MODULE 1A
EFFICIENT TEACHING OF GRAMMAR AND WRITING SKILLS

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PART 1

AN EFFICIENT WAY TO TEACH GRAMMAR
FOREWORD

Dear colleagues,

at the very beginning I must share with you my uneasy feelings when I was facing the crucial decision which area of English language methodology would be most beneficial for you. Supervising the teaching placements of our full-time students enables me to be occasionally in touch with you, either at your primary or secondary school. I can thus hear your comments and listen to your recommendations concerning what should be taught (in more detail than it already is) at faculties preparing students for the teaching profession.

I tried to choose the more useful of two alternatives: either teaching culture or teaching grammar. I carefully considered all of the pros and cons and eventually chose the latter. Here are the main reasons why:

• grammatical patterns are more teachable and also more learnable than cultural patterns;

• knowledge of grammar is more exploitable than the knowledge of culture, and at least elementary and pre-intermediate learners will find grammar more practical;

• you can teach the grammar of a foreign language successfully even if you are not a native speaker (in fact grammar is a subskill that you can teach even more effectively than native speakers!);

• along with phonology and vocabulary, grammar is a part of linguistic competence, which is one of the goals of teaching programmes.

These were the main reasons why teaching grammar won over teaching culture. Nevertheless, I hope that we will examine together how culture can be taught in another course.

The chief objective of this course is to improve your awareness of what English "pedagogical grammar" is. In any case, the first precondition for teaching anything is our general understanding of how people learn. That is why in the first chapter you will study grammar from the point of view of different language teaching methods. You will examine how each method can enrich our teaching of grammar today. You will be able to practise all of your new theoretical knowledge in exercises.

The second precondition for teaching is our own proficiency in the subject we teach. Of course, the objective of this course is not to teach you what you already know (although English grammar is developing all the time and it can often take us by surprise!). So, it is quite possible that after studying the second chapter - which deals with grammar errors - you will feel more confident dealing with errors by your learners and you can also start to reflect on your own errors more effectively.
After studying this course, you will:

- understand the word "grammar" more deeply than you do now;
- revise the benefits of several relevant language teaching methods;
- gain a deeper insight into the theory of error.

You will be able to:

- teach grammar in a more lively way;
- devise your own grammatical activities for your learners;
- deal with grammar errors more effectively.

The time necessary to study the presented material and do all the assigned tasks is approximately **20 hours**.

If you come across any difficulties when reading the material or solving the tasks, note down your questions or comments and send them to me (at the same time as you send the two Assignments) at the end of each chapter.

I hope you will find this course enjoyable and that at the end you will start looking forward to your grammar lessons even more than you do now.

*Petra Lexová*
1. GRAMMAR IN FOREIGN LANGUAGE TEACHING

In this chapter you will examine the reasons for teaching grammar and you will also discover how five different language teaching methods can enrich your grammar lessons.

After studying this chapter, you will be able to:

- define the main functions of grammar;
- give examples of how the most relevant language teaching methods can be used in modern grammar teaching;
- design your own grammatical activities.

Key words:
grammatical functions, generative, inductive, deductive, drill, silent period, finger-correction, language function

Time for study: 12 hours

1.1 FUNCTIONS OF GRAMMAR AND REASONS FOR TEACHING IT

After studying this part, you will be able to:
- explain why language teachers have to teach grammar;
- demonstrate the importance of grammar using examples;
- distinguish grammar from vocabulary.

For Thinking

Do you like teaching English grammar? And do your learners enjoy your grammar lessons? Do you think you spend a reasonable amount of time dealing with grammar in your lessons?
Exercise 1.1

Read the following extract from Ruth Rendell’s novel. Can you reconstruct it to make it comprehensible?

HOT THE AND HOUSE BE STUFFY. FEEL TODAY JULY SEPTEMBER IT MORE EARLY FEEL LIKE THAN TODAY.

The text is difficult to understand because it lacks any grammar. This shows that the primary function of grammar is conveying and facilitating communication.

Exercise 1.2

To show your learners how grammar can change meaning, add five new sets to the next list of minimal grammar pairs (sentences which differ only in a grammar word or structure).

1) There were only few shoes in the shoe shop.
   There were only little shoes in the shoe shop.

2) Our uncle used to have breakfast in the garden.
   Our uncle was used to having breakfast in the garden.

Task 1

Read the next group of sentences and clarify the differences between them.

Sit down.
Will you sit down?
Would you sit down?
Would it be possible for you to sit down?
Do you think it would be possible for you to sit down?
Solution to Task 1

If you think that the sentences differ only in the degree of politeness they express, then you are right. So, now we can formulate the **second function** of grammar: to express social distance.

**Suggested Reading**

So far we have dealt with two of the most important functions of grammar. Do you think there are others? If you are interested in finding out more, study Scott Thornbury's How to Teach Grammar (Chapter 1) and send me your findings together with your Assignments.

**Task 2**

*Read the following text, which has been slightly improved from Exercise 1.1. Is it more comprehensible now? Why?*

The house be hot and stuffy. Today it feel more like July than early September.

Solution to Task 2

This text becomes more intelligible thanks to the order of the words. They are arranged according to established rules. So, this is one area of grammar: **syntax**.

**Task 3**

*Interpret the meaning of the following sentence:*

We not know if our neighbour dog vaccinate.

Solution to Task 3

Here I will present just 3 out of a number of possible interpretations of the sentence:

1) We don't know if our neighbour's dog will be vaccinated.
2) We don't know if our neighbours' dogs are being vaccinated.
3) We didn't know if our neighbour's dogs had been vaccinated.

So, grammar also involves **morphology**, which tells us how to modify words to convey tense, voice, number, or case.
**Task 4**

Read the following sets of sentences and define the difference between the sentences in each set.

1) I drank coffee a moment ago.
   I drank paper a moment ago.

2) It is the dog that runs quickly.
   It is the dog that writes neatly.

**Solution to Task 4**

All the sentences are grammatically correct: the adverbial phrase "a moment ago" requires a verb in the past tense, and the structure "it is … that" is grammatically flawless too; yet still the second sentence of each set is erroneous because of a wrong choice of words.

The sentences with the wrong choice of words ("I drank paper a moment ago" and "It is the dog that writes neatly") are grammatical but still strange. People don't drink paper and dogs can't even scribble. I have used these sentences to illustrate an important feature of grammar. This feature is known as generative. It means that grammar looks for regularities, rules and patterns. Learners can use the same pattern more than once. For example, if the learner knows the pattern *I suggest* + *… ing*, s/he can make an almost infinite number of sentences (I suggest singing / going there / starting now, etc.). Of course, each structure must be used with the correct words.

**Exercise 1.3**

Imagine you want to introduce the words "would", "went", and "mice". Would you teach them as vocabulary or rather as grammar? Justify your decision.

**For Thinking**

Although grammar is an important tool, do you think you could make your lessons less grammar-focused? How could you make use of the time you would save? (Would more vocabulary practice, for example, be more beneficial for your learners than grammar?)
Summary
In this part you have learnt about two important functions of grammar: to express meaning and to express politeness. You have also recalled two areas of grammar: morphology and syntax. Finally, you have also learnt about the generative character of grammar.

Study Guide
I hope that you are now looking forward to learning more about grammar from a didactic point of view. Perhaps this introductory part of the course was not practical enough to be used directly with your learners, but my aim was to promote your general awareness of grammar. If you need any issue explaining in more depth, remember to keep a note of it for our contact hours.
1.2 GRAMMAR IN DIFFERENT LANGUAGE
TEACHING METHODS

In this part you will:

- revise your knowledge of some relevant ELT methods;
- apply your knowledge when constructing your own grammatical activities.

1.2.1 THE GRAMMAR-TRANSLATION METHOD (GTM)

For Thinking

How often and how much do you have your learners translate into or from English? Do you explain new grammar in Czech and do you start by giving rules? Does it suit you and your learners?

Premises of the Grammar Translation Method

The GTM is based on the premise that the shortest way towards mastering a foreign language leads from the learner's mother tongue and that the nature of the language lies in its grammar. This was the reason why the translation of sentences into or from the target language became the focus of language practice.

Task 5

Look at these sentences and try to give a reason for using them in a lesson.

Kočka chytila dvě myši.
Muži přišli se svými manželkami.
Na poli se pásli voli.

Solution to Task 5

Each of these sentences contains a noun with an irregular plural form. The teacher's intention was to practise this area of grammar and s/he was not able to produce more real-life examples. Moreover, none of these sentences is likely to be used without any context, let alone by young or teenage learners. Nevertheless, even these younger learners translate similarly artificial constructions if the teacher blindly follows all the principles of this method. In the GTM, preparing learners to produce correct forms prevails over preparing them for natural communication.
Exercise 1.4

For a group of 15-year-old girls construct a translating exercise consisting of 6 discrete (i.e. separate) items with the structure "should have + past participle" to demonstrate that the sentences for translation can be more authentic than those above.

Task 6

Read and compare the following two approaches to presenting grammar. Which one is (a) more demanding to prepare; (b) more time-consuming to demonstrate; (c) more interesting; (d) taken from the grammar-translation method?

1. The teacher brings a bag which "somebody has left in the cloakroom". S/he asks: "Whose bag is it?" Then s/he takes out all the objects one after one, puts them on the desk and elicits the words from his/her students. When all the words have be revised, the teacher writes on the blackboard: “This student eats bananas (wears gloves, sends letters …”).

2. The teacher says: "Today we're going to study the present simple tense. Do you know what it means? Then s/he uses almost all the blackboard to write all the paradigms of the verb "to sing" in the present simple affirmative, negative and interrogative.

Solution to Task 6

These examples show two basic ways of presenting grammar: inductively (example 1) and deductively (example 2). The inductive approach (when the teacher starts with particular examples) is definitely more demanding as far as the teacher's creativity is concerned, and it is usually more time-consuming to demonstrate, but it is more enjoyable, and perhaps more memorable for learners. This approach is applied in more “humanist” teaching methods than the GTM.

The deductive way in which the teacher explains the general principle first is undoubtedly easier in terms of preparation, it usually takes less time to demonstrate, but it is generally less interesting. Unfortunately, it is the only way grammar is presented in the GTM.

For Thinking

Which of these two approaches to presenting grammar do you prefer as a teacher? And which one is preferable for your learners? Are your preferences similar?

Exercise 1.5

Invent one inductive way of presenting the structure "there is/are" for any target group.
1.2.2 THE AUDIO-LINGUAL METHOD

For Thinking

Does it sometimes seem to you that the more you practise, the more mistakes your learners make? In other words, is your grammar teaching sometimes counter-productive and useless?

Task 7

Examine this sample of a lesson plan. Decide how much it is based on current approaches to language learning. Try to support your opinion by giving one or two facts about modern theories of language education.

The teacher reads out a dialogue between a shop assistant and a customer. The learners listen. Then s/he reads the same dialogue again, and this time learners repeat - in chorus - one sentence after another. This choral repetition is followed by individual repetition. Next, the teacher extracts the structure "how much/many" from the dialogue and conducts drills. At first the learners just repeat questions such as "How many oranges do you want?" / "How much flour do you want?", etc. In the second stage, the teacher gives other food words for the learners to substitute, e.g. Teacher: tea → Learner: How much tea do you want? If a learner makes a mistake, the teacher corrects him/her directly and gets the learner to repeat the correct response.

In the third stage, the learners solve a gap-filling exercise in their handout, e.g. We haven't got _____ potatoes, but we have got _____ rice. Finally, the learners memorise the dialogue and at the end of the lesson each pair performs it in front of the blackboard, while the others listen. If a mistake is made, the teacher corrects immediately.

Solution to Task 7

If you have never experienced any lesson conducted in a similar way, then you are probably very young or you were lucky enough not to have encountered any teachers who thoroughly applied the principles of the audio-lingual method.

So, my brief answer to the question in Task 7 is that the procedures and some of the techniques used in the lesson do not make it very up-to-date. These are the main reasons:

1. The teacher does not create conditions necessary for successful learning. For example:

   a) S/he does not motivate (e.g. everyone memorises the same dialogue but modern methodology emphasises the key role of motivation in learning; besides, the personal needs and interests of each learner may differ and people are motivated only if the task is relevant for them);
b) S/he does not respect the learners' attention span. Their level of attention naturally changes during the course of the lesson, which is rather monotonous. For example, there is a lot of repetition, as well as too few activities. In addition, these activities all deal with the same "topic". Modern methodology needs concentrated learners, therefore lessons must be variable.

2. The lesson is based on the belief that:

a) Successful communication is based on mastering perfect grammar, but today we know that linguistic competence (grammar, vocabulary and pronunciation) is just a means to an end;

b) The best way to achieve perfect grammar is by over-practising it until it becomes automatic. Current methodology, however, gives evidence that this is not true: grammar is not only a subskill but also a skill, and knowledge of a rule and its internalization are not the same thing, so learners need some time to process new grammar; it is also wrong to believe that one grammatical issue can be mastered in one lesson;

c) Grammar can be approached to in a linear way (i.e. one item after another, for example the present simple in lesson 4, the present continuous in lesson 6, etc., without the necessary consolidation). Today, however, it is known that the cyclical approach - when the learner meets the same structure many times in different contexts - is more fruitful.

Exercise 1.6

Adapt the lesson plan from Task 7 to contemporary theories of foreign language learning. Make the lesson more personal, variable and creative.

1.2.3 THE TOTAL PHYSICAL RESPONSE (TPR)

For Thinking

How do you usually feel if your learners are not willing to speak? Do one-word answers satisfy you? Do you explain your learners' silence or their short answers by their passiveness or shyness, or rather by their inability to express themselves?

Task 8

Read the next two questions and try to give short answers to them.

1) When does a child start speaking its mother tongue?
2) Is a child's language grammatical from the beginning?
Solution to Task 8

Is your answer to the first question "around the age of 12 months" and to the second one "no"? If so, then your answers (and maybe also your experience as a parent) correspond with the results of research into a baby talk. It is interesting to mention that all children start saying their first words at approximately the same age, no matter whether they are Czech, English, or Japanese. Children also employ grammar gradually, in steps (e.g. "daddy" - "daddy not" - "daddy where?" - "where daddy?" - "where is daddy?") and parents subconsciously feel their child needs some time to process all the grammar it is surrounded with.

The silent period, up to the age of 12 months, is when a child does not speak yet, but it is able to understand a lot. This period is important in language acquisition because the child has an opportunity to build up its own language system without any stress. The internal process of foreign language learning is in many respects similar to that of acquiring our mother tongue.

Even so, I know that teachers (and I am no exception), in their desire to accelerate the learning process in formal classes, make their learners speak or write from the very first lesson. The question is why we can't let our pupils and students enjoy their silent period at least for some time when learning a foreign language.

Task 9

Read the following samples of language activities. Name the grammar under focus and define the target group of learners for whom the activities are suitable.

1) The teacher gives the class instructions such as: "Stand up slowly", "Turn round quickly", "Yawn tiredly", etc.


Solution to Task 9

Both of these activities practise the second person imperative, and in addition the former also practises adverbs and the latter possessive adjectives. I would use both of them with young or teenage learners at an elementary level.

The activities in Task 9 show how the principles of the TPR can be applied in teaching. Although learners are not made to speak, the teacher checks their understanding by observing their physical reactions.

Exercise 1.7

Modify both of the activities in Task 9 so that they practise other aspects of grammar.

Example: Run to the wall. Don't move. Look up. Don't follow the next instruction. Say hello, etc.

(The teacher practises both the positive and negative imperative.)
For Thinking

Theory, however reasonable it may seem, is sometimes not plausible in practice. How long, for example, would you be willing to wait for your learners' first language production? Do you think that beginners' errors should not be corrected, in order not to discourage them from further speaking? I am looking forward to your opinions in our contact lessons.

1.2.4 THE SILENT WAY

For Thinking

Do you think that you speak too much in your lessons? Would you like to reduce your talking time to make your learners more involved?

Task 10

Read these ways of dealing with learners' incorrect grammar in oral production. Decide which one is the most straightforward, which one is the most illustrative and which one best supports learners' independence from the teacher. Is it always the same technique?

Learner: My uncle is work very hard.

Teacher 1: My uncle works very hard. Repeat.

Teacher 2: (shows a picture of a camel with the head of a cow and waits)

Teacher 3: (shakes her/his head and waits)

Solution to Task 10

The first reaction is probably the most traditional way of correcting errors. The teacher says the sentence correctly and makes the learner repeat it. It is the most straightforward approach, but it makes the learner more teacher-dependent than the two other techniques, which just indicate the mistake and give the learner time for self-correction. The second correction technique is also more illustrative than the first and the third ones, because the type of mistake made (a blend of two different grammatical structures) is portrayed in a non-linguistic way.

Another point the teacher should consider is which technique is the quickest and the most effective. The last two types of correction reduce teacher talking time, and if learners are able to correct themselves immediately, these types of correction are also the quickest. Nevertheless, in practice learners need some waiting time in order to recast their sentence. So overall the first technique is probably the quickest, but it is not the most effective in the long run. In real life learners will perform without their teachers, and silent ways of correction not only make the lesson less teacher-centred, but they also teach the learner to develop...
her/his autonomy. This, in a nutshell, is the main idea of Caleb Cattegno's Silent Way.

To tell the truth, the Silent Way is the strangest method I have ever come across (you will have an opportunity to observe a video of a sample lesson in our contact lessons). Still, I believe it can enrich our teaching thanks to its effective system of silent cues, which both save the teacher's voice and also give learners more reasons to think and speak. Why not, for example, correct grammar errors by means of silent techniques?

**Task 11**

*Look at this picture of the index finger of the right hand pointing to the middle finger of the left hand. Supposing the teacher is correcting some error, try to classify it and give an example of what might have been said wrong.*

---

**Solution to Task 11**

This method of correction is called **finger-correction** or **finger-coding**. I use it for indicating errors in word order: each finger of one hand represents one word, while the index finger of the other hand is pointing to the wrong word (either missing or extra). For example, on hearing the sentence "he went school", I quickly point to the first two fingers (he - went) and to the fourth finger (school) and then I keep pointing to the flapping middle finger (to elicit the missing "to").

**Exercise 1.8**

*Try to describe three more pictures you could use for a quick and illustrative way of indicating grammar mistakes.*

*Example:* A picture with a rabbit whose ear is missing (to indicate a missing word in the sentence).
1.2.5 THE COMMUNICATIVE APPROACH

For Thinking

*Which of these two types of assignments do you set more often?*

1. "Tell me one sentence in the passive."
2. (holding a CD) "Tell me who this kind of music was composed by?"

*Try to reflect on why you prefer either the former or the latter type of task-setting.*

**Task 12**

*Explain what these sentences have in common and try to extend them to include one more item.*

1) I must apologize for forgetting your birthday.
2) Please, forgive me for forgetting your birthday.
3) Excuse my forgetting your birthday.
4) I'm sorry for my forgetting your birthday.

**Solution to Task 12**

All of these sentences serve the same communicative purpose, which is apologizing. The speaker can achieve her/his aim (to apologize) by any of them. The sentences "Sorry for having forgotten your birthday" or even "I feel so ashamed not to have remembered your birthday" would make the list longer.

I decided to use task 12 to show that different structures can be used to fulfill one language function, for example apologizing, promising, suggesting, refusing, offering, etc.

**Exercise 1.9**

*Write five structures which may be used by a fellow passenger who has just noticed the traffic sign "the maximum speed limit is 80", while the speedometer shows 90. Try to order them from the easiest to the most difficult one and explain your reason for putting them into your chosen order of difficulty. Finally, name their language function.*

**Example**

1) You're driving too fast.
2) I'd rather you slowed down.

