

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«Курганский государственный университет»

Кафедра английской филологии

АНГЛИЙСКИЙ ЯЗЫК

Методические рекомендации
по развитию письменной речи
для студентов 2 курса специальности 021700.65

Курган 2014

Кафедра «Английская филология»

Дисциплина: «Практика устной и письменной речи»
(специальность 0217000.65).

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Утверждены на заседании кафедры 13 декабря 2013 г.

Рекомендованы методическим советом университета 31 декабря 2013 г.

Introduction

Academic writing is an integral part of your English course. Before you start doing it, it might be a good idea to find out why you will want to do it. It's simple.

First, it will help you to make your English both persuasive and meaningful. Reading the concise theory in this manual, doing the exercises and following the instructions presented in it, you will learn how to structure your compositions and how to choose adequate words and phrases from the vast riches of English vocabulary for conveying your brilliant ideas to your audience.

Second, to write a good composition, whether it is an essay, a short story or a small article for your newspaper, it is important to know and consider several rules. There are three essential rules for successful writers: write about what you know, investigate what you don't, and always write for an audience. You will find these rules helpful and useful in a great number of situations outside your classroom.

The audience is an essential concept because, after all, to bring something home to your reader or listener is the main goal of what you say or write. Your choice of topics, evidence, grammar, and vocabulary largely depends on the kind of audience you are dealing with.

No form of art ever existed without criticism. It certainly pays to have a good, appreciative critic. Giants of philosophy, literature, painting and music have always benefited from the response coming from the critics. Before you produce your masterpiece for the final assessment, your teacher and your fellow students will review and edit your drafts, you will have all the criticism you need to introduce general improvements and to put a couple of final touches to your composition.

Another important idea for you to consider is that writing a composition is a lengthy process. You are sure to need an outline describing in brief what you want to write about. Then you will write a draft to be revised and edited by both your classmates and your teacher. Prior to all of it, there will be brainstorming which will enable you to invent a few fantastic ideas which might serve as a foundation for your composition. And in the end you will produce your final version to be assessed and appreciated by the teacher. It stands to reason that you had better put up with the necessity to spare plenty of time for doing the job.

And finally, you just never fail to remember that you will be writing to acquire a better competence of the language and that you will be doing it for your own good.

The manual comprises three sections. Doing Section 1 you will revise what you have learned about writing short academic essays and have some practice at it. Section 2 tells you more about it. Here you will gain essential knowledge about basis rhetorical models and brainstorming. And in Section 3 you are provided with advice on how to summarize and how to paraphrase.

Section 1. Writing an Academic Essay

Argumentative Essays

1 First read the table below, then listen to the cassette and tick the points mentioned. Which of these points are the advantages and which are the disadvantages of living in the country?

A no shops nearby	
B no hospitals nearby	
C no noise from traffic	
D lower house prices	
E safe place to bring up children	
F far away from friends	
G long car journeys to school	
H healthy environment	

One type of argumentative essay is that which gives advantages and disadvantages (“For” and “Against”). It is a formal piece of writing in which a topic is considered from opposing points of view.

A **good essay** of this type should consist of:

- a) an **introductory paragraph** in which you state the topic. This means that you talk generally about the topic without giving your opinion;
- b) a **main body** in which the points for and the points against, along with your justification, appear in two separate paragraphs; and
- c) a **closing paragraph** in which you give either your opinion or a balanced consideration of the topic.

Note: In this type of essay writing, you must not include opinion words (I believe, I think, etc.) in the introduction or the main body. Opinion words can only be used in the final paragraph, where you may state your opinion on the topic.

Points to consider

- Make a list of the points for and against a topic before you start writing.
- Write well-developed paragraphs in which the points you present are supported with justification, (i.e. reasons or examples). Make sure each paragraph has more

than one sentence. e.g. *One advantage of using a computer text processor is that it saves time. It is much quicker to make corrections on one than it is to do them by hand.*

- Do not use informal style (e.g. short forms, colloquial language, etc.) or strong language (e.g. I firmly believe, etc.)
- Include a quotation relevant to the topic you are writing about.
- Begin each paragraph with a topic sentence which summarises what the paragraph is about.

Linking Words/Phrases

To introduce points: one major advantage/disadvantage of, a further advantage, one point of view in favour of/against

To list points: in the first place, first of all, to start with, secondly, thirdly, finally, last but not least

To add more points to the same topic: what is more, furthermore, also, in addition to this/that, besides, apart from this/that, not to mention the fact that
To make contrasting points: on the other hand, however, in spite of, while, nevertheless, despite, even though, although, it can be argued that

To introduce examples: for example, for instance, like, especially, such as, in particular

To conclude: to sum up, all in all, all things considered, in conclusion, on the whole, taking everything into account, as was previously stated

2 Complete the following sentences, then replace the words in bold with other similar ones.

- 1) Public transport is often more convenient than taking one's car, **and is also**
- 2) Being able to speak a foreign language is very useful when abroad. **Furthermore**,
- 3) **Although** living abroad can be an interesting experience,
- 4) Being self-employed means that you are your own boss. **However**,
- 5) Exercise can help you to lose weight. **What is more**,
- 6) Experimenting on animals is cruel, **not to mention the fact that**
- 7) Package holidays are cheap. **On the other hand**,
- 8) **While** living alone can be lonely, it
- 9) Keeping up with fashion takes a lot of effort. **In addition**,
- 10) Watching television can be educational. **Nevertheless**,

You can end a "for and against" essay by a) giving a balanced consideration of the

points on the topic or b) by giving your opinion, that is, for example, by expressing whether the advantages outweigh the disadvantages or vice versa.

3 Read the closing paragraphs below and say whether they express a balanced consideration or the writer's opinion.

1) In conclusion, getting married has, to my mind, more advantages than disadvantages. After all, what can be more fulfilling than a steady relationship with the person you love that lasts for the rest of your life?

2) To sum up, camping holidays do have advantages, the main one being that they are far cheaper than other holidays. In my opinion, however, there is too much hard work involved for them to ever feel like a real holiday.

3) To conclude, by looking after animals and helping them to breed, zoos play an important part in protecting many species from becoming extinct. Therefore, the negative aspects of keeping animals in captivity are balanced out by the positive ones.

4) All in all, computers have both advantages and disadvantages. They may have replaced humans in many jobs, but they have also made our lives considerably easier, and it is now difficult to imagine life without them.

5) On the whole, while most people go on holiday to rest, this is one thing you are unlikely to do on an adventure holiday. In my opinion, this disadvantage outweighs all the advantages associated with this kind of holiday.

6) Taking everything into account, there are both advantages and disadvantages in keeping pets. In the end it is up to the individual to decide whether the pleasure associated with owning a pet is worth the work that goes with it.

Techniques for beginnings and endings

The introductory paragraph may:

- make reference to a strange scene or situation, e.g. *Some scientists believe that in the future everyone will be genetically perfect.*
- address the reader directly, e.g. *Are you aware of any characteristics which you may have inherited from you, parents?*
- ask a rhetorical question (question to which no answer is expected), e.g. *Isn't it amazing how some children look so much like their parents?*
- start with a quotation, e.g. *"Genetics holds the key to the future."*

The closing paragraph may:

- state a personal opinion, e.g. *In my opinion, I believe, In my view, It seems to me, the way I see it, I think, etc.*

- give the reader something to consider, e.g. *Perhaps the world would be a safe and more efficient place if everyone was genetically perfect.*
- end with a quotation, e.g. *“Genetics holds the key to the future”*, or a rhetorical question, e.g. *What will they think of?*

3 Read the main body of the argumentative essay below on the topic "Discuss the advantages and disadvantages of living in a foreign country". Then read the beginnings and endings and say which technique has been used in each one. Finally, replace the highlighted words or phrases in the main body with other synonymous words or phrases.

One of the main advantages of living in a foreign country is that it gives you the opportunity to experience an entirely different way of life, which can be a valuable form of education. **Moreover**, one is given the chance to learn and become fluent in another language through everyday use. **In addition**, many people become more independent and self-reliant by having to cope with difficult situations on their own. **Finally**, living in a country with a different climate can prove beneficial to both one's health and state of mind.

On the other hand, even if you try your hardest to adapt to your new surroundings it is likely that you will often experience moments of isolation, frustration and loneliness. This can be caused by communication problems, especially if you cannot speak the language yet. **What is more**, finding a job can often be a stressful experience as in some countries foreigners are not easily accepted.

Beginnings

a Every morning some people strap on their skis, climb into their canoes or ride a horse to get to their jobs. They are not eccentrics, though; they have simply chosen to live in a place where ways of getting to work differ from those in their own country.

b As foreign travel becomes increasingly cheap and convenient, more and more people are discovering new places. Many prefer them to their own countries and decide to move there. But is living abroad as easy as it seems?

c Have you ever thought of settling down in your dream country? It is undoubtedly a big decision to make, but it can often change your life for the better.

Endings

a To conclude, although living in a strange place can be stressful at first, it is something that almost everybody is capable of adjusting to. As Lydia Hearn once said, "A foreigner is only a foreigner until you've been introduced."

b In conclusion, living abroad is a good way to learn to co-exist with others. Perhaps if everyone experienced life in a foreign country, relations between countries might improve and the world would become a more peaceful place.

c However, in my view, living successfully in a foreign country depends on the

individuals. The more effort that is made to participate and become part of one's new surroundings, the more welcome and comfortable one will feel.

4 Read the compositions and the table of "Do's" and "Don'ts". Find an example of each point in the models. Finally, decide which of the two compositions is a good model, give the paragraph plan and say what a successful argumentative essay should or should not contain.

