



Amhaz Educational Institutions

**English Skills Required for Lebanese
Baccalaureate Exams**

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- **Writing:**
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Part One: Skills

1. Title:

- A good title might implicitly or explicitly hint at the thesis statement. It might be a thesis statement itself.
- A good title appeals to the reader and puts him/her under a totality of effect.
- Questions on the title:
 1. How does the title reflect the main idea of the above text? Explain.
 2. Explain the relationship between the title and the thesis statement.
 3. Do you find the writer successful in his/her choice of a title? Justify.

2. Subtitles:

- Subtitles are meant to dissect a piece of writing into different parts to guide readers and facilitate their job.
- Subtitles usually hint at the main ideas of the paragraphs.
- Questions on the subtitles:
 1. Why does the writer if the above text use subtitles?
 2. The writer of the above text makes good use of subtitles. Explain.

3. Thesis Statement:

- The thesis statement is usually the last sentence of the introductory paragraph.
- Some writers might begin their article with the thesis statement.
- A thesis statement might be implied (implicit) or clearly stated (explicit).
- The thesis statement has to raise issue(s) fully developed in the body paragraphs.
- Questions on the thesis statement:
 1. Which sentence reflects the thesis statement? Verify your choice.
 2. Identify the thesis statement of the text. Justify your choice.

3. The thesis statement of the above text is implicitly stated (implied). Skim the text, and then supply an appropriate one. Verify your choice.

4. Audience:

- A writer usually has a purpose in his/her mind conveyed to a specific type of readers or audience.
- The three common purposes are:
 - a. To inform: to give information about a subject.
 - b. To persuade: to convince the reader to agree with the author's point of view on a subject.
 - c. To entertain: to amuse and delight the reader.
- The writer's purpose determines his / her style, level of difficulty, and even his / her attitude. Examples:
 - a. If you, as a writer, are addressing a group of scientists, then your style should be direct, straightforward with a lot of jargon and technical terms. Evidently, such a style and level of difficulty does not fit with a common reader.
- Questions on audience:
 - 1. Select two types of audience, other than the general reader, who might be interested in reading the above text. State the interest each type finds in it.

5. Figures of Speech:

- Figurative language is language that describes something by comparing it to something else.
- Figurative language goes beyond the literal meaning of words to describe or explain a subject.
- Questions asked on Figures of Speech:
 - Q1: Select from paragraph () a figure of speech, identify it, and then state its function.
 - Q2: Select from paragraph () a figure of speech and then mention the purpose of using it.
 - Q3. There is an obvious touch of irony in paragraph (). What is ironic about it? What purpose does this irony serve?
 - Q4: There is a paradoxical situation in paragraph (). Identify the paradox, explain it, and then state the writer's purpose behind using it.
 - Q5: Why does the writer resort to a rhetorical question in paragraph ()?

▪ **The most common figurative language or figures of speech are:**

1. **SIMILE** In simile two unlike things are explicitly compared. For example, "She is like a fairy". A simile is introduced by words such as like, so, as etc.
2. **METAPHOR** It is an informal or implied simile in which words like, as, so are omitted. For example, "He is like a lion (Simile)" and "He is a lion (metaphor)".
In the following examples, metaphors are underlined:
 - She is a star of our family.
 - The childhood of the world
 - She is now in the sunset of her days.

3. **PERSONIFICATION**: is an attribution of personal nature, intelligence or character to inanimate objects or abstract notions. For example, in some phrases we use, the furious storm, the thirsty ground, and the pitiless cold.
 4. **HYPERBOLE** is a statement made emphatic by overstatement. For example, "Virtues as the sands of the shore."
 5. **OXYMORON** It is a figure of speech which combines two seemingly contradictory or incongruous words for sharp emphasis or effect. For example,
 - "darkness visible"
 - "make haste slowly"
 - "loving hate"
 6. **Irony**: It is about expectations. It is the opposite of what is expected. There are three kinds of irony:
 - a. Verbal
 - b. Dramatic
 - c. Situational
- a. Verbal irony occurs when a speaker speaks something contradictory to what he intends to say. It is an intentional product of the speaker, and is contradictory to his/her emotions and actions. To define it simply, it occurs when a character uses a statement with underlying meanings that contrast with its literal meaning; it shows that the writer has used verbal irony. Examples:
- Someone shopping for a mattress lays down on a really firm one and says, "This bed's about as soft as a brick."

- When the air conditioning goes out on a hot summer afternoon, a tenant says to their landlord, "It's about as cool as the fires of Hell."
 - After a terrible blind date, a woman calls her friend and says, "He was as friendly as a rattlesnake."
 - A sister walks into her brother's messy apartment and says, "I see you're still the king of clean!"
 - A mother tells her son she enjoyed watching that horror movie "about as much as a root canal."
 - A food critic tells the chef, "Your steak was as tender as a leather boot."
- b. Dramatic irony is an important stylistic device that is commonly found in plays, movies, theaters, and sometimes in poetry. Storytellers use this irony as a useful plot device for creating situations in which the audience knows more about the situations, the causes of conflicts, and their resolutions before the leading characters or actors. That is why readers observe that the speech of actors takes on unusual meanings. Example:
- Tim's parents are proud of the "A" he got on the test, but we know he cheated.
 - Alex writes a love poem to Judy but we know that Judy loves Devin.
- c. Situational irony is a literary device that you can easily identify in literary works. Simply, it occurs when incongruity appears between expectations of something to happen, and what actually happens instead. Thus, something entirely different happens from what audience may be expecting, or the final outcome is opposite to what the audience is expecting. Situational irony generally includes sharp contrasts and contradictions. The purpose of ironic situations is to allow the readers to make a distinction between appearances and realities, and eventually associate them to the theme of a story.
- Examples:
- Ralph wakes up late and thinks he is going to be late to school. After rushing around to get dressed, he realizes it is Saturday.
 - The fire station burns down while the firefighters are out on a call.

- Sara is trying to avoid a water gun fight that her brothers are having and she falls into a puddle.
- A man who owns a lawn maintenance business cannot get grass to grow in his own backyard.

7. Rhetorical question: A rhetorical question is asked just for effect, or to lay emphasis on some point being discussed, when no real answer is expected. A rhetorical question may have an obvious answer, but the questioner asks it to lay emphasis to the point. In literature, a rhetorical question is self-evident, and used for style as an impressive persuasive device.

Examples:

Is the pope Catholic?

Is rain wet?

Do you want to be a failure for the rest of your life?

There is no point, is there?

Can we do better next time?

Is this supposed to be some kind of a joke?

8. Paradox:

It is a statement that seems to contradict itself, yet it carries a profound truth. The term *paradox* is from the Greek word *paradoxon*, which means “contrary to expectations, existing belief, or perceived opinion.”