Explanation: The structure "would rather + subject + past tense" is more complex than the structure "be + present participle", at least because it consists of more elements for remembering.
By reading the paragraphs and doing the exercise on the previous page, you have revised the main features of a method from the mid 1970's - the communicative approach, also sometimes known as the functional-notional approach. I have tried to visualize the main idea of this approach to language by means of these two diagrams:

The "snakes and ladders" diagram shows that each structure (the rungs of the ladder) has some function or functions (the snake winding itself around the ladder). The "target and arrows" diagram emphasizes the primary element in communication – its purpose. There is usually more than one way to achieve this purpose. Likewise, the same grammatical structure can be used for more than one function, for example the structure "be + present participle" is used not only to describe present actions but also to express definite arrangements in the near future, for example "Uncle is leaving, say goodbye" and "When are you leaving? Tomorrow?".

So when this theory is applied to teaching, in a good language lesson the teacher should always specify some purpose of the communication, even if the subject of the lesson is grammar practice. This principle is based on the idea that only communication with a purpose is genuine and if we want to teach how to use the language in real life, we should make our teaching as genuine as possible. In the next part of the course, we will examine how you can make grammar practice more communicative in the classroom.
Task 13

Read the following extract from a lesson plan and define the communicative purpose of the exercise. Try to present possible reasons which might lead to the failure of the activity.

The teacher practises the verbs of the senses followed by "like + a noun". For example s/he says: “A kiwi tastes like … / A room without curtains looks like … / Spring smells like …”, etc. Learners are expected to complete the sentences.

Solution to Task 13

The communicative purpose is created by the need to say something personal. People like talking about themselves, their beliefs, attitudes and feelings. In this exercise each learner can contribute a different answer, depending on their imagination and experience. There are two sources of possible difficulties: firstly the learners' insufficient vocabulary, and secondly insufficient imagination. As for the first potential difficulty, vocabulary can be sometimes pre-taught, but since this exercise has a strong element of personalization, pre-teaching would not be very fruitful. Instead, in my opinion the most effective technique would be for the teacher to play the role of a prompter who supplies the necessary word during the course of the activity.

As for the second potential difficulty, learners who have nothing to say can hinder any activity which is less controlled. To stir learners' imagination, the teacher can:
- offer model answers, e.g. For me, a kiwi tastes like gooseberries. Or like strawberries;
- ask scaffolding questions, e.g. Does it taste like a potato? Does it look like a prison / an office?
- encourage learners to say first what it DOESN'T taste / look / smell like, e.g. a kiwi doesn't taste like meat. (Psychologists confirm that most people find it easier to express what they don't want than what they do want.)

Exercise 1.10

You can also create a communicative gap with visuals. Look at the sequence of three pictures below. Suggest two language functions which the pictures stimulate. Then specify which grammatical structures you would practise with each function, and finally give three example sentences of each structure.

Example:

Language function: describing

Language structures: "there is/are", "as if + past subjunctive"

Example sentences: There's a table in the picture. There's a coat on the wall. There isn't any food on the table (picture 1). He looks as if he owned the restaurant. He looks as if he was a very important guest (picture 1). He looks as if he was eating for the first time in his life (picture 2).
You can also give your learners a reason to say something by organizing activities based on a communicative gap. For example, to practise the structure "there is/are" you can prepare a set of pictures, half of which are identical (you can distinguish each pair by sticking each picture on a yellow and blue card). The learners are divided into two groups (A and B). Each learner from the A group is given one picture from a yellow set and each learner from the B group gets one picture from the blue set. Learners mustn't show their pictures to each other. They walk around the classroom and ask questions beginning with: "Is/are there any … in your picture?". The winners are the pair of learners who find each other most quickly. To modify the activity, draw more complex pictures, for example a house with some furniture so that your learners can also practise prepositions in sentences such as "Is there any window on the left?/ Are there two chairs behind the wardrobe?, etc.
Assignment 1

Below is another sequence of pictures. Imagine you have decided to use it to present a new grammar structure. However, you also teach a mixed-ability class with beginners, intermediate as well as advanced learners. Name one structure you could present, with the help of the picture, to each level. For each structure suggest 4 model sentences.

(from Arribas, J. Preparación Diploma Básico Español lengua extranjera, Edelsa, grupo didascalia, s.a.)

Suggested Reading

I am well aware that we haven’t examined the ways in which some other language teaching methods can contribute to the teaching of grammar, especially the methods known as community language learning and suggestopaedia. If you feel you would like to explore their pros and cons in classroom grammar teaching, I would recommend the book Approaches and Methods in Language Teaching (Richards, J and Rodgers, T - Cambridge University Press, 1986).
Summary
In this chapter you have become acquainted with the reasons why grammar should be taught and with the functions grammar has in language. Then we approached grammar from the point of view of language teaching methods, concentrating on the grammar-translation method, the audio-lingual method, the total physical response, the silent way and the communicative approach. In a number of exercises you have demonstrated your skill in applying this theory in class. You have learnt that in teaching grammar, the teacher can find some benefits in all language methods.

Study Guide
I hope you have found this chapter interesting and that the part on language methods has enriched your own repertoire of techniques for teaching grammar. I am sure you have managed to complete all the exercises with ease, or that the Key has given you some initial inspiration to complete them on your own.
2. GRAMMAR ERRORS

In this chapter, you will examine:

• the difference between an error and a mistake;
• categories of errors;
• causes of grammar errors.

After studying this chapter, you will be able to:

• search for grammar errors more quickly;
• put errors into appropriate categories;
• understand why errors are made.

Key words:
Local and global errors, errors and mistakes, interference, intraference

Time for study: 8 hours

2.1 IDENTIFYING ERRORS

After studying this part, you will be able to:

• define the word "error";
• distinguish local errors from global errors;
• distinguish serious errors from less serious mistakes.

For Thinking
Do your learners make more errors in their vocabulary or in their grammar? Do they sometimes produce their grammar according to rules and at other times break the same rules? Are grammar errors necessary? Do you think you spend too much time correcting errors in grammar?
Task 1

Read carefully the following paragraph from a student's essay. Make a list of all the examples of grammatical incorrectness.

The funny story which I want to describe you have happened quite lately. I have got a lot of funny story with my car and with policemen but this one is the latest. My boyfriend and his girlfriend have come and see me and my boyfriend recently. We spent a nice afternoon together and I promised my brother I would take them by car to his home. My boyfriend stayed at home but his daughter Pavla wanted to go with me because she always likes going by car. We lent a car of my boyfriend's father because it stood on the road and me was in a garage. I drive this car.

Solution to Task 1

As a whole, this piece of writing is fully comprehensible, although there are a number imperfections which are not only grammatical. I am sure you noted down these:

- 1st sentence: missing "to" after "describe"; the wrong form of the present perfect structure "have happened" instead of "has happened", or rather the wrong choice of the tense (the past simple would be more appropriate);
- 2nd sentence: the wrong form of the noun "story" - the singular instead of the plural;
- 3rd sentence: both the wrong form and choice of the tense "have come and see";
- 6th sentence: the wrong choice of the word - "lent" instead of "borrowed"; "a car of my boyfriend's father" and "it stood" - "my boyfriend's father's car" and "it was standing" sound better; the wrong form of the pronoun "me" instead of "mine"; the wrong choice of the article (indefinite instead of definite).

Task 2

Read again the paragraph from Task 1 and identify its most serious shortcoming. Is it, for example, the wrong use of tenses, limited vocabulary, or something completely different? Try to explain your decision.

Solution to Task 2

Your decision which type of error is the worst probably results from your subjective criteria. If you are able to support these criteria by giving a reasonable explanation, then your decision must be correct! My opinion is that the weakest feature of the paragraph is its cohesion: the student is able to produce sentences, but she does not combine them well. For example, she overuses the word "car" (it is repeated in the 4th, 5th, 6th, and 7th sentences) and she doesn't use reference words entirely clearly, for example "I promised my brother I would take them...". The student also fails to connect sentences with formal words (e.g. "in brief"
could be used at the beginning of the 2\textsuperscript{nd} sentence, or the last sentence could be improved this way: "I occasionally drive this car, so ...". All of these factors make the paragraph more demanding for the reader.

In giving you this task I wanted to show you that errors in grammar are not always the most serious shortcoming in our language production. Grammar errors (i.e. errors in morphology and syntax) usually do not go beyond sentence level: thus they are known as local errors. On the contrary, poor cohesion is an example of a global error (an error which affects two or more sentences). Local errors do not usually cause difficulties in understanding because they can rely on the context (e.g. "... me was in a garage..."), and it is also easier for the teacher to notice and correct them. On the other hand, finding a global error is more demanding and its correction is also more time-consuming. Dealing effectively with global errors is an important teaching skill, but since this course concentrates on grammar, it will be more useful to deal with local errors only here.

**Task 3**

*If we want to identify errors, we must know what we are actually looking for. Try to express in your own words what the term "language error" means to you.*

**Solution to Task 3**

You have probably used different words for your definition, but the overall meaning will undoubtedly be similar to that of my definition. My general understanding of the term "error" is this: a language error is any form of the language which breaks the norms (and causes either difficulties in understanding or actual misunderstanding). You can see that according to my definition, not every error disrupts communication.

When you are reading books on teaching English, you often come across the word "error" used alongside the word "mistake". Both of these terms mean breaking some rule, but an error is more serious.

**Task 4**

*Look at this extract from a student's essay about Christmas. Find all the examples of grammatical incorrectness and divide them into "serious" errors and "less serious" mistakes. What criterion for distinguishing between these categories will you use?*

I like Christmas and I can start to enjoy them now. All hypermarkets have had Christmas decorations since the beginning of the October. Every shop has big Christmas tree with a star on the top. Good prices are offered everywhere. If you will do your Christmas shopping now, you will save much frustration in the December. Christmas always passes quickly but I look forward to it every year. It is full of harmony and peace, although people are very nervous before it. But if
they will be reasonable this year and if they won't be angry with themselves, they will find that Christmas preparations can be nice too.

**Solution to Task 4**

You did well if you applied the following criterion: an error is a systematic breaking of a rule or rules, while a mistake is unsystematic. As a result, an error occurs if the learner doesn't know the rule, or perhaps if s/he knows the rule but in most cases fails to use it. An example would be if the learner (almost) always uses the past tense when the present perfect would be the correct choice. On the other hand, mistakes occur if the learner sometimes applies the rule correctly and sometimes does not. For example, if s/he occasionally fails to add an "s" ending to the third person singular when using the present simple tense. Unlike errors, mistakes can be caused by a lack of concentration or tiredness.

In the paragraph about Christmas you will have certainly noticed the missing indefinite article before the phrase "big Christmas tree". This is just a mistake, because the next noun, "star", is used correctly with the article. Nevertheless, in order to come to a definite conclusion I would need more examples to check whether the student is able to use indefinite articles correctly before singular nouns. It may also be theoretically possible that the indefinite article before "star" was used purely by chance!

On the other hand, the sentence "I like Christmas and I can start to enjoy them now" is evidence of a mistake, because later the student refers to Christmas with the singular pronoun "it" three times ("look forward to it", "it is full" and "before it").

"If you will do your Christmas shopping … " and "If people will be reasonable … " are errors showing that the student is not able to use the present tense in if-clauses with future reference. "The October" and "the December" are errors too. However, it is difficult to decide from only one sample of writing whether "be angry with themselves" is a mistake or an error. Put briefly, the more wrong or correct examples we have, the more precise our conclusion about the error or the mistake can be.

Although it is not always necessary to differentiate errors from mistakes, it is necessary in order to deal with them (and correct them) effectively. For example, after reading the student's essay, the teacher can predict that s/he will use the names of all the other months with "the". Another important point is that not every mistake has to be corrected, especially in speaking.

**Summary**

In this part you have learnt mainly about the difference between errors and mistakes.
2.2 CLASSIFYING ERRORS

After studying this part, you will be able to:

- divide errors into groups;
- characterize each group;
- make more fair judgements concerning the importance of errors.

For Thinking

Do you assess all errors with the same criteria? Try to justify your answer.

Task 5

Each of these sentences contains some kind of error. Try to find them.

1) None of them don't know how difficult it is.
2) My aunt lives in Netherlands.
3) We have swam.
4) He didn't eat any kind of fruit.
5) He came with his nephew.
6) He come yesterday.
7) He will come yesterday.
8) A big advantage of this flat is that it is situated in the middle of the flats.
9) The thought of exams fills me with panic.
10) Soon was it happen.

Solution to Task 5

You will certainly have found the following errors:

- sentence 1: double negation "None .. don't";
- sentence 2: missing article before “Netherlands”;
- sentence 3: "have swam";
- sentence 4: the sentence seems to be correct but the learner's intended message is different - s/he meant "He didn't eat some kind of fruit";
- sentence 5: this sentence is also correct only by chance, the learner meant "niece", not "nephew";
- sentence 6: "come";
- sentence 7: it is difficult to decide which is wrong - whether "will come" or "yesterday";
- sentence 8: "in the middle of the flats" - the meaning is not clear: does the student mean "between two flats on the same floor" or "on the middle floor"?
- sentence 9: "fils", "panick";
- sentence 10: "Soon was it happen" - the whole sentence is affected by the error.

**Task 6**

*Look back at the errors we have discovered in Task 5. Try to classify them into these groups:*

- lexical error;  
- spelling error;  
- error of omission;
- grammatical error;  
- error of form;  
- error of redundancy;
- morphological error;  
- error of choice;  
- developmental error;
- syntactical error;  
- error of meaning;  
- covert error.

*Remember that one error can sometimes fit into more than one category.*

**Solution to Task 6**

I am sure you didn't find this task difficult, because all the terms listed above are self-explanatory. An error of form occurs for example if the learner chooses the correct tense but doesn't form it properly, e.g. "He didn't went". An error of choice is made if the learner chooses the incorrect tense, voice, etc., although it may be formed correctly, for example if s/he says "I wish I had known it" instead of "I wish I knew it" (i.e. now). Thanks to the context, errors of form and choice usually don't cause difficulties in understanding.

An error of meaning is more serious, because the message is either unclear or it is interpreted by the recipient in a different way to that which is intended, for example if the speaker says "put it on the table" but s/he means "on the desk", or if s/he says "experiences" instead of "experience". Errors of meaning are mostly lexical. An error of omission occurs when something necessary to the sentence is missing, for example "she went hospital" or "he didn't Christmas". On the contrary, an error of redundancy occurs if the learner wrongly uses something in addition, for example "the Ostrava", or "I have been known him for a long time".

Sometimes, even a sample of incorrect language can be evidence of some positive change, for example if a learner who constantly used to fail to add an "-s" ending to form plural nouns suddenly starts to add the "-s" to any noun, even when the plural form is irregular or when the noun has no plural form (for example "childrens" or "advices"). Such an error is usually only developmental, and it disappears on its own as the learner gets more language input.
Occasionally it happens that the learner produces a sentence which is correct only on the surface, e.g. "I have met some stranger in the street" if he met "some strangers". I wish teachers were always able to uncover every covert error!

Here is my classification of the errors from Task 5:

Sentence 1: (double negation) a grammatical syntactical error, an error of choice and also an error of redundancy;
Sentence 2: (the missing "the") a grammatical morphological error, an error of omission and a development error - the learner already knows that the names of countries are used with the zero article;
Sentence 3: (have swam) a grammatical morphological error, an error of form or a spelling error - we don't know if the learner deliberately used "have + past tense" or if s/he misspelled the past participle; this could also be an error of choice if the past tense was more appropriate!
Sentence 4: (any kind of fruit) a grammatical syntactical error, an error of meaning, a covert error;
Sentence 5: (nephew) a lexical error, an error of meaning, a covert error;
Sentence 6: (come) a grammatical morphological error, an error of form (we use a different form for the past tense);
Sentence 7: (will come yesterday) either a grammatical morphological error and an error of choice (if the reference is "yesterday"), or a lexical error and definitely an error of meaning (if the reference is "tomorrow"). In any case, the meaning is less clear than in sentence 6, which has a similar type of error, and this is probably due to the word "will", which may be unnecessary. Anyway, most listeners would probably attach greater weight to the word "yesterday" and they would regard "will" as redundant. Still, the safest strategy in such a case is to ask the learner for clarification.
Sentence 8: (in the middle of the flats) a lexical error and an error of meaning;
Sentence 9: (fil, panick) spelling errors and an error of omission (fil) and an error of redundancy (panick), both errors of form too;
Sentence 10 (Soon was it happen) a grammatical syntactical error (wrong word order) as well as a morphological error (both the wrong choice and form of the voice), even so, the meaning is retained.

I am sure you managed to match most of the terms to the appropriate errors. In the next part you can examine how tolerant you are towards errors.
Task 7

Look again at the sentences from Task 5. Try to grade them from 5 – 0, where 5 is a very serious error and 0 is no error at all.

Solution to Task 7

I wish teachers would use unified criteria when they assess their learners. In other words, my desire is that two different teachers should assess the same piece of work with either the same or at least a very similar mark. I am also convinced that the most serious errors are those of meaning. As you will see, I don't think that the missing article before "Netherlands" is a big error at all, although it must be corrected. On the other hand, incorrect articles can change the meaning in a different context, e.g. "In summer he used to travel a lot" vs. "In the summer he used to travel a lot", or "He gave me money" vs. "He gave me the money" (perhaps the money he owed me).

Now you can read my grading of the errors and compare your total score with mine.

1) None of them don't know how difficult it is. (2 points)
2) My aunt lives in Netherlands. (1 point)
3) We have swam. (2 points)
4) He didn't eat any kind of fruit. (4.5 points - error of meaning, but some communication is achieved)
5) He came with his nephew. (4.5 points - the same reason as in sentence 4)
6) He come yesterday. (2 points)
7) He will come yesterday. (3 points)
8) A big advantage of this flat is that it is situated in the middle of the flats. (3.5 points)
9) The thought of exams fills me with panic. (0.5 points)
10) Soon was it happen. (3 points)

My total score is 26 points. And what is yours? If you feel that it is very different, or if you suggest a completely different grade for some of the sentence(s), we can discuss our tolerance of errors in our lessons. Hopefully we will be able to reach a satisfactory solution and agree on common criteria which will be fair for our learners.

Summary

In this part you have examined different types of errors and learnt that errors differ in their degree of seriousness.
2.3 CAUSES OF GRAMMAR ERRORS

After studying this part, you will be able to:
• explain why your learner has made a grammar error;
• distinguish errors which errors are evidence of learning and which are not.

For Thinking
Do your learners occasionally make errors because they already know something? In other words, is it possible that their sentence would have been correct if they hadn't learnt something before?

Task 8
Look at these sentences, which all display incorrect grammar. Try to classify them into groups according to the cause of the error. Also try to explain why each error was made.

1) He gave me many useful advices.
2) Who did say it?
3) Usually is in the evening at home.
4) Where works she?
5) It had happened five years ago. I had got up in the morning and saw a strange box on the kitchen table. I had got up and opened it.
6) Do you must to leave?
7) He skiing.
8) She is go home.
9) I would do it if I would want it.
10) If you didn't like travelling, you won't travel so much.

Solution to Task 8
The teacher's skill in analysing the cause of errors is important in two main ways. Firstly, s/he can make a more professional decision when choosing the best way to correct the error. Secondly, this skill helps the teacher to predict which mistakes the learner may make again in future. So the teacher can adapt her/his teaching accordingly (e.g. by re-explaining difficult grammar or by changing the order in which grammatical structures will be presented in future years).
I divided the sentences in task 8 into three groups. The first group includes sentences 1, 3, 4, maybe 7, and 9; the second group contains sentences 2 and 6; and the third group consists of sentences 5, 8, and 10.

