**ЛЕКЦІЯ 5**

**WRITING ESSAYS**

**PLAN**

**1. English essay structure**

**2. Outlining**

**3. Exercises**

**1. ENGLISH ESSAY STRUCTURE**

An essay is a group of paragraphs about one subject. In many ways, an essay is like a paragraph in longer, fuller form. Both have an introduction, a body and a conclusion. Both explain one main idea with details, facts, and examples.

 However, an essay is not just a padded paragraph. An essay is longer because it contains more ideas. Each paragraph in an essay has a special purpose. The structure of English essay is very strict, usually consists of several paragraphs (**introduction, body, conclusion**) that are typically presented in the following way (*Figure 1*):

**ESSAY STRUCTURE**

 **INTRODUCTION**

Paragraph 2

Paragraph 3

 **BODY**

Paragraph 4

 **CONCLUSION**

*Figure 1. The structure of English essays.*

The American applied linguist Robert Kaplan analyzed the organization of paragraphs in foreign student essays and came to the following conclusions:

. . . people may use the thinking patterns of their first language when they were writing in a second language. He suggested this because he noticed that essays written in English by college students with other first languages were often not organized like essays written by students who had English as a first language. After analyzing hundreds of such essays, Kaplan concluded that people from different cultures have different “thought patterns.” (*Figure 2*)

Based on his evidence, Kaplan described English thought patterns as organized in a very “direct” way, represented in his diagram as a straight line progressing in one direction. Kaplan believed thought patterns of Semitic people who use languages such as Arabic and Hebrew are organized in “parallel’ patterns in which grammar structures are repeated. From his analysis of English essays by East Asian students, Kaplan claimed “Orientals” thought very indirectly, without necessarily coming to the point, something that is considered important in many types of English writing. Essays in English by students from Romance languages such as French and Spanish led Kaplan to believe that people with Romance languages think in ways that digress more often than the thinking patterns of people who have English as a native language. Kaplan claimed that their special thought patterns caused writers in Russian to pay a lot of attention to unimportant detail in their writing – something that native speakers of English are taught to avoid. This evidence from English essays written by foreign students led Kaplan to conclude that people from these different language groups have different patterns of thinking (Hall and Jung, 2000).

Thus, according to Robert Kaplan’s theory, an English essay has “linear” or direct, straight structure.

 *English Semitic Oriental Romance Russian*







 *Figure 2. Diagram on cross-cultural differences in paragraph organization in Kaplan’s study.*

**1.1 INTRODUCTION**

is the beginning of the essay, which introduces the topic and presents the viewpoints of the writer.

* Usually consists of **one paragraph** that introduces the topic, presents the writer’s viewpoint
* Try to catch the reader’s interest, use a hook.
* Introduction contains **thesis statement** - one sentence that states the main idea of whole text.

The **THESIS STATEMENT** communicates the main idea of an essay and tells the reader what the author is going to show or prove. The thesis statement tells the topic of each paragraph in the body of the essay.

**Example:** "Three passions, simple but overwhe1mingly strong, have governed

my life: the longing for **love**, the search for **knowledge**, and unbearable **pity** for the suffering of mankind.”

*Compare these* ***thesis statements****:*

**Examples:**

**Too General On Target**

The creation of the European Higher The creation of the European Higher

Education Area by 2010 sets Education Area by 2010 sets

challenging tasks challenging tasks in terms of greater

 mobility for students, more effective

 international communication and better

 access to information

**Too General On Target**

“The Economist” is an interesting “The Economist” is an interesting

journal journal because it is focusing on

 international politics and business news

 and opinion

**Too General On Target**

A flat tax helps tax accountants A flat tax would benefit the government,

 business, and consumers

**Note:** It is not necessary to start writing the essay with the introduction because this is the beginning of the text. Sometimes you may be confused about what to write next. One way to avoid this problem is to write the body first. Then, the body of the essay has been developed, the introduction is easier to write.

**1.2 BODY**

Consists of a number of paragraphs that develop the viewpoint presented in the introduction. Each paragraph is about only one aspect of the topic. The body may be many paragraphs long, depending on the writer’s purposes and the complexity of the topic. Most essays usually involve two, three or four body paragraphs.

* Support the writer’s viewpoint
* Contains one, two, three or more paragraphs
* Each paragraph presents one and ONLY ONE aspect of the topic

There are various ways in which the body of the paragraph might **develop the main idea** which is expressed in the key sentence. Some of these are:

**1) By giving examples:**

The whirlwind destroyed everything in its path. Large trees were uprooted and hurled into the river. Shop windows were smashed. Houses toppled and fell like children's toys. The bridge across the river was ripped up and waved in the wind like a huge tarmac ribbon. No one had foreseen such devastation.