Model A

"Discuss the advantages and disadvantages of being your own boss."

Have you ever considered becoming your own boss? In recent years the number of people choosing to start their own business has risen significantly. Many claim that this is because more and more people are no longer content to work for someone else. One of the main advantages of being self-employed is the fact that you are completely self-reliant and can make decisions on your own. This can give you a great sense of freedom and allows you to do exactly what you want without interference from anyone else. What is more, your working day can be planned for your convenience, allowing you to work when you want rather than when you have to. Finally, if your business is successful, people will know that you alone should be given the credit.

However, there are disadvantages to being your own boss. Many self-employed people have said that to build a successful business, you have to be prepared to work long hours and sacrifice your personal life. As B. C. Forbes once said, "If you don't drive your business, you will be driven out of business." Moreover, a 1996 government study found that over a quarter of the businesses run by newly self-employed people failed within the first two years.

All things considered, it seems to me that self-employment can be a very gratifying experience, although not one without difficulties. But when success is achieved, the greatest reward of all is the knowledge that you have done it on your own.

Model B

"Discuss the advantages and disadvantages of being your own boss."

In my opinion, self-employment has various advantages, though there are some bad points too.

Working for yourself can be a positive experience. Everybody wants to have their own business and even my uncle has opened his own shop. Statistics show that more and more people are quitting their jobs and starting their own business. I think that the best thing about it is that you can do what you want and nobody can tell you off. But then again, you usually have to work really hard if you're on your own and everyone knows that it's a big responsibility to run your own business.

You can choose how much you want to work and you can stop if you feel like it,

when you're your own boss. The only bad thing is that you may have to spend your own money to make the business work. Everyone wants to have their own business and for some people it works well. This is a good reason for them to feel proud because they've done it all by themselves.

Having your own business can be very difficult but for some people it's worth it because they don't mind the hard work and they end up making a lot of money and feel good about themselves.

DO's	DON'Ts
formal style well-developed paragraphs justification of arguments linking words/phrases quotations generalizations reference to specific statistics opinion only in the last paragraph	informal style (short forms) one sentence paragraphs overgeneralisations personal examples opinion in the first paragraph blind use of statistics

5 Put these jumbled sentences in the correct order. Then write them out in two separate paragraphs, one including all the advantages, the other all the disadvantages. Finally, write a suitable beginning and ending for this topic.

Package holidays: Good or Bad?

- A However, there are disadvantages to going on a package holiday.
- B To start with, package holidays are cheaper than travelling on your own, as the price includes the air fare and hotel accommodation.
- C Another negative aspect is that as you have paid for your accommodation in advance, you often feel obliged to stay in that place rather than move around and explore.
- D Furthermore, the brochures from which most people select a package holiday usually give you a good idea of what the resort offers, therefore reducing the chances of disappointment.
- E Package holidays have several advantages.
- F In the first place, as package holidays are less expensive, the hotel is unlikely to be top-class.
- G Last but not least, when visiting a new place it is often much easier to have all the details arranged in advance as it can be rather confusing to plan everything by yourself.
- H Also package holiday destinations are usually popular tourist resorts, thus there is little opportunity to experience the true culture of the country you are visiting.

6 Rewrite the following text by linking the sentences in each paragraph. Use appropriate linking words or phrases.

"The advantages and disadvantages of being famous."

People who are famous are usually financially secure. They are often given free designer clothes, cars and jewellery by manufacturers who receive free advertising when these items are worn or used. They receive first-class service wherever they go. They have the power to influence other people and are even role models to many. They have domestic help and employ staff to take care of their business. They are confident and secure as they are successful professionals.

They seldom have privacy and often have to go out in public wearing a disguise so that they will not be recognized. Many people take advantage of them and they often lead lonely lives as they never know who their real friends are. Many end up having nervous breakdowns because of stress. Some live in fear of being or having members of their family kidnapped. People expect them to look glamorous and happy at all times, which is hard for celebrities to do.

7 "The advantages and disadvantages of going to work by car." First, think of as many points for and against going to work by car as possible. Then, listen to the cassette to find out whether you have thought of the same points. You may take notes while listening. Finally, write a short essay on a similar topic. Remember to use appropriate linking words or phrases.

Opinion Essays

1 Discuss the good and bad points of using the Internet.

Listen to the cassette and match the viewpoints with the reasons. Who speaks in favour of using the Internet and who speaks against it?

	Viewpoints	Reasons
Paul	A great way of communicating with people from all over the world	1 saves time going to libraries; is fast and cheap to send messages
Julie	B people should be more careful about how they use it	2 have conversations with people from different places
Joe	C great way of getting information quickly	3 some of the information you can access is not suitable, especially for children

Opinion essays are formal in style. They require your opinion on a topic which must

be clearly stated and supported by reasons. It is necessary to include the opposing viewpoint in another paragraph.

A successful opinion essay should have:

- a) an introductory paragraph in which you state the topic and your opinion;
- b) a main body which consists of two or more paragraphs. Each paragraph should present a separate viewpoint supported by your reasons. Another paragraph giving the opposing viewpoint and reasons may be included; and
- c) a conclusion in which you restate your opinion using different words.

Points to consider

- First decide whether you agree or disagree with the subject of the topic and make a list of your points and reasons.
- Write well-developed paragraphs consisting of more than one sentence.
- Begin each paragraph with a topic sentence which summarises what the paragraph is about.
- Linking words should be used throughout your composition.
- Use the techniques shown in the section “Argumentative Essays” to begin and end your essay.

Useful Language

To express opinion: I believe, in my opinion, I think, In my view, I strongly believe, The way I see it, It seems to me (that)

To list points: In the first place, First of all, To start with, Firstly, To begin with

To add more points: What is more, Another major reason, Also, Furthermore, Moreover, In addition to this/that, Besides, Apart from this, Not to mention the fact that

To introduce contrasting viewpoints: It is argued that, People argue that, Opponents of this view say, There are people who oppose, Contrary to what most people believe, As opposed to the above ideas

To introduce examples: for example, for instance, such as, in particular, especially

To conclude: To sum up, All in all, All things considered, Taking everything into account

2 Read the following models and answer these questions: a) Which is a "for and against" argumentative essay? b) Which are the "for and against" points mentioned? c) Which is an opinion essay? d) How is each viewpoint supported? Finally, write down the topic of each paragraph. In what ways do these models differ?

"The aeroplane is the most convenient means to travel." Give your opinion on this statement.

Model A. Over the past few years, people have begun to travel to places they would have dreamt of visiting thirty years ago, thanks to the possibilities offered by air travel. In my opinion, travelling by aeroplane cannot be compared with any other means of transport.

To start with, there really is no faster way to travel. You can go from one country to another in a matter of hours which gives you more time to enjoy the actual purpose of your trip, rather than waste time travelling and dragging your luggage around.

Furthermore, you always feel well looked after on an aeroplane. You are served drinks and meals and offered newspapers and blankets which all help to make the journey more comfortable and enjoyable.

Of course, there are people who argue that travelling by plane can be a nightmare, with delays, cramped seats and turbulence to put up with. What is more, aeroplanes and airports are often targeted by terrorists, which make some people think that travelling by plane is unsafe. They forget, however, that the number of deaths caused by cars is larger than that caused by planes.

In my opinion, air travel will always remain popular. Its speed, comfort and convenience are hard to beat.

"The advantages and disadvantages of travelling by plane."

Model B. The aeroplane is one of the most popular and widely used in terms of transport today. However, it does have both its advantages and disadvantages, as outlined below.

To begin with, you always feel that you are well looked after when travelling by plane. Once you have checked your luggage in, you need not worry about it until you reach your destination. What is more, once you are on board the plane, you are made to feel comfortable and are served refreshments and meals by friendly, helpful cabin crew. Finally, the speed of an aircraft ensures that you will reach your destination in a matter of hours.

However, air travel can be expensive and there are often long delays in airports which can be irritating. Also, many people are afraid of flying and the cramped seats and claustrophobic atmosphere on a plane can be frightening, especially if there is turbulence. What is more, travelling from one time zone to another within a few hours means that you are likely to suffer from jet lag. This can take up to a week to recover from, which is not a good way to start a holiday.

All things considered, it seems that although air travel does have its bad points, it has one overwhelming positive aspect - the fact that it is far quicker than any other means of transport. This means that most travellers are willing to ignore its drawbacks if it means that they are able to make their journeys shorter.

3 Use the techniques to begin and end your essay described in the section "Argumentative Essays" and write different beginnings and endings for Models A and B practising the techniques mentioned in the description.

4 Match the viewpoints with the reasons given below. Then write a short essay on the topic: *Has genetic science gone too far?*

Viewpoints	Reasons
1 In my opinion, there are many good medical reasons for experimenting with genetic engineering.	A Once scientists have perfected the technique of cloning prime sheep and cows for food, there will be plenty to eat for everyone.
2 The way I see it, genetic science is moving forward too fast.	B We are working against nature, which is dangerous, and we have no idea what effect it will have on the natural order of things.
3 I think, changing the way things happen naturally poses many risks.	C Scientists should stop and consider whether their experiments will benefit mankind or not before it is too late.
4 I believe that genetic science is frightening especially when it concerns human life.	D Imagine if scientists find a way to create human beings in a completely artificial way.
5 It seems to me that genetic engineering is the key to solving the world's famine problems	E It can help to trace diseases and may help to save the lives of millions of people around the world. Eventually, we may be able to eliminate all terminal illnesses.

