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FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF ENGLISH

HANDOUT FOR THE SUBJECT OF WRITING

FIFTH SEMESTER - ALL THIRD YEAR GROUPS

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TYPES OF DEVELOPMENT IN ENGLISH WRITING

There are five main categories:

1. Narration :

- a. Storytelling
- b. Chronological event
- c. Biography

2. Description :

- a. Space
- b. Person

3. Exposition

- a. Examples
- b. Comparison and Contrast
- c. Cause and Effect
- d. Definition
- e. Logical Division (Classification)

4. Argumentation

5. Process

Writing a composition (REVISION)

« New lifestyles from old ideas » contains six paragraphs, each of them having a special purpose. The first paragraph is introductory. The next four paragraphs discuss in turn four different philosophies—the Golden Rule, the Categorical imperative, ideas from Koran, and a Buddhist idea. The sixth paragraph combines a discussion of Greek thought with a concluding statement.

As you begin writing compositions, you will want to develop additional composition skills. Perhaps most important is being able to recognise the point at which one paragraph ends and the next one begins. Keep in mind that a paragraph constitutes a single unit of thought and that its purpose is to discuss only one topic or one aspect of a topic. In the model composition, each paragraph is limited to a single aspect of the subject of philosophy.

When writing about an abstract subject such as philosophy, you should carefully prepare your reader for shifts in thought. Notice how idea development has been indicated in the model by beginning each paragraph with a topic sentence. Such an opening topic sentence puts the controlling idea squarely before a reader, keeping his mind in tune with yours.

Sometimes the decision to begin a new paragraph almost becomes a matter of instinct that might be compared with gears on an automobile. Most experienced drivers develop an ear that tells them when it is necessary to shift gears. They listen to the sound of their engines and develop a sense about shifting gears after the automobile has reached a certain speed. Similarly, writers listen to the rhythm of their paragraph. They develop a sense that tells them when it is necessary to shift into a new paragraph. In moving from one paragraph to the next, they try to make clear the connection in thought between the paragraph they are ending and the new paragraph they are beginning.

Thesis statement Through studying paragraphs, you have read examples and discussions of the various places where a topic sentence may appear. Now that you have the topic sentence firmly on mind, it's time to look at the equivalent of the topic sentence in the longer composition : **the thesis statement**. Like the topic sentence, the thesis statement announces the writer's purpose-but in the case the purpose of the entire composition, not merely of a single paragraph. The thesis statement is similar to the topic sentence in that it contains an expression of an attitude, opinion, or idea about a topic; unlike the topic sentence, however, the thesis statement is broader and expresses the controlling idea for the entire essay. Normally, the thesis statement appears in the first paragraph as a straightforward expression of the writer's intent. In order for writing to succeed, a reader needs this information. If a writer's purpose is not stated, if a reader has to deduce it by backtracking through the composition one or more times, the reader may lose interest. A good statement of thesis expresses the main point of your essay by making a brief, precise assertion about the topic. In the model composition, the thesis statement asserts that the composition will focus on philosophical ideas that have lasted. The thesis statement should cover all the ideas developed in the topic sentences at the level of each paragraph. To be unified, of course, a paragraph should discuss only that material related to its controlling idea. When there is no more to say on a topic, it is time to begin a new paragraph. Note that beginning with a thesis statement is useful in all types of analysis -- definition, cause and effect, comparison and contrast, argumentation etc.

Here are few points to remember about the thesis statement:

1°- *The thesis statement should be expressed in a complete sentence.* Since the thesis statement is the main statement for the entire essay, it should express a complete thought ; therefore, it should be expressed in a complete sentence. And since it makes a statement, it should not be written as a question.

e.g. *Not a thesis statement* : My fear of the dark.

Thesis statement: My fear of the dark has made my life miserable.

2°- *A thesis statement expresses an opinion, attitude, or idea;* it does not simply announce the topic the essay will develop.

e.g. *Not a thesis statement* : I am going to discuss the effects of radiation.

Thesis statement: The effects of radiation are often unpredictable.

3°- *A thesis statement should express an opinion, not a fact.* Anyone can disagree with it. The thesis statement, therefore, is a statement that needs to be explained or proved.

e.g. *Not a thesis statement* : Cows produce milk.

Thesis statement: The milk cows produce is not always fit for human consumption.

e.g. *Not a thesis statement* : There are many advantages and disadvantages of going to college.

Thesis statement: The advantages of going to college far outweigh the disadvantages.

4°- *A thesis statement should express only one idea toward one topic* ; if a thesis statement contains two or more ideas, the essay runs the risk of lacking unity and coherence.

e.g. *Not a thesis statement* : Going to Mentouri University can be pedagogically interesting, and I have found that living in a suburb of a large city is the best way to live while at university.

Thesis statement: Going to college Mentouri University can be pedagogically interesting.

General Thesis Statement Tips

- A thesis statement generally consists of two parts: your topic, and then the analysis, explanation(s), or assertion(s) that you're making about the topic. The kind of thesis statement you write will depend on what kind of paper you're writing.
- In some kinds of writing, such as narratives or descriptions, a thesis statement is less important, but you may still want to provide some kind of statement in your first paragraph that helps to guide your reader through your paper.
- A thesis statement is a very **specific** statement -- it should cover only what you want to discuss in your paper, and be supported with specific evidence. The scope of your paper will be determined by the length of your paper and any other requirements that might be in place.
- Generally, a thesis statement appears at the end of the first paragraph of an essay, so that readers will have a clear idea of what to expect as they read.
- You can think of your thesis as a map or a guide both for yourself and your audience, so it might be helpful to draw a chart or picture of your ideas and how they're connected to help you get started.
- As you write and revise your paper, it's okay to change your thesis statement -- sometimes you don't discover what you really want to say about a topic until you've started (or finished) writing! Just make sure that your "final" thesis statement accurately shows what will happen in your paper.

Analytical Thesis Statements

In an analytical paper, you are breaking down an issue or an idea into its component parts, evaluating the issue or idea, and presenting this breakdown and evaluation to your audience. An analytical thesis statement will explain:

- what you are analyzing
- the parts of your analysis
- the order in which you will be presenting your analysis

Example: An analysis of barn owl flight behavior reveals two kinds of flight patterns: patterns related to hunting prey and patterns related to courtship.

