بسم الله الرحمن الرحيم

Open University of Sudan

Education & Languages Programmes

Writing Skills 2

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Published by Open University of Sudan 2006

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بسم الله الرحمن الرحيم

In the name of Allah, the Beneficent, the Merciful'

Read: In the name of thy Lord who created, Created man from a clot, Read: And thy Lord is the Most Bounteous, Who taught by the pen, Taught man that which he knew not.

PREFACE

'Writing skills 2' is an important module of the base Course in English of the Open University of Sudan. Its objective is to develop in learners writing skills required to cope with the various communicative needs in the academic studies as well as later on their careers. This book is intended for use in the second year of the **English programme** courses. The units in this manuscript aim at developing the following writing skills:

1. relocating the misplaced parts in sentences, balancing them and using the appropriate word,
2. taking and using notes and separating key points from supporting details, using the technique of note-making perfectly, as well as making summaries from notes,
3. identifying the paragraph unit, coherence, and supplying topic sentences for different paragraphs,
4. writing an essay-- structuring and organizing ideas through an outline and elaborating the outline into an essay ensuring coherence within and between paragraphs.

Running through the entire course, there is a strong emphasis on teaching English for Communication. Hence, there is a shift away from mechanical drills of specific linguistic structures towards a purposeful use of language in performing meaningful exercises and self-assessment questions, thus building up both the need and the ability

to write in English effectively. For attaining this purpose, the units, which are included in this book, provide:

a) a model representing the type of writing to be practised in that unit
b) a brief analysis of the model, often in the form of guided questions which will enable learners to draw the principles of organization relevant to that type of writing;
c) a series of exercises and self-assessment questions, each demanding a place of composition similar in form/organization to the model, but using different content provided through hints, points or situations. The exercises themselves are graded in the sense that the amount of guidance given on content as well as well as form is gradually reduced until it is totally withdrawn.

The use of this material for the open learning visualizes a revolutionized shift in the teacher's role. The teacher is no longer a taskmaster just setting writing tasks without giving sufficient guidance to his the learners. Instead, he/she has to become now a helpful tutor, a facilitator of the learning process and a resource person.

Helpful suggestions and specific modifications to these units in the light of actual field experience are invited from the tutors who will actually be interacting with the learners. Finally, 'praise be to Allah', Lord of the worlds, who (He) with his help this work has been done.

Finally, we have to thank Professor Mohammad Elbuaisri, (University of Khartoum) for his invaluable efforts in assessing and revising this course book.

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SENTENCE
IMPROVEMENT

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INTRODUCTION

PREVIEW

Dear learner,

Welcome to **UNIT ONE** in this course '**WRITING SKILLS 2**'. It attempts to provide you with the basic requirements for developing writing English sentence. Both exercises and self-assessment questions (**SAQs**) are used to ensure the necessary practice needed to reinforce the material already discussed. Let's do it together to master English sentence.

UNIT OBJECTIVES



Upon completing this unit, you are expected to be able to:

1. relocate the misplaced parts in sentences
2. give sentences balance
3. guide readers so that they will not feel puzzled
4. use the appropriate word
5. avoid leaving out necessary words

1. Misplaced and Hanging Parts

Sometimes a sentence will sound awkward, because one or more words are misplaced. These words have to be relocated or placed next to the person or thing they are describing.

Misplaced: I see a boat beside this man that is green and looks as if it is tied to a tree. [The man is not green or tied to a tree; to make this sentence clear, put the underlined words describing the boat next to the word *Boat*].
Back in Place: Beside this man I can see a boat *that is green and looks as if it is tied to a tree.*

Out of Place: Television coverage puts the president on the air any time he suggests, which includes all available channels. [It is the television coverage that includes all available channels]. The underlined words describe Television coverage so should be put next to it.
Back in Place: Television coverage, *which includes all available channels,* puts the president on the air any time he suggests.

EXERCISE (1)



Relocate the italicized misplaced parts so that the following sentences will be clear.

1. Most of the time when a team is playing on TV *that we like*, we watch the game together.
2. I would describe this place as being very warm and cozy *which is my bedroom*.
3. One thing you can do in your home is to keep all lights turned off *that are not necessary*.
4. Have you tried recently to buy gasoline for your car *that isn't sixty cents*?

Give any hanging part in your sentences something to hang on.

Sometimes, without really wanting to, you can make your reader laugh. Suppose you had written the sentence:

- *When thoroughly stewed, the patients will enjoy our prunes.*

Dangling constructions are often funny. This structure shows the sentence seems to say that the patients are stewed which is ridiculous. The participle of gerund should be placed next to the noun it modifies. A reader would probably have found this sentence funny because it certainly does not mean what it seems to mean. One does not want to suggest that the patients have to be stewed in order to enjoy the prunes. The words when thoroughly stewed are hanging in the sentence like a loose part. **Please, dear learner**, be sure that they refer to the prunes instead of to the patients by giving them a subject to describe. The sentence should read:

- *When the prunes are thoroughly stewed,* the patients will enjoy them.

Here are some other sentences with hanging parts(lack a subject). Notice in each case that the corrected sentence supplies a clear subject for the hanging part to describe.

Hanging: Driving to the lodge, the car's transmission started acting up. [Who is doing the driving?]
Clear subject: *When we were driving to the lodge*, the car's transmission started acting up.

Hanging: In order to clean, the bathroom door must stand open. [Who is doing the cleaning?]
Clear subject: *When you are cleaning*, the bathroom door must stand open.

Hanging: Passing through the door on my right, psychedelic posters showing a lion, Taj Mahal, a dog with suitcases, and a sign saying "I Won't stay in a World Without Love" can be seen. [Who is passing through the door?]
Clear Subject: *A person passes through the door on my right one* can see psychedelic posters showing a lion, the Taj Mahal, a dog with suitcases, and a sign saying "I Won't Stay in a World Without Love."

Be careful not to allow a group of words to hang loose without a subject for them to describe.

SAQs



1) In each of the following sentences, the hanging part is italicized. Correct the sentences so that there is no longer a hanging part by supplying a clear subject for that part to describe.

Example: *Hoping to keep awake in class*, plenty of coffee was consumed.

1. Hoping to keep awake in class, we consumed plenty of coffee.

By trying to remember my speech, some of the contents were twisted.

The new oil filter needs oil around the gasket *before putting in on*.

Check to see that the jack is on solid ground *to avoid sinking from the car's weight*.

Desiring to have perfect evening, how can it turn out any other way?

By doing this, it will avoid an argument later on.

Louis feels that *by flying*, a person's fate is planned for him.

After searching over an hour for a used separator, the snow began to pile up on the ground.

Similarities between the two cars come in handy *when trying to get parts*.

2) Pick out the hanging part in each sentence, and then rewrite the sentence, giving the part something to hang on.

1. By having this extra room, kitchen cabinets can be easily installed.
2. Driving to California, the roads were crowded with noisy tourists.
3. By trying to get started on time, it will avoid a later argument in the event that they miss out on something.
4. After leaving the highway at the Effingham Street off-ramp, the street is brightly lit.

2. Unbalanced and Rambling Sentences

2.1 Make your sentences coordinate elements parallel

Elements of sentences that are connected by coordinating conjunctions (and, but, or, nor, for, yet, so) carry the same weight and must be grammatically similar or parallel. Items in a series of words, phrases, or subordinate clauses, have the same value, and their grammatical structures must indicate their equality. An unbalanced sentence doesn't say exactly what you want it to say. For example, a student wrote about trick-or-treating.

Parents don't want to see their children robbed of candy bags, hit by cars, and consumption of doped candy by their children.

You can easily see that the above sentence is unbalanced. In the list of the hazards of trick-or-treating, the third item is clearly not the same as the others. The writer should have balanced the sentence by making the third item like the other two. A verb form was needed to balance the other verbs.

Unbalanced

Parents don't want to see their children	robbed of candy bags hit-by cars consumption of doped candy by their children

Balanced

Parents don't want to see their children	robbed of candy bags hit-by cars and given doped candy

Parents don't want to see their children *robbed* of candy bags, hit by cars, and given doped candy.

In the following sentences, two or more things are out of balance. In each case, making the things like one another helps the writer say what he or she wants to say.

The park is a place where everyone can have a good time or just to be sitting around doing nothing.

Unbalanced

The park is a place where everyone can	have a good time just to be sitting around doing nothing

Balanced

The park is a place where everyone can	have a good time sit around doing nothing

The park is a place where everyone can have a good time **or** just sit around doing nothing.

You can use landmarks such as houses, streams, or even cutting notches on trees.

Unbalanced

You can use landmarks such as	Houses Streams Cutting notches on trees

Balanced

You can use landmarks such as	Houses Streams Notches cut on trees

You can use landmarks such as houses, streams, **or** even notches on trees.
The more options a car has and the larger it is, it will cost more **and** its maintenance will be greater.

Unbalanced

The more options a car has	The larger it is It will cost more Its maintenance will be greater

Balanced

The more options a car has	The larger it is The more it will cost The more maintenance it will require

The more options a car has and the larger it, the more it will cost and the more maintenance it will require.

Sometimes you will have to eliminate one or two items from your sentence because they cannot be made like the others.

If you want to mention these items, you will have to put them into a new sentence.

She is medium-sized, 5'5" tall, wears glasses, dresses neatly, and very attractive.

Unbalanced

She is	Medium-sized 5'5" tall Wears glasses Dresses neatly Very attractive

Balanced

She is	Medium-sized 5’5” tall [eliminate item] always neatly dressed Very attractive

She is medium-sized, 5’5” tall, always neatly dressed, and very attractive.

Any sentence should make sense. In the following example, just correcting an item on a list is not enough to

(**Her eyes are dark brown, thin eyebrows, a smooth complexion, and a thin mouth).**

Not all the things listed describe her eyes. In this case, the items themselves are balanced, but the writer has to decide what he or she is listing. It is clear that, the writer is really describing a person’s features.

Confusing (Faulty)

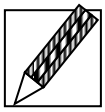
Her eyes are	dark brown thin eyebrows a smooth complexion a thin mouth

Clear and Balanced (Parallel)

She has	dark brown eyes thin eyebrows a smooth complexion a thin mouth

She has dark brows eyes, thin eyebrows, a smooth complexion and a thin mouth.

EXERCISE (2)



Balance the items in each of the following sentences. Decide what you are listing, to look like the one in the example. Change wording if necessary.

1. He has thick eyebrows, long eyelashes, sideburns, and has a few strands of hair under his chin.
2. If you are careless when you work electricity, you may get shocked, burned badly, or loss of life.
3. Some people go to college to play football, get married, and for many other reasons.
4. Cities and towns have more teenagers roaming the streets; people have diseases, more deaths, and more people in institutions than ever before.
5. The first thing Mrs. Johnson did was to introduce herself and that she is the librarian.

SAQs



A) Rewrite each of the following sentences; be sure that the items in them are balanced.

Example: I'm glad I am young, handsome, and never been married.

I'm glad I am young, handsome, and unmarried.

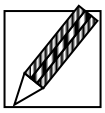
1. Ann tells everybody she has an apartment of her own and what she does every night.
2. I told him I had just arrived in town and to call and ask my mother.
3. Mike is 5'11", broad shoulders like a football player, a big fat stomach, and is rough in his actions.
4. Tom has complete control over his emotions, whether love, friendship, or even someone he dislikes.

5. A husband forgets that there are bills to pay, food to buy, and that the rent has to be paid.
6. Life is going to dances, to football games, wrestling matches, and going to track meets.
7. We talk about things like buying clothes, shoes, what style someone is going to wear, and how to make clothes.
8. When you vote, consider the candidate's political background, his point of view on different issues, and if you think he will get the job done.

B) Copy the first sentence of the following pairs of sentences. Write your own sentences, using the pattern of the words in italics and the beginning given.

1. A prospective employer is usually looking for an employee *who is neat, intelligent, and reliable*. ……..., ……..., and …….. .
2. A good pitcher often ends up with *tired muscles, sagging spirits, and a very sore arm.*
   A good race-car driver usually has……, ……, and ……..
3. If you want to be a good carpenter, you have to learn to judge correctly, to measure accurately, and to saw carefully.
   If you want to make money at the races, you have to learn ……, ……, and …….
4. I told my son that I was tired of his hanging around the house doing nothing and that I expected him to get a job.
   She told her mother that ……
   and ……

EXERCISE (3)



Decide what the writer is telling you, and eliminate all unnecessary information or put it into another sentence.

As I was a technical consultant on diesel electric power plants to the Turkish Air Force, which had fifteen radar sites and thirty air force bases with this type of equipment, I traveled most of the time.

SAQs



Decide what the writer is telling you, and eliminate all unnecessary information or put it into another sentence.

1. It may have been a busy day or my uncle may have gotten on his nerves, but sometimes my father can be an understanding man as long as nothing goes wrong.
2. For a woman who is already neglected because she is the wife of a successful businessman and the member of a prominent family and has many family problems, the time spent playing golf when he could be at home would make the situation even worse.
3. In the area of the house where my son's bedroom is, the wall sticks out, making a corner on the house where the wall changes level, making the wall wider where my son's and my mother's rooms connect.
4. I don't allow anybody to sit on my bed because after I finish making it up and putting my stuffed animals in place, I don't want people sitting up here because they may knock things out of place.

Guide your readers so that they will not feel puzzled

Your readers should not have any doubts about when things are taking place or what you have written is intended to be serious, funny, sad, or exciting. You should be clear in your own thinking and should make it clear to the reader:

When things are happening,
Who is telling about events,
What emotion, or feeling, is expressed,
and
Who is referred to when short substitute words are used.

Guide your readers so that they will know when events are happening

If you are writing about things that are happening now, the verbs you use should tell about the present. If you are writing about things that happened at some time in the past, let the reader know. Do not confuse the reader by mixing the time of the verbs, or action words.

Confusing (Faulty)

Liz has a nice personality, and she wore make-up and clothes that suit her. [The writer has not made it clear whether he is telling about Liz as she is now or Liz as she used to be.]

Better

Liz had a nice personality, and she wore make-up and clothes that suited her. [The writer is telling about Liz as she was in some past time.]

Or

Liz has a nice personality, and she wears make-up and clothes that suit her. [The writer is telling about Liz as she is now.]

Confusing (Faulty)

As I stroll through the supermarket, my nose came upon many smells. [The writer has not made it clear whether the time is the present or the past.]

Better

As I stroll through the supermarket, my nose comes upon many smells. [Everything is happening now.]

Or

As I strolled through the supermarket, my nose, came upon many smells. [Everything happen-ed in the past.]

Confusing (Faulty)

It will be a beautiful day tomorrow; we **went** to the beach early.

Better

It will be a beautiful day tomorrow; we will **go** to the beach early.

Some sentences may tell about something that is happening now but also refer to something that happened in the past. The verb tells the reader when each part of the sentence takes place.

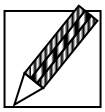
Confusing (Faulty)

If we think back five or six years and recall what we **are** wearing then, we can realize the change in our style of dress. [All verbs tell about the present, but what we are wearing then should refer to a time in the past.]

Better

If we think back five or six years and recall what we **were** wearing then, we can realize the change in our style of dress. [The speaker is now thinking about and recalling what was done at some past time.]

Exercise 4



Read the following sentences. In each sentence, one verb should be changed so that the time of the action is clear. Decide on the changes to be made and correct the sentences.

1. She raised many foster children but never has any of her own.
2. The wind was blowing, and the sun was shining; the children are digging in the sand while I played volleyball with my friends.
3. As Hiba entered the shop, she sees the different colours of wax and the various sizes and shapes of candles.
4. I remember the good times I have as a child, but I am happy to be old enough now to decide things for myself.

Guide your readers so that they will know who is telling about events and to whom the writer is speaking.

Many of your writings will be about personal experiences, and you will make frequent use of the words **I** and **we**. Some writings may give directions for doing something or may ask for some action and will be directed to you. Other papers may be stories, or narratives, which are about someone else, and you will use the words he, she, it, or they. Before beginning, decide which type of paper or paragraph you are writing and write in the same way throughout the paper.

Confusing (Faulty) I went to the mountains for my vacation. You certainly learn to drive carefully on the steep roads.

Better I went to the mountains for my vacation.
I certainly learned to drive carefully on the steep roads. [The reader sees the experiences through the eyes of the writer (*I*).]

Confusing (Faulty)

Remove the globe or shade before you take out the bulb that doesn't work. Then he screws the new bulb firmly in place.

Better

Remove the globe or shade before you take out the bulb that does not work. Then screw the new bulb firmly in place. [The reader (*you*) is receiving directions from the writer.]

Confusing (Faulty)

John and Toby went down the river in a canoe. You need to pull the canoe up on the grass at your campsite.

Better

John and Toby went down the river in a canoe. They remembered to pull the canoe up on the grass at the campsite. [The writer and the reader are watching what happens to others (*they*).]

SAQs



Read the first sentence of the following pairs of sentences. Write three sentences of your own: an I sentence, a you sentence, and a he or they sentence. Use the beginning words given and follow the pattern of the words in italics.

1. While I was on my way to the store yesterday, *I stumbled upon the most horrible sight that I have ever seen.*
   When I ……, I ……
2. You should take proper care of your dog; *give him food, fresh water, and exercise.*
   You must ……; take……
3. The three boys were usually together; *they went to the same school, and they all enjoyed fishing and playing baseball.*
   The five……; all of them……

Guide your readers so that they will know whether your writing is serious, funny, sad, or exciting

Do not confuse your reader by mixing two writing styles.

Confusing (Faulty)

In the corner of the room stood neat velvet-upholstered sofa with a bunch of funny-looking pillows at one end. [The reader probably doesn't know whether the writer is admiring or making fun of the sofa.]

Better

In the corner of the room stood neat velvet-upholstered sofa with several unusual pillows at one end.

Confusing (Faulty)

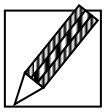
The smoke drifted gently from the chimney; there was a warm haze of sunlight, and it was cool, man, cool. [The slang expression at the end of the sentence is not in the same style as the dignified description at the beginning.]

Better

The smoke drifted gently from the chimney; there was a warm haze of sunlight, and everyone felt calm and relaxed.

Before you begin to write, decide on the feeling you wish to express and be sure that each sentence contributes to it.

Exercise 5



Rewrite the following paragraph so that the reader will not be confused about the ideas and feelings.

The beach is a happy place. The sand is as warm as a blanket on a cool night, and the air was fresh and clean. The children are jumping and screaming; the adults are running around playing touch football. You feel slow and lazy as I run down the beach.

Guide your readers so that references are clear

A pronoun is used to refer to the noun it stands for. Pronouns commonly used include (it, they, who, which, this, and that). Both a pronoun and its referent must be singular or plural. Problems result when pronouns such as ‘they’ ‘this’ and ‘it’ used carelessly. For example:

My friend laughed because my friends thought I was cute.

Certainly, the word ‘they’ is used in place of the second my friends. When words like they, he, she, it, and this are used in place of other words, it is important that they refer clearly to define persons or things coming before them.

Unclear (Vague) Several teachers complained about those noisy students. We thought **they** were being unreasonable. [Did we think the teachers or the students were being unreasonable?]

Clear Several teachers complained about those noisy students. We thought those teachers were being unreasonable.

Unclear (Vague) Snow on a highway gives drivers steering problems. **This** can be a majour cause of accidents. [What can be a cause of accidents? Snow? Bad steering? The dangerous situation itself?]

Clear Snow on a highway gives drivers steering problems. These problems can be a majour cause of accidents.

