

เอกสารคำสอนรายวิชา

English 5 : Argumentative Writing

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Unit ONE

Introduction

*'There are three difficulties in authorship:
to write anything worth publishing –
to find honest men to publish it –
and to get sensible men to read it.'*
-- Charles Caleb Cotton

Objectives

- To help students understand the concept of academic writing
- To help students become aware of the term 'argument' 'supporting evidence' and simple writing steps
- To acquaint students with the argumentative essay as required by the course

Activities

- Write a diagnostic paragraph to evaluate students' writing ability
- Use guided questions to search for ideas to write
- Self-evaluate to find out problems in writing
- Identify parts of the argumentative essay

What is academic writing?

- To make arguments based on 'facts' 'claims' or 'information' gathered from all kinds of materials
- To support arguments with evidence (e.g. descriptive details, facts and statistics, actual events, reasons, examples, expert testimony)

What is an argument?

- A statement that expresses **a point of view of the author**
- A statement that is the *main idea*, or **thesis statement**
- Usually supported by **evidence** to render the argument logical and convincing



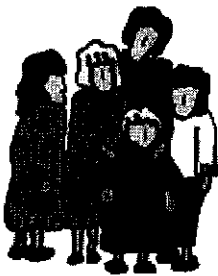
What is an argumentative essay?

- A piece of writing that comprises more than one paragraph
- A piece of writing that aims at convincing the reader (i.e. to make the reader **agree**) that the argument presented in the paper is more **legitimate** than others
- A piece of writing that contains **good, solid evidence** to support the argument in the paper

Activity 1.1:

Diagnostic Paragraph: Making your first argument

Read the following short text. First, try to answer the questions. Then, write a paragraph about the kind of family that is appropriate for Thai people in the 21st Century. Give reasons and examples. The paragraph should contain 80 - 100 words.



“... The nuclear family promotes freedom and independence. It allows for the qualities of maturity and self-reliance in individuals. Husbands and wives share equal status within the nuclear group, enjoying a relationship based increasingly upon mutuality of consideration. They appear to be democratically managed, where both parents tend to include the children in arriving at any family decisions. Parents have more time for each other and their children receive a greater degree of attention, effort and expectation from relationships concentrated within this unit. Significantly children of nuclear families form the basis of their beliefs surrounding relationships from these encounters. The stress and harmony levels that they contain can considerably affect the characteristics of social relationships with peers. (Duck, 1992).

The parental roles within extended families tend to be more complicated but clearly structured by gender. The mother concentrates on expressive gestures, giving warmth, comfort, care and performing all of the household chores while the father provides financial security, upholds discipline and undertakes household tasks that require more physical strength. The boys and girls are set tasks, which usually follow the roles of the respective parent. For example, girls will help in the kitchen while boys will help clean the car.

The nuclear family in contrast seems to show much more flexibility in these roles where less importance is placed on the specific roles of parents and children and more is channelled towards a family team effort. When the children are young the father often takes on more domestic, traditional household, and childcare roles, only relinquishing them as they grow up ...”

Source:

http://www.academicdb.com/a_comparison_a_nuclear_extended_family_4060/ retrieved 12 April 2004

Guided questions

1. How many types of family are mentioned in the text?
2. What are the main characteristics of each family type?
3. What is the structure of Thai family in general?
4. What changes have affected lifestyles of Thai people?
5. What is happening in 21st Century socially, culturally and economically?

Activity 1.2:

Self-evaluation



After the first attempt to write in English, evaluate yourself using the following questionnaire. The numbers 1-5 indicate the degree to which you agree or disagree with the statements¹.

Statements ²	5	4	3	2	1
1. I had no ideas what to write in the paragraph.					
2. I did not know enough about the topic to write about.					
3. I did not know how to organize the ideas in the paragraph.					
4. The topic on 'family' was not interesting to me.					
5. If I had written this paragraph in Thai, it would have been much easier for me.					
6. I did not understand the text given to me for background reading.					
7. I used words and expressions found in the original text in my writing a lot.					
8. I only knew some of the words I wanted to use in Thai but not in English.					
9. I had a lot of problems with English grammar and structures.					
10. I couldn't write without using dictionaries.					
11. I did not have enough time to write the paragraph.					
12. I did not understand why I had to write the paragraph.					
13. I probably did not do a good job but I finished it anyway.					
14. To write 100 -120 words on this topic was quite a lot to me.					
15. I was so busy with something else that I could not write well enough.					

Writing steps

¹ 5 = strongly agree, 4 = agree, 3 = neutral (somewhat agree, or disagree), 2 = disagree and 1 = strongly disagree

² Note: Statements 1-4 show how much students know about the logic of writing in English. Statements 5-10 indicate problems students may have regarding English grammar and structures in general. Statements 11-15 refer to students' attitudes towards writing in English.

From Activity 1.1 above, you should now become aware of the fact that writing needs some sort of planning. When planning to write an argumentative essay, there are some steps to follow.

Activity 1.3:

Below are 4 major steps that you should follow. Put the numbers 1-4 in the boxes in front of each step.

- Decide on the topic: **(1)**
- You should write the topic that you are interested in, not too broad and not too narrow.
- Begin your writing: **(4)**
- Always start with an outline. A good outline will lead to a good coherent paper which is easy to read and understand. You may need a few drafts before producing the final paper.
- Begin your library research: **(2)**
- This is to find as much information as you can for your topic. Your search must cover a variety of printed materials such as books, journal articles, newspapers, magazine articles, online reliable sources. The information from these sources will be used as proof to support your arguments or claims.
- Choose your position on the topic: **(3)**
- Decide which view you are going to take on the topic given. In this case, is it 'nuclear family' or 'extended family' that you think is appropriate for Thai people in the 21st Century? This is going to be the main idea or 'thesis statement' of your writing. In other words, it will control the whole piece of writing to the extent that all the information that follows has to support this point of view.



Sample of Argumentative Essay Term Project

English V

Cellulose Plastics

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Outline

Cellulose Plastics

Thesis statement: Plastic manufacturers should use cellulose as a raw material to produce plastics.

Body paragraph 1

Topic sentence: Using cellulose as a raw material to produce plastics can reduce investment cost.

- 1.1 Raw materials of cellulose plastics production are easier to find.
- 1.2 The manufacturing process of cellulose use only some simple machines.
- 1.3 Lignin and barks from cellulose production can be used as a fuel.

Body paragraph 2

Topic sentence: Production plastics from cellulose are safe for environment.

- 2.1 Cellulose does not pollute the environment.
- 2.2 Cellulose plastics use less time to digest than plastics that produce from another synthetic compounds.
- 2.3 Cellulose plastics can be recycled more than once.

Body paragraph 3

Topic sentence: Cellulose is highly effective for plastic production.

- 3.1 Cellulose are easily molded, extruded, and fabricated.
- 3.2 Cellulose has high impact strength and high surface luster.
- 3.3 Cellulose are resistant to attack or change by a wide variety of common household, industrial, and medical chemicals.

Cons paragraph

Topic sentence: There are a few problems in using cellulose to produce plastics.

- Some kinds of cellulose are hard to store.
- There are only some kinds of trees that can produce a lot of cellulose

Cellulose Plastics

Plastic is one kind of polymeric material which is discovered by the American inventor John Wesley Hyatt in 1868 and first used in 1869 (Austin, 1984). Plastic was introduced in Thailand since 1970 and the demand of using plastic was increased every year. For example, in 1983 Thailand used LDPE (LDPE stands for Low density polyethylene, it is a one kind of plastic) about 40,000 tons but in 1987 the amount of using plastic was increased to 60,000 tons (Liampipat, 1993). In the past, most plastic was produced from ethylene and propylene that synthesize from natural gas. Therefore, the natural gas was decreased every year, resulted in plastic manufacturers starting to use a new kind of raw material called cellulose for plastic production. The new kind of plastic that produced from cellulose is called cellulose plastic. At present, there are a lot of plastic manufacturers who are interested in using cellulose for plastic production because it is safe for the environment and cheap, but some of them are not confident. For example, using cellulose cannot produce a lot of plastics in limited time. Although the number of plastics which produced from cellulose is still small but plastics from cellulose can reduce investment cost, safe for the environment and it is highly effective. For these reasons, plastic manufacturers should use cellulose as a raw material to produce plastics.

