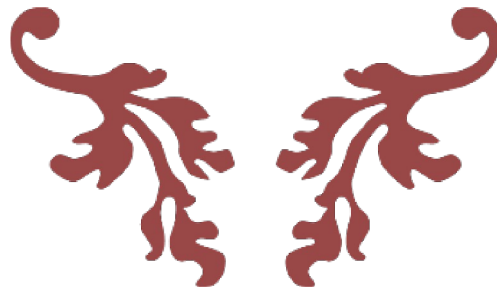


COMPREHENSION AND WRITTEN EXPRESSION FOR SECOND-YEAR LMD STUDENTS

Polycopié élaboré en vue de l'obtention du professorat



Dr. Ouided Sellam

Comprehension and Written Expression for Second-year LMD Students

Contents

List of Tables	8
List of Figures	9
Introduction to the Comprehension and Written Expression Module	10
1. Course Presentation	10
2. Course Description	10
3. General Course Objectives	11
4. Course Structure	11
5. Assessment	12
Semester One	
Lesson One: From Paragraph to Essay	14
Introduction	15
1. Paragraph Form	15
2. Essay Form	16
3. Paragraph vs Essay Structure	20
4. Components of an Essay	20
4.1 The Introduction of an Essay	20
4.2 The Body of an Essay	21
4.3 The Conclusion of an Essay	21
Conclusion	23
Lesson Two: Elements and Organisation of an Essay	25
Introduction	26
1. Elements of an Essay	26

Comprehension and Written Expression for Second-year LMD Students

1.1 The Introductory Paragraph	26
1.1.1 General Statements	26
1.1.2 The Thesis Statement	27
1.2 The Body Paragraphs	29
1.3 The Concluding Paragraph	30
2. Patterns of Organisation in an Essay	32
2.1 Organisation and Thesis Statements	33
2.2 Organisation and Body Paragraphs	33
Conclusion	34
Lesson Three: Coherence and Unity in Essays	35
Introduction	36
1. Coherence in Essays	36
1.1 Repetition of Key Nouns	36
1.2 Using Pronouns	39
1.3 Transitional Signals	39
1.4 Logical Order	42
2. Unity in Essays	45
Conclusion	48
Lesson Four: Writing Good Introductions and Conclusions	49
Introduction	50
1. Writing Good Introductions	50
1.1 Writing a Hook Sentence	50

Comprehension and Written Expression for Second-year LMD Students

1.2 Writing a Good General Statement	51
1.3 Writing a Good Thesis Statement	53
2. Writing Good Conclusions	55
Conclusion	56
Lesson Five: Descriptive Essays	57
Introduction	58
1. Definition of the Descriptive Essay	58
2. Components of the Descriptive Essay	58
3. Introduction of the Descriptive Essay	58
4. Body of the Descriptive Essay	59
5. Conclusion of the Descriptive Essay	61
Conclusion	64
Lesson Six: Narrative Essays	65
Introduction	66
1. Definition of the Narrative Essay	66
2. Components of the Narrative Essay	66
3. Elements of Effective Narration	66
4. Introduction of the Narrative Essay	67
5. Body of the Narrative Essay	68
6. Conclusion of the Narrative Essay	69
Conclusion	73

Comprehension and Written Expression for Second-year LMD Students

Semester Two

Lesson One: Expository Essays	75
Introduction	76
1. Definition of the Expository Essay	76
2. Introduction of the Expository Essay	76
3. Body of the Expository Essay	78
4. Conclusion of the Expository Essay	78
Conclusion	83
Lesson Two: Classification Essay	85
Introduction	86
1. Definition of the Classification Essay	86
2. Introduction of the Classification Essay	86
3. Body of the Classification Essay	87
4. Conclusion of the Classification Essay	87
Conclusion	91
Lesson Three: Compare/Contrast Essay	93
Introduction	94
1. Definition of the Compare/Contrast Essay	94
2. Basics of Good Comparison and Contrast	94
3. Introduction of the Compare/Contrast Essay	94
4. Body of the Compare/Contrast Essay	95
4.1 Organization in Comparison and Contrast Essays	95

Comprehension and Written Expression for Second-year LMD Students

4.2 Using Transitions in Comparison and Contrast	97
5. Conclusion of the Compare/Contrast Essays	98
6. Compare/Contrast Essay Structure	98
Conclusion	104
Lesson Four: Cause-and-Effect Essay	105
Introduction	106
1. Definition of the Cause-and-Effect Essay	106
2. Introduction of the Cause-and-Effect Essay	107
3. Body of the Cause-and-Effect Essay	107
3.1 Organization	108
3.2 Transitional Signals for the Cause-and-Effect Essay	109
4. Conclusion of the Cause-and-Effect Essay	110
Conclusion	116
Lesson Five: Argumentative Essays	117
Introduction	118
1. Definition of the Argumentative Essay	118
2. Introduction of the Argumentative Essay	118
3. Body of the Argumentative Essay	119
3.1 Organization in the Argumentative Essay	119
3.2 Transitional Signals for the Argumentative Essay	120
4. Conclusion of the Argumentative Essay	121
Conclusion	127

Comprehension and Written Expression for Second-year LMD Students

Concluding Remarks on the Comprehension and Written Expression Module **128**

References and Suggested Readings **130**

Appendix

Comprehension and Written Expression for Second-year LMD Students

List of Tables

Table 1: Paragraph Components and Their Purpose	15
Table 2: Essay Components and Their Purpose	16
Table 3: Paragraph and Essay Corresponding Components	19
Table 4: Sensory Details Needed in Descriptive Essays	60
Table 5: Transitional Signals for Descriptive Essays	61
Table 6: Common Time Transitions	69
Table 7: Sample Data for Comparison	96
Table 8: Common Compare/Contrast Transitions	98
Table 9: Block Organization in Cause-and-Effect Essays	108
Table 10: Chain Organization in Cause-and-Effect Essays	109
Table 11: Transitional Signals for Cause-and-Effect Essays	110
Table 12: Patterns of Organization in Argumentative Essays	120
Table 13: Common Transitional Signals for Argumentative Essays	121
Table 14. Conjunctive Adverbs	134
Table 15. Transitional Signals	135

Comprehension and Written Expression for Second-year LMD Students

List of Figures

Figure 1: Paragraph vs Essay Structure	20
Figure 2: Funnel-Shaped Introduction	28
Figure 3: Event and Cause-and-Effect Relationship	106

Introduction to the Comprehension and Written Expression Module

1. Course Presentation

- **Level:** Second-year LMD students
- **Unit:** Fundamental
- **Credit:** 4
- **Standard:** 2
- **Course hours:** 45 hours per semester (3h TD per week)
- **Evaluation mode:** Continuous check-up (40%)

Exam (60%)

2. Course Description

The comprehension and written expression course is designed to develop second-year students' essay writing skills, from basic structure to advanced argumentative techniques, equipping them with the tools to write confidently and persuasively. It includes a comprehensive exploration of essay writing, guiding students from theoretical fundamentals to practical application. Beginning with an understanding of the basic essay format, students will revise topic sentences and paragraph structure, essential for effective communication. The course will cover the intricacies of crafting an introductory paragraph, followed by hands-on experience in writing engaging introductions. Students will also learn about the body of an essay and how to effectively conclude their writing through theoretical discussions and practical exercises on concluding paragraphs. Additionally, the syllabus delves into various essay forms, including narrative and descriptive essays, allowing students to apply their knowledge in both theoretical and practical contexts.

A focus on expository essays, particularly on cause-and-effect relationships, rounds out the curriculum in the second semester, equipping students with the skills to express their ideas clearly and persuasively. It offers a thorough exploration of essay writing, combining

theoretical principles with practical applications. Students will start by understanding the core structure of different essay types, such as expository, classification, cause and effect as well as argumentative essays, focusing on techniques for defining, categorizing, comparing, and contrasting ideas. The course will also emphasize defending opinions and persuading others, with a strong focus on using logical reasoning and evidence to support arguments. Practical exercises will guide students in crafting clear introductions, well-developed body paragraphs, and effective conclusions. Throughout, students will have opportunities to apply these concepts in both theoretical discussions and hands-on writing exercises, enabling them to confidently answer essay questions and express their ideas with clarity.

3. General Course Objectives

By the end of this course, students will be able to:

- Approach comprehension and written expression in the language of study.
- Produce a coherent text.
- Master the basic and essential essay-writing techniques.
- Develop his ideas in a well-structured, meaningful 5-paragraph essay.
- Know a wide range of essay types.
- Handle different techniques and methods to write about various topics and to answer exam papers (Interpretation, analysis, and synthesis of simple and then complex texts).
- Develop their ideas in a well-structured, meaningful 5-paragraph essay.

4. Course Structure

➤ Semester One

- **Lesson One:** From Paragraph to Essay
- **Lesson Two:** Elements and Organisation of an Essay
- **Lesson Three:** Coherence and Unity in Essays
- **Lesson Four:** Writing Good Introductions and Conclusions

- **Lesson Five:** The Descriptive Essay
- **Lesson Six:** The Narrative Essay

➤ **Semester Two**

- **Lesson One:** The Expository Essay
- **Lesson Two:** The Classification Essay
- **Lesson Three:** The Comparison/ Contrast Essay
- **Lesson Four:** The Cause-and-Effect Essay
- **Lesson Five:** The Argumentative Essay

5. Assessment

- Semester One

Written assessment/ 10 pts, individual work / 6 pts, attendance /4 pts.

- Semester Two

Written assessment/ 10 pts, individual work / 6 pts, attendance /4 pts.

Semester One

- **Lesson One:** From Paragraph to Essay
- **Lesson Two:** Elements and Organisation of an Essay
- **Lesson Three:** Coherence and Unity in Essays
- **Lesson Four:** Writing Good Introductions and Conclusions
- **Lesson Five:** The Descriptive Essay
- **Lesson Six:** The Narrative Essay

Lesson One: From Paragraph to Essay**Overview**

This lesson focuses on the fundamentals of academic writing by introducing students to the structure of paragraphs and essays. It helps learners identify the main components of a paragraph, such as the topic sentence, supporting details, and concluding sentence, and understand how these elements combine to form an essay with an introduction, body, and conclusion. Through reading and analysing model texts, students will develop their ability to recognise thesis statements, topic sentences, and supporting ideas. By the end of the lesson, students will be able to distinguish between paragraph and essay structures and apply these principles in their own writing.

By the end of this lesson, students will be able to:

- Identify the main parts of a paragraph, including the topic sentence, supporting sentences, and concluding sentence.
- Recognise the basic structure of an essay: introduction, body, and conclusion.
- Differentiate between a paragraph and an essay in terms of organisation and length.
- Locate thesis statements and topic sentences in model texts.
- Analyse how supporting details develop the main idea in paragraphs and essays.
- Apply the principles of unity and coherence when organising ideas in their own writing.

Introduction

Writing is an essential skill for students at all academic levels. Whether we write short paragraphs or long essays, we need to organise our ideas clearly so readers can understand our message. Many students believe that writing an essay is very difficult; however, it is simply an extension of paragraph writing. In fact, both paragraphs and essays follow the same basic principles of organization and structure, so if you can write a good paragraph, you can write a good essay.

1. Paragraph Form

A paragraph has three necessary parts: the topic sentence, the body (supporting sentences), and the concluding sentence. The table below shows the components and purpose of each part.

Paragraph Part	Purpose
1. The topic sentence	States the main point . The topic sentence is often the first sentence of the paragraph.
2. The body	Supports (shows, explains, or proves) the main point with support sentences that contain facts and details.
3. The concluding sentence	Reminds readers of the main point and often makes an observation.

Table 1: Paragraph Components and Their Purpose

Task 1: Read the following paragraph and find its three elements

Communication Problems

One kind of culture shock faced by international students in the United States is the difficulty of communicating with Americans. When they first arrive in the United States, they soon realise that their verbal skills are poor. First of all, they lack vocabulary and have poor pronunciation, so Americans do not understand them. For example, a few days ago, I asked an American student how to get to the library,

but because I have trouble pronouncing r's and l's, the student did not understand me. I finally had to write it on a piece of paper. International students also speak too softly because they are shy. It is difficult for foreign people to understand Americans, too. Americans use incomplete sentences, such as "Later" to mean "I'll see you later" and "Coming?" to mean "Are you coming?" Also, Americans talk too fast, so it is often impossible to understand them. In addition, Americans also use a lot of slang and idioms whose meanings nonnative speakers do not know. For example, the other day someone said to me, "That drives me up the wall," and I could not imagine what he meant. I had a picture in my mind of him driving his car up a wall. It didn't make sense to me. In short, communication is probably the first problem that international students face in the United States. After a while, however, their ears get used to the American way of speaking, and their own verbal abilities improve.

2. Essay Form

An essay is a piece of writing that examines a topic in more depth than a paragraph. A short essay may have four or five paragraphs. A long essay is six paragraphs or more, depending on what the essay needs to accomplish: persuading someone to do something, using research to make a point, or explaining a complex concept.

An essay has three necessary parts: the introduction, the body, and the conclusion.

Essay Part	Purpose
1. The introduction	States the main point , or thesis , generally in a single, strong statement. The introduction may be a single paragraph or multiple paragraphs.
2. The body	The body supports (shows, explains, or proves) the main point. It generally has at least three support paragraphs , each containing facts and details that develop the main point. Each support paragraph has a topic sentence that supports the thesis statement.
3. The conclusion	Reminds readers of the main point. It may summarize and reinforce the support, or it may make an observation based on that support. Whether it is a single paragraph or more, the conclusion should relate back to the main point of the essay.

Table 2: Essay Components and Their Purpose

Task 2: Read the following essay and answer the following questions

1. How many paragraphs are there in the text?
2. Underline the topic sentences of paragraphs 2,3,4, and 5
3. What key phrase appears three times in the introduction? Circle each repetition of this key phrase, or synonyms of this phrase, in the other paragraphs of the essay.

Native American Influences on Modern U.S. Culture

When the first Europeans arrived on the North American continent, they encountered entirely new cultures of the Native American peoples. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, a cultural exchange occurred. Native Americans adopted some of the Europeans' ways, and Europeans adopted some of theirs. As a result, Native Americans have made numerous valuable contributions to modern U.S. culture, particularly in the areas of language, art, cuisine, and governance.

First of all, Native Americans left a permanent mark on the English language. The early English-speaking settlers borrowed words for places in this new land from several different Native American languages. Across the country, there are cities, towns, rivers, and states with Native American names. For example, the states of Delaware, Iowa, Illinois, and Alabama are named after Native American tribes, as are the cities of Chicago, Miami, and Spokane. In addition to place names, English adopted words for animals and plants from various Native American languages found in the Americas, such as "chipmunk," "moose," "raccoon," "skunk," "tobacco," and "squash," among others.

Although the vocabulary of English is the area that shows the most Native American influence, it is not the only area of U.S. culture that has been shaped by contact with Native Americans. Art is another area of important Native American contributions. Wool rugs woven by the Navajo women in Arizona and New Mexico are highly valued works of art in the United States. Native American jewelry, made from crafted silver and turquoise, is also very popular and highly valued in the western and southwestern regions

of the United States. Traditional Native American crafts, such as pottery, leather products, and beadwork, can be found in many homes. Indeed, native art and handicrafts are a treasured part of U.S. culture.

In addition to language and art, agriculture is another area in which Native Americans had a great and lasting influence on the peoples who arrived here from Europe, Africa, and Asia. Being skilled farmers, the Native Americans of North America taught the newcomers many things about farming techniques and crops. Every U.S. schoolchild has heard the story of how Native Americans taught the first settlers to place a dead fish in a planting hole to provide fertilizer for the growing plant. Furthermore, they taught the settlers irrigation techniques and methods of crop rotation. Many of the foods people in the United States eat today were introduced to Europeans by Native Americans. For example, corn and chocolate were unknown in Europe. Now they are staples in the U.S. diet.

Finally, it may surprise some people to learn that citizens of the United States are also indebted to the native people for our form of government. The Iroquois, a large and diverse tribe with numerous branches known as “nations,” had developed a highly sophisticated system of government to resolve disputes that arose between the various branches. Five of the nations had joined together in a confederation called "The League of the Iroquois." Under the league, each nation was autonomous in running its own internal affairs, but the nations acted as a unit when dealing with outsiders. The league kept the Iroquois from fighting among themselves and was also valuable in diplomatic relations with other tribes. When the 13 colonies considered what kind of government to establish after winning their independence from Britain, someone suggested that they adopt a system similar to that of the Iroquois League. Under this system, each colony or future state would be autonomous in managing its own affairs but would join forces with the other states to deal with matters that concerned them all. This is exactly what happened. As a result, the present form of government of the United States can be traced directly back to a Native American model.

In conclusion, it is evident from these few examples that the Native American influence is extensive, affecting our language, art forms, eating habits, and government. The people of the United States are deeply indebted to Native Americans for their contributions to U.S. culture.

Here, we can show how the parts of an essay correspond to the parts of a paragraph.