5 Read the following topics and say

a) which is a "for and against" essay and which is an opinion essay,

b) what plan should be followed for each topic? Then suggest possible beginnings and endings for each topic.

1) Your teacher has asked you to write a composition on the topic: Cinema will soon be a thing of the past.

2) Your school newspaper needs an article about the advantages and disadvantages of

being a professional teacher.

3) Your local newspaper is investigating the question: Are newspapers necessary nowadays?

4) Your teacher has asked you to write a composition discussing the advantages and disadvantages of keeping animals in zoos.

6 Write a short composition for your teacher or an article for the local newspaper on one of the suggested topics.

Providing Solutions to Problems Essays

1 Look at the table below, then listen to the recording and match the suggestions with the results. What is the subject of the meeting?

Suggestions	Results
1 daily rubbish collection	a reduce amount of rubbish to be collected and save natural resources
2 better recycling system	c live in healthier surroundings
3 fine people who drop litter	c prevent the spread of diseases
4 tyre factory to shut down	d less litter on the streets

An essay in which we suggest **solutions to a problem** is a formal piece of writing.

For each suggestion made, we should mention any expected results or consequences.

A good essay providing solutions to problems should consist of:

a) an introductory paragraph which states the problem (reasons why it has arisen can also be included);

b) a main body in which we present our suggestions and results/consequences (remember to begin a new paragraph for each suggestion made); and

c) a closing paragraph in which we summarise our opinion.

Useful Language

To introduce suggestions: To begin/start with, One way to, Another solution would be ..., Another way to ... would be ...

To express cause: because of/owing to/due to the fact that, for this reason

To express effect: thus, therefore, as a result, consequently, so, as a consequence

To express reality: in fact, as a matter of fact, actually, in practice

To emphasise what you say: obviously, clearly, needless to say, in particular

To conclude: All in all, To sum up, All things considered

2 Read the following short essay and give the topic of each paragraph. Then replace the underlined words/phrases with other similar ones.

"What can we do to reduce global litter?"

Global litter is an ongoing concern which many nations have to deal with. Fortunately, there are a number of possible solutions which could lead to a permanent reduction in the waste that has mounted upon countries around the world.

One way would be to encourage companies to use bio-degradable packaging for their products.

Bio-degradable items decompose naturally and therefore they do not add to the problem of litter.

Another solution would be to save scrap metal in order to put it to further use. As a result, all discarded metal products such as vehicles, water tanks and machine parts could be melted down and used to make other products.

The most effective method of reducing litter, however, is to educate people to recycle their house-hold waste products. **In fact**, schemes such as paper saving, bottle banks and aluminum can collections can have all been successful in reducing litter in many countries.

All things considered, there are many solutions to the problem of global litter. The sooner these solutions are put into action, the more significant the reduction in global litter will be.

3 A weekly newspaper has asked its readers to suggest ways to improve the kind of help we give to famine victims. Read the following letter and fill in the appropriate linking words, then say which suggestions have been put forward and what the results/consequences of each suggestion would be.

another solution would be, all in all, due to the fact that, another way, furthermore, to begin with, thus, in this way, as a result.

Dear sir,

I feel that the aid we give to famine victims at the moment is simply not sufficient. This is partly 1) ... due to the fact that... there is not enough money available for famine relief, and current supplies of food and medicine are being wasted or stolen. Famine victims need permanent solutions as well as immediate help.

2), much more money could be raised by holding charity concerts and other money-raising events. 3), international organisations would receive the money they need to provide emergency famine relief and 4) be able to save thousands of lives.

5) of helping victims would be for wealthy countries to send food and medical supplies directly to areas affected by famine. 6), by improving administration and transport, supplies would be certain to reach those people who really need them.

7) to educate farmers in famine areas so that they could improve their farming techniques, 8) making sure that famine is less likely to occur in the future.

9), it is extremely difficult to solve the problem of famine. If, however, the matter is taken seriously and world leaders join together to find solutions, the situation can be improved.

Yours faithfully,
Thomas Wilson

4 Read the following essay and fill in the gaps with the appropriate topic sentences.

A An additional technique is to use the movement of the ocean tides to generate power.

B One alternative which is already widely used is nuclear power.

C All things considered, the need to develop alternative energy sources is of vital importance.

D Another alternative source of energy is solar power.

Coal will not last forever. What alternative sources of energy can we use?

Coal is a "non-renewable" resource. This means that once it has been used up, it is gone forever. The use of coal is also environmentally harmful. Consequently, the development of alternative sources of energy is very important.

1) A single power station of this type can satisfy the energy needs of a whole city and does not pollute the air. Therefore, air quality is improved in countries which use this technology. However, it does produce radioactive waste which is difficult to dispose of.

2) It is a very low-cost source of energy, therefore more and more countries have started using the sun's energy to produce electricity.

Incoming and outgoing tides can turn huge pieces of machinery to create electricity

3) As a result, the forces of nature are used to provide a clean, renewable source of energy.

4) There are some promising techniques already in use, but more research needs to be done before we can stop being dependent on fossil fuels

5 Your teacher has asked you to write a composition entitled: *Discuss ways to improve the learning of foreign languages. Now write a composition of 250 words on the topic.*

Discursive essays

1 Look at the discussion clock, then listen to two people talking about sport and whether it is valuable to our society. Say which aspects from the discussion clock are discussed.



Discursive essays are formal in style. In this type of essay, the writer focuses on various aspects of the topic in turn. Some possible aspects to be considered are set out in the "discussion clock" on this page (moral, political, social, etc.). Each viewpoint is supported by examples. Opposing viewpoints should be mentioned as well. These essays do not aim to persuade the reader that the writer's opinion is the only valid one, but to make him/her consider a current issue from various angles, allowing to form an own opinion or expand on the viewpoints already mentioned. A good discursive essay should consist of:

- a) an introduction in which you state the topic, explaining the current or past situation;
- b) a main body consisting of two or more paragraphs, in each of which a viewpoint is discussed along with the opposing viewpoint; and
- c) a conclusion in which you summarise the topic by making a general comment about it. Your opinion can also be included.

Points to consider

- When considering a topic, bear in mind the "discussion clock". This will help you decide on what viewpoints to mention in the essay. Each topic can be seen from various viewpoints.
- Before writing your discursive essay, decide on the viewpoints you will mention, do

not attempt to cover all the aspects presented in the discussion clock. The various aspects illustrated are there to help you plan your essay.

- Remember that for each viewpoint you have thought of, there is an opposing argument. Think of the opposing arguments while planning your essay.

- Join the opposing viewpoints with appropriate linking words such as **however, on the other hand, on the contrary, and contrary to.**

- Avoid using simplistic words. Instead, use more sophisticated vocabulary.

Useful Language for Discursive Essays

To bring up other points or aspects: as far as, regarding, as for, with regard to

To make contrasting points: yet, however, nevertheless, although, in spite of, despite, while, on the other hand, it is argued that, opponents of this view say, there are people who oppose" contrary to what people believe

To conclude: all in all, to sum up, in my opinion, in my view, to my mind

To express reality: in fact, as a matter of fact, in practice, the fact is

2 Read the following short essay, divide it into paragraphs and give the paragraph plan. Then, underline the words used to introduce opposing arguments and replace them with other synonymous ones. Finally, read it again, and say which aspects of the discussion clock have been covered.

The Role of Marriage in Today's Society

If there is one thing that virtually all the world's various cultures have in common, it is marriage. Beliefs, diet and languages vary greatly, but family seems to be a universal institution. Why is marriage so popular? Psychologists claim that people have a deep need for the emotional security which marriage provides. Knowing that one has a partner makes it easier to cope with the problems of daily life. On the other hand, the fact that many single people are content to be alone suggests that the "emotional need" theory is incomplete. British novelist Fay Weldon once stated, "Marriage has nothing to do with emotion and everything to do with property." According to the supporters of this view, people marry in order to increase their wealth, either by marrying a rich partner or because, as the saying goes, "two can live as cheaply as one." It is true that financial considerations are often the primary reason that people marry. Yet there are countless examples of people "marrying for love", regardless of their mate's lack of money. All in all, marriage continues to be extremely popular in many societies. Most of us have a need for love and support and

want to have children at some point in our lives. Fully understanding the reasons why people marry, though, may be as difficult as understanding the human mind itself.

3 Match each viewpoint with its opposing argument. Can you suggest other opposing arguments? Replace the underlined words with other synonymous ones.

Viewpoints	Opposing Arguments
1 From an educational standpoint, it is vital that historical sites be preserved, so that we can teach our children about their cultural heritage.	a Nevertheless , it can be argued that everyone has a different idea of what is moral and acceptable and what is not. Certainly, what offends one person may not offend another.
2 From a social viewpoint, voluntary services play an important role. They help people in remote areas or poverty-stricken regions by offering medical assistance and even providing food in some cases.	b On the other hand , some educators argue that the money used for preserving sites should go to improving the educational system. In this way, children will benefit more.
3 From a moral point of view, censorship protects people from being exposed to material that may disturb or offend them, such as violent scenes in films.	c Opponents argue that nuclear technology has produced deadly bombs and has forced people to live in fear.
4 From a scientific standpoint, the development of nuclear technology has led to significant advances. For example, nuclear energy is a clean way of providing power to our cities.	d However , one problem with these groups is that in order to exist, they depend entirely on donations from private individuals.

4 Mark the statements True or False justifying your answers.

- 1) Each paragraph should begin with a topic sentence.
- 2) Statistics can be referred to even if you are not certain of the source.
- 3) When providing solutions to problems you should not mention the results of the solutions suggested.
- 4) A discursive essay should be formal.
- 5) Linking words should be used in all kinds of argumentative compositions.
- 6) In the conclusion of a "for and against" essay you should give either a balanced consideration of the topic or your own opinion.
- 7) An informal style is always used when writing argumentative compositions.

