

WRITING 2

NGUYỄN TRẦN HOÀI PHƯƠNG

UNIT 1: PARAGRAPHS

I. Discuss in groups:

1. What is a paragraph?
2. Characteristics of a good paragraph
3. Elements of good paragraphs
4. How many parts are there in a paragraph? What are they?

II. Paragraphs:

1. Definition:

A paragraph is a **group of five to ten sentences** that **give information about a topic**.

2. Choose and narrow a topic:

- Choose a topic that isn't too **narrow** (limited, brief). A narrow topic will not have enough ideas to write about.

E.g.: "*The ages of my brothers and sisters*" is too narrow.

→ You can't write very much about it.

- Choose a topic that isn't too **broad** (general). A broad topic will have too many ideas for just one paragraph. Most paragraphs are five to ten sentences long.

E.g.: "**Schools**" is too general.

→ There are thousands of things you could say about it.

A student could narrow this topic by choosing one aspect of school to discuss.

schools → secondary schools in my country /

→ popular school clubs /

→ university entrance exam

3. Features of a paragraph:

These are the four main features of a paragraph:

1. A paragraph has a topic sentence that states the main idea.

The topic sentence is usually at the beginning and is the foundation for the paragraph. The topic sentence helps the reader understand what the paragraph is about.

2. All of the sentences in a paragraph are about one topic.

They are connected to the topic sentence. There are no unrelated or extra sentences. How do you know whether something is connected or not? Look at the main idea in the topic sentence, which is sometimes called the *controlling idea*. All of the other information in the paragraph must be connected to the controlling idea in the topic sentence.

3. The first line of a paragraph is indented.

Indenting means moving the first line to the right about half of an inch. On a keyboard, this is about six spaces or the first tab stop position. This gap, or open space, in the first line is called indentation.

4. The last sentence, or concluding sentence, brings the paragraph to a logical end.

The concluding sentence usually states the main point again or summarizes the main idea of the paragraph. Often a key word or phrase from the topic sentence appears in the concluding sentence. In addition, it can offer a suggestion, an opinion, or a prediction.

Exercise 1: Analyzing the features of a paragraph

PARAGRAPH 1: (Great Writing 2, page 13-14)

CHILDREN AND PET

At some point, most parents have to decide whether or not to allow their children to have pets. Some parents believe that pets teach children a sense of responsibility because children have to learn how to take care of their pets. In addition, many parents believe that pets can be fun for the family. Pets can also help children become more compassionate because children will develop a special bond with their pets. On the other hand, some

children are afraid that their children might hurt the animals or that these animals might hurt the children. Cats are good pets, but I do not like it when they shed hair all over. Often these parents do not allow their children to have any kind of pet. Other families do not have the extra time or money that pets require. In brief, although many children want a pet, parents are divided on this issue for a number of important reasons.

Questions:

1. What is the main idea of the paragraph?

2. How many sentences are there in the paragraph? _____

3. Are all the sentences related to the topic? If not, write the unrelated sentences here.

4. Is the first line indented? Yes ____ No ____

5. What is the concluding sentence?

PARAGRAPH 2: (Great Writing 2, page 15-16)

EBOOK READERS

eBook readers are excellent devices for students. Reading eBooks is just like reading a normal book without having to hold the book or turn the page. These devices save students energy. Before eBook readers, students had to carry many heavy books with them each day. However, eBook readers are extremely lightweight and usually weigh less than a pound. eBook readers are more efficient and convenient than a regular book. They are wireless, so student can use them anywhere. They are comfortable to hold and are clear even in bright sunlight. My friend has an eBook reader, and she convinced me to buy one.

Finally, purchasing a new book for an eBook reader is simple and cheap. There are now millions of eBooks available, and many eBooks cost less than traditional books. It is clear that eBook readers have certainly made students' lives much easier.

Questions:

1. What is the main idea of the paragraph?

2. How many sentences are there in the paragraph? _____

3. Are all the sentences related to the topic? If not, write the unrelated sentences here.

4. Is the first line indented? Yes ___ No ___

5. What is the concluding sentence?

PARAGRAPH 3:

NEW YORK CITY

First, many movies were made here, so people have seen the city if they have not travelled here in person. Second, New York City has many famous tourist attractions, including the Statue of Liberty, the Empire State Building, Central Park, and Time Square. In addition, the city has some of the best shopping in the world, and many famous department stores are located here. Finally, New York City is famous for its many theaters with world-class shows. For these reasons, everyone knows about this city.

Questions:

1. What is the topic of the paragraph?

Does the paragraph have a topic sentence? If so, write here. If not, create one here.

2. Are all the sentences related to the topic? If not, write the unrelated sentences here.

3. Is the first line indented? Yes ___ No ___

4. What is the concluding sentence?

PARAGRAPH 4:

Jim Thorpe's Final Victory

Jim Thorpe is a controversial figure in sports history. He won Olympic gold medals for running in 1912, but he was not allowed to keep them. In the 1912 Olympic, Thorpe won both the pentathlon (five events) and decathlon (ten events). However, a month later, the U.S. Olympic Committee took away his medals because Thorpe had played baseball for money. An athlete who takes money for sports is called a professional, and at that time, professional athletes were not allowed to take part in any Olympic Games. In 1982, the U.S. Olympic Committee reversed this ruling. Seventy years after his achievements, Thorpe's name was finally returned to the list of 1912 Olympic winners.

Questions:

1. What is the topic of the paragraph?

Does the paragraph have a topic sentence? If so, write here. If not, create one here.

2. Are all the sentences related to the topic? If not, write the unrelated sentences here.

3. Is the first line indented? Yes ___ No ___

4. Underline the concluding sentence. Do you see any time words in the concluding sentence that make the sentence sound like the ending of the paragraph?

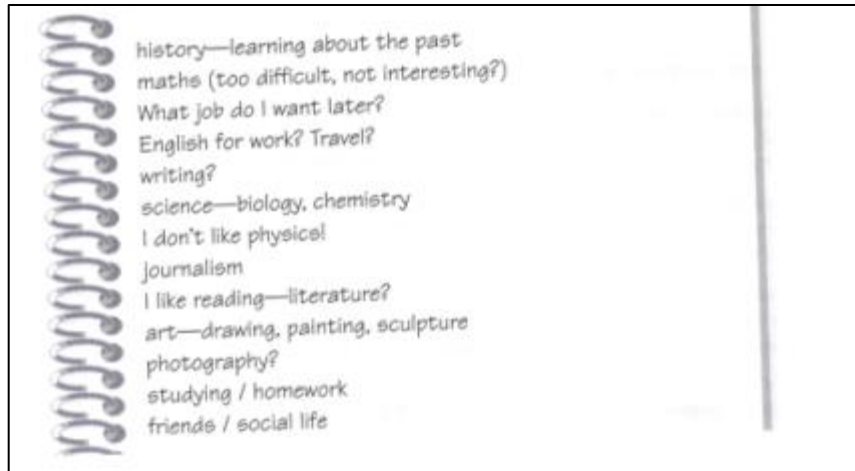
4. Developing ideas for Writing a Paragraph:

How do writers find great topics for their paragraphs? One way to identify a really good topic for a paragraph is **brainstorming**. Brainstorming is a way of gathering ideas about a topic. Think of a storm: thousands of drops of rain, all coming down together. Now, imagine thousands of ideas “raining” down onto your paper! When you brainstorm, write down every idea that comes to you. Don’t worry now about whether the ideas are good or silly, useful or not. You can decide that later. Right now, you are gathering as many ideas as you can.

You will learn three types of brainstorming in this unit: making a list, freewriting, and mapping.

❖ Making a list

Writing single words, phrases, or sentences that are connected to your topic. Look at this list a student made when brainstorming ideas to write about her topic,: “What should I study at university?”



Exercise 2: Work with a partner or small group Choose one of these topics. List as many ideas as you can in five minutes.

- a. teenage fashions
- b. things to do at the beach
- c. driving a motorbike

❖ **Free writing**

When you freewrite, you write whatever comes into your head about your topic, without stopping. Most freewriting exercises are short – just five or ten minutes.

Freewriting helps you practice *fluency* (writing quickly and easily). When you freewrite, you do not need to worry about *accuracy* (having correct grammar and spelling). Don't check your dictionary when you freewrite. Don't stop if you make a mistake. Just keep writing.

