODY (80%)**Paragraph 1**

- Covers the first thing you said you'd address.
- The first sentence (the topic sentence) introduces the main idea of the paragraph.
- Other sentences develop the topic.
- Include relevant examples, details, evidence, quotations and references.

Paragraph 2 and other paragraphs

The first sentence links the paragraph to the previous paragraph, then introduces the main idea of the paragraph

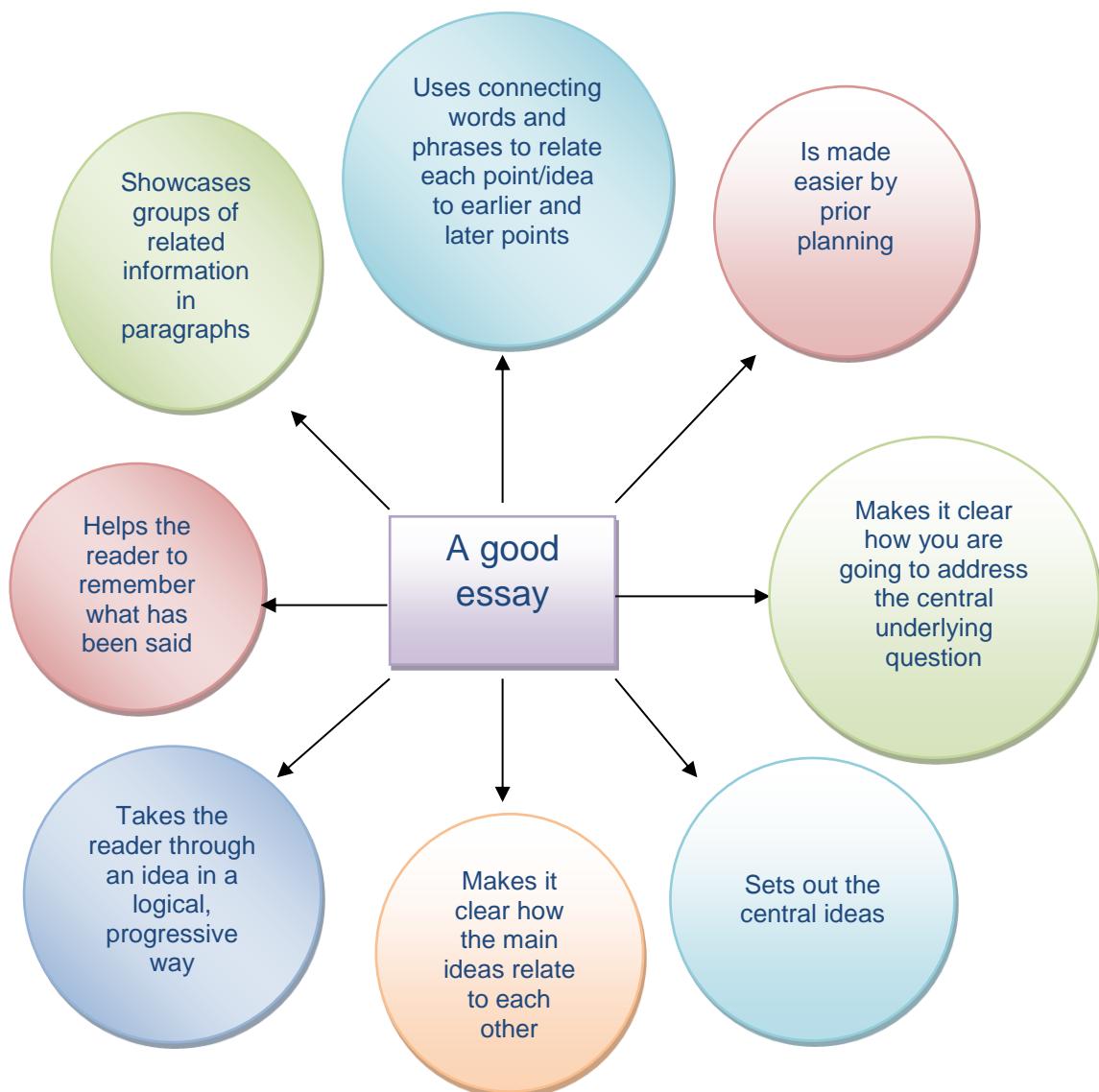
C. CONCLUSION (15%)

- Draw everything together
- Summarise the main themes
- State your general conclusions
- Make it clear why those conclusions are important or significant
- Do not introduce new material
- In the last sentence, sum up your argument very briefly, linking it to the title
- Set the issues in a broader perspective/wider context
- Discuss what you've failed to do – answers not clear, space limited
- Suggest further questions of your own

8.1 Structure of a Traditional Essay

An **essay** is a written piece with a theme, logically expressed in a well-organized structure. It requires knowledge and understanding of a topic, supported by research. Writing an academic essay means designing a coherent set of ideas under one argument or disposition. They essentially need to be linear—offering one idea at a time—presented in the order that makes most sense to a reader.

A good essay will cover the following features:



Structure of a Traditional Essay

An essay always includes an **Introduction**, a **Body**, and a **Conclusion**. The structure of different types of essay varies with changes in the body – which generally includes **five paragraphs**. The type is defined by the approach taken by the essay. Regardless of the approach, the essay is always sectioned in these three parts:

1. **Introduction:** An introduction gives a general **outline** of the whole essay. There is a **general statement** on the topic, which is the **thesis statement** of the essay. It comments on the title or topic of the essay; defines or explains any difficult or ambiguous terms in the title. The introduction directs the reader by stating which aspects of the topic the essay will cover and why.

THESIS STATEMENT: A **thesis statement** is the main disposition an essay takes (usually presented in one sentence, maximum two). Then, the introduction shortly dictates the points the essay will make in favor of the thesis statement.

2. **Body:** Depending on the type of the essay, the structure of the body changes. The body of a descriptive essay can have three paragraphs, each focusing on different sides of a topic. A discussion essay may only include two paragraphs in its body. So is the same for a comparative essay – one paragraph will compare and another will make a contrast between subjects. However, a comparison intensive essay will take two paragraphs for making a comparison and one for making a contrast. In the same way, a contrast-intensive essay will require more paragraphs to make a contrast. An argumentative essay needs two or three paragraphs for making the arguments and one paragraph for refutation. But the common factors in these paragraphs are- they will always start with the **topic sentence**, which will exhibit the approach; they will contain **explanation and elaboration**, supported by enough **evidences**, and a **concluding sentence**. The paragraphs will use **transitions**, **linking words**, and **connections to the previous statements**. It will create a linear flow which the reader will be able to follow easily.
3. **Conclusion:** The conclusion, again, will take 10% of the whole essay. It will summarize the points made in the body and will create a reference to the thesis statement. There will be no new information or evidence in this paragraph, and it will give a sense of ending.

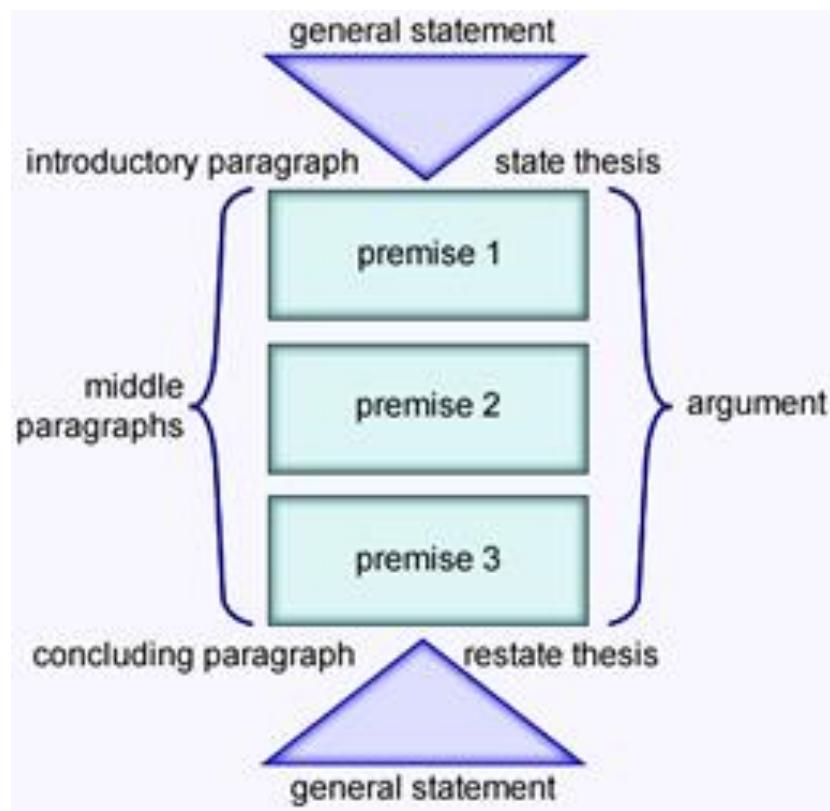


Fig: Structure of an essay

Mapping an Essay

As mentioned, the focus of an essay predicts its structure. Based on the above approaches, it decides what information readers need and the order in which they need to receive it. Thus, your essay's structure is necessarily unique to the main claim you're making. This requires mapping, and the easiest way to map an essay's ideas is using a written narrative. Such an account will give you a preliminary record of your ideas, and will allow you to remind yourself at every turn of the readers' needs in understanding your idea. Try making your map like this:

- State your thesis in a sentence or two, then write another sentence saying why it's important to make that claim.
- Begin your next sentence like this: "To be convinced by my claim, the first thing a reader needs to know is . . ." and draft why that's the first thing a reader needs to know, and name one or two items of evidence you think will make the case.
- Begin each of the following sentences like this: "The next thing my reader needs to know is . . ." Once again, say why, and name some evidence. Continue until you've mapped out your essay.

Your map should naturally take you through some preliminary answers to the basic questions of what, how, and why. It is not a contract, though—the order in which the ideas appear is not a rigid one. Essay maps are flexible; they evolve with your ideas.

Answering Questions: To map an essay or to make a draft, it's helpful to think of the different essay sections as answering a series of questions your reader might ask when encountering your thesis. (Readers should have questions. If they don't, your thesis is most likely simply an observation of fact, not an arguable claim.)

- **"What?"** The first question to anticipate from a reader is "what": What evidence shows that the phenomenon described by your thesis is true? To answer the question, you must examine your evidence, thus demonstrating the truth of your claim. This "what" or "demonstration" section comes early in the essay, often directly after the introduction. Since you're essentially reporting what you've observed, this is the part you might have most to say about when you first start writing. But be forewarned: it shouldn't take up much more than a third (often much less) of your finished essay. If it does, the essay will lack balance and may read as mere summary or description.
- **"How?"** A reader will also want to know whether the claims of the thesis are true in all cases. The corresponding question is "how": How does the thesis stand up to the challenge of a counter argument? How does the introduction of new material—a new way of looking at the evidence, another set of sources—affect the claims you're making? Typically, an essay will include at least one "how" section. (Call it "complication" since you're responding to a reader's complicated questions.) This section usually comes after the "what," but keep in mind that an essay may complicate its argument several times depending on its length, and that counterargument alone may appear just about anywhere in an essay.
- **"Why?"** Your reader will also want to know what's at stake in your claim: Why does your interpretation of a phenomenon matter to anyone beside you? This question addresses the larger implications of your thesis. It allows your readers to understand your essay within a larger context. In answering "why", your essay explains its own significance. Although you might gesture at this question in your introduction, the fullest answer to it properly belongs at your essay's end. If you leave it out, your readers will experience your essay as unfinished—or, worse, as pointless or insular.

For further information, please read the pages from 211-229.

Sample Essay

The Benefits of Regular Exercise

In recent years many people have become increasingly aware of the need for physical fitness. Almost everywhere people turn, whether it is to a news stand, television or billboard, advice for guarding and improving health bombards them. Although much of this advice is commercially motivated by those eager to sell vitamins, natural foods and reducing gimmicks, some of it, especially that advocating a regular exercise program, merits serious attention. Such a program, if it consists of at least thirty minutes three times a week and if a person's physician approves it, provides numerous benefits. Regular exercise releases tension, improves appearance and increases stamina.

The first of these benefits, the release of tension, is immediate. Tension builds in the body because of an over accumulation of adrenaline produced by stress, anxiety, or fear. Doctors agree that performing calisthenics or participating in an active sport such as tennis or volleyball for thirty minutes' releases tension. If a person swims, jogs or rides a bicycle for half that time, he or she should sleep better at night and have a better temperament the next day. In addition, after the release of tension, petty irritations and frustrations should be less troubling. For example, an employee upset by the day's work and by traffic congestion may rush home, argue with the family, and eat excessively. Taking about thirty minutes to release frustrations through physical exercise could help him or her to avoid this behavior. Planned physical exercise, therefore, can eliminate, or at least control, tension.

An improved appearance, which is the second benefit of regular exercise, is not as immediately apparent as a better disposition. Exercise takes perhaps a month or longer to show its results in a trimmer, firmer figure. Improvement, however, will come. A person who is ten pounds' overweight, for instance, may be able during this time to burn away most excess fat and to tighten muscles, thereby reshaping the physique. Having improved muscle tone and even posture, he or she will wear clothes more attractively and comfortably. This improved appearance will provide confidence and favorably impress others.

In addition to the self-confidence engendered by an improved appearance, increased physical strength produces stamina. A stronger, healthier body is obviously more capable of working harder, and, in fact, of withstanding normal fatigue than a tense, weak one. A worker who exercises should be able to complete a forty-hour week and still retain enough energy for mowing the grass, painting the garage, or cleaning windows. Similarly, the student who goes to school, keeps house and perhaps works part time should accomplish tasks efficiently. Equally important, this stamina helps to ward off illnesses such as- cold and influenza. Altogether, improved endurance is one of the most important benefits of a regular exercise program.

Although easy solutions to the goals of losing weight and achieving an attractive, energetic body saturate the media, actually acquiring these benefits is not easy. The rewards, however, are fully worth the effort of an established exercise program that makes a person feel relaxed, look healthy, and have adequate strength for strenuous as well as routine activities.

Activity 1:

Introductory and concluding paragraphs are provided below. Now, write the body paragraphs of the essay.

Essay Title: Does globalization only refer to economic expansion? Discuss.

Introductory paragraph:

Global trade has grown enormously since World War II, international trade in manufactured goods alone has grown an estimated 100 times from \$95 billion to \$12 trillion in the 50 years since 1955. However, some people may consider globalization much more than just trade. In the last twenty years the breadth and depth of links between nations and between regions has grown enormously. Communications costs have declined dramatically allowing easy daily contact via the web and telephone, enabling the outsourcing of IT and other services. Again, the transportation of people and goods has increased very substantially in the last few decades with great growth on the number of flights across borders. During the 80s and 90s growth rates in the number of airlines seats offered of 5% a year were not uncommon, in 2010 there are over 2.3 million flights per month. With this great growth in flights, this has allowed stronger business and personal links. Today we see a world much more interlinked than in the past. This connectivity among the countries of the world may be referred as globalization to some people whereas a number of people prefer ‘globalization’ to be an economical term.

Concluding paragraph:

In conclusion, globalization was often primarily focused on the economic side of the world in the recent past, such as trade, foreign direct investment and international capital flows. More recently the term has been expanded to include a broader range of areas and activities such as culture, media, technology, socio-cultural, political, and even biological factors, e.g. climate change. Eventually, globalization has become the process of the integration of economies, industries, markets, cultures and policy-making around the world. It is not anymore limited to be a specific term used in a particular field.

Activity 2:

Write a concluding paragraph of the essay given below.

All cultures, modern or traditional, are an accumulation of shared and learned meanings. In the history of mankind traditional culture appeared before science. Science was created as a replacement for traditional culture. This does not mean, however, that in traditional culture there is no science. They are connected to each other in the beliefs of many people. Even today, these concepts are mixed together among people.

Traditional Culture is a set of practices, beliefs, values and ways of life detained or held by a particular human group, which have been transferred to them from their intimates through their ancestors, people and society around them. Traditional culture may vary from place to place; it may take several forms. Within a specific religion it may be the holding and adaptation of some carnivals. Within society it may be defined as the act of behaving in a particular way that is being followed over a long period of time. For example, animal sacrifice is an integral part of Muslim Traditional Culture, and Thanksgiving Celebration is a part of American Traditional culture.

Traditional culture is somehow different from the modern culture because of the things which are not that much simple in the traditional culture. For instance, personal and professional life are considered as same in it; one can't have compartmentalized personal, business, religious and political life. A disadvantage related to traditional culture is its rigidity; it tends to remain constant for the longer period of time. It is fundamentally a conservative system. There is a little room for the inventions in the traditional culture; new things took place in the same manner as genetic mutation. On the other hand, modern culture welcomes the innovation and invention. In general, one may not find any rationality in the traditional culture because they are not backed by any scientific experiment; they only follow a story or a legend that occurred a number of years ago. The only one positive aspect of traditional culture is, it focuses on aesthetic view of society, and attaches humans with their historical past.

Activity 3:

Use the essay plan and fill it answering the question below:

“What difference can your actions make to reduce the effects of climate change?”

Paper Planning: A Simple Strategy

1. What are the key words or instructions in the essay question? Into how many parts is the question broken down?
2. Brainstorm ideas about the text in a spider diagram, starting to make the connections.
3. Write a thesis statement: keeping your essay question in mind, what do you plan to argue, or prove, in your paper?
4. Put ideas that will support your argument into hierarchical order.
5. Notes for introduction:

*Thesis Statement: This is where in the structure of the essay you would add the thesis statement.

6. Body Paragraphs

(Tip: When planning the main points, slot in any quotes or statistics from sources used.)

Point 1:

Point 2:

Point 3:

Point 4:

Point 5:

7. Notes for conclusion:

In addition, it may be a good...

8.2 Descriptive Essay

What is a Descriptive essay?

A descriptive essay is usually about describing a person, place, event, object, or experience. This type of essay provides a clear illustration and helps the reader to imagine vividly about the topic. One uses sensory information to enable readers to use their five senses of touch, taste, smell, sound and sight to understand the topic of the essay.

Descriptive Essay Writing

In this type of writing, the purpose is to use descriptive language to create an image in the reader's mind. It incorporates references to the five senses when writing the description.

When Writing:

1

Choose either an objective or subjective description

2

Describe what is seen, heard, touched, tasted, and smelled

3

Include active verbs in your writing

Guidelines for writing a Descriptive essay:

- Descriptive essay can be objective or subjective. Use details that can convey your feelings.
- Use sensory details, i.e. details that appeal to sight, sound, smell, taste, and touch.
- Use active verbs and variety of sentence types, such as a simple sentence, a compound sentence, or a compound-complex sentence.
- Use compact language avoiding words such as “pretty,” “really,” “a lot,” and “very”.
- Create a dominant impression (overall attitude, mood, or feeling about the subject).
- Use comparisons. In order to help the reader to make a mental picture, use similes, metaphors, personification, and analogies.
- Use reliable sources.
- It is said that - *“The best part of writing descriptive essays is that they can be about anything, so don't be afraid to just have fun with it.”*
- For different subjects, use different approaches, such as, for a person – tend to write about their personality and for an object – its shape, colour and so.

Writing an introduction of a Descriptive essay:

The introduction of a descriptive essay will start with the presentation of the subject – giving a little information on why it was chosen. The thesis statement should show the approach taken towards the subject by overall covering aspects of the person, place, object, etc. For example: *The Hockey Hall of Fame is full of sights, sounds, and experiences that will delight hockey fans of all ages.*

Writing the body of a Descriptive essay:

Descriptive essays have several ways of writing, and it needs to be assessed. We need to choose which kind of assessment for the ways of writing works best for presenting the subject. The methods of organization are:

- spatial (top to bottom, inside to outside, near to far) – for places, buildings or objects
- chronological – in case of events
- least-to-most, or most-to-least – on basis of importance and relevance of details about a person, or anything

Each body paragraph will cover a particular feature of or aspect about the subject.

Writing the conclusion of a Descriptive essay:

Conclusion of descriptive essay recaps the descriptive part of the thesis. For example: *The Hockey Hall of Fame is an experience that combines the best sights, sounds and history of the game in Toronto.*

Language of Descriptive essay:

Adjectives are the essence of descriptive essays. Descriptive phrases like the following can be used for expressing possible causes and effects: “*It was the best experience*”, “*It looked massive like kingdoms in fantasy stroies*”, “*everyone was feeling festive.*”

Outline of a Descriptive Essay

I. Introduction

Get the reader’s attention- ask a leading question, relay something enticing about the subject in a manner that commands attention. You could start with a related quote, alluring description or narrative.

Thesis Statement

State the thesis- what you are going to discuss. You could state the causes and effects to be discussed; comparison of subject X and subject Y; your position on the issue; your proposal if applicable; and the main points that will develop your argument.

II. Body

1. First Point, Topic sentence, Explanation
 - a. Supporting evidence (examples, facts, theories, statistics, quoted authorities, details, reasons, etc.)
 - b. Supporting evidence
 - c. (Conclusion and lead-in)
2. Second Point, Topic sentence, Explanation
 - a. Support
 - b. Support
 - c. Optional
3. Third Point, Topic sentence, Explanation
 - a. Support
 - b. Support
 - c. Optional

III. Conclusion

Summarize your thesis and how your evidence supports your points. Re-emphasize your thesis in a fresh way, showing how you have achieved your purpose. You may wish to appeal to the reader to see how you have come to a logical conclusion, or make a memorable final statement.

Samples of Descriptive Essay

Sample 1

Importance of Trees in Our Lives

Trees are the saviour of human race. It is claimed by the scientists that trees are living on earth for millions of years, even when there was no existence of humankind. However, nowadays people are forgetting that trees are very essential for our existence. They are cutting trees which is causing environmental degradation and so it is getting difficult for the human being to survive. Trees play an important role for human lives since trees have the ability to produce oxygen, to provide other essentials to humankind for living and to protect the environmental balance of earth.

The most important feature of trees is that they supply oxygen to the atmosphere. Human needs oxygen for breathing. Again, trees absorb the carbon-di-oxide which is emitted by human. Hence, trees play a vital role in the atmosphere to create balance between the supply of oxygen and carbon-di-oxide. This balance is crucial for the survival of human race.

Another important fact is that trees play a key role in human lives because they give us firewood and fruits. Trees are one of the primary sources of our food supply. The green leaves of trees produce starch- an essential part of food, and also they supply us fruits. They provide us timber and building material for our habitation. Besides, paper is made of wood. Trees give us rubber which is very useful for us. Some trees give us medicine and drinks. Thus, trees are supplying all the basic essentials that humankind needs.

Trees are also very important as they are the protector of the environment of this earth. The leaves of trees help to cool the air because they breath out a lot of water vapor. So, we find it cooler under a tree than inside a house. Again, forests attract rain which balances the temperature of earth. On another note, trees also check flood. They protect the soil from being washed off. Forest soil quickly absorbs water. To add, tree branches give shelter to birds and other wild animals. Hence, trees are needed to maintain the ecological balance and to keep the environment healthy.

Trees are our national wealth. They serve us the great purposes for survival and are the best friend that we have. Yet, we are cutting trees indiscriminately for our personal interest. We must reduce the number of cutting down trees, plant more and more trees and protect them.

Sample 2

Advancement of Science and Technology in Our Country

Science and technology plays a vital role in the modern life and profoundly influenced the course of human civilization. Technological advancement in the modern life has provided us lots of remarkable insights all over the world. Scientific revolutions have taken its full speed from the 20th century and has become more advance in the 21st century. We have entered to the new century in new ways and with all the arrangements for wellbeing of the people. Modern culture and civilization has become dependent over the science and technologies as they have become integral part of life according to the economic requirement and development of the people. Science and technology in our country is advancing through great discoveries, research and government's contribution.

First of all, we can see that, Bangladesh has become an important source of creative and foundational scientific developments and approaches. All the great scientific discoveries and technological achievements have improved the economic status and have created many new ways to the new generations to grow in the technologically advanced environment. Many new scientific researches and development have been made possible in the field of mathematics, architecture, chemistry, astronomy, medicine, metallurgy, natural philosophy, physics, agriculture, health care, pharmaceuticals, astrophysics, nuclear energy, space technology, applications, defence related research, biotechnology, information technology, electronics, oceanography and other areas.

Moreover, introduction of scientific researches, ideas and techniques to the field of education has brought a huge level of positive change in the new generation and provided them variety of new and innovative opportunities to work in the field of their own interest. For example, Dr. Maqsudul Alam has discovered the genome pattern of many important fiber and foods of our country.

In addition, technological development in any field enhances the economy of any nation. In order to improve the power of science and technology in Bangladesh, government has increased the availability of modern devices. 4G network has been promoted and studying ICT has been made compulsory for the endeavor of including science and technology in our day to day life.

In conclusion, our country is also using the technologies of science properly for the betterment of lives and whole growth. Advancement is seen everywhere through different discoveries and researches, and these are helping our economy to grow. Hence, the proper practice of science and technology should be more encouraged and appreciated.

Activity 1

Read the Essay



My Dream Home

Lenny Halfe

I was raised in the confines of a beautiful home (my stepfather is a carpenter). My parents were not wealthy by any means, but they did manage to keep our house looking sharp. I feel fortunate and blessed to have grown up in such a home.

Today, I am an "apartment rat." I am twenty-nine years old, and I have been living in one rental apartment or another for the past seven years. When I moved into my first apartment, I thought it was the coolest thing ever; I felt so independent, so grown up. Only after seven years, a marriage, and one child later do I realize that I want a house of my own. I want privacy. I want a permanent dwelling with a yard where I can raise my son and teach him how to play hockey or something. Anything.

I began thinking about getting my own house shortly after my son was born, and I have thought about it many times since. My dream house would be located in the country, but not too far from a large town or a city. It would be decorated by large pine trees on one side and small willows on the other with a large, open front lawn.

The house itself would be fairly simple, but not small. It would have a main floor and a basement and would measure fifty feet long by thirty feet wide. The front door would have to be facing south and have a large, slightly elevated balcony. The back door would thus face north, would function as the "main" door, and would have a small deck to greet visitors.

The internal layout of my dream home is very specific. The east side of the main floor contains a large master bedroom with a walk-in closet, a smaller second bedroom and a large bathroom. The living room/den is located in the southwest corner, while the kitchen sits in the northwest corner. A large closet greets people as they enter through the back door along with a doorway that leads to the stairs to the basement.

The first room encountered upon entering the basement is the laundry room, which sits in the northwest corner. It isn't very big, but it does contain a nice assortment of shelves. Next to the laundry room, on the west side of the basement, is a combination of a storage room and another bathroom. You have to enter the storage room to get to the bathroom, which is located on the southwest corner of the house. The south side of the basement is occupied by two rooms of equal size, one of them an office, the other a bedroom. Since the basement is fairly shallow, there are three feet by five feet sliding windows along the front and back of the house.

Finally, we arrive at the most important part of my dream home: the northeast corner of the basement. This, my friend, is where I spend countless hours practicing and teaching my son about the game of pool. This area of the basement is open and contains a regulation-sized nine ball pool table. That's one thing I could never fit in an apartment.

i. Prepare an outline from the sample of the descriptive essay that is given.

ii. Now, answer the following questions based on the sample descriptive essay you have just read:

- Design an outline for the essay "My Dream Home." Be sure to recognize the controlling idea—in this case a dominant impression—and the principle of movement from one part of the description to the next.
- In what way does each paragraph contain a specific example in support of the dominant impression?
- Does the house—in its entirety, as a compound of all its examples—represent an example of something larger than the house itself? If so, what does the house exemplify?

Activity 2

Read this short creative non-fiction piece and underline/highlight any of the descriptive words and phrases.

Snow

by Lee Martin

Once, when I was five, a snow storm came overnight and lingered into the morning. We lived on the farm then, and for some reason I can't recall, my mother and father set out up the lane in my father's Chevrolet pickup, leaving me in the care of my grandmother. I dragged a ladder-back chair to the front door and stood on it, so I'd be tall enough to look out the glass. I watched the back end of the truck slide a little in the deep snow before finding purchase and going on. My father turned onto the County Line Road, and I was still watching when the truck, nearly to the crossroads, slid into the ditch. I still remember the sight of my parents walking back up the lane, heads bent against the force of the snow, my mother's scarf tied beneath her chin, the skirt of her dress flapping around her legs, the bill of my father's cap dusted with snow, his cheeks red from the cold. Although I didn't know it then, this must have been one of the first times when I sensed that my parents lived inside imperfect bodies. They'd tried to move through space and failed. I didn't know as I felt the cold they carried back into our home, that this was only one of their many rehearsals for leaving this world. Now I think of their footprints in the lane, proof that they once walked upon this Earth— those footprints disappearing even as I celebrated my parents' return, all sign of them filling in with snow.

-- from Bending Genre: Essays on Creative Nonfiction

Activity 3

Now, write a descriptive essay on any of the topics.

Descriptive essays are easy to write since they tend to be personal and involve less research. So, it is sort of an opportunity for creative writing. You can choose a simple topic and yet, bring life to it, make it enjoyable to the readers by adding creativity.

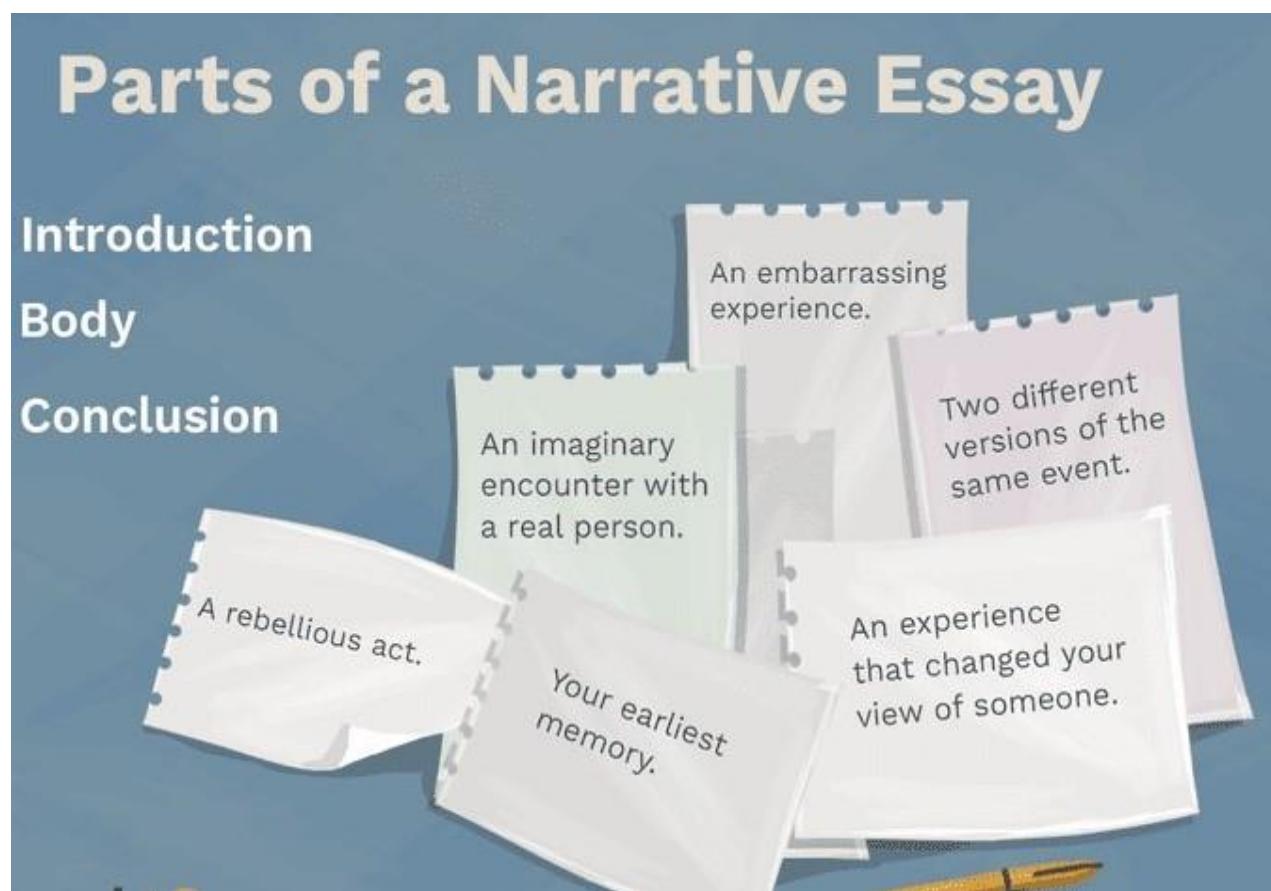
Descriptive Essay Topics

- A dream
- A nightmare
- A childhood memory
- A favorite place
- A train ride
- A pet
- A garden
- Your best friend
- Your favorite vacation
- An ideal teacher
- Your favorite fishing spot
- A photograph
- A painting
- A room
- Your favorite book
- The best restaurant in town
- The most embarrassing moment of your life

9.2 Narrative Essay

What is a Narrative essay?

