ESL ADVANCED

Academic Writing Coursebook

P. Shoebottom

Name: 

Homeroom: 
Advanced ESL Academic Writing Coursebook

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ACADEMIC WRITING: INTRODUCTION

This section of your Advanced class will help you to become a better writer. You will learn how to put words, phrases and clauses together to create good sentences. You will learn how to assemble sentences into clear and coherent paragraphs. And finally, you will learn how to organize paragraphs into strong compositions.

You will have many class and individual discussions with your teacher about how to write well. For this reason it is important that you know the common words that are used to talk about language in general and written language in particular.

**Task 1:** Look at the language words below, and for each one, write an X (I don’t know this word) or a Y (I know this word and can explain it in my language) or a YY (I know this word and can explain it in English).

<table>
<thead>
<tr>
<th>Word</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>apostrophe</td>
<td></td>
</tr>
<tr>
<td>phrase</td>
<td></td>
</tr>
<tr>
<td>subject</td>
<td></td>
</tr>
<tr>
<td>adverb</td>
<td></td>
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<tr>
<td>colon</td>
<td></td>
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<tr>
<td>conjunction</td>
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<tr>
<td>preposition</td>
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<tr>
<td>clause</td>
<td></td>
</tr>
<tr>
<td>predicate</td>
<td></td>
</tr>
<tr>
<td>exclamation mark</td>
<td></td>
</tr>
<tr>
<td>adjective</td>
<td></td>
</tr>
</tbody>
</table>

**Task 2:** Group the words from the table above under the following headings, and add others that fit:

<table>
<thead>
<tr>
<th>Parts of speech</th>
<th>Punctuation</th>
<th>Parts of a sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
**Task 3:** Underline one *phrase* and highlight the first *clause* in *five* of the following sentences from a science textbook

a. Scientists have identified 800,000 different animal species on Earth.

b. A thermometer is filled with a liquid which expands when it gets warmer.

c. If you hold an ice cube in your hand, you can feel the heat from your hand going into the ice cube

d. Forces are all around us and they affect everything we do.

e. When water is heated, it turns into steam, and it rises into the air.

f. Metals expand in hot weather.

g. Some flowers do not provide nectar, but insects are attracted to them in different ways.

h. When water is heated, it turns into steam.

i. When you heat something, its temperature usually rises, but heat energy and temperature are not the same thing.

**Task 4:** Identify two examples of the following parts of speech in the sentences above.

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Adjective</th>
<th>Adverb</th>
<th>Noun</th>
<th>Verb</th>
<th>Preposition</th>
<th>Conjunction</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>adjective</td>
<td></td>
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</tr>
<tr>
<td>adverb</td>
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<tr>
<td>noun</td>
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<tr>
<td>verb</td>
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<tr>
<td>preposition</td>
<td></td>
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<tr>
<td>conjunction</td>
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</tr>
<tr>
<td>pronoun</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Task 5:** Choose *five* new words from pages 3 and 4, and write a full sentence definition below:

a. 

b. 

c. 

d. 

e. 
COMPOSITION UNIT 1 - PARAGRAPHS AND SENTENCES

If you want to do well in school, in your homework and tests, it is essential that you become an accomplished writer. As an ESL student it is important, therefore, that you improve your grammar and develop your vocabulary. However, many native speakers of English, who have perfect grammar and strong vocabularies, do not score well in written work. How can this be?

Task 1: List some of the reasons that even native-speakers score poorly in written work:

1. 
2. 
3. 
4. (optional)

Task 2: There are many different types of writing that you must do in school. List examples below. Think of each of your classes.

1. 
2. 
3. 
4. 
5. (optional) 
6. (optional) 
7. (optional) 
8. (optional)

Some of the examples listed above require short answers (possibly not even in sentence form), but other examples are extended pieces of writing on a single topic. The English word for extended writing on a single topic is **composition**. Compositions consist of several paragraphs, usually with an introduction and conclusion.

Task 3: Before going further, sign your name below to confirm your understanding of the teacher's Smartboard presentation.

*I understand what a paragraph is and how to make one on the computer. I also understand what a topic sentence is.*

*I understand the UDS method of getting a good grade for written work. (page 64)*

Signed: .................................

Task 4: Highlight the topic sentence in the first paragraph on this page:
Task 5: Do the web quiz at the following address to develop your understanding of topic sentences:

http://esl.fis.edu/learners/read/quiz1.htm

Task 5b: Listen to your teachers explanation of sentence writing and sign below:

I understand the meaning of the words **subject** and **predicate**.

Signed: ........................................

Task 6: Highlight the topic sentences in four of the following paragraphs. Each paragraph is based on advice to students, teachers and parents from the ESL website:

A. Reading is an extremely important skill. It is by reading that you learn much of what you need to know for your different school subjects. Reading is also an excellent way to improve your general English.

B. Grammar is an aspect of language about which learners have different opinions. Some learners are very interested in finding out or learning grammar rules and doing lots of grammar exercises. Others hate grammar and think it is the most boring part of learning a new language.

C. A very good way to improve your own writing is to read other people’s. If you read plenty of good English fiction, you will learn how skillful writers create interesting and believable characters, develop plot, explore a theme, and so on. If you read effective non-fiction you will learn how good writers present information in an interesting and organized way; you will also learn how they use language to instruct, move or persuade.

D. ESL students generally have to work much harder to complete a piece of homework than native speakers. A piece of science homework that is completed by a British or American student in 30 minutes may take an ESL student twice that time or even longer. In this way ESL students can easily spend much more than the 1½ hours per day set as a reasonable amount of time for middle-school students.

E. Plagiarism by ESL students is rarely the result of laziness or the inability to think for themselves. If they find part of a text that conveys the information that they wish to convey or expresses the idea that they wish to express, it is not surprising that many will simply copy the passage into their own work. Some of them do not have good enough English to express themselves to their own satisfaction in their own words; or they feel they haven’t been given enough time to do so.
**Task 7:** Do the web quiz at the following address to develop your ability to detect irrelevant sentences:

http://esl.fis.edu/learners/read/quiz1.htm

**Task 8:** Choose four of the paragraphs below and highlight the sentence in each case that is **irrelevant to the topic sentence**.

A. Reading is an extremely important skill. It is by reading that you learn much of what you need to know for your different school subjects. Another important skill is writing. Reading is also an excellent way to improve your general English.

B. Grammar is an aspect of language about which learners have different opinions. All languages have their own grammars. Some learners are very interested in finding out or learning grammar rules and doing lots of grammar exercises. Others hate grammar and think it is the most boring part of learning a new language.

C. A very good way to improve your own writing is to read other people’s. If you read plenty of good English fiction, you will learn how skillful writers create interesting and believable characters, develop plot, explore a theme, and so on. Using a computer is better than writing with a pen or pencil. If you read effective non-fiction you will learn how good writers present information in an interesting and organized way; you will also learn how they use language to instruct, move or persuade.

D. ESL students generally have to work much harder to complete a piece of homework than native speakers. A piece of science homework that is completed by a British or American student in 30 minutes may take an ESL student twice that time or even longer. In this way ESL students can easily spend much more than the 1½ hours per day set as a reasonable amount of time for middle-school students. Some teachers never give homework.

E. Plagiarism by ESL students is rarely the result of laziness or the inability to think for themselves. 'Plagiarism' comes from the Greek word 'plagirius', which means to kidnap. If students find part of a text that conveys the information that they wish to convey or expresses the idea that they wish to express, it is not surprising that many will simply copy the passage into their own work. Some students do not have good enough English to express themselves to their own satisfaction in their own words; or they feel they haven't been given enough time to do so.
Summary:

From your discussion of the above paragraphs you will clearly understand that:

- the topic sentence introduces the main idea or content of the paragraph,
- the topic sentence is often the first sentence in the paragraph,
- the sentences that follow the topic sentence give more information about it or examples of the main idea it contains,
- paragraphs should not contain sentences that are not relevant to the topic sentence

Task 9: For two of the topic sentences below, write 2 or 3 sentences giving more information or examples. [Each sentence needs a subject and a predicate.]

Topic sentence A: *There are many things ESL students can do to improve their English.*

1.

2.

3. (optional)

Topic sentence B: *The best book that I have ever read was ....*

1.

2.

3. (optional)

Topic sentence C: *We need to do more to protect the environment.*

1.

2.

3. (optional)
Transitions

When writing strong, clear paragraphs, it is important that you link your sentences together with *transitions*. *Transitions* are words or phrases that help the reader to understand the development of ideas in your writing.

A common type of transition between sentences is made when listing examples of something. The transition words in the following paragraph are shown in bold:

If you want to get a good grade for a piece of work, you should follow the UDS method. **Firstly**, you should make sure that you understand what the teacher wants you to do - you may need to ask for another explanation. **Secondly**, you must do exactly what the teacher requires - no more and no less. **Lastly**, you should take care to show the teacher you have done what was required, through the presentation of your work.

Other transition words contrast two ideas. You know the word *but*, but look at two other ways that writers can contrast things or ideas:

- She always studies very hard for tests. **However**, she often gets poor grades, which is frustrating for her.

- All the students were against school uniform. **Nevertheless**, the principal decided to introduce it for grades 6-8.

**Task 10:** You will later learn the common transitions for each composition type, but for now make sure you know the meanings of the following words:

  furthermore conversely whereas finally consequently

**Task 11:** Fill the gap in the following sentences with one of the 4 words above.

1. He eats too much and never does any exercise. …………………….. he is very unfit.
2. To repair a flat tyre you must firstly remove it from the wheel. Secondly, find the hole by putting the tyre in water. Thirdly, repair the hole with a small sticker. …………………….. put the tyre back on the wheel and the wheel back on the bike.
3. John is very hard-working. His sister, ………………………., is the laziest person I know.
4. You have a vocabulary quiz on Friday. …………………….. you have a grammar quiz next week.
5. I like tennis, ………………………….. my sister prefers volleyball.

[http://owl.english.purdue.edu/owl/resource/574/02/]
Task 12a. Syntax (sentence structure) Understanding paragraphs, topic sentences and transitions is an essential start to being a good writer, but it is not enough. You can improve your written work by varying its syntax. Listen to your teacher’s explanation of syntax and take notes below on the different sentence types*:

Simple: 

Compound [boas]: 

Complex: 

Compound-complex: 

Task 12b: Now that you understand a little about English sentence and clause types, identify the following sentences from a science and a geography textbook as: 

*simple (pink), compound (yellow), complex (green) or compound-complex (blue).*

Task 13: Identify the underlined clauses in the following sentences as dependent or independent.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Dependent/Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientists have identified 800,000 different animal species on Earth.</td>
<td></td>
</tr>
<tr>
<td>A thermometer is filled with a liquid which expands when it gets warmer.</td>
<td></td>
</tr>
<tr>
<td>If you hold an ice cube in your hand, you can feel the heat from your hand going into the ice cube</td>
<td></td>
</tr>
<tr>
<td>Forces are all around us and they affect everything we do.</td>
<td></td>
</tr>
<tr>
<td>When water is heated, it turns into steam, and it rises into the air.</td>
<td></td>
</tr>
<tr>
<td>Metals expand in hot weather.</td>
<td></td>
</tr>
<tr>
<td>Some flowers do not provide nectar, but insects are attracted to them in different ways.</td>
<td></td>
</tr>
<tr>
<td>When water is heated, it turns into steam.</td>
<td></td>
</tr>
<tr>
<td>When you heat something, its temperature usually rises, but heat energy and temperature are not the same thing.</td>
<td></td>
</tr>
</tbody>
</table>

Task 14: Practice sentence/clause identification on the computer*, and identify the 'sentences' your teacher highlights in your own writing.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Dependent/Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The temperature is hot enough for plants to grow all year, although there is usually not enough rainfall for this to happen.</td>
<td></td>
</tr>
<tr>
<td>Brazil is the world's fifth largest country after Canada, Russia, China, and the USA.</td>
<td></td>
</tr>
<tr>
<td>Shopping malls are usually built on the edge of cities, where land is cheaper.</td>
<td></td>
</tr>
<tr>
<td>When colonists first arrived in America, they cut down forests to provide land for their animals.</td>
<td></td>
</tr>
<tr>
<td>Although prices are usually lower in out-of-town shopping malls, many people prefer to shop in their local store.</td>
<td></td>
</tr>
<tr>
<td>If it is not looked after, soil becomes dusty and blows away in the wind.</td>
<td></td>
</tr>
</tbody>
</table>

* [http://esl.fis.edu/learners/advice/syntax.htm](http://esl.fis.edu/learners/advice/syntax.htm)
English sentence structure - a summary

The grammar of a language contains many difficult words, e.g. *predicate*, *subordinating conjunction*, *compound sentence*. As an ESL student it is not *so* important for you to learn these words or to know, for example, whether "*since*" is a coordinating or subordinating conjunction.

What is important, is that you include a variety of sentences in your written work (not just simple ones) and that you avoid the problematic 'sentences' explained below:

**Problem sentences**

1. **Sentence fragments:** A fragment is a number of words starting with a capitalized word and ending with an end punctuation mark which is in fact not a complete sentence. A fragment is often a dependent clause standing alone.
   
   - *When I get home.* *(What will you do when you get home?)*
   - *If you are late again.* *(What will happen if you are late again?)*
   - *After Hitler invaded Poland.* *(What did he do after invading Poland?)*
   - *To buy a book.* *(Who or what is the subject? What is the predicate - main verb?)*

2. **Run-on sentences:** A run-on sentence is a 'sentence' that in fact should be divided into 2 or more separate sentences. You can often spot a run-on sentence by reading it aloud - you will try to make a pause between the two sentences.
   
   - *I went to New York in the summer vacation* I *had a wonderful time.*
   - *The capital of France is Paris* it *is a beautiful city.*
   - *Why are you late again it's the second time this week.*
   - *This is the last question, I hope the exercise was not too hard!*

3. **Rambling sentences:** Unlike fragments and run-ons, rambling sentences are not incorrect, but they are a sign of poor writing. A rambling sentence is often a string of independent clauses. Here is just one example:
   
   - *I wanted to be at school early yesterday* so I *got up before seven and walked to the U-Bahn* but no-one *was waiting* so I *looked around and saw a notice* which *said that no trains were running that day* so I *had to go home and wait for the school bus as usual* so I *didn't get to school until late.*

**Task 15:** Practise identifying problematic sentences on the ESL website*.

**Task 16:** Identify the following as fragment, run-on, rambling or correct:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Fragment</th>
<th>Run-on</th>
<th>Rambling</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>She did her homework, then she had dinner and then she watched TV and after that she spoke to her friend on the phone and then she went to bed, because she was tired.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>My brother is a teacher he works in a school in central London.</td>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>When I get home, I have a shower and sleep for a short time.</td>
<td></td>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>If you want to do well in school and improve your English more quickly.</td>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

* [http://esl.fis.edu/grammar/multi/satzErr.htm](http://esl.fis.edu/grammar/multi/satzErr.htm)
Task 17: Write four sentences summarizing the most important advice from the webpage about writing good sentences.

1.

2.

3.

4.

5. (optional)

Practise composition and final tasks:

Task 18: Write a composition with the following title:

My opinion about the grade 9/10 trip or grade 11 activity days.

Words: Due:

[Important: This is a practice composition. You will get a grade, based on the criteria on page 80. However, this grade will not count towards your semester 1 report grade.]

Task 19: Underline at least one transition word in your composition.

Task 20: Identify the 'sentences' your teacher highlights in your writing:

simple, compound, complex, compound-complex, fragment, run-on

Task 21: You have now discussed your composition with the teacher, and you have your grade. Write a response to the following question:

What have you learned about the typical problems you have as a writer, and how you can avoid these in future?

Task 22: Insert your finished composition and grading sheet after this page.
COMPOSITION UNIT 2 - THE WRITING PROCESS

In the first introductory unit to this course you learned about paragraphs, sentences, clauses and transitions. These are very important aspects of a good piece of writing, but they are only part of what you need to know or do in order to write well. In fact, a successful piece of written work starts with its planning and ends as the final version on a piece of paper to give the teacher. These stages, and the stages in between, are called The Writing Process.

"The most important thing that you can do this year to become a better writer is to understand and follow the steps of the writing process."

Task 1: Following is a short composition summarizing the Writing Process. Your task is to read it and write below it the 5 stages of the writing process.

No student (and no teacher) can sit down and write a good composition in a single step. If you want to be sure of getting a good grade for an extended piece of writing, you should follow the steps of the writing process.

The first step of the writing process is called pre-writing. In this step you plan your work. Often you start by brainstorming, letting ideas come into your head at random and writing them down quickly. You think about what you want to include in your writing and then find out more information about it, for example, by researching in the library or on the internet, or by asking questions. A very important final part of pre-writing is the outline.