The first group consists of sentences which are affected by the system of the Czech language. The learner has tried to use a rule s/he knows from the mother tongue: sentence 1 ("advice" is countable in Czech but not in English), sentence 2 (Czech word order), sentence 4 (the question was formed by intonation and the learner has not used the operator "do"), sentence 9 (wrong form of the if-clause, the Czech would-form ("by") is used instead of the past tense.

I must admit that it took me some time to place sentence 7 into this first group. This sentence is correct only partially - the learner has used the present participle but omitted "to be". Such an omission error can be explained either by the learner's insufficient internalization of the rule or by his/her lack of concentration. Nevertheless, it is also possible that the learner has copied the word order of the Czech sentence: *On lyžuje* ("He skiing").

In summary, all the sentences in this group show unwanted features from Czech. Errors which are created in this way are called *interference errors*.

On the contrary, the errors in the second group are not caused by the application of Czech rules, but rather by using some rules of English in situations where they do not apply. For example in sentences 2 and 6, the learner demonstrates her/his power to form questions with the auxiliary "do". In addition, sentence 6 shows that the learner has some experience of separating two English verbs with the word "to". Unfortunately, "do" is not used to form subject questions or to form questions with "must". Moreover, unlike most verbs, "must" is followed by the infinitive without "to".

Even so we can notice some progress by the learner. Similar errors, caused by the overgeneralization of a rule within one language, are called *intraference errors*.

Did you have difficulties classifying the errors in sentences 5, 8 and 10? They can't be interference errors, because the past perfect, the structure "to be + infinitive", and structures similar to that used in sentence 10 all lack equivalents in Czech. Neither are they intraference errors, because the past simple is more commonly used than the past perfect, yet it is the past perfect that is overused in sentence 5. As for sentences 8 and 10, they are incorrect blends of two different English structures.

A reasonable explanation seems to be that these errors were caused by faulty teaching! For example the teacher may have overtaught the past perfect or s/he may have pointed out its role in English too much. The mixing of two different structures ("is go", etc.) can result from these two structures having been presented and practised together in the same lesson. Errors which are caused by faulty teaching are called *induced errors*.
Exercise 2.1
Try to define five areas of English grammar in which Czech learners are likely to make interference mistakes. Give one example sentence for each area.

Example:
sequence of tenses (He said he will come tomorrow).

Exercise 2.2
Try to give five of your own example sentences with intraference errors different from those used in Task 8.

Example:
He drives fastly.

Summary
In this part you have examined three different causes of errors: interference, intraference and faulty teaching.
Assignment 2

Read the following student’s essay and mark only those errors which are evidence of linguistic incompetence (i.e. ignore global errors). Classify each error and - if possible - try to explain its cause. Finally correct the errors and mark the essay on the scale traditionally used in Czech schools: 1 - 5.

My attitude to junkmail

I like to read junkmails because I can find there some practical informations about culture in my town, about sales of goods, etc. The most junkmails you can receive from big markets like Tesco, Hypernova, Kaufland, etc. But however useful are these informations, you should be cautious not to choose goods according to attractive prices but according to your fact requirement. Managers in hypermarkets are clever and they know the business strategy so that they also know that people often buy just according to prices. And what about delivering to your letterbox? On the one hand it is comfortable to find some junkmails in your letterbox but in the contrary, the problem can come if you leave from home for long time, for example for holiday. The letterbox full of junkmails can be invitation for burglars. In my opinion, good solution is when the postman give junkmails on some shelf in groundfloor of block of flats. As long as some man is interested in reading it, he or she can take it from the public shelf and take at home. If they aren't interested in it they leave junkmails there and they aren't worried about undesirable junkmails.

Summary

In this chapter you have become familiar with grammar errors and their causes. You have discovered errors in a number of tasks and you have also become acquainted with various categories of errors.

Study Guide

I hope that you have got to the end of this course without getting bored! But above all, I hope you have really learnt something. I you feel you've made an improvement, then that means the course has been rewarding for me too. You might even see progress in your newly developed abilities to view issues from different points of view! In any case, remember that knowledge or experience is most valuable when it is really used, for example in a classroom. I wish you the very best experiences when teaching grammar and everything else too!

Thank you for your cooperation.
KEY TO EXERCISES

Chapter 1

Exercise 1.1
The house was hot and stuffy. Today it had felt more like July than early September.

Exercise 1.2 (possible solutions)
1) If we hadn't left a map at home, we wouldn't have got lost.
   If we hadn't left a map at home, we wouldn't get lost.
2) He is not smoking.
   He doesn't smoke.
3) He looked sad.
   He looked sadly (at me).
4) I saw him going upstairs.
   I saw him go upstairs.
5) When she arrived, we had dinner.
   When she arrived, we'd had dinner.

Exercise 1.3 (possible explanation)
"Would", "went" and "mice" are all words, of course. Nevertheless, from the teaching point of view I would only include "would" in the field of grammar, because it is generative (the learner can use it in many different situations, e.g. "I would do it / sleep / drink something, etc.). "Went" and "mice" must be remembered by the learner as exceptions, and they do not contribute to the system of the language. For this reason, I would teach "went" and "mice" as vocabulary.

Exercise 1.4 (possible solutions)
Měli jste mě nechat být.
Měli jste to udělat za mě.
Měla jsem si vybrat tu tmavší rtěnku.
Neměla jsem mu to říkat.
Neměla jsem na ten lyžák jezdit.
Ty plavky jsem si neměla kupovat.
Brácha by neměl posílat tolik SMS zpráv.
Exercise 1.5 (possible solution)

(The presentation requires you to bring realia - soft toys - to the classroom.) The teacher says: How shocking! Some dangerous animals have escaped from the zoo. They are wild and they can hurt people. We must find them. Oh, look - there is a bear under my chair! And I can see there is a tiger on the window sill. (The teacher puts the model up on the blackboard, and then the pupils try to find other animals and repeat the model.)

Exercise 1.6 (possible solution)

STAGE 1 (Warm-up)
STAGE 2 (Pre-teaching vocabulary)
STAGE 3 (Grammar)

a) step 1 (Presentation) (3 min)
The teacher points to various pictures on the blackboard. S/he points to a picture of a crowded street in China and asks: How many people? She also gives a model of a correct answer: More than a billion, many people. Then she puts many on the blackboard. In the same way, she introduces much, not very many and not very much.

b) step 2 (Focused practice, a drill with pictures) (2 min)
The teacher checks understanding by pointing to other pictures, and volunteers answer. For example, T: (pointing to a picture of a homeless man): How much money has he got? → S: not very much → T (gives feedback): Yes, not very much. Perhaps none, etc.

c) step 3 (Focused practice, personalization) (2 min)
The teacher asks students personal questions, e.g. How much time have you got in the morning when you get up? or How many teddy bears are there in your room? Then, she moves smoothly on to a different, more skill-oriented practice.

STAGE 4 - 5 (Listening and speaking; situation: shopping)
STAGE 6 (Grammar - fluency practice) (8 min)
Learners work in pairs to prepare personal questions mainly beginning with how many / much for the teacher. Learners read out their questions, the teacher corrects only errors in new grammar.

STAGE 7 (Grammar - consolidation) (homework)
At the end, the teacher sets homework. Learners are to imagine a middle-class person from New Zealand (Japan, Brazil, Iceland) and make a list of food items starting with (not very) many / much that they would expect to find in his fridge. E.g. New Zealand: much lamb and cheese, many kiwis, not many avocados.
You can see that stages 4 and 5 don't deal with grammar at all. The teacher is aware that s/he mustn't de-motivate learners by over-teaching one grammatical point in one lesson. Grammar practice also becomes increasingly uncontrolled. The teacher also knows that new grammar must be integrated with old grammar and with vocabulary.

**Exercise 1.7** (possible suggestions)

1) "Stand up slowly, turn round more slowly and sit down most slowly." "Smile but don't smile naturally. ", etc. (The teacher practises comparative and superlative adverb forms and gives the set of all three instructions at the same time.)

2) "Look at me." Look at my bag." "Point to it." "These are nice flowers. Touch them.", etc. (Besides the imperative, the teacher practises the object forms of personal pronouns.)

**Exercise 1.8** (possible suggestions)

1) A picture where the word DOES is portrayed as a neglected (dirty and crying) child (to indicate the mistake when the question is made without the auxiliary verb - e.g. "Smoke he?");

2) A picture in which a family of penguins is ranked from its tallest to its shortest member (to indicate mistakes in word order);

3) A picture in which the word WILL is falling upside down from the mountain on the top of which IF is laughing (to indicate how time clauses with future reference are made).

**Exercise 1.9** (possible solutions)

1) Slow down.

2) Don't drive so fast.

3) You'd better slow down.

4) Haven't you noticed the sign?

5) If I were you, I'd slow down.

All of these sentences have been produced to make the driver limit his/her speed, so their function in this context is to express a direct or indirect command. It may be relatively easy to point to the easiest samples of language here: the bare imperative, first the positive, followed by the negative. I have placed the structure "had better + bare infinitive" in third place in the order of difficulty because it requires fewer linguistic operations than the structure "Haven't + subject + past
participle". To say "You'd better slow down", you have to insert two words between the subject and the bare infinitive, but to say "Haven't you noticed the sign?" you have to use have and change the infinitive into the past participle (step 1), then invert the word order (step 2), and finally make have negative (step 3). I am convinced that "If I were you, I would slow down" is the most complex structure in the list not only because it contains the most elements, but also because the learner must choose the correct type of conditional if-clause (provided s/he has already become familiar with more than one type).

Exercise 1.10 (possible solutions)
1) language function: regretting
   language structures: "I wish + subject + past tense"
   "I wish + subject + past perfect"
   example sentences: I wish I knew a different restaurant.
   I wish I had more time.
   I wish my girlfriend was here.
   I wish I had invited my girlfriend.
   I wish I hadn't come here.
   I wish I had read the price list.

2) language function: requesting
   language structures: "Can I …?"
   "I wish you would …"
   example sentences: Can I have the menu?
   Can I get some dish?
   Can I see the bill?
   I wish you would bring the menu.
   I wish you would be quick.
   I wish you would correct the error on the bill.

Chapter 2

Exercise 2.1 (possible suggestions)

- prepositions (I am good in swimming.)
- indirect questions (He wants to know what are you.)
- time clauses with future reference (When you will come, I will help you.)
- concord (My clothes is wet.)
- verbs used with adjectives (It sounds impossibly.)

**Exercise 2.2** (possible suggestions)

My the good friend is Peter.
I have been knowing him for a long time.
He behaved friendlyly.
Sheeps produce wool.
I was made say it.
NOTES FOR PART 1
PART 2

EFFICIENT TEACHING OF WRITING SKILLS:
A WRITING COURSE
FOREWORD

Every language teacher knows that writing is the most tricky and difficult of all skills. Here are the main reasons why this is so:

- Writing is a complex process which involves a number of operations going on simultaneously. Its complexity necessarily causes problems.
- Writing needs a higher degree of organization and clarity than speech because the potential readers will interpret the written text on their own, without being able to ask the writer for clarification.
- The writer encounters psychological problems: s/he is alone when writing, barred from interaction or feedback from the potential reader, often at a loss for ideas and/or struggling with formulating his/her thoughts.
- Too little attention is paid to developing writing skills in Czech primary and secondary schools, not only in foreign language classes but also in Czech language lessons. Far too often students are assigned writing tasks without being taught how to do them.

These were the main reasons why I decided to prepare this course. Its two chief objectives are to give you as a teacher of English

- an opportunity to improve your own ability to write effectively;
- guidelines for developing your students’ writing skills efficiently and systematically.

The first precondition for good writing is understanding how the written language functions. That is why you will examine the structure of all elements of the text, from the sentence to the composition or essay. You will examine the process of writing, consider ways of integrating writing into your teaching programme, and plan a teaching course for your students. All theoretical knowledge will be practised in carefully graded exercises; the solution of the straightforward ones can be found in the Key to the Exercises. Writing, however, needs feedback: that is why there is an Assignment.
After having gone through this course, you will:

- understand how the written language functions;
- distinguish between the main text types and learn typical features of each of them;
- get a deeper insight into the individual stages of the process of writing;
- get guidance and advice for teaching writing.

You will be able to:

- write clear, coherent, well structured sentences, paragraphs, and essays;
- devise a tailor-made writing course for your students, and integrate it into your lessons;
- give your students guidance when developing their writing skills.

The time necessary to study the material and do all the assigned tasks is approximately **40 hours**.

Hopefully this course will not only provide you with guidelines and advice but it will also serve as a store of text types and types of exercises that you can adapt for your own teaching of writing. Have fun when going through the course!

*Stella Nangonová*
1. STUDYING THE SENTENCE

In this chapter, you will examine the sentence from the point of view of improving it; mastering the grammatical structure of a language is a necessary precondition for any writing, which is why we are not going to deal with the problem of grammar here.

This chapter will cover:
- improving over-short, simplistic sentences;
- improving the clarity and unity of more complex sentences;
- devices that help the cohesion of a sentence;
- the choice of appropriate grammar and lexis.

After studying this chapter you will be able to:
- write better-formulated sentences and avoid certain pitfalls that affect careless writers;
- adapt the material you have gone through for your students and start practising sentence writing with them.

Key words:
Clarity, unity, cohesion, conciseness, appropriateness

Time for study: 3 – 4 hours

1.1 SIMPLISTIC SENTENCES

There are no rules determining the length of a sentence because length depends on the complexity of the idea the writer wants to express: a simple idea will require a short sentence, a more complex idea a longer one. An occasional simple sentence is, moreover, a good stylistic device, adding emphasis if it occurs among longer and more complex ones. The writer should, however, avoid writing over-short, simplistic sentences, which look childish.

A simple sentence that only consists of a subject and a predicate can be expanded by adding various modifiers:
• Adjectives, which complete (or modify) nouns and pronouns, and adverbs, which complete verbs:

**Example 1**

```
<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>wrote a paragraph</td>
</tr>
</tbody>
</table>
```

```
Tired and thirsty, he collapsed on the ground.
```

• Modifiers that consist of a group of words, such as a prepositional phrase, an infinitive, or a participle:

**Example 2**

```
He wrote the paragraph in his notebook.
```

```
He wrote down the words to learn by heart.
```

```
Concentrating on his writing, John didn’t hear the phone ringing.
```

• The appositive, a noun phrase to explain another noun:

**Example 3**

```
John Robins, the best student in the class, wrote his essay.
```

Appositive
Exercise 1.1

Expand the sentences below into simple statements up to 20 words long. Use the ways discussed above and do not add another subject and verb.

1. Mary looked at the painting.

2. Tennis is a game.

3. The man ate his breakfast.

4. The pyramid is south of Cairo.

5. The boy saw birds.
1.2 SENTENCE COHESION

Consider the series of over-short sentences below: it looks incoherent and rambling, doesn’t it?

Example 4

I remember one morning. It was in summer. I was on holiday. I was staying with my aunt. My aunt’s house is in the country. My aunt is an elderly lady. My aunt is rather strict. I was bored. I had nothing to do.

You can improve the passage if you join two or three sentences by means of devices that help to hold the sentence together; in other words they improve the cohesion of the sentence. They include:

• conjunctions;
• back reference; that is using pronouns to replace nouns;
• repeating key words and using synonyms;
• using structures that condense a sentence, e.g. the gerund or infinitive.

The above passage can be rewritten like this:

I remember one Sunday morning while I was on holiday. I was staying with my aunt, an elderly and rather strict lady, in the country. I was bored and I had nothing to do.

Exercise 1.2

Rewrite this awkward passage:

I remember much about learning French at school. I remember singing French songs most of all. They were incomprehensible to me. We were singing them on a Friday afternoon. It was during the lesson. I was singing them out of tune. I was doing that deliberately. I wanted to annoy the teacher. The teacher was annoyed.
Exercise 1.3

Use suitable connecting devices from the boxes to complete the texts below.

a. although and by the way so that
also because however that
and but so that

99 North Road
Bloxley
October 7, 20…

Dear Tom,

I am sending you my new address, (1)… you can write to me. Of course I (2)… hope (3)… you will come (4)… stay with us soon.

I like our new house, (5)… it is very noisy (6)… it is near a main road. (7)… my bedroom is at the back of the house, (8)… I don’t hear any noise at night. (9)… my sister’s room is at the front (10)… she says (11)… she can’t sleep! (12)…, she sends you her best wishes. Write soon. I am looking forward to hearing from you. All the best.

Yours,

Alan

b. also but incidentally not only although
but also in particular on the other hand and
for in this way since and for the moment
instead therefore because however too meanwhile

Janet West’s sister is an air hostess for a famous international airline, (1)… Janet wants to become one (2)… (3)…, she is still too young: the minimum age for an air hostess is twenty. (4)… Janet is only just over sixteen.

(5)… she has taken a job in an office. (6)… she (7)… attends evening classes. (8)…, she wants to improve her French and Spanish, (9)… foreign languages are an essential qualification for an air hostess.

(10)… Janet is gaining experience through her present job. (11)… the office where she works is a travel agency. (12)… she is learning (13)… how to deal with people (14)… quite a lot about the places she one day hopes to visit.
1.3 CLARITY AND CONCISENESS

The writer’s prime considerations should be clarity and conciseness. Sentences should be:

- Clearly formulated and easy to understand.
- All the words in a sentence should be directed towards a single point: the central idea of this sentence. The sentence should be fully developed, but it should not contain any superfluous (unnecessary) words: “concise” means “saying much in comparatively few words”.

When writing, you should avoid everything that obscures the meaning of the sentence, such as:

- Interrupting the normal word order unnecessarily, e.g.:
  
  England, after the Norman Conquest, acquired a new ruling class.
  
  After the Norman Conquest, England acquired a new ruling class.

- Writing over-long sentences in which your meaning is lost; these should be broken up into more manageable parts.

Exercise 1.4

Rewrite the sentences below if you think you can make them clearer and more concise.

1) James, despite his father’s objections, read Jules Verne’s novels, which were still, although dated and sometimes naive, exciting to him as a science student.

2) Riding on a Brooklyn Ferry, Walt Whitman, the great 19th century poet, was able to see the tall masts in the harbour and the busy wharves at the waterline.

3) Inigo Jones, who was able to work without sacrificing his independence for the most exalted patrons, appears as the highly educated Renaissance artist, a completely new phenomenon.

4) Making a class magazine is a project that is particularly suitable for learners in full-time study who are able to devote an hour or a lesson every week to such a project which can be described as an extended task involving integrated skills work in which, as every teacher is well aware, writing of a more extensive nature can take place.

Nos. 1 and 2 are taken from Chandler, pp.268 – 317
1.4 APPROPRIATENESS

Your choice of words and grammatical structures depends on the purpose of your writing, your audience and other factors.

For example, you will use informal words and less condensed structures in informal writing, such as letters or writing for children. Sentences in the active voice usually sound stronger and crisper ( fresher) than those in the passive.

If you are writing an article for a scientific journal, however, you will tend to use formal expressions, technical terms, the passive and more condensed structures, such as the gerund, participle, etc.

Example 5

Another choice open to you is between verbs of being and verbs of action. Compare the two sentences below: notice that the first one sounds a little affected and bookish while the second one is crisper and more lively.

History has been a teacher to us of many lessons.

History has taught us many lessons.

Exercise 1.5

Examine the passages below from the point of view of appropriateness.

a. Rewrite these passages if you think they need it.

1) The public has been left mystified because of Dickens’ failure to finish his novel, “The Mystery of Edwin Drood,” for more than a hundred years.

2) The working conditions in the early 19th-century factories were of appalling nature and were horrifying to many observers.

3) Trimble (1985) speaks about the difference between the conceptual paragraph and the physical paragraph and everybody applies this difference to the text you can find below. When he says conceptual paragraph he means all the information that the writer presents when he wants to develop a particular point, idea, or generalization. But you may realize the conceptual paragraph in several physical paragraphs.

b. Choose the more appropriate word of the two offered to you.

