

2 The Structure of a Paragraph

In this unit, you will learn ...

- the definition of a paragraph.
- the parts of a paragraph.
- how to identify and write topic sentences.

What is a paragraph?

As you learned in Unit 1, a paragraph is a group of sentences about a single *topic*. Together, the sentences of the paragraph explain the writer's *main idea* (most important idea) about the topic. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.

Understanding a paragraph

Read this paragraph. It is the beginning of an article about Switzerland in a student newspaper. Then answer the questions.

Switzerland — Something Interesting at Every Turn

By Ken Jones

If you dream of travelling to a country with beautiful mountains, delicious food, wonderful places to go sight-seeing and polite people, you should visit Switzerland. If you look at the map, the first thing you notice is that



Switzerland has many mountains, including some of the highest in Europe. Climbing or skiing down the mountains is great fun. Another thing you will notice is that Switzerland shares its borders with five different countries: France, Germany, Italy, Austria and Liechtenstein. In fact, there are four official languages in Switzerland: German, French, Italian and Romansch. All these groups of people make Swiss culture very interesting. Finally, Switzerland has many cities and interesting places to visit. Cities such as Bern have modern buildings like the Paul Klee Zentrum, yet the traditional alpine refuges in the mountains show that the country's old traditions are still alive. All the people, places and things to see definitely make Switzerland a great place for a holiday.

- a. What is the topic of the paragraph?

Switzerland

- b. What is the main idea about the topic?

How Switzerland is beautiful

- c. What ideas help explain the main idea?

Paragraph organisation

What makes a paragraph?

A paragraph has three basic parts:

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

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- 2 Read the paragraph about Switzerland in exercise 1 on page 11 again. Circle the topic sentence, put one line under the supporting sentences, and put two lines under the concluding sentence.

- Put a tick (✓) next to the group of sentences that makes a good paragraph. Why are the other groups of sentences not good paragraphs?

a. ☐

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

b. ☐

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

c. ☐

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

The topic and the main idea

3 The topic sentence ...

- usually comes first in a paragraph.
- gives the writer's main idea or opinion about the topic and helps the reader understand what the paragraph is going to talk about.

4 Circle the topic of the sentence. Underline the main idea about the topic.

- (Switzerland) is a very interesting country to visit.
- Dogs make excellent pets.
- A really good place to study is the library at my school.
- Learning a foreign language creates job opportunities.
- Football is my favourite sport because it is exciting to watch.
- One of the most valuable tools for students is the computer.
- My sister and I have very different personalities.
- Summer is the best time to travel in my country.
- My hometown is a friendly place to live.

5 For each of these paragraphs, choose the sentence from the list below that would make the best topic sentence.

a.

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



1. One of my closest friends, named Ken, is a person I can trust.
2. My friend Ken is a very successful student.
3. I admire my friend Ken because he doesn't give up.

b.

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



1. I love playing football, and I hope I can become a professional player one day.
2. There are many popular sports in my country, but the most popular sport is football.
3. Football is a difficult sport to learn to play well.

6 Write a topic sentence for three of these topics.

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

topic:

.....

.....

topic:

.....

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topic:

.....

.....

Review

- 7 These sentences are mixed up parts of one paragraph. Number the parts in order: 1. topic sentence, 2. supporting sentences, and 3. concluding sentence.

What should I study at university?

- a. *It wasn't an easy decision, but for the reasons listed above, I have decided to study journalism.*
- b. *It can be difficult to choose a subject to study at university because there are so many choices, but by considering my skills and interests, I have decided to study journalism.*
- c. *I have always enjoyed writing, so it is sensible to choose a subject that involves writing. When I begin working, I would like to have the opportunity to travel, and travel is often an important part of a journalist's job. Finally, I am also interested in photography, and pictures are very important in journalism.*

- 8 Use words or phrases in the box to complete the sentences.

concluding sentence	indented	main idea	paragraph
supporting sentences	topic	topic sentence	

- a. The is usually the first sentence in a It gives the and the
- b. The first sentence of a paragraph can be
- c. The come after the topic sentence, and they explain the topic sentence.
- d. The comes at the end of a paragraph.

3 The Development of a Paragraph

In this unit, you will learn ...

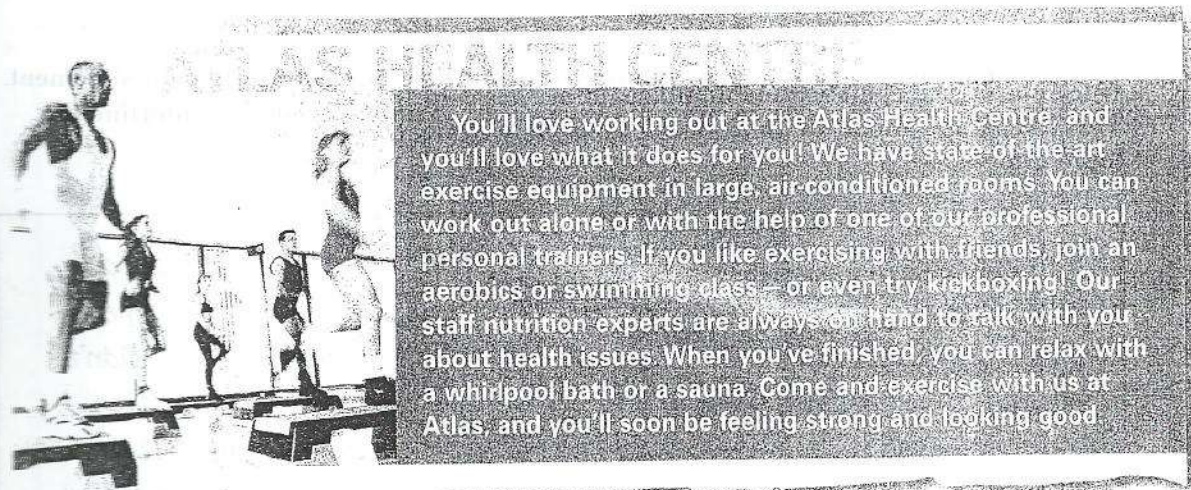
- methods of paragraph support and development.
- how to write concluding sentences.
- how to do peer editing.

○ Paragraph development

After you have chosen a topic and written a topic sentence, you *develop* your main idea by adding more information to explain what you mean. This unit will explain three common ways to develop a paragraph: giving *details*, giving an *explanation*, and giving an *example*.

Details

- 1 Details are specific points that tell more about a general statement. Read this brochure from a health club. Notice the details that help develop the paragraph.



ATLAS HEALTH CENTRE

You'll love working out at the Atlas Health Centre, and you'll love what it does for you! We have state-of-the-art exercise equipment in large, air-conditioned rooms. You can work out alone or with the help of one of our professional personal trainers. If you like exercising with friends, join an aerobics or swimming class – or even try kickboxing! Our staff nutrition experts are always on hand to talk with you about health issues. When you've finished, you can relax with a whirlpool bath or a sauna. Come and exercise with us at Atlas, and you'll soon be feeling strong and looking good.

