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Introduction to Sophomore English

This course aims at developing basic writing skills. As such the skills you acquire in this course will help you to be successful in other academic subjects. For instance, you will be required to produce short term papers, reports of a reasonable length and quality, and in some cases, a formal research paper. To do so, you need to develop the ability to write good and effective sentences, paragraphs, compositions, among others.

To help you achieve the objective above, relevant units on writing skills development are included in this course book. The section on mechanics emphasizes the importance of capitalization and punctuation in precisely transmitting your written message.

The units on sentence improvement and combination familiarize you with the basics of revising or improving sentences with a variety of problems, and joining sentences to produce short and meaningful combinations of sentences.

The composition in this book is a unique one. Each unit includes all the help and information you need to understand and write a different type of composition- from a single paragraph to an essay within units, you are taken step by step through the different stages in the writing process. In the prewriting stage, you learn how to choose and limit a subject, and how to find and organize your thoughts or information. In the writing stage, you learn how to write a topic sentence, or a thesis statement; how to write the body of a paragraph, or an essay; and how to write a conclusion. In the revising stage, you learn how to pull your writing together- how to give it unity and coherence. Finally, you learn how to polish your work by applying the information in the first three stages.

“Going through these writing stages is like having someone sit beside you as you learn to drive a car for the first time. If you are unsure of yourself, there is an abundance of help in the form of practice, models, and checklists to show you exactly what to do, how to do it, and when to do it. Following these stages in the writing process will ensure success and build your confidence in your ability to write well.

I hope you will find the exercises enjoyable in particular, and the course practical in general.

BLOCK I MECHANICS AND IMPROVING SENTENCES

UNIT 1: MECHANICS

CONTENTS

- 1.0 Aims and Objectives
- 1.1 Introduction
- 1.2 Capitalization
- 1.3 The Comma
- 1.4 The Colon and the Semi-colon
- 1.5 The Hyphen
- 1.6 The Question Mark
- 1.7 The Full Stop
- 1.8 Let us Sum up
- 1.9 Answers to Check Your Progress

1.0 AIMS AND OBJECTIVES

At the end of this block you will be able to:

- use capitalization appropriately;
- punctuate sentence(s) or paragraphs correctly.

1.1 INTRODUCTION

In this unit of the course you will be familiarize with the use of appropriate mechanics. Since mechanics covers a lot of other elements, I will mainly direct your attention to the most important aspects: capitalization and punctuation. These will actually help you in the forthcoming blocks whose ultimate focus would be writing meaningful paragraphs and compositions. You therefore need to pay more attention to the appropriate use of capitalization and punctuation in sentences and/or paragraphs.

1.2 CAPITALIZATION

- a) Capitalize the first word of a complete sentence, a quoted sentence, the remark of each new speaker in conversation, a line of poetry or verse, and each topic of an outline:

Sentence: There are fascinating stories in coins.

Quoted sentence: Fozia said, "Fiction reveals truth that reality obscures."

Conversation: "Aren't you going to the lake, John?"

"Not today."

- Capitalize names of political parties and their members and names of peoples, languages and religions.

Eg. Democrat	Hindu	Indian
Republican	Italian	
Baptist	Egyptian	
Catholic	Filipino	

- Capitalize the names of government departments and governmental bodies.

Eg. Congress

Department of Education

Court of Appeals

Policy Department

Mother, Father, Dad, Grandmother, and other words of family relationship are preferably capitalized when used instead of a person's name. They are always capitalized when used with a person's name:

PREFERRED: Do you think Mother and Dad will let me take the car Friday night?

RIGHT ALSO: Do you think mother and dad will let me take the car Friday night?

RIGHT: When do Aunt Clarie and Uncle Peter sail for Portugal?

- Capitalize the names of stars, planets, and satellites except sun, earth, and moon.

Eg. Jupiter, Mercury, Pluto

- Capitalize the names of the days of the week, months of the year, holidays, and holydays.

Eg. Friday, April, Veterans Day, Mother's Day, Holy Thursday,

The names of the seasons are not capitalized.

spring, summer, winter, fall, autumn

- Capitalize proper adjectives

Proper adjectives are derived from proper nouns.

Eg. Africa -African violet

America -American history

Mexico –Mexican silver

Lines of verse: My words are little jars

For you take and put upon a shelf.

- b) In the salutation of a letter capitalize the first words and all nouns; in the closing capitalize only the first word.

Dear Aunt Martha,

My dear Dr. Stone:

Your affectionate niece,

Sincerely yours,

- c) Capitalize proper nouns and their nouns

A proper noun is the name of a particular person, place, or thing. A common noun may apply to any one of a class of persons, places, or things and is not capitalized.

- Capitalize the names of particular persons

PROPER NOUNS

COMMON NOUNS

Robert Frost

an opera singer

Dr. Abebe

a poet

Beverly Sills

a physician

- Capitalize the titles of organizations, institutions, and buildings.

Eg. * Sheraton Addis Hotel.

* Industrial National Bank

* John Harris High School

* the Ferry Building

* Dembel City Center

- Capitalize geographical names

Eg. * Awash National Park

* Bale Mountains National Park

* Gibe River

* Sassafras Mountain

* First Congressional District

1.3 THE COMMA

Commas are used to prevent confusion and to keep items from running into one another. Following are some specific rules for commas that are used to separate items.

A) ITEMS IN A SERIES

Three or more similar items together form a series. A series can be composed of words, phrases, or clauses.

WORDS: Blackberries, raspberries, and strawberries are all members of the rose family [NOUNS]

Alex will sing, dance, or tell jokes. [VERBS]

PHRASE: The cat could be in the closet, under the bed, or behind the couch.

CLAUSES: We don't know when we are leaving, where we are going, or what we should take.

When a conjunction connects the last two items in a series, some writers omit the last comma. Although this is acceptable, it can be confusing. Therefore, it is always better to include the comma before the conjunction.

Example

CONFUSING: I had juice, bacon and corn pancakes.

CLEAR: I had juice, bacon, and corn pancakes.

In the first example, I had two items: Juice and pancakes made from bacon and corn. In the second example, however, I had three items: juice, bacon, and pancakes made only of corn.

B) COMPOUND SENTENCES

A comma is usually used to separate the independent clauses in a compound sentence.

Example:

- a) Don't tease the dog, or it may bite you.
- b) I play the flute, and my sister plays the kirar.

A comma is not needed in a very short compound sentence:

Selam left but I stayed.

C) INTRODUCTORY ELEMENTS

Some words, phrases and clauses at the beginning of a sentence need to be separated from the rest of the sentence by a comma.

Following are examples of introductory elements that should be followed by a comma.

WORDS: No, I can't attend the meeting. (Similar words include NOW, OH, WELL, WHY, YES, etc)

PREPOSITIONAL PHRASE: After the earthquake in town, we all helped each other. (A comma comes after two or more prepositional phrases or a single phrase of four or more words).

PARTICIPAL PHRASE: Hearing the noise outside, I rushed to the window.

OTHERS: In Room 47, 35 students were studying.

D) COMMAS THAT ENCLOSE

Some expressions interrupt the flow of a sentence. These expressions generally add information that is not needed to understand the main idea of the sentence.

Example

- The movie, to tell the truth, was rather boring.
- To tell the truth, the movie was rather boring.
- The movie was rather boring, to tell the truth.

The rule above applies to the first example. Also, expressions that interrupt the flow of sentence can appear at the beginning and end of a sentence. In this case, these expressions are respectively followed, and preceded by a comma.

E) DIRECT ADDRESS

Names, titles, or words that are used to address someone are set off by commas.

Examples

- a) Sisay, may I borrow your camera?
- b) Your essay, Abebe, was excellent.
- c) Have you had dinner, Samuel?

F) DATES AND ADDRESSES

DATE: a) On Tuesday, March 3, 1985, my sister was born.

b) I have lived at Haile Gebresilase Street, Woreda 10, Addis Ababa, for ten years.

c) I have lived at 29 Bank Street, Long Beach, California, for ten years.

1.4 SEMICOLONS (;) AND COLONS (:)

1.4.1 The Semicolon

- Independent clauses in a compound sentence can be joined by a conjunction such as a comma, or a semicolon.

Example

- a) Kebede's favorite sport is tennis, but mine is chess.
- b) Kebede's favorite sport is tennis; mine is chess.

- Use a semicolon between clauses in compound sentence that are joined by certain transitional words.

- a) The weather was perfect; nevertheless, I stayed indoors and studied.

- b) The camping trip was fun; for instance, we swam each day in the lake.

Transitional words used in the same way include ACCORDINGLY, CONSEQUENTLY, FURTHERMORE, OTHERWISE, HOWEVER, HENCE, THEREFORE, etc.

1.4.2 The Colon

- Use a colon before most lists of item, especially when the list comes after an expression like “the following”

Example

- a) All Volunteers will need the following: a notebook, a pen, and a comfortable pair of walking shoes.
- b) There are four methods of catching fish: hooking, netting, spearing, and trapping.

- Never use a colon directly after a verb or a preposition.

INCORRECT: My three favorite subjects are: math, science, and woodworking.

CORRECT: My three favorite subjects are math, science, and woodworking.

CORRECT: These are my favorite subjects: math, science, and working.

- Hours and minutes

5:30 A.M

- Biblical chapters and verses

John 3:16

- Salutations in Business Letters

Dear Sir:

1.5 THE HYPHEN (-)

Hyphens with Numbers and Words

- Use a hyphen when writing out the numbers twenty-one through ninety-nine.

Hyphens with compound Nouns

- Use a hyphen to separate the parts of some compound nouns

Mr. John is my great-grandmother.

George was elected secretary-treasurer.

Hyphens used with prefixes

1. Between a prefix and a proper noun or proper adjective
all-American
mid-Atlantic
pre-Columbian
2. After the prefix self-
self-righteous
self-satisfied
3. After the prefix ex- when it means “former” or “formerly”
ex-convict
ex-governor
ex-senator

Hyphens with Divided words

- Use a hyphen to divide a word at the end of a line

gym-nastics or

gymnas-tics

The hyphen here should be placed at the right syllable break.

- Don’t divide a proper noun or a proper adjective

INCORRECT: Ethiopia-n

INCORRECT: America-n

1.6 THE QUESTION MARK

- Use a question mark after a direct question, but not an indirect question.

- a) Did you know that red lighting strikes only wet objects? (This is a direct question)
- b) Menbere asked Nebiu whether it was true that red lighting strikes only wet objects. (This is an indirect question)

1.7 PERIOD / THE FULL STOP

- Use a period after a statement of fact, a command, or a request.

Statement: In area the city of Los Angeles is more than a third the size of Rhode Island.

Command: Read this book, Fascinating Facts.

- The meaning of a sentence, rather than the grammar, may determine the end punctuation. This is true of requests that are grammatically questions and of elliptical sentences that are answers to request or questions.

a) Will you close the door when you leave.

b) Yes, of course.

- Use only one period when there is an abbreviation at the end of a sentence.

Eg. Dad has an important appointment with his lawyer tomorrow at 10:00 a.m.

Check Your Progress -1

Exercise 1

Use appropriate mechanics where necessary.

Who's the world's champion jumper If you're thinking of a person you are wrong the Kangaroo lays claim to this title. this curious looking australain mammal cannot walk but it sure can jump. it can easily hop over a parked car it can also travel over thirty nine miles an hour. the kangaroo has some unusual physical characteristics a small head large pointed ears very short front limbs and hind quarters the size of a mule's. Its feet sometimes measure ten inches from the heel to the longest toe the

kangaroo's thick tail is so strong that it can use the tail as a tool the kangaroo is a vegetarian it will not eat another animal.

1.8 LET US SUM UP

The different types of mechanics (especially punctuation marks, and capitalization) we use tremendously affect the meanings of the sentences we write. A misplacement of punctuation marks, for example, produces confusion. The inaccurate use of capital letters also adds to this confusion, apart from violating the rules of the language. It is always advisable that you pay attention to the way they are used. Otherwise, you will end up saying nothing, confusing your readers, or communicating a message you have not thought of.

1.9 ANSWERS TO CHECK YOUR PROGRESS

Who's the world's champion jumper? If you're thinking of a person, you are wrong. The Kangaroo lays claim to this title. This curious-looking Australian mammal cannot walk, but sure it can jump. It can easily hop over a parked car. It can also travel over thirty nine miles an hour. The kangaroo has some unusual physical characteristics: a small head, large pointed eyes, very short front limbs, and hind quarters, the size of a mule's. Its feet sometimes measure ten inches from the heel to the longest toe. The kangaroo's thick tail is so strong that it can use the tail as a tool. The kangaroo is a vegetarian. It will not eat another animal.

Improving sentences

UNIT 2: MISPLACED AND DANGLING MODIFIERS

CONTENTS

- 2.0 Aims and Objectives
- 2.1 Introduction

- 2.2 Misplaced Modifiers
- 2.3 Dangling Modifiers
- 2.4 Let Us Sum-Up
- 2.5 Answers To Check Your Progress

2.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- place modifiers at appropriate places in sentences and;
- improve sentences that contain dangling modifiers.

2.1 INTRODUCTION

In this unit I will draw your attention to the skills or methods for correcting sentences that contain misplaced and dangling modifiers. This will help you to write clear and unambiguous sentences. Therefore, you should spend much time practicing this so that it will later help you to compose meaningful sentences in paragraphs and compositions, which are the ultimate goals of this course.

2.2 MISPLACED MODIFIERS

When modifiers are not placed at appropriate position in a sentence, they modify a wrong word, and hence are called misplaced modifiers. Look carefully at the following sentences which all contain misplaced modifiers.

1. Our neighbors sold dresses to my sister without buttons. (Without buttons, here, modifiers my sister which really becomes an odd modification. The correct place for it would be right after dresses. Hence:

* Our neighbors sold dresses without buttons to my sister.

2. At the age of 5, the doctor administered a small pox vaccine to me
(At the age of 5 describes a doctor. However, it is very unrealistic to talk about a 5-year-old doctor. It should modify I or me:
 - When I was five years, the doctor administered a smallpox vaccine to me.

Check Your Progress -1

Misplaced Modifiers

Now try to improve the following sentences that contain misplaced modifiers.

1. An old car was pulled down the street that had a flat tire.
2. In dribbling for the basket, the ball should be bounced no higher than one's waist.
3. After undressing completely, the doctor examined me.
4. When two years old, my father swam across the Gibe River.
5. We saw a giraffe in the Awash National Park that had a long neck.
6. Charles took a picture of a squirrel running across the telephone wire with his new camera.
7. Baskets were given to all the children filled with Easter eggs.
8. AIDS has consumed the lives of many people which is a killer disease.
9. Little white boxes of wedding cake were given to all the guests tied with white satin ribbon.
10. My little brother is now in America who studied Engineering.

2.3 DANGLING MODIFIERS

Sometimes verbal phrases and other expressions that should be acting as modifiers have nothing to describe. These are called dangling modifiers.

Dangling: To enter the contest, a formed must be signed. ("To enter the contest" doesn't modify any noun or expression. If therefore dangles.)

Corrected: To enter the contest, you must sign a form. (Now, "To enter the contest," modifies you. Thus, one way of improving sentences that contain dangling modifiers is by assigning a subject to the modifier that dangles.