Paragraph		Essay
Topic sentence	Presents the main point	Thesis statement
Supporting sentences	Supports main point	Supporting paragraphs
Concluding sentence	Offers concluding thoughts	Conclusion

Table 3: Paragraph and Essay Corresponding Components

3. Paragraph vs Essay Structure

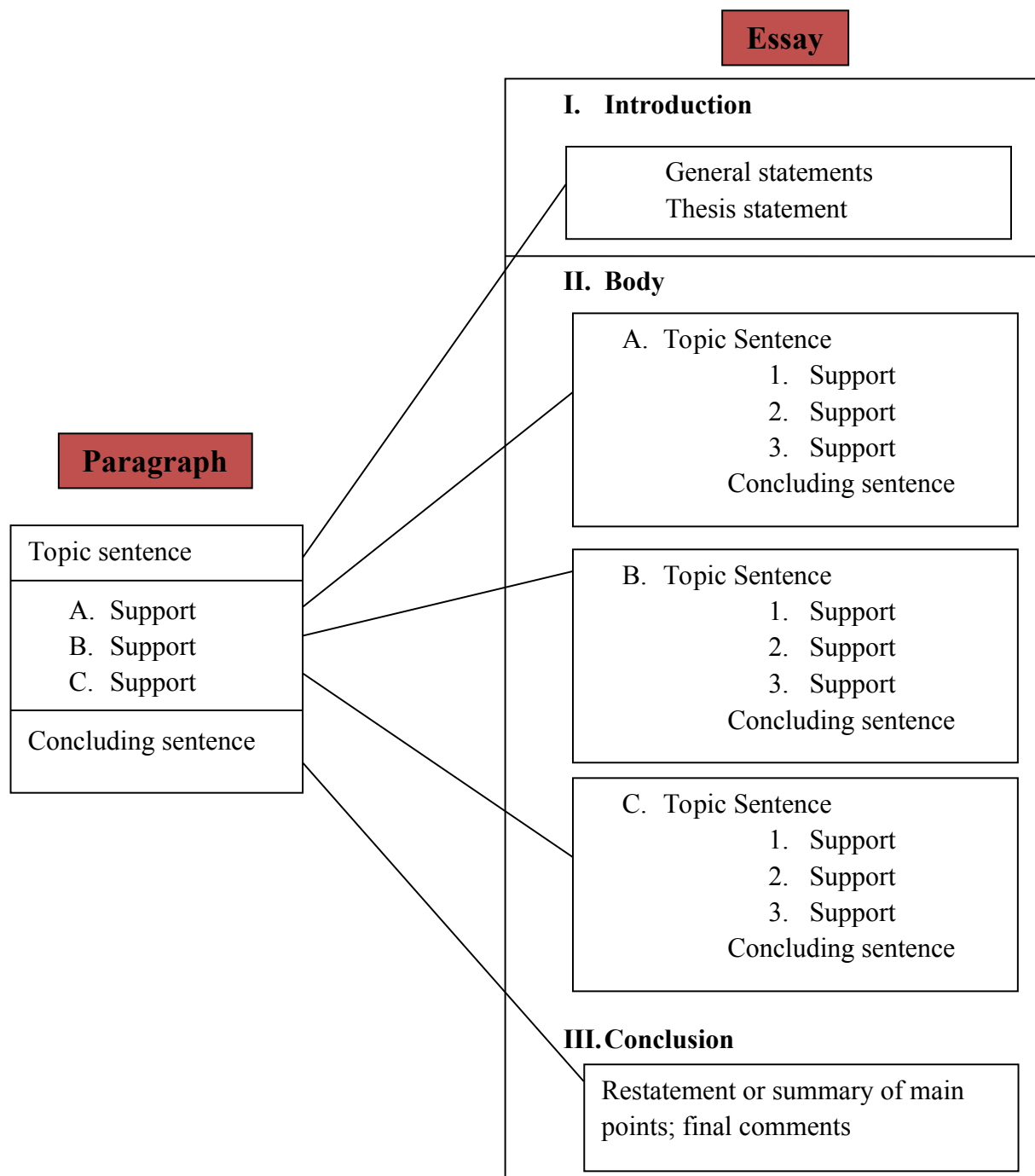


Figure 1: Paragraph vs Essay Structure

4. Components of an Essay

4.1 The Introduction of an Essay

In an essay, the introduction consists of two parts:

- a) A few general statements to attract the readers' attention

- b) A thesis statement is used to state the main idea of the essay. The thesis statement of an essay is like the topic sentence of a paragraph. It names the specific topic and provides the reader with an idea of the essay's contents. It may also suggest the writer's perspective on the topic.

4.2 The Body of an Essay

The body consists of one or more paragraphs (best size 3 to 4 paragraphs). Each body paragraph develops a subdivision (subtopic) of the main topic, so the number of paragraphs in the body will vary with the number of subtopics.

The body of an essay has unity and coherence, just as a paragraph does. Transitional signals and the repetition of key nouns help link the paragraphs and make the essay more coherent. A concluding sentence is often not necessary for each body paragraph, especially when the ideas in consecutive paragraphs are closely related.

4.3 The Conclusion of an Essay

The conclusion, like the concluding sentence in a paragraph, is a summary or review of the main topics discussed in the body. Every essay should have a concluding paragraph.

Task 3: Here is a paragraph that was later developed to be an essay. Analyse it by answering the following questions:

- 1) Find the topic sentence.
- 2) Find the supporting sentences
- 3) Find the supporting ideas (highlight them and underline their sub-ideas)
- 4) Find the concluding sentence
- 5) If we are asked to turn this paragraph into an essay, how many paragraphs will it contain?

The Hazards of Movie-going

Although I love movies, going to see them drives me slightly crazy. First of all, getting to the movie can take a lot of time. I have a thirty-five-minute drive down a congested highway. Then, with a popular

film, I usually have to wait in a long line at the ticket booth. Another problem is that the theater itself is seldom a pleasant place to be. A musty smell suggests that there has been no fresh air in the theater since it was built. Half the seats seem to be falling apart, and the floor often has a sticky coating that gets on your shoes. The worst problem of all is the behavior of some of the other moviegoers. Kids run up and down the aisle. Teenagers laugh and shout at the screen. People of all ages loudly drop soda cups and popcorn tubs, cough and burp, and elbow you out of the armrest on either side of your seat. All in all, I would rather stay home and wait for the latest movie hits to appear on TV in the safety and comfort of my own living room.

The following is an essay developed from the above paragraph

Task 4

- 1) How many paragraphs are there in the text?
- 2) Underline the topic sentences of § 2,3,4

The Hazards of Movie-going

I am a movie fanatic. When friends want to know what pictures won the Oscar in 1980 or who played the police chief in Jaws, they ask me. My friends, though, have stopped asking me if I want to go to the movies. The problems with getting to the theater, the theater itself, and the behavior of some patrons are all reasons why I often wait for a movie to air on TV.

First of all, just getting to the theater presents difficulties. Leaving a home equipped with a TV and a video recorder is not an attractive idea on a humid, cold, or rainy night. Even if the weather cooperates, there is still a thirty-minute drive to the theater down a congested highway, followed by the hassle of looking for a parking space. Then, there are lines. After hooking yourself to the end of a human chain, you worry about whether there will be enough tickets, whether you will get seats together, and whether many people will sneak into the line ahead of you.

Once you have arrived at the box office and purchased your tickets, you are confronted with the problems of the theater itself. If you are in one of the run-down older theaters, you must adjust to the musty

smell of seldom-cleaned carpets. Escaped springs lurk in the faded plush or cracked leather seats, and half the seats you sit in seem loose or tilted so that you sit at a strange angle. The newer twin and quad theaters offer their own problems. Sitting in an area only one-quarter the size of a regular theater, moviegoers often have to put up with the sound of the movie next door. This is especially jarring when the other movie involves racing cars or a karate war, and you are trying to enjoy a quiet story. Whether the theater is old or new, it will have floors that seem to be coated with rubber cement. By the end of the movie, shoes almost have to be pried off the floor because they have become sealed to a deadly compound of spilled soda, hardening bubble gum, and crushed Ju-Jubes.

Some patrons are even more of a problem than the theater itself. Little kids race up and down the aisles, usually in giggling packs. Teenagers try to impress their friends by talking back to the screen, whistling, and making what they consider to be hilarious noises. Adults act as if they were at home in their living rooms and comment loudly on the ages of the stars or why movies are not as good anymore. People of all ages crinkle candy wrappers, stick gum on their seats, and drop popcorn tubs or cups of crushed ice and soda on the floor. They also cough and burp, squirm endlessly in their seats, file out repeated trips to the restrooms or concession stand, and elbow you out of the armrest on either side of your seat.

After arriving home from the movies one night, I decided that I would no longer be a moviegoer. I was tired of the problems involved in getting to the movies and dealing with the theater itself, as well as some of the patrons. The next day, I arranged to have cable TV service installed in my home. I may now see movies a bit later than other people, but I will be more relaxed watching box office hits in the comfort of my own living room.

Conclusion

In conclusion, understanding the structure of paragraphs and essays is essential for effective academic writing. This lesson has helped students recognise the key components of both forms, including topic sentences, supporting ideas, thesis statements, and concluding sections. By analysing model texts and completing a range of tasks, students have learned how

to organise ideas clearly and logically. These skills will help them develop well-structured paragraphs and essays, which are necessary for success in their academic and professional writing.

Lesson Two: Elements and Organisation of an Essay**Overview**

This lesson introduces students to the core elements of essay writing and the importance of organization in academic writing. It explains the structure of an essay, focusing on the three essential parts: the introduction, the body, and the conclusion. Students will learn to write effective introductory paragraphs that include general statements and clear thesis statements. The lesson also highlights how body paragraphs support the main idea with relevant details and examples, and how conclusions summarize key points and leave a strong final impression. In addition, learners will explore different patterns of organization, such as chronological order, logical division of ideas, and comparison and contrast. Through guided tasks and practice activities, students will develop their ability to write clear, coherent, and well-structured essays. By the end of this lesson, students will be able to:

- Identify the main elements of an essay, including the introduction, body paragraphs, and conclusion.
- Distinguish between general statements and thesis statements in an introductory paragraph.
- Write clear and effective thesis statements that present the main idea and organization of an essay.
- Organize ideas logically in body paragraphs and support them with relevant examples and details.
- Recognize and use different patterns of essay organization.
- Write appropriate concluding paragraphs that summarise key points and leave a strong final impression.
- Apply the learned strategies to produce well-structured, coherent essays.

Introduction

Writing an effective essay is an essential academic skill that helps students communicate their ideas clearly and logically. Whether in school, at university, or in professional life, the ability to organize thoughts into a well-structured essay is highly valued. An essay is not simply a collection of paragraphs; it is a coherent piece of writing that presents a main idea supported by clear arguments and evidence. In this lesson, students will learn the main elements of an essay, including the introduction, body paragraphs, and conclusion, as well as the organizational patterns that make writing clear and effective. By understanding these elements, learners will be able to produce well-organized and meaningful essays.

1. Elements of an Essay

An essay is a collection of paragraphs focused on a single topic and a main idea. It should include at least four paragraphs. It consists of an introductory paragraph, at least two body paragraphs, and a concluding paragraph.

1.1 The Introductory Paragraph

The first paragraph of an essay is the introduction. In fact, the introduction is very important and deserves your careful attention. It is the first part that catches your audience's eye. It will either engage the reader with your content or convince them that reading your essay is not worth it. An introductory paragraph consists of two parts: general statements and the thesis statement.

1.1.1 General Statements

The first sentence in an introductory paragraph should be a very general comment about the subject. Its purpose is to attract the reader's attention and to give background information on the topic. Each subsequent sentence should become more specific than the previous one and finally lead into the thesis statement. A general statement

- Introduces the general topic of the essay.

- Captures the reader's interest.

Notice how the general statements in the following introductory paragraph of the ‘Native American Influences on Modern U.S. Culture’ essay introduce the topic. The first sentence is about the arrival of Europeans and their encounter with new cultures. The next sentence points out that there were large differences between Europeans and Native Americans. The next two sentences indicate that a two-way cultural exchange occurred, but the direction of the exchange and the specific items involved are not specified.

GENERAL STATEMENT

When the first Europeans arrived on the North American continent, they encountered entirely new cultures of the Native American peoples. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as Europeans were about theirs. As always happens when two or more cultures come into contact, a cultural exchange occurred. Native Americans adopted some of the Europeans’ ways, and Europeans adopted some of theirs.

1.1.2 The Thesis Statement

The thesis statement is the most important sentence in the introduction. It states the specific topic and often lists the major sub-topics that will be discussed in the body of the essay. Additionally, it may indicate the organisation method, such as chronological order or order of importance. The thesis statement:

- states the specific topic.
- may list sub-topics or subdivisions of the main topic or subtopics.
- may indicate the pattern of organisation of the essay.
- It is normally the last sentence in the introductory paragraph.

The thesis statement is specific; it gives the direction of the exchange (Native American influences on modern U.S culture) and lists the subtopics (language, art, food, and government).

**THESIS
STATEMENT**

As a result, Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, cuisine, and government.

The introductory paragraph of the model essay is a funnel introduction (see Figure 2.1). This type of introduction is called a funnel because of its shape, wide at the top and narrowing toward the bottom. It starts with one or two very general sentences about the topic. Each following sentence becomes more specific about the topic until the last sentence, which clearly states what the essay will focus on.

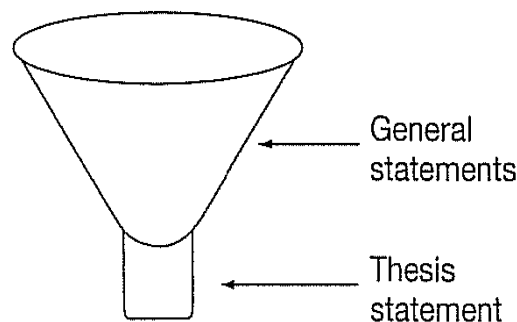


Figure 2: Funnel-Shaped Introduction

Task 1: Read the following introductory paragraphs. Each of which is in scrambled order.

Rewrite each paragraph. Beginning with the most general statement first. Then add each sentence in the correct order until the introduction becomes more specific. Write the thesis statement last.

Paragraph 1

(1) If done properly, a handshake gives the impression of strength and honesty, and if done improperly, it conveys weakness and dishonesty. (2) In some cultures, people bow, and in others, they shake hands. (3) In Englishspeaking countries, shaking hands is the custom. (4) A proper handshake has four ingredients: pressure, pumps, eye contact, and verbal message.

(5) The way people greet each other when they meet for the first time varies from culture to culture. (6) How one shakes hands sends an important message about one's character.

Paragraph 2

(1) However, in others, the nuclear family is the norm, with only the parents and young children sharing the same house. (2) People in different cultures all over the world have different systems for family life. (3) In most cultures, people live in extended families, in which several generations share the same house. (4) If this new system becomes widespread, it could have enormous effects on American society. (5) On the positive side, living together might reduce the divorce rate in the United States; on the negative side, it might lead to the eventual disintegration of the traditional family unit altogether. (6) In the United States, some couples are experimenting with still another system of family life: living together without marriage.

1.2 The Body Paragraphs

The body paragraphs in an essay are like the supporting sentences in a paragraph. They are the place to develop your topic and prove your points. You can use facts, examples, and other details to support your points. Quotations and paraphrases can also help to develop the subtopics that you explore in the body paragraphs.

Task 2: Read the following introductory paragraph and the suggested topic sentences for the body paragraph. Develop only one topic sentence into a full body paragraph.

Controlling Stress in Student Life

The busy schedules that most adults face daily have created a growing health issue in the modern world. Although we often think of stress affecting only pressured executives, in fact, it is one of the biggest health issues facing university students today. It can cause a variety of physical disorders ranging from headaches to stomach ulcers. Stress, like the

common cold, is a problem that cannot be cured; however, it can be controlled. Students can learn to control stress in four ways.

- A. Set realistic goals.
- B. Take up a hobby.
- C. Exercise regularly.
- D. Maintain close relationships with family and friends.

1.3 The Concluding Paragraph

The conclusion is the final paragraph in an essay. It has three purposes:

- It signals the end of the essay. To do so, begin your conclusion with a transition signal.
- It reminds your reader of your main points, which you can do in one of two ways:
 - Paraphrase the thesis statement.
 - Summarise the subtopics discussed in the body.
- It leaves your reader with your final thoughts on the topic. This is your chance to convey a powerful, impactful message that your reader will remember.

A well-written conclusion features key remarks that the reader will remember most vividly after finishing the essay. Here are techniques you can use to craft a memorable conclusion:

- Make a prediction.
- Suggest results or consequences.
- Suggest a solution, make a recommendation, or call for action.
- Quote an authority on the topic.

Task 3: Read the following essay and its two possible concluding paragraphs.

- a) Which concluding paragraph provides a summary of the subtopics
- b) Which one paraphrases the thesis statement
- c) Which one presents a call for action

d) Which one makes a prediction

Student-Centered Teaching

For generations, students have complained that school is boring. A teaching approach called student-centred teaching aims to involve learners more. With this approach, students do not simply listen to the teacher. Instead, they learn through group tasks or teacher-created independent activities. These activities often require students to solve a problem, which exposes them to new information. As a result, students gain a new understanding. Although there are many different ways to make a class student-centred, three approaches have become the most common: inquiry-based learning, problem-based learning, and project-based learning.

Inquiry learning is based on the writings of John Dewey. Inquiry learning starts with a question and then engages students in problem-solving activities. Students learn as they explore, gather data, and analyse their data. The teacher's role in inquiry learning is one of a facilitator and provider of information (Savery). Structured problems, ones with many different solutions and multiple paths to a solution (Jonassen), are favoured over well-structured problems. These are ones with a single correct answer.

Problem-based learning (PBL) was first used in medical education (Barrows) and then adopted by K-12 educators. Like inquiry learning, PBL encourages learning through exploration and experimentation. Structured problems are also typical of problem-based learning instruction. These problems provide the learner with a broad area of exploration. However, the teacher's role in PBL differs from the role in inquiry learning. In PBL, the teacher acts as a facilitator rather than providing information to the learner. Instead, the learners are expected to find the necessary information they need to solve the problem (Savery).

Project-based learning is also an active learning strategy. Similarly, it often focuses on a problem. However, the problem with project-based learning is that it is not well structured, and learners are not told the goal of their project (Savery). Goals could range from determining the

percentage of voters in a district to creating a bird-friendly area in the school yard. Project-based learning is focused on following a process described by the teacher. This process may involve performing calculations or reading specific materials. In contrast to the first two methods, the teacher's role in project-based learning is more likely to be that of a coach, who provides feedback and guidance (Savery).

Concluding Paragraph A

To summarise, student-centred teaching is crucial to effective learning. Three kinds of student-centred approaches are inquiry-based learning, problem-based learning, and project-based learning. Of course, each individual teacher might use these approaches in different ways. Ultimately, however, student-centred methods will foster stronger critical thinking skills and better prepare students for future success.

Concluding Paragraph B

In conclusion, it is clear why these approaches are often used in conjunction. After all, each approach focuses on problem-solving, and the teacher's role is not limited to traditional lecturing. There are many approaches to making the learning environment more student-centred. Teachers must choose an approach that makes new information necessary and exciting.

2. Patterns of Organisation in an Essay

Like paragraphs, essays must be carefully organised. The essay consists of three parts: an introduction, a body, and a conclusion. However, the method that you choose to organise the information and ideas in an essay can vary.

There are three different patterns of order or organisation that can be used to write an essay:

- Compare and contrast organisation (similarities and/or differences)
- Chronological order (following a particular time sequence)
- Logical division of ideas (according to the writer's way of thinking)

2.1 Organisation and Thesis Statements

A thesis statement can indicate the patterns of organisation that an essay will follow.

Consider the following example:

When buying a used car, use these four strategies to get the best price.

Any type of organization that can be selected for this thesis statement falls under the category of logical organization.

Task 4: Which of the following thesis statements indicates: chronological order, logical division of ideas, or compare and contrast?

1. Beginning in World War II and continuing through the period of economic boom, the structure of education in Spain has changed remarkably.
2. There are several differences between a nurse practitioner and a physician's assistant
My best friend and I spent an entire summer constructing a tree house in my grandmother's old apple tree.
3. Although higher education in Spain has improved in recent years, elementary and secondary schools lag far behind.

2.2 Organisation and Body Paragraphs

As you have learned, body paragraphs develop subtopics of an essay's main topic. The pattern of organisation you choose in the thesis statement will help determine the focus and order of your body paragraphs. Therefore, a thesis statement states the topic (Native American contributions to modern U.S. culture) and its subtopics (language, art, food, and government). This pattern of the organisation (logical) will tell the reader how you will organise your body paragraphs. i.e., I must adhere to the order specified in the thesis statement. (Art, cuisine, language and government organisation of body paragraphs will be considered as odd because they do not match/adhere to the organisation that is initially indicated in the thesis statement).