A reader who encountered that thesis in a paper would expect an explanation of the analysis of barn owl flight behavior, and then an explanation of the two kinds of flight patterns.

Questions to ask yourself when writing an analytical thesis statement:

- What did I analyze?
- What did I discover in my analysis?
- How can I categorize my discoveries?

- In what order should I present my discoveries?

Expository (Explanatory) Thesis Statements

In an expository paper, you are explaining something to your audience. An expository thesis statement will tell your audience:

- what you are going to explain to them
- the categories you are using to organize your explanation
- the order in which you will be presenting your categories

Example: The lifestyles of barn owls include hunting for insects and animals, building nests, and raising their young.

A reader who encountered that thesis would expect the paper to explain how barn owls hunt for insects, build nests, and raise young.

Questions to ask yourself when writing an expository thesis statement:

- What am I trying to explain?
- How can I categorize my explanation into different parts?
- In what order should I present the different parts of my explanation?

The Introduction: The thesis statement is usually placed in the introductory paragraph. But what is an introductory paragraph?

- 1- *An introductory paragraph should, introduce the topic.* Do not forget that this paragraph is the first thing that a reader sees.
- 2- *An introductory paragraph should indicate generally how the topic is going to be developed.* A good introductory paragraph should indicate whether the composition is going to discuss causes, effects, reasons, examples etc.
- 3- *Ideally, an introductory paragraph should be inviting;* that is, it should be interesting enough to make the reader want to continue reading. It makes good sense not to put the thesis statement right at the beginning of the introduction. You should introduce the topic before you state an opinion about it. Stating an opinion about something in the first sentence is not usually very inviting; in fact, if the reader disagrees with the opinion, it may very well discourage him or her from reading your essay. Therefore, *it is generally a good idea to place the thesis statement at or near the end of the introductory paragraph.*

There are four types of introductions: the « **turnabout** », in which the author opens with a statement contrary to his actual thesis; the « **Dramatic Entrance** », in which the author opens with a dramatic example pertinent to the topic; the « **Relevant Quotation** », in which the writer opens with a quotation pertinent to the topic; and the « **Funnel** ».

The Funnel is perhaps the most common type of introductory paragraph. It is so-called because the ideas progress from the general to the specific just as a funnel is wide at the top and narrow at the bottom. The approach is to open with a general statement about the topic and then to work toward the most specific.

e.g. *Travelling to a foreign country is always interesting, especially if it is a country that is completely different from your own. You can delight in tasting new foods, seeing new sights, and learning about different customs, some of which may seem very curious. If you were to visit my country, for instance, you would probably think that my people have some very strange customs, as these three examples will illustrate.*

Exercise Study the following introductory paragraphs :

-When we were very young, we believed that parents could not do wrong. Indeed, they seemed to us to be perfect human beings who knew all the answers to our problems and who could solve any problems that we had. However as we grow older, we find that parents can make mistakes, too.

-We live in an era where television is the national pastime. Since the invention of the television set, people have been spending more of their free time watching television than doing anything else. Many of the television addicts feel that this particular pastime is not a bad one ; indeed, they argue that people can learn a great deal watching television. I am sure that if you look long and hard enough, you can probably find some programmes that are educationally motivating. But, for the most part, I say that watching television is a waste of time.

Exercise: Evaluate the following introduction, and write the missing element.

Does the paragraph introduce the topic?

Does it indicate how the topic is going to be developed?

Does it contain a thesis statement? Is it inviting?

-We are all familiar with the image of the fat, jolly person, right? Unfortunately this is an inaccurate stereotype. Fat people are not always so happy

Exercise Three thesis statements follow. Write an introductory paragraph for each.

1. Speaking in a foreign language can create some embarrassing misunderstandings.
2. The New Year is one of the happiest occasions (Choose your favourite holiday)
3. Watching television is not a waste of time.

The Developmental Paragraphs: Developmental paragraphs, which range in number in the typical student essay from two to four, are the heart of the essay, for their function is to explain, illustrate, discuss, or prove the thesis statement. Keep in mind these points about the developmental paragraphs:

1. *Each developmental paragraph discusses one aspect of the main topic.* If, for example, you were asked to write a paper about the effects of smoking cigarettes on a person's health, then each paragraph would have as its topic an effect.
2. *The controlling idea in the developmental paragraph should echo the central idea in the thesis statement.* If your thesis statement about the effects of smoking cigarettes is « Cigarette smoking is a destructive habit », then the controlling idea in each paragraph should have something to do with the destructiveness of the effects.
3. *The developmental paragraphs should have coherence and unity.* The order of your paragraph should not be random. As you have seen before, there are various ways to order the sentences in a paragraph; similarly, there are various ways to order your paragraphs. Just as your sentences need to flow smoothly, the train of thought at the end of one paragraph should be picked up at the beginning of the next paragraph; this can be achieved through the use of transitions.

When dealing with the paragraph, you have learned how to come up with a restricted topic sentence from your notes. The same technique can be used to arrive at a thesis statement; you need simply remember that the thesis statement is more general than a topic sentence. After all, each developmental paragraph does discuss an aspect of the main topic expressed in the thesis statement. Once you have decided on your thesis, you need to break the thesis down logically into topics for your paragraphs. These topics are, in essence, supporting points for your thesis. Just how you break down your thesis into topics depends on your thesis statement. There are several principles for logically breaking down your thesis. You can break it into topics according to causes, effects, (benefits, advantages, disadvantages, results), steps in a process, types(kinds, categories, classes), examples, points of comparisons and contrasts, etc. One way to break your thesis down logically into topics is to turn your thesis statement into a question. Here are some thesis statements and possible breakdowns into topics for the developmental paragraphs:

1. Thesis statement : *My reasons for coming to the University centre around the services it provides.*

Question : What are those services ?

- Answers:** - A superior programme.
- High quality academic resources.
- Quality student services.
-Recreational activities.

The central idea in the thesis statement is *services*, so this was a logical basis for the breakdown. Each paragraph would discuss a different service that is attractive to the writer.