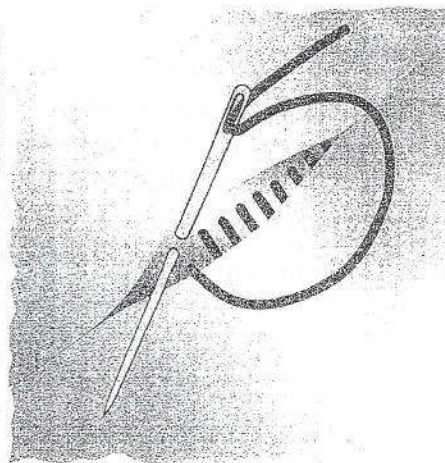
- 2 In the paragraph above, underline the topic sentence. Below, list the details used to support the topic sentence. Compare your answers with a partner.

- a.
- b.
- c.
- d.
- e.
- f.

Explanation

- 3 An explanation tells the reader what something means or how something works. In this paragraph, underline the topic sentence. Then answer the questions.

'A stitch in time saves nine.' My mother, who likes sewing, used this simple saying to teach me the value of working on problems when they are still small. Originally, the saying referred to sewing—if you have a small hole in a shirt, you can repair it with one stitch. But if you wait, the hole will get larger, and it will take you nine stitches. This simple sentence reminds me to take care of small problems before they become big problems.



- a. What is the writer trying to explain?
- b. Is she successful? Do you understand the explanation? yes / no

Example

- 4 An example is a specific person, place, thing, or event that supports an idea or statement. This paragraph includes an example from the writer's own experience. Underline the topic sentence.

Even when a first date is a disaster, a couple can still become good friends. For example, my first date with Greg was terrible. I thought he was coming to pick me up at 6.30, but instead he came at 6.00. I didn't have time to do my hair, and my make-up looked messy. When I got into his car, I scraped my leg against the car door and tore my tights. Next, he took me to an Italian restaurant for dinner, and I accidentally dropped some spaghetti on my shirt. Then we went to a film. Greg asked me which film I wanted to see, and I chose a romantic comedy. He fell asleep during the film, and I got angry. Now that Greg and I are good friends, we can look back and laugh at how terrible that first date was!

- 5 Why do you think the writer chose to use an example to develop the paragraph in exercise 4 above? Write your reason here, and then compare with a partner.
-

Choosing a means of support

- 6 Would you develop each of these topics with details, an explanation, or an example? Explain your choices to a partner. (More than one answer is possible.)

- a. what freedom means to me
- b. an unusual holiday
- c. weddings in my country
- d. why I don't like swimming
- e. the ideal job

- 7 Develop your own paragraph. Look back at the topic sentences you wrote in Unit 2, exercise 6 on page 15. Follow these steps.

Step one: Choose one that you would like to develop into a paragraph.

Step two: Brainstorm some ideas using any method you like.

Step three: Develop your paragraph with supporting sentences.

Step four: Exchange paragraphs with a partner. Say what kind of support your partner used. Could your partner tell what kind of support you used?

Concluding sentences

- How to end a paragraph

The final sentence of a paragraph is called the *concluding sentence*. It sums up the main points or restates the main idea in a different way. A sentence that sums up the paragraph reminds the reader of what the writer's main idea and supporting points were. A sentence that restates the main idea should give the same information in a slightly different way, perhaps by using different words or by using different word order. A concluding sentence should not introduce a new point.

- 8 Read the example paragraphs in exercises 3 and 4 on page 18 again. Underline the concluding sentences. Do the concluding sentences sum up the information in the paragraph or restate the main idea?

- 9 Work with a partner. Take turns reading these paragraphs aloud. Is the main idea developed by details, an explanation, or an example? Is there a concluding sentence? Circle yes or no. If there is no concluding sentence, write one with your partner.

Even simple study habits can improve your marks. At university I learned how important it is to get enough sleep. When you are well-rested, it is easier to learn. Research shows that when people don't get enough sleep, their memories aren't as effective. If students are really tired, they might even fall asleep in class! It's easy to see how getting enough sleep can improve your performance at university.

a. means of support:

concluding sentence? yes / no

My favourite subject is psychology. I enjoy learning about the ways people think and behave. I am also interested in learning about the way children's minds develop.

- b. means of support:
concluding sentence? yes / no

I am too nervous to sing karaoke songs with my friends. The last time I tried was on my birthday, when my friends took me to a karaoke club. I told my friends I didn't want to sing, but they encouraged me until I said yes. When I stood up in front of the microphone, I was so scared, I felt dizzy. It was hard to hear the music, and my mouth was too dry to make a sound. I just stood there until a friend jumped up next to me and finished the song.

- c. means of support:
concluding sentence? yes / no

I will never eat dinner at The Little French Bistro again. The restaurant is not very clean. You can see dust in the corners and on the shelves. The food is expensive, but the portions are small. I never feel full after I've finished eating. In addition, the waiters are not very friendly. For these reasons, I will not visit that restaurant again.



- d. means of support:
concluding sentence? yes / no

For me, a friend is someone who accepts you the way you are. A friend doesn't want you to change your personality or your style. I like people who don't care if the people they are with are wearing popular clothes or listening to trendy music.

- e. means of support:
concluding sentence? yes / no

5 Opinion Paragraphs

In this unit, you will learn how to ...

- distinguish between fact and opinion.
- organise and write paragraphs expressing opinions and arguments.
- use transition words to express causality.
- use modal expressions to make recommendations.

○ Facts and opinions

A *fact* is a piece of information that is true: *That film was three hours long.*

An *opinion* is an idea or belief about a particular subject: *That film was boring.*

Writers use facts to support their opinions and to show why they hold their beliefs.

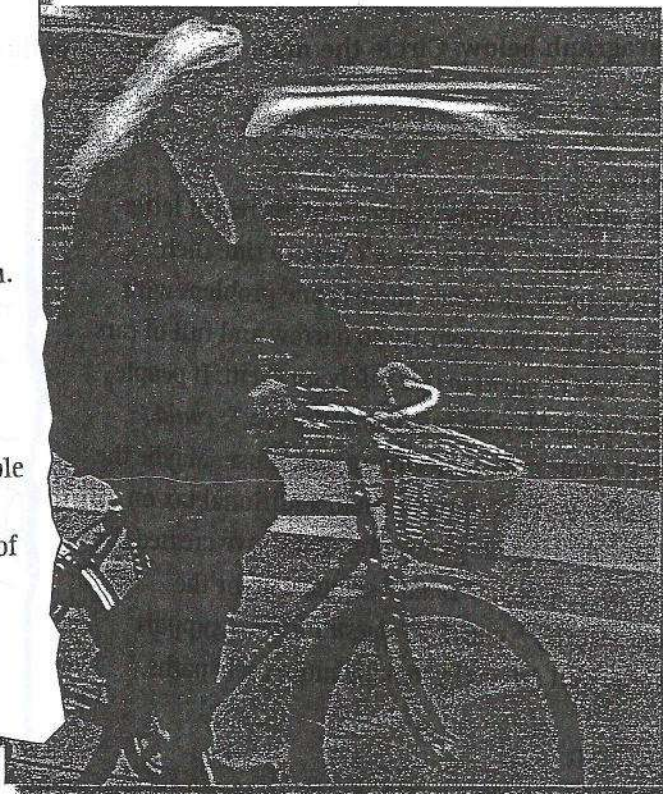
An opinion paragraph

- I Read this letter to the editor of a newspaper. Answer the questions.

Dear Editor,

More people should ride bicycles into town. Last year, seventy-three percent of all workers drove their own car to work. Car traffic in town is terrible, parking places are hard to find, and pollution from cars is a real problem. Citizens who want a cleaner, nicer place to live ought to try this non-polluting form of transport. Cycling is good exercise, too! The city must not allow this problem to get worse. Instead, people should ride bicycles to work and school—and enjoy the health benefits of daily exercise.

