

Level
4

Writing



student guide

by Lynn DeRose and Anne Whitaker
City University, Bratislava, Slovakia
1st edition (2007)

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Chapter 1: Journal Assignment

You will be expected to write in your journals for a minimum of 20 minutes at least four times per week. All of your journals will be due regularly, as determined by your instructor.

Write whatever you want in your journal. This assignment is not about what you write but that you write regularly IN ENGLISH to help you develop fluency in writing just as conversation class helps you develop spoken fluency. Grammar, sentence constructions or clarity will not be marked. Grades will be based on turning-in your journal on time, and how often and how much you write.

Don't know how to start or what to say?

Here are some other suggestions to “get your juices started”:

- **Free writing.** Write rapidly, without stopping for 5-10 minutes. Write anything that comes to your mind. If you get stuck, just repeat or rhyme the last word you wrote, but don't stop writing. Don't worry about grammar, logic, or complete sentences; just stay in English.
- **Focus on anything that you've been thinking about**, such as the weather, or how the birds have started singing and what they sound like. Try to write as much as you can about it.
- **Write something about one of the following ideas:**
 - Describe a place only through one sense – all the smells, colors, sounds, or tastes.
 - Your career goals and dreams. What steps can you take to make them a reality?
 - What is a problem you are having and creative ways in which you might solve it.
 - What classes do you most enjoy? Why?
 - If you could be an animal for one day, what would you be and why?
 - Spending time with a famous person – living or dead. Who is it? What would you do? Why did you choose this person?
 - One thing you would want to change about yourself. What would it be? Why? How do you think this would make your life different?
 - One thing that you would NOT change about yourself. Why? How do you think your life would be different if this was different?
 - What do you think is the most important thing going on in the world? Why?
 - Name three people you are supposed to admire. Why do you admire these people? Why or why not? Name three people you really do admire. Why? What do the differences between these two lists tell you about yourself?
 - List five things you would like to do if *they didn't seem so crazy*. Why these 5 things? What stops you from doing them?
 - Your strengths and weaknesses as a student. What can you do to build on your strengths? What can you do to overcome your weaknesses?
 - What have you done in the past? Earlier today, yesterday or last summer.
 - What you want to do in the future? Tomorrow, next week, or next year.
 - Write down facts that impress you, something you know such as that 2000 years ago in what is now Chile, some people were buried wrapped in more than a ton of cloth or that a platypus is a mammal that lays eggs. Think about how this might help you produce a good essay.
 - Your journal is also a place to write you think and feel about such things as a quote, a piece of music, a painting, drawing or a photograph, a trip you have taken, a movie, or something you have read such as a newspaper article, or essay.

Do you have anything to add to this list? Please do and put it in your journal.

Chapter 2: Writing Essays

The Writing Process

A. *Subject, Audience, and Purpose:*

Why do people write?

Who do they write to?

What do they write about?

Academic focus – what is academic writing?

B. *What is the writing process?*

Pre-Writing:

How do you choose a topic?

Define purpose and audience

THINK more and write something down
(What are some techniques for this step?)

Do research if needed

Discover your thesis

Organize your ideas

Write

Revise

Re-write

Edit

Re-write

Proof-read

Re-write

UPLOAD final draft and turn in *everything* you have written on the day the essay is due.

C. Brainstorming Exercise

Thinking about a topic and gathering ideas is one of the most important steps of the writing process; you can't write without ideas. What happens to your ideas if you don't write them down? Use this WHOLE page to brainstorm about a subject given by your instructor.

Basic Forms of Paragraphs and Essays

The Basic Form of an English Paragraph

- I. **Topic Sentence = Introduction**
- II. **Body = Supporting sentences.** One sentence for each supporting point
 - **Supporting details** (examples, facts, etc)
- III. **Concluding sentence**

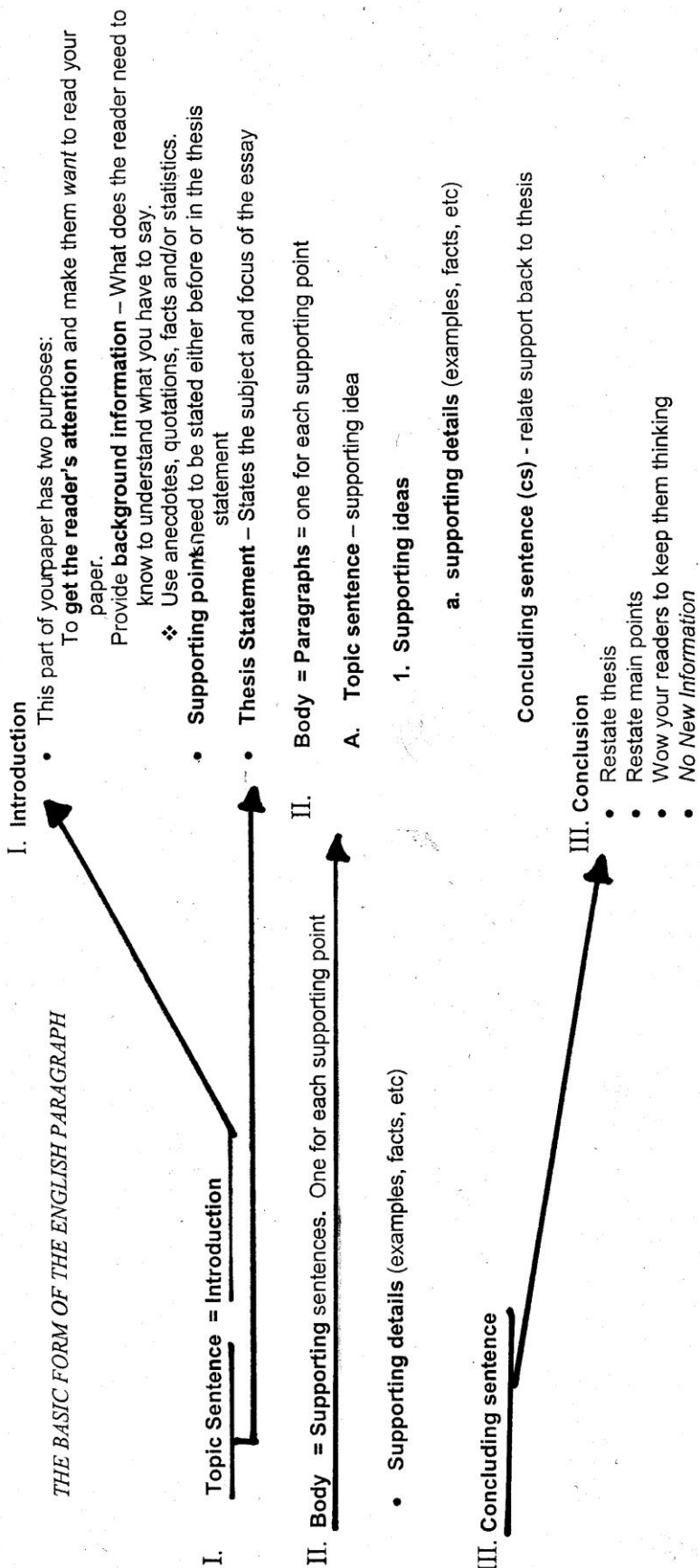
The Basic Form of a Typical Academic Essay

- I. **Introduction**
 - This part of your paper has two purposes:
 1. To **get the readers' attention** and make them *want* to read your paper.
 2. Provide **background information** – What does the reader need to know to understand what you have to say.
 - ❖ *Use anecdotes, quotations, facts and/or statistics*
 - **Supporting points** need to be stated either before or in the thesis statement
 - **Thesis Statement** – States the subject and focus of the essay
 - II. **Body = Paragraphs** = one paragraph for each supporting point
 - A. **Topic sentence** – supporting idea
 1. **Supporting ideas**
 - a. **supporting details** (examples, facts, etc.)
 - Concluding sentence (CS)** - relate support back to thesis
- III. **Conclusion**
 - Restate thesis
 - Restate main points
 - Wow your readers to keep them thinking
 - *No New Information*

Going from Paragraphs to Essays

GOING FROM PARAGRAPHS TO ESSAYS

THE BASIC FORM OF THE ENGLISH ESSAY



The Thesis Statement

Introduction

Just as the topic sentence is important to a paragraph, the thesis statement is important in an essay. Your thesis statement is the most important sentence in your essay. It tells your reader in one sentence “what your essays says.” It often includes the three points that are developed in the body paragraphs. The thesis statement:

- answers the essay question – the rest of your essay supports your answer
- is **the** controlling idea of the whole essay
- lets the reader know the purpose of the essay
- informs the reader of your attitude (opinion)
- is easy to understand after only one reading
- is usually the last sentence of the introductory paragraph

A thesis statement must

1. **have one and only one main idea.** If something does not relate to this, don't use it!
2. **express the writer's attitude.** An essay in English is always the author's opinion. If you write “it,” the words are yours unless you tell the reader they are someone else's. *The thesis statement is NOT a question or a fact.*
3. **make your purpose** clear. After reading the thesis statement, it should be clear to your reader why you are writing, i.e. that you are going to explain something, or describe something or to persuade them about something.
4. **answer the essay question** if there is one.
5. **be clear** (clarity). It should be perfectly understandable after one reading so it should be grammatically correct too.
6. **have parallel structure.** The three supporting points are often included in the thesis statement. Parallel structure is a grammatical term that means that all words in a list must have the same form (all nouns, all gerunds, all clauses, etc.)

Exercise 1: Example Thesis Statements

The following thesis statements were written by students. Read each one and try to determine 1) what is the essay question that the student is answering? 2) What is the student's opinion about the topic? 3) What are the supporting points (the topics of each body paragraph)?

1. Dogs are good pets because they are loyal, faithful, and gentle.
2. Demanding classes, uncaring bosses, and financial problems are problems for many working students.

3. Summer is my favorite time of year because I like bright sun, hot sand, and fresh fruit.
4. When I was younger, I was afraid of dark closets because I thought they had a funny smell, made strange noises, and housed scary monsters.
5. The happy pictures of my parents and the funny stories I heard as a child make their home village one of the places I want to visit most in the world.
6. If you want to be successful in life you should study, work, and play in equal amounts.
7. More opportunities for working, studying, and traveling are why many young Slovaks live in Ireland.
8. The causes of the elimination of the Slovak ice hockey team were its late qualification, tired NHL players, and bad defense.
9. Living in the dorm is better than living with my parents in these three ways: more freedom, more free time, and more friendships.
10. My cousin and I have a very good relationship because we have similar hobbies, behaviors and appearance.

Remember, each topic sentence must connect to the thesis statement:

Thesis _____

BP#1 Topic Sentence _____

BP#2 Topic Sentence _____

BP#3 Topic Sentence _____

Exercise 2: Focus

A good thesis statement will set up a plan for the whole essay. If the thesis sentence is too vague, it gives too little direction to the writer or reader.

Revise each thesis statement to make it more specific. Remember that the thesis statement should give the reader a clear idea what the essay will say. The first one is done for you.

1. Marriage is a good idea.

Marriage is needed to legally protect a couple. _____

2. The library at this college is bad.

3. Watching TV has its good points.

4. There are many nice people in my family.

5. I work at a great place.

6. Learning to speak English is important.

Common Errors #1: Parallel Structure

In a thesis statement, and also in all sentences, all parts of a list must have the same structure (ALL must be verbs, nouns, adjectives, clauses, phrases, gerunds, infinitives, etc.). This is called “parallel structure.” Parallel construction helps your sentences to read smoothly.

I love to eat apples, oranges, and grapes.
I love eating, drinking, and dancing.

Also, the linking words, *and*, *or*, *yet*, and *but*, usually signal the need for parallel structures.

I lost my suitcase in Bratislava and left my cap and mittens in Prague.
Not *I lost my suitcase in Bratislava and someone in Prague still has my cap and mittens.*

Exercise 1

Put a tick in front of the sentence that uses the proper parallel construction.

1. a. Mirka is amusing, interesting, and generous.
b. Mirka is amusing, interesting, and has a generous personality.
2. a. Every afternoon at the beach, it either rains or there is fog.
b. Every afternoon at the beach, it is either rainy or foggy.
3. a. Three cultures who had developed civilizations are the Chinese, the Persians, and Incas.
b. Three cultures who had developed civilizations are the Chinese, the Persians, and the Incas.
4. a. He wanted three things out of life; to get married, to have healthy children and to work at an interesting job.
b. He wanted three things out of life; to get married, to make good friends and working in an interesting job.
5. a. Jan kept his room neat, clean, and he made it conveniently arranged.
b. Jan kept his room neat, clean, and convenient.