Conclusion

In conclusion, understanding the elements of an essay is essential for becoming a confident and effective writer. A well-structured essay includes a clear introduction, organized body paragraphs, and a strong conclusion that leaves a lasting impression on the reader. By learning to write general statements, develop a clear thesis, support ideas with relevant details, and organize information logically, students can express their thoughts more clearly and persuasively. Mastering these skills will not only improve academic writing but also help learners communicate successfully in real-life and professional situations.

Lesson Three: Coherence and Unity in Essays**Overview**

This lesson focuses on developing coherence and unity in essay writing. Students will explore how effective writing requires clear connections between sentences and paragraphs and a consistent focus on one main idea per paragraph. The lesson introduces practical techniques for achieving coherence, including repeating key nouns, using pronouns appropriately, employing transition signals, and organizing ideas logically (chronological order, comparison/contrast, and logical division). It also emphasizes unity by helping students identify and eliminate irrelevant sentences. Through guided examples and practice tasks, students will strengthen their ability to produce clear, organized, and academically sound paragraphs.

By the end of this lesson, students will be able to:

- Define the concepts of coherence and unity in academic writing.
- Identify key nouns, pronouns, and transition signals that contribute to coherence in paragraphs.
- Apply appropriate repetition of key nouns and correct use of pronouns to improve clarity.
- Use a variety of transition words and phrases to show relationships between ideas.
- Organize sentences logically using chronological order, comparison/contrast, and logical division of ideas.
- Recognize and eliminate irrelevant sentences to maintain unity in a paragraph.
- Produce coherent and unified body paragraphs that support a clear thesis statement.

Introduction

Writing an effective essay is not only about having good ideas but also about presenting them clearly and logically. In academic writing, readers need to follow the writer's thoughts easily, without confusion or sudden shifts in direction. This is why coherence and unity are essential to a successful essay. Coherence helps sentences and paragraphs flow smoothly, while unity ensures that each paragraph focuses on one main idea. In this lesson, students will learn to improve the clarity and organization of their writing by using repetition of key nouns and pronouns, transition signals, and logical order. They will also practice identifying irrelevant ideas and maintaining unity in their paragraphs.

1. Coherence in Essays

One of the most important elements of a good essay is coherence. The Latin verb *cohere* means 'hold together.' In order to have coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next (and in longer essays, from one paragraph to the next) must be logical and smooth. There must be no sudden jumps. Each paragraph should flow smoothly into the next one.

There are four ways to achieve coherence. The first two methods involve **repeating key nouns** and **using pronouns** that refer back to them. The third way is to use **transition signals** to show how one idea is related to the next. The fourth way to achieve coherence is to arrange your sentences in **logical order**.

1.1 Repetition of Key Nouns

The easiest way to achieve coherence is to repeat key nouns frequently in your paragraph. There is no fixed rule about how often to repeat key nouns or when to substitute pronouns. At the very least, you need to repeat a key noun instead of using a pronoun when the meaning is not clear. Observe the model paragraph about gold, and see how it uses this

technique to achieve coherence. The key noun in this paragraph is gold. Circle the word gold and all pronouns that refer to it.

Gold (1)

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronaut suits. Astronauts wear gold-plated heat shields for protection outside spaceships. In conclusion, gold is treasured not only for its beauty but also for its utility.

You should have circled **the noun ‘gold’ seven times** and the pronoun **‘it’ twice**. and the pronoun **‘its’ three times**. (The word it in line 5 refers to ‘coin’. not gold. So, you should not have circled it.)

Observe the following paragraph in terms of coherence. Throughout the following paragraph, the word ‘gold’ has been replaced with pronouns. Making the paragraph much less coherent.

Gold (2)

Gold, a precious metal, is prized for two important characteristics. First of all, it has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. It never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago. Another of its important characteristics is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. Its most

recent use is in astronaut suits. Astronauts wear heat shields made from it for protection outside spaceships. In conclusion, it is treasured not only for its beauty but also for its utility.

Task 1: In the following paragraph, the key noun is never repeated. Replace the pronoun it with the key noun English wherever you think doing so would make the paragraph more coherent:

English

English has almost become an international language. Except for Chinese, more people speak it than any other language. Spanish is the official language of more countries in the world, but more countries have it as their official or unofficial second language. More than 70 percent of the world's mail is written in it. It is the primary language on the Internet. In international business, it is used more than any other language, and it is the language of airline pilots and air traffic controllers all over the world. Moreover, although French used to be the language of diplomacy, it has displaced it throughout the world. Therefore, unless you plan to spend your life alone on a desert island in the middle of the Pacific Ocean, it is a useful language to know.

Task 2: In the following passage about dolphins, replace some of the pronouns with appropriate singular or plural nouns.

Dolphins

Dolphins are interesting because they display almost human behavior at times. For example, they display the human emotions of joy and sadness. During training, when they do something correctly, they squeal excitedly and race toward their trainer. When they make a mistake, however, they droop noticeably and mope around their pool. Furthermore, they help each other when they are in trouble. If one is sick, it sends out a message, and others in the area swim to help it. They push it to the surface of the water so that it can breathe. They stay

with it for days or weeks—until it recovers or dies. They have also helped trapped or lost whales navigate their way safely out to the open sea. They are so intelligent and helpful, in fact, that the U.S. Navy is training them to become underwater bomb disposal experts.

1.2 Using Pronouns

When you use pronouns instead of key nouns, make sure that you use the same person and number throughout your paragraph. Do not change from you to he or she (change of person), or from he to they (change of number).

Task 3: In the following paragraph, the pronouns are not consistent. Correct them to make the paragraph more coherent

Olympic Athletes

Olympic athletes must be strong both physically and mentally. First of all, if you hope to compete in an Olympic sport, you must be physically strong. Furthermore, aspiring Olympians must train rigorously for many years. For the most demanding sports, they train several hours a day, six days a week, for ten years or more. In addition to being physically strong, he or she must also be mentally tough. This means that you have to be totally dedicated to your sport, often giving up a normal school, family, and social life. Being mentally strong also means that he or she must be able to withstand the intense pressure of international competition with its attendant media coverage. Finally, not everyone can win a medal, so they must possess the inner strength to live with defeat.

1.3 Transitional Signals

Transition signals are words such as first, second, next, finally, therefore, and however, or phrases such as in conclusion, on the other hand, and as a result. Using transition words as

a guide makes it easier for your reader to follow your ideas. Transition words give your paragraph coherence.

Transitional signals tell the reader when you are giving a similar idea (similarly, moreover, furthermore, in addition), an opposite idea (on the other hand, however, in contrast), an example (for example), a result (as a result), or a conclusion (in conclusion).

Task 4: Compare the following paragraphs and say which one is easy to follow and why.

Paragraph A

A notable difference among the world's seas and oceans is that salinity varies in different climate zones. The Baltic Sea in Northern Europe is only one-fourth as saline as the Red Sea in the Middle East. There are reasons for this. In warm climates, water evaporates rapidly. The concentration of salt is greater. The surrounding land is dry and does not contribute much fresh water to dilute the salty seawater. In cold climate zones, water evaporates slowly. The runoff created by melting snow adds a considerable amount of fresh water, diluting the saline seawater.

Paragraph B

Another difference among the world's seas and oceans is that the salinity varies in different climate zones. For example, the Baltic Sea in Northern Europe is only one-fourth as saline as the Red Sea in the Middle East. There are two reasons for this. First of all, in warm climate zones, water evaporates rapidly; therefore, the concentration of salt is greater. Second, the surrounding land is dry and, consequently, does not contribute much fresh water to dilute the salty seawater. In cold climate zones, however, water evaporates slowly. Furthermore, the runoff created by melting snow adds a considerable amount of fresh water, diluting saline seawater.

N.B. Transitional signals should not be used in each and every sentence because using them too much can lead to confusion (just like using them too few). Just ensure that you use sufficient transition signals to make the relationships among your ideas clear.

Transition signals can be categorised by grammatical function. The tables in the Appendix show that the three groups are sentence connectors (including transition phrases and conjunctive adverbs), clause connectors (including coordinating conjunctions and subordinating conjunctions), and a mixed group called ‘others’ (adjectives, prepositions, and verbs).

Task 5: Connect the ideas in the following paragraphs by adding a transition word, phrase, or clause to the topic sentences of the third, fourth, fifth and last paragraphs

Icebergs: A Potential Source of Water

In countries where rainfall is scarce, scientists must continually seek ways to increase water supplies. One method being considered is the use of desalination plants, which would remove salt from seawater. Another method being considered is the towing of icebergs. According to this method, large icebergs from Antarctica would be wrapped in cloth or plastic, tied to powerful tugboats with strong ropes, and towed to countries in need of freshwater. While this plan may have some potential, certain practical problems must be addressed.

.....is the expense. According to estimates, it would cost between \$50 million and \$100 million to tow a single 100-million-ton iceberg from Antarctica to, for example, the coast of Saudi Arabia.

..... is the possibility that the iceberg would melt en route. No one knows if an iceberg could be effectively insulated for such a long journey. At the very least, there is the possibility that it would break up into smaller pieces, which would create still other problems.

.....there is the danger that a huge block of ice floating off an arid coast could have unexpected environmental effects. The ice could drastically alter the weather along the coast, and it would likely impact the fish population.

.....the cost of providing freshwater from icebergs would be less than the cost of providing water by desalination, according to most estimates. It would cost between 50 and 60 cents per cubic meter to obtain water from an iceberg, as opposed to the 80 cents per cubic meter it would cost to obtain the same amount through desalination.

.....before icebergs can become a source of freshwater in the future, problems involving cost, overall practicality, and most importantly, environmental impact must be solved.

1.4 Logical Order

In addition to using transition signals and repeating key nouns and pronouns, a fourth way to achieve coherence is to arrange your sentences in some kind of logical order.

Your choice of one kind of logical order over another will, of course, depend on your topic and on your purpose. You may even combine two or more different logical orders in the same paragraph. The important point to remember is to arrange your ideas in some kind of order that is logical for a reader to follow

Some common kinds of logical order in English are **chronological order**, **logical division** of ideas, and **comparison/contrast**. Each type of order has its own unique words and phrases to convey the relationships among the ideas.

In a piece of writing using **chronological order**, you would expect to find a lot of time expressions:

- First, next, after that, finally, before the last war, after 1990, since then, in 2010, while working on the project. etc.

In a paragraph describing differences (**contrast**), you would find these expressions:

- The most noticeable difference, larger than, unlike, on the other hand, in contrast, differ from

In a paragraph showing similarities (**comparison**), you would find these expressions:

- Similarity, similarly, as expensive as, just as, just like, compare with, in comparison

Logical division of ideas is another common method of organizing ideas to give a paragraph coherence. Ideas are grouped, and each group is discussed in turn.

- Transition words such as **first, second, and third** introduce each group.

Task 6: Read the following paragraphs and decide which kind of logical order is used in each: comparison/contrast, chronological order, or logical division of ideas:

Paragraph 1

Powerful computers capable of translating documents from one language into another have recently been developed in Japan. The process of machine translation is a complex one. To translate a document from English into Japanese, for example, the computer first analyzes an English sentence, determining its grammatical structure and identifying the subject, verb, objects, and modifiers. Next, the words are translated by an English-Japanese dictionary. After that, another part of the computer program analyzes the resulting awkward jumble of words and meanings, producing an intelligible sentence based on the rules of Japanese syntax and the machine's understanding of what the original English sentence meant. Finally, the computer-generated translation is refined by a human, bilingual editor.

Paragraph 2

French and American business managers have decidedly different management styles. French meetings, on the one hand, are often lengthy and rambling, and rarely conclude on time. Furthermore,

meetings often end without closure. Americans, on the other hand, make an effort to start and end meetings on time, and American business meetings typically conclude with decisions and action plans. Another difference involves documentation. Americans adore documentation; they have a procedure manual for everything. The French, in contrast, think this is childish. French managers often struggle to adhere to a schedule, whereas American managers tend to be intolerant of delays. Additionally, the French tend to prefer working alone, whereas Americans tend to prefer working in teams. Another major difference in management style is that in French companies, authority originates from the top; French managers do not share information with subordinates and make decisions with minimal participation from employees beneath them. In American companies, however, top managers share information and frequently solicit input from subordinates.

Paragraph 3

It took more than 2,500 years to develop the calendar used in most Western countries today. In about 700 B.C.E., the ancient Romans used a calendar with 304 days, divided into ten months; March was the beginning of each year. There were more than 60 days missing from the calendar, and soon, the calendar no longer matched the seasons at all. Spring arrived when the calendar said that it was still winter. A few decades later, the Romans added the months of January and February to the end of the year. This calendar lasted about 600 years. Then in 46 B.C.E., Julius Caesar, the Roman ruler, made a new calendar. His calendar had 365 days, with one day added every fourth year. He also moved the beginning of the year to January 1 and renamed a month after himself: **Julius** (July). In Caesar's calendar, February had 29 days. The very next emperor, Augustus, not only renamed a month for himself (August), but he also took one day from February and added it to August so that "his" month would be just as long as Caesar's. This calendar worked better than the previous ones, but it still was not perfect. By 1580, the first calendrical day of spring was ten days too early. Therefore, in 1582, Pope Gregory XIII, the leader of the Roman Catholic Church, made a small adjustment to the calendar to make it more accurate. In the Gregorian calendar, the year is still 26.3 seconds different from the solar year, but it will be a long time before this causes a problem.

Paragraph 4

The various calendars used worldwide are based on either the phases of the moon, the Earth's revolution around the sun, or a combination of these. The first kind of calendar is the lunar calendar, which is based on the phases of the moon. A month is calculated as the time between two full moons, which is approximately 29.5 days, and a year has 354 days. The Islamic calendar used in Muslim countries is a lunar calendar. It has twelve months and a cycle of thirty years in which the 2nd, 5th, 7th, 10th, 13th, 16th, 18th, 21st, 24th, 26th, and 29th years have 355 days, and the others 354 days. A second type of calendar is the solar calendar, which is based on the Earth's revolution around the sun. The ancient Egyptians used a solar calendar divided into twelve months of thirty days each, which left five uncounted days at the end of each year. A very accurate calendar developed by the Mayan Indians in North America was also a solar calendar. It had 365 days, 364 of which were divided into 28 weeks of 13 days each. The New Year began on the 365th day. Because the solar year is exactly 365 days, 5 hours, 48 minutes, and 46 seconds long, however, a solar calendar is not entirely accurate. Therefore, many cultures developed a third kind of calendar, the lunisolar calendar. In a lunisolar calendar, extra days are added periodically to align the lunar months with the solar year. The Chinese, Hebrew, and Gregorian calendars used today are lunisolar calendars.

2. Unity in Essays

An important element of a good paragraph is unity. Every good paragraph has unity, which means that only one main idea is discussed. For example, if your paragraph is about the advantages of electronic books, discuss only that. Do not discuss the disadvantages. Furthermore, it is a good idea for beginning academic writers to discuss only one advantage, such as the practicality of electronic books, in each paragraph. If you begin to discuss another advantage, for example, electronic books are space savers, start a new paragraph.

The second part of unity is that every supporting paragraph must directly explain or prove the main idea that is stated in the thesis statement. Do not include any information that does not directly support the topic sentence of the body paragraph. Sometimes students write supporting sentences that are “off the topic.” These are called irrelevant sentences.

For example, you are writing about electronic books. In the thesis statement, you mentioned some aspects of electronic books, such as ‘practicality, safety, and enjoyment’. Now, in the body paragraph of ‘practicality’, you mentioned ‘it is easy to download’. Then you said, ‘there are some software that are practical,’ and you mentioned some of them, including ‘the best one’. All the information about ‘software’ is off-topic.

Task 7: Both of the following paragraphs violate the rule of unity because they include one or more irrelevant sentences that do not directly support the topic sentence.

- Locate and underline the topic sentence of each paragraph.
- Find the irrelevant sentence(s) and cross them out.

Paragraph A

Adventure travel is the hot trend in the tourism industry. Ordinary people are no longer content to spend their two weeks away from the office resting on a sunny beach in Hawaii. More and more often, they are choosing to spend their vacations rafting down wild rivers, hiking through steamy rainforests, climbing the world’s highest mountains, or traversing slippery glaciers. People of all ages are choosing educational study tours for their vacations.

Paragraph B

Daredevil sports are also becoming popular. Young people especially are increasingly willing to risk life and limb while mountain biking, backcountry snowboarding, or high-speed skateboarding. Soccer is also becoming increasingly popular in the United States, where it was not well known until recently. One of the riskiest new sports is sky-surfing, in which people jump out of aeroplanes with graphite boards attached to their feet. Sky-surfing rivals, skydiving and bungee jumping for the amount of thrills and risk.

Task 8: Both of the following paragraphs have not only two or more topics but also irrelevant sentences.

- Decide where each paragraph should be divided into two or more paragraphs. Underline the topic sentence of each.
- Find the irrelevant sentence(s) and cross them out.

Paragraph A

Because the Internet makes the world feel smaller, the value of having a common language has greatly increased. The question is-which language? The Internet grew up in the United States, which is why the largest percentage of its content is now in English. Bill Gates, Microsoft's president, believes that English will remain valuable for a long time as a common language for international communication. His company spends \$200 million a year translating software into other languages. He says, "Unless you read English passably well, you miss out on some of the Internet experience." Someday, software may be available to instantly translate both written and spoken language so well that the need for any common language could decline. That day is decades away, however, because flawless machine translation is a very tough problem. Software that does crude translations already exists. It is useful if all you are trying to do is understand the general idea of something you see on your computer screen. However, if you are trying to negotiate a contract or discuss a scientific subject where details are important, machine translation is totally useless. Computer spelling checkers also exist for various languages.

Paragraph B

Even when you try to be polite, it is easy to do the wrong thing inadvertently in a new culture. For example, when someone offers you food or a beverage in America, accept it the first time it is offered. If you say "No, thank you" because it is polite to decline the first one

or two offers in your culture, you could become very hungry and thirsty. An American thinks that 'no' means "no" and will usually not offer again. American meals are usually more informal than those in other countries, and meal times may differ. Although Americans are usually very direct in social matters, there are a few occasions when they are not. If an American says, "Please, drop by sometime," he may or may not want you to visit him in his home. Your clue that this may not be a real invitation is the word 'sometime.' In some areas of the United States, Americans do not expect you to visit them unless you have an invitation for a specific day and time. In other areas of the United States, however, 'dropping by' is a friendly, neighbourly gesture. Idioms are often difficult for newcomers to understand.

Task 9: Write body paragraphs on one of the following thesis statements:

- Electronic books are becoming an increasingly popular choice for modern readers because of their instant access to a vast library of texts, cost-effectiveness, and environmental friendliness.
- E-learning offers an effective and inclusive approach to modern education due to its flexible scheduling, accessibility regardless of location, and personalised learning opportunities.