Using cellulose as a raw material to produce plastics can reduce an investment cost. Firstly, raw materials for cellulose plastics production are easier to find. Cellulose is used as a raw material which can be found in the structure of the plant such as wood and cotton. Wood contains 50% of cellulose by weight and cotton contains 90% of cellulose by weight (Kennedy, Phillips & Williams, 1993). Because wood and cotton contain a large amount of cellulose, plastic manufacturers can reduce the amount of raw material. For example, plastic manufacturers can produce one pound of plastic from 2.60 pound of trees (Eastman chemical company, 2001) and the cost of trees is cheaper than the cost of raw material of plastic that produced from other synthetic compounds. Secondly, the manufacturing process of cellulose uses only some simple machines. From tree to cellulose, the manufacturing process consists of barking process and refining process. Barking process use only digester for remove barks, lignins and digest fibers from tree (Eastman chemical company, 2001). Refining process use only centrifugal (a machine which uses the centrifugal force to separate solid and liquid) for separate cellulose fibers from lignins and barks. Those machines are simple machine that have a cheap cost and easier to provide. This is because digester is a machine which uses the firewood as a fuel to provide the thermal energy for digestion and centrifugal is a machine which is used in wind spread. Lastly, lignins and barks from cellulose production can be use as fuel. In barking process and refining process, lignins and barks are removed from cellulose fibers. They are leftover and cannot use for plastic production but it can save the investment cost of plastics production. One reason for this is barks and lignins are the agricultural material that can ignite, so it can use as a source of fuel for provide thermal energy in digester. Therefore, plastic manufacturers can save the payment of fuel for digester machine.

Producing plastics from cellulose is safe for environment. Firstly, cellulose does not pollute the environment. There are no chemical substances in wood which is used to produce cellulose. For example, the solid portion of wood is over 95%

organic. It is a mixture of three groups of polymers: about 45% of cellulose, 20 to 25% of hemicelluloses and 20 to 25% of lignins (Austin, 1984). These components can be digested by enzyme and it is not dangerous. Thus, the manufacturing process that prepares a raw material of cellulose plastics production is cleaned and not polluted the environment. Secondly, cellulose plastics use less time to digest than plastics that produced from other synthetic compounds. Plastics can be classified according to the digestion by enzyme. Basically, there are two types of plastic; biodegradable and non-biodegradable (Mujchariyakul, 1998). A cellulose plastic is one kind of biodegradable plastic. It contains cellulose fibers which enzyme can digest. The result of using cellulose as a raw material to produce plastics is a large amount of plastic garbage is decreased. Therefore, it is safe for environment. Lastly, cellulose plastics can be recycled more than once. One reason for this is cellulose is used to produce many kinds of plastic. For example, polyethylene, polypropylene and polystyrene can be produced from polymerization reaction between cellulose and ethylene, cellulose and propylene and cellulose and styrene. These plastics are thermoplastic which can be recycled and reused again (Nutmakul, 1997). As a result of this, the amount of plastic production is decreased too.

Cellulose is highly effective for plastic production. Firstly, cellulose is easily molded, extruded and fabricated. This is because cellulose consists of repeated small units which are covalently bonded. The structure of cellulose bonded with the covalent has a high toughness, For instance, cellulose acetate can support a tension about 2,500 to 9,000 pounds per inch and ethyl cellulose can support a tension about 3,000 to 8,000 pounds per inch (Liampipat, 1993). Furthermore, the manufacturing process of cellulose uses a low temperature for operating. For example, the temperature of injection and extrusion of cellulose acetate is 330° to 480° Fahrenheit and ethyl cellulose is 350° to 500° Fahrenheit (Liampipat, 1993). These properties cause cellulose to easily molded, extruded and fabricated. Secondly, cellulose has high impact strength and high surface luster. This is also because of the molecular structure of cellulose bounded by covalently bond. Basically, cellulose can support impact strength more over 50 N/mm² (N/mm² stand for Newton per square millimeter). For example, cellulose nitrate can support impact strength in the range of 50 to 100 N/mm². (Heinze, Klemm, Philipp & Wagenknecht, 1998). Due to the molecule of cellulose consists of repeated small units, it is a tight structure and easily to luster. Lastly, cellulose is resistant to attack or change by a wide variety of common household, industrial, and medical chemicals. Normally, the temperature of our world is not over 100 Fahrenheit. Since cellulose can support the thermal variety in the range of 118 to 220 Fahrenheit, the properties of cellulose are not change by a wide variety of temperature (Liampipat, 1993). In industry, plastic may react with other chemical substance such as isopropyl rubbing alcohol. If plastic produced from synthetic compounds which are not a natural material, the reaction will occur rapidly result in physical properties and chemical properties of plastics are changed. On the other hand, if plastics produced from cellulose the reaction will occur slowly. This is because cellulose is natural material and inert with the reaction result in the physical properties of plastic are changed a little bit. Although physical properties of plastic are changed but chemical properties are not change. Therefore, it is not dangerous for manufacturers and users.

However, there are a few problems in using cellulose to produce plastics. First, some kinds of cellulose are hard to store. Nitrocellulose or cellulose nitrate is one kind of cellulose which is hard to store. This is because it is highly flammable and can explode. To solve this problem, plastic manufacturers can store cellulose nitrate in organic solvent (a solvent which consists of carbon atoms, hydrogen atoms and oxygen atoms, such as alcohols, ketones, ethers, esters, etc.) which is inert with the reaction. Cellulose nitrate that contains 10.9 to 11.3% of nitrogen dissolve in ethanol, 11.4 to 11.7% of nitrogen content soluble in alcohols, ketones and esters and 11.8 to 13.7% of nitrogen content soluble in esters (Heinze, et al, 1998). If plastic manufacturers store cellulose nitrate in these, it is cannot explode. Furthermore, there are only some kinds of trees that can produce a lot of cellulose. Cotton is a plant that can produce a lot of cellulose because it contains 90% of cellulose (Kennedy, Phillips & Williams, 1993). In Thailand, most cotton are used to produce clothes resulted in the amount of cotton have not enough to produce plastic. Plastic manufacturers can solve this problem by plant the cotton by themselves. Because cotton can grow very well in Thailand. As a result, plastic manufacturers will have cotton enough to prepare cellulose for plastic production.

Cellulose is a new kind of raw material to produce plastics which plastic manufacturers will get high compensation from using it. This is because using cellulose as a raw material to produce plastics can reduce investment cost, safe for environment and highly effective for plastic production. Although using cellulose has some disadvantages but they can be solved. Beside these, cellulose is useful for plastic production. Therefore, plastic manufacturers should use cellulose as a raw material to produce plastics.

(1,473 words)

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Getting to know the term project

Activity 1.4:

Look at the sample of 'argumentative essay' term project on pages 5-10. Then, answer the following questions.



1. What are the main components of the term project?
(Cover, Outline, Essay, References)
2. What is the title of the essay?
(Cellulose Plastics, in this case, it is also a topic)
3. Who wrote the essay?
(Somchai)
4. How many paragraphs does the essay have?
(6)
5. Which paragraphs are the introduction and the conclusion?
(1,6 respectively)
6. Which paragraphs explain the arguments related to the topic in detail?
(2-5)
7. How many references does the essay have?
(7)
8. How many of them are cited in the essay?
(7)
9. Where can the main structure of the essay be found?
(Outline)

Unit TWO

The First Step

*'A blank piece of paper is God's way
of telling us how hard it is to be God.'*
--Sidney Sheldon

Objectives

- To help students understand the concept of 'topic', 'purpose' and 'audience' of the essay
- To help students understand what a 'thesis statement' is

Activities

- Identify possible topics to write and narrow down topics given
- Identify the purpose and the audience of the essay
- Recognise the 'topic' and the 'controlling idea' in the thesis statement
- Generate potential thesis statements for the term project

Choosing what to write about is the first, but probably most difficult, step to do when you begin to write. Generally speaking, there are 3 things you need to think about: **Topic**, **Purpose** and **Audience**.

Topic

The topic is the **main concept** of the essay from which arguments are developed. Sometimes, the topic is determined by the teacher. More often, however, students are asked to write on the topic of their interest. In this case, they are left to find a topic completely on their own. They then have to choose their topic carefully.