The second step is drafting. (Some teachers call this composing.) This is when you write your first or rough draft. You use your outline to do a first, quite quick piece of writing without worrying too much at this stage about grammar or spelling.

When you have finished your first draft, it is time for revising. In this third stage you read through your work to make sure that it makes sense and is what the teacher wants. This is where you make larger changes if necessary; for example moving paragraphs, rewriting the conclusion, etc.

The fourth step is called editing. In this step you check things like spelling, grammar and punctuation. If writing on a computer, you should always run the spellcheck (again) at the end of this stage.

Finally comes the stage known as presenting. This is when you put your writing into a form, usually on paper, that looks attractive to read. (See Coursebook page 298.)

If you follow the stages of the writing process and remember the UDS method, you can be sure of getting good grades for your written work.

1. .................... 2. ................. 3. .................... 4. ................. 5. .................

Task 2: Make sure you understand what an outline is and then in the space on the next page:

a. write your own example of an outline or copy the example from the board
b. work backwards from the text above to write an outline of the writing process.
Task 1: Example outline

Task 2: Writing process outline

In the first two units you have learned about paragraphs and the importance of topic sentences. You have also learned about the UDS method of getting a good grade for work (Appendix A) and the great value of following the writing process.

** There is more on the writing process in pages 293-297 of your ESL coursebook.
COMPOSITION UNIT 3 – WRITING INSTRUCTIONS AND ADVICE

You write instructions or advice when you want to tell someone what to do or how to do it; for example: *How to learn English more quickly. How to stay fit and healthy.* If you are writing instructions or advice, it is important to do several things, as listed in the following table.

1. Be complete.  5. Do not include unnecessary information.
2. Be clear.  6. Consider your audience.
3. Be exact.  7. Use chronological order.
4. Be thorough.

Task 1: Write the elements of list 1-7 above next to their explanation below:

<table>
<thead>
<tr>
<th>Task 1</th>
<th>When giving instructions how to do something, be sure to write the steps in the correct time sequence.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remember who you are writing for. A child and an adult will probably need different instructions.</td>
</tr>
<tr>
<td></td>
<td>Keep your sentences comprehensible and quite short, so that you do not confuse your reader.</td>
</tr>
<tr>
<td></td>
<td>Make sure you have included enough information. Often you will need not only to write what to do but how to do it.</td>
</tr>
<tr>
<td></td>
<td>Make sure that your facts and details are precise. “Cook for 2-3 minutes” is better than “Cook for a few minutes.”</td>
</tr>
<tr>
<td></td>
<td>Be sure that everything you have written is relevant. Do not insert unneeded details.</td>
</tr>
<tr>
<td></td>
<td>Do not leave out any steps. You already know what to do and how to do it, but your reader does not.</td>
</tr>
</tbody>
</table>

Task 2: There are different ways of giving instructions and advice. Imagine that you are giving advice on how to do well in school. Write five sentences below, starting with the words given:

*Imperative* (e.g. Study .. / Don't forget ..)

You must .. / You must not ..
You should .. / You should not ..
You ought to .. / You ought not ..
You might want to ..
It's a good idea to ..
Be sure / careful to .. Be sure / careful not to ..
Task 3: On this page there are two jumbled paragraphs. Your task is to rewrite them in the correct order, starting with the topic sentence and linking the sentences with one of the transition words in the box. Use the computer.

1. You must put the tyre back on the wheel. You must cover the hole in the tyre with a patch. There are three steps to fixing a puncture. You must take the tyre off the wheel and find the hole.

2. You might want to watch less TV. Don't eat too much junk food. If you want to be fit, here's what you can do. You should try to go for a walk every day.

Task 4: Use the words before and after to make three complex instruction sentences on fixing a puncture. See page 69 for examples of complex sentences. Make sure that your new sentences instruct in the correct chronological order.

1.

2.

3.

4. (Optional)

5. (Optional)
Summary and final tasks:

In the first units you learned about the importance of paragraphs with strong topic sentences and supporting details. You learned that good writers vary the syntax of their sentences and use transitions. You learned also about the importance of following the writing process. In this unit you have learned the features of compositions that give advice or instructions.

Task 3: Choose one of the following titles:

◊ How to settle quickly in a new country or school.
◊ How to learn a new language enjoyably and effectively.
◊ How to have a great holiday.
◊ How to prepare a traditional meal from your country.
◊ How to …………………………………………... (other idea - needs teacher approval)

Task 4: Have your composition outline approved by the teacher.

Task 5: Write the first draft of your composition.

Note: You will be graded according to the criteria on page 80. The Content aspect of your grade will partly depend on the extent to which you fulfill the criteria on page 15. Remember UDS!

Words: Outline due: First draft due:

Task 6: Underline four transition words in the first draft of your composition.

Task 7: Identify the 'sentences' your teacher highlights in your writing:

simple, compound, complex, compound-complex, fragment, run-on

Task 8: Revise your final draft, based on the teacher's advice, and edit it.

Task 9: Write at least two sentences in response to your graded, commented, work:

One aspect of my composition that I am happy with is ....

One aspect of my composition that I am not happy with is ....

In the next composition I will ..

Other response: ..

Task 10: Insert your finished composition and grading sheet after this page.
COMPOSITION UNIT 4 – OBJECTIVE REPORTS

An objective report is an organized presentation of facts. A common type of objective report is a newspaper article about an event or meeting. You often have to write objective reports in your other subjects, such as science or history.

Good objective reports are:

- chronological
- precise
- objective
- accurate
- (referenced)

- **Chronological - in the order of happening**

**Task 1a:** Listen to the teacher’s summary of the Shackleton survival adventure and do the following web quiz:

[http://esl.fis.edu/learners/fis/composition/shackleton.htm](http://esl.fis.edu/learners/fis/composition/shackleton.htm)

**Task 1b:** (Optional) The following sentences are taken from a report about a fire at the school. Decide on the correct chronological order of the sentences, and write the letters on the dots below:

1. The student told the soccer coach, who ran into the sports office to call the fire department. The coach also called the Headmaster.
2. Five fire engines arrived at the school at 7 minutes later.
3. No-one was hurt in the incident, but new rules on storing dangerous chemicals were decided to be necessary.
4. A potentially dangerous incident happened at FIS at 4.30pm last Tuesday.
5. The firefighters immediately entered the school building and made their way to the top floor.
6. A student on the sports field saw smoke coming out of one of the windows in the top-floor science lab room.
7. Before doing this, he abandoned the training and sent the students to the back of the sports field.
8. The headmaster sounded the fire alarm and all students and teachers left the main buildings.
9. Using a special chemical they quickly got the fire under control.
10. They drove right up to the school entrance by the cafeteria, and connected their hoses to the water standpipes.
11. They found the fire in the equipment room at the back of the science lab.

...... ...... ...... ...... ...... ...... ...... ...... ......
Precise - containing exact detail

Task 2: Each of the following sentences contains one or more pieces of imprecise information. Write the information precisely in four of the sentences.

Make intelligent suggestions – the information does not have to be true.

1. There are many students at Frankfurt International School from many different countries.

2. You will have a vocabulary test at the end of next week.

3. After eating lunch in the cafeteria the student felt sick and went to see the nurse.

4. A bomb exploded in Iraq yesterday. There were some casualties.

5. At the weekend I had a problem with my bike, but I was lent some tools to fix it.

Task 3: Listen to the teacher's instruction and examples of apposition. Then rewrite three of the following pairs of sentences as one sentence with an appositional phrase:

1. Keith Miller was an Australian cricketer. He died after a long illness last Saturday.

2. Venus is the closest planet to the Earth. It has no water on it.

3. The witness was a student from FIS. She saw the accident with the U-Bahn.

4. Louis Pasteur was a French scientist. He discovered a way to make cow's milk safe to drink.
Task 4: Now use a phrase in apposition to make the imprecise information in *three* of the following sentences more precise:

1. Hee-Jong Kim came first in the table-tennis competition.
2. George Bush decided to get rid of Saddam Hussein.
3. The plane crashed on top of Mont Blanc.
4. The car was badly damaged in the accident.
5. The A5 was blocked by a traffic jam for several hours on Sunday.

Objective - retelling without bias

Your reports will be objective if you attribute information or comments/opinions correctly to the person who supplied the information/opinion or made the comment. You can do this directly or indirectly.

Task 5: Look at the following examples and then convert *three* of the sentences below: direct speech into indirect speech, and indirect speech into direct speech.

a. Direct speech into indirect speech

1. The student rescued by the firefighters said, "I thought I was going to die!"

2. The headmaster told the fire chief: "Thank you for getting here so quickly!"

3. The fire chief asked: "How many exits does the school have?"

4. The coach said to the students, "Don't forget that we have another practice tomorrow."
b.  *Indirect speech into direct speech*

1. The science teacher apologized to the headmaster for being careless with the science equipment.

2. The student said he couldn't come to the practice the next day because he had a dentist appointment.

3. The fire chief asked the headmaster if FIS often had fire drills.

4. The coach told the students to ask their teachers what work they had missed when they were away on the sport trip.

- **Accurate - correct**

Of course, the reader of your report will expect the information in it to be accurate.

**Task 6:**  (Optional) Use an encyclopedia or the internet to correct three pieces of inaccurate information in the following text:

The first man to walk on the moon was Andrew Armstrong, a Russian parachute. He

stepped out of his space capsule at exactly 10.07 on Friday 16 December 1966. Then he

spoke the famous words: "This is a small step for mankind but a big step for me!"

Armstrong has retired and lives with his wife and 3 children in Miami, Florida.
Researching on the web

More and more students are using the internet to find the information they need for writing projects. However, it is very easy to waste a lot of time online. It is important, therefore, that students know the 'rules' of internet searching and the rules of good note-taking. [See page 71.]

Task 7a. Listen to your teacher's explanations and write three important rules of each type:

1. Research -
2. Research -
3. Research -
4. Note-taking -
5. Note-taking -
6. Note-taking -
7. (optional)
8. (optional)

○ Referenced - containing a bibliography of sources

For most objective reports that you write in your different subjects you will use information written by someone else, e.g. in books or internet pages. If this is the case, you must make sure that your report is correctly referenced by writing a bibliography* - under the title: Works Cited.

Important: Including a bibliography at the end of your report is one way that you can avoid the danger of plagiarizing.

Task 7b: Watch your teacher's demonstration of how to create a bibliography using Noodlebib. Make your own bibliography containing references to your report sources. Copy the bibliography into your writing at the end.

* Not all objective reports need to be referenced. For example, you do not need to do any research to write a report of a school event like Applefest or your last school trip.

http://esl.fis.edu/learners/advice/internet.htm
Summary and final tasks:

In this unit you have learned how to write objective reports that are:

*chronological, precise, objective, accurate and referenced.*

**Task 8:** Use your Shackleton notes to write an in-class composition of +- 300 words.

**Task 9:** Choose a historical or current event and write its title below in pencil for your teacher's approval.

Title:

**Task 10:** Have your composition outline approved by the teacher.

**Task 11:** Write the first draft of your composition.

Note: You will be graded according to the criteria on page 80. The content aspect of your grade will partly depend on the extent to which you fulfill the appropriate criteria: *chronological, precise, objective, accurate and referenced.* Remember UDS!

*Words: 300-400  Outline due:  First draft due:*

**Task 12:** Underline at least one transition word in your composition.

**Task 13:** Identify the 'sentences' your teacher highlights in your writing:

*simple, compound, complex, compound-complex, fragment, run-on*

**Task 14:** Revise your final draft, based on the teacher's advice, and edit it.

**Task 15:** You now have your graded composition. Write at least two sentences in response:

*One aspect of my composition that I am happy with is ....*

*One aspect of my composition that I am not happy with is ....*

*In the next composition I will ..*

*Other response: ..*

**Task 16:** Insert your finished compositions (Shackleton + own) and grading sheets after this page.
COMPOSITION UNIT 5 – CLASSIFYING

Classifying items or things is a way to organize them into different groups. Each member of the group has similar characteristics to the other members of the group. Correct classification of items is often the first step in the process of writing clearly about those things and their relationships.

An example of this type of organization is the classification of foods into various sub-groups such as fruit, vegetables, milk products, meats, etc. Another example is the classification of musical instruments into the sub-groups of brass, woodwind, string, percussion, etc. The words in the English language can be classified too into the parts of speech.

Task 1: Finish the mind map below with a complete classification of the parts of speech. (Look at vocabulary page 105 for a list of the parts of speech.)

Task 2: In the space below (or on page 97) make a mind map on a classification of sports, animals (or other items of your choice). Do a rough copy on scrap paper first.
Task 3: Do one of the following classification exercises, and record your score:

http://esl.fis.edu/vocab/q17/1_2.htm ............

http://esl.fis.edu/vocab/q12m/blu241.htm ............

Main idea sentences in classification compositions

As you know, the topic sentence of every paragraph is important in alerting the reader to what the rest of the paragraph will contain. The topic sentence of the first paragraph, the introduction, is most important, because it alerts the reader to the contents of the entire composition. This special topic sentence is called the main idea sentence. The main idea sentence is usually the last sentence of the introduction paragraph.

Task 4: Read the following groups of 3 sentences and circle in each case the best main idea sentence for an introductory paragraph of a classifications composition.

1. a. There are many different kinds of dog in Germany.
   b. Dogs are a popular pet in Germany.
   c. Dogs have 3 main uses in German society: helping the police, guarding property … .

2. a. Chinese food can be classified into four main types: northern, southern, inland and coastal.
   b. Chinese food is delicious and popular all over the world.
   c. Some popular Chinese dishes include Peking duck, bird's nest soup and chop suey.

3. a. One of the most important things an ESL student can do is learn new words.
   b. Learning words is not always easy but there are some good ways to do so.
   c. There are three effective ways to learn new words: using cards, using a computer, or writing them in a vocabulary book.

4. a. Pollution is a problem that can affect all aspects of the natural world.
   b. Pollution can affect these 3 aspects of the natural world: air, land and water.
   c. Pollution is a serious problem in today's world.
Using a colon

You may have noticed that the good main idea sentences for classification compositions contained a colon to introduce a list. This is the standard way to punctuate such sentences.

Task 5: Add a colon and 3 suitable words to three of the following sentence fragments:

1. There are three main aspects of science covered at FIS
2. If you want to build a doll’s house, you need these tools
3. There are 3 main languages spoken in Switzerland
4. The human body has these 4 major organs

Transitions in classification compositions

You know that transitions are the words that help the reader to understand the way the writer has organized his or her ideas in the composition. Some most common transition words for classification compositions are shown in the box.

<table>
<thead>
<tr>
<th>also</th>
<th>too</th>
<th>another</th>
<th>a further</th>
<th>for example,</th>
<th>for instance,</th>
<th>the second</th>
<th>the third</th>
</tr>
</thead>
</table>

Task 6: Fill in the spaces in the following paragraphs with a suitable transition:

1. Mankind today faces many problems; …………………..: pollution and poverty. Terrorism is ………………….. terrible problem in many parts of the world.
2. There are several animals that do work for people. Dogs, ………………….., have many jobs, including helping farmers or the police. Horses are ………………….. working animals. For many years they were the main form of transportation. ………………….. animal that works for people is the camel.
3. (Optional) One way to classify sports is according to whether they are played by individuals or by teams. One individual sport is golf; tennis is …………………..: boxing. There are numerous team sports; ………………….. football, basketball and volleyball. Baseball is ………………….. a popular team sport, particularly in the USA. A ………………….. way to classify sports is according to whether they are contact or non-contact. Badminton, ………………….., is a non-contact sport. Running and cycling are non-contact sports, …………………...
**Task 7:** You now have to write a full *Classification* composition. You can choose one of the topics below or you may write about a different topic - if your teacher approves it.

- how humans use animals / how humans use the …. (animal)
- how people spend their free time
- how people spend their vacation
- how people learn a language
- .. your own chosen topic ..

**Title:**

**Task 8** Have your composition outline or mind map approved by the teacher.

**Task 9:** Write the first draft of your composition.

Note: You will be graded according to the criteria on page 80. Remember UDS!

*Words*: 300-350

*Outline due:* 

*First draft due:*

**Task 10:** Underline at least one transition word in your composition.

**Task 11:** Identify the 'sentences' your teacher highlights in your writing:

- simple, compound, complex, compound-complex, fragment, run-on

**Task 12:** Revise your final draft, based on the teacher's advice, and edit it.

**Task 13:** Write at least two sentences in response to your graded, commented, work:

*One aspect of my composition that I am happy with is ....*

*One aspect of my composition that I am not happy with is ....*

*In the next composition I will ..*

*Other response: ..*

**Task 14:** Insert your finished composition and grading sheet after this page.
COMPOSITION UNIT 6 – DESCRIPTION

A common type of school writing is the description of an object, system or process. Here are some examples from different subjects:

Design and Technology - description of an object that you plan to make
Science - description of a body system, e.g. digestive system
Humanities - description of a process, e.g. how a volcano erupts

The main criteria for writing a good description are as follows:

- Inclusion of all elements
- Identification of all elements
- Correct chronological order
- Accurate terminology
- Awareness of reader knowledge

**Task 1:** Match the criteria above with the general definitions below:

- Be sure to describe each of the elements of the object, system or process in the right order.
- Do not write anything that you expect your readers will already know. Do not leave out anything important that you expect they will not know.
- Make sure you name every essential aspect of the object, system or process.
- Use precise and correct vocabulary to describe the object, system or process. For example: the volcano erupts .., and **not:** the volcano blows up ..
- Name all the elements of the object, system or process.