Dangling: After milking the cow, the horse was fed. (Who milks the cow? The sentence doesn't answer this question.)

Corrected: After milking the cow, I fed the horse.

Corrected: After I milked the cow, I fed the horse.

Dangling: While driving by the church, the organist was giving a concert. (Who drives by the church?)

Corrected: While I was driving by the church, I saw the organist give a concert.

Corrected: While I was driving by the church, the organist was giving a concert.

Dangling: After glancing at the clock, the book was closed by Jemal. (Who glanced at the clock? No one)

Corrected: After glancing at the clock, Jemal closed the book.

Corrected: After he glanced at the clock, Jemal closed the book.

Check Your Progress -2

Dangling Modifiers.

Now try the following.

1. Turning the pages, my eye noticed the record sale.
2. To prepare for an exam, solitude and concentration are needed.
3. Dancing and drinking every night, her reputation in the village suffered.
4. Driving through town, many traffic lights delayed us.
5. While napping, the door awakened me.
6. Finding no one at home, the next move was up to us.
7. When studying at night, a good lamp should be available.

8. To have a successful party, good conversation and food are always useful.
9. Climbing the hill, there was another hotel.
10. While looking for a birthday present, a bracelet caught my eye.

2.4 LET US SUM UP

Modifiers are useful for properly indicating the type of person or item you are referring to, or describing. Sometimes, because of their inappropriate use, they tend to describe nothing in sentences. They therefore dangle. At other times, they tend to describe or modify a wrong word. They are misplaced. Thus, to get a clear description or modification of the actual words or expressions, you should place the modifiers right after the word they modify or describe. Or, the modifiers have to be linked to the words they describe in some way. In this way, you will be able to achieve clarity in the sentences you write. Also, you will be able to create a good picture of the words you describe or modify.

2.5 ANSWERS TO CHECK YOUR PROGRESS

Exercise 1. Misplaced modifiers

1. An old car that had a flat tire was pulled down the street.
2. In dribbling for the basket, one should bounce the ball no higher than his/ her waist.
3. After I undressed completely, the doctor examined me.
4. When I was two years old, my father swam across the Gibe River.

5. We saw a giraffe that had a long neck in the Awash National Park.
6. Charles took a picture with his new camera of a squirrel running across the telephone wire.
7. Baskets filled with Easter eggs were given to all the children.
8. AIDS, which is a killer disease, has consumed the lives of many people.
9. Little white boxes of wedding cake tied with satin ribbon were given to all the guests.
10. My little brother who studied Engineering is now in America.

Exercise 2. Dangling Modifiers.

1. While I was turning the pages, I noticed the record sale.
2. To prepare for an exam, we need solitude and concentration.
3. Because she danced and drank every night, her reputation in the village suffered.
4. While we were driving through town, many traffic lights delayed us.
Or while we were driving through town, we were delayed by many traffic lights.
5. While I was napping, the door awakened me. Or, while I was napping, I was awakened by the door.
6. Finding no one at home, they made their next move to us.
7. When studying at night, one needs a good lamp. Or, when one studies at night, he/ she needs a good lamp.
8. To have a successful party, one should prepare good food and conversation. Or, when we need to have a successful party, we always need to prepare good foods and conversation.
9. After climbing the hill, we saw another hotel.
10. While I was looking for a birthday present, a bracelet caught my eye.

UNIT 3: OVERLOADED AND UNSUPPORTED SENTENCES

CONTENTS

- 3.0 Aims and Objectives
- 3.1 Introduction
- 3.2 Overloaded Sentences
- 3.3 Unsupported Sentences
- 3.4 Let us Sum-up
- 3.5 Answers to Check your Progress

3.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- improve /shorten/ overloaded sentences;
- support unsupported /opinionated sentences with evidence, examples, or facts.

3.1 INTRODUCTION

We often tend to write a sentence packed with too much information. Also, we tend to use connectives such as 'and' over and over again. Besides, our sentences contain opinions that are not supported by substantial reasons. It is therefore the intention of this unit to expose you to the ways of improving these types of sentences.

3.2 OVERLOADED SENTENCES

Overloaded or rambling sentences are long sentences containing a number of ideas, usually connected by and's. As a result of this, they tend to be confusing and ineffective. Such sentences violate the principle that a sentence usually contains one central thought.

Example:

Lengthy: I went into the building, and I waited for the elevator in the lobby, and when it didn't come I had to walk up eight flight of stairs.

Revised: I went into the lobby of the building and waited for the elevator. When it didn't come, I had to walk up eight flight of stairs.

Lengthy: The Olympic Games are patterned after an ancient Greek festival, and the first modern games were held in 1896, and since then the number of sports and participants has greatly increased.

Revised: The Olympic Games are patterned after an ancient Greek festival and the first modern games were held in 1896. Since then...

Check Your Progress -1

Overloaded Sentences

Now revise the following

Suggestions

1. Separate each sentence into two or three shorter ones
 2. Reduce the number of and's
1. Some children learn to read at age three or four, and others learn in school, and experts disagree about the value of very early training in reading.
 2. Hurricanes are tropical cyclones, and they start over oceans, especially near the equator, and the winds can reach 150 miles per hour, and the most destructive hurricane occurred in 1972.
 3. The art department offers classes in ceramics and photography, and this year there will be a print making class, and many students are eager to learn about etching and lithography.
 4. One tree in our town is sixty-five years old, and it has a hole in the trunk, and twenty people can stand inside it, and our elders used the tree long ago as a meeting place.

5. Horrible faces glared at me from the shelves in the costume shop, and all of them were contorted, and most of them were scarred, and they were a deathly gray with a greenish cast.

3.3 UNSUPPORTED SENTENCES/ STATEMENTS

These are statements that are not supported by reasons, facts, or examples. The question “why?” is left in the reader’s mind.

Example

Unsupported: Some people are talking about making the school year longer. This would be a mistake. I think that the school year is long enough as it is.

The underlined statements are just opinions. Thus, they need to be supported by reasons, or pieces of evidence.

Supported: Some people are talking about making the school year longer. I think this would be a mistake as it makes it very boring.

Unsupported: I want to get a part-time job this year. I could work at least two hours after school each day. My parents do not approve of the idea. (The underlined statements need to be supported by reasons.)

Supported: I want to get a part-time job this year. It would help me to cover my tuition fee. So I could work at least two hours a day after school each day. But my parents do not approve of the idea as it may consume my study time.

Unsupported: Chess is becoming popular with people of all ages. Even young children play it. I think it would be good for everyone to learn the game.

Supported: Chess is becoming popular with people of all ages. Even young children play it. I think it would be good for everyone to learn the game as it is a pass-time game, or a puzzling game...

Check Your Progress -2

Unsupported Statements

Revise the following adding whatever reasons or facts you think are necessary.

1. Parents and teachers often complain about how much time young people spend watching TV. However, many TV shows are good for us to watch.
2. According to the state law, you have to be eighteen before you can get a decent job. I think this is very bad. I think the law should be changed.
3. I think the idea of introducing peer evaluation is good.
4. Detroit is making a lot of small cars now. I think that is very good. I like these small cars and hope to save enough money to own one in a few years.
5. The current prime minister of Ethiopia is not a good person.

3.4 LET US SUM UP

The ability to write short and meaningful sentences is not developed overnight. The exercises you have just done give you the techniques to improve or revise overloaded sentences, and support sentences with reasons, facts, or examples. Unless you are able to do so, your readers will be bored of reading your writings, and there by end up being confused in the middle of their reading. It is therefore advisable to practice writing sentences of reasonable length, avoiding the over use of the connective 'and', as we have seen. Also, it is advisable to support your views, opinions, or suggestions with working examples, facts, or reasons.

This way, you will be able to successfully capture the attention of your readers.

3.5 ANSWERS TO CHECK YOUR PROGRESS

The answers below are suggestions. There are many ways of revising the sentences.

1. Some children learn to read at age three or four. Others learn in school, and experts disagree about the value of early training in reading.
2. Hurricanes are tropical cyclones, and they start over oceans, especially near the equator. The winds can reach 150 miles per hour. The most destructive hurricane occurred in 1972.
3. The art department offers classes in ceramics and photography. This year there will be a print making class, and many students are eager to learn about etching and lithography.
4. One tree in our town is sixty-five years old. It has a hole in the trunk, and twenty people can stand inside it. Our elders used the tree long ago as a meeting place.
5. Horrible faces glared at me from the shelves in the costume shop. All of them were contorted, and most of them were scarred. They were a deathly gray with a greenish cast.

Exercise 2. Unsupported Statements

You may use a variety of facts, examples, or reasons to support the following statements. The answers here should be seen as suggestions.

1. Parents and teachers often complain about how much time young people spend watching TV. However, many TV shows are good for us to watch as they are educational.
2. According to the state law, you have to be eighteen before you can get a descent job, as you are not mature enough to shoulder challenging responsibilities. I think is not acceptable because those who are orphans may not have other alternatives to sustain their lives. I think the law should be changed to accommodate those who don't have any other means of survival.
3. I think the idea of introducing peer evaluation is good because peers will feel secure talking over their weaknesses and strengths with one another.
4. Detroit is making a lot of small cars now. I think that is very good because this responds positively to congested traffic. I like these small cars and hope to save enough money to own one in a few years.
5. The current prime minister of Ethiopia is not a good person, because he doesn't have good attitudes toward the educated section of the society.

UNIT 4: FAULTY PARALLELISM AND COMPARISONS

CONTENTS

- 4.0 Aims and Objectives
- 4.1 Introduction
- 4.2 Faulty Parallelism/ Comparison
- 4.3 Let us Sum up
- 4.4 Answers to Check Your Progress

4.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- improve sentences that contain imparallel sentence structure
- improve sentences that contain faulty comparisons;

4.1 INTRODUCTION

In an attempt to compare some items in a sentence, mistakes such as wrong comparisons are made. Also, structures of different classes are often used forming imparallel construction. The purpose of this unit is therefore to give you more practice in improving faulty parallelisms and comparisons.

4.2 FAULTY PARALLELISMS

Faulty parallelism occurs when two or more expressions which belong to different speech parts, or word classes, or structures are used in sentences. Look carefully at the examples beneath.

FAULTY: Last summer I learned tennis, to swim, and riding a horse. (In a series of three, one is a noun, the second is infinitive, and the third is -ing, thus spoiling the parallelism. So we can make all of them infinitives or -ing form.

IMPROVED: a) Last summer I learned to play tennis, to swim, and to ride a horse.

b) Last summer I learned playing tennis, swimming, and riding a horse.

FAULTY: Sunday is a good day for sleeping late, eating a big breakfast, and to spend hours reading fiction. (The third item in the series is an infinitive. It is therefore to change to the -ing, or change the other two into infinitive.

IMPROVED: Sunday is a good day for sleeping late, eating a big breakfast, and spending hours reading fiction.

IMPROVED: Sunday is a good day to sleep late, to eat a big breakfast, and to spend hours reading fiction.

FAULTY: A man with a large package and armed with a shotgun ran up the street. (The first underlined part is a prepositional phrase, and the second one is a participial phrase).

IMPROVED: A man with a large package and a shotgun ran up the street.

FAULTY: My grandfather was a Baptist, a Republican and loved to argue.
Np. Np. Vp.

IMPROVED: My grandfather was a Baptist, a Republican and a lover of argument.
Np. Np. Np.

FAULTY: My grandfather was a Baptist, a Republican and a lover of argument.
Np Np Vp

IMPROVED: My grandfather was a Baptist, a Republican and a lover of argument.
Np Np Np

FAULTY: I found him both cooperative and that he knew the work
Adj. Vp

IMPROVED: I found him both cooperative and knowledgeable.
Adj. Adj.

IMPROVED: I found that he was cooperative and that he knew the work.

Check Your Progress -1

Exercise 1

Now try to improve the following in the same manner.

1. A good scholar must be precise and possess originality.
2. Consider the origins of man and how he has developed.
3. This morning I went to the hairdresser, shopping at Merkato, and lunching at Bole.
4. He was praised by the priests, flattered by the pops but the people hated him.
5. The pilot received orders to bomb the target and that he would then return home.
6. He hoped for an increase in salary and to get a longer holiday.
7. Adane plans to study electronics and then working in his uncle's plant in Jimma.
8. To develop the reading habit, get yourself some interesting books and magazines, and a little reading should be done each day.
9. The ancient Egyptians had broad shoulders, narrow hips, and with finely molded hands and feet.
10. The atmosphere of the earth bends the moon's rays and giving a false impression of its position in the sky.

Faulty Comparisons

Faulty comparisons occur when wrong items are compared. Look at the examples below.

1. Learning English in Ethiopia is different from England. (The comparison here is made between learning English in Ethiopia, on one hand, and England on the other. It should have been between learning English in Ethiopia, and learning English in England. Therefore, the sentence can be revised as:

Learning English in Ethiopia is different from learning it in England.

2. The reception on my radio is better than you. (Reception on my radio and you are compared.) The revised version could be.

a) The reception on my radio is better than yours. Or

b) The reception on my radio is better than the reception on your radio.

Exercise 2. Revise the following in the same way.

1. TV. Commercials do not bother me as much as radio.
2. Life in Ethiopia is different from Kenya.
3. My reading styles are better than you.
4. My experience in this job is similar to my brother.
5. I like orange like you.

4.3 LET US SUM UP

When you use structures or expressions that are not of similar structure, your sentences appear to be awkward or clumsy. Also, in comparing items, you may sometimes end up dealing with items that are in no way related. The former is an example a faulty parallelism. The latter is of faulty comparison. Therefore, you should always check that the structures of the items you include in the sentences are similar. You should also make sure that you are comparing comparable items in your sentences.

4.4 ANSWERS TO CHECK YOUR PROGRESS

Exercise 1. Faulty parallelisms

1. A good scholar must be precise and original. Or,
A good scholar must possess precision and originality.

2. Consider the origins and developments of man. Or,
Consider how man has originated and developed.
3. This morning I went to the hairdresser, shopped at Merkato, and lunched at Bole.
4. He was praised by the priests, flattered by the pops but hated by the people.
5. The pilot received orders to bomb the target and return home.
6. He hoped for an increase in salary and a longer holiday.
7. Adane plans to study electronics and work in his uncle's plant in Jimma.
8. To develop the reading habit, get yourself some interesting books and magazines, and do a little reading each day.
9. The ancient Egyptians had broad shoulders, narrow hips and finely molded hands and feet.
10. The atmosphere of the earth bends the moon's rays and gives a false impression of its position in the sky.

Exercise 2. Faulty comparisons

1. TV commercials do not bother me as much as radio's.
2. Life in Ethiopia is different from life in Kenya.
3. My reading styles are better than yours, or your reading styles.
4. My experience in this job is similar to my brother's or my brother's experience.
5. I like orange like you do.

UNIT 5: EMPTY EXPRESSIONS AND REDUNDANCE

CONTENTS

- 5.0 Aims and Objectives
- 5.1 Introduction
- 5.2 Empty Expressions
- 5.3 Redundance
- 5.4 Let Us Sum Up

5.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- avoid the use of empty expressions;
- improve sentences taking out unnecessary repetition.

5.1 INTRODUCTION

Emphasis here is placed on the methods used for improving sentences that contain empty expressions and unnecessary repetition of ideas (redundance). You will ultimately be able to write clear and concise sentences that carry meaningful message across.

