

ADVANCED WRITING

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ZABANKADEH PUBLICATIONS

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Phone: 0098-21-66402367

Fax: 0098-21-66492961

© 2004 by Zabankadeh Publications
No 8, Bazarcheh Ketaab, Enghelab Sq., Tehran
Tel: 0098-21-66402367 Fax: 0098-21-66492961
E-Mail: info@zabankadeh.net
P.O. Box: 13145-564 Tehran, Iran

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Printed in Iran

Birjandi, Parviz	بیرجندی، پرویز ۱۳۱۹ (ادونسد رایتینگ)
Advanced Writing / Parviz Birjandi, Mohammad Alavi, Mohammad Ali Salmani-Nodoushan.-	۱۳۸۳=۲۰۰۴ م، زبانکده: تهران
ISBN 964-6117-51-1	IX، ۱۸۱ ص.
	انگلیسی.
	فهرست‌نویسی بر اساس اطلاعات فیپا.
	۱. زبان انگلیسی -- معانی و بیان. ۲. گزارش نویسی دانشگاهی. الف. علوی، محمد، ۱۳۳۹- Alavi, Mohammad. ب. سلمانی ندوشن، محمدعلی، ۱۳۴۸- Mohammad Ali.
Salmani-Nodoushan,	ج. عنوان: Advanced Writing
	۴ الف ۸۴ ب / ۱۴۰۸ PE
	۱۳۸۳
	کتابخانه ملی ایران
	۸۰۸ / ۰۴۲
	۹۶۱۶-۸۳ م

Advanced Writing

مولفان: دکتر پرویز بیرجندی / دکتر سید محمد علوی / دکتر محمدعلی سلمانی ندوشن

انتشارات زبانکده

چاپ سوم ۱۳۸۴، تیراژ ۵۰۰۰ نسخه، چاپ دیبا
کلیه حقوق برای انتشارات زبانکده محفوظ می باشد.



تهران، روبروی دبیرخانه دانشگاه تهران، بازارچه کتاب، شماره ۸
تلفن: ۶۶۴۰۲۳۶۷ (۰۲۱) فاکس: ۶۶۴۹۲۹۶۱ (۰۲۱)

قیمت: ۲۵۰۰۰ ریال

سندوق پستی: ۵۶۴ - ۱۳۱۴۵

ISBN: 964-6117-51-1

شابک: ۱ - ۵۱ - ۶۱۱۷ - ۹۶۴

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PREFACE

Advanced Writing is the first in a series of books designed to develop the expository and argumentative writing skills that EFL learners need to express their ideas effectively. Through highly illustrative examples, model paragraphs, and carefully constructed exercises, students complete, step by step, activities that enable them to understand and fully appreciate the writing process.

Units one, two, and three will familiarize the students with the rudiments, format, and overall structure of the paragraph; unit four deals with techniques of support; units five through eleven deal with the rhetorical patterns most commonly found in expository writing (enumeration, chronology, process, description, definition, cause and effect, and comparison and contrast); unit twelve treats argumentation not as a rhetorical device in and of itself, but rather as a kind of writing which often employs a variety of rhetorical devices; finally, unit thirteen provides a number of dos and don'ts that enable the university students to revise and enhance their paragraphs.

The effective course-book/workbook format provides students with a powerful five-step approach to paragraph writing. Students will accomplish the following tasks that lead to clear, effective, and concise paragraphs:

Deduction: the initial step, in which the internal structures of different kinds of paragraphs are discussed.

Exposure: the second step, in which students read at least a model paragraph.

Analysis: the third step, in which students gain greater understanding of the structure of the model paragraph.

Planning: the fourth step, in which students make outlines for their own paragraphs based on their understanding of the models.

Writing: the final step, in which students write original full paragraphs.

The book covers the fundamental techniques and methods of paragraph writing, yet the format allows the teacher to insert additional exercises and assignments that are both class-specific and provide for the individual teacher emphasis. This flexibility should give the experienced teacher a focus for materials and the newer teacher a pedestal on which to build.

Because the course is based on paragraph writing, it does not pay much attention to grammatical structures. Naturally, EFL students, even at the advanced level, continue to have grammatical weaknesses. *Advanced Writing* deals with grammar problems that are specifically related to paragraph writing: punctuation, sentence structure, and so forth.

ACKNOWLEDGMENTS

We are indebted to many people who have contributed to the preparation of this book. Most of the model paragraphs that appear in this book have been reproduced from the homework assignments our students did for our advanced writing classes. We are grateful to all these students. We are also indebted to our colleagues who proofread the manuscript and made corrections where needed. Grateful acknowledgment is also made to Mrs. Arezou Pashapur who took the painstaking task of typing the manuscript. Finally, we wish to express our gratitude to the people at Zabankadeh Publication Company who published and marketed the book.

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September, 2004

UNIT ONE

RUDIMENTS

INTRODUCTION

Good writing is an art; not all people are artists. However, you can learn how to write effectively. You only need to have a plan for writing. This plan should have four distinct phases: (a) pre-writing, (b) organization, (c) support, and (d) grammar and mechanics.

Prewriting: In this phase, you should *think before writing*. You should do the following:

- A. Think about the subject of your writing assignment carefully.
- B. Narrow down the subject so that it can be covered within the limits your teacher has defined for you.
- C. Write a topic sentence which includes the topic, opinion or intent, and some controlling ideas.

Organization: Prose is linear. Therefore, you must be able to:

- A. Organize your essays clearly.
- B. Begin and end your writing thoughtfully.
- C. Make relationships between ideas clear.
- D. Move from one sentence to another and from one paragraph to another smoothly.

Support: You must show the readers that what you write is true so that they will believe you. You must learn how to:

- A. Support your topic sentences.
- B. Differentiate between topic sentence and supporting sentences.
- C. Use appropriate evidence in supporting your ideas.
- D. Use appropriate methods for supporting your claims.

Grammar and mechanics: You must be able to:

- A. Use language with precision.
- B. Avoid common errors of grammar and usage.
- C. Make your writing strong through revision.

READERSHIP

You do not write without a purpose. You write for someone to read. Therefore, the reader is very important. The reader tells you *what* to write, and *how* to write it. You should make your writing both interesting and valuable for the readers. You must, therefore, keep the following points in mind:

- A. Write about what you know.
- B. Write about what the readers do not know.
- C. Write about what the readers wrongly know.
- D. Be specific in your writing.
- E. Be precise in what you write.
- F. Fully support what you write.
- G. Avoid racist language.
- H. Gear your grammar and words to the reader level.

It is important to know who you are when you write. Your attitude can affect the reader. Suppose that you decide to write about your "Summer Vacation." Your writing will be different when you write for your teacher than when you write for your father. When you write for your teacher, your language will be more formal. When you write for your father, your language will be less formal.

The content of your writing will also be different. When you write for your teacher you will focus on what your teacher asks for. When you write for your father, you will focus on what your father needs to know. So, it is the reader who determines **what** you write and **how** you write it. In this sense, writing is interactive; the writer interacts with the reader through the text.

Now try to do the following exercises.

EXERCISE

1. Write a paragraph describing the car you like to have for the following three readers.
 - A. A seven-year-old child
 - B. Your father
 - C. A mechanic
2. You are a university student miles away from your town. You have recently been robbed and have lost all your money. Write to the following people. Your goal is to get some money from them.
 - A. The president of your country
 - B. The head of your university
 - C. Your rich grandfather
 - D. One of your professors

PURPOSE

The majority of the Iranian students of English do not know why they write. In Persian writing courses—Enshaa—you usually begin your writing by phrases like *it is clear and vivid, it is a fact that*, etc. These and similar phrases show that the reader already knows what you want to write. In English, writing is done for one of the two purposes:

- A. To tell the readers about what they do not know.
- B. To tell them that their knowledge is not right.

So, you should write either to give the readers new knowledge, or to correct the readers' misunderstanding of a topic. You are not supposed to write anything which you think the readers already know.