Examples:

Truth is honey, which is bitter.

The child is the father of man.

Save money by spending it.

If I know one thing, it's that I know nothing.

This is the beginning of the end.

Deep down, you are shallow.

I am a compulsive liar.

"Men work together whether they work together or apart." - Robert Frost

"What a pity that youth must be wasted on the young."
- George Bernard Shaw

"I can resist anything but temptation." - Oscar Wilde

6. Tone and Mood:

- Tone is the author's attitude toward the writing (his characters, the situation) and the readers. A work of writing can have more than one tone. An example of tone could be both serious and humorous. Tone is set by the setting, choice of vocabulary and other details.
- Mood is the general atmosphere created by the author's words. It is the feeling the reader gets from reading those words. It may be the same, or it may change from situation to situation.
- Questions asked on tone and mood:
 1. What is the writer's tone in paragraph ()? Explain.
 2. What tone (s) is/ are expressed by the writer in the above text? Explain.
 3. What is the tone of the writer in paragraph ()? How does it change in paragraph () ? Explain.
 4. What is the dominant mood in paragraphs () and ()? Specify.

mood = emotional effect that the text creates for the audience

POSITIVE MOOD WORDS

amused	jubilant
awed	liberating
bouncy	light-hearted
calm	loving
cheerful	mellow
chipper	nostalgic
confident	optimistic
contemplative	passionate
content	peaceful
determined	playful
dignified	pleased
dreamy	refreshed
ecstatic	rejuvenated
empowered	relaxed
energetic	relieved
enlightened	satiated
enthralled	satisfied
excited	sentimental
exhilarated	silly
flirty	surprised
giddy	sympathetic
grateful	thankful
harmonious	thoughtful
hopeful	touched
hyper	trustful
idyllic	vivacious
joyous	warm
	welcoming

NEGATIVE MOOD WORDS

aggravated	insidious
annoyed	intimidated
anxious	irate
apathetic	irritated
apprehensive	jealous
barren	lethargic
brooding	lonely
cold	melancholic
confining	merciless
confused	moody
cranky	morose
crushed	nauseated
cynical	nervous
depressed	nightmarish
desolate	numb
disappointed	overwhelmed
discontented	painful
distressed	pensive
drained	pessimistic
dreary	predatory
embarrassed	rejected
enraged	restless
envious	scared
exhausted	serious
fatalistic	sick
foreboding	somber
frustrated	stressed
futile	suspenseful
gloomy	tense
grumpy	terrifying
haunting	threatening
heartbroken	uncomfortable
hopeless	vengeful
hostile	violent
indifferent	worried
infuriated	

tone = speaker's attitude

POSITIVE TONE WORDS

admiring	hilarious
adoring	hopeful
affectionate	humorous
appreciative	interested
approving	introspective
bemused	jovial
benevolent	joyful
blithe	laudatory
calm	light
casual	lively
celebratory	mirthful
cheerful	modest
comforting	nostalgic
comic	optimistic
compassionate	passionate
complimentary	placid
conciliatory	playful
confident	poignant
contented	proud
delightful	reassuring
earnest	reflective
ebullient	relaxed
ecstatic	respectful
effusive	reverent
elated	romantic
empathetic	sanguine
encouraging	scholarly
euphoric	self-assured
excited	sentimental
exhilarated	serene
expectant	silly
facetious	sprightly
fervent	straightforward
flippant	sympathetic
forthright	tender
friendly	tranquil
funny	whimsical
gleeful	wistful
gushy	worshipful
happy	zealous

NEUTRAL (+, -, or neutral)

commanding
direct
impartial
indirect
meditative
objective
questioning
speculative
unambiguous
unconcerned
understated

NEGATIVE TONE WORDS

abhorring	hostile
acerbic	impatient
ambiguous	incredulous
ambivalent	indifferent
angry	indignant
annoyed	inflammatory
antagonistic	insecure
anxious	insolent
apathetic	irreverent
apprehensive	lethargic
belligerent	melancholy
bewildered	mischievous
biting	miserable
bitter	mocking
blunt	mournful
bossy	nervous
cold	ominous
conceited	outraged
condescending	paranoid
confused	pathetic
contemptuous	patronizing
curt	pedantic
cynical	pensive
demanding	pessimistic
depressed	pretentious
derisive	psychotic
derogatory	resigned
desolate	reticent
despairing	sarcastic
desperate	sardonic
detached	scornful
diabolic	self-deprecating
disappointed	selfish
disliking	serious
disrespectful	severe
doubtful	sinister
embarrassed	skeptical
enraged	sly
evasive	solemn
fatalistic	somber
fearful	stern
forceful	stolid
foreboding	stressful
frantic	strident
frightened	suspicious
frustrated	tense
furious	threatening
gloomy	tragic
grave	uncertain
greedy	uneasy
grim	unfriendly
harsh	unsympathetic
haughty	upset
holier-than-thou	violent
hopeless	wry

7. Patterns of Sentence Organization:

- Writers organize details in patterns. In the written language, these patterns help you follow ideas more easily and, therefore, improve your understanding of the text.
- Authors use transition words and phrases to create patterns within their writing. The following are common patterns of organization and transitions used in writing.
- A single topic can be organized in in many different ways.
- Questions on patterns of sentence organization:
 1. Identify the pattern of the following sentences. Give specific clues for your answer.
- Patterns/ Orders of organization are:

1. Time Order/Chronological Order: When events are presented in the order they occur, the pattern is told through dates and times.

Time Order/Chronological Order: first, second, later, next, as soon as, after, then, finally, meanwhile, last, during, when, by the time, over time, until,etc.

Example: When Althea first began to drink, she just did not realize the risks she faced. Over time, her drinking slowly but surely took total control of her life.

2. Listing Pattern: Items are named or listed as the details, and the order of the details is not important.

Listing Transition Words: first, second, third, another, also, too, finally, several, numerals (1,2,3), letters (a,b,c)

Example: One way to overcome boredom is by turning on the television. Another way is to read a good book.

3. Addition Pattern: This pattern is actually a form of listing. Changing the order of the details does not change their meaning. Transitions of addition indicate that the writer is using a second idea along with the first one. The writer presents an idea and then adds other ideas to deepen or clarify the first idea.

Addition Transition Words: furthermore, additionally, also, besides, further, in addition, moreover, again, and, final, first of all, first, second, third, next, last of all

Example: Weightlifting builds and tones muscles; it also builds bone density.

4. Definition Pattern: A definition is given to explain a new, difficult, or special term. Examples are provided to clarify the definition.

