

AIMS



- ✓ **Essay definition**
- ✓ **Essay organization**
- ✓ **Essay outline**
- ✓ **Steps to write an essay**

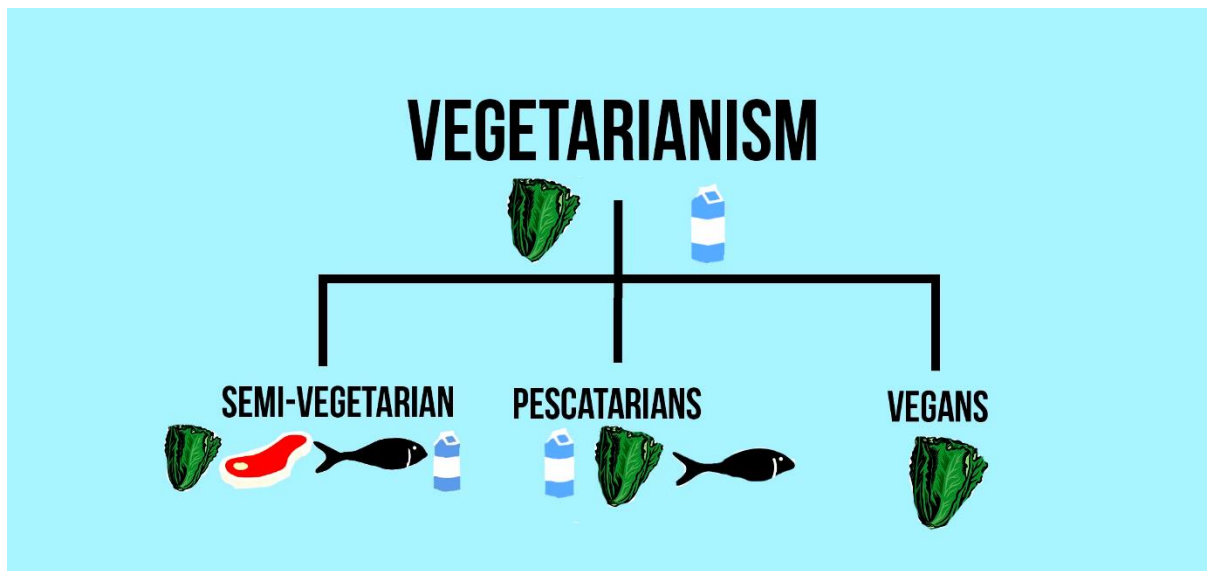
1. Definition

What is an Essay ?

An essay is a piece of writing several paragraphs long instead of just one or two paragraphs. It is written about one topic, just as a paragraph is. However, the topic of an essay is too long and too complex to discuss in one paragraph. Therefore, you must divide the topic into several paragraphs, one for each major point. Then you must tie all of the separate paragraphs together by adding an introduction and a conclusion.

2. Essay Organization

2.1.A Sample essay



BETTER LIVING AS A VEGETARIAN

1. The hamburger is an American cultural icon that is known all over the world. Eating meat, especially beef, is an integral part of daily life for a majority of people in the United States. The consumption of large quantities of meat is a major contributing factor toward a great many deaths in this country, including the unnecessarily high number of deaths from heart-related problems. Though it has caught on slowly in this culture, vegetarianism is a way of life that can

help improve not only the quality of people's health and their longevity but also the environment.

2. First, vegetarianism positively affects a person's health. Meat, unlike vegetables, can contain very large amounts of fat. Eating this fat has been connected in research cases with certain kinds of cancer. If people cut down on the amounts of meat they ate, they would automatically be lowering their risks of disease. Furthermore, eating animal fat can lead to obesity, and obesity can cause numerous health problems. For example, obesity can cause people to slow down and their heart to have to work harder. This results in high blood pressure. Meat is also high in cholesterol, and this only adds to health problems. With so much fat consumption in this country, it is no wonder that heart disease is a leading killer of Americans.

3. If people followed vegetarian diets, their longevity would improve. Eating certain kinds of vegetables, such as broccoli, brussels sprouts, and cauliflower, has been shown to reduce the chance of contracting colon cancer later in life. Vegetables do not contain the "bad" fats that meat does. Vegetables do not contain cholesterol, either. In other words, eating like a vegetarian could even save someone's life. It is observed that the native inhabitants of areas of the world where people eat more vegetables than meat, notably certain areas of the former Soviet Asian republics, routinely live to be over one hundred.

4. Surprisingly as it may sound, vegetarianism can have beneficial effects on the environment. Because demand for meat animal is so high, cattle are being raised in areas where rain forests once stood. As rain forest land is cleared in order to make room for cattle ranches, the environmental balance is upset. This could have serious consequences for humans. Studies show that much of the current global warming is due to disturbing the rain forests.



5. Some people argue that, human nature being what it is, it would be unhealthy for humans to not eat meat. They say that humans are naturally carnivores and cannot help wanting to consume a juicy piece of red meat. However, anthropologists have shown that early humans ate meat only when other foods were not abundant. Man is inherently a herbivore, not a carnivore.

6. Numerous scientific studies have shown the benefits of vegetarianism for people in general, and I know firsthand how my life has improved since I decided to give up meat entirely. Though it was difficult at first, I have never regretted my decision to become a vegetarian. I feel better, and my friends tell me that I look better than ever before. More and more people are becoming aware of the risks associated with meat consumption. If you become vegetarian, your life will

improve, too.

ANALYSIS: Read the sample above and answer the questions:

- a. Which paragraph is the introduction? What is the most important sentence in the paragraph?
- b. How many sub-ideas does the essay have? What are they? Are they written in the same paragraph?
- c. Which paragraph is the conclusion?

2.2. Essay organization

Writing an essay is no more difficult than writing a paragraph except that an essay is longer. The principles of organization are the same for both, so if you can write a good paragraph, you can write a good essay.

An essay has three main parts: an *introductory paragraph*, a *body* (at least one, but usually two or more paragraphs) and a *concluding paragraph*

The introductory paragraph consists of two parts: a few *general statements* about your subject to attract your reader's attention and a *thesis statement* to state the specific subdivisions of your topic and/or the "plan" of your paper. A thesis statement for an essay is just like a topic sentence for a paragraph: it names the specific topic and the controlling ideas or major subdivisions of the topic.

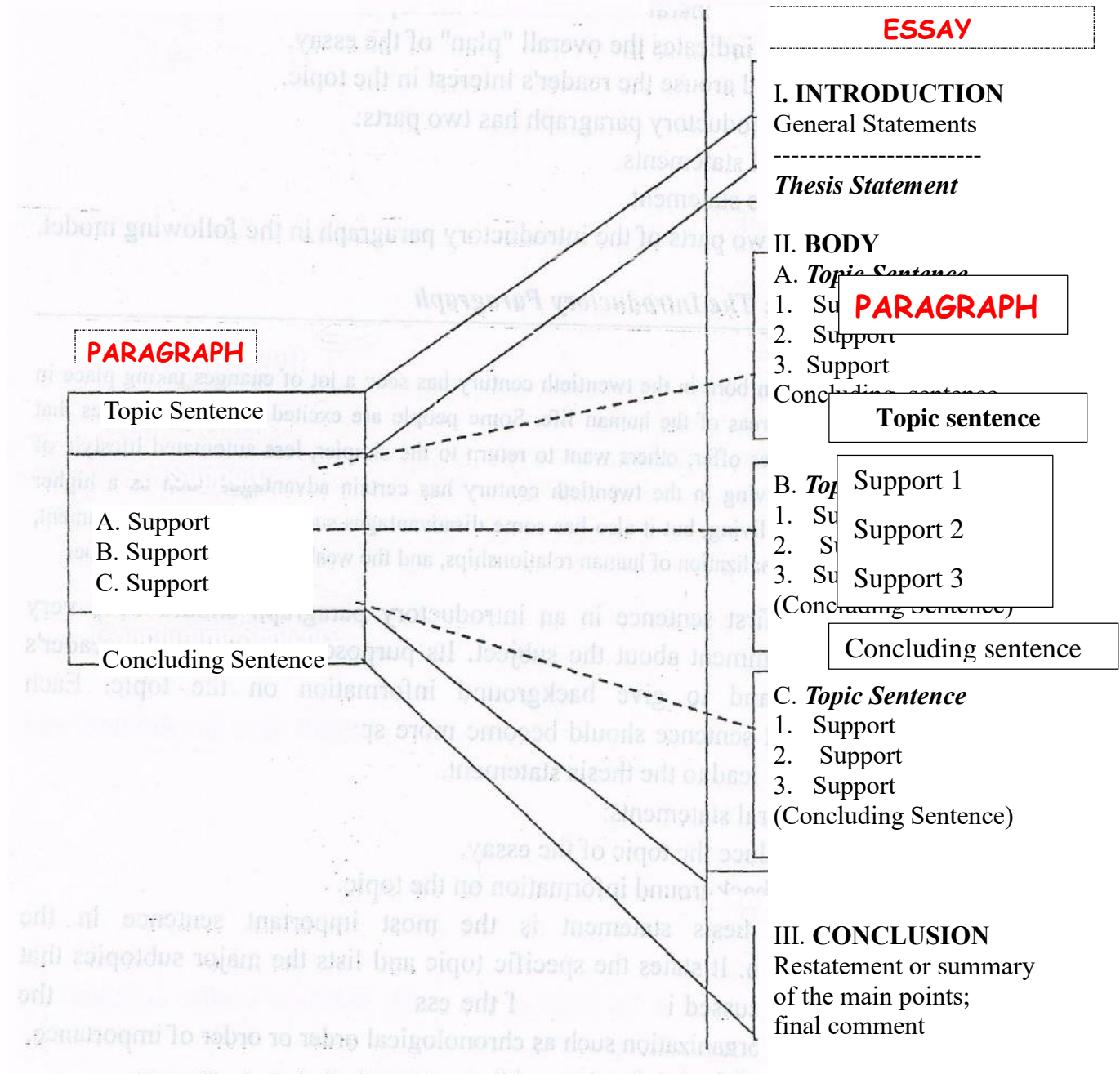
The body consists of two or three paragraphs, Each paragraph develops a subdivision of your topic, so the number of paragraphs in the body will vary with the number of subdivisions. The paragraphs of the body are like the main supporting points of a paragraph. Furthermore, just as you can organize the ideas in a paragraph by chronological order or by order of importance, you can organize the paragraphs in an essay in the same ways.

The conclusion in an essay, like the including sentence in a paragraph is a summary or review of the main points discussed in the body.

The only *additional element* in an essay is the linking expressions between the paragraphs of the body. These are just like transitions within a paragraph. You use transitions *within* a paragraph to connect the ideas between two sentences. Similarly, you use transitions *between* paragraphs to connect the ideas between them.

