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Preface

About the Book

Essay Writing is intended as a handbook for students who plan to take the National School Leaving Exam of English, IELTS, TOEFL or SAT exams. The book helps students to prepare for the writing part of the exam, specifically, for writing an academic essay.

Essay Writing is equally suitable for an in-class situation with a teacher and for self-study. The book takes students step by step from writing a paragraph to writing different types of essays such as descriptive, narrative, opinion, argumentative and others.

The rationale behind the book is the description of English language proficiency levels and the description of language competences provided in the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR), *English Profile: CEFR for English*, requirements for academic writing in the *National Curriculum (Vidurinio ugdymo bendrosios programos: kalbos)* and the requirements for essay writing in the *Syllabus of the National School Leaving Exam of Foreign Languages (Užsienio kalbos (anglų, prancūzų, rusų, vokiečių) brandos egzamino programa, patvirtinta 2014 m.)*.

As indicated in the *National Curriculum* and the *Syllabus of the National School Leaving Exam of Foreign Languages*, the minimum requirement for the essay is at least 180 words in approx. 60 minutes; the student is required to demonstrate upper-intermediate language level (level B2 according to CEFR).

Essay Writing is written in accordance with the essay writing requirements of the following exams:

- IELTS. The candidates are required to write an essay of at least 250 words in about 40 minutes.
- TOEFL. The candidates are required to write an essay of 300–350 words in 30 minutes.
- SAT. The candidates are required to write a 350–450 word essay in 25 minutes.

Exam essays are evaluated according to the assessment criteria given in the table below.

Essay assessment criteria and weighting			
National School Leaving Exam of English	IELTS	TOEFL ¹	SAT ²
Task response/content: addresses the topic, provides adequate arguments to support position, uses relevant examples and details; adequate number of words (40%)	Task response: fully develops position in answer to the question with relevant, fully extended and well supported ideas (25%)	Fullness of response: addresses the topic and completes the required tasks	Complexity of thought: develops a point of view on an issue presented in an excerpt

¹ The essay is assessed on overall competence in the above mentioned areas using scale 0/1-to-6; scores 4-6 are passing while scores 0/1-3 are failing.

² Each SAT essay is independently scored by two readers on scale from 1 to 6.

Essay assessment criteria and weighting			
Structure and organization: uses adequate paragraphing and organizes ideas logically, achieves unity and coherence; uses adequate layout (30%)	Coherence and cohesion: sequences information and ideas logically (25%)	Adequate development: supports generalizations using specific examples and details	Substantiality of development: supports a point of view using reasoning and examples from reading, studies, experience or observations
Language: uses a wide range of grammatical and lexical structures with accuracy; uses correct punctuation and spelling (30%)	Lexical resource: uses a wide range of vocabulary with very natural and sophisticated control of lexical features (25%)	Organization: uses correct paragraph form, use of transitions within paragraph and between paragraphs; paragraphs are unified	Facility with language: follows the conventions of Standard Written English
	Grammatical range and accuracy: uses a wide range of structures with full flexibility and accuracy (25%)	Language: uses consistent style, proper grammar, diction, sentence structure, punctuation and spelling	

Organization of the Book

The book consists of two parts and eleven units. Part I *From Paragraph to Essay* contains Units 1–2 which discuss the paragraph development and the basics of writing a five-paragraph essay. Part II *Types of Essays* contains Units 3–11 which present the main patterns of essay development. Each unit is a self-contained lesson and is composed of the following sections: *Essay Focus*, *Language Focus*, *Timed Essay*, *Self-evaluation on the Unit* and *Useful Online Sources*.

Essay Focus. Students learn about a particular essay type, the organization and method of its development and strategies of coherence. Each Essay Focus section provides sample essays for analysis and activities for essay practice. Using the provided criteria, students learn to evaluate sample essays and the essays they write as part of essay analysis and practice. Sample essays are written by students and adapted to suit the purposes of the book. For study purposes, the sample essays contain a greater number of words than required in National School Leaving Exam of English, IELTS or TOEFL exams.

Language Focus. Students study style improving techniques and learn how to write effective sentences. Depending on the study material discussed in the Language Focus section, students review the rules of punctuation and practise them.

Timed Essay. Students practise writing a timed essay on a given topic and self-evaluate it. The Timed Essay section aims at creating an exam-like environment and at preparing students to write under time pressure. When writing a timed essay, students are advised to adjust to the time limit required by a particular exam they are preparing to take. The experience gained boosts students' confidence and performance during the actual exam.