Definition Transition Words: consists of, is a term that, involves, is called, is characterized by, that is, occurs when, exists when, are those that, entails, means, for example, such as

Example: Repression is the mind's power to block fearful thoughts, impulses, and memories. For example, a person may repress or forget painful childhood memories.

5. Exemplification: In this pattern, the author gives a general statement or idea that is supported by one or more examples. In this pattern, look for a topic sentence that is supported by one or more examples. The generalization statement is not always the first sentence.

Exemplification Transition Words: for example, to illustrate, such as, for instance, including, typically, an illustration

Example: Food labels provide important information. For example, the label on Rich Harvest Sweet Dark Whole Grain bread states that one slice has 120 calories.

6. Classification Pattern: Ideas are sorted into smaller groups and then the traits of each group are described. Because the groups are listed, transitions of addition are used in this thought pattern along with transitions that indicate groups.

Classification Transition Words: type, group, varieties, kinds, divisions

Example: Internet users have two types of access choices for surfing the Web. The first type of access to the Internet is the old-fashioned phone line. The second type of access is high-speed broadband through the TV cable or high-speed DSL through fibre optic phone lines.

6. Comparison-and-Contrast Pattern: This organizational pattern emphasizes the similarities or differences between two or more items. In comparison, writers show the way two or more ideas are the same; in contrast, writers show the way two or

more ideas are different. The focus can be on just similarities, just differences, or a combination of both.

Comparison Transition Words: likewise, in comparison, to compare, resembles, is similar, in the same way, as well as, like, correspondingly, just as

Example: There are similar safety features on all the cars in the showroom.

Contrast Transition Words: in contrast, on the contrary, although, even though, similarly, however, on the other hand, as opposed to, whereas, instead, in spite of, different, differs from

Example: Mike studied and made a passing grade. Joe, however, didn't study and failed.

Combination Example: Mary, like her sister, has brown hair. However, the two differ when it comes to eye colour.

7. Spatial (or Space) Order Pattern: This pattern describes physical location or position in space.

Spatial Order Transition Words: above, below, besides, between, next to, in front of, behind, inside, outside, opposite, within, nearby, over, under

Example: Drivers should sit 10 to 12 inches from the steering wheel to allow the air bag to inflate toward the chest and away from the face and neck.

8. Cause and Effect Pattern: This pattern describes or discusses an event or action that is caused by another event or action.

Cause-Effect Transition Words: therefore, hence, for this reason, since, leads to, creates, yields, stems from, produces, for, because, as a result, due to, thus, so

Example: If you are caught speeding, then you will get a ticket.

8. Credibility and Objectivity:

- Credibility by definition means reliable, convincing and trustworthy.
- Objective means unbiased or subjective.
- Objectivity and credibility are achieved through:
 1. Facts: real names of people and places, dates, real events and anecdotes.
 2. Statistics: numbers, percentages, and numerical figures taken from research work.
 3. Opinions of experts
 4. Quotes
 5. Interviews
 6. Research findings
- Questions asked on credibility and objectivity:
 1. How does the writer of the above text achieve credibility and objectivity? Give examples to illustrate your point of view.
 2. What means of support does the writer of the above text use to achieve objectivity and credibility? Illustrate with examples.
 3. How does the writer's article gain accuracy, credibility, and power of convincing?

9. Cohesion and Coherence:

- **Cohesion:** Sense of sentence-by-sentence flow by which the reader moves through a passage, with each sentence connecting to the previous one and the one that follows.
- **Coherence:** Coherence refers to the overall sense of unity in a passage, including both the main point of sentences and the main point of each paragraph. A text that is not cohesive is meaningless.
- **Cohesive device:** a device or a tool which holds different passages of an article/ essay together. They show the logical relationship between sentences and paragraphs.
- Questions asked on cohesion and coherence:
 1. **What cohesive links does the writer use to link paragraphs () and ()? Explain.**
 2. **How does the writer achieve coherence and cohesion between paragraphs () and ()? Explain.**
 3. **How are paragraphs () and () connected? Explain.**
- **There are two types of cohesive links:**

1. Direct cohesive links/ hooks/ devices: They establish a relationship between passages. They are transitional words that indicate different relations:

a. Linking Words to Add:

and	Finally
again	Further
then	Furthermore
besides	Nor
too	equally important
next	moreover

b. Linking Words to Compare:

whereas	by comparison
but	where
yet	compared to
on the other hand	up against

however	balanced against
nevertheless	in contrast
on the contrary	although
meanwhile	after all

c. Linking Words to Prove:

because	moreover
for	besides
since	indeed
for the same reason	in fact
obviously	in addition
evidently	in any case
furthermore	that is

d. Linking Words to Show Sequence:

first	second
third	so forth
next	then
following this	now
at this point	after
afterward	subsequently
finally	consequently
previously	before this
simultaneously	concurrently
Therefore	hence
next	soon

e. Linking Words to Give an Example:

For example	For instance
In this case	In another case
On this occasion	in this situation
take the case of	to demonstrate
to illustrate	as an illustration

f. Linking Words to Summarize or Conclude:

as I have said	therefore
hence	accordingly
as I have shown	thus
to conclude	consequently
summing up	on the whole
in brief	in conclusion

g. Linking Words to Show Exceptions:

Yet	Despite
Still	Of course
However	Once in a while
Nevertheless	Sometimes
In Spite of	

h. Linking Words to Show Time:

Immediately	Thereafter
soon	after a few hours
Finally	Then
Later	Previously
Formerly	First
Second	Then

i. Linking Words to Repeat:

in brief	as I have said
as has been noted	as I have noted

j. Linking Words to Show Emphasis:

Definitely	Extremely
Obviously	In fact
Indeed	In any case
Absolutely	Positively
Naturally	Surprisingly

Always	Forever
Perennially	Eternally
Never	Emphatically
Unquestionably	Without a doubt
Certainly	Undeniably
Without a reservation	

2. Indirect linking hooks/ devices/ links: They are four types:

a. Synonyms: where the writer can replace a word with its synonym (school for academic center).

Example: Teenagers face an enormous amount of peer pressure from friends and schoolmates. As a result, many young adults are exhibiting signs of severe stress or depression at an early age.

b. Repetition of certain words, terms and expressions: If one is talking about democracy in paragraph two, for example, the term such a democracy at the beginning of paragraph 3 binds ideas and paragraphs in a smooth way.

Example: Most students are intimidated by the works of William Shakespeare. They believe Shakespeare's sonnets and plays are far too complicated to read and understand.

c. Nouns and Pronouns antecedent: pronouns are usually used to intensify cohesion and coherence.