The topic that works should be the one that

- 1) must not be too broad or too narrow since the broad topic tends to lack a focus and the narrow topic does not give you a lot to talk about;
- 2) the writer has some expertise (i.e. knows or understands quite well);
- 3) is of recent or current interest;
- 4) is not difficult to find relevant information, both from books, journals and from online sources;
- 5) is interesting to the prospective audience (see next part).

Activity 2.1:

Use the 5 criteria in the previous page to decide which of the following topics you can write about. Tick ✓ in front of them. For those that will not work as topics for your writing, give explanations.

Set A

- ___ Alcohol
- ___ Sato wine: the OTOP product of Thailand
- ___ Teenagers and alcohol drinking
- ___ My friends and their drinking problems

Set B

- ___ Major subjects at SUT
- ___ Electrical Engineering
- ___ The drop-out rate of students at SUT
- ___ Three-trimester system at SUT

Set C

- ___ The problem of hygiene on public transportation
- ___ Public transportation
- ___ Tuk-Tuk in Korat
- ___ Ajarn Jeremy Ward and his pick-up truck

Activity 2.2:

On the topics given, narrow them down until you find the topics interesting and worth writing about.

Animals

School

Trees

Purpose



The purpose of writing can be various. The writer needs to ask himself **why** he is writing. The reasons range from simple purposes e.g. *reporting facts*, *entertaining* the reader, *advertising* a new product, to more sophisticated purposes such as *expressing* the writer's opinions and *making an argument* in order to convince the reader.

Activity 2.3

Identify the purpose of the following extracts.

1) Alcohol abuse and alcohol dependence are not only adult problems -- they also affect a significant number of adolescents and young adults between the ages of 12 and 20, even though drinking under the age of 21 is illegal.

The average age when youth first try alcohol is 11 years for boys and 13 years for girls. According to research by the National Institute on Alcohol Abuse and Alcoholism, adolescents who begin drinking before age 15 are four times more likely to develop alcohol dependence than those who begin drinking at age 21.

[Source: <http://www.focusas.com/Alcohol.html> (retrieved May 5, 2004)]

Answer: Reporting facts

2) In response to the latest survey on underage drinking by the Center on Alcohol Marketing and Youth (CAMY), Peter Cressy, a former university rector and the president of the distilled spirits industry council, stressed that the industry does not want underage drinkers as customers. He pointed out that the distilled spirits industry is a not-for-profit organization which has spent more than \$130 million over the last 12 years on programs to reduce illegal, underage drinking including programs specifically aimed at encouraging parents to talk with their children about alcohol.

Cressy also stated that advertising does not cause an adolescent to drink. Numerous studies re-affirm parents and peers as the leading influencers over youths' decision to drink. In fact, the numbers are stark. According to the 2002 Roper Youth Report, 71 percent identified parents as influences over their decision to drink versus five percent who identified advertisements.

He said the distillers are committed to responsible advertising and are proud of their longstanding track record of effective self-regulation. Since 1934, the distillers have voluntarily abided by a Code of Good Practice to ensure that spirits advertising is responsible and directed to adults.

[Source: <http://alcoholism.about.com/cs/teens/a/bldpc030715.htm>
(retrieved May 5, 2004)]

Answer: Making an argument

Audience



Every writer should have their prospective audience in mind. Basically, a most challenging job for the writer is that s/he has to convince the audience that the essay is relevant to their interest; therefore, it is worth reading and, for argumentative essays, that the arguments in the essays are valid (i.e. the writer can provide proof in support of the arguments).

Activity 2.4

Read the following article titles and identify the prospective audience for each.

1. Durians: Big stink or good treat?
2. Durians and Mangosteen: The king and queen of all tropical fruit
3. How to choose a good durian
4. Dawn bats are important pollinators for Southeast Asia's durian crop.
5. Handling tips for durian export in relation to maturity
6. Nutritional value of the durian
7. Biology and control of fruit rot pathogens of durian



Thesis statement



To cut the long story short, a thesis statement tells the reader what the main argument, or main idea, of the essay is in one sentence. When a topic is given, it usually is not difficult to come up with a thesis statement. This is because in essence the thesis statement is the answer to the question hidden in the topic given to students by the teacher.

For example, if the teacher assigns the topic '*effects of global warming on agricultural products*', the question in need of the answer is '*what are the effects of global warming?*' The thesis statement could then be:

"There are many effects of global warming on agricultural products."

Unfortunately, the task is more challenging when the topic is not assigned. Still, students need to answer a specific question that may not be obvious to them about the topic they are interested in. Finding out what that question is usually takes time and a lot of reading and researching. To generate a good thesis statement, students need to look back at the *topic*, the *purpose* and the *audience* discussed in the previous sections.

As for argumentative writing, one more consideration is necessary, namely, the statement *must allow the audience to disagree*. In other words, in argumentative writing, the thesis statement must not contain facts. The above thesis statement is a fact since no one would disagree with the writer about it.

In a nutshell, a thesis statement is composed of two main parts. One is the 'topic' and the other is a 'controlling idea'.

Thesis statement = Topic + Controlling idea

- The 'topic' is simply the key term that is the focus of the discussion in the essay (i.e. the term will be repeated in the essay a number of times). In that case, the topic forms part of the thesis statement.
- The 'controlling idea' tells the reader the direction to which the argument is developed and therefore controls the writing of the whole essay. In an argumentative essay where the purpose of the writing is to convince the audience, the controlling idea is usually in the form of offering a solution to a problem or showing that one thing is better than another.

Activity 2.5

Identify the 'topic' and the 'controlling idea' of the following statements by circling the 'topic' and underlining the 'controlling idea'.

1. There are many effects of global warming on agricultural products. **(F)**
2. Television plays a very influential role among teenagers these days. **(F)**

3. OTOP products can help boost Thailand's economy. **(F)**
4. Smoking should be banned in all public places. **(A)**
5. Putting houses under police watch during festivals is the best option to protect your houses from theft and burglary. **(A)**
6. The war between Iraq and the US has caused a lot of grievance and losses. **(F)**
7. Electric blankets are an alternative to keeping yourself warm in winter. **(A)**
8. Buying a piece of land is a better investment than buying stocks. **(A)**
9. The government should promote bilingual education in all schools in Thailand. **(A)**

Activity 2.6

Look at the thesis statement in the above activity again. Identify which statements are 'factual' and which are 'argumentative'. Write 'F' or 'A' in front of each statement.

Activity 2.7

As stated above, a good thesis statement must mention the topic, unambiguously address the prospective audience and have a clear purpose. Which of the above statement is the most complete thesis statement? Give reasons. **(8)**

Activity 2.8

Now, think of some problems/situations in SUT. Then, create thesis statements related to each problem. Include *the audience* in thesis statement.

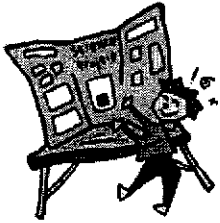
E.g. Problem/Situation: Too many students dropped out because of too low GPAX.
Thesis statement: SUT should provide free tutoring to help students with low GPAX.

1) Problem/Situation: _____

Thesis statement: _____

2) Problem/Situation: _____

Thesis statement: _____



English 5 term project

This week, you should **start your library research** on the topic you are interested in. Below is the checklist of the things you need to look for when researching in the library.

Yes No

- 1) There is plenty of information related to your topic(s).
- 2) Most of the information available is from textbooks and academic papers.
- 3) Most of the information available is from the Internet and other forms of online resources.
- 4) There are different views on the topic you are interested in.
- 5) The books, journals, etc. that you are getting information from are published after 1994.

Now that you have begun your library research, in the space below, write down your topic, what (e.g. *the current situation*, or some *problems* related to the topic) has made you interested in the topic. After that, create the thesis statement with the *controlling idea*. Note that your thesis statement must be *argumentative*.