Self-evaluation on the Unit. The revision and self-evaluation checklist helps students assess their progress in essay writing and in improving language skills after they cover Essay Focus and Language Focus sections and write a timed essay.

Useful Online Sources. At the end of each unit, students will find a list of suggested free online resources (video lectures, interactive exercises, interesting and helpful study material) for further self-study.

The Answer Key. The answer key to recognition exercises is provided online at <http://www.sviesa.lt/atsakymai/EssayWriting.pdf>

Key Points

Paragraph focus

- defining a paragraph
- developing and organizing ideas
- topic sentence
- support
- unity
- coherence
- paragraph analysis and writing practice

Language focus

- improving style: informal, neutral and formal language
- improving sentence skills: writing simple, compound and complex sentences
- punctuating compound and complex sentences

Evaluation focus

- paragraph evaluation
- self-evaluation on the Unit

Paragraph Focus



What Is a Paragraph?

A paragraph is a group of sentences that develop one main idea. The *length* of a paragraph ranges from 7 to 15 sentences. The *length* of a standard paragraph in an exam essay is 5–8 sentences.

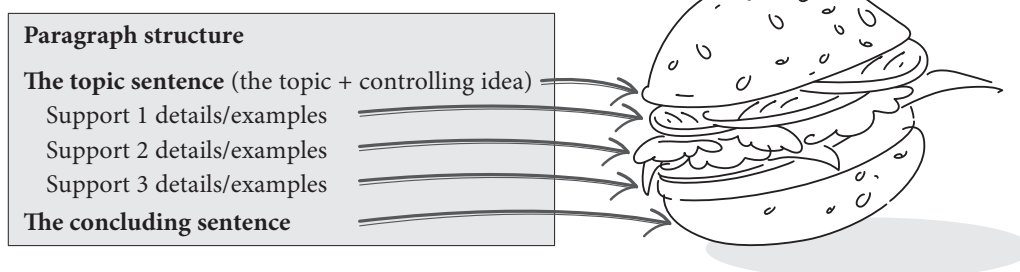
How to Organize a Paragraph?

The paragraph consists of a topic sentence, supporting ideas and a concluding sentence. The main requirements for a paragraph are the following:

- unity
- support
- coherence (a clear principle of organization such as time order, spatial order, emphatic order and linking of ideas by using transitional words and expressions)
- language skills (correct sentence structure and appropriate style)

Elements of paragraph structure are illustrated below.

Table 1. Paragraph structure



The Topic Sentence

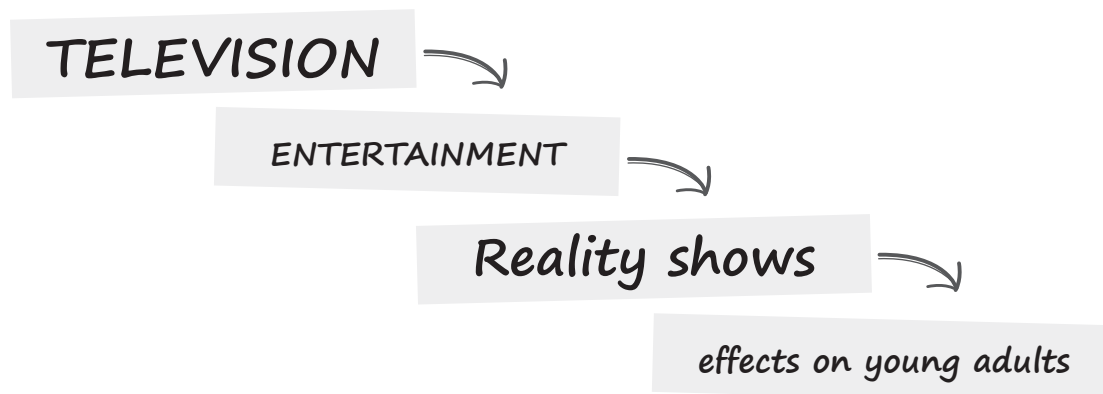
- As illustrated in the visual representation, a paragraph consists of the following components:
 - The introductory/topic sentence (the top layer)
 - Supporting ideas and specific details/examples (the middle layer, the filling)
 - The concluding sentence (the bottom layer).
- The topic sentence is usually the first sentence in a paragraph. The topic sentence consists of two parts: (1) the **topic** and (2) the **controlling idea**. The controlling idea expresses the focus of a paragraph and the writer's idea or attitude about the topic. All sentences in a paragraph should relate to and develop the controlling idea. The relationship between the topic and the controlling idea is provided in the examples below:

TOPIC **CONTROLLING IDEA**
Studying in a foreign country can be a *challenging experience*.