**Task 2:** In the space below, do a mind-map/labeled diagram in preparation for the written description of one of the following objects: mp3 player, photocopier, bicycle, mobile phone, microscope, scissors
Task 3: Make sure that you understand the words **structure** and **function**, when related to an object. Then complete the table below with one of the six objects on the previous page. Some objects appear more than once in the table.

<table>
<thead>
<tr>
<th>Description</th>
<th>Structure or function</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>a large box that is plugged into the electricity supply, with a lid that can be lifted to reveal a large glass plate</td>
<td></td>
<td>photocopier</td>
</tr>
<tr>
<td>used to cut paper, or in clothes-making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for the enjoyment of personal music; occasionally used to record speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a small device with a rectangular window, output sockets for headphones and a microphone, and 3 or 4 input buttons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a vehicle with two wheels attached to a metal frame with handlebars and a saddle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>designed to view very small objects at great magnification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a curved object with a base, a metal plate with holding clip and moveable lenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a tool that enables the communication of spoken or written messages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a small, hand-held device with buttons showing numbers and other signals, can often be clapped open</td>
<td></td>
<td></td>
</tr>
<tr>
<td>invented to enable people to travel moderate distances without the need for animal or mechanical power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>enables the quick and efficient copying of worksheets or other documentation</td>
<td></td>
<td>function</td>
</tr>
<tr>
<td>two metal blades joined at a pivot, with finger rings at one end</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 4: Notice how all the structure descriptions above use the word *with*. Write your own structure definitions for three of the following words. Use *with* in your definition. *camera*  *keyboard*  *watch/clock*  *the eye*  *microwave*

1.

2.

3.

http://www.howstuffworks.com/index.htm
Description compositions often contain sentences with relative (dependent) clauses. The relative clause is used to define elements of the object, system or process. In the following description sentences the relative clause is shown in italics:

- A stapler is an object that is used to fasten papers together.
- The mouth of a river is the place where the river enters the sea.
- A flashlight is a hand-held device which enables people to see in the dark.
- An MTB is a bicycle whose tyres are fat and profiled.
- The retina is the part of the eye which is connected by nerves to the brain.

**Task 5:** Write a description sentence, including a relative clause, about two of the following objects (or parts of them): hammer iPod eraser binder key (object of your choice)

1. 
2. 
3. (optional)

In each of the sentences above, it was the relative clause that defined the object in question. In the following sentences, the relative clause gives extra information. This extra information, which is shown in italics, could be left out and the sentence would still make sense.

- The eye, which is one of the 5 sense organs, consists of 4 major parts: the cornea, lens, retina and pupil.
- The hole punch, which gets its name because of the punching action, is an object containing two sharp, circular blades to cut into the paper.
- The spacebar, which is the largest button on the keyboard, is used to make spaces between words.
- Venus, where temperatures can reach over 450ºC, orbits the Sun in 224 days.

Notice how relative clauses which contain extra information are separated by commas from the rest of the sentence.

**Task 6:** Below are some relative clauses with extra information. Write them into the appropriate sentence on the next page. Then separate them off with commas.

- which is the fourth planet in the solar system
- which was invented by Celsius in the 18th century
- whose function is to start digesting the swallowed food
- which is one of the 4 stages of the water cycle
- who was a Swedish scientist
- which is also used to communicate in the dark
- where most people speak at least two languages

**Note 1:** You cannot use that for extra-information relative clauses. This is a good reason to always use which and not that in both types of relative clause referring to things.

**Note 2:** Relative clauses that define and cannot be omitted are called: defining (or restrictive).
Relative clauses that give extra information, and can be omitted, are called: non-defining.

See Coursebook page 232 for more on defining/non-defining relative clauses.
Task 6 (see previous page):

a. The thermometer is an indispensable instrument in every hospital and science laboratory.

b. Anders Celsius invented the thermometer in the 18th century.

c. It is thought that Mars may contain water beneath its surface.

d. At the end of the oesophagus is the stomach.

e. Condensation occurs in your house when water vapour hits a cold surface such as a window or mirror.

Task 7: Add an extra information relative clause (plus commas) to three of the following sentences:

a. The heart is a muscle whose function is to pump blood around the body.

b. Mercury is about half the size of the Earth.

c. A stapler consists of two levers around a central pivot.

d. Albert Einstein developed his theories of relativity in the early 20th century.

e. Mount St Helens erupted in 1980, killing many people and destroying all nature in the region.

Task 8: Rewrite two of the sentences on this page without the relative pronoun and verb (to make an appositional phrase - see page 19). Important: You must keep the commas.

1.

2.
Task 9: You now have to write a full composition describing an object, a system or a process. You can choose one of the topics below or you may write about a different topic - if your teacher approves it.

- a body system (e.g. the digestive system)
- the eruption of a volcano
- the process by which an earthquake/hurricane/tsunami/tornado occurs
- a bicycle or other invention
- the solar system
- a recycling system
- the water cycle / the carbon cycle
- a school, house or garden instrument
- own choice ..

Title:

Task 10: Have your composition outline/mind map approved by the teacher.

Task 11: Write the first draft of your composition.

Note: You must include at least 2 relative clauses in your writing - one of each type. You will be graded according to the criteria on page 80. Remember UDS!

Words: 200-250 Outline due: First draft due:

Task 12: Underline at least one transition word in your composition.

Task 13: Highlight 2 relative clauses in your draft. Use different colors for the 2 types:

defining - pink non-defining - yellow

Task 14: Revise your final draft, based on the teacher's advice, and edit it.

Task 15: Write at least two sentences in response to your graded, commented work:

One aspect of my composition that I am happy with is ....

One aspect of my composition that I am not happy with is ....

In the next composition I will ..

Other response: ..

Task 16: Insert your finished composition and grading sheet after this page.
COMPOSITION UNIT 7 – CAUSE AND EFFECT

An important type of school composition is the summary of a problem, an event or a situation, together with an analysis of the reasons for that problem, event or situation. This is called a Cause and Effect composition. Here are some examples of Cause and Effect composition titles.

- Why teenagers start smoking
- The causes of the First World War
- Why so many people died in the 2004 tsunami
- The reasons for the increase in skin cancer
- The origins of the Israel/Palestine conflict
- Why babies born today will live longer than their great grandparents
- The reasons for the large number of German students at FIS
- Why the Challenger space shuttle exploded

Task 1: Let's start with the composition title Why Akiko got a bad ESL grade in her trimester 1 report. List below some of the possible causes of the bad grade, then put a star next to the one or two that you think are the principal (most important) causes. Remember from composition unit 4 that you need to be precise or specific. It's not precise to write: She didn't study hard! Be specific, for example, about what might have gone wrong in some of the ESL tests Akiko did during the trimester:

See http://esl.fis.edu/learners/advice/tests.htm for advice on avoiding bad test grades.

1. 

2. 

3. 

4. (optional)

5. (optional)

6. (optional)
Task 2: Look at the following pairs of sentences. Write which sentence is the cause and which is the effect. You need do only six answers.

Example: The roads were icy. **CAUSE** There were many accidents. **EFFECT**

Ji-Haeng is happy today.  
Ji-Haeng got a very good grade in his maths test.  
Many departures were delayed.  
There was a thick fog over the airport  
Some students were fooling around with matches.  
The fire brigade was called to put out a fire in a trash can.  
The school refused to give the teachers a pay rise.  
The teachers went on strike.  
Sachiko eats badly and never does any exercise.  
Sachiko is often ill and feels tired.

Task 3: Next, tick **all** the sentences below that are probable *causes* of this situation:

"The bridge had to be taken down because engineers considered it to be unsafe."

- The bridge had been constructed by unskilled workers.
- The bridge was a design that had never been tested before.
- The bridge was 30 meters long and 10 meters wide.
- The bridge crossed a small stream.
- Approximately twelve cars an hour passed over the bridge.
- The bridge was made of very cheap materials.
- The bridge was built in extremely cold temperatures.
- The bridge was named after the company that constructed it.
Task 4: Next, choose two of the essay titles on page 33 above. Write the title and then suggest possible causes. [Write full sentences.]

Title 1:
Cause 1:

Cause 2:

Cause 3: (optional)

Title 2:
Cause 1:

Cause 2:

Cause 3: (optional)

Title 3: (optional)
Cause 1:

Cause 2:

Cause 3:
**Task 5:** Look at the following pairs of causes, and for three of the pairs, write an Effect title, similar to those on page 33:

1. **Causes**
The driver was feeling sleepy.
A deer ran in front of the car.

**Effect**

--------------------------------------------------------------------------------------------

2. **Causes**
The student was caught smoking in the toilet.
The student had twice made offensive comments to a teacher

**Effect**

--------------------------------------------------------------------------------------------

3. **Causes**
The student's father is a former professional tennis player
The student practised for 3 or more hours every day

**Effect**

--------------------------------------------------------------------------------------------

4. **Causes**
The student had a weak personality.
His "friends" kept pressurizing him to try marijuana.

**Effect**

--------------------------------------------------------------------------------------------

5. **Causes**
Some elementary students were running around on the equipment in the playground.
It had been raining and the surfaces were wet and very slippery.

**Effect**

--------------------------------------------------------------------------------------------
Transition words

In listing the many causes of an effect, it is good writing style to include transition words to link sentences together. So:

*Ji-Haeng’s maths teacher gave him a detention after school yesterday. Ji-Haeng was late to class. He had forgotten to do his homework. He was rude to the teacher.*

is not as good as:

*Ji-Haeng’s maths teacher gave him a detention after school yesterday. There were 3 reasons for this. Firstly, Ji-Haeng was late to class. In addition, he had forgotten to do his homework. But most importantly, he was rude to the teacher.*

Task 6: Write a short paragraph below with three causes of the following effect:

*Ji-Haeng was 45 minutes late for school yesterday.*

Use some of the transition words below:

*[You can write the three causes of a different effect if you prefer.]*

First / firstly,  Another reason is / was ..
Second / secondly,  The main / second / final reason is / was ..
....  As well as this / that ..
Finally,  Also, ..
In addition, ..
Moreover, ..
Furthermore, ..
Irrelevant Material

The following paragraphs from student cause and effect essays show a common mistake: the inclusion of irrelevant information.

Task 7a: Do the quiz on the ESL website to practise finding irrelevant sentences, and write your score.

http://esl.fis.edu/learners/read/irrelev1.htm Score: ……… %

Task 7b: (Optional) For one of the paragraphs, underline the sentence or sentences that are irrelevant, i.e., the sentence does not have information that is a cause or additional information about a cause.

1. In the race to the South Pole Amundsen won and returned home to Norway, while Scott lost and died on the ice of Antarctica. Scott's death was the culmination of a number of mistakes. Firstly, he came from a country, England, which had no tradition of cross-country travel on skis. He did not think it was necessary to practise this important skill before setting off for Antarctica. Skiing was invented by English people in Switzerland, but they never became very good at it. Another very important reason for Scott's failure was his choice of transportation animal. He decided to use ponies, not dogs, as Amundsen had done. The ponies were bought in Russia, but never tested or trained in pulling heavy sledges before their arrival in Antarctica. There is no natural food for ponies in the Antarctic, which meant that their fodder had to be shipped all the way from England to Antarctica and stored at the base camps. An additional cause of Scott's downfall was his decision to set out for the South Pole with 5 men, despite only being able to carry supplies for four. The fifth man's name was Bowers.

2. The explosion of the Columbia shuttle on re-entry to the earth's atmosphere in 2003 had several causes. The first cause was the very tight launch schedule. NASA were under pressure to keep to this schedule and did not allow enough time to check the shuttle properly after its previous mission. The previous mission had included the first civilian astronaut. Another important cause of the explosion were the high winds on launch. These winds had dislodged a few of the insulation tiles. Moreover, these tiles had crashed into another part of the rocket causing further damage to the booster. The tiles were silver-coloured and made by a contractor in Utah.
Task 8: The word *because* (conjunction) and the expression *because of* (preposition) are very useful in cause and effect essays. In four of the examples below, convert the *because* sentence to a *because of* sentence, or vice versa.

*Example:* Because the wind was so strong, many trees were blown down.
*Answer:* Because of the strong wind, many trees were blown down.

1. Soo-Jin doesn't eat in the cafeteria because of the high prices.
2. Ji-Haeng did well in his presentation, because he had prepared it carefully.
3. Because the weather was so cold, the launch was postponed for two days.
4. Because of the increase in students at FIS, a new ESL class was started.
5. Joseph Merrick was feared and taunted because he had terrible deformities.
6. The Bahnhof in Frankfurt is not particularly safe, because of the large number of junkies who hang out there.

Task 9: The *italicized* words in the following sentences are more words or expressions often used in *cause and effect* essays. Finish four sentences with a suitable conclusion.

1. He never cleaned his teeth, *so*  
   *As a result*

2. There are over 100 students in the cafeteria at lunchtime. *As a result*  
   *Therefore*

3. Ji-Haeng studied very hard for the vocabulary test, *therefore*  
   *As a consequence*

4. The student was found smoking in the toilet. *As a consequence*  
   *For this reason*

5. Ji-Haeng's parents always gave him everything he wanted. *For this reason*  
   *Consequently*
Task 10: Below is some advice from the ESL website about doing well in tests. Use this advice, plus UDS, plus any extra causes that you listed on page 33, to write a 150-250 word body of a composition with 3 or 4 paragraphs:

The title is: Why Akiko got bad grades in her end-of-year tests.

You need to write the 3 (or 4) main causes in 3 (or 4) strong topic sentences, and then elaborate on them (add details). Do not write the introduction or conclusion.

Preparing for tests
Here is some advice that should help you prepare for your end of term tests. If you follow the suggestions below, you will have the best chance to show your teachers what you know and understand of the subjects you are learning

Keep on top of the work in progress
This means that you do the work as it is set (and make up what you missed if you were away). You also make sure that you understand what you are doing, or ask for help if you don't.

Find out what you will be tested on
Most teachers will give you a review sheet so that you can be pretty sure what to study for the tests. You could also find out which part of the test carries most marks.

Work out a review schedule
Make sure you know the test schedule, and make a plan listing the subjects you are going to review in the evenings leading up to the exams

Review your work
There are many ways to study for exams. The best method will depend on the subject and the kind of questions you are going to be asked in the test. In every case, however, you will remember more if you do something active. This means that you shouldn't just read through your work again and again; you need to make study notes!
There are different kinds of study notes. For example, if you have to learn the important vocabulary of a topic, you could write the word on one side of a small card. On the other side you could a definition or examples of the word. The cards are now your study notes.
If you have to review a large and complicated topic like the French Revolution, your study notes could be an outline of the main events or a mind map of the important causes.
When you have finished your notes, you can ask someone to test you on them. You can also review them again at the last minute before the exam.

Relax and get enough sleep
A little anxiety before an important test is a good thing, but some students get so nervous that they don't perform as well as they could. Of course, one way to avoid being nervous is to be well-prepared, for example by following the advice above. Another good thing to do is to make sure you get enough sleep. And don't spend all your time just working; you will study more effectively if you take time off to be with your friends or do some sports.

Use effective test strategies
There are things you can do in the test itself to help you to get the best possible score. For example, you can ensure that you manage your time carefully. Don't rush into the first question. Look over the whole test and decide on the order in which to do the answers. Most students do the questions they find easiest first, and leave the harder ones until the end.
Another good test strategy is to make sure that you read the question carefully to understand exactly what you need to do. For many questions, it's helpful to spend some time thinking about how best to answer and making an outline.

Source: http://esl.fis.edu/learners/advice/tests.htm P. Shoebottom
Task 11: (Optional: very difficult) Read the report (pages 86 / 87) on the explosion at the Bhopal chemical plant in 1984, the world's worst industrial accident. Make notes under the headings below on the causes and the effects. When the notes have been checked by your teacher, use them to write a 350-400 word composition entitled: *The causes and effects of the Bhopal disaster*. Be sure to use some of the transition words and other expressions you have practised in this booklet.

*Introduction:*

*General causes: location of factory; lack of safety procedures etc.:*

*Direct causes: what happened on night of accident etc.:*

*Immediate effects:*

*Longer-term effects:*

*Conclusion:*
Summary and final tasks:

In this unit you have learned how to research and write cause and effect compositions.