A narrative essay is similar to the narration of a story. Like the descriptive essay, it also uses sensory details so that readers can get a mental picture and experience it with the narration. However, a topic of the narrative essay also can be – analysis of a famous quote or a literary piece from a certain point of view. While sharing the story or feelings, the essay also delivers a point across to the reader, for example, how a person or an event might have affected you to take a certain decision in life.



Guidelines for writing a Narrative essay:

- Determine the purpose of your essay.
- Build upon it throughout the essay using examples, stories, and other relevant details.
- Decide which point of view works best for you.
- Use descriptive language.
- Sequence events.

Writing an introduction of a Narrative essay:

The introduction of a narrative essay begins the story and its thesis statement sets the action. The setting, characters, and hints of the upcoming actions are provided here. The beginning of a narrative story needs to be catchy to hook the reader with the story. It can be like: “*The first time I participated in a competitive swim meet, I finished in last place. With more focused training and coaching, I was able to finish 2nd in the State Championship meet.*”

Writing the body of a Narrative essay:

The most often approach taken in case of a narrative essay is chronological. It can be made more lucrative by using flashbacks (writing the story from one point in time but then talking briefly about something that happened in the past) and foreshadowing (briefly talking about something that will happen in the future). It also can be written with the point of view of first person or third person. So, it depends on the stories and events which are developed by the presentation of the writer.

Writing the conclusion of a Narrative essay:

Narrative essays also need to have concluding ideas. It can deliver a moral of the story. Narratives are about experiences, and so there is usually a learning from it. The conclusion of a narrative essay also can make a prediction or a revelation about future actions that will happen as a result of the events in the story. Such as- *Every New Year's Eve, my wife and I return to that magical spot and remember the selfless act that saved our lives.*

Language of Narrative essays:

The key words used in narrative essays are related to time, such as – *last summer, few days ago, after a certain time, suddenly, on that day....* Climaxes and conflicts are used in narratives to entertain the reader. However, it is important to understand the differences of a narrative essay from story telling. The narrative essay needs a well-organized structure, must deliver a point, and the main purpose of writing it is not entertainment.

Outline of a Narrative essay

I. Introduction

- A. Attention-getter/hook
- B. Significance of topic
 - 1. Significance of topic to you
 - 2. Significance of topic to your reader
- C. Thesis (What is the central idea you want to get across with your essay?)

II. Set-up

- A. Background about event-to allow a reader to understand
 - 1. History of people or event
 - 2. Relevant details about the event
- B. People involved
 - 1. Description of relevant physical characteristics
 - 2. Description of relevant personality characteristics
- C. Setting
 - 1. Description of setting using five senses
 - 2. Explanation of significance of the setting
- D. Short anecdote or foreshadowing
 - 1. Details establishing conflict
 - 2. Details establishing the stakes for people

III. Beginning of Event

- A. Explain how things started to happen
- B. Show what people did to reach the point where the event was imminent-point of no return.
- C. Detailed sensory description of what happened
- D. Feelings about what happened

IV. Climax of Event

- A. Things come to a head
- B. Detailed sensory description
- C. Feelings about what happened

V. Resolution of Event

- A. Tell how things end up
- B. Sum up the event

Samples of Narrative Essay

Sample 1

Why I Lost my Heart at the Taj Mahal



Every tourist to India wants to see the legendary Taj Mahal. I too had planned a trip to visit the great architectural wonder in the city of Agra in UP of India. Having heard of the beauty and the stories around this Wonder of the World, it had been my long awaited dream to come face to face with this famed monument of love. Indeed, I could feel the wonderful beauty, the inspiration and the purity of love during my first visit at the Taj.

Firstly, I had the glimpse of the Taj Mahal from far but still could enjoy its beauty. To visit the Taj, I arrived in Agra, a walled city where there is an amalgamation of Hindu and Muslim history, evident in its rich architecture and culture. My hotel window gave me the most gorgeous view of the Taj. But all was worth it, as I gazed at the monument in the setting sun, bowing mentally to its grandeur, unable to wait excitedly for the next day when I would be able to visit it in person. Then, the day of the visit, I had to go by taxi to a parking lot, where I procured my entry ticket and from where the rickety charming rickshaw took me to the entrance of the Taj Mahal. I felt my excitement grow as I approached the mausoleum. The front gate is simple and doesn't give the slightest of hint of what lies behind. As soon as I stepped into the archway of the gate, I got my first glimpse! It was a picture perfect scene. The white glazing marble beauty, with reflecting waters and the green courtyard, against the backdrop of the sky, was enchanting. I was wondered at its simplicity and

austerity! For a while I forgot all about my surroundings and stood gaping! I must have dropped my jaw wide open in wonder I guess!

A slight brushing of another visitor against my shoulder woke me up from my reverie! The best known symbol of India is every bit true to its fame. Perfectly symmetrical structures that compose a geometric wonder have many a mathematician wondering as to how such precision could be achieved in those times. Having read up so many facts about it as a prelude to the visit, I too felt the same questions popping in my mind, as I traced the perfectly smooth circumference of one of the minarets! One of the rare attractions of this wonder is the awe it creates in both poets who draw inspirations from it for their compositions, as well as in architects who try to understand the flawless execution of the construction of this majestic edifice. The intricate carvings and inlay work in the walls was so beautiful! I wondered at how the craftsman from Persian and Mughal schools of architecture had gained such mastery. Completely immersed in my thoughts, I took rounds of the monument again and again and then went inside the tombs that are imitations of the real ones below. The scene inside was serene and equally captivating!

Lastly, I observed that trellis work which allowed light to trickle inside was awesome! Gazing inside the actual tombs from above left me with a mixed feeling of awe and a tingling sensation of feeling where I could vividly imagine the bodies of the emperor and his wife lying next to each other in peace forever. I bowed mentally to their undying love!

As I left the breath-taking beauty, I felt a bit sad, sure that I had left a part of me with it. Yet I felt richer, as I carried a part of the love and beauty of the Taj with me. So we became part of one another. Such is the enigma of the Taj! Perhaps it is this magnetic force that draws such reactions from each one of its visitors. This is what makes the Taj Mahal stand out from the other monuments of the era and beyond. I was very lucky to have experienced this charisma first-hand.

Sample 2

Frustration at the Airport



I had just spent the last three endless hours trying to get to the airport so that I could travel home. Now, as I watched the bus driver set my luggage on the airport sidewalk, I realized that my frustration had only just begun. My frustration was gradually increasing due to my lack of knowledge about places, my poor communication skill and my misfortune for a certain time but I was fortunate to get help from a stranger to get rid of the danger.

It was my first visit to the international terminal of the airport, and nothing was familiar with the places where I needed to be. I could not make sense of any of the signs. I did not know where the terminal and luggage port were. I had no idea where the immigration line was. I began to panic about the time. Even, I was not informed about the plane that I was about to avail on. I had to find help because I could not be late!

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

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

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

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

Activity 1

Read the sentences below. Which three sentences would not be good opening for a narrative essay? Put a tick (✓) next to these sentences. Explain why you think these sentences do not work well as hooks for narrative essays.

- a. The roar of race-car engines ripped through the blazing heat of the day.
- b. It was freezing on that sad December day.
- c. After my brother's accident, I sat alone in the hospital waiting room.
- d. My friend and I should not have been walking home alone so late on that dark winter night.
- e. Whales are by far the largest marine mammals.
- f. She gave her friend a birthday gift.
- g. The gleaming snow lay over the treacherous mountain like a soft white blanket, making the terrain seem safe instead of deadly.
- h. The Russian dictionary that we use in our language class has 500 pages.
- i. Amber never expected to hear the deadly sound of a rattlesnake in her kitchen garden.
- j. A shot rang out in the silence of the night.

Activity 2

Add supporting information to the following narrative essay. Be sure to write transition sentences.

A Bad Day

- A. I should never have deleted the chain letter e-mail from my computer. The letter clearly warned me that if I did, I would have one day of bad luck. Unlike my mother, I tend not to believe these types of things bringing bad luck: breaking a mirror, someone giving me the “evil eye,” or even opening an umbrella in the house. As a result, I got rid of this superstitious e-mail with one quick click of the mouse. That night, however, as I fell asleep, I had the uncomfortable feeling that something was not quite right.
.....
- B. When I woke up the next morning, I was surprised to find that I had overslept and would be late for work. As I rushed down the stairs to eat a quick breakfast, I tripped over my bag and
.....
- C. On my way to work, I decided to take a shortcut through an old part of town
.....
- D. When I arrived at work, I found a note from my boss on my desk. She wanted to see me right away. I took a deep breath and walked into her office. As I stepped inside, I noticed a scowl on her face

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

Activity 3

Write a narrative essay on any of the topics given below.

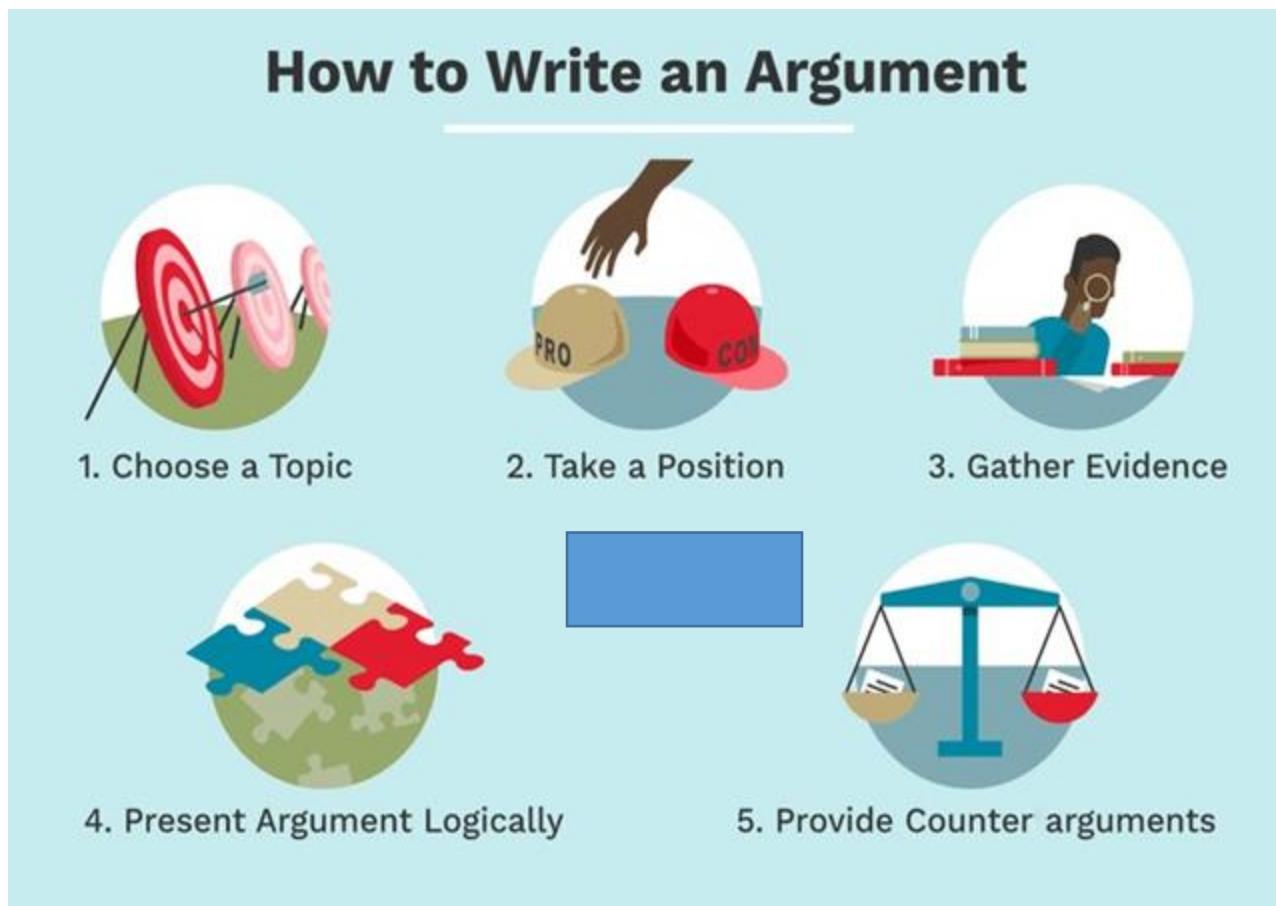
Narrative Essay Topics

- Your first day of school
- Your most exciting day at your college
- A field trip that you attended
- Your favorite summer vacation
- A trip that included something unexpected or surprising
- A time that you experienced something spooky
- A time that you experienced something truly frightening

10.1 Argumentative/Persuasive Essay

What is an Argumentative essay?

Argumentative essay, also known as persuasive essay, takes a certain position towards a realistic issue. Then, it provides supporting evidence and details to strengthen the position. It is a very challenging kind that needs critical thinking and expressing opinions in a way to convince the reader of own opinion. The argument made for or against the issue will only be effective when it is reasoned through a convincing language.



Guidelines for writing an Argumentative essay:

- Choose a topic of your interest.
- Narrow down the issue.
- Analyze different perspectives towards the issue.
- Determine your position. Be direct.
- Consider values.
- Accumulate supporting materials.
- Give background.
- Engage the reader.

- Explain both viewpoints of the selected issue carefully.
- Make your arguments valid. Refute possible objections.
- Encourage the reader to adopt a new way of thinking.
- Limit yourself from using emotional language.
- Refrain from belittling opposite point of views.
- Do not change facts, do not create fake evidences and do not use unreliable sources for research.
- Cite your sources (you may use footnotes).
- You may try to get an expert's feedback.

Writing an introduction of an Argumentative essay:

The introduction will include an opening statement, relevant background information, and a solid thesis statement. While arguing for "*smoking should be banned from all public places*", it can open with a statistical fact from a verified source: "*Consuming tobacco kills more than five million people every year -- more than HIV/AIDS, tuberculosis and malaria combined, according to the World Health Organization.*" Providing a background helps in better presentation of the topic. The last sentence of the introduction will be the thesis statement. It should clearly assert the position taken, but not as a fact, for example, "*The United Nations must be redesigned because it is currently incapable of preventing wars.*" The rest of the essay will explain and provide evidence in support of this thesis statement.

Writing the body of an Argumentative essay:

The body of an argumentative essay usually contains three reasons to show why the author's position is most valid. These reasons are summarized in the topic sentences of each paragraph and they should be reasoned by facts, statistics, logic or other kinds of data. So, there can be three to five body paragraphs which are generally of five to seven sentences, but it may differ based on the intensity of the research analysis.

A good argumentative essay clearly discusses both sides of the argument. So, it follows two patterns:

- 1. Clustering pattern:** First two or three paragraphs will provide sector specific details and evidence to make the arguments valid. The last one or two body paragraphs will present the opposite viewpoints. This is the **refutation** part of the essay. After presenting the opposite points, concrete evidence are to be provided to prove the point. There should be a variety of evidences, such as anecdotal stories, research studies or statistics.
- 2. Alternating pattern:** Each body paragraph will first make supporting points, and then make them valid by replying to their objections. All the body paragraphs will be of this same pattern, alternating between claimed points and their refutation.

Writing the conclusion of an Argumentative essay:

The last paragraph of argumentative essay will submit a closing statement that sums up the thesis in an appealing way. It should show the reader what will be changed or benefitted by agreeing with the claim made in the essay.

Language of Argumentation:

It is very important to stay unbiased while replying to the opposite ideas. One may use careful and diplomatic language to either-

- Compromise, but prove that it is not powerful enough
- Absolutely disagree
- Prove that the idea is irrelevant to the topic

Readers will be able to follow the arguments easily if there are some signaled words. Some are given below:

- While presenting objections: *Opponents of this idea claim that.../ Those who disagree/are against these ideas may say/assert that...*
- For refutation: *They put this idea forward because..., They claim that..., Since..., However..., But..., On the other hand...*

Outline of an Argumentative Essay

- **Introduction**

- Hook
- Background
- Stand
- Preview of 3 Arguments

- **Body**

- Argument 1
- Argument 2
- Argument 3
- Counterargument & Rebuttal

- **Conclusion**

- Restate stand
- Restate 3 arguments

Sample of Argumentative Essays

Sample 1

Skills vs. Knowledge in Education

Education systems all over the world are based on the idea that students get and remember information from teachers and books. These systems test this knowledge with standardized tests which compare students to each-other. They only test the kind of information which is possible to measure in tests. The goal is gaining information, not developing skills by which to use and make information. Unlike the old style of education where people remembered things in order to pass tests and get higher scores than other students, the modern world calls for a new kind of education in which the focus is deep understanding, creativity, and information management skills.

Most education systems in the world are designed to make students remember things. One reason is that schools feel the need to compare students. They do this by giving tests. They want to be able to give grades and decide which students are smart and which are not. They function as a sorting mechanism for society. From the earliest grades, students are put on tracks that will decide their futures. Another reason schools like to make students remember things is that by doing so they will be able to test their knowledge and determine if they remember or not. They believe that if students remember things it is the same as understanding those things. Schools also like to impart knowledge because in this way, although students can have different individual skills, they can all have the same knowledge.

Einstein said “Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world” (Needle, 2007). All the knowledge in the world is useless unless you are able

to use information in creative ways. Knowledge is what other people have created. Understanding is all about what you think about something. Everybody sees, hears, feels, and thinks differently. No two people in the world have the same understanding of the same thing. It is impossible to give tests on a point of view. Because of this, tests are illogical. The only reason tests exist is to label students as “smart” or “stupid.” There are many kinds of intelligence, however. One of the most famous researchers in the field of intelligence, Gardner, found at least seven different kinds of intelligence (Gardner, 1999). Intelligence and understanding are related. Unfortunately, tests only measure one type of intelligence.

In the modern world skills are more important than knowledge. If a person knows many facts, it is impressive, but not very useful. It is of much greater importance to be able to find information quickly, organize that information, analyze and understand the main ideas, put different pieces of information together (synthesize), and create new information. Together these skills make what we call information management and innovation, the skills which are most desired in the business world.

Most people in the world believe that education is about remembering things to take tests which measure one’s performance against other people who have studied the same information. However, this idea no longer matches the reality of the modern world in which knowledge is less important than creativity and deep understanding. To be successful in the age of technology, education must focus on helping students gain information management and innovation skills.

Sample 2

The Importance of Reading and Writing

Today science and technology has come to pervade every aspect of our lives. Computer, television and radio have almost replaced the newspaper and letter which once dominated our lives. Accordingly, the issue of the importance of being able to read and write today may attract our attentions. It is clear that classified views have converged into two conceptions: some think reading and writing ability is more important today than in the past, while others deny its importance. As I see it, I agree with the former view without any hesitation and my choice is based on a careful consideration of the following reasons.

The main reason which may win most of people's support is that if one lacks in the reading and writing ability, one would be considered as illiterate who has been deprived of the most basic right of human beings in the 21st century. It will be hard for us to imagine how somebody who cannot read and write communicates with other people. A case in point is that one of my neighbours who is an old man and cannot read and write may only talk with others face to face. As for making friends by email and search information in newspaper, it is absolutely impossible without the ability of reading and writing.

The second reason to be pointed out is that people today who cannot read and write cannot even make a living. Good jobs are difficult to find because of economic depression. Nearly all the jobs

require people who can read and write very well. Even if one just plans to be a driver, he must read the road signs and know where he is and where he will go.

Furthermore, the ability to read and write can bring us lots of advantages. Suppose, people who have tried out with a hard week's sweat and effort may get lots of benefits and relief from reading a short novel and broaden his horizon by appreciating a nice poem. Many friends around me would believe reading and writing are some effective ways to relax themselves. People today, especially children, may find it easier for them to manipulate the mouse of the computer or to type the buttons of the keyboard than to write things down by hand. Watching TV instead of reading may still occupy someone's most leisure time.

Yet, if all the factors I discussed above are contemplated and we are to minimize the losses and maximize the gains, it will not be hard for us to realize that the ability to read and write is more important today than in the past. In conclusion, one must be able to read and write for communicating with others in advanced ways, for making good living and for getting other benefits. Though science and technology is making our lives easier, the importance of reading and writing cannot be lessened. We must keep practising our habit of reading and writing for our betterment.

For further information, please read the pages from 235-239.

Activity 1

State the "controversy" in the form of a yes/no question.

- Should guns be made legal?
- Is television harmful to children?

Now, divide your paper into two parts:

Pros	Cons
Guns can be helpful to defend ourselves from dangerous criminals ...	Guns can be harmful, especially at the hands of irresponsible people ...
...	...

- Decide which side of the argument you will defend.
- Remember to support your opinions with facts, statistics, examples and quotes.

Activity 2

Now, write an essay on any of the topics following the proper processes of writing.

Argumentative Essay Topics

- Should animals be used in experiments/testing?
- Is the death penalty effective?
- Do religious movements cause war?
- Politics is everywhere and always a "dirty" game
- Are cell phones too harmful?
- Are modern young people too dependent on computers?
- Are violent video games very dangerous?
- Is competition the best way to prove your competence?
- Are children changing positively when doing sports?
- What is the most dangerous type of sports?
- Which genre of music may help to study?
- Is it possible to make friends virtually?
- The role of school uniform
- Is there any advantage of attending a single-sex school?
- Can graffiti be viewed as an art?
- What type of social activity should be legally punished?
- Is globalization a boon or a curse?
- Can technological devices cause cancer?

10.2 Cause-Effect Essay



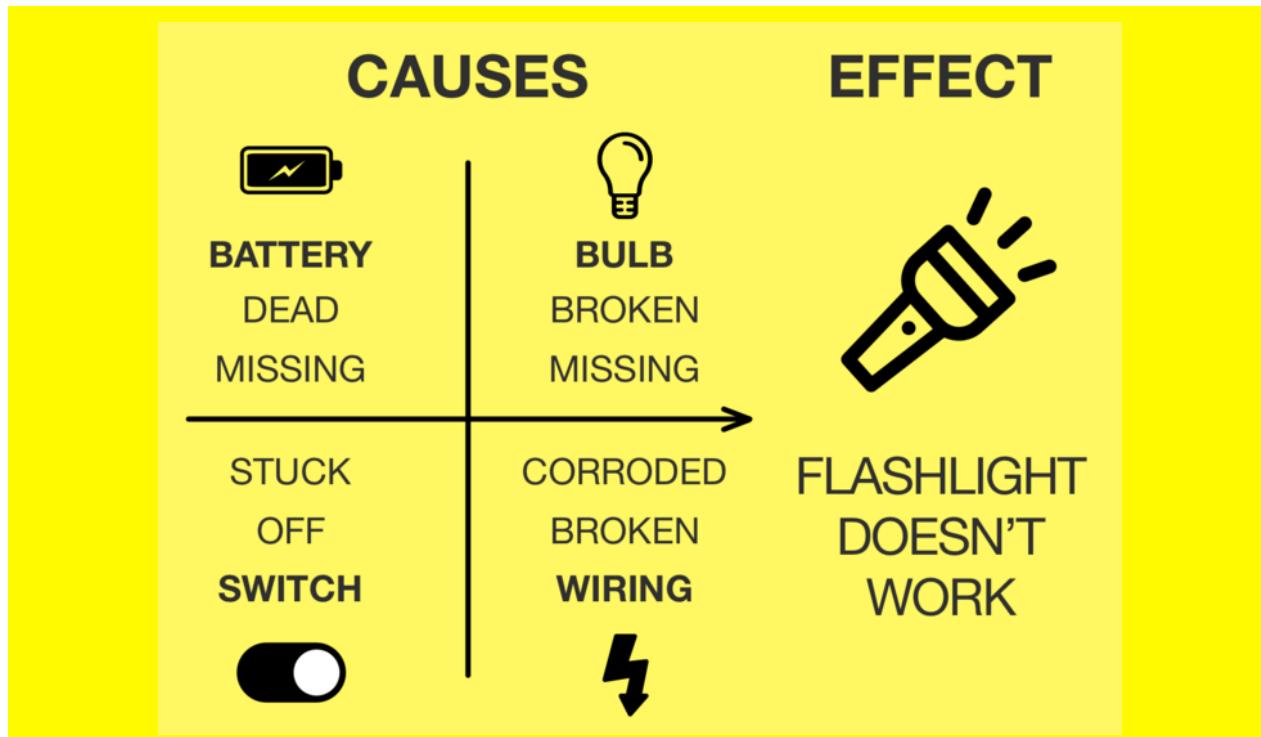
What is a Cause-Effect essay?

When one event occurs, it might trigger another event or happening, which may lead to another one, and continue to a series of events. This is known as *the causal chain or domino effect*. A cause and effect essay explains what reactions come from certain actions and why. It is a common method of organizing and discussing ideas. If defined, the cause and effect type is, “A paragraph or essay form which probes and analyzes into the causes (rationale, reasoning and background reasons) along with the effects (consequences, effects and outcome) for a particular event, happening, condition or behavior”.

Guidelines for writing a Cause-Effect essay:

To write an effective cause and effect essay, we ask the following questions during brainstorming and data collecting: What are the causes? What are the effects? Which should be emphasized? Are there single or multiple causes? Are there single or multiple effects? Is a chain reaction involved? Then:

- Determine the purpose. Decide if the writing is to inform or persuade.
- Find and organize supporting details.
- Focus on immediate and direct causes (or effects).
- Strengthen essay by using supporting evidence.
- Ensure logical connection between different ideas.
- Do not make false claims of cause and effect without strong evidence.
- Cite sources (footnotes might be used).
- An expert feedback might be sought.

**Writing an introduction for Cause-Effect essay:**

The introduction of a cause-effect essay presents the issue by describing the cause in detail with explicit illustration of circumstances, using the terms causes and/or effects. The thesis statement should clearly show whether the focus is causes, effects, or both. For example:

Traffic accidents happen **because** drivers are careless and negligent, the roads are unsafe and the weather conditions are threatening.



Here, the statement indicates causes.

Writing the body of a Cause-Effect essay:

The body paragraphs of a cause-effect essay can be arranged in various ways. On the basis of presentation of events, the cause and effects can be delivered in the following ways:

- **Chronological or Reverse Chronological**
- **Order of importance**
- **Categorical**

In case of categorical presentation, the paragraphs can be arranged in a way of:

- **Cause – Effect - Effect**
- **Cause - Cause - Effect**
- **Cause/Effect - Cause/Effect - Cause/Effect**

It is to be noted that, the arrangement depends on the focus, i.e., if it is a cause-intensive essay or an effect-intensive essay, or both. In any way, the paragraphs must be correlating and interdependent.

Writing the conclusion of a Cause-Effect essay:

The conclusion is a restatement of thesis, explaining the general outline of the cause and effect from one to three sentences. It should also mention why the argument should be taken seriously and present the consequences if ignored.

Language of Cause-Effect:

Appropriate transitional words will help arrange the details nicely. For causes - *because, due to, one cause is, another is, since, for, first, second*, etc., can be used and for effects - Phrases like the following can be used for expressing possible cause and effects: "*It appears that the cause was*" or "*It seems likely*" or "*The evidence may indicate*" or "*Available evidence suggests*."

Outline of a Cause and Effect Essay

Outline for Cause-Effect

- **Introduction**
 - Attention grabber
 - Background info
 - Controlling Idea
 - Thesis
- **Body Paragraph #1- Causes (or effects)**
 - Major - one cause
 - minors (2) - specific details or quotes
 - Commentary - discuss significance and relationship to event
 - Major- second cause
 - minors (2)
 - Commentary
- **Body Paragraph #2- Effects (or causes) (same format as above)**
- **Conclusion**
 - Restate Thesis
 - Sum up best points
 - Satisfying concluding sentence

Cause and Effect Essay

Sample 1

Causes of Car Accidents

For many people, driving a vehicle is an everyday activity. People rely on their cars to get to work, school, and other important places. However, driving can be dangerous, and although weather conditions and car malfunctions can contribute to accidents, the behaviour of drivers is most often the cause of accidents. The three main causes of car accidents are poorly trained drivers, distracted drivers, and impaired drivers.

One cause of car accidents is poorly trained drivers. Drivers who don't follow the rules of the road can be putting themselves and others at risk. For example, drivers who exceed the speed limit will have a more difficult time stopping or turning if something, such as an animal, crosses their path. In addition, there are road signs that drivers need to recognize, understand, and obey. Other drivers cannot tell how people who do not obey road signs will drive, and this unpredictability can lead to accidents. Finally, not checking blind spots and not being aware of one's surroundings can result in a collision. A driver who is not aware of what is around his or her vehicle may crash into other cars or objects, not realizing they are there. For these reasons, poorly trained drivers can cause accidents.

Distracted drivers are another cause of car accident. Driving is a task that requires the driver's full attention, so performing other tasks while driving can lead to an accident. For example, people who talk on their cell phone while driving are limiting their abilities since talking on a cell phone often requires the use of one hand and takes some concentration. Cell phones are not the only distraction; drivers will often work on laptops, put on makeup, and do other activities. If a driver is doing these things, he or she is not focused on the road. The driver then may, for example, not notice if a car has stopped in front of him or her and collide with that car. Drivers should wait until they have reached their destination to perform other tasks; as such activities often lead to accidents.

A final cause of car accidents is impaired drivers. Drinking and driving is something that is obviously dangerous. A driver's ability to drive a car is seriously lessened when he or she is under the influence of alcohol, and many accidents have been caused by people who were drunk driving. Driving while under the influence of drugs is also dangerous. Often illegal drugs impair a driver as much as alcohol. For example, drugs such as LSD can cause visual hallucinations, and drivers may swerve recklessly to avoid yellow dancing rabbits. Some of these drugs can make the user drowsy, and this state will slow the driver's reaction time to things happening. All of these influences can certainly lead to car accidents.

Driving is difficult, and drivers have a responsibility to drive with great care and attention. An inability to do so can result in a car accident. Accidents are caused by many things; however, three of the most significant causes are poorly trained drivers, distracted drivers, and impaired drivers. As long as these types of drivers remain on the road, accidents will happen.

Sample 2

Factors that Affect Our Health

Being healthy is kind of a mysterious thing. Some people can drink alcohol all the time and smoke cigars in between and live long and relatively healthy, whereas nutrition-nut individuals always eating organic food and abstaining from habits that would be detrimental at times die early. Genetics definitely has an influence on how long we live and how well we do internally, but there are many other factors that strongly affect our health. Let us explore the general, intrinsic, and extrinsic factors that affect our well-being.

To get facts straight, the most influential factor affecting our health is our socioeconomic status (40%). After this comes, in order, health behaviours (30%), environment (10%), family genetics (10%), and finally, healthcare (10%) (What Affects Our Health?). Socioeconomic status involves race, education, and poverty level. We are often born into an unhealthy status, or land into one due to economic situations. Not surprisingly, healthy habits such as exercising, good eating, and meditation reflect the second most influential factor. But it seems that many people with a low socioeconomic status cannot afford to engage in these healthy behaviours. Clean air, clean water, a lack of toxicity, safety, and green materials all help to maintain our health as well, reflecting the third most important factor for our health status. Maybe somewhat of a surprise, genetics is the fourth most essential factor, with predisposition playing a role. Slightly less influential is the standard of healthcare we have, which is curious to think about, since we spend enormous amounts of money on it.

Next, we will get into more detail about the intrinsic and extrinsic factors affecting our health. Intrinsic factors involve elements within our body that can possibly create diseases and other harmful processes, whereas extrinsic factors comprise aspects of the outer world that can influence our health. The main intrinsic factors are malfunctioning body parts, hereditary diseases, hormonal diseases, and allergies. In terms of extrinsic factors, we got nutritional disorders, infections by micro-organisms, habit-forming substances, and environmental pollution (Shetty, Satya). I think “habit-forming substances” needs a bit more explanation. Drinking alcohol, smoking marijuana or cigarettes, sniffing glue, or hard drugs could be classified as habit-forming substances. They are usually addictive and are intertwined with popular lifestyles.

We have been mostly delving into physical health, but mentioning mental health is also important. In fact, many specialists believe our mental and physical sides are interconnected. Let us take depression. If an individual is showing signs of depression, they have a “67% increased risk of death from heart disease” and also a “50% increased risk of death from cancer” (Mental Health Foundation). With a more severe issue like schizophrenia, people with this problem “double the risk of death from heart disease” and are “three times the risk of death from respiratory disease” (Mental Health Foundation). On a more everyday level, stress can cause a large amount of emotional, physical, cognitive, and behavioural symptoms. There are too many symptoms to mention here, so I will give a rundown of the most essential. For emotional symptoms, we have “becoming easily agitated, frustrated, and moody, feeling overwhelmed, like you are losing control or need to take control, having difficulty relaxing and quieting your mind”; in terms of physical

symptoms, we can list “low energy, headaches, upset stomach, including diarrhoea, constipation, and nausea”; with cognitive symptoms, we have “constant worrying, racing thoughts, forgetfulness and disorganization”; and finally for behavioural symptoms, we can name “changes in appetite—either not eating or eating too much, procrastinating and avoiding responsibilities, increased use of alcohol, drugs, or cigarettes” (WebMD) . As you can see, stress creates a complex of damage for an individual.