2.3. Overview of Essay Organization

The chart below shows you how the parts of a paragraph correspond to the parts of an essay. You can see that writing an essay is essentially the same as writing a paragraph; an essay is just longer. The body is the longest part of the essay and can contain as many paragraphs as necessary to support the controlling ideas of your thesis statement. A concluding sentence is not always necessary.



2.4. The Introductory Paragraph

All writers (even professional) complain that the most difficult part of writing is getting started. How many times have you wasted valuable minutes during an essay examination trying to think of your first sentence? Getting started, or writing an introduction, can be easy if you remember that an introduction has four purposes,

1. It introduces the topic of the essay.
2. It gives a general background of the topic.
3. It often indicates the overall "plan" of the essay.
4. It should arouse the reader's interest in the topic.

The introductory paragraph has **two parts**:

1. General statements :

2. A thesis statement

Notice the two parts of the introductory paragraph in the following model.

MODEL : *The Introductory Paragraph*

General Statement	A person born in the twentieth century has seen a lot of changes taking place in almost all areas of the human life. Some people are excited by the challenges that these changes offer; others want to return to the simpler, less automated lifestyle of the past. <u>Living in the twentieth century has certain advantages such as a higher standard of living, but it also has some disadvantages such as polluted environment, the depersonalization of human relationships, and the weakening of spiritual values.</u>
Thesis Statement	

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 to the thesis statement.

General statements:

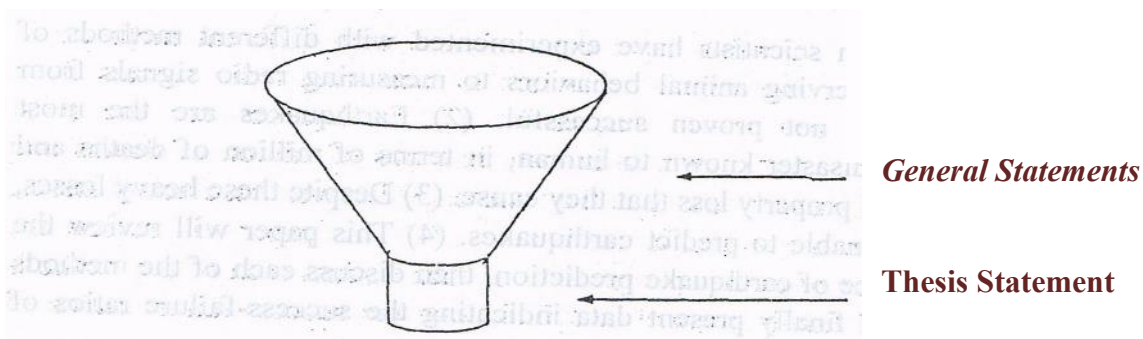
1. introduce the topic of the essay.
2. give background information on the topic.

The thesis statement is the most important sentence in the introduction, It states the specific topic and lists the major subtopics that will be discussed in the body of the essay. Besides, it often indicates the method of organization such as chronological order or order of importance.

The thesis statement:

1. states the main topic.
2. lists the subdivisions of the topic.
3. may indicate the method of organization of the entire paper.
4. is usually the last sentence in the introductory paragraph.

To sum up, an introductory paragraph is like a funnel: very wide at the top, increasingly narrow in the middle, and very small at the neck or bottom.



PRACTICE 1 : Recognizing the Parts of an Introduction

STEP 1 Read the following introductory paragraphs, each of which is in scrambled order.

STEP 2 Rewrite each paragraph, beginning with the most general statement first becomes more

specific. Write the thesis statement last.

Paragraph 1

(1) The heavy traffic problem can be solved by building rapid transit systems from the suburbs to the cities, by improving public transportation systems within the cities, and by forming car pools. (2) Traffic congestion is caused by thousands of cars that come into the cities from the suburban areas as well as from thousands of cars within the city limits. (3) One of the most serious problems facing most big cities is traffic congestion. (4) This mammoth problem must be solved before it gets worse.

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 family, 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 State; on the negative side, it might lead to the eventual disintegration of the family altogether. (6) In the United states, some people are experimenting with still another system of family life: living together without marriage.

Paragraphs 3

Although scientists have experimented with different methods of prediction, from observing animal behaviors to measuring radio signals from quasars, they have not proven successful. (2) Earthquakes are the most destructive natural disaster known to human, in tens of million of deaths and billions of dollars in property loss that they cause. (3) Despite these heavy losses, scientists are still unable to predict earthquakes. (4) This paper will review the history of the science of earthquake prediction, then discuss each of the methods in more detail, and finally present data indicating the success-failure ratios of each method.

PRACTICE 2: Thesis Statements I

A. Study these thesis statements from two different essays on the topic of the status of women in Xanadu, an imaginary country. Which method of organization (chronological order or comparison and contrast) does each one indicate?

1. Beginning of World War II and continuing through the period of economic boom, the status of women in Xanadu has changed remarkably.

Method of organization: _____

2. Although the status of women in Xanadu has improved remarkably in recent years, it is still very low when compares to the status of women in the countries of the Western world

Method of organization: _____

B. In the following two thesis statements, both the methods of organization and the major subdivisions of the topic are indicated. Each subdivision will be the topic of a paragraph in the body. How many paragraphs will the body of each essay probably contain? Underline the topics of each paragraph.

1. The status of women in Xanadu has changed remarkably in the recent years due to increased educational opportunities and changes in the country's laws:

Probable number of paragraphs: _____

2. The status of women in Xanadu has changed remarkably in the recent years in the areas of economic independence, political rights, educational opportunities and social status.

Probable number of paragraphs: _____

C. Analyze the following thesis statements

STEP 1 Locate the main topic and the subtopics in each of the following thesis statements.

STEP 2 Underline the subtopic

STEP 3 Draw a circle around the words or punctuation marks that are used to introduce the subtopics

Example:

Capital punishment should be abolished (not only) because it deprives another person of life (but also) because it does not stop crime.

1. Women generally live longer than men for two main reasons: they tend to take better care of their health, and they lead less stressful lives.
2. Drug and alcohol abuse among teenagers can be traced to the following causes: lack of parental supervision, lax enforcement of drug laws, and the social and psychological problems of teenagers themselves.
3. In choosing a major, a student has to consider various factors, such as, personal interests, job opportunities, and the availability of training institutions.
4. An architect should be both an artist and an engineer.

PRACTICE 3: Thesis Statements II

STEP 1 Complete the following thesis statements by adding topics to them.

STEP 2 Circle your topics. If you use correlative conjunctions (both and, not only ... but also, etc.), be sure your structures are parallel:

1. The life expectancy of the average person is increasing because of
2. Technology is changing our life in three important areas:
3. Foreign students have a difficult time taking notes in class due to.....
4. A teacher must have the following qualities:
5. Television commercials are insulting to the average viewer because.....
6. Owning an automobile is a necessity both
7. The basic causes of inflation are
8. Poverty creates negative consequences for society, such as
9. Living together before marriage is becoming increasingly popular for three reasons:
.....

2.5. The concluding paragraph

The final paragraph is the conclusion, a very important part of the essay. In this paragraph you tell the reader that you have completed the essay. This is achieved by either writing a summary of the main points discussed in the body of the essay or by rewriting the thesis statement in different words. Then you add your final comments on the subject - food for thought. Since this is your last opportunity to make your point, you should write a strong, effective message that the reader will remember.

The concluding paragraph **consists of:**

1. *The summary of the main points, or a restatement of your thesis in different words, and*
2. *your final comment on the subject, based on the information you have provided.*

Be sure to introduce the concluding paragraph with a **transition signal**.

Study the introduction and conclusion for the following model essay on the advantages and disadvantages of living in the twentieth century. Is the concluding paragraph a summary of the main points of the essay, or is it a paraphrase of the thesis statement? Is there a final message for the reader?

MODEL: The Concluding Paragraph

Introduction A person born in the twentieth century has seen a lot of changes taking place in almost all areas of the human life. Some people are excited by the challenges that these changes offer; others want to return to the simpler, less automated life-style of the past. Living in the twentieth century has certain advantages, such as a higher standard of living, but it also has some disadvantages, such as a polluted environment, the depersonalization of human relationships, and the weakening of spiritual values.

Conclusion In conclusion, although the twentieth century has indeed given us a lot of advantages by making us richer, healthier, and freer to enjoy our lives, it has, in my opinion, not made us wiser. The twentieth century has also made our Earth dirtier, our people less humane, and our spiritual lives poorer. We should continue to enjoy the benefits of technological advancements because they free us to pursue our interests and goals. However, we must make a concerted effort to preserve our natural environment for future generations. Moreover, we should take the time now to make our lives more meaningful in an increasingly impersonal, mechanized world.

PRACTICE 4: Concluding Paragraphs

A. Write concluding paragraphs for the following introductions.

STEP 1 Summarize the main points or paraphrase the thesis statement. Be sure to begin with a conclusion signal.

STEP 2 Add your own comments as a final message to the reader.

Paragraph 1

The busy schedules that most adults almost face from day to day have created a rising health problem in the modern world. Stress affects almost everyone, from the highly pressured executive to the busy homemaker or student. It can cause "a variety of physical disorders, ranging from headaches to stomach ulcers and even alcoholism. Stress, like a common cold, is a problem that can't be cured; however, it can be controlled. A person can learn to control stress by setting realistic goals, enjoying a hobby and/or physical exercise, and by maintaining a good, warm relationship with family and friends.

Paragraph 2

Television is the most popular form of entertainment in many households. People of all ages use the medium to entertain themselves for an average of four hours a day. Thus, television has had a tremendous influence on its viewers, especially children. Scientists now say that children can be adversely affected by constantly watching television. This is due to the fact that they participate less in physical activities, spend less time reading and studying, and see a world of violence that can affect their own feelings of security.

B. Write concluding paragraphs for introductory paragraphs 1, 2, and 3 that you reorganized in Practice 1.

2.6. Transitional signals between paragraphs

Transition signals are important not only within paragraphs but also between paragraphs. If you

write two or more paragraphs, you need to show the relationship between your first and second paragraph, between your second and third paragraph, and so on.

Think of transitions between paragraphs as the links of a chain. The links of a chain connect the chain; they hold it together. Similarly, a transition signal between two paragraphs links your ideas together,

Two paragraphs are linked by adding a transition signal to the topic sentence of the second paragraph. This transition signal may be a single word, a phrase, or a dependent clause that repeats or summarizes the main idea in the first paragraph.

Study the following model, and notice how the paragraphs are linked by a single word, a phrase, or a clause.

MODEL Paragraph Transitions

Flextime

Introduction One of the most important changes that management has made in industry in recent years is the scheduling of flexible work hours for their employees. Workers are given the option of choosing when they will work. This allows them more leisure time for family and fun. Flextime has obvious advantages for both workers and management although it may not be practical in all types of businesses.