5.2 EMPTY EXPRESSIONS

These are unnecessary words or phrases that add almost nothing to the meaning of a sentence. They just make it wordy. Sentences that contain such expressions are therefore called padded sentences.

Example

Padded: What I really want is to be an engineer.

Revised: I want to be an engineer.

(What I really...is unnecessary.)

Padded: We didn't go to school because of the fact that there was a heavy traffic.

Revised: We didn't go to school because there was a heavy traffic. (Of the fact that is unnecessary)

Padded: The point is that travel to Mars has become a reality.

Revised: Travel to Mars has become a reality (The point is that is unnecessary).

The following expressions add nothing or little to the meaning of sentences.

- due to the fact that
- because of the fact that
- owing to the fact that
- on account of the fact that
- what I mean is
- what I believe is
- what I want is
- what I want to say is, etc

Check Your Progress -1

Empty expressions

Now revise the following eliminating empty expressions.

1. The reason that I called was to tell you that the meeting was cancelled.
2. Whenever it happens to rain hard, our cellar fills up with water and becomes a lake.
3. I lied to you about the fact that I was a lawyer.
4. Due to the fact that the weather was bad, I stayed indoors and studied.
5. What I really believe is that planning lies at the heart of success.
6. The thing that nobody could understand was Almaz's fear.
7. Many people these days are dying on account of the fact that they are infected by HIV Virus.
8. You must admit that even if you don't admire him that he plays well.
9. I know that if I study hard that I can get a scholarship.
10. What I mean is that his ideas of summer camp are not realistic.

REDUNDANCE

- Redundance means repetition. So there are sentences that repeat an idea and end up where they started.

Example

Redundance: The hungry wolf ate ravenously.

Revised: The wolf ate ravenously. ('ravenously' shows that the wolf was hungry. Thus 'hungry' is unnecessary.)

Redundance: He had no friends, and so he was always alone.

Revised: He had no friends. (The second part simply repeats the first idea)

Redundance: Do you have a spare pencil that you are not using?

Revised: Do you have a spare pencil: Or

Do you have a pencil that you are not using? (Spare and that you are not using mean the same. Thus, only one of them should be maintained)

Redundance: The hot, steamy asphalt shimmered.

Revised: The steamy asphalt shimmered. (Steamy includes hot.)

Exercise 2. Redundance

Now revise the following eliminating unnecessary repetitions.

1. Friday is the final deadline for the report.
2. The descending waterfall was graceful.
3. Everyone laughed throughout the entire movie.
4. I have a minor crisis in my life, and to me it presents a problem
5. Many people don't like going into tall skyscrapers.
6. The movie was dull, and I found it very boring.
7. Can you keep this secret confidential?
8. The observatories are open to the public and everyone is invited to see them.
9. Pieces of advice are constantly needed all of the time.

10. If you have ever been to the zoo, you know what a great time you can have there. The zoo is a place to visit again and again. At the zoo there is always something new, wonderful and educational.

5.4 LET US SUM UP

As we have already seen, empty expressions and unnecessary repetition of ideas (redundance) do not add meaning to the sentences you write. They rather make them bulky or wordy. In other words, they make your writings padded. You should therefore revise your sentences, paragraphs, compositions, etc for possible empty expressions, unnecessary repetitions. You should always aim at communicating your ideas as briefly as possible.

5.5. ANSWERS TO CHECK YOUR PROGRESS

Exercise 1. Empty Expressions

1. I called you to tell you that the meeting was cancelled.
2. Whenever it rains hard, our cellar fills up with water and becomes a lake.
3. I lied to you about my being a lawyer.
4. Because the weather was bad, I stayed indoors and studied.
5. I believe planning lies at the heart of success.
6. Nobody could understand Almaz's fear.
7. Many people, these days, are dying as they are infected by HIV virus.
8. You must admit that he plays well.
9. If I study hard, I can get a scholarship.

10. His ideas of summer camp are not realistic.

Exercise 2. Redundance.

1. Friday is the deadline for the report.
2. The waterfall was graceful.
3. Every one laughed throughout the movie.
4. I have a minor crisis in my life.
5. Many people don't like going into skyscrapers.
6. The movie was dull/ I found the movie very boring.
7. Can you keep this secret? /can you keep this confidential?
8. The observatories are open to the public.
9. Pieces of advice are constantly needed.
10. If you have ever been to the zoo, you know what a great time you can have there.

UNIT 6: VARYING SENTENCE BEGINNINGS

CONTENTS

- 6.0 Aims and Objectives
- 6.1 Introduction
- 6.2 Varying Sentence Beginnings
- 6.3 Let Us Sum Up
- 6.4 Answers to Check Your Progress

6.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- write same sentences with a variety of beginnings.

6.1 INTRODUCTION

You will be exposed to the techniques used for varying sentence beginnings. This will allow you to develop the skill of placing expressions

in different positions in a sentence. This in turn will help you to develop flexibility in writing sentences.

6.2 VARYING SENTENCE BEGINNINGS

You want people to enjoy reading what you have to say. You are therefore interested in making your writing lively and effective. One way to achieve this is to vary the beginnings of your sentences, to give them a new look by inverting the order of their parts. The most natural way to begin a sentence is with the subject.

SUBJECT: The boy was caught in the pool and watched for his friend, the bear.

ADVERB: Reluctantly, the boy fastened the collar on the bear cub.

The boy (reluctantly) fastened the collar on the bear cub
(reluctantly)

PHRASE: a) For days he watched them. [Prepositional phrase]

He watched them for days.

b) Driving with one hand, he headed for home. [Participial phrase]

He headed for home driving with one hand.

CLAUSE: If he rode the horse with its rhythm, he could ride every horse in the herd. [Adverb Clause]

He could ride every horse in the heard if he rode the horse with its rhythm.

Look at the additional examples below, and try the remaining.

a) We can see about 3,000 stars on a clear night.

On a clear night, we can see about 3,000 stars.

b) Only the nearest and brightest stars are visible in the vast sea of stars.

In the vast sea of stars, only the nearest and brightest stars are visible.

Check Your Progress: 1

Now vary the beginnings of the sentences below. Using the clues given in parentheses.

1. Fainter and invisible stars stretch endlessly beyond the reaches of our imagination. (Adverb)
2. There are 100 billion stars in just our own galaxy, the Milky Way. (Prepositional phrase)
3. The Milky way would look like a giant fried egg if we could look down on it. (adverb clause)
4. Our sun is actually just one star in the galaxy. (adverb)
5. The Milky Way, bulging in the middle, spans 10,000 light-years at the center (Participial Phrase)
6. Our solar system travels 250 miles per second; although we do not feel the motion. (Adverb clause)
7. One complete orbit around the galaxy nevertheless takes 250 million years. (adverb)
8. Orbiting stars form graceful spiral arms in the outer part of the galaxy. (Prepositional phrase)
9. One spiral arm, extending through the constellations pursues and (Cassiopeia, reaches out 7,000 light-years from the sun. (Participial phrase)

6.3 LET US SUM UP

As I have already discussed, varying sentence beginnings is one way of maintaining flexibility in writing sentences. If you always use the same

pattern in beginning your sentences, you may end up boring your readers. Therefore, to give flavor, or beauty to your sentences, you should practice putting the various elements of sentences in different positions without affecting the meaning of your sentences. We have just practiced how to vary sentence beginnings.

6.4 ANSWERS TO CHECK YOUR PROGRESS

Exercise Varying Sentences Beginnings

1. Endlessly, fainter and invisible stars stretch beyond the reaches of our imagination.
2. In just our own galaxy, the Milky Way, there are 100 billion stars.
3. If we could look down on it, the Milky Way would look like a giant fried egg.
4. Actually, our sun is just one star in the galaxy.
5. Bulging in the middle, the Milky Way spans 10,000 light years at the center.
6. Although we do not feel the motion, our solar system travels 250 miles per second.
7. Around the galaxy, one complete orbit nevertheless takes 250 million years.
8. In the outer part of the galaxy, orbiting stars form graceful spiral arms.
9. Extending through the constellations Perseus and Cassiopeia, one spiral arm reaches out 7,000 light-years from the sun.

UNIT 7: JOINING SENTENCES

CONTENTS

- 7.0 Aims and Objectives
- 7.1 Introduction
- 7.2 Joining Sentences
- 7.3 Let us Sum Up
- 7.4 Answers to Check Your Progress

7.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- meaningfully combine sentences (Using appropriate connectives).

7.1 INTRODUCTION

Here you will learn to combine/ join sentences in any meaningful way: using connectives, and avoiding repeated ideas.

7.2 JOINING SENTENCES

Linking Ideas: reason; result

What is the link between these two sentences? What words can you use to join them?

- a) Diamonds are used for drills.
- b) Diamonds are very hard.

Look at these two sentences. Which sentence gives a reason? How could you join them?

- c) You can see through glass.
- d) Glass is used for windows.

When you write something which your readers may not understand or may not agree with, you can support it with REASONS. Sentence (b) is a reason for sentence (a). To show it is a reason, you can join the sentences in one of these ways:

Result: Diamonds are used for drills
because
since
as
Reason: Diamonds are very hard

Sentence (d) is a result of sentence (c). To show this you can link the sentences using these words.

reason: you can see through glass
so
therefore
hence
result: Glass is used for windows

When you use therefore, you put a comma or a full stop before it.

- i) You can see through glass, therefore it is used for windows.
- ii) You can see through glass. Therefore, it is used for windows.

Note how repeated nouns become pronouns when such sentences are linked.

- i) Diamonds are used for drills because they are very hard.
- ii) You can see through glass so it is used for windows.

Check Your Progress: -1

Exercise 1

Choose a suitable statement from the three alternatives given. Then copy and complete the empty boxes. Join the statements in the boxes with a connecting word. Change the repeated nouns to pronouns.

1. reason: Wood is cheap and strong.

result:

- a. wood is easy to cut.
- b. wood is used for buildings.
- c. wood burns easily.

2. reason: Copper conducts well

result:

- a) copper is used for electric wires.
- b) Copper is a soft metal.
- c) Copper is easily made into wires.

3. result: Hydrogen was used to fill airships.

reason:

- a) Hydrogen is a gas.
- b) Hydrogen is lighter than air.
- c) Hydrogen has no taste or smell.

4. reason: Petrol burns very easily.

result:

- d) Petrol is expensive.
- e) Petrol is used for cars.
- f) Petrol must be stored carefully.

5. result: Ships are painted.

reason: _____

- a) Ships carry large cargoes.
- b) Paint can be of any color.
- c) Steel rusts in water.

Exercise 2

Copy the diagrams and complete each blank with a statement of your own. Then join the two statements with a connecting word.

1. You are exposed to STDS such as Gonorrhea.

reason: _____

2. reason: _____

The handles of pots and pans are often made of wood.

3. Sea water contains too much salt.

Result: _____

4. Life at college is miserable

Reason: _____

5. People do not have enough to eat

Reason:

Linking Ideas: Qualification

Study these statements. Both are true. Is there anything that surprises you about them?

1. There is plenty of food in the world.
2. Many people do not have enough to eat.

What words can you use to join these statements?

After sentence (1), sentence 2 is unexpected. Sentence 2 is a qualification. To show this, you can join the sentences using these words:

There is plenty of food in the world

although

but

however,

Many people do not have enough to eat.

Study how these words are used in these examples:

- a) There is plenty of food in the world but many people do not have enough to eat.
- b) There is plenty of food in the world. However, many people do not have enough to eat.
- c) Although there is plenty of food in the world, many people do not have enough to eat.

Note the punctuation in examples b and c.

Exercise 3

Link each statement in column **a** with a qualification from column **b**.

a

b

- | | |
|---|---|
| 1. Mars is like Earth in some ways
recover. | a) The gold is not easy to |
| 2. The sea contains a lot of gold. | b) We are not trying
hard enough to find new
sources of energy. |
| 3. All the oil in the world will soon be used up | c) Rice is not grown
much |
| 4. Nuclear power can be used to make electricity. | d) People can buy
less |
| 5. When there is inflation, | e) Man can't live on
Mars. |
| 6. Rice can be grown in Europe. | f) Many people are
against using nuclear power. |

Linking Ideas: Addition, contrast, and choice

Two sentences that state related ideas of equal importance can usually be combined into a single statement by a comma and the word “and”

Example

- a) The storm will pass tonight. Tomorrow will be fair.
- b) The storm will pass tonight, and tomorrow will be fair.

The sentences could also be joined by a semicolon

The storm will pass tonight; tomorrow will be fair.

Two sentences that state contrasting ideas of equal importance can usually be joined by a comma and the word “but”.

- a) Tomorrow will be fair. Another storm is on its way.
- b) Tomorrow will be fair, but another storm is on its way.

Two sentences that express a choice between ideas of equal importance usually can be joined by a comma and the word “or”.

- a) Will the weekend be sunny? Is another storm coming?

- b) Will the weekend be sunny, or is another storm coming?

Exercise 4

Join each pair of sentences using and, but, or Or.

1. Many people believe in UFO's. Few have ever seen one.
2. Do I have to wear glasses? Can I wear contact lenses?
3. My friend failed his first flying test. He became one of the most famous pilots of his time.
4. The team's record must improve. The coach might be fired.
5. The force of the storm increased. The city was paralyzed.

Joining Sentence Parts

Two sentences may express ideas that are so closely related that words are repeated in the sentences. It is usually best to combine such sentences and eliminate the repeated.

Sentence parts with similar parts of equal importance can often be joined by "and" (underlined words are eliminated.)

- a) Abebe stepped onstage. Abebe walked to the podium.
- b) Abebe stepped onstage and walked to the podium.
- a) The newspapers ignored the election. Tv stations ignored it, too.
- b) The newspapers and TV stations ignored the election.

Sentence parts that express contrasting ideas usually can be joined by "but"

- a) I arrived late. I worked harder than anyone else.
- b) I arrived late but worked harder than anyone else.

Sentence parts that express a choice between ideas usually can be joined by "or".

- a) Is the shuttle launch scheduled for Thursday?
Is the shuttle launch scheduled for Friday?
- b) Is the shuttle launch scheduled for Thursday or Friday?

Exercise 5

Join the related parts in each pair of sentences by following the directions in parenthesis. Eliminate the underlined words.

1. Leila called. Anley called. (Join related parts with and)
2. The software for this system is excellent. It is expensive, though. (Join related parts with but.)
3. Most of the popular musical groups are from Addis Ababa. Many are from Dire Dawa. (Join related parts with or.)
4. Computers fascinate some people. Computers terrify others. (Join parts with but and replace the underlined with a pronoun).
5. Jabessa took a quick look toward first base. Then Jabessa went into his windup. (Join related parts with and).

Adding Groups of Words

Sometimes you can add a group of words without changing it. When the words give more information about someone or something, add them near the name of the person or thing.

- a) Abay stacked the cartons. They are in the basement.
 - b) Abay stacked the cartons in the basement.
-
- a) The clouds were alarming. The clouds were on the horizon.
 - b) The clouds on the horizon were alarming.
-
- a) Gemechu was waiting. He was at the corner.
 - b) Gemechu was waiting at the corner.

Exercise 6

Combine each of the following pairs of sentences by adding a group of words to the first sentence. Eliminate the underlined words.