ORDERLINESS

Your thought units should be orderly. Thought units are words, sentences, paragraphs, or longer units which show your ideas and thoughts. You should move from the beginning to the end of your writing in an orderly way so that readers will understand what you mean. Readers will be confused if you misplace words or phrases in sentences,

use unfamiliar grammar, write unrelated things, or make your writing wordy.

CONTINUITY

Your writing should also be continuous. You should not jump from one sentence to another. Continuity can be achieved in several ways. First, mechanics of writing (i.e., format and punctuation) help by showing relationships between ideas. You should neither overuse nor underuse one type of punctuation, such as commas or dashes. Overuse may annoy the reader; underuse may confuse them. Another way to achieve continuity is through the use of transition words. Transition words include the following: (a) time links (then, next, after, while, since); (b) cause-effect links (therefore, consequently, as a result); (c) addition links (in addition, moreover, furthermore, similarly); or (d) contrast links (however, but, conversely, nevertheless, although, whereas). These words help keep the flow of thought, especially when the material is complex or abstract.

SMOOTHNESS

Because you spend a lot of time writing, you may not immediately see certain problems in your writing. If a friend reads your work, he may uncover your problems. You, too, can usually find omissions, irrelevancies, and abruptness by putting your writing aside and rereading it later. If you also read your writing aloud, you have an even better chance of finding problems of abruptness. If, on later reading, you do find that your writing is abrupt, more transition from one topic to another may be needed. Possibly you have left out an argument or theme; if so, you need to expand the discussion. Abruptness is often the result of sudden shifts in verb tense and the use of different tenses within the same paragraph or in adjacent paragraphs. By being consistent in the use of verb tenses, you can make your writing smooth.

Many students try to make their writing smooth by using synonyms or near synonyms to avoid repeating a word. The intention is good, but by using synonyms you may suggest a different meaning. Therefore, you should choose synonyms with care. A better way is to use pronouns

instead of near synonyms to avoid repetition. When you need to use synonyms, be careful to know what they exactly mean. Many Iranian students of English do not pay attention to the words that they choose for their writings. When they need a word that they do not know, they thumb through their Persian-to-English dictionaries and simply choose the first word that pops up. Then they place it in the sentence that they plan to write. Many of your sentences may become awkward and clumsy because of this habit. So, a good knowledge of word meaning and usage is another step toward effective writing. Make certain that every word means exactly what you want it to mean. More importantly, avoid informal or colloquial expressions. Notice that pronouns confuse readers unless the referent for each pronoun is clear. Readers should not have to search your text to get the referents of pronouns. Thoughtful attention to good sentence structure and word choice reduces the chance of bad writing.

LENGTH

A common problem with Iranian students of English is that they come to English classes with a positive view on long writings. In Persian writing classes, the longer your writing, the higher your score. Repeated over a course of some twelve years, it becomes a habit. You should, however, know that the case of English is totally different. When writing in English, you should say only what needs to be said. The student who is careful with words not only writes a more readable text but also increases the chance that the text will be interesting. Your writing is suggested to be as short and effective as it can get.

You can shorten long texts by deleting redundancy, wordiness, jargon, evasiveness, circumlocution, and clumsiness. Weed out overly detailed sentences. Short words and short sentences are easier to comprehend than long ones. A long word, however, may be more precise than several short words. The main causes of uneconomical writing are jargon and wordiness. Jargon is the continuous use of a technical word even in places where that vocabulary is not relevant. Wordiness is as irritating and uneconomical as jargon and can stop understanding. You should use no more words than are necessary to express meaning.

Writing only in short and simple sentences produces choppy and boring prose. On the other hand, writing in long sentences creates difficult text. Varied sentence length helps readers. When you need to use long sentences, direct, declarative sentences with simple, common words are usually best. Similar cautions apply to paragraph length. Single-sentence paragraphs may be abrupt. Paragraphs that are too long are likely to lose the readers' attention. No paragraph should be longer than a page. Notice that the length of a paragraph depends on the information you want to put in it. When you guess that you have said all you wanted to say, stop making your paragraphs longer.

RUN-ON SENTENCES

Run-on sentences also cause problems. A run-on sentence is a very long compound sentence made up of a lot of simple sentences linked together by coordinate conjunctions (i.e., and, so, yet, but, or, nor). Take the following example:

**Hasan went to Tehran and he bought a house there and he painted the house and he lived in the house for several years and*

There is no end limit to this sentence. The symbol (*) to the left of the sentence indicates that it is wrong. In English, **coordinate conjunctions** can only link two sentences together. Other sentences should be kept apart by the use of commas. Consider the following example:

Hasan went to Tehran, he bought a house there, he painted the house, and he lived in the house for several years.

You should notice that it is better not to connect more than three sentences in this way. Otherwise, your readers will become confused and bored; this type of writing is not reader-friendly. Let us show a simple sentence with a capital X followed by small ones and a period (that is, **Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.**). As such, your use of coordinate conjunctions should be like this:

Xxxxxxxxxxxxxxxxxxxxxxxxxx, and xxxxxxxxxxxxxxxxxxxxxxxxxxxx.

or this:

Xxxxxxxxxxxxxxxxxxxx, xxxxxxxxxxxxxx, and xxxxxxxxxxxxxxxxxxxxxx.

You should keep the same pattern in mind when you want to use other coordinate conjunctions such as *so, yet, or, nor*, etc. Notice that the capital X shows that you should begin your sentences with a capital letter.

EXERCISE

1. Mix the following simple sentences into compound ones.

1. Jack was sick. He came to school.
2. The new student was very shy. The teacher did not call on him.
3. Jack's father became very angry. Jack had failed his course.

FRAGMENTS

A fragment is a sentence with incomplete meaning. This problem occurs when students try to combine simple sentences to make complex ones. They are usually the result of bad punctuation. Take the following example:

1. *Jack did not study.*
2. *He passed the course.*
**Although Jack did not study. He passed the course.*

The * shows that the sentence is wrong; its meaning is not complete. That is, it is a fragment. Now, take the following example:

Although Jack did not study, he passed the course.

In English, simple sentences are connected to make complex sentences in one of the two ways: (a) through the use of **conjunctive adverbs**, or (b) by means of **subordinate conjunctions**. Both conjunctive adverbs

and subordinate conjunctions show **logical relationships** between sentences they link together.

Most **conjunctive adverbs** can be classified into one of the following five groups based on the type of relationship they show:

RELATIONSHIP	EXAMPLE
<i>Addition</i>	(moreover, in addition, furthermore, etc.)
<i>Condition</i>	(otherwise, or else, etc.)
<i>Concession</i>	(however, still, nevertheless, etc.)
<i>Result</i>	(therefore, consequently, accordingly, etc.)
<i>Summary</i>	(in brief, in sum, to sum up, briefly, etc.)

When you want to link two sentences together by means of these adverbs, you should follow one of these patterns.

XXXXXXXXXXXXXXXXXXXXXX. Conjunctive adverb, XXXXXXXXXXXXXXXXXXXXXXXX.

XXXXXXXXXXXXXXXXXXXXX; conjunctive adverb, XXXXXXXXXXXXXXXXXXXXXXXX.

In these patterns, the X stands for the capital letter at the beginning of the sentence. Take the following examples:

The student did not study. Otherwise, he would pass the course.

The student did not study; otherwise, he would pass the course.

Notice that other patterns are also possible. For example, some conjunctive adverbs can be placed after the subject of the second sentence within commas. However, it is safer for you to avoid other patterns for the time being.

Subordinate conjunctions are also used to make complex sentences. However, they need a different pattern. You can use subordinate conjunctions in one of the following ways:

XXXXXXXXXXXXXXXXXXXXX subordinate conjunction XXXXXXXXXXXXXXXXXXXXXXXX.

Subordinate conjunction XXXXXXXXXXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXXXXXXXXXXX.