8) In a discursive essay you may discuss one viewpoint and its opposing argument in the same paragraph.

5 *Go back to the diagram, match the following viewpoints with the aspects in the discussion clock, and cover more relevant aspects by inventing your own arguments.*

e-mail and the Internet - enable people to keep in touch, make new acquaintances

computer-generated music and graphics open new artistic horizons

provide easy access to a wealth of useful information

can do the work of many

people, saving time and money

Read the opposing arguments and see which of the viewpoints they oppose, and add your own opposing arguments to the viewpoints which you have invented:

1) keep young people from reading/studying

2) unemployment increases when workers are replaced

3) impersonal contact, confinement to computer screens

4) computerised art becomes mechanical and impersonal - this isn't artistic

6 *Write your short argumentative essay on the topic: The usefulness of computers.*

Section 2. Brainstorming, Drafting, Using Rhetorical Devices

In this section you will find useful information focused mainly on perfection of your skills as an academic writer.

1 *Carefully read these DO's AND DON'Ts and say which of these requirement you are prepared to meet when writing your essay.*

1) **Don't get too emotional.** Comments like 'People who think this are stupid ...' won't get you any marks.

2) **Be reasonable** - teachers are not amused by ridiculous opinions.

3) Although the question wants your opinion, **don't use 'I', 'I believe', 'I think'**.

You may want to take an argument against your opinion and say why that argument is wrong. Examples of this are: **"It is often suggested that", "It is often believed that", "There is an opinion that"**.

4) **Never use 'of course'**, no matter how much you like it, because it is a colloquial phrase.

- 5) **Don't use contractions and abbreviations** - don't, isn't or won't , etc. Use do not, is not, will not, etc. instead. Remember that the word 'cannot' is spelt as one word!
- 6) **Reduce the use of intensifiers**: very, really, actually, truly, completely, rather and fairly, really, terrific, absolutely stunning, truly sensational, extremely vital, very devastating , rather furious (irritated, angered), fairly essential (important), etc. Intensifiers are far more common in speech than in formal writing. If they are used, they tend to be more formal, as do the adjectives, e.g. entirely acceptable.
- 7) It is not bad to use he/she, she/he, but it is better to **eliminate personal pronouns**.
- 8) Use **the passive** where possible because it is much more common in formal writing.
- 9) Use the **formal equivalents** of phrasal verbs.
- 10) **Rhetorical questions are best avoided**. You can use direct questions when you are planning your essay, but do not use them when writing the essay itself. Your job is to answer all the questions, not to ask them.
- 11) **Ellipsis** would be **out of place** in formal writing.
- 12) One more element that contributes to style is vocabulary. **Do not use any informal words**. If you are not sure, refer to a good dictionary. Definitions for such words are labeled informal or colloq. in dictionaries.
- 13) When checking your work, look for any words that have been repeated. When possible, see if you can improve the style by **choosing a different word** that is more appropriate and that adds some extra information. You will be given credit if you demonstrate extensive vocabulary.
- 14) **Never write** 'The problem/question is important ...', '... plays an important role ...', etc. Phrases like these do not convey any information. Get down to the point without lengthy introductions.
- 15) **Don't use over-generalization** (e.g. All politicians are ...)
- 16) **Don't use cliches** (e.g. Rome was not built in a day)

On Culture, Logic, and Rhetoric

Logic, which is the basis of rhetoric, comes from culture, small wonder, varies from

culture to culture.

The rhetorical system of one language is neither better nor worse than the rhetorical system of another language, but it is different. English logic and English rhetoric, which are based on Anglo-European cultural patterns, are linear — that is, a good English paragraph begins with a general statement of its content and then carefully develops that statement with a series of specific illustrations, normally referred to as support sentences. A good English paragraph may also use just the reverse sequence: it may state a whole series of examples and then summarize those examples in a single statement at the end of the paragraph.

In either case, however, the flow of ideas occurs in a straight line from the opening sentence to the last sentence. Furthermore, a well-structured English paragraph is never digressive. There is nothing that does not belong to the paragraph and nothing that does not support the topic sentence.

A type of construction found in Arabic and Persian writing is very different. Whereas English writers use a linear sequence, Arabic and Persian writers tend to construct a paragraph in a parallel sequence using many coordinators such as ‘and’ and ‘but’. In English, maturity of style is often judged by the degree of subordination rather than by the degree of coordination. Therefore, the Arabic and Persian styles of writing, with their emphasis on coordination, seem awkward and immature to an English reader.

Some Asian writers, on the other hand, use an indirect approach. In this kind of writing, the topic is viewed from a variety of angles. The topic is never analyzed directly; it is referred to only indirectly. Again, such a development in an English paragraph is awkward and is unnecessarily vague to an English reader.

Spanish rhetoric differs from English rhetoric in still another way. While the rules of English rhetoric require that every sentence in a paragraph relate directly to the central idea, a Spanish-speaking writer loves to fill a paragraph with interesting digressions. Although a Spanish paragraph may begin and end on the same topic, the writer often digresses into areas that are not directly related to the topic. Spanish rhetoric, therefore, does not follow the English rule of paragraph unity. In summary, a

student who has mastered the grammar of English may still write poor papers unless he/she has also mastered the rhetoric of English. Also, the student may have difficulty reading an essay written by the rules of English rhetoric unless he/she understands the “logical” differences from those of his/her own native tongue. From R. Kaplan’s paper.

A question to answer: Russian rhetoric, what is it like? Before you answer the question read the notes.

Notes

- logic: way of thinking or reasoning
- linear: in a straight line
- digressive: wandering away from the main topic
- rhetoric [ˈretərɪk]
- subordination: the joining of two unequal elements

Writing Conventions for the Academic Essay

The Introduction

The general statements with which you begin the introduction of your essay should engage your audience in your topic, orient your audience, and lead logically to your thesis statement.

There are several typical mistakes that learners of English make when they face a task to write an academic essay, the most frequently occurring is starting with a panoramic statement.

Never begin your composition about something or somebody playing an important role in your life! Instead start with an idea that will evoke your readers’ curiosity. A rhetorical question might do the job.

Model Introduction: Vitamin D Deficiency

<p>Vitamin D is the sunshine vitamin, and Vitamin D is essential for good health.</p> <p>Until the twentieth century, however, little was known about this important vitamin, and people who lived in temperate climates tended to suffer every winter from the lack of Vitamin D. Even today, although knowledge about Vitamin D has been available for more than fifty years, many people still suffer from Vitamin D deficiencies.</p>	<p><i>General statement engaging the reader.</i></p> <p><i>Limited background information</i></p>
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<u>This essay will describe the chemical makeup of Vitamin D, the group of diseases called "rickets" that afflict people who are deficient in this vitamin, and solutions to avoid such deficiencies.</u>	<i>Thesis statement of intent</i>
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Note: rickets = rachitis [ræ'kaitəs]

Types of Paragraphs

Five methods of development are conventionally used to organize supporting material in a paragraph.

- 1 Process
- 2 Classification
- 3 Extended Definition
- 4 Causes and/or Effects
- 5 Comparison and/or Contrast

These methods of development are used in academic writing to inform, explain, entertain, persuade, and educate the audience. Choosing a method of development depends on the **3 A's**: the Assignment (purpose), an analysis of the Audience, and the Available supporting material you have collected.

1 Process – Describing a process for an audience requires students to think about the exact steps in that process. For example, putting on a coat or tying shoes can seem easy, but trying to describe each step of the processes for a novice audience may be extremely difficult. Process paragraphs can give readers directions or explain how something happened (e.g., photosynthesis, a Hollywood stunt (trick) for a movie). All the paragraph titles below are for process paragraphs; the overall purpose for each is underlined, and the type of writing assignment is given next to the title.

- How We Did This Experiment – an informative biology laboratory report
- How to Win a Sumo Wrestling Match – an informative essay
- How to Fall Off a Ski Lift – an explanation of an amusing process
- How to Redesign the TOEFL – a persuasive memo of a solution

To explain a process, writers first separate the parts of the process into steps, then describe each step chronologically (in time): first step, then second step, and so forth. Precise descriptive words are used that will not confuse the audience.

Chronological connectors can help the audience understand from one step to the next:

First Second The third step is Fourth Next Then After that Finally

How do writers choose the steps for a process? And how do they choose the amount of detail to include for each step? If, for example, the writer is giving elementary school students directions to plant a seed, each step must be discussed in clear detail, with drawings or photographs that accompany the process. If the writer is describing to first-year students the steps to deal with various disciplines and the professors, these steps need to be written in extensive and precise detail. On the other hand, if the writer is describing how to cope with a new subject for third-year students, who are already familiar with the process, the description can focus only on the steps that have changed, not on the entire process.

Model Paragraph: Becoming an Acupuncturist

A rigid system of examinations is used to accredit acupuncturists in China. The first part of the exam is a day-long oral scrutiny of a student's knowledge by his professors. According to Dr. Li, an accredited acupuncturist from Taipei, each student is questioned about his familiarity with the principles of acupuncture, diagnostic techniques, and the classic texts. The professors require near-perfection in the answers. A single error often means failure. On the second day, if the student has passed the oral examination, he demonstrates his ability with the needles of acupuncture on a life-sized wooden statue of a man which is covered with wax and filled with water. As Dr. Li explained, tiny holes have been drilled through the wood at approximately 165 acupuncture points on the body. There are no markings on the wooden figure, and the holes are invisible under the wax. The examiner poses a situation to the student; the student then names a point on the body for the treatment of a specific situation. If it is the correct location, he is asked to demonstrate how to insert the needles. The student chooses the right kind of needle and pushes it through the wax, using the proper technique. If he is right, water streams through the hole. If he is wrong, he never becomes an acupuncturist.

