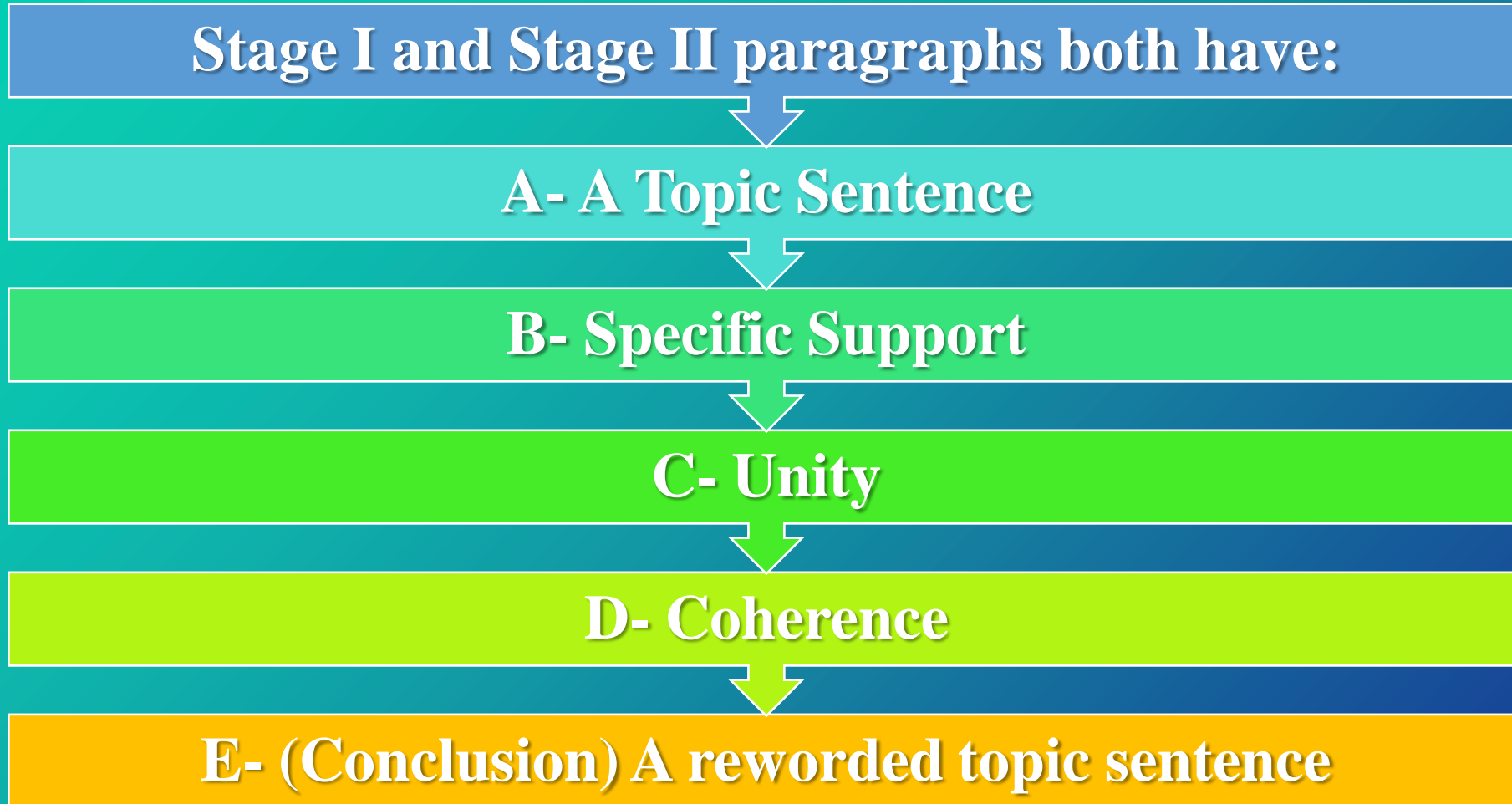




Lesson 2

One-Paragraph Essay (II)

Stage I and Stage II Paragraphs have a lot in common:



How are Stage I and Stage II Paragraphs different?

1-Stage I paragraph has just one opinion.

2-Stage II paragraph has more than one opinion,

3- The opinion in the topic sentence (which is the main opinion) and the opinions in the subtopic sentences (which are supporting opinions).