1. The gray door leads to the main office. The door is at the end of this hall.

2. The call was from Nebiu Isayas. He is a newspaper reporter. (Use a comma)
3. The flight is from Gore. The flight is arriving at Gate 16.
4. Brass was first produced in ancient Rome. Brass is an alloy of copper and zinc.
5. The historic park contains houses and shops. The houses and shops date back to the 18th century. (Use the -ing form of date)

Using Relative Pronouns

Study these facts about James Watt.

- a) He was an engineer.
- b) This engineer invented a steam engine.
- c) His engine had a special part.
- d) The part changed steam back into water.
- e) Watt was born in Scotland.
- f) He made his first experiments in Scotland

Look at sentences (a) and (b). The word engineer is in both sentences. You can join them like this.

Watt was an engineer who invented a steam engine.

The underlined part is a relative clause. In the relative clause, you replace 'This engineer' by who. Who is used for a person or people.

Look at how you join sentences (c) and (d).

His engine had a special part which changed steam into water.

Which is used for things.

Look at how you join sentences (e) and (f).

Watt was born in Scotland, where he made his first experiments.

Where is used for places if the place has a preposition (Eg. In, on, at, to) before it in the second sentence. If there is no preposition, you use which.

Watt was born in Scotland. Scotland is part of Britain.

Watt was born in Scotland, which is part of Britain.

Make sure the relative clause comes immediately after the noun it describes. What is wrong with this sentence?

The Nile flows from Lake Victoria, which is the longest river in Africa.

Exercise 7

Join the facts about the following personalities using relative clauses. Refer to the examples given above.

1. Gandhi

- a) Gandhi was a politician.
- b) He led the independence movement in India.
- c) He studied in London.
- d) He became a lawyer in London.
- e) He went to South Africa.
- f) He become a leader of the Indians in South Africa.
- g) He returned to India and helped to lead the nationalist movement.
- h) This movement won freedom from Britain in 1947.

2. Columbus

- a) Columbus was an explorer.
- b) He crossed the Atlantic in 1492.
- c) He wanted to find a sea-route to Asia.
- d) Many valuable things were made in Asia.
- e) He discovered a new country.
- f) He believed the country was a part of Asia.
- g) He called the people Indians.
- h) The people lived in the Americas.

3. Shakespeare

- a) Shakespeare was a writer.

- b) He was born in Stratford in 1567.
- c) Stratford is a small town.
- d) It is in the West of England.
- e) Shakespeare wrote many plays.
- f) They are still performed today.
- g) He spent much of his life in London.
- h) He worked in a theatre in London as a writer and actor.

7.3 LET US SUM UP

As we have seen, there are many ways of connecting or joining sentences together. Depending on the relation between ideas connectives that show contrast, addition, qualification, etc can be used. Also, relative pronouns can be used to bring ideas together. Whichever techniques you use, you should attempt to reduce the repetition of ideas, and maintain short combined sentences that give meaning to your readers. Also, your combined sentences should demonstrate your accurate use of the connectives.

7.4 ANSWERS TO CHECK YOUR PROGRESS

Exercise 1

1. Wood is cheap and strong, therefore it is used for buildings.
2. Copper conducts well, therefore it is used for electric wires.
3. Hydrogen was used to fill airships because it is a gas.
4. Petrol burns very easily, therefore it must be stored carefully.
5. Ships are painted because steel rusts in water.

Exercise 2 (Suggestions)

1. You are exposed to STDS such as Gonorrhea if you practice unsafe sex.
2. To protect breakage, the handles of pots and pans are often made of wood.

3. Sea water contains too much salt, therefore it should be desalinated before it is drunk.
4. Life at college is miserable if you are not planned.
5. People do not have enough to eat because there are more people than there are food items.

Exercise 3

1. (e), but man can't live on it.
2. (a), but it is not easy to recover.
3. (b), but we are not trying hard enough to find new sources of energy.
4. (f) but many people are against using nuclear power.
5. (d)....
6. (c)....

Exercise 4

1. Many people believe in UFO's, but few have ever seen one.
2. Do I have to wear glasses, or can I wear contact lenses?
3. My friend failed his first flying test, but he became one of the most famous pilots of his time.
4. The team's record must improve, or the coach might be fired.
5. The force of the storm increased, and the city was paralysed.

Exercise 5

1. Leila and Anley called.
2. The software for this system is excellent, but it is expensive.
3. Most of the popular musical groups are from Addis Ababa, or Dire Dawa.
4. Computers fascinate some people, but they terrify others.
5. Jebessa took a quick look toward first base and went into his wind up.

Exercise 6

1. The gray door at the end of this hall leads to the main office.
2. The call was from Nebiu Isayas, a newspaper reporter.
3. The flight arriving at Gate 16 is from Gore.
4. Brass an alloy of copper and zinc was first produced in ancient Rome.
5. The historic park contains houses and shops dating back to the 18th century.

Exercise 7

1. Gandhi

- Gandhi was a politician who led the independence movement in India.
- Gandhi studied in London where he became a lawyer.
- Gandhi went to South Africa where he became a leader of the Indians.
- Gandhi returned to India and helped to lead the nationalist movement which won freedom from Britain in 1947.

2. Columbus

- Columbus was an explorer who crossed the Atlantic in 1492.
- He wanted to find a sea-route to Asia where many valuable things were made.
- He discovered a new country which he believed was a part of Asia.
- He called the people Indians who lived in the Americas.

3. Shakespeare

- Shakespeare was a writer who was born in Stratford in 1567.
- Stratford is a small town which is in the west of England.
- Shakespeare wrote many plays which are still performed today.
- He spent much of his life in London where he worked in a theatre as a writer and actor.

Block II. Fundamentals of Writing

UNIT 8: THE PROCESS OF WRITING

CONTENTS

- 8.0 Aims and Objectives
- 8.1 Introduction
- 8.2 The Process of Writing
- 8.3 Let us Sum Up
- 8.4 Answers to Check Your Progress

8.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- choose appropriate subject (s) for writing;
- narrow/ limit the subject (s) to required levels of specificity;
- decide on audience and purpose for the narrowed subject (s);
- gather relevant information for the narrowed subject (s) and
- evaluate and organize your information.

8.1 INTRODUCTION

In this unit you will be exposed to the different stages in the writing process: Pre-writing, writing the first draft and revising. The better you understand this process, the more satisfying and successful your writing will be.

8.2 THE PROCESS OF WRITING

Effective paragraph or essay writing is conceived as a process. Thus, before you embark on the actual writing of a paragraph or an essay, there are certain basic things you should take-care of. Even after you have written your paragraph or composition, the writing does not end there. You will still be concerned with revising for more quality products. It is therefore to this end that this unit is devoted to.

The process of writing consists of three stages.

- I. Pre-writing
- II. Writing the First Draft, and
- III. Revising.

8.2.1 Pre- Writing

The first stage in the writing process is called pre-writing. During this stage you generate ideas, allow your thoughts to take shape, and arrive at an organized plan for writing.

A. Choosing and Limiting Your Topic

Your first goal during pre-writing is to think of possible subjects. As you explore your interests and experiences, jot down all ideas that come to mind. Make lists or just write freely for a few minutes, letting your mind lead from one thought to the next. Your scattered thoughts will soon take the shape of clear ideas.

To produce a list of possible topics for your writing, begin by asking yourself the following wh-questions:

- i) What do I know about?
- ii) What would I like to learn more?
- iii) What do I remember from my reading and past experiences?
- iv) What is happening to me or around me that I could observe or record?

The answers to these questions may provide you with possible topics for your paper. In general, you are advised to

- Choose a subject that interests you.
- Choose a subject that will interest your audience.
- Choose a subject you know enough about now or can learn about later.

Check Your Progress: 1

Exercise 1. Thinking of Subjects

For the following partial sentences, suggest possible topics.

1. Outside of school, I've learned how to _____.
2. My hobbies are _____.
3. The sports and games I most enjoy are _____.
4. The careers that interest me the most are _____.
5. My jobs around the house include _____.
6. The TV shows I like the most are about _____.
7. The people I admire most are _____.
8. Places I would like to visit are _____.
9. The things I have done to earn more money are _____.
10. I've always wondered why _____.

Limiting your Topic

Once you have chosen a subject, the next step is to limit it. Limit your subject so that it can be adequately covered in one paragraph.

The following chart shows examples of general subjects that have been gradually limited or narrowed.

GENERAL SUBJECT	MORE LIMITED	LIMITED SUBJECT
games	board games	chess
football	backs	running backs
sports	basketball	fouls
novels	<u>Great Expectations</u>	the
character pip		
trees	sequoias	age of sequoias

THE LIMITED SUBJECT doesn't mean it is narrow enough to be dealt within a single paragraph. You need to focus your thoughts by expressing the main idea in a phrase.

Eg. Limited Subject: Basketball Fouls

Focus: Why players sometimes commit Fouls on purpose.

Now "Why players sometimes commit Fouls on purpose" is a more limited topic/ subject that can be used for writing a paragraph. Your purpose in writing therefore will not be anything else, but to try to answer the question "why players sometimes commit Fouls on purpose."

Exercise 2. Limiting Subjects

Make three columns on your paper and label them General subject, more Limited, and Limited subject.

Example: Cars

<u>General subject</u>	<u>More Limited</u>	<u>Limited subject</u>
1. Cars	old cars	Ford model T

Then, you can focus on one aspect of the limited subject.

Example: Ford Model T

Focus: Ford Model T as the cheapest car.

- | | |
|----------------|----------------|
| 1. Music | 6. Languages |
| 2. Agriculture | 7. Villages |
| 3. Education | 8. Starvation |
| 4. Culture | 9. Food |
| 5. Religion | 10. Corruption |

Exercise 3. Limiting Subjects

Look at the examples below, and narrow down the subjects as required.

1. a) Farming in Ethiopia.
b) Diary Farming in Ethiopia.
c) Diary Farming in Addis Ababa.
d) The Shola Diary Farm.
 - Personnel } only one of this at a time
 - Facilities } For example: The sales of the Shola DiaryFarm in 2003
 - Sales
2. a) AIDS in Africa
b) AIDS in Ethiopia
c) AIDS in Addis Ababa
d) AIDS in zone 3
e) The Number of AIDS patients in my Kebele.

If you carefully look at the two examples above, you can see that the first general or broad subjects are logically narrowed down in descending order (Starting with the most general subject and ending with a more or less narrowed topic appropriate for paragraph writing.)

Narrow the following broad subjects at least 4 or 5 steps down.

- | | |
|-------------|-----------|
| a) Marriage | d) Books |
| b) Culture | e) Cities |
| c) War | |

B. Deciding on Your Purpose

Once you have selected and limited your topic, you can limit it by deciding exactly what you want to say about your topic. Do you want to analyze it? Describe it? Explain it? Criticize it? Defend it? You must also decide what effect you want your writing to have. Do you want to inform? Entertain? Persuade? You may even write a purpose statement which you would use for your own consumption. This would help to be more focused, and not to be outside it when you embark on the actual writing process.

Example: Ford Model T

Focus: Why Ford Model T was so popular

Purpose: to explain (by providing reasons) about the popularity of Ford Model T.

Exercise 4

Write a purpose for each of the following focused topics

1. How hard the human heart works
2. What UFO's are
3. The Benefits of owning a pet
4. The importance of self-confidence
5. School spirit at our school

C. Identifying Your Audience

Not only should you determine the effect you wish to create on your readers, you must also pinpoint who those readers are. Your audience will indicate the type of vocabulary and level of language you should use. Ask yourself the following questions:

- what do my readers already know?
- how familiar are they with my topic?
- what are their attitudes or opinions toward it?

For example, if you choose the topic 'Nuclear Physics' with a teenager in mind, you will definitely find out that the topic would be inappropriate for two main reasons: firstly, conceptually, it is difficult for a teenager, also, the words you will use would be quite technical, and can't be understood by the teenager. Thus, you should always consider the age and maturity of your readers, among other things.

D. Gathering Your Supporting Information

Once you have limited your subject, and decided on your audience and purpose, the next step is to list details/ supporting ideas that will help you explain or develop it. There are many kinds of details that may be used to develop a paragraph. This will be discussed under 'Methods of development' elsewhere in this course material. The choice depends on the purpose of the paragraph and kinds of questions a reader may have about the subject.

The focus of your subject often offers a clue to the kinds of details you should use. In the following examples, the focus calls for facts.

Example 1

LIMITED SUBJECT: the Heart

FOCUS: How hard the human heart works

FACTS: * beats between 60 and 80 times per minute.

* pumps a little more than 5 quarts of blood each minute.

* in an average lifetime, beats 3 billion times

The following subject calls for example (2)

LIMITED SUBJECT: UFO's

FOCUS: Possible explanations of UFO's

EXAMPLES: * aircraft and weather balloons.

* orbiting space satellites.

* sunlight glowing on ice crystals in clouds.

The ideas under 'Facts' and 'examples' above are called details/supporting ideas that can be used to develop or explain the focused subject

Exercise 5

List four details or supporting ideas for each of the following focused subjects.

1. FOCUSED SUBJECT: The Appearance of my Friend

DETAILS: 1.

2.

3.

4.

2. FOCUSED SUBJECT: How to get Ready For Exams

DETAILS: 1.

2.

3.

4.

3. FOCUSED SUBJECT: Things to do in National Parks

DETAILS: 1.

2.

3.

4.

4. FOCUSED SUBJECT: The benefits of owning a cat

DETAILS: 1.

2.

3.

4.

5. FOCUSED SUBJECT: The Importance of self-confidence

DETAILS: 1.

2.

3.

4.

6. FOCUSED SUBJECT: Why I remember yesterday

DETAILS: 1.

- 2.
- 3.
- 4.

7. FOCUSED SUBJECT: My Favorite Teachers

- DETAILS: 1.
- 2.
 - 3.
 - 4.

8. FOCUSED SUBJECT: Places to see buffalo

- DETAILS: 1.
- 2.
 - 3.
 - 4.

9. FOCUSED SUBJECT: People whose names became words

- DETAILS: 1.
- 2.
 - 3.
 - 4.

10. FOCUSED SUBJECT: Classes that tenth graders
take

- DETAILS: 1.
- 2.
 - 3.
 - 4.

E. Evaluating and Organizing Your Information

Looking at your lists and notes, evaluate their content. Are there any unrelated details that should be deleted? Details to be added for clarity? Next, decide how your material can most effectively be organized. What would be a clear order of this particular type of information? What would make the most sense to your readers? The details of a simple story, for example, would probably be organized in the order in which they occurred. The arguments of a persuasive piece would be arranged to build up to the most powerful argument.

Example

The following example contains all the four steps we have so far seen. But the details are not logically arranged.

This means the last step is not taken care of. The writer has simply listed his /her ideas without paying attention to which should come first, and which should come next.

Focused Subject: Muscles Helped by swimming front Crawl.

Purpose: to give factual information

Audience: My science class friends

Details: - leg muscles in kicking

- arm and chest muscles in reaching

- waist and lower back in side to side motion.

- Neck in breathing motion

The details therefore need to be rearranged in some way. For example:

- neck in breathing motion
- arm and chest muscles in reaching
- waist and lower back in side to side motion
- leg muscles in kicking.