Task 8: Decide if you want to write about the topic below or about a Cause and effect topic of your own choice. If you choose your own topic, you must write the title for your teacher's approval.

Why is life expectancy in Germany (81.2 years for females) more than twice as high as life expectancy in Zambia (32.1 years)?

Own topic title:

Task 9: Write the first draft of your composition.

Note: You will be graded according to the criteria on page 80. Remember UDS!

Words: 350-400 Outline due: First draft due:

Task 10: Underline at least one transition word in your composition.

Task 11: Identify the 'sentences' your teacher highlights in your writing:

simple, compound, complex, compound-complex, fragment, run-on

Task 12: You now have your graded composition. Write at least two sentences in response:

One aspect of my composition that I am happy with is ....

One aspect of my composition that I am not happy with is ....

In the next composition I will ..

Other response: ..

Task 13: Insert your finished composition and grading sheet after this page.
COMPOSITION UNIT 8 – COMPARE AND CONTRAST

Introduction

One thing that people do all the time is compare and contrast. Sometimes they do it consciously, like when a family sits down together to decide where to go on holiday, making a list of the advantages and disadvantages of each place. Often, however, it is done unconsciously, like when a student thinks: “This ESL lesson is a lot more interesting than most of the recent ones we’ve had!”

Comparing and contrasting is the basis for many of the compositions required in other school subjects and in the International Baccalaureate (IB), so it is important that you can do it well. In this unit you will learn and practice how.

Note: Some English speakers do not see any difference between the words compare and contrast. However, for school compositions, compare means: discuss the similarities between two things; and contrast means: discuss the differences between two things.

Prewriting: Planning the composition

In most cases it is necessary to take notes and make an outline before starting to write a composition. The table below has some of the differences, in note form, between the Challenger and the Columbia space shuttle disasters:

<table>
<thead>
<tr>
<th>Challenger</th>
<th>Columbia</th>
</tr>
</thead>
<tbody>
<tr>
<td>- astronauts: 2 women / 5 men</td>
<td>- astronauts: 3 women / 4 men</td>
</tr>
<tr>
<td>- explosion during lift-off</td>
<td>- explosion during return to earth</td>
</tr>
<tr>
<td>- caused by faulty seal in rocket tank</td>
<td>- caused by damaged heat-protection tiles</td>
</tr>
<tr>
<td>- NASA ignorant of seal problem</td>
<td>- NASA aware of tile problem</td>
</tr>
<tr>
<td>- astronauts survived explosion / killed by sea crash</td>
<td>- astronauts died in explosion</td>
</tr>
</tbody>
</table>
Task 1: Imagine that you have booked a two-week summer holiday in Rome, and you now have to decide on how to get there from Frankfurt – by car or by plane. Write notes showing the main differences in the two means of transport. Here are some possible factors: cost, convenience, comfort, speed, environment issues.

<table>
<thead>
<tr>
<th>To Rome by car</th>
<th>To Rome by airplane</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prewriting: Writing an outline

When you have finished researching and note-taking, you are ready to write an outline. The outline shows your organizational plan for the structure of your essay. For this reason it is useful to write headings for the information you have collected in note-form. It is not usually necessary to include the notes themselves.

Task 2: Listen to your teacher's explanation of the different ways to organize Compare and contrast compositions, and check below when you understand:

.. the basic organization that stresses differences

.. the basic organization that stresses similarities

.. the detailed organization of many, small differences or similarities

.. the detailed organization of fewer, larger differences or similarities

.. the intention of the writer of My brother and I on page 45 and the reason why he/she chose the organization type

.. the intention of the writer of the space shuttle composition and the reason why he/she chose the organization type
Task 3: In the left box below, write out a type 1 composition outline for your notes on travelling to Rome. Use headings, not your actual notes. Be clear if you are going to stress the similarities or differences.

<table>
<thead>
<tr>
<th>Rome by car or plane - Type 1</th>
<th>Car and bicycle - Type 2</th>
</tr>
</thead>
</table>

Composition: Outline types

**Type 1: Example - My brother and I.**

1. Introduction
2. Differences
3. Similarities
   - My brother
     a. Appearance
     b. Personality
     c. Hobbies
     d. School grades
     e. ...
   - I
     a. Appearance
     b. Personality
     c. Hobbies
     d. School grades
     e. ..
4. Conclusion

**Type 2: Example - Compare and contrast the Challenger and Columbia shuttle disasters.**

1. Introduction
2. Similarities
3. Differences
   a. NASA awareness
     i. Challenger
     ii. Columbia
   b. Disaster time
     i. Challenger
     ii. Columbia
   c. Cause
     i. Challenger
     ii. Columbia
4. Conclusion
Task 4: Now fill out the right box on the previous page with a type 2 composition outline. Your topic is the differences between a car and a bicycle (i.e. contrast a car and a bicycle). Write in headings, not the actual information/notes.

Task 5: (Optional: hard) On pages 84/85 are two Compare and Contrast compositions about the recent wars in Iraq. Read each one and state below which composition type it is. Then decide which composition type you prefer for the composition topic, i.e. which of the two compositions seems better organized and more convincing. (You don't need to understand every word of the compositions!)

Writing A is composition type: 1 / 2 (Circle the correct answer!)

Writing B is composition type: 1 / 2 (Circle the correct answer!)

Introductions / main idea sentences

The topic sentence of the introduction paragraph of a composition is usually called the main idea sentence. It is important that the main idea sentence of Compare and Contrast compositions gives the reader a clear idea of:

- which two things (or people or places etc.) are to be compared or contrasted
- whether the composition will emphasize the similarities (compare) or the differences (contrast) or will give equal weight to both.

Here are 7 main idea sentences. (Note the use of but and however and although.)

- Football and volleyball may seem very different sports but in fact they have many things in common.
- Frankfurt and New York are both big cities, situated on a river, and with many skyscrapers; however, there are some significant differences between them.
- Although English and German are from the same language family, there are many ways in which they are very different.
- A famous book title says that "Men Are From Mars, and Women Are From Venus", but despite the obvious differences men and women are more similar than you might think.
- There are some significant differences between Stalin and Hitler; in many ways, however, they had remarkably similar personalities.
- Traditional dictionaries and electronic dictionaries both contain large number of words and their definitions, but each has its own special advantages and disadvantages.
- Although modern mobile phones are very different from the original telephone invented by Alexander Graham Bell, they still have many things in common.
Task 6: For four of the main idea sentences on the previous page, decide if the writer, in his or her composition, will emphasize the similarities or the differences between the two things. (Write S or D to the left of the sentence!)

Task 7: Read two of the following three very short compositions and decide which of the three suggested main idea sentences is the best one in each case. Discuss your answers with a partner before hearing the correct answer from your teacher.

1. Airplanes have long, slender bodies with wings. They travel extremely fast, reaching speeds of over 1,875 miles (3,000 kilometers) per hour. Airplanes take off horizontally and can move in a forward direction only. They need a lot of space for takeoff and landing. Airplanes regularly carry several hundred passengers.

   Helicopters, on the other hand, have round bodies and propellers rather than wings. They move at much slower speeds than airplanes. They take off vertically and can move in any direction. Helicopters require a very small takeoff or land space. Most helicopters carry only two to five passengers.

   a. Airplanes and helicopters are both important forms of air travel, but there are great differences between them.
   b. Airplanes and helicopters are both important forms of air transportation, however, they do not travel at the same speeds.
   c. Airplanes and helicopters have very different shapes, but both carry passengers.

2. New York City is located on the East Coast of the United States. It is filled with skyscrapers that are concentrated in a relatively small area of 319 square miles (829 square kilometers). New York is known as the fashion center of the United States and also contains most of the publishing houses that select and print the nation's books.

   Los Angeles is on the West Coast of the United States. This city is spread out over a much larger area of 464 square miles (1,206 square kilometers), and its buildings are much lower than the buildings in New York. Los Angeles is an important industrial center for the manufacture of aircraft and airplane parts. Los Angeles is also the capital of the movie industry.

   a. The cities in the United States are different from those in other countries.
   b. Los Angeles and New York are both large American cities, but they differ in major ways.
   c. New York and Los Angeles are both important cities in the United States; however, they are located on opposite coasts and have different-sized buildings.
3. Hitler, a dictator who believed in the superiority of the German people, built up Germany's military strength during the 1930s. His aim was to dominate Europe. He arrested people by the millions and sent them to concentration camps or executed them. Hitler involved Europe in a catastrophic war. He is believed to have committed suicide when it became clear that Germany had lost.

Similarly, the dictator Mussolini craved power and wanted all the men of Italy to be soldiers. His aim was to build Italy into a great empire. Like Hitler, Mussolini kept control by means of murder, exile, and prison camps. He joined Hitler in the war and, when Italy was losing, was shot by his Italian opponents.

a. Hitler was a dictator of Germany, but Mussolini was a dictator of Italy.

b. Hitler and Mussolini ruled different countries; however, they both wanted power.

c. Hitler and Mussolini were heads of two different countries, but their dictatorships had much in common.

**Task 8:** On the computer write your own short introductory paragraph (1-3 sentences) to a compare/contrast essay on two of the following topics. (If you don’t like the topics, suggest one of your own to the teacher.)

- you - your sister / your brother / your best friend
- mountain holidays - beach holidays
- art class - drama class
- German food - your native food
- Harry Potter - Lord of the Rings
- Xbox - Game Cube / PlayStation
- MacDonaldis - Pizza Hut / Burger King
- girls - boys

**Task 9:** (Optional) When you have finished task 8, ask another student to state whether you will be emphasizing the similarities or differences, or giving both equal weight. Do you agree with their opinion?
Differences and similarities

A 3-column table is a good way of organizing notes for a compare / contrast essay giving equal weight to differences and similarities. Here's one on the topic of apples and oranges:

<table>
<thead>
<tr>
<th>Apples</th>
<th>Oranges</th>
<th>Apples + Oranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>can eat skin</td>
<td>can’t eat skin</td>
<td>fruit</td>
</tr>
<tr>
<td>grow anywhere</td>
<td>grow in hot climates</td>
<td>healthy to eat</td>
</tr>
<tr>
<td>less vitamin C</td>
<td>more vitamin C</td>
<td>about same size</td>
</tr>
<tr>
<td>no segments</td>
<td>contain segments</td>
<td>have pips</td>
</tr>
<tr>
<td>different colours</td>
<td>orange only</td>
<td>grow on trees</td>
</tr>
</tbody>
</table>

**Task 10:** Discuss together in class the differences and similarities of desktop and notebook computers; and make notes in the following table:

<table>
<thead>
<tr>
<th>Desktop computer</th>
<th>Tablet</th>
<th>Both computer types</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Task 11:** Choose two of the following topics and complete the note tables on the next page:

- your apartment/house in Germany - your apartment/house in your home country
- Frankfurt – a large city in your home country
- you – your father / your mother
- a sport – a different sport
- the climate in Germany – the climate in your home country
- one type of music – another type of music
- a film – the book it was based on
- a book you have read – another book you have read
- a holiday you remember – another holiday you remember
- an aspect of German culture – the same aspect of your country’s culture
- learning German at FIS – learning ESL at FIS
- learning English at FIS – learning English at your last school
Comparative practice

The *comparative* is the name given to the English grammar forms you must use when using adjectives to compare two things. Here are some examples:

**One syllable adjectives**
large: New York is *larger* than Frankfurt.
strict: My mother is *stricter* than my father.

**Two syllable adjectives ending in -y**
lucky: Why is she so much luckier than me?
easy: English is easier than German

**Other two syllable adjectives and three (or more) syllable adjectives**
boring: ESL is more boring than science.
lenient: My father is more lenient than my mother.

**Task 12:** Write sentences in which you use five of these adjectives to compare 2 things of your choice. Write each example in 2 ways using: than and as … as.

expensive:  
*Notebook computers are more expensive than desktop computers.*  
*Opels are not as expensive as BMWs.*

quick:

difficult:

interesting:

crowded:

healthy:

intelligent:

hot:

modern:
More on comparatives

Adverbs can be compared too. The word *more* must be used for all adverbs ending in *-ly*. For example:

- You can revise your work *more quickly* if you use the computer than if you hand-write.
- Taxis drive *more carefully* in Frankfurt than in New York.
- Orange peel can be removed *more easily* than apple peel.

**Warning:** Do not confuse adjectives that end in *-ly* with adverbs that end in *-ly*. *Happy* is an adjective and *slowly* is an adverb. The comparative form of adverbs uses "more".

- You need to work *more slowly* - then you wouldn't make so many mistakes.
- Do you know where I can buy this *more cheaply*?

Adjectives and adverbs can also be compared using the word **less**. Examples:

- You would be **less** slow if you didn't talk so much.
- Cola is *less* healthy than fruit juice.
- ESL is *less* interesting than science.
- I did **less** badly in the test than I thought I would.

**Task 13:** Write two of your own *less* comparisons.

1.

2.

3. (Optional)

Another way to compare is to use the words: *(not)* as .... *as* ..... Both adjectives and adverbs are compared in the same way. For example,

- He is not *as* stupid *as* he looks!
- Please come *as soon* *as* possible
- I got here *as* fast *as* I could.
- I'm working *as* quickly *as* I can.
- My hair isn't *as* long *as* when I was a child.
Task 14:  Write three (not) as .... as ..... comparison sentences with adjectives / adverbs of your choice.

1.

2.

3.

4.  (Optional)

**Transition words**

In a previous unit you learned some transition words. Compare / Contrast compositions often use transition terms like **both, neither, on the other hand, although, whereas, in contrast** to link ideas. Here are some examples:

**Similarity:**

- Oranges and apples are **both** healthy fruits.
- **Both** New York and Frankfurt suffer from graffiti and drug crime.
- **Neither** apples nor oranges should be eaten by people who have a vitamin C allergy.

**Difference:**

- Oranges generally grow only in warm climates. Apples **on the other hand** can be grown in most countries of the world.
- New York has a policy of putting graffiti artists in prison. Frankfurt, **on the other hand**, does not seem to think that graffiti is a problem.
- The peel of apples is good to eat, **whereas** orange peel is inedible and in fact often contains harmful pesticides.
- An orange contains many segments that can easily be separated by hand. **In contrast**, a knife must be used to divide an apple.

You can express quite complex similarity/difference ideas in a single sentence:

- **Although both** New York and Frankfurt have a lot of green spaces, New York has a huge central park, **whereas** Frankfurt has many smaller parks in different parts of the city and its suburbs.
Note the different ways that the expression *neither (. . nor)* can be used:

- Neither Frankfurt nor New York is a particularly safe place to walk around alone at night.
- Neither city is a particularly safe place to walk around alone at night.
- Neither of the cities is a particularly safe place to walk around alone at night.

**Task 15:** Write one sentence of your own for each of the transition terms below:

- *both*, *neither*, *on the other hand*, *whereas/while*, *in contrast*

You can compare/contrast 2 things of your own choosing; or you can use some of the ideas listed in these papers.

Both

Neither

On the other hand

Whereas

, while

In contrast
Main idea sentences

A main idea sentence is the topic sentence in the first paragraph (introduction) to a composition:

Task 16: Look at the following pairs of main idea sentences from the introductions from Compare and Contrast compositions. In each case, decide which is better. What do the less satisfactory ones have in common? Discuss with your teacher the characteristics of a good introduction.

- Oranges and apples are grown in different climates, however they have a large number of common characteristics.
- Oranges and apples may seem different, but in fact they are similar in many ways.
- New York and Frankfurt are similar in some ways but they are also different.
- Although Frankfurt and New York are both large cities located on a river, the visitor will quickly notice some significant differences.
- Hitler and Stalin shared many common characteristics as dictators of European countries at war. It would be a mistake, however, to think that they were no important differences between them in terms of personality and politics.
- Hitler and Stalin had many similarities but just as many differences.

Conclusions

In the concluding paragraph it is usual to return to the main sentence and rephrase it. Many writers also add an extra comment or judgment on the two items under comparison. Here are some examples:

- Apples and oranges are both healthy fruit with similarities in size, vitamin C content and price. However, I can grow apples but not oranges in my back garden, so my personal preference is for apples. As the saying goes: “An apple a day keeps the doctor away!”

- In summary, although Frankfurt and New York share the same problems such as crime, drug abuse and graffiti, they are different in size and global importance. More significantly, they differ in quality of life, and New York is certainly not a city in which I would wish to live for any length of time.

- In conclusion, Hitler and Stalin were both terrible dictators responsible for the deaths of millions of men, women and children. In my opinion, however, Hitler’s crime was worse because genocide was his deliberate policy. Stalin, on the other hand, was simply indifferent to the terrible suffering his policies caused.
Task 17: Choose two of the topics listed on pages 46/48 above, and write a brief concluding paragraph for each of them. Include an opinion or personal response as in the three examples on the previous page. (You can write on the computer if you wish.)