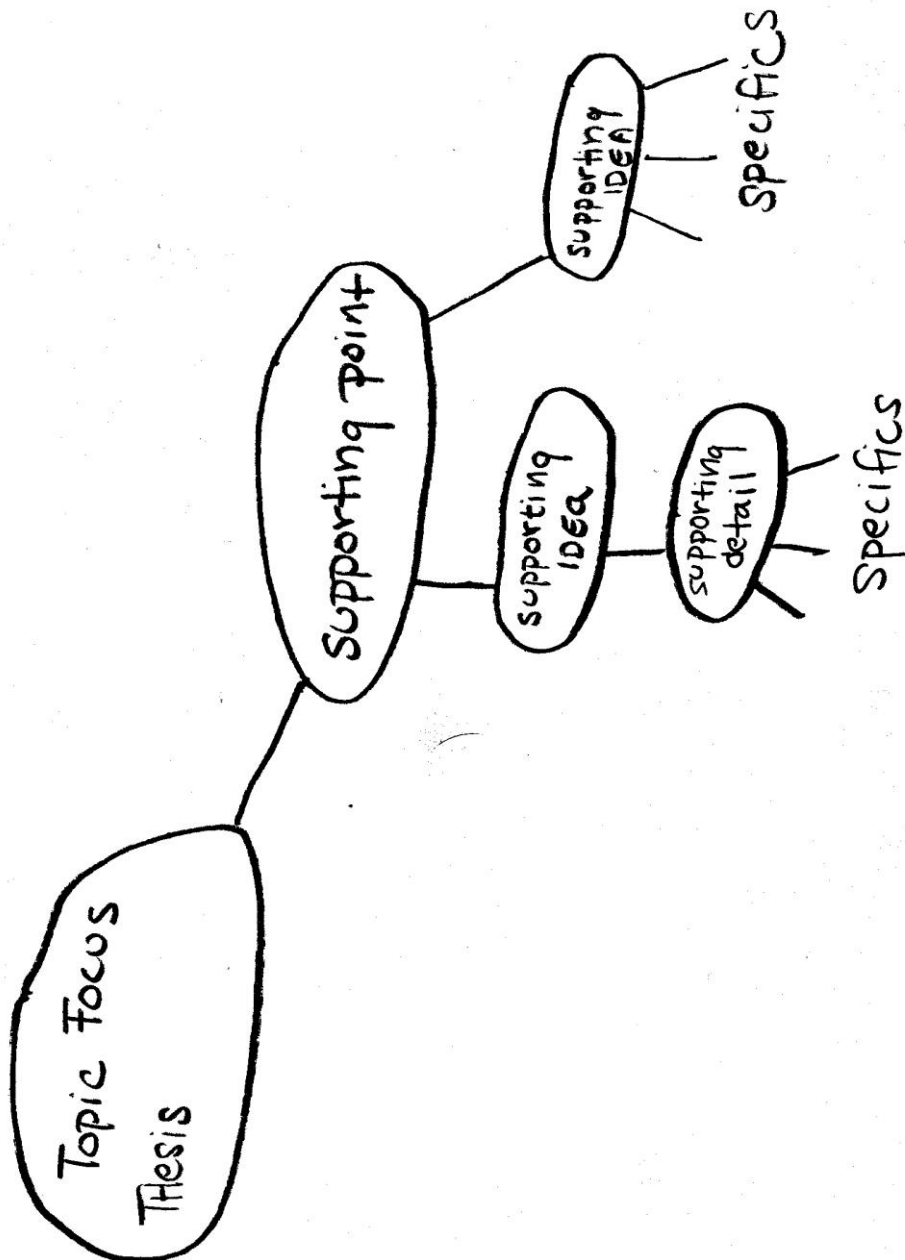
Exercise 2

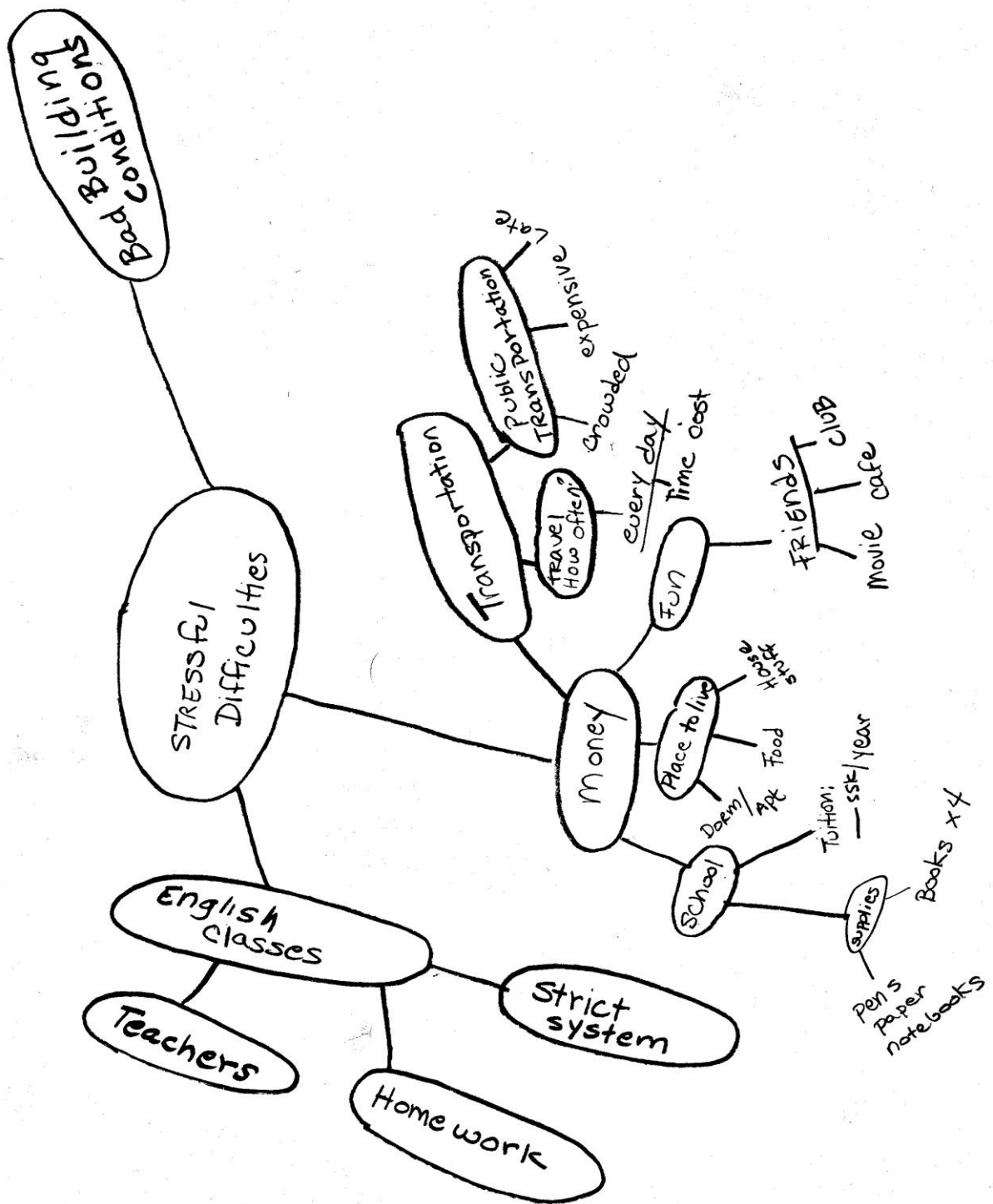
Revise the following sentences for parallel structure.

1. Chia, my dog is fat and moves clumsily.
2. She is an annoying daughter, a quarrelsome sister, but generous to her friends.
3. Kika was happy to earn an A in writing and she also felt surprised.

4. Jana doesn't like to work on a farm but she rides horses happily.
5. Your job consists of arranging the books, cataloguing new arrivals, and the pamphlets have to be alphabetized.
6. Cooking is important to me because it helps me to be healthy, happy, and to eat well.
7. My flat-mate should know how to cook, shouldn't be messy, and he should have crazy ideas.
8. Vlado is a talented man: an author, does the dishes, and he can cook.
9. She is a good wife, a thoughtful daughter, and kind to her kids.
10. Joe prefers to work in a warehouse rather than spending time behind a desk.
11. Every fall morning in Bratislava is cloudy or it is raining.
12. Reading teaches children language, how to have an imagination, and culture.
13. Last winter's ski trip was exciting, relaxing, and it wasn't expensive.
14. Good ways to spend money are on clothes, partying, or to go on holiday.

From Brainstorming to Outline





The Outline

I. Introduction

Interesting beginning

Main supporting points (in or before the thesis statement)

Thesis statement: The **one** and only one idea of the essay.

II. Body paragraph (III. and IV. etc., for each body paragraph)

Topic sentence: The first *supporting point* from introduction. The one, and only one, idea of this paragraph, whose job is to support the thesis statement.

A. **Supporting Idea** that supports the topic sentence

1. **Supporting detail:** *Your detail will tell your reader your idea. If this detail makes you ask "How?", "In what way?", or "Such as...?" it will need to be supported by specifics. They are needed to help your reader see and understand what you mean. You have to show your reader with specifics.*

a. **specific:** *such as an **example***

b. *specific: or **fact(s)***

c. *specific: or an **experience***

2. and so on

a. specific

b. Sometimes you explain (HOW?) the specific

3. etc.

B. Idea that supports topic sentence

1. Supporting detail

a. specific

C. Idea that supports topic sentence = same development as before

Concluding sentence: reminds reader of relation between thesis and paragraph's supporting idea

V. Conclusion

Restate thesis

Repeat main ideas

Last sentence to keep your reader thinking.

Example Outline

What are the difficulties of student life at City University?

I. Introduction

Thesis statement: *Demanding classes, bad building conditions, and financial problems are stressful difficulties in City University students' lives.*

II. Body paragraph #1

Topic sentence: *First of all, English classes create great stress for CU students.*

A. Strict system

75% to pass

Only 4 absences

Quizzes every week – must always study

Midterms and finals in 4 classes – causes great stress

B. Too much homework

4 subjects = 4 homework assignments; teachers don't think about other classes

-- Ex: essay every week, plus presentation, vocab words, and grammar exercises

No time to do other things at home

Stress because a lot of work/thinking

C. Teachers

Think their class is the only one

Don't understand students – give too much work, expect too much

Cultural differences cause problems

-- native speakers talk too fast

-- ex. Lynn, expectations

CS: classes – difficulty of CU student life

III. Body paragraph #2

Topic sentence: *Another difficulty which leads to student stress is the bad conditions of the school building.*

A. Classrooms

Uncomfortable chairs – don't want to be in class

Small desks --

Noisy classrooms

-- halls

-- air conditioning

Stress because it's difficult to pay attention to teacher and work

B. Computers

Access- limited hours for the lab –

-- classes scheduled in lab so it's not open enough to do daily assignments

-- not enough computers – can't always print assignments

System crashes regularly

Cause stress because must wait, crowded, not enough time

C. Surroundings

Toilets on first floor often do not work – smelly

Limited parking

No snack bar – can't get needed food/drink and no time at breaks to get it

Not relaxed atmosphere causes student stress

CS: Bad conditions in building – difficulty of CU student life

IV. Body paragraph #3

Topic sentence: *Besides classes and the building's conditions, students have to pay for many items, so dealing with finances is also a great difficulty of CU student life.*

A. School tuition – CU is expensive

_____ /year – where get money? Work? Parents?

B. School supplies/books

Need pens/paper/books etc.

Buy books for classes – 4 classes = 4 books

C. Place to live

If live far away – dorm/apartment.

Also buy food/house stuff. Costs a lot

Stress because spend a lot of money

D. Transportation

Some students travel every day – pay for train/bus etc.

-- Public transportation – crowded, expensive, late - stress

E. Fun – students deserve fun sometimes. Be with friends. Also need money

Stress because must manage money/decide how to spend/always worry if have enough/must wonder if education is worth it.

CS: Money problems – difficulty of CU student life

V. Conclusion

The Body Paragraphs

Example thesis: *Slovakia's many interesting and beautiful places offer the best places to spend your holidays.*

Supporting Points: **1:** *parks* **2:** *old cities* **3:** *mountains*

Each body paragraph of an essay has **one main idea** which supports the thesis statement.

Every BP includes:

Topic Sentence

This is usually but not always the first sentence. It introduces the main idea of the paragraph. It is not a fact or someone else's opinion; it is your own. It is a supporting point for your thesis.

Explanation of the topic sentence - Sometimes the "because" is in the topic sentence and sometimes it is in the next sentence. Often the sentence after the topic sentence can say more about the main idea of the paragraph. Be careful it does not just repeat the same idea but explains it in more detail.

Example:

Slovakia is a wonderful place to have a vacation because it has many unspoiled natural areas. or

Slovakia is filled with beauty not people. Its natural parks offer many choices for a quiet holiday.

Support

Several sentences then prove the topic sentence.

- **detail** – a thought or idea which supports the main paragraph idea.
- **specifics** – facts, examples, experience, description and/or experts' opinions. It is important to use specific details so that the reader can see your point.
- **organization of the support** – the details should have a logical order. Choose the best organizational style* for your paragraph – you may sometimes explain every detail but other times you may only need to explain at the very end.
- **explanations** – explain how and why the supporting details and specifics prove the topic sentence (and thus the thesis statement). It is the writer's job to show the reader why the details are significant; the reader shouldn't have to think too hard to understand your point.