Bill Adams
Bellingham



- a. What is the main idea of this paragraph? Circle the sentence.
- b. What is the writer's purpose? Why did he write this letter?
- c. Underline the sentences or parts of sentences that show an opinion.
- d. Why do you think the writer included a fact in this paragraph?

Modal auxiliaries

Using modal auxiliaries

When you speak, you introduce opinions with phrases like *I think*, *In my opinion*, and *I believe*. In general, these introductory phrases are not needed in writing. They can even make you sound less sure of your ideas. Instead, writers use grammatical methods such as modal auxiliary verbs and transition words to express their opinions. Modal auxiliary verbs show the strength of a writer's opinion or argument.

AFFIRMATIVE:

The city	could	add more cycle paths.	weakest
	should		
	ought to		
	has to / must		strongest

NEGATIVE:

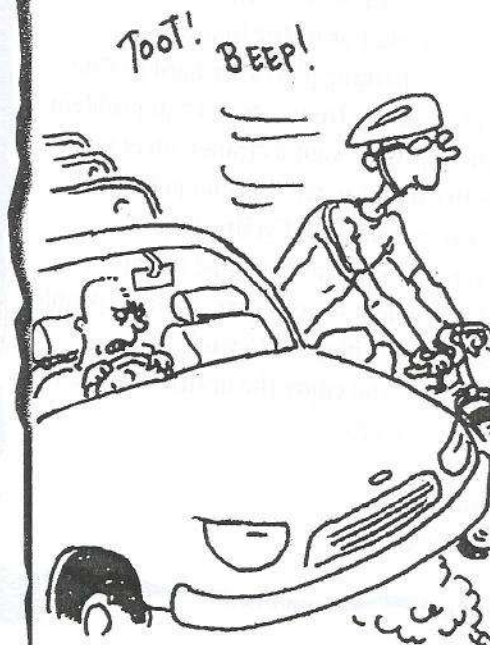
The city	doesn't have to	allow more cars.	weakest
	shouldn't		
	can't / must not		strongest

- 7 Look again at the paragraph in exercise 1 on page 33. Circle the modal auxiliaries. How strong do you think the writer's opinions were? Discuss with a partner.
- 8 Read the paragraph below. Circle the most appropriate modal auxiliary in each sentence.

Dear Editor,

I agree with Bill Adams's opinion in his recent letter saying that people ^a *should / don't have to* ride their bicycles into town. However, there is one problem with this idea. The roads in town are so narrow and full of cars that you ^b *can't / ought to* ride safely on them. If people are going to ride bicycles into town, the city ^c *could / must* make some cycle paths for people to use. Maybe the city ^d *could / mustn't* charge a small additional tax on fuel to pay for the cycle paths. Motorists have created the problem, so motorists ^e *could / should* pay for the solution. The city ^f *ought to / doesn't have to* support cyclists like Bill Adams by making more cycle paths.

Melissa Green
Greatford



Connectors of cause and effect

How to use connectors of cause and effect for expressing opinions

Because, since, and so are connectors of cause and effect. They join two ideas when one idea causes or explains the other. *Because* and *since* introduce the cause or reason, and *so* and *therefore* introduce the effect or result:

cause / reason

petrol is becoming scarce and expensive

effect / result

we should develop electric cars

For example:

Because petrol is becoming scarce and expensive, we should develop electric cars.

We should develop electric cars, since petrol is becoming scarce and expensive.

Petrol is becoming scarce and expensive, so we should develop electric cars.

Therefore is slightly different. It joins the ideas in two sentences:

Petrol is becoming scarce and expensive. Therefore, we should develop electric cars.

- 12 In the examples above, underline the causes. Circle the results. Do the connectors of cause and effect come before the cause or before the result? Share your answers with a partner.

Punctuation note

- When *because* or *since* begin a sentence, use a comma after the first part of the sentence (the cause).
- When the effect or result comes first, don't use a comma before *because* and *since*.
- A result or effect beginning with *so* is usually the second part of a sentence. Use a comma before *so*.
- Use *Therefore* after a full stop.
- Use a comma after *Therefore*.

- 13 Complete this opinion paragraph using *because* or *since*, *so*, or *Therefore*. Add punctuation where necessary.

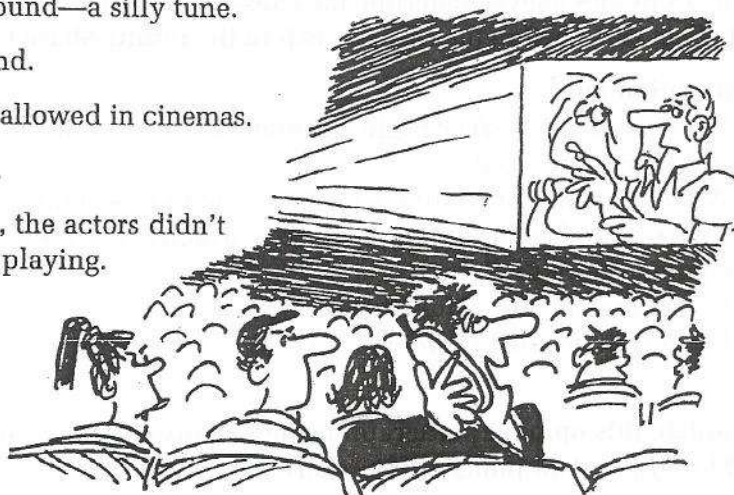
Bruce Lee (1940–1973), the greatest action movie star of all time, should be given a lifetime achievement award for his work in films. Bruce died tragically in 1973 ^a he wouldn't be able to receive the award himself, but his fans all over the world would love to see him honoured. Why was Bruce Lee so great? The fight scenes in his films were amazing ^b Bruce was always in top physical condition. His body was almost perfect. He was also a great actor. ^c he started acting when he was just six years old, he was very comfortable and natural in front of the camera. His face was very expressive ^d he was able to communicate a lot of feeling with a simple look. Bruce always looked good on film ^e he was so charming. Bruce Lee was a talented actor, a brilliant fighter, and an almost perfect example of physical fitness. ^f he should receive an award that recognises his great contribution to the art of film making.



Review

17 Put these sentences in order to make a paragraph. Write 1 in front of the first sentence, 2 in front of the second sentence, and so on.

- a. He was receiving a call.
- b. My friend and I leaned forward, listening carefully to the film.
- c. It was very distracting.
- d. Last night, I went to see a film with my friend. It was a thriller.
- e. He decided to answer the call.
- f. We think that people should turn off their mobile phones when they watch a film, or not bring them at all!
- g. It was very exciting.
- h. The man next to us had a mobile phone.
- i. Suddenly, we heard a loud sound—a silly tune.
- j. He spoke out loud to his friend.
- k. Mobile phones should not be allowed in cinemas.
- l. My friend and I felt annoyed.
- m. At the most exciting moment, the actors didn't speak. Only quiet music was playing.



18 With a partner, write a paragraph using the sentences in exercise 17 above. Remember to join some of the sentences with connectors of cause and effect and with transitions from the top of page 30. Read your paragraph to another pair. How were your paragraphs the same? How were they different?

2 Do these types of writing use mostly facts, mostly opinions, or an even mixture of both? Write F for fact, O for opinion, or B for both. Explain your choices to a partner.