Example: Mr. Thompson agreed to meet with members of the worker's union before he signed the contract. He was interested in hearing their concerns about the new insurance plan.

d. Using Parallel Structures: Parallelism is the use of matching words, phrases, clauses, or sentence structures to express similar ideas. Parallel structures allow the reader to flow smoothly from one idea, sentence, or paragraph to the next and to understand the relationships and connections between ideas.

Example: Usually, the children spend the summer weekends playing ball in park, swimming in the neighbor's pool, eating ice cream under the tree, or camping in the backyard

10. Thematic Relation Between Paragraphs:

- The main idea of a paragraph states its purpose and sets its direction. To find the main idea of a paragraph, ask who/ *what the paragraph is about? Or what aspect or idea about the who or what is the writer concerned with?*
- A **thematic relation** between two paragraphs refers to the relation between **main ideas**.
- **Following are the main thematic relations:**

1. Cause and effect: When a paragraph introduces one or more **causes** of a certain issue and another underscores the ensuing **effect(s)**, the thematic relation between the two will be cause and effect. To illustrate, a paragraph may point out some causes that push an amputee to get an artificial limb, and another may shed light on the effects of such a step on the amputee's life.

2. Comparison: When two paragraphs show **similarities** between two points, such as a robot companion and human companion, the thematic relation will be comparison.

3. Contrast: The thematic relation will be contrast when two paragraphs show **differences** between two items. For instance, one paragraph may present the characteristics of a war plane in contrast with the features of a friendly drone presented in the other.

4. Problem and solution: When a paragraph raises **a problem** and another recommends **a solution**, the thematic relation between the two will be problem and solution. As a case in point, a paragraph may raise the problem of worm viruses that might destroy computer software to be followed by another paragraph discussing how antiviruses programs can help combat such viruses.

5. Statement and support / Illustration: When a paragraph states **an idea** and another illustrates **the same idea**, the thematic relation between the two will be statement and support/ illustration. A paragraph, for example, may end with a sentence highlighting the importance of the internet in the field of medicine to be followed by another paragraph explaining how two doctors in two different countries have used videoconferencing for consultation over a patient's case.

6. Addition and reinforcement: When a paragraph highlights **an idea**, and another paragraph discusses **more points relevant to the same idea**, the thematic relation between the two will be addition and reinforcement. For instance, a paragraph may present two points of a smart phone and the other pinpoints two more options.

7. Question and Answer: When a paragraph ends asking **a question**, and the following paragraph **answers that question**, the relationship between the two is question and answer thematic relation.

11. Introductions (Types and Purposes):

- An **introduction** forms the first part of an essay or an article. In an essay, it is one paragraph, but in an article, it may be one, two, or three paragraphs.
- **Questions asked on introduction:**
 1. **What type of introduction does the writer of the above text resort to? What functions does this type serve?**
 2. **Identify the type of introduction used in the above text. Explain.**
- An introduction serves **three main purposes**:

1. Sparking readers' interest and arousing their curiosity
2. Giving background information on the topic discussed
3. Providing the thesis statement explicitly or implicitly

B. Introductions are of various types:

1. Historical facts: the writer may opt to introduce his topic through a brief historical review. If the topic, for instance, is about modern-day slavery, the writer can start with a brief historical review of slavery.

2. Anecdote: it is a brief story meant to depict a picture of what the topic is all about. If the topic revolves around war atrocities, a writer can grab readers' attention by highlighting the horrific destiny of a war victim.

3. Surprising or catchy statement: A surprising statement is a favorite, introductory technique of professional writers, as it draws readers' attention to continue reading. If the topic, for example, is about car accidents, a writer might come up with an attention grabber like, "Your child's life is at stake!"

4. Quotation or proverb: An effective introduction could be a quote, direct or indirect. A direct one sites another person's exact words in quotation marks, while an indirect one summarizes what someone else has said. In an essay about slavery, to illustrate, a writer might begin with a quote for Harriett Tubman. As for beginning with a proverb, a writer developing an essay on the importance of time might start with the proverb "Use it before you lose it."

5. Research / Statistic results: A writer might introduce his topic by stating the results of a study published in a reliable newspaper or magazine. The study most often highlights some statistical figures relevant to the topic at hand. To site an instance, if the essay discusses the byproducts of illiteracy, a writer could draw his readers' attention by a piece of study conducted by the United Nation's on the rate of illiteracy in developing countries.

6. Rhetorical question or a series of questions: Such a thought-provoking technique arouses curiosity. As a case in point if the essay is about adventure, a writer might begin with a question like, " Who would willingly plunge into water that never gets warmer than ten degrees Celsius? ".

7. Dialogue: A writer might choose to introduce his topic through a short dialogue. Assume that the topic is about drug addiction among teenagers. Then, a writer could begin with a dialogue between a drug dealer and a desperate drug addict.

8. Funnel / General to specific: This is one of the most common types of introductions. It starts with the general statement of a larger topic. Then, each sentence narrows it down to the thesis statement.

9. Definition: Another type of introduction would start with a definition of an important issue, mainly the topic under discussion. (Avoid using dictionary definitions.)

12. Questions on Conclusions:

- The conclusion is the final paragraph of an essay. A strong conclusion aims to:
 1. Summarize or tie the essay's main points together.
 2. Restate the thesis statement of the text in other words.
 3. Leave the reader with a strong impression, future expectations, new horizons.
- Questions asked on the conclusion:
 1. Is the conclusion of the above text effective? Justify.
 2. How does the writer end his / her article?
 3. What is the thematic relation between the introduction and the conclusion of the above text? Explain.

1. Paraphrasing:

- Paraphrasing is one way to use a text in your own writing without directly quoting source material. Anytime you are taking information from a source that is not your own, you need to specify where you got that information.
- Paraphrasing:
 1. does not match the source word for word
 2. involves putting a passage from a source into your own words
 3. changes the words or phrasing of a passage, but retains and fully communicates the original meaning
 4. must be attributed to the original source.
- Six steps to effective paraphrasing:

1. Reread the original article until you understand its full meaning.
2. Set the original aside and write out your version.
3. Jot down a few key words and phrases to indicate the subject of your paraphrase.
4. Check your version to make sure it accurately gives the essential information in a new form.
5. Use quotation marks sparingly and clearly to indicate any unique term or phraseology you have copied.
6. Record the source for in-text citations.

- Example of Paraphrasing:

Original Version

The primary role of the nurse as caregiver is to prevent illness, to restore health, and to facilitate coping so as to maximize wellness in clients of all ages, in any setting and in both health and illness.

Paraphrased Version

The main objective of a nurse is to avert sickness, repair wellbeing and assist coping to bring about complete health.