Here an example of a student's freewriting:

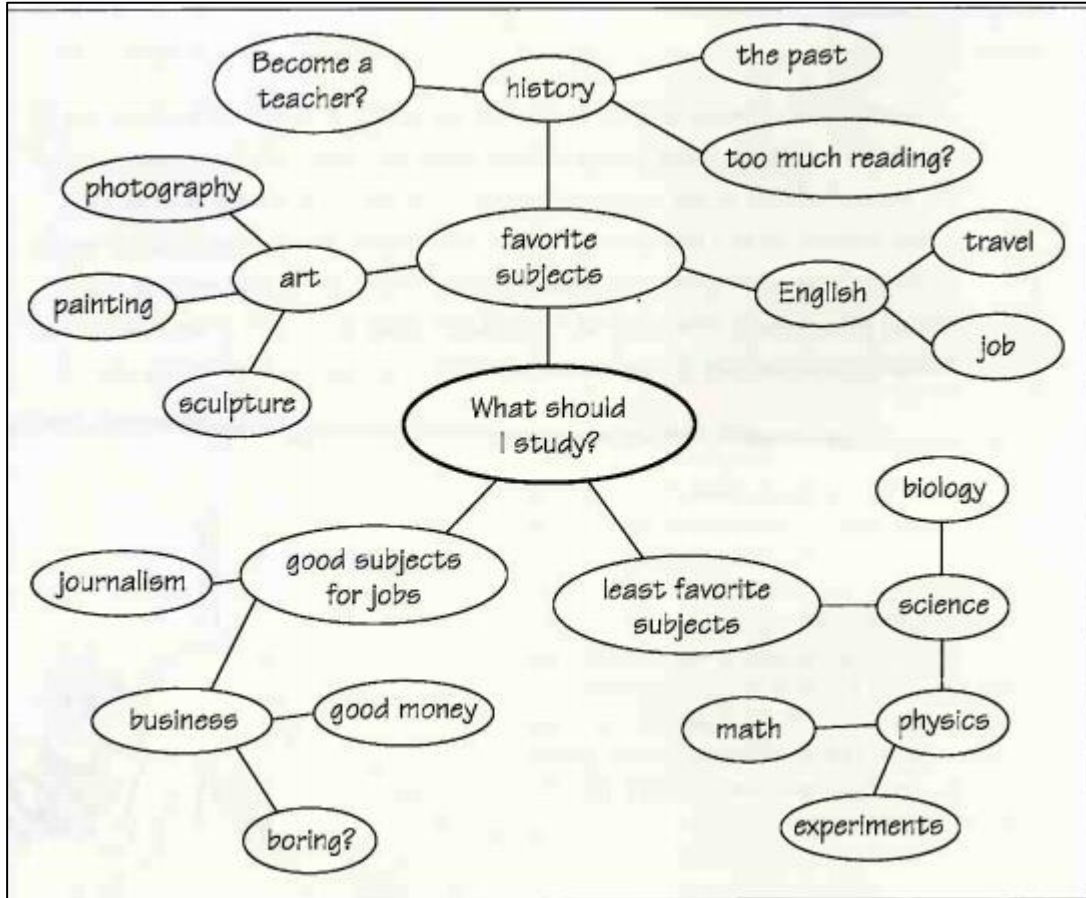
There are too so many subjects to study at university, it is difficult to choose one for my major. I've always made good grades in math, but I don't like it very much. I don't like physical physics or any science very much. Writing—I've always liked writing. Would journalism be a good course to take? Newspapers have pictures, too, so maybe photography would be good. I'm maybe definitely looking forward to meeting new friends at university. And what about reading? Reading is a part of any course, but literature includes a lot of reading and it probably includes a lot of writing, too.

Notice how the writer's ideas jump around. When she makes a mistake, she just crossed it out and continues writing. One thought (*writing*) leads to another (*journalism*), and then to another (*photography*). There are some details that not exactly about her topic (*looking forward to meeting new friends*), but that's OK in freewriting. You want to get as many ideas on paper as you can. You can take out unnecessary words and sentences later.

❖ Mapping

To make a map, use a whole sheet of paper, and write your topic in the middle, with a circle around it. Then put the next idea in a circle above or below your topic, and connect the circles with lines. The lines show that the two ideas are related.

The example below shows a map of "What should I study in college?". The writer connected *favorite subjects* to the main idea. *Art and English* are connected to *favorite subjects* to show that they are related.



❖ **What's the best way to brainstorm**

There is no beset method of brainstorming. Some writers like to use lists because they don't have to write complete sentences. Some writers like freewriting because they can write quickly, and ideas come easily. Some writers prefer mapping because they can easily see the relationship between ideas. Experiment with all three methods, and then choose the one that works best for you.

Exercise 3: Brainstorming Practice

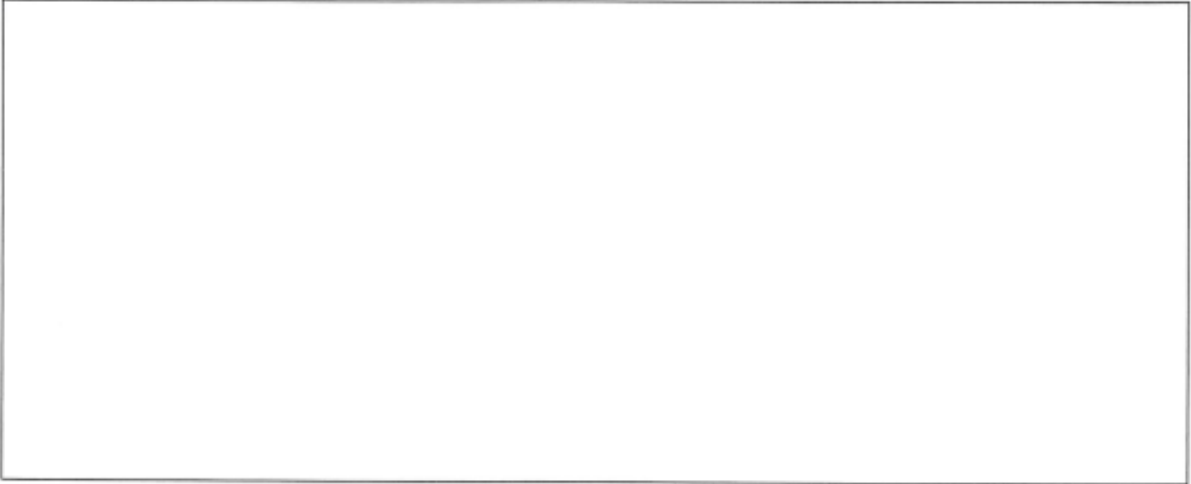
Follow these steps for each of the example topics:

1. Read the topic and brainstorm about the topic in the box. Make a list of ideas in English, freewriting, or mapping to give ideas.
2. Circle the ideas that you think are the best ones to include in a paragraph.

3. Compare and discuss your ideas with a partner. When you compare your notes, be prepared to say why you want to keep some ideas and why you want to take out others. What information will be in the final paragraph.

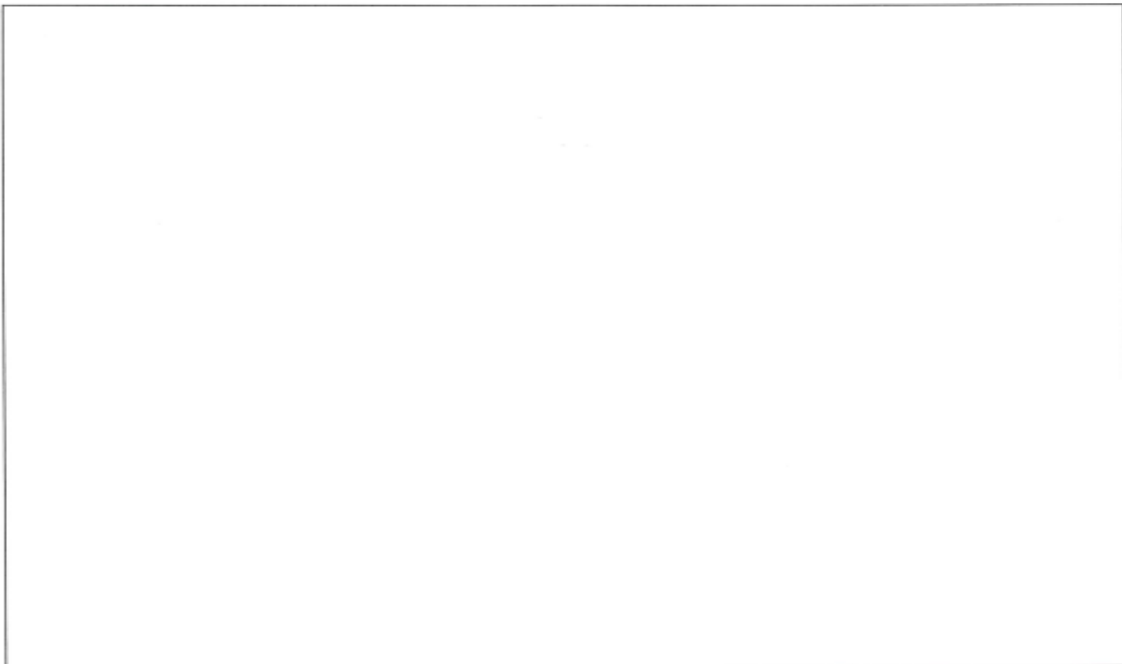
Topic A: Terrifying Events

Brainstorm area:



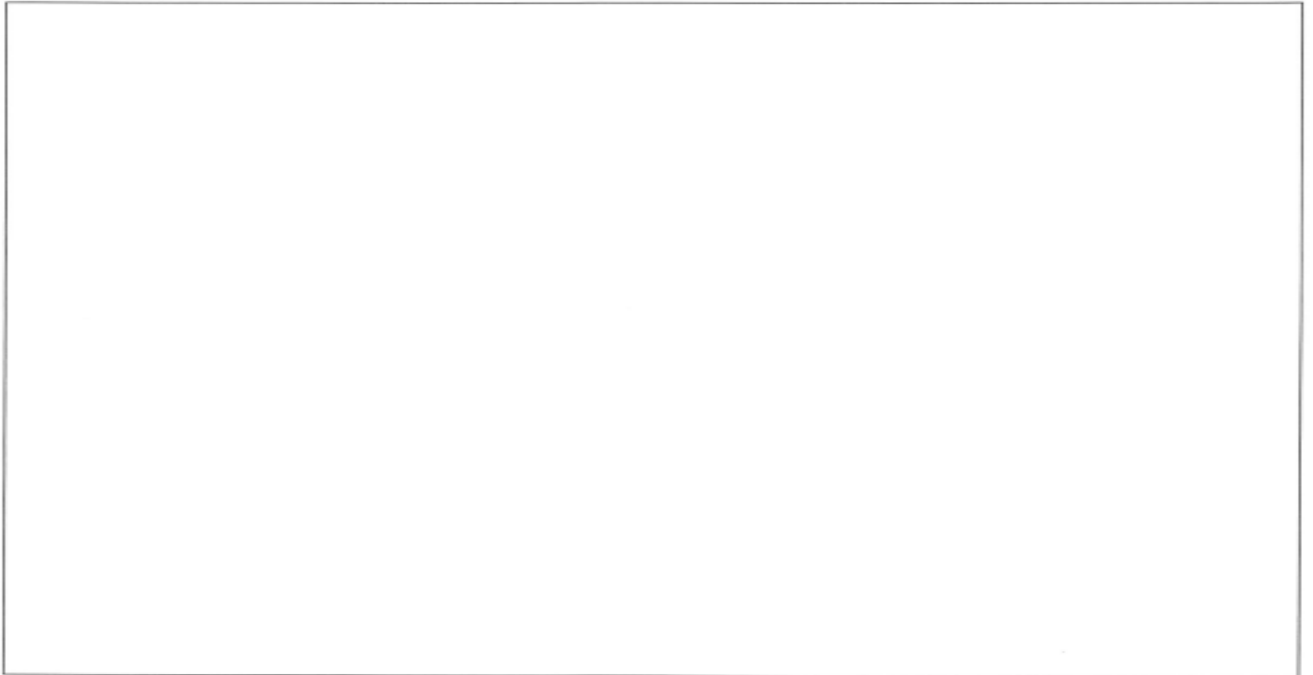
Topic B: Important Inventions

Brainstorm area:



Topic C: Ideal Travel Destinations

Brainstorm area:

A large, empty rectangular box with a thin black border, intended for brainstorming ideas related to the topic.

UNIT 2: PARAGRAPH STRUCTURE

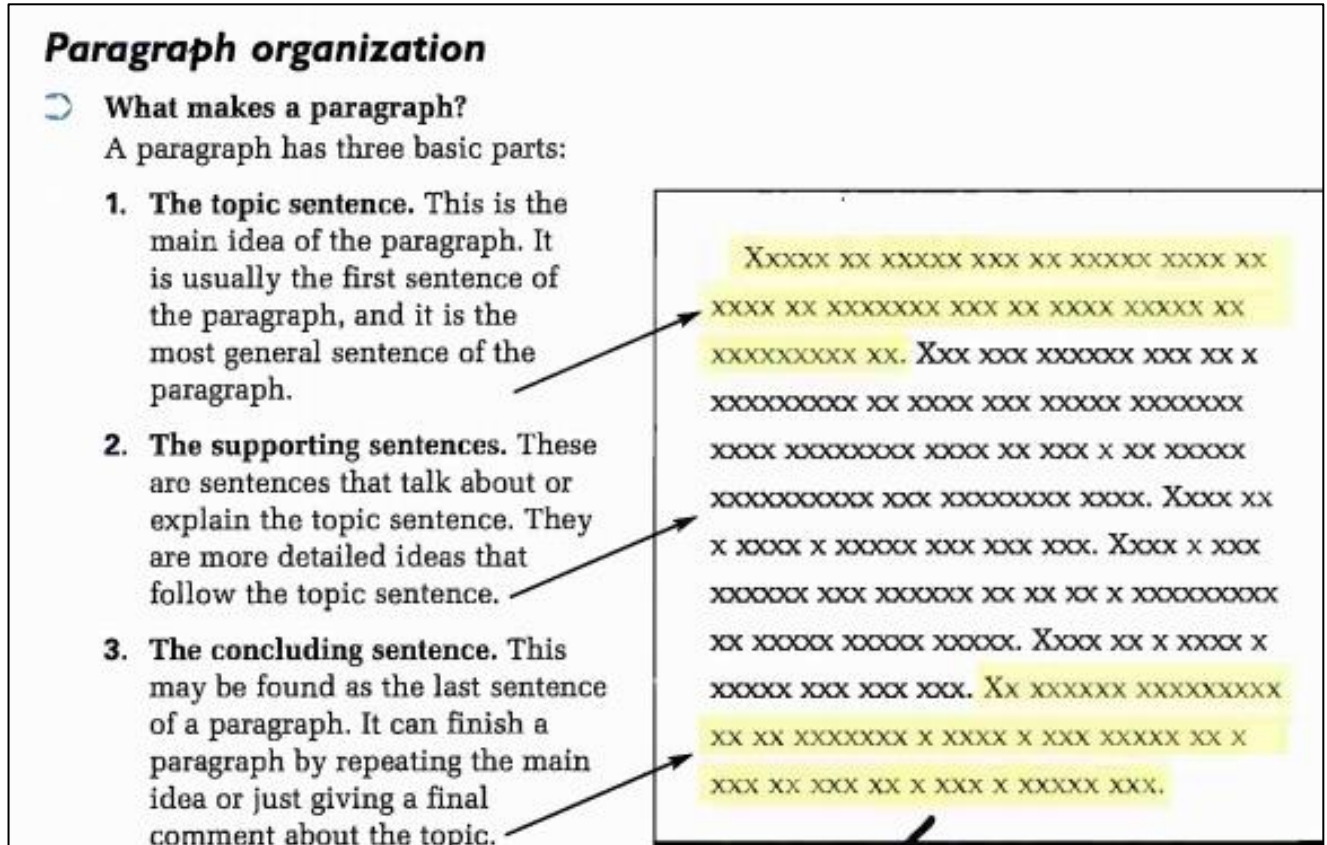
As you learned in Unit 1, a **paragraph** is a group of related sentences that develops one main idea, which is the topic of the paragraph. In this unit, you will study paragraph structure in detail.

I. Three parts of a paragraph:

Paragraph organization

○ **What makes a paragraph?**
A paragraph has three basic parts:

- 1. The topic sentence.** This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.
- 2. The supporting sentences.** These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.
- 3. The concluding sentence.** This may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.



The diagram illustrates the three parts of a paragraph. On the left, three numbered definitions are provided. On the right, a sample paragraph is shown with arrows pointing from the definitions to the corresponding parts of the paragraph. The first arrow points from the definition of the topic sentence to the first sentence of the paragraph. The second arrow points from the definition of supporting sentences to the middle sentences of the paragraph. The third arrow points from the definition of the concluding sentence to the final sentence of the paragraph. The sample paragraph is composed of several lines of placeholder text (X's) representing sentences.

Exercise 1: Put a check (✓) next to the group of sentences that makes a good paragraph. Why are the other groups of sentences not good paragraphs?

a.

My best friend has many different hobbies, such as skiing, cooking, and playing the piano, and she is very good at all of these activities. For example, she has played the piano for ten years and has won in three piano competitions. She also likes to spend time traveling, and she has been to many different countries in the world. She grew up speaking Spanish and English, but now she can also speak French and Italian. I like my best friend very much.

b.

Classes in literature are useful no matter what job you intend to have when you finish university. Books are about life. People who study literature learn the skill of reading carefully and understanding characters, situations, and relationships. This kind of understanding can be useful to teachers and business people alike. Literature classes also require a lot of writing, so they help students develop the skill of clear communication. Of course, a professional writer needs to have this skill, but it is an equally important skill for an engineer. Finally, reading literature helps develop an understanding of many different points of view. Reading a novel by a Russian author, for example, will help a reader learn more about Russian culture. For anyone whose job may bring them into contact with Russian colleagues, this insight can help encourage better cross-cultural understanding. Studying literature is studying life, so it is relevant to almost any job you can think of.

c.

One good way to learn another language is to live in a country where that language is used. When you live in another country, the language is around you all the time, so you can learn to listen to and speak it more easily.

II. TOPIC SENTENCES

1. Definition:

The topic sentence is the most important sentence in a paragraph. It has two parts: a topic and a controlling idea.

- The topic names the subject of the paragraph.
- The controlling idea tells what the paragraph will say about the topic. It is called the controlling idea because it controls or limits the topic to a very specific points or points.

Here are some examples of topic sentences with controlling ideas. The controlling ideas have been underlined.

1. Many language students prefer bilingual dictionaries to monolingual dictionaries.

Explanation: The reader expects the paragraph to explain why this statement is true.

2. The best season for kids is winter.

Explanation: The reader expects the paragraph to give reasons and examples of *why* winters is the best season for children.

3. People from many different cultures live in Los Angeles.

Explanation: The reader expects the paragraph to include information about various groups of people *who* make up the population of Los Angeles.

