



student guide

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CHAPTER 1: THE WRITING PROCESS

The Academic Writing Process

Pre-writing

1. **Choose a topic.** A good topic is 1) something you're interested in; 2) something you have some knowledge about; 3) something narrow enough to fit the assignment; and 4) something that is new for you (you haven't written about it before).
2. **Define your purpose and audience.** Why are you writing and who is going to read your writing? What do you want your audience to know and feel after reading? This is important because you will write differently for different purposes and audiences. Your purpose may be to explain, persuade, or describe. Your audience will usually be your instructor and classmates, but sometimes you may have to consider another audience.
3. **Think.** Spend time thinking about your topic. Write notes of everything that comes into your head (brainstorm, free write, cluster, list, etc.) so you don't forget anything. It will help you later if you write something now (and your instructor may require it). As you think, try to determine your opinion about the topic.
4. **Research.** If you do not have enough information, you will need to do research. Discuss your thoughts with others, conduct surveys, interview people, or read published material. Again, take notes. As you look for evidence to support your opinion, you may reconsider your opinion about the topic. It is possible to change your mind after doing research.
5. **Discover your thesis.** Find one clear, strong idea which your paper will focus on. Your thesis should be a statement that clearly names your topic and your point of view. If there is an essay question, your thesis should answer it.
6. **Plan and Outline.** Academic writing is organized, so you need a plan before you begin writing. First find the best ideas you have to support your thesis. Then decide how to order them. Make an outline of them, including supporting points and specific details which will back up each idea. If you don't have enough support, go back to Think and Research. Your outline can change.

Writing

1. **Write.** The easiest step. Remembering your purpose and audience and looking at your outline, just write. It may help to write the body paragraphs first and then the introduction and conclusion. Don't worry about grammar yet.
2. **Write more.** If you are required to bring a draft of your paper to class, fix your first draft – focusing on content – and bring it to class in a readable form.

Re-writing

1. **Get feedback.** No writing is perfect after the first draft. You may be unsure what to do to fix your paper, so get help. Your instructor, classmates, and friends can offer good advice.
2. **Revise.** Revising focuses on strengthening your paper's content. When you revise, you check and fix your organization, focus, and support by adding, erasing, re-organizing, or re-writing words, sentences, or paragraphs. Don't be afraid to make major changes. You can do this more than once.
3. **Edit.** Start this step when you are satisfied with the paper's content. Editing focuses on how you express yourself. English writing must be clear, so you must consider each sentence of your paper.
4. **Proofread.** Don't look at your paper for a day. Then check the format. Finally, slowly check each word for grammar, spelling, punctuation, and capitalization (don't rely on a computer).

Writing a Thesis Statement

The thesis statement is the most important sentence in your essay because it tells the reader everything he or she needs to know about your essay. Ask yourself “what does my essay say?” and your answer is your thesis.

What a thesis statement must have

- 1. Focus (ONE main idea) of the essay.** If someone asked for a one-sentence summary of your essay, you would say your thesis statement. The entire essay is based on this statement.
- 2. Writer’s opinion or attitude.** The thesis statement is not a fact or a question. It is an opinion – the opinion of the essay writer.
- 3. Purpose of the essay.** From the thesis statement, it should be clear what the essay will do – inform the reader, persuade the reader, or describe something to the reader.
- 4. Answer to the essay question.** If there is an essay question, the thesis statement will clearly and concisely answer the question.
- 5. Clarity.** The most important sentence of your essay should not be confusing or grammatically incorrect. It should be perfectly understandable after one reading.
- 6. Parallel structure.** If the thesis includes the main paragraph ideas of the essay, these ideas should have parallel grammatical structure (all nouns, all verbs, all gerunds, all clauses, etc.).

EXERCISE 1: EXAMPLE THESIS STATEMENTS

Read the following thesis statements and answer these questions. 1. What is the writer’s opinion? 2. What is the essay’s purpose? 3. What will the body paragraphs do (as a whole or individually)? What question(s) will they answer?

1. A great way to spend a weekend in Trenčín is to visit the castle, have a picnic in the park, and then relax at an outdoor café.
2. A true friend has the essential qualities of honesty, trustworthiness, and generosity.
3. Living in the dorm is better than living with parents because it offers more personal responsibility, more free time, and more friendships.
4. The endangered silverwood salamander must be protected during its migration across the A3 highway.
5. The last five years have given me more confidence.
6. My brother and I have a very good relationship because we have similar hobbies and beliefs.
7. The Intensive English Program should have classes 5 days per week.
8. Although the Rantoon Law had good intentions, it has failed to achieve what it promised: the end of traffic light violations and pedestrian deaths.
9. Standing in the meadow by my grandfather’s old wooden barn makes me feel incredibly sad.
10. Making cauliflower soup is easy if you follow these steps.

EXERCISE 2: BAD THESIS STATEMENTS

The essay question asked, "What are the difficulties in CU students' lives?" The writer considered all of the following sentences as thesis statements, but then rejected them. Read each sentence and determine why it is not good as a thesis statement for this essay.

1. There are many stressful difficulties in students' lives.
2. Classes are demanding, facilities are poor, and students have financial problems.
3. I would like to write about the difficulties of student life.
4. Student life is very difficult.
5. Students of City University have many stressful difficulties. Such as demanding classes, poor facilities, and financial problems.
6. At City University, these stressful difficulties in student lives are demanding classes, poor quality facilities, and also the students have many financial problems.
7. What are the difficulties of student life at City University?
8. Student life at CU is very difficult because of classes, the building, and money.
9. This essay will be about the difficulties of CU student life.
10. Students have to pay 350 Slovak crowns to rent a book.
11. Students of City University have many stressful difficulties, and they should not be required to attend class.

Bad Thesis Statements: Answers

1. This has the main idea of the essay – that there are stressful difficulties, but it doesn't narrow it down enough. Is the essay going to list all the "many" difficulties of student life? That would be a long essay. This thesis needs more focus.
2. Here are the three main paragraph ideas of the essay, but what is the main idea of the essay? – the thesis needs to name the ONE main idea – that these are stressful difficulties.
3. This statement is too broad, there's not much of an opinion (no "stressful"), and the writer tells us what he wants to do instead of just doing it.
4. Too broad. This doesn't answer the essay question (about CU) and it doesn't give the reader an idea of what the essay will do next.
5. The second part of this is not a sentence.
6. The ideas are all here, but it's a confusing statement because the writer doesn't use parallel structure. The three points must have the same form – all nouns, all clauses, all verbs, etc. Here we have a noun ("classes"), a noun ("facilities"), and a clause ("the students have").
7. This is a question, not a statement.
8. This thesis is answering "why" student life is difficult, but are "classes," "the building," and "money" reasons? No. They are nouns. To say "student life is difficult because of the building" doesn't mean anything. How can a building make life difficult. This thesis statement isn't clear.
9. There's no need to write "this essay." The writer doesn't need to tell us what the essay will do; she should just do it by showing us what the difficulties are.
10. This is a statement of fact. There is no opinion nor is there any idea what the essay will be about.
11. This thesis statement has TWO main ideas. Is the essay going to be about stressful difficulties or why students shouldn't be required to attend class?

Making an Outline

Your outline is the plan for your paper before you write. It will help you organize your ideas and show if you have enough support for them. Your outline is a guide – IT CAN CHANGE!

Basic format of a 5-paragraph essay outline

- I. **Thesis statement** (3 main paragraph ideas can be in it or in an outline list)
- II. **BP #1 Topic Sentence** (including main paragraph idea)
 - A. Supporting point for topic sentence
 - 1. supporting detail
 - 2. supporting detail
 - B. Another supporting point
 - 1. supporting detail
 - 2. supporting detail
- III. **BP #2 Topic Sentence**
 - A. Support
 - B. Support
- IV. **BP #3 Topic Sentence**
 - A. Support
 - B. Support

Hints for Essay Outlines

- ✓ **Introduction and conclusion:** You don't need to outline these, but if you already have a good plan for these paragraphs, you should write them down.
- ✓ **Thesis statement and topic sentences:** Write them as sentences. In this way, their ideas will be clear and complete.
- ✓ **Order:** Put the body paragraphs in a logical order and make the order clear in your topic sentences.
- ✓ **Support:** Fill your outline with supporting points and details. It's possible to have A, B, and C as supporting points and 1, 2, 3 as specific details. It's better to have too much than too little.

Sample outline for descriptive essay: *What are you afraid of?*

Thesis: I am terribly afraid of my students.

- 1. talk
- 2. silence
- 3. smiles

- I. **I fear my students because I don't understand them when they speak.**
 - A. They speak Slovak and I don't
 - 1. Laugh at my hair, clothes, habits
 - 2. Complain about essays
 - B. They use phones in Slovak
 - 1. Loud and not secret use of phones
 - 2. Probably talking about me to parents, my boss, visa officer
 - C. I have lost my confidence and am afraid
- II. **Quiet students frighten me more.**
 - A. They clearly hate me
 - 1. Just watching in class and thinking bad thoughts
 - B. They won't answer my questions
 - 1. Think I'm idiot, fool, hysterical
 - 2. I feel hot, sweaty, scared
 - C. They are planning a revolution
 - 1. They whisper to each other
- III. **The most dangerous and fearsome students are the friendly ones.**
 - A. They pretend to like me.
 - 1. They use English, laugh and talk with me in class
 - 2. Even outside of class, they are friendly
 - B. They are just nice in order to pass
 - 1. They could revolt. Wouldn't hesitate to act against me
 - 2. When I remember this, I am scared – pain in stomach, heart beats, head burns

CHAPTER 2: DESCRIPTIVE ESSAYS

Descriptive Essay

In Level 4, you wrote expository essays to inform or explain something to the reader. A descriptive essay is a little different because you will describe something to the reader. However, you will still use the components of an essay (introduction, thesis statement, body, topic sentences, conclusion) which you learned in Level 4.

Your assignment is to “describe” something in an interesting, creative, organized, clear, 500-word descriptive essay. That means you must use descriptive words to SHOW your subject; the reader should be able to imagine him/herself seeing, hearing, touching, tasting, and/or smelling it. If you describe it well, your reader will also be able to feel your attitude toward the subject.

To begin (pre-writing)

◆ **Choose a topic.** Choose something that you feel strongly about and can describe well.

◆ **Define your purpose and audience.**

1. Who is your audience? _____

2. Why are you writing this essay? Why did you choose this topic? _____

3. What do you want your audience to know after reading your essay? _____

4. What do you want your audience to feel after reading your essay? _____

◆ **Think. Write your thoughts down on one piece of paper.** Write down as much description as you can about your subject. Write down how it makes you feel. Also think about why it makes you feel the way you do. Keep your notes to hand in with your essay.

◆ **Discover a thesis statement.** Your thesis statement should state the main focus of your essay, answer the essay question, and make your attitude about the subject clear.

◆ **Plan and outline.** How can you write the body of this essay? If you’re only describing one thing, how can you have more than one body paragraph?

Easily. Divide your one thing into smaller parts (3, 4 or even 5 or 6), and each part will be a paragraph. Remember that you don’t have to describe everything about your subject; focus on the most important parts. You can be traditional and do what you did in Level 4 by having three main paragraph ideas in 3 body paragraphs, or you can experiment and have more but shorter paragraphs.

Your outline should include a thesis statement and body paragraphs with topic sentences, supporting points, and specific details. Put the paragraphs in a logical order so that each one leads to the next one.

Writing the essay

- ◆ **Look at your thesis, notes, and outline, and just write.** Write your whole first draft without worrying about grammar and vocabulary. Think in English as you write and be as descriptive as possible. Focus on making the reader see, hear, smell, taste, and/or feel your subject.

The (short) **introduction** paragraph should attract the reader, introduce him or her to your topic, and end with your thesis statement.

Each descriptive **body paragraph** will have a topic sentence introducing the main idea of the paragraph. Then you will support the topic sentence by describing. From the description, your attitude (thesis idea) should be clear. However, you may want to state clearly how this description supports the thesis statement (why is your thesis true?).

The (short) **conclusion** will briefly re-state your thesis and summarize your essay's main ideas. It should end with a closing idea that makes the reader think and makes the reader glad that he or she read your essay.

- ◆ **Now fix up your first draft (type it!)** so that your classmates and instructor can read it. Check these things before bringing your essay to class:

Introduction

- ✓ First sentence that interests the reader
- ✓ Introduction of topic
- ✓ Clear thesis statement (focus of essay and your attitude toward the subject)

Each Body Paragraph

- ✓ Topic sentence with main paragraph idea
- ✓ Supporting points
- ✓ Descriptive details
- ✓ Relation to thesis statement

Conclusion

- ✓ Re-stated thesis
- ✓ Summary of main ideas
- ✓ Strong closing statement

The Garden of Eden
at my Grandmother's House

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From my childhood until now, my family and I have visited my grandmother, who lives in Paprad', each weekend. This village holds the place where I feel the greatest satisfaction and forget about my problems – the garden behind my grandmother's house. Because I know that nobody could ever hurt me there, I feel as safe as in my mother's embrace. This paradise makes me close my eyes, open my mind, and completely slack off.

The garden is very, very large. The area of it is bigger than the area of the house. On the left side there are just green fields and trees full of fruits and vegetables. For this reason, I prefer to be there during the summer than in cold seasons when everything is bare and white.

When I am there, my interest is usually aimed at the big crooked cherry tree with huge red cherries. On warm summer days, I climb up the thick branches, sit on a bough, and eat cherries until I feel like a one-hundred-kilogram pig. When I am full, I just sit there and watch other members of my family. The tree is full of big green leaves; therefore, they cannot see me, but I always find a small hole through the leaves to see what they are doing without knowing about my presence.

After the appeasement of my hunger, I usually recline on the hammock, which is hung between two old but strong trees in the middle of garden. From here, I can see everything around me, especially because the tall, wide trees at my head and foot do not allow the sun to shine into my eyes. I just let the wind seesaw the net from side to side until I fall asleep under their shade. I have never had sleep so deep and full of dreams as I have there. I feel as if these trees could protect me in the same way Tarzan protected Jane in a forest.

When my relaxing sleeping is gone, the shining sun and warmth make me get up and jump off the small spring-board into the small pool which is on the right side of the garden. The blue water of this pool captures the sunlight and tastes very sweet. When I immerse my warm body under the cool water, I always feel reborn. This pool is also equipped with lights; therefore, I sit near it during warm evenings and talk to other family members. Sometimes,

when I am alone there, I just lie down on the ground which is still warm from the day's sun, watch the dark evening sky full of twinkling stars, and think about how the world will be in twenty years.

This place is a refuge for me, and so I hope that it will never change. Now, I realise that my feelings and hopes about this place are the same as my feelings and hopes about my family members and our relationships. For this reason, I cannot imagine this place being destroyed one day or belonging to somebody else. However, I know that this day will come, so I have to enjoy my grandmother's garden as much as I can now.

In Fear of My Students by Ima Scared

A teacher is the boss, the queen, the coach, the leader, and the authority of her classroom. She rules her students with a loving heart, sharp tongue, and strong hand. Confident and intelligent at all times, she earns respect, hard work, and outstanding essays from her students. I, however, have failed to be this Super Teacher because I am terribly afraid of my students – I fear their talk, their silence, and their smiles.

We fear that which we don't understand; because I don't understand my students, I fear them. When they speak Slovak, I know that they are speaking about me. They're laughing at my messy hair, joking about my lack of fashion, and criticizing my strange habits. When their screeching gets higher and faster, they're obviously complaining about my boring assignments, and they're probably using bad words to discuss my personality. Every time I hear a Slovak word, I fear that it is another word against me. This fear builds and builds, so that by the end of the day, the smallest *ano* makes me tremble. Furthermore, my students spend their breaks speaking Slovak on their cell phones. Who are they talking to? My boss? The police? Slovak visa officers? What are they saying about me? When they cackle loudly, they glance around their phones at me, not even trying to hide that they're discussing me. They've taken away all my confidence with this talk. I fear this Slovak communication, and I have lost my authority because of it.

While Slovak speaking scares me, quiet students frighten me more. Newspapers usually report about the “nice young man” who actually sets buildings on fire or the “sweet young lady” who murders her sleeping parents with an ax. I fear silent hatred from these “nice young men” and “sweet young ladies” in my class. They sit in class, with their backs straight, arms folded on the desk, and just look at me, their eyes half-closed and full of murderous thoughts. Their silence accuses me of unfair grading; their quiet attacks my teaching abilities. When they don't answer my questions, I'm afraid of what they're thinking. The silence hums with their accusations. They think I'm an idiot or a dictator, a fool or a

hysterical screamer, in other words, a woman who doesn't deserve to be their teacher. But no one will say anything. The room gets stuffy with unanswered questions, and the back of my neck gets hot and sweaty from their accusations. I can feel that their revolution is near. They are all planning ways to destroy me and my violent green pen. Will it be decapitation, a sharp green pen in my throat, or just a police escort from the building? In silence or noise, my fear grows, and it has ruined me.

Finally, the most dangerous and fearsome students are neither loud nor quiet, but friendly. They seem to be my friends. Using only English in my presence, they appear to enjoy my company. When I see them on the street or in a shop, they talk to me and smile, pretending to care. On the outside, they're friendly, talkative, and funny. This is all a lie. If a student revolution began, these students would not hesitate to destroy me. Like collaborators in war, they would betray me immediately if it helped them. Their polite interest in my life is simply because they want to pass my class. If they received a failing grade, I don't know what they would do – break my windows? Sabotage my whiteboard? Or worse? Therefore, I must continue to be nice to them. Sitting on desks during the break, we discuss the world, and it is so relaxing that I forget to fear them. Suddenly I remember. They are the enemy. They do not like me. This pleasantness is not real. The fear envelops me. A hot pain crashes into my stomach, my heart pounds, and my head burns. These falsely friendly students have corrupted my trust in humanity and my belief in my own skills.

I cannot find safety in the classrooms of Slovakia. The talk, the silence, and the friendliness are all against me. I fear every student, every day, and I don't know how much longer I can live with this destructive emotion. I am no longer the queen of my classroom nor the leader of bright minds. I am a servant of fear, and my students are its masters.

Descriptive Essay Checklist

Thesis Statement

- _____ easy to find
- _____ easy to understand (after 1 reading)
- _____ point of view is clear
- _____ purpose is clear
- _____ answers essay question
- _____ states ONE main idea of piece

Introduction

- _____ inviting hook
- _____ introduces subject well
- _____ all sentences relate to each other
- _____ has a thesis statement

Body paragraphs

- _____ has a topic sentence
- _____ topic sentence has one main paragraph idea
- _____ topic sentence connects to previous paragraph
- _____ every sentence relates to topic sentence
- _____ supports thesis statement
- _____ enough supporting points for topic sentence
- _____ no irrelevant thoughts or information
- _____ paragraph is descriptive
- _____ paragraph has specific details
- _____ details are logically ordered
- _____ all sentences connect
- _____ no repetition
- _____ appropriate last sentence
- _____ writer's attitude is clear
- _____ body paragraphs have a clear, logical order

Conclusion

- _____ restates thesis
- _____ summarizes essay
- _____ strong, appropriate closing statement

Writing Style

- _____ written simply and clearly
- _____ variety in words, sentences
- _____ appropriate word choice
- _____ no wordiness (every word and sentence counts)
- _____ vivid descriptions

Format (look at “The Garden of Eden” for an example)

- _____ double-spaced
- _____ Times New Roman 12-point
- _____ 1-inch, unjustified margins
- _____ appropriate title
- _____ name, course, instructor, assignment, and date on title page
- _____ header with shortened title and page number on every page
- _____ indented paragraphs

CHAPTER 3: REWRITING

Being Specific in Your Writing: Facts, Examples, and Descriptions

Being specific makes your writing more exciting and memorable. But that's just a side effect. The most important thing that specific details do is to support your general ideas.

You will make great statements in your essays, but the reader may not believe these great ideas if you don't have any details to show that they are true. To know if your statement needs support, imagine that you are the reader. If the statement makes you ask, "How?" or "In what way?" or "Such as...?" the statement should be supported by specific details.

EXERCISE 1: GENERAL IDEA OR SPECIFIC DETAIL?

Do the following sentences need supporting details? If so, add some.