CONTROLLING IDEA **TOPIC**
There are several reasons why I like my native town.

- There are several stages in writing the topic sentence:
 - brainstorming
 - narrowing the topic (choosing the focus/attitude to the topic)
 - formulating the topic sentence

An example of narrowing down the topic is provided below.



1 Identify the topic and the controlling idea in the following sentences.

- 1 Travelling is my favourite pastime.
- 2 The kitchen space has varied meanings in different cultures.
- 3 Working as a baby-sitter was the worst job I have ever had.
- 4 Television commercials can have negative effects on children.
- 5 Life in a small town has several advantages for me.

2 Narrow down the following topics. Choose the controlling idea and write the topic sentence for each of the topics.

- 1 _____ Exams _____

_____ Topic sentence (topic+controlling idea): _____

2 _____ The Internet _____

Topic sentence (topic+controlling idea):

3 _____ Friends _____

Topic sentence (topic+controlling idea):



Support

Supporting sentences develop the topic by directly relating to the controlling idea. Support includes (1) **supporting ideas** and (2) **specific details** such as facts/arguments, statistics, data, examples, illustrations, reasons and quotations. The organization of supporting ideas and specific details is illustrated in the example below.

Topic: An Ideal Holiday Place

Supporting idea 1: Perfect geographical location

Specific detail: green scenery

Specific detail: sunny weather

Supporting idea 2: Comfortable hotel

Specific detail: centrally located

Specific detail: access to gym and swimming pool

Supporting idea 3: Places of interest

Specific detail: museums and art galleries

Specific detail: historical monuments

Making Support Specific

To make writing effective, support has to be specific as in the examples below.

How to make support specific	Examples
Use exact names/terms	He is reading <u>a book</u> . (general) He is reading <u>a history textbook</u> . (specific)
Use descriptive words (modifiers before nouns)	She met a <u>strange</u> man. (general) She met a man <u>wearing a purple tuxedo, shiny green shoes and a straw hat</u> . (specific)
Use of words that relate to sense perceptions (sight, hearing, smell, taste and touch)	In our culture, it is more appropriate to give <u>a proper</u> handshake. (general) In our culture, it is more appropriate to give <u>a firm rather than limp</u> handshake. (specific)
Use of lively verbs	The children <u>misbehaved</u> during a sightseeing tour. (general) The children were <u>shouting, pushing and kicking each other</u> during a sightseeing tour. (specific)

The Concluding Sentence

The concluding sentence is the last sentence in a paragraph. Its function is to remind the reader of the focus of the paragraph. This can be done in two ways:

- ☐ by providing a hindsight summary of the main ideas developed in the paragraph
- ☐ by rephrasing the topic sentence



3 Analyse the following paragraph and identify the supporting ideas and specific details. Complete the provided outline.

There are several things that I remember about my grandmother. The first thing that I remember is her ability to weave. On winter evenings, she would sit at the wooden loom and weave wonderful cloths with vivid colours and complex designs which she would later turn into beautiful national costumes. The time when she started teaching me how to weave after I turned seven lingers in my memory. When I learned to weave multi-coloured patterns myself, I would spend at least five hours a day at the loom because it was only at the linen-smelling place of my grandmother that I could practice the skill. Another thing that I remember about my grandmother is her love for flowers. She had at least six or seven small flower beds that were scattered all over her well-kept flower garden. She would ask my sister and me to help her plant new flowers and remove the old ones, to water them and sometimes to decorate them with small rocks and sea-shells. My most precious memories are about a small kitchen garden where my grandmother allowed my sister and me to plant and grow strawberries, our favourite berries. It was our pleasant duty to take care of the berries, to weed the strawberry beds, to water them and to pick the ripe berries. After we picked the strawberries, our grandmother would make dozens of puffy pancakes, and we would eat them with freshly made strawberry jam. At present, the things that my grandmother taught me have become a dear part of my life.

Topic sentence _____

Supporting idea 1 _____

Specific detail _____

Specific detail _____

Supporting idea 2 _____

Specific detail _____

Specific detail _____

Supporting idea 3 _____

Specific detail _____

Specific detail _____

Concluding sentence _____

4 Identify the type of the concluding sentence in the paragraph above and write an alternative type of the concluding sentence.