Topic 1 title:

Topic 2 title:

Topic 3 title: (Optional)
Task 18: You now have to write a full Compare and Contrast composition. You can choose one of the topics below or you may write about a different topic - if your teacher approves it.

- the world now / the world in the year 2050
- FIS / another school
- one historical event / another historical event
- one historical figure / another historical figure
- your country / another country
- own choice ...

The title should start with the words Compare and contrast ... For example:

- Compare and contrast the world today with your prediction of the world in the year 2055.
- Compare and contrast Frankfurt International School with ................. (the school you attended before coming to FIS.)

Task 19: Write the full title of your composition below:

Title:

Words: 350-400 Outline due: First draft due:

Task 20: Have your composition outline/mind map approved by the teacher.

Task 21: Write the first draft of your composition.

Note: You will be graded according to the criteria on page 80, plus the extra 3 categories below: Remember UDS!

### Introduction

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-4</td>
<td>Your introduction clearly states the purpose of the composition and the two items to be compared and/or contrasted.</td>
</tr>
<tr>
<td>3-1</td>
<td>Your introduction states in a reasonably clear way the purpose of the composition and the two items to be compared and/or contrasted.</td>
</tr>
<tr>
<td>0</td>
<td>There is no clear statement of the purpose of the composition and the two items to be compared and/or contrasted.</td>
</tr>
</tbody>
</table>

### Composition type

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-4</td>
<td>Your composition type is clear and consistently applied throughout your writing.</td>
</tr>
<tr>
<td>3-1</td>
<td>There are a few problems with your composition type and its consistent application throughout your writing.</td>
</tr>
<tr>
<td>0</td>
<td>It is unclear what composition type you have chosen.</td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>5-4</td>
<td>Your conclusion is a clear restatement of the main idea sentence from the introduction and contains a judgment or personal reaction.</td>
</tr>
<tr>
<td>3-1</td>
<td>There are some problems with your conclusion.</td>
</tr>
<tr>
<td>0</td>
<td>You have no conclusion, or your conclusion is unclear and contains no judgment or personal reaction.</td>
</tr>
</tbody>
</table>

**Task 22:** Underline at least one transition word in your composition.

**Task 23:** Highlight in yellow 3 comparative sentences in your draft.

**Task 24:** Revise your final draft, based on the teacher's advice, and edit it.

**Task 25:** Write at least two sentences in response to your graded, commented work:

*One aspect of my composition that I am happy with is ....*

*One aspect of my composition that I am not happy with is ....*

*In the next composition I will ..*

*Other response: ..*

**Task 25:** Insert your finished composition and grading sheet after this page.

There is some more advice on writing *Compare and contrast* compositions on the web at:

- [http://www.bbc.co.uk/schools/revisewise/english/spelling/15_act.shtml](http://www.bbc.co.uk/schools/revisewise/english/spelling/15_act.shtml)
UNIT 9 - PERSUASIVE / RESEARCH ESSAY WRITING

An essay is a special type of composition that is given to test a student's ability to think clearly and write persuasively. Grade 10 students in English class must write a 2000 word Research Essay. This is practice for the Extended Essay, which is an essential part of the International Baccalaureate diploma and done in grade 11.

The title of an essay is often a controversial statement to which you have to respond. In the body of this kind of essay you have to discuss arguments for and against the statement; in the conclusion you should make it clear which arguments you think are stronger - i.e if you agree with the statement.

Here are two example outlines for the essay title: *Students at FIS should wear school uniform*.

**Line of argument 1**

*Introduction*: facts - popular in many countries / Germany thinking of introducing it

*Argument* < > *counter-argument 1*  
develops pride school and sense of community < > students and teachers in daily battle about clothes

*Argument* < > *counter-argument 2*  
students waste less time worrying about clothes < > students should be allowed to demonstrate individuality

*Argument* < > *counter-argument 3*  
students not bullied for being uncool < > students teased by students of other schools with no uniform

*Conclusion*: personal opinion

**Line of argument 2**

*Introduction*:  —facts - popular in many countries / Germany thinking of introducing it

*Arguments for*:  
- it develops a pride in the school and a sense of community  
- students waste less time worrying about clothes every morning  
- students are not bullied or teased for wearing uncool clothes

*Arguments against*:  
- students and teachers will be in daily battle about clothes  
- students should be allowed to spend time acquiring and demonstrating individuality  
- students are teased by students of other schools with no uniform

*Conclusion*: personal opinion

**Task 1:** Discuss the advantages and disadvantages of these two ways of organizing an essay. Make sure that you understand the expression *line of argument*. 
From your discussion of essay organization you have learned that:

1. it is essential that you are clear what line of argument you have used in your essay
2. it is essential that you make it easy for the reader to follow your line of argument
3. line of argument 1 is probably best if each argument for is balanced by an argument against (and you want to include many, small arguments)
4. line of argument 2 is better when there is no balance of arguments (or you want to concentrate only on a few important arguments)
5. in both lines of argument, your personal opinion should be contained in the counter-arguments (i.e. the arguments that are listed second.)
6. the use of transition terms (such as whereas, on the other hand, conversely) is very important in helping the reader follow your line of argument.

As a further example, look at the outline of in response to the essay title: Abortion is a crime.

**Introduction**
- what is abortion
- short history
- very controversial issue
- some murders of doctors

**Arguments for statement**
- foetus is living thing
- foetuses will become humans
- we do not kill animals, babies after birth or retarded children
- many childless people, baby can be adopted

**Counter-arguments**
- abortions within few weeks, not a human - collection of cells
- if not aborted, terrible life
- what about if mother in danger?
- what about pregnant through rape?
- woman has right to choose what to do with own body

**Conclusion**
personal choice

**Task 2:** Answer the following questions:

a. Which line of argument does the outline show? 1 or 2
b. Does the writer probably agree with the essay title or disagree with it? agree - disagree

**Task 3:** (optional) Look at the title and the topic sentences in the essay on the next page. Which line of argument does the essay follow? 1 or 2
Is it acceptable to cause the extinction of a butterfly in order to build a factory in a poor area?

Palaeontologists believe there have been many periods in earth’s history when large numbers of animals have suddenly become extinct. For example, the entire class of the dinosaurs was wiped out over 60 million years ago. Another mass extinction happened at the time of the last ice age. Scientists believe, however, that the extinction we are experiencing now at the beginning of the 21st century is on scale larger than ever before and at a vastly more rapid speed. It is said that 3 to 4 species of plants or animals are becoming extinct every hour. One of the main reasons for the current extinction rate is the spread of industrialization all over the world. The building of a factory in a previously unspoilt habitat can lead to the destruction of another 3 or 4 species. Is this an acceptable price to pay for providing poor people with jobs?

There are many strong reasons to leave the habitat untouched and thus spare the butterfly from extinction. Butterflies are creatures of this earth just as humans are, and have the same rights to existence. Imagine what we humans would feel if a superior alien race informed us that they needed to use our planet as a massive factory to build their supersonic spaceships. Surely it is the duty of humans to protect more vulnerable species, not to destroy them.

Another important argument for leaving the butterfly in peace is that all creatures are part of a great linked chain. If one link is destroyed, then other parts of the chain are destroyed too. Farmers know this only too well. If they drive away all the birds from their fields that are eating their seed, then there is no protection from an invasion of insects. Furthermore, very many important medicines have been developed from the parts of plants or animals. If we destroy the butterfly, we may also be destroying to chance of a cure for cancer or AIDS.

There is a further argument against building the factory. A factory would not only destroy the immediate habitat but would also bring pollution to the whole area. This would affect the health of the people who worked in the factory and their children. The possibility of making money from tourists who come to a beautiful area to see a rare species of animal would be gone.

There are also many powerful arguments for building the factory. As stated above, many species are lost every day so one more is not going to make a big difference. There are thousands of butterfly species still in existence, and it may even be possible to transfer the endangered colony to another habitat. This has been done successfully with other animals. Even if this is not possible, lepidopterists could collect samples of the butterflies before they disappear, and exhibit them in museums for anyone who wanted to see them.

A second strong argument is to consider what would happen if the factory was not built. Without work, the poor people of the region would not have enough food to live a healthy life. We have seen the results of this in many deprived parts of the world. The people cut down the forests to provide wood for housing and heating. They also poach the animals to sell as trophies, pets or to make medicines, or simply to eat them. Alternatively, they may try to migrate and find work in Europe or North America. We can see the results every day on television as hundreds of illegal immigrants are stopped at the borders, or suffocate in container ships bringing them across the sea.

A final argument in favour of building the factory is to consider who is trying to protect the butterfly. It is easy for someone who is rich, with a good job and a comfortable home, to plead for the protection of an animal species in a habitat far away from where he lives. It would be a different matter if he was poor and unemployed, and could not feed his children. When the poor people of the region have attained a reasonable standard of living, they are much more likely to start considering how they can protect the environment in which they live.

Although there are powerful arguments for saving the butterfly, I believe that the factory should be built. Whatever anyone says, humans are a higher form of life than insects and have greater rights. Of course, we must do everything we can to protect our fellow creatures, but this does not mean that we should return to a way of life like 300 years ago before industrialization.
Task 4: Consider the statement **Zoos should be abolished.** Below are some simple arguments *for* and *against.* Place the statements under the correct heading. Your teacher will show you how to do this on the computer.

- Animals should live in their natural habitats.
- Animals in zoos suffer from more diseases.
- Children should have the chance to see every animal.
- Most zoos have research departments that study the animals.
- People want freedom; so do animals.
- Zoos take up a lot of land in cities that could be used for houses.
- Zoos take in animals that would otherwise die or be killed.
- An excellent way to learn about animals is to visit a zoo.
- Zoos are boring places for animals.
- Animals are safe from their predators in zoos.
- Animals in zoos lose their natural instincts, e.g. hunting for food.
- Many animals feel fear when observed by people.
- Zoos can save animals from extinction through breeding programmes.
- Some zoo visitors provoke or make fun of the animals.
- Animals in zoos are exposed to toxic chemicals, e.g. in cleaning liquids.
- Zoos encourage people to take an interest in animals and work to protect them.
- **extra argument for or against**

Task 5: Weigh up the arguments and decide whether you agree or disagree with the statement:

**Zoos should be abolished.**

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Task 6: After class discussion, list some of the points that could go into the introduction and conclusion of an essay with this title.

**Introduction:**

**Conclusion:**

Task 7: Write your essay. (Decide on your line of argument, then combine the sentences above into paragraphs. You may change the words, of course, and you will need to add examples or explanations - particularly for the sentences that support your personal opinion.)

You will be graded according to the criteria on page 80.  
Due:  
Words:
Summary and final tasks:

**Task 8:** Choose one of the following controversial topics to write about:

*Easier:*
- The candy machine should be restored to the school cafeteria.
- FIS should abolish homework.
- Young people should be allowed to choose whether to attend school.
- Students should be allowed to take whichever subjects they want.
- There should be no tests in schools.
- FIS should introduce a school uniform.

*Harder:*
- Sportsmen and women should be allowed to take performance-enhancing substances.
- Travel by plane should be forbidden.
- Violent computer games should be banned.
- Scientific experiments on animals should be banned.
- Tobacco should be made illegal.
- The death penalty should be reintroduced into Germany.
- Drugs such as heroin and marijuana should be made legal.

- own choice .. Title:

**Task 9:** Write your outline for teacher approval, and then write your first draft.

**Note:** You will be graded according to the criteria on page 80. Remember UDS! You will also be graded on the following essential feature of persuasive essays:

<table>
<thead>
<tr>
<th>Line of argument</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-4</td>
<td>Your line of argument is clearly applied throughout the essay</td>
</tr>
<tr>
<td>3-1</td>
<td>There are some problems with your line of argument</td>
</tr>
<tr>
<td>0</td>
<td>There is no line of argument, or it is not clear to the teacher.</td>
</tr>
</tbody>
</table>

*Words: 350-400*  
*Outline due:*  
*First draft due:*

**Task 10:** Insert your finished composition and grading sheet after this page.

**Task 11:** You now have done your final graded composition. Come and tell the teacher what you have learned about being a good writer, and what you can do to further improve your own writing.

Student signature: ........................................ Teacher signature: ........................................
Appendix A  -  How to get good grades (UDS method)

Task 1: You have listened to your teacher's explanation of UDS and know where the web page is to read the information again if necessary. You should be ready to give an oral summary of the method to your teacher.

UDS Example: Following is a question from a grade 9 science test, and one ESL student's answer:

Question: Man carries out many activities which may result in him polluting the environment in which he lives. Describe one example of pollution of our environment; explain what causes the pollution, what effect it has on the environment and how this type of pollution can be prevented in the future.

Student answer: People drive cars which results in automobile exhaust fumes. There is no way to stop people driving cars but we can prevent it if we try a little bit. We can ride a bike if we go to a near place, it helps your body too.

Task 2: Analyse how successfully the student has (D)one what the teacher wanted, and (S)hown that s/he has done so. Make notes on another piece of paper and be ready to discuss your answer.

Task 3: You have discussed the problems with the student’s answer. In the space below, write an outline of your own answer to the question.

Task 4: Using your (corrected) outline, write a paragraph in response to the exam question.
Practice in UDS - Short answers: definitions, and explanations

A. Many academic writing tasks are short answers to worksheet or test questions. Sometimes a single word or short phrase is enough, but you can be sure that you have (D)one what the teacher wants (and at the same time practice your English) if you write a full sentence answer that incorporates the question. Here is are two examples, the first of which is a simple definition:

Question: What is photosynthesis?.
Answer: Photosynthesis is the process in which sunlight is converted by plants into energy.

Question: Give one reason why England declared war on Germany.
Answer: One reason why England declared war on Germany is that German troops invaded Poland.

Task 1: Write single-sentence answers to four of the following questions. If necessary, use the internet to research your answer.

a. What is a megaphone?
b. Where and when was Martin Luther King assassinated?
c. Name three members of the Amphibian class.
d. How many people were killed in the Mount St Helens volcano eruption?
e. What is the meaning of setting when referring to a work of fiction?
f. Give one reason why Germany lost the second world war.
g. Exactly why did the Titanic sink?
h. What are the main functions of a modern mobile phone?

Task 2: Another common task in your other subjects is to write a full paragraph answer to a question or prompt, often asking for a full definition or explanation. Listen to your teacher’s advice on how to organize a paragraph and then write a paragraph of at least four sentences in answer to three of the following questions. Again, use the internet to research your answer if necessary.

a. Why is Gutenberg’s printing press one of the most important inventions in human history?
b. How does the internet (a television, mobile phone, etc.) work?
c. Explain the word superstition. Give examples and reasons why some people are superstitious.
d. What is recycling? e. How is electricity made?
f. Explain the artistic techniques of Picasso (van Gogh, Cezanne, etc.).
g. What are the most important reasons why young people start smoking?
Appendix B - Understanding language complexity

Writing can be correct in grammar and spelling, but still not be very good because the language is too simple. Look at the two character descriptions below. It is immediately clear which is the simple version and which is the more complex version. The simple version, although correct, is almost painful to read. The more complex version is much better writing.

John has a round head. His head is small. He has big ears. Part of his right ear is missing. It was bitten off by a dog. His left ear has a ring. The ring is gold. His eyes are large. His eyes are round. His right eye is green. His left eye is blue. His nose is small. His nose is flat. His nose has a mole on the end. His mouth is wide. It has two broken teeth. These are sharp. These are yellow.

John has a small, round head with big ears. The right ear was bitten by a dog so part of it is missing, while in the left one is a small gold ring. His right eye is green, whereas the left one is blue; they are both large and round, however. John has a mole on the end of his small, flat nose. His very big mouth contains two broken, yellow teeth.

To help you understand clearly what it is that makes writing complex, watch the Mr Bean video and then do the following tasks:

1. Mark the simpler paragraphs with an “S” and the more complex paragraphs with a “C”.
2. On page 67 write two ways that the simpler writing is different from the more complex writing, and give an example of each from one of the pairs of paragraphs on pages 66-68.
3. (Optional) Find the verb "put" in the simpler paragraphs and then underline the synonym which is used in the more complex paragraphs.
4. (Optional) Find the word "then" in the simpler paragraphs and then underline the alternatives to this word in the more complex paragraphs.

1A Mr. Bean enters the restaurant and goes to his table. The head waiter draws back the chair to enable Mr. Bean to sit down, but Mr. B. thinks he is taking the chair away and pulls it back again. Having sat down, he takes a birthday card from his jacket pocket and writes a message in it. After returning the card to the envelope, he addresses it and places it on the table beside him. He looks away and after a few seconds pretends to notice it for the first time. Opening it, he seems delighted that someone has remembered his birthday, and looks around proudly at the other customers in the restaurant.