In these patterns, X shows the first letter of the sentence which should be capitalized. Take the following examples:

*Although the student studied hard, he did not pass the course.
The student did not pass the course although he studied hard.*

Subordinate conjunctions, too, show logical relationships between the sentences they link together. On the basis of the type of relationship they show, most **subordinate conjunctions** can be classified into the following groups:

RELATIONSHIP	EXAMPLE
<i>Time</i>	(when, while, once, etc.)
<i>Place</i>	(where, wherever, etc.)
<i>Cause</i>	(because, since, as, now, etc.)
<i>Condition</i>	(if, unless, etc.)
<i>Contrast (concession)</i>	(although, even if, though, etc.)
<i>Adversative</i>	(while, where, whereas, etc.)
<i>Purpose</i>	(that, in order that, etc.)
<i>Result</i>	(so that, such ... that, etc.)
<i>Comparison</i>	(as ... as, etc.)
<i>Manner</i>	(as if, as though, etc.)

Many Iranian students of English do not correctly distinguish conjunctive adverbs from subordinate conjunctions. Therefore, they sometimes fail to use the correct pattern. This may result in fragmentary writing. Readers normally despise any writing which is full of fragments.

EXERCISE

1. Combine the following sentences. Use appropriate conjunctive adverbs.
 1. John is a very lazy student. He always comes late to class.
 2. We must all eat the proper food. We will get sick.
 3. Keep off my property. I will have you arrested.

2. Combine the following sentences. Use appropriate subordinate conjunctions.

1. I was entering the building. Just then, I saw a friend of mine.

2. His car was too small. This is why he decided to sell it.

3. It might not rain tomorrow. In that case, I will go to the beach.

4. He was hurt by her words. He said nothing in response.

UNITY

Another problem commonly observed in the writing of Iranian students of English is lack of unity. The term **unity** means that each and every sentence in your writing should be related to the subject you are writing about. In other words, every sentence of a paragraph should directly or indirectly relate to the subject of that paragraph. More will be said on this topic in the following chapters.

SHOWING AND TELLING

You should also make your paragraphs interesting. Otherwise, readers will not like to read your writing. They will get bored soon. You should develop the ability to show your readers what you think. The information in your paragraphs should demonstrate the differences between *showing* (or demonstrating) and *telling* (or asserting). Simply telling your reader what you think may be easy. However, it is not very interesting or even very believable. In order to support your statements, you will need to use specific details and examples. In other words, you

must show your reader that what you have written is valid. This will make your paragraphs more interesting and more believable.

EXERCISE

1. Read the sample paragraphs below. Students have written about their mothers. Now try to find answers for these questions:

- Which sentences in each paragraph simply tell about the mother?
- Which sentences show (contain specific details and examples about the mother)?
- Do some sentences discuss the mother?
- Do some sentences tell about the writer instead of the mother?

It started nineteen years ago when my mother brought me into the world. She gave me the best care any child has ever received. She taught me more than any teacher in school. Moreover, she is full of love. She is always there when I need her. She is the best mother of the world.

My mother was born in Tehran in 1338. She grew up and lived there until her family moved to the city of Bushehr which lies near the Persian Gulf. Just prior to the Iran-Iraq war, my mother married my father and I came along in 1360. In 1369, after the war and after my father had been killed in action, my mother met and married my stepfather and moved to Shiraz. Since then, she has been living with my stepfather and me in Shiraz.

Now, try to write a showing and a telling paragraph on each of the following topics.

- A. Your mother
- B. Your friend
- C. Your city of birth
- D. Your room

You can *show* by using different pieces of information in your writing. The easiest way is to use facts, details, instances, and examples that relate to the topic. When you are given a writing assignment, try to use these techniques in your writing.

Now, read the following sample paragraphs. As you read them, ask yourself:

- (a) Are there any specific details in the paragraphs?
- (b) What makes each paragraph interesting?
- (c) What details are *memorable* from each paragraph?

Pets are animals which we keep for pleasure. They are usually domestic, such as dogs, cats, and horses. Nearly any animal, however, can be a pet: mammals such as lions and tigers; birds such as doves and parrots; fish; such as goldfish and trout; and reptiles, including snakes and turtles. Even insects, such as crickets, are sometimes kept as pets.

Pets have some benefits for us. Some pets protect our houses. We ride some other pets. They may also keep the elderly or the childless people busy. Pets are also emotionally important. In addition, pets may be kept for their beauty or for their songs.

When you buy a new pet, it should be given time and space to adjust to its environment. You should have a regular plan of feeding and watering, cleaning, brushing, and exercise for the pet. You should make a house for your pet. You must love your pet.

When you keep a pet, you should bring your pet to a veterinarian regularly. A veterinarian is a doctor who will examine animals for illness. The veterinarian will also give you ideas for good care and feeding of your pet. Domestic animals may sometimes become wild. In such cases, you need the advice of a veterinarian.

GENERAL AND SPECIFIC

To write a paragraph you will need to know the difference between a general idea and a specific detail. Notice that there are some intermediate levels between general and specific. In the example below, each *subset* is more specific than the word or phrase above it. In other words, each of the subsets is a sublevel to the word above it. That is, each word is **subordinate** to the word above it. For instance, the word *planets* is subordinate to the phrase *solar system*. In the same way, the word *earth* is subordinate to the word *planets*.

Solar system
Planets
Earth
Asia
Iran
Tehran
Mehr Abad Airport

Also notice that there may be more than one word or phrase at each level. For example, the words *Mars*, *Jupiter*, etc., can come at the same level as the word *Earth*. The words *Africa*, *Europe*, etc., can come at the same level as the word *Asia*. Remember that all the words that come at the same level are equally specific. In other words, they are at the same level of generality. These words are **coordinates** of each other. When your teacher assigns a topic for you to write about, you will need to narrow the topic down. You can think of the topic as a general word. Then, you should try to find the subordinates of the topic. You should also find the coordinates of each subordinate. In this way, you can decide on what you should write in your paragraphs. The topic will go in the most general sentence of the paragraph. This sentence is called the topic sentence. The subordinates that come at the same level will go into the supporting sentences of your paragraph.

In the examples below, the general sentences are followed by more specific sentences.

1. *General*: Airlines carry people all over the world.
Specific: Iran Air has daily flights from Tehran to Shiraz.
2. *General*: Accidents kill a lot of people each year.
Specific: Some 73 people were killed in a plane crash.
3. *General*: Animals are either domestic or wild.
Specific: Lions are wild animals.

EXERCISE

1. For each of the following words, write a general sentence, and then write a more specific sentence.

1. fish
2. hospitals
3. newspapers
4. movies
5. oceans

2. Make specific statements from the following general sentences.

1. Living in a big city is really expensive.
2. Having pets can be fun.
3. Different trees can be found in a forest.
4. Cars burn different types of fuel.

SUBJECT AND TOPIC

Subject refers to a general area of interest. Topic is a subject that has been narrowed down. Your teachers usually give you a subject to write about. It is you who should decide how to change the subject into a good topic. You should narrow the subject in such a way as to be able to cover it within the limits assigned by your teacher. For example, your teacher may ask you to write only one paragraph which includes between 7 and 13 sentences. You should change the subject into a topic which is manageable within this limit. You can do this very easily. You should focus your attention on a small part of the subject.

Suppose that your teacher asks you to write about *eggs*. You can write some books on this subject. You can write about: (a) bird eggs, (b)

reptile eggs, (c) classification of eggs, (d) size of eggs, (e) foods based on eggs, (f) importance of eggs in wild life, etc. Now, imagine that you want to say everything about the subject in a short paragraph. Is that possible? Definitely not. So, you should choose only one of these topics and write a paragraph about it.

Then you may ask yourself, "Which topic should I choose?" The answer is easy. Choose a topic which:

1. you know about
2. is interesting
3. can be covered within the limits set by your teacher
4. is important

Look at the examples below. Each subject has been narrowed into a few topics.