Transition

Word The first advantage is increased production per work hour. . (+supporting sentences)

Transition

Word A second advantage is that factory workers are happier. (+supporting sentences)

Transition

Phrase In addition to increased output and worker satisfaction, factory managers report that absenteeism has declined. (+supporting sentences)

Transition

Clause Although flextime has produced these three positive results in some industries, it is not as advantageous in all types of businesses. (+supporting sentences)

Conclusion

To summarize, flextime has resulted in increased production and happier workers who are less likely to miss work, and it works well in manufacturing and retail industries. It works less well in service industries such as the restaurant and health care industries.

PRACTICE 5: Transitions Between Paragraphs

A. Recognizing Transition Signals

STEP 1 Circle all of the transition signals in the following paragraphs.

STEP 2 Punctuate the transition signals if necessary.



Genetic Engineering

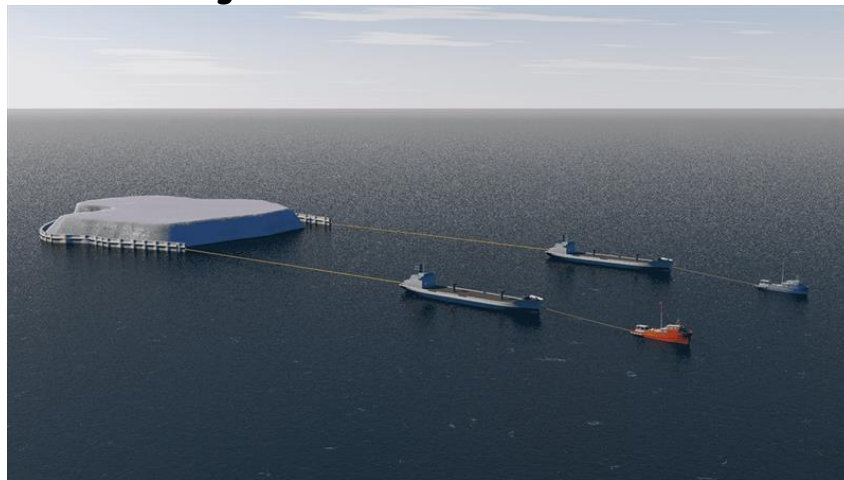
Genetic research has produced both exciting and frightening possibilities. Scientists are now able to create new forms of life in the laboratory due to the development of gene splicing. On the one hand, the ability

to create life in the laboratory could greatly benefit mankind. For example, because insulin is very expensive to obtain from natural sources, scientists have developed a method to manufacture it inexpensively in the laboratory. Another beneficial application of gene splicing is in agriculture. Scientists foresee the day when new plants will be developed using nitrogen from the air instead of from fertilizer therefore food production could be increased. In addition, entirely new plants could be developed to feed the world's hungry people.

Not everyone is excited about gene splicing however. Some people feel that it could have terrible consequences. A laboratory accident, for example, might cause an epidemic of an unknown disease that could wipe out humanity. As a result of this controversy, the government has made rules to control genetic experiments. Still, many people feel that these rules *are* not strict enough even though the scientific community may feel that they are too strict enough even though the scientific community may feel that they are too strict.

B. Connect the ideas in the following paragraphs by adding a transits- word, phrase, or clause to the topic sentences of the second, third, fourth, and fifth paragraphs. Try to vary the linking expressions that you use. You may rewrite the topic sentences if necessary.

Icebergs - A Potential Source of Water



The supply of fresh water has not been a major problem for most countries in the world because a rainy season is part of their yearly climatic conditions. However, in countries where the rainfall is very sparse, scientists must constantly seek ways to increase fresh supplies of this precious clement. Government planners in South America and the Middle East have been trying to devise new ways of increasing their nations' supplies of fresh water. The first method being considered is the use of desalinization plants, which would remove salt from sea water. Another method being considered is towing icebergs. According to this method, large icebergs from Antarctica would be wrapped in cloth or plastic, tied to powerful tugboats by strong ropes, and towed to the dry country. While this plan may have some potential, there are certain practical problems that must be solved.

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

The second drawback is the possibility that the iceberg would melt on route. No one knows if an iceberg could be effectively insulated during 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 off an arid coast could have unexpected environmental effects. The ice could drastically change the weather along the coast, and it would almost certainly affect the fish population.

The cost of providing fresh water from icebergs would be less than the cost of providing water by desalinization, according to most estimates. It would cost between 50 cents and 60 cents per cubic meter to get water from an iceberg, as opposed to the 80 cents per cubic meter it costs to get the same amount by desalinization.

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

3. Outlining

Essay Outlining

Because an essay is longer and more complex than a paragraph, it is even more important to organize your thoughts and to plan your essay before you begin to write. The best way to do this is to make an outline.

The principles and techniques that you have already learned for paragraph outlining can be applied to essays. You may be required during the course of your academic writing career to produce a formal outline. The number/letter system for a formal outline is illustrated in the model outline below.

Notice that subgroups are indented to the right. As you move to the right, the ideas become more and more specific.

MODEL: *Essay Outline*

Study the following model outline for an essay on the advantages and the disadvantages of living in the twentieth century. Only the thesis statement in the introductory paragraph has been given; only the paragraphs of the body of the essay have been outlined.

The Advantages and the Disadvantages of Living in the Twentieth century

I. INTRODUCTION

Thesis statement: Living in the twentieth century offers certain advantages, such as higher standard of living, but it also has some disadvantages, such as polluted environment, the depersonalization of human relationships, and the weakening of spiritual values.

BODY

II. Advantages

TS: *The biggest advantage of living in the twentieth century is the high standard of living we enjoy.*

- A. More money for less hard work
 - 1. More office workers than manual laborers
 - 2. Higher salaries.
 - 3. Increased government services
 - a. Social security
 - b. Unemployment benefits .
 - c. Disability insurance
- B. Longer life expectancy

- 1. Better medical care
 - a. More hospitals, doctors, nurses
 - b. Advances in medical technology
- 2. Improved nutrition
- 3. More leisure time
- C. Modern conveniences
 - 1. Communication
 - a. Telephones
 - b. Radio and television
 - 2. Labor-saving machines in the home
 - a. Dishwashers
 - b. Washing machines/dryers
 - c. Vacuum cleaners
 - 3. Faster transportation

III. Disadvantage 1:

TS: One of the main disadvantages of living in the twentieth century is that we are living in an increasingly polluted environment.

- A. Air pollution .
 - 1. Smog
 - 2. Nuclear fallout
- B. Water pollution
 - 1. Chemical wastes from factories
 - a. Dead fish
 - b. Contaminated drinking water supplies
 - 2. Raw sewage from cities
 - 3. Oil spills from ships

IV. Disadvantage 2:

TS: The second disadvantage of living in the twentieth century is the personalization of human relationships.

- A. People and machines
 - 1. Automated vending machines, banks, etc.'
 - 2. Tape recorded telephone answering
 - 3. Computerized dating services
- B. People and numbers
 - 1. Social security numbers
 - 2. Credit card numbers

V. Disadvantages 3

TS: The final disadvantage of living in the twentieth century is the weakening of spiritual values.

- A. Materialistic culture
- B. Faith in science instead of in religion

VI. CONCLUSION

In conclusion, although the twentieth century has indeed given us a lot of advantages by making us richer, healthier, and freer to enjoy our lives, it has, in my opinion, not made us wiser. The twentieth century has also made our earth dirtier, our people less humane, and our spiritual lives poorer. We should continue to enjoy the benefits of technological advancements -because they free us to pursue our interests and goals.- However, we must make a concerted effort to preserve our natural environment for future generations. Moreover, we should take the time now to make our lives more meaningful in an increasingly impersonal, computerized world.

Writing Technique Questions

1. How many paragraphs will this essay contain?
2. How many paragraphs are there in the body of the essay?
3. Look at the contents of paragraph II. How many main points are given? Do you think there are too many ideas for one paragraph? Would you recommend dividing it into several paragraphs? How many? What would your new topic sentences be?

4. The writing process

This section can be read at any time during the course. You will want to refer to these seven steps many times as you write your essays.

Imagine that you have been given the following assignment: Write an essay *in which you discuss the benefits or problems of vegetarianism*. What should you do first? What should you do second, and so on? There are many ways to write, but most good writers follow certain general steps in the writing process. These steps are guidelines that are not always followed in order. Look at this list of steps. Which ones do you do? Which ones have you never done?

1. *Choosing a topic*
2. *Prewriting to get ideas/ Brainstorming*
3. *Making an outline and writing a rough draft*
4. *Editing the rough draft/Cleaning up the rough draft*
5. *Peer editing*
6. *Revising the draft*
7. *Proofreading the final draft*

STEP 1: CHOOSING A TOPIC

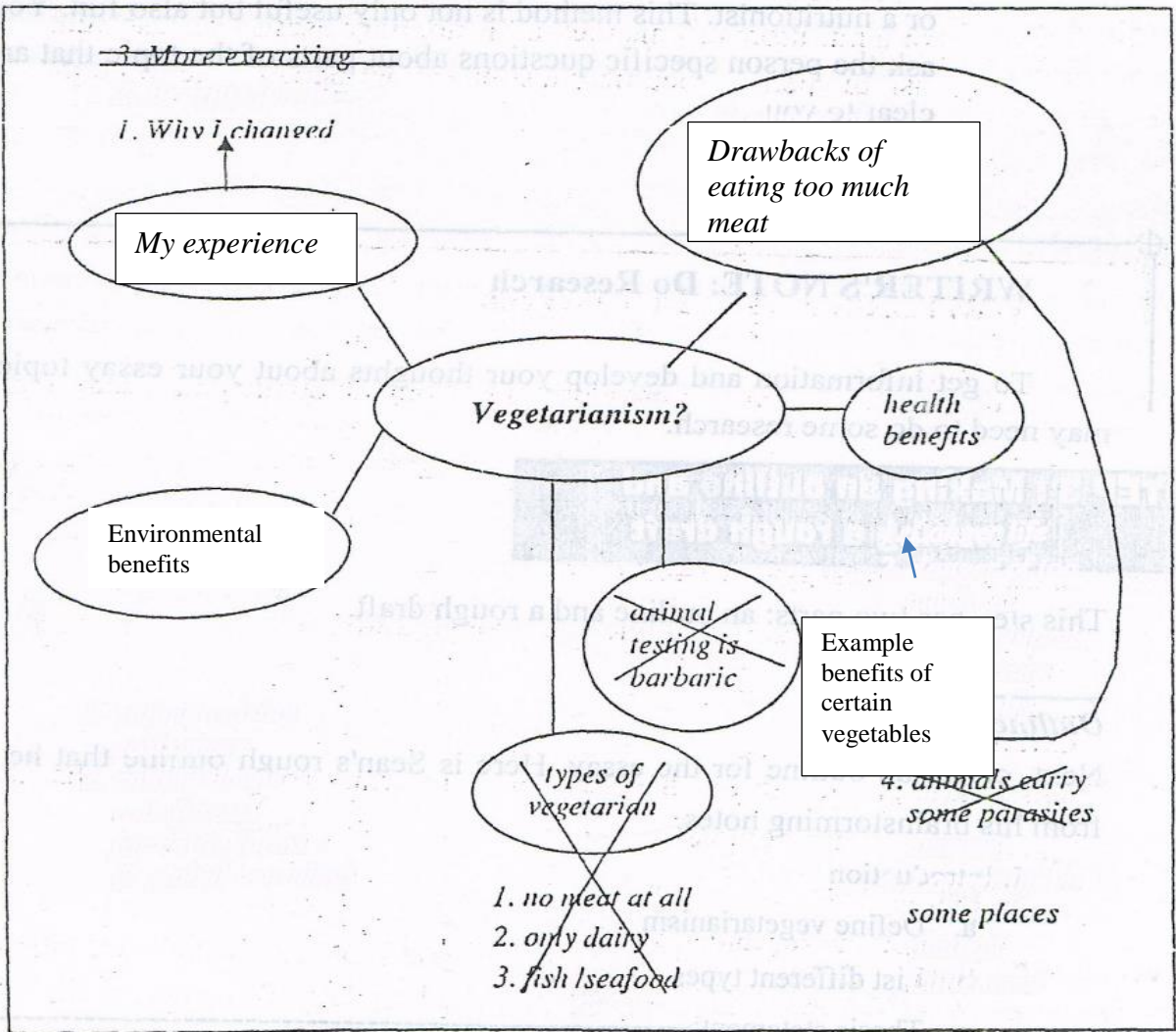
As you are given a big theme, the first and foremost thing you need to do is to narrow down your topic. For example, if you have a big theme “Vegetarianism”, you have to make it more specific such as “The benefits of vegetarianism” or “The disadvantages of vegetarianism”