**2) By making an analogy - an extended comparison:**

The college should not allow students from other colleges to attend its gigs. Inviting outsiders to a college gig is like inviting outsiders to a family dinner.

**3) By using an anecdote:**

The college should not allow students from other colleges to attend its parties. Last year, a gang of students from the estate began a large brawl at the Halloween party. Several people were hurt and there was some property damage to the gym.

**4) By stating reasons/suggesting possible consequences:**

The college should not allow students from other colleges to attend its gigs. Having students from other colleges at the gigs might encourage fighting among students, especially if they are from rival colleges.

**5) By quoting statistics:**

The college should not allow students from other colleges to attend its parties and gigs. Popular magazines state that 45% of gigs which admit outsiders end in some form of violent conflict.

**6). By using a rhetorical question:**

Is that true ….

Have you ever had an opinion that was different from everybody else’s opinion?

**7). By addressing the reader directly:**

If you …

**8). By including a quotation**  - a sentence or phrase taken from a book, play etc. When we use a quotation, it is necessary to mention the name of the person who said /write it:

As Paul Coelho wrote, “It is the possibility of having a dream come true that makes life interesting“.

**Of course, you may use more than one technique in a paragraph.**

**1.3 CONCLUSION**

pulls the elements of the essay together and intensifies the writer’s viewpoint.

* Brings the elements of the essay together
* Includes summary of points, restatements of thesis, final comments
* Might be a sentence or a paragraph long

**2. OUTLINING**

An outline is a **plan** for how you will write an essay. Use outlines to organize your thesis, main ideas, and supporting details.

**I. Introductory Paragraph**

Thesis statement

**II**. **Body Paragraph 1**

Main idea

1. Supporting detail

2. Supporting detail

**III. Body Paragraph 2**

Main idea

1. Supporting detail

 2. Supporting detail

**IV. Body Paragraph 3**

Main idea

1. Supporting detail

2. Supporting detail

**V. Concluding Paragraph**

Conclusion

**Here is an essay example:**

|  |  |  |
| --- | --- | --- |
| **Introductory****Paragraph****Body****Paragraph 1** **(Love)****Body****Paragraph 2** **(Knowledge)****Body****Paragraph 3****(Pity)****Concluding****Paragraph** |  **What I Have Lived For**Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and unbearable pity for the suffering of mankind. I have sought love, first, because it brings ecstasy - ecstasy so great that I would often have sacrificed all the rest of life for a few hours of this joy. I have sought it, next, because it relieves loneliness. I have sought it, finally, because in the union of love, I have seen the vision of the heaven that saints and poets have imagined. That is what I have sought, and though it may seem too good for human life, this is what at last I have found. With equal passion, I have sought knowledge. I have wished to understand the hearts of men. I have wished to know why the stars shine. And I have tried to understand the Pythagorean power by which numbers hold sway above the flux. A little of this, but not much, I have achieved. Love and knowledge, so far as they were possible, led upward toward the heavens. But always pity brought me back to earth. Echoes of cries of pain reverberate in my heart. Children in famine, victims tortured by oppressors, helpless old people a hated burden to their sons, and the whole world of loneliness, poverty, and pain make a mockery of what human life should be. I long to alleviate the evil, but I cannot, and I too suffer. This has been my life. I have found it worth living, and would gladly live it again if the chance were offered me.  | **Thesis Statement****Topic Sentence****Concluding Sentence****Topic Sentence****Concluding Sentence****Topic Sentence****Concluding Sentence** |

This is an outlining plan of the essay **“What I Have Lived For”**

**I. Introductory Paragraph**

**Thesis statement**

*Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and unbearable pity for the suffering of mankind.*

**II**. **Body Paragraph**

**Main idea**  *Love*

**Topic sentence** *I have sought love, first, because it brings ecstasy*

**1. Supporting detail** *it brings ecstasy*

**2. Supporting detail** *relieves loneliness*

**3. Supporting detail** *the vision of the heaven*

 **Concluding sentence** *That is what I have sought, and though it may seem too good for human life, this is what at last I have found.*