What makes one person healthy and another person unhealthy involves a multitude of factors. Socioeconomic status, health behaviours, environment, genetics, and healthcare are the tip of the iceberg. There are a myriad intrinsic and extrinsic factor that affect our health, and our mental health is also interconnected with our bodily state. With socioeconomic status being the most driving factor for health, it seems doctors and other professionals related to keeping the health of people above water should focus on raising the socioeconomic status of their locales.

Activity 1:

Underline the cause and mark its effect in each of the following sentences.

- a) After the dog bit her, we had to take her to the hospital.
- b) Her computer stopped working due to a virus.
- c) The police arrested him because he committed a crime.
- d) She set fire to the curtain first before the whole house burnt down.
- e) If she gets accepted to university, she will become a doctor.
- f) Unless she finds a replacement, she will be fired.
- g) Owing to the lack of customers, the restaurant closed down this week.
- h) Since she is scared of clowns, she never goes to the circus.
- i) He passed his first year at university; as a result, his parents bought him a car.
- j) She is lazy; therefore, she has failed in all of her subjects.

Activity 2:

Read the following passage, underline causes and highlight effects.

I woke up late this morning because my alarm clock did not ring. As a result, I had to rush to get ready for school and I made a huge mess all over the house. I missed the bus because I had to go back home to fetch my cell phone. Consequently, I was late for school, and my lecturer was not pleased with me at all. Due to the fact that my day had been going so badly, I was in a bad mood and I shouted at my friends. Since I was in such a bad mood, they didn't want to hang out with me and they left. After they left, my day only got worse. In view of all that happened today, I've decided that I need two alarm clocks instead of one, to make sure I wake up on time in the mornings.

Now, tabulate your causes and the related effects using a table similar to the one below:

Cause	Effect
e.g. My alarm clock did not ring.	I woke up late.

Activity 3:

You have been given a cause and its effects. Link the cause and its effects using a few sentences. Remember to use your linking words.

a) CAUSE: terrorist attack; bomb explosion

EFFECT: people killed; families grieving; multiple funerals

b) CAUSE: global warming

EFFECT: heat waves in summer; people fainting; overcrowding in hospitals

Activity 4:

Write a cause-effect essay on any of the topics.

- Effects of Pollution
- The Changes in the Ocean
- Influences of Internet on Youth Development
- Impacts of Drugs on Human Body
- Effects of Uber on Taxi Companies
- Causes and Effects of Lying to Others
- Causes and Effects of Natural Disasters

11.1 Compare-Contrast Essay



What is a Compare-Contrast essay?

A compare-contrast essay takes two or more main subjects and states the similarities or differences between them. Its structure is similar to a cause-effect essay, but usually, it makes arguments on specific issues by comparing them.

Guidelines for writing a Compare-Contrast essay:

- Choose specific aspects of the subjects to make comparisons or contrasts.
- Focus on similarities and/or differences.
- Provide a sufficient number of details that will help in the comparison or contrast
- Provide vivid similarities and/or clear distinctions, do not use vague language.
- Choose the plan of development that works best for you.

Writing an introduction for Compare-Contrast essay:

The introduction of this essay will, like a descriptive essay and argumentative essay, present the two or several subjects and provide background information. The thesis statement shows whether the essay will focus on similarities, differences, or both; and will state the main points. For example: *“Both cats and dogs make excellent pets, but an appropriate choice depends on the pet owner’s lifestyle, finances, and household accommodations.”*

Writing the body of a Compare-Contrast essay:

The number of body paragraphs in compare-contrast essay vary from three to five. They can be arranged in a point by point method or block method:

- **Point-by-point:** Each paragraph will switch back and forth between the subjects, comparing/contrasting them according to selected aspects of the subject for each paragraph.

- **Subject-by-subject/block:** The first body paragraph will state all the main points of one subject; so will the second body paragraph about the other subject. Then, the last one or two paragraphs will refer back points in a comparing/contrasting way.

Writing the conclusion of a Compare-Contrast essay:

The conclusion, again, is the summary of main points. It will evaluate and/or show possible future developments. It will also show the significance of topic to author: “*When considering adopting a pet, a prospective owner must consider the lifestyle, finances, and household accommodations that the pet would require. Owners who neglect to compare these aspects will often not care for their pet in a safe manner.*”

Language of Compare-Contrast:

Key words like *same, both, the same as, in the same way, similarly, as, too, have in common, as well as* help in making a comparison between things. To make a contrast – *although, however, differ, unlike, even though, yet, but, instead, on the contrary, on the other hand, whereas, while, unless, contrary to, the reverse, etc.* can be used.

Compare and Contrast essay Outline Template

A. Introduction

- a. Introduction to the broad topic
- b. Specific topic
- c. Thesis statement

B. Body Paragraphs

- a. Body paragraph #1- First aspect that's similar or different
 - i. Subject #1
 1. Detail #1
 2. Detail #2
 - ii. Subject #2
 1. Detail #1
 2. Detail #2
- b. Body paragraph #1- Second aspect that's similar or different
 - i. Subject #1
 1. Detail #1
 2. Detail #2
 - ii. Subject #2
 1. Detail #1
 2. Detail #2
- c. Body paragraph #1- Third aspect that's similar or different
 - i. Subject #1
 1. Detail #1
 2. Detail #2
 - ii. Subject #2
 1. Detail #1
 2. Detail #2

C. Conclusion

- a. Summary of main points-restate thesis while synthesizing information from body paragraphs

Compare and Contrast Essay

Sample 1

Old and Modern Versions of Communications

Before the advent of computers and modern technology, people communicating over long distances used traditional means such as letters and the telephone. Nowadays we have a vast array of communication tools which can complete this task, ranging from email to instant messaging and video calls. While the present and previous means of communication are similar in their general form, they differ in regard to their speed and the range of tools available.

One similarity between current and previous methods of communication relates to the form of communication. In the past, both written forms such as letters were frequently used, in addition to oral forms such as telephone calls. Similarly, people nowadays use both of these forms. Just as in the past, written forms of communication are prevalent, for example via email and text messaging. In addition, oral forms are still used, including the telephone, mobile phone, and voice messages via instant messaging services.

However, there are clearly many differences in the way we communicate over long distances, the most notable of which is speed. This is most evident in relation to written forms of communication. In the past, letters would take days to arrive at their destination. In contrast, an email arrives almost instantaneously and can be read seconds after it was sent. In the past, if it was necessary to send a short message, for example, at work, a memo could be passed around the office, which would take some time to circulate. This is different from the current situation, in which a text message can be sent immediately.

Another significant difference is the range of communication methods. Fifty years ago, the tools available for communicating over long distances were primarily the telephone and the letter. By comparison, there is a vast array of communication methods available today. These include not only the telephone, letter, email and text messages already mentioned, but also video conferences via software, such as, Skype or mobile phone apps, such as WeChat, and social media, such as, Facebook and Twitter.

In conclusion, methods of communication have greatly advanced over the past fifty years. While there are some similarities, such as the forms of communication, there are significant differences, chiefly in relation to the speed of communication and the range of communication tools available. There is no doubt that technology will continue to progress in future, and the advanced tools which we use today may one day also become outdated.

Sample 2

Differences between the Daily Lives of Teenagers

Today and a Century Ago

Technological progress has boosted both mobility and industrial production levels while globalization has enhanced communication around the world and made the exchange of socio-political ideologies possible. For example, one can refer to the political revolutions in different parts of the globe—the Arab Spring and the continuing political upheaval in Syria, in particular. Taking these, and many other factors into consideration, one could say that social processes today and those about a hundred years ago are almost incomparable. At the same time, particular social groups, such as teenagers, become overexposed to the effects of these socio-political and technological changes (Connors 129). This fact can be easily noticed when evaluating modern youths' preoccupations, hobbies, and behaviour, as well as analysing how they use leisure time as compared to their counterparts a century ago.

Today's teenagers use many types of technological gadgets, such as computers, TV sets, smartphones, and tablets—both at school and at home. They also seem to be studying with the help of technology. Actually, the latter now sometimes takes the place that had traditionally been left to parents and teachers. This refers not only to teaching material, but also to social and communication skills. Young people have become one of the main target audiences for social media, and waste in an inordinate amount of time on social networks instead of using it to conduct more constructive activities (Connors 45).

Modern teenagers are also more educated than a hundred years ago. One of the effects of an easily accessed education is that the youth have become more dynamic and socially active. They now tend to question and test the norms and traditions of their society. By doing so, the youth have become a source of societal change in many countries—recall the boycotts of university students in different countries (Silling 256). Due to the fact that teenagers, a hundred years ago, lacked the access to quality education, they were not so active. Actually, they were more conservative and adhered to the social norms laid down by their society.

Talking about the old times, teenagers a century ago had little or even no access to modern technology. They acquired knowledge from parents and through extensive reading, and used their free time helping their parents around the house, playing outdoors, and so on (Connors 67). Education back then was a facet of society that was not highly emphasized. Access to education was considered a privilege for male children; and besides, financial difficulties in many households did not allow parents to send their children to school.

With regard to girls, societal norms a century ago, in the main, would hardly allow them to perform the same roles as their male counterparts. Managing a household was considered an appropriate position for women; therefore, girls were mostly confined to the domestic sphere. However, movements around the globe, in more modern times, have helped alleviate the plight of girls and women, so that today's female teenagers can freely explore the same opportunities and careers as young men.

One can notice significant differences between today's teenagers and teenagers a century ago. Today's youths are more accustomed to technology than their counterparts a hundred years ago; they are more educated compared to teenagers a century ago. There is also more gender equality in terms of access to opportunities among modern teenagers. The question now is what will happen to our youth in the next 100 years.

For further information, please read the pages 231-234.

Activity 1:

Write sentences or pairs of sentences using the words below.

similar similarities different differences in contrast both although unlike while like

For example: difference-

One big difference between New York and Miami is the weather.

Activity 2:

Follow the prompt and complete the essay with supporting details and examples.

ATTENTION GETTER: *What's the biggest decision you have to make in your life? For me it's deciding where to live.*



Thesis Statement: *Life in the city and life in the countryside differs in terms of environment, facilities and lifestyle.*

Activity 3:

Write a compare-contrast essay on any of the topics.

Topics:

- Print Media and Electronic Media
- Student Life vs. Job Life
- Coffee and Tea: The Effects of Both
- Books vs. Films

11.2 Formal Letters and Email Writing

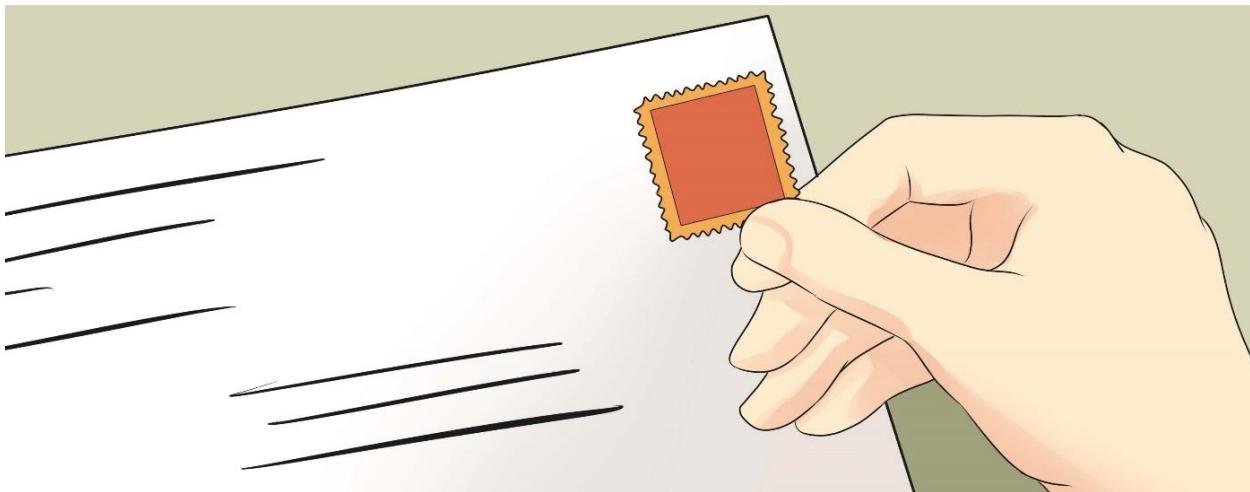


Formal letters are written and submitted whenever it is needed to address or solve any problem. Formal letters are frequently used for academic purposes. Basically, applications are formal and academic letters.

There are some important parts that are needed to be placed correctly while writing a formal letter:

- **Date:** Position of date is at left side.
- **Details of the recipient:** The name and address of the recipient are written after date at left-hand side of the page. Academic letters are always directed to a person or designation and not to the name of the organisation.
- **Subject line or heading:** The subject line is an indication of what the letter is about. It must be short and state the main purpose of the letter.
- **Salutation:** After a bit of space and then the body will start with a salutation. The most common form of salutation is – *Dear Mr Surname*. Should the recipient have a title, for example “Professor”, it must be used in the place of “Mr”. The abbreviated form of the title may be used: for example, Prof. Dr. Rev. When the recipient’s name is not known one may use the form Dear Sir or Dear Madam.
- **Body:** The first paragraph elaborates the reason for writing. If it is a reply to a previously received letter, this part should acknowledge receipt of it. The body of the letter should set out the information or question the writer have in mind. It must be clear, concise and easy to read. It should contain details that are absolutely relevant. Each new paragraph should contain a significant thought or argument. The final paragraph should clearly express the expectations or intentions.
- **Conclusion:** Conclusion is the closing of the letter with a signature (i.e. "Thank you for your prompt help...Sincerely..."). It should then have spaces and writer’s full name and title. In case of a typed letter, the sign is usually between the salutation and typed name and title.

Formal Letters:



Examples

Let's have a look at a few examples of formal letters:

Sample 1

June 01, 2018

The Head of Department
Department of Business Administration
'X' University
9-10 Chittaranjan Avenue, Dhaka 1100

Subject: Application for leave of absence

Dear Sir,

I am a student of 4th semester (2nd year) at Management Department of this university. Unfortunately, I could not attend my classes from 25th May, 2018 to 30th May, 2018 as I have been suffering from Chikungunya. For your consideration, I am attaching photocopy of doctor's advice papers herewith.

I, therefore, hope that you would be kind enough to consider my problem and grant my application for leave of absence for the above mentioned days and oblige me thereby.

Yours sincerely,

Signature

Ahmed Akif
Roll: 45
Hall Name: Abdur Rouf Hall
Department of Management
BBA Program (4th Semester, 2nd Year)

Sample 2

October 09, 2018

The Chairperson
Department of English
'X' University
Savar Union, 1342

Subject: Application for credit transfer

Sir,

I am a student of your department, currently studying at 2nd semester, 1st year of B.A. program. In addition, I have got admission at the University of New York in United States. I have decided to get admitted there as my family is shifting to New York very soon. So, I am writing to request for your permission to transfer my credit of 1st semester so that I can continue my graduation at University of New York smoothly.

I, therefore, hope that under the above mentioned circumstances you would be kind enough to permit me to get necessary documents needed for the credit transfer.

Yours sincerely,

Signature

Raisul Evan
ID no: 912345
B.A. Program
Department of English,
'X' University

Sample 3

March 25, 2018

The Chairperson
Department of Archaeology
'X' University
Savar Union 1342

Subject: Application for seeking permission for study tour

Sir,

We, the students of the 1st year of Archaeology Department, would like to state that we want to go for a study tour on 30th March, Friday, 2018, to Shalban Vihara in Cumilla. We think this study tour will help us to gain practical knowledge on various issues along with our text books. It will also help to have a good break from our monotonous life and to be more attentive in study. Our ARC101 course teacher has agreed to accompany us. So, we are seeking your kind permission and financial support in this regard.

We would be much obliged if you kindly allow us to organize and participate in the above proposed study tour.

Yours sincerely,

Signature

Name: Akib Javed, Roll: 34

Name: Fahim Dad Khan Rupok, Roll: 56

On behalf of the students of the Department of Archaeology

'X' University

Sample 4

May 25, 2018

The Chairperson
Department of English
University of 'X'
Nilkhet, Dhaka

Subject: Application for yearly scholarship

Sir,

I am writing to inform you that I am a regular student of 3rd year in your department. Recently, my father died in a car accident. Hence, our middle class family is struggling to bear the cost of the daily living after my father's death. Even, my mother is now unable to provide any money for my further studies. So, I am in real need of the yearly scholarship that has been provided to the meritorious and poor students from the departmental student fund.

I would be grateful to you if you consider my application for scholarship and oblige me thereby.

Yours sincerely,

Signature

Name: Kaniz Fatema
Hall: Shamsun Nahar Hall
Roll: 002
Session: 2016-17
Department of English
University of 'X'

Sample 5

June 03, 2018

The Registrar
'X' University
Madani Avenue, Badda, Dhaka 1212

Subject: Complaints about the university canteen

Dear Sir,

This is to inform you that, I am Jahid Rahman, bearing ID: 021141024, a regular student of your reputed university. I, on behalf of the students of Summer 2018, would like to draw your attention to a problem of the university. The current condition of our canteen is really unfavorable. Many students are unhappy about the current condition of the canteen. There are insufficient tables and chairs. The food items sold at the canteen are not only expensive but also of poor quality. The hygiene and preparation of foods leave a lot to be desired. Some students also complain that they are being served stale food. Worst of all, the staff of the canteen are very rude and unprofessional.

In this circumstance, we hope that you would have a look into our complaints and take necessary steps to remedy the situation.

Sincerely yours,

Signature

Jahid Rahman
On behalf of the students of Summer 2015
ID: 021141024, Sec: A
EEE Department

Sample 6

13th July, 2019

The Proctor
‘X’ University
Madani Avenue, Badda, Dhaka 1212

Subject: Request to get seized ID card back

Dear Sir:

I would like to inform you that, I am Siam Hussain, bearing ID: 021141024, a regular student of your reputed university. Today, mistakenly I have lent my ID card unfairly to one of my fellow classmates to enter into our campus premise. Later, I had my ID card seized by the head of security of our university. I know that I have made a mistake. I do apologize for that. I promise that this will never happen again in future.

I hope that you would forgive me for my mistake and take necessary steps as per your prudence and consideration to get me my ID card back without any penalty.

Sincerely yours,

Signature

Siam Hussain
ID: 021141024, Sec: A
EEE Department

Sample 7

31st March, 2018

The Registrar
‘X’ University
Madani Avenue, Badda, Dhaka 1212

Subject: Permission to be able to drop the trimester-Spring 2018

Dear Sir:

I am writing to inform you that, I am Ruman Ahmed, bearing ID: 021141024, a regular student of your reputed university. I have already completed two consecutive trimesters satisfactorily. But, my health condition is very poor because of a recent surgery that I have undergone. Now, I am quite unable to continue the running trimester. For this reason, I am seeking your permission to drop the trimester.

I, therefore, hope that you would allow me to drop the trimester and permit me to continue again from Summer 2018.

Sincerely Yours,



Ruman Ahmed
ID: 021141024, Sec: A
EEE Department

Enclosure: Medical document

Sample 8

30 August, 2018

Head of the Department
EEE,
'X' University
Madani Avenue, Badda, Dhaka 1212

Subject: Request for course withdrawal

Dear Sir:

I am Monalisa Azad, bearing ID: 021141024, a regular student of your reputed university. I need to withdraw from the current courses due to personal hardship. On 15th August, 2018, my father died of heart failure. His death has left me without means of financial support, so I need to find employment as soon as possible. Since the trimester started only two weeks ago, I am within the time limit to receive a full refund of this trimester's fees.

I, therefore, hope that by taking necessary steps as per your consideration and prudence, you would grant me permission to withdraw the courses and get full refund for the fees I have already paid.

Sincerely Yours,

Signature

Monalisa Azad
ID: 021141024, Sec: A
EEE Department

Sample 9

June 21, 2018

The Registrar
‘X’ University
Madani Avenue, Badda, Dhaka 1212

Subject: Seeking permission for a survey work

Dear Sir:

I would like to draw your kind attention to the fact that, I am a student of your esteemed university. I am pursuing MBA, and I have to prepare my thesis. I am working on my thesis titled as “TV Advertisements Regarding Different Offers of Phone Companies and Their Effects on the Private University Students of Bangladesh”. My advisor has told me to do a survey on the students of the private universities. I intend to work among the students of at least 10 top universities in Bangladesh, and ‘X’ is one of them. I will provide a questionnaire to the students that they will fill up with necessary information and give back to me. Besides, I want to interview some students to have more in-depth information.

I, therefore, hope that you would be considerate enough to grant me the permission of conducting the survey and oblige thereby.

Sincerely Yours,



Zakia Sultana
ID: 021141456, Sec: B
Department of Finance

Sample 10

September 18, 2018

The Principal
'X' International School
77, Satmasjid Road, Dhaka

Subject: Applying for the post of a Teaching Assistant

Dear Sir:

I would like to request you to accept my application for the teaching assistant position advertised in the renowned newspaper 'The Daily Sun' on 10th September, 2018. I am attaching all the required documents and two passport sized photographs with my application.

I, therefore, hope that you would be considerate enough to call me for an interview and oblige me thereby.

Sincerely Yours,



Zarin Tasnim
Dhanmondi, Dhaka

Enclosures:

1. One copy of curriculum vitae
2. Photocopies of mark-sheets (S.S.C. and H.S.C.)
3. Two passport sized photographs

Activity

Each of the student will practice writing academic application (s), using the format. The topics for application writing are given below:

- a) Application for opening an English Debating Club
- b) Application for booking the auditorium for the Intra University Chess Competition
- c) Application for asking leave in advance
- d) Application for allowing to sit in the semester final examination
- e) Application for testimonial
- f) Application for organizing an "Inter University English Language Fest" in your campus
- g) Application for opening a research club
- h) Application for full free scholarship
- i) Application for changing the shift of your course schedule
- j) Application for allowing late submission of final presentation

Email Writing

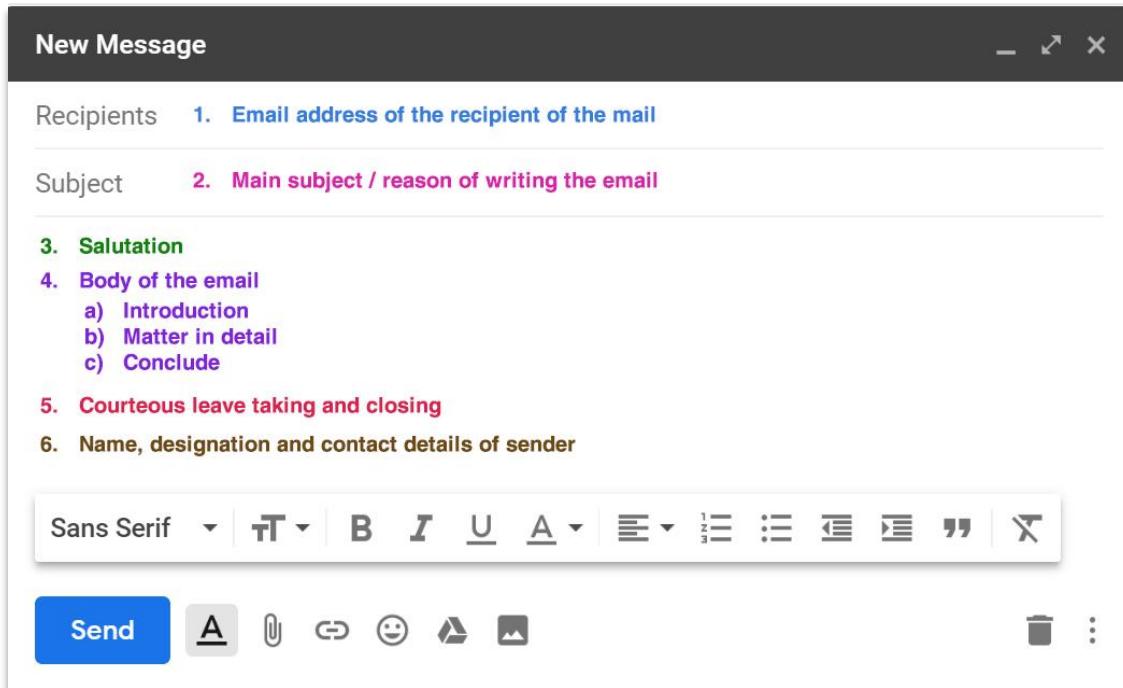
In the present era of modern technologies and advancements, we are hardly required to post letters or applications. Now, we send emails for getting information, posting applications or reporting complaints. Basically, email is a digital message distributed by electronic means from one computer user to one or more recipients via a network. So, email has become one of the most prevalent forms of communication. In fact, email communication is not only used in lieu of letter writing, it has also replaced telephone calls in many social situations and in professional environments. Email is also considered as a common form of business communication. Hence, it is important to write email correctly and present it professionally.



Format of Email Writing:

To write an email, you must follow some necessary and simple steps.

- Providing correct email address
- Mentioning the purpose of email
- Mentioning the details of recipient (s)
- Beginning with a greeting
- Stating the purpose
- Thanking the recipient
- Adding closing remarks
- Ending with a closing
- Providing the details of sender (s)



Providing correct email address

Correct email address of the recipient has to be inserted in the ‘To’ section.

Mentioning the purpose of email

The purpose or reason behind writing the email has to be mentioned in the ‘Subject’ section.

Mentioning the details of the recipient

If the email is for academic or professional purpose, you need to mention the designation and the working place of the recipient at first. This is not necessary for writing informal emails.

Beginning with a greeting

You should always open your email with a greeting, such as “Dear X”. If the relationship with the reader is formal, it is more preferable to use their family name (“Dear Mrs. Khan”). In professional or academic emails, “Dear Sir/Madam” is commonly used as salutation.

Stating the purpose

If you are starting the email communication, you can begin by stating your purpose. For example, “I am writing to enquire about ...” or “I am writing in reference to ...”. Make your purpose clear early in the email. People generally want to read emails quickly, so keep your sentences short and clear. You should also need to pay careful attention to grammar, spelling, and punctuation of the text.

Thanking the recipient

If you are replying to a client’s inquiry, you should begin with a line noting ‘thanks’. If someone has replied to one of your emails, you may state, “Thank you for your prompt reply” or “Thanks for getting back to me”. Thanking the reader puts him or her at ease, and it will make you appear politer.

Adding closing remarks

Before you end your email, it is polite to add some polite closing remarks. You might start with “Thank you for your patience and cooperation” or “Thank you for your consideration” and then follow up with, “If you have any questions or concerns, don’t hesitate to let me know” and “I look forward to hear from you”.

Ending with a closing

It is important to include an appropriate closing with your name at the ending of the email. “Best regards”, “Sincerely”, and “Thank you” are all professional.

Providing the details of sender

Lastly, in professional or academic emails, you should mention your name, designation, working address and other contact details so that the recipient can serve your purpose of email quickly and smoothly.

If it is necessary, you can add images or attach word/pdf, etc. documents to your emails. Indeed, you should check for spelling mistakes and grammatical errors before sending the email.

Manners and Etiquettes of Email Writing:

Manners and etiquettes of email writing refers to the principles of behaviour that one should use when writing or answering email messages. It is also known as the code of conduct for email communication. It depends upon to whom we are writing- Friends & Relatives, Partners, Customers, Superior or Subordinates.

The basic principles are as follows:

- **Only discuss public matters.** One of the most important things to consider when it comes to e-mail etiquette is whether the matter you're discussing is a public one, or something that should be talked about behind closed doors.
- **Briefly introduce yourself.** Do not assume the person receiving your e-mail knows who you are, or remembers meeting you. If you are uncertain whether the recipient recognizes your e-mail address or name, include a simple reminder of who you are in relation to the person you are reaching out to.
- **Be careful with confidential information.** Refrain from discussing confidential information in e-mails. If the e-mail gets into the wrong person's hands, you can face serious consequences.
- **Respond in a timely manner.** Unless your work has some type of emergency capacity, it is not necessary to be available, whether an e-mail arrives instantly or not. Depending on the nature of the e-mail and the sender, responding within 24 to 48 hours is acceptable.
- **Avoid using shortcuts to real words, emoticons, jargon, or slang.** Shortcuts such as "4 u" (instead of "for you"), "Gr8" (for great) in formal e-mails are not acceptable. Any of the above has the potential to make you look less than professional.

- **Keep it precise and to the point.** Write concisely, with lots of white space, so as to not overwhelm the recipient. Make sure when you look at what you're sending, it doesn't look like a burden to read; feel free to use bullet points. You should state the purpose of the e-mail within the first two sentences. Be clear, and be up front.
- **Know your audience.** Your e-mail greeting and sign-off should be consistent with the level of respect and formality of the person you're communicating with.
- **Always include a signature.** Your e-mail signature is a great way to let people know more about you, especially when your e-mail address does not include your full name or company.
- **Never deliver negative News in email.** It shows bad manner. Try to deliver the news up front.
- **While writing a complaint,** you should briefly state the history of the problem to provide context for the reader. Explain the attempts you made previously to resolve the problem. Offer suggestions on the ways you think the problem can be resolved.

Examples:

Let's have a look at some of the examples of emails.

Sample 1

To: achowdhury@gmail.com

Subject: Thanking for birthday present

Dear A,

Thanks for the mail you sent yesterday. I hope you are doing fine. In addition, I received your courier this morning. I am very grateful to you for sending me such a pleasant present for the birthday. I could not imagine that you would remember my birthday date. Indeed, I loved the watch and have already started wearing it. Thanks a lot, dear!

Take my best wishes and convey the same to uncle and aunty. Visit us soon.

Yours

'X'

Sample 2

To: bkhan@yahoo.com

Cc: cbiswas@gmail.com, daktar@gmail.com, emirza@hotmail.com, syedf@yahoo.com

Subject: Invitation for the wedding ceremony of my sister

Hello friends!

I hope that all of you are having a good day. It is my great pleasure to inform you that my elder sister is getting married this Friday (4th January, 2019). I, as well as my parents invite you to join in the celebration of such joyous event.

I am adding the details of the ceremony below. Please do attend. Hope to see you all at the ceremony. Thank you.

Best Regards

“S”

Kalabagan, Dhaka

Contact: 01700000000

“M” weds “R”

Date- 4th January, 2019 (Friday)

Time- 7:00 pm

Venue-123, Crescent Road, Kalabagan,

Sample 3

To: gbarua@gmail.com

Subject: Reminder of English Club Committee members' meeting

G Barua

The Moderator

English Language Club

Dear Sir:

I am writing to remind you about the meeting of ‘English Language Club’ on this Saturday. The date is 5th January, 2019. We are supposed to meet at the common lounge at 5 pm. The purpose of this meeting is to discuss the plans of upcoming “Inter University Language and Literature Festival-2019” which will be held at our campus premises under the direction and arrangements of our club.

Therefore, I hope that you would be kind enough to be present and give us your valuable time at the meeting and guide us with your valuable suggestions.

Yours sincerely,

“X”

President

English Language Club

“A” University

Sample 4

To: cse@uiu.ac.bd

Subject: Replacing and repairing the computers of computer lab

Date: 6th January, 2019

The Chairperson

Department of Computer Science

'X' University

Dear Sir:

I, on behalf of the students of Computer Science department, would like to draw your kind attention to the fact that the condition of our computers is deteriorating day by day. Most the computers of section C is out of order. Moreover, some of the computers are too backdated to operate the new software. Hence, many of us are facing problems in practical classes.

Under the circumstances, I would hope that you would be kind enough to replace and repair the computers of the lab immediately so that the students do not have to face any difficulties during practical classes.

Yours Sincerely,

"A"

On behalf of the students of Department of Computer Science

'X' University

Sample 5

To: awards@umanitoba.ca

Subjects: Details of the scholarship for foreign students

Date: 6th January, 2019

The Director

Scholarship Programs

University of Manitoba

Dear Sir:

I am "M" Karim, currently pursuing my graduation in the Department of English at University of 'X'. I intend to gain my post-graduation degree from your reputed university. I have already learned about the details of admission process from the website. However, I need the detailed information of scholarship programs for foreign students.

I would appreciate it if you kindly provide me the detailed information of scholarships for foreign students and oblige me thereby.

Yours Sincerely,

"M"

University of 'X', Bangladesh

Contact: 01900000000

Email: mkarim@gmail.com

Sample 6

To: emarah03@gmail.com, kalam@yahoo.com, fzabin@hotmail.com, anoor@gmail.com

Subject: Grand Opening of Book Shop

Hello Everyone!