Topic: _____

Problems/Situations that make you interested:

References: _____

Thesis Statement (must include your **audience**):

Unit THREE

Planning to Write

*'A man will turn over half a library
to make one book.'*
~Samuel Johnson

Objectives

- To help students create an 'outline' for the essay
- To help students understand 'topic sentence' and 'supporting details'
- To help students identify irrelevant support to the paragraph

Activities

- Select information relevant to the topic given
- Produce an outline from the information given
- Identify an outline of a paragraph given
- Generate a tentative outline for the term project

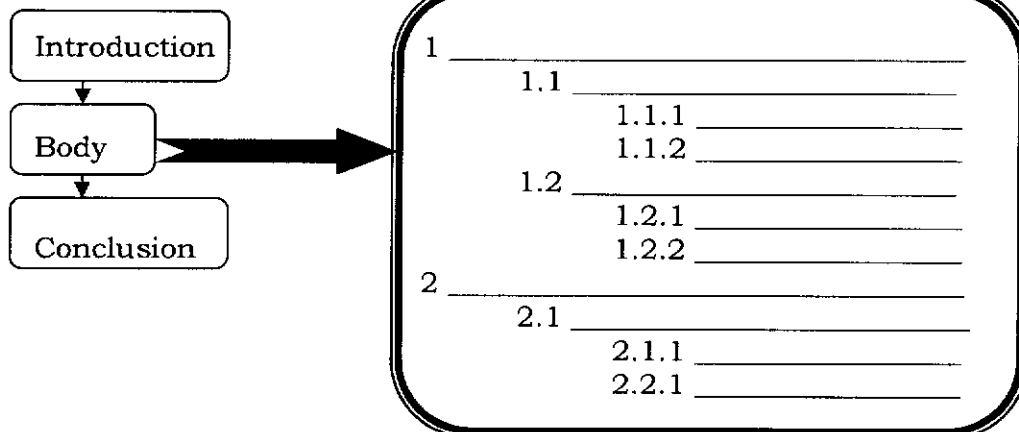
Organising ideas

Once the information is adequately gathered, and the writer feels ready to start writing, it is always a good idea to get organised. A lot of writers, especially beginner writers, do not even know how to begin the first sentence. This is sometimes called the 'writer's block'. One solution is to do 'free writing'. However, because in free writing, the writer basically writes anything that comes to his/her mind, the writing therefore needs a lot of deleting, revising, editing and re-editing.



Another solution is to plan the writing ahead of time. A simple method is 'listing'. This is to list all the information gathered, and then group related information together, cross out what is irrelevant, identifying what is main and supporting details, etc. Essentially, the final product is an 'outline' which gives the writer the first view of how the essay should look like.

In creating an outline of an essay, the following format is usually observed:



In writing, it is advised that the writer starts with the introduction and progresses towards the conclusion. The body is where the reader will find both major and minor arguments. The *major* argument (e.g. 1, 2) is usually the *topic sentence* of each paragraph. *Supporting details* (e.g. 1.1, 1.2) are logically arranged under the topic sentence. The further the distance from the margin, the less significant the details become (e.g. 1.1.1, 1.1.2)

Activity 3.1

Suppose you are planning to write a short paragraph on 'Zoo: a living hell for wild animals³'. Study the list of information below. Then group related information together and cross out the information that is not relevant.

- Unnatural environment for wild animals (**bd 3**)
- A recreational place for people living in the city (**intro**)
- A definition, or meaning, of 'zoo' (**intro**)
- ~~The latest members of the zoo in Chiang Mai are pandas from China (irr.)~~
- Zoos should be closed (**thesis statement**)
- ~~The largest zoo in Thailand is in Korat (irr.)~~
- Animals are kept in limited space (**bd 1**)
- Zoo space is not as vast as the animal's natural habitat. (**sup to bd 1**)
- Polar bears have only 10 metres of walking space (**sup to 1**)
- Animals change their habits (**sub to 1**)
- ~~There are many activities to do at the zoo (irr.)~~
- Birds living in cages (**sup to bd 1**)
- ~~Dusit Zoo has a wide collection of animals (irr.)~~
- Unsuccessful breeding programmes at the zoo (**bd 2**)
- Released animals cannot survive the natural habitat (**sup to bd 2**)
- Loss of natural instinct to hunt for food (**sup to bd 2**)
- ~~Nakhon Ratchasima zoo is a home to more than 500 animals. (irr.)~~
- Many animals catch diseases and die (**sup to bd 3**)
- Asian elephants caught herpes from African elephants (**sup to bd 3**)
- Exposure to toxic or chemical substances (**sup to bd 3**)
- ~~Wild animals are safe from hunters and poachers who make money from selling parts of their bodies (irr.)~~

³ Adapted from Meehan, F. (2000-2004) 'Zoos'. Retrieved 18 May 2004 from <http://www.geocities.com/frankie.meehan/>

Activity 3.2

Arrange the above information into the topic sentence and supporting details following the outline format shown above.

Zoo: a living hell for wild animals

Introduction

- A recreational place for people living in the city
- A definition, or meaning, of 'zoo'
- Zoos should be closed

(Body) 1: Animals are kept in limited space

1.1 Zoo space is not as vast as the animal's natural habitat

1.1.1 Polar bears have no more than 10 metres of walking space

1.1.2 Birds live in cages

1.2 Animals change their habits

(Body) 2: Unsuccessful breeding programmes at the zoo

2.1 Released animals cannot survive the natural habitat

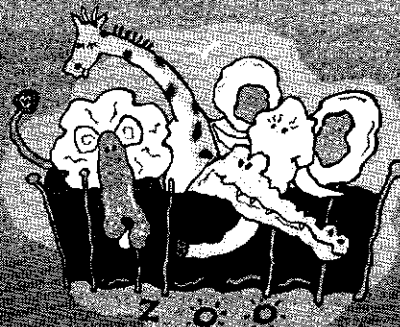
2.2 Loss of natural instinct to hunt for food

(Body) 3: Unnatural environment for wild animals

3.1 Many animals catch diseases and die

3.1.1 Asian elephants caught herpes from African elephants

3.2 Exposure to toxic or chemical substances

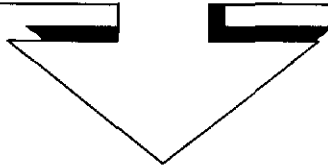


Activity 3.3

Read the following short paragraph on 'Childcare⁴'. Complete the outline below with the appropriate information from the paragraph.

Childcare

The government should provide more financial assistance to parents who use childcare. Firstly, childcare centres may assist children in their early development. They give children an opportunity to mix with other children and to develop social skills at an early age. In deed, a whole range of learning occurs in childcare centres. Moreover, parents and children need to spend some time apart. Children become less dependent on their parents and parents themselves are less stressed and more effective care-givers when there are periods of separation. In fact, recent studies indicate that the parent-child relationship can be improved by the use of high-quality childcare facilities. In addition, parents who cannot go to work because they don't have access to childcare facilities cannot contribute to the national economy. They are not able to utilise their productive skills and do not pay income tax. In fact, non-working parents can become a drain on the tax system through dependent spouse and other rebates. In conclusion, government support for childcare services assists individual families and is important for the economic well-being of the whole nation.



Thesis statement: _____

1. _____

 1.1 _____

 1.1.1 _____

2. _____

 2.1 _____

 2.1.1 _____

3. _____

 3.1 _____

 3.1.1 _____

Conclusion: _____

⁴ Sample text by Daly, B. (1997) *Writing argumentative essays*. Retrieved 19 May 2004 from <http://www.eslplanet.com/>.

Activity 3.4

In a group of 3-4, choose **one** of the topics given below. Narrow down the topic until you find it worth writing about. Use the 'listing' technique to get your ideas organised. Finally, create the outline. You should produce the outline of the 'introduction', 'body 1', 'body 2', 'body 3'

Topics to choose from:

- | | |
|---------------------|-------------------|
| 1. English | 4. Mobile phones |
| 2. Traffic in Korat | 5. Computer games |
| 3. Studying at SUT | 6. Cartoon books |

Title: _____

Introduction:

- **General background information**
- **Thesis statement:** _____

Body 1:

Body 2:

Body 3:

Conclusion:

- **Restatement (preferably, rephrase) of the thesis statement**
- **Further comment on the issue**



English 5 term project

Now that you have your thesis statement, and you have already started your library research on your topic, this week, you should come up with **a tentative outline** for your essay. In the space below, write down your outline.