SUBJECT	TOPIC
Sports	Soccer
	Basketball
	Tennis
Planets	Mars
	Earth
	Jupiter
Oils	Mineral oils
	Vegetable oils
	Animal oils

It is possible to narrow down the topics too. Suppose that you have chosen one topic for each of the above subjects. For example, you have chosen *soccer* as the topic from the *sports* subject, *Mars* from the *planets* subject, and *vegetable oils* from the *oils* subject. You can now further narrow each of these topics. This can make your paragraphs even more interesting to the readers. A narrow topic forces you to be *more specific*. It helps you *show* by examples, facts, physical description, and personal experience rather than simply to *tell*. Take the following examples:

TOPIC MORE SPECIFIC TOPIC

Soccer	How soccer affects politics Great soccer teams of the world The World Cup
Mars	The possibility of life on Mars Mars compared to Earth Space travel to Mars
Vegetable oils	The process of getting oil from vegetables Different types of vegetable oils Medical value of vegetable oils

Notice that it is a very important skill to know how to narrow a subject into a topic and then the topic into more specific topics. Try to develop this skill in yourself because it will definitely help you in your paragraph writing.

EXERCISE

1. Write five topics for each of these subjects.

Sports cars
Agriculture
Space travel
Computers
Air pollution

2. Now, write five more specific topics for each of the topics you have written.

UNIT TWO

FORMAT

INTRODUCTION

In simple terms, format refers to the appearance of your work. It includes the following considerations:

- Paper size and quality
- Margins
- Indentation
- Spacing
- Alignment
- etc.

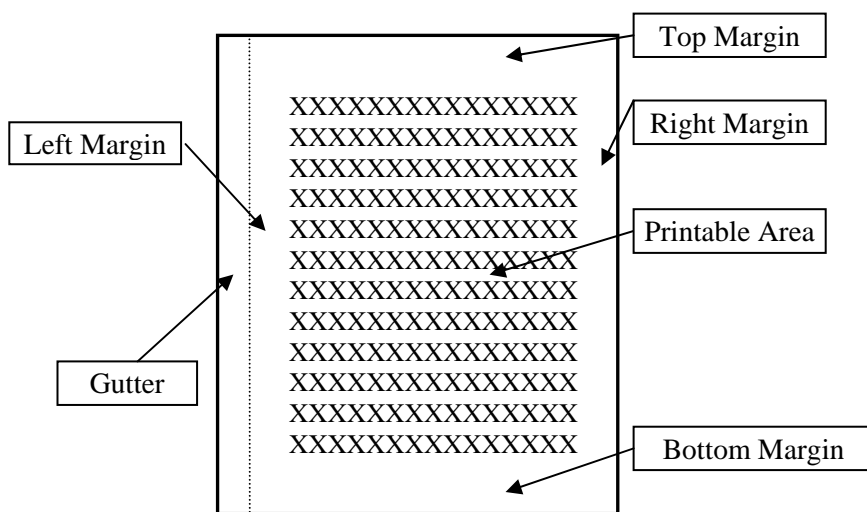
PAPER SIZE AND QUALITY

There are different kinds of paper. Papers used in notebooks, filler papers, A4-size, legal-size, letter-size, etc. are only a few examples. Students usually use standard filler papers. However, it is highly recommended that you use A4-size paper. An A4-size sheet of paper is 21×29.7 centimeters. Notice that you should write on only one side of each sheet. Also notice that you should not fold your papers. Some teachers do not like folded papers, and this may put your scores in danger.

MARGINS

Page margins are the blank space around the edges of the page. In general, you insert text in the printable area inside the margins. However, you can position some items in the margins. For example, headers, footers, and page numbers normally appear in the margins.

When you write your paragraphs, you should leave some empty space all around the sheet of paper on which you write. If you pay attention to this page (that you are reading now), you see that there is some distance between the text and the edge of the paper on each side. This distance is called margin. Technically, there are four margins on each sheet of paper: top, bottom, left, and right. The generally-accepted size of a margin is 2.5 cm. So, you should allow a distance of 2.5 cm on each side of the sheet of paper on which you write. The following illustration shows what is meant by margin.



You may want to punch (make holes in) your sheets of paper and file them. If so, you need to add an extra 1 cm space to the left margin. That is, your left margin will be 3.5 cm. This extra one cm is called the gutter. In Persian, the gutter should be added to the right margin because Persian writing is right-to-left.

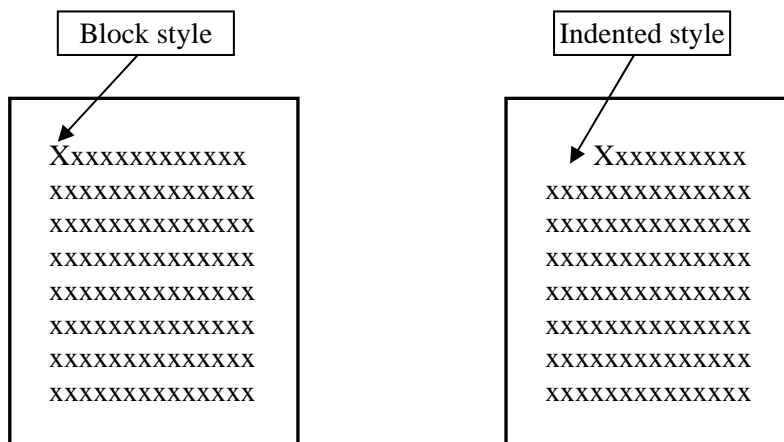
INDENTATION

You have already learnt that margins determine the overall width of the main text area (i.e., the space between the text and the edge of the page). Indentation, on the other hand, determines the distance of the paragraph from either the left or right margins. Within margins, you can increase or

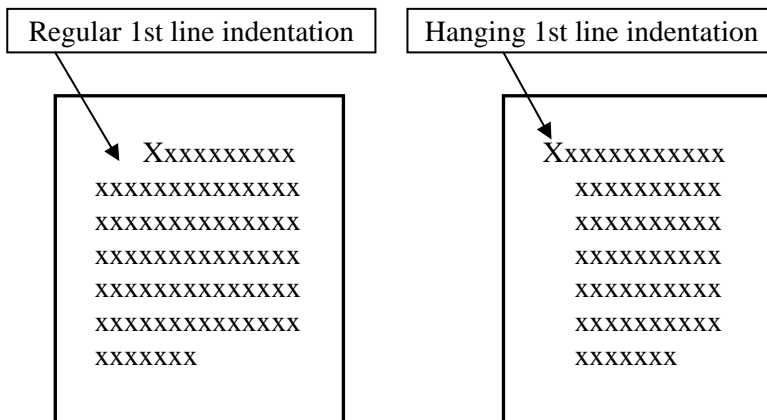
decrease the indentation of a paragraph or group of paragraphs. You can also create a negative indent (also known as an outdent), which pulls the paragraph out toward the left margin in left-to-right languages like English. First-line indent (also known as regular indent) pushes the first line of a paragraph away from the left/right margin. You can also create a hanging or dangling indent, in which the first line of the paragraph is not indented, but other lines are.

There are two different styles for writing paragraphs: (a) first-line-indent mode and (b) block mode. In the first-line-indent mode, the first line of the paragraph is usually pushed a little away from the margin. In other words, the first letter of the first line of the paragraph does not appear over the first letter of the other lines of the paragraph. That is, the first line of the paragraph starts from a different column than the other lines. All the other lines, however, start from the same column. This distance is called first-line indent. The length of this indent varies from 5 mm to 1.5 cm. it is a matter of your own choice. The generally-accepted length is 5 mm.

In the block mode, on the other hand, the first letter of the first line of the paragraph appears exactly over the first letter of each of the other lines of the paragraph. That is, all lines start from the same column. Compare the following illustrations.



First-line indentation is of two types: (1) regular, and (2) dangling or hanging. In the regular type, the first line of the paragraph is pushed further in. In the hanging type, on the other hand, all lines except the first line are pushed in. Hanging indentation is normally used for listing references at the end of books, articles, and the like. The following illustrations show the difference between hanging and regular indentation.