2. Thesis statement *Watching television is not a waste of time.*

Question : Why isn't it a waste of time ?

- Answers** : Because it is a valuable educational tool.-- Because it cheers us up (Make happier)
Because it provides something for our family to discuss.

Exercise : Study the following thesis statements and propose three topic sentences for each.

People gossip(criticise others) for many reasons. (To amuse themselves—To feel superior over others...)

CONCLUDING A COMPOSITION

The end of a composition is your last chance to clarify and emphasize your main point. But a fully effective ending does not simply summarise what the essay has said. It points beyond summary to reflection on the essay, or adds a final point that clinches (confirms) the main one.

Just as the end of a sentence is its most emphatic section, so the close of a composition is a position of major emphasis. Because the composition is the last section to be read, ideas placed here may have more impact than those mentioned earlier in the composition. The reader may also remember the concluding ideas longer.

Here are some effective ways of concluding a composition:

1. **Concluding with a Summary:** a good way to begin writing a composition is to practise writing a summary. In an expository paper, the conclusion often figures importantly as the place for summing up your earlier ideas or restating your thesis. The summary as conclusion is a primary tool of communication; one should practise often.

E.g. Throughout the essay that precedes the following concluding paragraph, the writer has been examining the distrust, hostility or contempt (disdain) that women sometimes feel towards men. She cites several examples to show that if there are male chauvinists, there are female chauvinists as well. Her conclusion sums up the case for equality between sexes that the essay has been presenting.

Woman who once was abandoned and disgraced by an unwanted pregnancy has recently arrived at a new pride of ownership or disposal. She has travelled in a straight line that still excludes her sexual partner from an equal share in the wanted or unwanted pregnancy. A better style of life may develop from an assumption that men are as human as we. Why not ask the child's father if he would like to bring up the child? Why not share decisions, when possible with the male? If we cut them out, we perpetuate the ugly divisiveness that has characterized relations between the sexes so far. Hard as it is for many of us to believe, women are not really superior in intelligence or humanity – they are just equal.

Anne Roiphe N.Y.

1972

2. **Concluding by Restating the Thesis Statement:** In his closing paragraph, Isaac Asimov restates the thesis that appeared in the opening sentence of his composition: *"It is not really the business of science-fiction writers to predict the future."*

But I repeat that all these predictions, however accurate and amazing they may be, are not our business. They are merely the side effects of our efforts to tell interesting and plausible stories outside the background of the humdrum (lack of excitement, dull) everyday world.

3. **Concluding with an Anecdote:** The following closing paragraph ends an essay that emphasises the importance of the intellectual in the American society. The writer chooses a brief anecdote to drive home his point about the worth of the intellectual. Then, he concludes by briefly enlarging upon the anecdote.

That most human American of all presidents, Abraham Lincoln, said as a young man: "The things I want to know are in books; my best friend is the man who will offer me a book I haven't read." It's a hard heart, a dull one that doesn't go out to that sentence. The man who will make us see what we haven't seen, feel what we haven't felt, understand what we haven't understood – he is our best friend. And if he knows more than we do, this is an invitation to us, not an indictment (condemnation) of us.

4. **Concluding with a Question:** Few writers have loved a river as deeply as the young Mark Twain loved the Mississippi. But once life on a steamboat had familiarized him with every aspect of the river, the romance of it faded away. In his conclusion, Twain compares a steamboat pilot to a doctor. He questions whether or not the sacrifice involved in learning a trade or skill is really worthwhile.

No, the romance and beauty were all gone from the river. All the value any feature of it had for me now was the amount of usefulness it could furnish toward the safe piloting of a steamboat. Since those days, I have pitied doctors from my heart. What does the lovely flush in a beauty's cheek mean to a doctor but a 'break' that ripples above some deadly disease? Are not all her visible charms confused to him with the signs and symbols of hidden decay? And does not he sometimes wonder whether he has gained most or lost most by learning his trade?

5. **Concluding with a Quotation:** A quotation placed at the end of a composition can serve several purposes. It might contain a piece of quoted wisdom to give final insight on a subject. In the following case, a quotation is used to emphasise the shocking point of the essay:
- 38 people watched from their apartments how a woman was being stabbed on the street below, but no one attempted to help the attacked woman.*

It was 4:30 a.m. when the ambulance arrived to take the body of Miss Genovese. It drove off. "Then", a police detective said, "the people came out."

6. **Concluding with Appropriate Lines of Poetry:** This brief final paragraph concludes an essay in which Elizabeth Hardwick disagrees with many of the points made about women in Simone de Beauvoir's *The Second Sex*. The writer uses a few poetic lines to recapitulate her main point that women's liberation movements fail to take into account natural differences between men and women.

Coquettes, mothers, prostitutes and minor writers – one sees these faces defiant or resigned, still standing at the last judgement. They are a little sad like the Chinese lyric:
Why do I heave deep sighs?
It is natural, a matter of course,
Creatures have their laws.

7. **Concluding the Argumentative Composition:** The conclusion should logically follow the argument. In this type of writing, it is very common to make a demand for some action. *For example, an argument against the construction of nuclear power stations might conclude with a demand that all stations in construction now be closed down.* Another way to wrap up an argument is to offer alternatives. In the antinuclear power essay, for instance, you might suggest that *the funds now used for those plants be used for an alternative source of energy, such as nuclear fusion or solar power.*

Exercise: Conclude the following paragraph appropriately

If I were living in the twenty-first century, my life would be different in a number of ways. I am sure I would make use of many inventions and devices which do not exist now or which people today view with suspicion. For instance, if I were on a trip to the supermarket, I might find myself in a vehicle which floated on air instead of in a car. When I travelled to another continent, I would ride in a jet which went much faster than the speed of sound. Thus, I could arrive to my destination in an hour or two instead of six or seven. Out of sheer curiosity, I might even take a trip in a spacecraft and spend my vacation on the moon. My education would be quite different also if this were 2001. Teachers might be replaced by teaching machines or television, and schools run with computers. Most printed materials might be put on microfilms, making books obsolete. Many other aspects of my life would probably be changed, too. If I got sick, a computer instead of a doctor might diagnose my illness. Because of the population explosion, most houses would probably be replaced by high-rise apartments and many natural foods by

synthetic ones. (Yes, if this were the beginning of the next century, I would undoubtedly find a world which is hard to imagine today.)