I have a really good news for you all! The grand opening of my new bookstore named ‘Page and Paper’ will take place this Saturday (8th December, 2018). I would love to have you people in the inauguration program at the shop’s premises, Baily Road (on the opposite of VNS). It will be an all day long program from 10:00 am to 4:00 pm.

I hope to start the journey of the shop with your wishes and presence. Hope to see you soon there!

Regards,
‘X’

Sample 7

To: hr01iints@gmail.com,

Subject: Applying for the position of an English teacher

Dear Sir:

I am writing in reference to the advertisement for the position of an English teacher at your ‘I’ International School. The advertisement was published in ‘The Daily Sun’ on 21st November of 2018. As a young and motivated English graduate from University of Dhaka, I believe that my knowledge and dedication will add value to your school and students. So, I am enclosing my curriculum vitae for your kind consideration.

I, therefore, hope that you would be kind to consider my application and call me for an interview.

Sincerely,
“X”
‘S’ Hall, University of Dhaka

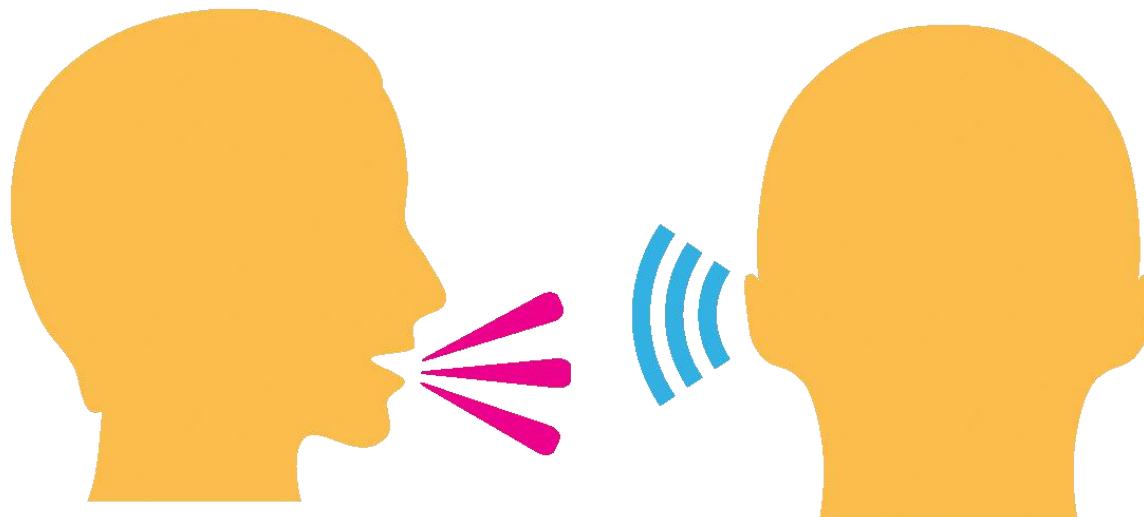
Activity

Each of the student will practice writing emails, using the format. The topics for email writing are given below:

- a) Write an email to your friends for arranging a tour.
- b) Write an email to your course teacher to postpone the quiz during the transportation strike.
- c) Write an email to your father for informing him about your last semester's result.
- d) Write an email to the chairperson of your department for a semester drop.
- e) Write an email for leave in advance.
- f) Write an email to learn more about the 'Youth Conference 2019-Nepal'.
- g) Write an email to apply for the post of a Teaching Assistant in 'X' University.
- h) Write an email to complain about the newly bought fridge from 'M' Electronics.
- i) Write an email asking for permission of conducting a research in 'X' University.
- j) Write an email for ordering necessary books from 'R' Online Bookstore.



Speaking and Listening



1.1 Icebreaker, Orientation and Needs Analysis

Icebreaker

The students will create a line or a circle. They should have enough space between them so that they do not overhear the word when it is not their turn. The last person in the line will silently read the sentence provided by the teacher and will pass it to the person next to him or her. Similarly, other students will whisper it to the person next to them. Once the last person hears the word or phrase, he or she will say out loud what they have heard. The first person will then reveal what he/she has actually said.

The following lines might be used in the ‘Chinese Whisper’ game:

- 1) Shima reads, Shila eats.
- 2) Stupid superstition
- 3) Black back bat
- 4) Fresh fried French fries
- 5) Double bubble gum, bubbles double

Needs Analysis

Name of the student: **ID:**
Date: **Sec:**

Flashcards will be given to the students. Each of them will choose one topic from the flash cards and will deliver an impromptu speech on the topic. Each of the students will get 1 minute. The performances of the students will be evaluated by the following rubric (s).

Criteria	Proficiency Level				
	Needs serious improvement	Not satisfactory	Average	Good	Excellent
Posture					
Gesture and body language					
Drawing attention of the audience					
Preparation					
Fluency					
Grammatical errors					
Use of vocabulary					
Confidence					
Time management					
Pronunciation					

Additional Comments:

.....

.....

.....

Excessive Use of Social Media



Honesty is the Best Policy



Expectations from a University



Duties of a Student



Flowers of Bangladesh



The Country I would Like to Visit



My Hobby



My Favourite Food



My Aim in Life



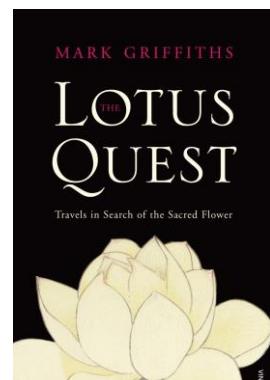
If I were a Politician



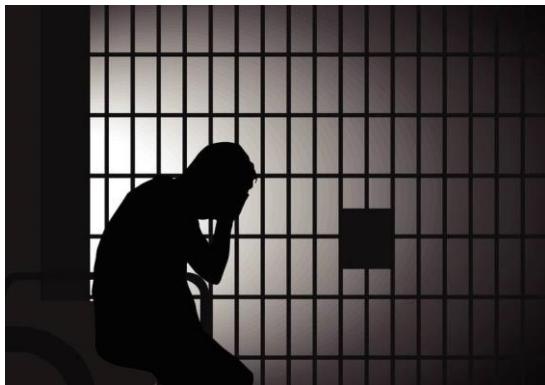
My Favourite Personality



A Book I Have Recently
Read



To Err is Human



Time and Tide Waits for None



Folk Songs of Bangladesh



Rivers of Bangladesh



Language Movement of 1952



Our Liberation War of 1971



Bangladeshi Cuisine



Your Favourite Poet



Why do You Want to Study in this Department?



Importance of Tree Plantation



Pahela Baishakh



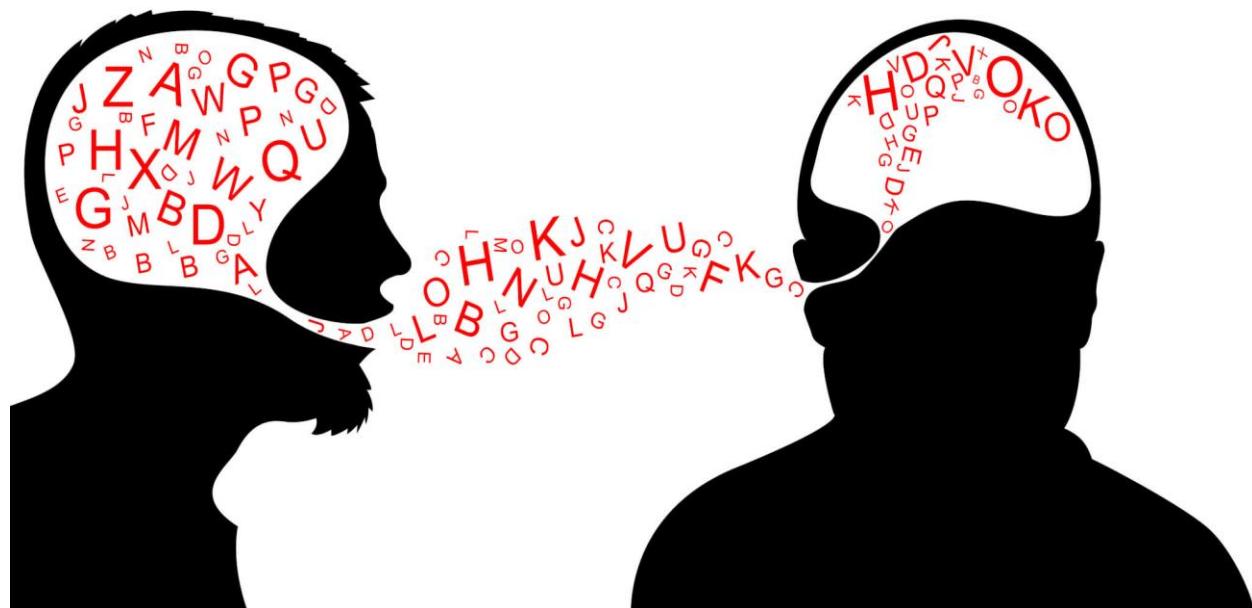
Childhood Memories



1.2 Listening and Speaking as a Tool of Communication

Communication as a process of learning is very important in our day-to-day life. Listening and speaking are the activities that are core for communicating with others. The balance between listening and speaking among the participants can ensure an effective and educative communication. Hence, some important norms and instructions should be followed while a person is engaged in a conversation to communicate with others.

Firstly, listening is considered to be the most important aspect/skill of communication. It has been considered as the ancient tool of learning as people used to learn from the story-telling, fables or songs they used to hear. Listening, however, is sometimes overlooked as a viable skill for keeping communication open and productive. Still, it is often recommended to follow the proportion of ear and mouth (2:1) and listen and talk according to that ratio. Listening one's partner more closely may introduce his or her body language, voice controlling, intonations and other facts to him.



Again, there is a distinction between hearing and listening. Hearing is an accidental and automatic brain response to sound that requires no effort. Listening, on the other hand, is purposeful and focused rather than accidental. As a result, it requires motivation and effort.

Even listening is considered to be a very important skill in cooperative life. The United States Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) identified five competencies and three foundation skills that are essential for those entering the workforce. Listening skills were among the foundation skills SCANS identified as being critical. Therefore, good listening is a must for the workers to be more productive, to build a strong rapport with co-workers, managers, and clients and to work better in a team-based environment.

Along with listening, speaking is also very crucial in every communication as it represents one's thoughts, ideas, and perspective. There is no doubt that a relaxed, confident, natural speaking style can be your most powerful communication tool. The approach, right choice of words and mostly

perfect expressions are very important while you are speaking. Even if you can't communicate what you're trying to say effectively or ask the right questions, the likelihood is that you won't get very far in your career. To illustrate, if a speaker is attempting to convince his or her audience to listen to the words that are being said, he or she must employ persuasive speaking techniques to convince the audience that the words are worth comprehending. If the speaker is successful, the audience will be convinced to listen subconsciously. Thus, speaking skills are to be adopted to be heard and to present ideas to the audience vividly.

Indeed, effective communication is all about understanding what is being said, for whom it is being said and why it is being said. A combination of both listening and speaking skills is not out of the realm of possibility. With enough practice and time, you can learn to adapt many styles of speaking and hone your skills as a reflective listener and proficient communicator.

To understand the balance between observing and sharing, Pecha Kucha is an interesting form of speaking on a public platform. It can be a good exercise to practise effective communication with a bunch of audience for sharing contents with slide show.

Activity 1

Now students will attempt to perform a Pecha Kucha in the classroom. A slide show will be played where 20 slides will be shown and each of the slides will be displayed for 20 seconds. One student will interpret one slide. Each of them will get 20 seconds time.



Pecha Kucha 20x20 is a simple presentation format where you show 20 images, each for 20 seconds. The images advance automatically, and you talk along to the images. However, it is difficult to maintain the pace with the slides. The presentation format was devised by Astrid Klein and Mark Dytham of Klein Dytham architecture. Pecha Kucha Nights are informal and fun gatherings where creative people get together and share their ideas, works, thoughts, holiday snaps in Pecha Kucha's concise form.

Project:

Students will now form a group of five people. Each group will make a slide show consisting of 20 slides, and each of the slides will be interpreted for 20 seconds. Each team will get total 6 minutes and 40 seconds for their presentation. This will be considered as a home task and students will deliver the presentation in the next class.

2.1 Greetings and Expressions

Greetings and expressions are media of communication used by people to declare their presence, bid someone good bye or even to execute non-verbal communication. Greetings and expressions vary depending on the relationship between the people involved (cordial, reserved), their social status (formal, informal) and also the mode of communication (verbal, non-verbal, written).

<u>Formal</u>	<u>Greeting an old friend</u>	<u>Informal</u>
Hello, (name).	<i>Long time, no see.</i>	Hey!
Hello!	<i>How have you been?</i>	What's up?
How are you?	<i>Nice to see you again!</i>	What's new?
How are you doing?	<i>What have you been up to?</i>	What's going on?
Good morning.	<i>What's new?</i>	Hi, (name)!
Good afternoon.		How are ya?
Good evening.		Howdy!
Nice to meet you!		

We should always try to apply the common norms of greetings and expressions used in English language. The reasons why we should follow those are as follows:

1. It is a part of the basic manner.
2. It is easy and free of cost.
3. It announces your presence.
4. It might brighten up someone's day.
5. It helps us avoid awkward situations.

Greetings

Some of the common greetings are as follows:

Formal Greetings: Arriving

- Good morning/afternoon/evening.
- Hello (name), how are you?
- Good day Sir /Madam (very formal)

Response to a formal greeting with another formal greeting.

- Good morning Mr. Salam.
- Hello Ms. Samantha. How are you today?

Informal Greetings: Arriving

- Hi/Hello
- How are you?
- How are you doing?
- What's up? (very informal)

It's important to note that the question "How are you?" or "What's up?" doesn't necessarily need a response. If you do respond, these phrases are generally expected:

How are you? / How are you doing?

- Very well, thank you. And you? (formal)
- Fine/Great (informal)

What's up?

- Not much.
- I'm just (watching TV, hanging out, cooking dinner, etc.)

Informal Greetings after a Long Time

If you haven't seen a friend or family member for a long time, use one of these informal greetings to mark the occasion.

- It's great to see you!
- How have you been?
- Long time, no see.
- How are you doing these days?

Formal Greetings: Departing

Use these greetings when you say goodbye at the end of the day. These greetings are appropriate for work and other formal situations.

- Good morning/afternoon/evening.
- It was a pleasure seeing you.
- Goodbye.
- Goodnight. (*Note: Use after 8 p.m.*)

Informal Greetings: Departing

Use these greetings when saying goodbye in an informal situation.

- Nice seeing you!
- Goodbye/Bye
- See you later
- Later (very informal)

Expressions:

Some common expressions are used in English language to communicate properly. Some of the expressions and their uses are explained below.

Eye Rolling:

Eye rolling usually indicates disapproval or annoyance. It is a quite common expression in English speaking countries. Take a look at the following video to understand the use of eye rolling.

<https://www.youtube.com/watch?v=2lHaiDIkUJM>

Air Quotes:

Air quotes connotes sarcasm or indicates to stress on a phrase or a word. It refers to people moving their index and middle fingers together up and down creating a quotation sign in the air.



Arms Crossed Defensively:

A person generally crosses his or her arms around the chest. This gesture is used to show disagreement against anyone's opinion or argument.



Head Shaking:

Head shaking indicates the movement of head horizontally. It is a negative expression typically represents disagreement or disapproval.

<https://www.youtube.com/watch?v=1DzvIrkNmZI>

Avoiding Eye Contact:

If a listener fails to keep eye contact with the speaker, it may represent distraction, confusion or boredom of the listener. This norm of eye-contact may also show one's culture and personality.

<https://www.youtube.com/watch?v=sEKsIkuE7tw>

Scratching Face/ Rubbing Nose:

A person in confusion may scratch his or her face or chin, or may rub his/her nose. It indicates the lack of understanding of a listener.



Resting head in hands/playing with hair:

It is a sign of distraction and boredom. Someone may play with his/her hair when s/he is not paying attention to the speaker



Nodding:

Nodding is a positive expression which is about moving the head up and down. It expresses that you agree with the proposal or idea of the speaker.

<https://www.youtube.com/watch?v=RivvyigtCDg>

Smiling:

Smiling is the gesture that adds confidence to the speaker's approach. It also shows friendliness of the person.



Gesturing with hands:

Moving hands from right to left or from up to down slightly with the rhythm of your speech will show others your ownership on space and confidence in your knowledge of the topic. But, extensive movements of hands of the speaker may hamper the attention of the listeners.

<https://www.youtube.com/watch?v=ooOQQQOQdhH8&t=60s>

Standing or sitting up straight:

Standing or sitting up straight in front of the audience enhance the confidence of the speaker and also helps the speaker to refer his/her importance.



Open shoulders:

Your open attitude towards suggestions, ideas and constructive ideas is indicated when you keep an open stance in your shoulders and arms. Bending or crouching may refer to insecurities of the speaker.

The given video link presents all the guidelines of body language

<https://www.youtube.com/watch?v=nfb68-lVcTQ>

Activity 1:

Create small dialogues based on the following situations, using the greetings and expressions from the list above. The first one is done for you.

Situation 1:

Meeting an old friend

Samia: Oh, hello Marzan. How are you doing?

Marzan: I'm well. Thanks for asking. How are you?

Samia: I can't complain. Life is treating me well.

Marzan: That's good to hear.

Samia: Good to see you again. I need to go for my doctor's appointment.

Marzan: Nice seeing you.

Samia: See you later.

Situation 2:

Inquiring about a hotel booking

Situation 3:

Asking for directions of a shop from a stranger

Situation 4:

Seeking an appointment from the head of the department

Activity 2:

Make a pair with your friend. Each pair will act out the situations.

2.2 Enhancing Speaking Skill



Speaking skill requires a lot of practice to improve. Without directly being involved in speaking, it is difficult to improve fluency, intonation, speech, pronunciation, etc. The best way to improve speaking is to practise it with native English speakers. Also, there are some other methods that can be used by an individual to improve his/her speaking. Some of the activities are mentioned below:

Activity 1:

The students will try to say the following sentences (tongue twisters) rapidly and will try to minimize their mistakes while doing it.

- Four furious friends fought for the phone.
- Dusk is a disk's worst enemy.
- I wish you were a fish in my dish.
- Nothing is worth thousands of deaths.
- He threw three balls.

Activity 2:

<https://www.youtube.com/watch?v=iYJwlQQxQU>

Listen to the song and sing along! Now answer the following questions based on the song.

1. What kind of love is this song talking about?
2. Do you think this love inspires us?
3. Do you think the singer is optimistic about life? Explain.

Activity 3:

Each student has to recollect a short story within 5 minutes that he/she has read in childhood in his/her mother tongue. Then he/she will tell the same story in English to the audience.

Activity 4:

Students will make a group of five students. One member of the group will hear about the description of a particular thing from the team members. Then he/she will try to draw the same thing, using the description.

3.1 Listening Tracks and Speeches 1

Activity

Watch and listen to the video clip very carefully and answer the following questions:

Video Clip- <https://www.youtube.com/watch?v=L72G8TLtTCk&t=42s>



1) Choose the right answer:

i) What is the name of the snow guardian?

- a) Dilly Bar
- b) Billy Var
- c) billy barr
- d) Bily Bar

ii) For how many winters, the snow guardian has been leading a life of reading and having cup of tea in the snows?

- a) more than 14 winters
- b) more than 40 winters
- c) more than 44 winters
- d) more than 80 winters

iii) How many times a day the snow guardian used to measure the snow height?

- a) never
- b) thrice
- c) twice
- d) once

iv) The snow guardian lived in a _____ feet by _____ feet old shack.

- a) 8,10
- b) 18,10

- c) 8,11
- d) 18,11

v) According to the video, how many record high temperature were the last year?

- a) 34
- b) 40

- c) 28
- d) 36

2) Ture/False :

If the given statement is true, write ‘T’ to the right of the statement and if the statement is false, write ‘R’ to the right and provide the true statement.

- (a) The snow guardian lives in a cabin out in the Woods.
- (b) The life of sitting by fire, having a cup of tea and reading books with snowfall stays for 7 months.
- (c) He lives in a rented home.
- (d) He loves cricket.
- (e) The snow guardian only interacts with the weather.

3) Fill in the blanks:

- a) The snowman grows a _____ by his house.
- b) He dreams of _____.
- c) In a normal winter, one would expect _____ temperature.
- d) The quicker of melting ice is to have _____ in the snow.
- e) In the year of 1985, the snow guardian was _____ years old.

4) Answer to the questions:

- a) With whom does the snow guardian have to share his house?
- b) How does he manage his basic needs?
- c) Why were there birds in the snow guardian’s home?
- d) Why did the snow man take records of the snow?
- e) What do we learn from him?

3.2 Listening Tracks and Speeches 2

Activity:

Watch and listen to video link very carefully and answer the following questions:

Video link- <https://www.youtube.com/watch?v=qjHtROcj6M>



1) Write down the summary of the main ideas of the video within 5 sentences.

2) Guess the meaning of the words.

i) The word “impact” refers here

- (a) influence (b) work (c) contribution (d) difference

ii) The word “views” refers to

- (a) argument (b) statement (c) opposition (d) perception

iii) The word “embrace” indicates here

- (a) rejects (b) accept (c) adore (d) worship

iv) The word “weapon” means here

- (a) arm (b) mechanism (c) idea (d) moral

v) The word “humble” means

- (a) honest (b) obedient (c) gentle (d) rebellious

3) Answer the questions:

- a) According to Nelson Mandela, how can one have impact on society?
- b) What is “a country with equality”?
- c) Where did Mandela learn to do better?
- d) Why is ‘Humility’ an important quality?

4) Match the phrases from left to right:

a) One of the most important weapons to change oneself	i) Supporting the struggle for freedom and justice
b) Gratitude towards people	ii) During the limited stay on Earth
c) A man unable to lead a nation	iii) Democratic, non-racial and non-sexist
d) Working for the purpose of transforming the nation to the desired one	iv) Changing principles according to the person being dealt with
e) Desired country	v) Recognizing ‘peace’ as most wanted around the world

4.2 Developing Public Speaking



Public speaking is one of the most ancient yet effective methods of communicating messages to general people. It can be used to persuade, to inspire, to fight for a cause or simply to entertain. Public speaking can be your gateway to career development and lifelong success. However, public speaking is also one of the most dreaded activities for students and professionals. This fear of public speaking is actually manageable, and one can always follow some tips to develop public speaking. Some of them are as follows:

- **Prepare and Practise:** There is no alternative to preparing yourself beforehand to be able to deliver a good speech. It is also necessary to practise what you have prepared. It might take a while to reach the desired stage through practice. But it is impossible to develop public speaking ability without any practice.
- **Know Your Audience:** Your speech is not about you. Rather, it is intended for your audience. So, it is important to know about the background, thoughts, mindsets and ideology of your audience to be able to deliver an effective speech.
- **Body Language:** It speaks about yourself in front of the audience. The audience can easily identify whether the speaker is nervous or is talking about something without confidence. So, one has to show his/her confidence through his/her body language, such as putting on a smiling face, hand movements, facial expressions, etc.
- **Fear Management:** It is important because it is fear that stops you from delivering good speeches. You are often afraid to face the audience and try hastily to end your speech to avoid embarrassment. However, it is important that you use every opportunity to deliver a speech so that you can overcome the fear of speaking in public.

- **Nervousness:** Nervousness is normal, and great speakers know how to manage it. You should not be frustrated if you feel a little nervous during your speech. Approach the audience with confidence.
- **Use Humour:** Using humour gives relief from monotony and helps audience to focus better on your speech. It also helps you to get a personal touch in your speech.
- **Use audio visual materials:** Audio visual materials should be used efficiently to engage your audience's attention to your speech. However, excessive use might distract your audience.
- **Record and Watch Your Speeches:** We often make some unwanted mistakes during delivery of speech. Watching our own recorded speech enables us to identify the problems and work on them to increase our efficiency as better speakers.

Activity 1:

Listen to the following speech and list the strong sides of the speaker's speech. Share your thoughts with the class.

<https://www.youtube.com/watch?v=Iqq1roF4C8s>

Activity 2:

Suppose, you have been nominated for the national election, and you have been invited to deliver a speech in front of the local audience. Speak about how you will contribute to the development of your locality, and why they should vote for you. Each individual will get 5 minutes to speak.

Activity 3

The teacher will start telling an anonymous story in front of the class. But, s/he will not complete it. After telling a few lines, s/he will choose a student who will continue creating and telling the story. This story telling will continue until every student gets a chance to contribute his/her imagination to the story. Every student will get 3 minutes to add to the story, and the story will be completed by the student who will be chosen at last.

Activity 4

The teacher will read out different statements of opinion, and the students will react appropriately. They will split into two groups of 'Agree' and 'Disagree' whenever they are given a statement. Students from each group will have to show their reasons for agreeing or disagreeing with the statement. For each statement, two students from each group will be given opportunity to talk. Each student will be given 3 minutes to show their reasons.

5.1 Developing Vocabulary



The word vocabulary refers to a common set of words used in a language. It is the knowledge of words and word meanings. It is the medium of expression and communication. It works as the foundation of a language. Extensive vocabulary enables us to express our exact thoughts through proper expressions.

Few strategies can be applied to improve our vocabulary. Some of them are:

1. Reading a lot
2. Using dictionary when necessary
3. Using a journal
4. Maintaining regular practice
5. Engaging in the application of vocabulary

Activity 1:

Divide the class into two teams, A and B. Both teams will sit apart. One member from each team will go to the board. The teacher will show them a word, a phrase, or an expression written on a piece of paper. The students have one minute to get their respective team to say the item only by drawing pictorial clues on the board. Written words, verbal clues, or gestures are forbidden. The first team that mentions the word scores a point.

Activity 2:

Teacher will provide jumbled words on the whiteboard. Students will try to answer them as fast as they can.

For example:

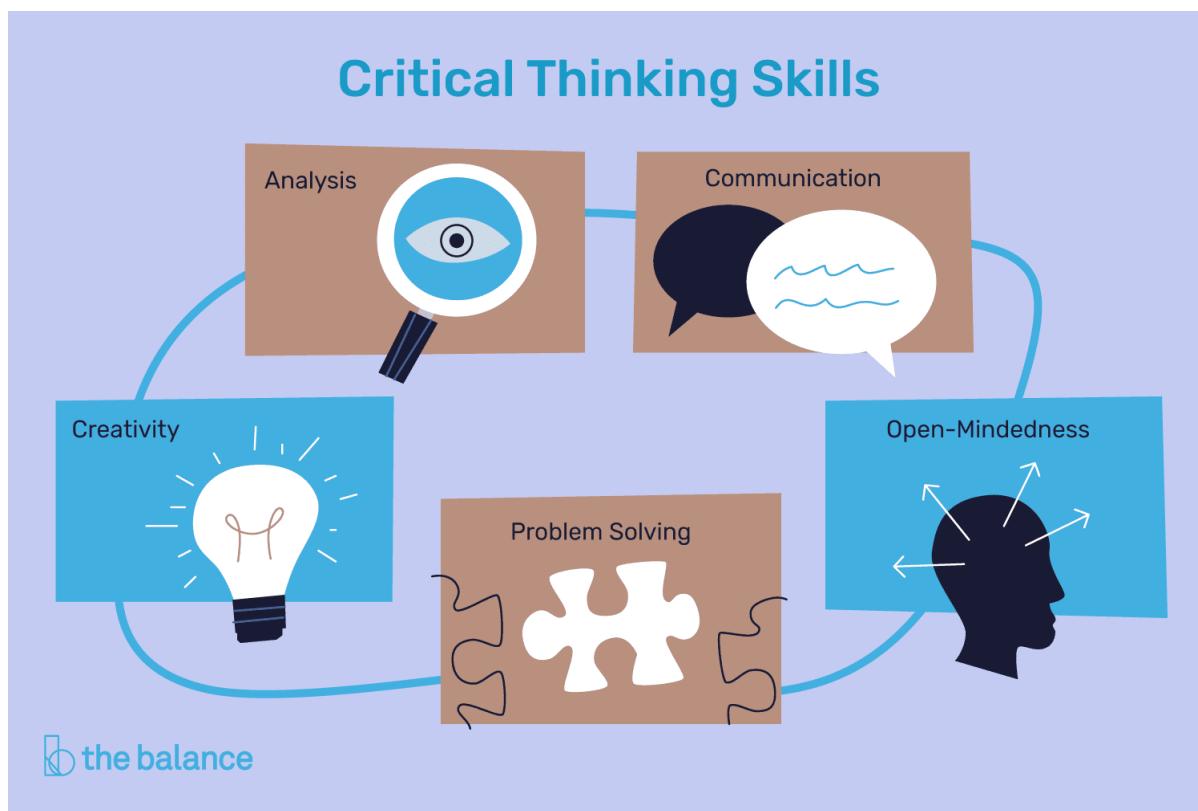
QUESTIONS	ANSWERS
1. MTOIGRNIA	1.
2. ETRONIVNMNE	2.
3. PERCSOICMO	3.
4. EMEERTRUAPT	4.
5. ATEPLHEN	5.
6. NICNTETON	6.
7. EREMIENXTP	7.
8. UCSLEUN	8.
9. CELEOLMU	9.
10. NPALMTIU	10.
11. EOKSLENT	11.
12. MRTISAPSMMOEH	12.
13. PIEELCS	13.
14. SYHITOTSHSOEPN	14.
15. ITRDSOAE	15.
16. CLNEOIRESTC	16.
17. ACRLIEG	17.
18. SURREPSE	18.
19. ONACMNMIMIOTUC	19.
20. ONVOTUILE	20.

5.2 Critical Thinking

Critical Thinking

“Active, persistent, careful consideration of a belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends.”

- John Dewey, father of modern day critical thinking on Critical thinking



Critical thinking, as we can see, is the process of qualitatively and quantitatively analysing and evaluating the information gathered from observation, experience, reflection, reasoning, or communication. Critical thinkers engage in highly active listening for being able to critically interpret the acquired information. Similarly, critical thinkers carefully select what to say and verify a piece of information before using it in their argument. Absence of critical thinking leads to poor listening and speaking performances.

Reasoning:

Reasoning is one of the various outcomes of critical thinking. It refers to the act of constructing an argument based on a proven fact. Before we speak, we think and decide whether we should include a particular piece of information in our speech or not. Developing an argument based on the gathered information while considering its validity is reasoning.

Selective Exposure Theory:

This theory of critical thinking claims that a listener focuses on the information that confirms his/her perceptions of a certain topic. This means that a listener generally hears the information that confirms his or her position on a certain topic. For example, if the listener believes that the speaker is not credible or incompetent, that listener will be keener on hearing the flaws in logic or grammatical errors.

Activity 1:

Discuss with your partner whether the statements below sound like facts or opinions.

- My mother is the best mother on earth.
- This shop sells the best biriyani in Dhaka.
- The Language Movement took place in 1952.
- Dogs make better pets than turtles.
- Smoking is bad for your health.
- The deepest part of the ocean is 35,813 feet deep.

Activity 2:

The teacher will introduce a controversial topic. Students will line themselves up along a ‘U’ shaped continuum representing their stance on that issue. The sides of the U are opposite extremes, with the middle being neutral. The teacher will start a discussion by giving equal opportunity for individuals in each area of the continuum to speak about their stand. The students will use “I” statements when stating their opinions.

7.1 Listening Tracks and Speeches III

Activity:

Watch and listen to the video very carefully-

Video link: <https://www.youtube.com/watch?v=PH2Zf4LiiAk>

Now, form groups consisting of 5 people in each group. Here is a map of South America continent given below. Identify and label the important and fascinating geographical attributes of the continent on the map.



Home task- (Lesson plan)

- Find information about the geographical position and condition about Bangladesh.
- Search for documentaries on the topic.
- Draw a map of Bangladesh and identify her important geographical attributes (tea gardens, main rivers and heritage sites) on the map.

7.2 News Presentation



News is the information that matters. This information influences our lifestyle and even our thought process. It is the timely report of events, facts, opinions, etc. in a concise manner. News covers a broad spectrum of subjects from politics to entertainment. We get informed about global update from news. The nature of the news depends on the size, population and social structure of the community it is aimed at. While creating a news story for presentation, we might follow the following steps:

- Fixing on a story
- Taking interviews
- Creating report
- Maintaining objectivity and fairness in writing
- Using an exciting introductory section for the story
- Maintaining credibility of information
- Using appropriate style (For example: Associated Press style for USA)
- Creating a follow-up story

Activity 1:

Watch the following video and find out the elements and presentation style of news presentation:
<https://www.youtube.com/watch?v=60SXuEr6YJo>

Activity 2:

Each group of students will be provided with an English daily newspaper. They will prepare 5 headlines from it and create detailed news related to the headlines. Each member of the group will present one headline based on previous findings.