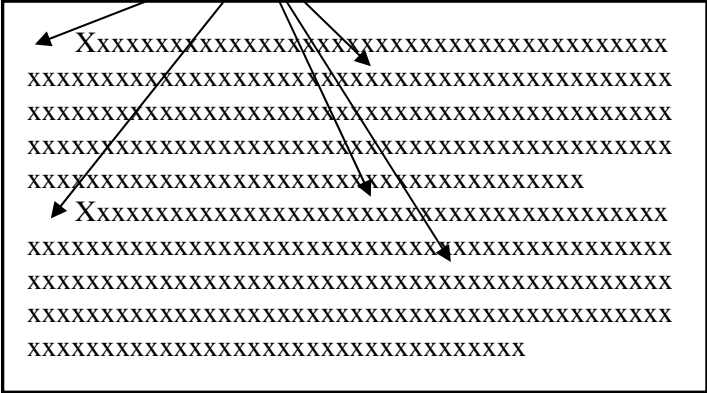


In paragraph writing, the use of either the block mode or the indented mode is a matter of choice. However, you should always use one of the modes. In American English, writers usually prefer the block mode. In British English, on the contrary, the indented mode is the preferred style of writing.

SPACING

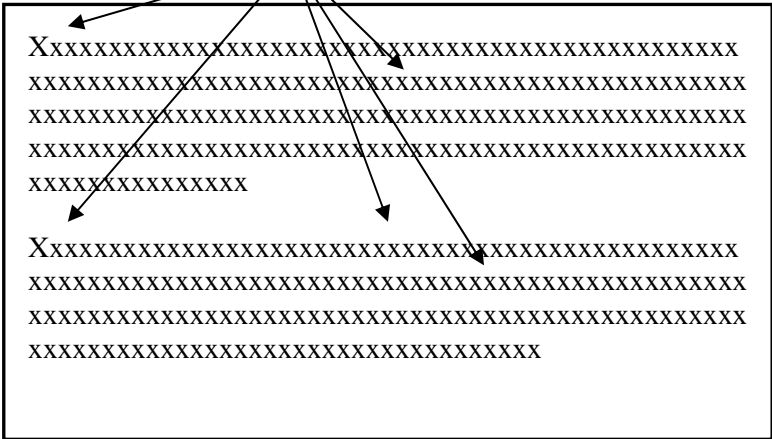
Spacing is of two types: (1) the distance between the lines of a paragraph (i.e., line spacing), and (2) the distance between paragraphs (i.e., paragraph spacing). In indented mode, as the illustration below shows, the distance between the lines of a paragraph is the same as the distance between two successive paragraphs. That is, line spacing and paragraph spacing are the same.

Line and paragraph spacing in 1st line indented style

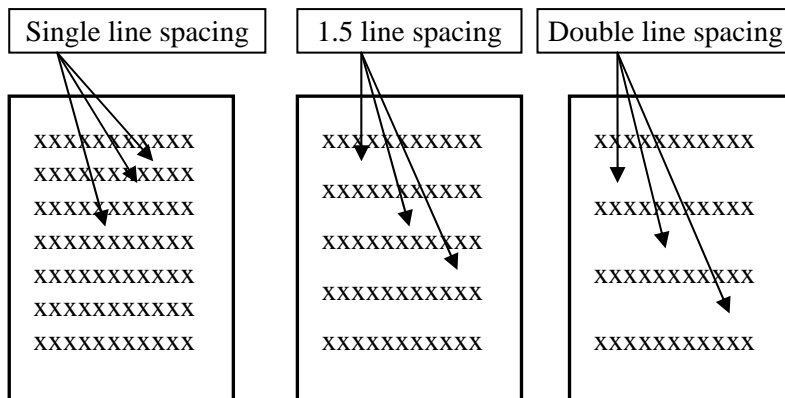


In block style, in contrast, the distance between two successive paragraphs is twice as much as the distance between the lines of each paragraph. That is, paragraph spacing is two times bigger than line spacing. Compare line and paragraph spacing in the following illustration.

Line and paragraph spacing in 1st line block style



There are three standard types of line spacing: (a) single spacing, (b) one-and-a-half spacing, and (c) double spacing. There are also as many non-standard types of line spacing as you can imagine. Compare the following illustrations.



In single spacing, the distance between two given lines of a paragraph is about 1 cm. In one-and-a-half spacing, as the name says, this distance is about 1.5 cm. In double spacing, the distance is about 2 cm. Students are frequently asked to use double-spacing or one-and-a-half spacing in their writing assignments. However, you may prefer to single space your paragraphs. It is safer to ask your teacher about the proper spacing that he wants you to choose.

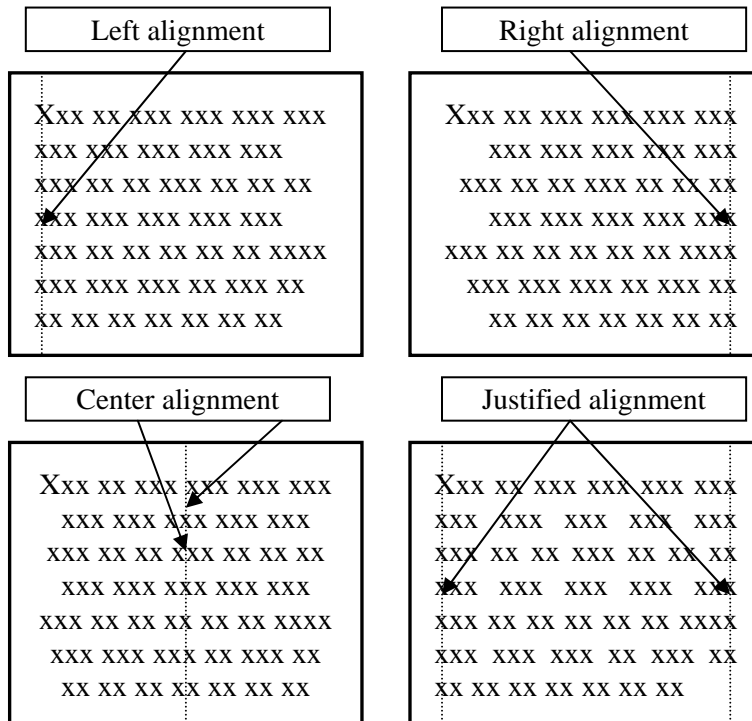
ALIGNMENT

You have already learnt that many factors tell you how text is positioned. Margins control the distance from the edge for all the text on a page. Spacing controls the space needed between lines, and before and after paragraphs. Paragraph indentation and alignment tell you how paragraphs fit between the margins.

Alignment refers to the appearance of the edges of the paragraph. On the whole, there are four types of horizontal paragraph alignment: (a) left-aligned, (b) right-aligned, (c) centered, and (d) justified. The most common type of paragraph alignment is left alignment. In a left-aligned paragraph, the left edge of the paragraph is flush with the left margin. In a right-aligned paragraph, on the other hand, the right edge of the paragraph is flush with the right margin. A justified paragraph is one

which has been aligned on both sides. That is, the left edge of the paragraph is flush with the left margin, and the right edge with the right margin.

Center alignment is somewhat different. Here you can imagine a mid-line that passes across the length of printable area of the page. The center of each line of the paragraph should be flush with this imaginary line. As such, the appearance of your paragraph will become symmetrical. Center alignment is used for specific purposes like in the title page of books.



Another common type of alignment is called vertical alignment. It controls the paragraph's position relative to the top and bottom margins. This is useful, for example, when you're creating a title page, because you can position text precisely at the top or center of the page, or justify the paragraphs so that they're spaced evenly down the page.

It is very difficult and almost impossible to justify paragraphs when you are not using a personal computer. Therefore, hand-written paragraphs should be left-aligned. You are not allowed to write in the right margin.

When you come to the end of the line, you should decide whether the next word is small enough to go within the remaining space. If not, you can do one of the two things: (a) to syllabify the word, or (b) to move it to the next line.

Notice that syllabification should not be haphazard. You cannot break a word at any place you like. There are rules for it. Many dictionaries, like the *American Heritage Dictionary*, tell you where to break words. They indicate separate syllables, usually by a heavy black dot in the first entry. For example, the word **English** may look like **En•glish**, the word **dictionary** like **dic•tion•ary**, etc. The dots tell you where to break the word. If you need to break the word *English*, you can only do this after the letter n. Similarly, you can break the word *dictionary* at one of the three places (that is, after the letters c, n, r). The first part is written at the end of the line and is followed by a hyphen (-). No hyphen is needed at the beginning of the next line. The rest of the word goes to the beginning of the next line. Take the following example:

Jack really loves Mary. He knew that Mary loved convert-
ible cars. He went to the

As the example shows, the word convertible has been broken into two parts: **convert** and **ible**.