1B Mr. Bean goes in the restaurant and goes to his table. The head waiter pulls back the chair so Mr. Bean can sit down, but Mr. B. thinks he is taking the chair away and pulls it back again. He sits down and takes a birthday card from his jacket pocket and writes a message in it. Then he puts the card in the envelope, then he writes his address on it and puts it on the table next to him. He looks away and after a few seconds pretends to see it for the first time. He opens it. He looks very happy that someone has remembered his birthday. He looks around proudly at the other customers in the restaurant.
2A. Mr. B. gets the menu, but he is very surprised how expensive everything is and puts the money from his wallet on a plate and counts it. Then he chooses the only meal on the menu that he can afford: steak tartar. This is uncooked meat but Mr. B. does not know this because the menu is in French. He suddenly has an uncomfortable feeling around his shoulders and takes out a coat hanger from his jacket.

2B. When Mr. B. receives the menu, he is astonished at how expensive everything is and empties the contents of his wallet onto a plate in order to count it. He then selects the only meal on the menu that he can afford: steak tartar. This is uncooked meat; Mr. B. does not know this, however, because the menu is in French. He suddenly has an uncomfortable feeling around his shoulders and removes a coat hanger from his jacket.

3A. Then the waiter comes. He brings a bottle of wine and puts a little into Mr. B's glass for him to taste. But this is enough for Mr. B. He shows what will happen if he drives after drinking. He waits for his meal to come and he starts to play with a knife. First he pushes it forward like he is stabbing someone in the stomach and the woman at the next table looks a little bit scared. Next he hits the glasses on his table to make the music of "Happy Birthday".

3B. The waiter then appears with a bottle of wine and pours a small amount into Mr. B's glass for him to taste. This is enough for Mr. B. however, and he demonstrates what would happen when driving home after drinking any more. While waiting for his meal to come, he starts to play with a knife. First he thrusts it in front of him as if stabbing someone in the stomach, which startles the woman at the neighbouring table. Having done this, he starts clinking on the glasses on his table, playing the tune of "Happy Birthday".

4A. The waiter then returns and flicks open a napkin, which he lays across Mr. B.'s lap. Mr. B. is impressed by this and tries it himself. Unfortunately, after doing it a few times he lets go of the napkin, which flies through the air and lands on the neighbouring table. Mr. B. picks up another napkin and pretends to be innocent when the woman looks around to see who is the culprit.

4B. The waiter then comes back and opens a napkin and lays it across Mr. B.'s lap. Mr. B. likes this and tries it himself. He does this but then he lets go of the napkin and it goes through the air and lands on the next table. Mr. B. takes another napkin and pretends that he didn't do it when he woman looks around to see who did it.

<table>
<thead>
<tr>
<th>Simpler</th>
<th>More complex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

67
5A Then the waiter brings Mr. B.'s meal in a silver dish. The waiter takes off the lid, and Mr. B. is confused that the meat doesn't look cooked. He smells it, and puts it to his ear to hear if it is still alive. He eats a bit, but it is so disgusting and he must put his hand over his eyes to eat it. He knows eat any more and he looks for places to put. First he puts a piece in the mustard dish, then he takes the flowers from a small vase and puts in another lump. He is very good in his use of a bread roll: he cuts it open and eats the soft center, and puts some more meat in the middle. He puts another lump under a plate, and then puts another at the bottom of the sugar pot. First he put the sugar into a glass with his birthday card.

5B Finally the waiter brings Mr. B.'s meal in a silver dish. When the lid is removed, Mr. B. is puzzled by the fact that the meat doesn't appear to be cooked. He sniffs at it, then holds it to his ear to determine if it is still alive. He is brave enough to sample a forkful, but he finds it so revolting that he has to cover his eyes in order to swallow it. He decides he cannot possibly eat any more and looks for places to get rid of it. First he drops a piece in the mustard dish: following this he removes the flowers from a small vase into which he puts another lump. He is very imaginative in his use of a bread roll: he cuts it open, eats the soft center, and presses some more meat between the two halves. He squashes one more lump under a plate, and then disposes of another at the bottom of the sugar pot, having first poured the sugar into a glass using his birthday card.

6A At this moment a violinist enters the room and approaches his table. Mr. B. hears the noise and at first believes it to be a cat that is wailing under his table. Mr. B. has to pretend to enjoy his meal so he puts the fork to his mouth, hoping to get rid of the meat when the violinist has gone. The violinist, however, holds the note he is playing for what seems like an eternity so that Mr. B. is forced to swallow a mouthful. When the violinist turns to the next table, Mr. B. pulls back his trousers and spits the meat into them. Surprisingly, the violinist doesn't seem to notice. Mr. B. now has one last piece of meat, which he disposes of in the handbag of the woman at the neighbouring table.

6B Then a violinist comes in the room and comes near his table. Mr. B. hears the noise and at first he thinks it is a cat that is crying under his table. Mr. B. has to pretend to like his meal so he puts the fork to his mouth and hopes to get rid of the meat when the violinist goes. But the violinist holds the note he is playing for what a long time and Mr. B. must eat the meat. The violinist goes to the next table and Mr. B. pulls back his trousers and puts the meat into them. It is surprising but the violinist doesn't seem to feel it. Mr. B. now has one last piece of meat and he puts it in the handbag of the woman at the next table.

7A On his way to another table, the waiter trips over Mr. B's outstretched foot and falls, dropping the plates he is carrying. When the head waiter arrives to find out the cause of the commotion, Mr. B. shows him all the places he has hidden the meat, pretending that it has somehow ended up there when the waiter stumbled. The head waiter leads Mr. B. to a different table and brings another silver dish, which he reveals to a flourish from the violinist - it is the same again!

7B The waiter goes to another table but he falls over Mr. B's foot and falls and drops the plates he is carrying. The head waiter comes to find out about the noise and Mr. B. shows him all the places he has put the meat and pretends that it has come there when the waiter fell. The head waiter takes Mr. B. to a different table and brings another silver dish and he shows it while the violinist plays music - it is the same again!
IMPROVING WRITING - INCREASING COMPLEXITY 1

From your analysis of the Mr Bean texts you know that language can be complex in vocabulary and sentence structure (syntax). Listen to the teacher's explanation and then practise below.

**Task 7:** Using the computer rewrite eight of the sentences below to make them complex. Be sure not to change the meaning/chronology. One sentence in each case must start with the dependent clause.

1. I played football with my friends. Then I went home. (after - 2)
2. He did his homework and then he went to bed. (after - 2)
3. He got on the bus and then he realized he had forgotten his bag. (after - 2)
4. I heard how dangerous New York is, so I decided not to go there. (after - 2)
5. He put sugar in his tea, and then he drank it. (before - 2)
6. She had lunch in the cafeteria. Then she went to the library. (before - 2)
7. Some people brush their teeth. After that they have breakfast. (before - 2)
8. It was raining, but we played tennis. (although - 2)
9. He studied hard for the test. But he got a bad grade. (although - 2)
10. I played my best. But I lost. (even though - 2)
11. People know about global warming. But they waste energy. (although - 2)

**Task 8:** Make sure that you have punctuated the above sentences correctly.

**Task 9:** Sometimes you can improve writing by combining sentences with a preposition. Listen to the explanation and rewrite all the following sentence pairs as one.

12. She ran out of the room. She didn't say goodbye. (without)
13. He took my calculator. He didn't ask me. (without)
14. It was raining. But we played tennis. (despite / in spite of)
15. There was a problem on the U-Bahn. So he was late to school. (due to / because of)
16. I did all my homework. But I didn't do science. (except for)
17. I took my umbrella with me. I thought it might rain. (in case)
IMPROVING WRITING - INCREASING COMPLEXITY 2

Your analysis of the Mr Bean texts and of simplified ESL readers such as Nothing But The Truth demonstrated that writing consisting of mostly simple or compound sentences is of lower quality than writing with a larger number of complex or compound-complex sentences. These latter two sentence types both have one or more subordinating conjunctions. Subordinating conjunctions are conjunctions that are placed at the front of the dependent clause. Here is a list of the most common subordinating conjunctions:

- after - although / though - as - because - before - even if - even though - if - in order that - once
- provided that - since - so that - than - that - unless - until - when - whenever - where - whereas - wherever - whether - while - why

Task 10: Combine the two simple sentences in each case with the conjunction given. (You may need to rewrite them a little to ensure they make sense.)

a. even though Everyone knows the dangers of smoking. Many young people start smoking at school.

b. since (= because) She was able to stop before hitting the child. She was driving slowly and carefully.

c. provided that (= if) Your parents have given you permission. You may leave school at lunch time.

d. whereas Germany has many cities of similar size. England has one very large city, with the others much smaller.

e. unless She is not working hard enough. She is sure to fail her IB.

f. until You must wait here. When I return you may leave.

g. whenever Gas stations raise their prices. They do this on every holiday weekend.

Task 11: Combine these groups of simple sentences below into two single complex or compound-complex sentences with only one independent clause, using one of the conjunctions above. You may rewrite them a little to create a sensible sentence.

Example: My father eats sensibly. He neither smokes nor drinks. So is very healthy.

Answer*: Because my father eats sensibly and neither smokes nor drinks, he is very healthy.

My father is very healthy because he eats sensibly and neither smokes nor drinks.

* Note the different positions of the clause with the subordinating conjunction.

a. Moldova is not a large country. Moldova is not a rich country. Many people don’t even know which continent it is in.

b. He always drives too quickly. He often uses his mobile phone when driving. He is bound to have an accident one day.

More information and practice at: http://grammar.about.com/od/sentencecombinin1/
MAKING LANGUAGE MORE COMPLEX - A SUMMARY

Introduction
We have talked a lot in recent lessons about making language more complex. Here is a summary sheet that you can refer to when doing future pieces of writing in ESL and English class. (Your written work in ESL will always be graded in part on the complexity of your language.)

What do we mean by complex language?
Language can be complex in two main ways: syntax (sentence structure) and vocabulary. In order to understand how syntax can be complex, it is necessary to know the 4 sentence types, as follows:

<table>
<thead>
<tr>
<th>Simple:</th>
<th>sentences with a single, independent clause</th>
<th>I don't like coffee.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compound</td>
<td>sentences containing two or more independent clauses joined by one of the coordinating conjunctions: and, but, so.</td>
<td>I don't drink beer, but I sometimes drink wine. He was tired, so he went to bed.</td>
</tr>
<tr>
<td>Complex</td>
<td>sentences containing an independent plus a dependent clause joined by a subordinating conjunction: after, before, although, because, since, and many more.</td>
<td>Although I don't like beer, I sometimes drink wine. Because he was tired, he went to bed.</td>
</tr>
<tr>
<td>Compound-complex</td>
<td>sentences containing two or more independent clauses plus a dependent clause</td>
<td>I don't drink beer because it makes me feel ill, but I sometimes drink wine.</td>
</tr>
</tbody>
</table>

Vocabulary that is complex is vocabulary that is not everyday. It expresses thoughts and ideas in a more precise and interesting way. Nice, very big, happy, problem, run, put in, say are everyday words. Attractive, massive, delighted, dilemma, dash, insert, mutter are their more precise and complex alternatives. Using a thesaurus is a good way to find more complex synonyms for words you already know, but you need to know how to use it carefully.

Why is it important to use complex language?
It is important that your writing contains examples of complex language because this creates a good impression on the reader (usually your teacher!) It shows that you have reached higher standards in written English expression and have taken the trouble to express your ideas in varied and interesting language.

What else do I need to know?
We have spent a lot of time on this topic, and you now know how to make language more complex. But please do not think that you must try to do this to every sentence or word you write. Very often a simple sentence or an everyday word is the right best. Good writing contains a variety of sentence types and lengths. If you are not sure, ask your teacher!
Appendix C - How to avoid plagiarism  (Note-taking, quoting, paraphrasing)

Plagiarism is the academic offense of passing off other people's words as your own. This means copying phrases, sentences or even paragraphs written by someone else into your own work without referencing the source. Here are the three most important ways to avoid plagiarism:

1. **Write from notes:** This is the best way to avoid plagiarism (although you must still to reference the source/s of your information.) Here is some advice on note-taking.

   a. **Be sure you know exactly what information you have to find.** The more exactly you know what you are looking for, the easier it will be to write good notes.

   b. **Mark the passages containing useful information.** If you have found something on the internet, you can print out the page and mark the useful passages with a highlighter. Alternatively, you can copy the passage into a Notes document (e.g. that you have made in Microsoft Word). If the information source is a book or magazine, you can copy the page and highlight as above, or you can mark the passage very lightly with a pencil (to be erased later). Remember: Highlighting is not note-taking. It is what you do before you take notes!

   c. **Make your notes short.** Do not write complete sentences - use abbreviations and symbols. Do not use words like “a” and “the”. Sometimes it’s better to draw a quick diagram than to write words or phrases; e.g. to show Columbus’ route to America. Occasionally a mind-map is the best way to record the important information you have found.

   d. **Make sure your notes are legible.** It’s no use scribbling quick notes that you can’t read later. It helps to space out your notes down the page, so that you can easily add new information if necessary. Some students prefer to write their notes directly into the computer.

   e. **Use your own words.** Do not just copy chunks from the highlighted/marked text. If you do this, you have plagiarized! If you take notes in your language before drafting in English, you can be sure that you have used your own words, and understand what you have written.

2. **Quote directly:** You can use the exact words written by someone else. Just copy the words into your own writing and put quotation (speech) marks around, followed by the author's name and copyright date. If the passage is long, separate it as below from the rest of your writing them. You must then reference the source in the bibliography at the end of your work.

   "Reading is an extremely important skill. It is by reading that you learn much of what you need to know for your different school subjects. Reading is also an excellent way to improve your general English." (Shoebottom, 2006)

   This is a good solution - but only if you use it rarely. You will not get a good grade if your writing contains mostly quoted passages.

3. **Paraphrase:** Rewrite the passage (paragraph, sentence or phrase), idea for idea, in your own words. This is called paraphrasing. You must still reference the book or internet article at the end of your work as the source of your ideas, but you don't need to use quotation marks.

   This is another good solution - but again, only if you don't use it too often. The rest of this unit gives practice in three methods of paraphrasing.
Task 1: On this page you will find three passages from books for language teachers. Read the passages carefully and look up unknown words. Then write a paraphrase of one of the passages. (Remember: if you don't understand it, you cannot paraphrase it. Get teacher help if necessary)

1. Writing teachers face a dilemma. They want to help their students to develop in every facet of their writing, especially their accuracy and control of standard grammar. Yet responding to students' written errors can be time-consuming and tedious. Worse, it often does not pay off in long-term student improvement.

2. Even though we all acquire language in the same way, there is individual variation in the rate of acquisition. Some students in a class will progress faster than others. Individual variation in rate is especially likely in second-language classes; some students get more input outside of the class than others.

3. Free voluntary reading may be the most powerful tool we have in language education. It is an effective way of increasing literacy and language development, with a strong impact on reading comprehension, vocabulary, grammar and writing. It is also remarkably enjoyable. Free reading may also be an important part of the solution to two related problems: making the transition from the elementary level to authentic language use, and from conversational language ability to academic language ability.


Paraphrase 1:

Paraphrase 2: (optional)

Task: I understand what plagiarism is, its consequences, and how to avoid it. I have seen the https://turnitin.com website and understand that teachers use it to check student work for plagiarism:

Signed: ………………………………………

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Task 2: Here are possible paraphrases of the three passages from the language books.
(Optional) Compare the original and paraphrased versions, then discuss with your partner the paraphrasing methods that you think were used. Write your answers below.

1. Writing teachers have a problem. Their intention is to help students get better in every aspect of their writing, particularly grammatical accuracy. But it takes a long time to correct student mistakes, and is boring. More importantly, correcting grammar mistakes does not always help the student to become a better writer.

2. All students learn language the same way, but they do so at different speeds. Some students will make quicker progress than others. Differences in learning speed are very common in ESL because not all students hear and read the same amount of English outside the class.

3. Reading plenty of books of your own choice is probably the most important thing you can do to learn the language. Not only will you improve in all aspects of your English, but it is also a very enjoyable activity.
As we have seen in discussing the paraphrases above, paraphrasing usually reduces but sometimes increases the length of the original text. We also decided that there are 3 main ways of paraphrasing, which are often used in combination:

- use synonyms
- change syntax (word order)
- convert parts of speech (e.g. nouns to adjectives, verbs to nouns, etc.)

**Examples:**

Original sentence: "He had an enormous head with bony lumps."

Step 1: Use synonyms

*He had a* huge *head with bony lumps.*

Step 2: Change word order

*There were bony lumps on his huge head.*

Step 3: Convert parts of speech

*There were lumps of bone on his huge head.*

Original sentence: "Merrick's mother died when he was aged ten."