8.1 Turn Taking in Conversations

Turn taking is the system in which orderly conversations take place. Naturally, in a conversation, people speak or contribute one after another. There are rules which help us realize who speaks next. The process of this change of speaker is called turn taking.

The change of turn can be identified by:

- Raised hands or calling names of individuals
- Asking a question
- Change in expressions
- Change in gaze direction

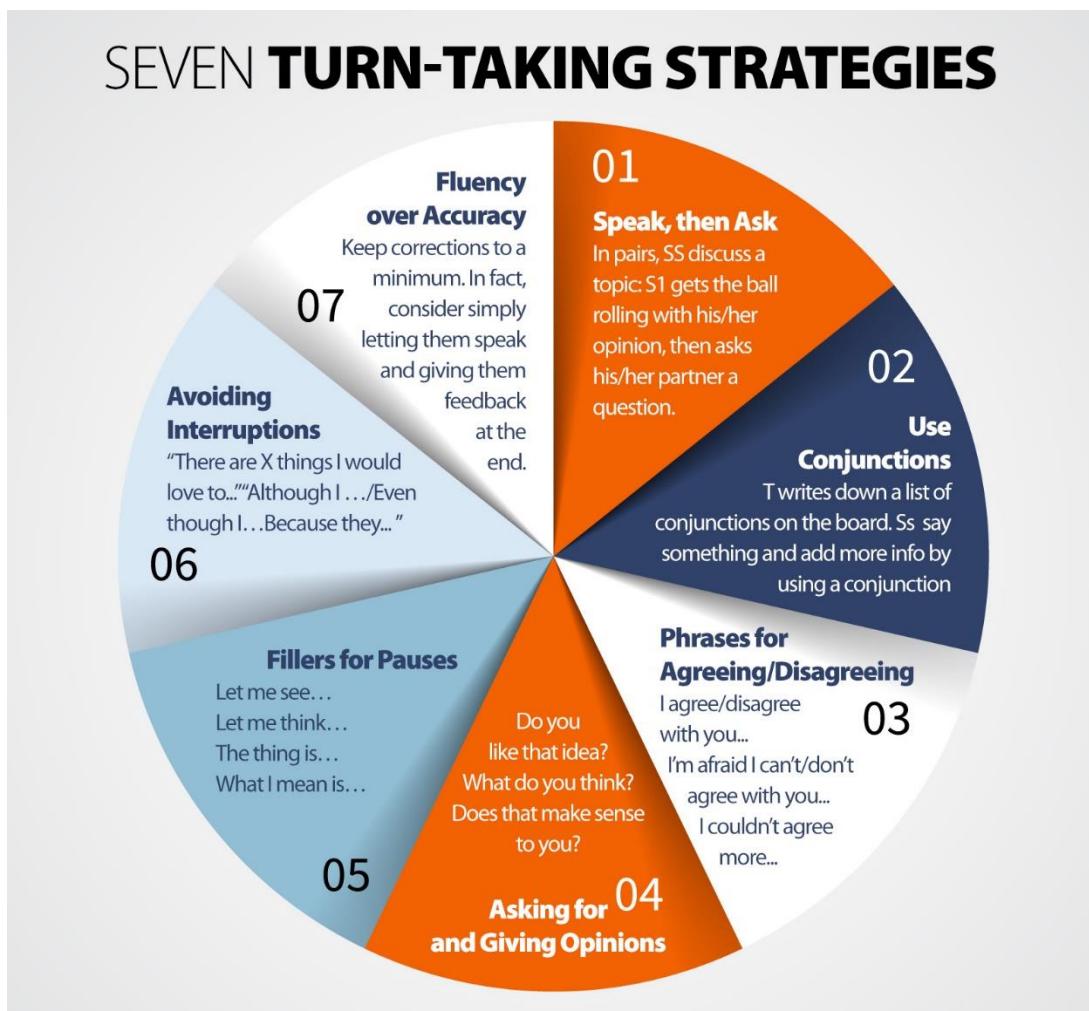


Fig: How to increase your turn

Effective involvement in conversation takes place when the speaker understands the idea and strategies of turn taking which frequently occurs in a conversation. Without proper turn taking a single person dominates a conversation, and others are neglected or their message remains unheard. TV talk shows are perfect examples to help us understand the importance of turn taking.



Activity 1:

Each group of students will select a topic. Each member of the group will converse on the topic and ask a related question to the member next to him/her. This discussion will proceed until the last member expresses his/her opinion. The discussion will continue for 10 minutes.

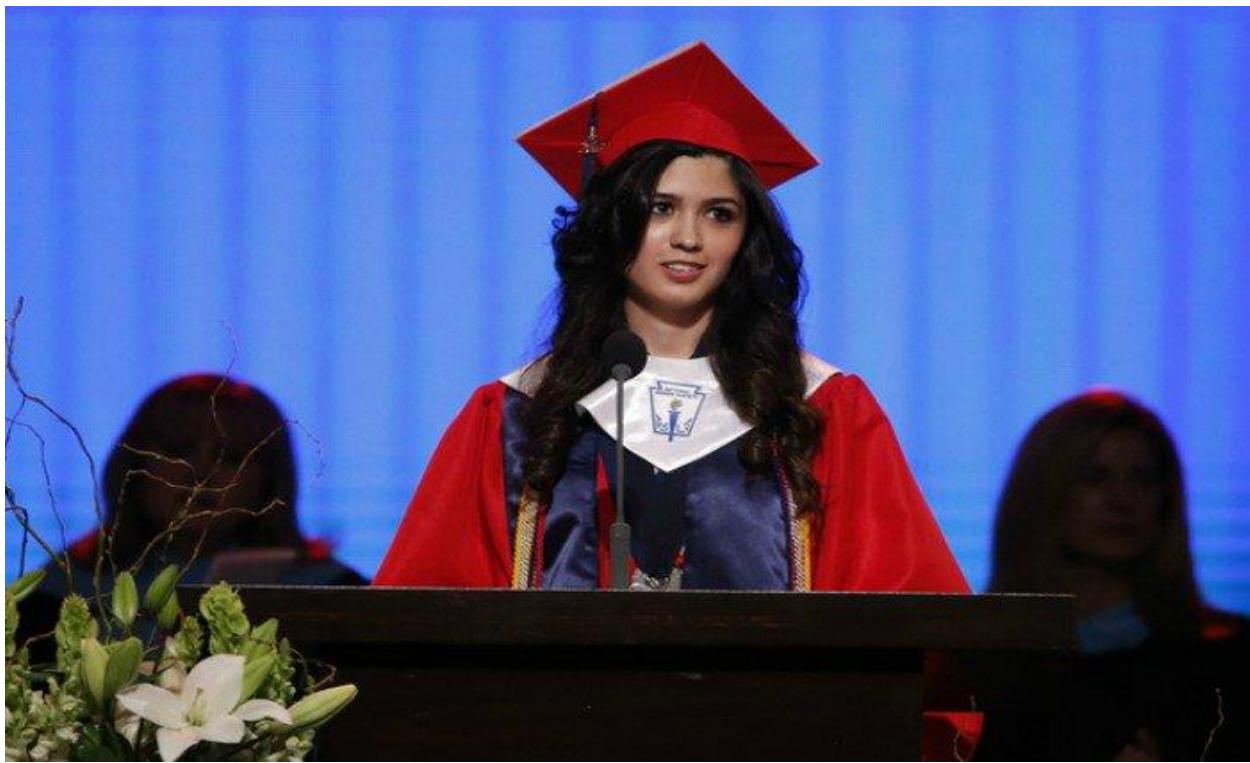
Activity 2:

A student will start talking on a topic. He/ she must use conjunctions and connectors while talking.

Activity 3:

Teacher will present a topic. Each student will raise hand randomly and ask at least one question about the topic.

8.2 Speeches on Special Occasions



Speech is a common representation of public speaking skill. Speeches are generally delivered in front of the audience. While delivering a speech, we can convey social message or provide advice on different issues. We can even share our experiences and express our emotions in our speeches. However, we deliver speeches on different occasions. These occasions can be formal and informal. The most common formal events are seminars, graduation convocation, prize/award giving ceremonies, conference, etc. where speeches on introduction, presentation, motivation, acceptance and gratitude are delivered. On the other hand, the ceremonies which are for celebrating or remembering a person or incidents are quite informal. Speeches on marriage ceremony, funerals etc. are the examples where our feelings are expressed.

When we need to deliver speech on formal occasions, we need to prepare ourselves as we have to interact with a huge audience. Speech on occasions also should be prepared based on an outline. Hence, the outline should

- have a proper introduction;
- include greetings of the guests and audience at the beginning;
- a focus on the topic;
- contain use of easy language to interact with the audience;
- comprise information about speakers to be careful about the time duration;
- have information about a speaker's expression of his/her gratitude to the audience for their patient hearing;
- end with greetings.

Here are some important facts that can be followed while delivering an effective formal speech:

- 1) One must practise the speech for several times before delivering. The practice will build up confidence of the speaker to deliver the speech fluently.
- 2) The speaker can repeat a few statements from the speech to emphasize on a particular fact.
- 3) Transitions can be used in the speech to connect with the audience more effectively.
- 4) The speaker should be prepared for any kind of situation while delivering speech. S/he should ignore the distractions.
- 5) If the speaker attempts any mistake while delivering the speech, s/he should apologize instantly.
- 6) Maintaining eye-contact with the audience is very important for delivering speeches.
- 7) Body gestures also play a great role in presenting speech to the audience more effectively.
- 8) We can incorporate personal experiences and research learnings while delivering speech.

Now, watch and listen to the video which is an example of a speech on a formal occasion:

Video link: https://www.youtube.com/watch?v=ka6_3TJcCkA

Activity:

Now, each student will prepare a speech to deliver in the class in front of his/her classmates and teacher. Each student will choose a situation from the given list and will deliver a speech according to the situation. Each of them will get 3 minutes to deliver the speech.

- a) As a representative of the most junior batch, deliver a speech on your orientation day in the university.
- b) Deliver a speech for the farewell ceremony of one of the faculty of your university.
- c) Deliver a speech as the chief guest of a seminar held on ‘The Importance of English for Better Career Opportunities’.
- d) Deliver a speech as the moderator of English club which has arranged a debate competition.
- e) Deliver a speech as a winner of ‘The Best Speaker’ in a public speaking competition.

9.2 Impromptu Speaking

Often in our lives, we are asked to say something in a party, in classes, in a meeting or in other formal and informal occasions. It is commonly known as impromptu speaking. In case of impromptu speaking, the speaker gets little to zero time to prepare a topic. It is very essential skill for a speaker.



The idea of impromptu speaking might seem scary, but a few tricks and tips might help overcome the obstacle.

1. Mentally prepare yourself beforehand if you are attending an event where you might be asked to speak.
2. Determine a key point.
3. Create a mental structure for the speech.
4. Keep the speech short, simple and to the point.
5. Focus on the start and the end of the speech.
6. Inclusion of personal stories also help in impromptu speaking.

Watch the video and answer the following questions.

<https://www.youtube.com/watch?v=Y45aAZ5-aBw>

What do you think of her speech? Which quality of her speech do you like most? Why?

Activity:

Each student will speak for 5 minutes on one of the following topics:

1. Expressing your feelings as an invited guest of a cultural programme
2. Your experience as a visitor of the Ekushey book fair in front of the TV camera
3. An overview of the overall activities of the cultural club of which you are a member
4. Sharing your opinion about the writing style of your favourite author with the class

10.1 Listening Comprehension I

Listening text 1:

Listen to the text and answer the following questions:

The Padma Bridge



Bangladesh has been sustainably constructing its infrastructure with recent projects; one of which is the Padma Bridge, a multipurpose railroad bridge across the Padma River in Bangladesh. “The Padma Multipurpose Bridge” is the official name given to it. It is going to be the largest bridge in the river basins of Padma, Brahmaputra and Meghna. It is going to connect the south-west to the northern and eastern regions of the country, covering three districts: Shariatpur, Madaripur, and Munshiganj. The total length of the bridge is 6.150 km making it a landmark structure and one of the longest river crossings in the world.

The Padma bridge negotiation has been involved in controversy and conspiracy. The construction was at risk when the World Bank found credible evidence corroborated by a variety of sources, which point to a high-level corruption conspiracy and denied the loan. However, no proofs were to be found according to the claim, and the construction continued. The construction is now being funded from own resources of the Government of Bangladesh.

The Prime Minister inaugurated the main bridge construction and river training work at Janjira in Shariatpur and Mawa in Munshiganj on December 12 in 2015. Work on the Padma Bridge is broadly divided into five parts—the main bridge, river training, two link roads and infrastructure (service area) construction. The construction of the Padma bridge is nearing completion as sixty percent construction work of the main structure of the 6.15 km long bridge is completed; Tk.16,795.80 crore has been spent of the Tk. 30,193 crore project.

Due to the construction of “The Padma Multipurpose Bridge,” the country will see a drastic change as it will replace an existing, hazardous ferry link. After the completion of the Padma Bridge, the GDP rate of the country will increase by one-point five percent to two. This will not only stimulate the economic growth of the country but also provide a reliable and relatively fast link to the poverty-stricken south west, increasing its GDP by two-point three percent.

Activity 1:

Answer the following questions:

1. What is the official name of the Bridge?
2. What is the purpose of the Padma Bridge? Which districts will it connect?
3. What risked the construction of the bridge to be completed? Explain
4. How did the construction of the bridge continue despite the risk of the failure? Explain.
5. When did the Prime minister inaugurate the main bridge construction?
6. What is the progress of the Padma Bridge? How much money has been spent?
7. What benefits are associated with the completion of the Padma Bridge?

Activity 2:

Write T for True, F for False for the following statements:

1. It is a landmark structure and one of the smallest river crossings in the world.
2. It is going to be the largest bridge in the river basins of Padma, Brahmaputra and Meghna.
3. The total length of the bridge is 6.100 km.
4. The Padma bridge negotiation has not been involved in controversy and conspiracy.
5. The construction of the Padma Bridge is nearing completion of sixty percent.
6. Tk. 12,795.80 crore has been spent of the Tk 30,193 crore project.
7. It will not replace an existing, hazardous ferry link.

Activity 3:

The Padma Bridge is the pride of our nation – Express your opinion about this statement.

Listening text 2:

Listen to the text and answer the following questions:

The Ethnic People of Bangladesh



Bangladesh is a country with diverse number of people as it is historically of diverse origin, having emerged from the confluence of various communities that entered the region over the course of many centuries. The vast majority of the population of Bangladesh is Bengali—a term describing both an ethnic and a linguistic group. The indigenous people of Bangladesh refer to native ethnic minorities in southeastern, northwestern, north-central and northeastern regions of this country. These regions include the Chittagong Hill Tracts, Sylhet Division, Rajshahi Division, and Mymensingh District.

The number of ethnic population groups of Bangladesh is 27. The first is Chakma, consisting of 444,748 people while the Marma, the second largest ethnic group comprises 202,974 people. Other ethnic groups include the Tripuras, Tanchangya, Mros (Mrus or Moorangs), Santals, Khasi Jaintia, Garos, and few more. Most of these ethnic groups have different languages and religions, and they mainly follow Hinduism, Buddhism, Christian or Animists. These people have cultures that are different from the Bengalis who are from the other part of this country.

The ethnic people of some regions bear a close resemblance to the Burmese, Malyan and Chinese in facial feature. They are dark or fair complexioned, flat nosed, thick-lipped with curly and straight hair and medium height. Mainly their profession are agriculture, livestock, cultivation and music. They also do the Jhum cultivation.

These ethnic groups are also the minorities of Bangladesh. They usually live within (or maintain attachments to) geographically distinct ancestral territories. They tend to maintain distinct social, economic, and political institutions within their territories. They typically aspire to remain distinct culturally, geographically and institutionally rather than assimilate fully into a national society. They self-identify as indigenous or tribal. They have quite a vivid impact on the culture of Bangladesh.

Activity 1:

Answer the following questions:

1. What are the regions where the ethnic people are found in Bangladesh?
2. Which are the largest ethnic groups?
3. Mention some of the ethnic groups.
4. What religions do these ethnic people follow?
5. Describe their appearance.
6. What is their way of life?
7. Why are they the minorities?

Activity 2:

Fill in the gaps:

1. Bangladesh is a country with _____ number of people as it is historically of diverse origin.
2. The _____ people of Bangladesh refer to native ethnic minorities.
3. These regions include the _____, Sylhet Division, Rajshahi Division, and _____ District.
4. _____ the second largest ethnic group comprises 202,974 people.
5. The ethnic people of some regions bear a close resemblance to the _____, Malyan & _____ in facial feature.
6. They typically aspire to remain distinct _____, geographically and institutionally, rather than _____ fully assimilate into a national society.

Listening text 3:

Listen to the text and answer the following questions:

The Garments Sector of Bangladesh



Bangladesh has been experiencing considerable economic development and social progress in the last few years, and a number of star industries have emerged into the limelight. The premier example of this is the Bangladeshi Ready-Made Garments (RMG) industry. Contributing to the country's social and economic growth on a number of levels, much of the focus of international appraisal agencies has fallen on this local star. From being the key contributor to the nation's Balance of Trade to being the premier driver behind the burgeoning women's economic empowerment initiative, the RMG sector is one of the most strategically important sectors of commerce in Bangladeshi economy. Exports of textiles and garments are the principal sources of foreign exchange earnings for Bangladesh.

Ready-made garments (RMG) sector is one of the fastest growing sectors in the Bangladeshi economy. It can be accounted for 81% of Bangladesh's total merchandise exports. Much of the tremendous growth of the sector and its role as an economic powerhouse for the country is attributed to the availability of "cheap" labor.

The RMG sector plays an important role in shaping this nation, and it has showed vast changes in the lives of women that are working in this sector. 90 percent of its labor force is female. This sector ranks as the highest in South-East Asia regarding female participation in the workforce. The industry has changed lives of millions of women and people. The industries have not only been in the spotlight but also have managed to hold, taking initiatives for Sustainable Development Goals

(SDG) and including the Corporate Social Responsibility (CSR) with a view to contributing and having a positive effect on society.

The sector has undergone significant transformation in terms of workplace safety and workers' rights leading to a better standard of living and an active participation than previous times. The garments industry is making strides in terms of environmental compliance to have a sustainable footing in the global apparel market as well. Thus, they are using cleaner technologies and producing garments in a caring and responsible way that preserves the environment for future generations, which is needed, as we know the environment of this country is at stake.

Activity 1:

Answer the following questions:

1. Explain the role of RMG sector in Bangladesh.
2. Why does this sector play an important role in our economy?
3. How did this sector gain growth and is an economic powerhouse?
4. Why does the RMG sector play an important role in shaping this nation?
5. What are the significant transformations this sector achieved?
6. What are the initiatives taken by the RMG sector to have a sustainable footing in the global apparel market and the environment?

Activity 2:

Choose the correct answer:

1. Bangladesh has been experiencing considerable economic development and social progress due to _____.
a) Fishery sector c) Teaching sector
b) RMG sector d) Technical sector
2. The principal source of foreign exchange earnings for Bangladesh is by _____.
a) Imports c) Exchange rate
b) Balance of Trade d) Exports
3. It can be accounted for _____ of Bangladesh's total merchandise exports.
a) 42% c) 90%
b) 81% d) 71%
4. What are the initiatives they have taken in their Corporate Social Responsibility (CSR) as to contribute and to have a positive effect on society?
a) Sustainable Development Goals (SDG) c) Women empowerment
b) Working facilities d) Trade unions
5. They are using cleaner technologies and producing garments in a caring and responsible way that preserves the _____.
a) Country c) Environment
b) Community d) Pollution

10.2 Listening Comprehension II

Listening text 1:

Listen to the text and answer the following questions.

Digital Bangladesh



Digital Bangladesh is a modern concept that was first introduced by Honourable Prime Minister Sheikh Hasina. Bangladesh has seen massive technological transformation in every sector as her government pursued the agenda aptly titled “Digital Bangladesh”. The country has seen radical transformation in the arena of information and communication technology.

The government has also put a special emphasis on utilizing information and communication technology (ICT) as a tool for development and sustainability. Despite many bottlenecks and limitations, work is in progress for the realization of Digital Bangladesh. Over the past nine years, the government has implemented a large number of projects related to digital technologies.

In a bid to fulfil the aim to transform Bangladesh into a technologically advanced nation by 2021, the country has come a long way. The country has seen exponential growth in internet connectivity, mobile phone usage, IT export earnings and use of ICT in education and accessibility of public services, driven by widespread digitization in the public and private sectors and policy support.

ICT training by the government has opened a new horizon in youth employment through outsourcing. According to a study conducted by Oxford University, Bangladesh is now home to around 16.8% of all outsourced online workers in the world, a rate that is second only to India, at 24.6%. Under the Professional Outsourcing Training Program, the government has set a target for training 13,000 unemployed people in three key ICT areas, such as graphic design, web design and development, and digital marketing.

Of the target, a total of 11,920 people have already completed their training. The business process outsourcing (BPO) industry in Bangladesh is growing at rapid speed. The export revenue of BPO

industry has been growing rapidly. At present, the industry employs more than 40,000 educated Bangladeshi workers.

Ten years ago only 20 million Bangladeshis had access to mobile phones. As of April 2018, that number has grown to more than 150 million. The number of internet subscribers in Bangladesh as of April stood at 86 million while the rates of tele-density and internet-density were 91% and 50% respectively. According to the GSM Association, Bangladesh has the potential to be the 10th largest internet using country in the world by 2020.

Almost all service, including those related to education, health-nutrition, agriculture, birth registration, allowances under social protection programs are now easily and comfortably delivered to the doorsteps of intended beneficiaries through union information centres at union level, e-service centres in DC offices, e-centres in 147 upazilas and village post offices and 254 agricultural information centres.

As many as 18,434 government offices, including 58 ministries or divisions, 240 government departments and 64 DC offices of the country are now connected with an integrated network. A total of 883 video conferencing systems have been installed for live communication, sending messages and information, and conducting meetings.

Digital Bangladesh is more than a vision now. Day by day this vision is turning into a reality. Through this focused approach towards technological advancement, Bangladesh is sure to reach success in socio-economic development.

Activity 1:

Make a list of five sectors where technological transformation has been noticed in Bangladesh after the introduction of the concept ‘Digital Bangladesh’. Write short notes based on the sectors.

Activity 2:

Edit the following passage.

Digital bangladesh is a moden concept first introduced by Honourable prime Minister Sheikh Hasina Bangladesh saw massive technologically transformation in every sactor as the government pursued the agenda aptly titled “Digital Bangladesh. The country has seen radical transformation in the arena of information and communication technology. Youth employment a rapid rise saw this time. Digital Bangladesh is more than a vision now Day bi Day this vision is turning into a reality. Through this focused approach towards technological advancement, Bangladesh is sure to reach success in socio economic development.

Activity 3:

Each student will deliver a 5-minute speech on the impacts of the recent technological transformation on his/her life.

Listening text 2:

Listen to the text and answer the following questions.

The Liberation War of Bangladesh



The Bangladesh Liberation War, also known as the Bangladesh War of Independence, or simply the Liberation War in Bangladesh, was a revolution and armed conflict sparked by the rise of the Bengali nationalist and self-determination movement during the 1971 Bangladesh (what was then East Pakistan) genocide. It resulted in the independence of the People's Republic of Bangladesh. The war began after the Pakistani military junta based in West Pakistan launched Operation Searchlight against the people of East Pakistan on the night of 25 March 1971. It pursued the systematic elimination of nationalist Bengali civilians, students, intelligentsia, religious minorities and armed personnel. The junta annulled the results of the 1970 elections and arrested Prime minister-designate Sheikh Mujibur Rahman. The war ended on 16 December 1971 after West Pakistan surrendered.

Rural and urban areas across East Pakistan saw extensive military operations and air strikes to suppress the tide of civil disobedience that formed following the 1970 election stalemate. The Pakistan Army, which had the backing of Islamists, created radical religious militias – the Razakars, Al-Badr and Al-Shams – to assist them (the Pakistani Army) during raids on the local populace. Urdu-speaking Biharis in Bangladesh (ethnic minority) were also in support of Pakistani military. Members of the Pakistani military and supporting militias engaged in mass murder, deportation and genocidal rape. The capital Dhaka was the scene of numerous massacres, including the Operation Searchlight and Dhaka University massacre. An estimated 10 million Bengali refugees fled to neighbouring India, while 30 million were internally displaced. Sectarian violence broke out between Bengalis and Urdu-speaking immigrants. An academic consensus prevails that the atrocities committed by the Pakistani military were a genocide.

The Bangladeshi Declaration of Independence was proclaimed by members of the Mukti Bahini from Chittagong – the national liberation army formed by Bengali military, paramilitary and civilians. The East Bengal Regiment and the East Pakistan Rifles played a crucial role in the resistance. Led by General M. A. G. Osmani and eleven sector commanders, the Bangladesh Forces waged a mass guerrilla war against the Pakistani military. They liberated numerous towns and cities in the beginning of the conflict. The Pakistan Army regained momentum in the monsoon. Bengali guerrillas carried out widespread sabotage, including Operation Jackpot against the Pakistan Navy. The nascent Bangladesh Air Force flew sorties against Pakistani military bases. By November, the Bangladeshi forces restricted the Pakistani military to its barracks during the night. They secured control of most parts of the countryside.

The Provisional Government of Bangladesh was formed on 17 April 1971 in Mujibnagar and moved to Calcutta as a government in exile. Bengali members of the Pakistani civil, military and diplomatic corps defected to the Bangladeshi provisional government. Thousands of Bengali families were interned in West Pakistan, from where many escaped to Afghanistan. Bengali cultural activists operated the clandestine Free Bengal Radio Station. The plight of millions of war-ravaged Bengali civilians caused worldwide outrage and alarm. The Indian state led by Indira Gandhi provided substantial diplomatic, economic and military support to Bangladeshi nationalists. British, Indian and American musicians organised the world's first benefit concert in New York City to support the Bangladeshi people. Senator Ted Kennedy in the United States led a congressional campaign for an end to Pakistani military persecution while US diplomats in East Pakistan strongly dissented with the Nixon administration's close ties to the Pakistani military dictator, Yahya Khan.

India joined the war on 3 December 1971 after Pakistan launched pre-emptive air strikes on North India. The subsequent Indo-Pakistani War witnessed engagements on two war fronts. With air supremacy achieved in the eastern theatre and the rapid advance of the Allied Forces of Bangladesh and India, Pakistan surrendered in Dacca on 16 December 1971.

The war changed the geopolitical landscape of South Asia with the emergence of Bangladesh as the seventh-most populous country in the world. Due to complex regional alliances, the war was a major episode in Cold War tensions, involving the United States, the Soviet Union and the People's Republic of China. The majority of member states in the United Nations recognised Bangladesh as a sovereign nation in 1972.

Activity 1:

Answer the following questions.

- a. What do you think was the intention behind the attack on the night of 25 March 1971?
- b. Which radical religious militia groups were active during the Liberation War?
- c. Describe the role of Mukti Bahini in the Liberation War.
- d. General people were the driving factor behind the birth of Bangladesh- Express your opinion about this statement.
- e. Make a list of the changes that took place because of the war.

Activity 2:

Match the following sentences.

A	B
The Bangladesh War of Independence	the People's Republic of Bangladesh
It resulted in the independence of	including the Operation Searchlight and Dhaka University massacre
Rural and urban areas across East Pakistan saw extensive military operations and air strikes	was a revolution and armed conflict sparked by the rise of the Bengali nationalist and self-determination movement
The capital Dhaka was the scene of numerous massacres	Bengali civilians caused worldwide outrage and alarm
The plight of millions of war-ravaged	to suppress the tide of civil disobedience that formed following the 1970 election stalemate.

Activity 3:

Suppose, you are a reporter for CNN, and it is war time. Create a news report for CNN, describing the sufferings of the people of Bangladesh and present it in front of the class.

Activity 4:

Listen to the song and fill in the blanks.

<https://www.youtube.com/watch?v=QB41BS2gJ8c>

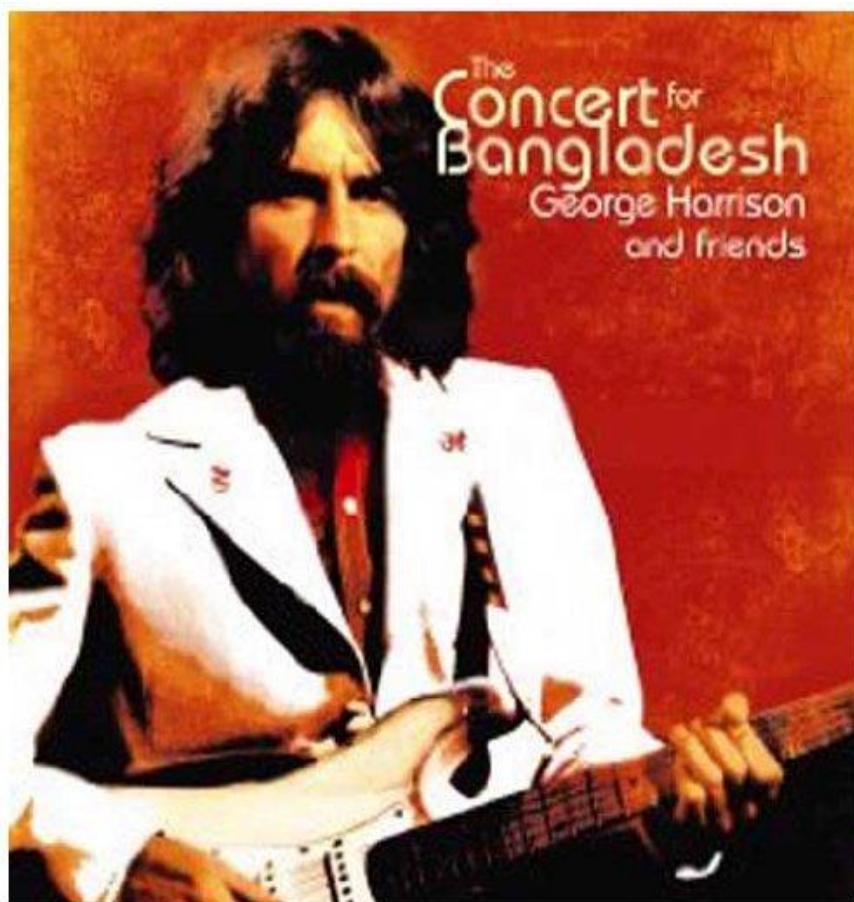
George Harrison - Bangladesh

My friend came to me
 With _____ in his eyes
 He told me that he wanted help
 Before his country dies
 Although I couldn't feel the _____
 I knew I had to try
 Now I'm asking all of you
 To help us save some _____
 Bangladesh, Bangladesh
 Where so many people are _____ fast
 And it sure looks like a mess
 I've never seen such _____

Now won't you lend your hand and understand?

Relieve the people of Bangladesh
 Bangladesh, Bangladesh

Such a great disaster, I don't understand
But it sure looks like a _____
I've never known such distress
Now please don't _____ away
I want to hear you say
Relieve the people of Bangladesh
Relieve Bangladesh
Bangladesh, Bangladesh
Now it may _____ so far from where we all are
It's something we can't _____
It's something I can't neglect
Now won't you give some bread to get the starving fed
We've got to relieve Bangladesh
Relieve the people of Bangladesh
We've got to relieve Bangladesh
Relieve the people of Bangladesh



11.1 Developing Presentation Skills and Argumentative Skills



Presentation skills and public speaking skills are very useful in many aspects of our work and life. Effective presentations are important not only in business purposes, like sales and selling, but also in educational purposes, like training, teaching and lecturing. Generally, slide shows are played in the background, and the speaker has to explain his/her points, presenting slides.

While giving a presentation, one must follow certain decorum, such as-

- 1) A proper introduction of the topic of the presentation and the presenter should introduce himself or herself at first.
- 2) The presenter should be careful about the slides. Only the main points which are going to be discussed should be on the slides. Charts, pictures, and diagrams can be added to make the slides more interesting and relatable to the audience.
- 3) While discussing about the topic, the presenter should be focused. S/he can use examples, share experiences and views and add suggestions.
- 4) Body gesture and eye-contacting with audience are also crucial facts of a presentation.
- 5) The presenter must add formal greetings of gratitude while ending the presentation. At the end of the presentation, the presenter can open the floor for feedback or question/answer.

- 6) The presenter should maintain formal dress-up. S/he should be confident during the presentation. Ease and simplicity of the presenter may ensure the presentation to be more effective.

Here is a video showing some tips of an effective presentation:

Video link: <https://www.youtube.com/watch?v=MnIPpUiTcRc>

Developing Argumentative Skills

Argumentation is the process of thinking, which is used to develop and present arguments. It is closely related to critical thinking and reasoning. One of the essential 21st century cognitive skills is argumentative skill. We face complex issues that require careful, balanced reasoning to resolve the problems at hand.