**III. Body Paragraph**

**Main idea** *Knowledge*

**Topic sentence** *With equal passion, I have sought knowledge*

**1. Supporting detail** *to understand the hearts of men*

**2. Supporting detail** *to know why the stars shine*

**3. Supporting detail**  *to understand the Pythagorean power*

**Concluding sentence** *A little of this, but not much, I have achieved.*

**IV. Body Paragraph**

**Main idea** *Pity*

**Topic sentence** *But always pity brought me back to earth.*

**1. Supporting detail** *cries of pain*

**2. Supporting detail** *children in famine*

 **3. Supporting detail** *helpless old people*

**Concluding sentence** *I long to alleviate the evil, but I cannot, and I too suffer.*

**IV. Concluding Paragraph**

**Conclusion**

**Exercise 1.** *Answer the following questions:*

1. How does the first paragraph show that the three topics of the body of this essay will be love, knowledge, and pity?
2. Why does this essay have five paragraphs?

3. How can you define the organizational structure of the essay?

1. What did you like best about the essay? What would you change?

**Exercise 2.** *Read the following thesis statements. What should the topics of the body paragraphs be? How many paragraphs should each essay have?*

**Example:**

Without a doubt, his key to a happy life was having a challenging job and good friends to enjoy his leisure time with.

Numberofparagraphsin the essay: *4(introduction, 2 body paragraphs, conclusion)*

Topic(s) of the body paragraph(s): *job, friends*

1. His father’s philosophy focused on the joys of family life, the importance of being self-confident, and the benefits of a good education.

Number of paragraphs in the essay:

Topic(s) of the body paragraph(s):

2. Parents should teach their children to respect the elders, be honest, and work hard.

Number of paragraphs in the essay:

Topic(s) of the body paragraph(s):

3. Learning another language is an enjoyable and challenging experience.

Number of paragraphs in the essay:

Topic(s) of the body paragraph(s):

**Exercise 3.** *Choose one essay topic from exercise 6 (Unit 2) and write an outlining plan for it.*

**Exercise 4.** *Define which of the following thesis statements are appropriate and which of them should be improved:*

1. The highest mountain in the world is Everest.

2. Mountain climbing is an exciting but dangerous sport.

3. Canada became a country approximately one century after the United States was formed.

4. The beaver is one of the symbols of Canada.

5. Political science is an interesting field of study.

6. The United Nations should be less involved in the political affairs of individual countries.

7. Capital punishment is an effective deterrent to serious crimes such as murder.

8. Capital punishment exists in some states in the United States.

**Exercise 5.** *Read the four topic sentences below and match each with the corresponding paragraph.*

a). Furthermore, people who move to a foreign country may be regarded with suspicion and treated unfairly.

b). In the other hand, living abroad can be a way to escape a variety of problems presented in one's country of birth.

c). One argument in favour of staying in one’s native country is that the problems of adapting to a new way of life cannot always be overcome.

d). Finally, it may be said that by living in a foreign country, people are able to establish a greater understanding between nations.

1. The fact of the matter is that, even in cases where the language is the same, there are other changes, such as cultural differences, which an out­sider might find difficult to adjust to. Even the weather can force some people to return to their country of origin. For example, take an Inuit

And Amazonian Indian. They would almost certainly find it impossi­ble to adapt to the extreme climates of each other's native homes.

2. In countries with a large number of immigrants there are often social problems, and immigrants stand out as being "different" and even in­ferior. As a consequence, the host country may react in a variety of ways, from open hostility and racism to depriving the immigrants of the right to equal pay.

3. For example, war, political or religious intolerance, and natural ca­tastrophes are among the reasons for people seeking a new home in a foreign land. In such cases, people are often able to start a new life abroad with greater freedom and a higher standard of living.

4. That is to say, by working and living among foreigners, some of the bar­riers between countries can be broken down, helping to create a more peaceful world. Needless to say, better diplomatic relations would be of benefit to all.

Exercise 6. Match the following beginnings and endings.

**BEGINNINGS**

1. You may live in a comfortable house in a clean neighbour­hood with all the amenities. You would probably not be so lucky in one of the cities where urban growth has been allowed to get completely out of control. This problem is virtually destroying a number of large cities, particularly in developing countries, and a solution must be found before it is too late.

 2. "An eye for an eye, a tooth for a tooth" is the biblical phrase we use to refer to capital punishment, the killing of criminals in order to punish them for their crimes. But whether the neat balance suggested by the phrase is reflected by the actual practice is a moot point, and whether one human has the right to kill another in any circumstances remains a much-debated question.