- | | |
|----------------------------------|---|
| a. film review | e. news report |
| b. advice column | f. book report for a university literature class |
| c. police report of a crime | g. magazine advertisement |
| d. travel brochure | h. personal e-mail to a friend |

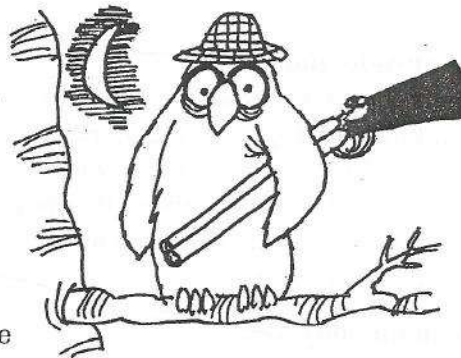
3 Can you think of other types of writing that use opinions? Make a list. Then make a list of types of writing that use facts.

Use opinions:

Use facts:

4 Read these sentences. Write F if the sentence is a fact, and O if the sentence is an opinion.

- Airfares have become too expensive.
- English is an easier language to learn than Arabic.
- Owls are birds that hunt at night.
- I was born in New York City.
- Exercise is the best way to stay healthy.
- Internet use has increased every year since its beginning.
- Engineering is the best career choice.
- Big cities are dangerous at night.



5 Write three fact sentences and three opinion sentences.

-
-
-
-
-
-

6 Share your sentences with a partner. Decide which of your partner's sentences are fact and which are opinion.

8

The Structure of an Essay

In this unit, you will learn ...

- the definition of an essay.
- how to format an essay.
- how to write a thesis statement.

○ What is an essay?

An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common length for academic writing.

The structure of an essay

○ The three main parts of an essay

The introduction

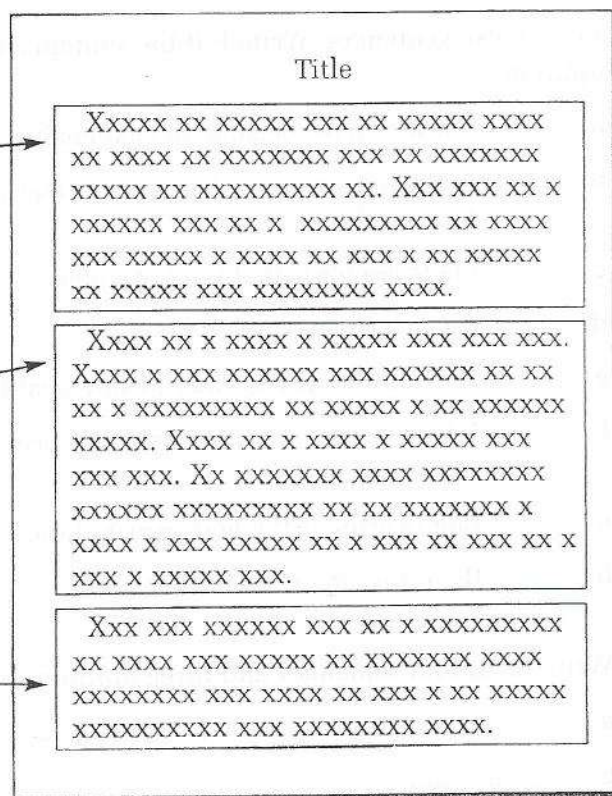
This is the first paragraph of an essay. It explains the topic with general ideas. It also has a *thesis statement*. This is a sentence that gives the main idea. It usually comes at or near the end of the paragraph.

The main body

These are the paragraphs that explain and support the thesis statement and come between the introduction and the conclusion. There must be one or more paragraphs in the main body of an essay.

The conclusion

This is the last paragraph of an essay. It summarises or restates the thesis and the supporting ideas of the essay.



○ How to format an essay

1. Use double spacing (leave a blank line between each line of writing).
2. Leave 2.5 centimeters (1 inch) of space on the sides, and the top and bottom of the page. This space is called the *margin*.
3. If you type your essay, start the first line of each paragraph with five spaces (one tab). This is called *indenting*. If you write by hand, indent about 2 centimeters ($\frac{3}{4}$ inch). Alternatively, paragraphs can begin at the left-hand margin with no indentation. However, you must then leave one line space between each paragraph.
4. Put the title of your essay at the top of the first page in the centre.

Label the three parts of this essay: introduction, main body paragraphs, and conclusion.

Changing English: the African American Influence

If you ask average Americans where their language comes from, they will probably say 'England'. However, English vocabulary has also been influenced by other countries and groups of people. Some words are borrowed from other languages, such as *typhoon*, which originally came from the Chinese word, 'tai-fung', meaning 'big wind'. *Skunk*, the name of a small, smelly, black-and-white animal, came to English from a Native American language. African Americans, too, have both contributed new words to English and changed the meanings of some existing words.

African Americans, many of whose ancestors were brought to the States as slaves hundreds of years ago, have introduced a number of words to English from languages that they spoke in their native countries. The common English word *OK* is used around the world today, but it was not always part of English vocabulary. One theory is that slaves in America used a phrase in their own language that sounded like *OK* to mean 'all right'. Americans heard the phrase and started using it. Today, almost everyone in the world uses *OK* to mean 'all right'. Another good example of a 'new' word is the word *jazz*. African American musicians living in the United States began playing jazz music in the city of New Orleans, and they used the word *jass* or *jazz* to describe the music and certain kinds of dancing. No one is sure where the word originally came from, but as jazz music became more and more popular, the word *jazz* became a common English word.

The meanings of words sometimes change over time. The word *cool* is a good example. *Cool* has been used in English for a long time to describe a temperature that is 'not warm but not too cold' or to describe a person who is 'calm or unemotional'. However, an additional meaning was given to the word *cool* in the past 100 years. Just like the word *jazz*, African American musicians used the word *cool* to describe the music they were playing. For them, *cool* meant 'good'. As jazz music and other forms of music played by African American musicians became popular, more and more people started to use the word *cool* in conversation. Today, it is still a commonly used word, especially by younger people, to mean 'good' or 'great'. A word with the opposite meaning of *cool* is *square*. *Square* is, of course, a shape, but it also is used to describe a person who is not cool. This may be because a person who is too old-fashioned and not flexible is like a shape with four straight sides and four corners.

English owes some of its interesting and colourful vocabulary to African Americans. Existing ethnic groups in the United States as well as new immigrants will surely continue to bring new words to English and give fresh meanings to existing words. Who knows what the 'cool' words of tomorrow will be?

Thesis statements

1 What is a thesis statement?

The *thesis statement* is the sentence that tells the main idea of the whole essay. It can be compared to a topic sentence, which gives the main idea of a paragraph. It usually comes at or near the end of the introductory paragraph.

2 Look at the essay in exercise 1 on page 57 again. Underline the thesis statement.

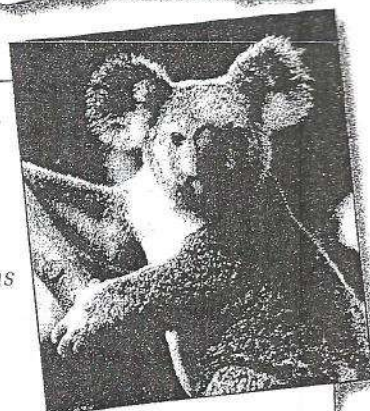
3 In these introductory paragraphs, underline the thesis statement. Then circle the topic and draw another line under the main idea in each thesis statement. Share your answers with a partner.

a.

