

# UNIT 1

## STAGES

### READING I- LIFE AT EIGHTEEN

#### PREVIEW THE READING

1. Look at the photos. What are the people doing? How old are they?

A.



B.



C.



D



2.What do you think the age range is for each time of life?

A baby is from birth to about one year old.

adolescent	(young) adult	baby	child	middle-aged person
old / elderly person	retired person	teenager	toddler	

3.In your country, what is the typical age to do these things ?

earn a good salary	get a job	get a place of your own
get married	graduate from university	have children
learn to drive a car	look after your grandchildren	retire
start wearing make-up		

**Discussion:**

1. What has / have been the best year(s) of your life so far? Why?
2. What has / have been the worst year(s) of your life so far? Why?
3. Are you happy with your life? Why? Why not?

## Vocabulary Preview :

Match the words in bold with a word or phrase with a similar meaning.

- \_\_\_ 1. Tara is an **ambitious** student. She studies hard and gets the highest points in our class.
- \_\_\_ 2. Paul has a number of **goals**. He wants to study abroad and work for an international company.
- \_\_\_ 3. Our geography teacher is so **strict** that we are never late for her classes; otherwise, we even can't knock the door.
- \_\_\_ 4. My cousin is doing his **military service** at the moment.
- \_\_\_ 5. Helen's children are **spoiled**. They don't respect their mother and they always want more than she can afford.
- \_\_\_ 6. Because of his lessons at med-school, Tim **gave up** playing football in the school team.
- \_\_\_ 7. You are eighteen and you can **stand on your own two feet**.
- \_\_\_ 8. Samantha is usually busy in the week so she can only **socialize with** her friends at the weekend.
- \_\_\_ 9. My brother is very **generous**. He shares what he has with the others.
- \_\_\_ 10. Mrs. Rowling is very **tolerant**. She never gets angry with people and she tries to understand every one.

- a. stopped
- b. being in the army
- c. not selfish or stingy
- d. aims, purposes
- e. a person who tries hard and achieves things
- f. to spend time with the other people
- g. a patient person who can ignore others' mistakes
- h. a person who has rules and never changes them
- i. to be old enough to survive alone
- j. a person who wants other people to do things for them all the time

## Reading Comprehension

### PREVIEWING

Previewing key parts of a text before you read makes it easier for you to understand its main ideas. Look at the pictures, read the title, introduction and any headings in the text, and skim over the passage. Then think about the topic and what you already know about it. When you have a sense of what the text is about before you read, you should be able to understand and remember it better.

### A. Preview "Life at Eighteen" and answer the questions.

- 1. Where do you think this text comes from?
  - a) a website
  - b) a magazine called Sculpture
  - c) a book called "Lives of Children"

2. What is the main idea?
  - a) the importance of culture
  - b) the high cost of living on your own
  - c) the importance of turning eighteen
3. What do you already know about the topic?
4. What do you hope to learn from the text?

### SCANNING

- Scanning is reading a text quickly to locate specific information. When you scan, you try to find only the most important points of a reading.
- Narratives are often arranged in chronological order, telling events in the order they occur. Time markers (at first, after that, later etc.) help the reader to follow the story.
- Some texts are organized by dates, years or time periods and the events associated with them. Scanning a text for dates allows you to understand the sequence (order) of events it describes.
- Scanning is also helpful when you have many pages to read. You can learn to look only for the essential information.

### B. Scan the text and tick the subjects mentioned.

	GREGOR	MIGUEL
<b>The army</b>		
<b>Education</b>		
<b>Free time</b>		
<b>Career</b>		
<b>Money</b>		
<b>Family</b>		

**NAME:** Gregor Kinski

**NATIONALITY:** Russian



I am from Moscow and my name is Gregor. I am a sculpture student at Moscow University and live with my parents and two brothers. I had my eighteenth birthday last month and I am enjoying my life at the moment.

In Russia, it is often difficult for men aged eighteen because they usually have to go into the army and do military service. In my opinion, military service shouldn't be compulsory. I mean, I think it should be optional, but it isn't. Luckily for me, I don't have to do military service because I've got health problems. I'm actually quite happy about that! It means it's possible to continue studying sculpture at university.

I enjoy my studies and I also have a good social life. In my free time, I like listening to rock and hip-hop. I also like going to restaurants, bars, concerts and playing football- like teenagers everywhere, I suppose. My parents are very kind and tolerant- I can't go out every night, but I can do a lot of things I enjoy. It is difficult to get a place of my own because it's very expensive and anyway, I like living with my family. I'm preparing for my future and my parents are very supportive of that.