Your version of the concluding sentence: _____



Unity

A paragraph is **unified** when all sentences relate to the main idea expressed in the **topic sentence** (consisting of the topic + controlling idea). To achieve unity:

- write an effective outline/plan (written in short noun phrases)
- omit off-topic or irrelevant sentences.

5 Evaluate the following outline for unity and write the concluding sentence.

Topic Sentence: In contemporary society, young people's book reading habits have changed in several ways.

Support1: decreasing interest in reading print books

Support 2: increasing popularity of e-books

Support 3: reading book summaries instead of full books

Support 4: influence of television

Concluding sentence



6 Use the following template to make an outline of a paragraph on one of the following topics:

- 1 Reasons for studying the night before a test
- 2 The main outcomes of globalization
- 3 Should distance learning replace the classroom?

Topic Sentence: _____

Support 1: _____

Specific detail _____

Specific detail _____

Support 2: _____

Specific detail _____

Specific detail _____

Support 3: _____

Specific detail _____

Specific detail _____

Concluding sentence: _____



Coherence

Coherence is arrangement of ideas into a logical order. To achieve coherence:

- arrange ideas in logical order going from general to specific
 - use transitions
 - use verbal bridges
 - use clear method of organization
- **Logical ordering of ideas.** The text is logically ordered when the movement from one sentence to the next is logical and smooth. There should be no unexpected logical leaps, and each sentence should flow smoothly into the next one.
- **Use of transitions.** Transition signals 'are like traffic signs.' They tell the reader about the movement and direction of the argument. The reader is informed whether a **similar idea** follows (e.g. *similarly, and, in addition*), an **opposite idea** is introduced (e.g. *on the other hand, but, in contrast*), an **example** is provided (e.g. *for example, to illustrate*), **results/effects** are discussed (e.g. *therefore, as a result, thus*) or **conclusion** is drawn (e.g. *in conclusion, to sum up*). Transitional words and expressions are used to link ideas **within** a paragraph and **between** paragraphs in a longer piece of writing. Transitions are classified by their **function**. Some **types** of transitions include the following:

To introduce and add information	also, and, besides, first, in addition, finally, furthermore, moreover, next, second, etc.
To give examples/support/emphasis	in other words, to put it differently, as an illustration, in this case, for this reason, another key point, on the positive/negative side, truly, certainly, in particular, for instance, to enumerate, in fact
To conclude/summarize/restate	all things considered, as shown above, in the long run, given these points, as has been noted, in summary, in conclusion, to sum up, on the whole, in either case, all in all, obviously, ultimately, definitely



More types of transitions will be provided in the subsequent chapters on different essay types.



- 7** Search the Internet to find other types of transitional words and expressions (e.g. for contrast-comparison, cause-effect or chronological order). Write down four types other than those in the table above and five examples for each of the types in the provided worksheet.

Type _____

Examples:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Type _____

Examples:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Type _____

Examples:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Type _____

Examples:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- 8** Read the following paragraph. As you read, underline transitional words and expressions. Identify their type.

Nowadays, when people live in the world that is strongly affected by globalisation, they look for something that could help them to stay more coherent and closer to each other. One of the things that help to achieve this aim is belonging to various groups. Usually such groups not only provide people with a feeling of social connectedness but also help to save the cultural heritage of a country. For example, almost every school has folk dance and song groups. These groups unite young people who share similar ideas and visions about the future of their country and its culture. Another way to stay related to others is participation in various festivals. Such festivals bring together people who have the same taste in music or other forms of entertainment. To illustrate, more than 10,000 people attended a jazz festival in my small native town where global and local tendencies in music and their influence on national culture and fans could be observed. To sum up, there are many ways for people to stay close. They just need to find what suits them best.



- **Use of verbal bridges.** Besides transitions, other means that help to connect ideas in the text are the following:
 - ☐ repetition of key words
 - ☐ use of synonyms
 - ☐ use of pronouns
- **Clear method of organization.** To achieve coherence, supporting ideas have to be organized using one the following principles:
 - ☐ emphatic order (from the least important to the most important idea or vice versa)
 - ☐ time order (chronological presentation of events)
 - ☐ spatial order (organizing information in order of space or location)

- 9** Identify verbal bridges and the method of organization in the paragraphs in Activities 3 and 8.

- 10** Read the following paragraph. Analyse the paragraph in terms of unity and coherence. Delete the off-topic sentences and rewrite the paragraph adding transitional words and expressions to achieve unity and coherence. The sentences are numbered for convenience.