Step 1: Change word order

*When Merrick was aged 10, his mother died.*

........................

Step 1: Convert parts of speech

*The death of Merrick's mother was when he was aged 10.*

Step 2: Use synonyms

*The death of Merrick's mother occurred when he was aged 10.*
Original sentence: "Despite the gross deformity of his right arm, he was able to build the most intricate and delicate model of a church."

Step 1: Use synonyms

Despite the terrible deformity of his right arm, he was capable of building a very detailed and fragile model of a church.

Step 2: Convert parts of speech

Although his right arm was terribly deformed, he was capable of building a model church of great detail and fragility.

Step 3: Change word (clause) order

He was capable of building a model church of great detail and fragility, even though his right arm was terribly deformed.

Original texts from:

Shoebottom, P. Joseph Merrick - A model report. 2001
Task 3: Paraphrase one of the following sentences. After each paraphrase, state which one (or more) of the 3 paraphrase methods you have used.

1. The freak show owner dreamed up the story that Merrick's mother had been trampled by an elephant while pregnant, resulting in her son's hideous deformities.

2. Contrary to popular belief, the Elephant Man's skeleton has never been in the possession of Michael Jackson or any other freak-obsessed private collector.

3. DNA tests will probably render a final confirmation of the Proteus Syndrome diagnosis, but it might be as long as two years before conclusive results are reached.

Task 4: Now paraphrase two of the following passages - number 1, plus one other. Please use the computer and paste your paraphrases below.

1. Semaphore is a visual method of communication between ships at sea, used mainly by warships wishing to maintain radio silence, and consisting of a pattern of signalling by the use of two flags, held by a signalman, their relative positions symbolizing an alphabetical or numerical character.

2. The anbang (wife's quarters) is located for easy access to conduct the day-to-day business of the household. Unlike the furniture pieces in sarangbang (the husband's quarters), which are characterised by a sense of orderly proportion and simplicity, the furniture pieces for the wife's quarters are elaborately decorated. This ornamentation is somewhat excessive in some instances.

3. In quiet seclusion from the rest of the world over many centuries, the Japanese have inevitably developed a deep, instinctive communal bond among themselves. In Japan, people have viewed language as a - not the - means of communication. There has been a tendency to believe that verbal language is not necessarily the best medium for enhancing human understanding.

4. Confucius said that a good ruler should set an example by dealing fairly with his subjects, using force only as a last resort. In return, subjects had a duty to respect and obey their ruler. Confucius believed that family relationships should be governed by the same principles of mutual respect, since strong families formed the basis of a stable society.

5. Throughout the first part of Peter's life, the key to power in Russia was the Streltsy, the musketeers who guarded the Kremlin and were Russia's first professional soldiers. They were sworn to protect the government in a crisis but often had difficulty deciding where the legitimate government lay. They were a kind of collective dumb animal, never quite sure who was its proper master.

References:
Possible paraphrases:

A. **Joseph Merrick**

1. The owner of the freak show claimed that Merrick's horrible physical problems were caused by an elephant stepping on his mother when she was pregnant. This is pure invention.

2. It is not true that Michael Jackson (or any other collector of freak memorabilia) ever owned the Elephant Man's skeleton.

3. DNA tests will eventually confirm if Merrick did suffer from the Proteus Syndrome, but a reliable conclusion may not be ready for as long as two years.

B. **Other passages**

1. Semaphore is a method of ship-to-ship communication using 2 flags held by a signalman. The different positions of the two flags represent letters or numbers. Semaphore is often used by warships that do not want to risk communicating by radio.

2. The anbang (wife's quarters) is in a part of the house from where it is easy to do the various household jobs. Furniture in the anbang is usually very ornate, sometimes too ornate - in contrast to the simple furniture in the sarangbang (the husband's quarters)

3. It is not surprising that, as a result of their long isolation from the rest of the world, the Japanese have developed a sense of communality. The Japanese believe that language is not the only method of communication. In fact, some think that spoken language does not always aid understanding.

4. Confucius stated that a good leader should set an example by treating his people fairly, and by using force only when there was no other way to solve a problem or conflict. In response to this fair treatment, the people had to respect the leader and do as he instructed. In Confucius' opinion, a stable society was based on strong families, so it was important that family members should show the same kind of respect for one another.

5. When Peter was young, power in Russia was held by the Strelsky. These were the musketeers who protected the Kremlin and were the country's first professional soldiers. Their duty was to protect their government if a serious conflict arose, but often they did not know who were their rightful leaders. They were like a stupid dog which was uncertain of its true master.
Warning: The original passages that you decide to paraphrase for your own work may have some problems. For example, the ideas may not be clearly expressed, or there may be a repetition of information. For this reason, it is important to read through your paraphrase critically to make sure that you have not duplicated the problems of the original.

Task 5: Look again at paraphrase 2 on page 73 above and cross out the sentence which is a repetition of information already stated.

Task 6: (optional) Which sentence in paraphrase 5 on page 77 could you delete without losing the most important information in the passage?

Task 7: (optional) Which passage on page 77 seems to be about two different topics?

There is more about plagiarism on page 346 of your ESL coursebook.

For ambitious students, there is more advice about paraphrasing and extra practice exercises at:

http://owl.english.purdue.edu/handouts/research/r_paraphr.html
CRITERIA FOR GRADING COMPOSITIONS

Content and organization
10-8 The composition is of the required length. It fulfills all or most of the criteria for writing of the composition type, including appropriate organizational structure and transition words. There are many examples of complex language.
7-3 The composition is of the required length. It fulfills some of the criteria for writing the composition type, including appropriate organizational structure and transition words. There are some examples of complex language.
2-1 The composition is not of the required length, or shows little or no evidence that the writer understands the criteria for writing of the composition type. There are few examples of complex language. Scores have been given for the categories below, but the composition as a whole is graded as 2 or 1.

Paragraphs / Sentences / Topic sentences
7-6 The paragraphs in the writing are correct and contain strong topic sentences. There are no/very few sentence fragments or run-ons. There is a good variety of sentence type and structure.
5-4 There are some problems with the paragraphs in the writing or with the topic sentences. There are some sentence fragments or run-ons. There is some variety of sentence type and structure.
3-1 There is little or no evidence that the writer understands how to write correct paragraphs or appropriate topic sentences. There are many sentence fragments or run-ons. Most sentences are simple sentences.

Clarity
7-6 Sentence by sentence it is clear what ideas are being expressed in the writing.
5-4 There are some sentences that are not clear to the reader.
3-1 There are many sentences that are not clear to the reader.

Grammar / Usage (see page 81)
7-6 The work contains few or no errors of grammar or usage.
5-4 The work contains some errors of grammar or usage.
3-1 The work contains many or very many errors of grammar or usage.

Mechanics (Spelling / Capitalization / Punctuation)
4 There are no or very few errors of mechanics in the composition.
3-2 There are errors of mechanics in some or many sentences in the composition.
1 There are errors of mechanics in most or all sentences in the composition.

Bibliography (if required)
5 There is a complete and correct bibliography.
4-1 There are some or many problems with the bibliography.
0 There is no bibliography.

Reduction for plagiarism (see page 81):
Grading scales:

|---------------|----------|----------|----------|----------|----------|----------|----------|

81
Important information about writing assessment

1. **Grammar/usage mistakes:** Every writer makes mistakes. Careful native speakers of English do not usually make grammar mistakes, and can correct 99-100% of their other mistakes, if they read their writing carefully. ESL students can also remove most of their spelling, punctuation and capitalization mistakes - if they read their writing carefully (and use the spellcheck).

ESL students, however, will never be able to correct all the grammar and usage mistakes in their writing, no matter how careful they are and how often they check their work. And clearly, ESL1 or intermediate students will make more mistakes than ESL2 or transitional students.

The grammar grade, therefore, is given according to the expected proficiency of the student. It is based on the number and seriousness of the mistakes that the student makes - taking into account the ESL level. So, for example, a transitional student who makes many mistakes with the articles will be penalized, but an Advanced student who makes similar mistakes will not. Students will never be penalized for making mistakes in grammar that is beyond their ESL level. In fact, students are encouraged to try to write more complex English.

For a rough guide to the grammar you should know, look in your ESL coursebook.

- ESL1/Intermediate students: 188-223
- Advanced/ESL2 students: 223-253
- Transitional students: 254-271

**Remember:** Please ask your ESL teacher to help you when you are writing or checking your composition. This is one of the best ways to learn grammar and usage!

2. **Plagiarism:** As you know, plagiarism is using other people's ideas, words or pictures in your own writing - without making this clear to your reader.

- If you are not sure if have plagiarized, you must ask the teacher.
- If you are not sure how to avoid plagiarism, you must ask the teacher (and see pages 71-79).
- If you turn in a piece of work with a few plagiarized elements, you have two choices:
  - rewrite the plagiarized sections
  - lose up to 8 points from your total score (depending on the amount plagiarized)
- If you turn in a piece of work with large amounts of plagiarized text, your work will be graded a 0 and you will be reported to the grade level head.
Appendix E - Understanding writing mistakes

ESL students who wish to do write well need help in understanding and avoiding mistakes in their writing. There are 4 main types of mistake in written language: spelling, punctuation, grammar and usage.

**Spelling mistakes:** English spelling is irregular and even many native-speaker adults have difficulties with it. Spelling mistakes do not usually prevent the reader from understanding what the writer is trying to say, but they can create a negative impression. For this reason it is advisable to try and remove them from important pieces of writing. Probably, the best way is to write on the computer and use a spellcheck. Diligent use of a dictionary is a good alternative. For high stakes writing, e.g. job applications, the piece should be given to a teacher to check over.

Extensive reading in English is a very good way in the longer term to learn English spelling patterns, so that mistakes are less likely.

**Punctuation mistakes:** ESL students need to learn certain aspects of the English punctuation system, such as the way to punctuate direct speech. In general, however, the most serious of punctuation mistakes are made not only by ESL students, but by native speakers too. These mistakes are due to the lack of a clear understanding of what a sentence is, and they result in fragments (incomplete sentences) or run-ons ('sentences' that do not end when they should).

Punctuation mistakes can often be spotted if the student reads the writing aloud. If a natural pause in the reading does not correspond with, say, a comma or a full-stop in the written text, then it is likely that the punctuation is faulty. Important writing should be given to a competent native-speaker to check.

Extensive reading, especially of non-fiction, both in English and the mother tongue, will help students understand the concept of the sentence as the basis of good writing.

**Grammar mistakes** are the next type of error commonly made by ESL students. For example, learners often do not choose the correct English verb tense for expressing an idea or do not use it in its correct form. They may fail to use the articles (a/the) correctly, or place words in the wrong order in a sentence.

Some grammar mistakes are easy for learners to correct themselves, particularly if they read their writing aloud. Other grammar mistakes are not easy to find, however, because the learner simply does not yet know the correct way to express an idea in English. Looking in a grammar book will often not help in such circumstances - the best thing to do is to ask a native speaker to check the writing. In the long term most grammar mistakes will disappear by themselves, particularly if the learner does extensive reading in English.

The pages in this composition book and in the ESL coursebook outlining the writing process give detailed advice in how to become a better writer. This advice should be followed by all students, not just ESL learners, who want to write well.
**Usage mistakes** are the final type of error often seen in ESL students' writing. A usage mistake does not break a grammar "rule", but is a word or string of words that a native speaker would never use to express the particular meaning that the ESL student is trying to convey.

Usage mistakes can often be more of a problem to the reader than grammar mistakes. The ESL student who writes *My mother don't speak English* or *Then I putted beaker on tripod* will be understood. On the other hand, the student who writes in a journal *My mother has an arrangement with her operator today* will not be understood to mean that his mother has an appointment with her surgeon.

It is usage problems rather than grammar problems in extended pieces of writing that immediately identify even the most proficient of ESL students as non-native speakers. Once again, the short-term solution to usage problems is to ask a native speaker to check the work; and the long term solution is to do lots of reading in English.

**Note:** Learners should understand that the type of writing mistakes listed above are not the only problems to worry about in a piece of written work. In fact there are aspects of writing that are much more important than the avoidance of small mistakes of spelling, grammar, usage, etc. In order to get a good grade for a piece of writing, the student must be able to answer the following questions with *Yes!*

- Have I written what the teacher asked me to write about?
- Have I organized my writing into paragraphs?
- Do my paragraphs have strong topic sentences?
- Does each of my sentences express clearly what I want to say?
- Do my sentences link together well?

Remember: **UDS**
Appendix F - Reading texts

Composition A - Contrast the war in Iraq in 1991 with the war in Iraq in 2003.

Two of the most important events in recent global history have been the wars fought against Iraq in 1991 and in 2003. The world is still suffering from the tension caused by the more recent invasion - a tension that was not generated by the first war. In order to understand why this should be so, it is instructive to contrast the two campaigns.

Although the two campaigns were fought for very different reasons and had different outcomes, there were in fact some similarities. It may seem a trivial point, but both wars were fought by a western alliance led by an American president called Bush; George Bush in 1991 and his son, George W. Bush in 2003. Leader of Iraq in both cases was Saddam Hussain. Both campaigns were over after a very short period of combat; and in both cases the Iraqi forces were hopelessly defeated.

These similarities are greatly outweighed by the differences in the two wars. The war in 1991 was caused when Iraq invaded neighbouring Kuwait in an attempt to control its oil resources and gain more access to the sea. In 2003, on the other hand, the invasion seemed to be a direct consequence of the terrorist attacks on New York in 2001. Some countries, most notably the USA, thought that Hussain was preparing weapons of mass destruction, e.g. nuclear bombs, that he would turn over to terrorists for further devastating assaults on western targets.

In 1991 the United Nations was in full support of the invasion. The American and allied forces were even permitted to use Arab countries neighbouring Iraq as bases for their forces. In 2003 matters were very different. The United Nations gave no explicit approval for the invasion and there was a large split in the western alliance. The USA, supported by Spain, Italy and some other European countries, were in favour of the war, whereas France and Germany, and almost all of the Arab countries were totally opposed.

Although in both wars the US soldiers and their allies quickly defeated the Iraqi forces, there is a major difference in what happened next. In 1991 Saddam Hussain was allowed to remain in power. His soldiers were driven out of Kuwait and his armies destroyed in much of Iraq. However Baghdad itself, the capital, was not invaded; and Saddam was allowed to remain in power. In 2003 Iraqi soldiers did not show much resistance and Baghdad fell very easily to the Allied forces. Hussain escaped, but was later found hiding in a hole and was handed over to the new government of Iraq for trial.

So, in summary, a very fundamental difference between the two wars can be seen in their major effects. After the first war Saddam continued as despotic leader of Iraq, terrorizing many of his own people, who had no chance to get rid of him. Twelve years later Saddam was deposed and free elections were held in order to elect a democratic leader.

It remains to be seen if the Iraqi people can now look forward to a period of peace and prosperity, but most of the world believes that there is a better chance of this happening now that Saddam Hussain has finally been removed.
Composition B - Contrast the war in Iraq in 1991 with the war in Iraq in 2003.

Two of the most important events in recent global history have been the wars fought against Iraq in 1991 and in 2003. The world is still suffering from the tension caused by the more recent invasion - a tension that was not generated by the first war. In order to understand why this should be so, it is instructive to contrast the two campaigns.

Although the two campaigns were fought for very different reasons and had different outcomes, there were in fact some similarities. It may seem a trivial point, but both wars were fought by a western alliance led by an American president called Bush; George Bush in 1991 and his son, George W. Bush in 2003. Leader of Iraq in both cases was Saddam Hussain. Both campaigns were over after a very short period of combat; and in both cases the Iraqi forces were hopelessly defeated.

These similarities are greatly outweighed by the differences in the two wars. The war in 1991 was caused when Iraq invaded neighbouring Kuwait in an attempt to control its oil resources and gain more access to the sea. The United Nations was in full support of the invasion, as were most countries on every continent. The American and allied forces were even permitted to use Arab countries neighbouring Iraq as bases for their forces.

The US soldiers and their allies quickly defeated the Iraqi forces, but Saddam Hussain was allowed to remain in power. His soldiers were driven out of Kuwait and his armies destroyed in much of Iraq. However, Baghdad itself, the capital, was not invaded, and Saddam continued to be leader. In fact, shortly after the Allied forces withdrew, he began to kill many of his own countrymen who had opposed him.

The invasion in 2003 was not provoked by a direct act of aggression by Iraq. It seemed to be a direct consequence of the terrorist attacks on New York in 2001. Some countries, most notably the USA, thought that Hussain was preparing weapons of mass destruction, e.g. nuclear bombs, that he would turn over to terrorists. They wanted to destroy these weapons before they could be used in further devastating assaults on western targets.

This time, however, there was no global unanimity. The United Nations gave no explicit approval for the invasion and there was a large split in the western alliance. The USA, supported by Spain and Italy and some other European countries, were in favour of the war, whereas France and Germany, and almost all of the Arab countries were totally opposed.