14. Summary:

- A summary is a record which a writer writes in his or her words. It gives the main points of the passage, note or a conversation. A summary is a brief collection of all the important points. It is a short version of a long essay. A summary must have all the points from the passage or from the notes.
- To write a good summary it is important to thoroughly understand the material you are working with.
- Here are some preliminary steps in writing a summary:

1. Skim the text, noting in your mind the subheadings. If there are no subheadings, try to divide the text into sections. Try to determine what type of text you are dealing with. This can help you identify important information.

2. Read the text, highlighting important information and taking notes.

3. In your own words, write down the main points of each section.

4. Write down the key support points for the main topic, but do not include minor detail.

5. Go through the process again, making changes as appropriate.

- **When writing the summary there are three main requirements:**

1. The summary should cover the original as a whole.

2. The material should be presented in a neutral fashion.

3. The summary should be a condensed version of the material, presented in your own words.

4. Also do not include anything that does not appear in the original. (Do not include your own comments or evaluation.)

5. Be sure to identify your source.

15. Charts, Graphs, and Table Analysis:

Analyzing Tables, Charts, and Graphs:

Question One : *The table below shows the species that face the threat of extinction, as assessed by the International Union for Conservation of Nature. Read the table carefully, and then answer the question that follows.*

Species Under Threat of Extinction						
Species	Amphibians	Birds	Freshwater Fish	Mammals	Plants	Reptiles
Threat Percentage	30 %	12 %	37 %	21 %	70 %	28 %

What can you conclude from the table? Explain your answer in 4 to 5 complete sentences, using evidence.

Answer One: *The table provides percentages/statistics related to some species assessed as endangered/threatened by extinction. The statistics or percentages show that 70% of the plants are threatened. Second comes freshwater fish with 37%. Third, amphibians and reptiles have close percentages, 30% and 28% respectively. As for mammals and birds, their percentages are 21% and 12% respectively. Thus, plants are the most endangered species assessed, while birds are the least threatened.*

Question Two: *The table below shows the percentages of prevalence of Diabetes 1 by age. Read it carefully, and then answer the question that follows.*

Prevalence of Diabetes One by Age				
Age Group	20	21 till 39	40 till 59	60 and above
Prevalence Percentage	0.2 %	2.6 %	10.8 %	23.8 %

What conclusion can be drawn from the table? Explain your answer in 4 to 5 sentences, using evidence.

Answer Two: *The table provides statistics (statistical figures) about the relation between age and the percentages of Diabetes 1. Statistics reveal that at the age of 20, people are less likely to be diabetic as the risk is just 0.2%. The risk rises to 2.6% for people aging between 21 and 39 and to 10.8% for those aging between 40 and 59. Whereas, at the age of 60 and above, the*

risk rises to reach 23.8%. Thus, the older the person gets, the higher the risk of Diabetes 1 will be.

Question Three: The table below compares between the attributes of natural and artificial intelligences. Read the table carefully, and then answer the question that follows in 3-4 sentences.

A Comparison Between Natural and Artificial Intelligence		
Attributes	Natural Intelligence Humans	Artificial Intelligence Machines
Using Senses (eyes - ears - touch - smell - taste)	High	Low
Being Innovative and Imaginative	High	Low
Making Complex Calculations	Low	High
Transferring Information	Low	High
Using a Variety of Information Resources	High	High

What conclusion can be drawn from the table? Explain your answer in 4 to 5 sentences, using evidence.

Answer Three: The table reveals the comparison (similarities and differences) between natural and artificial intelligences. Both kinds of intelligence have high attributes of using a variety of information sources. However, natural intelligence exceeds artificial intelligence in two qualities: the ability of using senses and the ability of being innovative and imaginative. As for artificial intelligence, it excels in making complex calculations and transferring information.

Or: The table reveals the comparison (similarities and differences) between natural and artificial intelligence. Natural intelligence shows high performance in using senses, being innovative and imaginative, and using a variety of information sources. As for artificial intelligence, it reveals high performance in making complex calculations, transferring information, and using a variety of information sources. Thus, both have a similarity in using information resources, yet they differ in the other four attributes presented.

Question Four: *The table below shows the percentages of jobs replaced by robots in certain countries in 2012 and 2016. Read it carefully, and then answer the question that follows.*

Robots Replacing Humans in the Workplace				
	UK	Ethiopia	USA	China
2012	30 %	60 %	30 %	40 %
2016	38 %	85 %	45 %	78%

What do the percentages indicate about the replacement of humans by robots between the years 2012 and 2016? Explain your answer in 2-4 sentences.

Answer Four: *The table entitled "Robots Replacing Humans in the Workplace" depicts/shows countries whose human workforce is replaced by robots over a period of time. The percentages show that the four countries encountered an increase in the use of robots instead of humans in the workplace: 30% to 38% in the United Kingdom, 60% to 85% in Ethiopia, 30% to 45% in the United States, and 40% to 78% in China. Thus, although Ethiopia scored the highest rank among the four countries, China made the highest leap in using robots in the workplace.*

Strategy for Answering:

1. Write your answer in the form of a paragraph.
2. Use the heading as part of your topic sentence.
3. Analyze the numbers, statistics, figures, or information found in the table.
4. Make / Come up with a conclusion.
5. Remember that any reasonable interpretation is acceptable.

Part Two: Writing

1. Writing an Appealing Introduction

- A good introduction paragraph is an essential part of any academic essay. It sets up your argument and tells the reader what to expect.
- The main goals of an introduction are to:
 1. Catch your reader's attention.
 2. Give background on your topic.
 3. Present your thesis—the central point of your essay.
- To write an appealing introduction start with one of the following:
 - a. **Use a Surprising Fact**
 - b. **Pose a Question**
 - c. **Start with an Anecdote**
 - d. **Start with Something Shocking**
 - e. **Use a Statistic**

2. Writing an Effective Conclusion:

- A conclusion's job is to reiterate the arguments and thesis of the essay. In other words, it provides a sense of closure and suggests that you have accomplished the goal of the piece. Here are some key aspects to include in your conclusion to ensure its effectiveness:
 1. End the essay on a positive note
 2. Communicate the importance of your ideas and the subject matter
 3. Provide the reader with a sense of closure
 4. Reiterate and summarize your main points
 5. Rephrase and then restate your thesis statement

3. Types of Essays

Distinguishing between types of essays is simply a matter of determining the writer's goal. Does the writer want to tell about a personal experience, describe something, explain an issue, or convince the reader to accept a certain viewpoint? The five major types of essays address these purposes:

1. Narrative Essays: Telling a Story

In a **narrative essay**, the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves. When writing a narrative essay, writers should try to involve the reader by making the story as vivid as possible. The fact that narrative essays are usually written in the first person helps engage the reader. "I" sentences give readers a feeling of being part of the story. A well-crafted narrative essay will also build towards drawing a conclusion or making a personal statement.