Example:

Detail: *Slovensky Raj in Eastern Slovakia is a paradise that seems untouched by humans.*

Specifics: *If you like hiking, there are trails here where you will probably not see another person for a week but you will see a lot of wildlife. The trout in the many streams have had years to grow huge. You can fish for them, but be careful of the bears. They think everything in the woods belongs to them. They are also curious and unafraid of humans because they see so few two-legged animals in their beautiful home.*

Concluding sentence

The paragraph should not end with a detail or a new idea. The last sentence should review the main idea and emphasize the connection to the thesis.

Example:

If your idea of a perfect holiday is being alone in a spectacular place, you will find it in Slovakia.

Cohesion

Every sentence *should logically connect* to the sentence before and after it.

Unity

Every sentence in the paragraph *focuses on the main idea* of the topic sentence.

Coherence

The paragraph should relate to the thesis statement and fit logically in the essay.

* Logical order may be chronological, general to specific, cause to effect, least to most important, problem to solution, or a mixture of patterns.

The Introduction

What the Introduction Must Do

1. **Interest the reader.** The reader will WANT to read more.
2. **Give background information about the topic.**
3. **Give the thesis statement.** Answer the essay question. Usually last sentence.

Example Essay Introductions (What are the difficulties of CU students' lives?)

1. Being a student is a full-time job. Students must not only attend classes during the day, but also do work for these classes at home in the evening. Not many other jobs require workers to take their work home. However, like other jobs, student life causes a lot of stress as students face problems trying to balance their school responsibilities and their outside lives. **At City University, these stressful difficulties in students' lives are demanding classes, bad building conditions, and financial problems.**

2. Older people often look back at their university days as “the best time of our lives.” They undoubtedly are remembering only the positive and forgetting the negative. However, students today cannot ignore the worse aspects of student life because they must face these easily-forgotten, but not easily-overcome, challenges every day. Students at City University accumulate not only happy memories, but also stress and worry. **Demanding classes, bad building conditions, and financial difficulties are the stressful difficulties in CU students' lives.**

Don'ts in the Introduction

1. **Don't say** “I think...” or “my opinion...” (*you're the writer so I know that it's your opinion.*)
2. **Don't say** “I'm going to write about...” or “I want to tell you...”
3. **Don't say** “This essay will...” (*Don't tell me what you're going to do, JUST DO IT!*)
4. **Don't be very general.**

Bad First Sentences in an Introduction

1. Everybody has problems.
2. Students have many problems.
3. We know that students must study.
4. Since the beginning of history, students have gone to school.
5. Everybody knows that being a student is hard.
6. There are many stressful difficulties in students' lives.
7. I would like to write about the difficulties of student life.
8. This essay will tell you about the difficulties of student life.
9. Students have many problems. I am a student, so I have problems too.

The Conclusion

What a Conclusion Must Do

1. **Connect to the last body paragraph** (with connecting words or repeated words)
2. **Re-state the thesis statement** (same idea, different words)
3. **Summarize the 3 points** (say them again, a little bit differently)
4. **Connect to the introduction**
5. **End with a “wow”** – something that will make the reader think, remember your essay, and say “Wow!” (a prediction/solution/recommendation/?)

Example Essay Conclusions

Thesis Statement: *Demanding classes, bad building conditions, and financial problems are stressful difficulties in City University students’ lives.*

1. These worries about money, combined with the difficulties of classes and conditions, create stress in students’ lives. Because there are no simple, quick solutions, students must deal with these problems every day. Therefore, schoolwork is a full-time job, and students must treat it this way in order to successfully manage these difficulties and balance their work and fun.
2. These worries about money, combined with challenging studies and poor facilities, create major difficulties in students’ lives. Every day, students must decide how much money they can afford to spend, deal with uncomfortable and outdated equipment, and spend precious personal time reading, writing, and learning vocabulary. After graduation, they might forget these negative parts of student life, but right now, these problems are very real and pressing.

Don’ts in the Conclusion

1. **Don’t repeat the exact words from the thesis or topic sentences.**
2. **Don’t write a long conclusion.** It should be your shortest paragraph.
3. **Don’t give any new information.** No new ideas or details.
4. **Don’t be too general.** Your ending should relate to your essay, not be about life in general. What can the audience learn/think about from the essay?
5. **Don’t say “I think...” or “my opinion” or “This essay said....”**
6. **Don’t use “you.”**

Exercise 1: Why are these bad sentences for a conclusion?

1. I showed you what the three difficulties of student life are.
2. Students also have problems with friends.
3. In my opinion, schoolwork is a full-time job.
4. Student problems with studying include that they can’t think at home, they have too much homework, and they don’t have enough time to study.
5. Student life is very easy.
6. Demanding classes, bad building conditions, and financial problems are stressful difficulties in City University students’ lives.
7. I hope that this essay helped you understand the difficulties of students’ lives.
8. Everyone should show more understanding to students.

Answers: 1. uses “I” and “you”; 2. new information (also); 3. uses “In my opinion”; 4. too many details; 5. too general; 6. repeats thesis instead of rephrasing it; 7. uses empty “I hope this essay helped you”; 8. too general.

Interesting Introductions

The first sentence of your introduction should get the readers' attention. It should make the reader want to continue reading. Here are some techniques to help you.

1. An example or small story (that relates to your topic)

Smoking cigarettes is an accepted activity; it is featured in movies, on television, and in advertisements, and it appears everywhere in daily life – on the street, in restaurants and bars, and at home. However, popularity does not mean something is good. In fact, the effects of all this smoking are quite negative. *Cigarette smoke actually endangers the health of smokers, unborn babies, and non-smokers.*

John is 40 years old, and he speaks and breathes with a machine. Throat cancer and emphysema ensure that he will be dead before age 50. He is just one of millions of people negatively affected by smoking cigarettes. However, not only smokers suffer from this habit. *Cigarette smoke endangers not only the health of smokers, but also of unborn babies and non-smokers.*

2. A surprising/thought-provoking/interesting fact or idea (that relates to your topic)

California law prohibits smoking inside any public building, including hospitals, schools, restaurants, and bars. Breaking the law results in a 500-dollar fine, and the government may close a bar which breaks the law. Although the idea of a smoke-free bar angered some people, California recognized the damaging effects of cigarette smoking. As the government argued, *cigarette smoke endangers the health of smokers, unborn babies, and non-smokers.*

3. A contradiction (the opposite of your opinion about your topic)

Smoking relieves stress, calms people down before tests and interviews, and puts smokers in a good mood. Others may smoke to avoid eating and gaining weight. But are these good enough reasons to smoke? Smoking has negative effects as well that should make smokers reconsider their decision to smoke. *Cigarette smoke endangers the health of smokers, unborn babies, and non-smokers.*

4. A quotation (that relates to your topic)

“U.S. Surgeon General’s Warning: Cigarette smoke contains carbon monoxide. Smoking by pregnant women may result in fetal injury, premature birth, and low birth weight,” says every cigarette package and advertisement produced in the United States. It is rare for a government of a free society to warn its citizens about a product. This shows that the danger of cigarette smoking must be rather large. *In fact, cigarette smoke endangers the health of smokers, unborn babies, and non-smokers.*

Interesting Introductions Exercise

Read the following introductions and decide what method the author used to make it more INTERESTING.

1.) Barrels with nuclear waste, nature with dead fish and animals, disasters in the world because of nuclear explosions are serious problems connected with nuclear energy. Nuclear energy is used by people for their necessity. People use it for lighting, heating, baking, cooking and other activities. These things are very useful and inevitable in this modern life. A lot of people do not imagine their life without it, because it makes easier many things. People have to think also on the other side of nuclear power. Nuclear energy should be eliminated for health reasons, human error, and nuclear waste.

Method:

Points:

Thesis Statement:

2.) Tesco is a chain of supermarkets throughout Europe. Shopping in supermarkets is adjusted for a mass consumption society. They offer merchandise of every kind from furniture to food. They make it easy to go to only one place for everything but the management of Tesco approaches this business with the strategy of maximum profit. Because they are dishonest, waste your time, and damage the business environment in Slovakia, do not shop at Tesco.

Method:

Points:

Thesis Statement:

3.) It is Saturday afternoon two o'clock p.m., the bride is in the ladies' room making the last arrangements of her wedding dress; she is so nervous. She is putting on her nice white shoes, but suddenly she is jumping out of the open window and running away. Why did she do this? Maybe she couldn't get married to her boyfriend, because she wasn't sure of him. If she had tried the "marriage life" before wedding, she would not have run away. Couples should live together before getting married. This guarantees that they will know each other, better, become more tolerant of each other and their lives after marriage will be more harmonious. Living together before getting married could be a good prevention of divorce.

Method:

Points:

Thesis Statement:

4.) Fear is a funny thing that makes people do usual things in different ways. There are millions of people all around the world who are afraid of something. Even a small spider can evoke fear. Because I am just a human, I have some fears and although some people love this

feeling of fear, I do not. I am not a timid person but I belong to the group of people that hate any kind of fear. Death, the kind of death after an accident or any serious injury that can cause the loss of independence or movement is my biggest fear.

Method:

Points:

Thesis Statement:

5.) You can find a warning on every cigarette package: “Smoking cigarettes causes many serious illnesses”, yet, with every move you make you see smokers. They are standing beside you or they are sitting next to you in a restaurant. More than half of all smokers are smoking in public places. Smokers do not care about other people. Non-smokers are forced to inhale the smoke. They not only pollute the air but you see cigarette butts everywhere. Therefore smoking should not be allowed in public places.

Method:

Points:

Thesis Statement:

6.) When I remembered my university life, the library was the most memorial place for me. During those four years, I dropped by this ivory tower many times. At the beginning it meant a play place, but at the end it became the lighthouse of my life. Like a chick coming through an eggshell, I slowly broke out of my ignorance throughout this time. I grew up to become an adult and a real member of society there. The library was another world where I connected with many people and many different societies. Here I met great thought, learned new things and was offered stimuli that spurred me.

Method:

Points:

Thesis Statement:

7.) “Call it a clan, call it a network, call it a tribute, call it a family. Whatever you call it, whoever you are, you need one.” This story is about girl who was thrown into a completely different world where she started a completely different life. The most difficult was the leave-taking moment. Imagine, that she said goodbye to her only grandmother, and all her cousins, aunts and uncles. At that moment she wanted to shout into the dark night when she was standing with her mother at the airport. All those loving and nearest relatives were so far at that moment. For that girl it was the scariest moment in her life. This story is about the day that changed not only the life of girl but also of few people.

Method:

Points:

Thesis Statement:

Chapter 3: Expository Essay

Example Essay: A Black Cat Crossed My Path

A Black Cat Crossed My Path

Artur Kraal
ESL 040 – Writing 4Z
Merlin Featherstone
Expository Essay
32 September, 2200

“Find a penny pick it up, all day long you’ll have good luck.” I say this rhyme to myself whenever I pick a coin up from the street. People everywhere believe that certain things can influence your luck. These are the ways people protect themselves from danger or take warning from the world around them. Omens, talismans, and predictions, I collect them all. Creatures, everyday objects and numbers play an important part in many of these superstitions that some people still believe in.

Animals can influence your luck, though this might be to the good or for the bad. Sometimes it is easy to know which. Some people believe that having a peacock open its tail, then shake it front of you is good luck; but owning a tail feather is bad luck. Tales about spiders are more confusing. A friend of mine insists that killing a spider in the house will make it rain too much. In my childhood home, my mother would not let us kill a spider because it brought generic bad luck. Just seeing a spider is a problem for my father’s mother. She says, “Seeing one in the morning brings sadness, one at midday anxiety, and one in the evening loss.” On the other hand, my uncle’s wife is from Japan. She claims that watching a spider in the morning will make that day a very nice one but watching one at night will make the next day “not so nice.” I am not sure what to believe but I do not kill spiders in my home. I watch out for or simply watch living things and see how they affect my luck.

Beware; you will also see many unremarkable objects that people believe have the power to bring luck. This is mostly the bad variety unless you are careful to do something to change it. Gift giving becomes more difficult when you listen to superstitions. For example, giving a knife to a friend will sever your friendship. Selling it for even a small amount is safer. Fifty haliers will do. Enthusiastic cooking can also be dangerous. If you spill some salt, throw a pinch of it over one of your shoulders to stop the bad luck that will come. Which shoulder depends on who you talk to, so I toss a bit over both just to be sure. Even how you get dressed in the morning can be linked to superstitions. I have been given the advice that if

you put your clothes on inside out, do not change them or you will change your luck. I sometimes I wish all my clothes were reversible. This way I could always reverse the dangers lurking in the things I use everyday

Finally, even the world of numbers has luck stories. Every spring, I find many 4-leaf clovers. Four is supposed to be luckier than 3. My friends are happy when I give them all away. I find I find so many. The only luck they bring me is for finding more. Yet, I keep the rare and even luckier 5- and 6-leaf ones for myself. Another number is considered so unlucky by so many people that businesses make accommodations. Many hotels have no room 13. These same places do not have a 13th floor. Next time you are on an airplane look for row thirteen. Many airlines do not have one. If you do not think this number is unlucky, consider taking a last minute trip on any Friday the 13th. Some travel agents say fewer people travel on that day than any other day of the year. Not even something as logically pure as a number is free of superstition.

People still have beliefs about what can affect the world around them. Living beings, common things and numbers all have their roles in superstitions. Whether you believe or not, be safe. Don't let a black cat cross your path.