Be sure that when you use a word like it, they, them, or that, you have already given your readers a clear reference for this word.

Do not expect your readers to guess something that you have not told them.

Unclear (Vague) My paper looks OK, but my teacher with her 20/20 vision will spot **them** every time. [You know that **them**

refers to the mistakes in your paper, but you should not expect your readers to guess this fact.]

Clear My paper looks OK, but my teacher with her 20/20 vision will spot my mistakes every time.

Unclear (Vague) In high school, **they** want a note for every day you are late or absent. [Tell your readers who they are.]

Clear In high school, the principal's staff wants a note for everyday you are late or absent.

Unclear The steering wheel is small, but it is easy to steer it. [It cannot refer to the steering wheel; it must be the unnamed car.]

Clear The steering wheel is small, but it is easy to steer the car.

Do not use the words this and that when you mean a, an, or the. When you are describing or referring to a person or thing that you have not previously mentioned to the reader, write a boy or the boy instead of this boy. Never use the incorrect expressions this here or that there.

Wrong I met this here girl I liked in Knoxville.

Right I met a girl I liked in Knoxville.

Wrong I walked into this store, and I saw this great bargain.

Right I walked into a store, and I saw a great bargain.

Be sure to give no more than one possible reference for a word

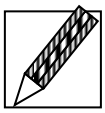
Sometimes "this, it, they, he, she, his, her, them, or their" can refer to more than one person or thing that comes before it.

Do not force your reader to guess which reference you intend. When necessary, rewrite the sentence, removing the incorrect reference.

Unclear (Vague) Citizens need to conserve their coupons so that they will last through a long and difficult rationing. [It is not clear whether the citizens or the coupons will have trouble lasting through the rationing period.]

Clear *Coupons* need to be conserved so that they will last through a long and difficult rationing period.
Unclear (Vague) I don't need music to start dancing that step. I can feel it in my bones. [Can I feel the music or the step?]
Clear I don't need music to start dancing that step. I can feel the music in my bones.

Exercise 6



In each of the following sentences, the italicized word should refer to a person or thing already named. If there is no clear reference for the italicized word or if the word could refer to more than one person or thing, correct the sentence to clear up the confusion.

1. This is a badly written article. Instead of giving the readers more specifies, they avoid the issue.
2. It is dangerous at night because they have not turned on the streetlights.
3. If you were in one of those large cities in Germany, it would remind you of New York because of their fast driving and walking.
4. The doctor told Mr. Nelson that until his fever went down, he should stay away from his son.
5. When a policeman stopped us, this was the third time they had stopped us that night.

Use a singular word like he, she, his, its, or him to refer to one person or thing. Use a plural word like we, they, their, or them to refer to more than one person or thing.

<u>As in subject-verb agreement both a pronoun and it's antecedent must be in agreement</u>

Wrong The wise shopper looks inside the garment to see that they have adequate seams. (Both the pronoun and its referent must be singular or plural)

Right The wise shopper looks inside the garment to see that it has adequate seams.

In guiding your readers, remember to:

1. be sure you have already given a clear reference for words like it, they, and them.
2. be sure that words like he, she, and their have only one possible reference.
3. use a singular word to refer to one person or thing; use a plural word to refer to more than one person or thing.

SAQs



Rewrite the following sentences so that the italicized words refer clearly and correctly to one particular word coming before them.

1. Every viewer of pay TV receives a TV guide so they don't need previews to keep the viewers informed of upcoming programs.
2. We became familiar with the play index. They listed looks and plays and their location.
3. Ed should find it easy to locate Harry's house since he understands the importance of giving and getting good directions.
4. Time schedules should be posted at bus stops. It should be protected from the elements and the graffiti artists.
5. A person must be able to use their hand to signal if they are going to turn right.
6. In Washington, I saw a really pretty girl from the West Indies. There were many of them walking around.
7. High-class people eat as though he does not care whether he is eating his dinner or not.

3. Using the Right Word

The words you choose help give your reader a good or a bad reaction to what you write. It is important to use the words you mean to use and to use the best words you can think of or find in a dictionary.

3.1 Use the words you mean to use.

You can ruin a perfectly good sentence by using the wrong word. If you are in doubt about a word, consult a good dictionary. If you can possibly help it, do not use a word that does not exist or that does not say what you think it says. It is better to use a word that sounds too simple to you than to use a word that is incorrect.

Inaccurate Customers will sit down at the counter and indulge in the tempting food.

Accurate Customers will sit down at the counter and eat the tempting food.

Inaccurate Gas rationing should be reinforced.

Accurate Gas rationing should be reinstated.

Inaccurate They chalked their sticks frequently as the game prolonged.

Accurate They chalked their sticks frequently as the game continued.

3.2 Use clear specific words

Sometimes a word is used correctly, but it is not the very best word you could have used. The best word is the one that gives the reader the clearest picture of what you mean to say. Which of the phrases below are more specific of what the writer is saying-those in the left-hand column or those in the right-hand column?

a fat man	a man weighing over three hundred pounds, with a short neck, three chins, and a body shaped like a barrel
an old car	a 1958 Buick sedan
a happy woman	a woman who fees as if she has just found a million dollars.
a broken record	a record that was smashed to bits.

The words on the right are much more specific and give the reader a clearer picture of what the writer is describing than those on the left. It really will improve your writings if you choose words that give your readers a clear, not a vague picture of what you want to tell them.

Vague I like Amal because she has a nice personality.

Clear I like Amal because she laughs at my jokes and does not get angry- even when I tell her I'm going to be late picking her up.

Vague My room is very cheerful.

Clear My room has plenty of sunlight; a warm red rug; big, soft yellow chairs; and a Welcome sign hanging on the door.

Vague People buy all kinds of ridiculous things for their pets. What's more, there is now a variety of clothing and accessories to choose from.

Clear A few of the many products for pets include gold jewelry, evening gowns, top hats and tails, and pajamas. If your pet is a little flabby, you can get him a jog-a-dog machine for $575. Also available are clip-on diapers, wigs, false eyelashes, mascara, and nail polish in a dozen colors.

SAQ



Rewrite the following paragraph, putting in clear or words to illustrate the italicized vague words.

Daydreaming is called "woolgathering." Usually people daydream about *agreeable things*. In a daydream, you can revisit *the past* or place yourself in *the future*. Daydreaming makes possible the *impossible*. It allows you to rid yourself of *unhappy feelings*. It is creative and essential for natural growth. In our daydreams, all that we want to happen does happen. Daydreaming offers us a release from *the cares of society*.

3.3 Problematic words.

Here is a list of some confusing words that have caused students problems in writing. Be sure that you know how these words are used.

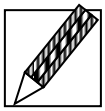
a	is used before a noun which begins consonant sound a beer, a cork, a habit.
an	is used before a noun which begins with a vowel sound. an alligator, an elevator, an hour.
accept	means to "to take something or to agree to do something" I accept your gift.
except	means "not included." Everyone except my St. Bernard was invited to the cookout.
affect	means "to influence." President Nixon's resignation speech affected me deeply.
Effect	usually means "result." Who knows what the effect of a nuclear war would be?
Already	means "before now" or "by this time." The crowd is already assembled.
all ready	means "completely prepared." We are all ready to go.
always	means "all the time." Judy is not always prepared for class.

all ways	means “every manner.” I try to be helpful in all ways.
between	refers to the space or time that separates two events, persons or things. A woman shouldn’t have to choose between marriage and a career.
among	refers to more than two persons or things. The will divides his money among several heirs.
borrow	means “to get, with the intention of returning.” I borrowed some money from my brother
lend	means “to let someone have something you expect to get back.” Lisa didn’t want to lend me any of her clothes.
bought	means “purchased.” Liz bought a ticket for the Sweepstakes
Brought	means “caused to come here.” I brought along my knitting.
bring	means “to cause to come here.” Bring that photograph album to me.
Take	means “to cause to go there.” Take that nasty cuspidor into the other room.
effect	See affect, effect.
except	See accept, except.
fewer	means “not as many.” It is a plural word I have fewer problems than I had ten years ago
less	means “not as much.” It is a singular word. I have less money than I had ten years ago.
foot	is singular The stool is less than a foot tall.
feet	is plural. I am five feet tall When the measurement comes before the person or thing it describes, however, use the word foot. This is a ten-foot ladder.
from	Do not use off or off of when you mean from.
off	The meanings are often similar, but off usually means “from the top of.” ***Wrong*** Jim copied off my paper. ***Right*** Jim copied from my paper
in	means “located within.”
into	means “toward the inside” of a place. We were all gathered in my aunt’s room. Joe just walked into my aunt’s room

its	means “belonging to it.” Virtue is its own reward.
it’s	means “it is” or “it has.” It’s small price to pay for being beautiful.
learn	means “to gain knowledge.” I learned how to surface-dive from my brother.
teach	means “to pass on knowledge.” Let me teach you how to stay awake in class.
leave	means “to go away from.” I am leaving my past life behind.
let	means “to allow to.” I will let him have my answer soon.
lend	See borrow, lend.
loose	means “not tight” or “unfastened.” Susie seems to have a loose tooth
lose	means “to allow to get away” or “to misplace.” It’s sad to lose an old friend
passed	means “went by.” The parade passed through the town.
past	means “former times” or “belonging to former times.” It is often sad to remember the past.
han	is used in a comparison George is faster than lightning.
then	can mean “at that time.” Wait awhile; Lou will then be free to help you.
their	means “belonging to them.” Let them have their own way.
there	means “in that place” and sometimes introduces the subject of a sentence. There are many reasons for avoiding those rock concerts.
they’re	means “they are.” There’re here! They’re here!
to	means “toward” or in the direction of.” It also appears before the verb in expressions like to want and to have.
too	means “also” or “more than enough.”
two	means “one plus one.” We all hate to go to the dentist. I am too angry to speak. I tried two three times to reach Lisa.

at	means "near" or "in the location of." ***Wrong*** They arrived to our house. ***Right*** They arrived at our house. Or They came to our house.
who	refers to persons.
which	refers to things
that	can refer to persons or things. Betsy Ross is the woman who made the first American flag. Which of these stories did you prefer? This is the wrench that I need for the job.
who's	means "who is" or "who has."
whose	means "belonging to what person." Who's at the door? Whose jellybeans are these?
whole	means "entire." I can't believe I ate the whole pie!
hole	means "opening." Every doughnut has is hole.
hold	means "to keep." I won't believe I have the money until I hold it in my hand.
your	**means "belonging to you." Take your seat.**
you're	means "you are." I think that you're mistaken.

Exercise 7



Write ***to, too***, or ***two*** in each of the blanks in the following sentences.

1. Americans drive cars that burn …… much gasoline.
2. I was …… tired …… understand what I was doing.
3. The nail was …… inches.
4. Celia has dedicated her life …… her family.
5. I was …… proud …… admit that I wasn't ready to be on my own.

SAQs

Fill in the blanks

A) Write ***a*** or ***an***

1. That elephant had …… unbelievably long trunk.
2. Compare Providence to … uncrowded city, and you'll see … instant what I mean.
3. My boyfriend is twenty-seven; I never thought I could fall in love with …… older man.
4. It only took them …… hour to find …… place to eat.
5. I wanted to get …… job in …… office.

B) Write ***their, there***, or ***they're***

1. …… own land was rich farmland.
2. …… going to be late if they don't hurry.
3. I'll never learn all …… is to learn about a subject.
4. George had never been …… before.
5. …… are many stresses that can bring on a heart attack.

C) Underline the correct word of the two words in parentheses in each of the following sentences.

1. I walked (in, into) the kitchen and saw my mother frying bacon.
2. When the firefighters arrived (at, to) our house, they wanted to know where the fire was.
3. My uncle is (in, into) his workshop.
4. If you can get (to, at) the store by 10:30, you probably won't find it crowded.
5. It looks as though the crowed is already (at, to) the ball park.

D) Underline the correct word in parentheses in the following sentences.

1. (Who's, Whose) clothing did Elaine borrow this week?
2. It's easy to tell (whose, who's) put too much squash on his plate.
3. Guess (who's, whose) coming to dinner!
4. I wonder (who's, whose) been nibbling at this cake.
5. Just as we started to relax, the sergeant called out, ("Whose, "Who's) gear is this piled on the floor?"

4. Too Few Words

4.1 Do not leave out necessary words.

Do not develop the careless habit of leaving out short words like the, and, he, she, it, his, her, of, or that.

Wrong	Right
As I got to swamp, I knew I had to go in.	As I got to the swamp, I knew I had to go in.
It was my letter convinced my sister to come and see what was going on.	It was my letter that convinced my sister to come and see what was going on.
He dribbles well also assists in points made by other players.	He dribbles well and also assists in points made by other players.
Take from bowl second half of dough and roll the same way you rolled the first piece.	Take from the bowl the second half of dough and roll it the same way you rolled the first piece.

Pull out locking rod and remove cylinder. Push rod with wire tip through barrel.	Pull out the locking rod and remove the cylinder. Push the rod with the wire tip through the barrel.
He is the type person you don't want to mess around with.	He is the type of person you don't want to mess around with. Remember to include ***of*** in expressions like kind of, type of, and sort of.

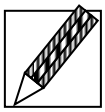
Sometimes when you say a sentence quickly, you leave out the verbs is, are, was, or were. Do not make this mistake in writing.

Wrong	**Right**
This a description of my brother.	This is a description of my brother.

When you compare two people or two things, do not leave out any words that would make your comparison clear.

Wrong	**Right**
Use our product. You'll feel cleaner than your soap. [You can't compare a person and a soap.]	Use our product. You'll feel cleaner than you would use your soap.

Exercise 8



Correct the following by supplying the missing word or words

1. Be sure that your air conditioner properly grounded.
2. I give all the work that I do in school.
3. It was end of summer.
4. John is the type man you wouldn't trust with much of your money.
5. I like Elvis Presley's singing better than Bob Dylan.

5. Too Many Words

5.1 Omit the repetitious words

Leave out any words that repeat something you have already said or that serve no purpose in your sentence

Do not use the same word too often in a single sentence or short paragraph.

Sometimes it is difficult to think of a word that has the same meaning as the one you have just used. Finding a new word is usually worth the effort, though, if you can thus avoid repeating yourself needlessly. Usually a little thought will suggest a better way to say something.

Repetitious Jerry West was chosen coach of the Lakers because he was well qualified for coaching the team. [There is no need to repeat the idea that Jerry West is a coach.]

Better Jerry West was chosen coach of the Lakers because he was well qualified for the job.

Repetitious The section to be plated has to be roughed in order to be plated. [There is no need to repeat that the section is to be plated.]

Better The section to be plated has to be roughed first.

Do not use a synonym (a word that has the same meaning as a word you have already used) unless it serves a definite purpose.

Do not bore your reader by repeating an idea that does not have to be repeated.

Repetitious Moving your fingers on the frets or neck of the guitar will give you the desired sounds you want. [Desired sounds and sounds you want mean the same thing. Only one of the expressions is needed.]

Better Moving your fingers on the frets or neck of the guitar will give you the desired sounds.

Repetitious Replace the jack back in the trunk. [Replace means "to put back." Omit the word back.]

Better Replace the jack in the trunk.

Repetitious My brother is neither fat nor thin, which helps him play football because of the way he is built. [The way he is built is unnecessary because the sentence says that he is neither fat nor thin.]

Better My brother is neither fat nor thin, a fact which helps him play football.

Avoid using expressions that are themselves repetitious

REPETITIOUS

ink pen
school teacher
the modern world of today
in my opinion, I think

BETTER

pen
teacher
the modern world
I think

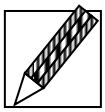
Do not repeat the subject by using he, she, it, or they right after the subject you have just named.

Repetitious: The coach, *he* is just there to help the quarterback decide what plays to run.

6. Rembrandt, he was the greatest art painter of all time.
7. Do not hold or depress the tongue down.
8. You will have to return that dress back to the store.
9. In my opinion, I feel television will play an important role in our modern society.
10. Champ can catch a ball in his mouth and return it back to you.
11. I have decided what to do about the problem I am having getting a job in an office and what is needed to solve this problem.

Better: The coach is just there to help the quarterback decide what plays to run.

Exercise 9



Rewrite the following sentences, getting rid of any redundant words.

1. Before the travel agent was completely able to finish explaining the various differences among all of the many very unique vacation packages his travel agency was offering, the customer changed her future plans.
2. During that time period, many car buyers preferred cars that were pink in color and shiny in appearance.
3. The microscope revealed a group of organisms that were round in shape and peculiar in nature.

SAQs



Rewrite the following sentences, getting rid of any redundant words.

1. Edward Kennedy's refusal to run for President is based on his emotional feelings.
2. When I practiced my speech, some of the contents of my speech were twisted, which caused distortion in the development of my speech.
3. Through the years, bikes have been improved and made better.
4. Many violent films are rated R because of their violence.

5.2 Say things plainly

Many beginning writers (and unfortunately some experienced ones) think that in order to have an effective style they have to use words that "sound good." Others think it is better to lead up to a point instead of making it directly. Actually, in most types of writing, the best style is the simplest one. Decide that after you have written something, you will take time to cross out unnecessary words and to reword sentences to make your work shorter and clearer. Ask yourself whether every word or group of words is necessary to the meaning of a sentence.

Here are some wordy sentences (that contain unnecessary words). How could they be simplified?

Wordy My sister dressed up to assume the appearance of Goldilocks. [To assume the appearance of is a exaggerated way of saying as.]
Better My sister dressed up as Goldilocks.
Wordy College prepares you for the field you may be entering, or if you aren't planning to work, it still helps you talk about things in a conversation that is interesting to you and other people. [This could have been said in far fewer words.]

Better College prepares you for an occupation and makes you a good conversationalist.

Avoid groups of words that add length but not clarity to your sentences.

WORDY	BETTER
our modern world in which we live	our world
It tends to seem to this observer that	I believe that
to me, I think	I think

SAQs

Eliminate wordiness in the following sentences. Rewrite any sentences where it is necessary.

1. Put the jack in a position where it will lift the car in a way so that you can change the tire.
2. To me, I believe that the jet plane has changed the entire course of existence in this modern world in which we now live.
3. I was wondering what it was possible for me to do about the problem I was having deciding whether to go back to school or to look for some kind of job.
4. The snow began to reach a higher level on the ground on which it lay.
5. When I was in high school, I never studied enough to accumulate the knowledge of the many and varied important things I needed to know.

3. Quite a few people have a limited amount of time to engage in shopping. Most of those individuals find that a large part of this time is spent searching for desired yet hard-to-locate bargains in the many stores that line the streets of our major cities.
4. Mismanagement of the coupons causes them to be used up before the rationing period ends, resulting in a loss of ability to buy more rationed items until the next period.

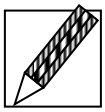
Avoid long introductions and the repetition of words and ideas you have used elsewhere.

Be certain that everything you write has a definite purpose. This passage shows that the writer was groping for ways to fill up space.

One of the most difficult adjustments any individual has to make is learning how to get along with others. People have individual differences in appearance, personality, and personal habits. Knowing that people are all different in the above mentioned ways and aspects makes a person feel confused about how to adjust to others. There are several essential behavior patterns that all people have in common. It is each person's job to look for these patterns in order to understand and adjust to others.

As you can see, the writer never gets anywhere in this passage. Once the point is made that certain patterns of behavior exist in all individuals, the writer says nothing further.

EXERCISE (10)



Eliminate all unnecessary repetition in the following paragraphs by writing the essential ideas in one or two sentences.