Hence, we can enhance our skill of argumentation by watching and practising debates. Reasoning on controversial issues or statements can also help one to develop the argumentation skill. Thinking about the pros and cons of a fact and comparing the positive and negative sides to counterbalance the argument is a desired output of argumentation.

Argumentation:

Do you know someone who enjoys a good argument? Such a person likes to challenge any sweeping statement we might make. For example, when we say something like "Ms. Lucci doesn't grade fairly," he or she comes back with "Why do you say that? What are your reasons?"

Our questioner then listens carefully as we state our case, judging if we really do have solid evidence to support our point of view. We realize that saying, "Ms. Lucci just, doesn't, that's all," sounds weak and unconvincing, so we try to come up with stronger evidence to back up our statement. Such a question may make us feel uncomfortable, but we may also feel grateful to him or her for helping us clarify our opinions.

The ability to put forth sound and compelling arguments is an important skill in everyday life. You can use argumentation to make a point in a class discussion, persuade a friend to lend you money, or talk an employer into giving you a day off. Becoming skilled in clear, logical reasoning can also help you see through faulty arguments that others may make. You will become a better critic of advertisements, newspaper articles, political speeches, and the other persuasive appeals you see and hear every day.

In this section, you will be asked to write an essay in which you defend a position with a series of solid reasons. In a general way, you have done the same thing—making a point and then supporting it—with all the essays in this section. The difference here is that argumentation advances a controversial point, a point that at least some of your readers will not be inclined to accept. To prepare for this task, first read about five strategies you can use in advancing an argument. Then read the student essays and the professional essay that follow, and work through the questions that accompany the essays.

Strategies for Argumentation

Because argumentation assumes controversy, you have to work especially hard to convince readers of the validity of your position. Here are five strategies you can use to help win over readers whose viewpoint may differ from yours.

Patterns of Essay Development

1. Use Tactful, Courteous Language

In an argumentation essay, you are attempting to persuade readers to accept your viewpoint. It is important, therefore, not to anger them by referring to them or their opinions in rude or belittling terms. Stay away from sweeping statements like "Everybody knows that . . ." or "People with any intelligence agree that . . ." Also, keep the focus on the issue you are discussing, not on the people involved in the debate. Don't write, "My opponents say that orphanages cost less than foster care." Instead, write, "Supporters of orphanages say that orphanages cost less than foster care." Terms like my opponents imply that the argument is between you and anyone who disagrees with you. By contrast, a term such as supporters of orphanages suggests that those who don't agree with you are nevertheless reasonable people who are willing to consider differing opinions.

2. Point Out Common Ground

Another way to persuade readers to consider your opinion is to point out common ground—opinions that you share. Find points on which people on all sides of the argument can agree. Perhaps you are arguing that there should be an 11 P.M. curfew for juveniles in your town. Before going into detail about your proposal, remind readers who oppose such a curfew that you and they share certain goals: a safer city, a lower crime rate, and fewer gang-related tragedies. Readers will be more receptive to your idea once they have considered the ways in which you and they think alike.

3. Acknowledge Differing Viewpoints

It is a mistake to simply ignore points of view that conflict with yours. Acknowledging other viewpoints strengthens your position in several ways. First, it helps you spot flaws in the opposing position—as well as in your own argument. Second, and equally important, it gives the impression that you are a reasonable person, willing to look at an issue from all sides. Readers will be more likely to consider your point of view if you indicate a willingness to consider theirs.

At what point in your essay should you acknowledge opposing arguments? The earlier the better—ideally, in the introduction. By quickly establishing that you recognize the other side's position, you get your readers "on board" with you, ready to hear what else you have to say.

One effective technique is to cite the opposing viewpoint in your thesis statement. You do this by dividing your thesis into two parts. In the first part, you acknowledge the other side's point of view; in the second, you state your opinion, suggesting that yours is the stronger viewpoint. In the following example, the opposing viewpoint is underlined once; the writer's own position is underlined twice:

Although some students believe that studying a foreign language is a waste of time, two years of foreign-language study should be required of all college graduates.

For another example of a thesis that acknowledges an opposing viewpoint, look at this thesis statement, taken from the essay titled "Once Over Lightly: Local TV News":

While local TV newscasts can provide a valuable community resource, too often such programs provide mere entertainment at the expense of solid news.

Another effective technique is to use one or two sentences (separate from the thesis) in the introduction to acknowledge the alternative position. Such sentences briefly state the "other side's" argument. For example: "Many people argue that working can be a valuable experience for the young." A third technique is to use a paragraph within the body of your essay to summarize opposing opinions in greater detail. To do this successfully, you must spend some time researching those opposing arguments. A fair, even-handed summary of the other side's ideas will help convince readers that you have looked at the issue from all angles before deciding where you stand. Imagine, for instance, that you are writing an essay arguing that the manufacture and sale of handguns should be outlawed. You would begin by doing some library research to find information on both sides of the issue, making sure to pay attention to material that argues against your

viewpoint. You might also talk with local representatives of the National Rifle Association or other organizations that support gun ownership. Having done your research, you would be in a good position to write a paragraph summarizing the opposing viewpoints. In this paragraph, you might mention that many citizens believe that gun ownership is a right guaranteed by the Constitution and that gun owners fear that outlawing handguns would deprive law-abiding people of protection against gun-toting criminals. Once you had demonstrated that you understood opposing views, you would be in a stronger position to present your own point of view.

4. When Appropriate, Grant the Merits of Differing Viewpoints

Sometimes an opposing argument contains a point whose validity you cannot deny. What should you do then? The strongest strategy is to admit that the point is a good one. You will lose credibility if you argue against something that clearly makes sense. Admit the merit of one aspect of the other argument while making it clear that you still believe your argument to be stronger overall. Suppose that you were arguing against the use of computers in writing classrooms. You might say,

"Granted students who are already accustomed to computers can use them to write papers more quickly and efficiently"—admitting that the other side has a valid point. But you could quickly follow this admission with a statement making your own viewpoint clear: "But for students like me who write and think in longhand, a computer in the classroom is more a hindrance than a help; it would require too great a learning curve to be of any value to me."

5. Rebut Differing Viewpoints

Sometimes it may not be enough simply to acknowledge other points of view and present your own argument. When you are dealing with an issue that your readers feel strongly about, you may need to rebut the opposing arguments. To rebut means to point out problems with an opposing view, to show where an opponent's argument breaks down.

Imagine that you are writing an essay arguing that your college should use money intended to build a campus health and fitness center to upgrade the library instead. From reading the school paper, you know that supporters of the center say it will help attract new students to the college. You rebut that point by citing a study conducted by the admissions office which shows that most students choose a college because they can afford it and because they like its academic programs and facilities. You also emphasize that many students, already financially strapped, would have trouble paying the proposed fee for using the center.

A rebuttal can take two forms. (1) You can first mention all the points raised by the other side and then present your counterargument to each of those points. (2) You can present the first point raised by the opposition and rebut that point, then move on to the second opposing point and rebut that, and so on. Two samples of an argumentative essay are provided in the following.

Teenagers and Jobs

The pressure for teenagers to work is great, and not just because of the economic plight in the world today. Much of it is peer pressure to have a little bit of freedom and independence, and to have their own spending money. The concern we have is when the part-time work becomes the primary focus. These are the words of Roxanne Bradshaw, educator and officer of the National Education Association. Many people argue that working can be a valuable experience for the young. However, working more than about fifteen hours a week is harmful to adolescents because it reduces their involvement with school, encourages a materialistic and expensive lifestyle, and increases the chance of having problems with drugs and alcohol.

Schoolwork and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours. As more and more teens have filled the numerous part-time jobs offered by fast-food restaurants and malls, teachers have faced increasing difficulties. They must both keep the attention of tired pupils and give homework to students who simply don't have time to do it. In addition, educators have noticed less involvement in the extracurricular activities that many consider a healthy influence on young people. School bands and athletic teams are losing players to work, and sports events are poorly attended by working students. Those teens who try to do it all—homework, extracurricular activities, and work—may find themselves exhausted and prone to illness. A recent newspaper story, for example, described a girl in Pennsylvania - who came down with mononucleosis as a result of aiming for good grades, playing on two school athletic teams, and working thirty hours a week.

Another drawback of too much work is that it may promote materialism and an unrealistic lifestyle. Some parents claim that working helps teach adolescents the value of a dollar. Undoubtedly that can be true. It's also true that some teens work to help out with the family budget or to save for college. However, surveys have shown that the majority of working teens use their earnings to buy luxuries—computers, video-game systems, clothing, even cars. These young people, some of whom earn \$400 or more a month, don't worry about spending wisely—they can just about have it all. In many cases, experts point out, they are becoming accustomed to a lifestyle they won't be able to afford several years down the road, when they no longer have parents paying for car insurance, food, lodging, and so on. At that point, they'll be hard-pressed to pay for necessities as well as luxuries. Finally, teenagers who work a lot are more likely than others to get involved with alcohol and drugs. Teens who put in long hours may seek a quick release from stress, just like the adults who need to drink a couple of martinis after a hard day at work. Stress is probably greater in our society today than it has been at any time in the past. Also, teens who have money are more likely to get involved with drugs.

Teenagers can enjoy the benefits of work while avoiding its drawbacks, simply by limiting their work hours during the school year. As is often the case, a moderate approach will be the healthiest and rewarding.

Once Over Lightly: Local TV News

Are local television newscasts a reliable source of news? Do they provide in-depth coverage and analysis of important local issues? Unfortunately, all too often they do not. While local TV newscasts can provide a valuable community resource, too often such programs provide mere entertainment at the expense of solid news. In their battle for high ratings, local programs emphasize news personalities at the expense of stories. Visual appeal has a higher priority than actual news. And stories and reports are too brief and shallow.

Local TV newscasters are as much the subject of the news as are the stories they present. Nowhere is this more obvious than in weather reports. Weatherpersons spend valuable news time joking, drawing cartoons, chatting about weather fronts as "good guys" and "bad guys," and dispensing weather trivia such as statistics about relative humidity and record highs and lows for the date. Reporters, too, draw attention to themselves. Rather than just getting the story, the reporters are shown jumping into or getting out of helicopters to get the story. When reporters interview crime victims or the residents of poor neighborhoods, the camera angle typically includes them and their reaction as well as their subjects. When they report on a storm, they stand outside in the storm, their styled hair blowing, so we can admire how they "brave the elements." Then there are the anchor persons who are chosen as much for their looks as their skills. They too dilute the news by putting their personalities at center stage.

Often the selection of stories and the way they are presented are based on visual impact rather than news value. If a story is not accompanied by an interesting film clip, it is not likely to be shown on the local news. The result is an overemphasis on fires and car crashes and little attention to such important issues as the economy. A tractor-trailer spill on the highway slightly injures one person and inconveniences motorists for only an hour. But because it provides dramatic pictures--the big truck on its side, its load spilled, emergency personnel running around, lots of flashing lights—it is given greater emphasis in the local newscast than a rise in local taxes, which has far more lasting effect on the viewer. "If it bleeds, it leads" is the unofficial motto of many local news programs. A story that includes pictures of death and destruction, no matter how meaningless, is preferable on the local news to a solid, important story without flashy visuals. The mania for visuals is so strong that local news programs will even slap irrelevant visuals onto an otherwise strong story. A recent story on falling oil prices, for example, was accompanied by footage of a working oil well drew attention away from the important economic information in the report.

On the average, about half a minute is devoted to a story. Clearly, stories that take less than half a minute are superficial. Even the longest stories, which can take up to several minutes, are not accompanied by meaningful analysis. Instead, the camera jumps from one location to another, and the newscaster simplifies and trivializes the issues. For instance, one recent "in-depth" story about the homeless consisted of a glamorous reporter talking to a homeless person and asking him what should be done about the problem. The poor man was in no condition to respond intelligently. The story then cut to an interview with a city bureaucrat who mechanically rambled on about the need for more government funding. Is raising taxes the answer to every social problem? There were also shots of homeless people sleeping in doorways and on top of heating vents, and there were

interviews with people in the street, all of whom said that something should be done about the terrible problem of homelessness. There was, in all of this, no real exploration of the issue and no proposed solution. It was also apparent that the homeless were just the issue of the week. After the week's coverage was over, the topic was not mentioned again.

Because of the emphasis on newscasters' personalities and on the visual impact of stories and the short time span for stories, local news shows provide little more than diversion. What viewers need instead is news that has real significance. Rather than being amused and entertained, we need to deal with complex issues and learn uncomfortable truths that will help us become more responsible consumers and citizens.

Activity 1

Students will choose a topic from the given list for an argumentative presentation. They will now find out the main points of the presentation in the class.

Topics on Argumentative Presentation:

- 1) Is technology a blessing or a curse?
- 2) Are test scores a good indication of a school's competency?
- 3) Are there benefits to attending a single-sex school?
- 4) Is story more enjoyable in a movie or in a book?
- 5) Is watching TV good or bad for children?
- 6) Has the internet made research easier and more reliable?
- 7) Is it better to take international aid or international loan?
- 8) Is it good to have fusion of different cultures and traditions?
- 9) Is it very necessary to win a debate?
- 10) Do social sites help us to enrich our knowledge and vocabulary?

Home task:

Students will prepare slide show and give presentation on their chosen topic in tomorrow's class. Each of them will be given five minutes for the presentation.

11.2 Argumentative Presentation Skill

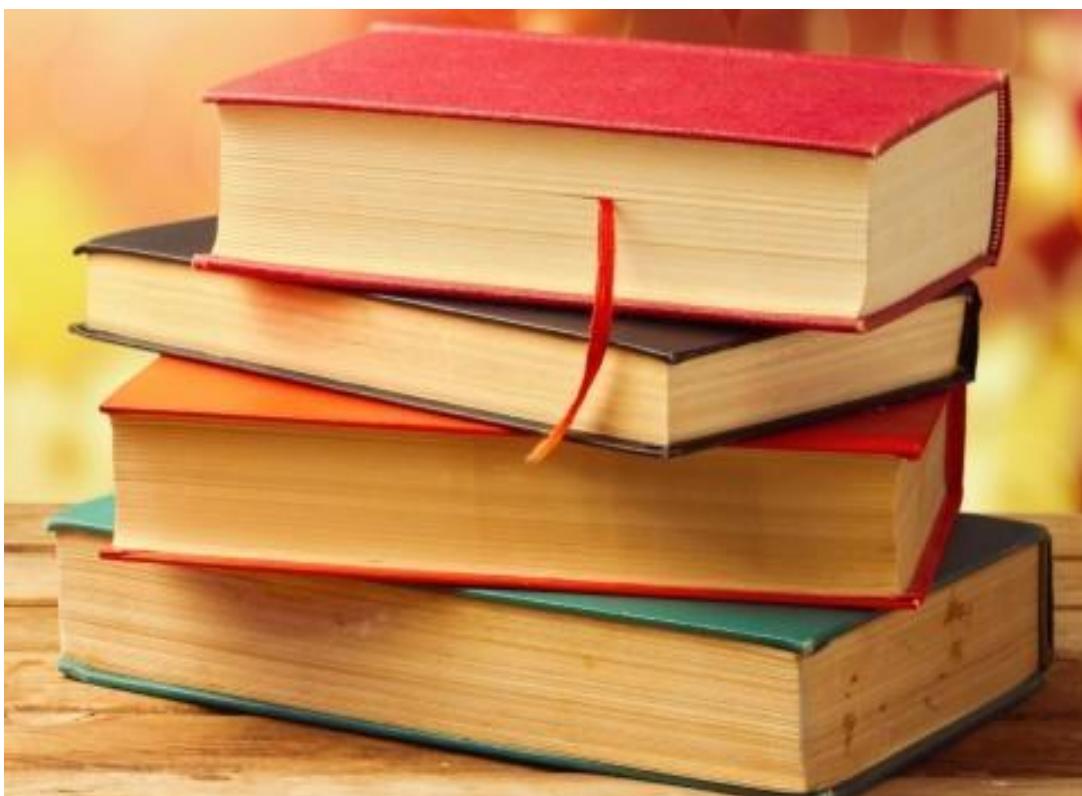


Students were given argumentative topic to create a slide show at their home in the previous class. In today's class, they will give presentation on the slides. Each of the students will get 5 minutes for the presentation.

After the presentation, the presenter will be assessed on the basis of the presentation rubric.

Criteria	Marks	Obtained Marks	Remarks
Content: ideas, adequate explanation, and reference	2		
Organization of information: cohesion and coherence	2		
Body language and eye contact	1		
Pronunciation and Fluency	2		
Intonation and stress	1		
Grammatical accuracy	1		
Formal appearance	1		
Implementation of slides	1		
Total	10		

Further Reading Resources



Editing Practice

1. In the following passage, you will find eight mistakes which are underlined. Read them carefully and correct them. The areas of mistakes are mentioned in the box given below.

- a. missing article/ wrong use of article
- b. missing comma between two complete thoughts
- c. misspelled word
- d. mistake in capitalization
- e. mistake in subject-verb agreement
- f. missing apostrophe

Steve is a bank manager. He works in a bank in center of London. Every morning he gets up at seven o'clock, has breakfast and a cup of coffee and reads the 'Times.' Then he goes to work by the bus. In the morning, he usually makes the telephone calls, sees the customars. He has lunch at a restaurent near the bank. In the afternoon he works until five or five-thirty and then he goes home. He doesn't work on sundays; he goes to the cinema or reads. He likes novels and history. He is not married. He has two brothers who live in Oxford. Usually, his brothers meets Steve at the weekend. Both of them are studying at a university. They like Steves job very much. That's why, they want to do job in a bank.

Answer:

2. Identify the sentence-skills mistakes at the underlined spots in the paragraph that follows. From the box below, choose the letter that describes each mistake and write it in the space provided. The same mistake may appear more than once. Finally, correct the mistakes.

- a. fragments
- b. run-on sentences
- c. mistake in subject-verb agreement
- d. missing quotation mark
- e. misspelled word
- f. wrong use of preposition
- g. missing comma between items in a series
- h. missing comma between two complete thoughts
- i. missing apostrophe

After spending a year in France. My parents decided to go to the United States. That's why, my family and I returned to the United States for a months visit. We were surprised to find how different and strange the United States had become. As we were leaving the airport, we noticed how much bigger everything seemed. The cars the highways and the potholes were huge! Life also seemed so much faster. Everyone were hurrying somewhere, and no one looked very happy. We were hurrying too. We were trying to shop, to see the dentist and doctor, and visit friends. For us, the most frustreting thing was the lack in public transportation. American drivers are not as courteous as we had thought, we had to drive our car everywhere. Of course, we enjoyed American beef, American ice-cream, and especially iced tea but we were sad about the filthy roadsides, the graffiti, and the ever-present television programs. While we were returning to France, my parents said, "We would be much more tolerant of our life in Paris.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

6. _____ 7. _____ 8. _____ 9. _____ 10. _____

3. Identify the following mistakes in the given paragraph. Then correct them in the given space.

- | | |
|---------------------------------|----------------------------|
| a) Article Mistakes = AM | e) Missing Comma = MC |
| b) Spelling Error = SE | f) Missing Quotation = MQ |
| c) Singular-Plural number = SP | g) Missing Apostrophe = MA |
| d) Capital Letter Mistake = CLM | |

i) Were very happy ii) that you remember us. iii) Best thing in our life is to have a friend like you. iv) The friendship is a precious thing in everyone's life. Last month when you called us from Comilla, we became highly v) sarprised. Our mother often said, vi) 'he will be back.' See! It was true! She also told, vii) he can never forget us. Many viii) persons in our village still remember how much close we had been. Now we are eager to know how is your life going on in ix) AMERICA? We hope everything is fine. We believe you will remember us like x) this and we will cherish your friendship forever.

- | | |
|----------|----------|
| a) _____ | f) _____ |
| b) _____ | g) _____ |
| c) _____ | h) _____ |
| d) _____ | i) _____ |
| e) _____ | j) _____ |

4. Identify the following mistakes in the given paragraph and correct them.

- | |
|--|
| a) Article Mistake = AM |
| b) Subject-Verb Agreement Mistake = SVAM |
| c) Missing Semicolon = MS |
| d) Tense = T |
| e) Incorrect preposition = IP |
| f) Spelling Error = SE |
| g) Fragment = F |
| h) Incorrect Personal Pronoun = IPP |
| i) Missing Capital Letter = MCL |
| j) Run-on = R |

As the youngest member of the family, i) jamal enjoys some privileges. Firstly, he gets gifts from everyone in all occasions. Also, everyone considers him the most important person in the ii) family

in contrast, his eldest sister has to take care of all others in the family. Sometimes even **his** uncle and aunt iii) calls iv) his to v) no if he needs something new. Secondly, vi) whenever there is anything wrong. Everyone first thinks of the safety of Jamal. He also tries to return everyone's love with lot of vii) respects, he tries to help them in any kind of problem. If viii) problem is too serious, he tries to give them at least mental supports. Last year he ix) calls the police when a thief broke into their house. That step saved everyone from a big danger x) in that night.

- | | |
|----------|----------|
| a) _____ | f) _____ |
| b) _____ | g) _____ |
| c) _____ | h) _____ |
| d) _____ | i) _____ |
| e) _____ | j) _____ |

- 5. There are 10 mistakes in the passage below. Write the type of mistake and correction for each mistake in the boxes below (Article-A; Capitalization- CAPS; Punctuation-PNC; Pronoun-PR; Preposition- P; Subject-Verb Agreement- SVA; Spelling Mistake- SM; Singular/Plural-SP; and Tense-T)**

The history of the United Kingdom ¹was full of wars, invasions, revolutions, and interesting rulers. ²Numerous castles, old cathedrals, and ruins is evidence of the kingdom's past. ³The "uk," as it is often called, was once the world's most powerful nation. Canada, Australia, India, Pakistan, and even the United States are among nations that ⁴used to be controloed by the United Kingdom. ⁵She is also the birthplace of the English language. There are ⁶many remarkable landmark to see ⁷at the United Kingdom such as the Tower of London, Big Ben, Oxford University and ⁸a mysterious Stonehenge. Oxford University, ⁹founded sometime in the 12th century is the oldest university in the English speaking world. Many of the United Kingdom's former prime ministers attended Oxford. Stonehenge, ¹⁰located near salisbury, England, is a group of giant standing stones arranged in a circular formation. Archaeologists believe the formations are over 4,500 years old. No one knows exactly what Stonehenge is meant to represent.

i.	ii.
iii.	iv.
v.	vi.
vii.	viii.
ix.	x.

6. There are 10 mistakes in the passage below. Write the type of mistake and correction for each mistake in the boxes below (Apostrophe-A; Tense-T; Run-On- RO; Fragment- F; Parallelism- P; Preposition- PR; Subject-Verb Agreement- SVA; Homonym Mistake- HM; Spelling Mistake- SM; Singular/Plural-SP)

The history of the United Kingdom is full of wars, invasions, revolutions, and interesting and excitement rulers. Numerous castles, old cathedrals, ii and ruin are evidence of the kingdom's past. The "UK," as it is often called, was once iii the worlds most powerful nation. Canada, Australia, India, Pakistan, and even the United States iv are among nations. That used to be controlled by the United Kingdom. It is also the birthplace of the English language. v Their are many remarkable landmarks to see in the United Kingdom such as the Tower of London, Big Ben, Oxford University and vi the mystorias Stonehenge. Oxford University, founded vii sometime on the 12th century, is the oldest university in the English speaking world. Many of the United Kingdom's former prime ministers attended Oxford. Stonehenge, located near Salisbury, England, viii was a group of giant standing stones arranged in a circular formation. ix Archaeologists believes the formations are x over 4,500 years old no one knows exactly what Stonehenge is meant to represent.

i.	ii.
iii.	iv.
v.	vi.
vii.	viii.
ix.	x.

7. Identify the following mistakes in the given paragraphs and correct them in the given space.

Subject-verb Agreement = SVA

Missing Capital Letter = CL

Pronoun Agreement = PA

Preposition = P

Tense = T

Incorrect Punctuation = IP (Apostrophe)

Spelling = S

- a. i) It is breakfast time. You have been looking forward to eating a nice ripe banana ever since you wake up. ii) Just when you reach for the delicious piece of fruit on your counter, you see something that make you much less hungry: a swarm of fruit flies! iii) Fruit flies are tiny insects that are attracted to ripe or rotting fruits and vegetables. The flies not only eat the fruit, they also lay there eggs there. iv) A single fruit fly can lay up to 500 eggs of the surface of a piece of fruit. v) Within eight days, the fruit flies that hatch from this eggs are full adults that can then lay their

own eggs. vi) As you can see, what might start out as a small fruit fly problem can become very large very quickly? vii) Although there is a chanse fruit flies can carry germs on to your food, this is not very likely. viii) Fruit flies are annoying, but they probably will not hurt you. because they are such a nuisance, however, most people want to get rid of these irritating bugs as quickly as possible. ix) Some people use pesticide sprays on the fruit flies. Although this will kill the flies, it will also spreed harmful poison all over your kitchen. x) Luckily, there was also a completely safe way for you to get rid of fruit flies in your house.

- i. _____.
- ii. _____.
- iii. _____.
- iv. _____.
- v. _____.
- vi. _____.
- vii. _____.
- viii. _____.
- ix. _____.
- x. _____.

b. i) Versailles is the site of the Palace of Versailles, one of the most storied buildings in the history of france. ii) It was originally built as a hunting palace by King Louis VIII in 1624. In 1669, King Louis XIV begin searching for a grand site where he could conduct the affairs of France and control the government. iii) He settled of the hunting palace and expanded it into the world's largest palace. iv) In adition, the King hoped to build a governmental center apart from Paris. v) The palace took 36,000 workers fifty years to build. The palace is spread out over 280 acres and they can house 20,000 people! vi) The palace feature over 700 rooms and 67 staircases. vii) There are dozens of unique rooms, features gardens, and halls. One of the most renowned rooms of the Palace of Versailles is the Hall of Mirrors.

- i. _____.
- ii. _____.
- iii. _____.
- iv. _____.
- v. _____.
- vi. _____.
- vii. _____.

Process Paragraph

A process paragraph is a series of steps, and it explains how something happens or how to make something. It explains a long range of subjects: anything from ‘The Way to Enrich Vocabulary’ to ‘Overcoming Insomnia.’ It may also give tips for improving pronunciation or for answering a telephone call. Explanations in this paragraph must be clear and that is why the process paragraph must be written in chronological order. It also must include a topic sentence that clearly states the paragraph’s purpose. It also includes transition words and phrases such as “first,” “next,” “finally,” that connect each of the steps.

Example:

Please take a look at the following example of process paragraph.

How to Make a Good Cup of Tea

Making a good cup of tea is quite simple. First, the teapot is heated by filling it with the water that has just come to a boil. This water is then discarded, and one teaspoon of loose tea per cup is placed in the teapot (the exact amount may vary according to taste). Fresh water that has just come to a boil is poured into the pot. Six ounces of water is generally required for each cup of tea. The tea must now steep for three to five minutes; then it is poured through a strainer into a cup or mug. A pound of loose tea yields about two hundred cups of brewed tea. Using a tea bag eliminates the strainer, but it is still best to make the tea in a teapot so that the water stays sufficiently hot. The typical restaurant service—a cup of hot water with the tea bag on the side—will not produce the best cup of tea because the water is never hot enough when it reaches the table and because the tea should not be dunked in the water rather the water should be poured over the tea. If tea in a pot often becomes too strong, that problem can be dealt with very easily by adding more boiling water.

Structure of the Traditional Essay

A Model Essay:

The following model will help you understand the form of an essay. Diane Woods, the writer of the paragraph on movie going, later decided to develop her subject more fully. Here is the essay that resulted.

The Hazards of Movie going

Introductory paragraph

I am a movie fanatic. My friends count on me to know movie trivia (who was the pigtailed little girl in E.T.: The Extra-Terrestrial? Drew Barrymore) and to remember every big Oscar awarded since I was in grade school (best picture 1994? Forrest Gump). My friends, though, have stopped asking me if I want to go out to the movies. While I love movies as much as ever, the inconvenience of going out, the temptations of the theater, and the behavior of some patrons are reasons for me to wait and rent the video.

First supporting paragraph

To begin with, I just don't enjoy the general hassle of the evening. Since small local movie theaters are a thing of the past, I have to drive for fifteen minutes to get to the nearest multiplex. The parking lot is shared with several restaurants and a supermarket, so it's always jammed. I have to drive around at a snail's pace until I spot another driver backing out. Then it's time to stand in an endless line, with the constant threat that tickets for the show I want will sell out. If we do get tickets, the theater will be so crowded that I won't be able to sit with my friends, or we'll have to sit in a front row gaping up at a giant screen: I have to shell out a ridiculous amount of money—up to \$8—for a ticket. That entitles me to sit while my shoes seal themselves to a sticky floor coated with spilled soda, bubble gum, and crushed Raisinets, etc.

Second supporting paragraph

Second, the theater offers tempting snacks that I really don't need. Like most of us, I have to battle an expanding waistline. At home I do pretty well by simply not buying stuff that is bad for me. I can make do with snacks like celery and carrot sticks because there is no ice cream in the freezer. Going to the theater, however, is like spending my evening in a Seven-Eleven that's been equipped with a movie screen and comfortable seats. As I try to persuade myself to just have a diet Coke, the smell of fresh popcorn dripping with butter soon overcomes me. Chocolate bars the size of small automobiles seem to jump into my hands. I risk pulling out my fillings as I chew enormous mouthfuls of Milk Duds. By the time I leave the theater, I feel disgusted with myself.

Third supporting paragraph

Many of the other patrons are even more of a problem than the concession stand. Little kids race up and down the aisles, usually in giggling packs. Teenagers try to impress their friends by talking back to the screen, whistling, and making what they consider to be hilarious noises.

Adults act as if they were at home in their own living room. They comment loudly on the ages of the stars and reveal plot twists that are supposed to be a secret until the film's end. And people of all ages create distractions. They crinkle candy wrappers, stick gum on their seats, and drop popcorn tubs or cups of crushed ice and soda on the floor. They also cough and burp, squirm endlessly in their seats, file out for repeated trips to the rest rooms or concession stands, and elbow me out of the armrest on either side of my seat.

Concluding paragraph

After arriving home from the movies one night, I decided that I was not going to be a moviegoer anymore. I was tired of the problems involved in getting to the theater, resisting unhealthy snacks, and dealing with the patrons. The next day, I arranged to have premium movie channels installed as part of my cable TV service, and I also got a membership at my local video store. I may now see movies a bit later than other people, but I'll be more relaxed watching box office hits in the comfort of my own living room.

Diagram of an Essay

The following diagram shows you at a glance the different parts of a standard college essay, also known as a *one-three-one essay*. This diagram will serve as a helpful guide when you are writing or evaluating essays.

Title of the Essay

Introduction

Opening remarks to catch reader's interest
Thesis statement
Plan of development (optional)

Body

Topic sentence 1 (supporting point 1)
Specific evidence

Topic sentence 2 (supporting point 2)
Specific evidence

Topic sentence 3 (supporting point 3)
Specific evidence

Conclusion

Summary (optional)
General closing remarks
(Or both)

First & Second Steps of Essay Writing

Prewriting

If you are like many people, you may have trouble getting started with writing. A mental block may develop when you sit down before a blank sheet of paper. You may not be able to think of an interesting topic or thesis. Or you may have trouble coming up with relevant details to support a possible thesis. And even after starting a paper, you may hit snags—moments when you wonder "What else can I say?" or "Where do I go next?"

The following pages describe five prewriting techniques that will help you think about and develop a topic and get words on paper: (1) free writing, (2) questioning, (3) making a list, (4) diagramming, and (5) preparing a scratch outline. These techniques help you think about and create material, and they are a central part of the writing process.

Technique 1: Freewriting

Free writing means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. See if you can write nonstop for ten minutes or more. Do not worry about spelling or punctuating correctly, about erasing mistakes, about organizing material, or about finding exact words. Instead, explore an idea by putting down whatever pops into your head. If you get stuck for words, repeat yourself until more words come. There is no need to feel inhibited, since mistakes *do not count* and you do not have to hand in your freewriting.

Free writing will limber up your writing muscles and make you familiar with the act of writing. It is a way to break through mental blocks about writing. Since you do not have to worry about mistakes, you can focus on discovering what you want to say about a subject. Your initial ideas and impressions will often become clearer after you have gotten them down on paper, and they may lead to other impressions and ideas. Through continued practice in free writing, you will develop the habit of thinking as you write. And you will learn a technique that is a helpful way to get started on almost any paper.