Analysis of “A Black Cat Crossed My Path”

I. Introduction:

essay question:

author’s attitude:

thesis statement:

Three main points for body paragraphs:

1. _____

2. _____

3. _____

II. Body Paragraph #1 supporting point:

Topic Sentence:

A. Supporting idea:

specifics:

B: Supporting detail:

specifics:

examples: positives:

negatives:

Relation to thesis (Concluding Sentence (CS)):

III. Body Paragraph #2 supporting point:

Topic Sentence:

Supporting Idea:

Specific details (an idea):

specifics (examples)

Relation to thesis (CS):

IV. Body Paragraph #3 supporting point:

Topic Sentence:

Supporting idea:

Specifics:

Supporting idea:

Specific:

Relation to thesis (CS):

How To Write an Expository Essay

Your first essay is an expository essay. This type of essay simply tries to explain something; it answers the question "who, what, when or how" about something – "how" is not the same as "how to" which you will learn about later in the process essay. The expository essay does not have specific requirements or special signal words so it allows you to concentrate on the writing process and the basic essay form.

Your essay should have the following elements:

- An introduction with your thesis statement and supporting points;
- one body paragraph for each point with details and specific, real examples to show what you mean; and
- a conclusion.

This essay will not be due for almost three weeks and we will go over how to write each part of it in class. Everything you produce in your writing process – idea gathering, organizing attempts, drafts, everything – will be collected the day your paper is due.

The first step is to choose a question to answer. Your instructor will provide you with some choices. Read all of your options. Think about all of them. Then choose the one for which you think you have the most to say.

Begin to gather your ideas- brainstorming, free writing or ????. Don't stop with two or three ideas, push yourself to keep thinking.

You need a lot of ideas to write so ask all the questions words you can about the topic – who what why where when how – and then ask as many as you can about the answer. Whichever method you choose, write your ideas down. Often the connections between your answers will help you organize them to fit the essay form.

When you can't ask any more questions, consider your answers.

Discover your thesis and organize your ideas.

You should find the ideas that support your thesis and have details that show what you mean.

When you finish this pre-writing, you will need to write an outline. We will learn how to do this in class too. After you finish your outline, you will then begin to write your essay.

Your Expository Essay Brainstorming

Use this whole page to brainstorm about your expository essay topic.

Your Expository Essay Outline

Write your thesis statement and organize your ideas into an outline

I. Introduction

Point 1:

Point 2:

Point 3:

Thesis statement:

II. Body paragraph #1. Supporting Point: **Topic sentence:**

A. Supporting Idea:

1. Supporting Detail:
a. specifics:

b.

2. Supporting Detail:

B.

C.

Concluding sentence:

III. Body paragraph #2. Supporting Point:
Topic sentence:

A.

B.

C.

Concluding Sentence:

IV. Body paragraph #3
Topic sentence:

A.

B.

C.

Concluding sentence:

Expository Essay Checklist

Clear Objective and Thesis Statement

- _____ easy to find
- _____ easy to understand (after 1 reading)
- _____ point of view is clear
- _____ parallel structure

- _____ purpose is clear
- _____ answers essay question
- _____ states main idea of piece

Development of Ideas

Introduction

- _____ all ideas relate
- _____ points of body paragraphs included

Conclusion

- _____ restates thesis
- _____ summarizes essay
- _____ closing statement
- _____ no new information

Support

- _____ each BP supports topic sentence (1 point)
- _____ each paragraph has supporting details
- _____ each paragraph has specifics
- _____ details are logically ordered in BPs
- _____ no repetition of ideas

Coherence/Cohesion

- _____ thesis is supported in every BP
- _____ no irrelevant ideas or information
- _____ all ideas relate to each other

Organization

- _____ intro, body, and conclusion are clear
- _____ essay follows a clear, logical order

- _____ appropriate topic sentences
- _____ each BP has appropriate last sent

Writing Style

- _____ written simply and clearly
- _____ sense of personal style
- _____ writer's attitude clearly expressed

- _____ appropriate L4 sentence structure
- _____ appropriate word choice
- _____ parallel structure when required

Format

- _____ double-spaced
- _____ Times New Roman 12-point
- _____ 1-inch, unjustified margins
- _____ page numbers

- _____ indented paragraphs
- _____ appropriate title
- _____ title page with name, course, instructor, assignment, date

Chapter 4: Editing

Basic Editing Techniques

These are some of the editing techniques which you will be learning about in class. Your teacher will go over them with you during the term.

General Editing

1. **Sit in pairs or groups of three.**

2. **Each student should read one or more paragraphs from his or her paper out loud.**

The reader should speak slowly and clearly. If anything is confusing or unclear, stop and fix the problem together.

The listener should not look at the paper – just listen. If anything is confusing or unclear, stop the reader and fix the problem together.

3. **Switch papers and read aloud a paragraph from your classmate's paper.**

The reader should speak slowly and clearly. If anything is confusing or unclear, stop and fix the problem together.

The listener should not look at the paper – just listen. If anything is confusing or unclear, stop the reader and fix the problem together.

Clarity

1. **Read the essay without using a lot of effort – you're just reading to enjoy the essay.**

Mark everything that you did not quickly and immediately understand, especially parts that you had to read 2 or 3 times (which stopped you from easily enjoying the essay).

2. **Read one paragraph and translate it into your native language in your head.** Does it

translate directly? is the writer using non-English structure? Underline any sentences, phrases, or words that don't "seem" like English and tell the writer to re-write them.

Sentence structure

1. **Read one paragraph and label the subject(s) and verb(s) in every sentence.** Look for fragments (sentences without a subject, a verb, or a complete idea), word order (S+V), and run-ons (too many subjects and verbs in one sentence). Help the writer fix the sentences.

2. **Read one page of the essay and write EVERY verb on another piece of paper.** Then go through the essay and find the subject of every verb. Correct the writer's subject-verb agreement, word order, and fragments.

Cohesion, Connection between ideas

1. Read the essay and check that:

- The beginning of BP #1 relates to the end of the introduction
- The beginning of BP #2 relates to the end of BP #1
- And so on
- The beginning of the conclusion relates to the end of the last body paragraph

If not, write some ideas to help your classmate connect the paragraphs better.

- ### **2. Read one paragraph and find the connections between all the sentences.** If there is no connection, help the writer better connect his or her ideas.

Repetition, Lack of Variety

1. Read the first 5 words of every sentence in the essay. Watch for:

- many sentences starting with a transition word (yuck ☹)
- many sentences starting in the same way (boring ☹)

Mark these sentences and give advice about how to add variety to the sentences.

- ### **2. Read one paragraph to look for repetition of ideas.** Read each sentence individually and ask, *What is the purpose of this sentence? introduce something new ☺, describe something new ☺, explain something new ☺, or repeat the previous sentences ☹?*

If a sentence is repetitive, eliminate it or its repetitive parts.

Wordiness

- ### **1. Find the 4 longest sentences in the paper.** Are they too long? Do you have to read them more than once to understand them? Try to rewrite them in a shorter, clearer way. There is probably no need for them to be so long. Rewrite them on the back of the essay in a shorter, clearer way.
- ### **2. Read one paragraph sentence by sentence.** After each sentence, ask, “Is it necessary to the paragraph? Does it add something new? Could it be eliminated? Could part of it be eliminated? Could part of it be combined with another sentence?” Help the writer eliminate unnecessary wordiness from the paragraph.

Word Choice

- ### **1. Go through the paper and mark any words that you don’t completely understand.**
- ### **2. Get out your dictionary and look up these words.** If you think a word is the right choice, leave. If not, offer your classmate better choices for each word.
- ### **3. Now look for repeated words (the writer uses the same word everywhere).** With the help of your dictionary, offer the writer better choices.
- ### **4. Now look for very non-descriptive words (good, bad, interesting, thing,...) that could be more specific.** With the help of your dictionary, offer the writer better choices.

Editing Training

In grammar exercises, you learn the pattern of English structure. When you are writing, you are thinking about what you want to say and "mistakes" are not as easy to find. If *you* know what you mean, it is difficult to know whether someone else may not understand. To produce a clearly written and easy to understand essay, you should learn to edit using the various techniques described previously. The following are paragraphs from a student paper that we will edit together.

My little bunny is my pleasure which always put me to the better mood. This bunny gave me my parents when I was six years old. I remember on that event exactly. I sat on the floor under our colorful Christmas tree and I unwrapped my presents. I heard Christmas music from the radio; I felt pleasant smell of chocolate cakes, and when I looked on my parents they had on their faces happy smiles. Under my hands were a lot of nice wrapped presents. Every box had different colors and one of them had a big yellow bowknot which looked like butterfly. When I unwrapped this present I found there little bunny. From the first moment I saw my glorious bunny he has made me happy and he always travels with me.

When I first time saw my little bunny I had in my eyes bright sparks and I fell in love with him because he was so cute. He is approximately twenty centimeters tall and his body is light brown and his tummy is light yellow color. On his face he has a big shining eyes, fat cheeks, and charming pink nose which I love a lot because this nose looks like a button. His mouth is always open and one small tooth stands out from it. He has huge long ears on the head which you can bend from side to side. His body is very pleasant and soft on touch. I remember that when I got my bunny I cuddle to him most of the time. I like him a lot and always when I look on him he keeps on my face smile.

Now I am twenty years old and my bunny is still my beautiful bunny which makes me happy. Always when I have bad mood and I look on him I have to smile because he has every time smile on his mouth and looks so cheerfully that I cannot be sad when he looks on me. I am very happy that my parents gave me this bunny because he makes me happy and satisfied all my life. Now when I do not live with my family, he is still with me and I have permanently feeling that my bunny takes care on me. Therefore, he travels always with me.

Common Errors #2: Some Slovak/English Problems

1. THING + WHICH/THAT

“Thing” is a noun. “What” is a noun.

“Which/That” are adjectives.

An adjective describes a noun.

Therefore, if you want to describe “Thing,” you must use the adjective “Which/That.”

This is something ~~what~~ that causes many problems.

THING + WHAT

Exercise 1: Complete the sentences.

1. Love is something _____.
2. One thing _____ is writing essays.
3. I know everything _____.
4. I found nothing _____ in the store.
5. A nose is a thing _____.
6. Things _____ are the sun and bananas.
7. Did you see something _____?
8. I like everything _____.
9. Aliens are things _____.
10. I understand nothing _____.

2. A AND B or A, B, AND C

In English, you cannot connect 2 or more things in a list just with a comma (,). You must use the word AND (OR, or BUT) when you make a list.

In Slovak, *Anička je lenivá, hlúpa*. In English, *Annie is lazy AND stupid*.

Exercise 2: Complete the sentences with 2 or more answers.

1. I hate to _____.
2. My dog is _____.
3. In my bag, I have _____.
4. In 40 years, I will be _____.
5. My faults are _____.

3. This/That/These/Those

This – singular. These – plural.

That – singular. Those – plural.

Exercise 3: Use “this” or “these.”

- | | |
|------------------|---------------------|
| 1. _____ banana. | 6. _____ ears. |
| 2. _____ cars. | 7. _____ problems. |
| 3. _____ money. | 8. _____ knowledge. |
| 4. _____ people. | 9. _____ women. |
| 5. _____ door. | 10. _____ nose. |

Exercise 4: Correct the one mistake in each sentence.

1. The second thing what I want to change is that I am lazy.
2. Now I have a girlfriend, and I think that she will be my wife because she has everything what I want from a woman.
3. Everybody has a fault or something what is not so nice for us, but we have to accept it.
4. I do not like to clean, cook.
5. Trust is the main thing what I am looking for.
6. He has to have a lot of qualities like reliability, sensibility.
7. I want a woman who likes sports, especially horseback riding, skiing, swimming.
8. He should be talkative, he should know how to speak about our problems.
9. This two things are very important to me.
10. If he has this qualities, he will be perfect, but nobody is perfect.
11. And of course, she will have to like children and everything what wives in Slovakia do.
12. My ideal husband must like children, and he has to be intelligent, patient, kind.
13. This problems caused me to want to change and be different.
14. I try to do something which I like every Monday, Wednesday, Friday so that the week goes faster.
15. When I saw that scary men with the guns enter the bank, I thought that there was nothing that I could do to save myself.

Chapter 5: Formatting Essays

City University has adopted APA style as the standard style for coursework. This style was designed by the American Psychological Association (APA) in 1929 to standardize the format of all the articles for its journal. APA style has changed as ways of spreading information have changed, but it is still the style accepted and used by professors, researchers, students, and writers in the social sciences. As part of this academic community, you are expected to use it too.

Your papers will be graded for format, which means how the paper looks. Some instructors may have their own requirements, but in general your papers should follow CU's chosen APA format.

- **TITLE PAGE** with header; centered title; and your name, course number and name, instructor name, assignment, and date in the bottom right corner.
- **HEADER** with the *first words* of the title and the page number on every page
- **TEXT** Double-spaced, aligned left, with Times New Roman 12-point font and one-inch margins on all sides. First line of every paragraph indented ½ inch (1.27cm).