1. I received your inquiry yesterday. Yes, we do have...
2. It goes without saying that we are acquainted with your policy on filing tax returns, and we have every intention of complying with the regulations that you have mentioned.
3. Imagine a mental picture of someone engaged in the intellectual activity of trying to learn what the rules are for how to play the game of chess.
4. The supply manager considered the correcting typewriter an *unneeded luxury*.
5. Our branch office currently employs *five tellers*. *These tellers* do an excellent job Monday through Thursday but cannot keep up with the rush on Friday and Saturday.

SAQs

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Eliminate all unnecessary repetition in the following paragraphs by writing the essential ideas in one or two sentences.

1. The team is an eleven-man unit. This means that every man works as a part of the team and that they all work together toward the same objective. If every man does his job in the right situation, the play will be successful.

2. Many people find commercials on TV very vexing because they interrupt the programs. Some programs have commercial breaks eight to ten times every half hour. A viewer watching pay TV is not distracted by continual advertising urging him to buy a special cleaner or hear about the heartbreak of hemorrhoids. Quite a few people have a limited time to watch TV. A large part of this time is spent watching commercials. If they had pay TV, they could watch more programs without the wasted time of commercials.

OVERVIEW

In this unit, you have recognized how to relocate the misplaced parts in your sentences, give sentences balance. Moreover, you learnt to guide your readers so that they will not feel puzzled when you write for them. In addition, you know how to use the appropriate word

PREVIEW

In unit two, you will learn more about the techniques of note making. They are important aspects of studying at university. Good notes are effective notes, because they highlight key points, identify relevant supporting details such as examples, explanations, diagrams and other materials.

ANSWERS KEY

EXERCISE (1)

1. Mahmoud bought an antique car and an old bicycle at the auction last Ramadan.
2. Most of the time when a team that we like is playing on TV, we watch the game together.
3. I would describe this place, which is my bedroom as being very warm and cozy.
4. One thing you can do in your home is to keep all lights that are not necessary turned off.

5. Have you tried recently to buy gasoline that isn't sixty cents for your car?

EXERCISE (2)

1. He has thick eyebrows, sideburns, and a few strands of hair under his chin.
2. If you are careless when you work electricity, you may get shocked, burned badly, or lose your life.
3. Some people go to college to play football, and for many other reasons.
4. Cities and towns have more teenagers roaming the streets; people have diseases, and more deaths.
5. The first thing Mrs. Jamila did she introduced herself as librarian.

EXERCISE (3)

Decide what the writer is telling you, and eliminate all unnecessary information or put it into another sentence.

> As I was a technical consultant to the Turkish Air Force on their many diesel electric power plants, I had to travel most of the time.

EXERCISE (4)

1. She raised many foster children but never had any of her own.
2. The wind was blowing, and the sun was shining; the children were digging in the sand while I was playing volleyball with my friends.
3. As Hiba entered the shop, she saw the different colors of wax and the various sizes and shapes of candles.
4. I remember the good times I had as a child, but I am happy to be old enough now to decide things for myself.

EXERCISE (5)

1. This is a badly written article. Instead of giving the readers more specifics, the authors avoid the issue.
2. It is dangerous at night because the electricians have not turned on the streetlights.
3. If you were in one of those large cities in Germany, they would remind you of New York because of their fast driving and walking.
4. The doctor told Mr. Nelson that he should stay away from his son until his fever went down.
5. This was the third time the policeman had stopped us that night.

EXERCISE (6)

Write ***to, too***, or ***two*** in each of the blanks in the following sentences.

1. Americans drive cars that burn ***too*** much gasoline.
2. I was ***too*** tired ***to*** understand what I was doing.
3. The nail was ***two*** inches.
4. Dalia has dedicated her life ***to*** her family.
5. I was ***too*** proud ***to*** admit that I wasn't ready to be on my own.

EXERCISE (7)

1. Be sure that your air conditioner is properly grounded
2. I give my teacher all the work that I do in school.
3. It was the end of summer.
4. John is the type man of you wouldn't trust with much of your money.
5. I like Elvis Presley. He's singing better than Bob Dylan.

EXERCISE (8)

1. Before the travel agent finished explaining the differences among the unique vacation packages his travel agency was offering, the customer changed her plans.
2. During that period, many car buyers preferred pink, shiny cars.
3. The microscope revealed a group of peculiar, round organisms.

EXERCISE (9)

1. Yes, we do have...
2. We intend to comply with the tax-return regulations that you have mentioned.
3. Imagine someone trying to learn the rules of chess.
4. The supply manager considered the correcting typewriter a luxury.
5. Our branch office currently employs five tellers, who do an excellent job Monday through Thursday but cannot keep up with Friday and Saturday rush periods

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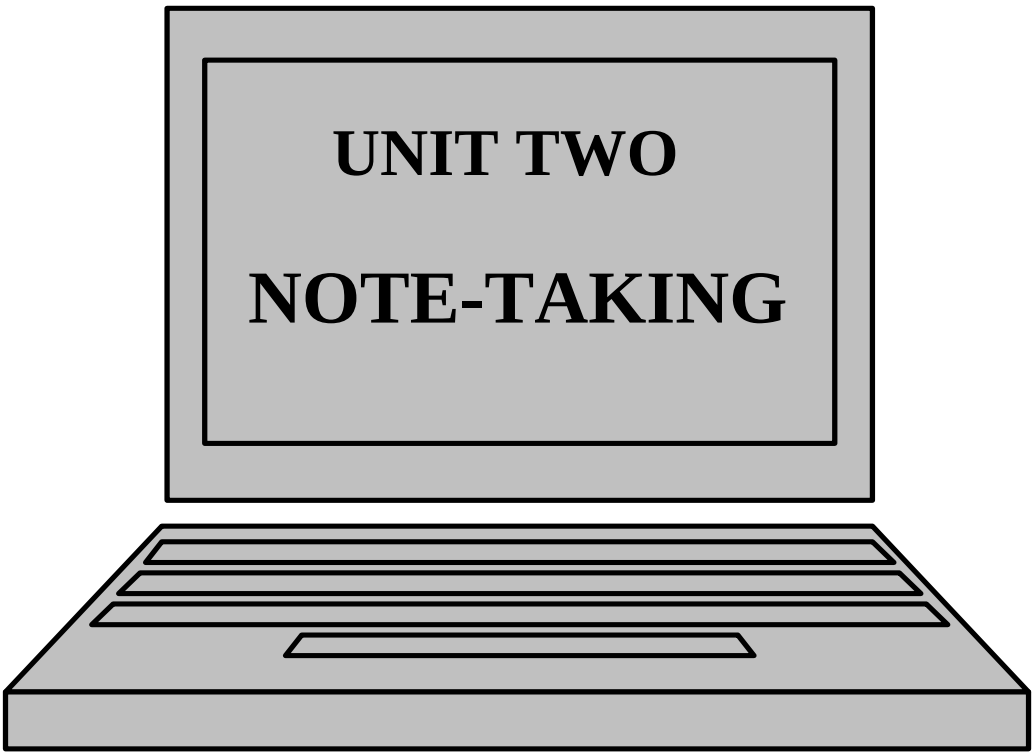
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UNIT TWO

NOTE-TAKING



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INTRODUCTION

PREVIEW

Dear learner,

Welcome to **UNIT ONE** in this course '**WRITING SKILLS 2**'. It attempts to provide you with the basic requirements for **NOTE-TAKING**. Both exercises and self-assessment questions (**SAQs**) are used to ensure the necessary practice needed to reinforce the material already discussed. It is hoped that you are going to enjoy this unit.

UNIT OBJECTIVES



Upon completing this unit, you are expected to be able to:

1. highlight key points
2. identify relevant supporting details such as examples, explanations, diagrams and other material
3. separate key points from supporting details
4. use the technique of note-making
5. make summaries from notes

1. Techniques of Note-Making

Making notes is an important aspect of studying at university. Good notes are effective notes, because they:

- highlight key points
- identify relevant supporting details such as examples, explanations, diagrams and other material
- separate key points from supporting details

Thus, your note-making strategies should be designed to help you remember key points and relevant details.

The sorts of notes that you will take will vary according to whether you are:

- attending lectures
- participating in tutorials
- participating in a classroom format
- working in laboratory practicals
- reading hard copy
- searching the internet

In almost all cases, what you get out of a lecture, tutorial, classroom, or laboratory practicals will depend on what you put into it. This means that you have to be an active learner. To be an active learner you will need to develop effective listening skills so that you will be able to know what to note.

1.1 Listing and Numbering

A) Read the following passage, then answer the questions given on it:

THE ART OF NOTE-TAKING

There are many study skills involved in the art of Note-taking. A student learns to give his full concentration while reading and studying the given passage carefully. He learns to identify the most important ideas and their supporting details. He is able to jot down the outline of the passage. He thus makes a skeleton of the summary of the passage. Finally, he learns to number the main ideas and the subordinate ones in order.

Notes help us in different ways. They are useful to collect information thematically. They assist us to remember important details of what we have read. They help us to revise our lessons for an examination or to write an essay. They are very useful to prepare for and participate in a discussion or to give a lecture.

The characteristics of Notes are four. Notes are always brief and to the point. They present only relevant facts. They often ignore examples, illustrations and minute descriptions. They are made in words and phrases and not necessarily in full sentences. Normally, they are presented in logical sequence as found in the given passage.

Questions:

a) Each paragraph in the above passage deals with one main idea. List and number those ideas.

Paragraph 1 ……

Paragraph 2 Notes help
Paragraph 3 ……..
b) Each of those main ideas you have listed again contains a number of subordinate ideas. Find them and list them.

Paragraph 1 (Main idea) : (Sub-idea)

…….. a) ……
…….. b) ……
…….. c) ……
d) ……

Paragraph 2 (Main idea) : (Sub-idea)

…….. a) ……
…….. b) ……
…….. c) ……
d) ……
e) ……
f) ……

Paragraph 3 (Main idea) : (Sub-idea)

…….. a) ……
…….. b) ……
…….. c) ……
d) ……

B) Compare the notes you have made with the following set of notes. Make the necessary modifications in your notes, and you will now have a perfect set of notes on the passage.

Title: **The Art of Note-taking**

1. **Skills involved in Note-taking**

a) to concentrate and study thoroughly

b) to identify important ideas and supporting details

c) to jot down outline

d) to number the ideas in order

2. **Notes help**

a) to collect information

b) to remember important details

c) to revise lessons for examination

d) to write and essay

e) to participate in a discussion

f) to give a lecture

3. **Characteristics of Notes**

a) brief

b) relevant facts

c) in words and phrases

d) in logical sequence

You will realize that there are two important principles for making good notes. **Firstly**, you must be able to distinguish the main ideas from subordinate ideas and show this distinction clearly in your notes. **Secondly**, you must be consistent in your numbering. The following system of numbering is suggested:

1

2 (a)

(b)

(i)

(ii)

(iii)

3

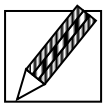
(a)

(b)

(c)

4

EXERCISE (1)



Read the following passages, then arrange the information contained in each of them in note form. Try to show in your notes the organization of the passage by listing the main and subordinate ideas and by numbering to show how the different pieces of information relate to one another.

A) Acquiring Information

What are the ways in which a student can acquire information? Firstly, he will acquire information from his tutors in three main ways – by lecture, by tutorial and by handouts, which the tutor may give him. Secondly, he may acquire information from 'other experts' outside his college: principally by reading but also perhaps by listening to the radio, listening to cassette recordings, or watching educational TV programs. Thirdly, he will get information from his fellow

students, perhaps in student-led seminars, perhaps in the contributions of other students in tutorial, or perhaps just in informal conversation.
Lastly, he can acquire information from himself. By thinking about his subject and linking together what he has heard and seen, he may come up with new ideas, which are his own.

Notes:

	Main ideas	**Subordinate ideas**
1	From ……..	a …….
		b …….
		c …….
2	'……..'	a …….
		b …….
		c …….
		d ……..
3	……..	a …….
		b …….
		c …….
4	……..	……..

B) Musical Instruments

There are many different kinds of musical instruments. They are divided into three main classes according to the way they are played. For example, some instruments are played by blowing air into them. These are called wind instruments. In some of these, the air is made to vibrate inside a wooden tube, and these are said to be of

woodwind family. Examples of woodwind instruments are the flute, the clarinet and the bassoon. Other instruments are made of brass, the trumpet and the horn, for example. There are also various other wind instruments such are the mouth-organ and the bagpipe.
Some instruments are played by banging or striking them. One obvious example is the drum, of which there are various kinds. Instruments like this are called percussion instruments. The last big group of musical instruments is the ones that have strings. There are two main kinds of stringed instruments: those in which the music is made by plucking the strings, and those where the player draws a bow across the strings. Examples of the former are the harp and the guitar. Examples of the latter are the violin and the cellos.

1. …….. … by …….

a. of wood ……. e.g. …….

b. of brass ……. e.g. …….

c. other kinds ……. e.g. …….

2. ……instruments ……. by …….

e.g. …….

e.g. …….

e.g. …….

3. …….. instruments ……..…. which ……..

a. ……. .. e.g. …….

b. ……. .. e.g. …….

C) Buying a pocket calculator

In recent years, pocket calculators have become almost as commonplace as wristwatches. There is now a tremendous choice of calculators at a great variety of prices.

The following points should be borne in mind when buying a calculator. Firstly, there is the number of things the calculator can do. The most basic type of calculators has the four arithmetical functions (addition, subtraction, multiplication and division), with perhaps a few other functions like percentage and square root. Next, there are calculators with a 'memory' that allows you to store information, do more calculations and recall the information when you need it. There are also special purpose calculators for, say, scientific, mathematical, statistical or other uses, with the appropriate functions. Some more expensive calculators are programmable, i.e. there is a choice of complex calculating routines, which will be done automatically. Lastly, some calculators can print out the calculations, so that you can check the calculations as they are being done, and have a permanent record of them.

The second important question is how easy the calculator is to use. The display of figures should be clear so that the figures are easily distinguished. Also, watch out for the decimal point! In some calculators, it is not very easy to see. The display should also be bright, so that it can be read in any light. Next, the keys they should be the right size and shape to be easily pressed. Some calculators look very neat but are awkward to use. For the same reasons, there should be a reasonable space between the keys. It is also more convenient if each key has only one function; two-function keys can be tricky to use.

The third important point is the power unit. Calculators may be mains-operated (i.e. run by electricity from a wall-plug) or battery-operated. Mains-operated calculators are cheaper to run if you use them a lot, but not so convenient for occasional use (as in an exam room!). Battery-operated calculators may be run by ordinary batteries, by special long-life batteries, or by rechargeable batteries. It may also be possible to buy a main adapter, which will allow you to run a battery calculator off the mains, when that is convenient.

Notes: ***Points to remember when buying a calculator***

Paragraph 1

1. The number of things a calculator can do:

a. Arithmetical functions i) ……

ii) ……

iii) ……

iv) ……

b. …… i) ……

ii) ……

iii) ……

c. …….

d. …….

e. ……

Paragraph 2

2. …….

a. …….. i) ……

ii) ……

b. …… i) ……

ii) ……

iii) ……

iv) ……

Paragraph 3

3. The ……unit

a. ……..……. i) ……

ii) ……

b. …….

SAQs:

A) Read the following passage and make notes on it, paying attention to the listing and numbering of ideas:

	Olympic Games – 4 athletic contests
The ancient Greek Olympic Games lasted five days and included four different athletic contests. First, there was the 'station' (from which we get the word stadium). This was a foot-race covering a distance of about 607 ft. Second, there was the "pen-	1 …….. …… …….. 2 …….. a ……..

tathlon", a contest in which each contestant had to excel in five different events: foot -races, jumping, wrestling, throwing the discus, and throwing the javelin. Third, there was boxing. In this contest, the boxers fought with fists, and the match continued until one or the other was knocked out or admitted defeat. The final event included horse racing, both races with four-horse chariots and races with the contestants riding bareback.

b ……..
c ……..
d ……...
e ……..
3 ……..
a ……..
b ……..
4 ……..
a ……..
b ……..

B) Read the following passage carefully and make notes on it. Discuss what you have done with a partner:

Communication

Today we are going to discuss communication. Now, we are going to concentrate on the means of communication, and we are going to consider them in four general categories. These categories are: Speech, writing, printing and electronic communication. I will take each of them in turn and discuss them briefly.

The oldest of these forms of communication is undoubtedly speech. It is believed that speech originated perhaps one million years ago, possibly by imitation of natural sounds. Certainly many such words as bang, or buzz are imitative in function.

The next big step forward in communication was the invention of writing. It had two major advantages over speech. Firstly, the speaker himself did not have to be present in order to communicate. And secondly, the knowledge of one generation could be accumulated and passed on to the next

Now, another kind of writing was picture writing where the scribe drew a picture of what he wanted to represent. These can be seen in the ancient Egyptian ***HIEROGLYPHICS***, or in some modern Chinese ***IDEOGRAPHS***. Having to draw everything you want to communicate is, of course, very limiting. Many of these drawings took other meanings, and in some cases came to represent sounds. The use of symbols to represent sounds was a great breakthrough. It led to the use of ***SYLLABARIES*** that is, systems where each symbol stood for a syllable; vowels were not indicated. Later, came the invention of the alphabet: that is to say, the representation of each sound by a different symbol. In spite of its advantage writing was, and is, a slow and cumbersome process and so the ability to write remained the privilege of a few until the invention of printing. This originated in China, where blocks of wood were carved into the shape of letters covered in ink, and pressed onto paper. The Arabs brought the secret of printing to Europe around the tenth century. However, it was not until the sixteenth century that European printers started to use the much more useful metal type. They also adapted the winepress used for crushing grapes, for pressing their new metal type onto paper. Therefore, the number of books vastly multiplied with tremendous consequences for the development of science and indeed all aspects of human culture.

The most recent development has been the use of electronic means of communication. These can be subdivided

into those that require a wire or cable connection for transferring messages (such as the telephone) and those, which do not (such as the radio and television). The pioneer in this area was Samuel B. Morse, who devised a method of sending messages by using short and long signals (dots and dashes). This system is still known today as the Morse Code. The invention of the telephone made the learning of a special code unnecessary: people could speak to one another quite naturally. The invention of wireless-radio communication by MARCONI in 1896 meant that message could be sent over long distances without the necessity of using wires or cables, and the first transatlantic wireless message was made in December 1901. Work started on the development of television in the nineteen-twenties, and the BBC made their first regular transmissions in 1929. However, it is only in the last twenty years or so that television has become as popular as radio in various countries.

2. Using Abbreviations for Note-Taking

Apart from listing and numbering, good notes use abbreviations and symbols. This saves a lot of time and effort. As you know, lecture learning is famous in college classrooms. It was reported that college students usually spend about 80% of class time listening to lectures. The problem is that students typically record incomplete notes--usually 20-40% of the important lecture ideas. (In addition, approximately 80% of what is not noted is forgotten after two weeks and it is of vital importance that note-taking skills are taught. It was found that students perform note-taking more efficiently when they are allowed, "to encode information" using abbreviations. The use of abbreviations reduces hands and eyes engagement and

enables to record spoken information more efficiently. Abbreviations can be of three kinds.

1. **Field abbreviations**. The student specializing in a certain field will learn certain abbreviations as part of the study of that field. For example, a student of chemistry will know that C stands for Carbon and Ca for Calcium. Such abbreviations are very useful since they are widely used within each field and are not ambiguous, or liable to be misunderstood.

2. **Commonly understood abbreviations**. These are abbreviations in common use, or else easily understood. Some examples are i.e. meaning that is and = meaning is equal to, or is the same as. For more examples, see the table below.