Let's look at a general model of stage II Paragraph:

Topic Sentence

Subtopic Sentence

Specific Support

Specific Support

Subtopic Sentence

Specific Support

Specific Support

Reworded Topic Sentence

Example:

Computer manuals can be really frustrating to use. For one thing, the indexes are usually frustrating because they are hard to decipher. I remember when I was trying to find out how to print my paper: I tried to find out the word "print" in the index. Believe it or not, the word wasn't even there. I finally asked the person next to me, who said the term for printing in that manual isn't "print"; instead, it's "concentrate". No wonder I had trouble! **Aside from the indexes, the general quality of writing in the manuals themselves is frustrating.** The manual for my spreadsheet program doesn't have any diagrams at all, asking me to visualize what a spreadsheet looks like. And my word processing manual assumes I know as much as the software developers do. **As you can tell, I think computer manuals need a lot of work.**

Outline of the paragraph:

Topic sentence

▶ Computer manuals are frustrating

Subtopic sentence

▶ Indexes are hard to understand

Specific support

▶ One index didn't use the word "print"

Subtopic sentence

▶ General quality of writing is poor

Specific support

▶ Spreadsheet program has no diagram

Specific support

▶ Word processing program assumes too much

Reworded topic sentence

▶ Computer manuals need work

Note:

Though a paragraph follows a model, it can still be good writing. The model is like a skeleton and the content is like the body on that skeleton.

How are Stage I and Stage II paragraphs different from each other?

A Stage I paragraph has only one opinion, whereas the Stage II paragraph has more than one as the following:

1. the opinion in the topic sentence (the main opinion)
2. the opinions in the subtopic sentences (These opinions help support the main opinion in the topic sentence.)

So, how does a subtopic differ from a major support sentence?

Subtopic sentences are generalizations (general statements) within the paragraph that help support the overall generalization (the topic sentence). Whereas, the major support sentences are more specific and to the point instances of support.

Model 1: Topic Sentence + Subtopic + SS + ...

Model 2: Topic Sentence + SS + SS + ...

Comparison of topic sentence to subtopic sentence:

Similarities of subtopic and topic sentence



A topic and a subtopic sentence both state opinions that need specific support

Both are visible into two parts: The subject (which must be limited) and the opinion (which must be precise)

Differences:

The difference is that a subtopic sentence serves the writer to about his/her opinion from a specific perspective, dimension, point of view, priority/importance, consideration or preference. Theoretically, if the writer could persuade his/her readers to share the ideas and discussion on each subtopic sentence, they will, most probably, share the writer's opinion as well.

Note:

The precise opinion in each subtopic sentence is usually identical to the precise opinion in the topic sentence.

Three Types of subtopic sentence

Subtopic sentences usually approach to talk about the opinion from the following perspectives:

- 1- Why perspective**
- 2- How perspective**
- 3- When perspective**

1. WHY Perspective

Reading comprehension is regarded as a key skills for English as a second language learners. **It always constitutes an independent section of any internationally creditable and standard English language test such as TOEFL and IELTS.**

Topic Sentence: Reading comprehension is

Subtopic Sentence: It

Notice that the subtopic sentence here can be always joined to the topic sentence with the word

because.

Reading ... IELTS **because**

2. HOW Perspective

Example:

Topic Sentence: Heavy rush hour traffic brings out the worst in many drivers.

Subtopic Sentence: Traffic conditions make some drivers overly nervous. (Notice that it answers the question “How does rush-hour traffic bring out the worst in drivers”.)

Specific Support:.....

Subtopic Sentence: Heavy rush hour traffic reinforces the aggressiveness of some drivers

Specific Support:.....

Reworded Topic Sentence: Rush hour traffic conditions show many drivers at their worst.

Note:

The subtopic sentences clearly answer the question "**how?**" Sometimes we cannot be sure which of the two questions the subtopic sentence answers. Treat these questions for what they are – a quick and effective way to find just the subtopic sentences.

3. WHEN Perspective

❖ Example:

Topic Sentence: My roommate is constantly sleepy.

Subtopic Sentence: He is sleepy in the morning when he gets up.

Specific Support:

Specific Support:

Subtopic Sentence: He is sleepy when he is in class.