Conclusion

In conclusion, coherence and unity are essential to effective essay writing because they help readers clearly understand and follow the writer's ideas. By repeating key nouns, using appropriate pronouns, applying transition signals, and organizing ideas logically, students can create smooth, well-structured paragraphs. At the same time, maintaining unity ensures that every sentence supports the paragraph's main idea. By practicing these techniques, learners can improve the clarity, organization, and overall quality of their academic writing, making their essays more persuasive and easier to read.

Lesson Four: Writing Good Introductions and Conclusions**Overview**

In this lesson, students will learn how to write effective introductions and conclusions for academic essays. They will explore different types of hook sentences, practise writing clear general statements, and develop focused thesis statements with subtopics. Students will also learn how to restate a thesis, summarise key points, and give a strong final message in a concluding paragraph. Through guided examples and practice tasks, they will improve the clarity, organisation, and impact of their written work.

By the end of the lesson, students will be able to:

- Identify the parts of an effective introductory paragraph (hook, general statement, thesis statement).
- Write different types of hook sentences that are relevant to a given topic.
- Formulate clear, focused thesis statements that include a main topic and subtopics.
- Recognise and plan the organisation of an essay (chronological, logical, compare and contrast) from a thesis statement.
- Write concluding paragraphs that restate the thesis, summarise key points, and give a final message (prediction, suggestion, or call to action).
- Revise sample introductions and conclusions to improve clarity, coherence, and impact.

Introduction

Writing a good essay begins with a strong introduction and ends with a powerful conclusion. In this lesson, you will learn how to capture your reader's attention with effective hook sentences, write clear general statements and focused thesis statements, and organize your main ideas logically. You will also practice writing conclusions that summarize your key points and leave a lasting impression on your reader. By the end of the lesson, you will be able to plan and write well-structured introductory and concluding paragraphs for academic essays.

1. Writing Good Introductions

A good introduction captures your reader's attention. It is funnelled and introduces the topic clearly. A good introduction provides information relevant to the topic (a general statement) and states the essay's main idea (a thesis statement). It has two parts: a general statement and a thesis statement.

A good introduction covers the WHAT, WHY, and HOW. What is your essay going to address (topic), why it is important or useful (sub-ideas), and how you are going to argue your points (organisation: chronological, logical, or compare and contrast)

1.1 Writing a Hook Sentence

A hook sentence is the opening line of an essay, article, or paragraph designed to capture the reader's attention. Its aim is to engage the reader and motivate them to continue reading by evoking curiosity, interest, or emotion right from the beginning. Ensure your hook relates to your topic and engages the reader with your essay's subject.

Example: Imagine waking up one morning to find that you can no longer use your smartphone, ever again.

➤ Tips for Writing a Hook Sentence

- Use a Surprising Fact or Statistic

e.g., "Did you know that people spend an average of six years of their life waiting in line?"

- **Ask a Thought-Provoking Question**

e.g., “What would you do if you found a wallet on the street?”

- **Include a Quotation**

e.g., “Albert Einstein once said, ‘Imagination is more important than knowledge.’

- **Paint a Vivid Picture**

e.g., “The chilly wind whipped through the trees as the sun disappeared behind the mountains.”

- **Make a Bold Statement**

e.g., “Social media is ruining real-life communication.”

- **Share a Brief Anecdote or Story**

e.g., “When I was seven, I got lost in a bustling shopping mall, and learned the importance of staying calm.”

- **Set the Scene**

e.g., “It was midnight in Paris, and every streetlight shimmered with promise.”

- **Use Humor**

e.g., “My dog ate my homework, so I tried to convince my teacher that I did it.”

1.2 Writing a Good General Statement

The first sentence in an essay is the most important one because, if written successfully, it will strike the reader’s eye and interest. (trap the reader/ make him fall in love with what you write). Therefore, the first sentences of the introductory paragraph should be a hook for your reader. A good and effective general statement is the most original one. There are three most common attention-getting techniques to write a good general statement.

- Telling a dramatic or funny story
- Using surprising facts or statistics
- Offering a historical background
- Giving a definition

Task1: Let us observe the following introductions.

1. Find the general statement part
2. Name the technique used in each introductory paragraph.
3. In your opinion, which introduction attracts the reader's interest and why?

Paragraph A

The Pilgrims who arrived in Massachusetts in 1620 sought religious freedom. In the seventeenth and eighteenth centuries, many African men and women were brought to the South as slaves to work on large plantations. Immigrants from northern and southern Europe arrived in the early nineteenth century to escape poor economic conditions at home. Later in the nineteenth century, the first Chinese immigrants came as contract labourers to build the railroads connecting East and West. In the twentieth century, political and economic refugees arrived from Asia, Eastern Europe, and Latin America. Indeed, the United States has welcomed immigrants from many parts of the world, and they have come for many reasons. Their ability to adjust to life in their adopted land has depended on several factors.

Paragraph B

On 14 November 1963, a few miles off the southern coast of Iceland, the crew of a fishing boat saw smoke on the horizon. Thinking another fishing boat was on fire, they went to investigate. When they got closer, they realised the smoke was not from a burning boat; it was from an undersea volcano about to erupt. The following day, ash, cinders, and pumice were blown 1,000 feet into the air. The fishermen had witnessed a rare event-the violent birth of an island. The volcano continued erupting for about four years, eventually forming an island roughly one square mile in area and 560 feet high. The birth of Surtsey, as the island is named, offered scientists an extraordinary chance to learn how life begins on a barren landmass.

Paragraph C

Got high blood pressure? Try a truffle. Worried about heart disease? Buy a bonbon. It is the best news in years! Studies in two prestigious scientific journals say dark chocolate is good for you. It seems that eating a small piece of dark chocolate regularly can reduce the risk of heart disease because dark chocolate, but not milk chocolate or white chocolate, contains high amounts of flavonoids, powerful cholesterol-fighting compounds. What is the next health food going to be? Ice cream? Sugar cookies? There are so many conflicting news stories about which foods are good for you that it is often difficult to make the right choices at the supermarket.

1.3 Writing a Good Thesis Statement

A good thesis statement is

- Narrow
- States the main topic
- Often lists the subdivisions of the topic or subtopics
- May indicate the method of organisation of the entire paper
- It is usually the last sentence in the introductory paragraph

N.B. When listing two or more Subtopics in a thesis statement, a colon (:) is often useful

A good thesis statement includes three parts

- Topic Identification (name the topic you are talking about)
- Claim (state your belief about the topic)
- Direction (reasons that you are going to use to justify your claim about the topic)

Consider the following example:

- **Topic Identification:** written expression module (topic)
- **Claim:** It is the most important module that affects students' levels (my belief about written expression)
- **Direction:**
 - 1- It helps students to express themselves in a written way
 - 2- It is beneficial for other modules (developing lessons)
 - 3- It matches the exam's requirements (all the exams involve written ability)
- **Thesis Statement:**

The written expression module is the most important module that affects students' levels because it helps them express themselves, benefits other modules, and aligns with exam requirements.

Task 2: In each of the following two thesis statements, both the method of organisation and the major subdivisions of the topic are indicated. Each subdivision will itself become the topic of a separate paragraph in the body of the essay. How many paragraphs will the body of each essay probably contain? Underline the topics of each paragraph

1. The status of women in Africa has changed remarkably in recent years due to increased educational opportunities and changes in the country's laws.
2. The status of women in Africa has improved remarkably in recent years across economic independence, political rights, educational opportunities, and social status.

Task 3: Locate the main topic and the subtopics in each of the following thesis statements by underlining the subtopics. Draw a circle around the words or punctuation marks that are used to introduce the Subtopics.

1. Women generally live longer than men for two main reasons: they tend to take better care of their health, and they have better resistance to stress.

2. Drug and alcohol abuse among teenagers can be traced to the following causes:
lack of parental supervision, no strict enforcement of drug laws, and the social as well as psychological problems of teenagers themselves.
3. When choosing a major, a student must consider factors such as personal interests, job opportunities, and the availability of training institutions.
4. An architect should be both an artist and an engineer.

Task 4: Complete the following thesis statements by adding Subtopics:

1. A computer is necessary for college students for three reasons.....
2. Successful students have the following qualities
3. Poverty creates negative consequences for society such as
4. My two sisters are as different as day and night, not only in
5. Choosing a career.....
6. A personal bad habit.....
7. Traveling
8. Reading Books

2. Writing Good Conclusions

The conclusion is the final paragraph in an essay. It has three purposes.

- It signals the end of the essay. To do so, begin your conclusion with a transition signal.
- It reminds your reader of your main points, which you can do in one of two ways: You can paraphrase your thesis and summarise your subtopics.

- It leaves your reader with your final thoughts on the topic. This is your opportunity to convey a strong, effective message that your reader will remember.
 - Make a prediction
 - Suggest results or consequences
 - Suggest a solution, make a recommendation, or call for action.
 - Quote an authority on the topic

The minimum length of a concluding paragraph is four sentences.

Task 5: Turn the following introductory paragraph into a concluding one by paraphrasing the thesis statement and summarising key points mentioned in the paragraph. Add your own comments as a final message to the reader.

New technology creates new opportunities for good and for ill. Anyone with a computer, access to the Internet, and an Email address has probably received at least some unsolicited, unwanted email. There seems to be no way to avoid "spam," as junk Email is now called. Worse, the anonymity of cyberspace has created opportunities for E-mailers to send rude, even abusive, messages without taking responsibility for their words. In my opinion, there is a need to develop etiquette rules, especially for this new form of communication.

Conclusion

In conclusion, effective essay writing depends on clear, well-structured introductions and conclusions. A strong introduction uses a hook, a general statement, and a focused thesis to tell the reader what the essay is about and how it will be organized. A good conclusion reminds the reader of the main points, rephrases the thesis, and leaves a final message through a prediction, suggestion, or call to action. By practicing these skills, students can make their writing more coherent, persuasive, and memorable across all their academic work.

Lesson Five: Descriptive Essays**Overview**

In this lesson, students will learn to write effective descriptive essays that create a clear, vivid picture in the reader's mind. They will review the purpose of description, examine the main components of a descriptive essay (introduction, body, and conclusion), and learn to develop a strong thesis statement that conveys a main impression. Students will also practice using sensory details and logical organization (by space and importance) to support their ideas, and then apply these skills by writing their own descriptive essay on a given topic.

By the end of the lesson, students will be able to:

- Define what a descriptive essay is and explain its purpose.
- Identify the main components of a descriptive essay (introduction, body, conclusion).
- Write a clear and specific thesis statement that expresses a main impression about a person, place, or thing.
- Use sensory details (sight, sound, smell, taste, touch) to create vivid and concrete descriptions.
- Organize a descriptive essay using logical order, such as space order or order of importance.
- Compose a descriptive essay on a given topic that shows, rather than simply tells, the reader about the subject.
- Revise their writing to strengthen the main impression and improve descriptive details.

Introduction

Descriptive writing allows us to paint pictures with words. Instead of simply telling the reader about a person, place, or thing, we use vivid language and sensory details so the reader can see, hear, smell, taste, and feel what we describe. In this lesson, we will learn what a descriptive essay is, explore its main components, and practice crafting strong thesis statements and detailed paragraphs that bring our topics to life.

1. Definition of the Descriptive Essay

Description is writing that creates a clear and vivid impression of the topic. Description translates a person, place, or thing into words, often appealing to the senses: sight, hearing, smell, taste, and touch.

2. Components of the Descriptive Essay

Four basics of good description

- It creates a main impression; an overall effect, feeling, or image; about the topic.
- It brings a person, place, or physical object to life for the reader
- It uses specific examples to support the main impression.
- It supports those examples with details that appeal to the five senses:

Sight, hearing, smell, taste, and touch.

3. Introduction of the Descriptive Essay

a) Hook

The hook is the opening sentence of the introduction. It introduces the subject or event and is designed to engage the reader's interest.

b) General statement

The general statement part of a descriptive essay can be written by providing personal background information, historical background information, or a dramatic/funny story.

c) Thesis statement

The thesis statement of a descriptive essay needs to state the **main topic** and the **Main Point in Description**.

In description, the main point is the main impression you want to create for your readers. If you do not have a main impression about your topic, it usually helps to think about how it smells, sounds, looks, tastes, or feels. A good thesis statement for a descriptive paragraph needs to be really specific.

- New York City ^{TOPIC} is always noisy ^{MAIN IMPRESSION}
- Even in the middle of the night, New York City ^{TOPIC} is alive with the noises of people at work and at play. ^{MAIN IMPRESSION}

It needs a topic and an impression part; the latter should be narrow

e.g., **topic** Maldives, primary **impression:** ideal vacation place

Statement: The Maldives is a perfect place for vacation

Specific Thesis Statement: The Maldives is an ideal place for vacation, with its private and relaxing beaches

Task 1: Select a person from your class and write a descriptive thesis statement

4. Body of the Descriptive Essay

a) Finding details and supporting description

In description, **support** is the specific, concrete details that show the sights, sounds, smells, tastes, and textures of your topic. Your description should show your readers what you mean, not just tell them. Sensory details can bring your description to life. Here are some qualities to consider:

Sight	Sound	Smell	Taste	Touch
Colors?	Loud /soft?	Sweet /sour?	Good? (What	Hard /soft?
Shapes?	Piercing	Sharp /mild?	does	Liquid /solid?
Sizes?	/soothing?	Good? (Like	“good” taste	Rough /smooth?
Patterns?	Continuous	what?)	like?)	Hot /cold?
Shiny /dull?	/off and	Bad? (Rotten?)	Bad? (What does	Dry / oily?
Does it look like	on?	New? (New what?	“bad” taste like?)	Textures?
anything else?	Pleasant	Leather? Plastic?)	Bitter /sugary?	Does it feel like
	/unpleasant?	Old?	Metallic?	anything else?
	(How?)	Does it smell like	Burning? Spicy?	
	Does it sound	anything else?	Does it taste like	
	like		anything else?	
	anything else?			

Table 4: Sensory Details Needed in Descriptive Essays

b) Organisation

Descriptions can use any of the orders of organisation, **space**, or **importance**, depending on the purpose of the description.

i) Space

If you are describing what someone or something looks like, use space order, the most common way to organise a description.

Top to bottom/bottom to top, right to left/left to right, near to far/far to near.

ii) Importance

If one detail about your topic is the strongest, use the order of importance and leave that detail for last. End with a detail that will make the strongest impression.

C) Transitional Signals for Descriptive Essays

Space	Importance
Above, beneath, inside, to the left / right	Especially, more /even more, most
Across, beside, near, to the side, at the bottom / top	vivid, in particular, most, strongest
beyond, next to under / underneath	
Behind, farther / further opposite, where, below, in front of, over	

Table 5: Transitional Signals for Descriptive Essays

5. Conclusion of the Descriptive Essay

In the conclusion of a descriptive essay, the writer has to remind the reader of the main impression of the thing being described. This can be mainly done by rephrasing the thesis statement. Support it by summarising the main descriptions.

Task 2: Analyse the following model of descriptive essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers' attention?
3. How is the general statement formed?
4. Where is the thesis statement? Show its parts
5. How are the body paragraphs formed?
6. Which of the four senses are involved in the description? Highlight them.
7. How was the conclusion formed?

The Best Pizza in Town and Maybe the World

I have suffered a great deal because of a terrible addiction to pizza. Basically, I enjoy pizza too much. In fact, I enjoy it so much that I won't share it, not even with my mother. People often think of pizza as junk food, but because you can put almost anything on a pizza, you can make it quite healthy if you want. People in my hometown of Cabimas, Venezuela,

laugh at me and call me the Pizza King of Cabimas. Actually, it is a name that I am proud of. I have eaten pizza in many places, and none is as good as the pizza of Cabimas.

The best place to eat pizza in Cabimas is at Papa's. Customers have to wait in line to get a table, but the wait is worth it. Once they are seated, pizza-lovers can choose from many varieties of pizza, such as pizza with shrimp and smoked oysters or pizza with pine nuts and garlic, but my favorite is the sausage and pepperoni. First of all, it is big. When the waiter puts it down in front of me, I feel happy because I will get enough to eat. It smells of garlic, oil, and spices. And it looks delicious, too. The sauce oozes out from under a layer of rich melted cheese. The best part is the first bite. I sink my teeth into a slightly crunchy crust. thick tomato sauce, and gooey cheese, and I am in heaven. I can eat two of these pizzas in one night even though I know I will have a stomachache afterwards.

Now that I am in the United States, I am trying different kinds of pizzas here. I have never seen so many different pizza restaurants! I want to try them one by one. So far, some of them are delicious, but I am convinced that the best pizza in the world is still at Papa's restaurant, a couple of blocks from the house where I grew up.

Task 2: Analyse the following model of descriptive essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers' attention?
3. How is the general statement formed?
4. Where is the thesis statement? Show its parts
5. How are the body paragraphs formed?
6. Which of the four senses are involved in the description? Highlight them.
7. How was the conclusion formed?

Food from the Sea

My father told me that we should always respect nature and learn where our food comes from. He said that food tastes better when you get it yourself and eat it in a natural place. To show me this was true, my father took me to the ocean, where we caught our own delicious crabs and ate them.

I will always remember the taste of the crabs we caught that day. The beach was quiet and still at six o'clock. The tide had just come in, so there were many crabs walking slowly on the white sand. We sat a few feet away from my father's special crab traps. The traps were made of bamboo, and they looked like round cages, but one side had a small entrance for the crab to go in. There were some small, fragrant fish in the trap. The fishy smell made the crabs hungry, so they crawled into the traps. We watched the crabs walk into the traps, and I smelled the strong smell of the dark, oily fish. Overhead, we heard the sounds of seagulls and pelicans in the sky. I think the seagulls wanted to eat the fish, too. Once the traps were full, we took off our shoes and threw them over our shoulders so we could walk on the wet sand and feel the water pushing and pulling at the beach. Later, we built a fire and ate boiled crabs on the beach. We cracked their shells. The meat was white, pinkish, and tender. It tasted sweet and a little salty. We did not want to stop eating crab. We sat on the sand, surrounded by crab shells, and watched the sun go down into the ocean.

From that day on, I knew my father was right. Food tastes best when it is something that you have caught or grown yourself. I have eaten crab many times since then, but it has never tasted as good as it did that day.

Task 2: Write a descriptive essay on one of the following topics

- Describe from memory a place that you visited as a child. Write about the place and provide enough details so the reader can see its importance.

- If you could have a conversation with a famous person, whether living or dead, who would you choose? Describe in detail who this person is and why you would want to talk to them.

Conclusion

In this lesson, we have seen that a good descriptive essay does more than list facts; it creates a strong main impression and brings the subject to life through sensory details. By using a clear thesis statement, organizing ideas in a logical order, and carefully choosing words that appeal to sight, sound, smell, taste, and touch, writers can help readers vividly imagine a person, place, or thing. As you write your own descriptive essays, remember to focus on one main impression and support it with specific, concrete details that show rather than simply tell.