**\*\*compulsory: obligatory, something you have to do**

**NAME: Miguel Jimenez**

**Nationality: Spanish**



My name is Miguel and I turned eighteen about six months ago. I left school last month and now I am working in the family business.

I live with my parents and my sister- she is fifteen. My brother, who is nearly twenty-seven, left home a month ago because he got a job in another city. This means I don't have to share my bedroom anymore. Our mother cooks and irons for us. She is quite busy because she also works in the family business- so I suppose I should help more at home really! We're all a bit spoiled- my mother shouldn't do everything for us, but she enjoys it.

I like working in the business. It's hard work, but I'm learning a lot and I like earning my own money. I haven't got enough money to move out into my own flat, but it's good to have extra cash for going out and doing things with my friends. I have to work long hours during the week, but my parents say I can have time off at the weekends, so life is mostly quite good. Generally, I'm happy with working- the only thing is that I'd like to do more travelling, but I can't go away for more than a few days at the moment as my father needs me at work.

**C. Read "Life at Eighteen" and decide whether the sentences are True (T) or False (F). Correct the False ones.**

- \_\_\_\_\_ 1. Gregor doesn't have to do military service because of his health problems.
- \_\_\_\_\_ 2. Miguel doesn't want to waste time in family business.
- \_\_\_\_\_ 3. Miguel's brother went to live in another city as he found a job there.
- \_\_\_\_\_ 4. Gregor is a shy boy and he never spends time out after school.
- \_\_\_\_\_ 5. Gregor has to do everything on his own.
- \_\_\_\_\_ 6. Miguel is happy about working in family business because he always has extra money for going out and doing things with friends.

**➤ After Reading**



**DISCUSSION**

- 1. Which person do you think you are most similar to: Gregor, Miguel ? In what ways?
- 2. Did you enjoy your life when you were eighteen? Why / Why not?