4. Soccer is popular for many reasons.

Explanation: The reader expects the paragraph to give a variety of information about soccer and *why* it is popular around the world.

2. Features of a good topic sentence:

A good topic sentence has the following features:

1. *It controls or guides the whole paragraph.*

When you read the topic sentence, you know what to expect in the paragraph.

2. *A good topic sentence is not a fact that everyone accepts as true.*

For example, a bad topic sentence would be, “Librabries have books”. The information in this sentence is true, but it is a a fact and is not a good choice for a topic sentence.

3. *A good topic sentence is specific.*

“Tea is delicious” is not a good topic sentence because the information in the sentence is too general. The reader does now know what to expect in the paragraph. If you want to write a paragraph about tea, make your topic sentence more specific, such as “Green tea has many health benefits”.

4. *However, a good topic sentence is not too specific.*

“This dictionary contains more than 42.000 words” limits the topic too much – there is nothing else for the writer to say.

5. *A good topic sentence has a controlling idea.*

It includes words or phrases that help guide the flow of ideas in the paragraph. The controlling ideas focuses the content of the following sentences.

Exercise 2: Circle the topic of the sentence. Underline the main idea about the topic.

1. Indonesia is very interesting country to visit.

2. Dogs make excellent pets.

3. A really good place to study is the library at my school.

4. Leaning a second language creates job opportunities.

5. Soccer is my favorite sport because it is exciting to watch.
6. One of the most valuable tools for students is the computer.
7. My sister and I have very different personalities.
8. Summer is the best time to travel in my country.
9. My hometown is a friendly place to live.
10. Although buying a house may seem appealing, renting an apartment has many advantages.

	<p>Key words for topic sentences</p> <ul style="list-style-type: none">-because of ...- S+ can befor SO- S + is + Adj- S+ is + the best (way)/ the worst way to + inf- ...for (three) reasons- S + is my favourite (Noun)- There are (several) ways to + inf- A majority problem for SO is + V-ing....- People can avoid ...by + V-ing- We can't ignore the fact that....(clause)
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Exercise 3: For each of these paragraphs, write a good topic sentence that is connected to the information in the paragraph.

a.

a.

.....
..... When Ken wanted to enter a good university, he studied hard to pass the examination. The first time he took the exam, he did not do well, and he felt very discouraged. But he knew he wanted to study at that university, so he studied more. The next year, he tried taking the exam again. The second time, he did very well, and now he is studying engineering. I believe Ken is a good role model for me, and he has taught me that never giving up is the best way to succeed.



b.

b.

..... Many children begin learning to play soccer when they are very young. You often can see them playing at school or in the streets around their houses. In high school, students may play soccer on a team and compete in tournaments. If a player is very good, he might go on to play for a professional team. People in my country love to watch soccer on television and also go to the games whenever they can. Many people have a favorite team or player, and everyone loves to talk about matches and competitions. Soccer is really like a national sport in my country.



c.

Reasons for Playing Instruments

Some people choose to learn how to play a musical instrument because they want to have fun. They want to play it with their friends or maybe in a band. Another reason people play an instrument is that it is their hobby. They learned how to play it a long time ago, and now it is a way to occupy their time. Other people learn to play an instrument because it is part of their culture. Certain instruments are popular in one culture, **such as** the guitar in Spain or the **oud** in the Middle East. In some cases, however, people learn how to play an instrument because they think it will make them smarter. **A great deal of** research suggests that studying music can improve a person's brain function and intelligence. **In sum**, there is not just one main reason that people play a musical instrument.

d.

Differences Between Reptiles and Dinosaurs

One is size. Most modern reptiles are small. Dinosaurs were much, much larger than any reptile that we have on earth today. Second, the legs of most reptiles today are on the sides of their body. However, dinosaurs' legs were on the bottom of their body. In this way, dinosaurs could stand up on their back legs. Third, today's reptiles use the environment to control their body temperature. In contrast, dinosaurs controlled their own body temperature. They did not depend on their surroundings. While reptiles and dinosaurs may seem very similar, they are actually quite different.

e.

Reasons for Exercise

First, your body will look better. Exercise is perfect for staying trim and healthy looking, and it does not have to take a long time. Second, you will actually have more energy. A person who exercises will have fewer problems walking up stairs or climbing hills. In addition, your heart will be healthier. A good, strong heart is necessary for a long, healthy life. Finally, exercise reduces stress and keeps your mind in shape. Therefore, if you want to improve your overall health, you should exercise three or four times each week to accomplish this goal.

Exercise 4: Write a topic sentence for three of these topics.

- a. a favorite place to relax
- b. a grandparent
- c. a pet I have known
- d. a favorite food to eat
- e. playing musical instrument

topic:
.....
.....
topic:
.....
.....
topic:
.....
.....

III. SUPPORTING SENTENCES

1. Definition:

Supporting sentences give information that explains and expands the topic of the paragraph. They answer questions – *who? what? when? where? why? and how?* – give details. Good writers think of these questions when they write supporting sentences for the topic sentence.

Exercise 1: Read each topic sentence. Circle the main idea. Underline the controlling idea. Then predict the kind of information you will find in the paragraph.

1. New York and Boston attract millions of tourists, but I think one of the best cities to visit on the east coast of the United States is Washington, D.C.

What kind of information do you think is in this paragraph?

2. One of the people that I most admire is my great-grandmother Carla.

What kind of information do you think is in this paragraph?

3. The Grand Palace is one of the most popular destinations in Thailand.

What kind of information do you think is in this paragraph?

A Great Tourist Destination

New York and Boston attract millions of tourists, but I think one of the best cities to visit on the east coast of the United States is Washington, D.C. It has some of the most interesting **landmarks** and tourist **spots** in the country. There are many monuments to visit, such as the Lincoln Memorial, the Jefferson Memorial, and the Washington Monument, which is the tallest building in Washington. For more excitement, the area called Georgetown in northwest Washington is famous for its shopping and restaurants. Finally, there is the White House tour. On this tour, the guide **leads** visitors as they walk through many of the rooms in the White House and **view** the home of the president of the United States. Although Washington, D.C., does not have the large number of visitors that New York or Boston does, I think this city is one of the best destinations for tourists.

An Immigrant in the Family

One of the people that I admire the most is my great-grandmother Carla. She came to the United States from Italy in 1911 as a young woman on a large ship. She had little money and no **property**. Soon after landing at Ellis Island in New York, she began working as a **seamstress** in Brooklyn. She met and married my great-grandfather not long after that. They immediately began their large family. Great-grandma Carla had eight children—five boys and three girls. In addition to taking care of **such** a large family in a new country, my great-grandmother survived **discrimination** as an **immigrant**, two world wars, the Great Depression, and a long list of illnesses. However, she rarely **complained**, and she was very happy with her new life in America. Whenever I think of my great-grandma Carla, I am always filled with **admiration** for her.

The Grand Palace in Bangkok

The Grand Palace is one of the most popular tourist destinations in Thailand. The **construction** of the palace began in 1782, and the royal family lived there until 1925. The palace area **consists of** over two million square feet, and the wall that surrounds the Grand Palace is more than 6,000 feet long. This huge area includes countless buildings, gardens, and special rooms. The public cannot visit all of these areas, however, because some areas are still used for official events. The palace includes some examples of European influence on the design, such as the Greek columns and the French windows. It is certainly easy to understand why so many tourists visit the Grand Palace each year.

2. Kinds of Supporting Sentences:

Good supporting sentences have different goals. Writers vary them to:

- **explain:** The family moved from the village to the capital for economic reasons.
- **describe:** She lived in a lovely three-story castle surrounded by a forest.
- **give reasons:** Lukas finally quit his job because of the stressful working conditions.
- **give facts:** More than ten percent of the university's student population is international.
- **give examples:** Oranges and grapefruits grow in California.
- **define:** Many tourists visit Bangkok, which is the capital and largest city in Thailand.

Exercise 2:

Read the two topic sentences below. Then read the list of supporting sentences. Match each supporting sentence with the corresponding topic sentence by writing the correct topic sentence number on the line beside the supporting sentences. Notice that each sentence is labeled in parentheses with the kind of supporting sentence that it is.

Topic sentences

TS1: Low-fat diets are an excellent way to stay healthy and trim.

TS2: High-protein diets are favored by athletes and competitors.

Supporting sentences

- ___2___ These foods help build muscles and increase energy. (fact)
- ___1___ They are preferred by the general public because they help with weight reduction. (reason)
- _____ Low-fat diets are recommended by most physicians. (fact)

- d. _____ Many athletes eat high-protein foods, such as meat, beans, and nuts. (example)
- e. _____ Low fat-food include fruits, vegetables, and pasta. (example)
- f. _____ Because they are esay to find in stores, low-fat food are convenient. (reason)
- g. _____ Athletes generally eat high-protein diets to give them more energy. (reason)
- h. _____ Crispy steamed vegetables and grilled fish and chicken are all tasty parts of a low-fat, heart-friendly diet. (description)

Exercise 3: Read each topic sentence. Then fill in the blanks with additional supporting sentences. Add as many supporting sentences as you can, but you do not have to fill in all of the blanks.