Lesson Six: Narrative Essays**Overview**

This lesson introduces students to narrative essays as stories with a clear purpose and message. Students learn the key components of effective narration, including setting, theme, mood, characters, and plot, and how to organize events in chronological order using appropriate transitional signals. Through the analysis of two model narrative essays, learners identify the purpose, thesis statement, body paragraph structure, and techniques of the conclusion. Finally, they apply these skills by writing their own narrative essay about a personal experience that taught them an important lesson.

By the end of the lesson, students will be able to:

- Define what a narrative essay is and explain how it differs from other types of academic essays.
- Identify and describe the key elements of effective narration
- Recognize the components of a narrative essay
- Analyze sample narrative essays to determine their purpose, thesis statement, organization, and strategy for the conclusion.
- Use time-order organization and appropriate transitional signals to sequence events clearly.
- Distinguish between primary support and secondary support in a narrative.
- Compose a narrative essay on a personal experience that clearly expresses a main point or lesson learned.

Introduction

A narrative essay is a piece of writing that tells a story, usually from the writer's point of view. Unlike other academic essays, narrative essays let you be more personal and creative. You can describe real experiences, share your feelings, and use vivid details to help your readers see, hear, and feel what happened. By the end of this lesson, you will understand the elements of a good narrative, how to organize your ideas in time order, and how to write a story that clearly conveys the lesson or main point you learned from the experience.

1. Definition of the Narrative Essay

When you write a narrative essay, you are telling a story. Narrative essays are told from a defined point of view, often the author's, so there is feeling as well as specific, often sensory, details to get the reader involved in the elements and sequence of the story. The verbs are vivid and precise. The narrative essay makes a point, and that point is often defined.

A narrative essay tells a story. In fact, narrative is another word for story. In this unit, you will learn how to organise and write a narrative essay. Even though the narrative essay has the same basic form as most other academic essays, it allows the writer to be a little more creative than academic essays usually are. Narratives can tell long stories or just a few minutes' worth of excitement.

2. Components of the Narrative Essay

- It reveals something of importance to the writer (the main point).
- It includes all of the major events of the story (primary support).
- It brings the story to life with details about the major events (secondary support).
- It presents the events in a clear, usually chronological, order.

3. Elements of Effective Narration

a) Setting

The setting is the location where the action in a story takes place.

b) Theme

The theme is the story's central idea. Very often, the theme will address a common aspect of life or human nature, such as independence, envy, courage, failure, and success.

c) Mood

The mood is the feeling or atmosphere that the writer creates for the story. It could be happy, hopeful, suspenseful, or scary. Both the setting and descriptive vocabulary create the mood in a narrative.

d) Characters

The characters are the individuals in the story. The story's mood influences them and shapes their responses to the events they experience.

e) Plot

The plot is what happens in the story, that is, the sequence of events. The plot often includes a climax or turning point at which the characters or events change (suspense)

4. Introduction of the Narrative Essay**a) General Statement of a Narrative Essay**

Background information about the event

b) Thesis Statement of the Narrative Essay

The thesis statement of a narrative essay consists of the topic and the main point of the narration. In narration, the main point is what is important about the story to you and to your readers. It is also preferred to include the reason for importance in the thesis statement.

Topic + Main point in narration = Thesis Statement

e.g. My first trip abroad (topic)

Amazing (main point in narration)

Full of surprises (why it is important)

→ My first trip abroad was amazing because it was full of surprises (Thesis Statement)

e.g. A fight with my brother (topic)

It taught me something (why it is important)

I learned that it is better to stay calm. (main point in narration)

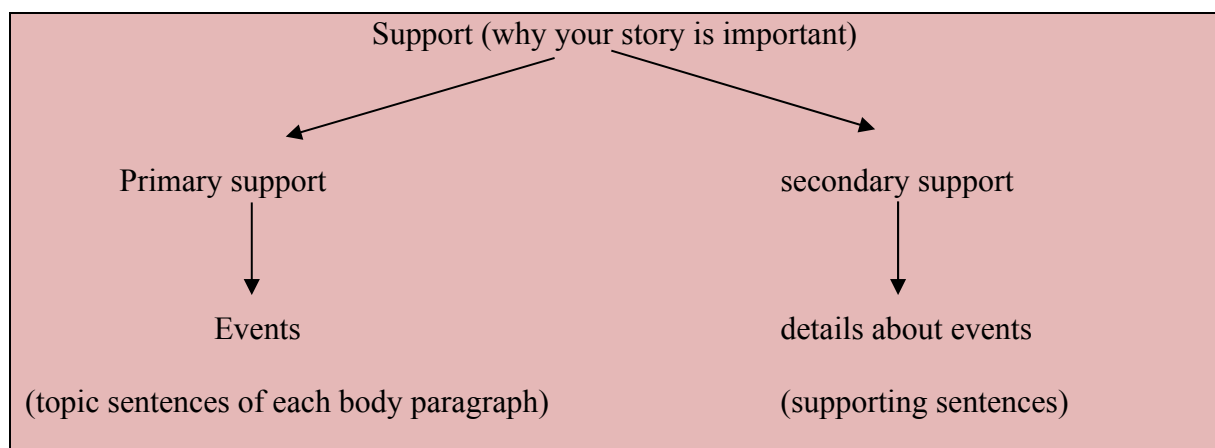
→ The last terrible fight I had with my brother taught me the importance of staying calm.

(Thesis Statement)

5. Body of the Narrative Essay

a) Support in Narration

In narration, support consists of the major events you include (primary support) and the details you provide about those events (secondary support). Your support should demonstrate your main point: what is important about the story



Narrating a story involves describing events from a particular point of view. We might experience the same event in the same place, but each person will notice different details and focus on different aspects because they perceive it differently.

b) Choosing Major Events

When you are writing a narration, you need to give more careful thought to which events to include, selecting only those that most clearly demonstrate your main point. (Do not include details that do not serve your main point; they will be considered irrelevant).

c) Giving Details about the Events

When you write a narration, include examples and details that will make each event more realistic and specific to your audience. Give your readers helpful information by adding details that make each event easier to visualise and understand.

d) Organisation

Narration usually presents events in the order in which they happened, known as **time order/ Chronological**. Narration begins at the start of the story and describes events as they unfold.

e) Transitional Signals

Here are some common transitional signals that can be used for a smooth transition between events in the narrative essay:

after	eventually,	meanwhile	Soon
as	finally	next,	then
at last	first	now	when
before	last	second	while
during	later	since	

Table 6: Common Time Transitions

6. Conclusion of the Narrative Essay

In the conclusion of a narrative essay, one can remind readers of the main point, its importance, and make an observation based on it. This is mainly done by rephrasing the thesis statement and supporting it with a summary of the main ideas.

- It can deliver the moral of the story by telling the reader what the character(s) learned from the experience.
- It can make a prediction or a revelation (the disclosure of something previously unknown) about future actions that will result from the events in the story.

Task 1: Analyse the following model of descriptive essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers' attention?
3. How is the general statement formed?
4. Where is the thesis statement? Show its parts
5. How are the body paragraphs formed?
6. How was the conclusion formed?

An Embarrassing Incident

Where I grew up, the rules for family life were very strict. My parents taught me to respect grandparents more than anyone else because they have lived the longest. They had more knowledge about life, and no matter what they said, even if it did not make sense, they were right. Hugging or kissing grandparents was disrespectful. Instead, I was told to greet them by kissing their hand. I thought that everyone lived and thought just as I did, but I soon found out this is not true.

One day, an American friend invited me to her birthday dinner. I was excited but nervous at the same time. I wanted her family to like me and to use my best manners. Slowly, I walked up to the house and rang the bell. My friend came running out with a big smile, telling me she was happy I had come. Then she let me in and introduced me to her parents. They smiled and said hello. Later my friend said, "Come here. I want you to meet my grandpa." I followed her into the living room, where her grandfather was sitting. She introduced us, and he reached out his hand. He was going to shake hands, but I thought he expected me to kiss his hand, so I did. He pulled his hand away and looked at me in a strange way. Everyone else in the room looked at me, and my friend started laughing.

I was confused. I sat down and tried to figure out what had happened. Just then, a little boy ran to my friend's grandfather and jumped on his lap. The little boy started hugging and kissing the grandfather. When I saw this, I got up, grabbed the little boy, and said, "NO." I guess I said it loudly because the room became silent, and all eyes were on me.

The next day at school, my friend asked me why I had kissed her grandfather's hand and why I had told the little boy to get away from him. I explained my customs to her, and she explained hers to me. I learned that good manners differ from country to country. Fortunately, my friend and I stayed very good friends.

In the end, what I had first seen as an embarrassing mistake became an important lesson. I realized that there is no single 'right' way to show respect; it depends on where you are and how people around you live. Now, whenever I meet someone from a different culture, I try to be open, ask questions, and be patient with myself if I make a mistake. That birthday dinner taught me that misunderstandings can be the beginning of deeper friendships and a better understanding of the world.

Task 2: Analyse the following model of descriptive essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers' attention?
3. How is the general statement formed?
4. Where is the thesis statement? Show its parts
5. How are the body paragraphs formed?
6. How was the conclusion formed?

A Scary Secret

My sister and I made a dangerous mistake one summer. I was thirteen , and my sister was fourteen. Our parents had taken us to the city where they grew up. We felt very grown - up as we rode to the hotel in a taxi. The hotel was very big, and it had a blue tile floor. After we unpacked our suitcases, our parents wanted to go to the market. My mother told us not to go outside. “We won’t,” my sister promised, but I knew that she was lying. We had already decided to go out and explore this strange and beautiful city by ourselves. It was a scary evening that taught us a valuable lesson.

As soon as my parents were out of sight, we got our things and went downstairs. We walked out of the hotel doors and down a narrow street. The sun was setting, and the light was very beautiful. We could hear the noises of traffic nearby, but the little street was quiet. Suddenly, a man with a gun stepped out from a doorway. He said, “Don’t move!” He was short, and he was wearing a dark green jacket and sunglasses. He came very close, and we could smell cigarettes and something terrible in his breath. We were terrified and couldn’t say anything. He said, “Give me your shoes.” So, I did. Then he took my sister’s purse and her gold ring and ran away.

The horrible man was gone, but we were still afraid. I remember that I fell against my sister. I heard her take a deep breath; she was shaking. We ran back to the hotel, across the blue tile floor, and up to our room. We did not feel safe until we got into our room and locked the door behind us.

The man scared us, but he also taught us something important. Before this experience, we did not always listen to our parents. We now learned that we should obey them. My sister and I became obedient daughters, and we enjoyed the rest of our vacation. However, we decided not to tell our parents about our adventure. We knew they would punish us even

though we had learned our lesson. This dangerous adventure is still a secret that I share with my sister.

Now, whenever I see a narrow, quiet street in a strange city, I remember that evening. I still feel a little afraid, but I also feel grateful. We were very lucky that nothing worse happened. My sister and I promised each other that we would never keep such a dangerous secret again. Some mistakes can be forgiven, but some can never be repeated.

Task 3: Write a narrative essay on one of the following topics:

- A time you stepped outside your comfort zone.
- A tragic event engraved in your mind.
- A time you got into trouble as a child

Conclusion

In this lesson, we learned that a narrative essay is more than a story; it is a story with a clear purpose and message. By focusing on key elements such as setting, characters, plot, mood, and theme, and by organizing events in chronological order with strong details, writers can bring their experiences to life for readers. As you write your own narrative essays, remember to make your main point clear and to show what you learned from the experience so that your readers understand why your story matters.

Semester Two

- **Lesson One:** The Expository Essay
- **Lesson Two:** The Classification Essay
- **Lesson Three:** The Comparison/ Contrast Essay
- **Lesson Four:** The Cause-and-Effect Essay
- **Lesson Five:** The Argumentative Essay

Lesson One: Expository Essays**Overview**

In this lesson, you will explore how expository essays work and why they matter. You will learn the main parts of an expository essay: introduction, body, and conclusion, and see how writers use hooks, general statements, and thesis statements to introduce a topic. By examining model texts, you will notice how each body paragraph focuses on a single main idea, supported by explanations and examples, and how a conclusion brings the ideas together without adding new information. By the end of the lesson, you should be able to understand, analyze, and begin writing your own clear and well-organized expository essay.

By the end of this lesson, students will be able to:

- Define what an expository essay is and explain its purpose.
- Identify the main parts of an expository essay (hook, general statement, thesis statement, body paragraphs, and conclusion) in a model text.
- Analyze how information and examples are used in body paragraphs to explain and support ideas.
- Plan and write a short expository essay on a familiar topic, using a clear structure and logical organization.

Introduction

Expository essays are a common form of academic writing that students encounter across many subjects. In this lesson, students will learn what an expository essay is, how it is structured, and how to write one effectively. By analyzing model essays and identifying the hook, general statement, thesis statement, body paragraphs, and conclusion, students will understand how information and analysis work together to explain a topic clearly. By the end of the lesson, they will be able to plan and write their own expository essay on a familiar topic.

1. Definition of the Expository Essay

An expository essay examines a specific topic and presents arguments. It involves clearly presenting the main idea, using contrast and comparison, and including relevant examples and explanations of specific phenomena. Expository essays are information plus analysis essays that aim to present important information about a specific subject.

2. Introduction of the Expository Essay

The introduction to an expository essay should be concise yet informative. To write a good introduction for an expository essay, you should focus on the idea of ‘tell me what you are going to tell me’. Like any essay, the introduction should be eye-catching. It should have three parts:

a. Hook

The hook is the first sentence of the essay, so it should pique interest in the essay's topic and encourage the reader to continue reading. Use one of the following strategies to ‘hook’ the reader:

- An eye-catching statement uses an interesting idea or one that opposes the thesis to introduce the topic.
- A surprising statistic uses a detail that is not widely known to introduce the topic.

- A quotation (by an expert on the topic) is a powerfully worded statement that begins the essay in a knowledgeable and authoritative way.
- A general truth introduces something about the topic that the reader can immediately agree with.
- A question gets the reader's attention by forcing them to think directly about the topic.

b. General Statement

Introduce all necessary pieces of information to help a reader understand the intention of your writing. It can be formed by:

- Giving the historical background related to the topic
- Defining the topic
- Giving background information related to the topic

c. Thesis Statement

Present the point of your essay (why are you writing) and support it (why is your topic interesting)

Topic: students studying abroad

Main point: the number of students studying abroad is increasing

Support: the specialized programs available, the high status of a foreign degree, and the desire for a new experience.

Here is the thesis statement:

The number of students studying abroad has been increasing due to specialized programs, the prestige of a foreign degree, and a desire for a new experience.

One possible way to form the hook sentence for the above thesis statement is as follows:

Is studying abroad something every student should do while in university?

3. Body of the Expository Essay

The body of an expository essay includes analysis and all findings. A good body for an expository essay should present examples and justifications. It focuses on the idea of ‘tell me’.

Each body paragraph in an expository essay should cover one and only one idea, and this idea should be supported with the use of justification (because) and examples. Show why the examples and justifications that you provided are important to your idea.

Ideas in an expository essay can be inferred by

- Explaining the history of the topic
- Providing some statistics on the topic.
- Mentioning the current situation regarding the topic
- mention attitudes or opinions towards the topic.

They can be organized:

- From general information to more specific information
- Using information familiar to the reader to provide information new to the reader.
- Chronologically (from older information to newer information)

4. Conclusion of the Expository Essays

The conclusion of an expository essay should summarize the key ideas discussed in the body paragraphs without introducing any new facts. It should focus on the idea of ‘Tell me what you told me’. It can be written by restating the thesis, stating the major final thoughts, and ending with the lessons learned. It should be kept lively.

Task 1: Analyse the following model of an expository essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers’ attention?

3. How is the general statement formed?
4. Where is the thesis statement? Show its parts
5. How are the body paragraphs formed?
6. How was the conclusion formed?

A Career to Make Life Worth Living

Many teenagers spend a lot of time contemplating what they want to do after graduating from high school. I am fortunate to already know: I decided to become a veterinarian when I was two or three years old. Just as humans need people to treat them with the respect and dignity they deserve, so do animals, and I want to be one of those people. Because of this, I am doing all I can at Reavis to lay the groundwork for my success in college. Then, once I am in college, I will study all animal species. Finally, I will find happiness in my career as a veterinarian because when animals need my help, I know I can help them.

First, as a freshman at Reavis High School, I keep my lifelong dream of becoming a veterinarian in mind. I have been taking my education here very seriously because I know that a person needs to be not only knowledgeable but also extremely disciplined to become a veterinarian. Because of this, I work hard to earn good grades, take pride in my work, and manage my time well. These skills will be particularly valuable when I enter college.

After leaving Reavis, I must attend college because it is required to become a veterinarian. In fact, a bachelor's degree is necessary in order to even enter a veterinarian program. One must also possess excellent communication, leadership, public speaking, and organizational skills. I have put a lot of thought into college and decided I would like to attend the University of Illinois. It is a wonderful school, and it even has a graduate program for students who want to become veterinarians.

Once I have completed a veterinarian program, I will be able to pursue my dream career. This career offers numerous benefits, the first being salary. The average veterinarian's salary is \$60,000 a year, which would definitely allow me to live a comfortable life. Secondly, it is a rewarding job. This job would give me the satisfaction of knowing I am helping or saving an animal's life. Finally, becoming a veterinarian would assure me a lifetime of happiness. I know I would love going to work every day because I would be working with what I love most: animals.

In summary, after graduating from Reavis, I plan to attend college to become a veterinarian. I love animals, and I want to do anything that I can to help them. I know I am only a freshman, but I also know that I am growing up quickly. As Ferris Bueller quotes, "Life moves pretty fast. If you don't stop and look around once in a while, you could miss it!"

Task 2: Analyse the following model of an expository essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers' attention?
3. How is the general statement formed?
4. Where is the thesis statement? Show its parts
5. How are the body paragraphs formed?
6. How was the conclusion formed?

Solar Power

"I'd put my money on the sun and solar energy. What a source of power! I hope we don't have to wait until oil and coal run out before we tackle that." In this statement, Thomas Edison, the inventor of the light bulb, recognized the sun as a virtually limitless source of

energy in 1931. Although a time when oil and coal are completely exhausted may be approaching, humanity has yet to harness the full potential of solar power. Televisions, refrigerators, air conditioners, and all the other appliances common in the developed world require vast amounts of electricity, meaning that the world's most powerful countries still very much depend on fossil fuels. In Sub-Saharan Africa, Southeast Asia, and parts of South America, however, solar power is already changing the lives of people who have until now lived without a steady electricity supply. As low-cost solar panels become available, they are being used most effectively in some of the world's poorest countries, which are also among the sunniest. Solar power is improving people's lives in developing countries by providing safe, efficient lighting, connecting them to the global mobile community, and increasing their independence.