## WRITING I:

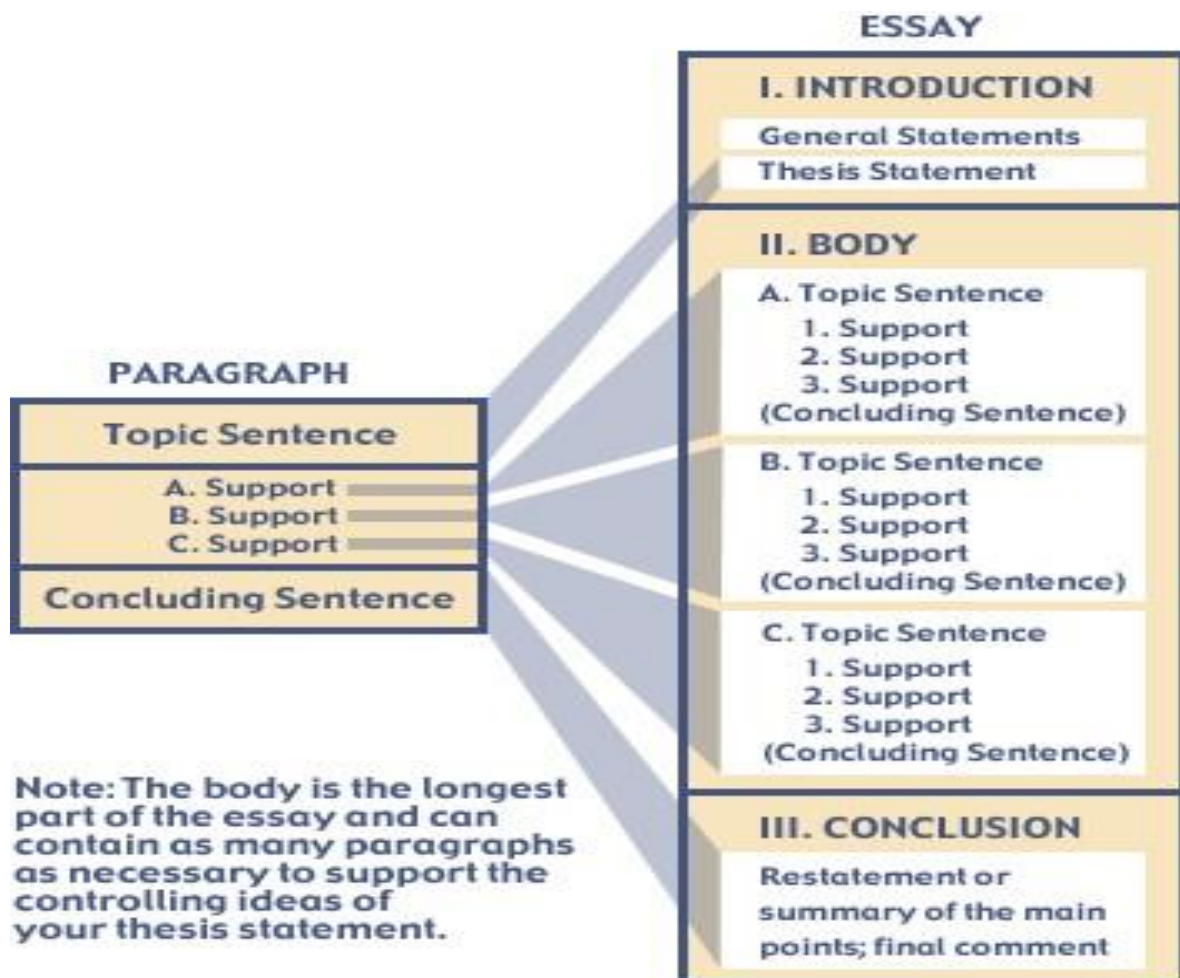
### HOW TO ORGANIZE YOUR ESSAY

#### What is an essay?

An essay is a short formal piece of writing dealing with a single subject. It must have at least three paragraphs, but a five-paragraph essay is a common assignment for academic writing. There are several different genres that influence its content and structure. In general, an essay has three parts:

1. An introductory paragraph
2. A body (at least one, but usually two or more paragraphs)
3. A concluding paragraph

The *introductory paragraph* gives the reader an idea of what they are about to find and learn. It consists of two parts: a few general statements about your subject to attract your reader's attention and a thesis statement to state the specific subdivisions of your topic and the plan of your paper. The *body* provides evidence used to prove and persuade the reader to accept the writer's particular point of view. Each paragraph develops a subdivision of your topic. The *conclusion* summarizes the content and the findings of the essay.



## Recognizing the parts of an introduction

The introduction is the first paragraph of an essay and usually consists of a hook, a few connecting sentences and the thesis statement. The hook, or the first sentence, draws in the reader and makes him want to continue reading. It should make the reader want to read more of the essay. The hook is then followed by a few sentences of content, which will serve to connect the hook to the thesis statement. The thesis statement is basically the topic sentence for the entire essay and gives the reader a clear idea of what will be discussed in the body.

There are no specific rules for writing an introduction, but there are several techniques, you can also name them as “grabbers” :

### \* Move from general to specific

This type of introduction opens with a general statement on the subject that establishes its importance and then leads the reader to the more specific thesis statement. Each sentence should become gradually more specific, until you reach your thesis.

### \*Use an anecdote

Relating an interesting story will interest the reader in the subject. Newspaper and magazine writers frequently use this technique to begin their articles. You should be sure that your anecdote is short, to the point, and relevant to your topic. This can be very effective opener for your essay, but use it carefully.

### \*Use a quotation

You can quote an authority on your subject or use an interesting quotation from an article. You can also be more informal and use a proverb or a favourite saying of a friend or relative.

### \*Ask a question

Asking one or more questions at the beginning of an essay is a good way to engage readers in the topic right away. They will want to read on in order to find the answers to the questions.

### \*Present a surprising fact

Presenting some interesting facts or statistics establishes credibility. This information must be true and verifiable, but it doesn't need to be totally new to your readers.

**Exercise 1: Analyzing introductions.** Read the following sample introductions. Then, in small groups, identify the technique or techniques used in each one. Remember that authors often use a combination of techniques to write an introduction.

1. “An apple a day keeps the doctor away.” Many of you may have heard this before, but do you know you should actually eat five portions of fruit and vegetables a day? Even though you feel young now, starting to eat fruit and vegetables today can help prevent diseases as you age. Everyone should eat an apple a day because apples have great health and nutritional benefits.

Technique(s).....  
.....



2. Many students find essay writing difficult and frustrating. They know what they want to say, but when it comes to expressing themselves through the essay, they encounter problems. Not only do they have to address the complexities of their topic, but they also have to follow the conventions of the formal academic essay. The task seems daunting. Broken down into its basic components, however, essay writing is not so difficult. In fact, by addressing three key elements, every student can write an effective essay. These three key elements are focus, organisation, and clarity.