Specific Support:

Specific Support:

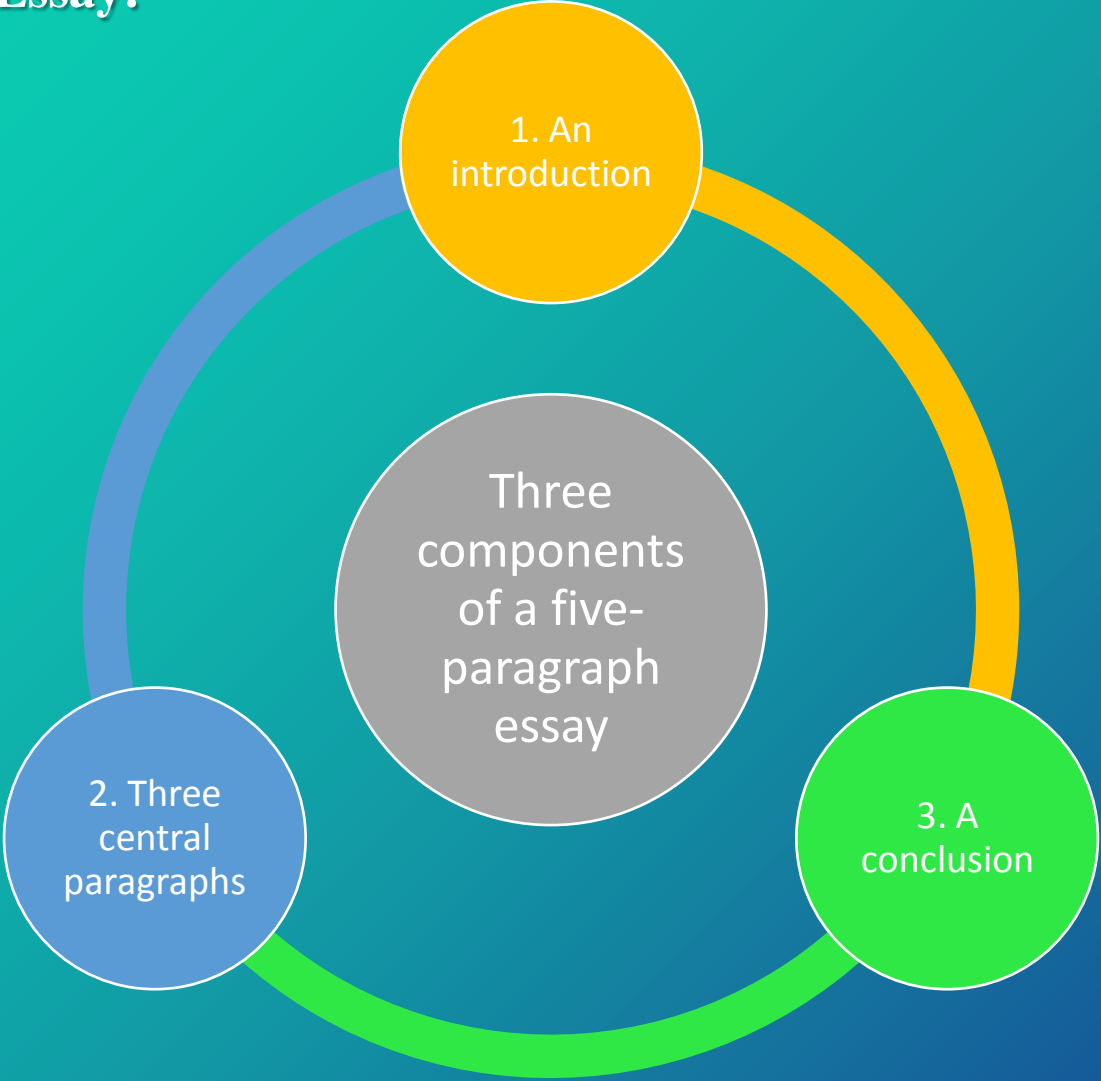
Reworded Topic Sentence: My roommate is sleepy at all times.



Lesson 3

Overview of the Five-Paragraph Essay

Parts of a Five-Paragraph Essay:



1. Introduction Paragraph

An introduction is, of course, the first paragraph of the essay. In a way, in a one-paragraph essay the topic sentence would serve as an introduction, but now that you are about to write longer papers, you will need something more substantial at the beginning.