EXPOSITORY DEVELOPMENT BY CLASSIFICATION

When you group items or information according to their characteristics— the way volcanoes are grouped for example, you are **classifying**.

When you take a single entity and break it down into its parts—the way the wedding cake is broken down—you are **dividing**. Classification and division can be performed separately, but they can also be performed together. For example, scientists must identify the components of a volcano (slopes, lava, ash, etc.) before they can group them into various categories. Or consider the way the telephone book's yellow pages are organized. First, businesses are *classified* by type, so there are listings for restaurants, insurance companies, automobile sales, hair salons, and so on. Then each classification is *divided* into components, so restaurant listings include Jimmy's Pizza Parlor, Fifth Avenue Steak House, Bagels and More, and so on.

Classification can serve a number of informational purposes. People often classify because ordering information *makes for easier study*. In biology, grouping animals into classifications such as mammals, birds, reptiles, and amphibians allows scientists to study animal life more efficiently.

To explain by classification, you put persons, places, things, or ideas into groups or classes based on their characteristics. Whereas analysis by division deals with the characteristics of just one unit, classification deals with more than one unit, so the subject is plural.

To classify efficiently, try following this procedure:

1. Select a plural subject.
2. Decide on a principle for grouping the units of your subject.
3. Establish the groups, or classes.
4. Write about the classes.

Selecting a Subject

When you say you have different kinds of neighbours, friends, teachers, bosses, or interests, you are classifying; that is, you are forming groups.

In naming the different kinds of people in your neighbourhood, you might think of different groupings of your neighbours, the units. For example, some neighbours are friendly, some are intrusive, and some are private. Some neighbours have yards like Japanese gardens, some have yards like neat-but-cosy parks, and some have yards like abandoned lots. Some neighbours are wealthy, some are comfortable, and some are struggling. Each of these sets is a classification system and could be the focus of one paragraph in your essay.

Using a Principle to Avoid Overlapping

All the sets in the preceding section are sound because each group is based on a single concern: neighbourly involvement, appearance of the yard, or wealth. This one concern, or controlling idea, is called the **principle**. For example, the principle of neighbourly involvement controls the grouping of neighbours into three classes: friendly, intrusive, and private.

All the classes in any one group must adhere to the controlling principle for that group. You would not say, for example, that your neighbours can be classified as friendly, intrusive, private, and rich, because the first three classes relate to neighbourly involvement, but the fourth, relating to wealth, refers to another principle. Any one of

the first three—the friendly, intrusive, and private—might also be rich. The classes should not overlap in this way. Also, every member should fit into one of the available classes.

Exercise:

1. List as many principles of classification as you can for an essay that classifies universities.
3. Identify a principle of classification or division for each of these subjects: teachers, students.

Model Composition

Home Designing

(1) When invited to design a home, I first like to know what kind of residents my clients are. In our first meeting, I ask them to take me on a guided tour of their current residence and describe how each room is used—when and by whom. Walking through hallways, scanning the interior of rooms, peeping into closets, looking at kitchen cupboards, and pausing at family photos have helped me devise several common categories of occupants.

Class 1 (2) The “tidy” household regards the house as a gallery. The home is spotless (*clean*).

The placement of every item, be it hanging artwork, a memento on a shelf, or furniture, is highly designed. The colour scheme is coordinated and the lighting superb. It feels as if one has walked into an *Architectural Digest* magazine spread. Recent trends, professional touches, and carefully selected pieces are the marks of the place.

Class 2 (3) The “utilitarian” family is very pragmatic. They are minimalists, believing that they get only what they need. Environmental concerns play an important role in buying goods. The place, often painted in light tones, is sparsely decorated with very few well-selected items. Souvenirs from a recent trip are displayed and some photos or paintings are on the wall. They will resist excess consumption and will squeeze as much use as they can from each piece.

Class 3 (4) The home of the “collector” family is stuffed to the brim. It is hard to find additional space for furniture or a wall area to hang a painting. Books, magazines, and weekend papers are everywhere. Newspaper cut-outs and personal notes are crammed under magnets on the fridge door. The collector family seems to pay less attention to how things appear and more to comfort. Stress reduction is a motto (*slogan*). Being an excessively clean “show house” is not a concern. Placing dirty breakfast dishes in the sink and the morning paper in the rack (*support*) before leaving home is not a priority as long as things are moving along.

(5) Of course, these are only a few household types, but at the end of a house tour, I have a pretty good idea about my clients. More than the notes that I take during a meeting, these real-life images tell me all about my client’s home life and desired domestic environment. When I began practicing, I quickly realized house design is about people more than architecture. As hard as I might try, I will never be able to tailor a new personality to someone by placing them in a trendy (*in*) style, one that does not reflect who they really are. I can attempt to illustrate options other than their current life habits and decorating choices.

But in the end, when they move into their new place, they will bring along their old habits.

(6) My experience has taught me some homeowners have been trying hard to emulate (*imitate*) lifestyles and decors that are really not theirs. The endless decorating shows on television and the many magazines that crowd supermarket racks provide a tempting opportunity to become someone else. Some homeowners are under constant pressure, it feels, to undergo (*go through*) extreme makeovers and borrow rather than mature into their natural selves. They search for a readymade packaged interior style rather than discovering their own.

(7) I am often at a loss when clients ask me what style I subscribe to, or solicit advice on the style they are to adopt. I reply that styles are trendy and comfort is permanent, and that they should see beyond the first day of occupancy into everyday living. Sipping (*tasting*) a freshly brewed (*infused*) coffee on the back porch (*covered entrance*) on a summer Sunday, and letting the morning paper litter the floor while watching a collector on the tree across the yard, is a treasured moment. It will never be able to fit into a well-defined architectural style. Home design needs to create the setting for such opportunities. It is these types of moments that make us enjoy life.

Exercise: Study the following which are not real thesis statements. Rewrite each of them and change them into good thesis statements.

1°- I am going to explain why I decided to specialise in education.

.....
.....

2°- There are many similarities and differences between life in the country and life in the city.