[ˌækjuːpʌktʃərɪst]

2 Classification – Classification paragraphs are the result of the writer grouping information into categories (classes). A single topic can be classified in various ways according to the author's purpose(s) and audience. For example, under the general

subject "television advertising," different categories might include

- products advertised: cars, deodorant, running equipment, aspirin
- products not permitted to be advertised: cigarettes, pornographic films, illegal

drugs, liquor

- advertising techniques used: young beautiful women, testimonials from ordinary people, rock music with advertising lyrics, famous cartoon characters.

In the scheme below notice that a category can be made even more specific.

Subject: College Students

Categories: major field – engineering

mechanical engineering

chemical engineering

electrical engineering

agricultural engineering

architectural engineering

Effective classification paragraphs have a clear purpose: to inform the audience, not to bore the readers with information they already know. Therefore, you must analyze your audience carefully and provide new information or perceptions about the topic, particularly in their explanation of the classification. Below are examples of effective classification topics.

Unusual pets in the U.S.: ferrets, wolves, boa constrictors

Demographic characteristics used by linguists investigating language change: age, gender, ethnicity, education, and social status of their subjects

Four ways that biometric devices use physical characteristics for identification: fingerprint, voice print, retinal or iris pattern of the eye, and DNA "signatures"

Model Paragraph: Typical Mistakes of a Learner of English

Since I began to study English, I have noticed three kinds of persistent errors in my speech; I think these errors are also the most common mistakes made by other Spanish-speaking students. The first is that I speak sentences which are similar to Spanish. For instance, I will say, "I have bought a blouse nice" instead of a nice blouse.

Another mistake is that I often translate directly from Spanish, forgetting the characteristic idiomatic expressions in English like "getting along with." Some vocabulary words cannot be translated literally: silverware, for example, is a common name in English for eating utensils which aren't necessarily made of silver.

My final mistake in spoken English is the grammatical problem of verb endings. I will often say "She do the shopping" instead of does or "It is possible solve your problems" instead of to solve. If I can correct these three problems in my English, I

think Americans will be able to understand me much better.

3 Extended definition – Formal definitions of words are found in a dictionary. They usually have three parts: the word itself (the term), its general category (class), and the detail that distinguishes it from other members of its class. For example:

term	class	distinguishing detail
A triangle is	a plane figure	with three sides.

Words such as apple, pencil, and dictionary can usually be defined similarly, in a short sentence, because they are concrete. That is, we can perceive them with one or more of our senses (sight, hearing, smell, taste, and/or touch). In contrast, an abstract word is usually about an idea or a feeling, something not perceptible by the senses.

The more abstract a word is more difficult for a writer to define it simply. Think about words such as knowledge, love, courage, and democracy (which we cannot perceive with our senses); try to define them in a single sentence. These words might require extended definitions. Academic writing assignments often ask students to define a word (or a piece of equipment, or a concept) that requires a complete paragraph of information and perhaps even a drawing, a chart, or a photograph.

A paragraph of extended definition usually begins with a short statement that contains the term, its class, and its distinguishing features. Then it uses several techniques of support (facts, examples, physical description and/or personal experience) to define, describe, classify, and perhaps even explain what the term is not, or how the term differs from another closely related term.

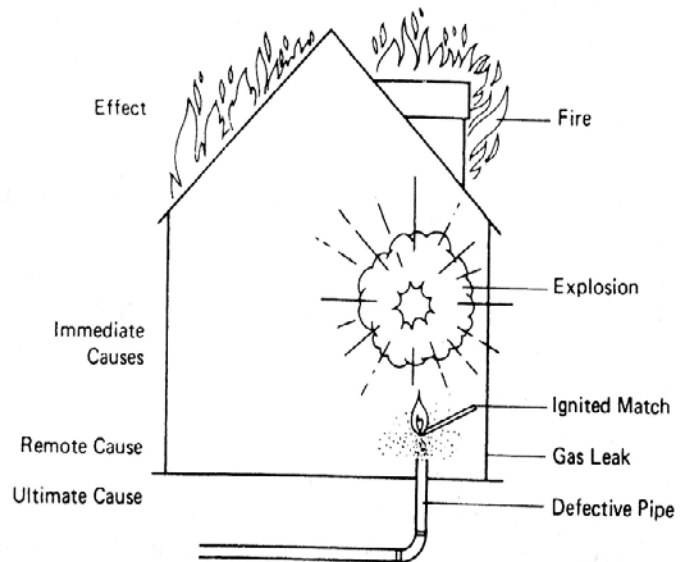
Model Paragraph: Bananas and Status in Guatemala

The banana (the most abundant tropical fruit) is called different names by different groups in my country, and each name reflects a different social class. People in the upper class call the fruit banana, which is also the way it is known internationally. This social class includes more educated people who have been overseas and in touch with other societies. If they referred to the banana in any other way, they would know that others viewed them as lower class citizens, and they would not want that to happen! Another name for banana is minimo, the Spanish name for the fruit, which middle-class society calls it. This group is formed mostly of people who have a strong identification with their own culture, and who believe in the preservation of values and traditions in a very patriotic sense. Finally, the same fruit is called guineo by the people who actually grow it. This social class is populated by farmers and people living in small towns. They have used the word guineo for centuries, and they

prefer it to the more foreign-sounding banana.

4 Causes and Effects

The figure demonstrates the processes (the multiple causes) involved in a single event (effect), a fire in a building.



Notice that

1 there can be three or more types of causes:

Immediate: the first, visible cause(s) for the effect(s)

Remote: the reason(s) for the immediate cause(s)

Underlying: the cause(s) that took place before the immediate cause, but that were ultimately responsible for the effect(s)

2 an effect can sometimes become the cause of another effect.

In the drawing, a fire (the effect) may have been caused by an explosion (the immediate cause) that was ignited by a match being lit (another cause of the explosion). The gas leak that caused the explosion (a remote cause) was the result (the effect) of a defective gas pipe (the underlying cause), which was installed several years ago. Thus, in the more complex explanations, the causes and effects form a chain of events

There are several ways to organize a cause-effect (or cause or reason or effect) paragraph. One form of the cause (or reason) paragraph

- . begins with a statement of the effect
- . explains the immediate cause(s) (or reason[s] for) that effect
- . explains the underlying cause(s) (or reason[s] for) that event
- . concludes with an explanation of the relationship(s) between the cause(s)/reason(s) and the effect

One form of the effect paragraph

- . begins with a statement of the cause
- . discusses the short-term (immediate) effect(s) of the cause
- . describes the intermediate- term effect(s) of the cause

- . explains the long-term (future) effect(s) of that cause
- . concludes with a statement of the relationship(s) between the cause and the effect(s)

5 Comparison or Contrast – Comparison and/or contrast are methods of development that show likeness and/or difference between two persons, places, things, or ideas. Academic writing frequently uses comparison and/or contrast to explain a concept or to evaluate an idea.

The purpose of comparison is to show how persons, places, things, or ideas that are usually considered very different are alike in some way or ways. For example, a comparison paragraph may begin with how X and Y are commonly seen as different, and then describe the ways they are uncommonly alike.

The opposite is true of contrast. The paragraph is written to show how persons, places, things, or ideas that are often considered alike are different in some way or ways. A contrast paragraph may begin by stating how X and Y are usually seen as alike, and then describe the unique ways in which they are different.

To write effective comparison and/ or contrast paragraphs, writers should

1) Analyze the audience carefully.

Are readers interested in X and Y? Why?

What do they already know about X and Y?

What do they want or need to know?

How can the writer best present your information for them?

2) Be clear about purpose: why compare and/or contrast X and Y?

To explain the little-known similarities and/or differences?

To entertain by using amusing details about unique features?

To persuade your audience that, for example,

- one is preferable to the other?

- what happened in one case may happen in another?

- while both are different, both are acceptable?

3) Use comparison and/or contrast connectors to help the readers.

Some comparison connectors

Similarly,

Compared to X,

Likewise,

In much the same way,

Some contrast connectors

In contrast,

However,

Conversely,

On the other hand,

Model Paragraph: Paris: Past and Present

Even though the skyline and the cityscape of Paris has not changed very much during

the last decade, my enjoyment of my first visit to Paris ten years ago was a hundred percent greater than that of my recent visit. In 1987, I visited Paris as a member of a high school tour group. I met my new friends on the airplane, and they provided me with security for my first trip abroad. However, my recent visit was a solitary, lonely trip; I traveled alone and had to protect myself all the time. In 1987, I had friends to talk with and share the new sensational atmosphere. We spent a night at a five-star hotel and talked all night about our adventures, and we often stopped at a cafe for a cup of coffee and a piece of cake. In contrast, in 1997, I had to share a room with strangers, so I had no one to talk with. Consequently, wherever I went was no longer exciting. I visited many of the same places - the Eiffel Tower, the Seine, the West Bank - but although they still looked and seemed the same, I could not express my feelings to anybody. I saw many people sitting in cafes, and I even stopped at several that I remembered, but even a cold glass of beer no longer fascinated me. I finally realized that my friends in 1987 had made Paris lively and memorable for me.

Conclusion

The conclusion borrows from everything that has been written before, **summarising** without repeating exactly, **suggesting, predicting, recommending,** and/or **offering** a solution. It gives the essay its final shape, and it gives writers a last opportunity to show that their ideas are worthwhile.