Technique(s).....  
.....

3. One student looks at his neighbor's exam paper and quickly copies the answers. Another student finds out the questions on a test before her class takes it and tells her friends. Still another student sneaks a sheet of paper with formulas written on it into the test room. What about you? Would you be tempted to cheat on an exam if you knew you wouldn't get caught? According to a recent national survey, 40 percent of American teenagers would cheat under that condition. What is causing the epidemic of cheating in our schools? Most students cheat on tests because they feel pressure to get into college, because they want to avoid the hours of studying they need in order to get high grades, or simply because they are not concerned with honesty.

Technique(s).....  
.....

### **Thesis statement**

A thesis statement refers to the main argument in your essay. The thesis statement tells the reader what the essay will be about and what points you will be making in your essay. An effective thesis contains: the topic, your opinion on the topic, and the major points. The thesis statement tells your reader where you are going in your essay and how you plan on getting there so:

1. Narrow your topic
2. Tell the reader what your opinion on that topic is (if you don't know, you should search a bit to help you form an opinion)
3. Once you have formed your opinion about your topic, list two or three reasons, evidence to support your opinion.

## Don't forget to ...



### **1. write your thesis statement in a complete sentence rather than a phrase.**

- My love of classical music. (not a thesis statement)
- Classical music sharpens critical thinking and deepens relaxation. (thesis statement)

### **2. express the main point of your argument or your point of view rather than just introducing the topic of your paper.**

- I am going to discuss the effects of yoga on the human body. (a weak thesis statement)
- This paper examines positive effects of doing yoga on the human body based on my personal experience as well as published studies. (a strong thesis statement)

### **3. express a clear point of view rather than stating just a fact that everybody already knows.**

- Eating fresh vegetables is good for our health. (a weak thesis statement)
- Although eating vegetables is good for our health, recent studies show that overeating vegetables can also cause serious health problems. (a strong thesis statement)

### **4. express only one idea about one topic in your thesis statement.**

- Talking to your friends during study is important, and I have found that studying in a coffee shop rather than a library is a better option. (a weak thesis statement)
- Studying in a coffee shop can be more effective than studying in a library because it can foster a lively conversation about course assignments with other people. (a strong thesis statement)

## **Exercise 2: Analyzing thesis statement**

**Read these statements below. Write S (strong thesis statement), W(weak thesis statement) and discuss why with your classmates.**

- a) \_\_\_ India became an independent country in 1947.
- b) \_\_\_ Participating in volunteer work is essential to the development of strong character.
- c) \_\_\_ Technology has changed our lives.
- d) \_\_\_ While traveling, staying in a hotel offers more comfort, but sleeping in a tent is less expensive.
- e) \_\_\_ School uniforms provide some benefits to students, parents and educators.
- f) \_\_\_ In the Northern Hemisphere, the summer months are warmer than the winter months.
- g) \_\_\_ In order to create a successful advertisement, it is necessary to consider three issues: who should be targeted, where the ad should be placed, and what type of ad should be made.
- h) \_\_\_ The importance of tourism

## **The Body Paragraphs**

The body of an essay usually contains two or three paragraphs. Each paragraph deals with one of the reasons/proofs from your introductory paragraph. You should always keep your reasons/proofs in the same order. Therefore, you should write about them in the same order as you did in the introductory paragraph.

### **The following are important aspects of all body paragraphs:**

- \* A clear topic sentence
- \* Specific evidence or supporting detail
- \* Examples
- \* Unity and cohesion
- \* Transitions between sentences and paragraphs

\*\*\* The topic sentence clearly states the content of each paragraph. It supports and expands on an aspect of the topic and controlling idea of the thesis statement. The topic sentence is often the first sentence of a body paragraph.

\*\*\* Each body paragraph must develop a point presented in the topic statement. All the supporting details in a body paragraph must clearly relate to each other. They can be descriptions, definitions, examples, anecdotes, statistics, or quotations.

\*\*\* A concluding sentence ties the evidence or details back to the main point and brings the paragraph to a close.