.....
.....

3°- Algiers City is the largest city in the North Africa.

.....
.....

_____.

FORMAL AND INFORMAL EXPRESSIONS

Formal	Informal
Dear Sir/Madam, Dear Mr/Mrs (surname)	Dear (first name), Hi, Hello
Beginnings	Beginnings
<ul style="list-style-type: none"> • With reference to our telephone conversation yesterday (about) • Thank you for your email regarding • I am writing on behalf of • I am writing to draw your attention to 	<ul style="list-style-type: none"> • It was nice to hear from you • It's been ages since I've heard from you • How are you? Hope you and your family are doing well • I am writing to let you know
Making a request	Making a request
<ul style="list-style-type: none"> • I would appreciate if you could • I would be most grateful if you would • Would you be so kind and • I was wondering if you could 	<ul style="list-style-type: none"> • You don't mind ...ing (...) (for me), do you? • Do me a favour, will you? • Would it be possible for you to? • Can/Could I ask you to?
Apologising	Apologising
<ul style="list-style-type: none"> • We apologise for any inconvenience caused • Please accept our sincere apologies 	<ul style="list-style-type: none"> • Sorry for any trouble caused • We are very sorry
Complaining	Complaining
<ul style="list-style-type: none"> • I am writing to express my dissatisfaction with • I find it most unsatisfactory that • I'd like to complain about 	<ul style="list-style-type: none"> • I'm fed up with (someone/something) • I am not happy with • I'm rather annoyed with
Endings	Endings
<ul style="list-style-type: none"> • I look forward to hearing from you • If you require any further information, please don't hesitate to contact me • Please feel free to contact me if you have further questions 	<ul style="list-style-type: none"> • Give my love to • Hope to hear from you soon • Just give me a call if you have any questions
Signing off	Signing off
<ul style="list-style-type: none"> • Yours sincerely (Dear + name) • Yours faithfully (Dear Sir/Madam) 	<ul style="list-style-type: none"> • Lots of love • All the best • Best wishes

Good English Expressions

Argue

- Along similar lines, [X] **argues** that ___.
- There seems to be no **compelling reason to argue** that ___.
- As a rebuttal to this point, it might be **(convincingly) argued** that ___.

Claim

- In this [paper], one **puts forward** the **claim** that ___.
- There is **ample / growing support** for the **claim** that ___.

Data

- The **data gathered** in the [pilot study] suggests / suggest that ___.
- The **data appears / appear to suggest** that ___.

Debate

- [X] has **fostered debate on** ___. (fostered = encouraged)
- There has been **an inconclusive debate about whether** ___.
- (Much of) **the current debate revolves around** ___.

Discussion

- The **foregoing discussion** implies that ___. (foregoing = that came before)
- For the sake of discussion**, I would like to argue that ___.

Evidence (Remember: *Evidence* is uncountable.)

- On the basis of** the **evidence** currently available, it seems fair to suggest that ___.
- There is **overwhelming evidence** corroborating the notion that ___. (corroborating = confirming)

Issue

- This study is an attempt to **address the issue of** ___.
- In the present study, **the issue under scrutiny** is ___.

Literature

- [X] is **prominent in the literature on** [Y].
- The **literature shows no consensus on** [X], which means that ___.
- The (current) **literature on [X] abounds with examples of** ___.

Premise

- The main **theoretical premise behind** [X] is that ___.
- [X] is **premised on the assumption** that ___.

Research

- [educational] **research** has **provided ample support for** the assertion that ___.
- Current research** appears / seems to **validate the view** that ___.

2. The Narrative Essay

What is a narrative essay?

When writing a narrative essay, one might think of it as telling a story. These essays are often anecdotal, experiential, and personal—allowing students to express themselves in a creative and, quite often, moving ways.

Here are some guidelines for writing a narrative essay.

- **If written as a story, the essay should include all the parts of a story.**

This means that you must include an introduction, plot, characters, setting, climax, and conclusion.

- **When would a narrative essay not be written as a story?**

A good example of this is when an instructor asks a student to write a book report. Obviously, this would not necessarily follow the pattern of a story and would focus on providing an informative narrative for the reader.

- **The essay should have a purpose.**

Make a point! Think of this as the thesis of your story. If there is no point to what you are narrating, why narrate it at all?

- **The essay should be written from a clear point of view.**

It is quite common for narrative essays to be written from the standpoint of the author; however, this is not the sole perspective to be considered. Creativity in narrative essays oftentimes manifests itself in the form of authorial perspective.

- **Use clear and concise language throughout the essay.**

Much like the descriptive essay, narrative essays are effective when the language is carefully, particularly, and artfully chosen. Use specific language to evoke specific emotions and senses in the reader.

- **The use of the first person pronoun 'I' is welcomed.**

Do not abuse this guideline! Though it is welcomed it is not necessary—nor should it be overused for lack of clearer diction.

- **As always, be organized!**

Have a clear introduction that sets the tone for the remainder of the essay. Do not leave the reader guessing about the purpose of your narrative. Remember, you are in control of the essay, so guide it where you desire (just make sure your audience can follow your lead).

A narrative essay tells a story. In fact, narrative is another word for story. In this unit, you will learn how to organize and write a narrative essay. Even though the narrative essay has the same basic form as most other academic essays, it allows the writer to be a little more creative than academic essays usually do. Narratives can tell long

stories or just a few minutes' worth of excitement. While the narrative essay has a particular structure, narrative ideas are often used in different writing tasks, such as argument or compare-contrast.

Structure of a Story

Several important elements make up a good story:

Setting : The setting is the location where the action in a story takes place.

Theme :The theme is the basic idea of the story. Very often the theme will deal with a topic that is common in life or human nature, such as independence, envy, courage, failure, and success.

Mood : The mood is the feeling or atmosphere that the writer creates for the story. It could be happy, hopeful, suspenseful, or scary. Both the setting and descriptive vocabulary create the mood in a narrative.

Characters : The characters are the people in the story. They are affected by the mood of the story, and they react to the events in which they are involved.

Plot : The plot is what happens in the story, that is, the sequence of events. The plot often includes a climax or turning point at which the characters or events change.