Low-cost, solar-powered lamps provide a dependable and safe source of light for people in rural communities who often have no access to the national electricity grid. People either had to do without electricity or were limited to using unreliable, low-intensity light from candles or kerosene lamps at night. Now, a new solar-powered lamp, when charged for eight hours in bright sunlight, can provide up to 100 hours of continuous, stable light ("Solar"). As a result, families can now extend and enrich their days by pursuing hobbies or crafts and socializing later into the evening with a brighter, constant light. Furthermore, solar power is clean and safe. An Energy Resource Group article reports, "Health problems caused by toxic fumes from kerosene lamps are responsible for an estimated two million deaths annually" (Silver). In addition, both candles and kerosene are fire hazards, especially in homes that are predominantly made of wood. Solar-powered lighting removes these dangers from people's homes because it emits no fumes and has no open flame, so people benefit from cleaner air and reduced worry about fire. Solar power, therefore, has not only changed people's lives, but it has also made their lives safer

In addition to providing reliable, safe light, these solar panels help people in developing countries connect to global communication networks. The same solar panel that provides light at night can be used to charge a cellular phone, bringing several significant benefits. For example, New York Times writer Sharon La Franiere found that in rural, often remote parts of Sub-Saharan Africa, cell phones allow people to communicate easily and immediately with neighboring villages and provide access to banking networks and global information sources (C3). The same article also reported that in a study of rural communities in developing countries, shop owners, traders, farmers, and fishermen all claimed that access to a cell phone had a positive impact on their profits (La Franiere C3). As a result, their communities benefited economically. By providing a link to the world beyond the old limits of their immediate community, solar power is giving people in developing nations the means to improve their livelihoods.

Lastly, thanks to the technological benefits of solar power, people in developing countries can live with greater autonomy. Solar power allows a poor family to make considerable financial savings. A BBC news story explains that a solar-powered lamp is relatively expensive for most families in developing countries, but because it costs nothing to operate after purchase, it is much cheaper than alternatives such as kerosene (“Solar”). With their savings, more families can invest in developing or expanding their farms or small businesses, leading to greater financial stability and independence. Furthermore, solar power provides an environment in which people can educate themselves. In the journal *Africa Renewal* – United Nations Department of Public Information, it was concluded that literacy rates and the number of people studying for trade certificates are increasing faster in towns and villages where solar-powered lamps are accessible (Madamombe 10). Therefore, by allowing both children and adults to study at home in the evenings, solar power provides an

opportunity for many people in the poorest parts of the world to escape a life of dependency through better education.

In summary, solar power is making a significant difference to the lives of people in the developing world. By providing safe, clean, and efficient lighting, it reduces hazards in people's homes while brightening their evenings. In addition, the ability to charge a cell phone allows people to communicate with the world and grow their businesses. The increased time and money available give people the means to take control of their lives and build for the future. The evidence clearly shows that in parts of the world with abundant sunlight, harnessing solar energy can be a key to improving many people's lives.

Task 3: Write an expository essay about the topic of presentation that you presented in oral expression.

Task 4: Develop one of the following thesis statements in to an expository essay:

- Success is largely shaped by daily habits, as consistent routines influence productivity, mindset, and long-term goal achievement
- Emotional intelligence is essential for personal and professional success because it improves communication, strengthens relationships, and enhances decision-making.
- Social media has transformed communication by making it faster and more accessible while also creating challenges such as misunderstandings and reduced face-to-face interaction.

Conclusion

In conclusion, expository essays are a powerful way to explain ideas clearly and logically. By understanding how to craft an effective hook, state a clear general statement, and

present a focused thesis, you can introduce any topic with confidence. Well-structured body paragraphs, supported by explanations and examples, help you develop your ideas, and a strong conclusion ties everything together without introducing new information. As you continue to practice this type of writing, you will become better at organizing your thoughts, supporting your points, and communicating your ideas precisely and convincingly.

Lesson Two: Classification Essay**Overview**

In this lesson, students will be introduced to classification essays as a way to organize ideas in academic writing. They will learn the definition and purpose of a classification essay, examine model texts, and identify key elements, including the hook, general statement, thesis statement, body paragraph structure, and conclusion. Students will then apply this knowledge by analyzing the provided thesis statements and developing their own classification essay based on one of the suggested topics. By the end of the lesson, they should be able to plan and write a clear, well-organized classification essay using appropriate categories and transitions.

By the end of this lesson, students will be able to:

- Define what a classification essay is and explain its purpose in academic writing.
- Identify the parts of a classification essay (hook, general statement, thesis statement, body paragraphs, and conclusion) in model texts.
- Analyse how ideas are grouped into categories and supported with examples in the body paragraphs of a classification essay.
- Write a clear thesis statement that names the topic, states the basis of classification, and lists the categories.
- Plan and draft a short classification essay using appropriate categories, topic sentences, supporting details, and transition signals.

Introduction

In academic writing, it is not enough to simply list ideas or examples; writers must organize them in a logical and meaningful way. One effective way to do this is through a classification essay. A classification essay groups people, things, or ideas into categories based on shared characteristics. In this lesson, we will learn what a classification essay is, how it is structured, and how to write an effective thesis statement, body paragraphs, and conclusion.

1. Definition of the Classification Essay

A classification essay is a subtype of expository essays that organizes, orders, and categorizes subjects, ideas, or objects into distinct groups. It aims to arrange subjects and objects with similar characteristics.

2. Introduction of the Classification Essay

a) Hook

State an interesting hook statement to make your introduction appealing.

b) General Statement

Provide the essay's purpose and explain why the items are categorized.

c) Thesis Statement

A well-formed thesis statement for a classification essay should identify the subject to be categorized, state the basis of classification, and list the classification's groups.

Consider the following thesis statement:

Countries can be classified into three categories based on their economic conditions: developed, developing, and underdeveloped.

→ The subject to be categorized is: countries

→ The basis of classification is: economic status (not educational or social status)

→ The classification groups are: developed, developing, and underdeveloped countries

3. Body of the Classification Essay

The body section of the classification essay comprises three or more paragraphs, depending on the categories. Each paragraph provides relevant information, examples, and evidence to support the thesis statement. Also, start each paragraph with a topic sentence.

a. Organization

The right approach is to discuss the most critical category in the last paragraph.

b. Transitional signals/ phrases

Use classification-essay transition words to ensure the data flows logically from one paragraph to the next.

- The 1st kind, the 2nd kind, the 3rd kind
- The 1st group, the 2nd group, the 3rd group
- The 1st category, the 2nd category, the 3rd category

4. Conclusion of the Classification Essay

To write a good conclusion for a classification essay, you can follow these steps:

- Restate the thesis statement
- Summarize the various types that you have examined in your classification essay.
- Recommend the particular one over the others, depending on the subject matter.

Task 1: Analyse the following model of classification essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers' attention?
3. How is the general statement formed?

4. Where is the thesis statement? Show its parts
5. How are the body paragraphs formed?
6. How was the conclusion formed?

Exploring Learning Styles

Understanding how individuals absorb and process information is crucial for effective education. Learning styles, which encompass the diverse approaches people use to learn, can be categorized into three main types: visual, auditory, and kinesthetic. Each learning style has distinct characteristics, preferences, and strategies for grasping new concepts.

Visual learners excel in processing information through visual aids and imagery. They prefer seeing information presented in charts, graphs, diagrams, and maps. This group benefits significantly from colorful presentations, videos, and slideshows. In a learning environment, visual learners are likely to take detailed notes during lectures, relying on the written word as a powerful tool for comprehension. This style is effective when information is made tangible through visual representations.

On the other end of the spectrum, auditory learners absorb information best through listening. They excel in environments where information is presented verbally, such as lectures, discussions, and audiobooks. Group study sessions are particularly beneficial for auditory learners, providing opportunities to engage in conversations that aid information processing through dialogue. Incorporating background sounds or music can enhance their learning experience, as auditory cues help solidify concepts in their minds.

Meanwhile, kinesthetic learners are characterized by their hands-on, tactile approach to learning. They prefer physical experiences that involve movement, touch, and interaction. Kinesthetic learners thrive in environments that allow them to engage physically with the subject matter. Hands-on experiments, role-playing, and practical applications of concepts resonate with this group. While they may struggle in traditional lecture-based settings,

kinesthetic learners excel in situations where they can actively participate and manipulate the learning material. It is crucial to note that many individuals possess a combination of these learning styles, with one being more predominant. Recognizing and accommodating various learning styles in educational settings can lead to more effective teaching strategies and improved learning outcomes. In the dynamic landscape of education, acknowledging and embracing the diversity of learning styles is key to fostering a rich and inclusive learning environment.

In conclusion, learning styles play a pivotal role in shaping how individuals absorb and process information. The categorization of visual, auditory, and kinesthetic learners offers insights into the diverse approaches people take when learning. Educators can create a more inclusive and effective learning environment by understanding and accommodating these different styles, ultimately enhancing the educational experience.

Task 2: Analyse the following model of classification essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers' attention?
3. How is the general statement formed?
4. Where is the thesis statement? Show its parts
5. How are the body paragraphs formed?
6. How was the conclusion formed?

Types of Friends

Human beings are social animals. Most of us have numerous friends because we need them not only to have an enjoyable life but also to grow as individuals. Our friends share our

sorrows and joys and help us better understand ourselves. Not all friendships are created equal because we form friendships with others for various reasons. It may be appropriate to classify our friends into three groups: acquaintances, social friends, and best friends.

Acquaintances are friends we just happen to know in life. They may be our school fellows, work colleagues, neighbors, or just someone we met in a social setting. Our interactions with acquaintances are often formal and short. We may know their basic details, but we tend to avoid learning about their personal matters. It could be argued that acquaintances are the weakest form of friendship, and we make very little, if any, emotional investment in this form of friendship. The circle of acquaintances is usually the biggest among all types of friends because we simply tend to know many more people than those we interact with regularly, such as social friends and best friends.

The second type of friends is social friends. Social friends can be defined as people whose company we enjoy. We may spend more time with them and learn more about them than our acquaintances. Still, we usually avoid discussing more personal issues unless given a signal or permission. Social friends have the potential to become one of our best friends over time, but such friendships are not initially built on deep trust as much as they are built on common interests or shared social lifestyles. Our relationship with social friends is usually of higher quality than our relationship with acquaintances.

The third type of friendship is best friends. Our relationship with our best friends is the deepest among all kinds of friends. We may share our deepest concerns and secrets with our best friends that we may not share with social friends or acquaintances. Our best friends also have the most influence over us among all types of friends because we trust them. The circle of best friends tends to be the smallest among all types of friends because there are only so many people we can trust on a deep personal level. It is not uncommon for us to invest years in the best friendships because longer periods enable us to get to know people better.

_____ To sum up, we are social animals, which may explain the presence of friends in our lives. Friends can be divided into three main categories: acquaintances, social friends, and best friends. Acquaintances are people we happen to know, social friends are people whose company we enjoy, and best friends are people who have earned our trust. To me, the circle of acquaintances tends to be the biggest for many people, while the circle of best friends tends to be the smallest.

Task 3: Develop one of the following thesis statements into a classification essay:

- University students generally fall into three categories based on their academic motivation: goal-oriented, curious, and passive learners.
- Social media users can be divided into three groups: content creators, active interactors, and silent observers.
- Successful individuals often share three key habits: setting clear goals, maintaining discipline, and continuously learning.

Task 4: Following the model essay ‘types of friends’, write a classification essay by mentioning other categories of friends

Conclusion

In summary, a classification essay is a useful tool for organizing ideas by grouping people, things, or concepts into clear categories. By learning to write a strong introduction with a clear thesis statement, develop focused body paragraphs for each category, and end with a thoughtful conclusion, students can present their ideas in a logical and effective way.

Understanding this structure will not only help you write better classification essays but also improve your overall academic writing and critical thinking skills.

Lesson Three: Compare/Contrast Essay**Overview**

In this lesson, students will learn how to write effective compare/contrast essays. They will review the definition and purpose of comparison and contrast, study the basic structure of introductions, body paragraphs, and conclusions, and learn two main organizational patterns: point-by-point and whole-to-whole (block). By analyzing model essays and identifying thesis statements, topic sentences, and transitional signals, students will see how writers present similarities and differences clearly. Finally, they will apply these skills by developing their own compare/contrast essays on familiar topics.

By the end of this lesson, students will be able to:

- Define what a compare/contrast essay is and explain its purpose in academic writing.
- Identify thesis statements, points of comparison/contrast, and transitional signals in model essays.
- Distinguish between point-by-point and whole-to-whole (block) organization in compare/contrast essays.
- Plan a compare/contrast essay by selecting appropriate subjects and organizing key similarities and differences.
- Write a coherent compare/contrast essay with a clear introduction, well-organized body paragraphs, and an effective conclusion on a given topic.

Introduction

In academic writing, we often need to show how two things are similar and how they differ. This is called compare and contrast. Comparing and contrasting ideas, people, places, or events helps us think more critically and express our opinions more clearly. In this lesson, you will learn what a compare/contrast essay is, how it is organized, and how to write an effective introduction, body, and conclusion. You will also analyze sample essays and then practice writing your own compare/contrast essay on familiar topics.

1. Definition of the Compare/Contrast Essay

Comparison is writing that shows the similarities among subjects; people, ideas, situations, or items; **contrast** shows the differences. In conversation, people often use the word compare to mean either comparison or contrast, but in this lesson, the terms will be kept separate.

Compare = Similarities

Contrast = Differences

2. Basics of Good Comparison and Contrast

A good compare and contrast essay includes the following:

- It uses subjects that are sufficiently similar to be compared/contrasted in a useful way.
- It serves a purpose — either to help readers make a decision or to help them understand the subjects.
- It presents several important, parallel points of comparison /contrast.
- It arranges points in a logical order.

3. Introduction of the Compare/Contrast Essay

- Hook

It is the opening sentence(s) that attract the readers' attention.

- **General Statement**

One of the ways to form a general statement as part of a compare/contrast essay is by defining the subjects/objects of comparison.

- **Thesis Statement**

It is made up of two parts

Subjects/objects + main point

e.g.,

- My two sisters ^(subjects) have completely different personalities ^(main point)
- The Vietnam and Iraq wars ^(subjects) have several significant similarities. ^(main point)
- The United States and Russia ^(subjects) provide a good example of two countries that are geographically distant and have fundamental differences, yet still find commonalities. ^(main point)

4. Body of the Compare/Contrast Essay

In the body of a compare/contrast essay, choose points that will be convincing and understandable to your readers. Explain your points with facts, details, or examples.

4.1 Organization in the Comparison and Contrast Essay

Although body paragraphs in a comparison /contrast essay should often be organized by **order of importance**, meaning that the most important point is saved for last, they can be organized in two ways:

- **Point-by-point**

It is an organization that presents one point of comparison or contrast between the subjects, then moves on to the next.

- **Whole-to-whole (Block)**

It is an organization that presents all the points of comparison or contrast for one subject, then all the points for the next subject.

Consider the information displayed in the following table:

Point of Comparison	Job X	Job Y	Same or Different?
Salary	30\$/ hour	25\$/ hour	different
Frequency of raises	Annual evaluation	Semi-annual evaluation	
Benefits	good	good	same
Vacation			
Health insurance			
Pension plan			
Sick leave			
Advancement opportunities	not good	good	different
Workplace atmosphere	high pressure, competitive	friendly, supportive	different
Commuting distance	30 minutes	32 minutes	same

Table 7: Sample Data for Comparison

Data in the above table can be organized following the point-by-point model as follows:

Point-by-point organization	Introduction
	Thesis statement: One way to decide between two job offers is to compare the on important points.
	Body
	A. Salary
	B. Benefits
	C. Opportunities for advancement
	D. Workplace atmosphere
	E. Communicating distance from home
	Conclusion

Another way to organize the same data is to follow the whole-to-whole (block) organization, which can be shown as follows:

Whole-to-whole (Block) Organization	Introduction Thesis statement: One way to decide between two job offers is to compare the on important points. Body A. Similarities ○ Benefits ○ Communicating distance from home B. Difference ○ Salary ○ Opportunities for advancement ○ Workplace atmosphere Conclusion
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4.2 Using Transitions in Comparison and Contrast

To achieve a smooth transition between ideas and body paragraphs in a compare-and-contrast essay and to guide your reader in identifying areas of similarity and difference, some transitional signals can be employed. Some common of these latter are stated in the following table:

Comparison Transitions	Contrast Transitions
both	in contrast
like	most important difference
most important similarity	now/then
one similarity/ another similarity	one difference/ another difference
similarly	unlike
	while

Table 8: Common Compare/Contrast Transitions

5. Conclusion of the Compare/Contrast Essay

To write a good conclusion for a compare/contrast essay, some steps can be followed:

- Paraphrase the thesis statement
- Summarize the main ideas of the body
- Insert your opinion implicitly

6. Compare/Contrast Essay Structure

To sum up what has been explained about the structure of a compare-and-contrast essay, it can be further simplified in the following chart:

Compare/Contrast Essay Structure	
Point-by-point organization	Whole-to-whole (block) organization
Introduction (Set up the compare/contrast) - Hook - General Statement - Thesis Statement Body - Body paragraph 1: point of comparison or contrast - o Subject/object A - o Subject/object B - Body paragraph 2: point of comparison or contrast - o Subject/object A - o Subject/object B - Body paragraph 3: point of comparison or contrast - o Subject/object A - o Subject/object B Conclusion ➤ Remind readers of the main point and makes an observation based on it	Introduction (Set up the compare/contrast) - Hook - General Statement - Thesis Statement Body - Body paragraph 1: Subject/object A - o 1st point of comparison or contrast - o 2nd point of comparison or contrast - o 3rd point of comparison or contrast - Body paragraph 2: Subject/object B - o 1st point of comparison or contrast - o 2nd point of comparison or contrast - o 3rd point of comparison or contrast Conclusion ➤ Remind readers of the main point and makes an observation based on it

Task 1: Analyse the following model of a compare/contrast essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers' attention?
3. How is the general statement formed?
4. Where is the thesis statement? Show its parts
5. How are the body paragraphs formed?
6. Which type of organization was adopted?
7. Find the transitional signals
8. What is the role and purpose of paragraph four?
9. How was the conclusion formed?

Japan and the United States: Different but Alike

The culture of a place is integral to its society, whether that place is a remote Indian village in Brazil or a highly industrialized city in Western Europe. The culture of Japan fascinates people in the United States because, at first glance, it seems so different. Everything that characterizes the United States-newness, racial heterogeneity, vast territory, informality, and an ethic of individualism- is absent in Japan. There, one finds an ancient and homogeneous society, an ethic that emphasizes the importance of groups, and a tradition of formal behavior that governs every aspect of daily life, from drinking tea to saying hello. On the surface at least, U.S. and Japanese societies seem totally opposite.

One obvious difference is the people. Japan is a homogenous society of one nationality and a few underrepresented minority groups, such as the ethnic Chinese and Koreans. All areas of government and society are controlled by the Japanese majority. In contrast, although the United States is a country with originally European roots, its liberal immigration policies have resulted in it becoming a heterogeneous society of many ethnicities, Europeans, Africans, Asians, and Latinos. All are represented in all areas of U.S. society, including business, education, and politics.