1. Owning a small car has several advantages.

a. A small car is easier to park.

b. _____

c. _____

2. To keep your teeth healthy and your smile bright, do the following things.

a. Don't eat sugary food.

b. _____

c. _____

3. Consider these three / four / five factors when planning a family vacation.

a. Consider the interest of everyone.

b. _____

c. _____

4. A good friend has two / three / four important qualities.

a. He / She can keep secrets.

b. _____

c. _____

5. Avoid studying for a big test by taking the following actions.

a. Turn on the television, the radio, or your CD player.

b. _____

c. _____

IV. CONCLUDING SENTENCES

A concluding sentence signals the end of the paragraph and reminds the reader of the main idea. Here are three tips to help you write a good concluding sentence:

1. Begin with a conclusion signal. Most conclusion signals have commas after them; others do not.

CONCLUSION SIGNALS

Followed by a comma		No comma
1. All in all	In summary,	2. It is clear that
In brief	To conclude,	These examples show that
In conclusion	To summarize,	You can see that
Indeed	To sum up,	
In short,		

1. To summarize, Japanese food is both beautiful to look at and delicious to eat. Indeed, many U.S. cities and regions have a special food for everyone to enjoy.
2. It is clear that fad diets don't work and may even damage a dieter's health.

2. Remind your reader of the main idea by one of the following methods.
 - Repeat the idea in the topic sentence in different words. Do not just copy the topic sentence.

Topic Sentence: Successful bidding on eBay requires patience and strategy.

Concluding Sentence: In conclusion, wait patiently and place your bid with precision timing, and you will be the winning bidder every time.

- Summarize the main point or points of the paragraph.

Concluding sentence: In conclusion, follow the steps I have outlined, and you will be the winning every time.

3. **NEVER** end a paragraph by introducing a new idea!

x In conclusion, you can spend a lot of money on eBay.

Exercise 1: On the line at the end of each paragraph, write a concluding sentence. Be sure to begin with a conclusion signal.

1. The college cafeteria is an inexpensive place to eat. For example, you can get a cheese burger, French fries, and a soda for only \$3.00. A slice of pizza is only \$1.50, and a cup of coffee is only 50 ¢. There is a daily special for about \$2.50. It includes entrée, rice or potatoes, and a vegetable. The salad bar is the best dear of all. You get all you can eat for \$20.

2. Watching children's program on television is a good way to learn a foreign language. First, the actors speak slowly and repeat often. Also, the vocabulary is not

difficult. Finally, there is always a lot of action, so you know what is happening even if you don't understand the words.

3. Cell phones have taken over! Any time of the day or night, you see automobile drivers chatting away at 65 miles per hour (mph) on the highway. On sidewalks, in restaurants, and even in office building elevators, cell phone users carry on the most private conversation. Many places of business now have signs asking people to turn off their cell phones, and phones are banned in hospital waiting rooms, movie theaters, and concert halls.
-
-

Exercise 2: The following sentences are a scrambled paragraph. Put the sentences in order. This is how to proceed.

Step 1: Find the topic sentence. Give it the number 1.

Step 2: Find the concluding sentence. Give it the number 9.

Step 3: Then decide which sentences are supporting points and put them in order. Look for the words *First, Second, Third and Finally*.

Step 4: Decide which examples support which points.

Step 5: Copy the sentences into the appropriate boxes.

FAST FOOD, UNHEALTHY FOOD

_____ a. For example, a 6-inch Pizza Hut Personal Pan pepperoni pizza has 660 calories, and a McDonald's Big Mac has 560 calories.

_____ b. In conclusion, a quick meal at a fast-food restaurant may be delicious, and convenient, but it is definitely not a healthy way to eat.

- _____ c. Second, a lot of the calories from fast food are from fat.
- _____ d. Third, fast-food items such as hamburgers and French fries contain high amounts of salt.
- _____ e. Fast food is extremely popular in the United States, but it is not very good for you.
- _____ f. First of all, most fast food is very high in calories.
- _____ g. A typical meal at MacDonald's contains as much as 1.370 milligrams of sodium.
- _____ h. Finally, add a sugary soft drink to your fast-food meal, and you pound the last nail into the heart of any nutritionist.
- _____ i. For instance, a portion of Nachos Supreme from Taco Bell contains 26 grams of fat, and a Big Mac contains 30 grams.

UNIT 3: DESCRIPTIVE PARAGRAPH

I. Definition:

A **descriptive paragraph** describes how something or someone looks or feels. It gives an impression of something. If, for example, you only wanted to write specific information about a certain river, you could write a paragraph filled with facts about the river. However, if you wanted to tell about the feelings you had had when you sailed on a boat on the same river, you would write a descriptive paragraph.

A descriptive paragraph:

- describes
- gives impression, not definition,
- “shows” the reader
- creates a sensory image in the reader’s mind

II. Organization:

1. Using adjectives:

Adjectives are words that tells us how things look, feel, taste, sound or smell. Adjectives also describe how you fell about something. Here are a few common adjectives.

shape and size	atmosphere	how you feel	appearance
large / small	cozy	amazed	colorful
wide / narrow	comfortable	surprised	unforgettable
round	warm / cool	happy	beautiful
rectangular	cold / hot	nostalgic	unattractive

A description of a place may answer some of these questions:

- Where is the place?

- How big is it?
- How warm or cold is the place?
- How does the place make you feel? Why?
- What things can you see in this place?
- What colors do you see?

Exercise 1: List some words to describe these places.

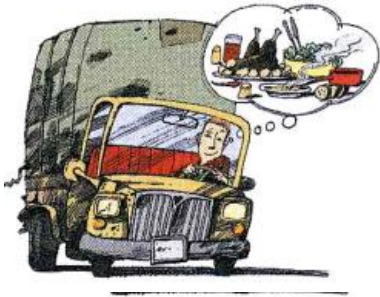


Exercise 2: Read this description from a travel brochure. Circle the adjectives.

<p>Niagara Falls, a popular destination for thousands of visitors each year, is a beautiful place. When you stand at the edge and look down at the 188 feet of white waterfalls, you feel amazed at the power of nature. The tree-lined river that leads into the falls is fast-moving, pouring over the edge of</p>	<p>the falls and crashing to the bottom in a loud roar. If you want to experience the falls close up, go for a boat ride. You'll come near enough to look up at the roaring streams of water flowing over the edge and feel the cool mist that rises as the water hits the rocks below. Seeing Niagara Falls is an unforgettable experience!</p>
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Exercise 3: Describe the pictures. For each picture, write at least three sentences. You can use the descriptive adjectives from the box.

big	dirty	hungry	messy	sad	sleepy	young
curly	happy	long	old	short	straight	



1. The man:

The man is young. He has short hair. He is hungry.

He drives an old truck.

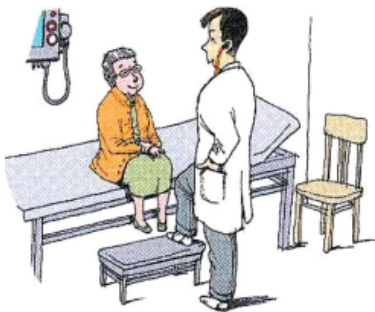
The truck:

His truck is old. The old truck is dirty.



2. The woman:

The desk:



3. The doctor:

The patient:

2. Spatial order

Just as an artist plans where to place each object in a painting, a writer plans where to put each object in a word picture, writers often use **spatial order** to organize their ideas. Spatial order is the arrangement of items in order by space.

For example, when describing your favorite room at home, you could first describe things on the left side of the doorway and then move clockwise around to the right side. You could also start on the right and move counterclockwise around to the left.

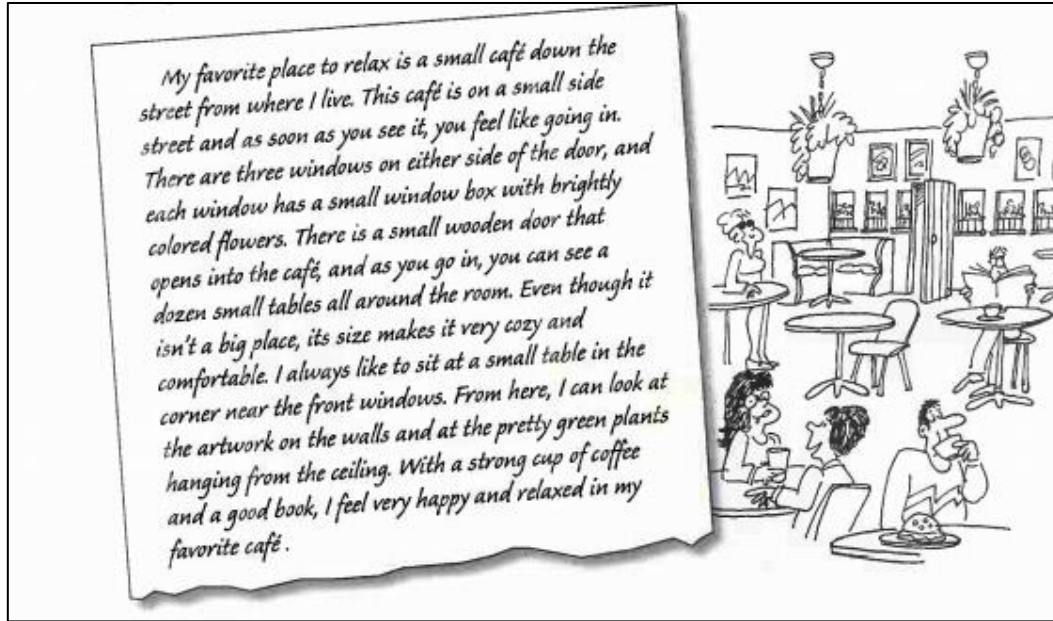
It does not usually matter whether the spatial organization is left to right, right to left, near to far, far to near, outside to inside, inside to outside, top to bottom, or bottom to top. It is only helpful to use some kind of spatial order when you write a description.