3. While most people agree that a woman has the right to work as a heavy-machine operator and a man to become a midwife, is this supposed open-mindedness being put into practice? There is plenty of evidence to suggest that work­ers are still being judged by their gender and not by their skills, and this is a situation which needs to be dealt with.

**ENDINGS**

A. On the whole, I believe that those cities suffering as a result of urban growth could solve their problems, given financial support. Sadly, however, the chances of this happening are slight, especially in developing countries. Should we not, therefore, be thinking about encouraging people to return to rural areas in order to shift the balance populations?

**B.** To sum up, gender should not be an issue in any workplace, since a powerfully built female is just as capable of hard manual labour as a kind and gentle male is of childcare. The only obstacles are those which exist in our own minds; as the American therapist Dr F.S. Perls once said, “We have to lose our minds to come to our sense.”

**C.** All in all, it is easy to understand the reasons behind the continued existence of capital punishment in a number of countries. In spite of this, however, I cannot personally condone it, since to my mind the act itself is simply legalized murder, the ultimate crime.

**Exercise 7.** *Read the essay and answer the questions.*

**Public Transportation or Private Car**

Many people own private cars for their transportation, convenience, or as a status symbol. However, in our daily lives, it's much better to take public transportation because it's cheaper, more convenient, and safer.

Taking public transportation is much cheaper than owning a private car. The fare for public transportation, which is officially approved, is reasonable. Therefore, the passengers don't have to worry about unexpected expenses. Instead, the fare includes the passengers' rights to ask for compensation for any damage or loss which is caused by the company. On the other hand, owning a private car is very costly. At first, the owner has to buy a car which is one of the consumer durables, and has to pay for insurance, fuel, parking, and so on. Moreover, maintaining a car costs a lot unless the owner spends time and energy to do them, such maintenance, washing, cleaning, and so on.

Taking public transportation is also more convenient because it's simple. A passenger can get on and off at anytime and any place at the stops. By the way, it's obvious that the passenger doesn't need to drive it. Instead, the passengers can

do anything they wish as long as a passenger is not bothering anybody. It doesn't even matter if one is drunk. On the other hand, owning a private car and driving it oneself can be a lot of trouble, because the driver has to drive it, look for parking, take care of the car, and so on. Moreover, it involves strict and complex traffic laws. Unfortunately, a driver who is involved in a traffic accident can face big trouble with unexpected responsibility which could last the driver's whole life.

Taking public transportation is much cheaper and more convenient.

Furthermore, it's much safer than a private car. First of all, commercial drivers must satisfy strict commercial driving tests, and they have a lot of safety information and experience. In addition, they are very serious about safety, because once a commercial driver has a traffic accident, one might lose the job. Moreover, commercial vehicles are usually much larger and well designed for safety. Furthermore, they are controlled by strict rules for their maintenance to keep safe. On the other hand many private car drivers have less driving experience and have passed less strict driving tests than commercial drivers. Furthermore, the vehicles are much smaller, and some old cars don't even have seat belts. In addition, the cars are taken care of by the owners mostly, so they might be unsafe.

Therefore, it's obvious that taking public transportation is much cheaper, more

convenient, and safer. Taking public transportation really saves money, time, and energy.

1. How many parts does the essay consist of?

2. What is its purpose?

3. Can you define introduction, body, conclusion?

4. Is introduction catchy? Which technique is used to grab the audience’s attention?

5. What is the thesis statement?

6. How many paragraphs does the body contain? Underline the topic sentence of each body paragraph of the essay.

7. Does the conclusion restate the topic or express the writer’s opinion?

8. Complete an outline plan for the essay.

**Exercise 8.** *Compare the following essays and answer the questions:*

1. Which essay is a good example of the formal English essay?

2. Which essay should be improved?

3. How can you define the organizational structure of the essays?

**Essay 1**

On a more practical level, the computer features may be very useful for those who do literary research or some other productive work.

Computers can replace “old-fashioned” printed books. In the past decade, hundreds of reference books have appeared in electronic form. A computer brings a great many benefits not offered by ordinary reference books; the option of enlarging the type to reduce eyestrain or the ability to copy passages onto a “notebook” page and so on. But when it comes to literature, the electronic-publishing movement has run into resistance from both readers and publishers. It is hard to imagine sitting down to read Dostoyevsky or Dickens on a computer.

Nothing can compare to the glossy sheen, smooth feel, and smell of a new book. The physical qualities of a book pull you into its pages.