How to make the title page

- Move the cursor to the center of the page
- Align text "center." In Microsoft Word, you can do this by clicking a box on the toolbar above your document. Or click on "Format." When this menu appears, open "Paragraph." Choose "centered" from the "Alignment" menu.
- Type the title, *using capital letters for the first word and all important words*. Do not use quotation marks or underlining.
- Move down until the cursor is about 5 spaces from the bottom of the page.
- Align the text "right" using the toolbar or the "Format/Paragraph/Alignment" step.
- Type the required information (first name, then last name) hitting "enter" after each.

How to make the header (top right of every page)

- Do not write a separate header for every page on the first line of the text! This will ruin your format if you rewrite something or send your paper to someone.
- In Microsoft Word, click on "view."
- When this menu appears, click on "Header and Footer." A box will appear.
- Change the alignment to align right.
- Type the first few words of your title, capitalized as in your title.
- Look at the "Header and Footer" toolbox and find the box with the symbol #. Click on that box and it will automatically put your title and page number on each page.
- When you are done typing, click on "close" in the "Header and Footer" toolbox.

How to format your text

- Do not hit the enter key at the end of a line! Text automatically moves to the next line.
- Make these settings before you type. Or, if you do it afterwards, select your whole text (hold down the left button on the mouse and drag your cursor over the text, *or* hold down the "Control" and "A" buttons on the keyboard) before doing the following steps:
 - Click on "Format" in Microsoft Word.
 - When this menu comes on screen, open "Paragraph."
 - Find "Line Spacing" in the box and choose "Double."
 - Find alignment in the box and choose "Left."
 - Find "Indent." Under "Special," choose "First Line." Put .50" or 1.27cm after "By."
 - On the toolbar, click on "Times New Roman" and "12". *Or* click on "Format" and open "Font" to find the correct font and size.

How to set the margins

- Click on "File" and open "Page Setup."
- Under "Margins," set the margins at 1" or 2.54cm
- Also check "Paper Size" in this box. It should be "A4."

My Life with a Famous Poet:

Please Note That the First Letter of the Title and All Important Words are Capitalized

Annabelle Lee
ESL 040 – Writing 4A
Abbot Expounder
Cause and Effect Essay
9 September 2200

All teachers have personal preferences. Check with each of your teachers to see if s/he has a preferred format. If none are stated, please use these formatting instructions for all of the papers you submit as a student here at CU. In IEP writing classes, proper formatting will often earn you easy points. From now on, please format your papers in this manner. From now on, correct formatting will be worth 5 points this Writing 4 class.

One explanation is needed for your formatting experience in class today. In the **How to make the header** section, the last instruction is how to insert page numbers. You are asked to look at the *Header and Footer toolbar and find the box with the symbol #*. There are three boxes that look a lot alike. Run your mouse over them; you will see the following descriptions: *insert page number*, *insert number of pages*, and *format page numbers*. You want to choose the box that says ***insert page number***.

Some students do not like the look of the page when they have the text set to align left. This gives your writing what is sometimes called *natural margins* because they are more like the margins when something is handwritten. “It looks better when both sides are straight,” some students say. Perhaps, but it is sometimes more difficult to read and the purpose of writing is the reading. If both margins are straight, you have chosen “justify.” If your paper looks like this paragraph, go back and change the margin settings.

Chapter 6: Classification Essays

Example Essay: Time for Books

Print, wonderful print -- it floods my eyes and offers sounds to wrap my lips around so I can enjoy the feel of them in my mouth. It also feeds my mind. Upside down, frontwards or backwards, I try to read whatever catches my eye. I read everything from billboard advertisements for all those things I do not really need to newspaper headlines screaming the day's events. I also look at magazine articles about everything from my horoscope to the current, political crisis. Reading is also my hobby. How long it will take to read determines my pleasure reading choices. My favorites can be divided into three categories, short stories, poetry, and novels.

I keep a book of short stories near my favorite chair. I read a selection from it when I do not have much free time. Because these stories really are short, usually under 20 pages, I can often read one in an half an hour or so. The types I enjoy most are like snapshots that tell a story. They are detailed accounts of a surprising event that happens in a short period of time. One of my favorite short story authors, Roald Dahl's *The Umbrella Man* begins "I'm going to tell you about a funny thing that happened to my mother and me yesterday evening." It ends with "But I'll bet he prays like mad for rainy days." Its seven pages are packed with dialogue and take just about the half hour covered in the story to read. Everything isn't explained which makes me curious to know more. Short stories often leave me thinking about why something happened or what comes next. I also like stories by Alice Munro, Saki, and Sherman Alexi. For a pleasant stolen hour in a busy day, a short story is best.

Under my book of short stories, you will usually find a book of poems. Reading a poem gives me hours of pleasure. While poems can take many forms and come in many lengths, the ones usually like are not much more than a page long. They are filled with the textures of images and sounds. While these poems are relatively short, I can linger over one

for a long time. I share the feeling of Louse Gluck, one of my favorite poets, who wrote “I loved those poems that seemed so small on the page but that swelled in the mind.” The words in a poem like Rilke’s “The Panther,” only 12 lines long, take much longer to understand and enjoy than the time it takes to read them. For a few wonderful hours savoring the power of words, poetry is my choice.

I love reading novels the most. Thin or thick, they offer hours of disappearing into another world. Novels are long enough to enjoy for several days. They often create an entire world from an author’s mind because authors can fully develop their ideas so all my questions are answered. Because I can get absorbed in these other realities, I remember authors not titles. Sometimes, they even come in sets of three because the plot is too complicated for only one book. I especially like trilogies as can look forward to weeks and sometimes even months of having a choice of which world to live in. I discovered another author one summer, when I wanted a nice fat book to take on a week’s vacation. That week’s reading became an entire summer of spending time in the world Robin Hobb had created when I discovered that she had written three inter-related trilogies. It took me almost three months to read the 8,000 or so pages of them. Robertson Davies, Anthony Burgess, and C.S Lewis have written some of my other favorites. When I can indulge myself by completely exploring the world of someone else’s imagination, novels are what I choose to read.

I love to read in my free time, but how much of it I have helps me choose what to read. Short stories, novels and poetry all have their place. My own world is richer because I lived a while in another’s person’s imagination.

How to Write a Classification Essay

1. Brainstorm about your topic.

2. Think about how you can divide this topic into groups. This is your **method of classification**.

Topic: CU Students

Method of classification: gender *OR*

Method of classification: program *OR*

Method of classification: goals *OR...*

3. Now use your method of classification to divide your topic into 3 groups. Make sure that each group is completely separate from the others. *One person/thing cannot go in two groups.*

Topic: CU Students

Method of classification: gender – *Male/Female/Other?*

Method of classification: program – *IEP/BSBA/MBA*

Method of classification: goals – *work abroad/work in Slovakia/marriage*

4. Write a thesis statement to explain your method of classification and name the three groups.

The students of City University can be divided by gender – men, women, and unknown beings.

To understand CU students, it is necessary to divide them into 3 groups: those who study in the IEP program, those in the BSBA program, and those taking MBA classes.

Students who graduate from City University have different dreams; they might wish to work abroad, to work in Slovakia, or to get married.

5. Make an outline of your essay. Make sure your outline covers all of these things:

Introduction

- Attention-getting beginning
- Background info about the topic
- Describe why you'll divide the topic into groups
- Thesis statement

Body Paragraphs

- One body paragraph = One group
- Topic Sentence: give the name of the group
- Each paragraph should:
 - define the group
 - describe the characteristics of the group**
 - give specific (REAL) examples of the group** – use personal experience
 - show why the group is different from the other two groups
- Concluding sentence: tie the paragraph back to the thesis

Conclusion

- Restate method of classification (thesis)
- Summarize groups
- End with a good conclusion ending

6. Write your essay.

Analysis of “Time for Books”

I. INTRODUCTION:

Thesis Statement:

How many body paragraphs will there be?

What are the different kinds of books?

II. BP#1

Topic Sentence:

What defines this group of books?

What are the characteristics of this group?

What makes this group of books different?

What specific example(s) of this group are given?

Relationship between concluding sentence and thesis:

III. BP#2

Topic Sentence:

What defines this group of books?

What are the characteristics of this group?

What makes this group of books different?

What specific example(s) of this group are given?

Relationship between concluding sentence and thesis:

IV. BP#3

Topic Sentence:

What defines this group of books?

What are the characteristics of this group?

What makes this group of books different?

What specific example(s) of this group are given?

Relationship between concluding sentence and thesis:

V. Conclusion

What is the method of classification used?

What is the summary of the groups?

What is the concluding sentence trying to do?

Classification Essay Checklist

Thesis statement

- | | |
|--|--|
| _____ last sentence in introduction | _____ repeats essay question |
| _____ easy to understand | _____ answers essay question |
| _____ has points | _____ states main idea of essay |
| _____ clearly states classification method | _____ parallel structure (all points are in the same form) |

Introduction

- _____ interesting introduction
- _____ introduces topic well
- _____ all sentences relate to each other
- _____ has thesis statement
- _____ not too general

Organization: format, topic sentences, etc.

- _____ BP#1-BP#2 connect
- _____ BP#2-BP#3 connect
- _____ topic sentences repeat opinion
- _____ topic sentences have one idea
- _____ variety of topic sentences
- _____ concluding sentences relate back to thesis
- _____ concluding sentences connect to paragraphs
- _____ *handwriting is legible*

Conclusion

- _____ no new information
- _____ restates thesis
- _____ summarizes essay
- _____ connects to introduction
- _____ all sentences connect

Development of topic: cohesion, logic, support

- | | |
|--------------------------------------|--|
| _____ clear, excellent reasons | _____ each paragraph has general characteristics |
| _____ answers essay question | _____ each paragraph has good examples |
| _____ makes sense (logical) | _____ each paragraph explains why the group is different |
| _____ each paragraph supports thesis | |

Common Errors #3: Independent and Dependent Clauses

Conjunctions – and/but/so/or/yet

- Two independent clauses (sentences) are connected by a comma and conjunction.
 - *I like brown horses, and I love elephants with large grey ears.*
 - *He felt sick, so he ran out of the classroom.*
 - *He couldn't walk, yet he escaped from the burning building.*
- Only TWO independent clauses can be connected by a conjunction in one sentence.
 - *Anne was hungry, so she ran to the store on her break, and she bought peanuts, cookies, candy, and crackers when she got there.* – This is **BAD – TOO LONG!**
 - *Anne was hungry, so she ran to the store on her break. She bought peanuts, cookies, candy and crackers when she got there.* – This is **GOOD.**

Dependent Clauses

- A dependent clause is a clause which starts with one of the following words (there are more, but this is enough for now). These clauses are not complete sentences!

although	because	if
even though	since	unless
though	due to the fact that	
in spite of the fact that		since
despite the fact that	while	after
	when	before
so that	as	until

- A dependent clause cannot stand alone. It must be with an independent clause (*it depends on the independent clause*).

Because he loves me. These are **NOT** complete sentences. They are called “fragments.”
Before I came to CU. They don't mean anything when they are alone.
If you don't know this. They are **BAD.**

Because he loves me, he gave me a banana. These are sentences.
Before I came to CU, I was unemployed and homeless. They have complete meanings.
You need to study if you don't know this. They are **GOOD.**

- So, to write a complete sentence using the above words:

Independent clause + dependent clause *He gave me a banana because he loves me.*
OR

Dependent clause, independent clause *Because he loves me, he gave me a banana.*

Exercise 1. Complete the following sentences. Don't forget to use commas when necessary.

1. Although it rained all morning _____
2. Despite the fact that Anna was tired _____
3. _____ even though he is an idiot.

4. _____ in spite of the fact that she studied all night.
5. When Erik's girlfriend smiles _____
6. While she was taking a shower _____.
7. _____ as Zuzana was dancing.
8. _____ because Marta loves washing dishes.
9. Since Robert drank too much coffee _____.
10. _____ due to the fact that it rained yesterday.
11. If Maria has time _____.
12. Unless you get 75% _____.
13. _____ after the test was over.
14. Before Helena starts her homework _____.
15. _____ until you say "please."
16. Since Ivan turned 18 _____.

Exercise 2. Add commas where necessary.

1. Sometimes I think that I am a duck which can fly so I go to the lake and jump.
2. Students usually have intelligence but they need better study habits.
3. Fruits and vegetables give needed vitamins and people should eat them every day.
4. Although people need fruits and vegetables some people substitute pizza and Pepsi for oranges and apples.
5. That's why many Americans have poor nutrition.
6. When she was 50 Mrs. Compton wrote a novel that made her famous.
7. Jake grew up in western Colorado so he learned to ski when he was very young.
8. The program is very expensive because the instructors are so friendly.
9. I think that the answer that he gave was incorrect.
10. My friend photographed three kinds of birds that are rarely seen this far north.
11. Here is a list of animals that are in danger of becoming extinct.
12. A famous band two dancers and several comedians appeared on stage at the same time and the announcer had to stop the show to control the audience.

13. Although the three girls had studied engineering at different schools they had developed an interest in bridges tunnels and highways.
14. The lightning destroyed the computer most of the furniture and two television sets but the insurance will pay for all of it.
15. Mark has studied French Spanish and Russian because he enjoys languages.
16. As we started eating ants and bees attacked Jenny and the frightened child began to cry.
17. If you don't know where to put the commas in this sentence you have not learned anything and I will have to give you more stupid exercises.