### **Exercise 1: For each thesis statement, write topic sentences for three supporting body paragraphs.**

1. There are three types of movies that I especially enjoy watching.

A. I love watching fast-paced action movies.

B. I am also a big fan of animated films, in particular 3-D animation.

C. My absolute favourite movie genre is comedy.

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

A. \_\_\_\_\_.

B. \_\_\_\_\_.

C. \_\_\_\_\_.

3. There are three types of computer software that all students must have.

A. \_\_\_\_\_.

B. \_\_\_\_\_.

C. \_\_\_\_\_.

**Exercise 2: Identifying topic sentences and supporting sentences.**

For each set of sentences, write **TS** next to the topic sentence that states the topic and provides a controlling (main) idea. Write **SS** next to the supporting sentences.

1.

- \_\_\_\_\_ a. The traditional family was a nuclear family, and the modern family is, too.
- \_\_\_\_\_ b. The traditional family of yesterday and the modern family of today have several similarities.
- \_\_\_\_\_ c. The role of the father in the traditional family was to provide for his family.
- \_\_\_\_\_ d. Similarly, the father in the modern family is expected to do so.

2.

- \_\_\_\_\_ a. There are several reasons why people move.
- \_\_\_\_\_ b. Some move to find better jobs or to advance their careers.
- \_\_\_\_\_ c. Others are attracted to places with better weather.
- \_\_\_\_\_ d. In addition to this, some people want to move to a place with less crime.
- \_\_\_\_\_ e. Another reason is to find a place with a lower cost of living.

**The Conclusion**

The conclusion is the final paragraph of the essay. A good concluding paragraph .....

- \* summarizes the main points of the essay.
- \* restates the thesis (using different words).
- \* makes a final comment about the essay's main idea.
- \* may emphasize an action that you would like the reader to take.

The concluding paragraph should be introduced with a conclusion transition signal such as "in conclusion, in summary, in brief, to conclude, to summarize, to sum up".

**BE CAREFUL !!!!** Don't introduce new ideas in a conclusion. A conclusion only restates or gives further commentary on ideas discussed in the essay.

**Final thoughts:**

In the second part of the concluding paragraph, after the concluding sentence, the writer gives his or her final thoughts on the subject of the essay. All the ideas in the body of the essay lead to the writer's final thoughts in the conclusion. However, the writer should not add any new ideas in the conclusion because it is the end of your essay.

Look at the example concluding paragraph of an essay. Here, the writer makes two suggestions to parents as a final comment.

*In conclusion, if children watch too much television or watch the wrong programs, their personalities can be harmed and their progress in school can be affected. Therefore, parents should know what programs their children are watching. They should also turn off the television so that their children will study.*

**Exercise 1: Identifying concluding sentences.** Read the following thesis statements. Circle the letter of the most appropriate concluding sentence. Notice that each concluding sentence begins with a transition signal.

1. Smoking is unhealthy because it can cause heart and lung disease; moreover, it is expensive.
  - a. In brief, buying cigarettes is a bad idea.
  - b. In conclusion, smoking affects your health, and it is also a waste of money.
  - c. Therefore, smoking is a bad habit.
2. My major goals are getting a part-time job and mastering the use of the English language.
  - a. In conclusion, if I do not reach my goals, I will be unhappy.
  - b. In brief, finding a job and using English well are important to me.
  - c. In summary, my major goals are getting a part-time job and mastering the use of the English language.
3. London has excellent bus and subway systems.
  - a. In conclusion, the public transportation system in London provides reliable service at all times.
  - b. In conclusion, taking a bus in London is convenient.
  - c. In conclusion, taking public transportation is a good way to get around in London.

**Exercise 2: Writing concluding sentences**

**Read the following thesis statements. Write a concluding sentence based on the information in each thesis statement.**

1. Smoking in restaurants should be banned because it clouds the air, it smells bad, and it can ruin customers' appetites.

In conclusion, \_\_\_\_\_  
\_\_\_\_\_

2. Drunk drivers are the greatest danger on our country's roads.

In conclusion, \_\_\_\_\_

3. Owning a car is a necessity for several reasons.

In summary, \_\_\_\_\_

## READING II – How long am I going to live?

### ➤ Vocabulary Preview

Complete each sentence with the vocabulary from the text.

proof (n)	junk (n)	lifespan (n)	disease (n)
depend on(v)	mentally (adv)	average (n)	experiments(n)

1. Scientists carried on \_\_\_\_\_ on monkeys to test the new drug which cures cancer.
2. The police needed some \_\_\_\_\_ to charge the suspect with the murder, but unfortunately they couldn't find any.
3. Bad quality, unhealthy food, esp. chemically treated food containing a lot of sugar is called \_\_\_\_\_ food.
4. If you want to be \_\_\_\_\_ active at the age of 80, puzzles and Sudoku are great for you.
5. It is believed that men have a shorter \_\_\_\_\_ than women? Do you agree? Do women live longer?
6. Covid-19 was an infectious \_\_\_\_\_, so we had to be careful and wear masks when we were in public places.
7. The money you need to spend and the amount of your rent \_\_\_\_\_ where you live.
8. **A:** What's the \_\_\_\_\_ rainfall for November in your country?  
**B:** It hardly ever rains in November.