Just like other types of essays, an effective narrative essay also includes these elements:

- **a thesis** that sets up the action in the introduction
- **transition** sentences that connect events and help the reader follow the story
- **A conclusion** that ends the story action and provides a moral, prediction, or revelation

The Introduction

The introduction of a narrative essay is the paragraph that begins your story. In the introduction, you describe the setting, introduce the characters, and prepare your audience for the action to come. Of course, the introduction should have a **hook** and a **thesis**.

The Narrative Hook is the part of the introduction—usually the first few sentences—that grabs readers' attention. Hooks are especially important in narrative essays because they help set the stage for the story. The hook makes readers start guessing about what will happen next.

E.g.: I had never been more anxious in my life. I had just spent the last three endless hours trying to get to the airport so that I could travel home.

Does this hook make you want to know what happened to the narrator? The hook should make the reader ask wh- questions about the essay. You may have thought of questions like these when you read the preceding hook:

- Who is the narrator and why is he or she anxious?
- Where is the airport?
- What made the trip to the airport seem endless?
- Why is this person going home?

Activity 1 : Identifying Hooks

Read the sentences below. Which three sentences would not be good hooks for a narrative essay? Put a ✓ next to these sentences. Be ready to explain why you think these sentences do not work well as hooks for narrative essays.

1. The roar of race-car engines ripped through the blazing heat of the day.
2. It was freezing on that sad December day.
3. After my brother's accident, I sat alone in the hospital waiting room.
4. My friend and I should not have been walking home alone so late on that dark winter night.
5. Whales are by far the largest marine mammals.
6. She gave her friend a birthday gift.
7. The gleaming snow lay over the treacherous mountain like a soft white blanket, making the terrain seem safe instead of deadly.
8. The Russian dictionary that we use in our language class has 500 pages.
9. Amber never expected to hear the deadly sound of a rattlesnake in her kitchen garden.
10. A shot rang out in the silence of the night

The Thesis

In most types of essays, the thesis states the main idea of the essay and tells what the organization of the information will be. However, in a narrative essay, the thesis introduces the action that begins in the first paragraph of the essay. Look at these example thesis statements:

Now, as I watched the bus driver set my luggage on the airport sidewalk, I realized that my frustration had only just begun.

Because his pride would not allow him to apologize, Ken now had to fight the bully, and he was pretty sure that he would not win.

These thesis statements do not tell the reader what happens. They only introduce the action that will follow. The paragraphs in the body will develop the story.

The Body

The body of your narrative essay contains most of the plot—the supporting information. The action in the plot can be organized in many different ways. One way is chronological or time order. In this method, each paragraph gives more information about the story as it proceeds in time—the first paragraph usually describes the first event, the second paragraph describes the second event, and so on.

Transitional Sentences

In an essay with chronological organization, each paragraph ends with a transitional sentence. Transitional sentences have two purposes: (1) to signal the end of the action in one paragraph, and (2) to provide a link to the action of the next paragraph. These sentences are vital because they give your story unity and allow the reader to follow the action easily. Notice how the ideas in the last sentence of Paragraph 2 (the transitional sentence, underlined) and the first sentence of Paragraph 3 (underlined) are connected.

2 This was my first visit to the international terminal of the airport, and nothing was familiar. I could not make sense of any of the signs. Where was the check-in counter? Where should I take my luggage? I had no idea where the immigration line was. I began to panic. What time was it? Where was my plane? I had to find help because I could not be late!

3 I tried to ask a passing businessman for help, but my words all came out wrong. He just scowled and walked away. What had happened? I had been in this country for a whole semester, and I could not even remember how to ask for directions. This was awful! Another bus arrived at the terminal, and the passengers stepped off carrying all sorts of luggage. Here was my chance! I could follow them to the right place, and I would not have to say a word.

The Conclusion

Like academic essays, narrative essays need to have concluding ideas. In the conclusion, you finish describing the action in the essay. The final sentence can have two functions:

1. It can deliver the **moral** of the story by telling the reader what the character(s) learned from the experience.
2. It can make a **prediction or a revelation** (disclosure of something that was not known before) about future actions that will happen as a result of the events in the story.

Frustration at the Airport

1 I had never been more anxious in my life. I had just spent the last three endless hours trying to get to the airport so that I could travel home. Now, as I watched the bus driver set my luggage on the airport sidewalk, I realized that my frustration had only just begun.

2 This was my first visit to the international terminal of the airport, and nothing was familiar. I could not make sense of any of the signs. Where was the check-in counter? Where should I take my luggage? I had no idea where the immigration line was. I began to panic. What time was it? Where was my plane? I had to find help because I could not be late

3 I tried to ask a passing businessman for help, but my words all came out wrong. He just scowled and walked away. What had happened? I had been in this country for a whole semester, and I could not even remember how to ask for directions. This was awful! Another bus arrived at the terminal, and the passengers came out carrying all sorts of luggage. Here was my chance! I could follow them to the right place, and I would not have to say a word.

4 I dragged my enormous suitcase behind me and followed the group. We finally reached the elevators. Oh, no! They all fit in it, but there was not enough room for me. I watched in despair as the elevator doors closed. I had no idea what to do next. I got on the elevator when it returned and gazed at all the buttons. Which one could it be? I pressed button 3. The elevator slowly climbed up to the third floor and jerked to a stop. A high, squeaking noise announced the opening of the doors, and I looked around timidly.

5 Tears formed in my eyes as I saw the deserted lobby and realized that I would miss my plane. Just then an elderly airport employee shuffled around the corner. He saw that I was lost and asked if he could help. He gave me his handkerchief to dry my eyes as I related my predicament. He smiled kindly, and led me down a long hallway. We walked up some stairs, turned a corner, and, at last, there was customs! He led me past all the lines of people and pushed my luggage to the inspection counter.