Before I travelled to the UK last year, I thought that British food was just fish and chips, roast beef, apple pie, rice pudding and endless cups of tea. These foods are popular in Britain, but during my travels, I discovered that there is so much more to eating in the UK. People from all over the world have made their home in Britain, and they have brought with them their own food. Even in small towns, you can find Chinese, Indian and Italian restaurants, amongst others. The UK can be divided into different regions that each has its own characteristic foods influenced by the culture of the people who live there.

b.

Everybody knows the koala, that sweet Australian animal that resembles a teddy bear. Although koalas look like toys, they are actually strong climbers and spend their days in the treetops. Mother koalas carry their babies around from tree to tree in a pouch, or pocket, on their stomach. Although there were millions of koalas in Australia in the past, they are now a protected species of animal. As a result of human population growth, deforestation and hunting, the number of koalas has declined.



c.

Taoism is an ancient philosophy from Asia that places great importance on the natural world. Taoists believe that spirit can be found in every person or thing, living or non-living. For the Taoist, even a mountain or a stone contains spirit. Lao Tsu, a Taoist writer and philosopher, said, 'People follow earth. Earth follows heaven. Heaven follows the Tao. The Tao follows what is natural'. For thousands of years in China and other Asian countries, gardens have been an important way to create a place where people can feel the spirit of the natural world. Creating a Taoist garden is an art. No two Taoist gardens are exactly alike, but all Taoist gardens include four essential elements: water, mountains, buildings and bridges.

Writing a strong thesis statement

- A thesis statement gives the author's opinion or states an important idea about the topic. It should give an idea that can be discussed and explained with supporting ideas:

The qualifications for getting into university in my country are unreasonable.

When studying a foreign language, there are several ways to improve your use of the language.

These are strong thesis statements. They can be discussed or explained.

- A thesis statement should not be a sentence that only gives a fact about the topic:
In the Northern Hemisphere, the summer months are warmer than the winter months.
This is not a strong thesis statement. It cannot be discussed or argued about.

- A thesis statement should not state two sides of an argument equally:
There are advantages and disadvantages to using nuclear power.
This could be a topic sentence, but it is not a thesis statement. It gives two sides of an argument without giving a clear opinion of support or disagreement. It could be revised like this:

Although there are some advantages, using nuclear power has many disadvantages and should not be a part of our country's energy plan.

This is a strong thesis statement. It clearly gives the writer's opinion about nuclear power.

4 Read these thesis statements below. Write ✓ (strong thesis statement), F (fact only—a weak thesis statement), or N (no clear opinion—a weak thesis statement).

- The top government official in my country is the prime minister.
- Some people prefer digital cameras, while others like traditional cameras.
- India became an independent country in 1947.
- To be a successful student, good study habits are more important than intelligence.
- There are several advantages of owning a car, but there are also many disadvantages.
- Half of the families in my country own a house.
- Using public transport would be one of the best ways to solve the traffic and pollution problems in cities around the world.
- While travelling, staying in a hotel offers more comfort, but sleeping in a tent is less expensive.
- Classical music concerts are very popular in my country.
- In order to create a successful advertisement, it is necessary to consider three issues: who should be targeted, where the advert should be placed, and what type of advert should be made.

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Writing thesis statements

○ How to connect the thesis statement and the essay

The paragraphs in the main body of an essay should always explain the thesis statement. In addition, each paragraph in the main body should discuss *one* part of the thesis. Look at the following thesis statement. The topics to be discussed are underlined:

To create a successful advertisement, it is necessary for advertisers to answer three questions: What are we selling?, Who are we selling it to?, and How can we make people want to buy it?

Possible topic sentences for each paragraph in the main body:

1. *The first step in creating a successful advertisement is to completely understand the product that is being sold and how it can be used.*
2. *A second important part of creating an advertisement is deciding who is expected to buy the product.*
3. *Finally, a way must be found to create an ad that will make people want to buy the product.*



- 5 Look at the introductory paragraphs in exercise 3 on page 58. What should the paragraphs in the main body discuss for each thesis statement? Write your ideas and then compare your answers with a partner.

6 How to develop a thesis statement

One way to develop a thesis statement for an essay is to write opinions you have about the topic. Begin, *I think that ...* and complete the sentence with your opinion. Then remove *I think that ...* and the remaining words make a possible thesis statement.

Topic: diet / food

~~I think that~~ a vegetarian diet is one of the best ways to live a healthy life.

~~I think that~~ governments should restrict the use of chemicals in agriculture and food production.

After you have written several opinion statements, choose the one that would make the best thesis. Remember to decide if the sentence gives a clear opinion, states a fact, or presents two sides without a clear argument.

- 6 For each of these topics, write two or three opinions you have, starting with *I think that*.

a. exercise

.....

.....

.....

b. university study

.....

.....

.....

c. the Internet

.....

.....

.....

d. music

.....

.....

.....

9 Outlining an Essay

In this unit, you will learn ...

- the purpose of an outline.
- how to write an outline.

○ What is an outline?

An outline is a list of the information you will put in your essay. You can see an example of an outline on page 65.

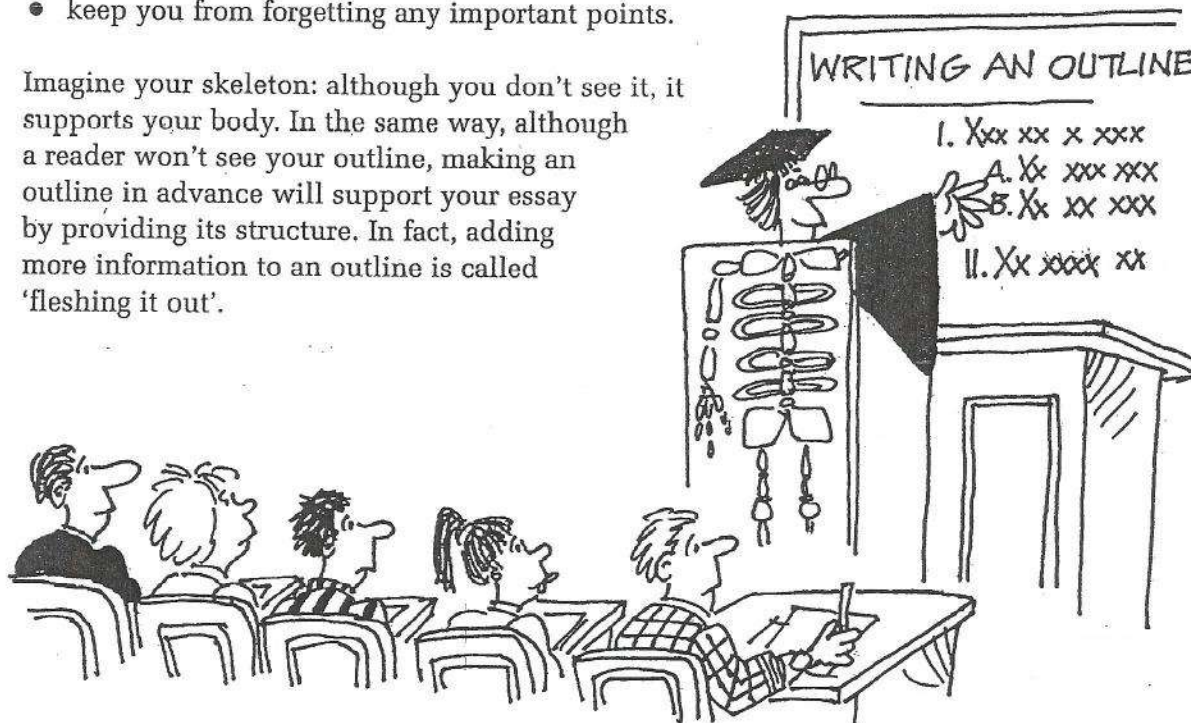
An outline ...