After 1066 the lack of (1. evidence/information) in the shape of (2. still standing/surviving) monuments, which (3. awfully/dramatically) (4. curtails/shortens) our ability to make a just (5. assessment/judgement) of Saxon architecture and (6. is likely/tends) to (7. make less forceful/reduce) nearly all our (8. remarks/statements) about it to the level of (9. tentative/uncertain) guesses, is no longer quite such a (10. big/serious) problem.

Nos. 1 and 2 are taken from Chandler, pp. 303 – 317
For Thinking

Consider the level of your students’ knowledge and decide which of the exercises you have done would be suitable for them. How would you adapt the exercises for your students? How would you present the theory?

If you wish, you can send me your comments and your adapted exercises together with the Assignment.

Assignment 1

Below are the sentences from Exercise 1.1. Expand them in a different way and combine them with other sentences to make compound ones. Each should be at least 30 words long. Try to use different conjunctions.

1. Mary looked at the painting.

2. Tennis is a game.

3. The man ate his breakfast.

4. The pyramid is south of Cairo.

5. The boy saw birds.
Summary

In this chapter you have become acquainted with some ways of improving grammatically correct but awkward sentences. We have concentrated on simplistic sentences, cohesion, conciseness, clarity, unity and appropriateness. You have also practised using some grammatical devices that connect clauses within a sentence and show the relationship between them.

Study Guide

The material in this chapter wasn’t difficult, was it? Probably you only had to brush up your knowledge. Even so, I do hope the chapter provided you with some new and useful insights into formulating sentences.

Hopefully, the Key helped you with the exercises that you found difficult. If you need some explanation, make a note and either write to me or keep the note for our contact lessons.

Suggested Reading

You can find useful lists of conjunctions in:

Hais, Karel: Anglická mluvnice. Prague: SPN, 1975
2. STUDYING THE PARAGRAPH

In this chapter you will study:

• the structure of a well-written paragraph;
• ways of developing a paragraph;
• the rules of coherence and unity.

When you have finished studying this chapter, you should be able to:

• write well-planned and coherent paragraphs;
• develop your acquired skills in your students.

Key words:
Paragraph, topic/supporting/concluding sentence, unity of subject, coherence

Time for study: 6 hours

2.1 THE STRUCTURE OF A PARAGRAPH

Like a sentence, a paragraph should develop a single idea, and every sentence in a paragraph must be concerned with proving this idea, as you will see in subchapter 2.3. However, sentences in a paragraph have different functions.

The sentence in which the main idea, or topic, of a paragraph is stated is called a topic sentence. Although it may be placed anywhere within a paragraph, the topic is usually stated in the first sentence. You will see below that the topic sentence usually has the form of a general statement.

The topic sentence is developed by means of supporting sentences. These are statements that contain specific information, which can:

• explain or clarify the main idea;
• provide examples or further details.

The last sentence of a paragraph usually restates and summarises the main idea. As it concludes the paragraph, it is called a concluding sentence.
You can see that a well-structured paragraph should have a beginning, middle and end:

<table>
<thead>
<tr>
<th>First sentence</th>
<th>TOPIC SENTENCE</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development:</td>
<td>SUPPORTING SENTENCE 1</td>
<td>Middle</td>
</tr>
<tr>
<td>a series of related sentences</td>
<td>detail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SUPPORTING SENTENCE 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>detail</td>
<td></td>
</tr>
<tr>
<td>Final sentence</td>
<td>CONCLUDING SENTENCE</td>
<td>End</td>
</tr>
</tbody>
</table>

Example 6

Study the analysis of the paragraph below:

(1) Some of the satire in Book I of “Gulliver’s Travels” is topical. (2) Swift makes fun of various English institutions, particularly those of the monarchy. (3) The orders of knighthood, for example, are satirised by the threads that the Lilliputians can win for tightrope dancing. (4) Swift also satirises the various political and religious struggles of his age. (5) The quarrel between the Big Endians and the Little Endians ridicules the contests between the Roman Catholics and the Protestants. (6) The silly rivalry between Lilliput and Blefescu parodies the relationship between England and France. (7) In all these cases Swift shows the pettiness of most political actions by reducing them to Lilliputian size.

(1) The topic sentence: a general statement introducing the main idea of the paragraph.
(2) Supporting statement 1: it supports the topic sentence by giving certain categories of subjects that Swift satirises.
(3) Example: this sentence gives a specific example of the subjects of satire mentioned in the preceding sentence.
(4) Supporting statement 2: it gives a new category of subjects satirised by Swift.
(5) Example of the forms of satire mentioned in Supporting sentence 2.
(6) Example of the forms of satire mentioned in Supporting sentence 2.
(7) Concluding sentence: it sums up the meaning of the preceding sentences.
The structure of the paragraph in question can also be expressed in the form of a diagram:

```
   1
  / \  \
 2    4  7
 /  \  /  \  \
3    5  6   
```

Adapted from Chandler, p. 26

Exercise 2.1

*Analyse the paragraphs below in the same way and draw diagrams of their structures.*

a. (1) One of the great themes of Tolstoy’s “War and Peace” is that the forces of life are too complex for man to grasp or master. (2) Napoleon, for instance, plans the Battle of Borodino in great detail; but it is the patient General Kutuzov, who simply waits for events to happen, who wins the day. (3) Clever, scheming men, according to Tolstoy, are inevitably defeated. (4) Only the spirit of the people lives on. (5) His embodiment of the spirit in the peasant character, Platon Karataev, is one of his great artistic achievements.

Taken from Chandler, p. 27

b. (1) There is one big difference between the Greek conception of tragedy and the Shakespearian: the difference between fate and free will. (2) The Shakespearian hero has the power of choice and it is his own faults of character that bring about his downfall. (3) Macbeth is ambitious but weak; Othello is jealous; Hamlet cannot make up his mind – but all these three might have made themselves into better human beings, they might have learned how to control the flaws in their characters. (4) Nothing outside themselves prevents them from choosing the right way as opposed to the wrong, or tragic, way. (5) But with the heroes of Greek tragedy there is no free will. (6) The gods control a man’s destiny, and one cannot fight the gods. (7) Basically, this is the difference between the Greek view of life and the Christian view of life.

Adapted from Anthony Burgess: English Literature. Longman 1996. Page 49
2.2 WAYS OF DEVELOPING A PARAGRAPH

The length of the paragraph depends on:

• the complexity of the idea you want to develop; long and complex paragraphs are more typical of professional writing than, for example, a personal letter;

• the audience you are writing for, e.g. children, the general public, or experts.

Yet if a paragraph is too short, consisting of one or two short sentences, it does not provide enough space for developing the main idea. We will deal with over-long paragraphs in subchapter 2.3.

You could see in the paragraph you studied in subchapter 2.1. that paragraphs are developed by adding details (explanations, examples) to the supporting ideas.

Exercise 2.2

This paragraph is not adequately developed. Which of the sentences below can be used to further develop it and which cannot be used? Give reasons for your choice.

Most mathematical discoveries are made by young men. While work in the humanities and science seems to demand a certain amount of experience and maturity, achievements in mathematics require only brilliance and logic.

Adapted from Chandler, p. 223

1) Newton invented the calculus and proved the law of gravitation before he was twenty-five.

2) Einstein invented the special theory of relativity at the age of 26.

3) The Arabs developed the concept of zero, without which contemporary mathematics would be impossible.

4) Karl Gauss’s “Disquisitiones Arithmeticae”, a standard work on number theory, was written when he was twenty-four.

5) Van Dyck painted exquisite portraits when he was fourteen.

Exercise 2.3

Read the paragraph below and strengthen it by adding details to the supporting sentences. The questions below the text may help you.

Although seat belts have been shown to save lives, people give a number of reasons for not using them. First, many people think they are a nuisance. Second, many people are lazy. Third, some people don’t believe they will have an
accident. Finally, some people are afraid the seat belt will trap them in their car. All of these reasons seem inadequate, since statistics show that wearing seat belts saves lives and prevents serious injuries.

Adapted from TOEFL 1993

- Why don’t people like seat belts?
- In what way are people lazy?
- Why do people think they won’t have an accident?
- Under what circumstances might people get trapped?

Exercise 2.4

Do the same with the paragraph below.

The need for money originates from the fact that different people in society produce different things. This means that people depend on each other for goods and services. Clearly, the simplest means of exchange is barter which can, however, work only in a very simple society. Hence the origin of money as a means of payment in more advanced societies.

Adapted from M.J. Wallace: Study Skills in English, p. 59
2.3 UNITY AND COHERENCE

In a well-written paragraph, ideas and sentences are arranged in a clear and logical way as they are unified by the main idea of that paragraph. This is the meaning of the terms **unity** and **coherence**.

2.3.1 UNITY OF SUBJECT

A paragraph develops one idea; that is why all sentences in it must relate to this idea, which is stated in the topic sentence, and develop it. Be careful not to include any irrelevant facts in a paragraph.

**Example 7**

Read this paragraph:

*Baseball is a popular sport in the United States. There are two teams of nine players each. Players on one team take turns batting, and the other team tries to put the batters out. The batter hits the ball and then tries to run around the bases and get “home” safely. The other team tries to put the batter out by catching the ball before it hits the ground, throwing the ball to the base before the batter gets there, or by tagging the batter with the ball. The batter can stop at any one of the three bases if it is impossible to make it “home”.*

* Taken from TOEFL 1993

You can see at first sight that the relation between the topic sentence and the supporting ideas is weak: the topic sentence mentions the popularity of baseball while the rest of the paragraph tells us how this game is played.

Can you suggest a strong topic sentence and a possible development of the topic sentence used here? Check your answer with the Key.

**Exercise 2.5**

*Read the three paragraphs below carefully. If you think that some of the topic sentences are weak, rewrite them.*

1) Even though the procedures followed to enroll in an American university vary according to each university, some steps are the same. First, you should contact the registration office of the university you want to attend to get the necessary forms and information concerning that particular university’s entrance requirements. Then you must follow the steps outlined in their response. You will probably have to send copies of your high school diploma, get letters of recommendation, and write an essay on why you want to study there. You may have to achieve a certain score on the TOEFL tests and have your scores forwarded to the university. Finally, you will have to contact the American Embassy to start the procedures to obtain a student visa.

2) I like to go to the beach whenever I have the opportunity. I start the day by enjoying a refreshing swim. Then I walk along the beach and collect shells. Later you’ll find me relaxing in the warm sunshine and making sand castles. Then I sleep for a while before I open the basket of food and drinks that I always pack to take.
3) Many students cannot afford a car. The city bus service usually passes the university so those students can get to class on the bus. Many universities have a special shuttle bus that is provided for student transportation. Some students like to ride to class on bicycles. This is good exercise. Also it is easier to find a space to leave a bicycle than to find a parking space for a car on a crowded university campus. Those students who live close to campus or on campus can enjoy a leisurely walk to their classes.

Taken from TOEFL 1993

Exercise 2.6

The three paragraphs below have no topic sentences. Read the supporting sentences, ask yourself what they are about and write the missing topic sentence.

1) Pictures or posters on the wall make a dormitory room feel more like home. A rug on the floor beside the bed is a nice addition to an otherwise cold and hard floor. Besides textbooks, favourite books from home on the bookshelf and a photograph or two of the family on the desk also add a comforting touch to an impersonal dormitory room.

2) First, the fast-food restaurant is good for people who must have a quick bite because of a busy schedule. Second, the food is inexpensive yet tasty. A person can eat an enjoyable meal out and stay within a limited budget. Finally, the food is usually consistent. For example, a cheeseburger from a well-known fast-food restaurant looks and tastes about the same no matter where in the world it is purchased. Consequently, buyers know exactly what they are getting.

3) In several cities, old buildings that were no longer being used have been converted to a variety of useful structures. For example, one school building was changed into ninety-nine rental units for elderly and low income residents. In Baltimore, Maryland, six schools were converted into 132 units with the help of a four-million-dollar city bond financing arrangement. “School House 77” in Boston utilizes three recycled elementary schools and an abandoned instrument factory. All these examples show how cities are using unneeded schools, police stations, libraries, and boarded-up factories that are structurally sound and even architecturally interesting buildings.

Taken from TOEFL 1993
Exercise 2.7

Decide whether all the sentences in the three paragraphs below refer to the topic sentence. Cross out those which, in your opinion, do not support the topic sentences and explain why you consider them irrelevant.

1) There are many ways to eat peanut butter. You can spread it on a slice of bread like butter, or you can make it into a sandwich with jam. Peanut butter was invented by George Washington Carver. It can be a major ingredient of very tasty sweet biscuits as well as cakes. It is delicious in ice creams. Peanut butter was sent to this country in UNRRA tins after the Second World War. My favourite way to eat peanut butter is to lick it off a spoon.

2) Although Dr. Johnson’s friend and biographer, Boswell, was a Scotsman, Johnson despised, or pretended to despise, Scotsmen in general. He once said that the best thing a Scotsman ever saw was the high road to England. In his famous dictionary, Johnson defined oats as a grain which in England is generally given to horses, but in Scotland supports the people.’ He did not condemn all Scotsmen, however. Once he commented on a distinguished noblemen who had been born in Scotland but educated in England, saying that much could be made of a Scotsman – if he was caught young.

3) Hobbies are important for many reasons. First, a hobby can be educational. For example, if the hobby is stamp collecting, the person can learn about the countries of the world and even some of their history. Reading books on history contributes to education too. Second, engaging in the hobby can lead to meeting other people with the same interests. A person can also meet other people by going to parties. Third, a person’s free time is being used in a positive way. The person has no time to be bored or get into mischief while engaged in a hobby. A clever person is, however, never bored. Finally, some hobbies can lead to a future job. A person who enjoys a hobby-related job is more satisfied with life.
2.3.2 FORMAL COHERENCE

Formal continuity within a paragraph is as important as the unity of subject. All sentences within a paragraph must be so well knit together that each one logically follows the preceding one and is also related to the following one and to the topic sentence. We will consider three formal means to achieve this:

1. Subjects should not be changed and grammatical structures shifted unnecessarily. The writer of the paragraph below has made both these mistakes and, as a result, the paragraph does not read smoothly. Change whatever you consider wrong and check the result with the Key.

Example 8

Basically, a student can acquire information in four main ways. Firstly, his tutors will inform him by lectures, he can attend their tutorials, and by handouts which his tutors may give him. Secondly, information may be acquired from experts outside his college: principally by reading but also perhaps if he listens to the radio, and educational TV programmes can also be watched. Thirdly, his fellow students will inform him, perhaps if he attends student-led seminars, or perhaps just in informal conversation. Lastly, he can acquire information from himself: by thinking about his subject, he may come up with new ideas.

Adapted from Wallace, pp. 56

2. Key words should be repeated and synonyms and pronouns used. Read the paragraph below and underline the repeated words or their synonyms and pronouns. Indicate which nouns the synonyms and pronouns refer to and observe how these expressions help to tie the paragraph together. Check with the Key.

Example 9

The use of insecticides has brought troubles in its train. Sometimes these poisons don’t work because they upset the balance of the nature. For instance, DDT might be fairly deadly to another insect that lives on the first one. Only a few harmful insects survive but their insect enemies are now all dead. In a short time, the insects we don’t want are more numerous than they were before the use of DDT.

Adapted from Wallace, pp. 58-59

3. The relations within a paragraph should be made clear by using connecting devices: words which show how individual sentences are related to each other and to the topic sentence. We will see that the same devices are used to show relations between paragraphs in an essay.

Here is a list of frequently used connecting devices, together with the relations they show. It is far from complete; you can add to it gradually, as you come across these “linking” words in your reading.
Words showing

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td>and, also, both... and, not only... but also, besides, moreover, furthermore, in addition, what is more, equally, etc.</td>
</tr>
<tr>
<td>comparison and similarity</td>
<td>like(wise), similarly, correspondingly, in the same way, equally important, etc.</td>
</tr>
<tr>
<td>concession</td>
<td>(even) though, although, despite, nevertheless, after all, etc.</td>
</tr>
<tr>
<td>conclusion</td>
<td>in summary, to sum up, finally, in conclusion, on the whole, in brief/short, etc.</td>
</tr>
<tr>
<td>contrast</td>
<td>but, however, nevertheless, unlike, on the other hand, on the contrary, contrary to, in contrast, in contrast to, yet, whereas, instead, except for, etc.</td>
</tr>
<tr>
<td>cause and effect</td>
<td>for (= because), therefore, accordingly, as a result, consequently, for this reason, because (of this), etc.</td>
</tr>
<tr>
<td>emphasis</td>
<td>in fact, certainly, actually, indeed, as a matter of fact, surely, above all, most importantly, etc.</td>
</tr>
<tr>
<td>example</td>
<td>for example/instance, that is, such as, in particular, etc.</td>
</tr>
<tr>
<td>inference</td>
<td>in (that) case, otherwise, that implies, then, etc.</td>
</tr>
<tr>
<td>reason and consequence</td>
<td>thus, hence, so (+ words under cause and effect)</td>
</tr>
<tr>
<td>reformulation</td>
<td>in other words, to put it more simply, etc.</td>
</tr>
<tr>
<td>sequence</td>
<td>first(ly), second(ly), finally, to begin with, etc.</td>
</tr>
<tr>
<td>transition</td>
<td>as far as... is concerned, incidentally, now, to return to, as for/to, etc.</td>
</tr>
</tbody>
</table>
Exercise 2.8

Read the sentences below and decide which of the relations listed on the right each of the underlined expressions suggests. Can you think of other devices to replace them?

1) His job involves a number of things. First, he is responsible for general administration in the office. Secondly, he has to look after the financial side of the business. Finally, he has been asked to build up outside contracts.

2) She spends a lot of money on clothes. She is also fond of buying expensive jewellery. In short, she is extremely extravagant.

3) The library has 21,000 books which can be taken out on loan. In addition, there is a reference section of over 6,000 volumes. Many of the books in this section, however, are not kept on the shelves and are only available to the public on request.

4) The doctor advised him to give up smoking. Similarly, he recommended him to eat much less and take plenty of exercise.

5) Towards the end of the party he got up and danced on the table. In other words, he made a complete fool of himself.

6) Most countries do not grow enough food for their needs. Let us take the case of the United Kingdom.

7) Most people were opposed to the scheme on the grounds that it was too expensive. Accordingly, it is now being re-examined to see if costs can be reduced.

8) He left the country the same day. In that case, he must have had his passport with him.

9) He tried to open one of the small windows. At first it remained firmly closed but, in the end, after a great deal of effort, he managed to open it a few inches.

10) I believe that good pay is important when anybody considers a career. However, I find the nature of the work more important. Thus, I would not accept a job that I did not find rewarding.
Exercise 2.9

Join these pairs of sentences correctly to make one sentence each time.

1. The job is well paid. MOREOVER a. I don’t know much about it.
2. The children don’t like one another. WHAT IS MORE b. She’s still a very attractive girl.
3. I’ve never been to Japan. ON THE OTHER HAND c. The land is flooded.
4. The rain is heavy. ON THE CONTRARY d. A lot of them believe that number 13 is unlucky.
5. The house isn’t big enough for us. THUS e. It’s not very interesting.
6. Most people are superstitious in some way. CONSEQUENTLY f. I think it’s rather interesting.
7. She isn’t as pretty as she used to be. THEREFORE g. They often quarrel.
8. It doesn’t seem boring to me. NEVERTHELESS h. It’s too far from the town.

Exercise 2.10

Complete the sentences below by choosing the one statement that best completes the meaning.