Exercise 3. Fix the following sentences using conjunctions or dependent clause words. Be careful with commas.

1. I like my dentist he is very gentle.
2. My son bought two t-shirts my daughter thinks that they are very cool.
3. It was too cold to ski yesterday we stayed in the cottage and played cards all day.
4. The Pilgrims first came to Plymouth Massachusetts, in 1620 they were looking for religious freedom.
5. Marek called to say that his computer is making strange noises he thinks it is broken.
6. They wanted to play soccer but we thought it was too hot we all went swimming instead.
7. I have a very good memory my students do not.
8. A dog has a good life, a dog does not have to work or study and it has no problems with money.
9. I think that dolphins are free for all their lives, nobody gives them instructions about how to live or what to do and it is great for me.
10. The last thing is her appearance, I like girls who are smaller and cute but looks are not very important to me.
11. I don't like them I hate them.
12. Sometimes I am like a speaking machine and I do not let people speak, sometimes it is horrible because they start to make fun of me.
13. I used to clean all the time at home but now I do not have enough time for it so I do not like to do it, that is the reason why I want to change it.

Chapter 7: Compare/Contrast Essays

Example Essay: Under the Influence of Two Different Brothers

I was 5 years old when my youngest brother Mark was born. It was the worst day of my young life. I was angry at my parents, and I didn't like the ugly red screaming thing which they said was my newest brother. "Not another brother," I thought. I was upset because I had wanted a little sister. I already had a brother, my younger brother Thomas. Now, however, I'm glad that I have two brothers because each of them gives me something different, which only one brother could not do. In their different ways, Thomas and Mark have enriched my life by pushing me to succeed, showing me how to fight, and expanding my sense of adventure.

First of all, my two brothers have both motivated me to be successful, but they did this differently. Thomas, my first brother, worked against my success, while Mark, the youngest, always tried to help. Because Thomas and I are less than 2 years apart, we have always been very competitive. We competed in sports, in academics, in games, and even in irrelevant things like holding the TV remote control or finishing dinner first. His desire to be better than me caused me to try harder in everything that I did. For example, Thomas used to come to my basketball games, but instead of cheering for his big sister, he laughed at me. He would remember all of my mistakes and would not let me forget them for days. Of course, this made me angry, and it also made me play better the next time because I didn't want my little brother making fun of me. On the other hand, Mark came to my basketball games and felt proud of his big sister. For four years, he came to every game with a pen and paper to keep game statistics, especially mine. If I scored, he smiled; if I made a mistake, he felt terrible. So, Mark's admiration of me also made me play better because I really didn't want to disappoint him; his little-boy face looked so sad if my team lost. Unlike with Thomas, I was never competitive with Mark; instead, Mark's belief in my abilities, in sports and academics,

forced me to succeed because I didn't want to ruin his idea of me as "perfect." Therefore, in their two very separate ways, my brothers encouraged me to succeed in everything I did.

Having two brothers also showed me how to argue, and Thomas and Mark each had his own contribution to this knowledge. Because Thomas and I were competitive, we fought – verbally and physically. So, from Thomas I learned how to defend myself. While competing, we became very angry at each other, and sometimes we forgot our silly card game and just began a huge war. Yes, we hit and punched, but more importantly, we insulted each other with words (and not very nicely). Because of this, I learned not to let people's angry or mean words bother me; my brother insulted me so much that nothing anyone says now can hurt me. I also gained the ability to defend myself and fight back with my own words. Of course, I try not to use this ability too much, but it has been useful at times. In contrast, Mark and I never fought with such anger. From Mark, I learned how to argue for fun. After watching Thomas' and my fights, Mark learned to avoid such anger and passion. He can laugh at his opponent and himself when he argues; in addition, he tries to see the other side of the argument. Unlike Thomas, Mark never fought with me about personal things; he was always interested in ideas: politics, economics, world issues, or people problems. He wanted to hear my opinion and then argue against it until he came to his own conclusion, which sometimes agreed with mine. But even if we didn't agree, we could laugh about our differences, rather than try to kill each other like Thomas and I did. Therefore, Mark taught me that arguing doesn't always have to be destructive; it can also be a fun way to learn. Thanks to him and Thomas, I feel confident in my abilities to fight and often even enjoy arguing.

Finally, Thomas and Mark have each enriched my life by adding to my sense of adventure. As the oldest child, I was always very responsible and careful, so my two brothers have done a lot in their own ways to make my life more adventurous. First, Thomas has

always been the big explorer. When we were children, he had grand ideas about creating trails through the fields near our house, building fortresses, and climbing mountains. I always followed because I was the good older sister looking after my little brother, but then his excitement would get me involved in his great plans. In the past few years, Thomas has become a “nature boy,” and his adventures include wild ideas like hiking from Mexico to Canada in six months. He let me join him for a week, and I was infected by his hiking spirit. This led to me hiking around Bulgaria last summer. Maybe it’s also part of our competitiveness that if he has some great adventure, then I must have one too. While Mark doesn’t do crazy things like quit his job to hike for six months, he also leads an adventurous life which has influenced me. For Mark, every day is an adventure. Whereas Thomas finds adventure in nature, Mark can find something challenging or funny everywhere. For example, once in Chicago we were sitting on a bench in a park and he decided that we would watch a piece of newspaper someone left on the ground and narrate its journey. So we spent a half hour describing this newspaper as it flew around, was stepped on and kicked, and eventually ran across a street full of cars. Although Mark also has larger adventures like Thomas (Mark rode his bicycle from Chicago to California), it is the little odd moments that make his life exciting. Whenever I am with him, I know that we will have some spontaneous adventure. From both Thomas and Mark’s senses of adventure, my life has become more interesting and exciting.

Thanks to these two different brothers, my life has been enriched as one brother alone could not do. Thomas and Mark have each motivated me, given me arguing skills, and shown me how to have an adventurous time in their own separate way. I no longer regret the day Mark was born because having two brothers has been so much better than having only one.

How to Write a Compare/Contrast Essay

Contrast – Show the differences between two similar things

Compare – Show the similarities between two different things

Usually, a compare/contrast essay focuses on either a comparison or a contrast. You may do both in your essay, but one will dominate. That will be your focus. So choose whether you want to explain the similarities *or* differences between two things.

However, the essay's purpose is larger. You must *give your opinion* about the two things. Your **thesis statement** does not just say "there are similarities/differences." You must have a point to make about the two things you are comparing/contrasting.

There are two different ways to write a comparison/contrast essay. Choose the outline type that works best for your topic.

Outline Type A (all of one, all of the other)

Introduction

usual necessary things in an introduction

thesis – compare/contrast two things (X+Y), give an opinion about them

II. Thing X

A. Point #1

B. Point #2

C. Point #3

D. Point #4

III. Thing Y

A. Point #1

B. Point #2

C. Point #3

D. Point #4

IV. Conclusion – summary, etc.

Outline Type A is difficult because you must do all your comparing/contrasting in the second paragraph and it can become long, difficult, and confusing. So, just because it has fewer paragraphs does not mean that it is easier.

Outline Type B (point by point)

Introduction

Usual necessary things in an introduction
thesis – compare/contrast two things (X +Y), give an opinion about them.

II. Point #1 (reason why they're similar/different)

A. Thing X

- 1.
- 2.
- 3.

B. Thing Y

- 1.
- 2.
- 3.

III. Point #2 (reason why they're similar/different)

A. Thing X

- 1.
- 2.
- 3.

B. Thing Y

- 1.
- 2.
- 3.

IV. Point #3 (reason why they're similar/different)

A. Thing X

- 1.
- 2.
- 3.

B. Thing Y

- 1.
- 2.
- 3.

V. Conclusion – summary, etc.

Outline Type B follows your regular 5-paragraph essay style and might be easier to do.

Analysis of “Under the Influence of Two Different Brothers”

Are the writer's brothers more similar to each other or more different from each other?

Is this a comparative or contrastive essay?

A compare essay explains how two different things are alike. A contrast essay shows how two similar things are different.

Introduction

What is the thesis statement?

What is the author's opinion of her brothers?

Given the thesis statement, which organization -- Type A (all of one, all of the other) or Type B (point by point) -- would you expect this essay to follow?

What points will be discussed in the body paragraphs?

1.)

2.)

3.)

Body Paragraph #1

Topic sentence:

Explanation:

A. Thomas

1. supporting point:

specific examples:

2. supporting point:

specific(s):

B. Mark

1. supporting point

specific(s)

2. supporting point:

specific(s):

Concluding Sentence:

What is its relationship to the thesis? What is the author's conclusion about her brothers?

Body Paragraph #2

Topic sentence:

Explanation:

A. Thomas

1. supporting point:

specific examples:

2. supporting point:

specific(s):

B. Mark

1. supporting point:

specific(s):

2. supporting point:

specific(s):

Concluding Sentence:

What is its relationship to the thesis?

Body Paragraph #3

Topic sentence:

Explanation:

A. Thomas

1. supporting point:

specific examples:

2. supporting point:

specific(s):

B. Mark

1. supporting point:

specific(s):

2. supporting point:

specific(s):

Conclusion

Restated Thesis:

Summary:

WOW – last sentence:

Common Errors #4: Comparison/Contrast Words

Transitions

Sentence; transition, sentence. OR Sentence. Transition, sentence.

likewise / similarly / in the same way
at the same time
however / nevertheless
on the other hand / in contrast / instead

Zuzana is talkative and open; in contrast, Lucia does not like to speak about herself.
Zuzana is talkative and open. In contrast, Lucia does not like to speak about herself.

Prepositional Phrases

Prepositional phrase + Noun

similar to / like
the same as
compared to
different from
in contrast to / unlike
instead of

Compared to Zuzana, Lucia is much quieter.
Unlike Zuzana, Lucia does not like to speak about herself.
Instead of talking a lot about her problems, Lucia keeps them a secret.

Dependent Clauses

DC word + SV phrase, sentence. OR Sentence DC word + SV phrase.

just as / in the same way that
while / whereas
although / even though / in spite of the fact that / despite the fact that

While Zuzana is talkative and open, Lucia does not like to speak about herself.
Lucia does not like to speak about herself while Zuzana is talkative and open.

Body Paragraph 1

Fill in the blanks with *unlike/in contrast to/on the other hand/in contrast/than/instead of*

Another advantage of living in the dorm is more free time 1)_____ at home. At home, I had to do everything that was important. Each day I had an exact plan what to do, and when my parents came home, everything had to be finished. I had to do most of the housework because there was no sibling who could help me. For example, I had to go shopping almost each day, cook the meal, wash the dishes, and clean the kitchen. After all my duties I had a little time for my hobbies. 2)_____, in the dorm I go shopping when I have nothing to eat. 3)_____ home, I clean my room once a week, and my other three roommates help me with washing

the dishes. 4) _____ my parents' planning my free time, I do what I like to do. I have more time to study in the library or surf on the internet or do exercise. 5) _____, life with my parents taught me how to plan free time their way. That's why I appreciate my free time in the dorm 6) _____ the little free time I had at home with my parents.

Body Paragraph 2

Fill in the blanks with *too/similar to/compared to/just as/similar/in the same way/like/the same*.

The second thing which helps my brother and I have a good relationship is that we have 1) _____ behavior. Peter is phlegmatic. For example, when my parents want to argue with him, he is very calm. He does not want to cause any problems. This is not only with our parents. This is with his friends, his coach, and our older sister, too. He is the same when he and his team lose a match. He just says that they will win the next one. The other way he behaves is that he hates doing nothing. He must always do something. For example, when he is ill, he cannot just sit at home. He has to go for a walk, or he invites his friends to talk with him. My brother also tries to be friends with everybody. 2) _____, I act like my brother. I have phlegmatic behavior, 3) _____. I am very rarely angry because of unimportant things. For example, when my friends arrive a little bit late to our meeting, it does not make me nervous. I try to be calm 4) _____ Peter does. Furthermore, because I seldom argue with people, I have a lot of friends 5) _____ my brother. Also, 6) _____ my brother, I do not like just sitting around. When I come home from school, I am not at home for more than two hours. 7) _____ Peter, I go out with my friends or visit my sister and my niece. I often spend time with my brother talking or playing some games. So, because of our 8) _____ behavior, we can understand each other more.

Body Paragraph 3

Fill in the blanks with *different/than/different from/in contrast to/on the other hand/although*.

First, my mother and I have 1) _____ views of education, but she gives me motivation. Because my mother has a good education, her views of education are very strict. She always tries to explain to me how important education is, but she shows me examples which I'll never be like. For example, my mother's opinion is that people with high intelligence are only those with a good education, and it is more important than emotional intelligence. She points out to me some clever people who reach high positions in their lives due to their education. Of course, this makes me angry because I don't want to be a girl who spends one half of my life studying. Sometimes I argue with her because my view of

intelligence is 2) _____ her opinion. 3) _____
my mother, I see emotional people who are also intelligent although they have a low IQ or
education. 4) _____, my mother doesn't mean to criticize me;
she just wants to show me different views of education. 5) _____
I have a different opinion about intelligence 6) _____
my mother, I know that she just wants to motivate me.