SOME USEFUL ABBREVIATIONS AND SYMBOLS FOR NOTE-TAKING

From Latin		Symbols
A.H. years after the Hejra.	∴	therefore, thus, so
cf. compare	≡	because
NB note well (something important)	=	is equal to, the same as
viz. namely (naming someone or something	=	is equivalent to.
	≠	Is not equal to, Not the same as
	+	Plus, and, more
	-	minus, less
	>	Greater than, more than, over
	<	less than

you have just referred to)	%	Percentage
	÷	divide, divided by
	X	Multiply, multiplied by
	^	insert (something which has been omitted)
	→	from.. to, leads to, results in
	←	is given by, is produced by, results from, comes from.
	〃	inches or ditto marks – i.e. repeat the word above.

3. **Personal abbreviations** made up by the student himself. If you find yourself having to frequently note down a certain word, it is sensible to find a way of abbreviating it. For example, a student of English literature listening to a lecture on the poet Wordsworth could well use the initial **W,** instead of writing out the poet's name in full each time he has to refer to him.

Here are some ideas to help you in making your own style in note taking:

Words are assigned to **five** categories. As a result, **five basic rules** are needed to abbreviate any word of a full English vocabulary.

Suffix Category Example

A list of suffixes and their corresponding 1 letter abbreviations is created, a suffix word is divided into the root and suffix (**men** tion - **ed, adv** ertise - **ment)**, an abbreviation is

formed by taking 3 first characters out of the root and replacing the suffix with one letter (examples: mentioned - **mend,** advertisement - **advm).** Any number of suffix words can be abbreviated by this rule. Prefix and prefix/suffix are abbreviated with the same approach.

A brief example is illustrated below:

Longhand Text - *We submit a list of services available for your special filing.* (53 characters)

Abbreviated Text - *W smit a lst o sers avab fr y spel filg.* (30 characters - reduction in writing by 43.4%)

Exercise 2:



Read the following passages, and then write notes using abbreviations technique on:

A) EDUCATION TERMINOLOGY DEMO

Lecture note-taking influences the academic success of all high school and college students and they will increasingly have to depend on their ability to take notes in order to be successful in the classroom. All students would benefit if teachers deliberately trained their students in note-taking techniques the same manner that they are taught writing or computer skills, especially the lower-achieving students.

Abbreviating the spoken word increases the attention and concentration span, and provides more time for students

to comprehend class material. They can process spoken information into written form faster and it enhances retention of the information and can lead to improvement in overall organization of their notes. In addition, a higher writing speed allows more time to pay attention to handwriting legibility and style to make notes legible and readable.

B) DEMO TEXT (689 CHARACTERS)

Productivity enhancements will continue to be key to supporting future growth of business revenue profits with worker automation to be a major factor. One of the more frustrating and expensive holdovers from the non-automated world continues to be the scope of effort required to input data. Massive efforts are made and billions of dollars are spent to encode product and customer data using written and verbal communications as source information. Consistently reliable and timely performance data entry is the backbone to high volume data processing in such industries as medical, insurance, publishing, litigation support, retail and travel. With complete and accurate records of every transaction and client, a business could be improved and streamlined to increase overall productivity and the bottom line.

C) BUSINESS TERMINOLOGY DEMO

It is estimated that up to 70% of small and medium size corporations in the United States are not in compliance with their State or Federal Requirements. They do not document their corporation meeting minutes, have them recorded, signed, and installed in their corporation book of record. One of the main reasons is that their meeting

minutes incomplete and improperly recorded due to the lack of appropriate systems and tools to accurately record spoken information.

Introducing EasyScript/ComputerScript to write and type faster, easier, and more efficient than any method you have ever used. This revolutionary way to learn speedwriting and typing will enable you to take meeting minutes quickly and accurately. It doesn't take long to learn, just a few hours, and you can become effective taking meeting minutes and more comfortable with this work assignment.

D) LEGAL TERMINOLOGY DEMO

A federal official who receives grand-jury information may use it only as necessary to perform his/her official duties and subject to any limitations on its unauthorized disclosure. Within a reasonable time after disclosure, a government attorney must file, under seal, a notice with the court stating what information was disclosed and to whom. Foreign-intelligence information means any information about a person, a foreign power, or a foreign territory that relates to the national defense or the security of the United States, or to the conduct of its foreign affairs. You consent to receive communications from us electronically. We will communicate with you by e-mail or by posting notices on our website. You agree that all agreements, notices, disclosures and other communications that we provide to you electronically satisfy any legal requirement that such communications be in writing.

SAQs



Here are some notes taken by a student from an encyclopedia article on pyramids. You can see that the student has wasted a lot of time by writing out every piece of information in full. See if you can write his notes more briefly and leave out unnecessary words.

A) Pyramids

By the word 'pyramid', we usually mean the grave of an Egyptian king of the Old and Middle Kingdom (that is, from 2680 BC to 1567 BC).

The earliest pyramid was built for king Zoser and is called the 'Step Pyramid' because the sides go up in large steps. It is 197 feet high.

The largest pyramid ever made is one of a group of three built at Giza, South of Cairo, by the kings of the fourth dynasty, which lasted from 2680 BC to 2565 BC. This pyramid is called the 'Great Pyramid', and was built by King Khufu (his Greek name is Cheops). The outside of this pyramid consists of more than two million blocks of stone. The average weight of each of these blocks is two and a half tons.

Here is another set of notes that requires the use of abbreviations and symbols. Rewrite them as in exercise five.

B) Malta

Malta comprises three islands. They are the island of Malta itself, and the smaller islands of Gozo and Comino. The area of Malta Island is ninety-five square miles. While Gozo is twenty-six square miles in area, the size of Comino is only one square mile. The total area is therefore a bit smaller than the Isle of Wight in the United Kingdom.

As at 1970 the population was 3,22,173. The capital city is Valetta. Valetta has a magnificent harbor. The Maltese have their own language, which is mainly derived from Arabic but also contains many Sicilian words.

The chief products are potatoes, vegetables, grapes, wheat and barley. Malta is a very important shipping center for the Mediterranean and is of great strategic value.

3. Writing Summaries from Notes

You have already learnt how to make notes of any passage that you read. Making notes will help you to prepare summaries of whatever you read.

Exercise 3:



Make notes by listing the main and subordinate ideas for each paragraph in the following passages.

A) Different Kinds of Fire

There are different kinds of fire. You should use different kinds of materials to put out different kinds of fire. Things that put out fire are extinguishers. When it is an ordinary fire caused by burning materials, we use water. In this case, water is an extinguisher. When it is an oil or petrol fire, we use a kind of foam. In this case, foam is an extinguisher. When it is electric fire, we switch off the electricity. The fire extinguisher used for electric fire is a special gas or liquid. Never use water. It is very dangerous to throw water on an electric fire.

In modern houses, more steel and concrete are used. Steel and concrete cannot catch fire. Even furniture is made of steel. When there is waste material in the house, throw it into the dustbin in the street. If you want to burn the waste, dig a pit and burn it. When you see a live cigarette on the road, stamp on it with your foot. You should also keep fire extinguishers ready. You may keep sand in buckets. Sand is a fire extinguisher too. When there is fire, it is good to shout 'Fire! Fire!' and make a noise. This helps people to come out of their houses. They are safer outside.

A) ANSWER

Title: How to ……..…… and ……. fire

1. Fire …….

a) ……..……for fire different

Kind of fire	**extinguisher**
……..……	a- water
electric	b- ……..…….
……..……	c- ……..…….
……..……	d- ……..…….

b) ……

2. Precautions against ……..……..……. fire
   a) ……..……..……..…… … …….
   b) ……..……..……..…… … …….
   c) ……..……..……..…… … …….
   d) ……..……..……..…… … …….
   e) ……..……..……..…… … …….

B) WATER

The plants which man grows to provide food for himself and his animals must have water or they will die. This is because plant nutrients in the soil cannot enter the root unless they have first been dissolved in water. Plants also need to absorb large quantities water from the soil to build up their tissues and to lose a great deal of water in the atmosphere each day as water vapor. The process by which land plants lose water vapor is called transpiration; a kind of breathing. In hot climates, more water is lost, and this loss must be replaced from the soil.

Rain supplies most of the water that plants need, but unfortunately, it does not always fall at the right time of the year or in sufficient quantities. Plants may stay alive if rain is scarce, but they will not yield such a good harvest of food.

Thus, for centuries, man has devised methods of supplementing natural supplies of water to his crops by means of irrigation. These methods vary according to the climate, the crops and the available water resources. In tropical and Mediterranean countries, water is usually brought to the crops by a network of surface ditches; this is known as surface irrigation. In Europe and the U.S.A., water is usually pumped from a stream through pipes and sprayed on the field from above; this is called overhead irrigation.

B) ANSWER

Title: ……

1. ……

   a) ……

   b) …… …….

   c) ……

2. ……

   a)……

   b)……..

3. ……

   a) ……

   b)……

   c)……

4. ……

   a)……

   b)……..

SAQs

Read the following passage and make your own notes. Then write a summary of the passage using your notes.

A) Examinations

At the end of every course of study, you have examinations. Here is some advice about preparation for performance in and attitudes towards examinations.

First of all, preparation begins as soon as you arrive in college. Therefore, your motto should be 'begin now'. You can make a good start by preparing neat and adequate notes.

Your notes should contain all the important points from your lectures and from your reference books. if you have complete notes, you will have little trouble with examinations. Do not leave revision of your notes till the end of your course; after each term go over your notes carefully. Your final revision, a few weeks before the examination, will then be quite and easy task.

Next, what should you do during the examination? Your best guide is to remember that a few minutes of careful planning and study can save hours of wasted time-so, do not start answering the questions until you are quite clear what you must do. Read the instructions carefully. Read the questions and answer exactly what you are asked. Plan your time, and make a short outline of each answer as you come to it. Write clearly and make sure your spelling and grammar are as correct as possible. When you have finished, read over your answers and correct the obvious errors.

Lastly, is your attitude to examinations. Many successful people have never passed any examinations in their life. Many people have passed several examinations and are failures in life. Therefore, do not place too much trust in examinations. The former Dean was once speaking to some students. He told them that many of them would no doubt fail in their examinations at the end of the year, as only half of the students usually passed their examinations. Everyone, he said, has to be tested by difficulties. The successful ones are those who overcome difficulties by hard work and persistence. Examinations are important but they are not supremely important.

Sample Notes

Examinations

Preparation-when
How
Performance-5 do's
Attitude

B) Reading

Learning is made easier by the use of paper and printing. There are million of books in the world in various languages and they are worthless unless they are read. Books are to be read, not merely to be kept on shelves.

Books are very entertaining companions if we know how to use them. Most students think of textbooks when the word 'books' is mentioned. This is wrong. You can read very many other books with pleasure and profit.

Unless you have the skill of reading, you may not be able to make good use of books. This is skill, which every student has to acquire. First, learn to read groups of word along the line, not words separately. Your eyes are capable of covering a whole group of word at the same time and you must get them to move over the group fast. To read word by word is very slow. Make your eyes move fast over the lines, if you need to. It may be difficult at first but if you keep trying you will begin to read fast.

Speed is essential in reading. However, it is no use reading fast if you do not understand what you are reading in other word, you must read fast with understand (i.e. comprehension); continuous practice alone can give this important skill.

A common fault in our students now-a-day is the habit of reading aloud. It does not help you in anyway. On the hand, it makes learning difficult for you: Reading aloud makes you tired. Your voice grows hoarse, your throat turns dry and you get exhausted in a few minutes. Silent reading, on the other hand, helps you to conserve your energy, makes you concentrate on the subject and help you to read faster. You see tour eyes can move fast over the words but your tongue cannot form words and speak them equally fast. So reading aloud is much slower, very tiring, and probably to everybody quite useless most of the time. Moreover, it is a great annoyance to everybody around you. Learn to read silently and you will read faster and faster.

Most for you must be finding English rather difficult to read. If you want to improve, first see how fast and how well you are able to read your mother tongue. It is a sat fact that great many students find even this difficult. Do you read your mother tongue silently and fast with full comprehension? If not, learn to do that first. Unless you can read efficiently in your mother tongue, you will not be able to read well in English, a foreign language. The more you read in Tamil, Telugu or Malayalam, the more you will be able to read in English.

Finally, reading is a skill that improves with practice. The more you practise, the more skill you acquire in reading fast with comprehension. Try to read at least for half an hour every day following what has been said above. Your reading skill will grow stronger and in a few months.

OVERVIEW

Certainty, in this unit, you have become familiar with the technique of note taking. Moreover, you learnt how to list the very salient points of a lecture or readable material. Beside this, you know how to use abbreviation in taking notes. In addition, you know how to use the notes, which you have taken in writing summaries.

PREVIEW

Unit Three will introduce you to the conventions of paragraph writing. You will know that a paragraph is a set of connected sentences dealing with a single topic. A paragraph should be coherent and has a theme**.** As you will see, there are traditions in paragraph writing, which you should bear in mind. Using and adapting them to your individual purposes will help you build accurate paragraphs.

ANSWERS KEY

EXERCISE (1)

A) Acquiring Information

Notes:

	Main ideas	Subordinate ideas
1	From tutors	a Lecture b tutorial c handouts
2	'Other experts'	a reading b listening to radio c listening to cassette d TV
3	Fellow students	a seminars b tutorial c conversation
4	Student himself	can develop new ideas

B) Musical Instruments

Wind instruments … by blowing air into them
of wood e.g. flute
of brass e.g. trumpet
other kinds e.g. mouth-organ and the bagpipe
Percussion instruments. .. by banging

e.g. drum

Stringed instruments…which plucking the strings drawing a bow across the strings

e.g. the harp …….

e.g. the guitar

Notes:

Points to remember when buying a calculator

1. The number of things a calculator can do:

a. Arithmetical functions … i) addition

ii) subtraction

iii) multiplication

iv) division

b. Memory … i) more calculations

ii) store information

iii) recall information

c. Special purposes

d. Programmable

e. complex calculating routines

2. How easy to use

a. The display of figures … i) should be clear

ii) should also be bright

b. Keys i) right size

ii) right shape

iii) space between them

iv) one function

3. The power unit

a. mains-operated

b. Battery-operated

i) ordinary batteries

ii) rechargeable

c. Main adapter

EXERCISE (2)

A) EDUCATION TERMINOLOGY DEMO

Lecu n/tkg iflus h acak su o al hi sc d cg stuns d ty wl icrey hv t dpen on thr abiy t tk nots n ordr t b sucf n h c/ro. Al stuns wo bf f tears dliby trad thr stuns n n/tkg tecs h sa manr th ty ar tt wrig o cputr sks, espy h l/achg stuns. Abbg h spok wd icres h atth d ccenh sn, d pvids mo tm fr stuns t cpre cl matl. Ty cn pces spok iforh io writ fo fasr d it ehcs rtenh o iforh d cn ld t iprom n o/all orgh o thr nots. N addh, a higr writg sp alws mo tm t py atth t h/wrg legy d sl t mk nots legb d reab.

B) COMPUTERSCRIPT TEXT (369 CHARACTERS)

Pductty ehanms wl ctin t b ky t sportg futu gw o busn rven pfits wi worr auth t b a majr facr. One o h mr frug d xpenv h/ovs fm t nn autd wo ctins t b h sc o ef rquid t iput da. Masv effs ar md d bill o doll ar spn t ecod pduc d cusr da usg writ d verl cmunhs z sour iforh. Csisy rlib d timy pforc da etry s h b/bo t hi volu da pcesg n sh iduss z medl, isurc, pubg, lith sport, rtail d trav. Wi cple d accu rcors o evy tach d clin a busn co b iprovd d s/lid to icrea o/al pducty d h bott ln.

C) BUSINESS TERMINOLOGY DEMO

It s estd th up t 70% o sm d me sz corhs n h US an' n cplic wi thr stt r fedr rquims. Ty dn' docm thr corh meeg mins, hv tm rcord, sigd, d istald n thr corh bk o rcor. On o h mn reas s th thr meeg mins icom d iproy rcod du t h la o aprot syst d tls t rcor spok iforh. Itrog ES/CS t wt d tp fastr, easr, d mo effn tn ny mh u hv evr usd. Ths rvoly wy t lr sp wrig d typg wl eb u t tk meeg mins quiy d acury. It dn' tk lg t lr, ju a fw hrs, a u cn bm effv takg meeg mins d mo cforb wi ti asigm.

D) LEGAL TERMINOLOGY DEMO

A fedl offl hu rceis g/ju iforh m uz it ony z necy t pfor hs/hr offl duts d sjec t ny limhs on its uautd dclou. W/in a reab tm aftr dclosu, a govm ay mu fl, ud sl, a nc wi h ct stag wa iforh ws dclod d t wm. F/itc iforh mns ny iforh ab a pson, a fogn powr, r a fogn tery th rlats t h natl dfen

r h secy o h US, r t h cduc o its fogn afs. U csn t rcei cmunhs fm us eley. W wl cmunt wi u by e/m r by posg ncs on ou w/si. U ae th al agrms, ncs, dclosus, d othr cmunhs th w pvid t u eley safy ny legl rquim th sh cmunhs b n wrig.

EXERCISE (3)

Make notes by listing the main and subordinate ideas for each paragraph in the following passages.

A) Different Kinds of Fire

Title: **Fire extinguishers**

1. Fire extinguishers
   a)…for fire from different kinds

kind of fire	**extinguisher**
ordinary fire	water
electric	special liquid
petrol fire	foam

   b) caution about electric fires never use water
2. Precautions against catching fire
   a. Material for modern houses and furniture is steel
   b. throw waste in dustbin
   c. Stamp on Burning cigarettes.
   d. Fire extinguishers include sand
   e. In actual case of fire shout out 'FIRE! FIRE!'

B) WATER

Title: Irrigation

1. Food-yielding plants need water to
    a) absorb dissolved nutrients
    b) build up tissue
    c) compensate for transpiration

2. Rain is irreliable because
    a) not always fall at the right time
    b) insufficient

3. Methods of irrigation vary according to
    a) climate
    b) crops
    c) available water resources

4. Methods of supplementing

a) Method 1: network of surface ditches
place: tropical and Mediterranean countries

b) Method 2: spraying
place: Europe

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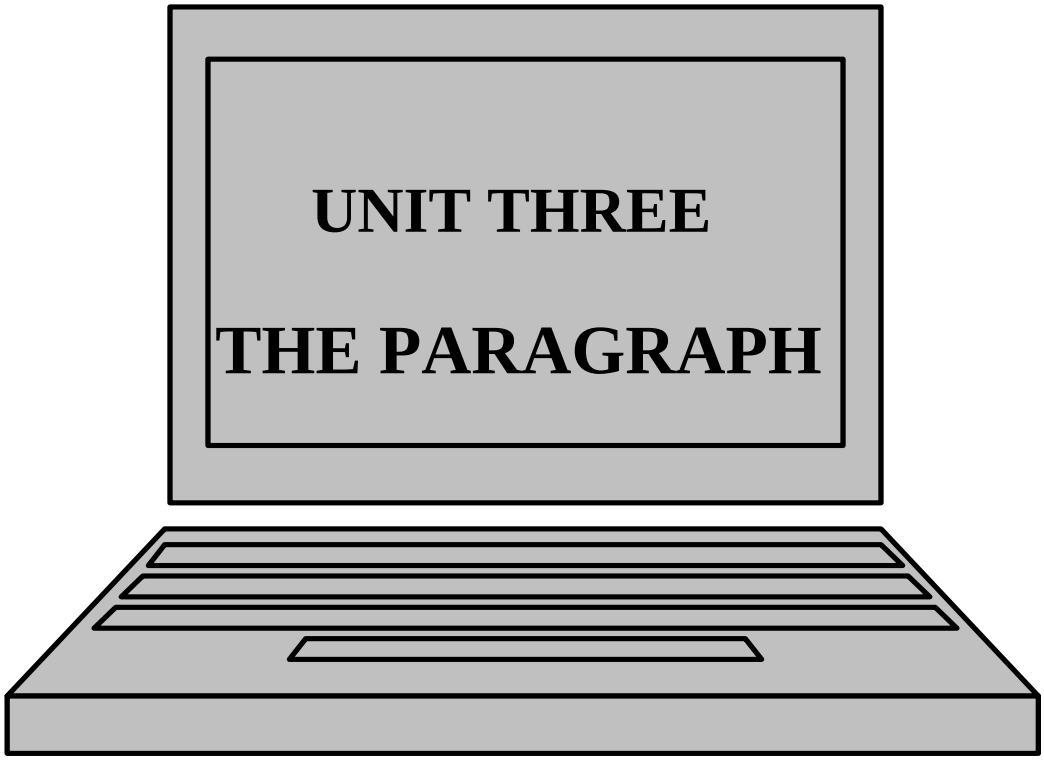
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UNIT THREE
THE PARAGRAPH

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INTRODUCTION

PREVIEW

Dear learner,

Welcome to **UNIT THREE** in this course '**BASIC WRITING SKILLS 2**'. It endeavors to provide you with the conventions of paragraph writing, which helps you to write an effective paragraph. The **exercises** and self-assessment questions (**SAQs**) are needed to reinforce the material that has already been covered. Really, we hope to do this unit thoroughly to be an enjoyable task.