Other areas of difference between Japan and the United States involve issues of group interaction and sense of space. Whereas people in the United States pride themselves on individualism and informality, the Japanese value groups and formality. People in the United States admire and reward those who rise above the crowd; in contrast, a Japanese proverb says, "The nail that sticks up gets hammered down." In addition, while North Americans' sense of size and scale developed from the vastness of the continent, Japanese genius lies in the diminutive and the miniature. For example, the United States builds airplanes, while Japan produces transistors.

Despite these differences, the two apparently opposite cultures share several important experiences.

Both, for example, have transplanted cultures. Each nation has a “mother” society- China for Japan, and Great Britain for the United States-that has influenced the daughter in countless ways: in language, religion, art, literature, social customs, and ways of thinking. Japan, of course, has had more time than the United States to work out its unique interpretation of the older Chinese culture, but both countries reflect their cultural ancestry.

Both societies, moreover, have developed the art of business and commerce, of buying and selling, of advertising and mass producing, to the highest levels. Few sights are more reassuring to people from the United States than the tens of thousands of busy stores in Japan, especially the beautiful, well-stocked department stores. To U.S. eyes, they seem just like Macy’s or Neiman Marcus. In addition, both Japan and the United States are consumer societies. The people of both countries love to shop and are enthusiastic consumers of convenience products and fast foods. Vending machines selling everything from fresh flowers to hot coffee are as popular in Japan as they are in the United States, and fast-food noodle shops are as common in Japan as McDonald’s restaurants are in the United States.

A final similarity is that both Japanese and people in the United States have always emphasized the importance of work, and both are paying a price for their commitment to it: increased stress and weakened family bonds. People in the United States, especially those in business and in the professions, regularly put in twelve or more hours a day at their jobs, just as many Japanese executives do. Also, while the normal Japanese workweek is six days, many people in the United States who want to get ahead voluntarily work on Saturday and/or Sunday in addition to their normal five-day workweek.

All in all, Japan and the United States: different, yet alike. Although the two societies differ in many areas, such as racial heterogeneity versus racial homogeneity, individualism

versus group cooperation, and informal versus formal forms of behavior, they share more than one common experience. Furthermore, their differences probably contribute as much as their similarities to the mutual interest the two countries share. It will be interesting to see where this reciprocal fascination leads in the future.

Task 2: Analyse the following model of a compare/contrast essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers' attention?
3. How is the general statement formed?
4. Where is the thesis statement? Show its parts
5. How are the body paragraphs formed?
6. Which type of organization was adopted?
7. Find the transitional signals
8. How was the conclusion formed?

Warren and Mary: A Literary Analysis of a Poem by Robert Frost

In "Death of the Hired Man," Robert Frost uses a brief incident—the return of Silas, an aging farmhand—to dramatize the differences between a husband and wife. As Warren and Mary talk about Silas and reveal his story, the reader learns their story, too. By the end of the poem, Warren and Mary emerge as contrasting personalities; one is wary and reserved, while the other is open and giving.

Warren is a kindly man, but his basic decency is tempered by practicality and emotional reserve. Warren is upset with Mary for sheltering Silas, who is barely useful and sometimes unreliable: "What use he is there's no depending on." Warren believes he has already done his duty toward Silas by hiring him the previous summer and is under no

obligation to care for him now. “Home,” says Warren, “is the place where, when you have to go there/They have to take you in.” Warren’s home is not Silas’s home, so Warren has no legal or moral duty to keep the shiftless old man. Warren’s temperament, in turn, shapes his attitude toward Silas’s arrival. Warren hints to Mary—through a condescending smile—that Silas is somehow playing on her emotions or faking his illness. Warren considers Silas’s supposed purpose in coming to the farm—to ditch the meadow—nothing but a flimsy excuse for a free meal. The best that Warren can find to say about Silas is that he does have one practical skill: the ability to build a good load of hay.

Mary, in contrast, is distinguished by her giving nature and her concentration on the workings of human emotion. In caring for Silas, Mary sees not his lack of ability or his laziness but the fact that he is “worn out” and needs help. To Mary, home represents not obligation (“They have to take you in”) but unconditional love: “I should have called it/Something you somehow haven’t to deserve.” Mary is observant, not only of outer appearances but also of the inner person; this is why she thinks not that Silas is trying to trick them but that he is a desperate man trying to salvage a little self-respect. She realizes, too, that he will never ditch the meadow, and she knows that Silas’s insecurity prompted his arguments with the college boy who helped with the haying. Mary is also perceptive enough to see that Silas could never humble himself before his estranged brother. Mary’s attitude is more sympathetic than Warren’s; whereas Warren wonders why Silas and his brother don’t get along, Mary thinks about how Silas “hurt my heart the way he lay/And rolled his old head on that sharp-edged chairback.”

To conclude, Warren and Mary describe themselves when describing Silas. We see a basically good man whose spirit has been toughened by a hard life. Warren, we learn, would have liked to pay Silas a fixed wage but simply couldn’t afford to. Life has taught Warren to be practical and to rein in his emotions. In contrast, we see a nurturing woman, alert to human

feelings, who could never refuse to care for a lonely, dying man. Warren and Mary are both decent people. This is why, as Mary instinctively feels, Silas chooses their home as his final refuge.

Task 3: Develop one of the following thesis statements into a compare/contrast essay:

- Although online learning and traditional classroom learning both aim to educate students, they differ significantly in terms of flexibility, student interaction, and learning outcomes.
- Traditional and modern lifestyles both influence identity, yet they contrast in values, daily routines, and views on success.
- Books and movies both tell powerful stories; however, they differ in imagination, emotional engagement, and audience interpretation.

Task: Write a compare/contrast essay on one of the following topics:

- Successful versus unsuccessful student behaviors.
- Two types of music/ movies.

Conclusion

In conclusion, compare/contrast essays are a powerful way to examine relationships among ideas, people, places, or events. By choosing clear points of similarity and difference, using logical organization (point-by-point or block), and adding appropriate transitions, writers can help readers better understand complex topics or make informed decisions. After analyzing models and practicing your own writing, you should now be able to plan, organize, and write a well-structured compare/contrast essay from introduction to conclusion.

Lesson Four: Cause-and-Effect Essay**Overview**

In this lesson, students will be introduced to cause-and-effect essays, a key type of expository writing. They will learn what causes and effects are, how to distinguish between them, and how to write clear thesis statements that focus on causes, effects, or both. The lesson will present two main ways to organize ideas, block and chain organization, and highlight common transitional signal words that show cause-and-effect relationships. Through the analysis of model essays and guided practice, students will progress from understanding the structure to planning and writing their own cause-and-effect essays on familiar topics.

By the end of this lesson, students will be able to:

- Define ‘cause’ and ‘effect’ and distinguish between them in a text.
- Identify the thesis statement, causes, effects, and transitional signals in model cause-and-effect essays.
- Differentiate between block organization and chain organization in cause-and-effect essays.
- Use appropriate cause-and-effect signal words to show logical relationships between ideas.
- Plan and write a well-structured cause-and-effect essay on a given topic, using either block or chain organization.

Introduction

In academic writing, it is not enough to state that something happens; writers must also explain why it happens and what results from it. Cause-and-effect essays help us understand the reasons behind events and the consequences that follow. In this lesson, we will learn to define causes and effects, organize ideas using block and chain structures, and use appropriate transitional signals. By the end of the lesson, you will be able to analyze model texts and write your own well-structured cause-and-effect essay on a given topic.

1. Definition of the Cause-and-Effect Essay

A **cause** is what made an event happen (reasons). An **effect** is what happens as a result of an event (the result). In a cause-and-effect essay, you discuss the reasons or causes for something, and then you discuss the results.

A good cause and effect essay explains causes, effects, or both, presents real causes, presents real effects, and gives detailed examples or explanations of the causes or effects. Consider the following figure:

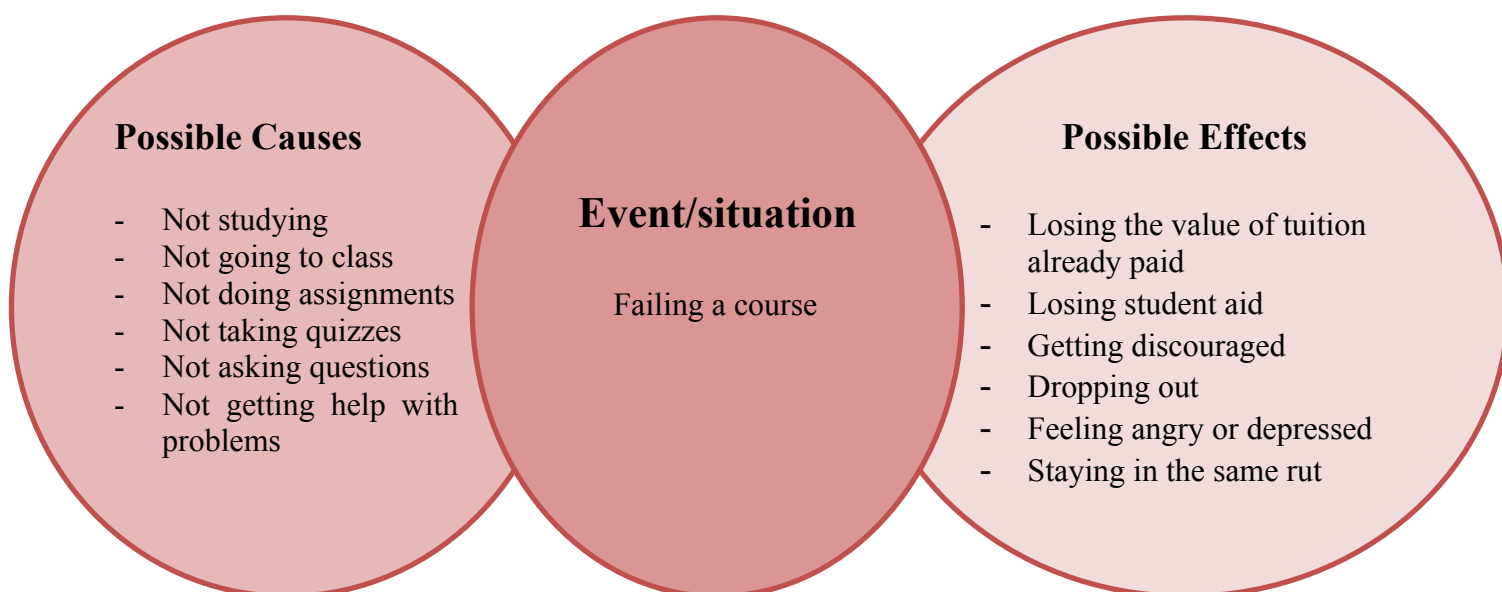


Figure 3: Event and Cause-and-Effect Relationship

2. Introduction of the Cause-and-Effect Essay

- Hook

It can be written by asking a question, presenting statistics, stating a false belief, an opposing idea, or a shocking fact, etc.

- General statement

It can be formed by giving a definition or background information on the topic.

- Thesis Statement

The thesis statement of a cause-and-effect essay should include two parts: the topic and the main point

- **Topic** names the subject that you want to discuss
- **The main point** covers the purpose of your essay. Is it to discuss only the cause of your subject, or to solely deal with the effect of your topic, or both (cause and effect of your topic)?

Topic + Main point = thesis statement

e.g.,

- Coronavirus^{Topic} has devastating effects on the world's economy^{Main point}
- Coronavirus^{Topic} is claimed to emerge due to many causes^{Main point}
- Although the Coronavirus^{Topic} is claimed to emerge due to many causes, it for sure has devastating effects on the world's different domains^{Main point}

3. Body of the Cause-and-Effect Essay

In the body of a cause-and-effect essay, you have to support your thesis statement by giving real causes and real effects about your topic. This is done with reference to real justifications and examples.

3.1 Organization

You can organize a cause/effect essay in two main ways: ‘block’ organization and ‘chain’ organization.

i. Block Organization

In block organization, you first discuss all the causes as a block (in one, two, three, or more paragraphs, depending on the number of causes). Then you discuss all the effects together as a block. You can discuss either causes or effects first. Of course, you can also discuss only causes or only effects.

In block organization, a short paragraph often separates one major section from another. This paragraph is called a transition paragraph. Its purpose is to conclude one section and introduce another. You do not always have to write a transition paragraph, but it is helpful when your topic is long and complex. This can be illustrated in the following table:

Block Organization			
A	B	C	B
Introduction	Introduction	Introduction	Introduction
Body	Body	Body	Body
1 st cause	1 st cause	Effects	1 st effect
2 nd cause	Transition paragraph	Transition paragraph	2 nd effect
3 rd cause	2 nd cause	1 st cause	3 rd effect
Transition paragraph	3 rd cause	2 nd cause	4 th effect
1 st effect	4 th cause	3 rd cause	
2 nd effect	effects		
Conclusion	Conclusion	Conclusion	Conclusion

Table 9: Block Organization in the Cause-and-Effect Essay

ii. Chain Organization

In this pattern of organization, causes and effects are linked in a chain. One event causes a second, which in turn causes a third, which in turn causes a fourth, and so on. A chain organization usually works better than a block organization when the causes and effects are closely related. The following table explains the chain organization:

Chain Organization
Introduction
Body
cause
effect
cause
effect
cause
effect
cause
effect
Conclusion

Table 10: Chain Organization in the Cause-and-Effect Essay

3.2 Transitional Signals for the Cause-and-effect Essay

A cause-and-effect essay has its own transitional signal words, which can be listed in the following table:

Cause signal words	Effect signal words
for	as a result
because	as a consequence
since	therefore
as to result from	consequently
to be the result of	hence
due to	so
because of	to result in
the effect of	to cause
the consequence of	to have an effect on
as a result of	to affect
as a consequence of	the cause of
the first/ second / third cause	the reason for
the most important /serious cause	thereby
the final cause	the first/ second/ third effect
	the most important /serious effect
	a short-term effect/ a long-term effect
	the final effect

Table 11: Transitional Signals for Cause-and-Effect Essays

4. Conclusion of the Cause-and-Effect Essay

As we have seen, a cause-and-effect essay is a type of expository essay. Like in the expository essay, the conclusion of a cause-and-effect essay has three elements

- Paraphrase your thesis statement
- Summarize your main causes and effects to remind your reader of your main points.
- Make an observation (expectation/solution) based on what you have written.

Task 1: Analyse the following model of a cause-and-effect essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers' attention?
3. How is the general statement formed?
4. Find the thesis statement, identify its parts, and say whether it covers only causes, only effects, or both.
5. How are the body paragraphs formed?
6. Which type of organization was adopted?
7. Find the transitional signals
8. List the causes/effects
9. How was the conclusion formed?

SAD

Years ago, medical researchers identified a psychological disorder they appropriately named Seasonal Affective Disorder, or SAD. People with SAD become severely depressed during the winter months. Doctors now understand the causes of this condition, which affects millions of people, particularly in the far north, where winter nights are long and daylight hours are few.

SAD results from a decrease in the amount of sunlight people receive. Doctors know that reduced sunlight exposure increases melatonin production, a sleep-related hormone that is produced at higher levels in the dark. Therefore, when the days are shorter and darker, the production of this hormone increases. Shorter, darker days also reduce serotonin production, a chemical that helps transmit nerve impulses. A lack of serotonin is known to be a cause of depression ("Seasonal" HH, par. 1). Depression may result from the resulting imbalance of these two substances in the body. Also, doctors believe that a decrease in the amount of

sunlight the body receives may disturb the body's natural clock ("Seasonal" NMHA, par. 2).

Doctors believe that the combination of chemical imbalance and biological clock disturbance results in symptoms such as lethargy, oversleeping, weight gain, anxiety, and irritability; all signs of depression.

Since the absence of light seems to be the cause of this disorder, a daily dose of light appears to be the cure. Doctors advise patients to sit in front of a special light box that simulates natural light for a few hours every day. An hour's walk outside in winter sunlight may also help (par. 4).

In conclusion, the depressive effect of low sunlight levels may help explain the high suicide rate in the Scandinavian countries; more importantly, it may suggest a remedy: When the days grow short, turn on the lights.

Task 2: Analyse the following model of a cause-and-effect essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers' attention?
3. How is the general statement formed?
4. Find the thesis statement, identify its parts, and say whether it covers only causes, only effects, or both.
5. How are the body paragraphs formed?
6. Which type of organization was adopted?
7. Find the transitional signals
8. List the causes/effects
9. How was the conclusion formed?

Shyness

If you suffer from shyness, you are not alone, for shyness is a universal phenomenon. According to recent research, “close to 50 percent of the general population report that they currently experience some degree of shyness in their lives. In addition, close to 80 percent of people report having felt shy at some point in their lives” (Payne, par. 3). As shyness is so prevalent in the world, it is not surprising that social scientists are learning more about its causes. They have found that shyness in an individual can result from both biological and environmental factors.

Recent research reveals that some individuals are genetically predisposed to shyness. In other words, some people are born shy. Researchers say that between 15 and 20 percent of newborn babies show signs of shyness: they are quieter and more vigilant. Researchers have identified physiological differences between sociable and shy babies that appear as early as 2 months. In one study, two-month-olds who were later identified as shy children reacted with signs of stress to stimuli such as moving mobiles and tape recordings of human voices: increased heart rates, jerky arm and leg movements, and excessive crying. Further evidence of the genetic basis of shyness is that parents and grandparents of shy children more often report being shy as children than those of non-shy children (Henderson and Zimbardo 6).

However, the environment can, at least in some cases, triumph over biology. A shy child may lose much of his or her shyness. On the other hand, many people who were not shy as children become shy as adults, a fact that points to environmental or experiential causes.

The first environmental cause of shyness may be a child’s home and family life. Children who grew up with a difficult relationship with parents or a dominating older sibling are more likely to be inhibited in social interactions. Another factor is the fact that today’s children are growing up in smaller and smaller families, with fewer and fewer relatives living

nearby. Growing up in single-parent homes or in homes where both parents work full-time, children may not have the social experience of frequent visits from neighbors and friends. Because of their lack of social skills, they may begin to feel socially inhibited or shy when they start school (7).

A second environmental cause of shyness in an individual may be one's culture. In a large study conducted in several nations, 40 percent of participants in the United States rated themselves as shy, compared to 57 percent in Japan and 55 percent in Taiwan. Among the countries participating in the study, the lowest shyness rate was found in Israel, at 31 percent. Researchers Henderson and Zimbardo say, "One explanation of the cultural difference between Japanese and Israelis lies in the way each culture deals with attributing credit for success and blame for failure. In Japan, an individual's performance success is credited externally to parents, grandparents, teachers, coaches, and others, while failure is entirely blamed on the person." Therefore, the Japanese learn not to take risks in public and rely instead on group-shared decisions. "In Israel, the situation is entirely reversed," according to Henderson and Zimbardo. "Failure is externally attributed to parents, teachers, coaches, friends, anti-Semitism, and other sources, while all performance success is credited to the individual's enterprise." The consequence is that Israelis are free to take risks since there is nothing to lose by trying everything to gain (10).