Spatial Order Signals

Just as are words and phrases to show time order, there words and phrases to show spatial organization. They are often prepositional phrases of location or position. Notice the kinds of expressions used to show time order.

Spatial Order Signals	
at the top of	next to
in the center	between
on the left	behind
in front of	in back of
in the front of	in the back of
inside	across

Exercise 4: Read this paragraph that describes someone’s favorite place. Underline the preposition.



Exercise 5: Write six sentences to describe the place where you are right now. Try to answer some of the questions in “Using adjectives”. Use adjectives and prepositions

3. Topic Sentences for Descriptive Paragraphs

The topic sentence of a descriptive paragraph should name a topic. The controlling idea should give the overall impression of the place you are describing. In the model paragraph, the topic is the house that the writer lived in a child. The controlling idea is that it has a strange atmosphere. Each of the following sentences states a topic and a controlling idea.

- My bedroom at home is my refuge from the outside world.
- The campus of our school is like a small city.

- The cafeteria at lunchtime is the school's social center.

Example:

The Stairway

When I was two or three years old, I lived in a house that had a strange atmosphere. I do not remember anything about the house except the stairway. It was dark, squeaking, and quite narrow, and its steps were a little high for me to climb up. From the bottom of the stairway, it seemed like an endless climb to the top. Beyond the darkness at the top of the stairway, there was an elegant, middle-aged lady leaning against the wall. I had to pass her every time I went to my room, for my room was the first room beyond the stairs on the second floor. The lady wore a beautiful dress with a quiet pattern and a tinge of blue, and her peaceful eyes stared at me every time I went up stairs. As I carefully climbed up the last step, her eyes became fixed on me. She didn't talk, nor did she move. She just stood there and watched me clamber up stairs. One day I touched her, but she did not react. Her face did not change expression, nor did she even blink. She just kept staring at me with her glittering eyes. Later, we moved out of the house, and I never saw her again. Now I know that the lady was a mannequin. My aunt, who lived in the house, used it for her dressing making class. I did not know my mother. Maybe I imagined that the mannequin standing at the top of the stairs was my mother. The stairway with a strange atmosphere has an important place in an earliest memories.

Exercise 5: Work with a classmate. Read the following topic sentences for descriptive paragraphs. Then discuss with your partner some possible details to describe the place. Next, decide on the best kind of spatial order to use the description: right to left, left to right, top to bottom, far to near, outside to inside, and so on. Finally, write your details in spatial order in the lines.

1. After my sister spends two hours getting ready to go out, her room looks as if it had been hit by a magnitude 8.5 earthquake.

a. From the doorway, you see nothing but a mountain of clothes all over the floor.

b.

c.

2. The park near my house is full of activity on a sunny weekend afternoon.

a.

b.

c.

4. Describing characters

Here are some common adjectives for describing people:

PERSONALITY	PHYSICAL CHARACTERISTICS
happy, satisfied	big, large, tall
relaxed	small, tiny, short
exciting	thin

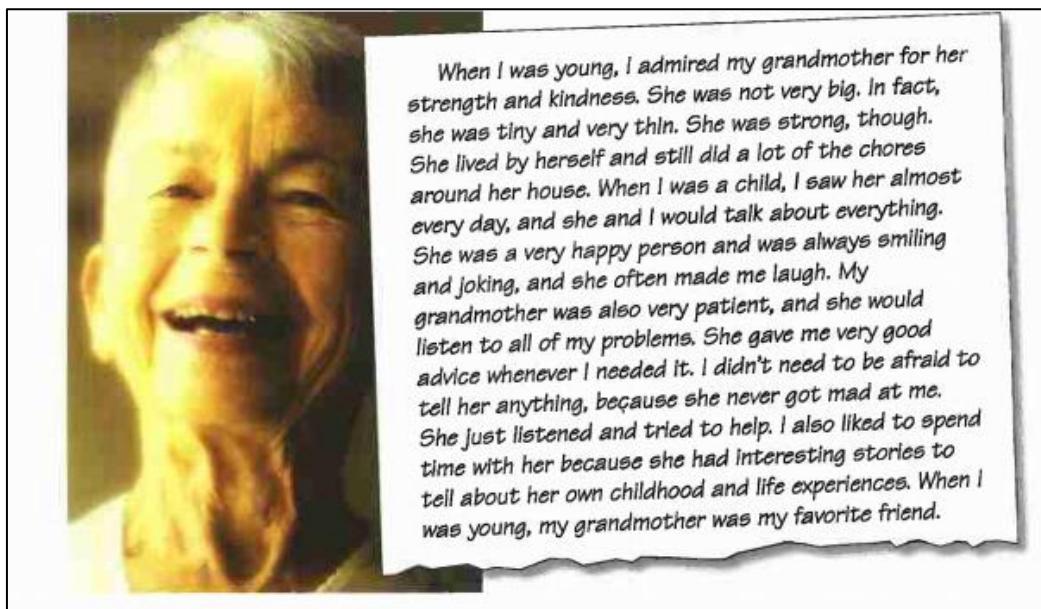
nervous	heavy
angry	strong
serious	weak
sad, depressed	brown-, black-, blond-, red-haired
outgoing	light-, dark-skinned

A description of a person may answer some of the following questions:

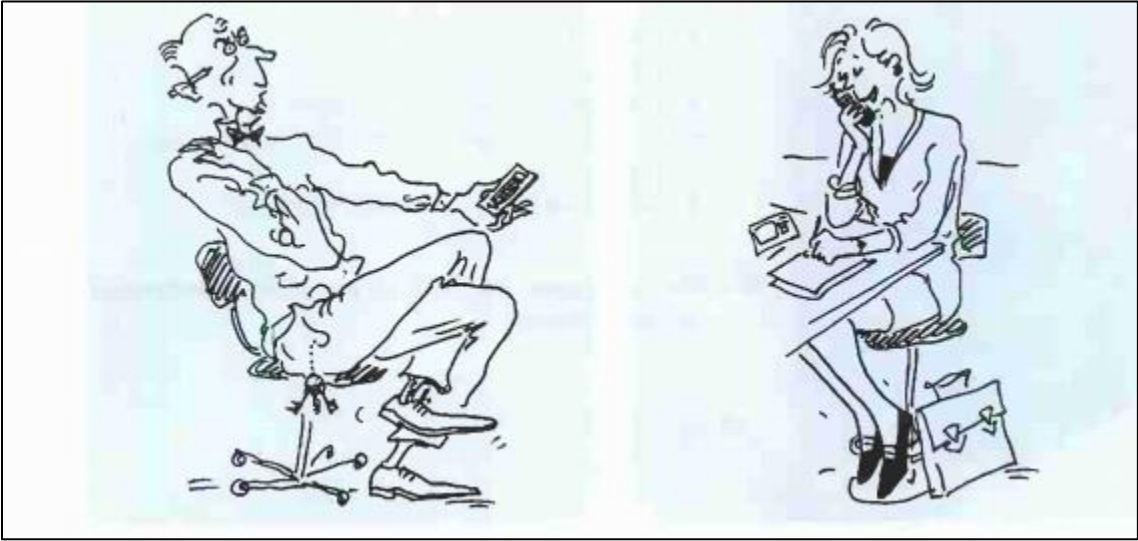
- Who is the person?
- What does the person do?
- What does he or she look like?
- How does the person act – how is his or her personality?
- How does he or she make others feel?

Exercise 6: Read this description written by a young woman about her grandmother.

Circle the adjectives that describe the grandmother.



Exercise 7: Describe one of these people. Write eight sentences. Try to answer three or more questions in adjectives to describe people above. Use your imagination!



Exercise 8: Think of a person or a place you know well. Then brainstorm your ideas, narrow your topic and write a descriptive paragraph.

UNIT 4: COMPARE AND CONTRAST PARAGRAPH

- To compare means to discuss how two people, places or things are similar.

E.g.: Both teachers and students need to spend a lot of time preparing for classes.

- To contrast means to discuss how two people, places or things are different.

E.g.: One main advantage of a bicycle over a car is that a bicycle doesn't create any pollution.