STEP 2 PREWRITING TO GET IDEAS

In this step, you write every idea that pops into your head about your topic. Some of these ideas will be good, and some will be bad; write them all. The main purpose of brainstorming is to write as many ideas as you can think of. If one idea looks especially good, you might circle that idea or put a check next to it. If you write an idea and you know right away that you are not going to use it, you can cross it out.

Brainstorming methods include making lists, clustering, and diagramming. Use whatever methods you like best. Look at Sean's brainstorming diagram on the topic of vegetarianism.

As you can see from the brainstorming diagram, the student considered many benefits of being a vegetarian. Notice a few items in the diagram. As he organized his brainstorming, Sean wrote "examples of benefits of certain vegetables" as a spoke on the wheel. Then he realized that this point would be a good number 3 in the list of benefits, so he drew an arrow to show that he should move it there. For number 4, Sean wrote "animal carry some parasites' disease". Then he decided that this is not related to the topic of the benefits of becoming a vegetarian, so he crossed it.



Scan's brainstorming diagram

Getting the Information

How would you get the information for this brainstorming exercise?

- You might read a book or an article about vegetarianism.
- You could spend time in a library looking for articles on the subject.
- You could also interview an expert on the topic, such as a vegetarian nutritionist. This method is not only useful but also fun. You can ask the person specific questions about parts of the topic that are not clear to you.

STEP 3: MAKING AN OUTLINE AND WRITING A ROUGH DRAFT

This step has two parts: an outline and a rough draft.

Outline Next, create an outline for the essay. Here is Scan's rough outline that he wrote from his brainstorming notes.

- I. Introduction
 - a. Define vegetarianism
 - b. List different types
 - c. Thesis statement:
- II. Environment benefits

- a. Rain forests
- b. Global ill.
- III. Health issues
 - a. Too much fat from meat → obesity → diseases → cancer
 - b. High blood pressure and heart disease
 - c. Cancer-fighting properties of broccoli and cauliflower, etc.
- IV. Counterargument
 - a. Man is carnivore?
 - b. Not true
- V. Conclusion

Opinion: Life will improve

After you have chosen the main points for your essay, you will need to develop some supporting details. You should include examples, reasons, explanations, definitions, or personal experiences. One of the most common techniques in generating these supporting details is asking specific questions about the topic, for example:

- What is it?
- What happened?
- How did this happen?
- What is it like or not like? Why?

Rough Draft

Next, Sean wrote a rough draft. In this step you take information from your brainstorming and write the essay. This first draft may contain many errors, such as misspellings, incomplete ideas, and comma errors. At this point, don't worry about correcting the errors. The main thing is to put your ideas into sentences.

You may feel that you do not know what you think about the topic yet. In this case, it may be difficult for you to write, but it is important to just write, no matter what comes out. Sometimes writing helps you think, and as soon as you form a new thought, you can write it.

Making changes

As you write the rough draft, you may want to add information or take some out. In some cases, your rough draft may not follow your outline exactly. That is okay. Writers do not always stick with their original plan or follow the steps in writing process in order. Sometimes they go back and forth between steps. The writing process is much more like a cycle than a line.

Rough draft tips

Here are things to remember about the rough draft copy:

- The rough draft is not the final copy. Even native speakers who are writers do not write an essay only one time. They rewrite as many times as necessary until the essay is the best that it can be.
- It is okay for you to make notes on your drafts, circle words, draw connecting lines, cross out words, write new information. Make notes to yourself about what to change, what to add, or what to reconsider.
- If you can't think of a word or an idea as you write, leave a blank space or circle. Then go back and fill in the space later. If you write a word that you know isn't the right one, circle or underline it so you can fill in the right word later. Don't stop writing. When people read your draft, they can see these areas you are having trouble with and offer comments that may help.
- Don't be afraid to throw some sentences away if they do not sound right, Just as a good

housekeeper throws away unnecessary things from the house, so a good writer throws out unnecessary or wrong words or sentences.

STEP 4: EDITING THE ROUGH DRAFT

The handwriting in the first draft is usually not neat. Sometimes it is so messy that only the writer can read it! Use a word processor, if possible, to make writing and revising easier.

After you make notes on your rough draft, put it away for several hours or a few days. You may find it helpful to come back to the paper later when you are fresh and are more likely to see problems. At that time, copy the draft again in a neater hand or type it on a computer, if you have one. If you notice any words or sentences that do not belong, throw them out. At mis'time you may also want to add ideas that make the paper better

STEP 5: PEER EDITING

Sean used Peer Editing Sheet (Editing Checklist) to get feedback on his essay draft. Peer editing is important in the writing process. You do not always see your own mistakes or places where information is missing because you are too close to the essay that you created. Ask someone to read your draft and give you feedback about your writing. Choose someone that you trust and feel comfortable with. Some, people feel uneasy about peer editing, but the result is almost always a better essay. Remember to be polite when you edit another student's paper.

STEP 6: REVISING THE DRAFT

This step consist of three parts:

1. Reacting to the comments on the peer editing sheet (Editing Checklist),
2. Rereading the essay and making changes.
3. Rewriting the essay one more time.

STEP 7: PROOF READING THE FINAL DRAFT

Most of the hard work is over now. In this step, the writer pretends to be a brand-new reader, who has never seen the essay before. Proofread your essay-for grammar, punctuation, and spelling errors and to see if the sentences flow smoothly.

Read Sean's final paper again on pages 20-21.

Of course, the very last step is to turn the paper in to your teacher and hope that you get a good grade

WRITER'S NOTE: Proofread

One good way to proofread your essay is to first set it aside for several hours or a day or two. The next time you read your essay, your head will be clearer and you will be more likely to see any problem

CHAPTER 2: COMPARISON AND CONTRAST ESSAYS

AIMS



- ✓ Definition
- ✓ Patterns of organization
- ✓ Sample analysis
- ✓ Language Focus
- ✓ Practice

1. DEFINITION

In compare-and-contrast essays, you compare or differentiate two things or two ideas that are related in some ways. to show your readers how these subjects are similar or different, what their strengths and weaknesses are, or what their advantages and disadvantages are.

If you focus on the similarities between the two things, your essay is a Comparison essay while the essay focusing on the differences is a Contrast essay. In some other essays named Compare-Contrast essays, you can write about both similarities and differences.

Like other essays, the compare-and-contrast essay has an introductory paragraph that contains a hook (general statements) and a thesis statement, three or four body paragraphs, and a concluding paragraph.

2. PATTERNS OF ORGANIZATION

There are two basic ways to organize a comparison essay, *the block method* and *the point-by-point method*.

2.1. Block Method

With the block method, you present one subject and all its points of comparison before you do the same for the second subject. With this organization, you discuss each subject completely without interruption.

Here is an example of the organization of a comparison essay about the social behavior of Russians and Americans.

Introduction	paragraph 1	hook, thesis
Body	paragraphs 2-3	Russian social behavior <ul style="list-style-type: none">- at parties- in school- at home
	paragraphs 4-5	American social behavior <ul style="list-style-type: none">- at parties- in school- at home
Conclusion	Paragraph 6	restated thesis, opinion

Source: Keith S. Folse. *A. Muchmore-Vokoun & E. Vestri Solomon Alice Oshima & Ann Hogue*

2.2. Point-by-Point Method

With the point-by-point method, you present both subjects under one point of comparison before moving on to the next point. Here is an example of the topic of the social behavior of Russians and Americans, organized with the point-by-point method.

Introduction	paragraph 1	hook, thesis
Body	paragraph 2	<i>at parties</i> • Russian social behavior • American social behavior
	paragraph 3	<i>in school</i> • Russian social behavior • American social behavior
	paragraph 4	<i>at home</i> • Russian social behavior • American social behavior
Conclusion	Paragraph 5	restated thesis, opinion

With both the point-by-point and the block method, the writer sometimes ends with an opinion as to which of the two subjects is preferable.

* WRITER'S NOTE: Parallel Organization of Supporting Information

In the block method example, notice that the supporting information in paragraphs 2 and 3 includes parties, school, and home. The supporting information in paragraphs 4 and 5 also includes these three topics. In the point-by-point method example, the supporting information includes parties, school, and home, but information about each society is presented under each idea before going on to the next.

These repeated structures are called *parallel* organization. No matter which overall method of organization you choose, parallel organization is required of your information in all comparison essays.

2.3. Choosing a method of organization

How do you know which method of organization is better for your comparison essay?

Consider the following information about each method.

Block method:

- You develop each subject completely, without interruption.

Point-by-point method:

- Both subjects are presented in each paragraph, so readers go back and forth between the two subjects.
- The parallel points of comparison may be easier to see.

As you decide which method to use, consider your subjects (how complex are they?),

your readers (which method will make it easier for them to follow these particular subjects?), and your writing style (which method are you more comfortable with?).