1. That shirt is beautiful.
2. That shirt is green.
3. English is very important in today's world.
4. A marathon is 42 kilometers long.
5. Yesterday was the worst day of my life.
6. Fruits and vegetables contain important ingredients.
7. My father touched a hot stove and now he has a shiny red 5-cm long scar shaped like an elephant at the base of his thumb.
8. John is an ineffective employee.
9. It takes less electricity to operate a microwave oven than a television set.
10. The 27-hour liver transplant operation ended successfully; Jenny's body accepted the new liver.

Notice the difference between *telling* and *showing*. You "tell" the reader your general idea, but then you "show" your idea by providing specific details. To convince the reader and to make the reader understand what you really mean, you have to SHOW.

Telling: *English is very important in today's world.*

(Reader reaction: "Really? How do you know? Prove it.")

Showing: *English is very important in today's world. It is one of the official languages of the United Nations, the European Union, and NATO. Also, business conducted by multinational companies like Coca-Cola or IBM is done in English no matter what country the firm is in. (The reader can see that English is important because of the facts and examples.)*

Telling: *Hockey games in Slovakia are fun.*

(Reader reaction: "Sure they are... prove it. Why should I believe you?")

Showing: *Hockey games in Slovakia are fun. Friday's hockey game was packed with 6000 jumping, cheering fans, and whenever a goal was scored (there were 5), the skinny old man in front of us gave us smacking high fives and shots of fiery slivovica.*

(The reader now understands because of the example and description.)

Show the reader what your statement means by using specific facts, examples, and descriptions.

- ◆ **A fact** is an unarguable truth, number, statistic, name, date, etc.
- ◆ **An example** is a representative of a general category; it is an event, person, place, or thing. Try to use REAL examples – events that actually happened and the names of real people and places and things.
- ◆ **A description** obviously describes something in depth – it uses very specific vocabulary that allows the reader to see, hear, smell, touch, taste, and/or feel something. Avoid words that don't really say much – “good, bad, nice, great, interesting, thing, situation, a lot of” – and use more specific vocabulary. Use a dictionary or thesaurus to find words and check their exact meanings.

EXERCISE 2: FACTS, EXAMPLES, AND DESCRIPTIONS

Name two facts about your country.

1. _____

2. _____

3. *An example of a good student is* _____

4. *An example of homework is* _____

5. *An example of rude behavior is* _____

6. *Describe an interesting painting.*

7. *Describe a nice face.*

EXERCISE 3: BEING SPECIFIC

Here are statements which tell us something. On a separate piece of paper, use facts, examples, and description to illustrate each statement. Be as specific as possible! Stop when you think the reader will have no more doubts or questions about the statement's truth. [Note: For this exercise, it's OK to make up facts, examples, and description.]

1. Level 5 students have a lot of homework.
2. My English skills are quite good.
3. The streets of this city are not safe at night.
4. Drinking alcohol and then driving is dangerous.
5. My fish is ugly.
6. A trip to Tokyo is very expensive.
7. The movie last night was terrible.
8. I had a scary walk through the forest yesterday.
9. Maja seems very sad.
10. My aunt is very interested in the history of World War II.

Cohesion: Making Connections between Ideas

To help the reader follow your thoughts, you need to show the reader how they are connected not only between paragraphs, but also between sentences. Often this happens naturally as you write. However, sometimes you'll need to make the connection clearer to the reader. There are three ways to do this:

Pronouns

Use a pronoun (he/she/they/this/that/these/those) to refer to a noun in the previous sentence.

*Teachers should **not put grades on essays**. **This** would eliminate students' tears.*

***Angela Rizzi** argues that grades do not motivate students. **She** thinks teachers should only write comments, but not grades.*

Repeated words or thoughts

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

*The policy on **changing classes** is too strict. According to **the policy**, a student must get the signatures of 7 different people before **moving to another class**.*

Transition words

These words state the relationship between two sentences. However, they can be overused. Do not use a lot of transition words! A few in your essay are enough. Here are some; if you are not exactly sure what a word means, look it up in a dictionary before using it.

- ◆ to start something – ***first, first of all, to begin with***
- ◆ to add another sentence about the same thing – ***in addition, furthermore, also, moreover, what's more***
- ◆ to add a more important thing – ***more importantly, what's worse, what's more***
- ◆ to begin your last sentence – ***finally, most of all, most importantly***
- ◆ to contrast with the previous sentence – ***however, nevertheless, in contrast, on the other hand***
- ◆ to show the result of the previous sentence – ***therefore, thus, consequently, as a result***
- ◆ to emphasize the idea of a sentence – ***in fact, in particular***
- ◆ to give an example of the previous sentence – ***for instance, for example, to illustrate***
- ◆ to show a time relationship between 2 sentences – ***meanwhile, first, second, then, next, afterward, finally***

Remember that these words usually appear at the beginning of a complete sentence.

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

→ *John is an ineffective employee. **In fact**, today he managed to make a paper clip chain using 1532 paper clips while he completed only 2 of the 20 reports due tomorrow.*

→ *The law does not stop teenagers from drinking; **therefore**, it is ineffective.*

→ *Many organizations use English. **For example**, the UN, the EU, and NATO. **WRONG!***

Revising

Revising is strengthening the content of your paper. You need to have time and patience to do this. It cannot be done at the last minute (because you still need to edit and proofread!).

Know what to fix

Before you can revise, you need to know what to fix. How can you find that out?

- ◆ **Get peer feedback** – often you and your classmates will exchange papers to read and review in class. Use this opportunity well. Listen to the advice of your classmates; ask for more explanation about their comments if necessary. They are your audience, so their opinion is important. However, remember that your paper is your responsibility in the end.
- ◆ **Use checklists** – In Level 5, there are checklists designed specifically for each assignment. Read your paper and look at the checklist at the same time. Check off what you have, and mark what you need to fix on your paper.
- ◆ **Outline** – Make an outline by looking at your paper. List the main paragraph idea in each topic sentence and the supporting points for it. This will show you if your paragraphs are clearly organized or not. It will also show you which paragraphs have weak support.
- ◆ **Re-read your paper for focus** – First read your thesis statement and then read every sentence of your essay. After each sentence, ask yourself, “Does this support the thesis statement?” If it doesn’t, cross it out or change it. [Or you may change your thesis.]
- ◆ **Re-read your paper for support.** Look in every body paragraph to see if there is enough support for your topic sentence. Make sure you have used specific details – facts, examples, description, and personal experience.
- ◆ **Read the beginning and end of every paragraph.** Check that every paragraph links smoothly with the one before it and after it.
- ◆ **Re-read your paper as the audience** – Imagine that you are the audience of your essay (look at the assignment guidelines). Read your essay and write down any comments or questions your audience might have. Make sure that the tone fits the audience – will the audience be offended or attracted by your writing?

Fix it

Once you know what to fix, you must do it. Be daring. You will not have a good paper if you are afraid to change things.

It may be easier to completely re-type your essay while just looking at your first draft. That will give you more freedom to change your paper. How can you change your paper?

1. **Erase** words, sentences or paragraphs – eliminate all unnecessary or irrelevant ideas.
2. **Add** words, sentences or paragraphs – add new ideas, points, details, or explanations.
3. **Reorganize** words, sentences or paragraphs – put everything a logical order.
4. **Re-write** words, sentences or paragraphs – keep the thoughts but present them better.

Revise it again

If there is time, you should revise your second draft too.

Editing

When you are happy with your paper's content, it's time to edit. Editing will make your writing more precise and easier to understand. That doesn't mean making your paper shorter; that means making your paper clearer.

Things to look for when editing include unclear connection between sentences, non-English writing style, repetition, wordiness, and confusing sentences. You will have to examine every sentence and ask yourself:

- ✓ *Does it have a purpose?*
- ✓ *Does it fit into the paragraph?*
- ✓ *Is it a complete sentence?*
- ✓ *Is it too long?*
- ✓ *Is it clearly understandable on the first reading?*
- ✓ *Is it real English?*
- ✓ *Is every word necessary?*
- ✓ *Is the vocabulary correct?*

There are many different ways to edit. Experiment with the different strategies until you find what works best for you.

General Editing Strategies

- 1. Read your paper out loud and listen to the sentences.** You will hear wordiness, repetition, and any lack of clarity.
- 2. Have a friend read your paper out loud while you look at your paper.** It helps to see and hear your words at the same time.
- 3. Use the spell check and grammar check functions on the computer.** Remember that they will not find everything. Also, don't just accept the program's changes; check each one carefully (sometimes what you write is better than the machine's suggestions).

Editing Strategies for Specific Problems

Cohesion, connection between ideas

Just as each paragraph should connect to the one before and after it, each sentence should too. Your thoughts should already be logically connected, but if a little help is needed to make the relationship clearer to the audience, use repeated words, pronouns, or transition words.

- Go through the paper sentence by sentence and find the connection from one sentence to the next.
- If the sentences do not connect, add a transition, pronoun, or repeated word, or rewrite the sentences.

Wordiness

Every sentence, and every word in every sentence, should be necessary to the paper.

- Find all the very long sentences (25 words or more) in the paper. Try to rewrite them in a shorter, clearer way. It is possible to have longer sentences, but not too many. Long sentences often lead to reader confusion.
- Read a 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?”
- Read each sentence word by word. Is every word necessary to the sentence's meaning? Could some words be eliminated? Could some phrases be re-written in a shorter, clearer way? Could passive verbs be rewritten as active ones?

Repetition, lack of variety

To keep the reader interested, the thoughts, sentence structure, and words can't be repetitive. There should be different thoughts, sentence beginnings, sentence lengths, and vocabulary.

- To find repetition of thoughts, read each sentence individually and ask, “What is the purpose of this sentence?” *Does it support the previous sentence? Does it explain the previous sentence? Does it introduce a new thought? OR does it just repeat the previous thought?* If a sentence is repetitive, eliminate it.
- To find repetition of structure, read the first five words of every sentence. Look for:
 - ➔ many sentences starting with a transition word (boring)
 - ➔ many sentences starting in the same way (subject, clause, phrase) (boring)Rewrite some sentences so that they don't all begin in the same way.
- Look at the length of every sentence. There should be a variety of short and long sentences. There should not be all short sentences or all long sentences, or many short sentences or long sentences all together. Make sentences shorter by dividing them or longer by combining them so that the essay has a variety of sentence lengths.
- Go through the essay to see if there are any words which are repeated a lot. Use a dictionary to find other words to use.

Sentence structure

Every sentence in English must have a subject, a verb, and a complete idea. If not, it's a *fragment*. If two sentences are joined as one, they must be connected correctly. If not, it's a *run-on*. Word order in sentences should be Subject+Verb+Object.

- Go through the essay sentence by sentence. Label the subject(s) and the verb(s) in every sentence. Fix fragments, run-ons, and word order.
- Write every verb on a piece of paper and then read the essay again and find the subject of every verb. Check that every verb has a subject, the subject and verb agree, and the subject comes first.

Word choice

Long, complex, or rare words often confuse the reader. The English reader likes clarity and simplicity (of words, not thoughts).

- Go through the paper and mark any words that you don't completely understand or which you think the audience won't completely understand. Look up these words in a dictionary and find better choices for each word.
- Find all the long words in the paper. Could some be replaced with shorter, clearer words?

Clarity, non-English structure

Your paper may sound clear to you because it would be clear in your own language. However, it may not be clear to a native English speaker.

- Read the paper sentence by sentence. After each sentence, ask yourself, "Is it totally understandable after one reading?" If not, try to make it clearer.
- Read a paragraph and translate it into your own language in your head. If it's really easy to translate, then maybe the writing is not following English structure and style.
- Use the handouts and notes from your other classes about common errors in English by speakers of your language. Look for those errors in your paper.

Formatting your Papers

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 and citation methods 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 City University'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 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).

If you don't know what these things mean or how to make them, read these directions:

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 five 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 these things:
 - ◆ 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," open "Character," and look in "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."

Proofreading

When you think your paper is ready to turn it, it's time to proofread. This is the final check. Proofreading is important because you can catch “stupid” mistakes (missing words, simple errors, sentences you forgot to delete). If you don't proofread, your paper may be full of careless errors, which shows the audience that you were too lazy, rushed, or uncaring to fix your paper.

To proofread:

- ◆ Do not start until you think that you have finished writing, revising, and editing.
- ◆ Do not look at your revised and edited paper for 24 hours (this requires time management skills!)
- ◆ Print your paper – you'll see mistakes that you might not see on a computer screen.
- ◆ Start with the last sentence of your paper and read your paper sentence by sentence, going backwards. (This will help you focus on mechanics, not content).
- ◆ Cover all the other lines with another piece of paper.
- ◆ Point your pen at each word.
- ◆ THINK about the grammar, spelling, punctuation, capitalization, word choice...
- ◆ If you are unsure about anything, use a dictionary or a grammar reference book. If you are still unsure, mark the line and ask someone for help.
- ◆ Fix any mistakes that you found.
- ◆ Print your paper and proofread it again!

It will be a long, slow, unpleasant experience at first. However, the more you proofread, the easier it gets. And the higher your grades get too.

CHAPTER 4: WRITING ACADEMIC ESSAYS

A standard 5-paragraph academic essay

I. Introduction

Hook sentence – Interest the reader. Use a story, surprising fact/idea, quotation, contradiction.

Background information – Help the reader understand the topic. Assume that the reader does not know your essay question. Use these sentences to connect the hook to the thesis statement.

Main paragraph ideas of essay – These should appear before your thesis or in it.

Thesis statement – One idea of essay, purpose of essay, your opinion, and answer to question.

II. Body paragraph #1

Topic sentence – Connect to previous paragraph, introduce **Main Paragraph Idea #1** (the main idea of this paragraph), and show how it relates to the thesis.

Discussion – explain, describe Paragraph Idea #1. Don't repeat the topic sentence; be more specific and try to answer questions the reader may have about the idea in the topic sentence.

Supporting points – Support the main paragraph idea with logical arguments. Use **specific details** (facts, examples, descriptions, definitions, experts' opinions) to **SHOW** your point. Be very *specific* and relevant. Order these points logically.

Analysis/Explanation – Explain **WHY/HOW** these details prove that Paragraph Idea #1 is correct. The writer must do all the work, not the reader. Don't make the reader think hard to understand how your details prove your topic sentence and thesis.

Last sentence of paragraph – signal change to next paragraph. Don't just end with a supporting detail. A concluding sentence, summarizing Paragraph Idea #1, is possible, if necessary and not repetitive.

III. Body paragraph #2

Topic sentence – Connect to previous BP, introduce **Main Paragraph Idea #2**, and relate to thesis opinion.

Discussion – explain, describe Idea #2

Supporting points – support Idea #2 with logic and specific details.

Analysis/Explanation – explain **WHY/HOW** these details prove that Idea #2 is correct.

Last sentence of paragraph – conclude and signal change to next paragraph.

IV. Body paragraph #3

Topic sentence – Connect to previous BP, introduce **Main Paragraph Idea #3**, and relate to the thesis opinion.

Discussion – explain, describe Idea #3

Supporting details – support Idea #3 with logic and specific details.

Analysis/Explanation – explain **WHY/HOW** these details prove that Idea #3 is correct.

Last sentence of paragraph – conclude and signal change to next paragraph.

V. Conclusion

Connection – Connect to the previous paragraph.

Restatement of thesis – Repeat your thesis opinion. Use different words!

Summary – Summarize essay's main paragraph ideas (also in different words) in one or two general sentences.

Closer – Go beyond the thesis by making a judgment or offering a warning, prediction, solution, or recommendation. You can relate back to the introduction. Make the reader think and say “wow!”

Sample outline of a persuasive essay

Essay Question: Should the IEP have classes 5 days per week?

Thesis: The Intensive English Program should have classes five days per week.

1. better preparation for future
2. better language learning
3. better school reputation

I. 5-day school week is necessary to prepare for the future 5-day work week.

- A. (Point) IEP students have no time management skills
 1. (Detail) Monday is “cushion.” Ex: L6 students do all assignments on Mondays
 2. (Detail) Future work week will be too stressful, won't be able to manage time.
- B. (Point) IEP students learn bad habits with a 4-day week
 1. (Detail) They are lazy on Fridays
 2. (Detail) In future, that will happen on Thursdays in 5-day/week job

II. Students can learn English better in a 5-day school week.

- A. Students have little contact with English
 1. Classroom is only place Slovak students can get English
 2. Time to forget things
- B. 5 lessons is better than 4
 1. Less time wasted at end of class, ex. chitchat
 2. One more lesson=one more skill

III. The 4-day schedule gives City University a lower reputation, so a 5-day week is necessary. - most important

- A. Incoming students think it's an easy program
 1. Level 6 student “I came here because I thought it would be easy. It’s a school for lazy students.”
- B. 4-day program doesn't attract high-quality instructors
 1. They are lazy. Only want to work 4 days. Ex: L5 instructor who gave assignments due on Tuesday, so she could correct them by Friday and have 3-day weekends free
 2. They are interested in traveling. Ex: L6 instructor went to Hungary, Romania, and Poland.
- C. Community thinks it's an easy program
 1. Students in town more than school

Read the essay and you will see that

- ◆ There are many specific details in every paragraph.
- ◆ Not every detail was included in the essay. The writer put a lot of details on her outline and then chose the best ones for her essay.
- ◆ The writer thought of other details as she was writing the essay.
- ◆ The topic sentences are written as complete sentences that express a reason.
- ◆ The writer changed the topic sentences in the editing process.

Five Days of Intensive English at CU (persuasive essay) by Sara Brown

The alarm goes off Monday morning at 6, starting another work and school week for four of the five members of the Beckov family. However, daughter Anička keeps sleeping as her family leaves the house for the real world. As a student in City University's four-day weekly Intensive English Program (IEP), Anička doesn't do anything on Mondays. She sleeps through the day, acquiring bad habits for her future and losing opportunities for language learning. Her Monday laziness also contributes to the poor reputation of the IEP. For these reasons, City University's Intensive English Program should have classes five days per week.

In the future, IEP students will work five days per week, so they should study five days per week as well. Currently, City University's English program accustoms students to a relaxing three-day weekend and an unstressful four days of work. This deprives them from learning valuable skills of time management for a five-day week. Students become used to having the cushion of Monday for doing their assignments. In fact, many Level 5 students fill the computer lab on Mondays to finish their weekly writing assignments, and they don't work on other days. After they graduate from the Intensive English program and enter the workforce, they will have major difficulties adjusting to a Monday to Friday schedule because they will lack the skills and discipline necessary to manage their five days of work. Plus, IEP students, used to four days of study, are tired and unwilling to work hard on Fridays, after only four days of school. They rest their heads on their hands and struggle to stay awake. In their future five-day jobs, they will feel this lethargy by the fourth day, Thursday, making them unproductive, inefficient workers for the last two of their five days. If the IEP instead operated for five days, students could acquire the discipline and habits necessary to be effective employees in the future.

More importantly, if the IEP operated for five days, students would learn English better. First of all, learning a language well requires daily contact with the language. Yet here

in Slovakia, IEP students can only use English in the classroom, and they are only there for four days out of seven. Even if classes were shorter, five days a week would be better than four. Students would have less time to forget what they had learned the previous week and would be forced to think in English one more day each week. Also, currently there are only four 65-minute lessons each week. Often the last 15 minutes of each class is wasted with chitchat about the last school party or early dismissal because the teacher has already finished what he or she wants to accomplish. With a five-day schedule, students would receive **five** lessons of 50 minutes each; they would learn one more new skill each week. For example, currently in grammar class, students cover gerunds, infinitives, irregular gerunds and infinitives, and past and passive gerunds and infinitives in one week. Then the subject is over. In a five-day week, they could cover one of these topics each day and then have one more day to put all of them together in practice. These 50-minute lessons would be more manageable for teachers, who would fill the 50 minutes with useful work rather than wasted time at the end of class, and more fulfilling for students, who would gain higher quality lessons and more daily contact with the English language.