I. Choosing a topic:

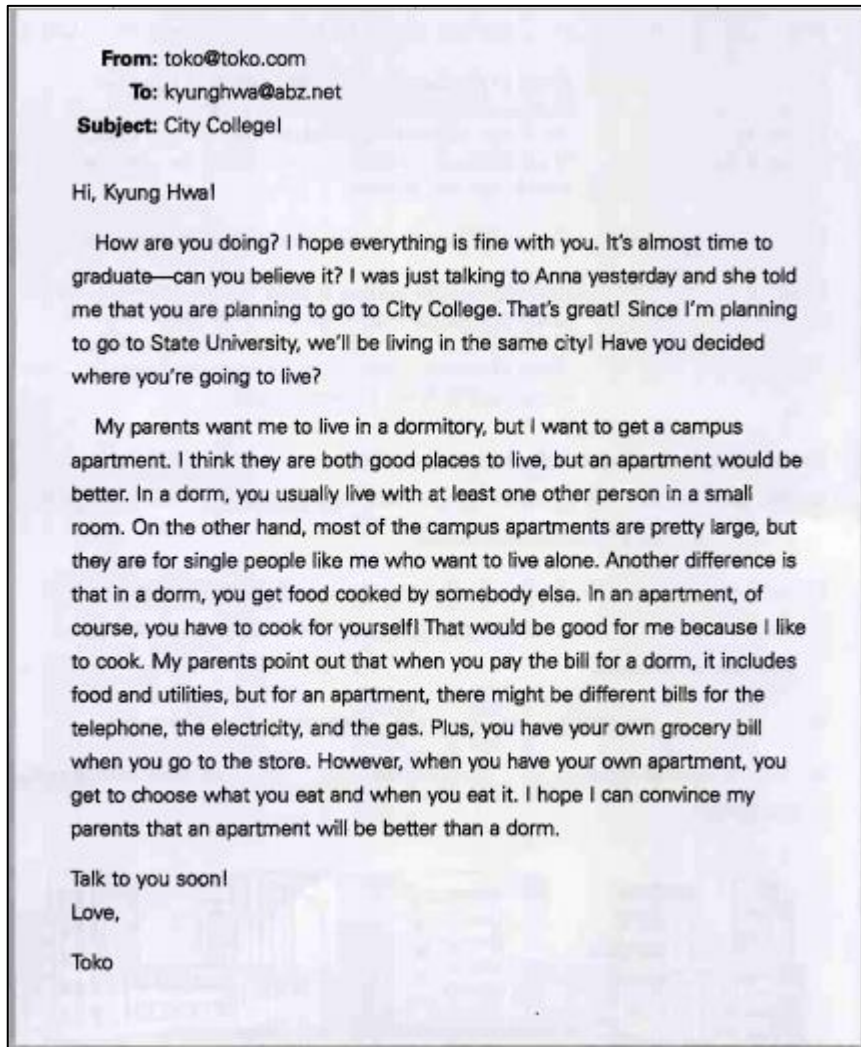
Brainstorm ideas to compare and contrast. Think of people, places, and things, Then compare your lists with a partner.

- People: _____ and _____.
- Places: _____ and _____.
- Things: _____ and _____.

II. Comparing and contrasting:

Read Yuko's e-mail message to her friend and answers the questions.

- a. What two things does the second paragraph talk about?
- b. Is the second paragraph mostly comparing or mostly contrasting? How do you know?



III. Compare and contrast structures:

❖ Using comparative structures

These words and phrases are used for writing comparisons.

and	The man and the woman are tall.
both	Both of the tables have broken legs.

both... and	Both my neighbor and I are selling our cars.
also	The store are closing for the holiday. The bank is also closing.
too	Kathy is planning to go to the party, and I am, too .
neither...nor	Neither Joe nor Stenven went to the meeting last night.
similar to	Their new computer is similar to the one my brother bought.
the same as	Is the restaurant where you had dinner the same as the place where I ate last month?
(just) as + adjective + as	His coat is just as warm as the more expensive one.
likewise	My parents were born in a small village. Likewise , my brothers and I also grew up in a small town.
similarly	There are many parks to visit in that city. Similarly , there are several parks in my hometown, too.

Exercise 1: Complete these sentences with phrases from above.

- a. The architecture of some modern government buildings is _____ the type of construction used hundreds of years ago.
- b. In recent years, news technology such as cellular telephones has made life more convenient. _____, the Internet has made a wide variety of information available to everyone.
- c. _____ the rivers _____ the lakes are clear and beautiful.
- d. The capital is just _____ modern _____ the cities in many other countries.

❖ Using contrastive structures

These words and phrases are used for writing contrasts.

more / less + adjective / adverb than	Eating is usually more expensive than cooking at home.
---------------------------------------	---

adjective -er than	My bedroom is bigger than my sister's room.
but, while, though	I enjoy eating fruit for desert, but / while / though my friends like chocolate.
not the same as	This book isn't the same as the one you bought.
not as... as	Some people feel that doing exercise isn't as fun as watching TV.
different from	That style of shirt is different from the styles most people wear.
in contrast	The lakes we swam in were very clean and beautiful. In contrast , the lakes in my country are polluted.
however	The new stores sell its clothing at lower prices. However , other stores have better quality clothing.
on the other hand	My boyfriend likes to play sports. On the other hand , I prefer to do yoga.

Exercise 2: Complete these sentences with phrase from above.

- a. Some tourists enjoy taking part in a tour group, _____ many other tourists prefer travelling on their own.
- b. The two books are very _____ each other.
- c. The cost of studying in a college or university in the United States is very high. _____, in many other countries, the cost is much lower.
- d. Changes in technology is occurring _____ quickly _____ in the past.

IV. Compare and contrast organization:

Two methods for organizing a comparison / contrast paragraph

❖ **Method 1: Block organization**

Method 1: Block organization

First, write about supporting points for the first topic. Then compare or contrast those same points to the second topic. This type of organization could be outlined like this:

Topic sentence comparing / contrasting two topics (A & B)

Points of comparison / contrast about Topic A

Points of comparison / contrast about Topic B

Concluding sentence

Reading a story in a book is often very different from seeing it as a movie. When you read a story, you need to use your imagination. A book usually gives a lot of description about the people, places, and things in the story, so you can create pictures in your mind. In addition, the conversations between people are always written with details that describe how the people look or feel while they are talking. When you read, you use a lot of imagination to help "see" the characters in the story. However, when you see a movie, it is a different experience. When you watch a movie, you don't need to use your imagination. The pictures on the screen give all the details about the people, places, and things in the story. The conversations are spoken out loud, so you just listen and watch. The feelings of the people come through their faces, body movements, and voices. Although a book and a movie might tell the same story, reading a book and watching a movie are very different experiences.

❖ Method 2: Point-by point organization

6

Method 2: Point-by-point organization

Compare or contrast one point about the two topics, then a second point, then a third point, and so on. This type of organization could be outlined like this:

Topic sentence comparing or contrasting two topics (A & B)

First point of comparison / contrast (A1, B1)

Second point of comparison / contrast (A2, B2)

Third point of comparison / contrast (A3, B3)

Fourth point of comparison / contrast (A4, B4)

Fifth point of comparison / contrast (A5, B5)

Concluding sentence

Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities. First of all, both women had a difficult childhood. Monroe spent many years without parents in an orphanage, and Diana's mother left the family when she was only six. Later in their lives, both women married famous men. Princess Diana married Prince Charles, and Marilyn Monroe married a famous baseball player and later a famous writer. They also had difficult marriages and eventually separated from their husbands. Another similarity between Marilyn Monroe and Princess Diana was that they were both very popular. Diana was called "The people's princess" because she was so friendly. Although Monroe was famously sexy, she was well-liked because she seemed very innocent. However, although they both seemed to have very happy lives, both women actually had emotional problems and often felt sad and depressed. Monroe went through serious depression and had to go to a hospital for treatment. Likewise, Diana suffered from an eating problem and was depressed during parts of her marriage. A last similarity between Marilyn Monroe and Princess Diana was their deaths at an early age. In fact, they were both thirty-six years old when they died, Monroe in 1962 and Diana in 1997. Maybe their similar life circumstances and lifestyles explain why Princess Diana and Marilyn Monroe also had similar personalities.

Exercise 3: Finish filling in the outlines for each paragraph.

Block organization: Paragraph 1

Topic sentence: Reading a story in a book is often very different from seeing it as a movie.

Topic A – reading a book

Supporting points

1. _____

2. _____

Topic B - _____

Supporting points

1. _____

2. _____

Point-by-point organization: Paragraph 2

Topic sentence: Marilyn Monroe and Princess Diana lived at a different times in different countries, but their lives had some surprising similarities.

First point of comparison – difficult childhood

A1: _____

B1: Princess Diana – mother left family

Second point of comparison – _____

A2: Princess Diana – married Prince Charles, later separated from him

B2: _____

Third point of comparison – _____

A3: _____

B3: _____

Fourth point of comparison – _____

A4: Marylin Monroe - _____

B4: _____

Fifth point of comparison – difficult childhood

A5: _____

B5: _____

Exercise 4: Read this list of details about two popular sports. Then make a list of similarities and a list of differences below. Discuss your answer with a partner.