(1) There are several reasons why I like studying at my university. (2) It is the best university in the area. (3) Many foreign students choose to study there, and many visiting professors come to lecture at my university. (4) The university offers a flexible study schedule which allows students to have a part-time job. (5) I work

as a shop assistant to pay for my studies. (6) As I receive additional income, I can afford both to study and travel. (7) My best friend likes travelling very much. (8) She has visited the Baltic States, Poland, the Czech Republic, Hungary, Romania and Turkey. (9) She is very fond of national cuisines. (10) My best friend studies at the same university, and we often study for exams together. (11) She lives in the same dormitory, and she has a dance class twice a week. (12) After she graduates, my friend wants to work abroad for a year. (13) My friend and I are members of the Student Board and attend student meetings together. (14) The university is centrally located, and it is easy to get there by public transport or bike. (15) The city bus goes there every ten minutes, and the university has a large bicycle parking lot. (16) By encouraging students to use bikes, the university promotes environmentally-friendly policy. (17) Last week a student's bike was stolen from the bicycle parking lot. (18) My university is the best place to study for someone who values high quality studies, likes to spend time with friends and is eco-friendly.



Helpful Tips for Writing Your Paragraph

- Make sure your paragraph has a clear topic sentence indicating the topic and the controlling idea.
- Note that the controlling idea determines what the paragraph is about. For example, the topic 'studying for exams' can have different controlling ideas such as 'frustrating experience' or 'rewarding experience'. You would need different support for a paragraph on the 'frustrating experience' if compared to a paragraph on the 'rewarding experience' to provide evidence why the experience is frustrating or rewarding.
- Make sure your paragraphs contain no off topic sentences that break the unity of the paragraph.
- Make certain that the paragraph uses adequate cohesive devices and a clear method of organization.
- Check whether the concluding sentence retains the focus of the paragraph.
- Proofread the paragraph by reading it aloud. Proofread to improve the following possible errors:
 - ☐ poor organization
 - ☐ weak development
 - ☐ unrelated specific details
 - ☐ incorrect order of specific details
 - ☐ poor coherence
 - ☐ overuse/lack of transitional words and expressions
 - ☐ errors in grammar
 - ☐ punctuation errors
 - ☐ spelling mistakes

Paragraph Analysis and Practice

11 Analyze the paragraphs in Activities 3 and 8 for structure, support, unity and coherence.



12 Choose a topic from the options given in Activity 2. Write an outline using the provided template.

Topic Sentence: _____

Support 1: _____

Specific detail _____

Specific detail _____

(Specific detail) _____

Support 2: _____

Specific detail _____

Specific detail _____

(Specific detail) _____

Support 3: _____

Specific detail _____

Specific detail _____

(Specific detail) _____

Concluding sentence: _____

13 Write a paragraph using the outline provided in Activity 12.

14 Evaluate the paragraph in view of the following criteria. Tick ✓ the appropriate box ☐.

Paragraph Evaluation Checklist	☐ 1 The topic sentence states the topic and the controlling idea. ☐ ☐ 2 The paragraph includes 2–3 supporting ideas. ☐ ☐ 3 The main supporting ideas are developed by providing specific details. ☐ ☐ 4 There are no off topic ideas that break the unity of the paragraph. ☐ ☐ 5 Transitional words and phrases link ideas in the paragraph. ☐ ☐ 6 The paragraph uses a clear method of organization. ☐ ☐ 7 The concluding sentence follows logically from the points made in the paragraph. ☐ ☐ 8 There is no informal/colloquial language in the paragraph. ☐ ☐ 9 The paragraph is revised for grammar. ☐ ☐ 10 The paragraph is revised for spelling. ☐ ☐ 11 The paragraph is revised for punctuation. ☐
---------------------------------------	---

15 Revise your paragraph and write the final draft. Edit and proofread it.

Language Focus



Improving Style: Informal, Neutral and Formal Language

The tone and style of writing, or language **register**, is related to the use of vocabulary, structure and grammar. The three most common language styles in writing are **formal**, **neutral** and **informal**.