Finally, these students with better English skills would raise the English program's reputation, which suffers due to its perceived easy 4-day schedule. How can the program be “intensive,” as the name says, if there are only classes for four days? This gives the appearance that instead of trying to teach English, the school is merely trying to please students by giving them three-day weekends. Incoming students, especially those who have just finished demanding five-day high schools, get the impression that the program is not difficult because they only have to be there for four days. In fact, last term a Level 6 student said, “I came here because I thought the schedule was easy. It’s designed for lazy students.” Students like him have no motivation to work hard, and this lack of motivation discourages other eager prospective students from attending CU. Even worse, four-day work weeks often do not attract committed and highly qualified instructors. Instructors who like the four-day

work week usually want to do as little work as possible and are also more interested in traveling than teaching since they have three days every week for travel opportunities. For instance, the Level 6 writing instructor has used her long weekends at CU to visit countries such as Hungary, Poland, and Romania. She even spends class time asking students where she should go over the weekends. These instructors do not raise the reputation or standards of the Intensive English Program. So to attract more committed instructors and students who will earn respect for the university, the IEP should have classes five days per week.

A five-day week could only improve City University's Intensive English Program. Students like Anička would be better prepared for their future work and would also have a better knowledge of the English language. Just as students would benefit from a change in the schedule, so would the good name of the program. Making the Intensive English Program truly "intensive" requires Mondays on the schedule.

Analyze "Five Days of Intensive English at CU"

INTRODUCTION:

Thesis: _____

Three main paragraph ideas:

1. _____

2. _____

3. _____

TOP.SENT #1 1. Main idea: _____

2. Relation to thesis: _____

Support

→ _____

→ _____

TOP.SENT #2 1. Idea: _____

2. Relation to thesis: _____

Support

→ _____

→ _____

TOP.SENT #3 1. Idea: _____

2. Relation to thesis: _____

Support

→ _____

→ _____

CONCLUSION:

Restated thesis: _____

Three main paragraph ideas:

1. _____

2. _____

3. _____

Persuasive Essay Checklist

Introduction

- ✓ Is it interesting? Do you think anyone would want to read it after reading the introduction?
- ✓ Do you give enough background information about your topic?
- ✓ Is your purpose clear?
- ✓ Are your three main paragraph ideas clearly introduced in the introduction?
- ✓ Is each paragraph idea one reason to support the thesis statement?
- ✓ Are these three reasons strong and convincing?

Thesis statement

- ✓ Does it clearly answer the essay question?
- ✓ Does it only take one side of the issue? Do you have a strong opinion?

Body paragraph #1

- ✓ Is this paragraph about one and only one reason?
- ✓ Does the topic sentence name the reason and relate to the thesis?
- ✓ After the topic sentence, do you discuss your reason more specifically?
- ✓ Are there enough supporting points in the paragraph?
- ✓ Are there facts, examples, description, and personal experience to support your points?
- ✓ Are there enough specific details?
- ✓ Do these details actually relate to your main paragraph idea? Are they relevant?
- ✓ Are the details explained? Is it clear what they mean and how they support your reason?
- ✓ Does the paragraph end with an explanation of how this reason supports your thesis?

Body paragraph #2

- ✓ Is this paragraph about one and only one reason?
- ✓ Does the topic sentence name the reason and relate to the thesis?
- ✓ After the topic sentence, do you discuss your reason more specifically?
- ✓ Are there enough supporting points in the paragraph?
- ✓ Are there facts, examples, description, and personal experience to support your points?
- ✓ Are there enough specific details?
- ✓ Do these details actually relate to your main paragraph idea? Are they relevant?
- ✓ Are the details explained? Is it clear what they mean and how they support your reason?
- ✓ Does the paragraph end with an explanation of how this reason supports your thesis?

Body Paragraph #3

- ✓ Is this paragraph about one and only one reason?
- ✓ Does the topic sentence name the reason and relate to the thesis?
- ✓ After the topic sentence, do you discuss your reason more specifically?
- ✓ Are there enough supporting points in the paragraph?
- ✓ Are there facts, examples, description, and personal experience to support your points?
- ✓ Are there enough specific details?
- ✓ Do these details actually relate to your main paragraph idea? Are they relevant?
- ✓ Are the details explained? Is it clear what they mean and how they support your reason?
- ✓ Does the paragraph end with an explanation of how this reason supports your thesis?

Conclusion

- ✓ Does it restate your thesis in different words?
- ✓ Does it have a short summary of your three main paragraph ideas?
- ✓ Does it leave the reader with a solution/prediction/warning/recommendation?
- ✓ Does it make the reader say "Wow!"?

The whole beautiful piece of art

- ✓ Does every part of your paper support your thesis? No part of your paper should seem neutral or on the opposing side. If it does, it shouldn't be there!
- ✓ Are the body paragraphs in a certain order? Is it clear which is your strongest reason?
- ✓ Do all the paragraphs connect to each other?
- ✓ Did you avoid using first person (*I think, I mean, in my opinion, etc.*)? [except in personal experience]

Writing Body Paragraphs in Academic Essays

Each body paragraph has one main idea which supports the thesis statement. It includes:

Topic Sentence – usually, but not always, the first sentence. It introduces the main idea of the paragraph and connects to the previous paragraph. The topic sentence is not a fact nor someone else's opinion; it is your own.

Explanation of topic sentence – Often, the sentence(s) after the topic sentence will further describe the main idea of the paragraph. Be careful not to just repeat the topic sentence; instead, explain it more.

Support – several sentences which prove the topic sentence.

- ◆ **points** – a thought which supports the main paragraph idea
- ◆
- ◆ **details** – facts, examples, experience, description, and experts' opinions. It is important use specific details so that the reader can see your point. It makes your argument more believable.
- ◆ **explanations** – Explain WHY/HOW the supporting points and details prove the topic sentence (and thus the thesis statement). Without explanation, the support is not useful to the reader. It is the writer's job to show the reader why the details are significant; the reader should not have to think hard to understand.
- ◆ **organization of the support** – The details should have a logical order: chronological, general to specific, cause to effect, least to most important, problem to solution, or a mixture of patterns. Choose the best organizational style for your paragraph. Also, sometimes you may have a lot of explanation after each detail; other times you may only need to explain at the very end.

Conclusion – The paragraph should not end with a detail or new idea. The last sentence should review the body paragraph, emphasize the main paragraph idea and/or thesis again, or prepare the reader for the next body paragraph.

Cohesion – Every sentence should logically connect to the sentences 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.

EXERCISE 1: ANALYZING BODY PARAGRAPHS

1. Look at Body Paragraph #1 in the essay “Five Days of Intensive English at CU.” Find the connection between each sentence and the ones before/after it.

2. Look at Body Paragraph #2 in the essay “Five Days of Intensive English at CU.” Find the topic sentence, explanation of the idea, the supporting points and specific details, and explanation of them.

3. Look at Body Paragraph #3 in the essay “Five Days of Intensive English at CU.” What specific details does Sara Brown use to support her points?

Writing Academic Essay Introductions

The introduction can be difficult to write because you must find a way to capture the reader's attention. Even though the introduction is the first part of your essay, you may not want to write it first. Don't get stuck trying to think of a hook sentence. Just write your thesis statement and body paragraphs and come back to the introduction later.

What the introduction should do

1. **Interest the reader with a hook sentence.** The reader will WANT to read more.
2. **Give background information about the topic.** So the reader knows what the essay is about. Briefly describe the topic (don't expect the reader to know your essay question).
3. **Introduce the main paragraph ideas of the essay.** This can be done in the thesis or before it. In Level 4, your ideas were always in the thesis. As your writing assignments become longer and more advanced, it may be too difficult to include all the paragraph ideas in the thesis statement. Then you can summarize them briefly in 1-3 sentences before the thesis statement.
4. **Give the thesis statement.** This sentence, usually the last one, is the ONE main idea of the essay. This is what your essay will prove.

EXERCISE 1: EXAMPLE ESSAY INTRODUCTIONS

These are two introductions for an essay answering the question "Should City University's Intensive English Program have classes 5 days per week?" Find the four components of an introduction in each one. Also notice how every sentence connects to the one before and after it.

1. Shopkeepers work five days a week. Managers work five days a week. Accountants and bankers work five days a week. The work week usually lasts five days, and for some workers, even more. But not at City University's Intensive English Program [IEP]. Here, where students are studying English in the hopes of one day joining those professions, the week lasts only four days. Students come to class from Tuesday to Friday and have long 3-day weekends. This type of schedule benefits neither the students nor the school. Instead, **the Intensive English Program should have classes five days per week because this would better prepare students for the future, improve their progress in learning English, and raise the reputation of the IEP.**

2. The alarm goes off Monday morning at 6, starting another work and school week for four of the five members of the Beckov family. However, daughter Anička keeps sleeping as her family leaves the house for the real world. As a student in City University's four-day weekly Intensive English Program (IEP), Anička doesn't do anything on Mondays. She sleeps through the day, acquiring bad habits for her future and losing opportunities for language learning. Her Monday laziness also contributes to the poor reputation of the IEP. For these reasons, **City University's Intensive English Program should have classes five days per week.**

Don'ts in the introduction

- ◆ **Don't say "I think..." or "my opinion..."** (you're the writer so we know it's your opinion.)
- ◆
- ◆ **Don't say "I'm going to write about..." or "I want to tell you..." or "This essay will..."** (Don't tell us what you're going to do, JUST DO IT!)
- ◆
- ◆ **Don't be very general.** Your hook sentence may be *more* general than your thesis statement, but it should not be too general. Make sure it closely relates to your topic.

Don't start with the thesis idea. Save the opinion until after you introduce the topic.

EXERCISE 2: BAD FIRST SENTENCES IN AN INTRODUCTION

Sara Brown also considered and then rejected these hook sentences for her essay "Five Days of Intensive English at CU." Read each one and decide why these are not good first sentences for an essay introduction.

1. Everybody works 5 days per week.
2. Students have many problems.
3. We know that students like having free days.
4. Since the beginning of history, students have gone to school.
5. Everybody knows that being a student is hard.
6. There are many problems with City University's four-day schedule.
7. For thousands of years, students have gone to school.
8. This essay will tell you about the schedule of City University's Intensive English Program.
9. The Intensive English Program should have classes five days per week.
10. I think that City University's four-day schedule must be changed.

Bad First Sentences: Answers

1. *Too general. And boring. And not true.*
2. *Too general. And not very interesting.
Do "we" (who is "we"?) really "know" this?*
3. *Avoid introductions that look at all of history! Too general.*
4. *Does "everybody" really know this? Too general. And not very interesting.*
5. *This is the opinion already. It's too soon. Introduce the topic first.*
6. *Well, it's better than #4 but it's still too big! And not very thrilling.*
7. *This sentence tells us what the writer would like to do. The writer should just do it, and not tell us about it.*
8. *It is not necessary to use "this essay." A good introduction will make it clear to the reader what the essay will do without saying "this essay will..."*
9. *This is the thesis statement. It should not be the first sentence.*
10. *There's no need for "I think." And this is the thesis idea, so it should not be the first sentence.*

Writing Interesting Essay Introductions

The first sentence of your introduction (the hook sentence) should get the readers' attention. It should make the reader want to continue reading. Here are some techniques to help you. Again, notice that every sentence connects to the one before and after it.

1. Generalization (Make a generalization about your topic, not a huge generalization about all of history. Be aware that this type of introduction is often BORING and not appreciated by readers.)

Smoking cigarettes is an accepted activity; it is featured in movies, on television, and in advertisements, and it appears almost everywhere in daily life – on the street, in restaurants and bars, and even in some workplaces. 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.*

2. An example/small story (that relates to your topic)

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.*

3. 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 customers and employees, the government of California wanted to protect them from the damaging effects of cigarette smoke. *These effects endanger the health of smokers, unborn babies, and non-smokers.*

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

Smoking relieves student stress before a test. It calms down job applicants before an interview. A ten-minute cigarette break can put office workers back in a good mood. Others may smoke to avoid eating and gaining weight. These are the great benefits of smoking; however, smoking also has serious negative effects. *Cigarette smoke endangers the health of smokers, unborn babies, and non-smokers.*

5. 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 not usual 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.*

Writing Academic Essay Conclusions

Although it is short and may be the last thing that you write, the conclusion is very important because it is the last thing the readers will see and what they will remember the most about your essay. So your conclusion should show the readers the importance of your topic, leave the readers feeling that you covered the topic well, and make the readers remember your essay.

It is often hard to find a “perfect” ending for your paper. If you're having trouble, write 2 or 3 different conclusions and then ask someone to help you choose the best one or combine the best parts of each one.

What a conclusion should do

1. **Connect to the last body paragraph** (with a transition, pronoun, or repetition)
2. **Re-state the thesis** (using different words)
3. **Summarize the essay’s main paragraph ideas** – briefly (using different words)
4. **Connect to the introduction** (an optional but successful technique)
5. **End with strong closing statement** – something that will make the reader think, remember your essay, and say “Wow!” (a prediction/solution/recommendation/warning/bigger idea)

EXERCISE 1: EXAMPLE ESSAY CONCLUSIONS

These are conclusions to the essays introduced on page 31 based on the essay question “Should the Intensive English Program have classes 5 days per week?” Can you find the five parts of the conclusion in these examples?

1. A five-day week has clear advantages over the 4-day schedule. Students would benefit from better time management skills in the future and more importantly, from more contact with the English language. City University's reputation among prospective students and instructors would strengthen due to its students' greater skills and commitment. These changes would contribute to the success of both City University and its graduates, whether they become shopkeepers, managers, bankers, or even hamburger flippers.
2. A five-day week could only improve City University’s Intensive English Program. Students like Anička would be better prepared for their future work and would also have a better knowledge of the English language. Just as students would benefit from a change in the schedule, so would the good name of the program. Making the Intensive English Program truly “intensive” requires Mondays on the schedule.

Don'ts in the conclusion

Don’t repeat the exact words from the thesis or topic sentences. That's boring.



Don't write a long conclusion. It should be your shortest paragraph.



Don't say everything that your essay said. Be brief. Say what is most important.



Don't give any new information. No new details, arguments, or questions. Help the readers remember what you have already said. Don't give them more to think about.



Don't be too general. Your ending should not be about life in general; it should relate to your essay topic. Ask yourself what the readers should learn/think about from your essay.



Don't say "I think..." or "in my opinion" or "This essay said..." or "you..."

EXERCISE 2: BAD SENTENCES FOR A CONCLUSION

These sentences were written for the conclusion of the essay with the thesis statement "City University's Intensive English Program should have classes five days per week." However, the writer decided not to use these sentences. Read each sentence and decide why it is a bad sentence for the essay's conclusion.

1. I showed you why the Intensive English Program should have classes 5 days per week.
2. Students' contact with English would increase because they would have 5 days of 50 minute classes, so they could learn 5 skills each week instead of four with no wasted time at the end of each class.
3. Students from the 5-day IEP would get high-paying jobs at the best companies.
4. Another problem with the four-day schedule is that teachers don't have enough time to grade assignments during the week.
5. City University's Intensive English Program should have classes five days per week.
6. In my opinion, the five-day school week is better.
7. Despite these issues, the 4-day schedule is nice because students can use Mondays to visit the doctor or dentist or run errands.
8. The future is very difficult, but the five-day school week will make it better.
9. Hopefully, students will not have so many difficulties in the future.
10. It's not fair that the administration has to work for five days but the teachers don't.

Bad Sentences for a Conclusion: Answers

1. *First person is unnecessary. And it repeats the thesis statement.*
2. *Too much information. These details belong in a body paragraph.*
3. *Really? All this just because of the 5-day schedule? Conclusion must be logical.*
4. *New information. This wasn't a point of the essay.*
5. *These are the exact words of the thesis.*
6. *First person is unnecessary.*
7. *This contradicts the thesis. NEVER argue against your thesis in the conclusion! Be strong.*
8. *This is too general and doesn't say anything.*
9. *Too simplistic and it doesn't really say anything. Leave the reader with something to remember.*
10. *New idea. This is not what the essay argued.*

Argumentative Essay

In the persuasive essay, you tried to persuade the reader to agree with you. The argumentative essay does the same, relying on strong logic and evidence to support your opinion. However, not only will you support your side, but you will also counter the other side's arguments. Doing this shows the reader that you have fairly considered the topic.

To begin: Pre-writing

➤ **Choose a Topic.** The topic needs to be chosen wisely. Often your instructor will give you possible essay topics. But if you choose your own topic, here are three rules to follow:

1. Your topic needs to be a **debatable issue**. There is not only one right opinion; there are **two strong sides** to the issue. There are smart people on both sides of the issue. To test your topic, write it as a “yes/no” question to see if “yes” and “no” could both be acceptable answers to the question.

2. It should be **possible to change someone's opinion** about your topic. Some opinions are almost impossible to change. Could you persuade someone to change his favorite ice cream flavor? Could you persuade someone that your mother is the best mother in the world or that your mother is better than her mother? Could you persuade someone to convert to another religion? (Well, maybe you are persuasive enough to do these things, but it would take more than an essay....) In an argumentative essay, **avoid these kinds of topics:**

- **Fact.** *Athens is the capital of Greece.* (If you have a disagreement about this, you can solve it by looking at a map. There's only one right answer, so there's no argument and no essay.)

- **Preference.** *Lemon is the best ice cream flavor.* (For you, maybe it is. But I love strawberry, and nothing you say could make me change to lemon. There's no argument. My taste buds will always prefer strawberry to lemon.)

- **Faith.** *There is other intelligent life in the universe.* (Maybe there is, but this statement can't be proved either way. There's not enough evidence for or against it. This is similar to most religious issues – it's a question of faith and you really can't change someone's mind.)

3. You should be able to argue for your opinion using **logic and evidence**. Facts, examples, personal experience, and description can all help you as well as logical explanations.

➤ **Define Purpose and Audience.** Your audience disagrees with you and your purpose is to convince the audience that your opinion is valid.

➤ **Think, Research, Discover your Thesis.** A strong argumentative paper requires a lot of thinking. Spend time brainstorming all the possible arguments for your side (pro arguments) and the opposing side (con arguments). *Use the Pre-Writing Worksheet to help you prepare.* To find a thesis, answer the “yes/no” question, and there you have your opinion.

➤ **Plan and Outline.** Choose the strongest arguments you have to support your thesis. Each argument will be one main paragraph idea. Make sure that you have enough support for each. Remember, you will persuade the reader with logic and evidence, not with emotion. You will also need to choose con arguments to refute (argue against) in a paragraph.

Many argumentative essays use the following organization (and you probably will too):

Introduction	OR	Introduction
BP #1: Pro Argument #1 (weakest)		BP #1: Con Argument(s) and Refutation
BP #2: Pro Argument #2		BP #2: Pro Argument #1 (weakest)
BP #3: Pro Argument #3 (strongest)		BP #3: Pro Argument #2
BP #4: Con Argument(s) and Refutation		BP #4: Pro Argument #3 (strongest)
Conclusion		Conclusion

Writing an argumentative essay

Just sit down with your outline and start writing. Here is what each paragraph should do:

- **Introduction:** As usual, start with a hook sentence. Then introduce the topic: give background information, define terms if necessary, show why the topic is important, and explain the difference of opinion about the topic. Finally, include your arguments (main paragraph ideas), and of course, end with a thesis statement which clearly states your opinion about the topic.

 - **Body**
 - Pro paragraphs:** Each paragraph is one argument which supports your thesis statement. Each topic sentence will introduce the argument and support the thesis statement. Then the BP will discuss the argument and support it with points using facts, examples, and other details. Explain how these details prove the topic sentence, and link the whole paragraph back to the thesis statement.

 - Con Paragraph(s):** In the first sentence, state the opposing side's argument or view (focus on the 1-2 most important con arguments). And then, using a transition (like *however*), write your refutation of this view (that will be this paragraph's topic sentence). Now support your refutation with logic and evidence showing that the con arguments are not as strong as your arguments.
- There are three different ways to refute con arguments:
1. Show that the other side's facts are incorrect.
 2. Show that the other arguments are irrelevant. They don't relate to the topic.
 3. Show that the other side's arguments, although true and relevant, are not enough. Your arguments are more significant and sufficient.
- It's usually hard to find incorrect facts or irrelevant arguments in your opposition; you will have to admit that the other side has good arguments. However, you should be able to show that the important con arguments are not as strong as your arguments.
- **Conclusion:** As usual, the conclusion must connect to the last body paragraph. It will restate your thesis and summarize your three arguments. You should convince the reader that your position is the best and show the reader what to do or think after reading your essay. The last sentence will be a strong statement which makes the reader say "Wow!"