2. Descriptive Essays: Painting a Picture

A cousin of the narrative essay, a **descriptive essay** paints a picture with words. A writer might describe a person, place, object, or even memory of special significance. However, this type of essay is not description for description's sake. The descriptive essay strives to communicate a deeper meaning through the description. In a descriptive essay, the writer should show, not tell, through the use of colorful words and sensory details. The best descriptive essays appeal to the reader's emotions, with a result that is highly evocative.

3. Expository Essays: Just the Facts

The **expository essay** is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, the problem and solution essay and the "how to" or process essay. Because expository essays are based on facts and not personal feelings, writers do not reveal their emotions or write in the first person.

4. Persuasive Essays: Convince Me

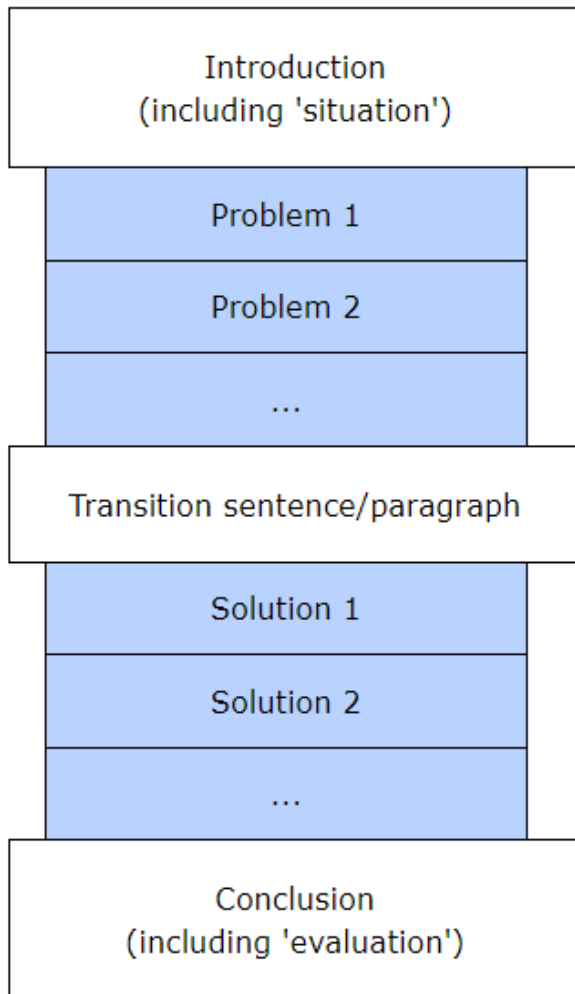
While like an expository essay in its presentation of facts, the goal of the **persuasive essay** is to convince the reader to accept the writer's point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. The writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct.

5. Argumentative Essays: Convince or be Convinced

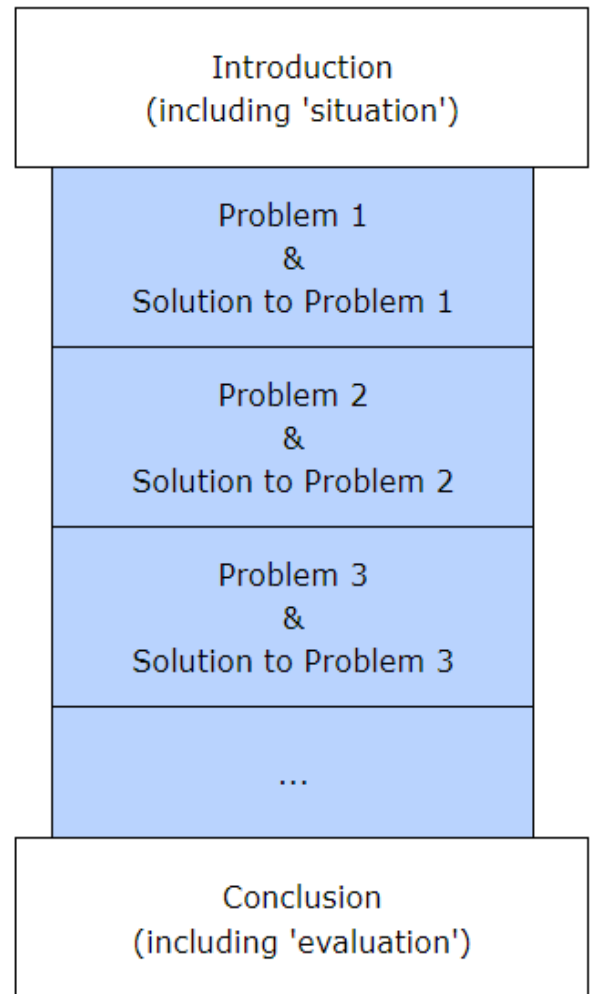
An argumentative **essay** is a type of essay that presents arguments about both sides of an issue. It could be that both sides are presented equally balanced, or it could be that one side is presented more forcefully than the other is. It all depends on the writer, and what side he supports the most.

1. Model of Problem – Solution Essay:

Block



Chain



Obesity and Poor Fitness

Consumption of processed and convenience foods and our dependence on the car have led to an increase in obesity and reduction in the fitness level of the adult population. In some countries, especially industrialized ones, the number of obese people can amount to one third of the population. This is significant as obesity and poor fitness lead to a decrease in life expectancy, and it is therefore important for individuals and governments to work together to tackle this issue and improve their citizens' diet and fitness.