■ **Informal language.** The features of informal language are the following:

- ☐ simple and grammatically incomplete sentences
- ☐ active voice
- ☐ emotional language and exclamations
- ☐ personal opinion
- ☐ humour, slang and clichés
- ☐ phrasal verbs

■ **Neutral language.** The features of neutral language are the following:

- ☐ active rather than passive voice
- ☐ factual rather than emotional language
- ☐ more complex language than in informal style

■ **Formal language.** The features of formal language are the following:

- ☐ compound, complex and grammatically complete sentences
- ☐ full forms instead of contractions
- ☐ the use of the passive voice if the agent is not important
- ☐ use of one-word verb instead of phrasal verb

In academic writing, keep to neutral and formal style. Below are examples of informal language and suggestions how to avoid it in academic writing:

Avoiding informal language in academic writing	Informal language	Formal language
Avoid contracted forms.	<i>can't, don't</i>	cannot, do not
Avoid phrasal verbs.	<i>turn up, hand in</i>	appear, submit
Avoid colloquial words and expressions.	<i>moms, kids, a lot of</i>	mothers, children, many
Avoid run-on words.	<i>so on, so on and so forth, etc.</i> To prepare for an English exam, students are advised to read in English, to watch English programmes on television, do writing activities and <i>so on</i> .	To prepare for an English exam, students are advised to read in English, to watch English programmes on television <i>and</i> do writing activities.
Avoid the display of emotions and the use of exclamation marks.	This method <i>works wonderfully!</i>	This method <i>is highly effective</i> .
Avoid using personal pronouns <i>I, me, my, mine, we, our, ours</i> . Use <i>I</i> when relating personal experience or when expressing your personal opinion (e.g. in a descriptive, in a narrative or in an opinion essay).	<i>I consider</i> that...	<i>It is considered</i> that...
Avoid using <i>you</i> (1) in addressing the audience or (2) in the generic sense.	(1) <i>You can find</i> this information in the school library. (2) When <i>you</i> are angry, <i>you</i> cannot think clearly.	(1) <i>This information can be found</i> in the school library. (2) When <i>one</i> is angry, <i>one</i> cannot think clearly.
Avoid generalizations. Use specific language.	(1) <i>Teenagers</i> are irresponsible. (2) <i>Some important people</i> attended the homecoming party.	(1) <i>Troubled teenagers sometimes</i> behave irresponsibly. (2) <i>The town mayor and the head master of the school</i> attended the homecoming party.
Avoid gender-specific language. Use gender-neutral language.	<i>fireman, stewardess, chairman</i>	<i>fire-fighter, flight attendant, chairperson</i>
Avoid negative forms.	The weather is so cold. It <i>isn't</i> going to change.	The weather seems to stay cold.
Avoid clichés.	After the spring semester ended and all examinations were passed, Ruth felt <i>as free as a bird</i> .	Ruth experienced complete <i>freedom</i> after the spring semester ended and all examinations were passed.
Avoid dashes.	My new mountain bike – I bought yesterday – is wonderful!	I am very happy because yesterday I bought a new mountain bike.
Use more nouns than verbs (use nominalization)	<i>The percentage of dropouts is increasing</i> , and the teaching staff and school administration are becoming concerned.	<i>The increase in the percentage of dropouts</i> is conditioning concern among the teaching staff and school administration.
Use passive structures if agents are not important.	Many people <i>use</i> public transport daily.	Public transport is used on a daily basis.
Use hedging, i.e. cautious language.	Honesty is <i>the most important</i> character trait.	Honesty is <i>one of the most important</i> character traits.

In addition to the language features mentioned above, effective academic writing is achieved by employing other aspects of writing such as conciseness, accuracy, correct punctuation, logical structuring of ideas and coherence.



1 Match the words to their less formal synonyms.

- | | |
|------------------|--------------------------|
| 1 To look at | a as a consequence |
| 2 I need to | b to inform |
| 3 To make up for | c to demonstrate |
| 4 To put up with | d to tolerate |
| 5 To say sorry | e to appear |
| 6 To seem | f to apologize |
| 7 To show | g to compensate |
| 8 To stand for | h to represent |
| 9 So | i to examine |
| 10 To tell | j it is necessary for me |

2 Match pairs (formal-informal) from the words in the box. Write sentences using the formal words.

in addition	to get	to receive
to check up on	however	to check
to increase	to ask	also
to go up	home	to provide
but	to verify	to assist
to enquire	to give	residence
to help	to investigate	



Improving Sentence Skills: Writing Simple, Compound and Complex Sentences

There are three main types of sentences: **simple**, **compound** and **complex**. In academic writing, it is advisable to use a combination of all three types. Using a variety of sentence types makes your writing fluent and helps to avoid monotony.