 - **A Note about Style:** Your writing style is very important in this essay because you need to have a good relationship with your audience. Your tone should remain objective. Avoid being too emotional; the audience will be swayed by logical argument, not passion. Do not attack the other side; the other side is not stupid, so you should be polite and fair.

Finally, remember to state your opinion without saying "in my opinion" or "I think that."

Speech Class: A Scary but Necessary Part of College by Carolyn Smith

Sweaty palms, shaky legs, and a dry mouth are a few problems someone might have while giving a speech. That is why public speaking is a nightmare for most people. Yet for college freshmen it is a required class. Some people believe that public speaking is a useless class and students should not be required to take it. However, a course in public speaking can teach more than just how to give a persuasive, informative or demonstrative speech. For many students, who may never become public speakers, the skills they learn in a speech class can help them in many other ways in the future. These students learn to build their confidence, present arguments clearly, and use presentation skills, which is why every college student should take a course in public speaking.

Most college students will one day have to interact with people in a professional setting, and the more confident they are in those situations the better off they will be. Most careers require a person to speak in front of one or several people in an interview, at a presentation, or in a group activity. That person will need to show confidence in herself and her abilities or few will trust her ideas. Self-confidence attracts trust; a fidgety, shaky-voiced, frightened speaker does not. However, not everyone is able to feel confident, especially when standing alone in front of a group of strangers. By taking a course in public speaking, students have a chance to practice speaking in front of a group with only the pressure of getting a grade. In this type of setting, students can become more confident without losing a possible job or promotion if they do badly. So public speaking class is a place for college students to start gaining confidence.

At some point in students' lives, it will also be necessary to convince others that their thoughts, opinions, or ideas are the best. In order to do so, they must support those ideas with clear, organized arguments. This is another skill that is well practiced in a public speaking class. It is true that this skill is also taught in writing classes, but writing allows a lot more preparation and organization time than public speaking. People need to be able to think on

their feet when arguing for and supporting their opinion. An interview is a good example of this. If John believes that he is the best person for the job, then he needs to convince the interviewer to agree with him by promptly, clearly, and completely answering any question that is asked. Furthermore, a business student will someday need to argue for her knowledgeable opinion at a company meeting. Whether the decision is about which software to use or which stock to invest all the company's money in, if she cannot articulate her arguments well, no one will listen to her, even if she is right. Clearly, students need the skills to defend their opinions out loud to succeed in their future.

Finally, in a speech class students will learn the skills they need to present themselves in an interesting way that will keep the audience interested in them. Learning to make eye contact, standing up straight, using intonation, and speaking clearly will help students give a better presentation of themselves. This is important in job interviews and company meetings as well as any speaking situation. If a speaker does not know how to use these skills, the audience will get bored and not listen to the speaker, so the speaker just wastes everyone's time. Plus, the listeners will remember only one word about the speaker: "boring." There are important skills to be learned and practiced in a speech class and that is why everyone should take such a class.

Unfortunately, some students believe that they do not need to take a speech class or that they will learn a different style of presenting in their own major program. A student in a science program who needs to present data and research will learn a style different from the types of speeches taught in a public speaking class. While this argument may be true, students can always use the opportunity to practice speaking in front of a group and to improve their skills in keeping an audience's attention. Plus, even people who do not plan to be public speakers benefit from public speaking class. For example, I would be a secretary working at a boring desk job if someone had not encouraged me to fight my fears and speak

up in front of people. Instead, now I have taught English in Japan and Slovakia and learned a lot about my students and their cultures. The memories, friends, and adventures I have from these experiences would never have been possible without people like my public speaking teacher. So even students who feel that they do not need a speech class will someday find that they have benefited from it.

It is true that not everyone becomes a great speaker, but eventually they will need to speak up in front of people they do not know. In such situations people will have a better chance of getting what they want if they can show confidence, argue for their opinion, and be interesting enough to keep other people's attention. College is supposed to prepare students for the future, and learning the skills required in a public speaking class is just another way of getting ready for whatever that future may be.

Argumentative Essay Pre-Writing Worksheet

Topic

1. Write your topic as a question that has a yes/no answer so that your answer is “yes.”
2. What are the two main sides of this issue?
Side 1:

Side 2:
3. Write your opinion of the topic as a thesis statement. (This should answer the question above). BE VERY CLEAR.

Audience and Purpose

1. Who is your audience?
2. How much does the audience already know about your topic?
3. What information should you give them in the introduction?
4. Does your audience agree or disagree with you?
5. What do you want your audience to believe (or do) after reading your essay?

Thinking

1. To make an effective argument for one side, you need to know what both sides think. In the chart on the next page, write down ALL the arguments you can think of supporting each side.

Pro (yes) arguments	Con (no) arguments

2. Answer these questions about the chart above.

- ◆ Which is the strongest pro argument? Why? Can you support it with facts, examples, or personal experience?

- ◆ Which is the weakest pro argument? Why?

- ◆ Are any pro arguments actually smaller parts of one bigger argument? If so, combine them.
- ◆ Are all the major con arguments there?
- ◆ Which are the strongest con arguments?
- ◆ Can you argue effectively against any of the con arguments? Which ones?

- ◆ Now that you've looked at the strength of the arguments and how much support you have, is it enough? Can you write a strong and convincing essay? Or have you changed your mind? If your thesis has changed, begin again!

Organization

1. Choose the 3 strongest arguments to support your thesis. These will be your main paragraph ideas. Write them as sentences and put them in the order you want to put them in your essay.

■

■

■

2. What order are your arguments in? (weakest to strongest, strongest to weakest,...)

Support

Body Paragraph 1

1. What do you want to show your reader in this paragraph?

2. Why do you think this is true?

3. What evidence (facts, examples, personal experience) do you have?

Body Paragraph 2

1. What do you want to show your reader in this paragraph?

2. Why do you think this is true?

3. What evidence (facts, examples, personal experience) do you have?

Body Paragraph 3

1. What do you want to show your reader in this paragraph?
2. Why do you think this is true?
3. What evidence (facts, examples, personal experience) do you have?

Con Arguments

Now look at the con arguments and choose one or two strong ones to argue against in your essay (it wouldn't be fair to choose the weakest ones). You could also choose arguments which parallel yours.

First con argument

1. Write it as a sentence:
2. What do you think about it? Strong weak true false irrelevant
3. What logic and evidence do you have to show that it is weak, false, irrelevant, or not enough compared to your arguments?

Second con argument

1. Write it as a sentence:
2. What do you think about it? Strong weak true false irrelevant
3. What logic and evidence do you have to show that it is weak, false, or irrelevant?

Outline

Use these notes to make your outline. If you don't think you have enough support, get more.

Argumentative Essay Checklist

Introduction

- _____ inviting hook
- _____ not too general
- _____ introduces topic well
- _____ introduces arguments of essay
- _____ all sentences connect
- _____ ends with a thesis statement

Thesis statement

- _____ easy to understand
- _____ opinion is clear
- _____ purpose of paper is clear
- _____ states one opinion of essay
- _____ answers essay question

Pro Body Paragraphs

- _____ begins with a topic sentence
- _____ topic sentence names argument
- _____ topic sentence relates to thesis statement
- _____ topic sentence connects to last paragraph
- _____ every sentence supports topic sent.
- _____ no irrelevant ideas or information
- _____ no logical fallacies
- _____ has enough supporting points
- _____ has specific details
- _____ details are logically ordered
- _____ examples used to clarify points
- _____ details are developed and explained
- _____ all sentences relate to each other
- _____ no repetition
- _____ appropriate concluding sentence
- _____ argument is convincing

Refutation

- _____ begins with a topic sentence
- _____ topic sentence names con argument
- _____ topic sentence connects to last paragraph
- _____ opposition is presented objectively
- _____ con argument is clear
- _____ objection to con argument is clear
- _____ refutation is well-supported by reasoning
- _____ refutation is supported by specific details
- _____ points are logically ordered
- _____ details are developed and explained
- _____ all sentences relate to each other
- _____ no repetition
- _____ appropriate concluding sentence
- _____ refutation is convincing

Conclusion

- _____ connects to last body paragraph
- _____ restates thesis
- _____ summarizes main arguments
- _____ no new information
- _____ strong, appropriate closing statement

Organization

- _____ essay follows a logical order
- _____ pro points have a clear order

Format

- _____ double-spaced
- _____ Times New Roman 12-point
- _____ 1-inch, unjustified margins
- _____ name, course, instructor, assignment, and date on title page
- _____ appropriate title
- _____ header with shortened title and page number on every page
- _____ indented paragraphs

Writing Style

- _____ written simply and clearly
- _____ appropriate word choice
- _____ third person only
- _____ variety in words, sentences
- _____ no wordiness (every word, sentence counts)

Logical Fallacies

Generalization: Statement that exaggerates the meaning of a fact or example or lacks evidence.

This class is boring. Therefore, all writing classes are boring.

To fix it – Avoid words like *everything*, *all*, and *nothing*. Qualify statements with *most*, *many*, *in some cases*. Remember, one example doesn't prove that something is always true.

Stereotype: Generalizations applied to people. A stereotype assumes that you can know what a person is like just because of his/her origins, gender, religion, etc.

Germans love beer. Women cannot do math.

To fix it – Avoid saying something about *everybody* in a group. Qualify statements with *some*, *many*.

Oversimplification/Either-or: A simplified statement, especially one that says there are only two sides to an issue or one that says there is only one cause or reason for something.

*There's only one problem at this school – it doesn't teach enough English grammar.
If the government doesn't raise taxes, there will be no more social services for the poor.*

To fix it – Give more options and many causes and effects. Don't think in black and white.

Post hoc ergo propter hoc: X happened before Y; therefore, X caused Y

*The president gave a speech about trade. The next day, the price of bananas went down.
Therefore, the president's speech caused the price of bananas to drop.*

To fix it – Show that there is a connection between events besides time.

Slippery slope: A statement that suggests that one cause will lead to many extreme effects.

If tuition goes up, many students won't be able to pay for school, so they will never finish their education. They won't be able to find good jobs and will be unable to support their families. They will become homeless and will turn to alcohol to forget their problems.

To fix it – Make sure there is a direct relationship between all causes and effects. Explain everything.

False/trivial facts: Using evidence that doesn't exactly support your point, doesn't relate to your point, misleads the reader, or proves nothing.

Hydrogen-powered cars are more efficient than regular cars. Hydrogen cars can travel 100 kilometers on a tank of hydrogen.

To fix it – Use facts that directly relate to your point and EXPLAIN how they prove your point.

Circular argument: The evidence re-states the argument in different words; it doesn't prove it.

John is a good teacher because he teaches well.

To fix it – Use facts, examples, and description to describe your point. Always answer “why?”

Emotional appeal: an argument based on emotion, not logic. Not for academic essays

To fix it – Avoid emotional language. Maintain a calm tone. Support arguments with logic.

False Authority: Using a person with no real expertise to support your argument.

To fix it – Check sources for the proper academic background and/or experience.

Writing logically

- ◆ Always remember *never* to say *always* and *never* (and *all* and *none*, and *everyone* and *nobody*). These statements are very difficult to prove.
- ◆ Be careful not to oversimplify. Think about other possibilities and causes.
- ◆ Words and phrases like *undoubtedly*, *obviously*, and *it is a fact* or *it is a well-known fact* are often followed by generalizations and oversimplifications.
- ◆ All opinions should be supported with facts, examples, description, and personal experiences.

EXERCISE 1: LOGICAL FALLACIES

What's wrong with these? (There could be more than one logical fallacy in each.) How can they be fixed?

1. All American families have a house, two cars, and three television sets.
2. The fire started two minutes after Mr. Jones left the building. He should be arrested for arson.
3. Ms. Arroyo won't be a good president. She always wears blue jeans.
4. The North Korean leadership has two choices – continue its totalitarian dictatorship or resign to allow real democratic elections.
5. Many famous actors live in California, so it must be a beautiful place.
6. The British always talk about the weather.
7. It rained yesterday and now I'm sick.
8. Abortion should be banned because it is immoral.
9. The traffic in this city is terrible. There were 20 cars at the stoplight.
10. Genetically-modified food will destroy the living standards of European farmers.
11. The United States has global military power because it has a strong military.
12. If we don't teach people about AIDS, they will contract the disease. They won't be able to work or raise children. Our society will be destroyed.
13. The lake's environment is being destroyed by pollution. According to Dr. Jane Townsend, there are now 250 species of fish in the lake.
14. Voters should not trust the mayor. He's a slimy liar with a fake smile on his weasel face!
15. Television influences a lot of people; therefore, it has a great effect on how people act.

Plagiarism and How to Avoid It

What an author writes becomes his or her own property. So if you use another author's words OR ideas without informing the reader, you are stealing the author's property. Presenting someone else's words and/or ideas as your own like this is called plagiarism.

In academic writing, you will have to respond to other people's writing or use their work to support your ideas, so you need to be aware of plagiarism. It is a very serious issue in English academic writing – students can fail a class or be suspended because of it. Wouldn't you rather get a 75% for doing your own work than get a 0%, a failing course grade, and a term's suspension for plagiarizing? **To avoid plagiarism is not difficult, but it does take time.**

Always do your own work

- Do not turn in an assignment that was not written completely by you.
 - 1) Don't use another student's essay as your own.
 - 2) Don't turn in an essay you found on the Internet.
 - 3) Don't ask someone else to write part of your paper.
 - 4) Don't copy and paste from other people's writing.
 - 5) Don't put anything in your paper that hasn't been written by you (except if it's in quotation marks – see below).
- Do not turn in your paper from another term or different class. Do original work for each class.

Acknowledge the source whose words or ideas you use

- Name the author (whether it's a person or an organization)
- Introduce the author's words/ideas so it's clear that they are not yours.
*Johnson states that Johnson's article states that As Johnson stated,
In Johnson's view/opinion, In the opinion of Johnson, According to Johnson,*

Other words to use (Look them up in a dictionary first):

*describe/include/observe/point out/remark/say/argue/believe/claim/conclude/
explain/find/maintain/suggest/show/discuss/explore/note/emphasize*

Use the source material as a quote, paraphrase, or summary

- **Quote:** Use an author's exact words. If you do this, you must
 - 1) put "quotation marks" around the author's words.
 - 2) not change anything from the original. Copy the author's words exactly as written.
- **Paraphrase:** Use your own words to re-state specific ideas or information from an author's work. If you do this, you must
 - 1) re-write the author's passage in a completely new way, not copying the vocabulary, sentence structure, and word order of the author.
 - 2) not change any of the author's ideas.
- **Summary:** Use your own words to re-state an author's main ideas. If you do this, you must
 - 1) rewrite the ideas in a completely new way, not copying the author's vocabulary, sentence structure, or word order.
 - 2) not change any of the author's ideas.

EXERCISE 1: RECOGNIZING PLAGIARISM

Read the following sentences from the article "Forests" by the U.S. Department of State.* Then read 3 students' use of the author's work. Decide whether each sentence is plagiarism or not.

1. Article: *They are home to 70% of all land-living plants and animals and provide food, fuel, shelter, clean water, medicine and livelihood for people worldwide.*

Students' sentences:

- A. Forests are home to 70% of all land-living plants and animals and provide food, fuel, shelter, clean water, medicine and livelihood for people worldwide.
- B. According to the U.S. Department of State, forests are home to 70% of all land-living plants and animals and provide food, fuel, shelter, clean water, medicine and livelihood for people worldwide.
- C. Forests "are home to 70% of all land-living plants and animals and provide food, fuel, shelter, clean water, medicine and livelihood for people worldwide," reports the Department of State.

2. Article: *Yet forests in many regions, especially in the tropics, continue to disappear at rapid rates due to population pressures, subsistence agriculture, unsound and illegal logging practices, large scale development projects, and national policies that distort markets and subsidize forest conversion to other land uses.*

Students' sentences:

- A. The Department of State reports that forests are being destroyed by "population pressures, subsistence agriculture, unsound and illegal logging practices, large scale development projects, and national policies that distort markets and subsidize forest conversion to other land uses."
- B. The Department of State reports that forests in many regions, especially in the tropics, continue disappearing at fast rates due to "population pressures, subsistence agriculture, unsound and illegal logging practices, large scale development projects, and national policies that distort markets and subsidize forest conversion to other land uses."
- C. As the Department of State reported, various factors contribute to the increasing destruction of forests throughout the world, particularly in tropical areas.

3. Article: *Our growing pharmaceutical and food processing industries have vested interests in protecting source materials in tropical and other forests worldwide for new medicines, pharmaceuticals and food additives.*

Students' sentences:

- A. According to the Department of State, forests contain ingredients for new food and medical products, which is why the U.S.'s expanding drug and food companies desire the protection of forests.
- B. The "growing pharmaceutical and food processing industries have vested interests in protecting source materials in tropical and other forests worldwide for new medicines, pharmaceuticals and food additives," according to the Department of State.
- C. As the Department of State reports, the protection of forests is important to the food and drug industries in the United States.

*U.S. Department of State. (2004). *Forests*. Retrieved July 13, 2004, from <http://www.state.gov/g/oes/env/for/>

When do you quote, paraphrase, or summarize?

- **QUOTE** when you want to use the author's exact words. You would like to use the exact words from 1-3 sentences because they are perfect, memorable, or strong. There is no way you could say the idea better in your own way. This happens rarely!
- **PARAPHRASE** when you want a specific idea or detail from the author's work. You would like to include everything from a passage or sentence, but you want to write it in your own words. You can write the passage or sentence better in your own way.
- **SUMMARIZE** when you want to use the author's general idea, but no details. You would like to include the main idea of an article, paragraph, or passage, but none of the details, in your paper.

EXERCISE 2: QUOTE, PARAPHRASE, OR SUMMARIZE?

You are writing a report about Visit Britain's newest promotion (encouraging tourists to act as spies). You read an article by Bob Barton* and chose the following ideas to put in your report. Which of these passages would you summarize, paraphrase, or quote? Sometimes you may do two.

1. Britain has always had something of a reputation as home to the world's favourite secret agents and now their popularity in books and films is to be increased this year in a new action comedy from Universal Pictures. *Johnny English* stars one of Britain's most popular comedians, Rowan Atkinson (Mr. Bean) in the title role as an incompetent MI7 operative.
2. . VisitBritain (formerly called British Tourist Authority) – aware of the pulling power of film through its recent promotion of Harry Potter – is now using Johnny English to entice visitors.
3. *Johnny English* director Peter Howitt, who also made the romantic comedy “Sliding Doors”, chose an impressive list of locations in which to shoot Atkinson and his co-stars, Australian singer Natalie Imbruglia and John Malkovich (who plays the arch-villain Pascal Sauvage). In London, viewers see the Tower of London, from where the priceless Crown Jewels are stolen; 10 Downing Street, home of the Prime Minister; Buckingham Palace (the Queen has been forced to abdicate!); Canary Wharf Tower, Europe's highest building; ornate Brompton Cemetery – and more. VisitBritain will highlight all of these in its newest promotion.
4. VisitBritain is also persuading visitors to become agents themselves. Their mission: to explore Britain, discover its traditions, gadgets and indulgences – and take on some action packed challenges!
5. For example, adventurous types could see the countryside from a parachute (www.parachuting-uk.co.uk); go skiing across some of Scotland's mountainous landscapes (www.ski.visitscotland.com); or try water-skiing, canoeing and kayaking in England's beautiful Lake District.
6. Those with fantasies about becoming a secret agent may feel their dreams coming true at romantic locations such as the ‘hidden’ Italianate village of Portmeirion on the North Wales coast. Built by an eccentric architect, Sir Clough Williams-Ellis, it has often been used as a mysterious film and TV set.
7. Britain has an appropriate chain of stores called Gadget Shops. Found in many towns and cities, they offer some surprising gifts of interest to amateur agents: from spyscopes and spycams to a £225 working model helicopter (www.gadgetshop.com).
8. Among its collection of aircraft, armoured vehicles and guns, London's Imperial War Museum has a permanent “Secret War” exhibition, which studies the factual world of espionage.

*Barton, B. (2003, February). *Johnny English – Britain's craziest secret agent*. Retrieved July 15, 2004, from http://www.visitbritain.com/uk/presscentre/copyright_free_articles/current/jonny_english.htm

Using Quotations in your Writing

A quotation occurs when you write the exact words of a source. They must be surrounded by “quotation marks” to show that they are not your words.