1) Vera Calvin, the star of the film, is a beautiful woman. However, …
   a. she is the most beautiful actress living.
   b. she is not a very good actress.
   c. she is a woman of unusual acting ability.
2) Potatoes aren’t always a wise choice for a garden crop. The reason why this is so is …
   a. they are richer in food value than any other vegetable.
   b. farmers overcharge for their potatoes.
   c. they need much space and can be more economically grown on farms.
3) Glass was precious to Egyptians, who used it interchangeably with precious stones. On the contrary…
   a. it is over 4,000 years old.
b. it is one of the most common materials today.

Exercise 2.11

Fill in the blanks with appropriate connecting words.

People in many countries have learned to enjoy watching television. The programmes they see are of three general types. (1)…, they may watch entertainment shows. This type of programme draws from many creative fields. (2)…, concerts, opera, cartoons, popular musical and variety shows, dramatic series, films, and interview shows all appear on television screen. The (3)… type of television programme is the sports show. Before television became popular, a person interested in sports might never expect to attend the Olympic Games, held in a different country every four years. (4)…, people in almost any part of the world may watch Olympic Games as they happen. The (5)… type of television programme is the news programme. (6)…, newspapers used to be the chief source of news for many people. (7)…, television brings world events in pictures and sound into people’s living rooms. In some countries, such as Britain and Italy, the state owns and operates one or more television stations. (8)…, no revenue-producing advertising appears on these channels. (9)…, advertising is an essential part of the commercial television industry in the USA. This is not true, (10)…, of American educational television.

Exercise 2.12

Assess the two paragraphs below. If you find them faulty, decide how they can be improved and rewrite them.

1) As his reputation grew, Vanbrugh turned from the stage. It was in 1702 that Vanbrugh turned towards architecture. Though almost completely untrained, he was chosen by the Earl of Carlisle to take over and design Castle Howard from William Talman. Castle Howard is a country seat in North Yorkshire. Castle Howard consists of corridor-like living quarters between courtyard and garden. There is a saloon in the centre that is open to the garden. The saloon is balanced by the great square hall on the side of the courtyard. The hall has a dome. These features had not been seen in English secular architecture before.
2) The Baroque style served the Catholic Church as well as absolutist states. Wolffin believes that the Baroque is based on emotional effects and so it is essentially musical. Contrary to the Classicist style, which emphasises accurate forms, especially drawing even in painting, the Baroque style prefers vivid means such as colour. All the means are closely linked and all kinds of art with their techniques are joined to intensify the expressiveness of architecture. The Baroque uses expressive colourful materials and techniques in all areas, especially multicoloured marble, polychromy, and gilding of wood and stuccos. The importance of sensual beauty is emphasised in all kinds of art.

Assignment 2

Choose one of the proverbs below and use it as a topic sentence. Develop it into a paragraph, supporting the proverb with at least two supporting sentences which you should then develop by using some details. Don’t forget the concluding sentence.

1. All’s well that ends well.
2. Birds of a feather flock together.
3. A rolling stone gathers no moss.
4. If you run after two hares, you will catch none.
5. As you make your bed, so you must lie in it.

When you have finished, analyse your paragraph. Did you keep the unity of subject as well as formal coherence? What means did you use?
Summary
In this chapter you have studied the structure of a well-written paragraph and learned what functions individual sentences have. You have considered the length of a paragraph, practised developing paragraphs by adding relevant details, and revised using connecting devices; you will continue practising using these in Subchapter 3.3. Lastly, you have examined paragraphs in order to get acquainted with the ways of achieving unity and coherence within a paragraph.

Task
Write a paragraph summarising the most important rules of writing a coherent, well-planned paragraph that you have learned in this chapter. When you have finished, check whether your paragraph fits all the rules.

Study Guide
This chapter may have contained more new facts than Chapter I and some exercises were probably quite demanding. Still, I do believe that you’ve coped well and are eager to go on – to discussing problems connected with essays.

If you found some tasks too difficult and had to look answers up in the Key, don’t lose hope. Return to those tasks after some time, more than once if necessary, and you’ll succeed if you persevere!

Remember that you should get your students acquainted with the rules of writing a well-structured paragraph before you assign even the shortest composition to them. The explanation can naturally be made in Czech and you can adapt the exercises you have done yourself for them. I will be interested to hear your ideas and suggestions in our contact lessons.
3. STUDYING THE ESSAY

In this chapter, you will examine the structure of the essay and analyse its individual parts.

You will:

• acquire basic knowledge about the structure of a well-written essay;
• examine a model essay;
• discuss essay unity, clarity, and cohesion;
• assess and improve individual parts of several essays.

When you have gone through this chapter, you should have a clear idea of:

• how a well-planned essay should be structured;
• the functions of its parts;
• the rules of essay unity, clarity, and cohesion;
• how to impart this knowledge to your students.

Key words:

Essay, introduction, body/development, conclusion, thesis (statement), topic, unity, clarity, cohesion

Time for study: 6 hours

3.1 THE STRUCTURE OF AN ESSAY

The structure of a well-written essay can be compared to that of a well-written paragraph, because every essay must also have a beginning, middle and end. In an essay, these are called the introduction, the body or development, and the conclusion. Briefly put, the introductory paragraph tells the reader what the essay is about; the body of the essay is made up of paragraphs that develop the main idea stated in the introduction; and the concluding paragraph completes the essay.
The introduction can serve a number of functions, though it need not necessarily serve all the functions mentioned below.

- It attracts the reader’s attention, after restating the title or assignment.
- It introduces the topic of the essay and narrows it down to focus more on the problem under discussion.
- It acquaints the readers with the main points that will be discussed in the essay.
- It clearly states the main, or controlling, idea of the essay. This idea is called the thesis and it is usually stated in one or more sentences placed at the end of the introductory paragraph (= thesis statement).

In the body of the essay, the writer develops the thesis in a series of paragraphs, depending on the assigned length of the essay. Each paragraph should be well-structured and related to the thesis statement.

The conclusion, or final paragraph of the essay, can again serve a number of functions, though need not necessarily serve all of them:

- It restates the thesis statement given in the introduction.
- It summarises the main points presented in the body of the essay and points out their significance.
- It clearly states the writer’s opinion of the discussed problem.
- It passes judgement on the problems being discussed and/or suggests a course of action.

**Exercise 3.1**

Read the model essay below and analyse it. The questions on the left-hand side will give you guidance.

**Assignment:** SHOULD MOTHERS GO OUT TO WORK OR NOT? WHAT PROBLEMS DO THEY ENCOUNTER?
Introduction:
1) What is the thesis?
2) Which of the functions stated above does this introduction serve?

Nowadays it is very common for mothers to work outside the home. Whether a woman should stay at home or join the work force is debated by many people. Some argue that the family, especially small children, may be neglected. The fact is, however, that many women need to work because of economic reasons or want to work to maintain a career. I believe that every mother has the right to work, and the decision to work should be one that a woman makes on her own. But first she should carefully consider the many problems that affect mothers at work.

Body of the essay
3) How does each of the paragraphs develop the thesis of the essay?
4) Has each paragraph got a topic sentence? Which sentence is it?
5) Is each topic sentence properly developed by supporting statements and details?
6) Is every paragraph related to the thesis statement?
7) Is there a connection between individual paragraphs? How are they connected?

The major problems a working mother faces concern her children. She must either find a reliable person who will be loving towards the children or a good day-care centre where the children can go. If a child falls ill, the mother must make special arrangements for the child to be cared for at home, or she must stay home from work. While at work, the mother may worry about her children. She may wonder if they are safe, if they are learning the values she wants them to have, and if her absence is hurting them emotionally. She may also regret not being able to take them to after-school activities or participate in family activities with them.

Even though a mother is frequently forced into working for economical reasons, she soon discovers that there are added expenses. Her biggest expense is child care. Another expense is transport. This may include buying and maintaining a car. Yet another expense is clothing, such as uniform or stylish suits to maintain a professional appearance. Finally, if her company does not have a subsidised cafeteria, she will have to pay for food in restaurants.

Conclusion
8) Which functions stated above does the conclusion serve?

After a mother takes into account all of the above problems and perhaps other problems unique to her situation, she must decide if the job is worth it. I believe that, even though she faces major obstacles, these obstacles are not insurmountable. Many mothers do work and manage a family very successfully. In conclusion, it is a woman’s right to make this choice, and only the woman herself should decide this matter.

Adapted from TOEFL 1993
3.2 ANALYSING INDIVIDUAL PARTS OF THE ESSAY

In this subchapter, which is practical in nature, you should use the knowledge you learned in 3.1.

3.2.1 INTRODUCTION

Exercise 3.2

*Read the four assignments and introductory paragraphs below and analyse them. Are they well-written or weak? If you consider them weak, what do you think they lack?*

1) **Assignment:** THE MOST DANGEROUS THREAT THE WORLD FACES TODAY. ITS CAUSES AND POSSIBLE WAYS OF PREVENTING ITS OCCURRENCE.

   **Introduction:** War is the most dangerous threat. Everyone in the world fears it. We must try to avoid it.

2) **Assignment:** CONSIDER THE USEFULNESS OF THE EXPLORATION OF OUTER SPACE.

   **Introduction:** For around fifty years, a number of nations have been involved in the exploration of outer space. This research has naturally been very costly. Has this money been well-spent or wasted? I believe that it is not wasted because a number of useful products are results of space research, such as personal computers or heart pacemakers, and useful scientific knowledge has been gained thanks to space research.

3) **Assignment:** IT IS MUCH EASIER TO LEARN IN A SMALL CLASS THAN IN A LARGE ONE. PROVE OR DISPROVE THIS STATEMENT.

   **Introduction:** Many students believe that small classes are indispensable for good teaching and learning. However, that is not necessarily true. With a good teacher and proper organisation, a large class can provide as good learning opportunities as a small one.
4) Assignment: IMPORTANT DEVELOPMENTS IN TRANSPORTATION.

Introduction: I believe that one of the most important developments in transportation has been the development of international jet transport. Jet airlines first appeared in the early 1960s. Since then, planes have got bigger and faster and capable of flying longer distances. Jet transport has had some revolutionary effects. Because of the high speeds and relatively low cost of this type of travel, it has changed the way people look at the world.

3.2.2 BODY OF THE ESSAY

Exercise 3.3

Read the four bodies that develop the introduction you analysed in Exercise 3.2 and assess them.

1) Look at the Vietnam War and how it affected the USA. A lot of people were against it, and my grandfather told me about the protests he took part in. I’m sure it could have been avoided.

Wars have many causes, such as enmity between nations, or one country wanting a part of another country’s territory. Human suffering is terrible in war, and that’s why everybody in the world fears it.

2) Some people believe that all or most space research should be eliminated because of its incredible expense, not only in terms of money, but also in terms of scientific and human resources. These people point out the fact that it cost billions of dollars to send astronauts to the Moon, but all they brought back were some worthless rocks. These people say that the money and effort now being wasted in outer space could be spent on more important projects here on Earth, such as providing housing for homeless people, improving the educational system, saving the environment, and finding cures for diseases. However, other people believe that space research has provided many benefits to humankind. They point out that hundreds of useful products are direct or indirect results of space research. They say that weather and communication satellites, which are also products of space research, have benefited people all over the world. In addition to these practical benefits, supporters of the space programme point to the scientific knowledge that has been acquired about the Sun, the Moon, the planets, and even our own Earth as a result of space research.
3) When I was an undergraduate student, most of the large classes I took were introductory classes for first- and second-year students. For example, I took classes in world history and economics that had over 100 students and met in large lecture halls. I think these classes were as good as some of the small classes I took later. At the basic level, the lectures that a professor gives are basically the same no matter what size the class is. Moreover, the professor who taught these classes seemed more enthusiastic and energetic than the teachers I had in smaller classes. Personally, I think they enjoyed having a large audience!

One supposed advantage of small classes is that there is usually a lot more interaction among students and between the teacher and the students than in large ones. However, in the large classes I took, there were discussion sessions held every week with a graduate teaching assistant in which there was a lot of interaction. Besides, the teachers for these classes had long office hours, and they were always willing to answer questions and talk over problems.

4) The most obviously important characteristic of jet travel is the high speed involved. A hundred years ago, it took weeks to cross the Atlantic or Pacific ocean by ship. However, today, those same trips can be completed in a matter of hours. One can attend a meeting in Paris and have dinner in New York on the same day. These amazing speeds have changed people’s concepts of space. Today the world is much smaller than it was in the past.

Another important aspect of jet travel is its relatively low cost. An international journey one hundred years ago was extremely expensive. Only wealthy people could afford to travel comfortably, in first class. Poor people had to save for years to purchase a ticket, and the conditions in which they travelled were often miserable. Today it is possible for more and more people in every country to travel in comfort. Thus it is possible for business people to do business all over the world, for students to attend universities in other countries, and for tourists to take vacations anywhere in the world.

### 3.2.3 CONCLUSION

**Exercise 3.4**

Read the conclusions to the four essays you examined in Exercises 3.2 and 3.3 and assess them.

1) Economic reasons also lead to wars sometimes, but a possible solution for the problem of wars is difficult to find. One possible solution is that all people must become pacifists, but how can we achieve something like that?
2) I agree with those people who support space research and want it to continue. Space research, as has been shown, has already brought many benefits to humanity. Perhaps it will bring more benefits in the future, ones that we can’t even imagine now. Moreover, just as individual people need challenges to make their lives more interesting, I believe the human race itself needs a challenge, and I think that the peaceful exploration of outer space provides just such a challenge.

3) In conclusion, I can only repeat that, in my opinion, the size of a class is not important.

4) To summarise, the speed and low cost of international jet travel have changed the world. Individual nations are not as isolated as they were in the past, and people now think of the whole planet as they once thought of their home towns.

Texts 2,3,4 were taken over and adapted from TOEFL 2001
3.3 UNITY, CLARITY AND COHERENCE

The unity of subject is the basis for all effective writing, as you have already learned when discussing the sentence and the paragraph. For an essay to have unity, it should contain nothing that does not relate to its topic as expressed in the thesis statement.

Exercise 3.5

Read the essay in Exercise 3.1 again and decide which of the statements below would be irrelevant to its topic and why. Where in the essay could you insert the relevant statements and how could you develop them?

1) A working mother may even lose her job if she stays home from work too often.
2) Many husbands are against their wives going out to work.
3) Labour saving devices help women a lot nowadays.
4) If a woman is worried about her sick children, she can’t concentrate on her work properly.
5) Public transport is cheaper than buying a car.
6) A doctor must be called to a sick child, or the child must be taken to hospital.

Whatever you may write, you write for a reader who is absent and can only rely on what you have written: s/he cannot ask you for explanation. This is why clarity and coherence are so important. To express your ideas clearly, you should, at sentence and paragraph levels,

- formulate lucid and concise sentences and avoid obscurity and ambiguity (compare subchapter 1.3);
- write paragraphs in which everything is related to the topic sentence and one sentence logically follows another (compare subchapter 2.3).

At essay level, clarity and coherence can be achieved if the line of argumentation is so easy to follow that a reader can move from the beginning of the essay to the end without being confused. Ideas discussed in individual paragraphs should be logically linked so that one paragraph is related to both the preceding and the following paragraphs. The formal devices that you discussed and practised in Subchapter 2.3.B. help to link not only sentences but also paragraphs, thus strengthening the coherence of your essay.

- Connecting words are the best linking devices because they show the relationship between individual paragraphs.
- Repeating words and expressions, especially at the end of one paragraph and the beginning of the following one, can also strengthen the cohesion of the essay. For example, in the model essay in Exercise 3.1, the word “mother(s)” is used throughout the essay. Similarly, the word “problems” appears in the
last sentence of the introduction (= thesis statement), in the first sentence of
the first developmental paragraph, and in the first sentence of the concluding
paragraph (= topic sentences).

Exercise 3.6

Choose the correct connecting devices in the article below.

Since World War II, DDT and other organic insecticides have been used in large
quantities. Tens of thousands of tons are produced each year. The USA alone
spent over a billion dollars for such insecticides in the single year of 1966.

(1 Nevertheless, Not only) are our crops saved but the various insect-spread
diseases are all but wiped out. (2 Since, While) DDT wipes out mosquitoes and
flies, as well as lice, malaria is now almost unknown in the USA. Less than a
hundred cases a year are reported and almost all are brought in from abroad.

(3 Similarly, Yet) this does not represent a happy ending. The use of organic
insecticides has brought troubles in its train. Sometimes such insecticides don’t
work because they upset the balance of nature.

(4 As a result, For instance), DDT might be fairly deadly to an insect we want to
kill, (5 however, but) even more deadly to another insect that lives on the first
one. Only a few harmful insects survive (6 also, but) their insect enemies are
now all dead. In a short time, the insects we don’t want are more numerous than
they were before the use of DDT.

(7 But, Then), too, organic insecticides don’t kill all species of insects. Some
insects have a chemical machinery that isn’t affected by these poisons; they are
resistant. It may happen that a resistant insect could do damage to our crops (8
and, but) usually doesn’t (9 because, though) some other insect is more
numerous and gets the lion’s share of the food.

(10 If, When) DDT kills the damaging insect, (11 but, then) leaves the resistant
insect behind, (12 but, then) that resistant insect can multiply enormously. It
then becomes a great danger and DDT can’t touch it.

(13 For example, In fact), even among those species of insects that are killed by
DDT there are always a few individuals that differ chemically from the rest and
are resistant. They survive (14 if, when) all other individuals are killed. They
multiply and then a whole species of resistant insects comes into existence.

(15 Similarly, Thus), as the years pass, DDT has become less effective on the
house fly, (16 for instance, on the whole). Some resistance was reported as early
as 1947, and this has been growing more serious. By now almost every species
of insects has developed resistance, including the body louse that spreads typhus.

(17 In addition, Finally), (18 above all, even though) organic insecticides are not
very poisonous to creatures other than insects, they are not entirely harmless
either. (19 As, If) too much insecticide is used, some birds can be poisoned. Fish
are particularly easy to kill, (20 and, but) if insecticides are used on water to kill
young insects, young fish may also go in great numbers.

Adapted from Wallace, pp. 58-59
Task

Read the article above once more and use all you have learned in this chapter to assess it. Concentrate on:

- the structure (introduction, body, and conclusion and their functions);
- the techniques the writer has used to ensure unity, clarity and coherence.

Assignment 3

Rewrite the faulty introductions, developmental paragraphs (= essay bodies), and conclusions in Subchapter 3.2. You can enclose your assessment of the article in Exercise 3.6.

Summary

In this chapter, you have examined the structure of a well-written essay and the functions of its three main parts. You have also considered the unity of subject and logical organisation that are both indispensable for writing well.

Study Guide

The demands on your concentration and ability to apply theory to practice are growing, aren’t they? Still coping? Don’t try to cover too much at one sitting and, if necessary, use the Key to help you with the tasks and return to them later.

Let me repeat that you should instruct your students on similar lines before you assign even a short essay to them, in Czech if necessary. I’m looking forward to hearing your ideas and suggestions in our contact lessons!
4. MAIN TYPES OF TEXTS

In this chapter you will examine three main methods of developing the topic. You will see that two or more of them can be used in the same piece of writing.

You will examine:

- expository texts;
- narration and description;
- argumentative writing.

You will also practice the individual methods, both in paragraph and essay forms.

After covering this chapter, you will be able to:

- distinguish between the individual text types;
- become acquainted with their peculiar features;
- use the linking devices that are used in each of them.

Key words:

*Definition, classification, comparison, contrast, cause, effect, narration, description, argumentative essay, proposition, induction, deduction.*

Time for study: 6 – 7 hours

4.1 EXPOSITORY TEXTS

The chief purpose of expository texts is to expand the reader’s knowledge. Their main kinds are:

- definition;
- classification;
- comparison and contrast;
- cause and effect.
**Definition** is extremely important when you deal with broad or controversial terms: they have to be clearly defined to avoid confusion.