- begins with the essay's thesis statement.
- shows the organisation of the essay.
- tells what ideas you will discuss and shows which ideas will come first, second, and so on.
- ends with the essay's conclusion.

Writing an outline before you write an essay will ...

- show you what to write before you actually begin writing.
- help make your essay well organised and clearly focused.
- keep you from forgetting any important points.

Imagine your skeleton: although you don't see it, it supports your body. In the same way, although a reader won't see your outline, making an outline in advance will support your essay by providing its structure. In fact, adding more information to an outline is called 'fleshing it out'.



Looking at an outline

I Read the outline on page 65. Answer the questions.

- a. What will the thesis statement of the essay be?
- b. How many paragraphs will there be in the main body?
- c. How many supporting points will the third paragraph have? What will they be?
- d. How many details will the fourth paragraph have? What will they be?

Writing an outline

○ How to write an outline

Before writing an outline, you must go through the usual process of gathering ideas, editing them, and deciding on a topic for your writing. Writing an outline can be a very useful way of organising your ideas and seeing how they will work together.

To show how the ideas work together, number them. To avoid confusion, use several different types of numbers and letters to show the organisation of the ideas. Use Roman numerals (I, II, III, IV, V, VI, etc.) for your essay's main ideas: your introduction and thesis statement, your main body paragraphs, and your conclusion. Write all of these first, before going into more detail anywhere.

- I. Introduction
- II. First main idea
- III. Second main idea
- IV. Third main idea
- V. Conclusion

Next, fill in more information for the paragraphs in the main body by using capital Roman letters (A, B, C, etc.). Use one letter for each supporting idea in your main body paragraph. Complete this information for each paragraph in the main body before going into more detail.

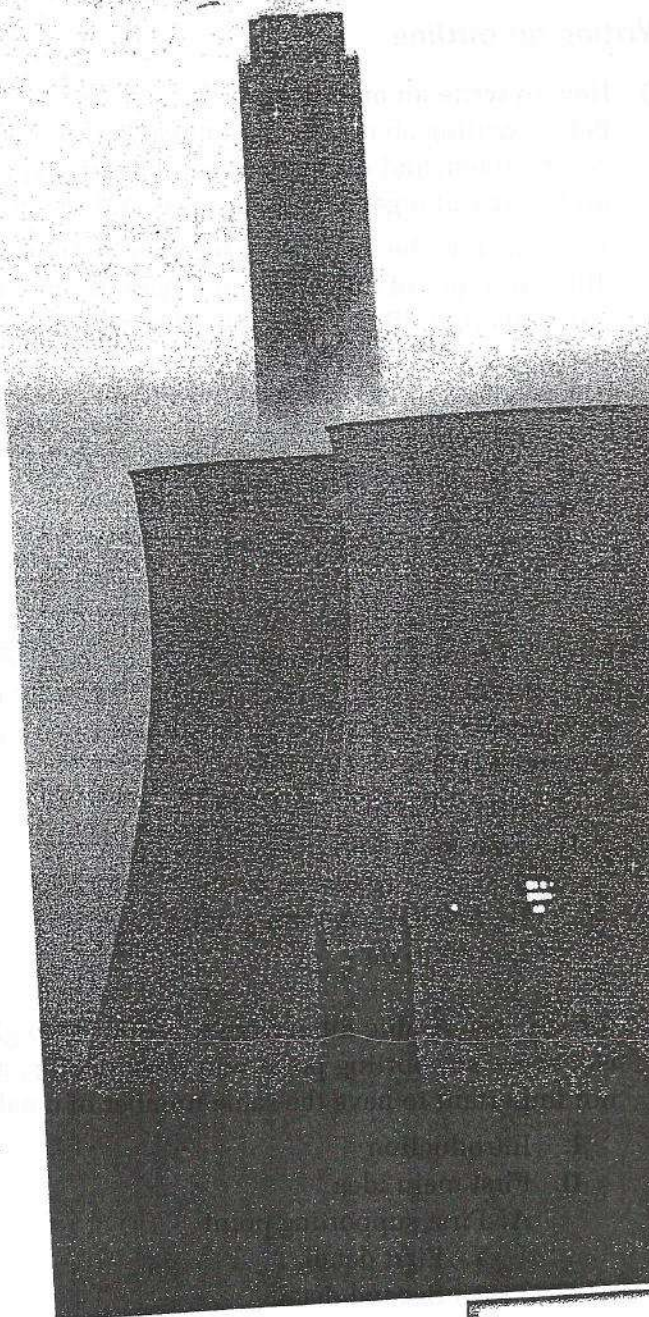
- I. Introduction
- II. First main idea
 - A. First supporting point
 - B. Second supporting point
 - ... and so on.

Finally, use Arabic numerals (1, 2, 3, etc.) to give details for your supporting points. Not every supporting point will have details, and some points will have several. It is not important to have the same number of details for every supporting point.

- I. Introduction
- II. First main idea
 - A. First supporting point
 1. First detail
 2. Second detail
 - B. Second supporting point
 1. First detail
 2. Second detail
 - ... and so on.

Don't Support Nuclear Energy!

- I. Nuclear power is not a good energy source for the world.
- II. Very expensive
 - A. Nuclear fuel is expensive
 - B. Nuclear power stations are expensive to build and operate
 - 1. Cost of construction
 - 2. Cost of training workers
 - 3. Cost of safety features
- III. Nuclear materials are not safe
 - A. Nuclear fuels are dangerous
 - 1. Mining fuels produces radioactive gas
 - 2. Working with radioactive fuels can harm workers
 - B. Nuclear waste products are dangerous
 - 1. Very radioactive
 - 2. Difficult to dispose of or store safely
- IV. There is a great possibility of accidents
 - A. Nuclear power stations can fail
 - 1. Three Mile Island, USA (1979)
 - 2. Tarapur, India (1992)
 - 3. Darlington, Canada (1992)
 - B. Workers can make mistakes
 - 1. Chernobyl, USSR (1986)
 - 2. Kola, Russia (1991)
 - 3. Tokaimura, Japan (1999)
 - C. Natural disasters can occur
 - 1. Earthquake: Kozloduy, Bulgaria (1977)
 - 2. Tornado: Moruroa, the Pacific (1981)
- V. Because of the cost and the danger, the world should develop different types of energy to replace nuclear power.



- 2 Fill in this outline for the essay in Unit 8, exercise 1 on page 57. Then compare with a partner.

The Changing Vocabulary of English

I. Thesis statement:

II. Words introduced by

A.

1. From an African language
2. Now used all over the world to mean

B. Jazz

1. Came from
2. Exact origin unknown

III.

A. Cool

1.
2. New meanings

B.

1. Original meaning
2.

IV.: Existing ethnic groups in the United States as well as new immigrants will certainly continue to bring new words to English and give fresh meanings to existing words.