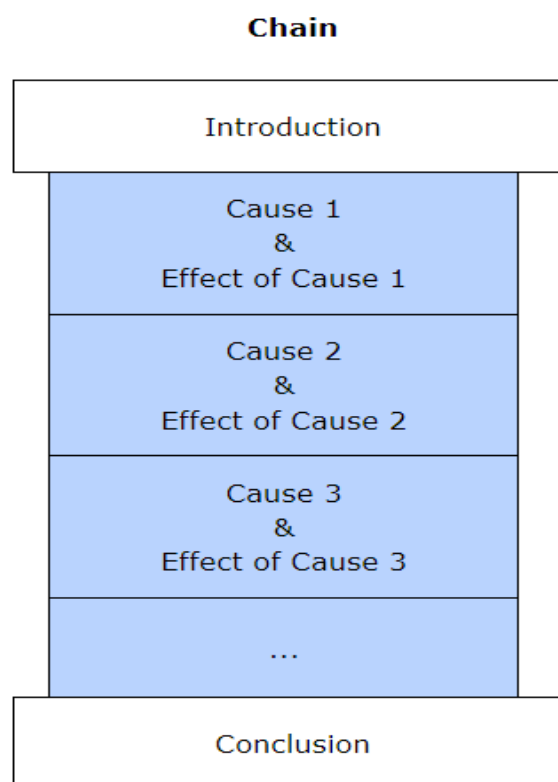
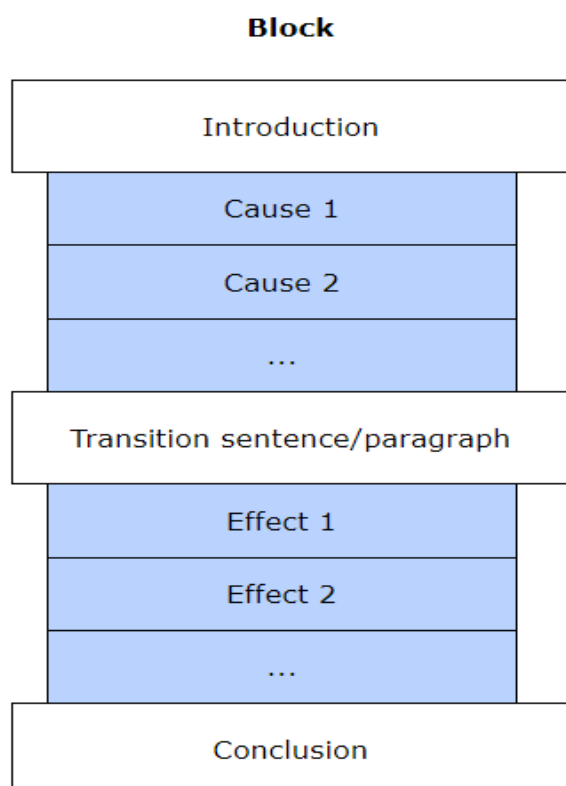
Obesity and poor fitness decrease life expectancy. Overweight people are more likely to have serious illnesses such as diabetes and heart disease, which can result in premature death. It is well known that regular exercise can reduce the risk of heart disease and stroke, which means that those with poor fitness levels are at an increased risk of suffering from those problems.

Changes by individuals to their diet and their physical activity can increase life expectancy. There is a reliance today on the consumption of processed foods, which have a high fat and sugar content. By preparing their own foods, and consuming more fruit and vegetables, people could ensure that their diets are healthier and more balanced, which could lead to a reduction in obesity levels. In order to improve fitness levels, people could choose to walk or cycle to work or to the shops rather than taking the car. They could also choose to walk up stairs instead of taking the lift. These simple changes could lead to a significant improvement in fitness levels.

Governments could also implement initiatives to improve their citizens' eating and exercise habits. This could be done through education, for example by adding classes to the curriculum about healthy diet and lifestyles. Governments could also do more to encourage their citizens to walk or cycle instead of taking the car, for instance by building more cycle lanes or increasing vehicle taxes. While some might argue that increased taxes are a negative way to solve the problem, it is no different from the high taxes imposed on cigarettes to reduce cigarette consumption.

In short, obesity and poor fitness are a significant problem in modern life, leading to lower life expectancy. Individuals and governments can work together to tackle this problem and so improve diet and fitness. Of the solutions suggested, those made by individuals themselves are likely to have more impact, though it is clear that a concerted effort with the government is essential for success. With obesity levels in industrialized and industrializing countries continuing to rise, it is essential that we take action now to deal with this problem.

2. Model of Cause - Effect Essay:



Cause

- ▶ The first cause of (Y) is (X)
- ▶ The next reason is (X)
- ▶ Because of (X), (Y)
- ▶ As a result of (X), (Y)
- ▶ As a consequence of (X), (Y)
- ▶ because/since/as (X)
- ▶ to result from (X)
- ▶ (X) results in (Y)
- ▶ to be the result of (X)
- ▶ (Y) is due to (X)
- ▶ Owing to (X), (Y)
- ▶ (Y) is because of (X)
- ▶ (Y) is the effect of (X)
- ▶ (Y) is the consequence of (X)

Examples

- ▶ Worsening pollution levels in cities are **due to** the increased use of cars.
- ▶ **Because of** the increased use of cars, pollution levels in cities are worsening.
- ▶ **As a result of** the increased use of cars, pollution levels in cities are worsening.
- ▶ **The effect of** the increased use of cars is a worsening of pollution levels in cities.

Effect

- ▶ The first effect of (X) is (Y)
- ▶ Another result of (X) is (Y)
- ▶ As a result, (Y)
- ▶ As a consequence, (Y)
- ▶ Consequently (Y)
- ▶ Therefore, (Y)
- ▶ Thus (Y)
- ▶ Hence (Y)
- ▶ (X) results in (Y)
- ▶ (X) causes (Y)
- ▶ (X) has an effect on (Y)
- ▶ (X) affects (Y)
- ▶ (X) is one of the causes of (Y)
- ▶ (X) is the reason for (Y)

Examples

- ▶ Cars are used increasingly for urban transport. **As a consequence**, pollution levels in cities are worsening.
- ▶ Increased use of cars for urban transport adversely **affects** pollution levels in cities.
- ▶ Increased use of cars for urban transport **is one of the causes of** worsening pollution levels in cities.

Women in the Workplace

In the past, most women stayed at home to take care of domestic chores such as cooking or cleaning. Women's liberation and feminism have meant that this situation has been transformed and in contemporary society women are playing an almost equal role to men in terms of work. This has had significant consequences, both in terms of the family, for example by improving quality of life and increasing children's sense of independence, and also for society itself with greater gender equality.

The main reasons behind the increase of women in the workplace are women's liberation and feminism. The women's liberation movement originated in the 1960s and was popularized by authors such as Simone de Beauvoir. As a consequence of this, new legislation emerged, granting women equal rights to men in many fields, in particular employment. Because of feminist ideas, men have taken up roles which were previously seen as being for women only, most importantly those related to child rearing. As a result of this, women have more time to pursue their own careers and interests.

These have led to some significant effects, both to family life and to society as a whole.

Although the earning capacity of a woman in her lifetime is generally much less than that of a man, she can nevertheless make a significant contribution to the family income. The most important consequence of this is an improved quality of life. By helping to maintain a steady income for the family, the pressure on the husband is considerably reduced, hence improving both the husband's and the wife's emotional wellbeing. Additionally, the purchasing power of the family will also be raised. This means that the family can afford more luxuries such as foreign travel and a family car.

A further effect on the family is the promotion of independence in the children. Some might argue that having both parents working might be damaging to the children because of a lack of parental attention. However, such children have to learn to look after themselves at an earlier age, and their parents often rely on them to help with the housework. This therefore teaches them important life skills.