Free writing: A Student Model

Diane Woods's essay "The Hazards of Moviegoing" was developed in response to an assignment to write about some annoyance in everyday life. Diane began by doing some general freewriting and thinking about things that annoy her. Here is her free writing:

There are lots of things I get annoyed by. One of them that comes to mind is politishans, in fact I am so annoyed by them that I don't want to say anything about them the last thing I want is to write about them. Another thing that bothers me are people who keep complaining about everything. If you're having trouble, do something about it just don't keep complaining and just talking. I am really annoyed by traffic. There are too many cars in our block and its not surprising. Everyone has a car, the parents have cars and the parents are just too indulgent and the kids have cars, and theyre all coming and going all the time and often driving too fast. Speeding up and down

the street. We need a speed limit sign but here I am back with politiks again. I am really bothered when I have to drive to the movies all the congestion along the way plus there are just so many cars there at the mall. No space even though the parking lot is huge it just fills up with cars. Movies are a bother anyway because the people can be annoying who are sitting there in the theater with you, talking and dropping popcorn cups and acting like they're at home when they're not.

At this point, Diane read over her notes and, as she later commented, "I realized that I had several potential topics. I said to myself, 'What point can I make that I can cover in an essay? What do I have the most information about?' I decided that maybe I could narrow my topic down to the annoyances involved in going to the movies. I figured I would have more details for that topic." Diane then did more focused freewriting to accumulate details for a paper on problems with Movie going:

I really find it annoying to go see movies anymore. Even though I love films. Traffic to Cinema Six is awful. I hate looking for a parking place, the lot isn't big enough for the theaters and other stores. You just keep driving to find a parking space and hoping someone will pull out and no one else will pull in ahead of you. Then you don't want there to be a long line and to wind up in one of the first rows with this huge screen right in front of you. Then I'm in the theater with the smell of popcorn all around. Sitting there smelling it trying to ignore it and just wanting to pour a whole bucket of popcorn with melted butter down my throat. I can't stop thinking about the choclate bars either. I love the stuff but I don't need it. The people who are there sometimes drive me nuts. Talking and laughing, kids running around, packs of teens hollaring, who can listen to the movie? And I might run into my old boyfriend—the last thing I need. Also sitting thru all the previews and commercials. if I arrive late enough to miss that junk the movie may be selled out.

Comment

Notice that there are errors in spelling, grammar, and punctuation in Diane's rewriting. Diane is not worried about such matters, nor should she be. At this stage, she just wants to do some thinking on paper and get some material down on the page. She knows that this is a good first step, a good way of getting started, and that she will then be able to go on and shape the material.

You should take the same approach when free writing: explore your topic without worrying at all about being "correct." Figuring out what you want to say and getting raw material down on the page should have all of your attention at this early stage of the writing process.

Activity

To get a sense of the free writing process, take a sheet of paper and free write about some of the everyday annoyances in your life. See how much material you can accumulate in ten minutes. And remember not to worry about "mistakes"; you're just thinking on paper.

Technique 2: Questioning

In *questioning*, you generate ideas and details by asking questions about your subject. Such questions include *Why?* *When?* *Where?* *Who?* and *How?* Ask as many questions as you can think of.

Here are some questions that Diane Woods might have asked while developing her paper.

Questioning: A Student Model

Questions	Answers
<u>Why</u> don't I like to go to a movie?	Just too-many problems involved.
<u>When</u> is going to the movies a problem?	Could be any time—when a movie is popular, the theater is too crowded; when traffic is bad, the trip is a drag.
<u>Where</u> are problems with movie going?	On the highway, in the parking lot, at the concession stand, in the theater itself.
<u>Who</u> creates the problems?	I do by wanting to eat too much. The patrons do by creating disturbances. The theater owners do by not having enough parking space and showing too many commercials.
<u>How</u> can I deal with the problem?	I can stay home and watch movies on video or cable TV.

Comment

Asking questions can be an effective way of getting yourself to think about a topic from a number of different angles. The questions can really help you generate details about a topic.

Activity

To get a sense of the questioning process, use a sheet of paper to ask yourself a series of questions about a good or bad experience that you have had recently. See how many details you can accumulate in ten minutes. And remember again not to be concerned about "mistakes," because you are just thinking on paper.

Technique 3: Making a List

In *making a list*, also known as *brainstorming*, you collect ideas and details that relate to your subject. Pile these items up, one after another, without trying to sort out major details from minor ones or trying to put the details in any special order. Your goal is just to make a list of everything about your subject that occurs to you.

After Diane did her free writing about movie going, she made up the following list of details.

Making a List: A Student Model

- Traffic is bad between my house and theater
- Noisy patrons
- Don't want to run into Jeremy
- Hard to be on a diet
- kids running in aisles
- I'm crowded into seats between strangers who push me off armrests
- Not enough parking
- Parking lot needs to be expanded
- Too many previews
- Can't pause or fast-forward as you can with a VCR
- Long lines
- High ticket prices
- Too many temptations at snack stand
- Commercials for food on the screen
- Can prepare healthy snacks for myself at home
- Tubs of popcorn with butter
- Huge chocolate bars
- Candy has always been my downfall
- Movie may be sold out
- People who've seen movie before talk along with actors and give away plot twists
- People coughing and sneezing
- Icky stuff on floor
- Teenagers yelling and showing off

One detail led to another as Diane expanded her list. Slowly but surely, more details emerged, some of which she could use in developing her paper. By the time she was done with her list, she was ready to plan an outline of her paragraph and then to write her first draft.

Activity

To get a sense of list-making, list on a sheet of paper a series of realistic goals, major or minor, that you would like to accomplish between today and one year from today. Your goals can be personal, academic, and/or career-related.

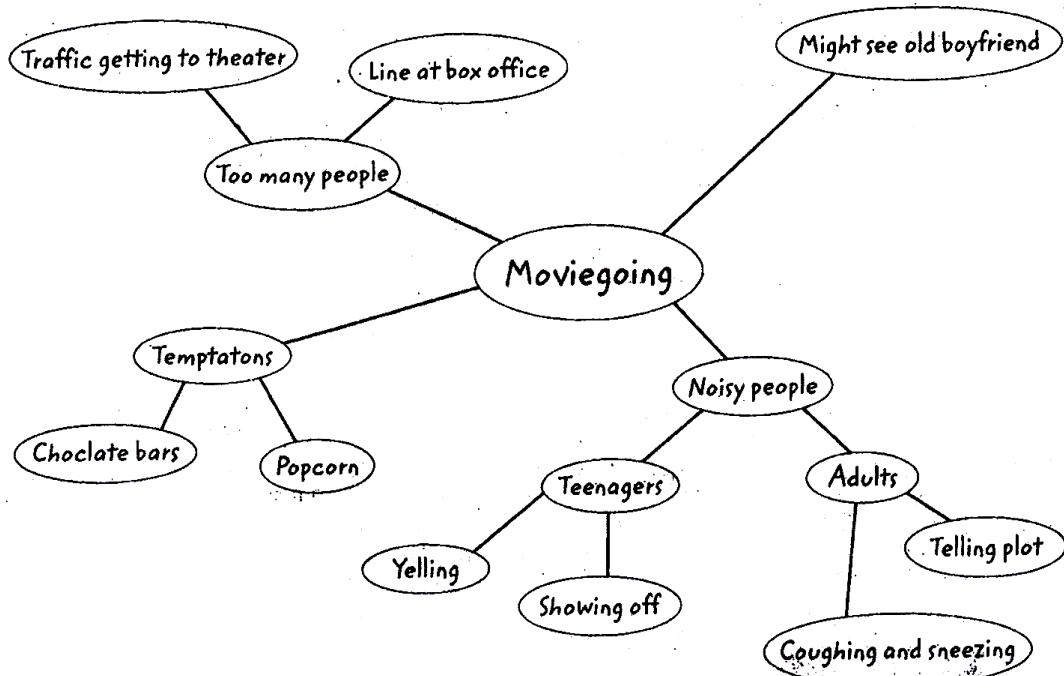
Technique 4: Clustering

Clustering, also known as *diagramming* or *mapping*, is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In clustering, you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to you.

Begin by stating your subject in a few words in the center of a blank sheet of paper. Then, as ideas and details come to you, put them in boxes or circles around the subject and draw lines to connect them to each other and to the subject. Put minor ideas or details in smaller boxes or circles, and use connecting lines to show how they relate as well.

Clustering: A Student Model

Keep in mind that there is no right or wrong way of clustering or diagramming. It is a way to think on paper about how various ideas and details relate to one another. Below is an example of what Diane might have done to develop her ideas.



Comment

In addition to helping generate material, clustering can give you an early sense of how ideas and details relate to one another. For example, the cluster for Diane's essay suggests that different kinds of noisy people could be the focus of one paragraph and that different kinds of temptations could be the focus of another paragraph.

Activity

Use clustering (diagramming) to organize the list of year-ahead goals that you created for the previous activity.

Technique 5: Preparing a Scratch Outline

A *scratch outline* is an excellent sequel to the first four prewriting techniques. A scratch outline often follows freewriting, questioning, list-making, or diagramming; or it may gradually emerge in the midst of these strategies. In fact, trying to make a scratch outline is a good way to see if you need to do more prewriting. If you cannot come up with a solid outline, then you know you need to do more prewriting to clarify your main point or its several kinds of support.

In a scratch outline, you think carefully about the point you are making, the supporting items for that point, and the order in which you will arrange those items. The scratch outline is a plan or blueprint to help you achieve a unified, supported, well-organized composition.

When you are planning a traditional essay consisting of an introduction, three supporting paragraphs, and a conclusion, a scratch outline is especially important. It may be only a few words, but it will be the framework on which your whole essay will be built.

Scratch Outline: A Student Model

As Diane was working on her list of details, she suddenly realized what the plan of her essay could be. She could organize many of her details into one of three supporting groups: (1) annoyances in going out; (2) too many tempting snacks; and (3) other people. She then went back to the list, crossed out items that she now saw did not fit, and numbered the items according to the group where they fit. Here is what Diane did with her list:

- 1 Traffic is bad between my house and the theater
- 3 Noisy patrons
~~Don't want to run into Jeremy~~
- 2 Hard to be on a diet
- 3 Kids running in aisles
- 3 I'm crowded into seats between strangers who push me off armrests
- 1 Not enough parking
- 1 Parking lot needs to be expanded
- 1 Too many previews
~~Can't pause or fast forward as you can with a VCR~~
- 1 Long lines
- 1 High ticket prices
- 2 Too many temptations at snack stand
~~Commercials for food on the screen~~
- 2 Can prepare healthy snacks for myself at home
- 2 Tubs of popcorn with butter
- 2 Huge chocolate bars
~~Candy has always been my downfall~~
- 1 Movie may be sold out
- 3 People who've seen movie before talk along with actors and give away plot twists
- 3 People coughing and sneezing
- 1 Icky stuff on floor
- 3 Teenagers yelling and showing off

Under the list, Diane was now able to prepare her scratch outline:

Going to the movies offers some real problems.

1. Inconvenience of going out
2. Tempting snacks
3. Other moviegoers

The following section deliberates on thesis statement of an introductory paragraph concerning an essay, including thesis statements as too narrow or too broad.

Comment

After all her prewriting, Diane was pleased. She knew that she had a promising paper—one with a clear point and solid support. She saw that she could organize the material into a traditional essay consisting of an introduction, several supporting paragraphs, and a conclusion. She was now ready to write the first draft of her paper, using her outline as a guide. Chances are that if you do enough prewriting and thinking on paper, you will eventually discover the point and support of your essay.

Writing a Good Thesis II

When writing thesis statements, people often make mistakes that undermine their chances of producing an effective essay. One mistake is to simply announce the subject rather than state a true thesis. A second mistake is to write a thesis that is too broad, and a third is to write a thesis that is too narrow. A fourth error is to write a thesis containing more than one idea. Here are tips for avoiding such mistakes and writing good thesis statements.

1. Write Statements, Not Announcements

The subject of this paper will be my parents.

I want to talk about the crime wave in our country.

The "baby boom" generation is the concern of this essay.

In this first group, the sentences are not thesis statements but just announcements of a topic. For instance, "The subject of this paper will be my parents" does not make a point about the parents but merely tells, in a rather weak and unimaginative way, the writer's general subject. Remember, a thesis statement must make a point about a limited subject. Effective thesis statements based on the above sentences could be as follows:

My parents each struggled with personal demons.

The recent crime wave in our city has several apparent causes.

The "baby boom" generation has changed American society in key ways.

2. Avoid Statements That Are Too Broad

Disease has shaped human history.
Insects are fascinating creatures.
Men and women are very different.

In the above examples, each statement is too broad to be supported adequately in a student essay. For instance, “Disease has shaped human history” would require far more than a five-hundred-word essay. In fact, there are many lengthy books written on the exact same topic. Remember, your thesis statement should be focused enough that it can be effectively supported in a five-paragraph essay. Revised thesis statements based on the topics in the above sentences could be as follows:

In the mid-1980s, AIDS changed people's attitudes about dating.
Strength, organization, and communication make ants one of nature's most successful insects.
Men and women are often treated very differently in the workplace.

3. Avoid Statements That Are Too Narrow

Here are three statements that are too narrow:

The speed limit near my home is sixty-five miles per hour.
A hurricane hit southern Florida last summer.
A person must be at least thirty-five years old in order to be elected president of the United States.

In this third group, there is no room in any of the three statements for support to be given. For instance, “The speed limit near my home is sixty-five miles per hour” is too narrow to be expanded into a paper. It is a simple fact that does not require any support. Such a statement is sometimes called a *dead-end* statement: there is no place to go with it. Remember, a thesis statement must be broad enough to require support in an essay. Successful thesis statements based on the sentences above are as follows:

The speed limit near my home should be lowered to fifty-five miles per hour for several reasons.
Federal officials made a number of mistakes in their response to the recent Florida hurricane.
The requirement that a U.S. president must be at least thirty-five years old is unfair and unreasonable.

4. Make Sure Statements Develop Only One Idea

Here are three statements that contain more than one idea:

One of the most serious problems affecting young people today is bullying, and it is time more kids learned the value of helping others.

Studying with others has several benefits, but it also has drawbacks and can be difficult to schedule.

Teachers have played an important role in my life, but they were not as important as my parents.

In this fourth group, each statement contains more than one idea. For instance, “One of the most serious problems affecting young people today is bullying, and it is time more kids learned the value of helping others” clearly has two separate ideas (“One of the most serious problems affecting young people today is bullying” *and* “it is time more kids learned the value of helping others”). The reader is asked to focus on two separate points, each of which more logically belongs in an essay of its own. Remember, the point of an essay is to communicate a *single* main idea to readers. To be as clear as possible, then, try to limit your thesis statement to the single key idea you want your readers to know. Revised thesis statements based on each of the examples above are as follows:

One of the most serious problems affecting young people today is bullying.

Studying with others has several benefits.

Teachers have played an important role in my life.

Activity

Write TN in the space next to the two statements that are too narrow to be developed in an essay. Write TB beside the two statements that are too broad to be covered in an essay. Then, in the spaces provided, revise one of the too-narrow statements and one of the too-broad statements to make them each an effective thesis.

1. The way our society treats elderly people is unbelievable.

-
2. Up to 70 percent of teenage marriages end in divorce.

-
3. Action must be taken against drugs.

-
4. I failed my biology course.

Step 2: Support the Thesis with Specific Evidence

The first essential step in writing a successful essay is to formulate a clearly stated thesis. The second basic step is to support the thesis with specific reasons or details.

To ensure that your essay will have adequate support, you may find an informal outline very helpful. Write down a brief version of your thesis idea, and then work out and jot down the three points that will support the thesis.

Here is the scratch outline that was prepared by the author of the earlier essay on movie going:

Movie going is a problem.

1. Inconvenience of going out
2. Tempting snacks
3. Other moviegoers

A scratch outline like this one looks simple, but developing it often requires a great deal of careful thinking. The time spent on developing a logical outline is invaluable, though. Once you have planned the steps that logically support your thesis, you will be in an excellent position to go on to write an effective essay.

Activities in this section will give you practice in the crucial skill of planning an essay clearly.

Activity

Following are ten informal outlines. Complete any five of them by adding a third logical supporting point (c) that will parallel the two already provided (a and b).

1. The first day on a new job can be nerve-racking.
 - a. Meeting new people
 - b. Finding your way around a new place
 - c. _____
2. My stepmother has three qualities I admire.
 - a. Patience
 - b. Thoughtfulness
 - c. _____
3. The neighbourhood grocery store is poorly managed.
 - a. The checkout lines are always long.
 - b. The aisles are dirty and understocked.
 - c. _____
4. College students should live at home.
 - a. Stay in touch with family
 - b. Avoid distractions of dorm or apartment life
 - c. _____
5. _____ is the worst job I've ever had.
 - a. Difficult boss
 - b. Poor pay
 - c. _____
6. College is stressful for many people.
 - a. Worry about grades
 - b. Worry about being accepted
 - c. _____

7. My landlord adds to the stress in my life.

- a. Neglects repairs
 - b. Ignores phone calls
 - c. _____
-

Evaluating Thesis Statements

Some writers announce a subject instead of stating a true thesis idea. Others write a dead-end thesis statement that is too narrow to need support or development. Contrasting with such a dead-end statement is the statement that is wide open—too broad to be adequately supported in the limited space of a five-hundred-word essay. Other thesis statements are vague or contain more than one idea. They suggest that the writer has not thought out the main point sufficiently.

Activity 1

Write A beside each sentence that is an announcement rather than a thesis statement. Write OK beside the statement in each pair that is a clear, limited point which could be developed in an essay.

1. _____ a. This essay will discuss the people you meet in exercise class
_____ b. The kinds of workout clothes worn in my aerobics class identify "jocks," "strugglers," and "princesses."
2. _____ a. I made several mistakes in the process of trying to win the respect and affection of my teenage stepson.
_____ b. My thesis in this paper is relationships between stepparents and stepchildren.
3. _____ a. A period of loneliness can teach you to use your creativity, sort out your values; and feel empathy for others
_____ b. Loneliness is the subject of this paper.
4. _____ a. This paper will be about sharing housework.
_____ b. Deciding who will perform certain unpleasant household chores can be the crisis that makes or breaks a marriage.
5. _____ a. My concern here is to discuss "near-death" experiences reported by some patients.
_____ b. There are several possible explanations for the similar "near-death" experiences reported by some patients.

Activity 2

Write TN beside each statement that is too narrow to be developed in an essay. Write OK beside the statement in each pair that is a clear, limited point.

1. _____
_____ a. I had squash, tomatoes, and corn in my garden last summer.
b. Vegetable gardening can be a frustrating hobby.
2. _____
_____ a. The main road into our town is lined with billboards.
b. For several reasons, billboards should be abolished.
3. _____
_____ a. There are now more single-parent households in our country than ever before.
b. Organization is the key to being a successful single parent.
4. _____
_____ a. My first job taught me that I had several bad work habits.
b. Because I was late for work yesterday, I lost an hour's pay and was called in to see the boss.
5. _____
_____ a. Americans abuse alcohol because it has become such an important part of our personal and public celebrations.
b. Consumption of wine, beer, and hard liquor increases in the United States every year.

Activity 3

Write TB beside each statement that is too broad to be developed in an essay. Write OK beside the statement in each pair that is a clear, limited point.

1. _____
_____ a. In many ways, sports are an important part of American life.
b. Widespread gambling has changed professional football for the worse.
2. _____
_____ a. Modern life makes people suspicious and unfriendly.
b. A frightening experience in my neighbourhood has caused me to be a much more cautious person in several ways.
3. _____
_____ a. Toy ads on television teach children to be greedy, competitive, and snobbish.
b. Advertising has bad effects on society.
4. _____
_____ a. Learning new skills can be difficult and frustrating.
b. Learning to write takes work, patience, and a sense of humour.

5. _____ a. I didn't get along with my family, so I did many foolish things.
_____ b. Running away from home taught me that my parents weren't as terrible as I thought.

Activity 4

For each pair, write 2 beside the statement that contains more than one idea. Write OK beside the statement that is a clear, limited point.

1. _____ a. Working with old people changed my stereotyped ideas about the elderly.
_____ b. My life has moved in new directions since the rewarding job I had working with older people last summer.
2. _____ a. The new architecture on this campus is very unpleasant although the expansion was desperately needed.
_____ b. Our new college library building is ugly, intimidating, and inefficient.
3. _____ a. Among the most entertaining ads on TV today are those for mail-order products.
_____ b. Although ads on TV for mail-order products are often misleading, they can still be very entertaining.
4. _____ a. My roommate and I are compatible in most ways, but we still have conflicts at times.
_____ b. My roommate has his own unique systems for studying, writing term papers, and cleaning our room.
5. _____ a. Although some good movies have come out lately, I prefer to watch old movies because they're more interesting.
_____ b. Movies of the 1930s and 1940s have better plots, sets, and actors than movies made today.

Completing Thesis Statements

Activity

Complete the following thesis statements by adding a third supporting point that will parallel the two already provided.

1. Because I never took college preparatory courses in high school, I entered college deficient in mathematics, study skills, and _____.
2. A good salesperson needs to like people, to be aggressive, and _____.
3. Rather than blame myself for failing the course, I blamed the instructor, my adviser, and even _____.
4. Anyone who buys an old house planning to fix it up should be prepared to put in a lot of time, hard work, and _____.
5. Our old car eats gas, makes funny noises, and _____.
6. My mother, my boss, and my _____ are three people who are very important in my life right now.
7. Getting married too young was a mistake because we hadn't finished our education, we weren't ready for children, and _____.
8. Some restaurant patrons seem to leave their honesty, their cleanliness, and their _____ at home.
9. During my first semester at college; I had to learn how to manage my time, my diet, and _____.
10. Three experiences I wish I could forget are the time I fell off a ladder, the time I tried to fix my parents' lawn mower, and _____.

Writing a Thesis Statement

Activity

Write a thesis for each group of supporting statements. This activity will give you practice in writing an effective essay thesis — one that is neither too broad nor too narrow. It will also help you understand the logical relationship between a thesis and its supporting details.

- 1. Thesis:** _____
- a. My first car was a rebellious-looking one that matched the way I felt and acted as a teenager.
 - b. My next car reflected my more mature and practical adult self.
 - c. My latest car seems to tell me that I'm aging; it shows my growing concern with comfort and safety.

2. Thesis _____

- a. All the course credits that are accumulated can be transferred to a four-year school.
- b. Going to a two-year college can save a great deal of money in tuition and other fees.
- c. If the college is nearby, there are also significant savings in everyday living expenses.

3. Thesis: _____

- a. First, I tried simply avoiding the snacks aisle of the supermarket.
- b. Then I started limiting myself to only five units of any given snack.
- c. Finally, in desperation, I began keeping the cellophane bags of snacks in a padlocked cupboard.

4. Thesis: _____

- a. The holiday can be very frightening for little children.
- b. Children can be struck by cars while wearing vision-obstructing masks and dark costumes.
- c. There are always incidents involving deadly treats: fruits, cookies, and candies that contain razor blades or even poison.

5. Thesis: _____

- a. First of all, I was a typical "type A" personality: anxious, impatient, and hard-driving.
- b. I also had a family history of relatives with heart trouble.
- c. My unhealthy lifestyle, though, was probably the major factor.

The following section discusses about different parts of an essay, incorporating introductory paragraph, common methods of introduction and concluding paragraph, and other aspects of essay writing.

Adding Details to Complete an Essay

Activity

The following essay needs specific details to back up the ideas in the supporting paragraphs. Using the spaces provided, add a sentence or two of clear, convincing details for each supporting idea. This activity will give you practice at supplying specific details and an initial feel for writing an essay.

Life Without Television

Introduction

When my family's only television set went to the repair shop the other day, my parents, my sister, and I thought we would have a terrible week. How could we get through the long evenings in such a quiet house? What would it be like without all the shows to keep us company? We soon realized, though, that living without television for a while was a stroke of good fortune. It became easy for each of us to enjoy some activities alone, to complete some postponed chores, and to spend rewarding time with each other and friends.

First supporting paragraph

First of all, with no television to compete for our time, we found plenty of hours for personal interests. We all read more that week than we had read during the six months before _____

We each also enjoyed some hobbies we had ignored for ages _____

In addition, my sister and I both stopped procrastinating with our homework _____

Second Supporting paragraph

Second, we did chores that had been hanging over our heads for too long. There were many jobs around the house that had needed attention for some time. _____

We also had a chance to do some long-postponed shopping _____

And each of us also did some letter writing or other paper work that was long overdue. _____

**Third
supporting
paragraph**

Finally, and probably most important, we spent time with each other. Instead of just being in the same room together while we stared at a screen, we actually talked for many pleasant hours. _____

Moreover, for the first time in years family played some games together.

And because we didn't have to worry about missing this or that show, we had some family friends over on a couple of evenings and spent an enjoyable time with them. _____

Conclusion

Once our television set returned, we were not prepared to put it in the attic. But we had a sense of how it can take over our lives if we are not careful. We are now more selective. We turn on the set for our favourite shows, certain sports events, and the news, but we don't leave it running all night. As a result, we find we can enjoy television and still have time left over for other activities and interests.

Third Step of Essay Writing

Introductory Paragraph

Functions of the Introduction

A well-written introductory paragraph performs four important roles:

1. It attracts the reader's interest, encouraging him or her to continue reading the essay.
2. It supplies any background information that the reader may need to understand the essay.
3. It presents a thesis statement. This clear, direct statement of the main idea of the paper usually appears near the end of the introductory paragraph.
4. It indicates a plan of development. In this "preview," the major supporting points for the thesis are listed in the order in which they will be presented. In some cases, the thesis and plan of development appear in the same sentence. However, writers sometimes choose not to describe the plan of development.

Common Methods of Introduction

Here are some common methods of introduction. Use any one method, or a combination of methods, to introduce your subject to the reader in an interesting way.

1. ***Begin with a broad, general statement of your topic and narrow it down to your thesis statement.*** Broad, general statements ease the reader into your thesis statement by first introducing the topic. In the example below, the writer talks generally about diets and then narrows down to comments on a specific diet.

Bookstore shelves today are crammed with dozens of different diet books. The American public seems willing to try any sort of diet, especially the ones that promise instant, miraculous results. And authors are more than willing to invent new fad diets to cash in on this craze. Unfortunately, some of these fad diets are ineffective or even unsafe. One of the worst fad diets is the "Palm Beach" plan. It is impractical, doesn't achieve the results it claims, and is a sure route to poor nutrition.

2. ***Start with an idea or a situation that is the opposite of the one you will develop.*** This approach works because your readers will be surprised, and then intrigued, by the contrast between the opening idea and the thesis that follows it.

When I decided to return to school at age thirty-five, I wasn't at all worried about my ability to do the work. After all, I was a grown woman who had raised a family, not a confused teenager fresh out of high school. But when I started classes, I realized that those "confused teenagers" sitting around me were in much better shape for college than I was. They still had all their classroom skills in bright, shiny condition, while mine had grown rusty from disuse. I had to learn how to locate information in a library, how to write a report, and even how to speak up in class discussions.

3. ***Explain the importance of your topic to the reader.*** If you can convince your readers that the subject in some way applies to them, or is something they should know more about, they will want to keep reading.

Diseases like scarlet fever and whooping cough used to kill more young children than any other cause. Today, however, child mortality due to disease has been almost completely eliminated by medical science. Instead, car accidents are the number-one killer of our children. And most of the children fatally injured in car accidents were not protected by car seats, belts, or restraints of any kind. Several steps must be taken to reduce the serious dangers car accidents pose to our children.

4. ***Use an incident or a brief story.*** Stories are naturally interesting. They appeal to a reader's curiosity. In your introduction, an anecdote will grab the reader's attention right away. The story should be brief and should be related to your main idea. The incident in the story can be something that happened to you, something you have heard about, or something you have read about in a newspaper or magazine.

Early Sunday morning the young mother dressed her little girl warmly and gave her a candy bar, a picture book, and a well-worn stuffed rabbit. Together, they drove downtown to a Methodist church. There the mother told the little girl to wait on the stone steps until children began arriving for Sunday school. Then the young mother drove off, abandoning her five-year-old because she couldn't cope with being a parent anymore. This incident is one of thousands of cases of child neglect and abuse that occur annually. Perhaps the automatic right to become a parent should no longer exist. Would-be parents should be forced to apply for parental licenses for which they would have to meet three important conditions.

5. ***Ask one or more questions.*** You may simply want the reader to think about possible answers, or you may plan to answer the questions yourself later in the paper.

What is love? How do we know that we are really in love? When we meet that special person, how can we tell that our feelings are genuine and not merely infatuation? And, if they are genuine, will these feelings last? Love, as we all know, is difficult to define. But most people agree that true and lasting love involves far more than mere physical attraction. Love involves mutual respect, the desire to give rather than take, and the feeling of being wholly at ease.

6. ***Use a quotation.*** A quotation can be something you have read in a book or an article. It can also be something that you have heard: a popular saying or proverb ("Never give advice to a friend"), a current or recent advertising slogan ("Reach out and touch someone"), or a favourite expression used by friends or family ("My father always says..."). Using a quotation in your introductory paragraph lets you add someone else's voice to your own.

"Fish and visitors," wrote Benjamin Franklin, "begin to smell after three days." Last summer, when my sister and her family came to spend their two-week vacation with us, I became convinced that Franklin was right. After only three days of my family's visit, I was thoroughly sick of my brother-in-law's corny jokes, my sister's endless complaints about her boss, and their children's constant invasions of our privacy.

Activity

The box below summarizes the six kinds of introduction. Read the introductions that follow it, and in the space provided, write the letter of the kind of introduction used in each case.

- | | |
|--------------------------------|----------------------|
| A. General to narrow | D. Incident or story |
| B. Starting with an opposite | E. Questions |
| C. Stating importance of topic | F. Quotation |

1. The ad, in full color on a glossy magazine page, shows a beautiful kitchen with gleaming counters. In the foreground, on one of the counters, stands a shiny new food processor. Usually, a feminine hand is touching it lovingly. Around the main picture are other, smaller shots. They show mounds of perfectly sliced onion rings, thin rounds of juicy tomatoes, heaps of matchstick-sized potatoes, and piles of golden, evenly grated cheese. The ad copy tells you how wonderful, how easy, food preparation will be with a processor. Don't believe it. My processor turned out to be expensive, difficult to operate, and very limited in its use.
2. My father stubbornly says, "You can often tell a book by its cover," and when it comes to certain paperbacks, he's right. When you're browsing in the drugstore or supermarket and you see a paperback featuring an attractive young woman in a low-cut dress fleeing from a handsome dark figure in a shadowy castle, you know exactly what you're getting. Every romance novel has the same elements: an innocent heroine, an exotic setting, and a cruel but fascinating hero.
3. We Americans are incredibly lazy. Instead of cooking a simple, nourishing meal, we pop a frozen dinner into the oven. Instead of studying a daily newspaper, we are contented with the capsule summaries on the network news. Worst of all, instead of walking even a few blocks to the local convenience store, we jump into our cars. This dependence on the automobile, even for short trips, has robbed us of a valuable experience--walking. If we drove less and walked more, we would save money, become healthier, and discover fascinating things about our surroundings.

Concluding Paragraph

A concluding paragraph is your chance to remind the reader of your thesis idea and bring the paper to a natural and graceful end.

Common Methods of Conclusion

You may use any one of the methods below, or a combination of methods, to round off your paper.

1. ***End with a summary and final thought.*** When army instructors train new recruits, each of their lessons follows a three-step formula:
 - a. Tell them what you're going to tell them.
 - b. Tell them.
 - c. Tell them what you've told them.

An essay that ends with a summary is not very different. After you have stated your thesis ("Tell them what you're going to tell them") and supported it ("Tell them"), you restate the thesis and supporting points ("Tell them what you've told them"). However, don't use the exact wording you used before. Here is a summary conclusion:

Catalogue shopping at home, then, has several advantages. Such shopping is convenient, saves you money, and saves you time. It is not surprising that growing numbers of devoted catalogue shoppers are welcoming those full-colour mail brochures that offer everything from turnip seeds to televisions.

Note that the summary is accompanied by a final comment that "rounds off" the paper and brings the discussion to a close. This combination of a summary and a final thought is the most common method of concluding an essay.

2. ***Include a thought-provoking question or short series of questions.*** A question grabs the reader's attention. It is a direct appeal to your reader to think further about what you have written. A question should follow logically from the points you have already made in the paper. A question must deal with one of these areas:
 - a. Why the subject of your paper is important?
 - b. What might happen in the future?
 - c. What should be done about this subject?
 - d. Which choice should be made?

In your conclusion, you may provide an answer to your question. Be sure, though, that the question is closely related to your thesis. Here is an example:

What, then, will happen in the twenty-first century when most of the population will be over sixty years old? Retirement policies could change dramatically, with the age-sixty-five testimonial dinner and gold watch postponed for five or ten years. Even television would change as the Metamucil generation replaces the Pepsi generation. Glamorous grey-haired models would sell everything from toilet paper to televisions. New soap operas and situation comedies would reveal the secrets of the "sunset years." It will be a different world indeed when the young find themselves outnumbered.