Only use a quotation if

- ◆ The source says something so perfectly and beautifully that you could never write it better
OR
- ◆ You want the reader to know exactly what the source said so that you can directly respond to the words or tone of the author.

Never use a quotation if

- ◆ The quotation is just a regular sentence, with no cool or strong words or something to make it stand out and tickle the reader.
- ◆ You can write the author’s words just as well in your own way.
- ◆ You’re lazy, so you’re just trying to avoid writing something yourself.
- ◆ You need to fill the page.
- ◆ You’re writing a topic sentence or a concluding sentence.
- ◆ You’re explaining something (the quotation should not be your only explanation).
- ◆ You don’t know who said the quotation.

YOU SHOULD HAVE VERY FEW QUOTATIONS IN YOUR PAPERS.

EXERCISE 1: TO QUOTE OR NOT TO QUOTE

You plan to use all these ideas from The Slovak Spectator (reprinted with permission) in your paper. Which of these would you use as “quotations” and which can you rewrite in your own way without changing the author’s tone or meaning? Are there parts of sentences you might quote?

1. As of October 1, the minimum monthly wage in Slovakia is set at Sk 6,080 and the price of one-hour labor cannot sink under Sk 35. (Sk=Slovak koruna)
2. “This nonsense is born in minds affected by the excessive consumption of wine,” Toth told the Slovak Spectator in an exclusive interview.
3. With the arrival of the first Mikuláš Dzurinda cabinet, Slovakia gradually began to regain the trust and respect of its western partners, and the cabinet’s efforts were rewarded recently with the country’s invitations to join both NATO and the EU.
4. Satinský will always be remembered as a clown, a storyteller, a friend to children, Slovakia’s uncrowned king of humor and a noble-minded man.
5. Just 10 years after the fall of the oppressive regime, as many as 69 percent of Slovaks said that life was worse than under communism, according to a study done by the US government in late 1999. Their view of communism had clearly gotten better over time, as in 1992 only 50 percent voiced that opinion.
6. Can the EU be anything like the US? The answer is no, at least not in the foreseeable future. Equally, it cannot hope to match the economic, political, or military strength of what is the globe’s sole superpower.

Mechanics of quotations

1. **A quotation should be short.** The reader wants to read your own words, not long quotations.
2. **Use the EXACT words in the EXACT order from the source.** DOUBLE CHECK THIS!!
3. **Put “quotation marks” around ALL of the source’s words.**

In fact, according to Richards, smokers “are following a long painful twisting road of doom.”

4. **Name the speaker in your writing:**

- ◆ If you’re quoting the author, use the author’s name:

According to Richards, smokers “are following a long painful twisting road of doom.”

- ◆ If the person who said the quotation is different than the author, you should name the speaker:

In fact, as lung research scientist Dr. Smith said in Richard’s article, smokers “are following a long painful twisting road of doom.”

5. **If you skip words in the middle, use ellipses (. . .) to indicate where you skipped.** You do not need to put ellipses (. . .) at the beginning or end of quotations. Remember, don’t skip anything which will change the author’s meaning.

In fact, as Richards said, smokers “are following a long . . . road of doom.”

In fact, as Richards said, smokers “are following a long painful twisting road.”

6. **If you must change a word or some grammar to make a quotation fit into your writing or to make a quote more understandable, use [brackets] to show what you have added or changed.** Remember don’t change anything which will change the author’s meaning.

According to Richards, smokers “[follow] a long painful twisting road” before they die.

Integrating quotations into your writing

A quotation should not sit all alone and unconnected to the sentences around it, as in this passage:

*Danish Wind Energy Association, “Birds often collide with high voltage overhead lines, masts, poles, and windows of buildings. They are also killed by cars in the traffic. Birds are seldom bothered by wind turbines, however.”**

This does not help the reader. Why are you using this quotation? What does it mean? How does it help you? How does it connect to the ideas before and after it? Help the reader!

1. **Don’t use the whole sentence from a source if it doesn’t fit well.** Use parts of sentences which you can put at the beginning or end of your own sentences. (But don’t change the meaning.)
2. **Think of your quotation as the middle of a “sandwich.”**

1. Write your own point which the quotation will support in your own words. (top of sandwich)
2. Introduce quotation – name the speaker and maybe the purpose of the quotation (why you’re using it)
3. Write the quotation. (meat, or vegetables for vegetarians)
4. Explain the quotation; show why/how it supports the point you have made. (bottom of sandwich)

Each step does NOT need to be a whole sentence. It could be a single word or 2 sentences. Your explanation could be at the beginning or the end or in both places. Also remember that your sandwich needs mustard, mayonnaise, or some other sauce to hold it all together – all sentences should connect to those before and after them.

*Reprinted with permission from the Danish Wind Energy Association.

EXERCISE 2: FIND THE SANDWICH

Read the following passages to see how the quotations were integrated. Find the connection between sentences, the introduction of the quotation, and the explanation.

1. Birdwatching groups are very concerned about the effect of human construction, especially huge wind turbines, on bird habitats. While the Danish Wind Energy Association acknowledges that “birds often collide with high voltage overhead lines, masts, poles, and windows of buildings,” it points out, “Birds are seldom bothered by wind turbines.” This is good news for birdwatchers, birds and the wind power industry.
2. VisitBritain's new tourism campaign encourages tourists to travel around Britain as spies. As Bob Barton wrote, it is trying to entice tourists with a “mission: to explore Britain, discover its traditions, gadgets and indulgences – and take on some action packed challenges.” The organization then offers tourists a guide to Britain's film locations, famous sites, and espionage-related shops.

EXERCISE 3: WRITE PASSAGES USING QUOTATIONS.

Do this exercise on a separate piece of paper. Remember to sandwich the quotations.

1. Write a passage about the effects of hunger on children's education using this quotation from the World Food Program.

For a child suffering from hunger, going to school is not important; having enough food to eat is. There are 300 million chronically hungry children in the world. 100 million of them do not attend school.

2. Write a passage about the connection between hunger and poverty using this quotation from the World Food Program. You do not need to quote everything.

Hunger and malnutrition gnaws away at the most valuable assets in any country's development: its people. A person who is always hungry is always poor. For such people each day is dedicated to finding enough food to subsist.

3. Write a passage about UNESCO's AIDS education programs using this quotation from its web site. Do NOT quote the whole thing; choose what is most important to your point.

Some basic facts have to be remembered: most children and young people are HIV-free. To curb the epidemic, those not infected must know how it spreads and act on this knowledge, and those infected must learn to become protective of others. So the highest priority is the age group between 10 and 25 in which about half of new infections take place.

4. Write a passage about the benefit of bats using a quotation from the U.S. Fish and Wildlife Service. Do NOT quote the whole thing; choose what is most important to your point.

Almost all United States bats, and 70 percent of the bat species worldwide, feed almost exclusively on insects and are thus extremely beneficial. In fact, bats are the only major predators of night-flying insects. One bat can eat between 600 and 1,000 mosquitoes and other insect pests in just one hour.

5. Write a passage about the threat of terrorism in Europe using a small quotation from Jamie Shea, NATO's Deputy Assistant Secretary General for External Relations, in this interview with The Slovak Spectator (reprinted with permission).

What we do know is that every country in Europe is potentially vulnerable. Terrorists have attacked as many countries that did not participate in the conflict in Iraq as countries that did. So there is no notion that any of us can opt out. Terrorists do not respect borders. They want to attack any democracy. Any target that is a soft one is a potential target.

Paraphrasing

Paraphrasing is using your own words to report someone else's writing. You rewrite a passage in your own way but still keep the author's opinion and information.

Why should you paraphrase? (and not quote or summarize?)

- you can say what the author said in a way which will fit your paper better than a quotation
- you can make the author's idea easier to understand than a quotation
- you can say the author's idea in a more interesting way than a quotation
- you can be more specific than in a summary

Paraphrasing is NOT

- changing the vocabulary of the author's sentence.
- changing the word order of the author's sentence.
- changing the grammar of the author's sentence.

Paraphrasing is changing ALL THREE of those things.

What stays the same

Look at the examples below. There are some words in the original that cannot be changed:

- Names (*Afghanistan, Europe, Balkans, Tony Blair...*)
- Numbers (*seven; 80%; 224,000; 50% (but you could say "half")*)
- Specialized words with no synonym (*heroin, opium, bus, tongue, keyboard*)

Article: "Heroin movement worldwide: Southwest Asia," by the Central Intelligence Agency.

Most Southwest Asian heroin flows overland through Iran and Turkey to Europe via the Balkans. Although regional conflicts have forced traffickers to modify delivery routes, the Balkans remain the primary passageway for Southwest Asian heroin bound for Western Europe. Heroin and opium shipments are smuggled from Turkey in bonded trucks, buses, or personal vehicles to Western Europe for distribution.

Paraphrase:

According to the CIA, the majority of heroin from Southwest Asia ends up in Europe. Smugglers first carry it across Iran and Turkey. From there, cars, buses and trucks transport the heroin and opium through the Balkans. Despite political instability, which has changed some routes, the Balkans are traffickers' main route to Western Europe.

Article: "St. Kitts and Nevis," by The CIA World Factbook.

Sugar was the traditional mainstay of the Saint Kitts economy until the 1970s. Although the crop still dominates the agricultural sector, activities such as tourism, export-oriented manufacturing, and offshore banking have assumed larger roles in the economy. As tourism revenues are now the chief source of the islands' foreign exchange, a decline in stopover tourist arrivals following the September 11, 2001 terrorist attacks has eroded government finances.

Paraphrase:

As reported in the CIA World Factbook, before the 1970s, St. Kitts' economy was based on sugar. Now the economy also depends on offshore banking, manufactured exports, and tourism, but sugar is still the main agricultural product. Unfortunately, the state's financial situation has been hurt recently because tourism, the biggest contributor to the island's budget, has decreased since September 11, 2001.

EXERCISE 1: PARAPHRASE OR PLAGIARISM?

Read A, B, and C's attempts to paraphrase the following passages and decide if they paraphrased correctly or plagiarized.

1. Article: "Antarctica," by The CIA World Factbook.

Not until 1840 was it established that Antarctica was indeed a continent and not just a group of islands. Several exploration "firsts" were achieved in the early 20th century. Following World War II, there was an upsurge in scientific research on the continent.

Student A's essay:

In 1840, the world finally realized that Antarctica constituted a continent, not just islands. The beginning of the last century brought new discoveries on the continent, and the growth of scientific research came after the Second World War.

Student B's essay:

The CIA World Factbook reports that in 1840, the world finally realized that Antarctica constituted a continent, not just islands. The beginning of the last century brought new discoveries on the continent, and the growth of scientific research came after the Second World War.

Student C's essay:

Until 1840, people thought Antarctica was just a group of islands and not a continent, according to the CIA World Factbook. At the beginning of the 20th century, new discoveries were made on the continent, and after World War II, an upsurge in scientific research occurred on the continent.

2. Article: "Antarctica," by The CIA World Factbook.

A number of countries have set up year-round research stations on Antarctica. Seven have made territorial claims, but not all countries recognize these claims. In order to form a legal framework for the activities of nations on the continent, an Antarctic Treaty was negotiated that neither denies nor gives recognition to existing territorial claims; signed in 1959, it entered into force in 1961.

Student A's essay:

The CIA World Factbook reports that many countries have set up all-year-round research stations on Antarctica. Seven have made claims for territory, but not every country recognizes these claims. To form a law for the activities of countries on the continent, countries negotiated the Antarctic Treaty which does not deny nor recognize these territorial claims. It was signed in 1959 and came into force in 1961.

Student B's essay:

According to the CIA World Factbook, Antarctica hosts permanent research stations for several states. Even though 7 countries have even declared part of Antarctica as their own, their demands have not been accepted by other states. The Antarctica Treaty, set up to govern the use of Antarctica by the countries operating there, was agreed on in 1959 and began working in 1961. The seven states' claims are not legitimized nor rejected by the Treaty.

Student C's essay:

As the CIA World Factbook states, many states have research stations on Antarctica, and seven states have even made territorial claims for part of the continent. However, these claims are not recognized by other countries. To form a legal framework for the activities of states on Antarctica, an Antarctic Treaty was agreed to that neither denies nor gives recognition to these declarations. Countries signed the treaty in 1959 and it entered into force in 1961.

How do you paraphrase?

There are two ways. Try both to see which works best for you.

1. Find the passage from the author's work which you want to include in your paper.
2. Understand everything in the passage. Read the passage a few times. Look up words in a dictionary if you don't know them – THIS IS IMPORTANT. Read the sentences before and after it as well.
3. Cover the sentence(s) and write the idea in your own words. Remember to introduce the author.
4. Check to make sure that you didn't use the same vocabulary, word order, or grammatical structures. Check all THREE of these things.
5. Check to make sure that you kept the author's meaning and that you did not put your own opinion or ideas into the paraphrase.

OR

1. Find the passage from the author's work which you want to include in your paper.
2. Understand everything in the passage. Read the passage a few times. Look up words in a dictionary if you don't – THIS IS IMPORTANT. Read the sentences before and after it as well.
3. Rewrite the original by looking at it. Begin differently – change the word order of the sentence. Change all the words that can be changed. If the original sentence is long, divide it. If the original sentences are short, combine them. Do everything possible to write the idea in your own way. Remember to introduce the author.
4. Check to make sure that you haven't used the same vocabulary, word order, or grammatical structures. Check all THREE of these things.
5. Check to make sure that you kept the author's meaning and that you did not put your own opinion or ideas into the paraphrase.

EXERCISE 2: PARAPHRASE THIS

On a separate paper, paraphrase the following passages.

1. Article: "Tourism income up, tourists down," in *The Slovak Spectator*. (Reprinted with permission).

In the first 11 months of 2002, 24.8 million tourists crossed Slovak borders, a decline of 4.5 percent from the year before, while foreign currency income from tourism jumped 23.2 percent to Sk29.1 billion. Fewer tourists crossed the Polish, Czech, and Hungarian borders into Slovakia, but traffic was up over the Austria and Ukraine borders.

2. Article: "Introduction to Bats," by the U.S. Fish and Wildlife Service.

While most United States bat species are insectivorous, bats in other parts of the world feed on a variety of items in addition to insects. Many species feed primarily on fruit, while several types feed on nectar and pollen.

3. Article: “Birds and Wind Turbines,” by the Danish Wind Energy Association. (Reprinted with permission.

Birds are seldom bothered by wind turbines, however. Radar studies from Tjaereborg in the western part of Denmark, where a 2 megawatt wind turbine with 60 metre rotor diameter is installed, show that birds - by day or night - tend to change their flight route some 100-200 metres before the turbine and pass above the turbine at a safe distance.

4. Article: “Cell phones and cancer: No clear connection,” by T. Nordenberg.

Epidemiological studies are sometimes difficult to carry out in a way that can determine whether a cause-and-effect relationship exists between a single variable in a person's life (in this case, cell phone use) and the person's disease (brain cancer). . . . Brain cancer can take years or even decades to develop, making possible long-term effects of mobile phone use difficult to study; mobile phone technology is ever-evolving; and so many lifestyle factors--even down to the precise position in which a person holds the phone, as well as his or her own anatomy--can affect the extent of radiation exposure.

5. Article: “Slovakia beats out Poland to win Peugeot plant,” by Dewey Smolka. (Reprinted with permission from The Slovak Spectator). It explains why Peugeot chose Trnava, Slovakia, over Poland as the site for a car factory.

Peugeot officials said that Slovakia had won out over rival locations in Poland due to Trnava's central location and infrastructure, as well as the possibility to develop an industrial park for suppliers next to the plant. In the January 15 announcement, Peugeot also credited the Trnava site with an established ‘manufacturing tradition and the availability of well-educated labor.

6. Article: “Activities of the European Union: Customs,” by the European Union.

They [customs officers] are at the front line in tackling the burgeoning problem of counterfeiting goods as diverse as mobile phones and medicines, and piracy of items such as CDs and software. Customs seized almost 85 million counterfeit or pirated articles in 2002 and 50 million in the first half of 2003. This requires a keen eye for the difference between jeans or watches genuinely made by big-name fashion houses and items that are merely copies.

7. Article: “Activities of the European Union: Consumers,” by the European Union.

The [EU's] consumer policy strategy for 2002-2006. . . states that EU consumer policy should:

1. guarantee essential health and safety standards, so that buyers are sure the products they purchase are safe and that they are protected against illegal and abusive practices by sellers;
2. empower individuals to understand policies that affect them and have an input when these policies are made;
3. establish a coherent and common environment across the Union so that shoppers are confident about making cross-border purchases;
4. ensure that consumer concerns are integrated into the whole range of relevant EU policy areas from environment and transport to financial services and agriculture.

Summarizing

Summarizing means re-stating an author's main ideas. When summarizing, you should not include any details, just the major opinion or finding of the author. It's also important to be objective; do not put your own opinion in your summary.

How to summarize a paragraph or passage

Step 1: Understand what you are reading. If you don't understand it, you can't summarize it correctly. Look up words that you do not understand.

Step 2: Write down the main ideas of the passage on a separate piece of paper. Use your own words in these notes. If you use any of the author's words, put "quotation marks" around them.

Step 3: Look at your list of ideas, not the author's words, and write your summary of the main ideas. Do not write any of the supporting details. Remember to introduce the author.

Step 4: Look back at the original to see if you have changed the grammar, vocabulary, and sentence structure. If not, change them now.

Step 5: Make sure that you have not changed the author's meaning and that you have not added your own opinion/ideas to the summary.

EXERCISE 1: SUMMARIZE THIS

On another paper, summarize the following paragraphs or short articles. Remember to use "quotation marks" if you use the author's exact words.

1. *Summarize the following sentence by the U.S. Department of State in its article "Forests."*

Yet forests in many regions, especially in the tropics, continue to disappear at rapid rates due to population pressures, subsistence agriculture, unsound and illegal logging practices, large scale development projects, and national policies that distort markets and subsidize forest conversion to other land uses.

2. *Summarize the following paragraph about the role of customs officers by the European Union.*

Customs officers make sure that endangered species are protected. That means checking trade in ivory, protected animals, birds and plants. They also protect our cultural heritage items by watching for smuggled art treasures. They ensure that exports of sensitive technology which could be used to make nuclear or chemical weapons are legitimate.

3. *Summarize the following paragraphs about wage increases by M. Karpathy (reprinted with permission from The Slovak Spectator).*

An even more dramatic example of what higher wages can do to an economy can be seen in Hungary, which has enjoyed significant interest from foreign investors since the fall of the iron curtain.

In the last two years, seven multinational corporations have left Slovakia's southern neighbor due to what Hungarian analysts have called its "expensive labor force" and "high minimum wage."

Mannesmann, Kenwood, Microsoft, Salamander, and Samsung were followed by IBM last year and Philips at the beginning of this year. Most of these companies transferred their production to Asian countries, which are able to offer significantly lower labour costs.

(continued on next page)

EXERCISE 1: SUMMARIZE THIS

The Hungarians have thus lost 7,000 jobs since 2000, and the Hungarian suppliers of the multinational companies that fled were affected negatively as well. The closure of the IBM facility in the city of Szekesfehervar, for example, resulted in the loss of 3,700 jobs.

4. *Summarize NATO Deputy Assistant Secretary General for External Relations Jamie Shea's answer to a question by reporter László Juhász (reprinted with permission from the Slovak Spectator).*

LJ: Where do you see the role of Slovakia in these efforts [NATO's efforts to maintain security for member states]?

JS: The key thing for Slovakia is to actively participate in every aspect of NATO's agenda. Sharing intelligence, helping the countries in the Balkans to be more secure, sending forces - as you have done - to Afghanistan where you now have a great deal of expertise, and simply realising that, today, NATO membership is a much more active one, with more demands on countries than there were 15 - 20 years ago. We live in a globalised world where we cannot close our eyes to these problems and pretend that they are going to go away, because they will not. Slovakia has a very good record of participating in NATO's efforts.

The reason why Slovakia is joining NATO is not to be part of a prestigious organisation. Your country realises that having a seat at the table, participating in the decision-making process, and not simply learning about decisions in the newspapers, is the way for a country like Slovakia to go. But apart from the political benefits there is also a share of the responsibility.