### READING COMPREHENSION

#### **A. To what extent do you think each one is true?**

1. How long you live depends on your life style (diet, exercise, etc.)
2. How long you live depends on your genes.
3. Some people have unhealthy habits, but live a long life.

#### **B. Read the text and match the statements from exercise A with the paragraphs (A-C).**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## How long am I going to live?



**A** Nobody really knows the answer to that question, but scientists are very interested in trying to understand the various factors involved. Firstly, it depends a lot on what you eat. The country with the longest average lifespan is Japan. On average, women live to 82,5 years and men live to 76,2 years. Scientists think that diet in Japan is a major reason that Japanese people live for a long time; they usually eat a lot of fish and seafood and not much junk food. As well as diet, lifestyle habits also seem to make a difference to lifespan. On average, married people live longer than single people and pet owners live longer than non-pet owners. Being mentally active and doing physical exercise are also very important.

**B** Studies of very old people, however, don't always support the scientific theories. Many old people don't eat healthily and don't do much exercise. Jeanne Calment, the world's oldest person ever, certainly goes against logical scientific ideas. She was born in France in 1875 and died aged 122. Did she have a good lifestyle habits? Well, according to scientists, she had some very good habits: she did plenty of physical exercise and rode a bicycle until she was 100. She was good at thinking positively and she didn't worry about things. Scientists are surprised, however, by her other habits: she was a heavy smoker- and only gave up when she was 120. Also, she didn't use to eat very healthily: she used to eat more than two pounds of chocolate a week.

**C** So lifestyle is not the only factor in how long we live. Scientists now think that some people are born with genes that protect them from ageing and diseases better than other people. For example, Jeanne Calment probably had a gene that stopped her from getting cancer that other people may get aged forty or fifty. Some experts believe that we can change our genes by eating a low-calorie diet. Experiments with mice show that when they eat third fewer calories every day, they live forty percent longer. In human terms, that's the same as living to 170 years old. There is no proof that it works in human, however, perhaps it's better to enjoy the days you've got rather than be hungry all your life!

**C. Read the text again. Write true (T) or false (F). Correct the false ones.**

- \_\_\_\_\_ 1. The Japanese diet has a very good effect on their lifespan.
- \_\_\_\_\_ 2. Living with an animal generally decreases your lifespan.
- \_\_\_\_\_ 3. Most very old people have always had healthy lifestyles.
- \_\_\_\_\_ 4. Some experts think that some people have natural protection from some diseases.
- \_\_\_\_\_ 5. Jeanne Calment got cancer when she was about fifty years old.
- \_\_\_\_\_ 6. Some people think that eating fewer calories every day will increase your life span.

**D. Read and circle the best option.**

1. What is the **main idea** of the passage?
  - a. Old people shouldn't have a high- calorie diet.
  - b. Various factors affect our lifespan.
  - c. The oldest person ever lived to 122.
  - d. Genes protect us from ageing and diseases.
  
2. It can be **inferred** from the passage that \_\_\_\_\_.
  - a. Doing exercises is useless
  - b. People with bad habits may live to 100 or more
  - c. People should never eat junk food
  - d. Your birth of place doesn't affect your lifespan
  
3. We can **understand** from the passage that Jeanne Calment \_\_\_\_\_.
  - a. got cancer and recovered quickly
  - b. had a positive attitude towards life
  - c. was happily married
  - d. worried about her mental health.
  
4. In paragraph 1, the pronoun "**they**" refers to \_\_\_\_\_.
  - a. old people      b. women      c. scientists      d. Japanese people
  
5. In Paragraph 3, the pronoun "**they**" refers to \_\_\_\_\_.
  - a. experiments      b. mice      c. genes      d. terms
  
6. In paragraph 2, the word "**gave up**" means \_\_\_\_\_.
  - a. started      b. noticed      c. stopped      d. carried on

**E. Discuss the questions.**

1. Which habits from exercise E do you have?
2. Which would you like to change? Why?



## WRITING II:

### HOW TO WRITE AN OPINION ESSAY

An opinion essay tells what the writer thinks or feels about a topic. People have different opinions about things. In an opinion essay, you write your opinion about a topic. When you write an opinion essay, you choose a topic about which you have strong feelings. You support your opinion with reasons.