The arrangement here starts from the neck, and logically moves to the leg. The reverse can also give sense.

8.2.2 Writing a First Draft

After pre-writing, you are ready for the next stage of the writing process. Writing the first draft. The first draft should contain all the elements of a paragraph. These are a topic sentence, supporting sentences, and a concluding sentence. At this stage, don't worry about details such as spelling and punctuation. You will have the opportunity to correct these and other errors during revision. Remember, a first draft is not a final

product. Even professional writers complete several drafts of any piece of writing before they are satisfied.

Writing a Topic sentence

Earlier it has been pointed out that a topic sentence is one of the elements of your first draft. By the time you are ready to write a topic sentence, you already have some prewriting notes that include your focused subject and organized list of details. You can now use those notes to write a clear topic sentence. A topic sentence should express the main idea of your paragraph and bind together all the supporting details.

Suppose you had decided to write about whales. Your prewriting notes might look like this.

FOCUSED SUBJECT: Supports of the great whales

DETAILS: * different spouts for different whales

* blue whale -tall and slender spout

* gray whale -low and bushy

* right whale -V-shaped, like a heart

* sperm whale -Spout blown forward at an

angle

If you next try to express the main idea in one sentence, you might write the following.

Whale watchers can tell one kind of great whale from another by the shape of its spout.

This can then be followed by supporting sentences which are written using the details already organized.

Writing Supporting Sentences

When you are satisfied with your topic sentence, you can move on to the body of the paragraph. The body is made up of supporting sentences. You will use your list of supporting details to write the body of your paragraph.

The above details can be written as the body of the first draft.

Blue whales have tall and slender spout. Gray whales have low and bushy spouts. Right whales have V-shaped spout which is like a heart. Sperm whales have spout blown forward at angle.

Writing a concluding sentence

Many paragraphs within a longer piece of writing do not need a concluding sentence. Each paragraph moves smoothly into the next one. A paragraph that stands alone, however, often does not seem complete without a concluding sentence. To write a concluding sentence (which summarizes the paragraph), read over the topic sentence and body of your paragraph. For example, the following concluding sentence might be written for the above topic sentence and details.

The spouts therefore give the whale watchers something to cheer about.

8.3.3 Revising

The third stage of the writing process is revising. During this stage, writers improve their first drafts. As you revise, look at your paragraph with a fresh eye, as if you revise your paragraph, you can ask yourself the following questions:

1. Did I stick to my topic?
2. Did I include everything I wanted?
3. Are there any unrelated or unnecessary details?
4. Could any details be added to clarify or improve my writing?
5. Have I accomplished my purpose?

Also, focus on the following to see if you have properly put them to use;

- spelling
- punctuation
- capitalization

- tense
- agreement (subject-verb)
- appropriate use of connectives, etc.

Finally, when you are satisfied that your writing is clear and correct, you are ready to prepare your final copy. When you have completed your final copy, proofread your work again.

Final Copy.

Spouts of the Great Whales

Whale watchers can tell one kind of great whale from another by the shape of its spout. For example, a blue whale has a very tall and slender spout, but a gray one owns a low and bushy spout. Right whales tend to have V-shaped spout, like the human heart. The sperm whale has a spout blown forward at an angle. Such spouts therefore give whale watchers something to cheer about.

Though this is a final copy, it doesn't mean that it can never be improved.

8.3 LET US SUM UP

Very often students tend to pick up a piece of paper, and a pen, and start writing a paragraph or a composition without any preparation. A paragraph written in such a way may not produce the desired effect. A good writer always plans ahead, preparing himself towards the actual writing process. As writing is a process, you should follow/ go through at least the three stages to come up with a meaningful paragraph or composition. In the pre-writing stage, you choose subject, narrow it to a single or specific aspect, decide on audience and purpose, list down ideas, and organize these into some shape. Once this is done, you can write your first draft including the major elements discussed in this unit. The first draft should be revised or edited for language (spelling, punctuation, capitalization, word choice, tense etc.), content (whether the

content contributes much to your purpose) and organization (whether you have used connectives to logically connect ideas, etc). A writing that goes through these states is much better than the one that doesn't.

8.4 ANSWERS TO CHECK YOUR PROGRESS

Exercise 1. No answers given

Exercise 2. Suggestions (Alternative Answers)

1. The Value of country music
2. The Number of workers of the Shola Diary Farm.
3. The Value of Asking Questions in classroom situation.
4. A special Gift at the Wedding Ceremony Around Bati Area
5. Why I chose to be Christian.
6. The Number of Languages in Ethiopia
7. The cooperation of people in my Village.
8. The meaning of starvation in Ethiopian context.
9. My Favorite Food.
10. The most corrupt official in our Kebele.

Exercise 3

a) Marriage

Bati

i) Marriage in Ethiopia

Wedding ceremonies

ii) Marriage in Northern Ethiopia

iii) Marriage in Wollo

iv) Wedding Ceremonies in

v) A special Gift at

in Bati.

Try the rest in the same way.

Exercise 4

1. To describe.

2. To Explain/ Describe.
3. To Explain/ Describe.
4. Te Explain/ Describe.
5. To Describe.

Exercise 5 Answers Not provided

CONTENTS

- 9.0 Aims and Objectives
- 9.1 Introduction
- 9.2 The Paragraph
- 9.3 Let us Sum Up
- 9.4 Answers to Check Your Progress

9.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- define what a paragraph is;
- identify its essential qualities;
- evaluate sample paragraphs.

9.1 INTRODUCTION

The focus of this unit is to familiarize you with the essentials of paragraph. In other words, I will mainly focus on what constitutes a good or a well-written paragraph. To this end I shall briefly make reference to the topic sentence, the developers, conclusion, and cohesive devices, among other things.

9.2 THE PARAGRAPH

A paragraph is a group of related sentences that present and develop one main idea. A good paragraph is well organized (there is a logical flow of ideas), properly linked, and fully developed (with the help of examples, facts, or statistics). A paragraph usually begins with an indentation, and its length varies according to the complexity of the main idea to be developed. However, a typical paragraph quite often has about one hundred words and seven to ten sentences. Every word, every sentence, and every point in a paragraph should have a useful role to play in

fulfilling the purpose of the paragraph. In short, the essential features of paragraph writing are purpose, unity, coherence, development (completeness), emphasis, length and format.

Paragraph Structure

Look at how a good paragraph is structured.

Topic Sentence	<u>Geometry has a great many practical applications in the world around us.</u> Bridges, skyscrapers, Cloverleaf intersections, and railroads depend upon geometric principles for their constructions. Even a small ten-foot bridge built to span a gully would not stand the strain unless geometric principles had been applied. Without blue prints, based on plane geometry, new homes could not be designed, vehicles could not be built, and even floor lamps could not be mass-produced. Your watch is a perfect demonstration of geometric principles in action. Scouts use geometry for finding the distance across a river or the height of a tree. <u>Geometry does indeed play an important role in human life.</u>
Supporting sentences or Developer	
Concluding sentence	

The main idea of this paragraph is presented in the first sentence. This sentence is called the topic sentence. It contains one main idea. The other sentences expand or develop the main idea-the practical applications of geometry-with specific examples. The last sentence, by returning to the main idea, makes the paragraph complete. It is called the concluding sentence. All the sentences contribute to one main idea, and thus unity is maintained. The main idea-Geometry has a great many practical applications in the world around us- is well explained with the help of developers (supporting sentences). Thus, it is a well-developed paragraph.

To make sure that your message will be understood, learn to write paragraphs with a clear topic sentence, a body of supporting sentences, and an effective concluding sentence.

The Topic Sentence

This is the sentence which contains the central or controlling idea of a paragraph i.e. it points out the most important aspect of the topic to be discussed and may state the writer's view or attitude towards it. Because it states the main idea, the topic sentence is usually more general than the other sentences in the paragraph. Notice in the following paragraph how the topic sentence is more general than the sentences that develop it.

Topic Senten --	<p>The Heavy Task of Fighting Fires</p> <p>Fighting a major fire takes tremendous strength and endurance.</p> <p>The protective clothing that a fire fighter wears into a burning building will weigh more than 20 pounds. To protect himself from the smoke, the fire fighter will usually wear an oxygen tank and mask. These self-contained breathing units may weigh as much as 50 pounds. The weight of the hose and other tools that the fire fighter carries will raise the total weight to more than 100 pounds.</p>
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Although a topic sentence is more general than other sentences in the paragraph, it is still specific enough to be covered adequately in one paragraph.

TOO GENERAL: Fire fighting is an interesting job.

TOO GENERAL: Fire fighting is hard work.

GENERAL BUT

LIMITED: Fighting a major fire takes tremendous strength and endurance.

In general your topic sentence should meet the criteria below.

1. It should state the main idea.
2. It should limit the main idea to one aspect of the subject that can be adequately covered in the paragraph.

3. It should be more general than the sentences that develop it.

Check Your Progress: -1

Exercise 1

Choosing Better Topic sentences

Decide which of the topic sentence in each pair is too broad and which one has been sufficiently limited to be covered in a paragraph.

1. a. Words of art are difficult to create.
b. Oil painting takes time, effort, and patience.
2. a. Holidays are nice.
b. Holidays provide relief from everyday routines.
3. a. Basketball is an interesting game.
b. Basketball demands quick thinking and split-second timing.
4. a. Folk songs are part of life.
b. Folk songs reveal a country's values.
5. a. Pets can be a nuisance.
b. My cat, Wurro, is constantly getting into mischief.
6. a. James failed history because he spent too much time in
dramatics.
b. Extra-curricular activities are time-consuming.
7. a. Today's movies use computers for special effects.
b. Movies today are very exciting.
8. a. Life can be difficult at times.
b. Being a good friend can be difficult at times.
9. a. Dinner should be eaten in peace.
b. A dinner time quarrel can upset digestion.
10. a. Dolphins are always friendly to humans.
b. Dolphins are amazing creatures

Exercise 2

The following topic sentences are too broad to be developed in a paragraph. Rewrite each one, limiting its scope. The first one has been done for you as an example.

1. Automobiles are not as safe as they could be. In this example, 'automobiles' is too broad, and "not as safe as" also doesn't specify the safety mechanism. Thus, the sentence appears to be too general.

A limited version of the topic sentence might look like:

- Volkswagens without seat-belts are not as safe as they could be. (Automobiles have been limited to Volkswagens, and "not as safe as" to without seat-belts.

Now try the following in the same way.

2. Travel is becoming faster-and-noisier-all the time.
3. Pedestrians should be careful.
4. Mountains are beautiful.
5. Dogs are interesting animals.
6. Graduation from college is very important.
7. Smoking is dangerous to a person's health.
8. Most television programs are alike.
9. I wear different clothes for different occasions.
10. Reckless driving is a serious problem.

Supporting Sentences (Developers)

Readers are natural question-askers. Supporting sentences answer the reader's questions and form the main body of the paragraph. Supporting sentences explain or prove the topic sentence with specific details, facts, examples, or reasons.

Following is the topic sentence of a paragraph about Robert Peary's successful return from the North Pole.

“On the sixth of September, 1909, the gallant little Roosevelt steamed into Indian Harbor, Labrador, and from the wireless tower on top of a cliff two messages flashed out.”

Readers will naturally wonder, “what were the two messages?” The supporting sentences-answer that question. “The first was to Peary’s anxiously waiting wife, more eager, if the truth were known, to hear of her husband’s safety than of the discovery of the pole. This message read: “Have made good at last. I have the pole. Am well. Love.” The second one was to his country, for which he had sacrificed so much. It read: ‘Stars stripes nailed to the North Pole.’”

When you write supporting sentences, try to anticipate your reader’s questions and answer them. Look at the paragraph under paragraph structure for an example on supporting sentence (developers).

Exercise 3

Write the two topic sentences. Then after each one, write the number of the sentences that support it.

Topic sentences

- A. Spices come from different parts of plants.
- B. Peppertrees are unrelated to the pepper plant.

Supporting sentences

1. Peppertrees are ornamental
2. Mustard is a yellow powder or paste made from seeds.
3. Cinnamon is the dried inner bark of a small tree.
4. They belong to the family of sumac trees.
5. Ginger comes from the root of a tropical plant.
6. Flowers of the peppertree are white.
7. Saffron is from the pistil of the saffron plant.
8. The blossoming trees give off a delicate fragrance.

9. Garlic is a bulb from an herb in the lily family
10. These fragrant trees are grown mainly for shade.

Exercise 4

For each topic sentence below, write at least three supporting sentences.

1. What a person wears reveals much about his or her personality.
2. There are three good reasons why Unity University College is popular.
3. Before you can drive a car, you have to meet certain requirements.
4. Having friends at different ages helps make you a well-rounded person.
5. Saturdays are usually less fun than Sundays.
6. Every one has a unique way of expressing friendship.
7. Old photographs can help you understand history.
8. Smoking cigarette is a source of many problems.
9. There are three good reasons why everyone should take a vacation once a year.
10. It's hard to imagine life without a telephone.

Concluding sentence

A paragraph that stands alone often needs a concluding sentence to wrap up the ideas presented in the paragraph. The concluding sentence adds a strong ending to a paragraph. It is also called a clincher.

A concluding sentence may:

1. restate the main idea using different words
2. summarize the paragraph.
3. add an insight about the main idea.
4. show how you feel about the subject.

Although some repetition in the concluding sentence is useful, an exact repetition or over-simplified summary adds no real meaning. The following paragraph, for instance, has a weak concluding sentence:

An All-Around player

Although Babe Ruth is best remembered for his home runs, he was also a great pitcher. In 1916, he led the American League in earned-run percentage. He won 23 games that year, including nine shutouts. The next year he won 24. Until 1961, Ruth led the record for pitching scoreless innings in the World Series. As you can see, Ruth was a great pitcher as well as a home-run king.

Any of the following sentences would add a stronger ending. They have less repetition and more meaning.

- a) Ruth's home runs are remembered in the Hall of Fame, but the pitching of this all-around star should not be forgotten (restates the main idea.)
- b) Ruth's impressive pitching statistics show that he was more than a great hitter. (summarizes).
- c) Rare indeed are the athletes who, like Ruth, excel in more than one position. (add an insight)
- d) What a remarkable, all-around champion Ruth was! (shows feeling).

Exercise 5

The concluding sentences in the following paragraphs are weak. Write two different concluding sentences for each.

1. Chasing Rainbows

Whenever you are standing with a light source behind you and misty water in front of you, you can see a rainbow. The biggest, most complete rainbows are created when the sun is close to the horizon. You can also sometimes see a rainbow in the mist from a waterfall. Now and then even a full moon on a rainy night will create a faint rainbow. I have just told you about the ways you can see rainbows.

2. Hailstones

Hailstones consist of many onion-like layers of ice. In certain weather conditions, small ice crystals drop into a band of very cold moisture.

Some of this moisture freezes onto the crystal, forming the first layer. Updrafts then carry the hailstone back up, and when it drops again another layer is formed. The process continues until the hailstone is too heavy to be lifted by updrafts, and then it drops to the earth. That is how hailstones are formed.

3. Jane Austin's Novels

By writing only about what she knew, Jane Austin set a good example for other writers. She did not know or write about wars, disasters, mob scenes, or great adventures. She lived the quiet life of small town girl. Yet 170 years later, her novels are still widely read and enjoyed. Her word pictures about people of all types, wise and foolish, continue to delight readers. She certainly set a good example for other writers.