3. ***End with a prediction or recommendation.*** Like questions, predictions and recommendations also involve your readers. A prediction states what may happen in the future:

If people stopped to think before acquiring pets, there would be fewer instances of cruelty to animals. Many times, it is the people who adopt pets without considering the expense and responsibility involved who mistreat and neglect their animals. Pets are living creatures. They do not deserve to be treated as carelessly as one would treat a stuffed toy.

A recommendation suggests what should be done about a situation or problem:

Stereotypes such as the helpless homemaker, harried executive, and dotty grandparent are insulting enough to begin with. In magazine ads or television commercials, they become even more insulting. Now these unfortunate characters are not just being laughed at; they are being turned into hucksters to sell products to an unsuspecting public. Consumers should boycott companies whose advertising continues to use such stereotypes.

Activity

In the space provided, note how each concluding paragraph ends: with a summary and final thought (write S in the space), with a prediction or recommendation (write P/R), or with a question (write Q).

- _____ 1. Disappointments are unwelcome, but regular, visitors in everyone's life. We can feel depressed about them, or we can try to escape from them. The best thing, though, is to accept a disappointment and then try to use it somehow: step over the unwelcome visitor and then get on with life.
- _____ 2. Holidays, it is clear, are often not the fulfilling experience they are supposed to be. They can, in fact, be very stressful. But would we rather have a holiday-free calendar?
- _____ 3. Some people dream of starring roles, their names in lights, and their pictures on the cover of People magazine. I'm not one of them, though. A famous person gives up private life, feels pressured all the time, and is never completely safe. So let someone else have that cover story. I'd rather lead an ordinary, but calm, life than a stress-filled one.

Titles

A title is usually a very brief summary of what your paper is about. It is often no more than several words. You may find it easier to write the title after you have completed your paper.

Following are the introductory paragraphs for two of the essays in this text, along with the titles of the essays.

Introductory paragraph I'm not just a consumer—I'm a victim. If I order a product, it is sure to arrive in the wrong color, size, or quantity. If I hire people to do repairs, they never arrive on the day scheduled. If I owe a bill, the computer is bound to

overcharge me. Therefore, in self-defense, I have developed the following consumer's guide to complaining effectively.

Title: How to Complain

Introductory paragraph Schools divide people into categories. From first grade on up, students are labeled "advanced" or "deprived" or "remedial" or "antisocial." Students pigeonhole their fellow students, too. We've all known the "brain," the "jock," the "dummy," and the "teacher's pet." In most cases, these narrow labels are misleading and inaccurate. But there is one label for a certain type of college student that says it all: "zombie."

Title: Student Zombies

Note that you should not underline the title. Nor should you put quotation marks around it. On the other hand, you should capitalize all but small connecting words in the title. Also, you should skip a space between the title and the first line of the text.

Activity

Write an appropriate title for each of the introductory paragraphs that follow.

1. For my birthday this month, my wife has offered to treat me to dinner at the restaurant of my choice: I think she expects me to ask for a meal at the Chalet, the classiest, most expensive restaurant in town. However, I'm going to eat my birthday dinner at McDonald's. When I compare the two restaurants, the advantages of eating at McDonald's are clear.

Title: _____

2. I've been in lots of diners, and they've always seemed to be warm, busy, friendly, happy places. That's why, on a recent Monday night, I stopped at a diner for a cup of coffee. I was returning home after an all-day car trip and needed something to help me make the last forty-live miles. A diner at midnight, however, was not the place I had expected. It was different—and lonely.

Title. _____

3. If you see rock-concert audiences only on television or in newspaper photos, the people at these events may all seem to be excited teenagers. However, if you attended a few rock shows, you would see that several kinds of people make up the crowd. At any concert, you would find the typical fan, the out-of-place person, and the troublemaker.

Title: _____

Practice in Organizing and Connecting Specific Evidence

You now know the third step in effective writing: organizing the specific evidence used to support the thesis of a paper. This closing section will expand and strengthen your understanding of the third step in writing. You will work through the following series of activities:

1. Organizing through time or emphatic order
2. Providing transitions
3. Identifying transitions and other connecting words
4. Completing transitional sentences
5. Identifying introductions and conclusions.

1. Organizing through Time or Emphatic Order

Activity 1

Use time order to organize the scrambled lists of supporting ideas below. Write 1 beside the supporting idea that should come first in time, 2 beside the idea that logically follows, and 3 beside the idea that comes last in time.

- 1. Thesis:** When I was a child, Disney movies frightened me more than any other kind.
- _____ As a five-year-old, I was terrified by the movie *Pinocchio*, about a puppet transformed into a boy.
- _____ Although I saw *Bambi* when I was old enough to begin poking fun at "baby movies," the scene during which Bambi's mother is killed has stayed with me to this day.
- _____ About a year after *Pinocchio*, I gripped my seat in tear as the witches and goblins of Fantasia flew across the screen.
- 2. Thesis:** There are techniques to help you overcome three common pitfalls in making a cheesecake.
- _____ There's only one way to remove the cake cleanly and easily from its pan.
- _____ Plan in advance to have your equipment ready and the ingredients at room temperature.
- _____ Remember to time the baking process and regulate the oven temperature while the cake is baking.
- 3. Thesis:** Applying for unemployment benefits was a confusing, frustrating experience.
- _____ It was difficult to find both the office and a place to park.
- _____ When I finally reached the head of the line after four hours of waiting, the clerk had problems processing my claim.
- _____ There was no one to direct or help me when I entered the large office, which was packed with people.

Activity 2

Use emphatic order (order of importance) to arrange the following scrambled lists of supporting ideas. For each thesis, write 1 in the blank beside the point that is perhaps less important or interesting than the other two, 2 beside the point that appears more important or interesting, and 3 beside the point that should be most emphasized.

1. Thesis: My after-school job has been an invaluable part of my life this year.

_____ Better yet, it has taught me how to get along with many kinds of people.

_____ Since it's in the morning, it usually keeps me from staying up too late.

_____ Without it, I would have had to drop out of school.

2. Thesis: We received some odd gifts for our wedding.

_____ The winner in the odd-gift category was a large wooden box with no apparent purpose or function.

_____ Someone gave us a gift certificate for a massage.

_____ Even stranger, my uncle gave me his favourite bowling ball.

3. Thesis: Donna is my most loyal friend.

_____ She has taken time to do special favours for me.

_____ She's always there in real emergencies or emotional crises.

_____ She once lent me her favourite necklace to wear on a date.

2. Providing Transitions

In the spaces provided, add appropriate transitions to tie together the sentences and ideas in the following essay. Draw from the words given in the boxes above the paragraphs. Use each word only once.

Annoying People

President Richard Nixon used to keep an "enemies list" of all the people he didn't especially like. I'm ashamed to confess it, but I, too, have an enemy list—a mental one. On this list are all the people I would gladly live without, the ones who cause my blood pressure to rise to the boiling point. The top three places on the list go to people with annoying nervous habits, people who talk in movie theatres, and people who talk on car phones while driving.

For example

First of all

Another

However

_____, there are the people with annoying nervous habits. _____ there are the ones who make faces. When in deep thought, they twitch, squint, and frown, and they can be a real distraction when I'm trying to

concentrate during an exam. _____ type of nervous character makes useless designs. These people bend paper clips into abstract sculptures or string the clips into necklaces as they talk.

_____, neither of these groups is as bad as the people who make noises. These individuals, when they are feeling uncomfortable, bite their fingernails or crack their knuckles. If they have a pencil in their hands, they tap it rhythmically against whatever surface is handy—a desk, a book, a head. Lacking a pencil to play with, they jingle the loose change or keys in their pockets. These people make me wish I were hard of hearing.

On the contrary	Then	As a result	After	Second
-----------------	------	-------------	-------	--------

A _____ category of people I would gladly do away with is the ones who talk in movie theatres. These people are not content to sit back, relax, and enjoy the film they have paid to see.

_____, they feel compelled to comment loudly on everything from the hero's hairstyle to the appropriateness of the background music. _____, no one hears a word of any dialog except theirs. _____ they have been in the theatre for a while, their interest in the movie may fade. _____ they will start discussing other things, and the people around them will be treated to an instant replay of the latest family scandal or soap-opera episode. These stories may be entertaining, but they don't belong in a movie theatre.

In addition	But	Last of all
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-----, there are the people who talk on the phone while they're driving. One of the things that irritate me about them is the way they seem to be showing off. They're saying, "Look at me! I'm so important I have to make phone calls in my car."

_____, such behaviour is just plain dangerous. Instead of concentrating on adjusting carefully to ever-changing traffic conditions, they're weaving all over the road or getting much too close to the car in front of them as they gossip with a friend, make an appointment with a doctor, or order a pizza.

So long as murder remains illegal, the nervous twitchers, movie talkers, and car-phone users of the world are safe from me. _____ if ever I am granted the power of life or death, these people had better think twice about annoying me. They might not have long to live.

Comparison and Contrast Essay

The following section showcases a sample of a comparison and contrast paragraph as well as a sample of an essay.

Comparison and Contrast

Comparison and contrast are two thought processes we go through constantly in everyday life. When we *compare* two things, we show how they are similar; when we *contrast* two things, we show how they are different. We may compare or contrast two brand-name products (for example, Pepsi and Coca-Cola), two television shows, two cars, two teachers, two jobs, two friends, or two possible solutions to a problem we are facing. The purpose of comparing or contrasting is to understand each of the two things more clearly and, at times, to make judgments about them.

You will be asked in this section to write a paper of comparison or contrast. To prepare for this assignment, first read about the two methods of development you can use in writing your paper. Then read the student essays and the professional essay that follow and work through the questions that accompany the essays.

Methods of Development

A comparison or contrast essay calls for one of two types of development. Details can be presented *one side at a time or point by point*. Each format is illustrated below.

One Side at a Time

Look at the following supporting paragraph from "A Vote for McDonald's," one of the model essays that will follow.

For one thing, going to the Chalet is more difficult than going to McDonald's. The Chalet has a jacket-and-tie rule, which means I have to dig a sport coat and tie out of the back of my closet, make sure they're semi clean, and try to steam out the wrinkles somehow. The Chalet also requires reservations. Since it is downtown, I have to leave an hour early to give myself time to find a parking space within six blocks of the restaurant. The Chalet cancels reservations if a party is more than ten minutes late. Going to McDonald's, on the other hand, is easy. I can feel comfortable wearing my jeans or warm-up suit. I don't have to do any advance planning. I can leave my house whenever I'm ready and pull into a door side parking space within fifteen minutes.

The first half of this paragraph fully explains one side of the contrast (the difficulty of going to the Chalet). The second half of the paragraph deals entirely with the other side (the ease of going to McDonald's). When you use this method, be sure to follow the same order of points of contrast (or comparison) for each side. An outline of the paragraph shows how the points for each side are developed in a consistent sequence.

Outline

One Side at a Time

Thesis: Going to the Chalet is more difficult than going to McDonald's.

1. Chalet
 - a. Dress code
 - b. Advance reservations
 - c. Leave an hour early
 - d. Find parking space
2. McDonald's
 - a. Casual dress
 - b. No reservations
 - c. Leave only fifteen minutes ahead of time
 - d. Plenty of free parking

Point by Point

Now look at the supporting paragraph below, which is taken from another essay you will read, "Studying: Then and Now":

Ordinary studying during the term is another area where I've made changes. In high school, I let reading assignments go. I told myself that I'd have no trouble catching up on two hundred pages during a fifteen-minute ride to school. College courses have taught me to keep pace with the work. Otherwise, I feel as though I'm sinking into a quicksand of unread material. When I finally read the high school assignment, my eyes would run over the words but my brain would be plotting how to get the car for Saturday night. Now, I use several techniques that force me to really concentrate on my reading.

The paragraph contrasts two styles of studying point by point. The following outline illustrates the point-by-point method.

Outline

Point by Point

Thesis: Studying is something I do differently in college than in high school.

1. Keeping up with reading assignments
 - a. High school
 - b. College
2. Concentration while reading
 3. High school
 4. College

When you begin writing a comparison or contrast paper, you should decide right away which format you will use: one side at a time or point by point. Use that - format as you create the outline for your paper. Remember that an outline is an essential step in planning and writing a clearly organized paper.

Student Essays to Consider

Comparison and Contrast

A Vote for McDonald's

For my birthday this month, my wife has offered to treat me to dinner at the restaurant of my choice. I think she expects me to ask for a meal at the Chalet, the classiest, most expensive restaurant in town. However, I'm going to eat my birthday dinner at McDonald's. When I compare the two restaurants, the advantages of eating at McDonald's are clear.

For one thing, going to the Chalet is more difficult than going to McDonald's. The Chalet has a jacket-and-tie rule, which means I have to dig a sport coat and tie out of the back of my closet, make sure they're semi clean, and try to steam out the wrinkles somehow. The Chalet also requires reservations. Since it is downtown, I have to leave an hour early to give myself time to find a parking space within six blocks of the restaurant. The Chalet cancels reservations if a party is more than ten minutes late. Going to McDonald's, on the other hand, is easy. I can feel comfortable wearing my jeans or warm-up suit. I don't have to do any advance planning. I can leave my house whenever I'm ready and pull into a door side parking space within fifteen minutes.

The Chalet is a dimly lit, formal place. While I'm struggling to see what's on my plate, I worry that I'll knock one of the fragile glasses off the table. The waiters at the Chalet can be uncomfortably formal, too. As I awkwardly pronounce the French words on the menu, I get the feeling that I don't quite live up to their standards. Even the other diners can make me feel uncomfortable. And though the food at the Chalet is gourmet, I prefer simpler meals. I don't like unfamiliar food swimming in a pasty white sauce. Eating at the Chalet is, to me, less enjoyable than eating at McDonald's. McDonald's is a pleasant place where I feel at ease. It is well lighted, and the bright-colored decor is informal. The employees serve with a smile, and the food is easy to pronounce and identify. I know what I'm going to get when I order a certain type of sandwich.

The most important difference between the Chalet and McDonald's, though, is price. Dinner for two at the Chalet, even without appetizers or desserts, would easily cost \$50. And the \$50 doesn't include the cost of parking the car and tipping the waiter, which can come to an additional \$10. Once, I forgot to bring enough money. At McDonald's, a filling meal for two will cost around \$10. With the extra \$50, my wife and I can eat at McDonald's five more times, or go to the movies three times, or buy tickets to a football game.

So, for my birthday dinner, or any other time, I prefer to eat at McDonald's. It is convenient, friendly, and cheap. And with the money my wife saves by taking me to McDonald's, she can buy me what I really want for my birthday—a new Sears power saw.

Studying: Then and Now

One June day, I staggered into a high school classroom to take my final exam in United States History IV. I had made my usual desperate effort to cram the night before, with the usual dismal results—I had gotten only to page seventy-five of a four-hundred-page textbook. My study habits in high school, obviously, were a mess. But in college, I've made an attempt to reform my note-taking, studying, and test-taking skills.

As I took notes in high school classes, I often lost interest and began doodling, drawing Martians, or seeing what my signature would look like if I married the cute guy in the second row. Now, however, I try not to let my mind wander, and I pull my thoughts back into focus when they begin to go fuzzy. In high school, my notes often looked like something written in Arabic. In college, I've learned to use a semi print writing style that makes my notes understandable. When I would look over my high school notes, I couldn't understand them. There would be a word like "Reconstruction," then a big blank, then the word "important." Weeks later, I had no idea what Reconstruction was or why it was important. I've since learned to write down connecting ideas, even if I have to take the time to do it after class. Taking notes is one thing I've really learned to do better since high school days.

Ordinary studying during the term is another area where I've made changes. In high school, I let reading assignments go. I told myself that I'd have no trouble catching up on two hundred pages during a fifteen-minute ride to school. College courses have taught me to keep pace with the work. Otherwise, I feel as though I'm sinking into a quicksand of unread material. When I finally read the high school assignment, my eyes would run over the words but my brain would be plotting how to get the car for Saturday night. Now, I use several techniques that force me to really concentrate on my reading.

In addition to learning how to cope with daily work, I've also learned to handle study sessions for big tests. My all-night study sessions in high school were experiments in self-torture. Around 2:00 A.M., my mind, like a soaked sponge, simply stopped absorbing things. Now, I space out exam study sessions over several days. That way, the night before can be devoted to an overall review rather than raw memorizing. Most important, though, I've changed my attitude toward tests. In high school, I thought tests were mysterious things with completely unpredictable questions. Now, I ask instructors about the kinds of questions that will be on the exam, and I try to "psych out" which areas or facts instructors are likely to ask about. These practices really work, and for me they've taken much of the fear and mystery out of tests.

Since I've reformed, note-taking and studying are not as tough as they once were. And I am beginning to reap the benefits. As time goes on, my college test sheets are going to look much different from the red-marked tests of my high school days.

Argumentative Essay

Once Over Lightly: Local TV News

Are local television newscasts a reliable source of news? Do they provide in-depth coverage and analysis of important local issues? Unfortunately, all too often they do not. While local TV newscasts can provide a valuable community resource, too often such programs provide mere entertainment at the expense of solid news. In their battle for high ratings, local programs emphasize news personalities at the expense of stories. Visual appeal has a higher priority than actual news. And stories and reports are too brief and shallow.

Local TV newscasters are as much the subject of the news as are the stories they present. Nowhere is this more obvious than in weather reports. Weatherpersons spend valuable news time joking, drawing cartoons, chatting about weather fronts as "good guys" and "bad guys," and dispensing weather trivia such as statistics about relative humidity and record highs and lows for the date. Reporters, too, draw attention to themselves. Rather than just getting the story, the reporters are shown jumping into or getting out of helicopters to get the story. When reporters interview crime victims or the residents of poor neighborhoods, the camera angle typically includes them and their reaction as well as their subjects. When they report on a storm, they stand outside in the storm, their styled hair blowing, so we can admire how they "brave the elements." Then there are the anchor persons, who are chosen as much for their looks as their skills. They too dilute the news by putting their personalities at center stage.

Often the selection of stories and the way they are presented are based on visual impact rather than news value. If a story is not accompanied by an interesting film clip, it is not likely to be shown on the local news. The result is an overemphasis on fires and car crashes and little attention to such important issues as the economy. A tractor-trailer spill on the highway slightly injures one person and inconveniences motorists for only an hour. But because it provides dramatic pictures--the big truck on its side, its load spilled, emergency personnel running around, lots of flashing lights—it is given greater emphasis in the local newscast than a rise in local taxes, which has far more lasting effect on the viewer. "If it bleeds, it leads" is the unofficial motto of many local news programs. A story that includes pictures of death and destruction, no matter how meaningless, is preferable on the local news to a solid, important story without flashy visuals. The mania for visuals is so strong that local news programs will even slap irrelevant visuals onto an otherwise strong story. A recent story on falling oil prices, for example, was accompanied by footage of a working oil well that drew attention away from the important economic information in the report.

On the average, about half a minute is devoted to a story. Clearly, stories that take less than half a minute are superficial. Even the longest stories, which can take up to several minutes, are not accompanied by meaningful analysis. Instead, the camera jumps from one location to another, and the newscaster simplifies and trivializes the issues. For instance, one recent "in-depth" story about the homeless consisted of a glamorous reporter talking to a homeless person and asking him what should be done about the problem. The poor man was in no condition to respond intelligently.

The story then cut to an interview with a city bureaucrat who mechanically rambled on about the need for more government funding. Is raising taxes the answer to every social problem? There were also shots of homeless people sleeping in doorways and on top of heating vents, and there were interviews with people in the street, all of whom said that something should be done about the terrible problem of homelessness. There was, in all of this, no real exploration of the issue and no proposed solution. It was also apparent that the homeless were just the issue of the week. After the week's coverage was over, the topic was not mentioned again.

Because of the emphasis on newscasters' personalities and on the visual impact of stories and the short time span for stories, local news shows provide little more than diversion. What viewers need instead is news that has real significance. Rather than being amused and entertained, we need to deal with complex issues and learn uncomfortable truths that will help us become more responsible consumers and citizens.

Questions

About Unity

1. Which paragraph in "Once Over Lightly" lacks a topic sentence? Write a topic sentence for the paragraph:

2. What sentence in paragraph 4 of "Once Over Lightly" should be omitted in the interest of paragraph unity? (Write the opening words.)

3. Which sentence in paragraph 4 of "Teenagers and Jobs" should be omitted in the interest of paragraph unity? (Write the opening words.)

About Support

Which sentence in paragraph 4 of "Teenagers and Jobs" needs to be followed by more supporting details? Which sentence in paragraph 2 of "Once Over Lightly" needs to be followed by supporting details? (*Write the opening words of each sentence.*)

Why You Should Not Smoke

I am sure that you know that smoking harms your body. Then why do you continue smoking? Maybe you do it because you haven't really become conscious about all the effects that smoking has. There are a lot of reasons why you shouldn't smoke. Some of them are that smoking affects your health, that you spend a lot of money on cigarettes, and that when you smoke you are not respecting people around you.

The first reason why you shouldn't smoke is that smoking affects your health. If you smoke, your physical condition will be negatively affected, so it will be very difficult for you to succeed in sports. Also, smoking produces lethal diseases like cancer and reduces the length and quality of your life. Maybe you don't notice all the physical effects of smoking immediately, but you surely will be sorry one day.

The second reason why you shouldn't smoke is because of all the money that you spend on it. Maybe you start smoking only when someone offers you a cigarette, but there will be a day when you will feel the need of a cigarette. By this time, you will pay whatever to smoke, and each time you will smoke more, so you will spend more money. All the money you would spend on cigars could have been spent in something better, don't you think?

The last reason why you shouldn't smoke is out of respect for the people around you. When you smoke, you not only harm yourself, but you also harm all the people around you. So you mustn't be selfish; you should at least avoid smoking in front of people who don't smoke. Also, many people don't like the cigarette's smell, so they won't enjoy your company. Would you like that?

I have said just some reasons of why you shouldn't smoke, so I hope that now those of you who smoke are able to think a little and try to make a smart decision. In addition to all the reasons I've said, I would like you to think about how much you love yourself and then whether you want to continue harming yourself. Think also about all the people who love you, like your family who doesn't want to see you suffering or sick. If you decide to continue smoking, what a pity. But if you decide to stop smoking, congratulations! Remember that "If you can dream it, you can do it."

Why We Should Not Compare Ourselves with Others

In our culture a lot of times people advise us to compare ourselves with others. "You should be like your father," "You can win; the others aren't as good as you," "You must be the best of your class," etc., and this is not always the best way of thinking. There are many reasons to change this way of thinking and begin to compare ourselves only with ourselves. This is the way it should be, and in this paper I will discuss some of the most important reasons for this.

The first reason to avoid comparing yourself with others is that there will be always someone better than you. It doesn't matter in which aspect, but it is always true. Therefore, you could feel inferior to others and maybe without a real reason. For example, you can be an incredible architect and the best of your generation, and this can make you feel incredibly good, but if someday someone is better than you are, you could feel sad although you are still the same incredible architect that you were before.

The second reason to elude this kind of comparison is that you will always find someone worse than you, but as opposed to the first reason, this can make you feel better than the others, and this feeling can turn into a horrible pride. For example, if you are the second best student of your class, and one day the very best student leaves the school, you will then be the best one although you are still only as good as you were before.

These two first reasons lead us to a third one: If you want to be better than the others, you don't need to improve yourself; you only have to make the others look bad. If I want to be the leader of the group, but you are the leader now, what I need to do is to make you look like a traitor or stupid and then I can take your place. Then I will be better than you.

A fourth reason to stop comparing ourselves is that the one who compares him/herself with others is judging, and this doesn't help us develop as human beings. Nobody knows the internal reality of the other; nobody knows his/her story and his/her most deep intentions, and when we judge it's harder to accept the others.

The last but most important reason to avoid comparing ourselves with others is that when we do, we can be tempted to copy them, to do the same things, and to act and think like them. The problem with this is that if we copy someone, we will never know who we really are and what we really want, and then we will never grow spiritually.

For all these reasons and because we are unique, we should not compare ourselves with others, only with ourselves. The only comparison pattern that we really have is our consciousness. So, if we use this pattern we will not feel less or more than others; we will not try to make others look bad; we will not judge so much; and we will accept ourselves as we really are. In other words, we will live happier.

Why People Should Read for Pleasure

In the past years the use of the television and the internet has increased; this situation has caused many people to change their likes and the way that they enjoy their free time. Because of television and the internet, many people spend less time reading, so the purpose for this essay is to present reasons why people should read just for pleasure. The reasons that I give you are quite simple: to improve your knowledge, to expand your general culture, to have more fun, to make your imagination fly, to find new ways to express your ideas, and finally to expand your vocabulary.

The first reason that I give you to enjoy reading is that when you read, you can expand your knowledge and also your culture. There are a lot of good books in which you can find history, novels, tragedies, comedies and a variety of other themes. You can see that people who read more often frequently have a bigger knowledge of life and also a bigger perspective of their environment. I think that fact gives them an advantage over all others who do not read frequently.

The second reason to read more often is that through books you can have fun and even travel in your imagination. Children have not yet lost the ability of getting into their dreams, and because of this, in their first years the parents read a lot of tales in which they use their imagination. Adults should try to keep this ability, so we do not forget the importance of the use of the imagination. The imagination also represents a tool that could help you to develop your professional career in a creative way.

Finally, the third and the most important feature that reading offers you is that it does not matter the age that you have, you always could expand your vocabulary and the ways to express your ideas to the others in a simple and correct form. By the time you can improve the kind of books that you read, there are a lot of categories, so you will never stop learning from the pleasure of reading. People who know how to choose a book generally have the capability of choosing a formal book in which they can find formal grammatical structures and obviously a formal vocabulary. All these things allow them to gain greater fluency in their communication.

In conclusion, I recommend that you enjoy reading more often. There are excellent reasons for doing it; you just have to want to expand your knowledge and your culture, to improve your imagination and also your vocabulary. I know that we should evolve with the technology; that is, it is good to know how to navigate in the internet, but we must also not forget the books. Try to choose good books at the beginning, and then I ensure you that you never will stop reading.

Academic Word List

Sublist 1 of the Academic Word List.

This sublist contains the most frequent words of the Academic Word List in the Academic Corpus. The most frequent members of the word families in Sublist 1 are listed below.

analysis	definition	indicate	procedure
approach	derived	individual	process
area	distribution	interpretation	required
assessment	economic	involved	research
assume	environment	issues	response
authority	established	labour	role
available	estimate	legal	section
benefit	evidence	legislation	sector
concept	export	major	significant
consistent	factors	method	similar
constitutional	financial	occur	source
context	formula	percent	specific
contract	function	period	structure
create	identified	policy	theory
data	income	principle	variables

Sublist 2 of Academic Word List

This sublist contains the second most frequent words in the Academic Word List from the Academic Corpus. The most frequent members of the word families in Sublist 2 are listed below.

achieve	construction	items	resident
acquisition	consumer	journal	resources
administration	credit	maintenance	restricted
affect	cultural	normal	security
appropriate	design	obtained	sought
aspects	distinction	participation	select
assistance	elements	perceived	site
categories	equation	positive	strategies
chapter	evaluation	potential	survey
commission	features	previous	text
community	final	primary	traditional
complex	focus	purchase	transfer
computer	impact	range	
conclusion	injury	region	
conduct	institute	regulations	
consequences	investment	relevant	

Sublist 3 of Academic Word List.

This sublist contains the third most frequent words of the Academic Word List in the Academic Corpus. The most frequent members of the word families in Sublist 3 are listed below.

alternative	criteria	interaction	registered
circumstances	deduction	justification	reliance
comments	demonstrate	layer	removed
compensation	document	link	scheme
components	dominant	location	sequence
consent	emphasis	maximum	sex
considerable	ensure	minorities	shift
constant	excluded	negative	specified
constraints	framework	outcomes	sufficient
contribution	funds	partnership	task
convention	illustrated	philosophy	technical
coordination	immigration	physical	techniques
core	implies	proportion	technology
corporate	initial	published	validity
corresponding	instance	reaction	volume

Sublist 4 of Academic Word List

This sublist contains the fourth most frequent words of the Academic Word List in the Academic Corpus. The most frequent members of the word families in Sublist 4 are listed below.

access	debate	internal	prior
adequate	despite	investigation	professional
annual	dimensions	job	project
apparent	domestic	label	promote
approximated	emerged	mechanism	regime
attitudes	error	obvious	resolution
attributed	ethnic	occupational	retained
civil	goals	option	series
code	granted	output	statistics
commitment	hence	overall	status
communication	hypothesis	parallel	stress
concentration	implementation	parameters	subsequent
conference	implications	phase	sum
contrast	imposed	predicted	summary
cycle	integration	principal	undertaken

Sublist 5 of Academic Word List

This sublist contains the fifth most frequent words in the Academic Word List from the Academic Corpus. The most frequent members of the word families in Sublist 5 are listed below.

academic	enable	licence	pursue
adjustment	energy	logic	ratio
alter	enforcement	marginal	rejected
amendment	entities	medical	revenue
aware	equivalent	mental	stability
capacity	evolution	modified	styles
challenge	expansion	monitoring	substitution
clause	exposure	network	sustainable
compounds	external	notion	symbolic
conflict	facilitate	objective	target
consultation	fundamental	orientation	transition
contact	generated	perspective	trend
decline	generation	precise	version
discretion	image	prime	welfare
draft	liberal	psychology	whereas

Sublist 6 of Academic Word List - most frequent words in families

This sublist contains the sixth most frequent words in the Academic Word List from the Academic Corpus. The most frequent members of the word families in Sublist 6 are listed below.

abstract	diversity	incidence	nevertheless
accurate	domain	incorporated	overseas
acknowledged	edition	index	preceding
aggregate	enhanced	inhibition	presumption
allocation	estate	initiatives	rational
assigned	exceed	input	recovery
attached	expert	instructions	revealed
author	explicit	intelligence	scope
bond	federal	interval	subsidiary
brief	fees	lecture	tapes
capable	flexibility	migration	trace
cited	furthermore	minimum	transformation
cooperative	gender	ministry	transport
discrimination	ignored	motivation	underlying
display	incentive	neutral	utility

Sublist 7 of Academic Word List - most freq words in families

This sublist contains the seventh most frequent words in the Academic Word List from the Academic Corpus. The most frequent members of the word families in Sublist 7 are listed below.

adaptation	deny	identical	release
adults	differentiation	ideology	reverse
advocate	disposal	inferred	simulation
aid	dynamic	innovation	solely
channel	eliminate	insert	somewhat
chemical	empirical	intervention	submitted
classical	equipment	isolated	successive
comprehensive	extract	media	survive
comprise	file	mode	thesis
confirmed	finite	paradigm	topic
contrary	foundation	phenomenon	transmission
converted	global	priority	ultimately
couple	grade	prohibited	unique
decades	guarantee	publication	visible
definite	hierarchical	quotation	voluntary

Sublist 8 of Academic Word List - most freq words in families

This sublist contains the eighth most frequent words in the Academic Word List from the Academic Corpus. The most frequent members of the word families in Sublist 8 are listed below.

abandon	contradiction	induced	random
accompanied	crucial	inevitably	reinforced
accumulation	currency	infrastructure	restore
ambiguous	denote	inspection	revision
appendix	detected	intensity	schedule
appreciation	deviation	manipulation	tension
arbitrary	displacement	minimised	termination
automatically	dramatic	nuclear	theme
bias	eventually	offset	thereby
chart	exhibit	paragraph	uniform
clarity	exploitation	plus	vehicle
conformity	fluctuations	practitioners	via
commodity	guidelines	predominantly	virtually
complement	highlighted	prospect	widespread
contemporary	implicit	radical	visual

Sublist 9 of Academic Word List - most freq words in families

This sublist contains the ninth most frequent words in the Academic Word List from the Academic Corpus. The most frequent members of the word families in Sublist 9 are listed below.

accommodation	device	mature	revolution
analogous	devoted	mediation	rigid
anticipated	diminished	medium	route
assurance	distorted/distortion-	military	scenario
attained	equal figures	minimal	sphere
behalf		mutual	subordinate
bulk	duration	norms	supplementary
ceases	erosion	overlap	suspended
coherence	ethical	passive	team
coincide	format	portion	temporary
commenced	founded	preliminary	trigger
incompatible	inherent	protocol	unified
concurrent	insights	qualitative	violation
confined	integral	refine	vision
controversy	intermediate	relaxed	
conversely	manual	restraints	

Sublist 10 of the Academic Word List.

This sublist contains the least frequent words of the Academic Word List in the Academic Corpus. The most frequent members of the word families in Sublist 10 are listed below.

adjacent	depression	levy	posed
albeit	encountered	likewise	reluctant
assembly	enormous	nonetheless	so-called
collapse	forthcoming	notwithstanding	straightforward
colleagues	inclination	odd	undergo
compiled	integrity	ongoing	whereby
conceived	intrinsic	panel	
convinced	invoked	persistent	

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