5. *Summarize the paragraphs about the focus of the World Food Program's development projects.*

WFP development projects, which benefited 16.2 million people in 2003, focus on five activities:

- **Nutrition:** communities pay a heavy price for failing to adequately nourish their children in the first years of life and, even earlier, in the mother's womb. Malnutrition stunts growth, intellectually and physically, and ultimately damages children's productivity as adults. WFP development aid focuses on the nutrition needs of young children and expectant and nursing mothers.
- **School feeding:** go to sub-section in menu
- **Building for the Future:** better homes, schools and irrigation are vital in the battle against hunger. But the poor cannot afford to invest in new assets. WFP has extensive experience in covering the short-term food needs of the vulnerable, giving them time and resources to build new houses, learn new agricultural skills, buy new technology and, ultimately, build a better future.
- **Disaster Mitigation:** a flood or a drought can destroy the livelihoods of the hungry poor in a matter of hours. Food aid can help avert an emergency before it turns into a full-fledged crisis. In countries plagued by natural disasters, WFP's development activities deliberately include contingency planning to enhance its ability to respond to emergencies.
- **Sustainable Livelihoods:** millions of rural farmers over-exploit their land to feed their families. In order to eat today, they sacrifice their future, farming marginal soils, cutting forests, over-grazing fragile rangelands and over-using water resources. WFP uses food assistance to encourage people to take steps that increase the yields from their natural resources. They involve terracing, tree planting and soil and water conservation.

Summarizing Articles

To summarize an article, you restate its main ideas so that the reader understands the important points of the article without having to read it. You will often be asked to summarize articles in your university classes.

In a summary, you may use all of the following skills: summarizing, paraphrasing, and quoting. You will:

- summarize the main idea of the article
- paraphrase the important supporting ideas
- quote any very significant, strong, amazing words, phrases, or sentences

The length of your summary will depend on your instructor's assignment, but a summary is usually much shorter than the article because it only names the main ideas, not the details.

Steps to follow when summarizing an article

1. **Read the article quickly to find the main ideas.** Look for the thesis statement, topic sentences, and headings. This is not always easy; the thesis statement is not always at the end of the first paragraph, and the topic sentence is not always the first sentence in a paragraph. There may be many very short paragraphs which are just details and not main ideas. Look at the introduction and conclusion as well – the main idea of the article will probably be in one of these too.
2. **Take notes on another piece of paper** – write down all the main ideas of the article in order. If you write three or more of the author's words in a row, put "quotation marks" around the words.
3. **Read the article more carefully now.** Understand it (get help from a dictionary).
4. **Look back at your list of main ideas and fix them** if your understanding of the article changed.
5. **Consider your audience and purpose** – how long is the summary supposed to be? Did your reader read the article or not? How detailed should you be?
6. **Look at your notes (not the article) and write a summary** of the article in your own words. Your summary, no matter how long it is, should have a beginning, middle, and end.
 - ◆ **Beginning – Start with a sentence that includes the author's full name, title of article, and a summary of the central idea of the article.**

In the article "The Great War," John Smith writes that World War II led to the mass use of airplanes by civilians.

OR

"The Great War," an article by John Smith, states that World War II had a huge impact on the role of airplanes for civilian use.

OR

In the view of John Smith, author of "The Great War," World War II transformed the use of airplanes by civilians.

- ◆ **Middle – Write all the main ideas of the article, in the order presented in the article, in your own words.** Paraphrase the author’s main ideas or if really necessary, quote exciting phrases. Use the author’s last name to introduce new ideas. Don’t use details, just his/her main ideas.

First of all, Smith points out that airplanes began to be used to transport troops more than in the past, which aided the future creation of large passenger planes for civilians. Long-flight technology was also developed during the war as airplanes served as long-range bombers. Finally, the first mass production of airplanes occurred during World War II, and this cheaper production then continued in civilian companies after the war.

- ◆ **End – Conclude your summary with the same idea the article ended with. Be brief.**

According to Smith, military use and development of airplanes during the war made the civilian use of airplanes possible.

7. Revise.

- ◆ **Check for plagiarism.** Look at the summary and the article and make sure that you used your own words or quotation marks.
- ◆ **Check to make sure that your summary has the same central idea as the article.** Make sure that your opinion is NOT in the summary.
- ◆ **Check that the author’s main ideas are in the same order as in the article** and that you stress his/her most important ideas and not least important ones.
- ◆ **Check that there are no details.**

8. **Edit.** Make sure that your writing is clear, every sentence connects, and that there are no unnecessary words.

9. **Proofread.** Of course, don’t forget this.

Example summary

This is a summary of the persuasive essay “Five Days of Intensive English” by Sara Brown. You can see that the author introduced the essay and central idea in the first sentence, then covered all of Brown's main ideas, and finally ended with Brown's concluding idea.

In her essay “Five Days of Intensive English at CU,” Sara Brown argues that City University's four-day Intensive English Program (IEP) should be a five-day program. She believes that in a four-day week, students are not learning how to manage their time nor gaining good work habits necessary for future job success. Plus, in her view, students in Slovakia do not get enough exposure to English in a four-day week. She also points out that this schedule does not attract the best students and instructors, both of whom lower the IEP's reputation. In her opinion, all these problems could be solved by changing the IEP to a five-day schedule.

Article to Summarize: Why the EU will be no US by Lukáš Fila

CAN the EU be anything like the US? The answer is no, at least not in the foreseeable future. Equally, it cannot hope to match the economic, political, or military strength of what is the globe's sole superpower. Here is why.

There are fundamental cultural differences between the old and the new world.

Religion is perhaps the most important. As many as 59 percent of people living in the US feel religion plays a "very important role in their lives", according to the results of a survey of the Pew Global Attitudes Project, a series of worldwide opinion polls, released in December 2002.

"Secularism is particularly prevalent throughout Europe. Even in heavily Catholic Italy fewer than three in 10 (27 percent) people say religion is very important personally, a lack of intensity in belief that is consistent with opinion in other western European nations," reads the report.

Although some representatives try to sell acceding EU countries as religious, the truth is these countries to a great extent share the opinions of their western neighbours.

"Attitudes are comparable in former Soviet bloc countries. In the Czech Republic, fully 71 percent say religion has little or no importance in their lives - more than any nation surveyed - while barely one in 10 (11 percent) say it is very important. And in Poland, the birthplace of the Pope and where the Catholic Church played a pivotal role during the communist era, just 36 percent say religion is very important," according to the Pew Research Centre.

The fact is clearly reflected in the political reality of the two continents. It is expected that the US president, who as a rule is Christian, end his public speeches by asking God to "bless America".

Romano Prodi, the leftist president of the European Commission, can hardly be expected to feel the urge to call on divine intervention, but it would be scandal if he ever tried. Similarly, the notion of ever seeing the motto "in God we trust" on a euro note seems absurd.

The second important cultural difference is that the US is a melting pot of races, ethnicities, and nationalities. Not so the EU. The people who built America and made it what it is now arrived there to find a new home, while people living in Europe already have one. So while Americans focus more on creating the best conditions under which everyone can find their new home, Europeans tend to focus more on protecting the home they have against outside pressures.

Patriotism dominates one side of the Atlantic, national pride the other. And often, this pride is tied not only with one's nation, but also with one's region, or even city. For example, while it is perfectly possible that the LA Lakers will one day move somewhere else, Real Madrid will always have its home in Madrid. Always.

Then the US has a single official language, while the EU has 20. One best realises their quantity when seeing them listed: Spanish, Danish, German, Greek, English, French, Italian, Dutch, Portuguese, Finnish, Swedish, Czech, Estonian, Latvian, Lithuanian, Hungarian, Maltese, Polish, Slovak, and Slovene. It is true that English may come to play a more important role in the future, as it is the most widely spoken language in the EU. Before enlargement, as many as 47 percent of EU citizens spoke English well enough to hold a conversation, according to the findings of Eurostat. However, German was the mother tongue of 24 percent of the EU's citizens and English of only 16, a figure comparable to French. All these governments will continue to look out for the interests of their own voters. For smaller countries that fear the loss of national identity, the topic is equally sensitive.

Giving up on one's language would be no popular move for any administration, so a fierce fight over the language issue can be expected - if someone ever dares to bring it up.

How are these cultural differences reflected in the political and economic realm? In three ways: by determining Europe's social model, its population growth, and its willingness to turn power over to a common European government. The Europeans' very mild religious attitudes lead them to conclude that there is no guarantee that worldly suffering will be compensated after death. There is equally no guarantee that faith and righteousness alone can help one overcome this suffering in this world.

One higher force that can pitch in, however, is the state, which has the means and resources to help. Here are the roots of the strong position of Europe's socialist parties, an unknown term in US politics.

Parties affiliated with the Socialist International run some of the largest countries in Europe, including Britain, Germany, and now Spain. And even in countries where the right is in power, such as France and Italy, strong social systems exist. The EU itself has no say over what social policies its members adapt. There, the concept of the more fortunate helping the needy works on a larger scale; wealthier regions fund the development of poorer countries and regions.

There may be many arguments against this EU model, but it is designed to address the other cultural feature of Europe - nationalism. History has time and time again shown Europeans that social differences lead to an escalation of national tensions. It is therefore unlikely that the EU will soon give up on this approach.

Religion is no doubt connected with fertility, a major factor in the further growth of Europe's economy and political might. In 2003, over 14 children per 1,000 inhabitants were born in the US, according to the CIA World Factbook. Out of the 10 countries with the lowest ratio here, eight are members of the enlarged EU. Union giants are among those struggling with population growth. In Germany, the rate reached 8.6 and in Italy 9.2 births per 1,000 inhabitants.

In this aspect, too, nationalism comes into play. European countries are much less open to immigrants coming from outside Europe, most of which choose to go to the US anyway. In countries that do have large groups of migrants, such as Germany and France, newcomers have great trouble integrating into mainstream society. That is only natural, as these countries are no melting pots, but mostly homogeneous entities formed by centuries of continuous evolution.

A significant attribute of economic and political superpowers is that power is centralised. Only centralised command can give an administration flexibility. But the union is about stability, not flexibility. The EU is clearly not on its way to becoming a superpower. The question is whether there is any point in being one.

The Slovak Spectator, May 10-16, 2004. Reprinted with permission.

Critical Analysis Essay

In a critical analysis essay (sometimes called a “review” or “summary-analysis” or “response”), you evaluate someone else’s work—an article, a chapter, a book, a film, artwork, an advertisement, and more. In your Level 5 critical analysis essay, you will respond to an argumentative essay or article.

What a critical analysis IS

The essay has two parts:

1. summary of the material

Here, you will restate the main ideas of the article in your own words without adding any of your own information or opinion. **AND**

2. analysis of part or all of the material

Here, you will analyze the author’s work. To “analyze” means to examine it carefully, break it into parts, and discover how you think and feel about it. You must have your own opinion about the article, especially the effectiveness of its arguments. You will support your opinion about the article with your own facts, examples, descriptions and personal experience.

So you will read an article, form your own opinion about it, break the article apart, express your opinion about different parts of the article, and support your opinion with your own facts, examples, descriptions, and personal experience.

What a critical analysis is NOT

- ◆ **a summary of the article** – Only the introduction and beginning of each body paragraph summarize the article. The rest is your opinion about the article.
- ◆ **an argumentative essay based on your own thoughts** – Do not make your own arguments; instead, show whether the article’s arguments are good or not.

To begin (pre-writing)

1. **Choose a topic:** Choose an article as soon as possible. The article should not be very long and it should have an opinion. You should know something about the topic of the article. Also, it is easier to write a critical analysis of something you disagree with.
2. **Define purpose and audience:** Your purpose is to evaluate the article. If you feel strongly about the article, it will make it easier to fulfill your purpose and will make your essay more interesting for the audience.
3. **Think, Research, Discover your Thesis:** Use the *Pre-Writing Worksheet* to help you critically read your article and think about your essay. Most importantly, make sure that you understand the author’s arguments (this sounds simple, but it can be tricky).
4. **Plan and Outline:** When you have completed the *Pre-Writing Worksheet*, you are ready to organize. Your critical analysis essay will probably follow this form:

Introduction – summary of article, your thesis

BP #1 – author’s idea and your response to it

BP #2 – author’s idea and your response to it

BP #3 – author’s idea and your response to it

Conclusion

Each body paragraph should respond to one argument (opinion, not fact) from the article.

There will probably be more than 3 arguments in the article, but you will choose the ones most important to you.

You could disagree with the author in all 3 paragraphs or agree in all 3 paragraphs. It's also possible to disagree in two and agree in one, or agree in two and disagree in one. If you do that, start with your weakest point (following the models below):

BP#1 – author's idea 1 and your response (agreement) *OR* BP#1 – author's idea 1 and your response (disagreement)
BP #2 – author's idea 2 and your response (disagreement) BP #2 – author's idea 2 and your response (agreement)
BP #3 – author's idea 3 and your response (disagreement) BP #3 – author's idea 3 and your response (agreement)

Writing a critical analysis essay

Follow your outline and just write.

INTRODUCTION summarizes the article and introduces your thesis.

- ◆ **Summary of the article** – after reading the summary, the reader will have a good idea about the article's content even if she didn't read it. If you use the exact words from the article, they must be surrounded by “quotation marks.” However, your summary should not contain many quotes from the article – use your own words.
- ◆ **Author's name** – in the first sentence. Use the full name, and then only the last name.
- ◆ **“Title of the Article”** – in the first sentence. Notice the punctuation and capitalization.
- ◆ **Transition to your opinion** – This is the first time your opinion appears!
- ◆ **Thesis statement** – Clearly state your opinion about the article and the ideas which you will analyze. Put the ideas in the correct order (same as the body paragraphs).

Each **BODY PARAGRAPH** summarizes one of the author's arguments and then analyzes it.

- ◆ **Main idea to be analyzed.** First explain the author's argument that you will discuss. Use the author's name. Paraphrase the author's opinion, and don't include your own opinion yet.
- ◆ **Optional – a quotation from the article.** Use a quotation if the author has a great sentence which perfectly fits into your summary of his/her argument.
- ◆ **Topic sentence which states YOUR opinion of the author's idea (agreement or disagreement).** Be clear that this is your opinion, not the author's. The topic sentence will be the 2nd, 3rd, or 4th sentence of the body paragraph.
- ◆ **Supporting evidence for your opinion.** State why the author's argument is effective or ineffective. Use facts, examples, descriptions, and experiences to show it. Prove YOUR opinion (not the author's) using YOUR own points and details (not the author's).
- ◆ **Explanation of why/how your details prove your opinion.** Make it very clear.
- ◆ **Concluding sentence.** Emphasize your main idea (why the author's argument is good/bad).

CONCLUSION is similar to most essay conclusions. It should include

- ◆ **restatement of your thesis**
 - ◆ **a short summary** – what you have proved in your essay
 - ◆ **closing statement** – a comment on the article you have just analyzed. What has the essay taught you? Did the article change your mind about the issue? Does the article contribute anything to discussion of the issue?
- **A Note about Style:** As in an argumentative essay, you should not be too emotional nor attack the author. If you remain calm and logical, the reader is more likely to trust your opinion. Show that you understand the author's point of view and that you are a fair, but critical, evaluator.

**The Intensive English Program – Four Days of Hard Work:
Critical Analysis of “Five Days of Intensive English at CU” by John Student**

In her essay “Five Days of Intensive English at CU,” Sara Brown argues that City University's four-day Intensive English Program (IEP) in Slovakia should be a five-day program. She believes that in a four-day week, students are not learning how to manage their time nor gaining good work habits necessary for future job success. Plus, in her view, students do not get enough exposure to English in a four-day week. She also points out that this schedule does not attract the best students and instructors, both of whom lower the IEP's reputation. In her opinion, all these problems could be solved by changing the IEP to a five-day schedule. While Brown is right that a five-day schedule is better for learning English, she is wrong to say that IEP students are undisciplined and unmotivated due to the four-day week.

Brown believes that a five-day school week is better for studying a language. As she points out, “Students would have less time to forget what they had learned the previous week and would be forced to think in English one more day each week.” Brown's argument makes sense, especially for Slovak students in Slovakia who are only exposed to English in the classroom. When they are shopping, traveling, relaxing, or working outside of school, they do not use English. Even the serious students who try to use English outside the classroom cannot find enough opportunities to practice their skills. The only place where English speakers can consistently be found is the university building. Yet in the four-day week, time in the classroom is often wasted as teachers review what students have forgotten over the three-day weekend. The Reading/Vocabulary instructor must spend the first 40 minutes on Tuesday reviewing vocabulary so that students will understand the day's lesson. Then, students only have four homework assignments per week, which limits the amount of material that can be covered, especially in Grammar class. So in this case, Brown is right that another day of classes would give students better opportunities to learn English.

Brown also argues that because of the four-day school week, IEP students have poor time management skills. She says that students have “an unstressful four days of work”

because they have a three-day weekend. According to her, this schedule causes students not to have good work discipline. However, Brown fails to recognize that the four-day week gives students a lot of stress, which they can only handle with time management skills. Students actually have to plan their time more, not less, if they have only four days of school. They have to make all their contact with instructors effective and get as much help as they can before the three-day weekend. This is made more difficult because IEP students have four classes, while most university students usually take three classes per term. All four instructors push a lot of work onto students because they must meet all the requirements for their courses in four days. Plus, the American educational style of regular tests, midterms, and finals, in four classes in ten weeks, keeps the level of stress high. This pace forces students to learn to manage their time. After the first week of waiting until Monday night to complete their assignments, students realize that they cannot write an essay, do grammar exercises, learn vocabulary words, read an article, and prepare a presentation in one night; they have to study every day. Thus, in contrast to Brown's view, the stressful workload of the four-day program actually helps students develop time management skills.

Finally, in Brown's opinion, mostly unmotivated students attend City University's Intensive English Program because they liked the "easy" schedule. In her view, these students give the program a bad name. This is not true. The Intensive English Program is a respected program with hardworking students. First, although students like the four-day week, it is not what attracts them to the program. A survey of fifteen IEP students shows that twelve chose the program because they wanted to learn English, especially from native speakers, and City University offered the best program. The other three came due to parental pressure. No one named the four-day schedule as a reason for attending the program, so where are the students Brown mentioned? Second, even if some students do choose the IEP for its four-day schedule, after a few weeks of intensive work in four classes, they soon learn that the program

is not “easy.” Lazy students must either drop out or change their study habits to manage the tough four-day schedule. With a heavy workload in four classes, students must work hard to pass. The result for those who finish the program is excellent English skills, which serve to raise the reputation of the IEP, not lower it. Students choose the IEP because it has a reputation for teaching English, not because it has an “easy” schedule.

Brown's arguments for a five-day week are unfair to IEP students; she does not recognize that the four-day schedule actually makes students study harder. While she is correct that it is harder to learn English in a four-day week, the fact that IEP students finish the program with great English skills shows that they are disciplined and hardworking. These students chose the Intensive English Program to learn English – if they can do it successfully in a four-day week, why change it?

Analyze “The Intensive English Program – 4 Days of Hard Work”

Answer these questions on a separate piece of paper.

1. Who is the author of the essay being analyzed? Where did you find this information?
2. What is the title of the essay being analyzed? Where did you find this information?
3. What are the main ideas of the essay author? Where did you find this information?
4. What reporting verbs are used in the summary of the author's essay?
5. What is the student's (the writer of this critical analysis) thesis statement?
6. Does the student give his/her opinion before the thesis statement?
7. Whose opinion (student or essay author) is in the first sentence of Body Paragraph #1?
8. What is the second sentence of Body Paragraph #1? Whose opinion is it?
9. In Body Paragraph #1, does the student agree or disagree with the essay author? How do you know?
10. What kind of support does the student have in Body Paragraph #1?
11. In Body Paragraph #2, which argument of the essay author is being discussed?
12. What is the topic sentence of Body Paragraph #2? Whose opinion is in the topic sentence?
13. What are the student's counter arguments in Body Paragraph #2?
14. What does the concluding sentence of Body Paragraph #2 say?
15. What is the essay author's opinion in Body Paragraph #3?
16. Does the student agree or disagree with the author in Body Paragraph #3? How do you know?
17. Why does the student feel this way? What are his supporting points?
18. Does the student restate his thesis statement in the conclusion?
19. Does the student summarize the author's essay or his own essay in the conclusion?
20. How does the conclusion end? What is the student's opinion?