9.3 LET US SUM UP

This unit has familiarized you with the essential qualities of a good paragraph-Thus, a good or well-written paragraph has a topic sentence-that states the main idea, developing sentences that explain the idea in the topic sentence, and the concluding sentence that sums up the point of discussion. A well-written paragraph is also unified. That is, it talks only about a single or specific aspect of the topic of discussion. Furthermore, a well-written paragraph is organized. The ideas are logically connected with one another. This can be achieved through the use of connective devices. You are therefore advised to evaluate the effectiveness of your paragraph in terms of the items above.

9.4 ANSWERS TO CHECK YOUR PROGRESS

Exercise 1. Choosing Better Topic Sentences

1. b 2. b 3. b 4. b 5. b 6. a 7. a 8. b 9. b 10. a.

Exercise 2. (Suggestions)

2. Travel by supersonic airplanes is becoming faster and noiser all the time.
3. Pedestrians should be careful while crossing streets.
4. The Bale Mountains are beautiful.
5. My dog, Abi, is an active animal.
6. Graduation ceremonies have remarkable place in one's life.
7. Smoking cigar is dangerous to a person's lung.
8. 'Siket' and 'Awdeseb' are alike in their presentation.
9. I wear 'Shema' on public holidays.
10. Driving above the required limit is dangerous.

Exercise 3

- A. 2, 3, 5, 7, 9
- B. 1, 4, 6, 8, 10

Exercise 4. Answers Not provided

UNIT 10: METHODS OF DEVELOPMENT

CONTENTS

- 10.0 Aims and Objectives
- 10.1 Introduction
- 10.2 Methods of Development
- 10.3 Paragraph Unity
- 10.4 Let us Sum Up
- 10.5 Answers to Check Your Progress

10.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- characterize the different methods of paragraph development;
- identify the methods of development used in paragraphs;
- decide relevant methods of development for given topic sentences.

10.1 INTRODUCTION

A good paragraph must always be fully developed. This is normally achieved by using appropriate types of details or methods of development as they are usually called. Therefore, you will learn the different methods of development used in writing effective paragraphs or compositions.

10.2 METHODS OF DEVELOPMENT

These refer to the types of details or supporting ideas used in paragraphs to develop topic sentences. A topic sentence is like a football score. It gives the general idea without the specifics of how the game developed. Readers, like sports fans, want to know the details. They want to see the

idea in the topic sentence developed play by play. A well-developed paragraph gives readers the full account.

A good topic sentence will usually give you a clue about how to develop the main idea of your paragraph. Consider the questions raised by the following topic sentences and think about the kind of supporting information that would best answer them.

DESCRIPTIVE DETAILS: Everything about the house was scary. [What specific details about the house made it seem scary?]

FACTS or

EXAMPLES: In the past fifty years, the gorilla population has declined drastically. [What facts or examples show the decline in population?]

REASONS: People living alone should adopt a pet.

[What are your reasons for this opinion?]

INCIDENT: I learned early in life that temper tantrums don't pay off. [What incident led you to this conclusion?]

COMPARISON/

CONTRAST: Despite their similarities, guitars and kirars are two very different instruments. [What are the similarities? What are the differences?]

STEPS IN A PROCESS: Here is how you make tea. [What steps should be followed?]

Look at the following examples in which different types of detail or methods of development are used.

1. There are many factors that make writing a research paper difficult. Too often, students postpone work on the paper until it is too late. They also invite avoidable difficulty by their failure to find out at the beginning of their study whether sufficient materials are available

in the library. Besides this, instead of developing a general notion of the topic before tackling it in detail, they begin with the first convenient book and plunge into fine points before they see the topic as a whole. Such confused research procedures result in unnecessary wastage of time and effort.

- Postponing work until it is too late.
- Inviting avoidable difficulty.
- Plunging into fine points, etc.

These are the details used by the writer to explain the topic sentence. "There are many factors that make writing a research paper difficult." If you look at them closely, they are specific reasons. Therefore, reasons are one type of detail or method of development used in paragraph writing.

2. Asmara is the capital of Eritrea. It is located at the edge of the Eritrean plateau near the Red sea escarpment on the way to the port of Massawa. It has a population of about 500, 000 living in nine highers and 107 Kebeles. The city is well planned and neat, and its dwellers are hard working and hospitable.

- This paragraph uses facts and statistics to talk about Asmara.

Facts

- Asmara is the capital of Eritrea.
- Located at the edge of the Eritrean plateau.
- The city is well planned and neat.
- Dwellers are hard working

Statistics

- About 500, 000 people
- Living in 9 highers and 107 Kebeles.

3. For mountain climbers, Mt. Everest is not only the highest mountain in the world but also one of the most difficult to climb. In

contrast, Mt. Kilimanjaro is the highest mountain in Africa but it is a lot easier to climb than Mt. Kenya, and Mt. Kenya is less difficult than many of the mountains in the Ruwenzoris.

The paragraph above uses CONTRASTS to explain or show the differences between mountains. Such words as the highest, not only...but also, In contrast, but, easier... than, less difficult than, show differences, or contrasts.

4. The stranger was of medium height, but the thinness of his body and the length of his legs gave him the appearance of being much taller. The green coat was once a smart garment, but must have originally been worn by a much shorter man than the stranger.

- This paragraph describes the appearance of a certain person. It therefore used descriptive details to develop the paragraph. For example, medium height, thinness, length of his legs, much taller, green coat, shorter are words that are used to describe the stranger. Such details are also called sensory details as they appeal to the senses. A more clear example of sensory details is provided below.

5. a) The lemon tastes sour.→Sense of smell
b) His face was thin and haggard →Sense of vision/ sight.
c) The sound of a landing jet is deafening→ Sense of hearing.
d) The city bus is suffocated ⇒Sense of smell.
e) The sandwich is delicious⇒ Sense of taste.
f) The electric wire is shocking ⇒Sense of touch.

When you describe a sensation such as those above, you use words that appeal to the senses. Such words or expressions are called sensory details-used as one method of paragraph development.

6. Making tea is easy if you follow the general instructions below.

To begin with, make ready the necessary utensils and ingredients such as tea-pot, spoon, stove, tea, water, sugar, spice, etc. Then, boil the required amount of water on the stove for 4-6 minutes. Next, mix enough spoonfuls of tea. Wait for at least 30-45 seconds until it properly mixes with the boiling water. As per the preference of your guests, add spice. Finally, sift the tea through a sieve, and serve it with or without sugar depending on the choice of your guests.

This paragraph explains how tea is made. It uses a set of instructions or steps in a process as details to explain the whole process. Therefore, steps in a process are one way of developing your paragraph.

7. The hostility between some Arab countries and America is getting worse and worse. Once my friend said, "It is like the relation existing between a rat and a cat."

This small paragraph uses an anecdote or incident from another source to support the idea in the first topic sentence. Such type of detail is most suited to narrative and descriptive writing as we shall see soon.

8. Psychology is concerned with the behavior of man and animals. Psychologists study how the nerves and the brain work. They may investigate how animals react to certain situations, or how children learn. They try to find the effects that conditions in the body have on various mental reactions...

This paragraph uses definitions to explain what psychology is or what psychologists do. Therefore, definitions are one type of detail that can be used to develop a topic sentence.

The eight examples above are just a few of the most common types of details or methods of development used. We shall see others in the forthcoming blocks. You should practice using such details in your writing as you would be required to explain in writing your views, what something is, how something works, etc.

Check Your Progress: -1

Exercise 1. Methods of Development

Decide how each of the following paragraphs is developed. Indicate your answer by writing descriptive details, facts/ examples, statistics, reasons, incident, comparison/ contrast, steps in a process, definition, classification, etc. More methods might be used in a single paragraph.

1. Home site

Mama had picked the spot for our log house. It nestled at the edge of the foothills in the mouth of a small canyon and was surrounded by a grove of huge red oaks. Beyond our house we could see miles and miles of mighty Ozarks.

2. Taking the plunge

Most experts agree that swimming is the healthiest form of vigorous exercise. Because water offers so little resistance, swimmers are unlikely to experience the muscle strain associated with land sports such as jogging and tennis. Yet, swimming strengthens many areas of the body – arms, legs, torso, and neck ...

3. Two great men

There are many similarities between Mahatma Gandhi and Martin Luther king, Jr. Both believed in nonviolent resistance to laws they felt were unfair. Both were men whose powers of leadership rallied millions behind their cause. Both leaders struggled for equal rights for oppressed peoples, and both met a tragic end.

4. Upside-Down Painting

Even a museum employee may wonder how to hang an abstract painting. Which edge is the top? Which is the bottom? Henri Matisse's abstract painting The Boat hung upside down at the Museum of Modern Art in New York from October 18 to December 11, 1961. More than 100, 000 people looked at The Boat, and not one of them noticed that it was upside down. Finally, after 47 days, an art expert discovered the mistake, and at least one museum employee had a bad case of embarrassment.

5. Be Prepared

Following a recipe is easy if you are properly prepared. First clear a work area in the kitchen. Then read the recipe from start to finish to make sure you understand the general idea. When you have finished, go back to the beginning of the recipe. One by one, collect the ingredients and place them in your work area. Also bring out measuring spoons, sifters, and any other equipment the recipe requires. When all of your ingredients and utensils are in place, you are properly prepared and can make your favorite recipe easily.

6. The Great Wall of China

The Great Wall of China is the largest fortification ever built. It meanders for 1, 500 miles across northern China. At its base, the Great Wall is from 15 to 20 feet thick. At the top, 25 feet above the base, the wall narrows to 15 feet. Every 200 to 300 yards, towers project from 35 to 40 feet into the air.

7. The Eye

The eye is a sense organ which is used to see. It has a spherical shape and lies between the eyebrow and the cheekbone. It has eyelids which are movable curtains with protective eye lashes along the edge. The blinking of the eyelids and tears cleanse the eye. For instance, if dust

gets into the eye, it is washed by the tears and pushed out by the blinking...

10.3 PARAGRAPH UNITY

In an effort to develop a paragraph fully, a writer sometimes strays from the main idea and ends up confusing the reader. A well-developed paragraph has several supporting sentences, but they all relate directly to the topic sentence. This quality of good paragraphs is called unity.

Achieve UNITY by making sure all the supporting sentences relate

In the following paragraph, two sentences that destroy the unity are underlined. Read the paragraph twice –once with the sentences that stray and once without. Notice that the revised paragraph is easier to understand.

Candlelight

Candles, which go back to prehistoric times, were a chief source of light for 2, 000 years. The first candle may have been discovered by accident when a piece of wood or cord fell into a pool of lighted fat. In ancient times, crude candles were made from fats wrapped in husks or moss. Early people also used torches. Later, a wick was placed inside a candle mold and melted wax was poured into the mold. The first lamps used a dish of oil and a wick. Candles could be used to carry light from place to place and could be stored indefinitely.

Exercise 2

Recognizing sentences that Destroy Unity

Read the paragraphs and decide which two sentences in each case stray from the subjects. Underline them.

1. The First Cheap Car

Henry Ford was not the first person to build a car, but he was the first to figure out how to make cars cheaply. His assembly-line methods resulted in huge savings and changed the car from a luxury to a necessity. The mass-produced Model T sold for about \$400, a price the average wage earner could afford. Ford sold over 15 million cars from 1908 to 1927. Ford reduced the workday for his employees from 9 to 8 hours. He set the minimum wage at five dollars a day. By building a cheap, easy-to-operate car, Ford changed the nation.

2. The Real Mc Coy

Elijah Mc Coy became famous as the inventor of an oiling system for machines. Granville T. Woods was another black inventor. In the 1870's, factory owners had to turn off all their machines before oiling them. McCoy's system, developed in 1872, allowed the machines to be oiled while they were still running, saving time and money for the factory owners. McCoy also held patents for an "Ironing Table" and a "Lawn Sprinkler." McCoy applied his system to steam engines, including those on locomotives, and to the air brakes on trains...

3. Busy Nights

Sleeping is for rest, but parts of our body are very active when we dream. In the dream state, our closed eyes dart around rapidly, following the action of our dream. Sleep expert Dr. Dement did many experiments to learn about our dreams. Our brain waves are also as active as when we are awake. Our breathing is sometimes faster, and our heart rate increases. If people are awakened each time they enter the dream state, they will make up for lost dreamtime the next night. Although our large muscles are limp and relaxed, our eyes, brains, and breathing systems get little rest when we dream.

10.4 LET US SUM UP

Methods of development, as we have seen, refer to the types of ideas or supporting details used to develop the main idea in the topic sentence. Some topics call for the use of examples; others require reasons, descriptive details, etc. Still others call for classification, analysis, steps, etc. You should therefore practice using appropriate types of details for the topics or subjects you have chosen for writing a paragraph or a composition.

10.5 ANSWERS TO CHECK YOUR PROGRESS

Exercise 1. Methods of Development

- | | | |
|-------------------------|-----------------------|---------------|
| 1. Descriptive Details. | 2. Examples. | 3. Comparison |
| 4. Facts/ Examples | 5. Steps in a process | 6. Facts |
| 7. Definition | | |

Exercise 2

1. Sentences 5 and 6
2. Sentences 2 and 5
3. Sentences 3 and 6

UNIT 11: METHODS OF ORGANIZATION

CONTENTS

- 11.0 Aims and Objectives
- 11.1 Introduction
- 11.2 Methods of Organization
- 11.3 Let us Sum Up
- 11.4 Answers to Check Your Progress

11.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- characterize the different methods of organization in paragraphs and compositions;
- identify the methods of organization used in given paragraph(s);

- decide relevant methods of organization for given topic sentences.

11.1 INTRODUCTION

A good paragraph or composition must always be well organized. This is normally achieved through the use of appropriate methods of organizing ideas. Therefore, you will learn the different methods of organization used in arranging or organizing your ideas in paragraphs or compositions.

11.2 METHODS OF ORGANIZATION

Once you have gathered information and ideas for your paragraph, it is important to decide on a good order for presenting them. An orderly and logical presentation is helpful to your readers. In other words, you should be able to create coherence (the logical flow of ideas one after the other) by arranging the specific details in a sensible order. This will help your readers to understand how your ideas are related to each other. To do so, there are many methods.

11.2.1 Chronological Order/Time order

This is the usual way of organizing ideas in narration and explanation. The ideas are organized according to what happened first, then second, then third, etc. until the final outcome.

Look at the following paragraph which is organized chronologically.

For 13 year old Karen Edwards, July 17, 1972, became a day to remember. She was resting on the side of a motel pool in Duncansville, Pennsylvania, when she saw a young boy struggling in the deep end. Then she saw the boy's father dive in after him and not come up. While

others stood by, Karen jumped in and towed the drowning boy to the side. Tired but not waiting to rest, she went back for the father, who was floating face down. As she dragged him to the side, he began struggling, his waving arms splashing water in Karen's eyes. Her chest heaving, she finally made it to the side of the pool, and in a few minutes father, son, and Karen were all well. Karen's quick thinking and heroic effort had saved two lives.

11.2.2 Spatial Order

In spatial order details are presented according to their location. Such an organization might proceed from side to side, from top to bottom (or the reverse), or from near to far (or the reverse). Look at the paragraph below which is organized spatially.