When you are writing an essay that asks you to discuss a topic or give your opinion on a question, it is important to organize your thoughts and present your arguments clearly and to work out the structure of your essay before you start to write.

1. Plan four or five paragraphs: - an introduction (saying why it is important, what the situation is...) - two or three paragraphs in support of the argument/ giving a contrasting or different view (with reasons) a conclusion (a summary of your opinion or interpretation of the facts)
2. List your reasons “for” or “against” before you start writing
3. Back up your reasons with clear examples.
4. Use connectors to introduce different ideas and arguments in your essay.
5. Use a formal style: Do not use contractions or very colloquial expressions.

An opinion essay exists to prove your main point – your thesis. This should be clearly stated in your opening paragraph. Don’t leave the reader to guess what your position is on the issue – make a clear stand!

Next, develop your argument in the body of your essay. Each paragraph should contain a single, clear idea that supports your point of view. You can use examples and illustration, cause-and-effect reasoning, comparison/contrast or other methods of development to support your argument.

Remember that a paragraph is three to five sentences that develop a single, clear idea. A good paragraph often begins with a topic sentence that sums up your main idea.

- **Paragraph One** - The Introduction. Here you state the main idea of your entire essay -- the point you are trying to make or prove. This paragraph should include your thesis statement plus three reasons why you believe this statement to be true.
- **Paragraphs Two, Three and Four**--These are the body of your essay. Remember back in Paragraph One, you gave three reasons for your opinion? Three reasons, three body paragraphs. Each of the body paragraphs should take one of your reasons and explain it in more detail, citing sources where necessary.
- **Paragraph Five** -- The conclusion. Sum up your argument by restating your thesis statement and reminding the reader what your three reasons were.



## Organization

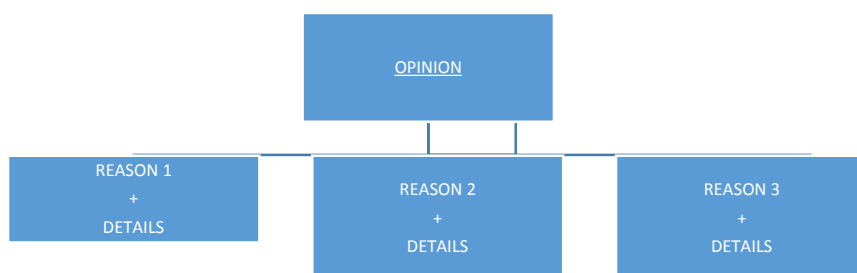
Use a chart like the one on the next page to organize your opinion essay. Write your opinion in the top box. In the second row of boxes, write the reasons why you feel or think the way you do. Under the reasons write details, such as examples, that support your reasons.

Here are examples of an opinion, a reason, and details:

Opinion: People should spend more time playing sports.

Reason: Playing sports is healthy.

Details: It helps you sleep better. It helps protect you against some illnesses.



Your opinions	Other views
From my point of view, ... In my opinion, ..... Personally, I believe/think..... My own feeling is .... I believe that... I feel very strongly that... I (completely) agree... It seems to me that...	Some/Many people say... I know some people think.... I am not convinced that.... As for the argument that...

Expressing contrast	Giving examples
Nevertheless,.. However,.. Even though,.. In spite of... Despite... But... Although....	For example... For instance.. Like ... Such as ...

Reason and Result	Concluding
This is because... As a result,.. Therefore,.. My main reason is... Another reason is... Thus,.. Consequently,... For this reason,...	To sum up,.. To conclude,.. In conclusion,... In brief,..

Giving facts	Addition
It is a fact that... It is widely known that... It is true that...	What's more,.. In addition,.. Furthermore,.. Moreover,... Also...

### Points to consider

- Decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons.
- Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases. Do not forget to start each paragraph with a topic sentence which summarizes what the paragraph is about.
- Linking words and phrases should also be used to join one paragraph with the other.

**EXERCISE:** Decide whether you are pro or con for each topic. Then write your opinion and find anecdotes or examples to support your opinions.

#### 1. Electronic Devices



Pro or Con ?