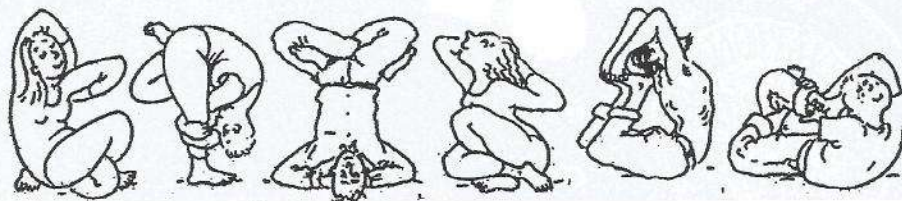
3 Label each statement T for thesis statement, M for main idea, S for supporting point, or C for conclusion.

Title: The Benefits of Yoga

- | | |
|--|--|
| a. Develops clear thinking | i. Develops self-confidence |
| b. Physical benefits | j. Doing yoga regularly can be good for your mind, your body, and your emotions. |
| c. Improves concentration | k. Makes you strong and flexible |
| d. Reduces fear, anger, and worry | l. Therefore, to build mental, physical, and emotional health, consider doing yoga. |
| e. Mental benefits | m. Emotional benefits |
| f. Improves blood circulation | |
| g. Improves digestion | |
| h. Helps you feel calm and peaceful | |

4 Arrange the ideas in exercise 3 above into an outline. Compare your finished outline with a partner.

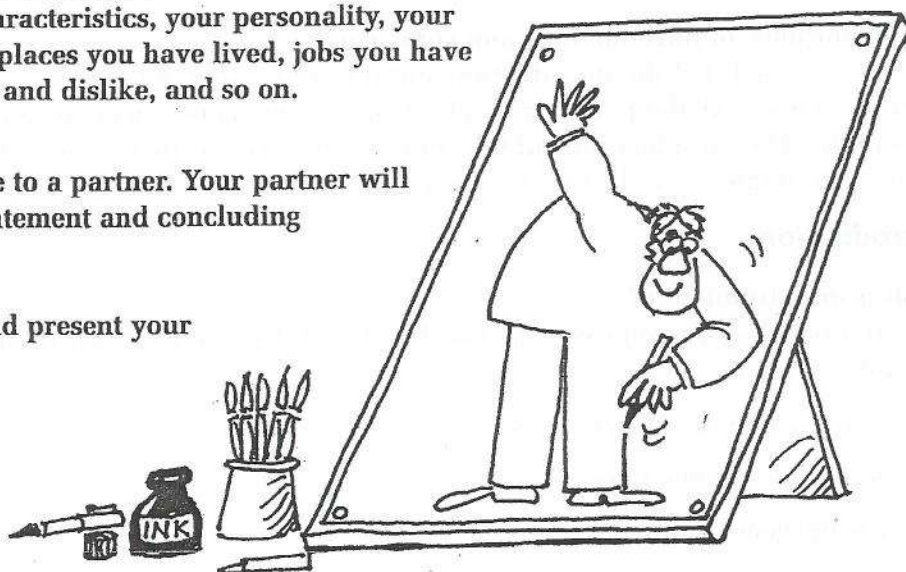
- I. 6
- II. I
- A. a
- B. c
- III.
- A.
- B.
- C.
- IV.
- A.
- B.
- C.
- V.



- 6 Look at the thesis statement and topic sentences you wrote in Unit 8, exercise 8 on page 62. Write an outline for your essay. Then write the essay.
- 7 Exchange the essay you wrote for exercise 6 above with a partner. As you read your partner's essay, write an outline of the main ideas, supporting points, and details. Your partner will outline your essay. Discuss the outlines.

Review

- 8 Write a simple outline of yourself or your life. First, outline only the main body paragraphs. Your main ideas could include physical characteristics, your personality, your habits, your family, places you have lived, jobs you have had, things you like and dislike, and so on.
- 9 Explain your outline to a partner. Your partner will then add a thesis statement and concluding statement.
- 10 Join another pair and present your complete outlines.



10 Introductions and Conclusions

In this unit, you will learn about ...

- the purpose of an introduction.
- types of information in introductions.
- the purpose of a conclusion.
- techniques for writing conclusions.

➤ The importance of introductions and conclusions

Unit 8 explained that the introduction and the conclusion are two of the three main parts of an essay. Without an introduction and a conclusion, an essay is just a group of paragraphs. The introduction and the conclusion work together to make the topic and main ideas of the essay clear to the reader.

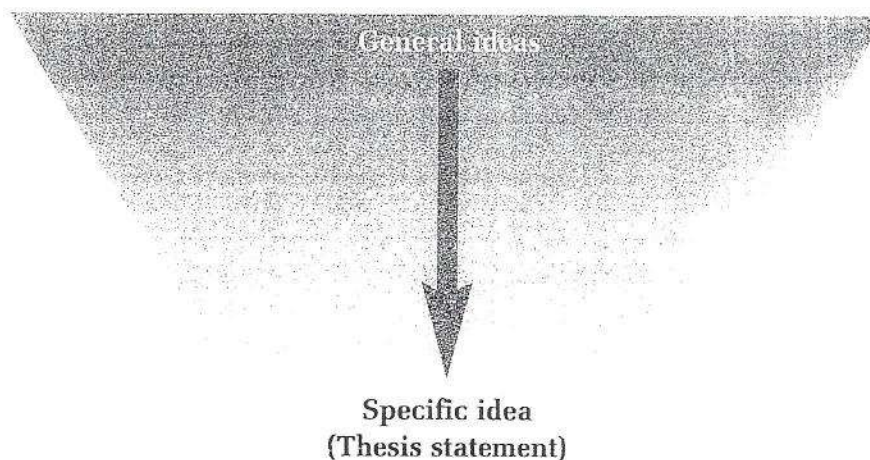
The introduction

➤ What is an introduction?

The first paragraph of an essay, as you learned in Unit 8, is called the introduction. The introduction ...

- is usually five to ten sentences.
- catches the reader's interest.
- gives the general topic of the essay.
- gives background information about the topic.
- states the main point (the thesis statement) of the essay.

The introduction is often organised by giving the most general ideas first and then leading to the most specific idea, which is the thesis statement, like this:



1 Read the introduction to the essay in Unit 8, exercise 1 on page 57. Complete this diagram.

General ideas:

Most Americans would probably say that their language comes from England.

.....

.....

Specific idea (Thesis statement):

.....

.....

How to write a strong introduction

A strong introduction ...

- introduces the topic clearly.
- gives several sentences of information about the topic.
- states the thesis (the main idea) of the essay.

Any of the following will make an introduction weak:

- It doesn't give enough information about the topic or gives too much information about it.
- It talks about too many different topics.
- It does not state a clear thesis.

2 Read and discuss the following introductions with a partner. Mark the strong introductions with a tick (✓). Mark the weak introductions with a cross (X). What could the writers do to make the weak introductions strong?

a. ☐

Family structure has changed a lot in the last fifty years in Asia. The decrease in the number of extended families and nuclear families has caused several social changes.