UNIT OBJECTIVES



Upon completing this unit, you are expected to be able to:

1. identify the paragraph unit
2. recognize the paragraph coherence
3. identify and supply topic sentences for different paragraphs
4. develop your idea adequately
5. differentiate between the topic and the topic sentence

1. What is a paragraph?

A paragraph is a set of related sentences dealing with a single topic. To be as effective as possible, a paragraph should contain each of the following: **Unity, Coherence, A Topic Sentence,** and **Adequate Development.** As you will see, all of these qualities have common characteristics. Using and adapting them to your individual purposes will help you construct effective paragraphs.

1.1 Unity:

The entire paragraph should concern itself with a single idea. If it begins with one idea or a majour point of discussion, it should not end with another or wander within different ideas.

1.2 Coherence:

Coherence is the trait that makes the paragraph easily understandable to a reader. Coherence is a reasonable connection between ideas arguments etc. You can create coherence in your paragraphs by creating logical bridges and verbal bridges.

Logical bridges:

- The same idea of a topic is carried over from sentence to sentence
- Successive sentences can be constructed in parallel form

Verbal bridges:

- Key words can be repeated in several sentences

- Synonymous words can be repeated in several sentences
- Pronouns can refer to nouns in previous sentences
- Transition words can be used to link ideas from different sentences

1.3 A topic sentence:

A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Although not all paragraphs have clear-cut topic sentences, and despite the fact that topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle), an easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence near the beginning of the paragraph. (This is a good general rule for less experienced writers, although it is not the only way to do it).

1.4 Adequate development

The topic (which is introduced by the topic sentence) should be discussed fully and adequately. Again, this varies from paragraph to paragraph, depending on the author's purpose, but writers should beware of paragraphs that only have two or three sentences. It is a good bet that the paragraph is not fully developed if it is that short.

Some methods to make sure your paragraph is well-developed:

- Use examples and illustrations.
- Cite data (facts, statistics, evidence, details, and others)
- Examine testimony (what other people say such as quotes and paraphrases)
- Use an anecdote or story
- Define terms in the paragraph
- Compare and contrast
- Evaluate causes and reasons
- Examine effects and consequences
- Analyze the topic
- Describe the topic
- Offer a chronology of an event (time segments)

Paragraphs are units of thought with one idea developed adequately. Listed here are some rules of thumb to use when paragraphing. As your writing improves, you'll be able to break these "rules" to meet your own needs. Until then, these suggestions can be helpful:

- about whether they are really parts of a larger paragraph-- Put only one main idea per paragraph.
- Aim for three to five or more sentences per paragraph.

- Include on each page about two handwritten or three typed paragraphs.
- Make your paragraphs proportional to your paper. Since paragraphs do less work in short papers, have short paragraphs for short papers and longer paragraphs for longer papers.
- If you have a few very short paragraphs, think how they can be combined--or whether you can add details to support each point and thus make each into a more fully developed paragraph.

You can check on whether your paragraphs are balanced by looking at your paper.

2. Learn to write paragraphs

As you know a paragraph is a group of sentences about one idea, or topic. Physically, a paragraph is easy to see on a page, because its first word is indented from the left margin.

A paragraph looks like this:

Sentence 1…….Sentence 2 …….Sentence 3 ……. Sentence 4……Sentence 5 …….. Sentence 6 …….Sentence 7 ……. Sentence 8 ……..

The length of your paragraph will change with the type of topic you are writing about. That is, some topics are more difficult than others and take more

words to develop. The average length of your paragraphs should be five to eight sentences, or about 50 to 150 words.

Your paragraphs should be about as long as the following one:

My brother keeps himself physically fit. He runs four rounds around a mile-long track twice in the morning and evening. In his spare time, he works out in the neighborhood gym, doing calisthenics and yoga, lifting weights, and sprinting. He always keeps two closets full of health foods and drinks. In the morning, he gets up at six o'clock and does one hundred sit-ups before he goes to work. If he keeps this up, he will either make the U. S. Olympic team or kill himself at an early age.

3. TOPIC SENTENCE IN A PARAGRAPH

You know that a paragraph is a group of sentences dealing with one unit of information unified by a controlling idea. The paragraph is a good one only if the reader can easily grasp this controlling idea. Usually this controlling or main idea is expressed in a sentence and this sentence is called the **topic sentence** of the paragraph.

In this unit, you are going to identify and supply topic sentences for different paragraphs.

SAQs

Here below are given three paragraphs. Read each paragraph closely and answer the following questions:

a) What is the main idea of the paragraph? Express it in one word or a phrase.
b) Identify the sentence that expresses this main idea and underline it.
c) In which part of the paragraph does this topic sentence occur - beginning, end or middle?

Paragraph A

I admire my brother Salih because he is talented, intelligent and kind. Not only can he play most games well, he is also a good musician and actor. He has always been the best teacher in his school, and in the graduation exams, he was placed the first with honor degree. Although he is so intelligent and gifted, he is not boastful. Indeed, Salih is one of the kindest people in my family. If any one has a problem, they know they can go to him for help. If anyone is ill, he is always the first to visit him, and if anyone is sad, he is always very quick to cheer him up. If a person has such wonderful qualities, I think you will agree that is impossible not to admire him.

Paragraph B

Ten years ago, if you wanted to play tennis in New York City, you did not have to wait in line. Today you must sign by midday in order to be guaranteed a court at 5 p.m. Clearly, tennis has become one of the most popular sports played in New York City. Last summer I had to drive out of Manhattan on Sundays to play tennis because of the long lines at the public courts. Private indoor tennis courts have been doing so well financially that more of them are scheduled for construction every year.

Paragraph A

During the past, dramatic changes have taken place inside the Earth. If these changes had not taken place, life would not have originated, and we would not be here today. Furthermore, changes are still going on inside the Earth. These show themselves in the occurrence of earthquakes, the activity of volcanoes, and in the movements of mountain ranges.

You would have observed that the topic sentences in the three paragraphs given above occur at different parts of the paragraphs. In the first paragraph, it is the first sentence; in the second, it is found in the middle of the paragraph and in the third it comes at the end. Thus, sometimes a topic sentence may be found in any part of the paragraph.

3.1 A Topic and a Topic Sentence

Before beginning to write your paragraph, pick a topic or think about the topic you have been assigned.

Be careful not to confuse a topic with a topic sentence!

Topics	**Topic sentences**
My brother's physical condition	My brother keeps himself physically fit.
Patience	Patience can be thought of as the ability to tolerate difficulties while hoping for better things.
Touring a movie theater	I read a newspaper article about the intricate brass and woodwork in some of the old movie theaters in the area and decided to look for myself.
Underwater explorations	Underwater explorations are far more important than most people believe.

After you decide on your topic, jot down as many ideas as you can think of about it. You will use these

ideas now in writing your topic sentence, and later in writing your paragraph.

You may want to begin your paragraph with a topic sentence.

The topic sentence tells what you're going to write about in the rest of your paragraph.

Be sure that what you write is a topic sentence, not just a topic. These are topics, not topic sentences:

My friend Rashid	Rashid
Rashid's size	Rashid, my friend

It is better to state directly the topic of the paragraph than to tell what you mean to say.

Weak In this paper I will tell about my friend Rashid.

Weak This paper will describe my friend Rashid.

Weak In this paragraph I will show that Rashid is a fattest young man I know.

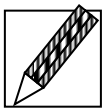
Better My friend Rashid is the fattest young man I've ever seen in my entire life.

My Friend Rashid

Topic Sentence: My friend Rashid is the fattest young man I've ever seen in my entire life. Although he is only eighteen years old, he weighs about three hundred pounds. Rashid's face appears to be inflated with air or helium because of the size of his jaws.

The topic sentence underlined above tells the reader that the rest of this paragraph will be about Rashid and the reasons that make him the fattest young man the writer has ever seen.

EXERCISE (1)

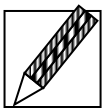


Pick out any good topic sentence you find in the following list. Do not write a paragraph.

1. My best friend.
2. This paragraph will attempt to define fear.
3. The reaction to disaster in almost any part of the world is basically the same.
4. In this paragraph, I will show that many of the conditions of life at sea have changed tremendously during the last two hundred years.
5. The role of the two-year college in higher education.

When you have written your topic sentence, decide how to build up your paragraph. You will find more details in section 4, 'Constructing a paragraph'.

EXERCISE (2)



In each of the following paragraphs, **identify** the topic sentence and **underline** it:

A) Undoubtedly, our kitchen is one of the most pleasant and best planned kitchens that I have ever seen. It is large, painted white, and is well lighted and airy. There are bright curtains at the windows. The lights are situated over the stove and the sink as well as in the center of the ceiling. The kitchen has a lot of cupboard space. The refrigerator and stove are both in extremely convenient positions. Finally, a tap in the kitchen ensures constant water supply.

B) In a school cafeteria, the students serve themselves and when they have finished, they take their dirty dishes back to a special table. In this way, the cost of employing separate staff is reduced because there is no need for waiters. The same numbers of students eat in the cafeteria each day. As a result, the manager can calculate the exact amount of food to buy, and very little is wasted. Finally, a school cafeteria makes no profit, which reduces the cost of meals by at least ten percent. Because of these three factors, the school cafeteria should be able to provide meals at a lower cost than restaurants in town.

C) All plants need nitrogen, phosphorous and potassium for healthy growth. They also need other minerals in smaller quantities. Scientists have calculated the quantity of each of these chemicals required by each plant. The use of chemical fertilizers is therefore an important aspect of modern agriculture. The fertilizers are supplied to the plants in the form of mixtures of the salts of the chemical elements required for plant growth. These salts are convenient to apply to the soil and are easily absorbed by the plants. The results of using such chemical fertilizers have been amazing.

SAQs

Select the most suitable Topic Sentence for each of the following paragraphs from among the three alternatives given at the end of each:

A) Firstly, the ground is wet because of the rain. You may slip and fall. Secondly, it is already getting dark. Snakes may crawl about the place. Finally, you have to prepare for the examination tomorrow.

The most suitable Topic Sentence for the above paragraph is:

i) If you go and play in the garden now, you may fall and snakes will bite you.

ii) You should not play now, as you have to prepare for the examination tomorrow.

iii) There are three reasons why you should not go and play in the garden now.

B) One advantage of internal assessment is that it ensures regular attendance. As tests are held often, students study the portions systematically and thoroughly. Finally, as tests are on limited portions, students can score high marks too.

The most suitable Topic Sentence for the above paragraph is:

i) Internal assessment has several advantages.

ii) Internal assessment promotes regular attendance, systematic and thorough study, and high marks.

iii) Under internal assessment, we can get good marks.

In the following paragraphs, the Topic Sentences are omitted. Try to supply the appropriate topic sentences:

C) ……

A dog will follow his master anywhere, but a cat keeps to the house it is used to; and even when the house changes hands, the cat will remain there so long as it is kindly treated by the new owners. A cat does not seem to be capable of the personal devotion shown by a dog. It thinks most of its own comfort, whereas the dog follows its master whenever he goes.

D) To forgive an injury is often considered to be a sign of weakness; it is really a sign of strength. It is easy to allow oneself to be carried away by resentment and hate into an act of vengeance, but it takes a strong character to restrain these natural passions. The man who forgives an injury proves himself to be superior to the man who wronged him, and puts the wrongdoer to shame. Forgiveness may even turn a foe into a friend……

E) ……

Our friends may change, or die, but our books are always patiently waiting to talk to us. They are never cross, peevish, or unwilling to converse, as our friends sometimes are. No wonder a reader becomes a "book-lover".

EXERCISE (3)



Given below is a passage consisting of four paragraphs, each with a topic sentence. Read the passage carefully and then divide it into the four paragraphs, which deal with the following four ideas:

a) War in the modern world.
b) Formation of the UNO.
c) Various organs of the UNO.
d) Specializing agencies of the UNO.

The twentieth century has seen two world wars. Million of people lost their lives in those wars and thousands of villages and towns were destroyed. The leaders of the world then realized that a third world war might destroy the entire world, and that the nations of the world must learn to live together in peace and friendship. Therefore, in 1949, representatives of fifty-one nations met in San Francisco and agreed on the formation of the United Nations Organization (UNO). They signed the character of the UNO on 26th June 1945, and thus the UNO was formed. The character states the aims of the UNO. Among them are removal of poverty, disease and illiteracy, and the establishment of friendly relations among nations. The UNO has several organs. The main organs are the General Assembly and the Security Council. The General Assembly is made up of all the member-countries. It meets once a year. The

Security Council is in session throughout the year. The Secretary-General is the chief UN official. He is appointed by the General Assembly on the recommendation of the Security Council. The Economic and Social Council, the Trusteeship Council and the International Court of Justice are the other important organs of the UNO. In addition to these organs of the UNO, there are several specialized agencies of the UN, which try to improve the living conditions of people all over the world. Some of the most important of these agencies are the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations International Children's Emergency Fund (UNICEF), the World Health Organization (WHO), and the food and Agricultural Organization (FAO).

SAQs



The passage given below can be divided into four paragraphs, which have the following controlling ideas:

a. Description of Chinese acupuncture.
b. Acupuncture in other societies.
c. Why acupuncture was not recognized earlier.
d. Recent acceptance of acupuncture.

Divide the passage into the four paragraphs and supply the topic sentence for each in its appropriate place.

Acupuncture is a system of treatment of disease that has been practiced in China for nearly 3000 years. It consists in the rapid insertion of fine steel needles about 6 cm long, on particular spots on the body of the patient. After inserting the needle, the doctor twirls the needle between his thumb and forefinger. There are hundreds of acupuncture points on the body. When a puncture is made on a spot on the body, energy flows from there along lines known as meridians to the diseased organs. This flow of energy helps to restore the balance of the system and thus correct the disorder. The points of treatment may be far from the seat of the disease. For example, to cure a toothache, the acupuncturist may insert a needle on the palm of the patient. Although China is considered to be the country where acupuncture originated, some forms of treatment resembling it have been reported from other parts of the world by anthropologists. Among some ancient tribes, stones and arrows were used to prick the skin. In another form of treatment, the skin on particular spots of the body was burnt to affect a cure for certain diseases. Whether these kinds of treatment can rightly be classed with acupuncture can only be known after further research. For long acupuncture was dismissed by the west as a form of superstition like witchcraft and magic cure. Even in China, admiration for the Western system of medicine was so great that the native systems of treatment were neglected or mistrusted. Moreover, the theoretical basis for acupuncture that was propounded in China was a mixture of spirituality, philosophy and physiology. This stood in the way of its acceptance by Chinese scientists. During the 1960's, acupuncture came

to the notice of Western scientists, who viewed it with disbelief as well as curiosity. Doctors from Europe went to China to make a firsthand study of this strange from of treatment. They were convinced by what they saw that acupuncture worked not only where diseases were cured, but also even operations were performed after administering anesthesia by acupuncture. The patient of such an operation could see and know what was being done, but felt no pain. After the operation, he could get up and walk away. Doctors in other parts of the world took acupuncture seriously and some of them trained themselves and set up practice in their countries. In China itself, the status of acupuncture rose when Chairman Moa officially ranked acupuncturists with other physicians.

4. Constructing a Paragraph

In the previous section, we saw how the controlling idea of a paragraph is expressed through a topic sentence. The rest of the paragraph is constructed mainly by adding relevant details or facts that elaborate the topic sentence, or by means of example that illustrate the generalization contained in the topic sentence. In this section, we are going to see these two ways of constructing a paragraph.

4.1 Paragraph Construction through supporting details

After you write your topic sentence, decide how you will develop your paragraph.

In writing the paragraph, be careful to develop the topic sentence, not just the title. All the sentences in the paragraph should give details about the topic sentence and should give your reader a better understanding of the subject you are writing about than the topic sentence alone does.

The following paragraph is not developed. Some of the sentences do not give details about the topic sentence.

My Cousin Mona

Topic Sentence: My cousin Mona is very jealous when she is around me. When Mona comes to town to visit our relatives, she doesn't even speak to me. Mona has short black hair and small brown eyes. When I am around her, Mona is always talking to me. She doesn't want to have anything to do with me. Mona has a big mouth and a small nose. She talks about me behind my back. Mona has small hands and is about five feet tall. I hope she finds peace with herself.

To develop this paragraph, all the sentences should tell about Mona's jealousy. Instead, some of the sentences tell how Mona looks, and others tell how she

acts. This paragraph is about the title. "My Cousin Mona," but it is not about the topic sentence.

The following paragraph is better. All the sentences give details about the topic sentence.

My Cousin Mona

Topic Sentence: My cousin Mona is very rude when she is around me. When Mona comes to town to visit our relatives, she doesn't speak a word to me. When I am around her, Mona ignores me completely, although when I'm not around her, her big loud mouth is always talking about me behind my back. She probably acts like this because she dislikes me, and she doesn't want to have anything to do with me. Mona is not an easy person to get along with because she is rude and immature.

The sentences in this paragraph all tell the reader about Mona's rudeness.

EXERCISE (4)



Read the following paragraph and write down any sentences that do not develop the topic sentence.

The Worst Day in My Life

Topic Sentence: Working in an emergency room at a hospital gives a person many opportunities to experience bad days, but my worst day came recently after a heavy rain and sleet storm. On the other hand, just last week I had three pleasant days in a row. On that day, our emergency room was overrun by drivers who were unused to the slick streets, little old ladies who had slipped on the ice, policemen who were hauling in the previously mentioned drivers, and a physician (only one) who was bleary-eyed and sneezing. The hospital staff physicians are poorly paid and don't seem to care about the patients. With a few more days like that one, I will be a good candidate for geriatric nursing. I hope I can get off early on Friday.

Here are some examples of the types of details you could use to develop some different types of paragraphs.

- In a paragraph describing a person, use details that describe the person's:

physical characteristics-hair, eyes, nose, size, age.
personality or character-happy or sad, generous or selfish, kind or cruel.
actions-things the person does that prove him to be the
particular kind of person you say he is.