A word can be defined by putting it in a category and showing how it differs from other members of that class, for instance:

**Example 10**

“A pair of compasses is an instrument with two movable legs joined at the top and used for drawing circles.”

**Example 11**

Examples can be added when you define general terms, e.g.:

“A profession is an occupation that requires advanced education, such as lawyer, teacher, or physician.”

Sometimes you may want to stress what you do not mean, in order to avoid confusion. This is called negative definition. For example:

“By democracy I don’t mean that everybody is free to do whatever he or she likes; for me, democracy means that citizens treat each other fairly and equally, without social class divisions.”

**Exercise 4.1**

*Read the short text below and analyse it, showing in what ways the word “compassion” is defined.*

(1) Compassion is the ability to understand another person’s misfortunes. (2) It is kindness, tenderness, mercy, pity, and sympathy. (3) A nurse may have compassion for an irritable patient by understanding that the illness may be the cause of the patient’s behaviour and by treating that patient with kindness and sympathy. (4) An airline stewardess displays compassion for her passengers, considering the fact that they may be nervous about flying and by answering their questions in a patient, sympathetic manner. (5) In the same way, a judge may have compassion for a juvenile offender by taking his age into consideration and setting the punishment accordingly. (6) Compassion is not merely a verbal expression of sorrow. (7) It is not begrudgingly contributing money to charitable causes out of a sense of duty. (8) Compassion is putting yourself in another person’s situation and treating that person the way you would want to be treated.
Exercise 4.2

Choose three of the words below and define them. Use different ways of defining, as you find it appropriate.

1) furniture  
2) progress  
3) knowledge/wisdom  
4) a good education  
5) friend/acquaintance  
6) patriot

Useful vocabulary:
this word means/signifies  
main/distinguishing features  
in the true/main/real sense of the word  
not to be confused with  
it must be distinguished from  
in other words/ in another sense

Classification or listing means dividing your subject into parts that can be further subdivided. You will find it useful when listing the ideas in the preparatory stage of essay writing.

Two helpful methods or ordering points are:
• by order of importance, when most important points come first or last;
• by categories, when things that have something in common are grouped together.

An important point to remember is that a classification must be equal. For instance, you cannot divide the stages in the British system of education into primary, secondary, tertiary and public schools!

Exercise 4.3

Read the text below and indicate which method(s) of ordering points the writer used. Draw a diagram of the classified objects.

There are many different kinds of musical instruments. They are divided into three main classes according to the way that 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 the 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 as the mouth-organ and the bagpipes.

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 are the ones which have strings. There
are two kinds of string 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 cello.

**Exercise 4.4**

*Imagine you have to write about means of communication and you have already made some notes. Arrange the random notes below into categories and subcategories.*

- **radio**: Marconi 1896
- **writing**
- **TV**: 1920s
- **hieroglyphics**
- **electronic means**
- **E-mail**
- **people started speaking c. 1 million years ago**
- **16th century: metal type for printing**
- **Morse code**
- **telephone**
- **wireless means**
- **printing originated in China**
- **alphabets**

**Useful vocabulary:**

- (sub)class
- (sub)division
- first(ly), second(ly)
- finally
- include/comprise/contain
- except for

**Comparison** is used when you deal with two subjects at one time and show the similarities between them. If you concentrate on their differences, you are writing a **contrast** essay. Both can be organised in two ways:

1) you can deal with one subject before going on to the next;
2) you can discuss each subject item by item, which is an effective method especially in longer and more complex essays.
Example 12

Example: COMPARE THE EARLY ENGLISH AND DECORATED GOTHIC STYLES

1) I. Early English style
   A. Origins
   B. Typical features
      - ...
      - ...
   C. Famous examples
      - ...
      - ...

2) I. Origins
   A. Early English style
   B. Decorated Gothic style

II. Decorated Gothic style
   A. Origins
   B. Typical features
      - ...
      - ...
   C. Famous examples
      - ...
      - ...

III. Famous examples

Exercise 4.5

Read the short essay below and indicate the method(s) used.

Exhead and Portsea are two towns on the south coast which are in many ways very much alike. They are both old towns and each has a large harbour.

Like Portsea, Exhead has a population of approximately 120,000. It also has a growing number of local industries. Similarly, Portsea is expanding on the industrial front, too. But in other respects the two towns are quite dissimilar. For one thing, compared with Portsea, Exhead is a much more attractive place. For this reason it is a popular holiday resort in summer, while Portsea, on the other hand, attracts very few visitors.

Unlike Portsea, Exhead has extended its hotel facilities because of the tourist trade. One striking difference between the two towns is that Exhead has located its new industries on an estate outside the town. In Portsea, however, there are factories even near the harbour.
Exercise 4.6

Choose two of the topics below and plan comparison and contrast essays. Use both possible ways of organising the essay.

1) Compare the British and American systems of government.
2) The pros and cons of living in the town and the country.
3) The social roles of men and women in this country.
4) Compare two sports you are familiar with.

Useful vocabulary:
(points of) similarity
close resemblance
resemble
appear/seem like
make a comparison
similar(ly)
not unlike
the same/identical
difference
differ/different from
dissimilar/unlike
bear no resemblance to
make a distinction between
on the contrary/in contrast
contrary to
on the other hand
When discussing **cause and effect**, you are trying to find out why things happen. Both causes and effects can be simple or complex. If one effect has one cause, it is a simple cause-and-effect relation. But one cause can have several effects and vice versa, or there may occur a chain of causes and effects. The diagrams below show these relations:

| Simple Cause | Cause 1   | Effect 1
|--------------|-----------|----------
| Complex Cause | Cause 2   | Effect 1
|              | Cause 3   | Effect 2
| Complex Effect | Cause    | Effect 1
|              |           | Effect 2
|              |           | Effect 3
| Chain of Causes and Effect | Cause 1 | Effect 1
|              | Cause 2   | Effect 2
|              | Cause 3   | Effect 2

When examining any cause-and-effect relation, you should never be satisfied with one explanation of why something happened! The situation is usually much more complicated.

**Exercise 4.7**

*Read the short text below and outline the cause-and-effect relation underlying it.*

Climate affects the culture of a country. Men must learn to live within the limitations of their environment, and climate is an important part of the physical environment. Life in a tropical country is less strenuous and more casual than it is in a temperate one. Men work shorter hours and less vigorously in a hot climate. They cannot play hard either. They tire easily. They can relax by reading, by sipping cool drinks, or by listening to soothing music. They must try to conserve their energy. The wisest ones learn to respect the demands of Nature.
**Exercise 4.8**

*Imagine you were asked to write essays on the four topics below. Which of the relations described above would you use for each one? Outline them.*

1) What led to the Great Depression that started in 1929?

2) Why do rainbows appear in the sky?

3) Why were medieval towns fortified?

4) How did the invention of printing press in the 15th century affect social and cultural history?

Useful vocabulary:

- because/since/as
- consequently/in consequence
- as a result/owing to/due to
- the reason/explanation is that…
- for this/that reason
- on that account
- the effect (of this) was
- the result (of this) was
- the outcome (of this) was
4.2 NARRATION AND DESCRIPTION

Both narration and description deal with situations and events.

Narration is concerned with a sequence of events in time. The simplest kind of narrative follows chronological order, that is events are told as they occurred. The writer can also use the technique of flashback: s/he starts at the most dramatic moment and then returns to the preceding details.

A narrative does not have a thesis like expository or argumentative texts, but it must have some unifying purpose: in its course, some problem must be resolved, some idea established, or some mood communicated.

Exercise 4.9

Read the narration below and decide what the writer wanted to communicate (= the unifying purpose).

On my fifth birthday, I was given a dog. It was the most shattering thing that ever happened to me; so shattering, such unbelievable joy, that I was unable to say a word. When I read that well-known cliché “so-and-so was struck dumb”, I realized that it can be a simple statement of fact. I was struck dumb – I couldn’t even say thank you. I could hardly look at my beautiful dog. Instead I turned away from him. I needed, urgently, to be alone and come to terms with this incredible happiness. (I have done the same thing frequently during my later life. Why is one so idiotic?) I think it was the lavatory to which I retired – a perfect place for quiet meditation, where no one could possibly pursue you. I closed the heavy mahogany shelflike seat, sat on it, gazed unseeingly at the map that hung on the wall, and gave myself up to realisation, “I have a dog… a dog… It’s a dog of my own… my very own dog… It’s a Yorkshire terrier… my dog… my very own dog…”

Exercise 4.10

Write a short essay about one memorable day or week in your life. Decide whether you will use chronological order or the technique of flashback.

Useful vocabulary:
then / next / subsequently / afterwards
before this / that
prior to / formerly
finally / eventually / simultaneously / in the end / at last
while / at the same time / meanwhile
Description is basically of two kinds:
- static description depicts the appearance or layout of something;
- process description can depict:
  - how to do something, e.g. how to cook a dish;
  - how something works, e.g. the process of making paper.

Both kinds of description should be:
- orderly: you should go, for example, from general to particular, front to back, etc.;
- complete: nothing important should be left out;
- clear and accurate.

The selection of appropriate details plays the chief role in any kind of description, but it is much more important in impressionistic or poetic descriptions than in objective ones.

Exercise 4.11

Write two short descriptions, a static one and a process one. Choose from the topics below. Which type of description is appropriate for each?

1) Describe how some apparatus works, e.g. a camera.
2) Describe a room in your flat or house.
3) Describe a person you know well.
4) Describe how the Czech or British parliament makes new laws.
5) Describe a locality you know well.
4.3 ARGUMENTATIVE WRITING

This type of writing tries to

- change the reader’s beliefs or opinions;
- persuade him or her to act.

This is the most complex type of essay because it can involve many different kinds of activities, such as definition, example, classification, comparison and contrast, evidence, or even description and narration.

Points to remember when writing an argumentative essay:

1. The introduction to an argumentative essay should contain a well-formulated thesis, called a proposition, which must be specific, controversial, and possible. You should also show here why the issue you are discussing is important and what areas of agreement already exist on the issue.

In the body of such an essay you should give reasons for your proposition. Basically, there are two ways of reasoning:

- induction, which means starting from a series of particular instances and getting to a general conclusion;
- deduction, which means proving your point by reasoning from the general to the specific.

Be careful not to make mistakes in your reasoning. Never base your evidence on samples that are too small, not typical, or have little or nothing to do with the subject. Remember also that an effect may have more causes than just one, and that there may in fact be no connection between two events or phenomena that seem to be related.

Exercise 4.12

Decide whether the evidence for the four arguments below is relevant or faulty. If it is faulty, what mistake(s) did the writer make?

1) Nobody wants this man to become President. If you don’t believe me, ask anybody in my office!

2) Statistics have shown that being overweight is one of the causes of heart disease.

3) People’s lives and happenings on Earth are controlled by the stars. A comet appeared in the sky just before the battle of Hastings!

4) People who are small in height have a better chance of becoming famous. Look at Napoleon and President Havel!

2. You should always define the important terms to avoid misunderstanding, support your argument with relevant evidence consisting of a number of examples; they can also help explain abstract or difficult terms and statements.
3. You can use comparison and contrast to show why your proposition is right while the opinions you oppose are not. You should always, however, make it clear that you are not biased: take into consideration the more obvious objections to your proposition and try to show why they are wrong or unimportant.

4. In the conclusion of an argumentative essay you should summarise all the arguments for the proposition you used in the body of the essay and clearly state your own point of view.

Here are some criteria for assessing an argumentative essay: Have you

- stated the problem clearly (= the proposition)?
- defined all important terms and clarified abstract ones with examples?
- supported your reasoning with relevant evidence and concrete examples?
- avoided mistakes in reasoning?
- made your own point of view clear?

Exercise 4.13

Read this short text and analyse it by answering the questions below.

Limiting one’s view to an area that is too small in relation to the world can be disappointing and dangerous. There are many examples of a person striving mightily to solve some immediate local problems, only to find his efforts defeated by events occurring in a larger context. A farmer’s carefully maintained fields can be destroyed by an international war. During the Vietnam War, the rice paddies of the Mekong Delta were obliterated. Also, local officials’ plans can be overturned by a national policy. A decision at the national level that relocates a major highway away from a town can mean ruin to the unwary gas-station operator or restaurant owner. Further, a country’s economic development can be thwarted by a lack of world demand for its products. The coffee-growing regions of Brazil or Uganda could suffer if people stopped drinking coffee. Indeed, there is increasing concern today that most personal and national objectives may ultimately be frustrated by long-term global trends.

1) What is the proposition?
2) Did the writer use induction or deduction when giving reasons for his/her proposition?
3) How did s/he support his/her argumentation?
4) Did s/he express his/her point of view clearly in the concluding sentence?
**Task**

*Choose one of the topics below and plan an argumentative essay. Formulate the thesis, decide which method of reasoning and which techniques you will use in the developmental paragraphs, and clearly state your point of view.*

1) Democracy is the best political system to live in.

2) No one wants to live to be a hundred years old.

3) Exams should be abolished because they harm students both physically and mentally.

**Useful vocabulary:**

- in my opinion
- my view on / opinion of this issue is...
- we may presume
- for example / instance
- a case in point is
- in the same way
- to make a comparison / to draw an analogy between X and Y
- be analogous / comparable / similar to

*This chapter is based on: Wallace, Chandler, and Conlin*

**Task**

*The essays you analysed in Exercises 3.1 – 3.4 were all argumentative. Analyse them using the criteria presented above.*
Assignment 4

This task consists of passages you were asked to write in Exercises 4.2, 4.10 and 4.11. Choose one of the essays you were asked to plan in Exercises 4.6, 4.8 and 4.14 and write it in full.

Summary

In this chapter, you have become acquainted with a number of different methods of developing the topic of an essay. You have examined sample texts and studied features typical of individual text types. You have also applied your acquired knowledge both to assessing written texts and writing your own ones.

Study Guide

This chapter contained a number of new facts and words, but you may have found it more interesting than the previous chapters just because of its variety!

You should teach your students how to write these types of text. Choose model texts appropriate to their level of knowledge, analyse the texts with them and assign them short pieces to write. We can discuss potential problems in our contact lessons.
5. THE PROCESS OF WRITING

In this chapter, you will examine three main stages of the writing process:

• the preparatory stage;
• writing the first draft;
• editing (= improving the first draft).

After having gone through this chapter, you will have a clear idea of what the individual stages of the writing process involve. As a result,

• you will improve your own writing skills;
• it will be easier for you to assist your students when they write.

Key words:
Topic – thesis, generating / organising ideas, brainstorming, checking for errors

Time for study: 8 – 9 hours

5.1 THE PREPARATORY STAGE

5.1.1 GENERATING AND ORGANISING IDEAS

Some topics require nothing but personal opinions and facts that you remember or know from experience; for example, you may be asked to express your opinion on teaching and learning in small and large classes. Other assignments have to be based on research, which means looking for facts in various sources and then acknowledging your sources; an example may be an essay comparing life in pre-industrial and post-industrial England. Here we will deal only with the first type.

1. When assigned a topic, the first step is generating ideas. One possible way is to do some brainstorming: you just close your eyes for a moment, concentrate on the topic and write down any ideas that occur to you. At this stage, it does not matter whether they are relevant or irrelevant.
Example 13

Here is an example: Imagine you were asked to write about Christmas. You may brainstorm it like this:

<table>
<thead>
<tr>
<th>food: carp, potato salad</th>
<th>personal feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>children: joy, expectation</td>
<td>religious and family festival</td>
</tr>
<tr>
<td>celebration in my family</td>
<td>season setting: winter, snow</td>
</tr>
<tr>
<td>local and national customs: tree, Nativity Scene, carols, presents</td>
<td></td>
</tr>
<tr>
<td>winter – snow</td>
<td>Christmas Eve / Day</td>
</tr>
<tr>
<td>commercialisation of Christmas</td>
<td>childhood memories</td>
</tr>
</tbody>
</table>

Brainstorming is especially useful in creative writing; yet it can also be effective as the first stage in more formal types of writing because it brings to the surface of the mind all you know about the assigned topic. However, some forms of writing require a more structured approach from the very beginning.

Making mind maps is another strategy for generating ideas. Its advantages over brainstorming are:

- you develop the ideas as the mind makes associations;
- all aspects of a topic are seen in relation to each other;
- the approach is more structured and individual items can be expanded.

The mind map for topic “Festival of Christmas” may look like this:

Example 14

Adapted from Hedge, p. 30
As in brainstorming, you start by closing your eyes for a moment and concentrating on the topic. Then take a sheet of paper and write the topic in the middle. As ideas occur to you, write them around the topic and develop them.

If you are assigned an argumentative topic, you can use a **diagram of ideas**. Suppose you want to generate ideas for one of the topics stated in Exercise 4.14: “No one wants to live to be a hundred years old”. Divide a sheet of paper into two halves, write FOR on the left-hand side and AGAINST on the right-hand side. Then brainstorm the arguments in favour of a long life and write them on the left as they occur to you; do the same with the arguments against the proposition.

Expository and argumentative topics can also be approached by **asking yourself questions** that help you to formulate the thesis. While doing so, you can better realise the opinion that you want to defend or refute, and the methods of developing the topic you can use. The basic questions you can ask yourself are:

- What is it? (= definition)
- How can it be divided? (= classification)
- What is it like? Or not like? (= comparison)
- What caused it? What did it cause? (= cause and effect)

The answers to these questions will generate ideas that you can use in your essay and help you formulate a plausible thesis. Here is an example:

**Example 15**

**Topic**: The Harry Potter Series

**Questions**: What is it? What is it like? How does it affect children?

**Possible thesis**: The Harry Potter series is (not) good reading for children.

Now you can continue asking yourself questions such as:

- What should books for children be like?
- How does the series differ from other books for children?
- What is there in the series that appeals to children and adults alike?

etc., or you can use any of the strategies described above.

**Exercise 5.1**

*Use the three methods described above to generate ideas for three of these topics:*

1) An ideal teacher.
2) The drug scene in this country.
3) Films shown on TV should be censored.
4) Advantages and disadvantages of living in the country.
5) Problems of one-parent families.
6) What should a good book for children be like?
Exercise 5.2

Choose one of the topics below and, using appropriate questions, formulate a possible thesis. Then go on asking yourself questions to generate more ideas.

1) The current economic situation in the Czech Republic.
2) The position of the President in the Czech system of government.
3) The means of transport that people living in large cities should have at their disposal.

2. When you have generated some ideas, you should organize them. The best way to do this is to consider each idea, cross out the irrelevant ones and group the relevant ideas under more general headings. More ideas may occur to you while you are arranging your notes.

Exercise 5.3

Here are some notes for an essay entitled “My home country”. Find the headings and organize the items under them. You can add as many items as you like.

<table>
<thead>
<tr>
<th>political parties</th>
<th>economy</th>
<th>geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>colleges and universities</td>
<td>typical food</td>
<td>sports</td>
</tr>
<tr>
<td>energy sources</td>
<td>powers of the President</td>
<td>mountain regions</td>
</tr>
<tr>
<td>seasons</td>
<td>education</td>
<td>rivers</td>
</tr>
<tr>
<td>national costume</td>
<td>national examinations</td>
<td>agriculture</td>
</tr>
<tr>
<td>the legislative body</td>
<td>lowlands</td>
<td>rainfall</td>
</tr>
<tr>
<td>tourism</td>
<td>the people</td>
<td>exports</td>
</tr>
<tr>
<td>festivals</td>
<td>political system</td>
<td>the people</td>
</tr>
<tr>
<td>manufacturing industry</td>
<td>primary schools</td>
<td>law courts</td>
</tr>
</tbody>
</table>

Adapted from Hedge, p. 36

Exercise 5.4

Organise the items and notes you generated in Exercises 5.1 and 5.2 and add as many details under each heading as you can.
5.1.2 PLANNING THE ESSAY

When you have generated and arranged your ideas, you can write a simple outline. Decide:

- how many paragraphs the body of your essay will consist of;
- what idea (= which of your headings) each paragraph will discuss.