EXERCISE

1. Look up these words in your dictionary. Notice the syllable division. Copy each word, indicating where the word is divided into syllables by using a heavy black dot.
 1. convexity
 2. colposcopy
 3. disorientation
 4. erythrocytometer
 5. grandmotherly

UNIT THREE

THE PARAGRAPH

INTRODUCTION

Words go together in a grammatical way to make sentences. Sentences can be combined to form compound and complex sentences. A group of sentences that go together to talk about an idea form a paragraph. Therefore, a paragraph is made of a number of related sentences that *develop* an idea. Written language is divided into *paragraphs* to distinguish one main idea from other main ideas.

Read the following three paragraphs and then do the exercises.

Paragraph 1

Bottle making was one of the first and most important industries in the United States. The first bottle factory began operating in Virginia in 1608. In 1903 Michael J. Owens invented an automatic system for making different types of bottles. Owens was a famous engineer. Owens' father was a rich man. The automated process involved feeding a piece of molten glass into a mold, where compressed air blew the glass into its final shape. The Owens machine, plus the development of the metal bottle cap, produced fast growth in the drink industry. Factories like Pepsi Cola and Canada Dry need a lot of bottles. Bottles are also useful for milk industries.

Paragraph 2

No one knows who made the first cheese, but almost all people know how cheese is made. Three basic steps are common to all cheese making. First, proteins in milk are transformed into solid lumps called curds. Second, the curds are separated from the milky liquid. The milky liquid is called whey. Curds are then shaped or pressed into molds. Finally, the shaped curds are ripened using a number of different aging and curing techniques.

Paragraph 3

Printing was developed by the Chinese after their invention of paper in 105 AD. The spread of the Buddhist religion in China was important for the development of printing. The common writing materials of the ancient Western world, papyrus and vellum, were not suited to printing. Papyrus is too fragile to be used as a printing surface. Vellum, taken from newly skinned animals, is very expensive. Paper, on the other hand, is relatively strong and cheap. The Buddhists liked to make many copies of prayers and religious texts. This interest resulted in the development of the printing industry.

EXERCISE

1. Ask yourself these questions:

- A. What is the main idea of each paragraph?
- B. Do all the sentences of each paragraph support its main idea?
- C. Do any of the sentences of each paragraph support some other idea?
- D. Is there only one main idea for each paragraph?
- E. Are any of the sentences unrelated to the main idea?

BASIC ORGANIZATION

As you have already noticed, a paragraph is composed of some sentences. There is no strict rule for determining how many sentences you need for a paragraph. It all depends on the reader. You should include as many sentences as the reader needs to understand the point of the paragraph fully. However, many standard paragraphs include between 7 and 13 sentences.

A paragraph includes two *types* of sentences: (a) one **topic** sentence, and (b) some **supporting** sentences. The main idea of the paragraph is

usually stated in a topic sentence. All other sentences in the paragraph must help the development of the topic sentence. As such, the topic sentence is the most general and the most important sentence in the paragraph. Technically, it summarizes the whole of the paragraph.

Depending on the location of the topic sentence in the paragraph, paragraphs can be classified into four major types: (a) **deductive**, (b) **inductive**, (c) **hybrid**, and (d) **implicit**. In a deductive paragraph, the first sentence of the paragraph is the topic sentence. In an inductive paragraph, the topic sentence is placed at the end of the paragraph. Hybrid paragraphs are marked by middle position for the topic sentence. That is, in these paragraphs, the topic sentence is usually placed in the middle of the paragraph. In implicit paragraphs, the writer leaves the topic sentence out. In other words, the topic sentence is hidden. It is the reader who should guess what the topic sentence is. Students are frequently encouraged to develop deductive paragraphs because they are much easier to organize.

Read the following three paragraphs and then do the exercises.

Paragraph 1

Most people think that short-hair cats come from African wildcat family. Ancient Egyptians tamed these cats perhaps as early as 2500 BC. They were then taken to Europe by travelers. People also believe that long-hair cats come from an Asian origin. In fact, the origins of cats are not clearly known. Some people think that both long-hair and short-hair cats come from the same family. Today long-hair and short-hair cats are found in almost all parts of the world.

Paragraph 2

The causes of smog are varied. Before the age of the automobile, most smog came from burning coal. Today, burning gasoline in motor cars is the main source of smog in most places. Sunlight, too, can cause oxides of nitrogen and organic materials to react in the atmosphere and produce smog.

Paragraph 3

Wildflowers brighten the landscape, and the attractive shapes and colors of flowers beautify homes, parks, and roadsides. The fleshy fruits that flowers

produce are eaten worldwide. Flowers also produce wheat, rice, oats, and corn. People even eat unopened flowers, such as cauliflower and many other popular vegetables. Natural dyes come from flowers. Many flowers are also important for their oils. Certain flowers have medicinal uses. Flowers also are used to show emotions. In fact, flowers play many important roles in the lives of humans.

EXERCISE

1. Ask yourself these questions:

- A. Which paragraph is deductive?
- B. Which paragraph is inductive?
- C. Is any of the paragraphs hybrid? If yes, which one?
- D. Is the topic sentence of any of the paragraphs implicit? If yes, which one?
- E. Which paragraph is easier to understand?

THE TOPIC SENTENCE

You have already learnt the difference between subject and topic. A topic is defined to be a subject that has been narrowed down. What you need to learn now is that for every topic several paragraphs can be written. Each of these paragraphs will have a topic sentence. The topic sentence should:

- A. be the most important sentence in the paragraph.
- B. be the most general sentence in the paragraph.
- C. introduce the topic of the paragraph.
- D. contain words or phrases that narrow the topic.

A topic sentence makes a *statement* about the topic which *limits* it to a certain degree. In other words, a good topic sentence has two elements: (a) the topic, and (b) controlling ideas. A controlling idea is a word or phrase that narrows the topic. It is sometimes called a limiting statement. The supporting sentences of a paragraph should **explain, define, clarify,** or **illustrate** the controlling ideas of the paragraph.

Take, for example, the general topic of air pollution. There are too many things to say about air pollution. It is extremely difficult to say

everything about air pollution in a single paragraph. Therefore, your problem as a writer is to decide how to write about air pollution. In other words, you need to *limit* your discussion.

One good way to limit your topic is to place **key words** or **phrases** in the topic sentence. They will tell the reader how you are going to discuss the topic. These words or phrases are sometimes called controlling words or phrases because they control the way you develop the paragraph. In a paragraph on air pollution, for example, they will tell the reader that you plan to do **one of** the following:

- A. Discuss the causes of air pollution
- B. Compare it with water pollution
- C. Discuss the effects of air pollution on human health
- D. Discuss the effects of air pollution on animal life

CONTROLLING IDEAS

How do you limit a topic in a topic sentence? There are many ways to limit a topic. The most common types of **controlling ideas** used to limit a topic are those that limit the topic in terms of:

- Geographical location
- Time or period of time
- Certain aspects, types, kinds, phases, steps, stages
- Effects
- Causes, reasons

Take the following examples:

1. Air pollution is now a major problem in some European countries.
2. Air pollution has become an important problem within the last five years.
3. Air pollution and water pollution have a great deal in common.
4. Air pollution is more dangerous than water pollution.
5. Air pollution is dangerous for several reasons.

In all of the above topic sentences, air pollution is the topic. However, the limiting statements used in each topic sentence are different. In the first sentence, for example, the topic had been limited in terms of

geographical location. In the second sentence, the topic has been limited in terms of time (or time period). In the third sentence the controlling idea focuses on the similarities between the topic and water pollution, whereas in the fourth sentence it draws on their differences. Finally, in the last sentence, the topic has been limited in terms of causes. Notice that the controlling ideas have been underlined in these topic sentences. Controlling ideas tell the writer what the paragraph should be about.