Golf	Tennis
<i>played outdoors on a large, open area</i>	<i>a racket is used to hit a ball</i>
<i>played with at least two people</i>	<i>played by pairs of people</i>
<i>clubs are used to hit a ball</i>	<i>played on a court with a net</i>
<i>both men and women play</i>	<i>played outside or inside</i>
<i>very expensive to play in some countries</i>	<i>both men and women play</i>
<i>accuracy is an important skill</i>	<i>fairly cheap to play</i>
<i>few spectators</i>	<i>speed is an important skill</i>

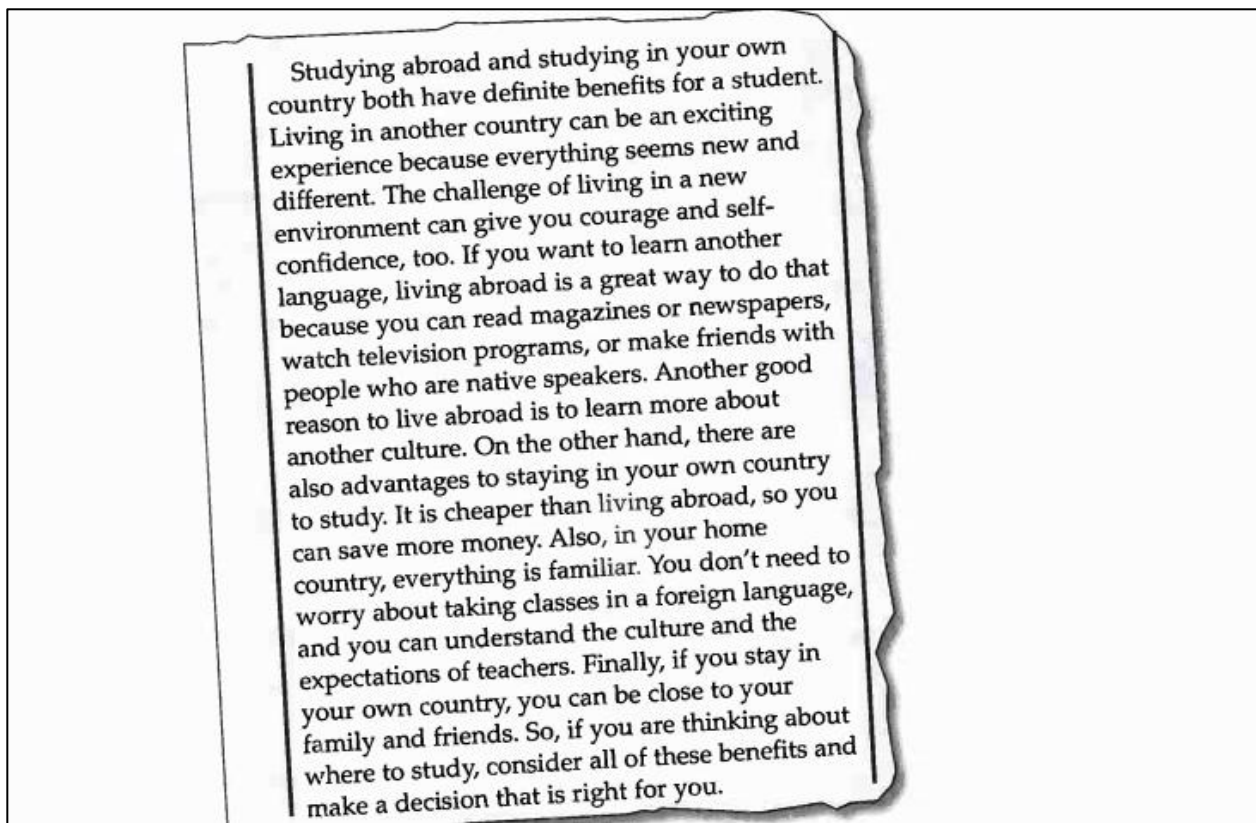
Similarities between the sports	Differences between the sports
.....
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Exercise 5: Write a comparison or contrast paragraphs. Use either point-by-point organization or block organization.

V. Advantages and disadvantages

Another way to compare or contrast is to talk about *advantages* (positive points) or *disadvantages* (negative points) of a topic. If you are writing about one topic, it is usually best to discuss advantages and disadvantages in two separate paragraphs. If you are writing or contrasting two topics, you could organize the paragraph in either point-by-point or block style.

Read this paragraph from a school newspaper. List the supporting points. Does the paragraph discuss advantages or disadvantages?



Exercise 6: Write one or two paragraphs comparing or contrasting topics of your choice or one of these.

- action movies / romantics movies

- the advantages and disadvantages of living abroad
- living in a small town / living in a big city
- playing sports / watching sports on TV
- the advantages and disadvantages of o having a job while in college.

UNIT 5: PROCESS PARAGRAPH

I. Definition:

A **process paragraph** is a description of how to do something. It explains the steps you need to follow to complete an activity.

A process paragraph:

- explains a sequence or process
- presents facts and details in chronological order
- uses time words or phrases
- end with a specified result

Read the recipe and do the exercise below.

Ingredients
two cups of brown rice
one tablespoon of cooking oil
three tablespoons of chili sauce
three cloves of garlic
one green pepper
one red pepper
one onion
two tomatoes
two green onions
salt
pepper

Mike's Brown Rice and Vegetables
Brown rice and vegetables is a simple and delicious meal to make. First, cook the rice, following the directions on the package. Then, cut the vegetables into one-inch pieces. Next, heat the oil, chili sauce, and garlic in a frying pan. After that, add the vegetables and fry them until they are soft, but still a little bit crunchy. Now it's time to stir in the cooked rice. After stirring the rice and vegetables together, add salt and pepper to your own taste. Finally, put the rice and vegetables into a large bowl and serve it with freshly chopped tomatoes and green onions on top. Now you are ready to enjoy your delicious brown rice and vegetables!

- a. Underline the topic sentence and the concluding sentence of the paragraph.
- b. List the steps for making brown rice and vegetables in the order you find them.

1. Cook the rice.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

c. How are the steps in the paragraph connected together. What words do you see that helps show the sequence to follow? Underline them.

II. Transitions

Transitions are words that connect the steps in a paragraph. Transition words and phrases show the relationship between the ideas in a paragraph. They are not used between every sentence, but are used often enough to make the order clear. Here are some common transition words and phrases that show time order or the order of steps:

first, second, third, etc.	finally
next	the last step
then	before
after, after that	while

Exercise 1: Choose appropriate transition words to connect the steps in this paragraph about preparing for a trip.

Planning a vacation abroad? Here are some suggestions to make your trip successful. (1) _____, find out if you need a visa for the country that you want to visit. Make sure you have enough time to apply for it. (2) _____ you buy your ticket. (4) _____ you've found out about visas, you should release airfares and schedules. (5) _____, look for the best flight for you. Remember, the cheapest flight may stop over in several cities and reduce the amount of time you have to spend at your destination. You might want to fly direct (6) _____ you're researching flights, you can also ask your

travel agent about getting a good idea on a hotel. It's a good idea to book your flight and hotel early if you're sure of destination. If you haven't already done it, the (7) _____ steps is about to learn about places to visit, the weather, the food, and other details about the country. The Internet can be a very useful source of information. (8) _____, on the day your flight, make sure you go to the airport at least two hours before you flight. Now you are ready to start enjoying your vacation.

Exercise 2: Transitional words, phrases, and clauses can show chronological order. Most transitional words and clauses are followed by a comma. The following sentences make up a paragraph. Number them from 1 to 10 to indicate the best order. Then, add commas where necessary.

_____ a. First put the water and the plants in the jar.

_____ b. One week later check the fish.

_____ c. The fact that the fish is still alive shows that oxygen was added. If you look carefully at a plant stem when it is in sunlight, you can see the tiny bubbles of oxygen escaping from the plant.

_____ d. When you do this be sure to leave about an inch of empty space.

_____ e. Keep the jar in a cool place indoors, but be sure that it receives some direct sunlight for a few hours each day.

_____ f. When you are sure that the water in the jar is at room temperature add the fish.

_____ g. Here is the simple science experiment that proves that plants produce oxygen.

_____ h. For this experiment, you will need a clean quart jar with a tight lid, some tape, a goldfish, some water, and a few green plants.

_____ i. Put the lids on as tightly as you can.

_____j. After wrap the lid with several layers of tape so that you are sure that no air can pass through it.

Exercise 3: Order the steps to form a process paragraph. Write 1 next to the first step, 2 for the second step, and so on.

Introduction to linguistic: language-learning research project

Conduct an experiment to find out whether learners of English use English more correctly on a written test or in informal conversation.

- a. ___ Next, make a written test that checks the grammar point you are researching. This could be a fill-in-the-blanks test, a correct-the-errors test, or another style. It should have at least ten questions, but it should not be too long.
- b. ___ After giving the written test, interview each learner individually for about ten minutes. Try to make the interviews informal and friendly. Be sure to ask questions that will encourage learners to use the grammar point you are researching. Record the interviews. (Ask for learners' permission first).
- c. ___ After you have counted the errors, calculate the score as a percentage. Do this for the written test and the spoken interview.
- d. ___ Next, read the tests and listen to the recordings. Make a note of how many times your chosen grammar points was used, and how many times it was used incorrectly. Do this for both the written test and the recorded conversation.
- e. ___ Third, find about ten intermediate-level English learners who will agree to take your test. Arrange a time to give the test to each learner.
- f. ___ Finally, prepare two graphs to compare your results. Did learners make more mistakes on the written test or while they were speaking?

g. First, choose a common English grammar point you would like to use in your research. Ask your teacher for a suggestion if you need help choosing one.

Exercise 4: Write a process paragraph about a topic that you know well. First, brainstorm all the steps that need to be followed. Then write the paragraph. Remember to use transitions.