- A **simple sentence**, or an independent clause, must have a subject and a verb and expresses a complete thought. For example:

SUBJECT	VERB	SUBJECT	VERB
<u>She</u>	<u>loves</u> the seaside.	<u>She</u> often	<u>goes</u> to the seaside.
INDEPENDENT CLAUSE		INDEPENDENT CLAUSE	

- A **compound sentence** is composed of two simple independent sentences (clauses) which express two complete thoughts. Each independent sentence has a subject and a verb. For example:

SUBJECT	VERB	SUBJECT	VERB
<u>She</u>	<u>loves</u> the seaside, and	<u>she</u>	often <u>goes</u> there.
INDEPENDENT CLAUSE		INDEPENDENT CLAUSE	

Two simple sentences can be joined into a compound sentence in several ways:

Ways to build compound sentences	Examples
Using a coordinating conjunction such as <i>for, and, nor, but, or, yet</i> or <i>so</i> (FANBOYS).	In an academic essay, you cannot use contractions, <i>nor</i> can you use colloquial words, idioms or slang.
Using a semicolon (;) to join two independent sentences.	After a two-month course, several students in class still have problems writing an academic essay; more practice is needed.
Using a conjunctive adverb such as <i>besides, consequently, furthermore, however, otherwise, therefore</i> , etc.	In the exam, a candidate should spend several minutes making an outline for his or her essay; <i>otherwise</i> , the candidate may get confused in his or her thoughts and lose some exam time.
Using a transitional word or expression such as <i>in addition, for example, as a result</i> , etc.	A student chooses an essay development pattern depending on the essay question; <i>for example</i> , he or she may write a cause-effect essay, a problem-solution essay, or a for-against essay.

A **complex sentence** is composed of an independent (main) clause and two or more dependent (subordinate) clauses. A dependent clause is joined to the independent clause with a conjunction such as *because, although, when*, etc. or a relative pronoun such as *that, who* or *which*. Although a dependent (subordinate) clause also contains a subject and a verb, it expresses an incomplete idea; therefore, it cannot stand alone. For example:

SUBJECT	VERB	SUBJECT	VERB
She often	<u>goes</u>	to the seaside	<i>because</i> <u>she</u> <u>loves</u> it.
INDEPENDENT CLAUSE		DEPENDENT CLAUSE	

Ways to build complex sentences	Examples
Using a subordinating conjunction such as <i>after, although, because, if, provided that, which</i> , etc.	A learner should practise writing academic essays <i>if</i> he or she wants to succeed in an exam.
Using a relative pronoun such as <i>what, which, who, whose, that</i> , etc.	Andrew is a student <i>who</i> received a reward for his essay about bridging the generation gap.



3 Find definitions of the term in a dictionary. Translate the term into your native language.

Term	Definition	Translation
Subject		
Verb		
Simple sentence		
Compound sentence		
Complex sentence		
Independent (main) clause		
Dependent (subordinate) clause		



Punctuating Compound and Complex Sentences

- When joining two independent sentences into a **compound sentence**,
 - use a comma before coordinating conjunctions *for, and, nor, but, or, yet* or *so* (FANBOYS). For example:
Andrew enjoys riding a motorcycle, *and* he is planning to buy a used 2014 Kawasaki Versys.
 - use a semicolon to join two complete ideas (independent sentences). For example:
Andrew enjoys riding a motorcycle; he is planning to buy a used 2014 Kawasaki Versys.
 - use a semicolon and a conjunctive adverb (or a transitional word/expression such as *however, consequently, furthermore, moreover*, etc.) followed by a comma. For example:
Andrew enjoys riding a motorcycle; *therefore*, he is planning to buy a used 2014 Kawasaki Versys.
- When building a **complex sentence**,
 - **do not** use a comma before the subordinating conjunction, such as *after, although, because, that*, if a sentence starts with an independent clause. For example:
Andrew is planning to buy a used 2014 Kawasaki Versys because he enjoys riding a motorcycle.
 - use a comma if a sentence starts with a dependent (subordinate) clause. For example:
Because Andrew enjoys riding a motorcycle, he is planning to buy a used 2014 Kawasaki Versys.

For punctuating relative clauses, see Language Focus, Unit 9.