Exercise 4. Fill in the blanks with *in contrast/on the other hand/while/whereas*.

1. Christian leaders are priests. _____, the leaders of Buddhism are monks.
2. _____ Buddha was the son of a king, Jesus Christ was born in a stable.
3. _____ Buddha only spoke to people, Jesus performed many miracles; he showed that he was God's son.
4. Buddhist monks live in poverty; _____, priests often live in prosperity.

Exercise 5. Complete the sentences using the word in parentheses and the correct punctuation.

1. (in contrast)
Cats say "meow"
2. (similarly)
Liza will run a marathon on Sunday
3. (unlike)
Listening & Speaking class is easy
4. (similar to)
hockey is an exciting sport
5. (instead of)
my mother wants me to study at night
6. (whereas)
I was very quiet 5 years ago
7. (in the same way that)
Martin gets good grades

Common Errors #5: Transitions

Transitions are words that connect two separate, complete sentences.

<i>however</i>	<i>in addition</i>	<i>as a result</i>
<i>nevertheless</i>	<i>furthermore</i>	<i>consequently</i>
	<i>moreover</i>	<i>thus</i>
<i>similarly</i>		<i>therefore</i>
<i>likewise</i>	<i>for example</i>	
	<i>for instance</i>	<i>meanwhile</i>
<i>on the other hand</i>		

Transitions can be used in 2 ways.

- 1. SENTENCE. TRANSITION, SENTENCE.
Johnny was talking on the telephone. Meanwhile, his sister was stealing his money.
- 2. SENTENCE; TRANSITION, SENTENCE.
Johnny was talking on the telephone; meanwhile, his sister was stealing his money.

The two connected sentences must be **complete sentences**.

She studied hard; however, she still failed the test. GOOD. 2 complete sentences.

We like essays. Consequently, we want to write more. GOOD. 2 complete sentences.

I fear many things; for example, my students. BAD. "my students" is not a sentence!

<i>I fear many things; for example, my students are scary.</i>	GOOD
<i>I fear many things. For example, my students scare me.</i>	GOOD
<i>I fear many things. For example, my students make me afraid.</i>	GOOD
<i>I fear many things; for example, my students frighten me.</i>	GOOD

Exercise 1. Fill in the blanks with *furthermore/meanwhile/on the other hand/consequently/ however/likewise/for example*.

1. My pen died; _____, I couldn't finish my grammar test.
2. We have to write too many essays in Level 4 Writing. _____, we have to learn too many stupid grammar points.
3. There are many crazy people in the world. _____, your Oral and Listening teacher is a little strange.
4. The teacher grades essays every Wednesday night; _____, her students are having fun at parties.
5. I could wash the dishes tonight. _____, I could wait until tomorrow.
6. 4A is an interesting, friendly, and intelligent class; _____, 4B has interesting, friendly, and intelligent students.
7. The thief stole \$500 from the gas station; _____, the police came quickly and caught him as he was running away.

Exercise 2. Add semi-colons or commas to these sentences.

1. I do not understand why ghosts have to appear in such terrible places moreover I am afraid of what they look like.
2. I learned how to prepare food however sometimes it isn't like what I want.
3. I think that nobody likes me. Therefore I feel sick.
4. Children want to have friends therefore they usually choose to be with people who like them.
5. I try to be the opposite of what I was in my childhood and therefore I like my life now.
6. Rape is a serious crime so women have to inform the police if it happens to them.
7. The next day I didn't have the homework and I wasn't prepared for the quiz.
8. They tell me how much they love me but on the other hand they have no respect for me.
9. One of the advantages of mobile phones is better communication but it also has negative influences.
10. Now I think about things which I have never thought about for example I think about my life in the future.

Exercise 3. Correct the following sentences.

1. There are many good students in Level 4; for example, Marta.
2. Because I couldn't understand the homework.
3. Although, I don't understand Slovak, I knew that the screaming man was angry at me.
4. For example, when we were in high school.
5. I don't like wearing black clothes. In addition, orange.
6. When you follow this advice; you will do well in Level 4.
7. Lenka is my friend, similarly Jana.
8. If my girlfriend has time.
9. I spend my nights dreaming about something, and I never know what my dreams will be about, so dreaming is sometimes mysterious.
10. Martin loves the mountains on the other hand Vlado.

Cohesion: Making Connections between Ideas

One of the biggest problems with learning to write is to realize that what YOU think is clearly connected may not seem so to your reader. To help readers follow your thoughts, you need to show them how your thoughts are connected *between paragraphs and between sentences*. This may happen naturally as you gain control over your English, but sometimes you'll need to do something to make the connections clearer to the reader. There are three ways to do this:

Signal Words

You've had several lessons about transitions and other organizational words in this class and have learned many in previous levels. Sometimes they are called signal words. They can show the relationship between sentences as well as paragraphs. Do not use a lot of transitions words! Overusing them can stop the reader from really understanding why *you connected these sentences*. Transitions have very specific meaning: if you only "sort of" know what a word means, do not use it until you look it up in the dictionary.

Pronouns

Pronouns and determiners refer to a noun in the previous sentence.

- *Lynn needed to buy apples to bake a pie. **She** had to go to the store to buy **them**. **They** were in season so **she** had many different kinds to choose from.*

Be careful that the referent is very clearly understood.

- *Lynn and Lubica went to the store to buy apples. **They** couldn't find any. **She** was unhappy. Who is she?*
- *I went to the cottage for the weekend. **We** have gone there since **I** was a little. Who are we?*

Repeated Words or Thoughts

Use the same word or a synonym of it in the next sentence.

- *The writing classes in this school can be very difficult. **These classes** require students to start thinking in English which is very demanding.*
- *City University English classes can be a lot of work but *they* are usually fun. **These courses** are designed to make learning enjoyable.*

Exercise 1. Analyze "Under the Influence of Two Different Brothers" for links between ideas.

Reread the whole essay carefully.

1. Highlight all signal or function words that indicate organizational logic:
First, second, also, furthermore, etc.
2. Read the first two paragraphs again. This time highlight or mark all the pronouns and determiners that refer to "an earlier" idea or noun. Draw lines between the linked ideas.
3. Read the next two paragraphs. What are their main adjectives and nouns? Find all the synonyms used for each.

Example Essay: My Knitting Babka is a Programmer

I am a druid ridding the world of demons. At other times I choose to be a paladin, a giant, a dwarf, or an elf. It is easy to believe in the world on my screen because my favorite game has such good graphics. I prefer playing to programming. However, when I stride up a mountain or enter a dungeon to do battle, I understand what it takes to make the realistic 3D images I enjoy. I can play for hours but I often get cold so I wear my favorite sweater. Old and starting to get holes in the elbows, it still keeps me warm. My other hobby is knitting so I could make another, but what is more important than its holes is that it brings me luck. My great-grandmother made it while she was teaching me to knit. This is when I learned that knitting is based on Boolean logic, repeating loops of instruction, and the end product looks more complicated than the steps it takes to make them. I was surprised when I discovered how two such different things were alike when knowing how to write basic programs helped me learn to knit my Nonna's patterns.

One of the first things I learned about programming is to make sure the computer does not go into a continuous loop. If the computer does not get a stop signal, it continues to do the same thing over and over again. The only way to stop is to turn the program off. I also had to learn to write computer programs with old fashioned punch cards that use holes and no holes to tell the computer what to do. Machine language programmers still use this idea but they work with different patterns of 0s and 1s. To a computer, the "word" 00001111000111100010 has meaning. Zero or 1 means electronic switch is on or off translating this into a more complicated instruction. A 32 bit machine will read 32 digits, the pattern of 32 zeros and ones, before looking for the next set of digits. Lines of instruction build into even more complicated information which is often repeated a certain number of times or until an objective is achieved. This is the "if...then..." we all have to use. Still even knowing all of

this I am lucky to write a program that draws a line let alone creates a complex world on my computer screen.

When I first started knitting I did not recognize that the patterns were so similar to computer programming despite going into a “continuous loop” with my first project. The scarf I was knitting was a simple instruction that didn’t say when to end. I kept knitting one more stitch, one more stitch, one more stitch, until I finally ran out of yarn. I have since found out this inability to stop until shut down is as familiar to most knitters as it to programmers. Shortly after having to use punch-cards at school, Nonna asked me to help her with her knitting machine. She was writing a pattern for it by punching cards that were just like the ones I had used at school. That was when the similarities between programming and knitting clicked in. Like computers, knitted stitches are based on a combination of two basic forms but instead of 0 and 1, there is a knit or a purl. Just as with computers where the signal means something is on or off, knitting uses the simplest of logic. The difference is the pattern is developed by whether the bump made by a stitch is to the front or to the back. Complex patterns are developed by repeating a specific number of stitches. Unlike in computers this number is more flexible with 32 stitches being one of the larger patterns. Lines of a knitting pattern often read “repeat 10 times” or “repeat until” to build up complexity in the same way that computer programs do. For me, it is harder to write a knitting pattern than it is to program but it turns out that my Nonna is really good at both.

I never would have discovered the similarities between knitting and computing if I had not learned to knit from Nonna. Both are controlled by a choice of this or that. This simple logic creates more something much more complicated by repeating patterns written in a specific code. Few other boys share both of my hobbies but maybe more would if they knew how much their knitting babkas could help them understand programming.

Compare/Contrast Essay Checklist

Clear Objective and Thesis Statement

- | | |
|---|--|
| <input type="checkbox"/> easy to find | <input type="checkbox"/> purpose is clear |
| <input type="checkbox"/> easy to understand (after 1 reading) | <input type="checkbox"/> answers essay question |
| <input type="checkbox"/> point of view is clear | <input type="checkbox"/> states main idea of piece |
| <input type="checkbox"/> parallel construction | |

Development of Ideas

Introduction

- interesting first sentence
- introduces subject well
- all ideas relate

Conclusion

- restates thesis
- summarizes essay
- strong, appropriate closing statement
- no new ideas

Support

- each BP supports topic sentence
- each paragraph has enough support
- each paragraph has specific details
- details are logically ordered in BPs
- no repetition of ideas

Coherence/Cohesion

- thesis is supported in every BP
- no irrelevant ideas or information
- all ideas relate to each other
- clear similarities
- clear differences

Organization

- | | |
|--|--|
| <input type="checkbox"/> intro, body, and conclusion are clear | <input type="checkbox"/> appropriate topic sentences |
| <input type="checkbox"/> each paragraph connects to others | <input type="checkbox"/> each BP has appropriate last sent |
| <input type="checkbox"/> essay follows a clear, logical order | <input type="checkbox"/> clear essay pattern |
| | <input type="checkbox"/> point by point |
| | <input type="checkbox"/> block method |

Writing Style

- | | |
|---|--|
| <input type="checkbox"/> written simply and clearly | <input type="checkbox"/> appropriate sentence structure for L4 |
| <input type="checkbox"/> appropriate tone for audience, purpose | <input type="checkbox"/> variety in words, sentences |
| <input type="checkbox"/> sense of personal style | <input type="checkbox"/> appropriate word choice |
| <input type="checkbox"/> writer's attitude clearly expressed | <input type="checkbox"/> parallel construction |

Format

- | | |
|--|--|
| <input type="checkbox"/> double-spaced | <input type="checkbox"/> indented paragraphs |
| <input type="checkbox"/> Times New Roman 12-point | <input type="checkbox"/> appropriate title |
| <input type="checkbox"/> 1-inch, unjustified margins | <input type="checkbox"/> title page with name, course, instructor, |
| <input type="checkbox"/> page numbers | <input type="checkbox"/> assignment, and date |

Chapter 8: Cause/Effect Essay

Example Essay: Computer Games

With sweaty cold hands and shivering body, I feel alone in the world. Nothing can disturb me, and nothing exists around me. This happens to my body when I play computer games. The computer is hot, and it wants to take a break, but no way. I have to go on. I cannot stop playing computer games. The effect of these games is addiction; in spite of the computer's bad influence on my body and responsibilities, I can't stop playing because I love to be the hero of my game.

First, the worst effect of my addiction to computer games is the destruction of my body. When I play computer games, it is the right time for the computer to attack my body. Because playing excites me, I do not pay attention to things which are happening to my body. My fat cells are filling with fat since I do not move. My muscles become weak because I do not exercise. And finally my brain melts and loses valuable information since it gets radiation from the monitor. After that, my body is destroyed; however, tomorrow I will play again.

When the computer finds out that my body is destroyed, it attacks my relationship to obligations. The computer shows me some new game, and I cannot resist that strong wish to play the game. I cannot resist because my body is destroyed and my brain is melted. The computer knows that; it knows it exactly. It is very patient, and it waits until I am weak enough to follow its instructions. Because of this, I forget my duties to do my homework, to clean my room, and to meet my friends. So the computer wins again. My teachers, friends, and parents hate me; I've lost their trust. But I continue to ignore my obligations because the computer may offer me something better.

I was right; there is still something good in the computer: the best part of my addiction is being a hero who rescues the world. I am destroyed in real life; however, in the computer, the hero, me, is full of energy and kills one monster after another. I feel the power

which comes from rescuing the world. My muscles again get the needed power, my brain loses the fear of tasks, and I am again prepared to resist real problems. That all happens because I find out that if the hero can save the world, I'm sure that I am capable and strong enough to say to the computer – STOP. As a hero, I can turn the computer off and start to take care of my body and responsibilities.