**Three
components of
an Introduction:**

**A: a
motivator**

**B: a thesis
statement**

**C: a
blueprint**

Definitions:

A. A motivator: A motivator starts the introductory paragraph. Its purpose is simply to get the readers interested in reading more—in other words, motivating the readers to continue reading.

B. A thesis statement: A topic sentence carries the main idea of a one-paragraph essay, right? Well, a thesis statement now carries the main idea of the five-paragraph essay.

C. A blueprint (controlling idea): A blue print is simply a short list of the main points you are about to present in the essay. Since a five-paragraph essay has three central paragraphs, your blueprint will have three points, one for the topic of each central paragraph.

Example:

A. A motivator

Children have many things to learn to be adjusted to as they grow up – including the awareness of the parts of their bodies.

B. A thesis statement

Children often do humorous things.

C. A three-point blueprint (controlling idea)

They are often humorous in **learning to speak**, in **discovering that all objects do not have human characteristics**, and in **attempting to imitate others**.

2. Central (Body) Paragraphs

There are **three** central paragraphs in a five-paragraph essay, and each central paragraph supports the essay's main idea or a point of the blue print.

Note:

A body paragraph is like a one-paragraph essay, with a topic sentence at the beginning and specific supports following.

Although, normally body paragraphs do not have reworded topic sentences as the conclusion.

Example:

First Body Paragraph

Topic Sentence : Children are often humorous in learning to speak.

Specific Support : Betsy mistook ultimatum for old tomato.

Second Body Paragraph

Topic Sentence : Children "humanize the objects around them.

Specific Support : Book says children blame balls and chairs as though the things were conscious.

Specific Support : I thought the sun was out to get me.

Specific Support : Betsy ordered her shoes to climb the stairs.

Third Body Paragraph

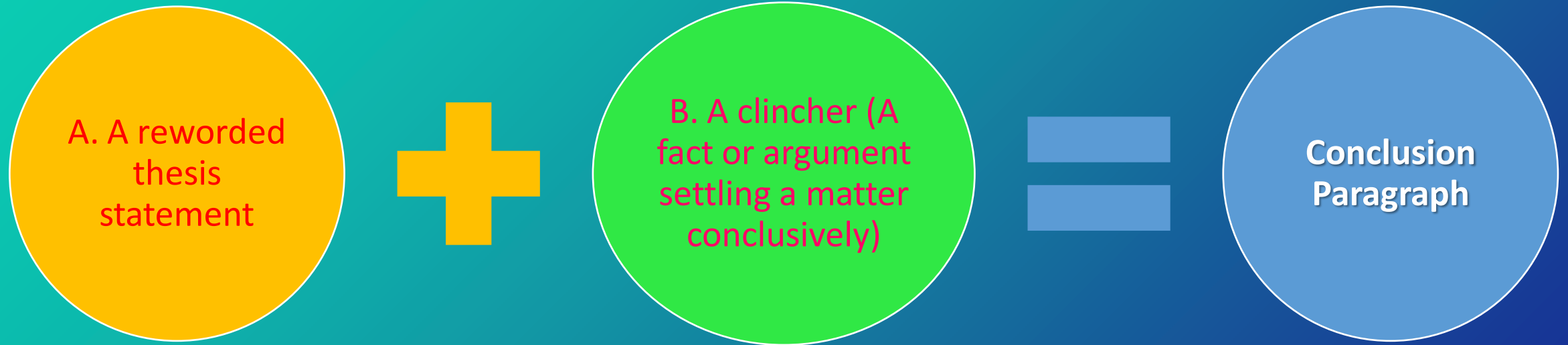
Topic Sentence : Children attempt to imitate what they see.

Specific Support : They dress like their parents

Specific Support : Piaget's daughter imitated

3. Conclusion Paragraph

Do you remember the reworded topic sentence at the end of a one-paragraph essay as the conclusion? That sentence gives your one-paragraph essay a sense of finality. The conclusion paragraph - the last paragraph of a five paragraph essay- also gives a sense of finality. A conclusion paragraph has two parts:



Definitions

Reworded thesis statement:

A reworded thesis statement simply does what it says – it rewords the thesis statement. It intends to be a reminder to the readers, saying, in effect, “You’ve just been reading my three body or central paragraphs. Once again, let me tell you what those three paragraphs were supporting.” Then you tell them.

Clincher:

A clincher is simply a finisher, a final sentence or two that leave no doubt in the readers’ minds that the essay has reached its end.