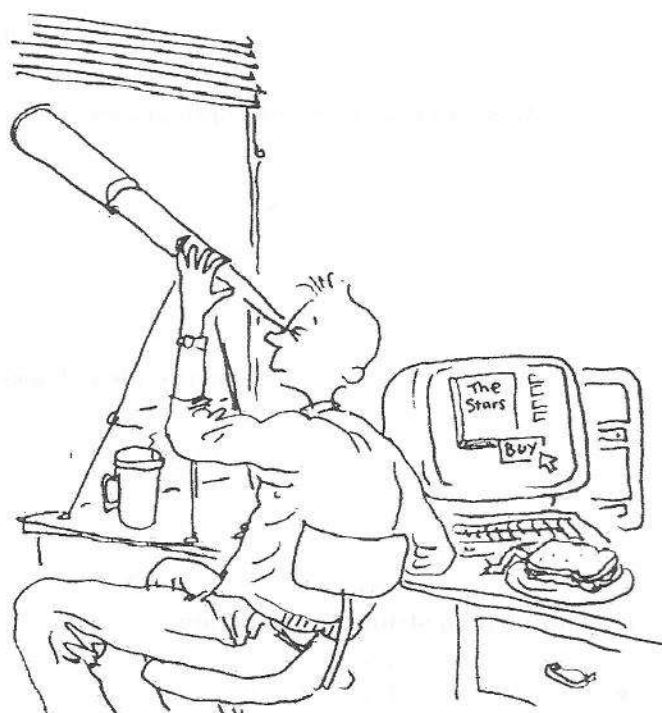
b. ☐

The number of businesses using the Internet for selling products has increased greatly in recent years. Shoppers, too, are using the Internet in greater numbers to buy all types of products, such as books, cameras, and clothing. Although e-business has become popular, there are certain risks involved in Internet shopping that are a concern for both businesses and consumers.

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c.

Stargazing—looking at the stars—is something everyone should try. I love it. When looking at the night sky, most people observe that the moon, planets, and stars move from the east side of the sky to the west over a period of several hours. In fact, this movement is actually the movement of the Earth rotating on its axis. In addition, as the Earth revolves around the sun throughout the year, different stars are visible at different times.



d.

The origins of Irish music can be traced back nearly 2,000 years to the time when the Celts arrived in Ireland. Music thrived under the rule of the Chieftans, but later declined during the British colonisation of Ireland. However, during the Great Famine of the 1840s, thousands of Irish people emigrated to North America in search of a better life, taking their music with them. Irish music soon became established in American cities with a high proportion of Irish immigrants, such as Chicago and Boston. These cities are popular tourist destinations with many interesting sights. However, Irish music really became known to a wider audience in the 1970s, when musicians experimented with more modern arrangements of traditional songs and fusion with rock, world music and jazz. Jazz originated in the American South in the early twentieth century. Now, in the twenty-first century, Irish music is more popular and successful than ever.

e.

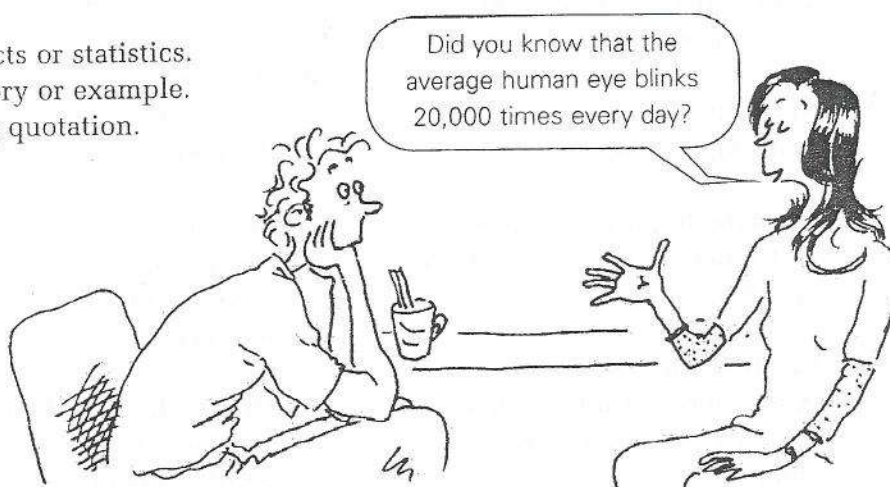
Adjusting to another culture's food can be a challenge for many travellers. The geography of a country can greatly affect the typical foods that are eaten by its people.

Types of information

How to make an introduction interesting

To make an introductory paragraph interesting for the reader, you can include ...

- interesting facts or statistics.
- a personal story or example.
- an interesting quotation.



- 3 Read the three introductions in Unit 8, exercise 3 on page 58 again. What types of information does each introductory paragraph contain?
- 4 Look at the introduction of the essay you wrote for Unit 9, exercise 6 on page 70. With a partner, rewrite the introduction, making changes to improve it.

The conclusion

The importance of a conclusion

The conclusion is the final paragraph of the essay. A good concluding paragraph ...

- summarises the main points of the essay.
- restates the thesis (using different words).
- makes a final comment about the essay's main idea.
- may emphasise an action that you would like the reader to take.

Don't introduce new ideas in a conclusion. A conclusion only restates or gives further commentary on ideas discussed in the essay.

- 5 Look at the essay in Unit 8, exercise 1 on page 57 again. Answer these questions.
 - a. Does the conclusion use any of the four techniques described above? Which ones?

.....

.....

- b. Which sentence in the conclusion restates the thesis (from the introduction)?

.....

.....

6 Match each of these introduction thesis statements with its rewritten version for a conclusion.

- | | |
|--|--|
| <p>a. 3... Supermarkets are the best places to buy food because of their convenience and lower prices.</p> <p>b. 1.... Travelling abroad is a valuable learning experience.</p> <p>c. 5... Learning to play a musical instrument is very beneficial for children.</p> <p>d. 2... Creating and owning a business offers more advantages than working as an employee in a company.</p> <p>e. 6..... More houses should be adapted to use solar energy because it is clean and renewable.</p> <p>f. 4... The World Wide Web can be very useful for research, but it also contains a lot of incorrect information.</p> | <p>1. People can learn many things by travelling to other countries.</p> <p>2. Despite the challenges, being an entrepreneur can offer more benefits than other types of employment.</p> <p>3. The fact that larger supermarkets offer cheap prices and a large selection of products makes them the best place for shoppers.</p> <p>4. The World Wide Web gives access to a huge amount of knowledge, but users shouldn't believe everything they read there.</p> <p>5. When children are exposed to music and are taught to play instruments such as the piano or violin, there are many positive effects.</p> <p>6. The sun gives a constant, free supply of clean energy, which more homes should take advantage of.</p> |
|--|--|



7 Read paragraph a in Unit 8, exercise 3 on page 58 again. Choose the best concluding paragraph, below.

a.

The British eat many different kinds of food, but the typical diet of many people includes eating a lot of fast food and ready-made dishes. The popularity of hamburger and pizza restaurants has increased greatly over the years. As a result of this diet, many British people have food-related health problems. To create a healthier society, people should learn about eating a good diet and should teach their children to do the same.

b.

Clearly, it is difficult to say that there is one type of British food. Every part of the country has its own special dishes based on the produce and tastes of that region. From the Ancient Britons and the Roman, Saxon and Viking invasions to present-day immigrants, the cuisine of the UK continues to change with its changing population.

c.

People who have come from other countries to live in the UK have brought their own traditions and customs with them and added them to British culture. It is possible to find restaurants from all different ethnic backgrounds, especially in larger cities around the country. Immigrants may also maintain their traditions by building places to practise their religion, such as mosques, temples and churches. By continuing to follow some of their customs and beliefs, immigrants can stay in touch with their past while also living a new life in a new country.



8 Look at the conclusion of the essay you wrote for Unit 9, exercise 6 on page 70. With a partner, rewrite the conclusion, making changes to improve it.