When I am playing computer games, I always undergo this addictive cycle. With sweaty cold hands and a shivering body, I continue destroying my health and then forgetting my obligations. Fortunately, I finally feel like a hero, and I get new life power. So everything is OK again. And now that I've finished my homework, I am looking forward to playing computer games again.

How to Write a Cause/Effect Essay

A Cause/Effect essay explains the causes OR the effects of something. **Remember that your essay must only answer the essay question.** The question will be about causes or effects, but not both.

Cause Essay

Cause = why something happened, why things are the way they are. Reason.

So, you can write an essay about the causes of or reasons for something.

Introduction	- There can be 3 different causes of something
BP#1 – Cause #1	
BP#2 – Cause #2	OR
BP#3 – Cause #3	
Conclusion	- One cause leads to the second cause which leads to the third.

Effect Essay

Effect = something that happens after an event. Result.

So, you can write an essay about the effects of some event or situation.

Introduction	- There can be 3 different effects of something
BP#1 – Effect #1	
BP#2 – Effect #2	OR
BP#3 – Effect #3	
Conclusion	- One effect leads to the second effect which leads to the third.

Useful Words for Cause/Effect Essays

Prepositions + Noun

Due to ...

Because of ...

As a result of ...

She can't play due to her illness.

Because of the bad weather, we stayed home.

Transitions (between 2 sentences with . or ;)

Therefore

Thus

Consequently

As a result

I hate worms; therefore, I don't eat them.

He received 74.5%. Consequently, he failed.

Adverb Clause Words (dependent clause)

Because

Since

Conjunction (connect 2 sentences with comma)

So

And that is why

He bought me a drink because I begged for one. I enjoy being outside, so I sit on my balcony a lot.

Since you're so smart, you don't need to study. It was cold this weekend, and that is why I'm sick.

Analysis of “Computer Games”

1. First, find the essay elements:

Introduction:

What is the essay question?

What will this essay be about?

What is the author's opinion?

Purpose – circle one cause effect

How do you know?

There are three supporting points for this essay. What are they?

What is the thesis statement?

Body Paragraph #1:

What is the topic of the first body paragraph?

What idea supports this point?

What specifics are offered to support this point?
(What examples, facts, etc., are given to support the detail?)

How does the concluding sentence support the thesis?

Body Paragraph # 2:

What is the topic of the second body paragraph?

What idea supports this point?

What specifics offered to support this point?
(What examples, facts, etc., are given to support the detail?)

How does the concluding sentence support the thesis?

Body Paragraph #3:

What is the topic of the third body paragraph?

What idea supports this point?

What specifics are offered to support this point?

(What examples, facts, etc., are given to support the detail?)

How does the concluding sentence support the thesis?

2. Now, re-read the paper again looking for the following:

- Highlight all signal words that indicate organizational logic:
First, second, also, furthermore etc.
- Look at Body Paragraph #1. Underline all the words that indicate the order in which things are to be done.
- Look at Body Paragraph #2. Find the connection between each sentence and the ones before/after it. Include both the topic sentence and the concluding sentence.
- Look at Body Paragraph #3. What specific details are used to show you what the author means?

Cause/Effect Essay Checklist

Clear Objective and Thesis Statement

- _____ easy to find
- _____ easy to understand (after 1 reading)
- _____ point of view is clear
- _____ parallel construction

- _____ purpose is clear
- _____ answers essay question
- _____ states main idea of piece

Development of Ideas

Introduction

- _____ interesting first sentence
- _____ introduces subject well
- _____ all ideas relate

Conclusion

- _____ restates thesis
- _____ summarizes essay
- _____ strong, appropriate closing statement
- _____ no new information

Support

- _____ each BP supports topic sentence (1 point)
- _____ each paragraph has enough support
- _____ each paragraph has specific details
- _____ details are logically ordered in BPs
- _____ no repetition of ideas

Coherence/Cohesion

- _____ thesis is supported in every BP
- _____ no irrelevant ideas or information
- _____ all ideas relate to each other

Organization

- _____ intro, body, and conclusion are clear
- _____ each paragraph connects to others
- _____ sentences connect to each other

- _____ appropriate topic sentences
- _____ each BP has appropriate last sent
- _____ essay follows a clear, logical order
- _____ Clear essay pattern
 - _____ cause
 - _____ effect

Writing Style

- _____ written simply and clearly
- _____ appropriate tone for audience, purpose
- _____ sense of personal style
- _____ writer's attitude clearly expressed

- _____ appropriate sentence structure for L4
- _____ variety in words, sentences
- _____ appropriate word choice
- _____ parallel construction

Format

- _____ double-spaced
- _____ Times New Roman 12-point
- _____ 1-inch, unjustified margins
- _____ page numbers

- _____ indented paragraphs
- _____ appropriate title
- _____ title page with name, course, instructor, date

Chapter 9: Process Essays

Example Essay: How to be Successful in Level 4

To stay at City University for a long time is very easy. But if you want to be successful and want to stay in one level for only three months, you must be very clever. If you want to be successful in level four, you should follow these steps: you should like your teachers, you should study a lot, and you should sit next to the best person in class.

The first thing which is important if you want to be successful in level 4 is that you should like your teacher. Say, "Hello, how are you doing?" when you see her. Your teacher must feel that she is the best person in school. Sometimes you should ask her something about her best experience or what she likes because then you will have more information about her. You should be like her friend, not like her enemy. You will be successful if you are nice to your teacher.

The next way to be successful in level 4 is that you should study a lot. If you pay attention during lessons, it will be better for you because you will have more free time at home. But you must study every day because in level 4 there is a lot of new vocabulary, homework, and essays. Then you should do your homework because it is a part of your grade too. So, if you study a lot, you will be successful, and you will have a great time.

Finally, another possibility for being successful in level 4 is to sit next to the best person in class. It will look like you are as clever as your classmate is. If you have any trouble, your classmate can help you do your work better. If you are not prepared for a quiz, you can cheat from her. Another advantage is that your classmate asks your teacher more questions, so you can learn from her. So, if you are sitting next to a clever classmate in your class, you will be more successful.

At the end, if you follow my steps and you are successful, please call me because I will be wondering if it worked for you too.

Example Essay: How to Prepare for a Final Exam

In my first term in the BSBA program, I thought it would be easy to pass the final exams. I did not even open a textbook until the night before the exams. Then I bombed the exams. I finally learned students who do well on their finals are not just smart and blessed; they know how to prepare. So I created a great way to prepare for a final exam.

First, always ask questions about the exam. Start asking when your professor first opens her mouth about the date, time, and place of the final – usually at least two weeks before. The following are good questions: what chapters will be covered? will there be multiple choice, true-false, short answer, or essay questions? what course themes are the most significant? It is also important to write down the answers. This information that you have gathered will help you study more effectively.

Next, use different colors to mark key concepts and parts that you should know of all the textbook chapters that will be covered on the exam. Luckily, textbooks are very helpful to students in this way. They use bold words and titles to show the important ideas, and of course, the topic sentences of most paragraphs will also contain key information. Use these guides when you read.

You should also highlight your lecture notes in the same way, marking the important concepts with different colors or underlining. I often remember things better if I re-write my notes, usually a few days after the lecture; this is also a good idea if you have messy, disorganized notes. Later, in the three days before the exam, you will know what to review because you have marked your notes.

Fourth, it is necessary to plan your study hours. Determine about how much time you will need for exam preparation. These hours of serious studying should be noted on your calendar. If possible, follow a specific schedule: Tuesday from 3 to 4 pm, Thursday from 6 to 8 pm, and so on. It is also beneficial to find a study partner, someone who is as determined as

you are to do well in school. Then you can study together, which will motivate you to keep to your schedule.

Beginning to study regularly is the fifth step in preparing for an exam. Find a peaceful place free from distractions – the library, your bedroom, or whatever helps you concentrate. One of my friends can only study in an empty classroom while another likes to be at her kitchen table. When you go through your notes and book, always ask yourself questions – imagine that you are writing the exam. If you pay attention in class lectures and discussions, you can learn what your professor thinks is important and interesting and guess which questions he might put on the exam.

Finally, start intensively reviewing at least three days before the exam. Look at your notes whenever possible: when you are eating breakfast, when you are on the bus, or even when you are exercising. Just looking at your notes will help you absorb the information. This means that you should have thoroughly covered the subject so that you can go to bed early and sleep well on the night before the exam.

By taking these six easy steps, you may become the most prepared person at the exam, as I am, confident that you studied thoroughly enough to get an A.

How to Write a Process Essay

Essay: A process essay explains how to do something. It describes the steps of the process in chronological order.

Audience: The audience is your instructor. Describe the process for him/her (remember, she/he needs clear, complete explanations). In a process essay, YOU MAY USE THE WORD “YOU” to tell the reader what to do.

Thesis: Your thesis says what the process is. It should persuade the readers to follow your steps – tell them why the process is important or what your opinion about it is. In the thesis, you don’t have to name all the steps if there are a lot of them. Here are some examples:

It is easy to make bryndzové pirohy if you pay attention to the following steps.

There is only one proper way to train a dog to catch a ball.

Cutting hair seems difficult, but the following steps will prepare you to do it well.

The most effective method for losing weight requires a will, a balanced diet, and exercise.

To write a great essay, you must brainstorm, make a complete and organized outline, write the essay, and then rewrite it again and again.

Introduction: As usual, the introduction begins in an INTERESTING way. It also says what the process is and why it’s important and tells the readers what equipment and supplies are necessary.

Body Paragraphs: You will have 3 or 4 short body paragraphs. 1 STEP = 1 PARAGRAPH. So, if you have a lot of steps, divide your steps into 3-5 main groups, and each group will be a paragraph. Don’t forget to use a lot of signal words! Most importantly, tell the readers EVERYTHING that they must do. Warn them of any difficulties, and explain the process clearly so that they could do it themselves.

Conclusion: As usual, the conclusion begins with a connection to the last body paragraph. Then review why the process is important, summarize the main steps (not all), and show the results of the process.

Signal words: These words are VERY IMPORTANT in a process essay. Without these words, the process will not be clear to the readers.

--At the beginning of a sentence: **First Second Third... Then Next Finally**
First find a girlfriend. Then you must kiss her.

--Transition words: **Meanwhile Afterwards After that In addition Moreover Furthermore**
Kill the pig with a knife in the throat; after that, catch the blood in a bucket.

--At the beginning of a dependent clause: **After Before While When**
Before you begin, brush your teeth.
You will know that it’s time to wash your socks when they start to smell like a dog.

Analysis of the Example Essays

How to Be Successful in Level 4

1. Introduction:

What does this essay explain how to do?

Who is the audience?

How many steps are there?

What is the thesis statement?

2. Body Paragraph #1:

Is the first step the main topic of this paragraph? How do you know?

What idea supports this point?

What specifics are offered to support this point?
(What examples, facts, etc., are given to support the detail?)

How does the concluding sentence support the thesis?

3. Body Paragraph # 2:

Is the second step the main topic of this paragraph? How do you know?

What idea supports this point?

What specifics are offered to support this point?
(What examples, facts, etc., are given to support the detail?)

How does the concluding sentence support the thesis?

4. Body Paragraph #3:

Is the third step the main topic of this paragraph? How do you know?

What idea supports this point?

What specifics are offered to support this point?
(What examples, facts, etc., are given to support the detail?)

How does the concluding sentence support the thesis?

5. Now, re-read the paper again looking for the following:

- Highlight all signal words that indicate organizational logic:
First, second, also, furthermore, etc.
- Look at Body Paragraph #1. Underline all the words that indicate the order in which things are to be done.
- Look at Body Paragraph #2. Find the connection between each sentence and the ones before/after it. Include both the topic sentence and the concluding sentence.
- Look at Body Paragraph #3. What specific details are used to show you what the author means

How to Prepare for a Final Exam

Reread the whole essay carefully.

1. Highlight all signal or function words that indicate organizational logic:
First, second, also, furthermore, etc.
2. Read the first two paragraphs again. This time highlight or mark all the pronouns and determiners that refer to "an earlier" idea or noun. Draw lines between the linked ideas.
3. Read the next two paragraphs. What are their main adjectives and nouns? Find all the synonyms used for each.

Chapter 10: Review

Basic Plan of an Academic Essay

Organization Methods: Chronology (time)
 Space
 Importance (least to most or most to least)

Introduction

An interesting first sentence to grab attention
Background – Introduce the topic by giving enough information for the reader to understand your paper. The following are some interesting ways to do this:

- general to specific
- tell a short story
- use a quotation
- use facts and figures

Supporting points – 1,2,3 – presented in “chosen order” *in or before the thesis statement*

Thesis Statement

- is the last sentence
- has an opinion
- answers the essay question
- parallel structure

Body

Supporting Paragraphs – one paragraph for each supporting point. Each paragraph has:

a topic sentence

supporting idea(s)

Supporting details and specifics
(examples, facts, etc.)

concluding sentence

Conclusion

restate the thesis – same idea different words
summarize the essay (main points) using different words

memorable last sentence that keeps the reader thinking

No New Information