- In a paragraph describing a place, use details that describe places

size.
residents.
points of interest.
condition.
history.
type (suburban, rural, urban).
good qualities.
defects.

- In a paragraph describing an experience or event, use details that tell

the time and place of the experience or event.
the type of experience or event.
the people involved, if any.
what actually happened.
the outcome.

- In a paragraph explaining how to do something, use details that tell

the materials, ingredients, talents, skills needed.
the steps that must be followed.
the reason(s) for any specific step(s).
any cautions that must be observed.
the value of the finished product.

- In a paragraph defining something, use details that give the origin of the word or thing.

information concerning its discovery and development.
synonyms for the word.
a physical description.
a description of how it works.
an explanation of its uses.
comparisons and contrasts of the word or thing with others.
different types.
examples and illustrations.

SAQs



Choose *one* of the following topic sentences and list at least five details which could be used to develop it.

My mother is the most generous person I know.

On July 28, 2005, I was involved in a serious automobile accident.

In order to ride a skateboard successfully, you must master certain skills and follow several basic steps.

My hometown has changed so much since I moved away that I hardly knew the place when I went back for a visit last month.

The best definition of anger is an illustration of what the word means in action.

When you develop your paragraph, arrange the details so that the reader moves smoothly from one detail to the next.

One way to arrange details so that your reader can follow them easily is from what happens first, to what happens last.

The details in the following paragraph are arranged from first to last.

How to Groom Your Cat

Topic Sentence: To groom your cat properly, you must follow a definite procedure very carefully. *First*, plan the procedure *before* your cat knows you intend to groom him. *This procedure* should include gathering the necessary tools-such as comb, brush, and baby powder-and getting your cat's attention, may be by playing with his favorite toy. *After* you're gathered the tools and lured your cat to a likely spot, the kitchen table, *for example*, you're ready to begin. *Now*, holding your cat firmly at the shoulders with one hand, begin brushing his coat with your other hand. *When* you come to a tangle that won't come out with the brush, use the comb to get rid of it. *Once* you have removed all the tangles, sprinkle a little baby powder into your cat's hair and brush through it again to make his coat look fluffy and clean. *Now* your cat should be ready to win a blue ribbon at any cat show.

The italicized words in the paragraph above,

- ***First***
- ***Before***
- ***This procedure***
- ***After***
- ***for example***
- ***now***
- ***when***
- ***once***
- ***now***

Join details and help the reader move smoothly from detail to another. The way you choose to arrange the details should be the way that develops your topic sentence best. Whatever way you choose, it should be clear to the reader and easy to follow.

Make the last sentence complete your paragraph.

The following paragraph tells how to write a paragraph.

Title ⟶ Writing a Paragraph

Topic Sentence → To write a paragraph you must follow certain basic steps. *Writing a paragraph is a process you can learn if you are willing to think and plan before beginning to write, and to follow your plan when you start to write*. ***First***, you must pick a topic, or think about the topic you have been given. ***Next***, you must jot down as many ideas as you can think of about your topic. ***Then***, you should look back over your list and pick out the main points you will use in writing your topic sentence. ***Now***, write your topic sentence. ***After*** you've written your topic sentence, you're ready to develop your paragraph using the main points included in your topic sentence. To develop your paragraph, ***then***, write a series of sentences, which explain your topic sentence. Be sure that all these sentences give details about your topic sentence. ***Finally***, you should end your paragraph by writing a sentence that makes the reader feel that your paragraph is complete. *If you are careful in following the steps explained here, you will be able to write a paragraph.*

Bridge to Development →

First step →

Second step →

Third step →

Fourth step →

Fifth step →

Sixth step →

Seventh step →

Ending →

Now you know that a paragraph has certain basic characteristics.

1. The topic sentence is a statement of the topic, or subject, of the paragraph.
2. Details in a series of sentences develop the topic sentence.

The ending is the last sentence of the paragraph. It should make the reader feel that the paragraph is complete.

Study the following paragraph and answer the questions on it:

Conditions in the classroom must be favorable for effective study. The room must be spacious so that the students do not have to be crowded together. It must have large windows and doors to allow light and a lot of fresh air. The benches and desks should be so arranged as to enable students to look at the teacher and the blackboard without any difficulty. The room and the furniture in it must be kept clean.

Questions

a. Which is the topic sentence of the paragraph? Underline it.
b. What are the details given in support of the topic sentence? List them.
   i. Spacious room.
   ii. ……
   iii. ……
   iv. ……
c. Do you find any irrelevant details in the paragraph that does not explain the topic sentence?
d. Can you add two more relevant details to the above description of the ideal classroom?

From your analysis of the above paragraph, you understand how a paragraph can be constructed with the help of relevant details that support the topic sentence.

ACTIVITY 1



Do a similar analysis of the following paragraph, using questions (a) – (c) given above.

The 'Giant Eye' is by far the largest and most remarkable telescope ever built. The telescope's most important feature is a great lens, or mirror, which weighs fifteen tons, and measures two hundred inches across! It was designed and built with special care. Twenty-one highly skilled men worked for 11 years just polishing the mirror to such a perfect finish that the most powerful magnifying glass could not detect a single flaw. The lens rests in an immense tube that is a towering instrument, almost seven stories high, yet so delicately adjusted that it has to be protected by special shields. A grain of dust

SAQs

A) Making use of the details given, write paragraphs developing each of the following topic sentences.

1. Topic sentence: **Modern medicine has conquered many diseases.**

Details:

Diseases prevented: Vaccination against smallpox, cholera and polio; control of mosquitoes and other carriers of disease.

Diseases cured: Use of antibiotics and other drugs.

Surgery and transplantation: In eye, kidney and heart diseases.

2. Topic sentence: **We wear clothes for three reasons:**

Details:

- for warmth in winter
- for appearing decent
- for fashion, ornament, shoe, etc.

(Note: you may add details of your own, if you wish.)

B) Develop each of the following topic sentences into a paragraph with supporting details:

a) There are many ways of sending a message from one place to another.

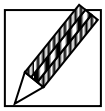
b) Glass is a useful substance.

c) The oceans of the world contain great wealth.

d) Athletic sports consist of track events and field events.

4.2 Paragraph Construction through specific instances/ examples

EXERCISE 5



Primitive forms of the boat have survived in various parts of the world. In Africa and Australia, rushes are still bound together to form a raft. In Tibet, inflated animal skins are still used as boats. Catamarans, consisting of several logs of wood bound together, can be found on the Asiatic coasts. The coracle, an early boat form, made up of a skeleton of wooden ribs bound together and covered with hides of animals or canvas, is still found in several parts of the world.

Questions:

a. Underline the topic sentence in the paragraph.

b. List the specific instance/ examples given to develop the topic sentence.

   i. ……

   ii. ……

   iii. ……

   iv. ……

ACTIVITY 2



Do a similar analysis of the following paragraph using the questions given above.

In medical research, Americans have done noble work. William Mortan, an American, invented a substance for painless operation. Dr. Theobald Smith, another American, discovered the part played by insects in carrying infectious diseases. He also discovered an effective medicine for diphtheria. Dr. Walter Reed, again an American, proved that a certain species of mosquito spread yellow fever. As a consequence, the headquarters of the scientific army fighting diseases is in

SAQs



1. Making use of the examples given, write paragraphs developing each of the following topic sentences.

a) Topic sentence: **The earliest civilizations recorded in history developed in river valleys.**

Examples:

The Egyptian civilization- the Nile Valley; The Sumerian civilization and the Babylonian civilization- on the banks of the Euphrates and the Tigris;

The Indus Valley civilization;

The Hwang Ho and Yangtze Valley in China.

b) Topic sentence**: Failure is the stepping-stone to success.**
Examples: Robert Bruce's successive defeats and his final success- lesson from the spider;
Tenzing's several attempts to climb Everest;
Ronald Ross's work over many years to find the cause of malaria.

2. Develop each of the following topic sentences using suitable examples of your own.

a) People hold several superstitious beliefs.
b) Science has done more harm than good.
c) There are many professions in which women can succeeded.

5. COHERENCE IN PARAGRAPHS

In developing a paragraph, we use a topic sentence and provide supporting details or examples. But in using these details or examples, two points must be borne in mind:

a. they must be relevant, i.e., all the details and examples used should relate to the controlling idea;
b. they must be arranged in a logical order.

In this section, we shall pay special attention to these two points.

SAQs

In the following paragraphs, the irrelevant information has been included. Study the paragraphs carefully and decide which sentences do not develop the controlling idea.

Paragraph A

It is easy to understand why Mrs. Kamal is always so busy at 5.45 and 7.45 in the evening. Her two young boys go to school at 7.45 in the morning, and Mr. Kamal goes to work at 8.00. The boys eat lunch at school and Mr. Kamal takes sandwiches for his lunch. Therefore, Mrs. Kamal is not usually very busy at lunchtime. At about 5.45 p m Mrs. Kamal has to start cooking because her husband gets home at 6.30 p.m. and wants his dinner soon after he arrives. At the same time, she has to keep an eye on her two sons to see that they do their homework. At 6.15, it is time for her small baby to be fed, bathed and then put to bed. The two boys have to start getting ready for bed at about 7.15 and if Mrs. Kamal does not watch them carefully, they do not go to bed soon. Finally, she has to wash up the dirty dishes and tidy the living room and the kitchen. Only very rarely does she finish this before 7.45.

Paragraph B

The two brothers are quite different. Badr is tall, fair, and slim; Mubarak is short, dark and fat. Badr is like his mother, and Mubarak is like his father. His father goes early to work and returns home late. Badr is never happier than when he has something practical to do; Mubarak, on the other hand, is clumsy when using his hands. Their sister Selwa is also clumsy with her hands. She studies in Karari School. Badr rarely speaks to other people unless he is spoken to first, but Mubarak is always the center of a group, always talking and chattering. I am sure you have friends like this. In fact, they are so different that is hard to believe they are brothers.

Paragraph C

I should like my house to be situated in a quiet part of the town. I do not like the noise of buses and cars. If it is quite there, I can read books or play chess in my room. Chess is a very interesting game. Some people are so good at it that they will tell you before the beginning of the game how many moves they need to make to win the game, but I am only a beginner in chess.

Paragraph D

My house must have a garden. The garden will add beauty to the house. Gardening will be a useful pastime for me. In one part of the garden, I will have flowering plants. In the middle of the garden, there will be a fishpond. I used to buy fish for my pond from the Moore Market. In the Moore Market, one could buy anything one wanted. It was one of the most popular shopping centers in Madras.

EXERCISE (6)



Study the following paragraph carefully and answer the questions on it:

Although Abdulmahmoud wants to go to a university very much, he is going to accept a job near home instead. There are three reasons why Abdulmahmoud is not going to university. In the first place, he has been offered a good job with excellent chances of promotion. His family is quite poor and since he has three younger brothers and a sister still at school, he feels that he should help his family financially as soon as possible. Secondly, if he went to university, his mother would be left alone to look after the young children.

Questions:

1. Identify the topic sentence in the paragraph.
2. Are the sentences in the paragraph arranged logically, or are they jumbled? Explain.
3. If they are jumbled, can you rearrange them in the proper order?
4. What clues in the paragraph do you think will help you in this re-ordering? The word 'Finally' is one such clue. Find the others.

5.1. TRANSITIONAL DEVICES

The clues that helped you to rearrange the sentences in the proper order are called **TRANSITIONAL DEVICES**. Here are a few of the most common transitional devices.

Addition: Again, also, further, in addition, moreover, besides.

Comparison: in the same way, similarly.

Result: consequently, hence, therefore, thus.

Contrast: but, however, on the contrary, on the other hand.

Passage of Time: after a while, at last, then.

Enumeration/ Listing: first(ly), second(ly), third, etc.; finally, next, last.

Example: for example, for instance, namely, that is, in other words, such as.

Summary: in conclusion, in short, on the whole.

SAQs



In the following paragraphs, the sentences are jumbled. Rearrange the sentences in the proper order, and write the paragraphs.

Paragraph A

First Sentence: our cities are growing every year.

The resulting increase in population will make life in the cities of the future far more complicated than it is today.

a. The solutions will undoubtedly change the face of the city.
b. They are like magnets, attracting people to them from the villages and fields by their greater opportunities for work and pleasure.
c. Many problems will arise, which will have to be solved.

Paragraph B

1. In some countries, they are the farmer's greatest enemy.
2. Locusts are perhaps the most dangerous of all, for they will eat almost any green plant, and when millions of them settle on cultivated land, they soon leave it bare.
3. Some varieties are very useful to man, for example, bees, from which we get honey and wax, and silkworms, which supply us with silk.
4. Another nuisance is the common fly, not only because it worries us indoors and out of doors, but because it spreads disease.

5. Cockroaches, termites, mosquitoes and lice are some other insects harmful to man.
6. Other varieties, however, are extremely harmful, and do a great amount of damage, especially to crops.
7. Of all living creatures on the earth, insects are the most plentiful.

Paragraph C

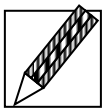
a. You probably think of the dictionary as a book, which gives the meanings of difficult words.
b. One of the most important references books that you must possess is a dictionary.
c. That is to find the pronunciation of words.
d. You do possess one, but I am sure you are not aware of the different kinds of information that it contains.
e. A good dictionary should show you how they are used by quoting actual phrases or sentences in which they occur.
f. Every standard dictionary should provide at least these three kinds of information about the words in it.
g. There is still another use you can make of a dictionary.

Paragraph D

a. You may have hypotheses and hypotheses.
b. So that in science, where the evidence of a hypothesis is subjected to the most rigid examination, we may rightly pursue the same course.
c. Do not allow yourselves to be misled by the common notion that a hypothesis is untrustworthy simply because it is a hypothesis.

d. But what more have we to guide us in nineteenths of the most important affairs of daily life than hypotheses, and often very ill-based ones?
e. It is often urged, in respect to some scientific conclusion, that, after all, it is only a hypothesis.
Huxley, The Method of scientific investigation

EXERCISE (7)



Read the following paragraphs and supply appropriate <u>transitional devices</u> to make them more coherent.

<u>Paragraph</u> A

Sunbathing is recommended by physicians as an excellent way to improve one's physical condition. When wisely engaged in, it builds up resistance to infections and tones up the whole system. Too much exposure may be injurious to health. Calcium in the bone structure may be depleted. A painful overdose of sunburn may develop into something serious. Caution should be exercised when one is taking a sunbathe, especially if one is not accustomed to it.

<u>Paragraph</u> B

French and English were difficult subjects for me in high school. Botany, sociology, and bookkeeping had little attraction for me. I made good grades in mathematics, chemistry and physics. The subject matter in these courses appealed to me and I was especially interested in handling the equipment in the laboratories. When I went to college, it was natural that I should take the engineering course.

SAQs

A) Read the sentences given below. Sentence (a) is the opening sentence of the paragraph. Write this sentence and continue the paragraph choosing the correct sentence from each of the pairs of sentences that follow.

a. One of the reasons why people wear clothes is to protect their bodies.

b. i. The clothes worn by men are different from those worn by women.

ii. The body has to be protected from heat and cold.

c. i. In hot countries like India, people wear clothes made of cotton, which are cool.

ii. People also build houses to protect themselves from heat and cold.

d. i. In cold countries, on the other hand, people wear woolen clothes, which keep the body warm.

ii. The sari, worn by the women of India, is very attractive.

e. i. Beside cotton and wool, new fibers such as nylon and rayon are also used today for clothes.

ii. Kashmiri wool is famous all over the world.

f. i. We can say, therefore, that all our clothes are made from three different materials- animal furs or skins, plant fibers and artificial fibers.

ii. Clothes make people attractive.

B) Complete the following paragraph on 'mountain climbing' in just the same way as you did in the above.

a. A man who climbs a mountain faces many dangers.

b. i. Since there are no restaurants on the mountains, he may have to starve for many days.

ii. The atmosphere at such a great height contains less oxygen than in the plains, and therefore, he may find it difficult to breathe.

c. i. Oxygen is very important for the human body.

ii. This means that the mountaineer has to carry his own supply of oxygen in a cylinder.

d. i. The ground may be treacherous and the mountaineer may slip and fall thousands of feet down the side of the mountain.

ii. A cylinder of oxygen can be very expensive.

e. i. The mountains are always covered with snow, and this gives a white color to them.

ii. Yet another serious danger is that huge masses of snow and ice, called avalanches, may slide down the mountainside, and sweep the mountaineer to his death.

f. i. It is a proof of man's indomitable courage that in spite of all these dangers, he continues to climb the highest mountains in the world.

ii. There will be nobody there to bury the body of the mountaineer.

OVERVIEW

Certainty, in this unit, you become familiar with the conventions of paragraph writing. Besides this, you learnt how to differentiate between a topic and a topic sentence. Furthermore, you know how to recognize the paragraph consistency, identify and supply topic sentences for different paragraphs

PREVIEW

Unit Four will introduce you to the conventions of ESSAY writing. You will know that an essay is a set of connected paragraphs dealing with a single topic. An essay should be coherent and has a controlling idea**.** As you will see, there are traditions in essay writing, which you should bear in mind. Using and adapting them to your individual purposes will help you build well-organized essays.

ANSWERS KEY

EXERCISE (1)

1. The reaction to disaster in almost any part of the world is basically the same.
2. In this paragraph, I will show that many of the conditions of life at sea have changed tremendously during the last two hundred years.

EXERCISE (2)

A) Undoubtedly, our kitchen is one of the most pleasant and best planned that I have ever seen.

B) On account of these three factors, the school cafeteria should be able to provide meals at a lower cost than restaurant in town.

C) The use of chemical fertilizers is therefore an important aspect of modern agriculture.

EXERCISE (3)

The twentieth century has seen two world wars. Million of people lost their lives in those wars and thousands of villages and towns were destroyed. The leaders of the world then realized that a third world war might destroy the entire world, and that the nations of the world must learn to live together in peace and friendship.

Therefore, in 1949, representatives of fifty-one nations met in San Francisco and agreed on the formation of the United Nations Organization (UNO). They signed the character of the UNO on 26th June 1945, and thus the UNO was formed. The character states the aims of the UNO. Among them are removal of poverty, disease and illiteracy, and the establishment of friendly relations among nations.

The UNO has several organs. The main organs are the General Assembly and the Security Council. The General Assembly is made up of all the member-countries. It meets once a year. The Security Council is in session throughout the year. The Secretary-General is the chief UN official. He is appointed by the General Assembly on the recommendation

of the Security Council. The Economic and Social Council, the Trusteeship Council and the International Court of Justice are the other important organs of the UNO.

In addition to these organs of the UNO, there are several specialized agencies of the UN, which try to improve the living conditions of people all over the world. Some of the most important of these agencies are the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations International Children's Emergency Fund (UNICEF), the World Health Organization (WHO), and the food and Agricultural Organization (FAO).

EXERCISE (4)

1. On the other hand, just last week I had three pleasant days in a row.
2. The hospital staff physicians are poorly paid and don't seem to care about the patients.
3. I hope I can get off early on Friday.

EXERCISE 5

1) The topic sentence of the paragraph is:

   Primitive forms of the boat have survived in various parts of the world.