**Essay 2**

It goes without saying that cigarette smoke is harmful to one’s health. Many smokers are aware of this fact and yet continue smoking. That is their own problem. It is not fair, however, that non-smokers should be forced to breath second-hand smoke. In fact, there are several strong arguments to support the position that smoking should be banned in all public places.

Smokers might claim that on the one hand, they have a right to smoke if they so wish, and nobody has right to stop them. The argument does not hold water. The right to freedom of action is forfeited is the activity brings harm to others.

The ban on smoking in public places might also be supported by the fact that the inconvenience it causes smokers is very small. Those who feel the argue to light up can always step outside for a few minutes or smoke in a special area designated for smoking.

In the end, restricting the place where smoking is permitted is only have positive results. The air in public places will always be clean fresh. When smokers find that they are forbidden to smoke in many places, they might begin smoking less and less and may even be encouraged to quit for good. Perhaps one day, the entire world will even be smoke free.

**3. USEFUL WORDS AND PHRASES FOR AN ESSAY**

**(LINKING WORDS)**

Using the right linking words helps you to organize what you have to say about a text. It also helps you introduce and develop the essential ideas that will form the basis of your essay in a tightly connected structure and as short a space as possible. Linking words and other connecting devices help you carry over from one sentence to another, from one paragraph to another, in a way that allows the reader to better understand your ideas. Since your reader does not see the world exactly as you see it and does not necessarily make the same mental connections you make, linking words also help you to articulate your ideas and communicate them to other people in a way that supports a clear and persuasive argument.

Linking words and phrases can be divided into the following categories:

*1.* *To organize points chronologically (to introduce a series of reasons, ideas, remarks etc.):*

First(ly)/first of all; second(ly); third(ly); lastly/last of all/finally.

In the first/second/third place; to start/to begin with.

*2. To indicate the addition of a new point or introduce a related topic:*

In addition; what is more; furthermore (formal); moreover (formal); another thing is that…; above all; as well as; alongside; besides/apart from; similarly/equally/likewise; a word must be said about…; it is important to know….

*3. To compare things, make them clear or explain a given point in greater detail:*

In other words; that is (Latin – i.e.); indeed; particularly/especially; the main point here is that…; on a (more) personal/practical level; for example/for instance (Latin – e.g.).r

*4. To contrast things:*

Although; and yet; but; despite; different from; however; in contrast with; in spite of; nevertheless; on the contrary; on the one hand/on the other hand; though; unlike; whereas; while.

*5. To indicate a logical conclusion:*

Therefore/consequently; thus/so; as a result; it appears that…; evidently/it is evident that…; clearly/undoubtedly/unquestionably/beyond any doubt.

**Exercise 9.** *Match linking words with the type of information they introduce.*

**Linking Words Type of Information**

1. For example a) another idea

2. In addition b) the same idea stated differently

3. As a result c) negative idea

4. Unfortunately d) example

5. In other words e) contrasting idea

6. However f)conclusion

**Exercise 10.** *Fill in the gaps using words/phrases from the list. Some*

*words/phrases can be**used more than once.*

**Up to a point, especially, indeed, this means, needless to say, in general, in fact, the fact that, obviously, example.**

1. ……….. , people have mixed feelings about the effects tourism has on a country.

2. Most people believe that computers always make life easier, but ……….. , the opposite is sometimes true since they often cause problems when they break down .

 3. ................. testing products on animals is cruel, but it is difficult to find a suitable alternative.

 4. A typical ................. of the benefits of country life is the fact that there is very little pollution from traffic.

 5. ................... more and more zoos are closing down shows that fewer people agree with keeping animals in captivity and, therefore, do not want to visit them any longer.

6. Using public transport can be a nuisance, ……….. when buses and trains are late during rush hour periods.

7. Advances in medical science mean that cures have been found for many diseases. ………. people live longer nowadays.

8. .................... , most people agree that more effort should be made where the recycling of materials is concerned.

9. More and more women are going back to work after the birth of children and ……….. they have to find someone to look after the children during the day.

**Exercise 11.** *Join the sentences using the linking words in the list below.*

Due to, in addition to, on the grounds that, therefore, with the intention of

1. The government has launched a cam­paign to promote new businesses in rural areas. They hope to draw people away from the large urban centres.

2. Television is a highly entertaining medium. It can also be an excellent educational tool.

3. Freedom of expression is one of man' basic, inalienable rights. People should be allowed to publish books containing all their beliefs and ideas.

4. Consumerism is becoming more and more a part of modern societies. This is because of advertising and the mass media.

5. Many people object to smoking. This is because passive smoking can be extremely harmful to one’s health.