Example:

A: Reworded Thesis

Children are funny creatures to watch.

B: Clincher

Reminder of the motivator that children have a lot of learning and adjusting to do. They would usually have a lot of learning and adjusting to do in the developmental process.

Makeshift Documentation

You need to document whenever you use the ideas or words of other people.

Makeshift system:

- 1- Quotation marks around all words taken directly from a source.**
- 2- Identification of the source in parenthesis at the end of every passage.**

Note:

Documentation (citation or references) serves two purposes:

- 1- Tells the readers that you have used the ideas of other people**
- 2- Tells the readers where they can find the original source**

Thesis Statement with Blueprint

The thesis statement with blueprint is one of the essential parts of a five paragraph essay. It has two components:

- 1- the main idea (thesis statement)
- 2- the outline of your support (blueprint)

1. Thesis Statement

It is the main idea of the five-paragraph essay, the single idea the entire essay will support.

It is somehow similar to the topic sentence.

Like the topic sentence, the thesis statement can have the structural form of “limited subject is precise opinion”.

NPH1+LV+NPH2

2. Blueprint

It is a summary of the main idea or the main points to be presented in the body of the paper. In other words, the blueprint is a summary of the (sub)topic sentences for your central paragraphs.

It is like an architect's design for the structure which is going to be built.

The blueprint is the combination of the basic ideas from (sub)topic sentences of the next central paragraphs, and the thesis statement with blueprint is the combination of the thesis statement with a blueprint. A blueprint is structured as Nouns or Noun Phrases.

Blueprint development usually focuses on **why, how and when** dimensions:

Why?: The answer will usually begin with a “**because**” if we ask “**why**” about a thesis statement.

Example:

Why do vegetable gardens take a lot of planning?

Because the soil needs to be prepared, **because** the vegetables need to be planted at the right time

How?: It can usually begin with by, with, or through. Also since “**How?**” questions are sometimes similar to “**Why?**” types, they can both begin with the same connectors.

Example:

How does your roommate disturb you?

By talking , singing as I try to study,.....

Because of her talking , singing.....

When? Blueprint:

We can usually begin a ‘when?’ blueprint –development with the word ‘**when**’.

Example:

When is your roommate constantly sleepy?

When he gets up in the morning , sits in a class,.....

Example:

Thesis statement or main idea:

Overly competitive sports can damage a child psychologically.

Ways of development (architect's design)

(Sub)Topic sentence 1: They can damage a child's view of himself.

(Sub)Topic sentence 2: They can damage a child's view of his peers.

(Sub)Topic sentence 3: They can damage a child's view of adults.

Three topic sentences combined to form a summary or a blueprint:

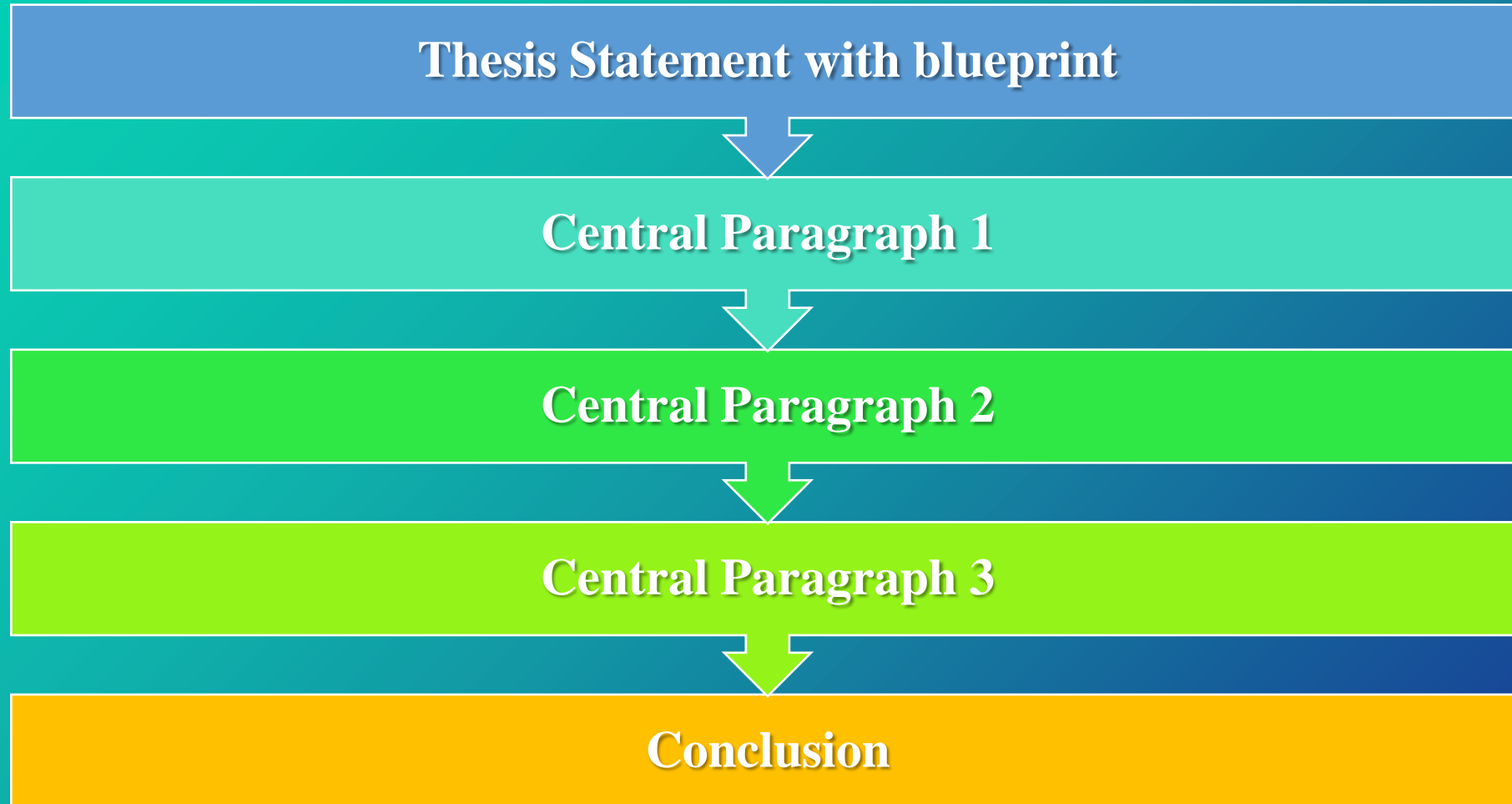
They can damage a child's view **of himself, of his peers, and of adults,**

Final thesis statement with a blueprint:

Overly competitive sports can psychologically damage a child's view of himself, of his peers and of adults.

Central Paragraphs

The form of the five-paragraph essay:



A central or body paragraph like a one-paragraph essay presents a topic sentence followed by specific supports. The central paragraph develops an opinion that in turn helps develop the thesis statement. Specific evidence in a central paragraph supports the paragraph's topic sentence and the topic sentences, taken together, support the thesis statement. Therefore, the central paragraphs persuade the readers to accept that thesis statement.

A central or body paragraph is very **similar to **a one-paragraph essay**; that is, each one presents a topic sentence followed by specific supports.**

However, there are **two differences:**

1- Omission of the reworded topic sentence

2- Addition to the topic sentence through a transition from the preceding paragraph and a reminder of the thesis statement.

Omission of the reworded topic sentence

One paragraph has three basic parts : topic sentence, specific support and reworded topic sentence. The reworded topic sentence provides a mark of finality to the argument. So, essays are more satisfying, and therefore more convincing, if the readers feel a sense of completion at the end.

A central paragraph, however, does not require this same mark of finality. Each central paragraph, then, **ends without a reworded topic sentence**; actually the paragraph would end up with the last item of specific support.

Additions to the topic sentence

Like a topic sentence for a one- paragraph essay , the topic sentence for a central paragraph presents *the main idea of the paragraph* in the basic structure of “*limited subject is precise opinion* .” However, the central paragraph topic sentence has two additions :

- The transition provides theme coherence

The first addition

- The reminder of thesis helps fit the central paragraph’s main idea to the theme’s main idea

The second addition

Therefore, the sub-topic sentence for a central paragraph should have these three parts:

1- a transition

2- a reminder of the thesis statement

3- The main idea of the paragraph

Example

Not surprisingly, **one area** in which **children are often humorous** is **in learning to speak**. I remember one time I was talking to a friend on the phone while my little sister, Betsy, seemed to be playing inattentively on the floor nearby.