**Opinion :** I believe that smart phones and other devices give people more freedom. They are happier because they can do whatever they want wherever they are. (pro)

**Detail:** The other day I caught the sky train and everyone had an electronic device. No one looked bored. One guy was listening to music. Some friends were looking at photos. One woman seemed to be reading something. It was a very peaceful atmosphere.

#### 2. Cosmetic Surgery



Pro or Con?

**Opinion:** .....

**Detail:**  
.....  
.....

### 3. Social Media



Pro or Con?

Opinion:

.....

.....

Detail: .....

## IDENTIFYING FACT AND OPINION

- A **fact** is something that people generally agree is true. Facts are sometimes supported by statistics or other numbers.

Water freezes at 0° Celsius.

Paper is one of the easiest materials to recycle.

In the United States, 18 percent of old TVs are recycled.

- An **opinion** is what a person thinks about something. Another person may not agree.

English is an easy language to learn.

Consumers are more interested in a product's price than in its quality.

Advertising has a bad influence on our spending habits.

- When reading, it's helpful to understand the difference between facts and opinions. Some words that can indicate an opinion are: *(not) think*, *(not) believe*, *(not) feel*, and *in my opinion*.

I don't think English is an easy language to learn.

The author believes advertising has a bad influence on our spending habits.

**EXERCISE: Read the sentences below. Write F (fact) or O (opinion). Then compare your answers with a partner.**

\_\_\_ 1. To solve traffic, it is better to invest in subways and trains than in road widening programs.

\_\_\_ 2. Watching someone dance is more entertaining than watching someone sing.

\_\_\_ 3. There are 50 states in the United States.

\_\_\_ 4. The leaves of growing plants are usually green.

\_\_\_ 5. Your heart pumps blood through your body.

\_\_\_ 6. The TV shows in ABS-CBN are more entertaining than the shows of other channels.



## Unity in Writing

Unity in writing is the connection of all ideas to a single topic. In an essay all ideas should relate to the thesis statement, and the supporting ideas in a main body paragraph should relate to the topic sentence. For example, if your essay is about the disadvantages of nuclear power, you should only discuss that. Do not discuss the advantages. One way to keep unity in an essay is to edit the outline for ideas that are not relevant to the thesis statement or the topic sentence. Also, after you have written the essay, it is helpful to review the text and look for ideas that do not relate to the thesis statement or the topic sentence.

### Exercise: Find the irrelevant sentences in the paragraphs below.

#### 1. Rainforests

**(I)** Rainforests are extremely important in the ecology of the Earth. **(II)** They cover about 7% of the Earth's surface and are havens for millions of plants and animals. **(III)** The plants of the rainforests generate much of the Earth's oxygen and remove carbon dioxide from the atmosphere. **(IV)** There are many types of tropical rainforests in the world. **(V)** However these plants are also very important to people in other ways; many are used in new drugs that fight disease and illness.

- a. I                      b. II                      c. III                      d. IV                      e. V

#### 2. Ants

**(I)** Like many insects, ants have six legs. **(II)** An ant colony consists of the queen ant, workers, soldiers and males. **(III)** They are very strong so they can run very quickly. **(IV)** If a man could run as fast for his size as an ant can, he could run as fast as a racehorse. **(V)** Although many ants are tiny and only three millimeters long they can lift 20 times their own body weight.

- a. I                      b. II                      c. III                      d. IV                      e. V

#### 3. Dieting

**(I)** While dieting or losing weight, there are often times when we are tempted to eat things which we are not supposed to eat. **(II)** Therefore it is not very easy for someone to lose body fat and it can be very frustrating as well. **(III)** However, many studies nowadays support the idea that while dieting one should allow himself to eat once a week whatever he desires. **(IV)** Following a high-protein diet over a long period of time can cause considerable health problems. **(V)** It has been proved that this not only makes the dieter happy but also helps the person to continue his diet.

- a. I                      b. II                      c. III                      d. IV                      e. V

## Coherence in Writing

Writing should have **coherence**: An essay or paper should be organized logically, flow smoothly, and "stick" together. In other words, everything in the writing should make sense to a reader.

Coherence is related to unity. Ideas that are arranged in a clear and logical way are coherent. The reader can easily understand the main points. Creating an outline helps make a well-organized essay. (You will learn how to organize outlines for different types of writing such as comparison and contrast in the following lessons.)

Cohesive devices such as connectors and pronoun references help you create a smooth flow of ideas in your essays. You will study the connectors for each type of writing in the following lessons but let's have an exercise about pronoun references.