The sun was setting behind me as I came over the hill. From the top of the hill, I could see a village lying below me, half in and half out of the slanting sunlight. Stone cottages were lining a small stream in the middle. On the other side, at the end of a row of houses, was a towered church with a cross shining gold in the evening light. Behind the church, high up, a straw binding machine was still working noisily in a square of wheat like old loom.

Transitions such as from the top of the hill, lying below, in the middle, on the other side, at the end... behind the church, etc show the view/location of the village described. They therefore mark spatial order. Other transitions used in spatial order include at the top/ bottom, in front of, near, beside, by west, east, north, south, right, left, close to, opposite, adjacent, under, over, above, between, across, farther, etc.

11.2.3 Order of Importance

Details are arranged from least to most important, or least to most interesting (or the reverse), or sizable.

Endless speeches

Sometimes to delay an important vote, a U.S Senator will deliver an endless speech called a filibuster. William V. Allen spoke for 14 hours and 45 minutes in 1893. Senator Huey Long filibustered for 15 hours and 30 minutes in 1925. Robert Lafollette spoke for 18 hours and 23 minutes against a currency bill in 1908. Senator Strom Thurmond filibustered for 24 hours and 18 minutes in 1957. Since 1959, a two-thirds vote of the senate can limit the big talkers to one hour.

The paragraph above starts with 14 hrs and 45 minutes -minimum number of hrs -and ends with 24 hrs and 18 minutes -maximum number of hrs spent. It is therefore arranged from least to most sizable.

11.2.4 Comparisons or Contrasts

This method helps to highlight the similarities or differences between two or more things. A paragraph that compares persons, things, or events emphasizes the similarities between the subjects. For example:

A five-speed bike combines the worst of a three-speed and a ten-speed. The typical five-speed is built on the same heavy frame as the three-speed, often has the same wide saddle and upright handlebars, but has the five-speed gear cluster and changer bolted on in back. For two extra gears of questionable value, you pay almost as much as you would for a low-priced ten-speed.

The writer above notes the similarities that illustrate his purpose and left out all irrelevant points of comparison. By comparing the five-speed bike with three-speed and ten-speed bikes, the writer is able to bring out the disadvantages of the five-speed.

The following transitions can be used to show similarities and differences.

Comparison

the same as

like

alike

similar to

as.....as

resemble

Both....and

Similarly, etc.

Contrast

but

however

while

whereas

in contrast

on the other hand

all the same

despite/ in spite of

Although/ even though, etc.

Check Your Progress: -1

Exercise 1

Arranging Details in Logical Order

Write each subject below. Then list the details in a logical order. Underneath each list, write the method you used to organize the details: Chronological order, spatial order, or order of importance.

1. Focused subject -Calories burned per hour.

Details a. cleaning your room-300 per hour

b. running (10mph) - 900 per hour

c. bicycling (5mph) - 200 per hour

d. sitting and thinking -5 per hour

e. walking -110 per hour

2. Focused subject -Muscles helped by swimming front crawl.

Details a. leg muscles in kicking

b. arm and chest muscles in reaching

c. waist and lower back in side-to-side motion.

d. neck in breathing motion

3. Focused subject -Famous Volcanic eruptions this century

Details a. Mt. Pelee -1902

b. Mt. St. Helens -1980

c. Mt. Agung -1963

d. Mt. Katami -1912

4. Focused subject -Places to see Buffalo

Details a. ranches -100 to 300

b. zoos -15 to 20 in fenced-off areas

c. yellow stone National Park-thousands in wild

d. Wichita Mountains wildlife Refuge-650

e. National Bison Range -350 buffalo in wild.

Exercise 2

Recognizing methods of organization/ coherence.

Write the method of organization used in each paragraph.

1. A House in the Woods

The house was on the left side of the lane, a hundred yards from the gate. It was a wooden house, like most of them in that country, and the paint had mostly disappeared from it. The barn was on the right. The well is in front of the house, boxed in with lumber and having a wheel above it...

2. Gold Rush

James Marshall started a race for gold. The story begins in 1848 when Marshall was helping Captain John Sutter build a sawmill in California. The mill wheel was not working properly, so Marshall stood in the river that turned the wheel to study the flow of water. Suddenly, he noticed gleaming colors in the water. The colors turned out to be nuggets of gold. Soon, word of Marshall's discovery had reached far and wide, and the gold rush of 1849 had begun.

Exercise 3

The following paragraph is logically organized and uses transitions, but it still lacks coherence. Revise the paragraph so that the sentences are more tightly linked.

A Brilliant Wanderer of all the planets, Venus is the most noticeable. Venus shines so brightly that Venus sometimes casts a shadow. Venus has even been mistaken for an unidentified flying object. Venus also attracts attention because of the wandering path it follows. At times, Venus blazes high in the sky long after the sun has set. At other times, Venus appears to move closer to the sun and to set soon after the sun. For a short time, Venus is invisible to sky watchers. Later, however, Venus reappears as a morning star, rising before the sun. Venus's brightness and wandering behavior make Venus one of the most interesting planets to observe.

Exercise 4

Use the transitions below to complete the paragraph.

First of all	Despite	Second	While
Although	Finally	for example	or

_____ the calendar we use today is the most accurate one yet devised, it has many irregularities. _____, we have two different types of years: common years and leap years. _____, the number of days in each month varies. April and June, _____, have 30 days, _____ May and July have 31 and February 28 _____ 29. _____, many holidays fall on a different day each year and cause considerable confusion. _____ its problems, however, the calendar we use today has been keeping time successfully for more than 400 years.

11.3 LET US SUM UP

The ideas that you have listed down to develop the topic sentence should be organized into some shape. In other words, they have to be logically connected to create coherence, or smooth flow of ideas. The methods that

we use for organizing ideas differ according to the nature of topics we are dealing with. For example, if you are writing a paragraph about an accident that happened to you, obviously you need to organize your ideas chronologically –that is, organize them according to the order in which they happened to you. A well-organized paragraph or composition uses transitions or connectives properly. You are therefore advised to practice how to organize your ideas in a paragraph or composition.

11.4 ANSWER TO CHECK YOUR PROGRESS

Exercise 1

1. b, a, c, e, d / d, e, c, a, b → order of importance
2. d, b, c, a / a, c, b, d → spatial order
3. a, d, c, d → chronological order

Exercise 2. Recognizing Methods of organization

1. Spatial order
2. Chronological order

Exercise 3. Suggestions

- Replace the word Venus with 'it' in some of the sentences use connectives to join some of the sentences

Exercise 4

Although, First of all, second, for example, while, or Finally, Despite.

Block III Types of Paragraph

UNIT 12: NARRATION

CONTENTS

- 12.0 Aims and Objectives
- 12.1 Introduction
- 12.2 Narration
- 12.3 Let Us Sum Up
- 12.4 Answers to Check Your Progress

12.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- analyze the basic elements of narrative paragraph;
- characterize a narrative paragraph;
- write as many narrative paragraphs as possible.

12.1 INTRODUCTION

There are certain situations in which you will be required to tell what happened to you at least once in a lifetime. You need to be equipped with

the skills and techniques of writing paragraphs that tell stories. The purpose of this unit therefore is to help you write well-developed and organized narrative paragraphs.

12.2 NARRATION

Narration is the reporting of a series of happenings such as actions, incidents or episodes all leading to a conclusion. It, in other words, is a story that may be based on fact, on imagination, or a combination of both. A well-constructed narrative has three basic parts:

- a) the initial situation (where a conflict or a character and a situation or a combination of all these is introduced.
- b) The action taken to solve the conflict
- c) The conclusion

Good narratives require

- a) Carefully considered beginning, middle and end
- b) Carefully selected and arranged details.
- c) A dominant impression, and
- d) Mainly a chronological sequence of arranging details leading to a climax or result.

Example:

The day was hot and sunny and the town dull and sleepy. With the exception of a few idlers, not a living creature was to be seen. Suddenly, the loud noise of a bugle broke the monotonous stillness of the street. Soon, a horse-drawn coach appeared, rattling over the uneven stone paving, noisy enough to stop even the large-faced clock in the middle of the square itself. Then the strangers disembarked from the coach. In no time, there came rushing the rugged boys- running about and shouting, bringing and taking away things thereby making a most exhilarating bustle.

The transitions (logical connectors) above-suddenly, soon, then, and in no time-all show a time order or a chronological order of arranging details. Additional linking devices/ transitions that are used in chronological order include.

◆immediately	◆next	◆afterwards
◆after	◆when	◆throughout the day
◆before	◆after a while	◆on Monday
◆as soon as	◆meanwhile	◆during
◆firstly	◆by evening	◆in December
◆secondly	◆until	◆last night,
◆finally	◆early	◆at last etc

Check Your Progress: -1

Exercise 1

Rearrange the sentences below to create a coherent paragraph.

1. "Good morning, my sons", the old woman answered and smiled at them.
2. Once, there lived an old woman.
3. One morning, two young boys saw the old woman with her donkeys and shouted: "Good morning mother of donkeys!"
4. She had two donkeys.
5. Every morning, she went with them down the street to the fields.

Exercise 2

Look at the narrative paragraph below and answer the questions that follow it.

There was a robber who roamed the countryside. He pillaged and killed passers-by. The king, having heard this, sent out his soldiers. They caught him and brought him in chains to the king who sentenced him to death. As they took him to the place where he was to be beheaded, the old father of this robber was following him in tears. When the robber caught

sight of his father, he asked to say a few words to him before his death. Once he got close to his father, he tried to hit him, but he failed to do so because his hands were tied together. So, he began to inflict upon him a terrible bite with his teeth. All the people around him shouted "Really, this bandit deserves death since he even wanted to kill his father." But, he told them. "It is not I who deserves death but my father. When in my childhood I began stealing corn and grain, he encouraged me instead of punishing me and accustomed me to robbery. For this reason, I became a bandit and thus reached this hour of my death. Had my father punished me at the appropriate time, I would not have come to this end. Having said this, he was beheaded, but all those who had children understood the seriousness of the matter.

1. A robber _____ passers-by.
2. The soldiers _____.
3. The king _____ the robber _____.
4. When the robber _____, the father _____.
5. This was because _____.
6. The robber _____ the father _____.
7. The moral message of the story is that _____.

Exercise 3. Writing an Eyewitness Report

Use the following notes to write an eyewitness report.

1. You were sitting at one corner of a café.
2. A girl -sitting at the other corner waiting for her friend.
3. The girl put her bag on her table, went to latrine.
4. A tall -bearded man sitting at the other corner came and sat at her table, pretending to be her friend.
5. The man picked her bag and left the café.
6. The girl came, found out that her bag had been stolen; screamed as a result.

Use connectives such as: Last week, after, as soon as, immediately, then, finally, etc to make the story more coherent.

Exercise 4

Use the notes below to write a story that happened to Sherry. Use the past forms of the verbs.

- 14-year-old Sherry home alone one evening.
- Falls asleep listening to radio.
- Her dog Silver's barking wakes her up at 10:30 p.m.
- Sherry tells the dog to hush, and tries to go back to sleep.
- Silver keeps barking; runs to back door.
- Sherry puts on her shoes; Silver leads her to garage
- As they get closer, Sherry smells smoke and runs back to the house to call the fire department.
- Parents arrive home at 11:00; fire already out.
- Silver gets new rawhide bone as reward.

Exercise 5

Write two separate paragraphs on

- A) Your scary dream
- B) A true story that happened to you or your friend.

12.3 LET US SUM UP

When you write a paragraph that tells a true or imaginary story about yourself or others, you are narrating. In narrating, you should be able to answer such questions as 'what' 'where' 'who' 'why' etc about the story. Also, your story should have a clear structure-beginning, middle, and ending. If you practice writing a narration, you will feel secure in situations that call for such type of writing.

12.4 ANSWERS TO CHECK YOUR PROGRESS

Exercise 1

2, 4, 5, 3, 1

Exercise 2. Answers not provided

Exercise 3. Answers not provided (Try yourself)

Exercise 4. Answers not provided (Try yourself)

Exercise 5. Try yourself

UNIT 13: DESCRIPTION

CONTENTS

13.0 Aims and Objectives

13.1 Introduction

13.2 Description

13.3 Let us Sum Up

13.4 Answers to Check Your Progress

13.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- characterize descriptive paragraph;
- describe a real or imaginary person;
- describe a scene;
- describe a place;
- describe a sensation;
- describe an emotion;
- describe an object, etc.

13.1 INTRODUCTION

The ability to effectively describe a person or an object requires constant practice. You should be able to use appropriate expressions to create a mental picture in your reader of the object being described. This unit, in this connection, exposes you to a multitude of exercises on description.

13.2 DESCRIPTION

Description is a vivid and detailed representation in words of the image of an object or subjective phenomenon such as a person, a scene, a sensation or an emotion. Description generally employs words that appeal to the five senses and always involves two elements: the object described and the observer. According to which of these predominates, description can be of two types: objective or impressionistic (subjective).

Objective description seeks to report accurately the appearance of an object independent of the observer's attitude or feeling about it. On the other hand, impressionistic description focuses on the mood or feeling the object evokes in the observer rather than upon the object as it exists in itself. Impressionistic description expresses a feeling, attitude or opinion about the thing described, e.g.

Objective Description: Addis Ababa has a population of about 3 million. It is the biggest city in the Horn of Africa.

Impressionistic Description: Addis Ababa is a delightful city with a number of magnificent places to visit. It has also interesting people from all over the world. It is really worth visiting.

13.2.1 Describing a person

In describing a person, the writer's purpose is to capture the essence of a person by going beyond physical characteristics. The writer of the following description, for example, selects words and details that reveal much about the inner reality of the woman being described.

She was a big, awkward woman, with big bones and hard, rubbery flesh. Her short arms ended in ham hands, and her neck was a squat roll of fat that protruded behind her head as a big bump. Her skin was rough and puffy, with plump, mole-like freckles down her cheeks. Her eyes glowered from under the mountain of her brow and were circled with expensive naïve shadow. They were nervous and quick when she was flustered and darted about at nothing in particular while she was dressing hair or talking to people.

With phrases such as "rubbery flesh," "ham hands" and "squat roll," the writer creates an overall impression of ugliness. She notes the woman's "expensive naïve shadow," which hints at vanity. She uses words such as glowered, nervous, quick, and darted to imply suspicion and insecurity.

The writer makes the woman come alive for the reader. She paints a picture of an interesting, complex human being.

Below is a list of words that can be used to describe the physical appearance, and the inner, or emotional qualities of a person.

<u>physical Appearance</u>	<u>Internal Qualities</u>
flat nose	-aloof
straight nose	-sociable
eagle eyes	-trustworthy
round lips	-selfish
dimples	-snobbish
pointed chin	-arrogant
bearded	-eccentric
eye-glassed	-generous
tall	cooperative
short	helpful
of medium height	kind
dandified	naïve
pot-bellied	disruptive
shapely legs	restless
afro hair	far-sighted
freeze hair	lonely
kinky hair	offensive
curly hair	innocent
muscular	lovely
thin	shameless
heavy	cool
brown eyes	thoughtful
boob	dependable, etc.
gorgeous	
beautiful	

attractive
pretty
handsome
round lips
long face

Check round face, : -1

Exercise 1

Use the information below to write a descriptive paragraph about Ato Arfassa.

height	-short
shape	-plump, large stomach
legs	-surprisingly thin
hair	-graying, neatly brushed
coat	-new, brown, open at neck
trousers	- neat, well ironed
shoes	-light-brown, shiny
socks	-matching the shoes
hat	-rim pulled down
face	-round and smiling
Overall	
Impression	-timid, as if afraid of passers-by

Exercise 2

Describe someone whom you know very well without mentioning his/ her name. Begin by describing his/ her physical appearance, and then go on to describing his/ her inner qualities. Give it to a friend so that he/ she can guess who the person is. Use the words given above, or your own. In your description compare the person with other things to impress your reader.