After I

Here are the three parts:

Transition “one area ...”

Reminder “ children are often humorous”

Main idea “ in learning to speak”

Introduction

Your introduction serves two important purposes:

- 1- It gets your readers' attention.
- 2- It tells them what your main idea is (and how you will develop it).

The part of your introduction that gets your readers' attention is called **a motivator**. The part that tells them about your main point is called **the thesis statement with blueprint**.

There are three good ways to motivate your readers:

- 1- the opposite opinion
- 2- a brief story
- 3- an interesting statement

The Opposite Opinion

A really easy way to begin your paper is to state the opinion your paper opposes and then make a transition to your thesis statement with blueprint. Basically, you state what the "poor, misguided people" believe; then you state your own opinion:

1-What the opposition says

2-Transition

3-What you say

Here is a sample introduction to an essay showing that smoking is not a good habit:

Motivator some people think that smoking makes them appear sophisticated and mysterious, perhaps even seductive. They become Humphrey Bogart in Casablanca or Lauren Bacall in to Have and Have Not.

Transition Those people, however, are wrong. As far as I am concerned,
Thesis with smoking is really a disgusting habit, messy, irritating to others, and
Blueprint even harmful to nonsmokers.

A Brief Story

One of the most interesting ways to begin a paper is to tell your readers a brief story somehow related to your thesis statement.

Example:

I walked into the living room , picked up a magazine, and settled back into my recliner. When I opened the cover, I was confronted by a sensuous blond slinking toward me, her eyes slinking toward me, her eyes staring straight into mine. I like a Marlboro Man, she seemed to whisper provocatively. Believe me , I was ready to start smoking. I never did, though , because- Marlboro men notwithstanding -I've always thought of smoking as a disgusting habit, messy , irritating to others, and even harmful to nonsmokers.

An Interesting Statement

Statement that is interesting, either because the idea is intriguing or because, perhaps, the tone is angry.

Example:

I am sick of smokers flicking ashes on my desk and throwing ashes on the rug. Long after these people have left, their droppings remain, together with the foul smoke they have exhaled from their tar-coated lungs. Lets face facts: smoking is a disgusting habit – messy, irritating, and even harmful to nonsmokers.

Conclusion

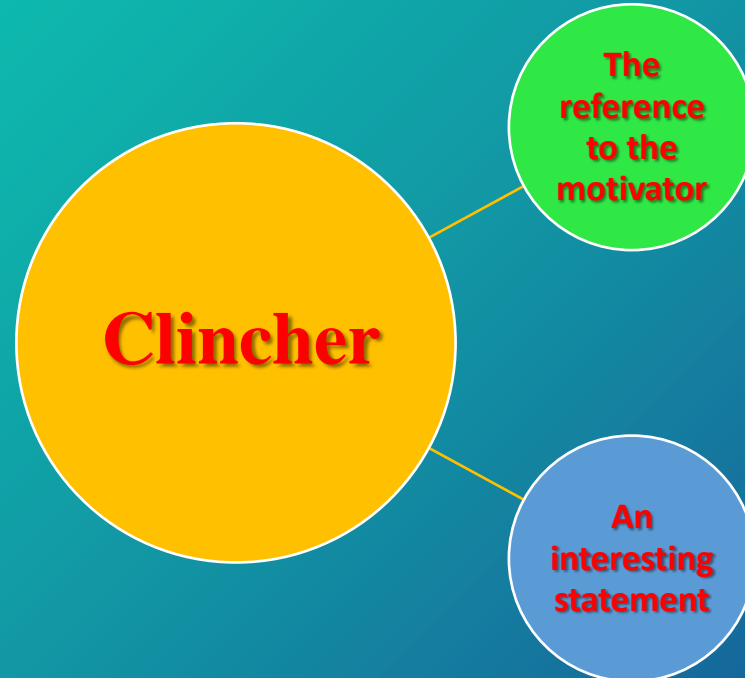
The conclusion serves two purposes:

1- It reminds the readers of the main points of your essay.

2- It gives them a sense of finality.

Note:

The part that reminds your readers of the main point is **the reworded thesis statement**. The part that gives them a sense of finality is the **clincher**.



The reference to the motivator

The simplest and most common **clincher** reminds the readers of the motivator you used in your introduction.