A topic sentence may include more than one controlling idea. Using two or more controlling ideas will give you the ability to complete your paragraphs in a neat way. Your teacher may ask you to write no more than 13 sentences. If you use only one controlling idea in the topic sentence, you may soon realize that you cannot say everything in 12 supporting sentences. However, using more than one controlling ideas will give you this ability.

Students frequently ask how they can write good topic sentences. A good topic sentence should keep the reader waiting. That is, after reading the topic sentence, the reader should be able to ask these questions: How? Why? In what ways? What does that mean? A bad or weak topic sentence does not motivate the reader. Readers may react to a weak topic sentence by expressions like "who cares" or "I know this" or "so what?"

You should notice that a weak topic sentence can ruin the whole paragraph. There are a few recommendations that tell you how to write good topic sentences:

1. A topic sentence *cannot* be a simple fact. There are no *controlling ideas* that need *development* in a fact. A fact is complete once it is said. Factual statements are dead ends. There is no exit from them. Therefore, facts are one of the worst types of topic sentences you can ever write. Take the following examples:

Airplanes carry passengers from one city to another.
We celebrate No-Ruz from 1 to 13 Farvardin each year.

2. A topic sentence cannot be a simple personal opinion. Do not begin your topic sentences with such phrases as *I like*, *I think*, *I believe*, etc. Like factual statements, expressions of personal opinion are dead ends too. Once you enter them, you will not be able to find any exit out of them. Take the following examples:

I can't help hating onions.
I like Tehran better than Shiraz.
It is my opinion that air pollution causes heart attack.
I think factories are the major cause of air pollution.

3. A topic sentence should not start with such phrases as *it is clear that*, *it is a well-known fact that*, *as a matter of fact*, *everyone knows that*, or the like. These phrases tell the readers that they already know what you want to say about the topic. Readers will think that you are wasting their time. Iranian students of English frequently make this mistake because of their Persian writing habits. Take the following examples:

It is a well-known fact that village life is better than city life.
Everyone knows that air pollution is dangerous.
You will certainly agree that education is better than money.

4. A topic sentence should not include ambiguous controlling ideas. Words that have fuzzy and unclear meanings make your topic sentences ambiguous. Many adjectives such as *good*, *bad*, *easy*, *difficult*, and the like have fuzzy meanings. Take the following examples:

Air pollution is a bad thing.
Cooking is easy to learn.

5. A successful topic sentence usually contains an *impersonal opinion* that will be proved or supported in the paragraph. Take these examples:

Birds make better pets than any other animal species.
Mountain climbing is good for the soul and for the body.

6. A successful topic sentence can also contain a *statement of intent* that the writer will explain in detail in the paragraph. That is, you can say what you want to do in the paragraph as a topic sentence. Take the examples below:

Shiraz can be compared to Tehran in three respects.
Using wind energy can reduce costs of power production.

Also notice that many people consider *passive* sentences, *negative* sentences, and *questions* as weak topic sentences. Therefore, you are advised not to use these structures in your topic sentences. A *positive* and *active* statement is the preferred structure for the topic sentence.

EXERCISE

1. Narrow each of the following subjects to a topic. Then write a good topic sentence for each topic. Underline the controlling ideas that you have used in your topic sentences.

Politics	Culture	Fish	Money
Liberty	Revolution	Acid rain	Sports
Poverty	Stars	Electricity	Agriculture
Crime	Forest	Science	Automobile
Education	Cows	Hobbies	Ship

2. Read the following topic sentences carefully and answer these questions:
- Which of the sentences are simply facts?
 - Which sentences are instances of personal opinion?
 - Which sentences can be considered good topic sentences?

Completely blacken the cell corresponding to your answer. **F** stands for facts, **P** for personal opinion, and **G** for good topic sentences.

Earth goes round the sun once a year.	F	G	P
Physics is hard to learn.	F	G	P
Linguistics is the scientific study of language.	F	G	P
I think poverty is the mother of all crime.	F	G	P
There are three main reasons why people prefer male children.	F	G	P
Fish living in the Persian Gulf can be classified into three groups.	F	G	P
Air pollution is becoming the major cause of death in Tehran.	F	G	P
Noise pollution has three major effects on plant life.	F	G	P
I love chocolates.	F	G	P
My father hates mice.	F	G	P
A bar of candy can be bought for 100 Rials at any supermarket.	F	G	P
If you do not study hard, you may fail your courses.	F	G	P
Teen-agers are people who are between 13 to 19 years old.	F	G	P
Mars is comparable to Earth in five respects.	F	G	P
Space travel does not open new ways for tourism.	F	G	P
Galileo lived in the sixteenth century.	F	G	P
Mothers love their new-born babies.	F	G	P
What is your idea about earthquakes?	F	G	P

3. Read the paragraphs below. The topic sentence of each paragraph has been omitted. Try to write a suitable topic sentence for each paragraph.

_____ . In Beijing, China, people own over 7 million bicycles. In cities in Denmark, between 20 and 30 percent of daily trips are made on bicycles. In many Asian cities, bicycle-like vehicles called rickshaws carry between 10 and 20 percent of the goods moved daily. In Africa, the bicycle is the most common means of traveling intermediate distances. In Iran, too, bicycles are the primary means of transportation in such cities as Yazd and Kerman.

_____ . The earliest known examples of wheels are from Mesopotamia. It dates from about 3500 to 3000 BC. Wheels were first used in the cart or wagon, pulled by humans or animals. After the invention of the steam engine, wheels were driven by steam. Today, animal-drawn carts are still used in many countries. The horse-drawn chariot appeared in Mesopotamia around 2000 BC. It was later used in Egypt, Persia, Greece, Rome, and other ancient civilizations.

_____ . Water is often drawn from rivers, lakes, or the ocean for use in factories and power plants. This water is usually returned to the source warmer than when it was taken. This small temperature change in the body of water can drive away the fish and other animals that were originally present. It attracts other animals in place of them. The result may be fish and other wildlife deaths.

_____ . The United Nations (UN) estimates that the world population reached 6 billion in 1999, and is increasing by more than 77 million persons each year. The rate of increase, 1.3 percent per year, has fallen below the peak rate of 2 percent per year attained by 1970. By the late 2040s, the UN estimates, the growth rate will have fallen to about 0.64 percent annually. At that time more than 50 countries will experience negative growth.

_____ . The world's heaviest rainfall is about 10,922 mm per year. It occurs in northeastern India. As much as 26,466 mm, or 26 m, of rain have fallen there in one year. Other extreme rainfall records include nearly 1168 mm of rain in one day during a typhoon in Philippines; 304.8 mm within one hour during a thunderstorm in Missouri; and 62.7 mm in over a 5-min period in Panama.

PARAGRAPH UNITY

The topic sentence is not the only sentence in a paragraph. There are a few other sentences (usually between 6 and 12) in each paragraph which are called supporting sentences. The job of these sentences is to support the topic sentence by *defining*, *explaining*, *clarifying*, or *illustrating* its controlling ideas. These are called supporting sentences.

Supporting sentences should be related to the topic sentence to make the paragraph unified. That is, a unified paragraph will include only sentences that explain or support the *general* statement made in the topic sentence. Any sentence that is not related to the main idea would not *develop* it. Unrelated supporting sentences cannot support the topic sentence. They can only make your paragraphs weak.

EXERCISE

1. Read and compare the following two paragraphs written by two Iranian students of English on the advantages of eggs. Which one is a unified paragraph? Which sentences in the non-unified paragraph are unrelated to the topic sentence?

PARAGRAPH 1

Eggs are really good. Last year, my family and I went to Mashhad. We went there in an airplane. In the airplane, the stewardess gave us breakfast. It included coffee, boiled eggs, bread, and other things. The stewardess was a tall and slim girl. She seemed to be about twenty five years old. She was really nice. My mother says, Mashhad is a sacred city. She likes Imam Reza so much so that she goes to Mashhad every year. We also visited Vakil Abad Zoo. We came back home after ten days.