Critical Analysis Pre-Writing Worksheet

Reading the article

To write a critical analysis of an article, you must read the article and understand the author's ideas. To really understand, you have to read the article more than once!

1. READ the article's introduction, conclusion, and topic sentences. This will give you an overview. What do you think the one main idea of the article is?

2. READ the article quickly. Do you still believe that what you wrote above is the main idea?

3. READ the article slowly and carefully – LOOK UP WORDS you don't know and be careful of sarcasm by the author. MAKE AN OUTLINE of the article as you read.

Outline of article (main arguments and their supporting points)

4. Share your outline with classmates who are reading the same article. Make sure you all agree on what the author's main ideas are.

Evaluating the arguments

1. Now that you understand the article, you can analyze the author's ideas. LIST the author's main arguments and THINK about them. Make sure that you are listing the author's opinions, not facts or examples.

AUTHOR'S MAIN ARGUMENTS	YOUR THOUGHTS about the ARGUMENTS Is the argument true/false? strong/weak? logical? Are there logical fallacies? What evidence does author have? Is it convincing? Is it enough? Does the author have the right background or experience to say this?

2. Which of the author's arguments are the most convincing? Why?

3. Which of the author's arguments are the least convincing? Why?

4. Do you think the author does a good or a bad job presenting his/her arguments? Why?

Responding to the arguments

1. In general, how do you feel about this issue? Why?
2. In general, do you agree or disagree with the author? Do you think the author's arguments are effective or ineffective? Why?
3. So, what will your essay do? How would you like to respond to this article? Write a possible thesis opinion for your essay.
4. Considering your thesis statement, pick three of the author's arguments which you would like to respond to in your essay. Make sure that your discussion of these ideas will support your thesis. You can disagree or agree with all 3 of them, or you may also have a mixed view.

**Arguments you disagree with,
object to, or find ineffective**
Explain the author's argument

Your response/counter-arguments
What do you think and why? What facts, examples,
observations, experiences, do you have to counter
the author's argument?

**Ideas you agree with or
find effective**
Explain the author's argument

**Your response (You need to find MORE
support to prove the author's argument.)**
How can you add to the author's discussion?
What new examples, ideas, explanations do you
have that the writer didn't discuss?

Critical Analysis Essay Checklist

Summary

- | | |
|---|--|
| <input type="checkbox"/> name of article in first sentence | <input type="checkbox"/> author's point of view is clear |
| <input type="checkbox"/> name of author in first sentence | <input type="checkbox"/> student didn't add information or opinion |
| <input type="checkbox"/> main ideas of article | <input type="checkbox"/> gives adequate amount of information |
| <input type="checkbox"/> vocabulary different from original | <input type="checkbox"/> grammar different from original |

Thesis

- | | |
|---|---|
| <input type="checkbox"/> easy to understand | <input type="checkbox"/> purpose of essay is clear |
| <input type="checkbox"/> student's opinion is clear | <input type="checkbox"/> states central idea of essay |
| <input type="checkbox"/> introduces students' arguments | |

Paragraph 1

- connects to previous paragraph
- begins with article's idea
- opinion of the article is explained correctly
- opinion of the article is explained completely
- quotation is introduced (if there is one)
- student opinion is clear in topic sentence
- enough supporting points
- facts, examples, experiences to support opinion
- support is relevant
- support is explained
- students' arguments are convincing
- supports thesis
- appropriate concluding sentence

Paragraph 3

- connects to previous paragraph
- begins with article's idea
- opinion of the article is explained correctly
- opinion of the article is explained completely
- quotation is introduced (if there is one)
- student opinion is clear in topic sentence
- enough supporting points
- facts, examples, experiences to support opinion
- support is relevant
- support is explained
- students' arguments are convincing
- supports thesis
- appropriate concluding sentence

Paragraph 2

- connects to previous paragraph
- begins with article's idea
- opinion of the article is explained correctly
- opinion of the article is explained completely
- quotation is introduced (if there is one)
- student opinion is clear in topic sentence
- enough supporting points
- facts, examples, experiences to support opinion
- support is relevant
- support is explained
- students' arguments are convincing
- supports thesis
- appropriate concluding sentence

Conclusion

- restates thesis
- summarizes student's ideas
- no new information
- strong and appropriate closing statement

Writing Style

- written simply and clearly
- appropriate word choice
- variety in words, sentences
- no wordiness (every word, sentence counts)
- third person only

Format and reference methods

- | | |
|---|--|
| <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"/> header with short title and page | <input type="checkbox"/> assignment, date |
| <input type="checkbox"/> number on every page | <input type="checkbox"/> author is cited appropriately |
| <input type="checkbox"/> correct use of quotations | |

Editing a Critical Analysis: Some Things to Consider

Plagiarism

You must make sure that you have not used the author's words inappropriately. When editing, you should compare the summary in your introduction and the beginning of every body paragraph to the author's article. Look for these types of plagiarism:

- 3 or more exact words in a row taken from the article, used without quotation marks
- even just 1 “special” word from the article, used without quotation marks
- a paraphrase that only changed some vocabulary
- a paraphrase that only changed the word order

Use of quotations

When you used a quotation from the article, it should have been properly copied and sandwiched. Make sure every quotation includes

- introduction of speaker.
- exact words from article. Check that the quotation is copied correctly.
- correct punctuation. Check quotation marks, capital letters, commas, and periods.
- explanation of quotation. The quotation's significance is explained; you respond to the quotation in some way.
- necessity of quotation. Is it really necessary? Would it be better as a paraphrase? Is the idea of the quote important to the paragraph?

Clarity (Which idea is whose? Whose idea is which?)

Read the introduction and the beginning of all body paragraphs to see whether it is clear what the article's author thinks and what you think. Check that:

- the author's full name and “Article Title” are in the first sentence of the introduction.
- there is a transition between the article summary and the thesis statement.
- it's clear that the thesis statement is your opinion, not the author's.
- the author's last name appears in the first sentences of each body paragraph.
- there is a transition between the author's argument and your topic sentence in each body paragraph.
- it's clear that the topic sentences contains your opinion, not the author's.

Word Choice

To a native English speaker, these sentences are unclear because they have at least one misused or badly chosen word. The most important thing here is your monolingual English dictionary. Go through each sentence slowly; if you are not certain about the meaning of a word or how to use it, look it up.

1. It was a nice, shiny day in Munich, Germany, in January, 2002.
2. The next trim will start in five days.
3. I couldn't find my ticket even though I controlled every pocket in my bag.
4. Everything passed without any unpleasantness and without any nervousity.
5. Children enjoy large soft drinks, but on the other side, these drinks make them fat.
6. Having classes in the evening will be a good chance for students to break stereotype.
7. As a study realized by the CDC in 2001 showed, almost 50% of schools in the U.S. have permitted companies to sell soft drinks in their districts.
8. I had no idea what to do, so I felt so alone and boring.
9. Level 6 is really needful for students of the Intensive English Program.
10. According to Stark, adults and teenagers put too much sugar into their organisms by drinking soft drinks.
11. Soft drink consumption has increased because of increased portion sizes and the wide offer of soft drinks.
12. While in 1977-78 drinking milk was more favorite than soda, in 1994-96, children drank about twice as much soda than milk.
13. Absolving the IEP makes it easier to write a good research paper.
14. I jumped out of bed, ran to the toilet, got dressed, grabbed some books, and hurried to school.
15. This school prepares me for my next life.
16. Anemia and tuberculosis are among the most spread diseases in the Aral Sea region.
17. 440,000 Danish households use electricity created by wind, which avoids about 1.5 billion tons of CO2 emissions.
18. The new hospitals and clinics brought new benefits and survived many lives.
19. Studying more business stuff in the IEP will help students have better knowledge about business.
20. The disability to find good sources may lead to a lower grade on the research paper.
21. The first thing why 4 days of classes is better than 5 days is that students have time to relax.

Spelling

Look at every word. If you are not 100% certain about its spelling, look it up in your dictionary! Next time, you will know for sure. Make sure that the word you find has the correct meaning for your sentence. Do not rely on a computer program; it will not find everything.

1. She teaches them to read and to write, and she is always smiling.
2. I thing cats can catch mice and birds very well.
3. The Intensive English Program has a strict absence policy, so students should only miss class if they are ill.
4. What happend in the USA was strange.
5. If students studied more bussiness topics in the IEP, they would loose the feeling that they are wasting their time.
6. In addition, one student who studes in the forth year said that proper grammar is very important for good grades on papers.
7. There is a lot of pressure on new students to spend a lot of time studying things which are well known to their older colleges.
8. This year the number of native English-speaking instructors felt to an alarming level.
9. In the beginning, the book was not very intresting because there were too many unnecessary descriptions.
10. There are also other factors which influent children to drink to many soft drinks.
11. Parents should be informed by CU stuff about their children's education because parents invest a lot of money in their children's education.
12. In order to descrites the population, the family planning policy determines how many children a family can have.
13. She succesfully communicated with the foriegners who came to the tourizm conference.
14. Corporations will not cooperate with a dictatorship witch is associated with human rights abuses.
15. One boy who suffers form obesity said that his family gave him too much food because they wanted him to be strong and healty.
16. Knowlege of the ingredients of anti-retroviral drugs for HIV-positive patients should be available to all pharmaceutical companies, not just those with enough money to pay for reserch.
17. Due to pollution, fish are disapearing from the oceans near major metropolitan areas.
18. According to the government's reccommendation, the housing authority should not develope the farmland outside the city.

Prepositions

Go through the sentences word by word. Ask yourself, “Is the word followed by a preposition? Which one?” If you are not 100% sure, look it up in your dictionary. Next time, you will know for sure.

1. Students are too tired to concentrate and don't listen teachers, who are just wasting their time.
2. In the afternoon students are listening music or having a loud discussion.
3. We cannot forget at soft drink companies or fast food restaurants.
4. When we are together, we forget on our problems and we are devoted to each other.
5. In 1958, 700 research studies were made by almost 10,000 scientists participating on the project.
6. Second, if students have more freedom, they aren't bored on classes.
7. More movement improves brain activity; therefore, students will be more active on lessons.
8. Because CU is not ordinary, CU students are proud to be on this school.
9. This bill promises that the minority will not be discriminated.
10. On writing class, students practice writing essays.
11. Is it possible to study the bachelor's degree program without perfect English?
12. There are only six native-speaking instructors who teach the Intensive English Program.
13. The United States invaded to Iraq for many reasons.
14. Without active participation on elections, citizens cannot change their government.
15. Poor states want to join into the World Trade Organization, but first they must meet its requirements.
16. The government must take care about its citizens because it is the government's job to protect the population.
17. Another reason of Slovakia's entering into NATO is that NATO membership brings economic benefits.
18. What are the requirements this class?
19. Nicotine is also responsible for tobacco's aroma, which influences on our nervous system with its bitter flavor.

Subject-Verb Agreement

Mark the subject(s) in every sentence with an “S.” Make sure the subject is correct (singular, plural, or non-count). Then find its verb. Check if they agree – both should be singular OR both should be plural.

1. He understand people around him and try to solve problems.
2. The trash created by 15,000 people are a great source of the chemicals which are destroying Antarctica.
3. Children like him because he plays with them and pay attention to them.
4. A tiger spend most of the time doing nothing.
5. The ideal wife have to be loyal, friendly, outgoing, flexible, and dedicated to me.
6. People has always been thinking about flying.
7. In the article, more proofs of this theory are listed, and the author convinces the reader that he is a trustworthy source.
8. A cat doesn't have to ask someone if it can go out, and nobody care what it do.
9. These two countries don't want to sign the treaty, and nobody know what they'll do.
10. Everybody are looking for an ideal husband or wife because everybody want to find a good person.
11. At universities like this, bribery and dishonesty does not have a place.
12. Some students do not know how to write a good paper because in the bachelor's degree program the teacher do not explain how to write papers, which cause students to get bad grades.
13. I love him because he love me too.
14. These information prove that there are different opinions about wind energy.
15. By 2020, the number of inhabitants are going to increase by 75%.
16. The government cannot save Lake Baikal because there are not enough money to do it.
17. The door to my room make a very loud noise when I slam it, especially when I am angry at my mother.
18. When it want something to eat, it can be very nice to people.
19. Although no one wish that a nuclear war would begin, it is becoming more likely due to the success of the black market in nuclear material.

Verb Tense

Find all verbs in the sentence. Make sure all the verbs have the same time – past, present, or future. Think about each verb separately. How should it be written to fit the meaning of the sentence? Should it be progressive or perfect?

1. My best friend is an interesting person, and I know her for a long time.
2. When I saw her, I knew that I falled in love.
3. At 18, they are old enough to drive, vote, and decided to have an abortion, so why can't they drink alcohol?
4. When I had a cat, I wanted to know where it always goes.
5. If I flied outside, nobody would see me.
6. Demanding deadlines cause students to be neglectful and made careless mistakes.
7. He also ought to speak with me if he'll have some problems.
8. She's so wonderful, and she's also loves me!
9. After the teacher will be fired immediately, the university has to look for a new instructor to teach her classes.
10. There will be an opportunity to compare essays of Slovaks and Americans, which should motivates students to be closer to the U.S. Style.
11. Native English-speaking instructors can reduced the number of failing students in advanced writing by giving some comments on students' essays and research papers.
12. She shouldn't left the school because nobody else can teach her students.
13. First, changing the schedule could solved the problem of low attendance on Thursday.
14. After that, I was afraid because I did not know what will happen in the next few days.
15. I decided that I want to study because it was always my dream.
16. I was so happy that this awful test is over.
17. I knew that it is not possible to study in that class.
18. I had to start thinking about what will be next.
19. Then I noticed that the sky is also odd.
20. When I came home from school, my mom told me that my dog is dying.
21. First of all a new building has to be build.

Clarity

The following sentences are unclear to a native speaker due to bad grammar, incorrect word choice, or direct translation from Slovak. Rewrite the sentences completely on another paper trying to make them as clear as possible.

1. Most students who stay out late have problems waking up, participating in class, and being concentrated.
2. The passive attitude of Russian government on Baikal's actual situation cause lake will not be saved.
3. If the drinking age in the USA would be lowered, young people can learn how to drink responsible and on the other hand, not to get drunk because of illegality.
4. Researchers find out that until 2010 the amount of people between 20-49 years will grown more than 70 million.
5. For these organizations are very active, in the future, the more people will know about Esperanto.
6. Youth during watching TV or playing computer games do not move; consequently, they gain in weight.
7. The Queen of England spends 70 millions annually.
8. It is well known that a lot of rare species of animals are living in Antarctica as well as people like hunting.
9. Moreover, by building hotels and other buildings for expanding tourist industry will just support the contamination of the air.
10. The international Bill of Human Rights follow all of the most powerful world organizations, states, and united states such as EU, USA, and Russia.
11. Due to study, in 1990 were born 114 boys for 100 girls, but in 2000 this number go up to 117 boys.
12. People should stop polluting water by building water treatment plants, stop spreading sewage and leaking transport oil tankers.
13. City University belongs between the best school in the Slovakia, because all students have to chance study English language and visit some countries in the abroad.
14. Joining the European Union brings us new work, travelling without pas and to control and chance for students to study everywhere in the European Union.
15. In Slovakia can people drive from 18 years old, I'm sure that lot's of teenagers bellow 18 drive. It cause many of accidents because men without driving card don't know driving systems well.
16. Brown works for organization, "Earth Policy Institute." This organization is known as environment protecting.
17. Bad grammar cause a lot of teachers cannot understand what students wanted to express by unclear sentence.

Tricky Words in English

Lose/Loose

1. Kids get excited when they have a _____ tooth because it's cool to _____ a tooth.
2. I hate it when I _____ my keys, but it happens all of the time because I'm so disorganized.
3. Another way to say that someone is a little crazy in English is to say that they have a screw _____.

Among/ Between

1. City University is _____ an apartment building and a restaurant.
2. Alcohol use _____ teenagers is on the rise.
3. I won't tell anyone. It's just _____ you and me.
4. A newspaper headline claims, "Aliens Walk _____ Us."

Than/ Then

1. An American speaks English differently _____ an Australian.
2. In the morning, I go running, and _____ I have breakfast.
3. If you have at least 75%, _____ you will pass.
4. I can't imagine better students _____ the ones in level 5.

Visit/ Attend

1. I _____ City University.
2. When will you _____ your friend in prison?
3. Did you _____ class today?
4. On Easter, I will _____ church.
5. I _____ a church to see its beautiful architecture.

Fun/ Funny

1. What's so _____? Why are you laughing?
2. You should go out tonight. It will be _____.
3. Studying is so _____! I love to learn new things.
4. Peter is always saying _____ things.

The truth/ true/ truthful/ truly/ right

1. Do you _____ love her?
2. _____ is that I love her very much.
3. I don't believe you! Tell me _____.
4. Everything I told you is _____.
5. The students in level 5 are _____ wonderful.
6. That is _____. You are _____.
7. Level 5 students are very _____ and never tell lies.

Learn/ Study/ Teach

1. I can't go out tonight. I have to _____.
2. Did you _____ for the test?
3. My job as a student is to _____ English.
4. I _____ to read when I was 5 years old.
5. My last English instructor _____ me a lot about articles.
6. Not many high school students want to _____ German.
7. Impromptu presentations in Level 6 can _____ students how to improvise in a surprise situation.

Tell/ Say/ Speak/ Talk/ Discuss

1. What did she _____?
2. She _____ me that she saw my boyfriend kissing another girl.
3. Are you going to _____ it with him?
4. I'm afraid if I _____ him what she said, he will get mad.
5. You need to _____ about it though!
6. We're in class, so we should _____ English.

Like/How/As/Than

1. _____ I said before, it's time to go.
2. Christy is the same _____ other teachers. She's very nice and not strict at all.
3. The elevator is used to carry things _____ TVs or computers.
4. She is a lot _____ her sister, but they think that they are very different.
5. She keeps making the same mistake _____ she made before.
6. If you keep doing that, it's going to look _____ you're crazy.
7. Diseases _____ tuberculosis, hepatitis, and cholera have appeared in the area.
8. _____ are you? Do you feel OK?

Although/However

1. _____ a skirt is more attractive, I prefer to wear jeans.
2. Some students do not like Level 6; _____, they do not realize how important it is.
3. I read the whole book _____ it was very boring.
4. _____, many students who have not attended Level 6 say that Level 6 is useless.

Always/Still/All the time

1. My friends _____ complain that I don't have time for them because I am _____ busy.
2. She never eats a meal at home. She is at work _____.
3. Laura is _____ reading the book which she started 5 months ago.
4. Leo is _____ reading; he reads on the bus, between classes, and during dinner.

Parts of a Sentence: Subjects, Verbs, and Objects

A sentence is an independent and complete grammatical unit which must contain a subject and a verb. It may also have an object and an indirect object.

➤ **Subject** – the noun about which something is said (the thing that does the verb)

➤ **Verb** – the verb(s) which describe what the subject does or is

S V S V S V S V
The tree fell. The tree crashed into the ground. The tree cried. I felt sorry for the tree.

➤ **(Direct) Object** – a noun which takes the action of the verb. It answers “what?”

S V O S V O S V O S V
The tree saw death. Jane has missed the bus. We spent 5 hours in Japan. Jane is a girl.

➤ **Indirect Object** – Some sentences also have an indirect object. It is a noun which usually answers the question “to whom/to what is the verb done?” In some cases, it can come directly after the verb; usually it appears as part of a prepositional phrase with “to.”

S V IO DO S V IO DO S V DO IO
I gave Michal a bad grade. He showed me his tattoo. I returned the stolen wallet to the police.

EXERCISE 1: Identify the Subject (S), Verb (V), Direct Object (DO) and Indirect Object (IO) of the following sentences. Some sentences don't have objects.

1. With his new yellow car, Louis began to attract attention.
2. A new student from Jamaica will soon be joining our class for the term.
3. Igor didn't notice that his mother was wearing a new dress.
4. Your best friend is in love with your boyfriend.
5. In addition to this exercise, you can do twenty more exercises to practice your English.
6. Under the bed in her room in the dorm, Ingrid found the missing library book.
7. The beauty contest winner, with a smile and a giggle, gave the president some red roses.
8. My cat, who is very interested in the neighbor's cat, meowed all night.
9. I didn't find any new information in that book.
10. On her favorite white sweater, Maria found a large red stain from last night's wine.
11. We ate only half of the food on our plates.
12. Although he loved swimming, Martin feared the lake.
13. There are many lovely beaches on the Pacific Ocean.
14. My mother explained the facts of life to me, but it was too late.