Example:

Introduction: Some people think that smoking makes them appear sophisticated and mysterious, perhaps even seductive. They become Humphrey Bogart in *Casablanca* or Lauren Bacall in *To Have and Have Not*. Those people, however, are wrong. As far as I am concerned, smoking is really a disgusting habit, messy, irritating to others, and even harmful to nonsmokers.

Conclusion: I am glad I never began such a disgusting habit, and I wish others had not started, either. **I hope my sophisticated friends soon find out that Humphrey Bogart and Lauren Bacall were mysterious and appealing in spite of their habit, not because of it.**

An Interesting Statement

An interesting statement is a good way to end a paper. It may be interesting because of the information or because of the tone.

Example:

Here is a conclusion that has an interesting statement because of the information:

I am glad I never began such a disgusting habit, and I wish others had not started, either. I hope my sophisticated friends soon find out that Humphrey Bogart, mysterious and appealing though he might have been, unfortunately died of cancer of the throat – probably caused by smoking!

And here is a conclusion with an interesting – an angry- tone:

I am glad I never began such a disgusting habit, and I wish others had not started, either. Then, the only smoking would take place at the fire- eater's show at the carnival- a spectacle that would give smoking the kind of dignity it deserves.



A verb must agree with its subject in number. A *singular subject* (one person or thing) takes a singular verb. A *plural subject* (more than one person or thing) takes a plural verb.

Singular subjects

1. When the following words are used as subjects, they are always singular. Some of these words are plural in meaning, but they always require.

everyone	someone	anyone	no one	each
everybody	somebody	anybody	nobody	either
everything	something	anything	nothing	neither

e.g. Everyone **is** here

Neither of these books **is** very new.

2. When **each** or **every** comes before singular subjects joined by **and**, a **singular verb** is required.

e.g. Every man and woman **is** eligible to vote.

3. Introductory **it** is singular and always followed by a **singular verb**.

e.g. It **was** the dogs which awakened me.



4. Words that come between a subject and its verb do not change the number of the subject. Prepositional phrases often have this position.

e.g. The man together with
in addition to his ten children
along with
as well as
with
besides is leaving soon.

Everyone except him has a book.

5. **There**, **here**, and **where** are never subjects (except in a sentence like this one!). When a sentence begins with one of these words, the subject comes after the verb.

e.g. There are no dogs in this neighborhood.

Here are the results of the experiment.



Plural subjects

6. Subjects joined by and or both ... and ... take a plural verb (But see rule 2)

S S V

e.g. A red Honda and a blue Ford **are parked** outside.

7. **Several, many, both, few** are plural words and always take a plural verb.

e.g. Both **are going** to attend the University of Texas.

8. Some nouns are always plural in form and always take **plural verbs**.

Clothes: trousers, pants, jeans, sunglasses, pyjamas, garments

Tools: Scissors, pliers, tweezers, binoculars, spectacles, shears, scales, clippers

Abstract: riches, thanks, means

However some of them are allowed by a singular verb when used in expressions such as a pair of, a word of

e.g.

His pants **are** still at the cleaners.

Your thanks **are** enough for me.

But: That pair of pants **is** dirty.

But: A word of thanks **is** enough.



Alternative

9. When the subjects are joined by the following structures, the verb must agree with the closer subject.

Neither ... nor ...

Either ... or ...

Not only ... but also ...

e.g. Neither the students nor the teacher **is** allowed to smoke.

10. Many words may be singular or plural depending on what they refer to: **None, all, some, any, majority, most, half**, etc. When these words are followed by prepositional phrase, the number of the object of the preposition will determine whether the words are singular or plural.

e.g. All of the book **has** been sold.

All of the books **have** been sold.

11. The expression **a number of** is plural, and the expression **the number of** is singular.

12. Expressions stating one amount of **time, money, weight, volume**, etc, are plural in form but take **singular verb**.

13. Some words are always plural in form but singular in meaning. These words require **singular verbs**.

Academic subjects: mathematics, physics, economics, statistics, genetics, classics, ethics, ...

Diseases: measles, mumps, herpes, rabies, ...

Abstract nouns: news, ethics, politics, ...

Your Mission for the Next Session

1

Review covered issues in this session

2

Try to test your understanding by doing grammar activities.

3

Don't forget to visit your peers web pages and comment for them

4

Try to broaden your previous weeks writing into a five-paragraph essay.