To write strong, persuasive, graceful conclusions, follow these guidelines.

- 1) Begin with a concluding "connector" to help the reader (e.g., "In conclusion, ").
- 2) Look at the thesis statement and make sure that the conclusion is connected to it; the conclusion reflects, but does not repeat, the thesis.
- 3) Begin the conclusion with a narrow statement that links it to the last body paragraph. Broaden the ideas in your next sentences to summarise the main ideas from the body paragraphs; restate, but do not repeat, ideas, especially from the topic sentences; reflect, but do not repeat, those topic sentences.
- 4) Consider one or more of the following for the conclusion: a prediction, a recommendation, and/or a solution.
- 5) Avoid these problems in your conclusions: Too much summary: refer to these points only briefly. Of course, in a very long essay or in a lengthy research paper, more summary will be necessary. Any completely new idea is out of the place.

Model Conclusion: Women's Liberation in Japan

To conclude, the role of women in Japan used to be to take care of their families; women were not educated, so they did not have jobs. However, after the women's education system was improved, Japanese women became part of the job force in my

country. Nowadays, many women have jobs, but there are still problems with low salaries and limited opportunities. Fortunately, these problems are being solved, so in the future there will be no difference between men's and women's jobs.

Overall Composition of an Essay

1 **Introduction:** introductory sentence is to engage your readers' attention and to evoke their curiosity.

Brief background information should shed some light on the importance of the subject.

Thesis statement is to tell the readers exactly what the essay is about.

2 **Paragraphs:** several extended statements. A paragraph normally starts with a general statement, normally referred to as the **topic sentence**. The topic sentence is followed by several **support sentences** to provide illustration for the topic.

3 **Conclusion.** a brief summary of what has been said in the main body. It often contains the writer's **evaluation** of the problem and **ideas** associated with its development.

Stages of Essay Writing

Writing is a painful process of discovering ideas, developing and organizing them, and revising material to achieve the best effect. Writers do not wave a magic wand and create a polished essay out of thin air. **Good writing takes a lot of time and practice.**

Most experienced writers find that they pass through certain stages while writing an essay:

- 1) Exploring and planning: discovering, focusing, finding support for, and organizing ideas
- 2) Drafting: getting ideas and supporting details down on paper in rough form
- 3) Revising: rethinking and rewriting drafts to improve the content, focus, and structure
- 4) Editing and proofreading: checking for effective word choice and sentence structure, as well as correct grammar, spelling, punctuation, and mechanics

The six prewriting strategies discussed below are freewriting, brainstorming, clustering, cubing, using the journalist's questions, and outlining. It should be mentioned that most writers modify these strategies, merging and combining them in

all possible ways to meet the demands of the day.

1 Prewriting

Freewriting

One of the best ways **to generate ideas** for essays is by freewriting. When you freewrite, you write nonstop for a certain amount of time (usually around ten minutes) about anything that comes to mind when you think about a subject.

- Write down your ideas in whatever manner and order they come. Don't worry about complete sentences, grammar, spelling, or punctuation.
- Continue writing for the entire amount of time; don't stop at all if you can't think of anything to say, just keep repeating a word or writing something like "I'm sure I have more ideas." Usually while you're doing this, another idea will come and you'll be able to continue.
- When your time is up, read what you've written and underline an idea you'd like to pursue. Then freewrite on this idea or use one of the other prewriting strategies to explore the idea further.

Following is an example of someone's freewriting on the topic of culture shock:

When I think of culture shock, I imagine a roller coaster ride-up and down, faster and slower, going around and around. Sometimes I feel this way-one moment happy and excited and the next lonely and depressed. Some of my friends have told me they feel the same way too. I thought I was the only one. It makes me feel better to know other people are having the same problems. Culture shock. Culture shock. I think of a flower in a small pot that's placed in a bigger one. I come from a small town of thirty thousand people, and now I'm living in a big city of two million. I'm a little flower in a big pot.

Brainstorming

To help discover ideas and relationships among them, many writers find it useful to brainstorm a topic – to make a list of everything that comes to mind when they think about a subject.

- 1) Write a list of everything you can think of - ideas, experiences, examples, and associations - related to a particular topic. Don't be concerned about the order of ideas or how important they seem.
- 2) Read through your list and look for patterns. Try to make connections among items

by grouping them into categories. Then put an asterisk (*) next to the ideas that seem the most interesting or important.

3) After brainstorming your topic, you might want to explore a particular aspect of it further by using one of the other prewriting strategies.

Following is an example of someone's brainstorming the topic of culture shock:

Causes of Culture Shock

homesick, lonely

language difficulty*

different values, customs, and expectations (religion, education, food, family)

daily problems (finances, finding an apartment, work, school, making friends*)

Effects of Culture Shock

symptoms: physical (insomnia, upset stomach) and emotional (boredom, tension, depression)

criticizing the new culture

Clustering

Like freewriting and brainstorming, clustering (also called mapping) is a means of rapidly generating ideas and discovering relationships among them. Unlike the first two invention techniques, however, clustering provides a sketch or map of the connections among ideas and details. Many writers find that this process of visually exploring a subject helps them think more creatively and associate ideas more freely.

1) Write your topic in the middle of an unlined sheet of paper and draw a circle around it.

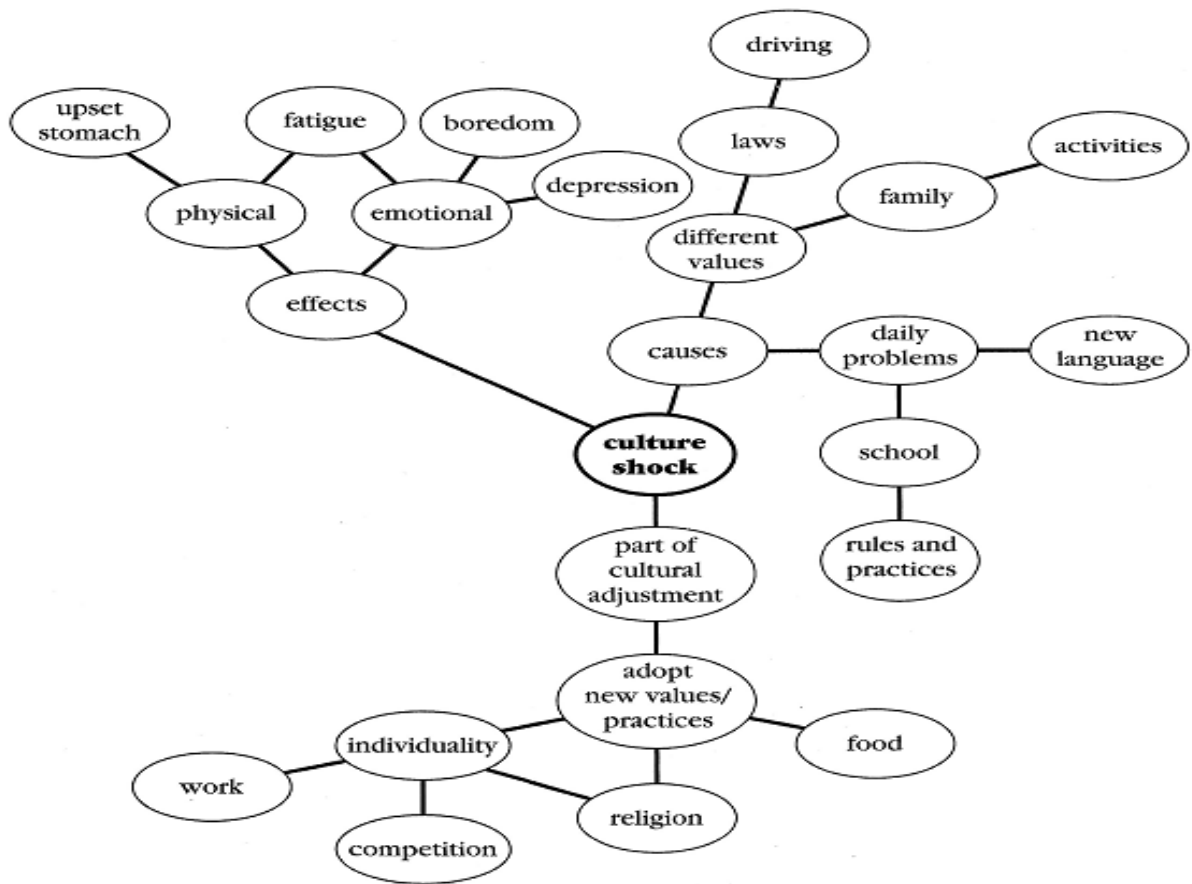
2) Draw a line from your topic to an idea suggested by it and circle this idea.

3) Continue associating to further ideas, details, and experiences. Circle each item and draw a line back to the idea that suggested it and to other related ideas.

4) When you finish with one major division, or branch; of your topic, return to the center and start again with another idea. Repeat the process until you run out of ideas.

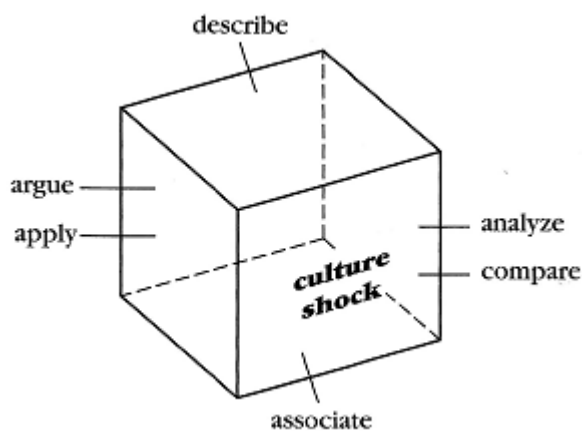
5) When you are done, look over your diagram and decide which chains of ideas seem the most intriguing. Consider analyzing these ideas further by using one of the other prewriting strategies.