You can ask yourself these questions:

- What criteria for organisation should I use?
- Will the ideas be ordered logically?
- Will one section naturally lead on to another?

Example 16

You will see that each group of related points can be made into a paragraph, like this:

Body paragraph 1
The main idea

Body paragraph 2
The main idea

Now you should write a topic sentence for each paragraph and consider the related points you have put under each heading again. At this point, ask yourself:

- Is each of the points relevant to the topic sentence or should I leave it out?
- Should I add more points?

Exercise 5.5

Below are topic sentences of eight paragraphs forming the body of a short essay on medieval architecture. Write an outline in the form of a pyramid diagram to show that you understand their relationship to the thesis statement and to each other. Use numbers, not full sentences.
1. Medieval architecture can be divided into three main phases.
2. In the earliest, or Romanesque phase, the walls were heavy, arches were rounded, and ornamentation was plain.
3. In the next, or transitional, phase, the walls grew lighter, arches became pointed, and ornamentation started to increase.
4. In the final, or Gothic, phase, the walls were very light, arches were extremely pointed, and ornamentation was profuse and florid.
5. The walls were so thin they had to be supported by flying buttresses.
6. The arch system was so complex that it was bound together by stonework ribs, or nervures.
7. The ornamentation, though in stone, was so delicate that it has been compared to lace.
8. An outstanding example of such architecture is the Cathedral of Le Mans.

* Taken from Chandler, p. 199 *

**Exercise 5.6**

The twelve sentences below form a short essay. You will find four general statements among them, which are topic sentences of the four paragraphs the essay consists of. The rest are supporting statements or examples. Decide how the paragraphs should be arranged and write the numbers of the sentences into the table.

1. Others bother us continually and make us feel under stress.
2. Predicting stress is quite a problem.
3. Alternatively, a young woman may find herself becoming increasingly bored, impatient, and irritable in a trivial office job.
4. There is a key difference between healthy and harmful stress.
5. Many of these adjustments take place without our being conscious of them.
6. It is easy to look back on an experience, knowing it has done harm, and to say that it was stress that caused it.
7. Our lives are full of change and we continually try to adjust as well as possible to all the changes going on about us.
8. In healthy stress there is a rapid adjustment to change.
9. Stress can best be described as the reaction of the mind and the body to change.
10. It is only those changes which we have no answer to and cannot adjust to which cause physical and mental suffering.
11. For example, a man who takes up a job as a long-distance lorry driver may find that his body reacts badly to irregular meals, and develops a duodenal ulcer.
12. It is not so easy to predict in advance that we will be harmed by going through a particular experience.

You now have the content of four paragraphs. Decide on the most sensible order of paragraphs and give the passage a title.

### Exercise 5.7

*Choose one set of notes you organised in Exercise 5.4 and use them to write an outline. Decide on the order of the headings and points, arrange them into paragraphs, write a topic sentence for each of them and check whether all items you included into the paragraph are relevant to the topic sentence.*
5.2 WRITING THE FIRST DRAFT AND EDITING IT

- Writing the first draft is the key stage in the production of an essay. You will make use of your outline, but you need not necessarily keep to it: you can make any changes that you consider desirable.
- Editing is the next stage in the writing process. It involves correcting and improving your first draft before you write the final version. Basically, you should check your first draft for:
  - organisational problems;
  - grammatical and lexical errors;
  - mechanical errors.

5.2.1 CHECKING FOR ORGANISATIONAL PROBLEMS

You should examine the first draft in six areas, always taking one at a time. Check whether:

- you have written on the given topic and dealt with the entire assignment or only a part of it; TOPIC
- your essay is clearly divided into an introduction, a body, and a conclusion, with each fulfilling its functions; ORGANISATION
- the introductory paragraph contains a thesis statement that expresses the main idea of the essay; DEVELOPMENT
- you have made your argumentation convincing by using specific reasons, examples, and details to support general ideas;
- all developmental paragraphs are directly related to the main idea of the essay; UNITY
- the paragraphs and sentences follow each other in an orderly way; COHERENCE
- your ideas are expressed clearly and your essay can be read from beginning to end without confusion. CLARITY
5.2.2 CHECKING FOR GRAMMATICAL AND LEXICAL ERRORS

Read the text carefully several times. It is useful to concentrate on different areas each time, e.g.:

- vocabulary problems at the first reading;
- verb errors, such as tenses, active/passive forms, at the second reading; etc.

Look especially for mistakes that you commonly make.

5.2.3 CHECKING FOR MECHANICAL ERRORS

You should concentrate on:

- spelling errors, checking with the dictionary if you are not sure;
- punctuation errors: full-stops, commas, etc.;
- capital letters.

Exercise 5.8

Below you will find two essays discussing whether an honour system is a possible way of preventing cheating at colleges. Read them and decide:

1) which one supports its general statements with specific suggestions and examples;
2) which one contains the greater number of unproven assertions (claims);
3) which of these adjectives would best describe each essay:
   a. detailed; b. objective; c. repetitious; d. subjective; e. convincing.

Essay A

An honour system should be instituted at this college. An honour system is an appropriate and moral thing for colleges to have. It shows that college students are expected to behave properly. Certainly, at eighteen and over, we are capable of taking examinations without supervision. If not at eighteen, then when, I ask.

There is no reason why we should not have an honour system. Everyone wants it, and the faculty should grant it to the students without any further delay. If we had an honour system, everyone would be ashamed to cheat. Besides, it would make the administration of examinations easier since there would be no need for proctors.

I feel insulted because we do not have an honour system. It’s like being considered a criminal to have someone watch your every move whenever you take a test. We even have to sit in alternate rows or move our desks far apart. Why can’t I go out and take a little walk if it will relax me? I remember last spring, when it was very hot, wishing I could take my chemistry examination book out under the shade of one of the maples on the lawn.
The lack of an honour system is on the same level with our treatment in the bookstore. There, too, we are constantly being watched. We have to leave our briefcases at the front door and go through turnstiles to get out.

For all these reasons I advocate an honour system at this college. It could begin as early as next semester. And I do not think we should tolerate any delay.

**Essay B**

An honour system should be instituted at this college. Although some students may not be ready for it, such a system would help most of us to understand better the real reason that we are in the college. We are not here to get good marks, we are not even here to prepare for graduate school; we are here to learn to think independently. Keeping this basic goal in mind, we can see that the real question is not so much whether we should have an honour system as what kind we should have.

One of the main reasons for cheating is pressure. Pressures from personal pride, family, graduate school, or the draft board make some students succumb to the temptation of cheating. The best solution to this problem is not tighter supervision but diminished pressure. One way to lessen the pressure at exam time would be to allow a week-long reading period between the end of the term and finals. Another way would be for instructors to place less weight on finals and more on accomplishments throughout the term. Perhaps students might even be allowed to take one course for pass-fail credit. Not having to get a good grade in a weak subject would save many students from cheating.

One modification of the honour system which has been tried successfully at several colleges is the “tapping system”. Anyone observing a student cheating taps on his desk with his pencil. This alerts all the students, including the culprit. If the cheating still does not stop, the observer is then to report the violator.

No system is without flaws and certainly no system based on honour can be fail-safe. But I think that if this college instituted an honour system with the safeguard I have recommended, we would all be surprised and pleased at how well it worked.

*Taken from Chandler, p.45*

**Exercise 5.9**

*Read the student-written essay below and assess it from the point of view of organisation. Use the points in Part A of this subchapter.*

BOTH LARGE CARS AND SMALL CARS HAVE THEIR ADVANTAGES AND DISADVANTAGES. WRITE ABOUT SOME OF THESE ADVANTAGES AND DISADVANTAGES. STATE WHICH CAR YOU PREFER AND WHY.
Both large and small cars have their advantages and disadvantages.

First, large cars have many advantages. For example, many people can be carried inside the car. Also, large cars are stronger in bad accidents, and they are very good for big families. About the disadvantages. Large cars cannot get through small streets, and they use a lot petrol to start and run.

Second, small cars also have advantages and disadvantages. About the advantages. You can drive the small car any place. Small cars use less petrol and many people call them economical. The last advantage is that the small car is good for the small family like a father, mother and one child. About the disadvantages of small cars. The small car is not strong if someone has a bad accident. Moreover, small cars cannot go very fast because of their size.

For all this I like small cars.

Taken from TOEFL 1993

Exercise 5.10

Read the three paragraphs below. Each of them contains a number of mistakes. Find them and correct them.

1) Some people are believing that is impossible falling in love with someone “at first sight”. In the other hand, there are others people who are believing that you recognition a person that you love immediately. I know its possible falling in love at first sight. Because this happened to my wife and I.

2) One of the most interesting book I am reading recently was a biography of winston churchill. he was prime minister of the great britain during the world war II. of course many peopel know what a great leadership he was during the war. but I found his life before and after the war were also very interesting.

3) The technology has had major impact in many field. Nowadays we can’t even suppose business, communication, or travelling without computers. I want to discuss about the impact of computers on the education. The modern technology has made live easy for students and professors. If a student want to contact with a professor, you haven’t problem. It is enough only to send professor’s an e-mail and you haven’t to go to office. More over, many university created special network for students in order to make the studying process easy for its students. For such kind net you could enter only by using your pass word and identification number. There are many categories you can chose to enter, such as “student tools” or “assignment box” where you can know about your homeworks. Also is possible to access to the university library to make researches. Computers also give students opportunity to gather informations about various topic from the internet. It is one of most easiest ways of making research for student. One other way that computers can help students, especially those from another countries, to
stay in touch with their freinds and family at their home, personally I could not study in usa if not contact with my family, because I am both student as well as work as manager in my families business so I must stay in touch with my assistents.

For Thinking

Consider how you could adapt the material presented in this chapter for your students and how you could best integrate it into your teaching programme. We can discuss your suggestions in our contact lessons.

Assignment 5

Use the outline you wrote in Exercise 5.6 and write the first draft of the essay. Check it carefully according to the guidelines in Subchapter 5.2 before writing the final version.

Summary

In this chapter, you have examined the stages of the process of writing, especially its first and last phases. You have practised various ways of generating ideas and organising them. You have also become acquainted with, and practised using, a set of guidelines for editing the first draft.

Study Guide

I hope you enjoyed the creative work that this chapter required you to do and that you find the material useful for you both as writers and teachers. Doing all the exercises was quite time-consuming, wasn’t it, but it was time well-spent! I’m looking forward to hearing your comments in our contact lessons.
6. WRITING AS AN INTEGRAL PART OF YOUR TEACHING PROGRAMME

In this chapter, you will look at developing writing skills from the teacher’s point of view. You were asked to consider possible ways of adapting the material you have studied to your own teaching at the end of each of the previous chapters. Now you will examine the process of developing your students’ writing skills in a more systematic way. You will concentrate on:

- assigning manageable essays;
- integrating the development of writing skills into your lessons;
- assessing and marking your students’ essays.

When you have finished studying the chapter, you should be able to:

- plan a writing programme for your students;
- introduce it into your lessons gradually and systematically.

Key words:

Assign, manageable topic, writing in class, correction symbols, marking essays

Time for study: 8 hours

6.1 ASSIGNING MANAGEABLE ESSAY TOPICS

Before you assign an essay topic to your students, make sure that it can be treated properly within the given length of the essay (300, 500, 1000 words or more). You already know that only a topic treated in some detail and to some depth can gain the attention of potential readers, while a topic which is too broad will necessarily be treated superficially and will hardly be of interest for potential readers.
Here is a possible way of limiting a topic that is too broad:

Good Books

↓

Good Books for Children

↓

The Harry Potter Series

**Exercise 6.1**

*Suggest two possible ways to narrow down each of these broad topics:*

1) **Television**

________________________________________________________________________

________________________________________________________________________

2) **Democracy**

________________________________________________________________________

________________________________________________________________________

3) **Ecology**

________________________________________________________________________

________________________________________________________________________

4) **Religion**

________________________________________________________________________

________________________________________________________________________
6.2 DEVELOPING YOUR STUDENTS’ WRITING SKILLS

6.2.1 PREPARING A WRITING COURSE

There are no general rules you have to follow when drawing up a programme of writing to be integrated into your teaching. You must consider your particular circumstances, such as:

- the level of your students’ knowledge;
- the number of lessons you teach them English per week;
- your curriculum;
- whether you teach a particular class for only one year or for longer.

Only after taking all these circumstances into consideration can you determine your objectives and write a detailed plan, complete with the dates, activities and exercises to do in class as well as homework to be assigned. No matter whether your programme will consist of a bare minimum for near beginners or lower intermediate students, or whether it will be a more complex course for more advanced students, bear in mind that:

- writing must be taught gradually and systematically;
- before you assign even the simplest writing task to your students, they must know how to do it.

6.2.2 GENERAL GUIDELINES

Here is a brief survey of what you should bear in mind when teaching your students how to write effectively:

- Limit the theory to a minimum, but let your students read and analyse a number of models of good writing. This will familiarise them with the devices needed for effective writing and show them how the written language functions.

- Give your students plenty of practice. All skills can only be learned through practice, but this is especially true about writing: it is such a complex process that it can only be mastered by writing as much and as often as possible. Remember that students write badly because nobody has told them how to do it and/or because they do not write enough. That is why you should not only assign occasional essays, but have your students:
  - keep a diary;
  - find a pen-friend or write to each other in class;
  - write to you.

Such activities are realistic and relevant because your students write to somebody or for somebody. In addition, they will develop a clear sense of
audience, which will enable them to select appropriate content, form and style when they write anything.

- Try to integrate writing with other skills. For instance, assign a topic based on some conversation or picture(s) you have discussed in class; or writing can lead on to reading or listening when short essays are displayed on a class board or read in class.

- Use a variety of texts and techniques, each appropriate to certain goals and needs. In this way, you will add interest to your teaching and at the same time help your students to get a deeper insight into the process of writing.

- Convince your students that they should not be afraid to make mistakes because errors are a natural part of learning a language. They can learn from their mistakes if they are encouraged to carefully check their first drafts and if they are asked to try and correct their mistakes themselves. You will learn more about this problem in Subchapter 4.3.

- And last but not least, give your students guidance at every step and be sympathetic. When commenting on their essays, orally or in writing, always find something you can praise before you start pointing out faults. Writing is really difficult, as you have found out yourself when doing this course!
6.3 ASSESSING AND MARKING YOUR STUDENTS’ ESSAYS

6.3.1 DEALING WITH MISTAKES

You were told in Subchapter 6.2 above that your students should correct their mistakes themselves. Research has proved that mistakes tend to persist if the correction is done by the teacher, while students realise their mistakes and get rid of them more quickly if the teacher only draws their attention to errors and lets them do the correction on their own.

It is a good idea to have a set of correction symbols and give a copy to each student before you start teaching them writing. The symbols should then be used consistently. Such practice means that you will have to see each written work twice – or even more times! – but this additional work does pay! Here is a set of correction symbols that you can use or adapt to your needs:

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Spelling</td>
<td>The earth is the third planet from the sun.</td>
</tr>
<tr>
<td>WO</td>
<td>Word order</td>
<td>The earth is the planet third from the sun.</td>
</tr>
<tr>
<td>P</td>
<td>Punctuation</td>
<td>The earth is the third planet from the sun.</td>
</tr>
<tr>
<td>WE</td>
<td>Wrong expression</td>
<td>The planet becomes dead.</td>
</tr>
<tr>
<td>WVF</td>
<td>Wrong verb form</td>
<td>They studies science.</td>
</tr>
<tr>
<td>WT</td>
<td>Wrong tense</td>
<td>The students have a test yesterday.</td>
</tr>
<tr>
<td>C</td>
<td>Concord: Subject and verb do not agree</td>
<td>The policemen has come.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The news are bad today.</td>
</tr>
<tr>
<td>[?]</td>
<td>Meaning is unclear</td>
<td>[The earth it is planet three for sun]?</td>
</tr>
<tr>
<td>S/P</td>
<td>Singular or plural form</td>
<td>We needed more informations.</td>
</tr>
<tr>
<td>ψ</td>
<td>Something has been left out</td>
<td>He hit me on ψ shoulder.</td>
</tr>
<tr>
<td>[ ]</td>
<td>Something is not necessary</td>
<td>It was too [much] difficult.</td>
</tr>
<tr>
<td>ϖ</td>
<td>Connect the two words</td>
<td>He studies be cause he likes school.</td>
</tr>
<tr>
<td>[ ]</td>
<td>Divide the two words</td>
<td>A bird can fly.</td>
</tr>
<tr>
<td>[Log]</td>
<td>Illogical</td>
<td>[Glass is breakable. Thus, it is usually painted blue] Log</td>
</tr>
</tbody>
</table>
### 6.3.2 MARKING YOUR STUDENTS’ ESSAYS

You practised assessing several essays in Subchapter 5.2, where you found guidelines for checking your own mistakes. You could see that the areas you should consider when marking essays are:

- content;
- organisation;
- fluency (= coherence, unity, and clarity);
- range of grammatical structures and vocabulary (you have not practised assessing this yet);
- accuracy (= grammatical and lexical errors, mechanics).

Your marking will be even more objective if you award points before assessing the essay by a grade. Suppose the maximum number of points a student can gain is 100; each area mentioned above will then be worth 20 points and the marking scale could look like this:

<table>
<thead>
<tr>
<th>Criteria for marking essays</th>
<th>Excellent 100 – 91 Points</th>
<th>Very good 90 – 75</th>
<th>Good 74 – 60</th>
<th>Pass 59 – 46</th>
<th>Fail 45 - 0</th>
</tr>
</thead>
</table>

You can adapt the number of points and the marking scale to your particular situation.

You may find this table helpful when marking essays:

**Excellent**  
*Content* is knowledgeable and substantive. The student has dealt with the entire assignment. The essay is well-organised, logical and well-developed: specific examples and details support the main ideas.  
*Fluency*: All the parts of the essay are unified, cohesive, and clearly presented. The student has used a wide range of sentence structures and sophisticated vocabulary.  
*Accuracy*: Grammatical, lexical, and mechanical errors are rare and not serious.

**Very good**  
Minor lapses in content, though the question is covered in full. There are no serious faults in organisation, logical development of argumentation or fluency.  
*Range*: Sentence structure is less varied and vocabulary less
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td><strong>Content</strong>: Simple but acceptable realisation of the assignment. There are minor weaknesses in <strong>organisation</strong> and development, as well as in <strong>fluency</strong>. Sentence structure and vocabulary may lack sophistication but the <strong>range</strong> is adequate. <strong>Accuracy</strong>: Some errors will appear.</td>
</tr>
<tr>
<td>Pass</td>
<td><strong>Content</strong>: Knowledge of the subject is very limited or the student has neglected important parts of the assignment. There are such serious weaknesses in <strong>organisation</strong>, development and <strong>fluency</strong> that they may even be non-existent. <strong>Range</strong>: Sentence structure and vocabulary problems occur quite often. <strong>Accuracy</strong>: Quite frequent errors though they do not make the student’s ideas difficult to understand.</td>
</tr>
<tr>
<td>Fail</td>
<td>The student is not able to write an acceptable essay: the <strong>content</strong> is non-substantive, the student did not write on the topic or misunderstood the assignment. There is no apparent <strong>organisation</strong>, development, or <strong>fluency</strong>. Sentences may be fragmentary and unrelated to each other. <strong>Accuracy</strong>: Errors of all kinds are frequent and may be so serious as to obscure the meaning.</td>
</tr>
</tbody>
</table>

*Based on TOEFL 2001 and Heaton*

**Exercise 6.2**

*Using the table above, mark the essays you assessed in Exercises 3.2, 3.3, 3.4, 5.8 and 5.9.*

**Task**

*Examine the circumstances under which you teach and write down a plan for a writing course that you could integrate into your lessons. Determine its length (half a year, one year, two years), formulate your objectives, and then elaborate a plan for a week / fortnight / month in detail: decide what you will do in individual lessons, what you will assign as homework, etc.*

**Assignment 6**

*Describe briefly (approx. 300 words) what you have already done to develop and/or improve your students’ writing skills. Enclose your plan for a systematic writing course before mailing it.*
Summary
This entire chapter has been devoted to your teaching. You have considered ways to make topics manageable; you have been alerted to what you should bear in mind when integrating writing into your teaching; and you have been given practical advice concerning assessing and marking.