6 When I turned to thank him for all his help, he was gone. I will never know that kind man's name, but I will always remember his unexpected courtesy. He helped me when I needed it the most. I can only hope that one day I will be able to do the same for another traveler who is suffering through a terrible journey.

to scowl: to frown

a terminal: an arrival and departure point for some forms of mass transportation

to despair: the condition of having no hope

to gaze: to look at slowly and steadily

to jerk: to move with an abrupt motion

timidly: hesitantly, shyly

deserted: empty

elderly: older; mature

to shuffle: to walk by sliding one's feet along the ground

a predicament: a troubling situation

a courtesy: a kind or polite action

Post-Reading

1. What is the narrative hook?
2. Do you think the hook is effective? In other words, did it grab your attention? Why, or why not?
3. Where is the setting of this story?
4. What is the theme, or the basic idea, of "Frustration at the Airport"?
5. Read the final sentences in paragraphs 2, 3, 4, and 5. How does each one prepare the reader for the action to come?
6. What do you think the mood of the story is? What feeling or atmosphere does the writer create?
7. List the characters in this essay.
8. What verb tense is used in "Frustration at the Airport"? . Write five verbs that the writer uses.
9. This essay is arranged in chronological order. In a few words, describe what happens first, second, third, and so on.
10. Underline the transitional sentences. 11. Does the story end with a moral, prediction, or revelation? Write the final sentence here.

3. The Process Essay

Now that we have completed the classification essay, let's move on to "Process" writing. The process essay is similar to the narrative in the sense that you write about a moment in time, doing something that does not take very long, and you obey the chronological order. Your steps, identified in a series of paragraphs in the body of your essay, should be placed in a way where your reader can begin with the first step and carry through to the last step.

There are two types of process essays: those that explain how to do something (how to tune a guitar; how to build a bird house; how to study for a test) and those that explain how something works (transmitting a fax; describing the growth of a cell; going through the steps of a piece of equipment at work). In the first, you are expecting your reader to complete the task and understand it fully. In the second, you may be providing information to satisfy your reader's curiosity. In other words, you could describe the process of sending a fax, dialing the number and all the other physical steps; or you could describe how the fax actually transmits information from here to there- the hidden intricacies of the process.

There are also **concrete and abstract processes**. A concrete process is one that has clearly defined steps and obvious tools and equipment. Things like recipes and car repairs and craft work are concrete processes. Then there are processes that don't have obvious tools involved: how to get rid of the blues; how to influence someone to like you.

You need to be an expert at the process you choose to write about. Pick something you are interested in- a hobby or a skill you have, something you might do at work or have done often in school. You have to be able to develop your steps into complete, thorough paragraphs. An expository essay typically has well-developed paragraphs of 8 to 10 sentences each. If you have a series of paragraphs with only two or three sentences each, your reader will wonder why you don't have more to say, will feel the info is incomplete.

There are few points to be kept in mind about developing process paragraphs. Using one or combining several might help you add depth and support to your writing:

- Be specific- Use exact amounts. Great chefs can approximate; we need to know exactly what to include. If you're writing about how to build a campfire, give specific sizes for the wood you want your reader to gather. Large wood thrown on the fire early will only smother it. Be as specific as you possibly can be.
- Define terms- If you tell your reader to gather kindling for the fire, is your reader going to know what that means? If you have any doubts, explain what the term is. No one needs a definition for a screw driver, and very few would not know what a Phillips screwdriver is (you may just give a brief description: star-tipped). But if you have a complex tool that the reader won't recognize, define it.
- Include reasons- Readers love to take short cuts. You have to be prepared to guide your reader through the steps correctly. So explain to them why they might be doing a step the way you want them to do it. In baking cookies, you may say "preheat the oven." Most people ignore that. If you give a reason why it is important, your reader may be convinced to do as you say.
- Include don'ts- It's not a good idea to check to see if the electricity is out by putting your finger in an empty socket while changing the light bulb. Advise your reader against it. Sometimes it's easier to say what not to do than what to do. Warnings are wonderful influences.

- Mention possible pitfalls. Sometimes, things go wrong. Let your reader know, beforehand, that success may sometimes be out of their control. They have got the cake in the oven and a big truck goes by outside. The vibrations cause the cake to fall. Knowing this beforehand can at least reduce the heartache if something does go wrong.

As with all expository essays, this paper should have an introduction and a conclusion. The introduction should state a thesis and give the reader some kind of background info that will attract his/her interest. The conclusion should suggest benefits to the process or point to related processes the reader may try in the future. Both intro and conclusion should be shorter than body paragraphs. They are more emphatic.

1. The Process Essay is:

- a. A process essay explains how to do something or how something occurs.
- b. An obvious example of process writing is a recipe.

2. Characteristics of Process Writing

- Strict chronological order
- If the steps described are repeated, the same outcome should always be achieved.
- Fixed order
- Clarity extremely important
- Transitions essential

3. Two Types of Process Writing - 1. *Directional* (Gives Instructions):

- Enables readers to perform a process. Describes how to do something.
- A recipe, a handout, an operating manual are examples of instruction writing.
- Use imperative mood. – Subject of sentences is “you” understood; speak directly to reader.

2. *Process Explanation*

-Purpose is to help reader understand how a process is carried out i.e. explains how something happened.

- Use either 1st person or 3rd person; not 2nd person or imperative mood.

- May be in present or past tense, depending on whether the writer is explaining a process that takes place regularly or one that occurred in the past, and on whether the writer or someone else carried out the process.

4. Using Process Writing :

- College writing for science, literature, history, or any other subject.
- Use process writing to persuade or to inform.
- A process essay should have a clear thesis statement that identifies the process and tells why it is performed.

5. Planning a process essay

- Keep reader’s needs in mind.
- Explain reasons for performing steps.
- Describe unfamiliar materials or equipment.
- Define terms,
- Avoid ambiguity.
- Warn readers of possible problems they may encounter.

Using transitions

- Check list of transitions in our booklet
- Specifically useful are such transitions as *first, second, meanwhile, after this, next, then, at the same time, when you have finished, and finally.*

Use transitions to establish sequential and chronological relationships between steps in process.

6. Structure of Process Essay A/ Introduction:

- Introduce your topic in an interesting way.
- Present your thesis statement.
- Identifies the process and indicates why and under what circumstances it is performed.

Structure of Process

B/ Essay Body of essay

- One major stage of the process in each body paragraph.
- Your body should be like this:
 - 1- Topic sentence (Main idea)
 - 2- Supporting details (Examples, fact, statistic, short story)
 - 3- Closing remark.