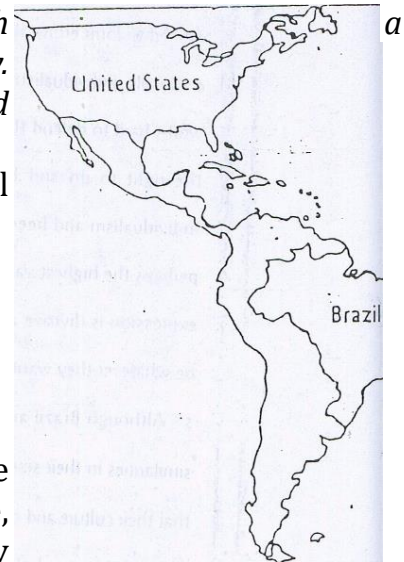
3. SAMPLE ANALYSIS

3.1. Activity 1

Read and study the following comparison essay. Work with partner to answer the questions before and after the essay. These questions will help you understand the content and the organization of the essay.

In this essay, the writer compares some features of Brazil and the United States.

1. What do you know about the different cultural groups that live in Brazil and the United States?
2. What does the word individualism mean?



NOT AS DIFFERENT AS YOU THINK

1. All countries in the world are unique. They are different from one another in location, size, culture, government, climate and lifestyles. However, many countries are the same. Some may think that because Brazil and the United States are in different hemispheres, so these two nations have nothing in common. On the contrary, they share many similarities.

2. One important similarity is their size. **Both** Brazil **and** the United States are large countries. Brazil covers almost half of the South American continent. Few Brazilians can say that they have traveled extensively within its borders. Because of Brazil's large size, its weather varies greatly from one area to another. **Like Brazil**, the United States takes up a significant portion of its continent (North America), so most Americans have visited only a few of the fifty states. In addition, the United States has a wide range of climate. While the Northeast is experiencing snowstorms, cities like Miami, Florida, can have temperatures over 85 degrees Fahrenheit.

3. Another similarity between Brazil and the United States is the diversity of ethnic groups. Brazil was colonized by Europeans, and its culture has been greatly influenced by this fact. However, the identity of the Brazilian people is not solely a product of Western civilization. Brazil is a "melting pot" of many ethnic groups that immigrated there and mixed with the native people. The United States **also** has a diversity of ethnic groups representing the early colonists from northern Europe as well as groups from Africa, the Mediterranean, Asia and South America. The mixture of cultures and customs has worked to form ethnically rich cultures in **both** countries.

4. Finally, individualism is an important value for **both** Brazilians and Americans. Brazil works hard to defend the concept of freedom of choice. Citizens believe that they have the right to do and be whatever they desire as long as they don't hurt others. Individualism and freedom of choice **also** exist in the United States, where freedom is perhaps the highest value of the people. Some may believe that the desire for individual expression is divisive and can make a country weak. However, the ability of people to be whatever they want makes **both** countries strong.

5. Although Brazil and the United States are unique countries, there are remarkable similarities in their size, ethnic groups, and personal values. Some people tend to believe that their culture and country are without equal. Nevertheless, it is important to remember that people as a whole have more in common than they generally think they do.

3. What subjects does the writer compare in this essay?

.....

4. What method of organization does the writer use, point-by-point or block?

.....

5. What is the hook for this essay? Write it here.

.....

6. Underline the thesis statement, is the thesis restated in the conclusion (paragraph 5)? If yes, underline that sentence in the conclusion.

7. Supporting sentences: In paragraph 2, the author writes about the ways in which size affects Brazil and the United States. List that information here.

The Effects of Size

Brazil

United States

1. _____ 1. _____

2. _____ 2. _____

3. _____ 3. _____

8. Reread the concluding paragraph of "Not As Different As You Think." Does the writer offer a suggestion, an opinion, or a prediction? Write the sentence from the essay.

3.2. Activity 2: Outlining Practice

Below is a specific outline. Some of the information is missing. Reread the essay and complete the outline.

Title: _____

I. Introduction (paragraph 1)

A. Hook: All countries in the world are unique

B. Connecting information: Different location, size, culture

C. Thesis statement: _____

II. Body

A. Paragraph 2 (similar to 1) topic sentence: _____

1. Brazil's characteristics

a. Size: _____

b. Travel: few Brazilians have traveled extensively in their

country

c. Climate: _____

2. _____

a. _____

b. Travel: _____

c. Climate: the weather can be extremely different from the north

the south.

B. Paragraph 3 (similarity 2) topic sentence: Another similarity is the diversity of ethnic groups

1. Brazil

a. _____

b. Other ethnic groups

c. _____

2. U.S

a. Europe

b. Africa

c. the Mediterranean

d. _____

e. _____

C. Paragraph 4 (similarity 3) topic sentence: _____

1. Brazilians' belief in freedom: _____

2. _____

III. Conclusion (paragraph 5)

A. Restated thesis: _____

B. Opinion: Nevertheless, it is important to remember that people as a whole have more in common than they generally think they do.

3.3. Sample 2

COMPARISON-CONTRAST STRUCTURE WORDS AND PHRASES

As you read the following modal essay, look for words and phrases that show similarities and differences.

Gender Differences



The "battle of the sexes" started with Adam and Eve, and it will probably continue forever. The opinion that men are superior to women has long been accepted in many cultures, but the feminist movement is trying to change this view. Feminists claim that boys and girls are exactly equal at birth but become unequal because of the way they are treated by society. However, recent research contradicts the view that males and females are innately alike.

Without a doubt, societal influences both inside and outside the family cause many differences to develop. Inside the family, boys learn to be men by watching and copying their fathers, and girls learn to be women by watching and copying their mothers. Outside the family, boys who play with dolls after a certain age receive disapproval, as do girls who continue to play with Ninja Turdes (although the pressure may not be quite as strong on girls).

However, not all differences are caused by societal influences. Some are due to differences in the physiology of the brain. For example, more men than women are left-handed, which means that the right side of men's brains are dominant because the right side of the brain controls the left side of the body. Right-brain people generally have better reasoning abilities, **whereas** left-brain people generally have better verbal skills. In fact, girls are better at language than boys. For both men and women, the language center is on the left side of the brain. However, girls not only begin speaking earlier than boys, but they also speak more clearly and develop larger vocabularies. **In contrast**, more boys than girls stutter and have trouble learning to read. Boys' difficulty with language may be the result of their right-brain dominance. **In addition**, men and women have different spatial abilities. For example, men are **better** at turning three-dimensional objects in their heads. That's why they can read maps more easily than women. Women often have to turn a map around in order to know which direction to go **whereas** men can do it in their heads. On the other hand, women excel at other spatial tasks such as remembering the location of objects in a random pattern. That's why women are **better** than men at finding misplaced car keys and eyeglasses.

While it is clear that some differences are rooted in the physiology of the brain, it is equally clear that other differences are not. For example, boys and girls are equal in math ability until about seventh grade. Then girls start to fall behind, perhaps because math teachers encourage boys more. Furthermore, there are many exceptions to these general patterns. Just as some women are good at abstract algebra, some men become skilled poets and public speakers.

Although continuing research will yield further information about gender differences, it will never resolve the battle between the sexes. However, it should help the next time he gets lost in the family car while following her map-reading directions, and the next time she has to look for his misplaced car keys.

QUESTIONS ON THE MODEL

1. What is the thesis statement? Double underline it.
2. Does this essay discuss mostly similarities, mostly differences, or both similarities and differences?
3. What is the topic of each body paragraph?

3.4. Identifying good subjects

Below *are pairs* of potential subjects FOR *a comparison essay*. Write "*yes*" on *the line under the pairs that would be good subject* and explain *briefly* what could be compared. Write "*no*" next to *the subject that would not be good choices* and change one or both of them into more suitable subjects. The first two have been done for you as example.

1. living in houses / living in apartment

Yes. Compare costs, privacy, space

2. international travel/ 747 airplanes

No. Change '747 airplanes' to 'domestic travel'

3. high school / college
-

4. The weather in Nha Trang / tourist attractions in Nha Trang

5. wild animals/animals in a zoo

6. computers/computer keyboards

7. public schools/ private schools

8. living in a city / living at the countryside

9. living in a house / living in an apartment

10. Chinese food / Vietnamese food

4. Language focus

4.1. Comparison structures

COMPARISON STRUCTURE WORDS AND PHRASES

Sentence connectors	Conjunctions		Others	Pair Conjunctions
	Coordinating	Subordinating		
Similarly Likewise Also too	and... (too)	as just as	just like the same alike similar to the same as the same (...as) equal equally	both...and not only ... but also

Let's study each group of comparison structure words and phrases. (You may want to review the section on transition signals.)

a. **Sentence connectors** connect two independent clauses. All sentence connectors may be used with a period and a comma between the independent clauses.

*Tokyo is the financial heart of Japan. **Similarly**, New York is the center of banking and finance in the United States.*

- Some sentence connectors may also be used with a semicolon and a comma between the independent clauses.

*Tokyo is the financial heart of Japan; **likewise**, New York is the center of banking and finance in the United States:*

- The word *also* is generally not used with a semicolon. *Also* may appear in other positions in the second independent clause.

*Tokyo is a major financial center. New York is an important center of banking and finance **also**.*

Tokyo is the financial heart of Japan. New York is **also** an important center of banking and finance.

b. Coordinating conjunctions

- The word *too* is usually placed at the end of the second independent clause, it is often used together with the coordinating conjunction *and*.

*Tokyo is a center of style and fashion. New York is, **too**. Tokyo is a center of style and fashion, and New York is, **too**.*

c. Subordinating conjunctions

- The subordinating conjunction *just as* begins a dependent clause.

*Tokyo is crowded and noisy **just as** New York is. Tokyo has traffic problems **just as** New York does.*

Notice the difference in usage between *just as* and *just like* in the "Others" list in the chart. *Just as* is a subordinating conjunction and is followed by a subject and a verb. *Just like* is a preposition and is followed by a noun or noun phrase. '

*Tokyo is crowded and noisy **just as** New York is. Tokyo is crowded and noisy **just like** New York.*

d. Other comparison structure words and phrases are used to show comparisons within sentences. The part of speech each comparison word or phrase is given in parenthesis.

*Tokyo's traffic is **similar to** New York's, (prepositions)*

*The streets in downtown Tokyo and New York City are **alike**. (adjective)*

*The subway system in New York City is **the same as** the one in Tokyo. (noun + preposition)*

*The shopping areas are **the same**. (noun phrase)*

*The exclusive shops in Tokyo display **the same** fashions **as** the exclusive shop in New York, (noun + preposition)*

*Tokyo and New York City are **equally** crowded, (adverb)*

*Tokyo and New York City have **equal** traffic problems.(adjective)*

PRACTICE 1: Comparison words-Circle all of the words that show similarities in the model essay

PRACTICE 2: Paired Conjunctions- Complete the following sentences. Be sure to follow the rule of parallelism.