Study Guide
I sincerely hope that you have found not only this practical chapter but the whole course useful, interesting, and perhaps even enjoyable; that the course has helped you to extend your knowledge of English and to improve your own writing skills as well as your teaching of writing. In short, I hope that both you and your students have benefited from it.

Thank you for your interest and co-operation.
KEY TO EXERCISES

Chapter 1:

1.1 (possible expansions): 1. Mary, a pretty girl of eighteen, looked at the exquisite little painting with great interest. 2. Table tennis is an indoor game played, like tennis, with bats and a plastic ball on a table with a net across it. 3. The sick man, nearly ninety years old, slowly ate his late breakfast prepared by his loving daughter. 4. The largest pyramid ever made is one of a group of three built at Giza, south of Cairo. 5. Walking through the wood with his parents, the little boy often saw birds of all sizes and colours singing melodiously.

1.2 What I remember most about learning French at school is singing French songs, which were incomprehensible to me, on a Friday afternoon, and singing them deliberately out of tune to annoy the teacher, which I managed to do.

1.3 a. 1. so that; 2. also; 3. that; 4. and; 5. although; 6. because; 7. However; 8. so; 9. But; 10. and; 11. that; 12. By the way.
   b. 1. and; 2. too; 3. However; 4. And; 5. Meanwhile/For the moment; 6. But; 7. also; 8. In particular; 9. because/for; 10. Meanwhile; 11. Incidentally; 12. In this way; 13. not only; 14. but also.

1.4 1) Despite his father’s objections, James read Jules Verne’s novels, which were still exciting to him as a science student, although somewhat dated and sometimes naive. 2) No change. 3) Inigo Jones appears as a completely new phenomenon, the highly educated Renaissance artist who was able to work for the most exalted patrons without sacrificing his independence. 4) Making a class magazine is particularly suitable for learners in full-time study who are able to devote an hour or a lesson every week to the project. A project can be described as an extended task involving integrated skills work in which writing of a more extensive nature can take place. Every teacher is aware of this fact.

1.5 a. 1) Dickens’ failure to finish his last novel, “The Mystery of Edwin Drood”, has left the public mystified for more than a hundred years. 2) The working conditions in early 19th-century factories appalled and horrified many observers. 3) Trimble (1985) makes the distinction between the conceptual paragraph and the physical paragraph and this distinction can be applied to the text below. By conceptual paragraph he means all the information presented by the writer to develop a particular point, idea, or generalisation. However, the conceptual paragraph may be realised in several physical paragraphs.
   b. 1. evidence; 2. surviving; 3. drastically; 4. curtails; 5. assessment; 6. tends; 7. reduce; 8. statements; 9. tentative; 10. serious.

Chapter 2:

2.1a: (1) topic sentence; (2) example; (3)+ (4) supporting statements; (5) example.

```
1
  2
  3 4
  5
```

2.1b: (1) topic sentence; (2) supporting statement 1; (3) example; (4) statement commenting on and summarising No. 3; (5) supporting statement 2; (6) statement supporting and developing No. 5; (7) concluding sentence.
2.2: Sentences 1, 2, and 4 can be used to develop the paragraph because they give examples of young scientists that made mathematical discoveries. Sentence 3 is not related to the topic sentence because it doesn’t mention a young scientist’s discovery, and Sentence 5 can’t be used either because it concerns a painter and not a mathematician.

2.3: A possible way of developing the paragraph; the added parts are underlined:
Although seat belts have been shown to save lives, people give a number of reasons for not using them. First, many people think they are a nuisance. They say the belt is uncomfortable and inhibits freedom of movement. Second, many people are lazy. For them it is too much trouble to put on and adjust a seat belt, especially if they are only going a short distance. Third, some people don’t believe they will have an accident because they are careful and experienced drivers. They think they will be able to respond quickly to avoid a crash. Finally, some people are afraid the seat belt will trap them in their car. If they have an accident, they might not be able to get out of the car that is burning, or they might be unconscious and another person won’t be able to get them out. All of these reasons seem inadequate, since statistics show that wearing seat belts saves lives and prevents serious injuries.

2.4: The need for money originates from the fact that different people in society produce different things. This means that people depend on each other for goods and services. Let us take the case of a farmer who produces more food than he requires and a carpenter who lives by selling the tables and chairs that he has made. It will be obvious that unless some means of exchange is found, the farmer will not be able to get rid of his surplus food and the carpenter will starve. Clearly, the simplest means of exchange is barter which can, however, work only in a very simple society. In more advanced societies one cannot go around carrying things in the hope that we can exchange them for the things we need. Hence the origin of money as a means of payment in more advanced societies.

II.3.A: A stronger topic sentence would be, e.g.: “Baseball, a popular game in the USA, is played in the following way.” The original sentence should be developed by giving reasons why baseball is popular in the USA and illustrating the reasons with examples.

2.5: 1) is a strong topic sentence. 2) is weak because the rest of the paragraph describes what the writer does when s/he goes to the beach; a sample topic sentence: “Whenever I have the opportunity to go to the beach, I always follow the same routine.” 3) is also weak because the rest of the paragraph describes the various ways students can get to class; a sample topic sentence: “For many students who cannot afford a car, there are several alternative ways of getting to class.”

2.6: Sample topic sentences: 1) A dormitory room is cold and impersonal until several changes have been made to make it more inviting. 2) The fast-food restaurant has become popular for various reasons. 3) Cities can put sound old buildings to use in many ways.
2.7: The sentences to be crossed out from the three paragraphs: 1) Peanut butter was invented by George Washington Carver. Peanut butter was sent to this country in UNRRA tins after the Second World War. 2) This paragraph does not contain any irrelevant sentences. 3) Reading books on history contributes to education too. A person can also meet other people by going to parties. A clever person is, however, never bored.

II.3.B.1: Basically, a student can acquire information in four main ways. Firstly, he will acquire information from his tutors – by lecture, by tutorial and by handouts which the tutor may give him. Secondly, he may acquire information from experts outside the college: principally by reading but also perhaps by listening to the radio and watching educational TV programmes. Thirdly, he will get information from his fellow students: perhaps in student-led seminars or perhaps just in informal conversation. Lastly, he can acquire information from himself: by thinking about his subject, he may come up with new ideas.

Notice that the same subject (a student/he) is kept throughout, with the exception of the relative clause in Line 3. The same grammatical structures are not shifted either: “by lecture, by reading”, etc., “in seminars, in conversation”.

II.3.B.2: The use of insecticides has brought troubles in their train. Sometimes these poisons don’t work because they upset the balance of nature. For instance, DDT might be fairly deadly to another insect that lives on the first one. Only a few harmful insects survive, but their insect enemies are now all dead. In a short time, the insects we don’t want are more numerous than they were before the use of DDT.

2.8: 1) Sequence (In the first place / To begin with, In the second place / Next, Last / On top of that); 2) Addition (too / as well), Summary (in brief / to sum up); 3) Addition (Moreover / Besides / Furthermore), Concession (but / nevertheless); 4) Comparison (likewise / in the same way); 5) Reformulation (That is to say); 6) Example (For example / instance / such as); 7) Consequence (As a result / Consequently / Hence / For that reason); 8) Inference (That implies / Then); 9) Sequence / Time (At the beginning, finally); 10) Contrast (yet / but); Consequence (therefore / because of this, etc.).

2.9: 1 + on the other hand + e; 2 + moreover + g; 3 + therefore + a; 4 + consequently + c; 5 + what is more + h; 6 + thus + d; 7 + nevertheless + b; 8 + on the contrary + f.

2.10: 1b; 2c; 3b; 4b.

2.11: 1 First, 2 For instance/example, 3 second, 4 Nowadays, 5 third, 6 Formerly / In the past, 7 Today / Nowadays, 8 Consequently / As a result, 9 On the other hand, 10 however, 11 Contemporary / Modern, 12 Consequently / As a result.
2.12: 1) The paragraph should be divided into two, and both should be more coherent, like this:

It was in 1702 that Vanbrugh turned away from the stage towards architecture. Though he was almost completely untrained, his reputation as an architect grew to such an extent that he was chosen by the Earl of Carlisle to take over from William Talman and design Castle Howard.

This country seat, which is situated in North Yorkshire, consists of corridor-like living quarters located between courtyard and garden. There is a salon in the centre that is open to the garden. It is balanced by the great square and domed hall on the side of the courtyard. These features had not been seen in English secular architecture before.

2) The topic sentence does not relate to the rest of the paragraph, which discusses some techniques that the Baroque style used in order to achieve emotional effects and to emphasise expressiveness and sensual beauty. The reference to the musical quality of this style and to drawing and painting are irrelevant, as the paragraph deals with Baroque architecture. The paragraph can be rewritten like this:

The Baroque style is based on emotional effects (Wolfflin) and the importance of sensual beauty is emphasised in architecture as well as in all kinds of art. Contrary to the Classicist style, which stresses accurate forms, the Baroque prefers vivid means such as colour. It uses expressive colourful materials and techniques in all areas, especially multicoloured marble, polychromy, and gilding of wood and stuccos. All the utilised means are closely linked and all kinds of art and their techniques are joined to intensify the expressiveness of architecture.

Chapter 3:

3.1: 1) Every mother has a right to go to work but she has to consider the problems involved. 2) It restates the assignment and tells the reader what the essay will focus on. It also expresses the writer’s opinion on the problem. 3) - 5) The first developmental paragraph discusses problems concerning children; all the sentences describe either a problem concerning children or a detail explaining such a problem. The second paragraph deals with problems of extra expenses and all sentences relate to this. Each paragraph has a topic sentence; it is the first one of each paragraph. Both are properly developed. 6) Yes. 7) Yes; by using words like “mothers”, “problems”, “major”, “another”, “finally”; by using pronouns. 8) It restates the topic and the author’s opinion and refers to the problems discussed.

3.2.A: 1) A weak introduction. The assignment isn’t restated, the thesis statement is missing and the main points discussed in the essay aren’t mentioned either. The introduction only consists of three statements expressed rather simplistically.

2) Partly faulty. The two general statements at the beginning of the paragraph provide useful background. The question is in fact the thesis statement, and even if the author’s opinion can be expressed here, the details belong to the body of the essay.

3) A good introduction. The writer paraphrases the assignment, but in the second sentence s/he disagrees with the idea stated there. The last sentence contains the thesis statement.

4) A good introduction. The writer narrows the topic; provides a little background information, and outlines the main points that the body of the essay will discuss.

3.2.B: 1) The developmental paragraphs are haphazard. As there is no thesis
statement in the introduction, it can hardly be developed. Neither paragraph is logically developed: the topic sentences do not correspond to the supporting statements and there is no connection between the two paragraphs.

2) Partly faulty. The writer develops his/her thesis statement by presenting views both supporting and opposing space research, which is OK. The two faults are: the body of the essay is not divided into paragraphs each of which would deal with one view; the details wrongly placed in the introduction should have appeared here.

3) A good body. The writer supports the thesis statement with his/her personal experiences and correctly divides the body of the essay into two paragraphs, as each deals with something different: the first one concerns lectures while the second one refutes (shows to be false) the opinion that there is always more interaction in a small class.

4) A good body. The writer devotes the two developmental paragraphs to two reasons why jet transport is important: its speed and its relatively low cost. To support his/her argumentation, s/he uses comparison (travelling in the past and today), gives examples, and also mentions the effects of jet travel on the way contemporary people view the world.

3.4.C: 1) The conclusion neither restates the thesis statement (as it is absent), nor does it summarise the points presented in the body. The writer doesn’t clearly state his/her opinion, though s/he tries, rather awkwardly, to suggest a possible solution. The first part of the first sentence contains a new fact, which should not appear in the conclusion but in the developmental paragraph. Questions should be answered here, not asked.

2) A good conclusion. It refers to the thesis statement and briefly summarises the discussion in the body of the essay. The writer mentions two more reasons why the reader should agree with this idea, thus strengthening his/her opinion of the issue under discussion.

3) A faulty conclusion as it is incomplete and sketchy. The writer only expresses his/her opinion, but doesn’t summarise the main points presented in the body of the essay.

4) A good conclusion. Although it is short, it summarises the important points made in the developmental paragraphs and shows the significance of these points.

3.5: Statements 2, 3, 5 and 6 are irrelevant because they are not related to the thesis statement. No. 6 could be utilised in the first developmental paragraph if added expenses were mentioned in the sentence. Statements 1 and 4 may be included in the same paragraph.

3.6: 1 Not only, 2 Since, 3 Yet, 4 For instance, 5 but, 6 but, 7 Then, 8 but, 9 because, 10 If, 11 but, 12 then, 13 In fact, 14 when, 15 Thus, 16 for instance, 17 Finally, 18 even though, 19 If, 20 and.

Chapter 4:

4.1: (1) puts the defined word into a broad category of “abilities” and explains what sort of ability it is. (2) defines the word by using synonyms. (3, 4, 5) give examples of compassion. (6) is a negative definition. (7) rephrases (1) and summarises what has been said.

4.3: The writer classifies musical instruments by classes (categories) and subclasses and always adds concrete examples.
Musical instruments

Wind instruments  Percussion instruments  String instruments

Woodwinds  Brass instruments  Mouth-organ  Bagpipes  Played by plucking the strings  Played by drawing the bow across the strings

4.4: Means of communication:
- speech: started c. 1 million years ago
- writing: hieroglyphics
- alphabets
- printing: origin in China 16th c.: metal type
- electronic: wire / cable needed: telephone, Morse code wireless: radio: Marconi 1896 TV: 1920s E-mail

4.5: The writer concentrates both on similarities and differences and discusses the two towns item by item, such as location, population, economy, tourism.

4.7: Climate (= one cause) affects people’s way of life in many ways (= a number of effects).

4.9: The writer uses a chronological approach. The unifying purpose is to communicate his/her feeling of extreme happiness when given a dog.

4.12: 2) is the only relevant argument. In 1) the sample is too small, in 3) and 4) there is no connection between the events or incidents and people.

4.13: 1) “Things should be viewed in wider perspectives, not from a local point of view, as global trends affect every part of the world.” 2) + 3) The writer uses deduction, proving general statements by three concrete examples. 4) Yes.

Chapter 5:

5.2: Possible questions and thesis statements: 1) What is it like? Not like? What caused it? “The current economic problems in the Czech Republic result from the distortion of economy during the forty years of Communist rule.” 2) What is it? What should it be? How to change it? “The Czech President should not have so many powers. He should strictly be the formal head of the state.” 3) How can they be divided? What should they be like? “The municipal transport network should be dense, its structure varied and the timetables adapted to citizens’ needs.”
5.3: Geography  |  Economy  | The people  | Political system  | Education  
---|---|---|---|---
Seasons  | Exports  | National costume  | Political parties  | Colleges and universities  
Mountain regions  | Energy sources  | Typical foods  | The legislative body  | National exams  
Rainfall  | Agriculture  | Sports  | Power of the President  | Primary schools  
Lowlands  | Tourism  | Festivals  | Law courts  |  
Rivers  | Manufacturing industry  |  |  |  

5.5:  

5.6: 
<table>
<thead>
<tr>
<th>Paragraph</th>
<th>4 a</th>
<th>3 b</th>
<th>1 c</th>
<th>2 d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic sentences</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Supporting statements</td>
<td>12</td>
<td>8</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>10</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

5.8: 1) B; 2) A; 3) A: c., d; B: a., b., e.  

5.9: The writer deals with the entire assignment and the essay has an introduction, body and conclusion, but they are faulty:  
- the introduction only restates the problem, using exactly the same words as the assignment;  
- in the first developmental paragraph, the topic sentence only mentions the advantages of large cars, while the paragraph discusses both advantages and disadvantages; moreover, the writer should have added more details, e.g. how large cars are good for big families;  
- the conclusion does not sum up the essay and the writer’s opinion is not clearly formulated.  

5.10: 1) Some people believe that it is possible to fall in love with someone “at first sight.” On the other hand, (there are) other people (who) believe that you recognise a person that you love immediately. I know it is possible to fall in love at first sight because this happened to my wife and me.  
2) One of the most interesting books I read recently was a biography of Winston Churchill. He was the prime minister of Great Britain during World War II. Of
course many people know what a great leader he was during the war, but I find his life before and after the war was also very interesting.

3) Technology has had a major impact in many fields. Nowadays we can’t even imagine business, communication, or travelling without computers. I want to discuss the impact of computers on education. Modern technology has made life easy for students and professors. If a student wants to contact a professor, s/he hasn’t any problem. It is enough only to send the professor an e-mail and the student doesn’t have to go to the professor’s office. Moreover, many universities created a special network for students in order to make the studying process easy for them. You can enter such a kind of network by using your password and identification number. There are many categories you can choose to enter, such as “student tools”, or “assignment box” where you can learn about your homework. It is also possible to get access to the university library to do research. Computers also make it possible for / enable students to gather information about various topics from the internet. It is one of the easiest ways of doing research for students. Another way in which computers can help students, especially those from other countries, is to keep in touch with their friends and families at home. Personally I could not study in the USA if I wasn’t in contact with my family, because I am both a student and the manager of my family business so I must stay/keep in touch with my assistants.

Chapter 6


2) Democracy in the historical perspective. / Origins of Western democracy. – Democracy in post-communist countries. / Potential deficiencies of democratic regimes.

3) Current ecological problems. / Ecology versus economy. – Chief ecological problems in my region. / What I can do to protect the environment.

4) Positive / Negative roles religion can play in human life. – The problems of religious sects. – The role religion has played in my life.

6.2: Essays from Exercises 3.2 – 4:

ESSAY 1: Very limited knowledge of the subject = content non-substantive. Properly divided into introduction, body and conclusion, but all are faulty. No logical development. Fluency and range poor. The only positive feature: no accuracy problems. MARK: pass, nearly fail.

ESSAY 2: The question is covered in full. Some faults in organisation, otherwise OK. MARK: very good.

ESSAY 3: A faulty conclusion, otherwise OK. MARK: very good.

ESSAY 4: Substantive content, well-organised and developed. Fluency, range and accuracy OK. MARK: excellent.

Essays from Exercise 5.8:

ESSAY A: Rather simple content, many unproven assertions. Faulty conclusion. Inappropriate style, sentence structure and vocabulary lack sophistication. MARK: good.

ESSAY B: // ESSAY 4 above. MARK: excellent.

ESSAY from Exercise 5.9: Content: some parts of the assignment neglected. Faulty introduction and conclusion. Development and fluency poor, as well as the range. MARK: pass.
LITERATURE

Conlin, Mary Lou. Patterns. Boston, 1988
Gear, Jolene. Cambridge Preparation for the TOEFL Test. Cambridge: CUP, 1993

Suggested Readings

Jolly, David. Writing Tasks. Cambridge: CUP, 1993
NOTES FOR PART 2