2) The specific instance/ examples given to develop the topic sentence are:

   a. In Africa & Australia,: raft from rushes
   b. In Tibet: from inflated animal skins
   c. Catamarans: logs of wood bound together
   d. The coracle of wooden ribs

EXERCISE (6)

Answers to Questions:

1. There are three reasons why Abdulmahmoud is not going to university
2. They are jumbled, because the ideas are not in the logical order.
3. The proper order

There are three reasons why Abdulmahmoud is not going to university. In the first place, his family is quite poor and since he has three younger brothers and a sister still at school, he feels that he should help his family financially as soon as possible. Secondly, if he went to university, his mother would be left alone to look after the young children. Consequently, although Abdulmahmoud wants to go to a university very much, he is going to accept a job near home instead. Finally, he has been offered a good job with excellent chances of promotion.

4. The clues are:

In the first place
Secondly
Consequently
Finally

EXERCISE (7)

Read the following paragraphs and supply appropriate transitional devices to make them more coherent.

Paragraph A

Sunbathing is recommended by physicians as an excellent way to improve one's physical condition. When wisely engaged in, it builds up resistance to infections and tones up the whole system. **On the other**, too much exposure may be injurious to health. Consequently, calcium in the bone structure may be exhausted. **Besides**, a painful overdose of sunburn may develop into something serious. **In conclusion**, caution should be exercised when one is taking a sunbathe, especially if one is not accustomed to it.

Paragraph B

French and English were difficult subjects for me in high school. **Similarly**, sociology, and bookkeeping had little attraction for me. **On the contrary**, I made good grades in mathematics, chemistry and physics. **Moreover**, the subject matter in these courses appealed to me and I was especially interested in handling the equipment in the laboratories. Therefore, when I went to college, it was natural that I should take the engineering course.

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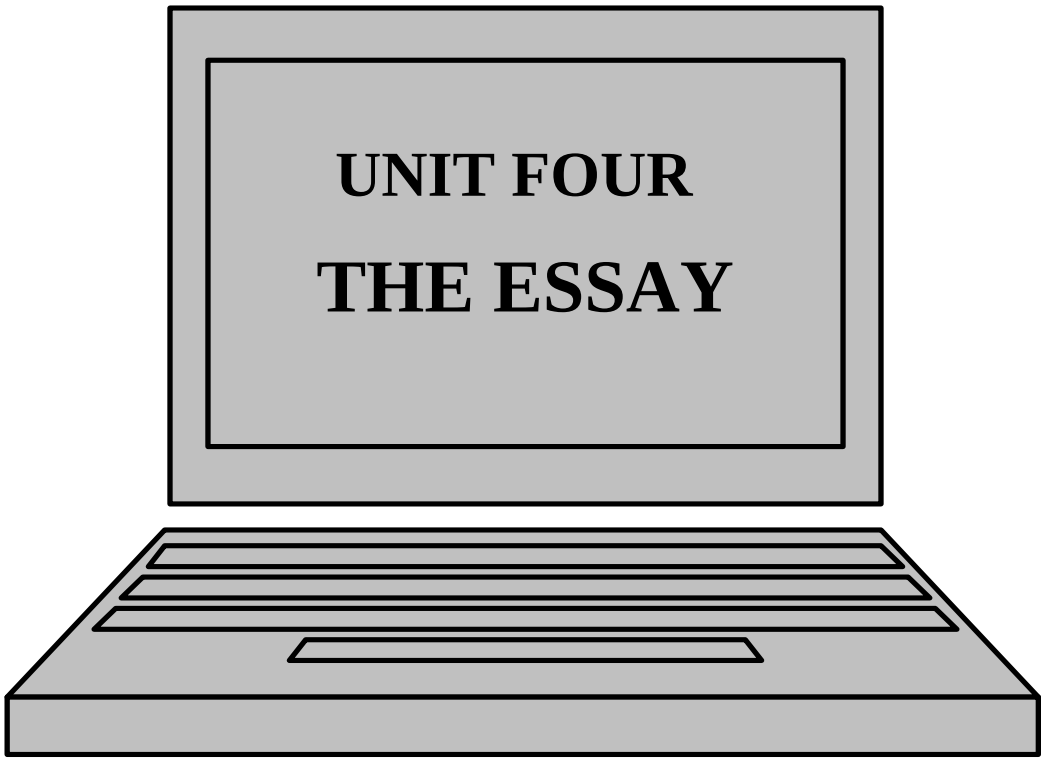
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UNIT FOUR
THE ESSAY

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INTRODUCTION

PREVIEW

Dear learner,

Welcome to **UNIT FOUR** in your course '**BASIC WRITING SKILLS 2**'. It attempts to provide you with the basic requirements for **ESSAY WRITING**. Both exercises and self-assessment questions (**SAQs**) are used to ensure the necessary practice needed to reinforce the material already discussed. It will be a pleasurable task, do it perfectly.

UNIT OBJECTIVES



Upon completing this unit, you are expected to be able to:

1. identify the controlling idea in an essay
2. construct and organize ideas through outlines
3. develop the outlines into an essay
4. ensure coherence within and between paragraphs in an essay
5. write guided and free essays

1. Organizing The Essay

Despite the fact that the classic five-paragraph essay is a form rarely if ever used by professional writers, it is usually given to students to help them organize and develop their ideas in writing. It also thought to be to students to write an essay question on an exam. It has, not surprisingly, five paragraphs:

- an introduction
- three main body paragraphs
- a conclusion

We will look at each type of paragraph, and at transitions, the paste that holds them together.

1.1. The Introduction

The introduction should start with a general discussion of your subject and lead to a very specific statement of your main point, or thesis. Sometimes an essay begins with a "grabber," such as a challenging claim, or surprising story to catch the reader's attention. The thesis should tell in one (or at most two) sentence(s), what your overall point or argument is, and briefly, what your main body paragraphs will be about.

For example, in an essay about the importance of airbags in cars, the introduction might start with some information about car accidents and survival rates. It might also have a grabber about someone who survived a terrible accident because of an airbag. The thesis would briefly state the main reasons for recommending airbags, and each reason would be discussed in the main body of the essay.

1.2. The Main Body (3 Paragraphs)

Each main body paragraph will focus on a single idea, reason, or example that supports your thesis. Each paragraph will have a clear topic sentence (*a mini thesis that states the main idea of the paragraph*) and as much discussion or explanation as is necessary to explain the point. You should try to use details and specific examples to make your ideas clear and convincing.

Establish Your Topic

➢ Your teacher may assign you a topic or ask you to choose from among a few topics. The assignment may contain certain key words that will suggest the content and structure of your essay. For example, you may be asked to

1. ***Analyze***
2. ***Argue***
3. ***Compare and contrast***
4. ***Describe***
5. ***Discuss***
6. ***Summarize***

If you do not understand what you are asked to do, check with your tutor.

➢ You may be asked to find a topic on your own. Most people find this difficult. Give yourself plenty of time to think about what you'd like to do. Trying to answer questions you have about a particular subject may lead you to a good paper idea.

- **What subject(s) are you interested in?**
- **What does interest you most about a particular subject?**
- **Is there anything you wonder about or you are puzzled about with regard to that subject?**

➢ Be sure your topic is narrow enough so that you can write about it in detail in the number of pages that you are allowed. For example, say you are asked to write a 1-page essay about someone in your family. Since you only have a limited number of pages, you may want to focus on one particular characteristic of that person, or one particular incident from that person's life, rather than trying to write about that person's entire life. Having a narrow focus will help you write a more interesting paper.

Too general: ***My sister.***

Revised: ***My sister is my best friend.***

Similarly, you may be asked to write a 5-page paper about volcanoes. Again, since you only have a limited number of pages, you may choose to focus on one particular volcano or one particular eruption, rather than trying to talk about volcanoes in general.

Too general: ***Volcanoes of the world.***

Revised: ***The eruption of Mt. Pinatubo in June 1991.***

➢ One method for narrowing down your topic is called **brainstorming.** Brainstorming is a useful way to develop ideas and think of ways to tackle the topic.

1. Sit down with a pencil and paper, or at your computer, and write whatever comes into your head about your topic, no matter how confused or disorganized.
2. Keep writing for a short, but specific amount of time, say 3–5 minutes. Don't stop to change what you've written or to correct spelling or grammar errors.
3. After a few minutes, read through what you have written. You will probably throw out most of it, but some of what you've written may give you an idea you can develop.
4. Do some more brainstorming and see what else you can come up with.

- Develop an outline to organize your ideas. An outline shows your main ideas and the order in which you are going to write about them.

SAQ

?

Select a topic of your own. Then develop an outline to organize your ideas. An outline shows your main ideas and the order in which you are going to write about them.

- Write down all the ideas.
- List the subordinate ideas.
- Avoid any repletion ideas.

Study this Sample Essay Outline, carefully. This will be a good model for you.

Competitive Swimming, an Ideal Sport for Kids

1. Introduction
2. Competitive swimming provides same benefits as other sports
    a. It is good exercise and builds muscular strength
    b. It promotes cooperation among team members, especially in relays
3. Competitive swimming provides some additional benefits
    a. Swimming is an important skill that can be used forever
    b. There is a reduced risk of injury
    c. Each swimmer can easily chart his or her own progress
4. My personal experience as a competitive swimmer
    a. I enjoy working with my coach
    b. I've made a lot of friends on the swim team
5. Conclusion

1.3. The Conclusion

Your conclusion begins with a restatement of your main point; but be sure to paraphrase, not just repeat your thesis sentence. Then you want to add some sentences that emphasize the importance of the topic and the significance of your view. Think about what idea or feeling you want to leave your reader with. The conclusion is the reverse of the introduction in that it starts out very specific and becomes a bit more general as you finish.

1.4 Transition Words and Phrases

Transitions connect your paragraphs to one another, especially the main body ones. It's not effective to simply jump from one idea to the next; you need to use the end of one paragraph and/or the beginning of the next to show the relationship between the two ideas.

Between each paragraph and the one that follows, you need a transition. It can be built into the topic sentence of the next paragraph, or it can be the concluding sentence of the first. It can even be a little of both. To express the relationship between the two paragraphs, think about words and phrases that compare and contrast.

Transition words and phrases help you to establish clear connections between ideas and ensure that sentences and paragraphs flow together smoothly, making them easier to read. Use the following words and phrases in the following circumstances.

To indicate more information:	**To indicate an example:**
Besides	For example
Furthermore	For instance
In addition	In particular
Indeed	Particularly
In fact	Specifically
Moreover	To demonstrate
Second...Third..., etc.	To illustrate

To indicate a cause or reason:	**To indicate a result or an effect:**
As	Accordingly
Because	Finally
Because of	Consequently
Due to	Hence
For	So
For the reason that	Therefore
Since	Thus

To indicate a purpose or reason why:	**To compare or contrast:**
For fear that	Although
In the hope that	However
In order to	In comparison
So	In contrast
So that	Likewise
With this in mind	Nevertheless
	On the other hand
	Similarly
	Whereas
	Yet

To indicate a particular time frame or a shift from one time period to another:

After	Initially
Before	Lastly
Currently	Later
During	Meanwhile
Eventually	Next
Finally	Previously
First, . . . Second, . . ., etc.	Simultaneously
Formerly	Soon
Immediately	Subsequently

To summarize:	**To conclude:**
Briefly	Given these facts
In brief	Hence
Overall	In conclusion
Summing up	So
To put it briefly	Therefore
To sum up	Thus
To summarize	To conclude

- Does the first paragraph tell us a pro and the second a con? ("on the other hand . . .")
- Does the second paragraph tell us something of greater significance? ("more importantly . . .")
- An earlier historical example? ("even before [topic of paragraph 1], [topic of paragraph 2]")
- A different kind of consideration? (money versus time).

Think about your paragraph topics and brainstorm until you find the most relevant links between them. Go to the end of the unit to see more suggestions for transition words.

You'll also want some kind of transition from the last paragraph to your conclusion. One way is to sum up your third body paragraph with some reminders of your other paragraphs. You don't need to restate the topics fully (that comes in the conclusion) but you can refer to a detail, or example, or character as a way of pulling your ideas together and signaling that you are getting ready to conclude.

2. The First Draft

1. As you know every essay or paper is made up of three parts:

- Introduction
- Body
- Conclusion

2. The introduction is the first paragraph of the paper. It often begins with a general statement about the topic and ends with a more specific statement of the main idea of your paper. The purpose of the introduction is to

- let the reader know what the topic is
- inform the reader about your point of view
- arouse the reader's curiosity so that he or she will want to read about your topic

3. The body of the paper follows the introduction. It consists of a number of paragraphs in which you develop your ideas in detail.

- Limit each paragraph to one main idea. (Don't try to talk about more than one idea per paragraph.)
- Prove your points continually by using specific examples and quotations.
- Use transition words to ensure a smooth flow of ideas from paragraph to paragraph.

4. The conclusion is the last paragraph of the paper. Its purpose is to

- summarize your main points, leaving out specific examples
- restate the main idea of the paper

2.1. Revise the First Draft

1. Try to set aside your draft for a day or two before revising. This makes it easier to view your work objectively and see any gaps or problems.

2. Revising involves rethinking your ideas, refining your arguments, reorganizing paragraphs, and rewording sentences. You may need to develop your ideas in more detail, give more evidence to support your claims, or delete unnecessary details. For more advice on revising and a sample revision material:

3. Read your paper out loud. This sometimes makes it easier to identify writing that is awkward or unclear.

4. Have somebody else read the paper and tell you if there's anything that's unclear or confusing.

After you have written your first draft, you will need to revise it. Read your draft carefully to make sure that it is well organized.

1. Remember, an essay is a group of related paragraphs about one main idea. The introduction states the main idea. The body paragraphs contain the subordinate ideas that support the main idea. The conclusion restates the main idea and indicates the end.

Essay	Introduction	main idea
	Body	supporting idea supporting idea supporting idea
	Conclusion	main idea, the end

2. If ideas don't flow in a logical sequence from paragraph to paragraph, move the paragraphs around until your main points fall into a clear pattern. For example, you may want to organize your ideas chronologically, according to how things happened from start to finish in time, or you may want to talk about your ideas in order of their importance.
3. Of course, you should organize your ideas in an outline long before you sit down to write. If you need to, you can change your outline as you write your essay.
4. Just as an essay is made up of related paragraphs that develop a central point, a paragraph is made up of related sentences that develop a central point. If a sentence in a paragraph does not provide evidence for the main idea of the paragraph, delete it, rewrite it, or move it to another paragraph.

Paragraph	Topic Sentence	main idea
	Supporting sentences	supporting idea supporting idea supporting idea supporting idea supporting idea

- Check to make sure you have not accidentally left out an important point. If so, add a sentence or paragraph to clarify your meaning or provide further evidence for your main point.
- Check to make sure that all your subordinate ideas support the main idea. If you have accidentally included something that does not support the main idea, delete it.

2.2. Sample Revision

The two paragraphs below compare the two main characters in the novel *The Wolves of Willoughby Chase* by Joan Aiken.

The main idea of the first paragraph is that Bonnie comes from a wealthy family and is spirited, especially in defense of others. Note that the actual topic sentence comes in the middle of the paragraph ("Although the family had a lot of money, Bonnie was not spoiled."). Sentences that don't relate to this main idea have been deleted. An incident from the book was added at the end to give support to the idea that Bonnie is not afraid to act when she sees one person treat another person badly.	Bonnie Green had been raised in a wealthy aristocratic family in the north of England. She lived with her parents Sir Willoughby and Lady Green *on a large country estate.* ~~*The family lived on a large estate and had servants. Bonnie had her own maid. Lady Green was a very sick woman and had been in delicate health. Her doctor ordered Sir Willoughby to take her to a warmer climate so that she could get better. Sir Willoughby was a very cheerful and robust man.*~~ Although the family had a lot of money and servants, Bonnie was not spoiled. She was basically a good and generous child. She did have a temper, though, and could act very impulsively. *Once, when Miss Slighcarp the haughty governess hit Bonnie's maid, Bonnie responded by throwing a pitcher of water at the governess. In this situation, Bonnie reacted angrily without thinking because someone she cared for, her maid, had been hurt.*

The second paragraph focuses on Sylvia, who lives with her poor aunt and is meek. All of the sentences in this paragraph support the topic sentence "Sylvia was very different from Bonnie." Specific examples from the book prove that Sylvia was poor (she didn't have enough food or heat) and timid (she was afraid of the man and the wolves).	*Sylvia was very different from Bonnie.* Sylvia's parents died when she was very young. She lived in London with her Aunt Jane. Aunt Jane was very poor and they often didn't have enough to eat. It was also very cold in their apartment because they couldn't afford to heat it. Sylvia was a very *timid and quiet* ~~*delicate*~~ child. ~~*She helped Aunt Jane sew her own clothes before she took*~~ *On* the train journey to her cousin Bonnie's, *she felt shy about eating her meager sandwich in front of the strange man who sat across from her. Despite the fact that she was very cold on the train, she was afraid to complain. She was also afraid of the* ~~*The train journey was long and uncomfortable. Sylvia was very cold and there were*~~ wolves outside the train. ~~*Sylvia was very glad to finally arrive at her cousin Bonnie's.*~~

Finally, note that the first paragraph flows naturally into the second. When you are comparing two characters, it is logical to describe the first character and then the other without any intervening paragraphs on a different topic. The third paragraph might be about why Sylvia goes to live with Bonnie, or it might be about what happens after Sylvia goes to live with Bonnie.

2.3 Proofread the Final Draft

1. Look for careless errors such as misspelled words and incorrect punctuation and capitalization.

2. Errors are harder to spot on a computer screen than on paper. If you type your paper on a computer, print out a copy to proofread. Remember, spell checkers and grammar checkers don't always catch errors, so it is best not to rely on them too much.

a) Read the following essay on 'Elephants'. First, make notes and then write your notes in a form of outlines. Your notes should indicate clearly the main ideas and the supporting details that go with them.

The elephant is the largest and the strongest of all animals living in jungles. It has huge legs, huge sides and back. It also has large hanging ears, a small tail, little eyes, long white tusks, and a trunk. The trunk is the elephant's peculiar feature. It draws up water by its trunk and squirts it all over its body. With it, it also picks leaves from the trees and puts them into its mouth.

Elephants are found wild in Africa and India. In both countries, they live in herds in jungles. They are naturally shy animals that keep away from human beings. In spite of their great size and strength, they live entirely on leaves of trees, grass, roots and bulbs.

Elephants have been trained to serve man in various ways. They can carry heavy loads and are used to draw heavy wagons and big guns that would require many horses. They are also used in piling timber.

Elephants are also trained for tiger hunting. Sitting on its back, the hunters are carried through the thickest jungles, and at such a height, they can see and fire at the tiger. They have their place in a

state processions too when they are painted with bright colors and covered with silk and velvet cloths. Elephants' tusks, which are made of ivory, are very valuable.

Thus, elephants are peculiar in size and appearance. Nevertheless, they are useful animals. Hence, they are often trapped in the jungles, tamed and trained.

	Notes	**Elephants**
1	Physical appearance	a) …… b) Parts of the body: …… c) …… d) ……
2	Living conditions	a) Where found: …… b) How they live: …… c) They live on ……
3	Uses	a) they live on …… b) …… c) …… d) …… e) ……
4	Conclusion	……

b) Now study the notes you have made and answer the following questions:

i) What is the essay about? Is there any central idea running through the whole essay? Can you express this central idea in the form of a title?

ii) Into how many paragraphs has the essay been divided?

iii) What is the main point dealt with in each paragraph?

iv) Do you think that there is any point irrelevant to the essay?

v) Have all the significant details about elephants been included?

vi) Examine the last paragraph of the essay. What function does it serve? Chose from the following:
- it repeats one of the main points.
- it summarizes the essay.
- it adds some new information.

c) You have studied the logical organization of the essay by making notes and answering questions on them. You are now in a position to understand the main principles of writing a good essay. They are:

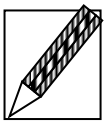
i) The essay should have a controlling idea. It is often expressed in the title. This contributes to the **unity** of the essay.

ii) The different paragraphs of the essay should contain points that help to develop this controlling idea. Irrelevant points ***should not*** be included in an essay. This accounts for the **coherence** of the essay.

iii) All significant details about the topic should be included. This makes for the **completeness** of the essay.

iv) In every essay, the concluding paragraph normally summarizes what has been said before. This is the **conclusion** of the essay.