1. Both in Tokyo and in New York city, museums display many famous masterpieces.
2. Both overcrowded subways and _____ are problems in Tokyo and New York City.
3. You can buy designer clothes not only in boutiques but also _____.
4. New Yorkers and Tokyoites not only can see a movie but also _____ at any time.
5. In the summer, the weather in Tokyo and in New York is both hot and _____.
6. The Ginza and Fifth Avenue shopping districts have both fine jewelers and _____.

PRACTICE 3: Comparison Structure Words and Phrases

Write a new sentence comparing the two sentences in each of the following pairs, using the given comparison structure words. Punctuate correctly.

1. Advertising brings the public information about a product or a service. It is used to sell an idea or an event.(similarly)

Advertising brings the public information about a product; similarly, it is used to sell an

idea or an event.

2. Advertisements influence a person's choice of food and other daily necessities. They influence a person's choice of vacation spots and restaurants, (not only ... but also)

3. Advertising influences people's spending habits. It raises their standard of living, (both ... and)

4. Advertising creates a desire for better clothing. Advertising creates a desire for a more attractive personal appearance, (not only ... but also)

5. Newspapers and magazines are largely supported by advertising. Radio and television are largely supported by advertising, (just as)

PRACTICE 4: Sentence of Comparison

Write sentences of comparison using the given information

1. The Spanish language/ the Italian language /in grammar and vocabulary (similar to)

The Spanish language is similar to the Italian language in grammar and vocabulary.

2. Learning to speak English/learning to write English/important (both ... and)

3. School sports are enjoyed/by male students/by female students (alike)

4. A high school student who is continuing on to college/a high school student who is not going on to college/graduation requirements. (the same as)

5. Books at a private university/books at a public college/cost (the same as)

Contrast Structure Words and Phrases

Now that you have learned to use comparison structure words and phrases to show how two things are the same, in this section you will learn to use contrast structure words and phrases to show how two things are different. These words and phrases connect the two parts of a contrast between two items, places, persons, and so on. The following table gives a partial list of the most common words and phrases that are used to show differences.

CONTRAST STRUCTURE WORDS AND PHRASES

Sentence	Conjunctions		
Connector	Coordinating	Subordinating	Others
on the other hand,	but	although	different from

in contrast,		even though	unlike
However,	yet	while	whereas

Now let's study each group of contrast structure words and phrases.

- Remember that **sentence connectors** connect two independent clauses. Contrast sentence connectors may be used with either a period and a comma or a semicolon and a comma between the independent clauses:

*Men excel at math. **In contrast**, women are better at language.*

*Men excel at math; **on the other hand**, women are better at language.*

- The two coordinating conjunctions in the chart have slightly different uses
- Use *but* when the information in the second clause is in complete contrast to the information in the first clause

*Men listen primarily with their right ear, **but** women listen with both ears.*

- Use *yet* when the information in the second clause is unexpected or surprising.

*The language center is in the left side of the brain in both sexes; **yet** women have stronger language skills than men.*

NOTE: You can use *but* in place of *yet*.

*The language center is in the left side of the brain in both sexes, **but** women have stronger language skills than men.*

- Subordinating conjunctions begin a dependent clause. There are differences in meaning and comma use between the two pairs of contrast subordinators in the chart.

- Use *although/ even though* when the result in the independent clause is an unexpected surprise because of the information given in the dependent clause.

***Even though** I took the driving test three times, I couldn't pass it. I couldn't pass the driving test although I took it three times.*

- Use *while/ where as* when the information in the first clause is in strong contrast (direct opposition) to the information in the second clause.

*Some people like to exercise indoors, **while** others prefer to exercise outdoors.*

***Where as** some people like to exercise indoors, others prefer to exercise outdoors.*

Notice that a comma is placed after the independent clause before *while* or *where as* to show contrast (direct opposition). This is an exception to the usual rule.

- The two other contrast structure words in the "Others" list are prepositions and are used as follows:

*Men's spatial abilities **are different from** women's (spatial abilities).*

Men are different from women in their spatial skills.

*Women's spatial abilities are **unlike** men's (spatial abilities).*

***Unlike** men women use both ears to listen.*

PRACTICE : A. Complete the following sentences. Punctuate correctly

1. I love to go camping, but my sister doesn't.

2. Betty has gained ten pounds yet _____

3. She should exercise although _____
4. Living on an island is different from _____
5. Climbing mountains is great exercise. On the other hand

B. Work with a partner. Take turns saying and writing sentences showing differences between men and women. Use the contrast structure words in parentheses.

1. (on the other hand) _____
 2. (while) _____
 3. (whereas) _____
-

FURTHER PRACTICE:

1. Write an essay of 250 words to compare Vietnam and another country.
2. Write an essay of 250 words to compare a Vietnamese dish and a foreign kind of food.
3. Write an essay of 250 words to contrast two people.

CHAPTER 3: CAUSE -EFFECT ESSAYS

AIMS



- ✓ **Definition**
- ✓ **Patterns of organization**
- ✓ **Sample analysis**
- ✓ **Language Focus**
- ✓ **Practice**

1. Definition

In a cause- and-effect essay, you discuss the reasons for something, and then you discuss the results.

The following are examples of typical cause and effect essay examination question.

- *Sociology: Discuss the causes of alienation in modern society.*
- *Business and Economics: Discuss the reasons for the 1987 stock market crash.*
- *History: Discuss the reasons behind the Iranian Revolution in 1979.*
- *Psychology: Explain the high suicide rate of Scandinavia.*

Indeed, cause and effect (which can also be called reasons and results) is one of the most-used forms of organization in academic writing. In this section, you will learn about

two different ways to write about causes and effects.

2. Organization

There are basically two main ways to organize a cause-and-effect essay: "block" organization and "chain" organization. In *block organization*, you first discuss all of the

causes as a block (in one, two, three, or more paragraphs, depending on the number of

causes). Then you discuss all of the effects together as a block. In *chain organization* you

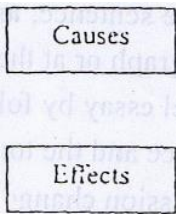
discuss a first cause and its effect, a second cause and its effect, and a third cause, and

effect, in a "chain."

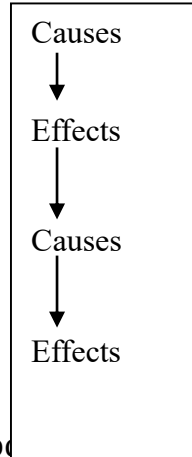
The type of cause and effect organization you choose will depend on your topic. Some topics are more easily organized one way, and some the other way. A chain

pattern is usually easier if the causes and effects are very closely interrelated. The chain pattern also works better with smaller topics. With larger topics when there is no *direct*, cause and effect relationship, the block style is usually easier. Some topics require a combination of block and chain organization as in the model essay on Women's Liberation.

BLOCK



CHAIN



Note: For the beginning writer, it is easier to focus on the causes of something. For example, you would focus mainly on the causes of culture shock- probably three or four things that lead people to suffer from culture shock. Each paragraph would discuss one of these causes, so your essay is organized in one block. On the other hand, if you want to emphasize the effects of culture shock, the body paragraph would explain how culture shock affects people. Each paragraph would deal with one effect, so your essay is organized in one block. The model essay "*Why do We Lie*" is a good example for this organization.

Transitional paragraph

In block organization, there is often a short paragraph that separates the "causes" part from the "effects" part. This is called a transition paragraph. The function of transition paragraphs is to conclude the first part of the essay and introduce the second part. It is not always necessary to write a transition paragraph, but it is helpful when your topic is long and complex.

If the transition paragraph is only one sentence, as in the following model, it could be placed at the beginning of the next paragraph or at the end of the previous one.

3. Sample analysis

Analyze the organization of the model essay by following these steps:

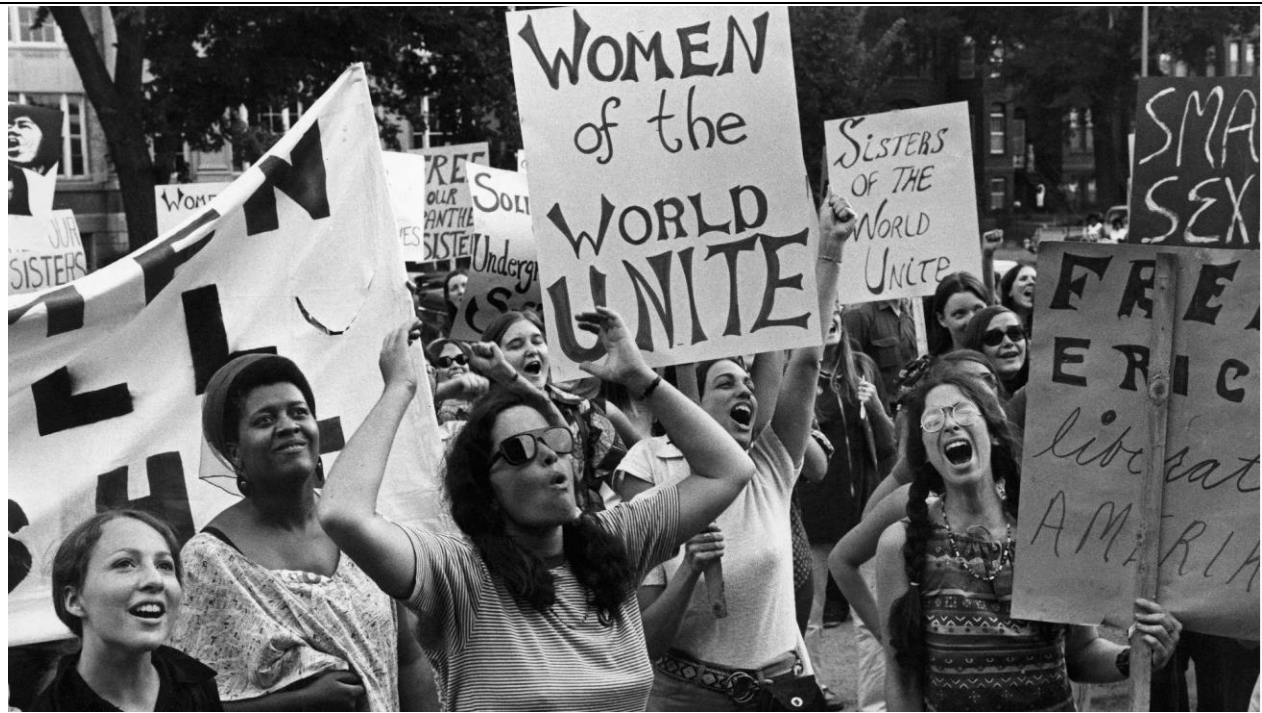
STEP 1: Underline the thesis statement twice and the topic sentences once.

STEP 2: In which paragraph does the discussion change from causes to effects?

STEP 3: Circle all of the cause and effect structure words in the essay.