13.2.2 Appealing to Senses

Descriptive paragraphs can appeal to any of the five senses either individually or in combination. Below is a list of words/ expressions that appeal to the senses. Use them to describe the items under them.

<u>Hearing</u>	<u>Touch words</u>	<u>Taste</u>	
<u>Smell</u>			
crash	cool	oily	sweet
bump	cold	buttery	fragrant
boom	icy	salty	aromatic
smash	warm	bitter	perfumed
bang	steamy	bittersweet	flowery
explode	sticky	sweet	odorous
roar	wet	sugary	pungent
shout	slippery	ripe	fishy
scream	oily	sour	spicy
yell	waxy	tasteless	acidic
whistle	fleshy	sour	gaseous
bark	rubbery	vinegary	rotten
clap	elastic	fruity	spoiled
noisy	feathery	spicy	stench
deafening	silky	peppery	stale, etc.
earsplitting	sandy	gingery	
shatter	rough	hot	
screech, etc.	dry	burnt	
	sharp, etc	rotten, etc.	

Exercise 3

Write at least two sentences describing each of the following senses. Use some of the words above.

1. A jet landing [Example: A landing jet is noisy.

A landing jet is deafening.

2. A crying baby

3. A lemon
4. Walking barefoot
5. Drinking ice water
6. A crowded room
7. A stale garbage can
8. A cut finger
9. A classroom
10. Eating a raw carrot

Exercise 4

Select one of the following statements as the topic sentence for a paragraph. Write a short description in which you create a single sensory impression.

1. The room was bright with color.
2. The delicious smells made my mouth water.
3. The room was an absolute mess.
4. The street was a carnival of activity.
5. I had never seen him so angry.

13.2.3 Describing an object

Exercise 5. Use the notes below to describe the blackboard and your bedroom.

The Blackboard

- Shape
- Color and its importance
- Basic functions
- Size.

My Bedroom

- ceiling

- wall, pictures
- paintings
- position of bed
- furniture, and their position
- any special/ unique aspect.

13.2.4 Describing a scene

Exercise 6. Look at a market place at your hometown, and describe what usually happens in the market. Use the present simple tense.

13.2.5 Describing an Emotion

Exercise 7. Describe any of the following

- a) An Angry person.
- b) A very happy person.

13.3 LET US SUM UP

There are many situations in which you will be required to describe a person, an object, a place, a sensation etc. In such situations, the effective use of descriptive words or adjectives is highly demanded. If you are able to do so, you can create a good picture about the item, and impress your audience. Above all, you will be able to succeed as a student, especially in educational contexts where the use of description is recurrent. To help you learn more about the descriptive language, you should use the dictionary where descriptive words or adjectives are presented along with their usage.

13.4 ANSWERS TO CHECK YOUR PROGRESS

Exercise 1. Try yourself (write complete sentences using the notes. Use connectives where necessary)

Exercise 2. Try yourself (Follow the instruction carefully)

Exercise 3. Suggestions

2. A crying baby disturbs. 3. A lemon tastes sour. 4. Walking barefoot is painful.
5. Drinking ice water is freezing. 6. A crowded room smells bad. 7. A stale garbage can stench. 8. A cut finger is painful. 9. A classroom is usually suffocated.
10. A raw carrot is tasteful.

Exercise 4. Try yourself

Exercise 5. Try yourself (Arrange the ideas logically and connect them into a complete paragraph)

Exercise 6 and 7 Try yourself.

UNIT 14: EXPOSITION

CONTENTS

- 14.0 Aims and Objectives
- 14.1 Introduction
- 14.2 Exposition
- 14.3 Let us Sum Up
- 14.4 Answers to Check Your Progress

14.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- characterize expository writing;

- write a paragraph explaining a process;
- write a paragraph that reasons out.

14.1 INTRODUCTION

Most of the writing you do in academic setting is expository. That is why you are often required to define concepts, explain processes, or reason out to substantiate your view point. It is the purpose of this unit therefore to help you develop the skills/ techniques for doing so

14.2 EXPOSITION

Exposition is a type of writing which explains an idea, object or phenomenon. Its purpose is to explain, to give directions, or to inform. The explanation is usually done by using a combination of all or some of the following methods of developing ideas: cause and effect, classification, illustration, definition and comparison and contrast. Sometimes, people find difficult the distinction between description and exposition. In description, our main purpose is to create a mental image through words. In exposition, however, our purpose is to provide factual information. Therefore, expository writing is informative. Descriptive writing tries to evoke impression. It therefore aims at appealing to the emotional side of human beings while exposition appeals to the intellectual side.

There are three main types of explanatory paragraphs.

- a) those that explain a process/ give directions.
- b) those that define.
- c) those that give reasons.

14.2.1 The paragraph that Explains a process or Gives Directions

This type of explanatory paragraph is used to tell how something is done or how something works.

How to Make Tea

Topic Sentences
 Directions

If you follow the instructions below, you will be able to make a stimulant tea. To begin with, make ready the necessary ingredients and utensils such as tea, a sufficient amount of water, spice, tea-pot, stove, spoon, cups, etc. On the stove, boil a sufficient amount of water for about 5-6 minutes. Then, mix the required spoonful of tea in the boiling water. Wait for at least 2 minutes until it properly mixes with the boiling water. Depending on the interest of your guests, mix spice in your tea. Put the pot off the stove, and sift the tea through a sieve. Finally, serve the tea with or without sugar as per the preference of your guests.

- A paragraph that explains a process, or that gives directions uses a chronological order to present details. In the above paragraph, for example, to begin with, then, finally signal chronological order.

Check Your Progress: -1

Exercise 1

Write three paragraphs explaining the following items. Follow the pattern of the example above.

1. How to Make Coffee.
2. How to Establish Friendship.
3. How to study for Exam.

14.2.2 The paragraph that Defines

Clear definitions help a person to understand new words, things, and ideas. A paragraph of definition first places the term to be defined in a general category, and then identifies several distinguishing characteristics of the term. These characteristics help to separate the term being defined from others closely related to it.

Defining Words

There are three types of definitions: ordinary definition, logical definition, and extended definition. Ordinary definition uses such things as synonyms, examples, and illustrations. Logical definition first states the smallest class or category the thing to be defined belongs to (genus). Then, the properties that distinguish the thing from the other members of the class are stated (differentiae). In extended definitions, a logical definition is first given. Then, additional details are provided.

Examples

a) Ordinary definition

Daft: silly, foolish, reckless

Manacles are handcuffs.

This type of definition doesn't give a full picture of the item being defined.

b) Logical definition

Water is a liquid made up of H₂O

(genus) (differentiae)

c) Extended Definition

Topic
Sentence
(Logical

Extended
definition

The elephant is an animal which is the largest among those living on land. In all the animal kingdom, only the whale is larger. An elephant has a nose that protrudes into a long trunk which it uses as a hand. Elephants have the largest ears in the world, and their tusks are the largest teeth.

A paragraph that defines therefore focuses on the use of extended definitions. You should practice writing extended definitions.

Exercise 2

Use extended definitions to define the following items.

1. A Human Being
2. A Dog
3. A School

4. Water
5. A Grandmother

14.2.3 The Paragraph that Reasons Out

Whenever you try to explain why something is, or why something should be, you are composing an explanatory paragraph that gives reasons. You say that something happens because something else occurred first, or that an action or idea is right because certain facts or reasons logically support it.

The following paragraph explains why students face difficulty in writing research paper.

Topic Senten	There are many factors that make writing a research paper difficult.
Reason s	Too often, students postpone work on the paper until it is too late. They also invite avoidable difficulty by their failure to find out at the beginning of their study whether sufficient materials are available in the library. Besides this, instead of developing a general notion of the topic before tackling it in detail, they begin with the first convenient book and plunge into fine points before they see the topic as a whole. They take down more notes than are necessary
Conclusi on	because they begin this before they have decided what kind of information they need. Such confused research procedures result in unnecessary wastage of time and effort.

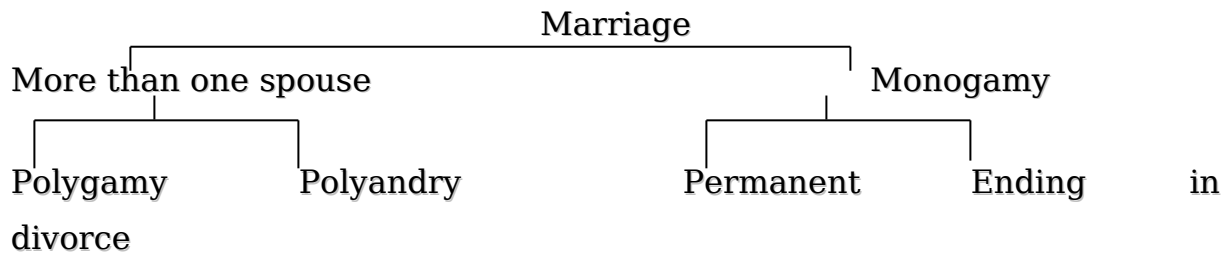
Exercise 3

Write a paragraph that reasons out for each of the following items.

1. Why do you study in the Distance Mode.
2. Why I Like My village.
3. The Benefits of Ethiopian Radio.

Exercise 4

Write a paragraph explaining the following classification: Start-by defining marriage and use the definitions given (use words such as divided, sub-divided)



and re-marriage.

Definition: Polyandry = One wife with more than one husband.

Polygamy = One husband with more than one wife.

14.3 LET US SUM UP

Much academic writing is expository. That is why in most instances, you are required to explain or define certain concepts or issues in tests, exams, assignments, reports, etc. The use of definitions, classifications, among other things, is highly demanded. You should therefore practice writing different kinds of definitions. You should also practice supporting your ideas with reasons or examples. The explanations you give, in general, should be elaborate and clear, as well. It is on the basis of the depth and clarity of ideas that you would be judged, in most academic contexts.

14.4 ANSWERS TO CHECK YOUR PROGRESS

Exercise 1. Try yourself (Follow the model given)

Exercise 2. Try yourself (Follow the model given)

Exercise 3. Try yourself (Follow the model given)

Exercise 4. Try yourself (Follow the instruction)

UNIT 15: ARGUMENTATION

CONTENTS

- 15.0 Aims and Objectives
- 15.1 Introduction
- 15.2 Argumentation
- 15.3 Let Us Sum Up
- 15.4 Answers to Check Your Progress

15.0 AIMS AND OBJECTIVES

At the end of this unit you will be able to:

- characterize argumentative paragraph;
- write an argumentative paragraph for/ against a certain view point.

15.1 INTRODUCTION

It so happens that you will be required to reason out in order to convince your friends, colleagues, etc of a certain viewpoint. You therefore need to develop the skills of arguing for or against a certain viewpoint. This unit will provide you with a variety of exercises geared to achieving that end.

15.2 ARGUMENTATION

A paragraph of persuasion is a special type of paragraph that gives reasons. Its main purpose is to persuade or convince the reader of a certain point of view. This is done by providing tangible pieces of evidence or reasons. Facts and statistics provide strong support, but examples and incidents may also be used effectively. The reasons in a persuasive paragraph are often organized from the least important to the most important. This helps to build strong support for the opinion, and leaves your reader with your strongest reason freshly in mind- A paragraph of persuasion usually contains a signal of its purpose in the topic sentence. The sentence will be worded so that a definite opinion is given on an issue. It may also contain words such as SHOULD or OUGHT TO, to express a judgment about a thing or idea.

Structure of a persuasive paragraph

Structure 1

- Topic sentence (opinion)
- Supporting sentences (Facts and Examples)
- Concluding sentence (Final Appeal)

Example

Topic Sentence	Despite the general shortage of government money, the benefits of the space shuttle are so great that the program should be
Supporting sentences: Facts and Examples	expanded. First, each shuttlecraft can be reused many times to carry satellites into and out of orbit. These satellites can perform a wide range of services that help people on Earth. They can predict weather on land and sea and forecast crop production around the globe. They can also relay power and communication beams. Second, the shuttle can carry materials for important construction projects in space, such as a space station. Most important, the
Concluding Sentence: Final Appeal.	shuttle allows science and industry a convenient laboratory for testing new ideas in technology and medicine. Although the

development costs are high, money on the space shuttle is well spent.

Check Your Progress: -1

Exercise 1

Write an argumentative or a persuasive paragraph on each of the following topics. Follow the pattern of the example above.

1. Abortion: should it be legalized?
2. Wearing Mini-skirts in schools
3. Life in the city Vs Life in the country.
4. Education Vs money.
5. Smoking cigar at public places.

Structure 2

1. State the opposing point of view.
2. State evidence to support it.
3. State your own point of view.
4. State evidence to support it.
5. Draw conclusions.

Example

The paragraph in structure one can be presented as follows using structure two.

Expositin g point	<div>[</div> <u>Some people argue that the benefits of the space shuttle are so great that the program should be expanded.</u> They say that each shuttlecraft can be reused many times to carry satellites into and out of orbit. These satellites can perform a wide range of services that help people on Earth. They can predict weather on land and sea and forecast crop production around the glob. However, any own view is that the money used for that purpose should rather be spent on life-saving activities. For example, many people are dying
Eviden ce	
My own point of view	
Eviden ce	
Conclusi	<div>[</div>

of starvation, and mal-nutrition. Also, AIDS, AIDS is haunting the lives of people in thousands, even in millions. Needless to say, millions are still dying of malaria, TB and other contagious diseases. Therefore, is it really human to spend much money on something too remote from us where there are more urgent things to take care of?

This structure helps you to present the different sides of an argument. By so doing, you can properly refute what other people say about the topic of discussion. In using this structure, you should give more emphasis to your own point of view. Otherwise, if you focus more on what other people say, you will end up saying nothing or little as far as your view point is concerned.

Exercise 2

Using structure two write persuasive paragraphs on each of the following topics.

1. Who likes money more: Males or Females?
2. Article 39 of the Ethiopian Constitution.
3. Wedding Ceremonies in Ethiopia.
4. Wearing Uniforms in Schools.

15.4 LET US SUM UP

As compared to other types of paragraph, writing a well organized and meaningful argumentative paragraph is quite challenging. To start with, you should support your points of view, or opinions with facts, examples, or acceptable reasons. Also, these should be properly organized to get strength to persuade your opponent or audience. The words you choose to achieve your end also matters as such. While you are trying to

persuade others, you should learn to respect the views of others. This will give you the chances to tactfully attack your opponent's point of view.

15.4 ANSWERS TO CHECK YOUR PROGRESS

Exercise 1. Try yourself (Follow the model given)

Exercise 2. Try yourself (Follow the model given)