Despite the split, the US led forces went ahead with the invasion. As before, the Iraqi soldiers did not show much resistance, but this time Baghdad too was attacked, and fell very easily to the Allied forces. Hussain escaped, but was later found hiding in a hole and was handed over to the new government of Iraq for trial.

So, in summary, a very fundamental difference between the two wars can be seen in their major effect: After the first the continuation of Saddam as despotic leader of Iraq; after the second Saddam's deposal and the holding of free elections to elect a democratic leader.

It remains to be seen if the Iraqi people can now look forward to a period of peace and prosperity, but most of the world believes that there is a better chance of this happening now that Saddam Hussain has finally been removed.

Both compositions by P. Shoebottom
A large-scale toxic gas leak causes death and injury on a massive scale.

Bhopal India, 3 December 1984 - An appalling human tragedy

Bhopal was one of the worst industrial environmental disasters of the 20th century. It was tragic because of the numbers affected and because a company which at first had seemed to be bringing prosperity and jobs to a poor area turned into destroyers of the people.

The Union Carbide Corporation opened its Bhopal plant in 1980. The opening was greatly welcomed, as it brought 800 new jobs into the area. Bhopal is the capital of the state of Madhya Pradesh in central India, an industrial city with a population of about 750000. The plant, located near to the railway station and surrounded by the densely-packed housing of the Jayaprakashna area, was to produce pesticides for agricultural use, one of the principal chemicals in the process being methyl isocyanate (MIC for short). Union Carbide, who had a similar plant in West Virginia, USA, set up an Indian subsidiary to operate the plant. It was soon apparent that there were problems at the Bhopal plant. There were stories of leaks and of poor or disregarded safety procedures as early as 1982. An internal report, made public after the accident, talks of valve problems and of 'major concern' over workers being exposed to toxic material.

The accident that was to have such devastating consequences happened at night, at about 3am on 3 December 1984, when there were few staff on duty. It seems that the tanks holding the MIC - which is highly volatile - were contaminated by water. Pressure built up. When MIC reaches a temperature of 38°C it vaporizes. Despite various safety devices, this happened at Bhopal, and about 45 tons of highly toxic gas escaped before the leak was discovered and plugged.

The gas spread over the houses as people slept. The pungent, acrid smell woke many up, possibly saving their lives. Others, whose small houses were almost literally turned into gas chambers, died in their sleep. The gas affected their respiratory tracts and their eyes. Hundreds died from pulmonary oedema (fluid accumulating in the lungs) and some from poisoning by cyanide, seemingly a by-product of the MIC reacting with water and the atmosphere. Still others died from accidents caused by their partial or total blindness as they rushed in panic into the streets trying to escape the deadly fumes. Not surprisingly, in the dark and with choking lungs, there was considerable panic and confusion. Hospitals and rescue services were simply overwhelmed by the numbers affected. Small children and old people had the least resistance to the gas, and many hundreds of each died.

The cloud of gas, being heavier than air, sank to the ground and drifted at or near ground level. When this was realised, vast numbers of people tried to get to the higher parts of the city and its surrounds to escape. The situation reached crisis point, and for some time all movement of vehicles, trains and aircraft into or out of the town, other than those carrying vital medical supplies, was stopped.
Union Carbide reacted promptly, sending specialist teams from the USA. When its chairman, Warren Anderson, arrived in Bhopal, he was arrested and charged with causing death by negligence. After an appeal, he was released on bail. The plant was initially closed, but the company then announced that production would resume on 16 December to use up the remaining 16 tons of MIC, this being the safest way to deal with it.

Not unnaturally, further panic followed this announcement, and an estimated 150 000 people left the city, to temporary camps or to other towns and villages. The area round the plant was strangely quiet when 'Operation Faith' as it became known got under way, with elaborate and very visible safety measures in place. Fortunately, there were no problems, and when the MIC had all been used up, the factory was closed. After further investigations, the plant in West Virginia was also closed.

Figures are difficult to arrive at - in the days after the escape, there were mass burials and cremations in order to try to prevent the spread of disease. Many thousands of head of cattle, vital to the local agriculture, were also burnt after they had succumbed to the gas. Human deaths continued for many weeks. The best estimates indicate that at least 2 500 people died and that perhaps as many as 200 000 were affected in some way.

Acting on behalf of the bereaved and injured, the Indian government filed claims for compensation against Union Carbide in India and in the USA. There was anger in Bhopal when 'ambulance chasers' - US lawyers specializing in such cases - arrived shortly after the incident. But in fact damages awarded by US courts are likely to be much higher than those awarded in India, so it was perhaps better for claims to be heard there, even though the complainants would have to trust the lawyers. The cases have dragged on ever since and many are still not settled.

The inquiry into the escape found that many people in Bhopal were unaware that potentially lethal chemicals were in use at the Union Carbide plant. There were no local emergency procedures for use in a large-scale escape. Doctors had little or no knowledge of the effects of MIC and how to treat victims; despite this, the sight of thousands was saved by prompt action. Most of those affected recovered from their blindness, but thousands of people suffered long-term damage to their eyes and lungs and continue to be troubled by eye irritation and breathing problems.

Bhopal is a desperate indictment of the situation in many of the world's poorer countries. Inward investment is eagerly sought, and large plants bringing many jobs are welcomed, especially in cases such as this where the product, pesticides, was also vital to agricultural development. But too often, as in Bhopal, such plants are placed far too close to conurbations of packed, crowded houses, safety regulations are ineffective, and workers are not fully aware of what they are handling or the dangers that can develop. Ignorance and tragedy are never very far apart. When they come together, as in Bhopal, the effects can be disastrous almost beyond comprehension.

APPENDIX G –WRITING ABOUT FICTION

A common composition in mainstream English class is the book review. Students read fiction (a short story or novel) and write about the elements of fiction it contains.

**Task 1:** The most important elements of fiction are in the box below. Write them next to their definitions in the table:

<table>
<thead>
<tr>
<th>author</th>
<th>title</th>
<th>characters</th>
<th>hero</th>
<th>setting</th>
<th>plot</th>
<th>theme</th>
<th>opinion</th>
<th>response</th>
<th>narrator</th>
<th>symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>the people or animals in the story</td>
<td>the action of the story; what happens</td>
<td>the writer of the story</td>
<td>the lesson or message of the story; what the writer thinks is important for the reader to understand</td>
<td>what the reader thinks about the story; does he/she like it?</td>
<td>the name of the story</td>
<td>the teller of the story (the author or a character in the story)</td>
<td>the most important character (another word is <strong>protagonist</strong>)</td>
<td>(after the opinion) the reader’s reaction or other thoughts after finishing the story</td>
<td>a thing or object in the story which represents something else (an idea or a person, for example)</td>
<td>where and when the story happens</td>
</tr>
</tbody>
</table>

**Task 2:** Listen to your teacher’s explanation of these further elements of plot and write a definition or explanation in your own language.

exposition
conflict
flashback
foreshadowing
climax
resolution
Task 3: Listen to the teacher’s explanation about characterization and copy the notes from the Smartboard.

Task 4: Listen to the teacher’s explanation of **Point of View** and copy the notes and diagram from the board.

Task 5: Use the following online quiz (to learn the elements of fiction from this chapter, plus some new words.

http://esl.fis.edu/vocab/q2/elem.htm
Task 6: Look at the list below from the mainstream English class. It contains the prompts or questions that readers can ask themselves in preparing to write a response to the fiction they have read. Discuss with a partner your response to the prompts/questions that your teacher chooses and the book he specifies.

1. Describe the most important thing that happened to a character in your story. Why was this so important?
2. What was clever or interesting about the way in which your story was written?
3. Why would you recommend this book to others?
4. Describe the audience you feel would enjoy this book the most. Explain why you think this.
5. What has been disappointing about this book? Why was it disappointing?
6. Where is the book set? How is the setting important to the story?
7. Describe the way one character gets along with someone else in the story.
8. Describe a moment in the book which made you smile and explain why it gave you that reaction.
9. Describe a moment in the book which made you sad and explain why it gave you that reaction.
10. Was there any part of the story that you thought was unrealistic or unbelievable?
11. How did the book grab your attention in its opening pages?
12. How did the ending leave you feeling? Was it satisfying? Why or why not?
13. What was the moment of greatest tension in your book? Why was this the case?
14. What lessons did you learn from reading this story?
15. What point of view has the author written from in this story? Did you enjoy this? Why or why not? Would another narrative viewpoint been better?
16. Describe how the cover (illustration, lettering and/or colors) relates to the actual story.
17. Explain what you would change in the story to make it more appealing.
18. In what ways does a character remind you of someone you know?
19. Describe one or two symbols used in the story. What do they represent?
20. Describe the author of this story. What else has s/he written?
21. Does your book use chapter headings? Describe how useful they are to the reader. If there were no chapter headings, what would you write if you had to make them up? Explain your selection.
22. Use your imagination, and describe what you think would happen to the main character ten years after the book has finished.
23. Compare this book to another book you have read in as many ways as possible.
24. Explain the title of this book. Why is it (or is it not) an effective one? What would you re-title it if you had the opportunity to do so?
25. Explain why your book should be made compulsory reading for all students at FIS.
26. Select three important quotations from your book and, in a paragraph for each, explain why they are such important ones.
27. Imagine you are a film director and you have decided to produce a movie of your book. Who would cast as the main actors? Explain your choices.
28. Why do you think the author decided to write this story?
29. Is this book a timeless one? Will it be read in 2050? Explain your thoughts.
30. What was it about this book that attracted you in the first place? Were your initial hopes for “a good read” fulfilled by this story? Why or why not?
Summary and final tasks:

In this unit you have learned about the elements of fiction and the different ways that readers can respond to the stories they read. You now have to write a book review that shows your understanding of these elements:

Task 7: Use the Book Review template to write a review of the story your teacher specifies.

Book title:

Words: 250-350 First draft due:

Task 8: Identify the 'sentences' your teacher highlights in your writing:

simple, compound, complex, compound-complex, fragment, run-on

Task 9: Revise your final draft, based on the teacher's advice, and edit it. For this writing, your grade will be based on the criteria listed on page 330 of the coursebook.

Task 10: Write a book review of another fiction story you have read. The story can be in your language. Note: You will have to give a very short presentation to the class about this book and its author.

Book title: Author: Language

Task 11: You now have your graded book reviews. Write at least two sentences in response:

One aspect of my book reviews that I am happy with is ....

One aspect of my book reviews that I am not happy with is ....

The most important thing that I have learned in this unit is ...

Other response: ..

Task 12: Insert your finished book reviews and grading sheets after this page.
APPENDIX H – WRITING A SHORT STORY

In the last unit you learned how to write about fiction. You have a good idea of how writers use the elements of fiction to create interesting and enjoyable stories. In this unit you will learn to write your own fiction: a short story.

Task 1: First fill out the following table with 12 elements of fiction that you have learned and be ready to give a definition of the words you write.

<table>
<thead>
<tr>
<th>Element of Fiction</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>

Almost every story you read has characters in it who speak and think. The author has two ways to convey spoken words and thoughts to the reader, through: 1. **direct speech** and 2. **indirect speech** (also called: *reported speech*.)

Task 2: Listen to your teacher’s explanation of direct and indirect speech, and copy the examples into the space below:

Task 3: Which of the two kinds of speech is rare in spoken language?

   - direct speech
   - or -
   - indirect speech

Task 4: Do the exercises practising direct and indirect speech on pages 254-261 of your course book.

Task 5: Do the vocabulary sheets 168/169 and learn the words using the following web quizzes. (The words offer alternative ways to convey a character’s thoughts and spoken language.)

   - [http://esl.fis.edu/vocab/q1/funct1.htm](http://esl.fis.edu/vocab/q1/funct1.htm)
   - [http://esl.fis.edu/vocab/q1/funct2.htm](http://esl.fis.edu/vocab/q1/funct2.htm)
**Task 6:** Use the words and sentences on vocabulary pages 168 and 169 to write indirect sentences. You can use the examples given, or you can create your own sentences.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13. (optional)

14. (optional)

15. (optional)
Task 7: Now you have to start working on your own story. Use the boxes on this page and the next to start making notes on your story. {Of course, you can change your ideas later, as you are writing. But you should start with clear ideas!}

Title:

Setting:  

Point of view:

Main character:  

Personal:

Appearance:

Character traits:

Other characters:

Theme:
<table>
<thead>
<tr>
<th>Central conflict:</th>
<th>Other conflicts:</th>
</tr>
</thead>
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<td></td>
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</tr>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Main plot events:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Climax:</th>
</tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Resolution:</th>
</tr>
</thead>
<tbody>
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<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
Task 8: Read the assigned chapter from the book How to Write a Short Story, and be ready to summarize the information for the other students. You will be graded on your presentation as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Has clearly read and understood the whole chapter. Explanations are clear and complete.</td>
</tr>
<tr>
<td>6</td>
<td>Has clearly read and understood the whole chapter. Explanations are mostly clear and complete.</td>
</tr>
<tr>
<td>5</td>
<td>Has read and understood most of the chapter. Explanations are mostly clear and complete.</td>
</tr>
<tr>
<td>4</td>
<td>Has read and understood most of the chapter. Explanations are mostly clear and but not all are complete.</td>
</tr>
<tr>
<td>3</td>
<td>Has read and understood some of the chapter. Some explanations are clear and but not all are complete.</td>
</tr>
<tr>
<td>2</td>
<td>Has read and understood some of the chapter. Most explanations are unclear and none are complete.</td>
</tr>
<tr>
<td>1</td>
<td>Has read only part of the chapter. None of the explanations is clear or complete.</td>
</tr>
<tr>
<td>0</td>
<td>Has not read the chapter.</td>
</tr>
</tbody>
</table>

Task 9: Write 4 or 5 pieces of information or advice from the explanations that you think are important in writing your own short story.

Task 10: Get your teacher’s signature to denote approval to start writing your story. For this writing, your grade will be based on grammar, (plus sentence grammar) clarity, and mechanics. Signature: ......................................................

Task 11: Write your story. Due date: Minimum words: 500

Task 12: Write your own opinion of your story. Are you happy with it? What aspects would you change if you had to do it again? Other response?

Task 13: Ask another student to read your story and write down their comments.
APPENDIX I – Analysing academic language

Analysing complex academic text can help you with your own writing. You can see how writers combine several different pieces of information into one text. When you understand how this is done, it will help you with your reading comprehension too.

The new science teacher, who started at FIS last year after 25 years of teaching at a small private school near Rome, was angry because someone had let out the air in the tyres of the car that he had bought just two days before and had parked behind the sports hall.

The simple subject of the sentence above is teacher. The simple predicate is was [angry]. Here is a list of simple sentences containing the extra information the writer has included:

- It was the new science teacher.
- He started at FIS last year.
- Before that he had worked for 25 years at another school.
- This other school was a small private school near Rome.
- Someone had let the air out of the tyres of his car.
- He had bought the car only two days before.
- He had parked the car behind the sports hall.

Here is another example from a science book with the simple subject / predicate shown in bold and extra information listed below:

The well-preserved fossil, which is the best example we have of an early bird species, was found in 1860 when a quarry worker overturned a huge rock that had been covering a large number of stones.

- The fossil was well-preserved.
- It is the best example of an early bird species.
- It was found in 1860.
- It was found by a quarry worker.
- He found it when he overturned a large rock.
- The rock had been covering a large number of stones.

**Task 1:** Use the simple subject John F. Kennedy and the simple predicate was assassinated to construct a sentence on the computer with this extra information:

- John F. Kennedy was the 52nd president of the USA.
- He was shot in Dallas, Texas on November 22, 1963.
- He was shot while being driven in an open-top car.
- He was shot with a Carcano rifle.
- The gunman shot from the window of an apartment building.
- The apartment building faced the street along which Kennedy was being driven.
- The gunman was later identified as Lee Harvey Oswald.

Advice: If you are trying to combine a lot of information into one sentence, it is important to be clear about the simple subject and predicate. It is also helpful to then list all the extra information, as above, before combining the different parts..

But remember: It is difficult to write complex sentences accurately, and even if they are accurate, you will make your reader work hard to understand you. So often it is better to break the information into 2 or more sentences.

**Task 2:** Break your single sentence from task 1 above into two sentences to make it easier for your reader to process the information.
Congratulations! You have reached the end of the composition course. You can be sure that you have improved considerably as a writer of school compositions. One final reminder:

UDS!

Note: This composition coursebook was written by Paul Shoebottom, using the following text as inspiration for many of the units and tasks:

Basic Composition for ESL: An Expository Workbook. Heinle: 1990

The pages of this book, plus answer pages and model compositions, are available via the following index:

http://esl.fis.edu/learners/fis/composition/index.htm