3.1. Model Essay 1: *Block Organization*

WOMEN'S LIBERATION



1 Since the middle of this century, Women around the world have been seeking greater independence and recognition. No longer content with their traditional roles as housewives and mothers, women have joined together to create the so-called "women's liberation movement." The forces behind this international movement in the United States can be traced to three events: the development of effective birth-control methods, the invention of labor-saving devices for the home and the advent* of World War II.

2 The first cause of the liberation of women was the development of effective birth-control methods, freeing women from the endless cycle of childbearing and rearing. **As a result of** having a choice as to when and if to bear children, women acquired the freedom and the time to pursue interests outside of the home. **Because of** the development of birth control, women could delay having children or avoid having them altogether. **Consequently**, women had the opportunity to acquire an education and/or pursue a career.

3 Another event was the development of mechanized labor-saving devices for the home, **resulting in** more leisure time and freedom for women. For example, fifty years ago, a housewife spent an average of twelve to fourteen hours per day doing housework. **Due to** the invention of machines such as vacuum cleaners, washing machines and dishwashers, a housewife can now take care of her daily housework in about five hours.

4 The final event that, at least in the United States, **gave impetus to** the liberation of women was World War II. During the war, most men were serving in the military. Consequently, women had to fill the vacancies in the labor force. Women by the thousands went to work in factories and then took over businesses for their absent husbands. This was a great change for the majority of American women, for they discovered that they could weld airplanes and manage businesses as well as change diapers and bake cookies.

5 These three events **planted the seeds of** great change in society and the effects

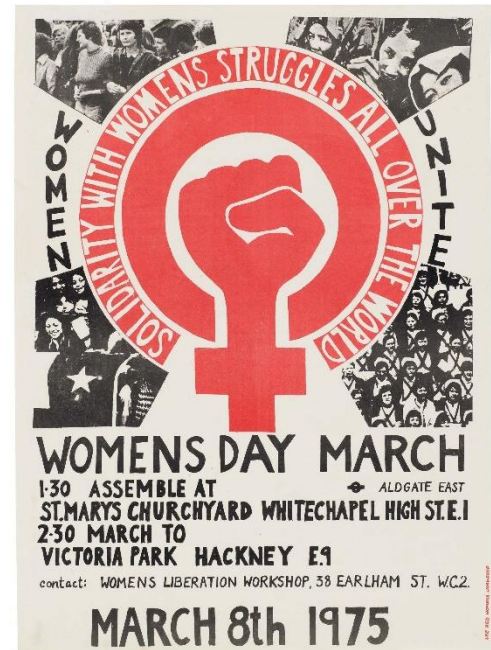
of this change are being felt/seen at all levels: in the family, in business and in government.

6 One of the biggest effects of the greater independence of women is being felt in the home. The traditional husband-wife relationship is undergoing a radical transformation. **Because** so many women are working, men are learning to share the household tasks of cooking, cleaning, and even caring for children. In some families, there has been a complete reversal of the traditional roles: the husband stays home, while the wife earns the family's income. It should be pointed out, however, that this is the exception, not the rule. In most families in the United States, the husband still earns most of the money, and the wife still does most of the housework.

7 The effects of women's liberation are being felt not only in the home but also on the job. More and more women are working, and they are demanding equal salaries and equally responsible positions. It is not uncommon for a woman to be the president of a corporation these days. Many businesses encourage women to advance to high management positions, and every year, the nation's schools produce more women doctors, lawyers and accountants.

8 Politics and government are still other areas that are feeling the effects of the women's movement. Although the United States doesn't appear ready to accept a woman president as some countries of the world have, women are being elected to public office in increasing numbers. The United States currently has several women governors, which is the highest office in a state. A few years ago, this would have been unthinkable.

9 In conclusion, women in the United States are acquiring greater independence, which is causing sweeping changes in society-at home, at work, and in politics. While men may not be happy with these changes, they should always remember that it was they, the men, who created the conditions leading to the liberation of women: men made war, male scientists developed birth control, and businessmen earned a lot of money selling vacuum cleaners and dishwashers.



Writing Technique Questions

1. Which paragraphs discuss the causes of the liberation of women in United States? Which paragraphs discuss the effects?
2. What is the function of the 5th paragraph?
3. Does the thesis statement list both causes and effects, or just causes?
4. Does the conclusion review both causes and effects, or just effects?

Practice : Make an outline for the model essay " Women's Liberation"

- I. **Introduction** (paragraph 1) Thesis statement:
-

II. Body

- A. Paragraph 2 (cause 1) _____
- B. Paragraph 3 (cause 2). _____
- C. Paragraph 4 (cause 3) _____

- D. Paragraph 5 (.....)
- E. Paragraph 6 (effect 1) _____
- F. Paragraph 7 (effect 2) _____
- G. Paragraph 8 (effect 3) _____

III. Conclusion (paragraph 9) _____

Read and study the following essay. Work with a partner to answer the questions before and after the essay. These questions will help you understand the content and the organization of the essay.

3.2. Model Essay 2

This essay may make you think twice before you tell another lie.

1. Why do you think people lie?
2. Is it ever acceptable to lie? Give examples of acceptable and unacceptable lies.

Why Do We Lie?

1. As little children, most of us were taught the virtue of honesty from fairy tales and other stories. The story of Pinocchio, who begins life as a puppet, teaches us the importance of telling the truth. The boy who lied by crying "wolf" too many times lost all his sheep as well as the trust of his fellow villagers. In the story of young George Washington, who lied about cutting down the cherry tree, we learn that he earns his father's praise only when lie admits what he has done. Even though we know that "honesty is the best policy," the question is why we often lie in our everyday lives. The fact is that we lie for many reasons.

2 We sometimes lie to minimize our mistakes. While it is true that we all make



blunders sometimes, some of us do not have the courage to admit them because we might be blamed for the errors. For example, students might lie to their teachers about unfinished homework. They might say that they left the work at home when, in fact, they didn't even do the work. These students do not want to seem irresponsible, so they make up an excuse - a lie - to

save face.

3 Another reason we lie is to get out of situations that we do not want to be in. If we just don't want to attend the dorm meeting early on Saturday morning, we

might give this excuse: "I've been fighting off a cold all week, and I need to sleep on Saturday morning, but I'll be sure to attend the next meeting". We lie because we believe that telling the truth will cause problems. We may feel an obligation to maintain good relations with our dormmates. When we don't know how to say 'no' and face whatever problems that may cause, we often use lies to avoid difficulties.

4 However, lies are not always negative; in fact, two kinds of lies can yield positive results. The first is commonly referred to as a "white lie." We tell white lies when we do not want to hurt other people's feelings. For example, if a good friend shows up with an unflattering new haircut, we could be truthful and say, "That haircut looks awful. It doesn't suit you at all!" Instead, we are more likely to lie and say, "I like your haircut. It looks good on you" and spare our friend's feelings. The second kind of positive lie is the "protective lie." This one can help us get out of or avoid dangerous situations. Parents often teach their children to use this kind of lie. For example, parents tell their children not to say that they are home alone if they receive phone calls from strangers. In this situation lying can prevent harm or disaster.

5 People lie for many reasons, both good and bad. However, before we resort to lying to cover up mistakes or to avoid unpleasant situations, perhaps we should rethink our motives for lying. We never know when our lies might be exposed and cause us embarrassment or the loss of people's trust.

puppet: a toy that is moved by strings

blunders: careless mistakes

obligation: a promise or contract avoid to

- a. What is the thesis statement?
- b. What three examples of liars does the author give in the introduction paragraph?
- c. Supporting sentences: In paragraph 4, the author suggests two kinds of lies that can have positive results. What are they?
- d. Reread the concluding paragraph of "Why Do We Lie?" Does the writer offer a suggestion, an opinion, or a prediction? Circle the appropriate phrase in bold type and write the final sentence from the essay.
- e. Reread the concluding paragraph of "Why Do We Lie?" Does the writer offer a suggestion, an opinion, or a prediction? Circle the appropriate phrase in bold type and write the final sentence from the essay.

3.3. Model essay 3 - Chain Organization

The other organizational pattern that you might use to write about causes and effect is "chain" organization: One event causes a second event, which in turn causes a third event, which in turn causes a fourth event, and so on. The following short essay describes a simple chain reaction.

Seasonal Affective Disorder Symptoms

During the winter months:

- Sleeping more than usual
- Increased appetite
- Carbohydrates cravings

- Weight gain
- Irritability
- Social issues
- Higher sensitivity to rejection
- Heaviness in the arms or legs



SAD (Seasonal Affective Disorder)

When winter arrives, some people get sad, even suicidal.

Doctors have recently stalled to study the causes of a medical disorder which they have appropriately named SAD, or seasonal affective disorder. People who suffer from SAD become very depressed during the winter months. Their depression appears to be the result of a decrease in the amount of sunlight they are exposed to. Doctors theorize that decreased sunlight affects the production of melatonin, a hormone manufactured in the brain, and serotonin, a chemical that helps transmit nerve impulses. Depression may result from the ensuing imbalance of these two substances in the body. Also, doctors believe that a decrease in the amount of sunlight the body receives may cause a disturbance in the body's natural clock, which could, in turn, result in - all symptoms of depression.

Since 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 which simulates natural light for a few hours every day.

In conclusion, this revelation may help explain the high suicide rate of the Scandinavian countries, and more importantly, it may suggest a remedy when the days grow short, turn on the lights.