EXERCISE (1)



a) Read the following essay and write down the main idea of each paragraph.
b) Rearrange these main ideas in the proper logical order.
c) Rewrite the essay according to this revised order, adding one more paragraph of your own describing the Sudanese farmer.

Sudan is an agricultural country. It is a land of villages. The people of these villages are farmers. Thus, the Sudanese farmer really and truly represents Sudan. He is the son of the soil, the backbone of the country.

Though uneducated, the Sudanese farmer has good practical knowledge of agriculture. A young agricultural graduate once went to a farm. Pointing at a tree, he said to the farmer; “You don’t take scientific care of your trees. That tree should be having big lemons now. The farmer said: “But my good lad, it’s a mango-tree!” This shows that our farmers are more knowledgeable than the newly graduators.

At mid-day, his wife brings him his meal. He sits under a shady tree. He has a keen appetite. He eats well. He enjoys every morsel of his simple food. He earns his bread with the sweat of his brow.

The Sudanese farmer works hard. He is up at cockcrow. After a simple meal, he goes to his fields with his plough and bullocks. He gets busy ploughing, weeding, sowing, watering, reaping, tying up sheaves, building up haystacks, or threshing. He is never idle. He is always doing something. He must do everything at the right time. Otherwise, he would be ruined.

3. DEVELOPING OUTLINES INTO ESSAYS

An outline is a logical, general description, a schematic summary, an organizational pattern, and a visual and conceptual design of your writing. An outline reflects logical thinking and clear classification.

3.1. Purpose

General:

Aids in the process of writing

Specific:

1. Helps you organize your ideas
2. Presents your material in a logical form
3. Shows the relationships among ideas in your writing
4. Constructs an ordered overview of your writing
5. Defines boundaries and groups

3.2 Process

Before you begin:

- Determine the **purpose** of your paper.
- Determine the **audience** you are writing for.
- Develop the **thesis** of your paper.

Then:

- **Brainstorm**: List all the ideas that you want to include in your paper.
- **Organize**: Group related ideas together.
- **Order**: Arrange material in subsections from general to specific or from abstract to concrete.
- **Label**: Create main and sub headings.

3.3 Theory

An outline has a balanced structure based on the following principles:

A) Parallelism

Whenever possible, in writing an outline, **coordinate heads** should be expressed in parallel form. That is, nouns should be made parallel with nouns, verb forms with verb forms, adjectives with adjectives, and so on (Example: Nouns:

computers, programs, users; Verbs: to compute, to program, to use; Adjectives: home computers, new programs, experienced users). Although parallel structure is desired, logical and clear writing should not be sacrificed simply to maintain parallelism. (For example, there are times when nouns and gerunds at the same level of an outline are acceptable.) Reasonableness and flexibility of form is preferred to rigidity.

B) Coordination

In outlining, those items which are of equal significance have comparable numeral or letter designations: an *A* is equal to a *B*, a *1* to a *2*, an *a* to a *b*, etc. Coordinates should be seen as having the same value. Coordination is a principle that enables a writer to maintain a coherent and consistent document.

Correct coordination

- Word processing programs
- Data base programs
- Spreadsheet programs

Faulty coordination

- Word processing programs
- Microsoft Word
- Page Maker

Explanation: Word is a type of word processing program and should be treated as a subdivision. Page Maker is a type of desktop publishing program. One way to correct coordination would be:

A. Types of programs
1. Word processing
2. Desktop publishing

B. Evaluation of programs

1. Word processing
    a. Word

    b. Word Perfect

2. Desktop Publishing
    a. Page Maker

    b. Quark Express

C) Subordination

In order to indicate levels of significance, an outline uses major and minor headings. Thus in ordering ideas, you should organize it from general to specific or from abstract to concrete- the more general or abstract the term, the higher the level or rank in the outline. This principle allows your material to be ordered in terms of logic and requires a clear articulation of the relationship between component parts used in the outline. Subdivisions of each higher division should always have the same relationship to the whole.

Correct subordination

A. Word processing programs

1. Microsoft Word
2. Word Perfect

B. Desktop publishing programs

1. PageMaker
2. Quark Express

Faulty subordination

A. Word processing programs

1. Word

2. Useful
3. Obsolete

***Explanation*:** There is an *A* without a *B*. In addition, 1, 2, and 3 are not equal; Word is a type of word processing program, and *useful* and *obsolete* are qualities. One way to correct this faulty subordination is:

A. Word
1. Positive features
2. Negative features

B. Word Perfect
1. Positive features
2. Negative features

D) Division

To divide you always need at least two parts; therefore, there can never be an *A* without a *B*, a *1* without a *2*, an *a* without a *b*, etc. Usually there is more than one way to divide parts; however, when dividing use only one basis of division at each rank, and make the basis of division as sharp as possible.

Correct division

A. Personal computers: hardware
    1. Types
    2. Cost
    3. Maintenance
B. Personal computers: software

Faulty division

A. Computers
    1. Mainframe
    2. Micro
        a. Floppy disk

b. Hard disk

B. Computer uses

1. Institutional
2. Personal

E) Form

The most important rule for outlining form is to be consistent!

An outline can use **topic** or **sentence** structure.

A **topic** outline uses words or phrases for all entries and uses no punctuation after entries.

Advantages: presents a brief overview of work and is generally easier and faster to write than a sentence outline.

A **sentence** outline uses complete sentences for all entries and uses correct punctuation.

Advantages: presents a more detailed overview of work including possible topic sentences and is easier and faster for writing the final paper.

An outline can use Roman numerals/letters or decimal form.

Roman Numeral

I.

A.

B.

1.

2.

a.

b.

Decimal

1.0

1.1

1.2

1.2.1

1.2.2

1.2.2.1

1.2.2.2

SAQ

Given below is the detailed outline for an essay on UNEMPLOYMENT. Making use of the outline, write an essay in five paragraphs. Your essay should be structured according to the principles you learnt in the previous sections.

I.Introduction

a) unemployment, a terrible social evil next only to hunger and starvation

b) a serious problem in India today

II.Causes

a) population explosion- more graduates but fewer jobs
b) graduates not skilled- hence unemployable
c) all demanding white-collar jobs
d) not prepared to risk self-employment

III.Possible Consequences

a) choice between "a life of crimes" and "death from starvation"
b) outbreak of crimes- thefts, robberies, etc.
c) riots, protest marches, rallies, violent, speeches, etc.

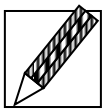
IV.Remedies Suggested

a) population to be checked
b) educational system to be reorganized to increase the employability of graduates
c) creating more job opportunities
d) encouraging self-employment

V.Conclusion

a) if the unemployment problem is not solved, grave consequences will follow.

EXERCISE (2)



The following is an outline for an essay on "Poverty and Health". The main points are given below:

I. Poverty and health are closely related issues causes,
II. Poverty is a commonly used and understood concept solutions, and
III. Policy Responses to Poverty
IV. Impact of Poverty on Health
V. Conclusion

Develop this outline into a well-organized essay of 5 paragraphs.

SAQs

A) Given below is an incomplete outline for an essay on POLLUTION. Supply the missing points or details, and then develop the completed outline into a well-organized essay according to the principles you learnt.

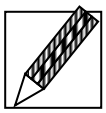
1. Introduction
   a) it means poisoning of the air, seas, rivers and land
   b) pollution a serious threat to all living creatures on earth

2. Causes of pollution
   a) in the air-
      i- poisonous smoke from chemical factories
      ii-……
      iii- ……
   b) in the rivers, seas and oceans
      i- industrial wastes, especially chemicals, thrown into the seas and rivers.
      ii- ……
   c) on land
      i- ……
      ii- ……
      iii- ……

3. Effects of pollution
   a) air pollution will affect the health of all human beings and will destroy animals and birds
   b) ……

4. Fight against pollution
   a) Strict laws against offenders- heavy fines
   b) ……
   c) ……

EXERCISE (3)



The following is an outline for an essay on "Population Explosion". But the points are not given in the right order. First, reorganize them into a precise outlines under five heads:

I. the statement of the problem,
II. causes,
III. consequence,
IV. solutions, and
V. conclusion.

Then develop this outline into a well-organized essay of 5 paragraphs.

1. a worldwide problem- world's population expected to double its present number by the year 2000.
2. steady increase of about 100,000 yearly
3. wide publicity to be given to family planning
4. serious transport problem- overcrowding of buses and trains
5. insufficient number of hospitals and schools to meet the needs of the ever-growing population
6. legalized abortion can reduce birth-rate
7. if nothing is done now to check the population explosion, difficult to imagine what problems lie ahead
8. increase in the birth-rate- mortality-rate reduced by advancement of medical science
9. housing difficulties- overcrowding causes health problems
10. results in unemployment, the main cause of increased crime rate

SAQs

B) In the following outlines, only the main points are given. Supply the sub points. Then develop them into well-organized essays.

1. Topic: Hobbies

In the introductory paragraph of an essay on television given below:

i. what are hobbies
ii. hobbies a source of pleasure and enjoyment
iii. hobbies – their educative influence
iv. hobbies – a source of additional income
v. conclusion

2. Topic: The Generation Gap

i. what is generation gap
ii. difficulties of young people
iii. problems faced by the old
iv. how to bridge the gap
v. conclusion

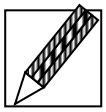
4. FREE ESSAY WRITING

Read the introductory paragraph of an essay on TV given below:

Television means seeing distant things. It shows us on a small screen views, events and peoples far away from us. It is thus one of the most wonderful and useful modern media for communication and entertainment. It has a great impact on us. TV pictures can be black-and-white or colored. We have TV centers in important cities like, Omdurman, Madani and Niyala.

Now complete the essay by adding three more paragraphs. In the first paragraph, describe some of the advantages of TV and in the next paragraph refer to its disadvantages. In the concluding paragraph, suggest some measures to overcome the disadvantages.

EXERCISE (4)



Write an essay on wedding events in northern Sudan, about 200 words. Your essay should be well organized and should contain adequate details and points.

SAQs



A) Read the introductory paragraph of an essay on science given below:

Science has given us enormous powers. By itself, it is neutral but it can be a friend or an enemy depending on the way it is used.

Now complete the essay adding three more paragraphs. In the first paragraph, explain how science is a friend to man. In the next paragraph, show how it can be used for destructive purposes. In the last paragraph, state your own observations. Besides, suggest a suitable title for the essay.

SAQs



B) The following is the abstract of an essay on 'Liberty'. Using the abstract, write a well-organized essay in about 200 words.

Abstract

Liberty is not merely a personal affair but a social contract. Complete liberty may be possible only in certain affairs pertaining to one's personal life such as eating habits. In society, however, the liberty of others must be respected and personal liberty must be accommodated. Uncontrolled liberty leads to chaos. Hence, laws are necessary for the preservation of social order.

SAQs



C) Write essays on any two of the following topics in about 200 words. Your essays should be well organized and should contain adequate details and points.

a) The role of students in nation-building.
b) The cinema and its influence on society.
c) Marriage in southern Sudan.
d) Religion and politics.
e) How to eradicate the social evils in our country?

OVERVIEW

Certainty, in this unit, you have been familiar with the principles of **essay writing**. Besides this, you learnt how to organize your essay. Furthermore, you know how to write and revise your first draft. Moreover, you learnt how to make outlines for your essays and develop these outlines into essays.

ANSWERS KEY

EXERCISE (1)

a. The main idea of each paragraph

Stops working
Sudan is an agricultural country
Farmer has knowledge of agriculture
Mid-day meal
The Sudanese farmer works hard

b. Rearrangement of the main ideas

1. Sudan is an agricultural country
2. The Sudanese farmer works hard
3. Farmer has knowledge of agriculture
4. Mid-day meal
5. Stops working

Rewrite the essay

Sudan is an agricultural country. It is a land of villages. The people of these villages are farmers. Thus, the Sudanese farmer really and truly represents Sudan. He is the son of the soil, the backbone of the country.

The Sudanese farmer works hard. He is up at cockcrow. After a simple meal, he goes to his fields with his plough and

bullocks. He gets busy ploughing, weeding, sowing, watering, reaping, tying up sheaves, building up haystacks, or threshing. He is never idle. He is always doing something. He must do everything at the right time. Otherwise, he would be ruined.

Although uneducated, the Sudanese farmer has good practical knowledge of agriculture. A young agricultural graduate once went to a farm. Pointing at a tree, he said to the farmer; "You don't take scientific care of your trees. That tree should be having big lemons now. The farmer said: "But my good lad, it's a mango-tree!" This shows that our farmers are more knowledgeable than the newly graduators.

At mid-day, his wife or one of his children brings him his meal. He sits under a shady tree. He has a keen appetite. He eats well. He enjoys every morsel of his simple food. He earns his bread with the sweat of his brow.

He stops working at sunset. He goes home. After the bullocks are attended to properly, he has his evening meal. Then he meets his neighbors. There is a lot of chatting and drinking coffee. Then the farmer lies down. He sleeps deeply. It is a sound dreamless sleep. Such sleep comes only to hard and honest workers.

EXERCISE (2)

Poverty and Health

Poverty and health are closely related issues. It could be said that due to poverty, there is a negative impact on health as well as access to effective health services. Sickness and disability trim down the efficiency of individuals, families and communities. This, in turn, makes it possible for many to fall into poverty. People's health is severely affected by poverty. Many of the factors associated with poverty, such as malnutrition, make people vulnerable to illness.

Poverty is a commonly used and understood concept. However, its definition is highly challenged. The term 'poverty' can be considered to have a cluster of different overlapping meanings depending on what subject area or discourse is being examined (Gordon and Spicker, 1998). In scientific terms, a person or household in Sudan is 'poor' when they have both a low standard of living and a low income. They are not poor if they have a low income and a reasonable standard of living or if they have a low standard of living but a high income. Both low income and low standard of living can only be accurately measured relative to the norms of the person or household's society.

Poverty has been acknowledged as a result of ill health. Many people living in poverty are unable to meet their basic needs of adequate food, water, clothing, shelter and health care. Several studies have shown that, as a country becomes better off, the health of the population increases. Poverty is a disease that saps people's energy, dehumanizes them and creates a sense of helplessness. Illiteracy, ill health, malnourishment, environmental risks and lack of choices contribute to the perpetual cycle of poverty and ill health. The unhealthy environment frequently associated with poverty-stricken communities is a cause of much ill health, including diarrhea and upper respiratory infections. These conditions sustain the poverty and ill health cycle along with a lack of knowledge and information about disease process and prevention.

Sudan is adopting the target of improved health for all segments of society. Its goal for a comprehensive agenda of programs is designed to reduce socio-economic inequalities. Although it will take years to judge how well good intentions translate into action, the program is impressive. Attempting to overcome health effects associated with inequality, the current government has initiated programs to reduce inequality and improve health. At the beginning of the twenty-first century, your chances of a healthy life still depend on what job you do, where you live, and

how much your parents earn. It is unfair and unjust. To achieve its goal, the government has set out a comprehensive program, including action to eradicate child poverty by increasing parental incomes, a Sure start program for preschoolers, improving housing and neighborhoods, raising employment, increasing the minimum wage, targeting social exclusion and strengthening programs to reduce smoking and drug and alcohol abuse.

The policies and programs reviewed primarily address people living in poverty. However, policies and programs that help poor people are not necessarily closed to others; some are universal or near universal and aid a broad range of people within a certain demographic or geographic category. Other interventions are targeted at poor people. The degree of access to a program depends on the definition of poverty used to judge eligibility. If eligibility is based on an absolute concept of poverty, citizens must meet specific criteria in order to qualify. If a relative concept based on the notion of inequality is used, then individuals representing a wider income range will be eligible.

EXERCISE (3)

The statement of the problem

1. a worldwide problem- world's population expected to double its present number by the year 2000.

Causes

2. steady increase of about 100,000 yearly
3. increase in the birth-rate- mortality-rate reduced by advancement of medical science

Consequence

4. serious transport problem- overcrowding of buses and trains
5. insufficient number of hospitals and schools to meet the needs of the ever-growing population
6. housing difficulties- overcrowding causes health problems
7. results in unemployment, the main cause of increased crime rate

Solutions

8. wide publicity to be given to family planning
9. legalized the birth control

Conclusion

10. if nothing is done now to check the population explosion, difficult to imagine what problems lie ahead

EXERCISE (4)

Wedding Events

Six weeks before the wedding, the bride starts to train in the special dances that she will dance on the day of ‘Subhia’, the first day of the marriage. Two days before the wedding the bride invites her female friends for El Henna. On this day, ‘El Hanana’, the woman comes to decorate the hands and legs of the bride with henna and she and her female friends dance, sing, and spend a happy day together. That night the groom also has his Henna night with his male friends and women relatives. The groom doesn't decorate his legs only his fingertips and bottom of feet. In the groom's "Henna party" right before the wedding, his mother, sisters, and aunts get together, sit him on a decorated bed, and put henna on his feet and the palms of his hands (not drawing). In addition, some of his male friends do the same on their hands.

The wedding party ‘Al-Dukhla’ takes place in houses, large tents, in the streets or in clubs. The bride's family gets a singer for this cheerful night. There's a lot of music and dancing and a beautiful dinner is served for the relatives and guests. Everyone is invited and everyone is happy. The bride wears a white wedding gown and the groom wears a full suit or ‘ jalabbiya’ (garment) and turban.

On the first day of the marriage, ‘Al Subhia’, the bride's mother invites all the women of the family and the female friends of

the bride. Only certain men can attend ‘El Subhiya’: the bride's father, brothers, uncles, and the groom. The bride dances three or four dances for her audience, changing dresses for each dance. A woman sings and drums on the ‘dallooka’ songs that all the girls know, and they all sing along, clap and have a great time!

After she finishes dancing, it is time for the final ritual called the ‘Jirtig’. It has special traditions, and a special red and yellow tray with pottery to put the perfumes and ‘bakhoor’ in. The bride changes into a colorful tobe, the famous Sudanese costume and sits with her new husband on a bed with a beautifully decorated red and gold sheet called "milayat aljirtig". All the elder women are around them, and one of the older women comes and wishes the happy couple wealth, health and the blessing of children upon them. She perfumes them both, singing meanwhile, and ties the red ‘hareera’ and "hilaal" around the groom's head, and the ‘sibhat el-yassur’ around his neck. Then, the groom gets up and sprays the audience with perfume. Then the woman offers them a cup of milk. They both take a drink and spray some of it over each other as a sign of love, peace and hope for a clean, pure life together- pure as milk!

About a month before the wedding, the bride's mother, sisters, and aunts start making her special perfumes and clothes to get ready for the big day, or should we say, the big DAYS! All these perfumes are mixed to make the bride's special perfumes. It's a lot of work, and takes weeks to finish!

There are some types of folkloric rituals that take place in Northern Sudanese weddings. Elsubhiya, Eldukhla, and the clothes that made especially for the bride are dominant. A bright dress, a colorful "firka" or "garmasees", and lots of gold!. What is more, we can't forget the bride's henna! Sudanese wedding events are enjoyable. All relatives and friends are ever happier.

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