WORD ORDER in SENTENCES

Subject+Verb+Object

- NEVER FORGET THIS. Think about it with every sentence that you write: **S+V+O**

S V O
Many people like ice cream in the summer. (NOT "ice cream like many people.")

S V O
I love grammar. (NOT "Grammar I love.")

S V O
I visited my dad in jail yesterday. (NOT "My dad I visited in jail yesterday.")

- IT ALSO HAPPENS IN CLAUSES.

S V O S V O
I don't understand why you are doing this. (NOT "why are you doing this.")

S V O S V
She asked when the test would be. (NOT "when would be the test.")

- DON'T SEPARATE VERB + OBJECT. Don't put anything between the verb and object.

S V O S V O
*I bought ice cream at the store, and I saw my friend there.
(NOT "I bought at the store ice cream, and I saw there my friend.")*

EXERCISE 1. Correct the word order in these sentences.

1. In China were revolts a long time ago.
2. In some jobs are women better than men.
3. Do you know who was Al Capone?
4. Each year hits part of Africa a big drought.
5. In Kenya costs the water more than petrol.
6. There are three reasons why should be Tibet independent.
7. Under the communist regime wasn't a problem to support a family.
8. The first reason why is the age of 16 the best age for getting married is that young people have a lot of energy.
9. There is used a lot of information in this presentation.
10. Very important is that he can think.
11. In nature is everything equal, and nothing is less important than anything else.
12. There were created three new types of cancer medicine.
13. I don't remember what was I doing last night.

THERE as the subject of a sentence is used with the verb "be."

There is a war. There was a war. There will be a war. (Verb=be) CORRECT
There are floods. There had been floods. There may be floods. (Verb=be) CORRECT

DO NOT USE A PASSIVE VOICE VERB WITH THE SUBJECT "THERE"

There are written a lot of words. (Verb=write) WRONG
CORRECT: *A lot of words are written there.*

There was found evidence of murder. (Verb=find) WRONG
CORRECT: *Evidence of murder was found. OR The police found evidence of murder.*

Place + Time

Your sentences will also have adverbs and phrases which talk about place (where you are or where you are going to) and time. Here is some helpful advice:

- PHRASES/ADVERBS OF PLACE/TIME USUALLY GO AT THE END OF SENTENCES

*I saw my best friend **there**. (NOT "I saw there my best friend.")*
*He went **to Europe 5 years ago**. (NOT "He 5 years ago went to Europe.")*
*We had a great time **in the old ruins of Nambizawa**.*

- SOMETIMES YOU CAN PUT THEM AT THE BEGINNING. Do this for sentence variety or to stress something.

***In the old ruins of Nambizawa**, we found pieces of old necklaces.*
***During the snowstorm**, she survived on rice.*
***Yesterday** the letter came.*

- WHEN THERE ARE MANY, FOLLOW THIS ORDER: **PLACE/DIRECTION + TIME**

*I saw him **at the library last night**. (NOT "last night at the library")*
*We wandered **into the woods during the snowstorm** because we didn't want rice.*
(NOT "during the snowstorm into the woods")

SO, WHEN THINKING OF WORD ORDER IN SENTENCES, THINK:

WHO	DOES	WHAT	WHERE	WHEN
(SUBJECT)	(VERB)	(OBJECT)	(PLACE/DIRECTION)	(TIME)

EXERCISE 2: Find the Subject, Verb, and Object and correct the word order in these sentences.

1. A bird has also intelligence like a person.
- 2.
3. We wanted to play tennis at night on the roof.
- 4.
5. I would like to give to people around the world peace.
- 6.
7. She spent in a Russian village two years.
- 8.
9. I will recommend in Egypt three places to visit.
- 10.
11. I had also many problems with English grammar.
- 12.
13. The highest number of suicides has Russia.
- 14.

In the middle of the night, there was found a frog in Jana's bed.

15. Sam sailed 20 years ago around the world in a little boat.
- 16.
17. We traveled during the break to Spain.
- 18.
19. I saw at the stadium my sister's husband with another woman.

Adverbs, especially ALSO

- ADVERBS OF MANNER (adverbs that describe how something is done or happens), such as *gladly, quickly (-ly words)*
 - ◆ BEFORE THE VERB (between the subject and verb)
*He **quickly** comes to class.*
 - ◆ AT THE END OF A SHORT CLAUSE (not a long clause)
*He comes to class **quickly**.*
***NOT** He comes to class every morning in his red car with a broken window **quickly**.*
 - ◆ AT THE BEGINNING OF A SENTENCE (more formal)
***Quickly**, he comes to class.*
 - ◆ BETWEEN THE AUXILIARY VERB AND THE MAIN VERB (if the verb is complex)
*I will **quickly** teach this.*
*I have **sadly** said goodbye to my old brown shoes.*
*Word order was **easily** understood by the students.*
- ADVERBS OF FREQUENCY (often, sometimes, rarely, never, always...)
 - ◆ BEFORE THE VERB
*I **never** sleep late. She **often** washes her hair.*
 - ◆ AFTER THE VERB "BE"
*He is **sometimes** angry. We are **always** happy.*
 - ◆ AFTER THE FIRST AUXILIARY VERB (if the verb is complex)
*He will **rarely** get angry. He has **never** been fired from a job.*
- ALSO
 - ◆ USED WITH VERBS. BEFORE THE MAIN VERB.
*He **also** went to the store on Thursday. My father has **also** seen that movie.*
*The gorilla **also** wanted a banana with his meal. He likes peas; she **also** likes peas.*
 - ◆ DON'T USE "ALSO" ANYWHERE ELSE! At the end of a sentence, use **too**.
*I have two dogs, two brothers and a sister **too**. Tanya likes peas **too**.*

EXERCISE 3: Correct the word order in the following sentences.

1. Larisa went to the hospital and saw there a doctor who could cure her illness.
2. Lucia is reliable because she arrives always on time.
3. Tomas can understand easily new concepts.
4. I have also a brother who lives in Santa Barbara, which is a town that many people love.
5. Jozef sometimes is angry.
6. Liza has a dog, a cat, two brothers, and also a grandmother.

7. The tiger killed also the photographer who was filming the hunt.
8. You can find there also great ski areas.

EXERCISE 4: Label the Subject (S), Verb (V), and Object (O). Some sentences may not have an object. Correct the word order if necessary.

1. The dictionary in the library contains thousands of new words and phrases which we need to learn for tomorrow's vocabulary test.
2. Tomorrow the presentation group will explain the latest peace plan in the Middle East.
3. In my grandmother's closet were found many antique wooden spoons after her death.
4. Although Peter searched for a good job in a bank, he is now working as a recycled paper sorter.
5. Due to the high profitability of the trade in elephant ivory, in the world live only a small number of wild elephants because many were hunted and killed for their ivory tusks.
6. After she searched everywhere in her room, Mária discovered her missing homework assignment in a shoe under her bed.
7. Last night on our planet landed an alien who needs sugar to survive.
8. The creature invaded a supermarket and ate there all the chocolate.
9. The police approached the spaceship and knocked on the door.
10. When they looked into the spaceship, there were found many empty candy wrappers.
11. After weeks of searching, investigators still do not know where is the alien.

EXERCISE 5: Write a sentence using only the following words in the correct word order.

1. 16 students/in winter/will/in Level 6/be/also
2. monuments/there/interesting/he/happily/many/visited/beautiful/and
3. found/we/there/articles/quickly/helpful/many/when we were doing our research in the library
4. also/spent/in the library/James/the whole day/on Tuesday

Modifying phrases

Modifying phrases are prepositional phrases or verbal phrases which describe a noun. Be very careful where you put them in your sentences.

➤ PUT PHRASES AS CLOSE AS POSSIBLE TO THE NOUN THEY DESCRIBE.

*I saw a mouse **on the floor** when I went into the house. (the mouse was on the floor)*

*I saw a mouse when I went into the house **on the floor**. (I was on the floor? The house?)*

*It was reported **on the 7 pm news** that the president died. (the report was on the news)*

*It was reported that the president died **on the 7 pm news**. (he died at the TV station?)*

➤ -ING PHRASES REFER TO THE NOUN THEY ARE NEXT TO

***Screaming and crying**, Julia was eaten by the bear. (Julia was screaming and crying)*

*Julia was eaten by the bear **screaming and crying**. (the bear was screaming and crying?)*

***Walking down the street**, my nose got very cold. (my nose was walking?)*

***Dreaming about fast cars**, the earthquake woke me up. (the earthquake was dreaming?)*

EXERCISE 6. Explain the difference in meaning between the two sentences.

- The man in the back of the bus wanted to show me all of the watches he had for sale.
 - The man wanted to show me all of the watches he had for sale in the back of the bus.

- Eating a rat, my cat sat next to me.
 - Eating a rat, I sat next to my cat.

- Living under the table, a rat ate the cheese I was saving for my pet mouse.
 - A rat ate the cheese I was saving for my pet mouse living under the table.

- Seeing halušky, my stomach shivered with delight.
 - Seeing halušky, I shivered with delight.

- Quickly, Joe hid his cheat sheet from the evil teacher.
 - Joe quickly hid his cheat sheet from the evil teacher.

- Eating dinner, Mitch found a rat in his soup.
 - Mitch found a rat eating dinner in his soup.

EXERCISE 7. Rewrite the sentence below after adding the following words:

1. *two years ago/after winning a free plane ticket/in Los Angeles/old*

He visited his friend

2. *yesterday afternoon/wanting to be good students/for our presentations/research*

We did in the library

3. *carefully/dinner/in the evening/wanting to please his wife/for her/at home*

Jim cooked

EXERCISE 8. Correct the word order in these sentences.

1. Although you must be very tired, I would be happy if I could see on your face a smile.
2. I understand why do you think that grammar is boring, but I disagree.
3. You can find there many games and other ways to lose money.
4. Very interesting is that many people began to gamble on the Internet in 1999.
5. People don't understand what is the result of gambling too much.
6. I wish that at this school were more young teachers.
7. You must not be very smart if you think that in this sentence are no mistakes.
8. You see also that it is possible that there is a mistake in this sentence.
9. This homework you must do very carefully.
10. Small children can't understand what are the differences between cartoons and real life.
11. The pills help to solve also this problem.
12. To write a best seller is needed more than talent.
13. This is just the 13th chapter of 41, and readers have already a few reasons to hate the hero.
14. The Internet has also a lot of good information about history, but you cannot trust on the Internet every page.
15. Elizabeth Warring discovered in 1745 how to wash clothes without getting her hands wet.

PUNCTUATION IN ENGLISH

PUNCTUATION AT THE END OF A SENTENCE

- **PERIOD.**

It's obvious that a sentence must end with a period.

- **EXCLAMATION POINT!**

Hey, you know this! A sentence can also end with this!

- **QUESTION MARK?**

Do I have to tell you what this is?

- **SEMI-COLON;** A semi-colon connects two complete sentences; the two sentences must be related to each other. (Sentence; sentence)

Semi-colons are cool; I hope that I remember to use them in my writing.

A transition can also be used with the semi-colon between two sentences; for example, I used a transition here. (Sentence; transition, sentence.)

Transitions: however/nevertheless/nonetheless, furthermore/moreover/in addition, meanwhile, for example/for instance/to illustrate, on the other hand, as a result/consequently/therefore/thus...

I sometimes write very short sentences; therefore, I'll think about using semi-colons.

- **COLON:** A colon comes at the end of a complete sentence. It introduces a list; however, the list must give examples of a noun in the sentence. (Do not use "for example" or "such as").

There are many punctuation marks in English: periods, semi-colons, colons, and others.
(periods, semi-colons, and colons are all examples of marks)

*We offer many fine products: leather **shoes**, wool **sweaters**, and handmade **scarves**.*

WRONG: *The things a hiker must bring are: a flashlight, an ax, and a tent.*
(“The things a hiker must bring are” is NOT A COMPLETE SENTENCE)

WRONG: *I want to travel to interesting countries: such as Uzbekistan, Chile, and Mali.*
(“such as” introduces a phrase and is used instead of a colon.)

EXERCISE 1: Add semi-colons (;) or colons (:) if necessary to these students' sentences.

1. Every month I divide my money into three groups food, rent, and school.
2. Some dreams are like an express train you have no time to catch and think about them.
3. Skinheads mostly wear brands of popular English companies like Fred Perry, Ben Sherman, or Doc Marten's.
4. I didn't care what would happen I just lived.
5. My father tells me, “You have only two things dance and school.”
6. Cars have changed almost everything around us such as forests, rivers, and the air.
7. He is at home all day consequently, he has a lot of free time for his hobbies.
8. That teacher doesn't like students he is a beast.

9. Some of the letters which I write incorrectly are B, D, and P.
10. We know that terrorists can destroy almost anything including buildings, airplanes, and power plants.

SOME OTHER IMPORTANT PUNCTUATION MARKS

- **APOSTROPHE** Use this with contractions (shortened words) and possessive nouns.

I can't believe that Sarah's mother wasn't arrested for destroying the Bulls' stadium.

- **“QUOTATION MARKS”** These are used to mark someone's direct speech. In English, they are always above, not below, the words. There is a comma (not a colon) before a quotation. Other punctuation marks usually go inside the quotation marks.

*The instructor said, “You are brilliant. I wish all my classes were like you.”
“Thank you,” the students answered. “We appreciate your compliment.”*

- **HYPHEN-** A hyphen is a little line that can be put inside words. There is NO SPACE around the hyphen. Some words are spelled with hyphens (well-known, so-called). You also use a hyphen when you use a number-noun combination as an adjective. (The noun is singular).

*My **twenty-year-old** daughter ran a **25-kilometer** race and then drank 12 liters of water.*

- **DASH –** A dash is a longer line than a hyphen. There is SPACE on both sides of it. It is used to separate an item from the rest of the sentence. Don't use too many dashes in your writing.

*He met the woman who became his wife, but he also fell in love with a drug – heroin.
These advantages – lower costs and easier access – make WriteMe the best service.*

EXERCISE 2: Add apostrophes ('), quotation marks (“”), hyphens (-), periods (.) or semi-colons(;) if necessary.

1. Julias eighteen year old cat died yesterday after it was hit by a car
2. Julia cried for three days
3. Her mother finally said, Dont cry, dear That cat had a long and wonderful life
4. Julia stopped crying however, when she saw her cats food bowl, she started crying again
5. Her cat always ate three times a day now it would never eat again
6. Julia invited her mother and brother to her cats one hour funeral in the backyard
7. May you rest in peace, Julia said to her beautiful cat

THE COMMA: The comma has so many uses that it deserves its own section.

1. Use a comma with a conjunction between 2 sentences. **(Sentence, and/but/yet/so/or sentence)**

*I want to write clearly, **so** I will always use a comma in the right place.
Punctuation is a little thing, **but** English teachers are so demanding about it.*

2. Use a comma to separate an introductory phrase or clause at the beginning of a sentence. **(Clause/phrase, sentence)**

***Because the dormitory was so noisy**, I couldn't go to sleep last night.
In the middle of the night, my roommate screamed for ice cream.
Having finished her homework early, Julia decided to do grammar exercises for fun.*

When the clause/phrase is in the middle or at the end of the sentence, there is no comma.

*I couldn't go to sleep last night because the dormitory was so noisy.
My roommate screamed for ice cream in the middle of the night.*

What if the introductory phrase is only one word? To place emphasis on that word, use a comma. If not, don't use a comma. However, some words (like transitions) need a comma.

*Today I need to visit my grandmother.
Therefore, I can't practice my presentation after school.*

3. Use a comma to separate 3 or more items in a series. Always use AND/OR! **(A, B, and C)**
(In British English (and often in journalism), the last comma is unnecessary.)

*Our homework is to write an essay, do grammar exercises, **and** prepare for an interview.
When I was a little girl, I wanted to be a diplomat, a doctor, **or** an elephant trainer.*

4. Use commas to separate additional, unnecessary information (a phrase/clause) from the rest of the sentence. Also use a comma to separate interruptions within the sentence.

*My mother, **who is usually a nice woman**, has a horrible temper.
(“My mother has a horrible temper” is a clear and complete sentence without the clause. You know exactly whom I'm speaking about (my mother) without the clause.)*

*My brother **who lives in Santa Barbara** is an engineer.
(I have two brothers, so “who lives in Santa Barbara” is necessary information to understand which brother is an engineer – my brother who lives in Los Angeles is a teacher.)*

*You will see, **though**, that English speakers don't always follow comma rules.
(“though” interrupts my sentence.)*

5. Use a comma between and after dates and places. **(month+day, year,) (city, state,)**

*A baby was born in **Trenčín, Slovakia**, on **March 25, 2001**.
Her life changed on **May 7, 1999**, because that was the day she fell in love.
The election in **May 1999** was full of corruption.*

6. Use a comma with numbers over one thousand **(1,000)**. There is NO SPACE.

*This is one hundred thousand – **100,000**. This is one million – **1,000,000**.
This is one billion – **1,000,000,000**. **56,245** people live in my town.*

EXERCISE 3: Add commas where necessary.

1. Jana went home from class and tried to forget about her research paper.
2. Michal is a friendly intelligent and funny guy.
3. The students who are lazy should work harder.
4. September 11 2001 will never be forgotten.
5. Because of their dedication to their studies the students came to writing class twice yesterday.
6. The students came to writing class twice yesterday because of their dedication to their studies.
7. He has spent a lot of time in the U.S. so he knows a lot of slang.
8. On Wednesday before class I saw one of the Level six students coming out of the women's restroom.
9. That may seem very normal but the student wasn't a woman.
10. Lenka hopes that someday she will have 12 children and they will all be twins and triplets.
11. I should start telling the truth or people will stop believing what I say.
12. Even though it's Friday we have to do work.
13. Students who study are the ones that get the best grades.
14. John who used to be a woman is very nice.
15. Livia wanted a new boyfriend who was tall dark and handsome.
16. Blondes in her opinion are boring.
17. Richard fainted when he heard that he had won 1000000 dollars.
18. You must remember commas quotation marks semi colons and colons.
19. People voted for a new president on Tuesday November 7 2000 in the United States.
20. Finally the man from Austin Texas was chosen as the president.
21. My only living grandmother who is 92 still drives her own car.
22. The program is very expensive because the instructors are so friendly.
23. Thinking that he knew the correct answer Bert raised his hand.
24. I think that the answer that he gave was incorrect.
25. A famous band two strippers and several comedians appeared on stage at the same time and the announcer had to stop the show to control the audience.
26. Although the three women had studied engineering at different schools they had developed an interest in bridges tunnels and highways.

27. The lightning destroyed the computer most of the furniture and two television sets but the insurance will pay for all of it.
28. Mark has studied French Spanish and Russian because he enjoys languages.
29. As we started eating ants and bees attacked Jenny and the frightened child began to cry.
30. If you don't know where to put the commas in this sentence you have not learned anything and should do more exercises.

EXERCISE 4. Add the correct punctuation. Do not add periods and do not change any words.

1. If you find the ideal man please send him to me because I have been looking for him for centuries.
2. In the future you will own everything that you want for example you will have cars jewels and toys.
3. Do not try to understand your boyfriends thoughts or ideas this can be complicated.
4. According to research going to a hockey game in the United States is an expensive experience for a family.
5. It costs an average of \$23887 for one night which is absolutely insane.
6. A four member family at a hockey game pays for all sorts of little necessities tickets parking food and souvenirs.
7. Many parents refuse to pay the high prices for food and drinks and they bring their own meals to games.
8. Instead of hot dogs and cokes their children have to eat boring sandwiches and drink water.
9. When their children complain the parents say This is good for you. Its healthier than a hot dog.
10. However because of stricter security it is much harder to bring your own food to professional sports games now.
11. The stadium in San Jose California does not allow people to bring water bottles to games.
12. The owners dont want people to throw full bottles at the players plus they want people to spend all their money inside the stadium.
13. Many people standing in line for drinks complain This is ridiculous. I hope this seven dollar hot dog tastes really good
14. I know how to prepare meals however sometimes they arent like what I planned.

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