Here is an example of clustering to explore the topic of culture shock.



Cubing

Cubing is an invention technique that helps writers quickly view a topic six perspectives. This activity involves drawing a cube around a topic and imagining that one is looking at it through the six sides. Each side representing different operations: describing, analyzing, comparing, associating, applying and arguing.



When cubing, move quickly from one of the following perspectives to the next, writing down whatever comes to mind when you think about a topic. Don't stop until you're considered all six points of view.

- 1) Description: What does your topic look, sound, feel, taste, or smell like?
- 2) Analysis: How is it made? What parts can it be divided into? How do the parts relate to the whole?

3) Comparison: What is it similar to and different from?

4) Association: What does it remind you of? Does it relate to anything in your own

experience?

5) Application: What can you do with it? How can you use it?

6) Argument: What arguments can you make for and against it?

Following is an example of someone's exploring the topic of culture shock from the perspective of association.

Culture shock reminds me of:

- a roller coaster ride
- an electric shock
- a transplanted flower
- a little child lost in a big city
- jumping into cold water
- taking an important examination

Using the Journalist's Questions

To view a topic from different perspectives, many writers find it helpful to ask the questions used by journalists when reporting an event:

Who was involved?

What happened and what were the results?

When did it happen?

Why did it happen?

How did it happen?

Following is an example of someone's attempt to answer the question "Why do people experience culture shock?"

- cut off from native country, family, friends, language, customs
- own values and beliefs brought into question
- cultural misunderstanding and misinterpretations
- stress of living in a new culture, daily problems: finances, housing, school, making friends

Scheming

Unlike freewriting, brainstorming, clustering, cubing, and using the journalist's questions, scheming is a more structured means of discovering ideas and relationships among them. It is very similar to outlining which the writers want to do following one of the activities described above, scheming is another invention technique serving primarily the purpose of generating ideas and organizing them. It is a brief list of a writer's main points in the order in which they will appear, and they can be easily restructured later and turned into a normal outline.

Usually the thesis statement (a sentence stating the central idea of the essay) and major supporting details for each point are also included.

Following is a schematic of an essay on culture shock.

Thesis: There are ways to minimize the effects of culture shock and to turn a potentially negative experience into a positive one.

1) **Definition** of culture shock

psychological disorientation due to living in a new culture emotional symptoms (angry, homesick, frustrated, critical)

physical symptoms (upset stomach, diarrhea, too much or too little sleep)

2) **Causes** of culture shock

cut off from native culture, family, friends, language

exposure to different values, beliefs, customs (education, religion, gender roles, laws)

daily problems (finances, housing, school, making friends, speaking a new language)

3) **Ways to** minimize culture shock

learn about the new culture (before and after arrival)

improve language skills

make friends with people in the new culture

be open-minded, nonjudgmental, flexible, and good-humored

4) **Conclusion**

need to realize culture shock is a part of cultural adjustment

culture shock is a learning process (about oneself and others)

Drafting

In this stage of the writing process, you develop some of the ideas you discovered in the exploring and planning stage. When you write a first draft of an essay, you express your ideas in sentences and paragraphs without worrying too much about what is correct, appropriate, or relevant. Your aim in this stage is not to produce a perfect essay but to get down on paper, in rough form, your main ideas and supporting details, realizing that you will later revise them. As a result, your first, or rough, draft will often be full of mistakes (in grammar, spelling, punctuation, and mechanics) and include many ideas and details you will later change.

Helpful question to guide you through the process of drafting:

Have I fully understood the assignment and the teacher's expectations?

Who is my audience? What do my readers already know about my topic, and what might they want to know?

What is my main purpose? For example, do I want to provide information or explain something? To persuade my readers to believe some thing or to take a certain course of action? To entertain?

Writing an Outline

To help draft your essay, consider writing an outline after you have done the first step of generating ideas. Many writers find outlines very useful in clarifying and organizing their ideas. Remember, however, that outlines are not carved in stone. They are a type of road map guiding writers to their destination. Once a writer has started the trip, he or she can follow the original route to the end, make detours along the way, or change directions altogether. It is often advised to present the points in your outline in much the same way, you will find it useful if most of them, if not all, are simple sentences in the Simple Present Tense.

An outline is generally good for various situations you face in class and outside of it. Outlining helps you understand the main points and supporting details in a reading passage and how they relate to each other and to the thesis. Outlining also focuses your attention on the selection's organization and the author's purpose and emphasis. Outlines are an excellent study tool for examinations, because they help you comprehend and remember the most important information in class readings and lectures.

Preparing an outline of your research paper before you write it can help you clarify, organize, and support your ideas. Here is a good example of an outline on the article "Sex, Sighs, and Conversation: Why Men and Women Can't Communicate" by Deborah Tannen.

Thesis: Women and men use language differently, and this can cause frustration when they speak with each other.

I Girls and boys use language differently.

A) Girls create connections and intimacy.

1) They play in pairs and small groups.

2) They tell secrets to best friends.

B) Boys preserve status and independence.

1) They compete in large, hierarchical groups.

2) They challenge others and display knowledge.

II Language differences continue into adulthood and cause frustration.

A) Women ask for directions and men don't.

1) Women seek help in order to make connections.

2) Men avoid help in order to maintain status and independence.

B) Women discuss their day and men don't.

1) Women talk about events to foster intimacy.

2) Men say little due to inexperience with intimacy.

C) Women talk about their problems and men don't.

- 1) Women explore problems in order to create connections and harmony.
- 2) Men offer solutions and challenge others in order to preserve status.
- 3) Men talk more in public in order to maintain status.

Writing a Thesis Statement

Whether or not you write an outline of your essay, try to formulate a thesis statement before starting your first draft. A thesis statement is a single sentence telling your readers the central idea of the essay and conveying your attitude and purpose. Writing this type of specific, or limiting, sentence can help you focus your ideas and organize your essay. In college writing, students are often expected to include a thesis sentence early in their essay, usually at the end of the introduction; professional writers, however, frequently leave out such a direct statement of the main idea. When drafting a thesis statement, be careful not just to present a general idea-for example, "Sociologists argue about the origins of gender differences." Make sure that you state your main idea and convey your point of view - for instance, "Although culture and biology both play a role in determining gender differences, the first factor is much more important."

Helpful question to guide you through the process of drafting

What is my thesis, or main idea?

Do I state my thesis clearly and have a proper focus?

What kinds of details will best support my ideas: examples, facts, statistics, reasons, anecdotes, quotations, definitions, and so on?

Do I have enough specific details to back up my points?

How can I best organize my ideas and supporting details in order to achieve my purpose? For example, do I want to describe something? To tell a story? To compare and contrast two things? To discuss causes and effects?

The Introduction of the Essay

An effective introduction provides your readers with a general idea of your topic and captures their interest. Some writers include a thesis statement in the introduction; others prefer to omit this explicit statement and just to give a general sense of the topic of thesis, its main idea. The most common type of introduction starts with a general statement about the topic, clarifies or limits the topic in one of more sentences, and then states the thesis of the essay in the final sentence. Other introductions begin with a specific detail of series of details and broaden toward a thesis statement. The particular type of introduction you write depends on your subject, audience, purpose and, of course, choice.

Many writers use the following ways to catch their readers' interest at the

beginning of an essay.

Asking a provocative question that relates to your main idea.

Using an engaging quotation.

Making a controversial statement.

Defining in your own words an important term in the essay.

Telling a brief story of anecdote relating to your topic. This might be your personal experience.

Stating a common belief and then declaring a contradictory view.

Provide an unexpected fact or statistic.

Making an interesting analogy to compare between two things of a different kind or quality.

What to avoid in your introduction

Avoid blatant announcement of your intent. Do not say “In this essay, I will analyze...”. Try to think of a more engaging way to convey your thesis and purpose. Make no apologetic statements, such as “I am not an expert in this subject, but I will try my best to...” as this starts the essay out on a weak note.

The Body

In the body, or central part, of the essay, the writer presents and develops his or her main points. Each of the body paragraphs explains, clarifies, or illustrates the thesis (main idea) in some way. Each body paragraph focuses on one main point: either a previously made point that the writer wants to explore further or a new point that supports the thesis. Most paragraphs in college writing consist of a topic sentence, a statement of the main idea of the paragraph, and details that support or explain the topic sentence. The topic sentence usually appears at the beginning of the paragraph but can also be in the middle or at the end. Professional writers do not always include a topic sentence in their body paragraphs; some writers prefer to develop their ideas in a more indirect manner, implying, rather than explicitly stating, the main idea of the paragraph.

The major characteristics of well-written paragraphs in an informative or argumentative essay are listed below:

- 1) Unity: All of the sentences clearly relate to the main idea of the paragraph.
- 2) Coherence: All of the sentences are logically connected to each other.
- 3) Development: Sufficient detail is provided to explain or support me main idea: examples, facts, statistics, reasons, anecdotes, definitions, quotations, and so on.
- 4) Organization: The ideas and supporting details in me paragraph are arranged in a clear and logical manner: chronological order, spatial order, emphatic order, and so

on. As you know, the following rhetorical devices to organize your paragraphs and essays: decryption, narration, illustration, division, classification, comparison and contrast, cause and effect, process analysis, and definition.