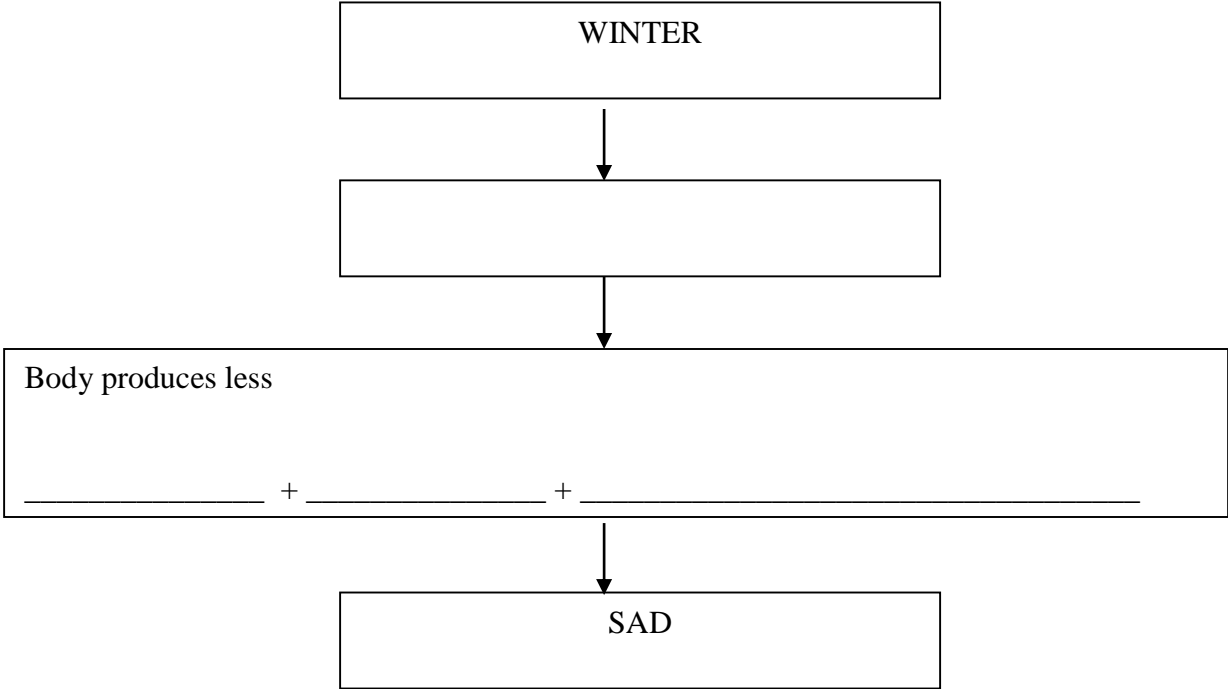
ensuing: following immediately
simulates: gives effect of, imitates

revelation: fact that is made known
remedy: cure

Writing Technique Questions

1. What causes the days to grow shorter?
2. What is the effect of shorter days?
3. What does this cause?
4. What other change results from a decrease in the amount of light?
5. What is the final result

Practice : Fill in the boxes to complete the flow chart, which illustrates the chain reaction described in "SAD"



4. Developing cause-and-effect essays

In this section, you will work on cause effect essays as you develop ideas by asking questions or brainstorming, and then make an outline. Practicing these skills will help you write an effective cause effect essay.

4.1. Pre-writing to get ideas

The following questions can all be developed into cause-effect essays. Try to give at least three answers to each question.

1. Why do people feel culture shock? (Focus on cause)

2. What happens to people who experience culture shock? (Focus on effect)

3. Why do people gain too much weight?

4. Why do women live longer than men?

4.2. Outlining Practice

The two outlines that follow show causes and effects of teen drug abuse. The first one outlines the causes (focus on cause) and the second one outlines the effects (focus on effect) of teen drug abuse . Complete the outlines with a partner. Use your information, knowledge of the topic, and understanding of essay organization. Be sure to notice the thesis statements and use them to help you complete the outlines.

TOPIC: The causes of teenage drug abuse

I. Introduction (paragraph 1)

Thesis statement: Teen drug abuse can occur for many reasons, some of which are _____.

II. Body

A. Paragraph 2 (cause 1) topic sentence: Teens often begin Using drugs because of **low self-esteem**.

1. Teens are sensitive during adolescence.
2. Drugs make teens feel powerful
3. _____

B. Paragraph 3 (cause 2) topic sentence: _____

-
1. In many families, both parents work outside the home.
 2. Parents often don't have time to pay attention to their children's needs.
 3. Parents may not be aware of the warning signs that their children show.

C. Paragraph 4 (cause 3) topic sentence: many teenagers use drugs because of peer pressure.

1. They want to fit into a group.
2. They want "instant" friends.
3. _____

III. Conclusion (paragraph 5) (restated thesis): _____

The best way to stop teens from using and abusing drugs is to address all these causes. Only then will there be a decrease in the number of teenagers who use drugs.

TOPIC: The effects of teenage drug abuse

I. Introduction (paragraph 1)

Thesis statement: When teenagers use drugs, the negative effects can be seen in family relationships, academic performance, and even criminal behavior.

II. Body

A. Paragraph 2 (effect 1) topic sentence: Drug use often leads to a breakdown in family relationships.

1. Teens on drugs often stop communicating with parents.
2. Teens may lie or begin acting strangely at home to protect their drug use.
3. _____

B. Paragraph 3 (effect 2) topic sentence: _____

1. Students stop caring about schoolwork.
2. They may start bothering other kids at school.
3. They often skip school to be with their friends who do drugs.

C. Paragraph 4 (effect 3) topic sentence: If teens become addicted to drugs, they will do almost anything, sometimes even commit crimes, to get drugs.

1. Drugs are expensive, so teens usually run out of money to buy them.
2. They might begin stealing from their parents.
3. _____

III. Conclusion (paragraph 5) (restated thesis): _____

When teens become drug abusers, there are negative consequences not only for the teens themselves but also for their families, friends, and social groups. In the short term, these effects are destructive enough, but they also have long term effects. Because we look to the young to shape the future of society, we must insure that this future is in good hands. If it is not, societal problems can only get worse.

5. Language focus

Cause and Effect Structure Words

Just as there are transition signals that show time and order of importance relationships, there are words and phrases that show cause and effect relationships. They are called cause and effect structure words.

In writing a cause-and-effect essay, there are many possible structure words you can use. These words show whether you are discussing a reason or result.

Cause structure words	Effect structure words
The first cause _____	The first effect _____
The next reason _____	As a result _____
Because of _____	Therefore _____

To keep clear the difference between these two different groups of signals, remember that cause structure words signal a reason for something:

- *In 1975, the speed limit in the U.S. was lowered from 70 to 55 miles per hour*

Conversely, effect structure words signal the result of some action:

- *The number of traffic deaths in the U.S. decreased sharply in 1975.*

The first sentence is the *reason* for the decrease in the number of traffic deaths. The second sentence is the *result* of the lowering of the speed limit.

Many of the most common cause and effect structure words are listed in the chart below. Learn to use different ones so that you don't always use *because* or *as a result* in your sentences.

Cause and Effect Structure Words

	Sentence Connectors	Clause connectors		Others
		Coordinators	Subordinators	
To introduce a cause or reason		for	because since as	to result from (+ noun) due to (+noun) because of (+ noun) the result of (+ noun) the effect of (+ noun) the consequences of (+ noun) as a result of (+ noun) as a consequence of (+noun)
To introduce an effect or result	as a result, as a consequence, therefore thus consequently hence	so		to result in (+ noun) to cause (+noun) to have an effect on (+ noun) to affect (+ noun) the cause of (+ noun) the reason for (+ noun)

Examples: Cause Structure Words

1. In 1986, the government raised the speed limit again on some highways, for most people were ignoring the 55 MPH limit.
2. In 1986, the government raised the speed limit again on some highways because most people were ignoring the 55 MPH limit.

Examples: Cause Structure Words

1. In 1986, the government raised the speed limit again on some highways, for most people were ignoring the 55 MPH limit.
2. In 1986, the government raised the speed limit again on some highways because /since/ as most people were ignoring the 55 MPH limit.
3. The raising of the speed limit again on some highways resulted/ was the result of from the general public's disregard for the 55 MPH limit.
4. In 1986, the government raised the speed limit again on some highways because of/ due to the general public's disregard for the 55 MPH limit.
5. The effect of the general public's disregard for the 55 MPH limit was that the government raised it again on some highways.
- The consequence of general public's disregard for the 55 MPH limit was that the government raised it again on some highways.
6. As a result of/ As the consequence of the general public's disregard for the 55 MPH speed limit, the government raised it again on some highways.

Examples: Effect Structure Words

7. The government lowered the speed limit to 55 MPH; as a result,/ as a consequence,/ therefore, / thus, / consequently,/ hence, the number of traffic deaths decreased.
8. The government lowered the speed limit to 55 MPH, so the number of traffic deaths decreased.

6. Practice

PRACTICE 1: Recognizing Cause Structure Words

STEP 1 Underline the sentence that states a cause.

STEP 2 Circle the word or words that introduce the cause.

STEP 3 Be able to discuss the use of each structure word or phrase that you have circled. What kind of grammatical structure follows each one? Notice especially the difference between the use of *because* and *because of*

Example:

1. Due to the ability of computers to keep records of sales and inventory, many big department stores rely on them.
2. A medical computer system is an aid to physicians *because of* its ability to interpret data from a patient's history and provide a diagnosis.* (How would you rewrite this sentence using *because* instead of *because of*?)
3. Lowering the speed limit to 55 MPH *has caused* a sharp decrease in the number of traffic deaths.
4. Public transportation is becoming popular *because* the cost of gasoline has been rising. (How would you rewrite this sentence using *because of*/instead of *because*?)
5. Since carpools cut expenses, many commuters are joining them.
6. Smog results from chemical air pollutants being trapped under a layer of warm air.

PRACTICE 2: Recognizing Effect Structure Words

STEP 1 Underline the part of the sentence that states an effect.

STEP 2 Circle the word or words that introduce the effect.

STEP 3 Be able to discuss the use of each structure word or phrase. What kind of grammatical structure follows each one? How is the sentence punctuated?

1. The performance of electric cars is inferior to the performance of cars with conventional internal combustion engines; consequently, some improvements must be

made in them if they are to become popular.

2. However, electric cars are reliable, economical, and nonpolluting; therefore, the government is spending millions of dollars to improve their technology.

3. His refusal to attend classes resulted in his dismissal from the school.

4. The cost of gasoline is rising; as a result, many people are using their cars less often.

5. The cause of the patient's death was the doctor's negligence.

6. When he finally arrived, he gave no reason for his lateness.

7. It has been documented that heavy cigarette smoking affects the heart as well as the lungs.

8. Cold water is denser than warm water and will therefore sink.

PRACTICE 3: Cause, and Effect Structure Words

Using various cause and effect structure words from the chart, combine these sentences to emphasize a cause or an effect relationship as indicated. Use different structure words in each sentence, and circle the words you use. Change nouns to pronouns (and pronouns to nouns) when necessary.

Example:

The death rate among women from lung cancer is increasing. Women are smoking more.

Emphasize the cause: ***Because women are smoking more, the death rate among women from lung cancer is increasing.***

Emphasize the effect: ***The increase in the death rate among women from lung cancer is the result of their smoking more.***

1. Cancer is increasing in industrialized nations. Air pollution and the use of chemicals in food are increasing in these countries.

Emphasize the cause: _____

Emphasize the effect: _____

2. Mr. Williams received a promotion last week. Mr. Williams is a clever administrator, a capable personnel manager, and a financial wizard.*

Emphasize the cause: _____

Emphasize the effect: _____

3. The saltiest water is found at the bottom of the ocean. Salt water, being denser than fresh water, sinks.

Emphasize the cause: _____

Emphasize the effect: _____

4. Heat energy is carried by electrons. Metals have many free-moving electrons. Metals are good conductors of heat.

Emphasize the cause: _____

Emphasize the effect: _____

5. Some businesses now have flexible working hours. Productivity has increased. Absenteeism has decreased.

Emphasize the cause: _____

Emphasize the effect: _____

FURTHER PRACTICE:

1. Write an essay of 250 words about the causes of teenage drug abuse
2. Write an essay of 250 words about the effects of teenage drug abuse
3. Write an essay of 250 words about the causes/effects of rising sea level.