Title: _____

Thesis statement: _____

1. _____

1.1 _____

1.2 _____

1.3 _____

2. _____

1.1 _____

1.2 _____

1.3 _____

3. _____

1.1 _____

1.2 _____

1.3 _____

Unit FOUR

Unity and Coherence

*'Expansion, that is the idea the novelist must cling to,
not completion, not rounding off,
but opening out.'*
E. M. Forster

Objectives

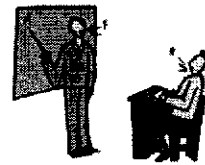
- To help students understand the concept of 'unity' and 'coherence' in writing
- To help students develop a paragraph effectively

Activities

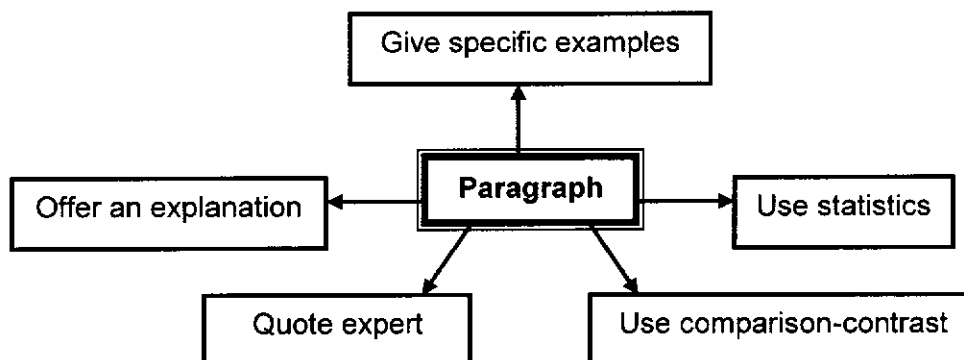
- Identify techniques used to develop a paragraph
- Use coherent devices to create a coherent paragraph
- Use note cards to search for information systematically
- Use note cards to help create unified and coherent paragraphs

Developing a unified paragraph

Now that the outline is created, another challenge for a new writer is how to develop a sufficiently long and interesting paragraph that grasps the audience's attention throughout. A well-written paragraph must include specific details that give evidence to prove the general points made in the 'topic sentence', which in turn lends the major support to the 'thesis statement'. A unified piece of writing must contain only relevant supporting details that do not deviate from the topic sentence or thesis statement.



There are a number of techniques used to develop a good paragraph as shown below. It does not, however, follow that one technique can be used at one time; the writer can combine techniques to achieve the purpose of making his/her points clear.



Activity 4.1

Underline the topic sentence in each paragraph. Then, identify the technique used in developing the paragraphs. In some, more than one technique is used.

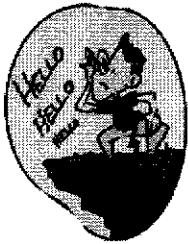
- 1) The effect of sugar intake on children's behavior is a hotly debated topic in pediatrics. Parents and educators often contend that sugar and other carbohydrate ingestion can dramatically impact children's behavior, particularly their activity levels. Physicians, on the other hand, have looked at controlled studies of sugar intake and have not found hypoglycemia or other blood sugar abnormalities in the children who are consuming large amounts of sugar. **(Offer an explanation)**
- 2) Sports programming plays a significant role in the media messages that American boys receive today. According to a recent study conducted by the Amateur Athletic Foundation of Los Angeles, 98% of U.S. boys ages 8 to 17 consume some form of sports-related media, 82% do so at least a couple of times a week, and 90% watch televised sports. **(Quote experts, use statistics)**
- 3) The words 'college' and 'university' are used interchangeably in American English. In fact, Americans very often use the word 'school' to describe any place where people learn, including any place from a nursery school up through a college or a university. **(Offer an explanation)**
- 4) In some countries, the legal system encourages arranged marriages. In Pakistan, for instance, the law prohibits women from marrying without parental consent. This is based on Islamic teachings in the Koran that require fathers to protect their daughters. This obligation has been interpreted as advocating arranged marriages. Specifically, it is seen as a father's duty to find suitable husbands for his daughters, however, he should not force them into unwanted marriages. **(Give an example)**
- 5) An interesting article appears in the February 1996 edition of the *Journal of Pediatrics*. In contrast with other research teams, William Tamborlane, M.D, of Yale University report a more pronounced

- response to a glucose load in children than in adults. Tamborlane and his colleagues demonstrated that this adrenaline release occurs at higher glucose levels in children than it does in adults. In children it occurs at a blood sugar level that would not be considered hypoglycemic. The peak of this adrenaline surge comes about four hours after eating. The authors reason that the problem is not sugar, per se, but highly refined sugars and carbohydrates, which enter the bloodstream quickly and produce more rapid fluctuations in blood glucose levels. **(Quote experts, use contrast)**
- 6) Excessive waiting lists for public housing mean that people must remain in shelters or inadequate housing arrangements longer. For instance, in the mid-1990s in New York, families stayed in a shelter an average of five months before moving on to permanent housing. Today, the average stay is nearly a year (Santos, 2002). Consequently, there is less shelter space available for other homeless people, who must find shelter elsewhere or live on the streets. **(Give an example, quote experts)**
- 7) Helmets decrease the severity of injury, the likelihood of death, and the overall cost of medical care. This is because they are designed to cushion and protect riders' heads from the impact of a crash. Just like safety belts in cars, helmets cannot provide total protection against head injury or death, but they do reduce the incidence of both. Motorcycle crash statistics show that helmets are about 29 percent effective in preventing crash fatalities. The National Highway Traffic Safety Administration estimates an unhelmeted rider is 40 percent more likely to suffer a fatal head injury and 15 percent more likely to incur a nonfatal head injury than a helmeted motorcyclist. **(Offer an explanation (in the form of a reason), use comparison, use statistics, quote experts)**

Coherence Devices

A writer can achieve coherence in writing when s/he can create a flow of thoughts and ideas among the sentences in the paragraphs. Like creating unity, creating a coherent piece of writing can be achieved in many ways. In this unit, we will only mention 3 devices.

1) Repetition of key words and phrases



Through repeating key words and phrases, the writer can connect ideas in the topic sentence with the other sentences in the paragraph effectively. Repeating in this case does not always mean the use of the same words and phrases. Synonyms, or even antonyms, or words belonging to the same family are also allowed.

Mini-exercise: In both examples, underline or circle the words that are repeated to create 'coherence'.

1. **Purified water** is an active **absorber** and when it comes **into contact with** air, it **absorbs carbon dioxide**, making it **acidic**. The more **purified water** a person drinks, the higher the body **acidity** becomes. According to the U.S. Environmental Protection Agency, "**Purified**" **water**, being essentially mineral-free, is very aggressive, in that it tends to dissolve substances with which it is **in contact**. Notably, **carbon dioxide** from the air is rapidly **absorbed**, making the water **acidic** and even more aggressive. Many metals are dissolved by **purified water**.
2. It is important to **strengthen** your bones while you are **young**. Some women begin to **lose bone** even as early as **age 35**. Over time, this **bone loss** can lead to a condition called **osteoporosis**. **Osteoporosis** causes bones to become **brittle** and break with very little stress. Developing **strong bones** when you are **young** can help to reduce the risk of **broken bones** when you are **old**.

2) Use of pronoun reference and demonstratives

Pronouns (e.g. *his, they, its*) and demonstratives (*this, that, these, those*, including the article *the* + noun) are important devices that help connect ideas naturally. It also helps the writer avoid the overuse of certain nouns or phrases, which at times creates serious redundancy problems in writing. The use of pronouns in place of the previously mentioned nouns or phrases help the audience connect ideas even faster, provided that it is clear what the pronouns are referring to.

Mini-exercise: Circle pronouns and identify their referents in the paragraphs below.

1. Like many things growing girls do -- playing sports, finishing chores or finding time for homework -- healthful eating is a balancing act. It takes skillful maneuvering to get *it* right. Just as these girls plot *their* game strategy and budget *their* time, *they* need to choose among foods that make up a healthful diet and develop exercise habits that benefit *them* most -- not only for today, but for the future, too.
2. Just as a consensus was growing around the idea that dinosaurs became extinct after a comet hit earth, with effects like a nuclear war, *the notion* has started to lose ground. A different explanation is now gaining support from evolutionists: that volcanoes spewed out sulphur, which eroded the ozone layer, turned to acid rain, cooled the climate, then wiped out the dinosaurs. A group of scientists believes *this idea* can explain all the things that the comet impact theory can, and more. *They* say the gradual and selective nature of extinctions seems consistent with an eruption, but not a collision. And *they* believe it is wrong to concentrate solely on the dinosaurs. *They* say the really spectacular change was the disappearance of so many marine creatures, and *they* claim that planktons were killed by acidification.