Conclusion of the Essay

The word conclusion has two meanings: (1) the end of something and (2) a deduction. When writing a conclusion to an essay, you need to think about both of these meanings. A good conclusion presents or reinforces your major deduction and also brings your essay to a logical end. Rather than simply repeating or restating your main points in the conclusion, it is usually more effective to discuss the broader implications of your topic.

To conclude you may review the main points of the essay, and this is more common in a long essay. You can also discuss the broader implications of your topic or make a prediction or ask a provocative question. Moreover, you can use a quotation that reinforces your main point, recommend a course of action, end with a brief anecdote that reflects your main point. And finally, you can make a cross reference to the anecdote, quotation, question, analogy, or whatever you have in the introduction. Your conclusion should flow smoothly and logically from the rest of the essay.

3 Revising

After composing the first draft of an essay, most experienced writers find that they need to revise it several times to sharpen their focus and to show more clearly how each of their main points supports the thesis. Revision means much more than correcting grammar, spelling, punctuation, and mechanics.

Section 3. Summarising and Paraphrasing

A Summary

Summarising has proven to be of a great help to those who are eager to have a good command of the language.

A summary is a brief restatement, in your own words, of the main ideas in a reading passage. Depending on your purpose, when you write a summary, you will focus only on the main points in the selection or include several supporting details (examples, facts, reasons, and so on). Your main goal in summarizing a passage is to give your reader an accurate sense of the content and emphasis of the original.

Why to summarise

Writing a summary is an excellent way to make sure you fully understand a reading passage, because it requires you to restate ideas in your own words and to distinguish

between main points and supporting details. Summarizing also focuses your attention on the organization of the passage and the author's purpose and emphasis. This helps you not only to comprehend the writer's ideas but to see their strengths and weaknesses.

Along with outlines, summaries are a good study tool for examinations, because they help you understand and remember the most important information in textbooks and lectures.

In addition to paraphrase and quotation, summary is a common way of incorporating sources into an essay, research paper, or oral report.

Features of a good summary

An informative summary directly restate the main ideas in the original passage without mentioning the author. A descriptive summary provides an overview of the main ideas in the reading and mentions the author and title. This summary contains the statements “The author states [argues, believes, implies] that...” and “The author begins [goes on to, concludes]”

A summary should be:

Concise: You should include only one statement of the thesis (main idea), even if the author repeats it; review only the main points and, if necessary, include several major supporting details.

Accurate: You should include all of the main ideas, express them clearly, and reflect the author's emphasis.

Objective: You should include only the author's ideas, not your own opinions, interpretations, and judgments.

Coherent: You should have smooth transitions, or connections, between sentences.

Summarising Strategies

1) Reread the essay or article and decide on the main ideas (and supporting details) you want to include in the summary. Consider writing an outline to help separate the major and minor points of the passage.

2) Write a single sentence that explains the thesis, or main idea, of the whole reading. Use this as the first sentence of your summary.

3) Divide the reading into its major sections, each consisting of one or more paragraphs. Then write a one-sentence summary of the main idea in each section. (Depending on the length and complexity of the passage and whether or not you want to include supporting details, you might need more than one sentence for each section.)

4) Write the first draft of the summary by combining the thesis and section summaries. (You may rearrange the section summaries if you feel this better reflects the meaning of the original or combine two summaries that are related.)

5) Revise the summary as needed to make it clear, concise, and coherent and to reflect the author's emphasis.

Remember that when you write a summary, you don't just copy statements from the original and put them together. To summarize effectively, you need to restate the author's ideas in your own words and to synthesize the material – to combine information and group main ideas in a way that shows the relationships among them.

II 1) Carefully read the original text; look up any difficult words that aren't clear from the context. It is essential to understand a reading before you summarize it.

2) Underline or highlight the sentences or phrases that contain the main idea or thesis of the reading. Rewrite the thesis in your own words. Then find the supporting details. The thesis and supporting details provide a rough outline of your summary.

3) Revise your outline, if necessary. Decide what to omit. Abridge and combine the information where possible. Present the ideas in the same order that they appeared in the reading. Leave out repetitions, examples, anecdotes, digressions, dialogue, quotations, parenthetical statements, figures of speech, jokes, minor descriptive details and most statistics.

4) Write the summary in your own words, expressing the information in the outline. One way to ensure you are using your own words is to give oral summary before you write. As you write, paraphrase sentences in the original by changing words to synonyms, varying the word order in your sentences, and combining sentences using compound, and complex sentences, substitute some of the grammar patterns in the original with those of your own choice.

5) Connect the ideas in your summary using signal words.

6) Reread your summary and ensure no essential information has been left out. Also, make sure that most of the words are your own.

Following is a summary of the article "Sex, Sighs, and Conversation: Why Men and Women Can't Communicate," by Deborah Tannen.

In her newspaper article "Sex, Sighs, and Conversation: Why Men and Women Can't Communicate," Deborah Tannen focuses on gender differences in the use of language and on the frustrations these differences cause when women and men converse with each other. She starts with an anecdote about a woman and man who are lost. The woman wants to ask for directions and the man doesn't. Tannen then outlines the major differences in the ways females and males use language, beginning in early childhood: girls learn to use language to share feelings with their female friends and create a sense of closeness, whereas boys learn to use language to establish their independence and compete with their male friends.

There are a number of examples of the ways in which these different expectations about the functions of language continue into adulthood and cause problems. The examples involve conversations such as the one in the opening anecdote and the ways women use language to create intimacy and harmony and men to enhance their status and challenge others. According to the author, male and male partners should

realize that they often converse in different ways. If women and men become aware of these differences, they will stop assuming that their own ways of speaking are correct and those of their partners are wrong and will make the adequate changes necessary to improve communication.

A Paraphrase

Paraphrasing a reading passage is similar to summarizing it: both involve restating someone else's ideas in your own words. But whereas a summary is a condensed, or shortened, version of the original, a paraphrase is a complete restatement, including all of the writer's main ideas and key supporting details. In general, a paraphrase is as long as or longer than the original. Your main goal in paraphrasing a passage is to give your reader an accurate sense of the meaning, tone, and emphasis of the original.

Why to paraphrase

Paraphrasing passages is an excellent way to make sure you fully understand them, because it requires you to read closely and restate the ideas and supporting details in your own words.

Paraphrasing key sections of readings can help you study for examinations, because translating another writer's language into your own you comprehend and remember what you have read.

Paraphrasing and summarizing are essential for incorporating information from sources into your essays and research papers.

Paraphrasing helps you to discuss an author's ideas without quoting every word and interrupting the flow of your writing.

A paraphrase should be:

Faithful to the meaning and emphasis of the original passage, including all of the main ideas and key supporting details. Do not discuss your own opinions, interpretations, and evaluations.

Faithful to the tone of the original. If the tone is ironic, nostalgic, enthusiastic, playful, and so on, this should be reflected in the paraphrase.

Largely reworded. Use your own words as much as possible. Look for synonyms of words and phrases in the original. If you wish to retain key terms, place them in quotation marks.

Varied grammatically. Whenever possible, change the word order and other grammatical elements. Also consider varying the sentence structure: you might make a longer sentence into a shorter one, a shorter one into a longer one, two sentences out of one, or one out of two.

Instructions for paraphrasing

1 First, reread the original passage several times to make sure you understand everything in it.

2 Then, without looking at the original, try to restate the general meaning. If the passage is too long to remember, restate the meaning sentence by sentence or two sentences at a time.

3 Next, reread the original passage one more time, making sure you have included all the important information in the same tone.

4 Finally, revise the paraphrase as needed. For example, you might need to add transitional words and phrases within and between sentences to make your paraphrase flow smoothly.

As an **alternative**, you may paraphrase a passage in the following manner:

- 1 Go through each sentence of the original passage word by word, substituting a synonym wherever possible. Make sure each synonym can be used in the same context.
- 2 Change the word order of each sentence.
- 3 Revise the paraphrase as needed.

Following is a sample paraphrase of a passage from Deborah Tannen's article "Sex, Sighs, and Conversation".

Original: "These divergent assumptions about the purpose of language persist into adulthood, where they lie in wait behind cross-gender conversations, ready to leap out and cause puzzlement or grief. In case of asking for directions, the same interchange is experienced differently by women and men. From a woman's perspective, you ask for help, you get it, and you get to where you're going. A fleeting connection is made with a stranger, which is fundamentally pleasant. But a man is aware that by admitting ignorance and asking for information, he positions himself one-down to someone else. Far from pleasant, this is humiliating. So it makes sense for him to preserve his independence and self-esteem at the cost of a little extra travel time."

Paraphrase:

These different expectations about the function of language continue into adulthood and are often an unexpected source of confusion and frustration when women and men talk to each other. For example, women and men ask for directions differently. Because women use language to make connections, they don't hesitate to ask for help. In contrast, because men are concerned with maintaining status and independence, they are embarrassed to admit they don't know something. As a result, they are reluctant to ask for directions, even if it means making a longer trip.

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АНГЛИЙСКИЙ ЯЗЫК

Методические рекомендации
по развитию письменной речи
для студентов 2 курса специальности 021700.65

Редактор Е.А. Могутова

Подписано в печать 17.07.14	Формат 60*84 1/16	Бумага 65 г/м ²
Печать цифровая	Усл. печ.л. 3,0	Уч.-изд. л. 3,0
Заказ 218	Тираж 30	Не для продажи

РИЦ Курганского государственного университета.

640000, г. Курган, ул. Советская, 63/4.

Курганский государственный университет.