In addition to family and culture, technology may play a role as well. In the United States, the number of young people who report being shy has risen from 40 percent to 50 percent in recent years (10). The rising numbers of shy young people may be "due in part to the growing dependence on non-human forms of communication, coming about as a result of our huge advances in technology" (Payne, par 4). Watching television, playing video games, and surfing the Web have displaced many young people's recreational activities that involve social interaction. Adults, too, are becoming more isolated due to technology. Face-

to-face interactions with bank tellers, gas station attendants, and store clerks are no longer necessary because people can use machines to do their banking, fill their gas tanks, and order merchandise. College students take online telecourses. Telecommuters work at home, giving up daily contact with coworkers. Everyone texts, e-mails, and converses anonymously in online chat rooms. As a result, people have fewer opportunities to socialize in person, become increasingly awkward at it, and eventually start avoiding it altogether. In short, they become shy.

While being shy has some negative consequences, it also has positive aspects. For one thing, it has been mentioned that shy people are good listeners (“Shyness”). Furthermore, a university professor writing about his own shyness says, “Because of their tendency toward self-criticism, shy people are often high achievers, and not just in solitary activities like research and writing. Perhaps even more than the drive toward independent achievement, shy people long to make connections to others, often through altruistic behavior” (Benton).

To sum up, shyness has both genetic and environmental causes. Some people are born shy, while others become shy as a result of their experiences in life. It appears that most people have experienced shyness at some time in their lives, and recent research indicates that the number of shy people is increasing. Therefore, if you are shy, you have lots of company.

Task 3: Develop one of the following thesis statements into a cause-and-effect essay:

- Although social media connects people globally, it has also led to rising anxiety, reduced attention spans, and a culture of comparison among young users.
- Poor time management, procrastination, and lack of motivation often lead to academic failure and heightened stress among students.

- The fast pace of modern life has led to high stress levels, which in turn lead to burnout, sleep disorders, and reduced productivity.

Task 4: Write a cause-and-effect essay about one of the following topics:

- Causes /effects of cell phones on society.
- Causes /effects of AI on students' learning autonomy.

Conclusion

In conclusion, understanding cause-and-effect is essential for clear, logical academic writing. In this lesson, we have seen that a cause is the reason something happens and an effect is the result, and that writers can organize these relationships using block or chain structures. We have also examined model essays, identified thesis statements, causes, effects, and transitional signals, and practiced planning and developing our own cause-and-effect essays. By applying these techniques, you will be able to explain complex events more effectively and produce essays that are coherent, convincing, and well-structured.

Lesson Five: Argumentative Essays**Overview**

In this lesson, students are introduced to argumentative essays, a form of writing that presents a clear position and supports it with reasons and evidence. They will learn the structure of an argumentative essay (introduction, body, and conclusion), explore two common organizational patterns (block and point-to-point), and identify thesis statements, opposing arguments, rebuttals, and transitional signals in model texts. Finally, they will apply this knowledge by analyzing sample essays and writing their own argumentative essays on familiar topics.

By the end of the lesson, students will be able to:

- Define what an argumentative essay is and explain its purpose.
- Identify the main parts of an argumentative essay (introduction, body, conclusion).
- Recognize and distinguish between block and point-to-point organization in argumentative essays.
- Locate thesis statements, opposing arguments, rebuttals, and transitional signals in model texts.
- Analyse sample argumentative essays by answering guided questions about purpose, structure, and language.
- Plan and write a short argumentative essay on a given topic, using a clear thesis, supporting arguments, rebuttals, and appropriate transitional signals.

Introduction

In our daily lives, we often try to convince others to see things our way; whether discussing school rules, technology, or social issues. To do this effectively in writing, we use argumentative essays. In this lesson, you will learn what an argumentative essay is, how it is organized, and how to present and support your point of view while responding to opposing opinions. By the end, you will be able to plan and write a well-structured argumentative essay on topics that matter to you.

1. Definition of the Argumentative Essay

An argument is a piece of writing that takes a position on an issue and provides supporting evidence to persuade someone else to accept or at least consider that position. An argument helps you persuade people to see things your way or at least to understand your position.

An argumentative essay is one in which you agree or disagree with an issue, using reasons to support your opinion. Your goal is to convince your reader that your opinion is right. To argue is to exchange opposing views. It is also to give a reason or a set of reasons to support an idea.

2. Introduction of the Argumentative Essay

- Hook

It can be written by presenting statistics, a dramatic story, or other compelling material.

- General Statement

It can be formed by giving an explanation of the issue/problem/topic.

- Thesis Statement

The thesis statement in an argumentative essay states clearly which side you are for in a strong way.

e.g.,

→ Violent video games ^{problem /topic} must be abolished to children and teenagers ^{position}

A thesis statement often mentions the opposing point of view. Notice that the writer's opinion is expressed in the main (independent) clause, and the opposing point of view is normally put into a subordinate structure.

e.g.,

→ Despite the claims that violent video games are an entertainment, ^{opposed idea} they should be abolished to children and teenagers ^{your point of view}

→ Although violent video games are an entertainment, ^{opposed idea} I strongly believe that they should be abolished to children and teenagers ^{your point of view}

3. Body of the Argumentative Essay

In the body of an argumentative essay, you have to take a stand on an issue, support your stand with solid reasons, and support those reasons with solid evidence. Here, you can rely on supporting facts, examples, and expert opinions to make your point of view, and therefore your essay, stronger.

What is unique about an argumentative essay is that you do not just give reasons to support your point of view. You must also discuss the opposing reasons and then rebut them.

3.1 Organization in the Argumentative Essay

There are two ways to organize an argumentative essay, which are the block pattern and the point-by-point pattern. Both types can be illustrated in the following table:

Organization in Argumentative Essays	
Block Organization	Point-to-point Organization
Introduction - Explanation of the issue - Thesis statement Body - Body paragraph 1 - o Summary of the other side's arguments - o Rebuttal to the 1st argument - o Rebuttal to the 2nd argument - o Rebuttal to the 3rd argument - Body paragraph 2 - o Your 1st argument - o Your 2nd argument - o Your 3rd argument Conclusion	Introduction - Explanation of the issue including a summary of the other side's arguments - Thesis statement Body - Body paragraph 1 - o Statement of the other side's 1st argument and rebuttal with your own counterargument - Body paragraph 2 - o Statement of the other side's 2nd argument and rebuttal with your own counterargument - Body paragraph 3 - o Statement of the other side's 3rd argument and rebuttal with your own counterargument Conclusion

Table 12: Patterns of Organization in Argumentative Essays

Remember that what is important in the body of an argumentative essay is to present your side and rebut the other side in a logical and organized way.

3.2 Transitional Signals for the Argumentative Essay

Most arguments are organized by order of importance, starting with the least important evidence and saving the most convincing reason and evidence for last. You can also use transitional signals to shift smoothly from one argument to another. Some transitional signals can be listed in the following table:

Transitional Signals for Argumentative Essays	
above all	more important
also	most important
best of all	one fact/another reason
especially	one reason/ another reason
for example	one thing/another thing
in addition	in the first (second, third) place
in fact	the first (second, third) point
in particular	worst of all

Table 13: Common Transitional Signals for Argumentative Essays

4. Conclusion of the Argumentative Essay

The conclusion of an argumentative essay should be strong and convincing because it is your last attempt to convince your reader of your point of view. A good conclusion of an argumentative essay should:

- Remind readers of your position/point of view (paraphrase your thesis statement.
- Summarize your most important arguments
- Make a strong last attempt to convince your reader of your position

Task 1: Analyse the following model of an argumentative essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers' attention?
3. How is the general statement formed?
4. Find the thesis statement, identify its parts, and say whether it mentions both sides of the issue or gives the writer's point of view only.

5. How are the body paragraphs formed?
6. How many opposing arguments are given? Where are they given?
7. Where does the writer rebut the opposing arguments- in one paragraph or in separate paragraphs?
8. Which type of organization was adopted?
9. Find the transitional signals
10. How was the conclusion formed?

Separating the Sexes, Just for the Tough Years

The middle school years (grades 7 and 8) are known to be the “tough years”. These are the years when the uneven pace of girls' and boys' physical, emotional, and cognitive development is most noticeable. Girls are ahead of boys on all counts, and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students' academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in federal law to prohibit them is under consideration. Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.

Opponents of single-sex education claim that test scores of students in all-girl or all-boys classes are no higher than those of students in mixed classes (“Study”). However, the research is inconclusive. Despite some research showing no improvement in test scores, other research shows the exact opposite (Blum). More importantly, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes toward math and science, for example (“Study”). These are results that cannot be calculated by a test, but that will help adolescents become successful adults long after the difficult years of middle school are past. New York University professor

Carol Gilligan is certain that girls are more likely to be “creative thinkers and risk-takers as adults if educated apart from boys in middle school” (Gross). Boys, too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally “out-think” them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning (Gross).

Opponents also maintain that separate classes (or separate schools) send the message that males and females cannot work together. They say that when students go into the workforce, they will have to work side-by-side with the opposite sex, and attending all-girl or all-boys schools denies them the opportunity to learn how to do so (“North”). However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex outside school. From playing and squabbling with siblings to negotiating allowances, chores, and privileges with their opposite-sex parent, children learn and practice on a daily basis the skills they will need in their future workplaces.

The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hands (“North”). Clearly, this is discriminatory.

All in all, it should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork (Marquez): As one teacher noted, “Girls are more relaxed

and ask more questions; boys are less disruptive and more focused” (North). Girls are less fearful of making mistakes and asking questions in math and science; boys are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by a lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed.

Task 2: Analyse the following model of an argumentative essay by answering the following questions:

1. What is the purpose of the essay?
2. How did the author attract the readers’ attention?
3. How is the general statement formed?
4. Find the thesis statement, identify its parts, and say whether it mentions both sides of the issue or gives the writer's point of view only.
5. How are the body paragraphs formed?
6. How many opposing arguments are given? Where are they given?
7. Where does the writer rebut the opposing arguments- in one paragraph or in separate paragraphs?
8. Which type of organization was adopted?
9. Find the transitional signals
10. How was the conclusion formed?

Teenagers and Jobs

“The pressure for teenagers to work is great, and not just because of the economic plight in the world today. Much of it is peer pressure to have a little bit of freedom and independence, and to have their own spending money. The concern we have is when the part-time work becomes the primary focus.” These are the words of Roxanne Bradshaw, educator and officer of the National Education Association. Many people argue that working can be a valuable experience for the young. However, working more than about fifteen hours a week is harmful to adolescents because it reduces their involvement with school, encourages a materialistic and expensive lifestyle, and increases the chance of having problems with drugs and alcohol.

Schoolwork and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours. As more and more teens have filled the numerous part-time jobs offered by fast-food restaurants and malls, teachers have faced increasing difficulties. They must both keep the attention of tired pupils and give homework to students who simply don’t have time to do it. In addition, educators have noticed less involvement in the extracurricular activities that many consider a healthy influence on young people. School bands and athletic teams are losing players to work, and working students are poorly attending sports events. Those teens who try to do it all—homework, extracurricular activities, and work—may find themselves exhausted and prone to illness. A recent newspaper story, for example, described a girl in Pennsylvania who suffered from extreme fatigue as a result of aiming for good grades, playing on two school athletic teams, and working thirty hours a week.

Another drawback of too much work is that it may promote materialism and an unrealistic lifestyle. Some parents claim that working helps teach adolescents the value of a dollar. Undoubtedly that can be true. It’s also true that some teens work to help out with the

family budget or to save for college. However, surveys have shown that the majority of working teens use their earnings to buy luxuries—nonessential electronic devices, clothing, even cars. These young people, some of whom earn \$500 or more a month, don't worry about spending wisely—they can just about have it all. In many cases, experts point out, they are becoming accustomed to a lifestyle they won't be able to afford several years down the road, when they no longer have parents paying for car insurance, food, lodging, and so on. At that point, they'll be hard-pressed to pay for necessities as well as luxuries.

To end with, teenagers who work a lot are more likely than others to get involved with alcohol and drugs. Teens who put in long hours may seek a quick release from stress, just like adults who need a couple of martinis after a hard day at work. Stress is probably greater in our society today than at any time in the past. Also, teens who have money are more likely to get involved with drugs. Teenagers can enjoy the benefits of work while avoiding its drawbacks, simply by limiting their work hours during the school year. As is often the case, a moderate approach will be the most healthy and rewarding.

Task 3: Develop one of the following thesis statements into an argumentative essay:

- Schools should limit smartphone use in classrooms because smartphones distract students, reduce academic performance, and weaken face-to-face communication skills.
- Schools should require daily physical education to combat rising health problems among young people.
- Online learning should remain a permanent option at universities because it increases accessibility, flexibility, and digital literacy.

Task 4: Write an argumentative essay about one of the following topics

- The most important element in a friendship is trust.
- Money can buy happiness.
- Students should have a say in the hiring and firing of teachers.

Conclusion

In this lesson, we have seen that a strong argumentative essay clearly presents a position, supports it with logical reasons and evidence, and fairly addresses opposing views. You have explored how introductions, body paragraphs, and conclusions work together and how transitional signals help make arguments clear and organized. With these skills, you are now better prepared to express your opinions in writing and persuade readers thoughtfully and effectively.

Concluding Remarks on the Comprehension and Written Expression Module

The comprehension and written expression module for second-year LMD students has provided students with a solid foundation in academic paragraph and essay writing, moving from basic structure to producing full, coherent texts. By exploring different essay types, developing thesis statements, organising ideas logically, and practising coherence and unity, students are now better equipped to express their thoughts clearly and accurately in written form. The skills gained here are not limited to this course; they are essential tools that will support learners across all their university studies and in their future professional lives.

The comprehension and written expression module has aimed not only to improve students' language accuracy, but also to foster independent, critical writers. Through work on reading comprehension, essay structure, argumentation, and different patterns of organisation, students have learned to analyse texts, plan their ideas, and defend their opinions in a clear and logical way. These abilities will enable them to approach academic tasks with greater confidence and autonomy, and to participate more effectively in their academic community.

This module has shown that written expression is at the heart of university success. By mastering topic sentences, thesis statements, paragraph development, and various essay types, descriptive, narrative, expository, classification, comparison/contrast, cause-and-effect, and argumentative, students have gained skills that directly support their work in literature, civilisation, linguistics, and other subjects. The strategies practised here will help them read more critically, write more coherently, and meet the written requirements of exams and research tasks throughout their degree.

Students have learned that good writing is not a product of inspiration alone, but the result of a clear process: reading carefully, planning ideas, drafting, revising, and editing. Throughout comprehension and written expression module, they have practised applying this process to

different essay types and tasks, paying attention to structure, coherence, and accuracy. As they continue their studies, they are encouraged to keep refining these habits, treating every new writing task as an opportunity to develop greater clarity, precision, and personal voice in English.

In conclusion, the comprehension and written expression module is not just another requirement in the program; it is a key skill that will shape students' success in all their academic and professional endeavors. Clear, coherent writing is essential for passing exams, producing research, and communicating ideas in any field. For this reason, students should not limit themselves to the content delivered in class or to the tasks assigned by their teachers. They are strongly encouraged to read widely, analyze authentic texts, and practice writing independently. By taking responsibility for their progress and viewing this module as a starting point rather than an endpoint, students can gradually develop into independent, confident writers who can express their thoughts accurately and persuasively in English.

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APPENDIX

Comprehension and Written Expression for Second-year LMD Students

Transitional Signals

CONJUNCTIVE ADVERBS	FUNCTION
also, besides, furthermore, in addition, moreover	To add a similar idea
however, nevertheless, nonetheless, still	To add an unexpected or surprising continuation
in contrast, on the other hand	To add a complete contrast
as a result, consequently, therefore, thus	To add a result
meanwhile, afterward, then, subsequently	To list ideas in chronological order
for example, for instance	To give an example
similarly, likewise	To show similarities
instead, on the contrary, rather	To indicate an alternative
instead	To indicate a substitution
on the other hand, alternatively	To give another possibility
otherwise	To give a result, often bad (meaning "if not")
in other words, that is	To add an explanation
indeed, in fact	To make a statement stronger

Table 14. Conjunctive Adverbs

Comprehension and Written Expression for Second-year LMD Students

Transition Signals and Conjunctive Adverbs	Coordinators and Paired Conjunctions	Subordinators	Others: Adjectives, Prepositions, Verbs
To list ideas in order of time			
first, .../first of all, .../second,.../ third,.../ next,.../ then,... / after that,... / meanwhile,.../ in the meantime,.../finally,.../ last,.../ last of all,.../ subsequently, ...		Before/ after/ until/ when/ while/ as soon as/ since	the first (reason, cause, step, etc.)/ the second... /the third.../ another.../ the last.../ the final...
To list ideas in order of importance			
First, .../ first of all, .../ first and foremost, .../ second, ... /more important, ... /most important, .../ more significant, .../ most significant,... /above all,.../ most of all,			the first... (reason, cause, step, etc.)/ an additional.../ the second... /another.../ a more important (reason, cause, step, etc.)/ the most important.../ the most significant.../ the best/the worst...
To add a similar or equal idea			
also,.../ besides,.../ furthermore, .../ in addition, .../ moreover, .../ too/as well	and/ both...and/ not only.... but also		another (reason, cause, step, etc./ a second.../ an additional.../ a final.../ as well as
To add an opposite Idea			
However,.../ on the other hand,.../ nevertheless, .../ nonetheless.../ still,...	but.../ yet....	Although/ even though/ though	Despite/ in spite of
To explain or restate an idea			
in other words,.../ in particular,.../ (more) specifically, .../ that is, ...			
To make a statement stronger			
indeed, .../ in fact,...			
To give another possibility			
alternatively,.../ on the other hand,.../ otherwise,...	or/ either...or/ whether.. or		
To give an example			
for example,.../ for instance,...			such as/ an example of/ to exemplify
To express an opinion			
according to .../ in my opinion,.../ in my view,...			to believe (that)/ to feel (that)/ to think (that)
To give a reason			
for this reason,...	for	because	as a result of/ because of/ due to
To give a result			
accordingly, .../ as a consequence,.../ as a result,.../ consequently, .../for these reasons, .../ hence,.../ therefore,.../ thus, ...	so		the cause of/ the reason for/ to cause/ to result (in)/ to have an effect on/ to affect
To add a conclusion			
all in all,.../ in brief,.../ in short,.../ to conclude,.../to summarize,.../ in conclusion,.../ in summary,.../			
To show similarities			
likewise,.../ similarly, .../ also	and/ both... and/ not only... but also/ neither... nor		alike/ like/ just like/ as/ just as/ as well/ as well as/ compared with or to/ in comparison with or to/ to be similar (to)/ too
To show differences			
however,.../ in contrast,.../ instead,.../ on the contrary,.../ on the other hand,.../rather, ...			instead of

Table 15. Transitional Signals