3) Use of appropriate transitional words

By definition, transitional words help make the transitions of logic smooth. This means that given the use of appropriate transitional words, the audience can understand the relationship between ideas easily, and better still is able to follow the movement, or the direction, of the discussions. Some logics commonly used in writing are 'addition', 'comparison-contrast', 'cause-effect', 'example', 'summary', 'time sequence', 'emphasis', etc. The units that follow will deal with some of the transitional words in more detail.

Below is a list of some useful transitional words students should learn to master, at least in the course of English 5. Note that the term 'transitional words' is used here as a global term to refer to 'coordinators', 'subordinators' and 'connectives'.

Summary Table for Useful Transitional Words

Logics	Coordinators*	Subordinators**	Connectives***
Add information (such as reasons, lists, etc.)	And	-	Also In addition Furthermore Moreover
Contrast ideas	But	Although Even though	However Nevertheless By contrast On the other hand
Compare ideas	-	-	Similarly In the same way
Give examples	-	-	For instance For example To illustrate
Summarise (i.e. the main ideas)	-	-	In summary In conclusion To conclude
Explain cause- effect relationships	So	Because	As a result Therefore
Time sequence	-	-	First Then Next After that Finally

**Coordinators* combine two clauses together to make one sentence.

- _____ cl 1 _____, **Coordinator** _____ cl 2 _____.

***Subordinators* combine a dependent (or subordinate) clause with an independent (or main) clause to make one sentence.

- **Subordinator** _____ sub cl _____, _____ main cl _____.
- _____ main cl _____, **subordinator** _____ sub cl _____.

****Connectives* are used to introduce one independent clause that relates in certain logics to the previous clause.

- _____ cl 1 _____. **Connective**, _____ cl 2 _____.

Activity 4.2

Fill in the blanks with appropriate transitional words from the table above.



Now that the pesticide DDT has been banned in the United States, many people think it no longer poses a hazard to our endangered species. **However**, to the surprise of many, this is a misconception. **Although** it is true that DDT can no longer be used legally in the U.S., many of wildlife species in the U.S. are still being affected by this chemical.

DDT and its breakdown products can persist in the environment for decades. **Also**, there are stocks of DDT remaining in private hands, **and** container leakage or usage from these stocks can release DDT into the environment. Old production and disposal sites provide further sources of DDT. **In addition**, residues of DDT and other pesticides can be transported to the U.S. through air currents.

Indirect effects of pesticides can have significant implications to endangered species. **For example**, herbicide drift can harm plants and consequently damage the habitat upon which an endangered animal depends. A given pesticide can be relatively non-toxic to an endangered species, but may be lethal to its prey or food plants. **Similarly**, an insecticide can indirectly harm an endangered plant that may depend upon a specific insect pollinator.

Activity 4.3

Rewrite the paragraph below to make it more coherent using the techniques you have studied.

A team of researchers from the University of Illinois College of Dentistry studied the black teas more commonly consumed in the West. **A team of researchers** (they) found that compounds in black tea were capable of killing or suppressing growth and acid production of cavity-causing bacteria in dental plaque. **A team of researchers** (they) **also** found that black tea affects the bacterial enzyme glucosyltransferase which is responsible for converting sugars into the sticky matrix material that plaque uses to adhere to teeth.



In addition, the study showed that when certain plaque bacteria are exposed to black tea, **certain plaque bacteria** (they) lost **certain plaque bacteria's** (their) **ability** to form the clumpy aggregates with other bacteria in plaque. **As a result**, black tea can reduce the total mass of the dental plaque.

Activity 4.4

Use all the above techniques to expand the following topic sentences into a paragraph.

1. I do not like the weather at SUT.

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2. Tourists are fascinated by a large variety of fruit in Thailand.....

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English 5 term project

To begin research for information to write a paper, the writer is normally faced with how to deal with the information gathered. It is always a good strategy to start organising the information at the beginning. Using note cards or index cards is one method of getting organised. The writer can record the information by whatever categories that would benefit him/her most in the process of writing a paper.

Copy the note card below and use it to record information for your essay.

Note card number	<input type="text"/>	for support	<input type="text"/>
Author(s):	Last name _____	First name _____	
	Last name _____	First name _____	
Year of publication:	_____		
Title (of book/ article)	_____		

Journal/ Magazine/Newspaper (for article above):	_____		
	Volume _____	Number _____	
Online source:	_____		

Pages:	_____		
Summary	<input type="checkbox"/>	Paraphrase	<input type="checkbox"/>
Information:	<input type="checkbox"/>	Direct Quote	<input type="checkbox"/>

Note:

1. It is required that you search for information from **at least 3 sources** (e.g. book, newspaper, Internet).
2. You should have most information 'summarised' and 'paraphrased' rather than 'quoted'.

Once you have finished your note card system, go back to your outline and check whether you have **at least 2 supporting details** (i.e. note cards) from 2 different sources for each paragraph or not. On your outline, write down the note card numbers next to each point in the essay.

Example: 1. English is fun

- 1.1. Teachers have a lot of fun activities in the classroom (**note cards 2 & 5**)

Unit FIVE

Language Structure

*'A perfectly healthy sentence, it is true, is extremely rare.
 For the most part we miss the hue and fragrance of the thought'*
 -Henry David Thoreau

Objectives

- To
-

Activities

-
-
-
-

Definition and Classification

'Definition' and 'classification' language is often used in writing an introduction paragraph. This is because it is imperative for the writer to *define* the key term that is the focus of the essay. *Classifying* the key term is part of giving a definition as well.

▪ **'Definition': The topic sentence**

Structure A

Term	Verb	Class/Category	Specific features
A protozoa	is	an organism	<i>that</i> has one cell.
Biology	is	the science	<i>that</i> studies living organisms.
Herbivores	are	animals	<i>which</i> feed on plants.
Algae	is	a (brown or green) primitive plant	<i>that</i> grows in water and can cause problems for water uses.

Structure B

Class/Category	Specific features	Verb	Term
An organism	<i>that</i> has one cell	is	a protozoa.
The science	<i>that</i> studies living organisms	is	biology.
Animals	<i>which</i> feed on plants	are	herbivores.
A (brown or green) primitive plant	<i>that</i> grows in water and can cause problems for water uses	is	algae.

Sample paragraph:

Normally, the paragraph that defines a term is not limited to just one defining sentence as shown in the tables above. Instead, the definition can expand into a paragraph. The *topic sentence* **(1)** is the main defining sentence. The topic sentence is then followed by *major supporting sentences* **(2)**, and *minor supporting sentences* **(3)**, depending on the purpose of the writer.

Activity 5.1

Find the topic sentence, major supporting sentences and minor supporting sentences. Write numbers 1, 2 or 3 in front of each sentence below.

(1) Cholera is an intestinal infection that can be described according to its cause, symptoms, and treatment. **(2)** A bacterium, called Vibrio cholera, is the causative agent of cholera. **(3)** It can be spread through contaminated food, water, or feces. **(2)** Cholera patients may exhibit different symptoms that can vary from mild to severe. **(3)** Some symptoms are watery diarrhea and loss of water and salts. **(2)** Oral or intravenous replacement of fluids and salts as well as specific antibiotics is a possible treatment for cholera. **(3)** Patients can be treated with an oral rehydration solution or, in severe cases, an intravenous fluid.

▪ **'Classification': The topic sentence**

Structure A

Term		Main Verb			Noun
X	is/are can be may be	categorised classified grouped	into	2, 3, etc several many	classes groups types

E.g. News articles *can be divided into* 3 categories: local, national and international.

Structure B

	Main Verb	Term			Noun
Scientists Engineers Etc.	categorise classify group	X	into	2, 3, etc several many	classes groups types

E.g. We *can divide* students in this class *into* 2 groups: Asians and Europeans.

Structure C

		Noun		Term	Details
There are	2, 3, etc several many	kinds types classes	of	X,	namely, A, B and C.

E.g. *There are 3 kinds of energy, namely, nuclear, hydraulic and solar.*

Useful verbs and nouns:

Main verbs

classify	categorise
group	divide
put into	fall into

Nouns

features	characteristics
categories	classes
types	groups
kinds	species
breeds	families

Sample paragraphs:

Like defining a term, classifying an item in one sentence (as shown in the 3 tables above) is far from being satisfactory. As the topic sentence is used to identify what is to be classified and the categories used, the sentences that follow should give more information about each category mentioned.