Structure of Process Essay

C/ Formal Conclusion

- Show the result of the process.
- Briefly summarize your major stages
- Reinforce and restate the thesis statement.
- Include interesting, humorous, or inspiring closing remarks.

Assignment:

- How to end a relationship.

A Model Process Essay

How to Live a Happy Life

People are always searching for things that make them happy. For example, many people work very hard to improve their employment because they want to find a better job to make themselves happy. Other people search for happiness by purchasing things they want. It is not bad to search for happiness, but many people do not understand that lasting happiness does not depend on having certain things. It doesn't depend on the circumstances of a person's life. It depends more on how life is lived and people are loved. There are things that people can do to live a happy life regardless of their situation. In order to live a happy life, people should build relationships, be grateful, and help others.

The first thing that people should do to live a happy life is build relationships with other people. Building relationships can include both making new friends and strengthening relationships that already exist with friends and family members. These relationships lead to greater happiness because people who have strong connections with other people are less lonely, especially in difficult times. They have people who they can talk to and people who can offer comfort to them. Another reason that strong connections can increase happiness is that they create a network of people who can offer advice. Knowing that there are friends who can offer this advice to help solve a problem can help people feel happier. Strong relationships also lead to greater feelings of belonging and security, which in turn, lead to greater happiness. Building these relationships is an essential step to living a happy life.

In addition to nurturing relationships, people who want to be happy should be grateful. People who are grateful open their eyes to see all of the good things in their lives, and they express gratitude to people who help them. Many people have noticed that by opening their eyes to see the good things they have and choosing to have gratitude, their perspective changes. They spend more time focusing on positive thoughts instead of focusing on things that are negative or difficult. Thoughts create perspective, so intentionally creating positive thoughts will lead to a more positive perspective. Regardless of struggles they have, they choose to focus on the gifts they can see. Gratitude can change people's perspective and help them be happier, regardless of their situation.

Finally, serving others can make people happier. Serving others can include doing simple things like listening to a friend who is having a hard time or preparing a meal to share with someone who is sick. These simple acts not only improve another person's life, but they also bring happiness to the person who is serving. This happiness is a natural result of lifting another person's burden. Helping others also helps in the other areas of building happiness: it strengthens relationships with others and it helps people feel more gratitude. When people serve others, they can become good friends by showing how much they care and want to help. People feel more gratitude because when they see the problems other people face, they find ways that their life is blessed. Serving others is an essential key to living a happier life.

If people want to have a happier life, they should serve others, be grateful, and strengthen their relationships with other people. Each of these things focuses on people and perspective rather than money and material possessions. People bring joy to other people in a way that possessions can never imitate. Perspective can make a lasting impact on a person's life in a way that a promotion simply can't. Regardless of the circumstances of an individual's life, that individual can choose to focus on happiness in a real, genuine way if he wants to. Finding lasting happiness is really a simple search. That search begins as soon as people start looking beyond temporary things that only bring temporary happiness.

QUESTIONS:

1. Label the introduction paragraph, the body paragraphs, and the conclusion paragraph.
2. Circle the hook.
3. What is the general topic of the essay?
4. Underline the thesis.
5. Underline each of the topic sentences.

6. Do each of the topic sentences support the thesis?
7. Does the conclusion paragraph start by restating the thesis?

SECOND MODEL PROCESS ESSAY

A Successful Job Interview

Job interviews can be very scary experiences, even for people who have gone through the process many times. To pass the interview, candidates must present themselves well and show that in addition to being the most qualified for a certain position, they are also able to explain why. The interviewers sit across a large desk and take notes on every answer that is given. Performance in the job interview frequently determines if a candidate will get the job. Because the job interview is so important, it must be carefully prepared for, especially in very competitive fields. There are a few basic steps that anyone can take to be prepared for a job interview.

The first step is to research the company carefully. Before job candidates ever go into a job interview, they should look up any information they can find about the company online. One reason for this is a very practical one: it can help the job candidates make sure that they want to work for a particular company or that they have the necessary skills for the job they are applying for. If the company feels like the right fit, doing research about the company will also give job candidates an advantage in the interview. It is easy for the interviewer to know if a job candidate is informed about the company during the job interview because the interviewer will typically be someone who has experience in the company. Researching the company will also help job candidates prepare a few questions of their own. Questions to research could include what the company sells, who the leaders are, where they do business, if they have been in the news (and why), or how the company stocks are doing. The initial step of doing some research about the company is crucial to being ready for an interview.

After job candidates have done some research online and decided to move forward with the job application, the next thing they should do is prepare a resume. The resume first needs to fit the job description and show any experience that job candidates have that would make them a good candidate for the job. For example, if a job candidate is applying for a job as a receptionist, it is better to include work experience from an office job than work experience from a job in a restaurant. In addition to work experience, the resume should include any skills that job candidates have that would be useful in the job they are applying for. Sometimes these skills are listed specifically in the job description as required skills. Sometimes they are listed as preferred skills. In either case, listing relevant skills will help potential employers understand who is most qualified for a certain job. Finally, the resume should look very professional. The fonts should be easy to read and the spelling and grammar should not have mistakes. An accurate, carefully written resume will put any job candidate one step closer to being ready for a job interview.

Finally, job candidates should practice for the interview. Lists of interview questions are widely available online, and by practicing before going into an interview, candidates can feel more confident in the interview. While interview questions cannot be perfectly anticipated, many common mistakes can be avoided by having time to think about the answer before candidates are put on the spot. For example, some interviewers may ask a job candidate to describe one of his weaknesses. That topic can be especially difficult to talk about if a job candidate has never thought about it before because it will typically be associated with negative feelings. Even if candidates don't practice the questions that are asked in the interview, having the experience of answering questions intelligently will increase their confidence and help them appear more relaxed in the interview. This final step will help job candidates be ready for an interview.

While they may seem simple, these steps will help job candidates be ready for their next job interview. Researching the company will give them the background knowledge they need, polishing their resume will give the company hiring committee the background information they need, and practicing for the interview will help candidates show their strengths. Job interviews will still cause some nervousness, but they don't

need to cause job candidates crippling fear. With the right preparation, even if it's your first interview, you'll be ready.