As regards society, the most significant impact of women going to work is greater gender equality. There are an increasing number of women who are becoming politicians, lawyers, and even CEOs and company managers. This in turn has led to greater equality for women in all areas of life, not just employment. For example, women today have much stronger legal rights to protect themselves against domestic violence and sexual discrimination in the workplace.

In conclusion, the increasing number of women at work has brought about some important changes to family life, including improved quality of life and increased independence for children, as well as affecting society itself. It is clear that the sexes are still a long way from

being equal in all areas of life, however, and perhaps the challenge for the present century is to ensure that this takes place.

3. Model of Argumentative Essay:

Structural component	Purpose	Stage of essay
General statements	To introduce the reader to the subject of the essay.	Introduction
Position	To give the opinion of the writer (not always possible).	
Definition(s) (optional)	To explain any important technical words to the reader.	
Thesis	To tell the reader what parts of the topic will be included in the essay.	
Arguments for	To explain to the reader the evidence for the positive side of the issue, with support. The most important ideas usually come first. This may be covered in one or more paragraphs.	Main body
Arguments against	To explain to the reader the evidence for the negative side of the issue, with support. The most important ideas usually come first. This may be covered in one or more paragraphs.	
Summary	To give the reader a brief reminder of the main ideas, while restating the issue. Sometimes also says which ideas the writer believes have the strongest evidence.	Conclusion
Opinion & Recommendation	To give your opinion, and tell the reader what the writer believes is the best action to take, considering the evidence in the essay.	

Students Who Study Abroad Achieve Greater Success

Much of our learning takes place outside the classroom. We learn how to maintain budgets, forge friendships, develop business relationships, and more. Imagine extending those skills on a global level. We would immediately cease to believe the world only contains the people and things we can see but, rather, a wide variety of opinions, customs, beliefs, and ethics. This is why every college-level student must study abroad during their undergraduate years. They will learn more in that semester abroad than in any other academic year.

According to IES Abroad, a company that encourages students to become international leaders, students who study abroad are more likely to be accepted into the graduate degree program of their choice. In fact, 90% of students who studied abroad with IES are admitted to their first or second choice for graduate school.

Imagine walking into an interview and being able to discuss preparing the most popular dish in India or organizing the best route to take from Sydney, Australia to Perth. Not only does this strike up a memorable conversation, but it also demonstrates a student's fierce independence and determination. All this makes someone who has studied abroad a more desirable candidate for their dream job. As if IES Abroad's statistic above was not astounding enough, it has been proven that 97% of students who study abroad find employment within 12 months of graduation (Smith, 2019, p. 17).

Beyond college, students who study abroad will be better equipped to succeed in the workplace. Their broadened worldview will help them relate to their co-workers, especially in a worldwide organization. This increased scope of knowledge allows 25% of students who study abroad to receive higher starting salaries. That is clear evidence that their experiences and views are valued by employers.

In spite of all these benefits, some parents simply will not allow their children to study abroad. A portion will argue that it is not safe. Others will argue that studying abroad costs too much money. In these cases, it is important to take a look at one semester's financial aid statement. How much does it cost to be a student at a local university? When tuition, housing, textbooks, transportation, and meal plans are considered, it becomes difficult to argue that there's a stark difference in the cost of a semester at home versus a semester abroad.

Studying abroad will have long-lasting, positive implications on a student's future as an academic and a professional. New windows of opportunity will be flung open the moment an undergraduate boards a plane. Why not make an appointment with the study abroad center at your university? You have nothing to lose by starting a conversation today.

4. Model of Persuasive Essay:

Timed Writing: Persuasive Essay

The Jefferson Public School Board is considering adding *Roll of Thunder, Hear My Cry* to the list of books taught in 7th grade classes at Jefferson Junior High. While many school board members support this addition, several have voiced concerns about the choice. Write a detailed, organized essay to persuade the school board to add *Roll of Thunder, Hear My Cry* to its 7th grade reading list, or to remove it from consideration. Provide specific evidence or examples to support your opinion.

Reading can offer people the opportunity to meet new kinds of people and explore exciting places. Reading can also teach students about important people, events, or times in history. Even fiction books can sometimes show realistic topics that can make someone want to find out more about them. Roll of Thunder, Hear My Cry is a great example of a book that is interesting to students and can help them learn more about history. The Jefferson Public School Board should add this book to its 7th grade reading list because it teaches important lessons, students won't want to put the book down, and showing respect to all people is a major theme of the book. Even though some people might worry about some of the language or topics in the book, these things can actually add to the lesson students learn from reading it.

First, students can learn a lot of important lessons from reading Roll of Thunder, Hear My Cry. I know this from personal experience. Before I read the book, I didn't know anything about the Great Depression or sharecropping. I did some research to help me understand a little more about what the characters were going through, so now I know more about that time in history. Some people might be unsure about his book because it has some offensive language in it and some of the things that happen are very violent, but the lessons learned from it outweigh these concerns. For example, the book teaches important lessons about prejudice and the way that we should treat one another. My classmates and I have learned that you should never judge a person before getting to know him or her, and now we think more about what we say and whether or not our comments might be hurtful. It is important for students to learn about different people and experiences. This is a book that students look forward to reading, and it also helps students learn about many important things.

Second, Roll of Thunder, Hear My Cry is a book that students enjoy reading. Students learn more when they are interested in what they are reading. For example, I remember more details about the science chapters that interest me. When I find a topic that I think is cool, I usually try to find out more about it on my own instead of just on the assignments my teacher gives me. This book will make both teachers and students happy

because students will be more interested and motivated to complete assignments. Some people might think that students aren't responsible enough to have a say in what they study, but the school board should consider what students think when picking out a new book. This is the type of book that students won't want to put down because they will want to know what is going to happen next! Both students and teachers will accomplish more if students like the book they are reading.

Third, and most importantly, Roll of Thunder, Hear My Cry deals with the issue of respect, which is important for junior high students to talk about. In the book, many people suffer because they are treated with less respect than they deserve. For example, even though Cassie's family owns their own land, they are treated with less respect because they aren't white. This teaches students a valuable lesson about how important it is to be tolerant, open-minded, and respectful, which is an important part of growing up into mature adults. Some might argue that there are other ways to teach this lesson, but this book has powerful examples that really make students think about how they treat others, instead of just talking about it. The school board could benefit because if students show one another more respect, that will help reduce conflicts at school.

Finally, the school board should feel good about adding this book to the 7th grade reading list. Roll of Thunder, Hear My Cry will be interesting to students and will help them learn more about history and respect for all people. Although the language and events in the book can be shocking, they can be easily explained and are important to the lessons that students learn from the book. As I have pointed out, there are more positive reasons for teaching the book than reasons against it. If the school board is looking for a book that will make students excited about reading, then Roll of Thunder, Hear My Cry is the best choice.