Activity 5.2

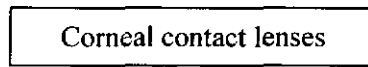
Read the following short paragraph and identify the topic sentence. Then, complete the diagram below.

There are two main types of corneal contact lenses available today, **namely,** rigid gas permeable (or RPG) and soft contact lenses. RPG lenses are made from inflexible or minimally flexible plastic. Because of that, they are quite durable and have a long life span. Soft contact lenses, on the other hand, are made from oxygen permeable plastics that contain between 30 and 80 % water. As a result, they are easy to adapt to and fit both comfortably and securely. Of the 15 to 19 million contact wearers in the United States, less than 25 % wear RPG lenses while more than 75% use soft lenses. This is because RPG lenses take a little longer than soft lenses to get used to.

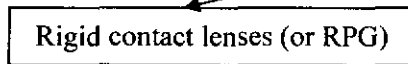


Diagram:

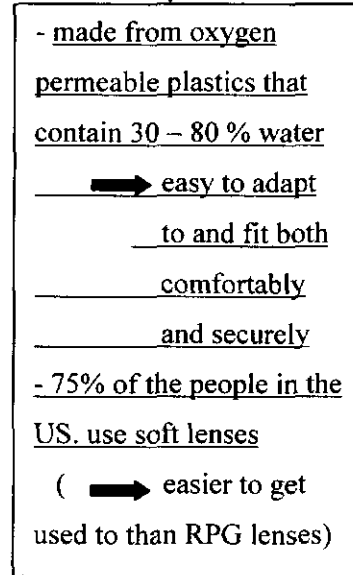
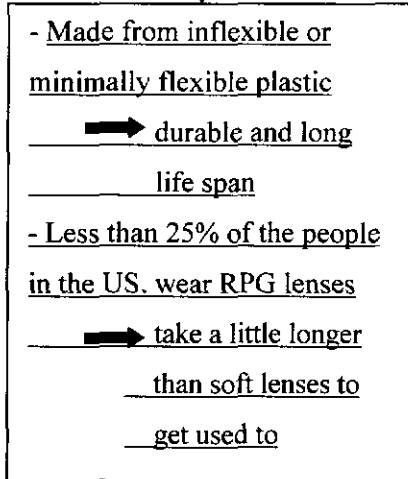
The General Term classified:



Types:



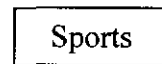
Characteristics:



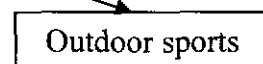
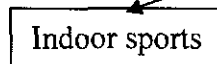
Activity 5.3

Use the information from the diagram given below to write a paragraph of definition and classification. Write the paragraph in the space provided below.

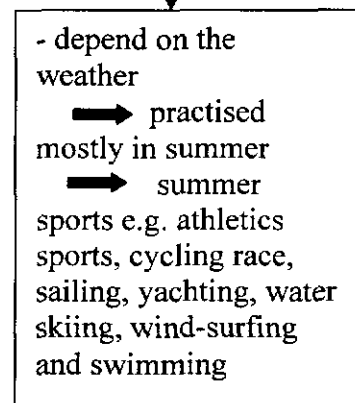
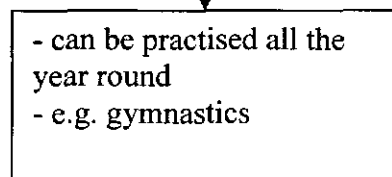
The General Term classified:



Types:



Characteristics:



Comparison and Contrast

Language and Useful Expressions:

	Comparison = Same, Similarity	Contrast = Difference
1.	<p><i>Topic sentences:</i></p> <p>a. Thailand is similar to Malaysia in two/ many/ ... ways. Firstly, ...</p> <p>b. There are some/ a few/ ... similarities between scientists and doctors. Firstly, ...</p>	<p><i>Topic sentences:</i></p> <p>a. Buses are different from/ differ from trains in two/ many/ ... ways. Firstly, ...</p> <p>b. There are some/ a few/ ... differences between hostels and bed & breakfasts. Firstly, ...</p>
2.	<p><i>1 sentence:</i></p> <p>a. Like the Japanese, the Germans are very efficient.</p> <p>b. Both the Japanese and the Germans are efficient.</p> <p>c. Not only the Japanese but also the Germans are efficient.</p> <p>d. Similar to the Japanese, the Germans are efficient.</p> <p>e. Open publishing is the same as free software.</p>	<p><i>1 sentence:</i></p> <p>a. Unlike email, worksite discussions are automatically archived and always available to all participants. (= Email is not automatically archived... but worksite discussions are.)</p> <p>b. Women comprised 46% of the labor force in 2000, compared with 47% in 1980.</p> <p>c. Shrimp production is expected to increase in Thailand over the coming years, while/ whereas world output is expected to remain constant.</p> <p>d. Although Vitamin A is not a cure for cancer, this experiment showed that it may help prevent or retard the onset of cancer.</p> <p>e. Vitamin A is not a cure for cancer, but this experiment showed that it may help prevent or retard the onset of cancer.</p>
3.	<p><i>Transitional words</i></p> <p>Oxygen enters the blood from the lungs because the oxygen pressure and concentration is greater in the lungs than it is in the blood. Similarly, oxygen is released into the tissues because the tissue oxygen pressure is lower than the oxygen pressure in the blood.</p> <p>Also: Likewise, In the same way</p>	<p><i>Transitional words</i></p> <p>People are usually given pure oxygen when they have damaged lungs or some other form of reduced lung capacity. However, pure oxygen can only be given for a short period of time before damage to the tissues of the lungs occurs.</p> <p>Also: By contrast, On the contrary, On the other hand</p>

Structures A:

Similarity

as + adj./adv. + as

e.g.

1. The Japanese are **as efficient as** the Germans.
2. The virus Angel spreads **as quickly as** the virus Melissa.

Difference

not as + adj./adv. + as

e.g.

1. The French are **not as efficient as** the Germans.
2. The virus Trojan does **not spread as quickly as** the virus Melissa.

Structures B:

Comparatives:

For 'adjective' or 'adverb'

____ + er than
Less + ____ than
More + ____ than

For 'noun'

More + ____ than
Less + ____ than

e.g.

1. Trains are **safer than** buses.
2. Old refrigerators are **less efficient than** newer models.
3. Foreign banks are **more efficient than** domestic banks.

Activity 5.4

Study the following table comparing and contrasting between 'dolphins' and 'porpoises'. Complete the sentences below.

For years many people have used the word dolphin and porpoise interchangeably. Many people mistakenly believe that a dolphin is a porpoise and vice versa. They are very similar indeed and share many common



characteristics. However, there are some differences between the two. The aim of this article is to discuss the similarities and differences between them.

1. Both dolphins and porpoises are mammals. Even though they both live in the ocean, they are not fish. They do not have breathing gills. They have lungs and breathe air.

2. Both dolphins and porpoises belong to the same scientific order, Cetacea. This order includes all whales to which both dolphins and porpoises are related. **3. Both dolphins and porpoises are classified in the scientific suborder, Odontoceti.** All odontocetes have the ability to echolocate, the ability to detect objects in their underwater environment using the echoes of a sound, much like sonar.

4. Porpoises and dolphins are classified into two different families. The porpoises are in the family Phocoenidae and the dolphins are in the family Delphinidae. When separated at the family level, dolphins and porpoises are as physically different as cats and dogs.

5. Porpoises are smaller than dolphins. Porpoises seldom exceed 7 feet in length, whereas many dolphins can exceed 10 feet in length. **6. Dolphins have a lean sleek body, whereas porpoises often appear chubby.** **7. The dorsal fin of the porpoises is triangular whereas the dorsal fin of the dolphin is shaped in a wave.** This is why porpoises can look like sharks from a distance. **8. Porpoises have no rostrum or a beak, but this rostrum is very prominent in dolphins.** **9. The teeth of the porpoise are spade-shaped, whereas the teeth of the dolphin are conical or cone-shaped.**

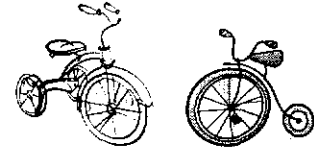
11. Porpoises are shy animals. They do not often approach people or boats. The dolphin, on the other hand, is often seen riding the bow wave of fishing boats. We rarely see porpoises at the surface unless they are coming up for a breath.