4 Identify the sentences as simple, compound or complex.

- 1 Optimists make their day happy, but they do not wait for others to make them happy.
- 2 Positive people never complain about the present because they have no time for it.
- 3 Positive people radiate happiness and warmth, so they are easy to be with.
- 4 Optimistic people are confident that there are always some solutions to a problem.
- 5 Forgiveness is a feature of a positive person.
- 6 Positive people understand that everyone is different; therefore, they do not compare themselves to anybody else.
- 7 For an optimist, an obstacle is just a new challenge while for a pessimist it is a misfortune.
- 8 When experiencing a failure, an optimist may turn it into a fortune.
- 9 Optimists find it easier to cope with illnesses because they believe that they will overcome any illness.
- 10 Optimistic people have many friends to rely on.

5 From the simple sentences below, build compound or complex sentences using correct punctuation. Make changes if necessary. There can be several possible answers.

- 1 The goal of healthy eating is to develop a diet. A person can maintain a healthy diet for life.
- 2 People often think of healthy eating as having to abstain from some products. The key to a healthy diet is moderation.
- 3 Some young children do not eat seafood. They do not like seafood.
- 4 Children do not like seafood. They should consume about 150g of seafood such as salmon, trout, mussels or oysters a week.
- 5 Seafood contains protein, minerals and omega-3 fatty acids. They are beneficial for a person's heart.
- 6 A person has a healthy diet. Eating a burger once a week probably will not have a negative effect on one's health.
- 7 A person should feel satisfied at the end of a meal. He or she should not leave the table feeling very full.
- 8 A person abstains from eating certain foods to lose weight. It is natural to crave for these foods even more.
- 9 Having meals with other people has social and emotional benefits. It helps one to develop healthy eating habits.
- 10 Colourful fruits and vegetables contain high concentrations of vitamins, minerals and antioxidants. A person should consume a minimum of five colourful fruits or vegetables every day.

Self-Evaluation on the Unit

For self-evaluation, tick ✓ the appropriate box ☐.

After having studied the Unit, I am able to:

■ define the paragraph	☐ very well	☐ well	☐ need revision
■ structure a paragraph	☐ very well	☐ well	☐ need revision
■ define unity	☐ very well	☐ well	☐ need revision
■ define coherence	☐ very well	☐ well	☐ need revision
■ organize supporting details into paragraphs using			
☐ order of importance	☐ very well	☐ well	☐ need revision
☐ general-to-specific organization	☐ very well	☐ well	☐ need revision
☐ spatial organization	☐ very well	☐ well	☐ need revision
☐ chronological order	☐ very well	☐ well	☐ need revision
■ use transitional words and expressions	☐ very well	☐ well	☐ need revision
■ write a clear topic sentence	☐ very well	☐ well	☐ need revision
■ write a concluding sentence			
☐ summarizing the ideas of the paragraph	☐ very well	☐ well	☐ need revision
☐ restating the topic sentence	☐ very well	☐ well	☐ need revision
■ distinguish between formal, neutral and informal language	☐ very well	☐ well	☐ need revision
■ define a simple sentence	☐ very well	☐ well	☐ need revision
■ define a compound sentence	☐ very well	☐ well	☐ need revision
■ define a complex sentence	☐ very well	☐ well	☐ need revision

Useful Online Sources

For Paragraph Practice

- Writing Skills: The Paragraph (14:33)
<https://www.youtube.com/watch?v=0IFDuHdB2Hk>
- How to Write a Topic Sentence (3:56)
<http://www.youtube.com/watch?v=l2nOzN6DIIY>
- Writing – Transitions (9:44) (13:18)
<http://www.engvid.com/writing-transitions/>
<http://www.engvid.com/writing-transitions-therefore-thus-consequently>
- Walters, F. Scott. 2000. Basic Paragraph Structure. *TOEFL-Prep Writing Practice Site*
<http://lrs.ed.uiuc.edu/students/fwalters/para.html>
- Formulating a Concluding Sentence for a Paragraph. *Reading and Study Skills Lab, Anne Arundel Community College*
<http://www.aacc.edu/supportcenter/file/formulatingaconcludingsentenceforapar.pdf>

For Language Practice

- Formal Writing (4:44)
<https://www.youtube.com/watch?v=s2gYq6KbhfA>
- Formal and Informal English. *engVid. Free English Video Lessons*
<http://www.engvid.com/english-resource/formal-informal-english/>
- Simple Sentences and Compound Sentences (6:45)
<https://www.youtube.com/watch?v=VPqHgg-i1Qo>
- Complex Sentences (14:57)
<https://www.youtube.com/watch?v=TFurRXH5kxE>
- Commas & Compound Sentences (17:43)
<https://www.youtube.com/watch?v=auxFhfAReCg>