Source: http://nj.essortment.com/whatisdifferen_rkpa.htm (retrieved 8 June 2004)

Similarities	Details	
1. Species	Mammals	
2. Scientific order	Belong to the scientific order Cetacea	
3. Scientific suborder	Classified in the suborder Odontoceti	
Differences	Porpoises	Dolphins
4. Families	Phocoenidae	Delphinidae
5. Size	Small (7 feet)	Big (more than 10 feet)
6. Body	Chubby	Lean and sleek
7. Fin	Triangular	Shaped in a wave
8. Rostrum or Beak	None	Very prominent
9. Teeth	Spade-shaped	Conical, cone-shaped
10. Behaviour patterns	Shy, not approaching people or boats	often seen riding the bow wave of fishing boats

Activity 5.5

Complete the following sentences using your own idea.



- Like Bangkok, _____

- Both English and Thai _____

- Bicycles (v. to be as _____ as) _____

- Sharks (v. as _____ as) _____

- Similar to bananas, _____

Activity 5.6

Turn the following paragraphs into 'contrast' sentences using the structures as indicated.



Some specific differences between dogs and humans include:

1)
* Human adults require 8 essential amino acids, and babies need 9
* Adult dogs require 9 amino acids, and puppies need 10.

(Less _____ than)

2)
* Vitamin C is considered an essential vitamin in humans because we can't make it and must have it.
* Vitamin C is not considered essential for dogs.

(Not as _____ as)

3)
* Dogs must have meat in their diet to be in optimum health. A dog's sharp canine teeth are evidence of their need to tear apart raw meat, and thus their requirement for meat.

* Humans can eat a vegetarian diet with high grain, and maintain optimum health.

(Unlike)

4)
* A dog's sense of smell is so sensitive that it is less likely for dogs to eat spoiled food.

* Humans do not have a good sense of smell. Instead, they have to judge if the food is off by the look of it.

(more _____ than)

5)
* A baby can begin solid food at four months.
* A puppy can begin solid food as early as six weeks.

(comparative of 'early' + than)

6)
* The gestation period for humans is nine months.
* A dog's gestation period is two months.

(While)

7)
* Excessive chocolate eating can make a human fat and, because of the caffeine, nervous.

* Chocolate, even in small amounts, can kill a dog.

(However)

Cause and Effect

Language and useful expressions

- Used as Verbs

Cause, Result in + Noun = Cause → Effect

1. Lowering the speed limit to 55 MPH **has caused** a sharp decrease in the number of traffic deaths.
2. His refusal to attend classes **resulted in** his dismissal from the school.

Cause someone/something to + Verb

1. Cigarette smoking **causes** many teenagers **to die** young.
2. Smog from cars **causes** chemical pollutants **to fill** the atmosphere.

(Is) caused by, Result from + Noun = Effect → Cause

1. Cigarette smoking among teenagers **is caused by** both problems at home and peer pressure.
2. Smog **results from** chemical air pollutants in the atmosphere.

- Used as Transitional Words + Clause

So

- informal use → can begin a new sentence
- formal use (e.g. academic essays) → must be part of the main sentence

Compare:

The weather was extremely hot, **so** many old people have died.

The weather was extremely hot. **So** many old people have died.

Since and Because

- combine 2 sentences (main clause + subordinate clause)

Many old people have died **since/ because** the weather was extremely hot.

Since/ Because the weather was extremely hot, many old people have died.

Because of and Due to

- followed by **a noun phrase**

Because of/ Due to the extremely hot weather, many old people have died.

As a result, Therefore and Consequently

- begin the new sentence (followed by **a comma**)
- preceded by a sentence stating 'cause'

1. The weather was extremely hot. **Therefore/ As a result**, many old people have died.
2. The weather was extremely hot; **therefore/ as a result**, many old people have died.

➤ Used as Nouns

A/One/The reason for/why, The cause of and The result of

- used as the **'subject'** of the sentence (+ a noun phrase)
- usually followed by **verb to BE**

1. **The cause of/ The reason for** the death of many old people **is** the extremely hot weather.
2. The extremely hot weather **is a/one reason why** many old people have died.
3. **The result of** the extremely hot weather **is** many old people have died.

➤ Other useful expressions

This is because and One reason for this is

- introduce 'reasons' or 'causes'

Many old people have died. **This is because/ One reason for this is** the weather is extremely hot.

Because of this and As a result of this

- introduce an 'effect'

The weather is extremely hot. **Because of this/ As a result of this**, many old people have died.

More than two reasons/ causes/ effects: The topic sentence

Many old people have died. **There are two reasons/ causes for this. First**, the weather is extremely hot. **Also**, ...

Many old people have died. **This is because of two reasons. First**, the weather is extremely hot. **Second**, ...

The weather is extremely hot. **This has two results. First**, many old people have died. **In addition**, ...

Activity 5.8

Rewrite the following sentences using the connecting words specified.

1) Sally closed the window. The weather outside was cold.

Because: _____

Due to: _____

2) Janice got home late. She missed her TV program.

So: _____

Since: _____

3) My brother does not sleep very well. The neighborhood is noisy.

This is because: _____

One reason why: _____

4) Bangkok commuters left their cars at home. The pollution level in Bangkok has decreased.

Therefore: _____

Because of this: _____

One reason for this: _____



Many people do not often know exactly what global warming is, or what effects it may have on them personally. Many factors have influenced this rise in temperature, and one of these is human activity. According to the Environmental Protection Agency (EPA), many human activities have altered the chemical composition of the atmosphere through the build-up of greenhouse gases – primarily carbon dioxide, methane, and nitrous oxide. These gases trap the heat and cause the Greenhouse Effect. Greenhouse gases such as water vapor, carbon dioxide, and other gases trap heat that tries to escape the earth causing it to be much warmer on Earth than it would be without them. This is a good thing because it makes it warm enough for us to live today as we do, but on the other hand, if these gases become thicker then they will trap more heat, which may be bad. Also, since atmospheric

concentrations of carbon dioxide have increased nearly 30% (EPA), this means that these gases are thicker which is causing the general rise in temperature. Since the temperature is increasing, there are many effects that may happen from this global warming.

One type of effect that will be influenced by global warming is health effects. Although the temperature of the atmosphere is rising, it is very unevenly, causing nights, winters, and latitudes higher than 50 degrees to be much hotter. This will cause the expected number of deaths related to heat to double by the year 2020. Also, a warm climate is one which mosquitoes live and thrive in. Mosquitoes are carriers of viruses such as malaria, dengue fever, yellow fever and several kinds of encephalitis. According to some scientists, mosquitoes acquire disease-causing microorganisms when they take a blood meal from an infected animal or person. Then the pathogen reproduces inside the insects, which may deliver disease-causing doses to the next individuals they bite. This means that with the warm temperatures and the many mosquitoes that like this climate around, they are more likely to carry these diseases around with them and infect more and more people. Malaria is a disease that there is no vaccine for and some people estimate that by the end of the 21st century, ongoing warming will have enlarged the zone of potential malaria transmission from an area containing 45 percent of the world's population to an area containing about 60 percent.

There are also environmental impacts of global warming. The global warming from the greenhouse effect could raise sea level one meter about one meter in the next century and several meters in the next few hundred years by expanding ocean water, melting mountain glaciers, and causing ice sheets to melt or slide into the oceans." As imagined this could be a disastrous event, it could erode beaches, make water quality poorer in many areas, and also even completely cover some small islands, making them non-existent. Along with these environmental effects, global warming would also hurt many species of animals. Even though the oceans may become larger because of glacial melting, smaller bodies of water like ponds or streams may become much smaller because of the increase in temperature. This would endanger the lives of ducks, fish, frogs, and other animals that depend on these bodies of water as their habitat (EPA).

These are just a few of the many effects that global warming has and will have on the world if it continues. People need to address the fact that this is happening and understand that it will effect them each individually. Global warming is not something that will happen over night, but it will happen sooner than many people believe that it will. Once it has gone too far, there is no turning back what is already done.

Source: http://www.priweb.org/ed/ICTHOL/ICTHOL02_peer_review_papers/72.html
(retrieved 8 June 2004)