PARAGRAPH 2

Egg is necessary for human body because it has at least five advantages. First, it is full of proteins that are needed for growth. Second, many vitamins are found in eggs. In addition, egg is considered a complete food because of the minerals that are found in it. Some fats which are vital for human growth can also be found in eggs. Eggs can also be used in a variety of dishes, and can give the housewife a pleasant experience of cooking.

By finding the controlling ideas in the topic sentence, the reader can guess what the rest of the paragraph should be about. Then, by reading the paragraph closely, the reader can conclude whether or not the paragraph is unified. Each sentence in a unified paragraph will be *directly* related to the topic sentence. It is possible, of course, that some sentences may be *indirectly* related to the topic sentence. That is, they may be directly related to the preceding supporting sentences by providing examples, details, or further explanation. In early stages of paragraph development, students are advised to use direct paragraph unity in their writings. That will make their job much easier for them.

EXERCISE

1. Read the two paragraphs below and answer the questions that follow each paragraph:

PARAGRAPH 1

To be able to make good coffee, you should be aware of some delicate points. First, it is very important to make sure that the pot in which you want to make coffee is clean. Dust can make your coffee bad. Second, pour some clean water into the pot, and let it boil. When the water boils, remove the pot from the stove and let it remain still for a few seconds. Next, pour some instant coffee into a cup and fill the cup with water from the pot. The Lavazza brand is the best instant coffee on the market.

What is the topic sentence of the paragraph?

What are the controlling ideas in the topic sentence? Circle them.

Are all the supporting sentences related to the topic sentence?

Are any of the sentences indirectly related to the topic sentence?

Are there any sentences that do not belong?

PARAGRAPH 2

An ideal husband has several characteristics. First, he must be gentle. Second, he must come from a respectable family. Moreover, he must be an honest man who always tells the truth and never cheats his wife. Loyalty is another important point in an ideal husband. Finally, he must be in an acceptable financial situation. All girls like to live in their husbands' personal house, go to work in their husbands' personal car, and have fun with their husbands' money.

What is the topic sentence of the second paragraph?

What are the controlling ideas in the topic sentence? Circle them.

Are all the supporting sentences related to the topic sentence?

Are any of the sentences indirectly related to the topic sentence?

Are there any sentences that don't belong? Why don't they fit?

2. Read the following topic sentence and underline its controlling ideas.

Paper has had an interesting journey throughout history.

Now read the twelve sentences that follow and:

Select the sentences that develop the topic sentence.

Which sentences relate directly to the topic sentence?

Which sentences do not relate directly to the topic sentence?

- 1) According to tradition, paper was first made in AD 105 by the Chinese.
- 2) The earliest known paper still in existence was made from rags about AD 150.
- 3) For almost 500 years the art of papermaking was confined to China, but in 610 it was introduced into Japan.
- 4) In 750, paper found its way to Central Asia.
- 5) Paper made its appearance in Egypt about 800 but was not manufactured there until 900 because Egyptians had their own Papyrus.

- 6) The use of paper was introduced into Europe by the Moors.
- 7) The first European papermaking mill was established in Spain about 1150.
- 8) In succeeding centuries, the art of papermaking spread to most of the European countries.
- 9) The introduction of movable type about the middle of the 15th century made book printing possible and greatly influenced papermaking.
- 10) The first paper mill in England was established in 1495, and the first such mill in America in 1690.
- 11) The solution of the problem of making paper from cheap raw material was achieved about 1840.
- 12) The first paper made of cheap materials appeared ten years later.

PARAGRAPH COMPLETENESS

In addition to being unified, a paragraph needs to be complete. In fact, paragraph unity and completeness go hand in hand. You have already learnt that the length of a paragraph is determined by the amount of information the writer needs to put in the paragraph. Notice that readers do not have to agree with the topic sentence, but if the paragraph is complete, the information should show the readers that the writer's point of view is worthwhile and clear.

A paragraph is like a bag. It contains information. The amount of information that you can put in a paragraph is controlled by the topic sentence. The controlling ideas of the topic sentence give you the ability to control the size of your paragraphs. Loose topic sentences make your paragraphs awkwardly long or awkwardly short.

A good strategy is to use more than one controlling idea in a topic sentence. Remember that it is possible to limit the topic in terms of time, location, similarities, differences, steps, stages, types, number, kinds,

and so on. You can limit the topic of your paragraph in some of these terms. Compare the following topic sentences about air pollution:

Air pollution has many effects on living organisms.

Air pollution has three crucial effects on human health.

You can easily identify the differences between the underlined controlling ideas of the two sentences. You have probably noticed that it is possible to write a book (or some books) about the first sentence. You may have also noticed that the second topic sentence can be completely developed in a single paragraph.

When the topic sentence is loose, the writer may have to do one of the two things: (a) leave the paragraph incomplete, or (b) make the paragraph *sketchy*. An incomplete paragraph is one in which the topic sentence is not fully developed. A sketchy paragraph is one in which the supporting sentences are not clearly linked together. Such paragraphs suffer from *abruptness* or *choppiness*. In a choppy or sketchy paragraph, the writer jumps from one supporting sentence to another because he has to.

EXERCISE

1. Consider the following paragraphs. Underline the topic sentence in each paragraph. Circle the controlling ideas.

PARAGRAPH 1

There are two common kinds of telephone transmitters: the carbon transmitter and the electret transmitter. The carbon transmitter is made by placing carbon between metal plates. One of the metal plates is thin and takes changes in pressure caused by sound waves. It transmits these changes to the carbon. The electrodes pass electricity that flows through the carbon. Changes in pressure caused by sound change the electrical resistance of the carbon. As a result, sound is transmitted.

PARAGRAPH 2

Trees have many uses. Wood or lumber from trees is the most widely used material in the building of homes and other structures. Many trees give fruits and nuts such as oranges, grapefruits, apples, peaches, and almonds. Trees and their fruits are also the source of many oils, including olive oil and coconut oil. Tree trunks are used in making many products such as rubber. The barks of certain trees are sources of cork and spices. Many trees give important medicines. The bark of the yew tree is the source of the drug taxol, which from 1992 is used for treating ovarian cancer.

PARAGRAPH 3

Large rivers are located on every continent. The longest river on Earth is the Nile River in Africa. It has a length of 6,695 km from its headwaters in Burundi to its mouth at the Mediterranean Sea. The Nile River basin covers an area of 3,349,000 square kilometers. The Amazon River in South America carries the largest amount of water. It has a length of 6,400 km. This single river contributes 20 percent of the river water that flows into the world's oceans. The Yellow River in China gets its name from the yellow soils of central China. It carries the largest amount of soil to the ocean. The Yellow River is the second longest river in China. Its length is 5,500 km. Yangtze, another river in China, has a length of 6,300 km.

Now answer the following questions:

1. What should you, the reader, expect the paragraphs to be about?
2. What questions will you expect to be answered in the paragraphs?
3. What specific details make each paragraph interesting for the reader?
4. Which details do you remember after reading each paragraph?
5. Are any of the paragraphs sketchy and choppy? Which one(s)?
6. Is the information in each paragraph related to its topic sentence?
7. Is each paragraph only about one topic?
8. Are any of the sentences in each paragraph indirectly related to the topic sentence of that paragraph? Which sentences?

THE OUTLINE

The outline gives you a general plan for your paragraph. It will tell you what points you should include in your paragraph. There are two types of outlines: **topic outline**, and **sentence outline**. You have already read about these two outline types in *Study Skills*. In topic outlines, you use phrases after each head number. In sentence outlines, however, you use complete sentences after each head number. The outline below—the plays of Shakespeare—is a topic outline. As you can see, only words or phrases have been used in this outline. Notice that in writing courses, topic outlines are often preferred over sentence outlines.

Developing the skill of outlining is a good help for any beginner. Outlining can give you a general plan, a platform, an emblem, or a blueprint. You can then use your outline to give organization to your paragraphs. Suppose that you are asked to write about *Shakespeare*. Shakespeare will be the subject of your writing. Now, it is for you to decide what to write about Shakespeare. You may decide to write about *the plays of Shakespeare*. This will be the topic of your paragraph. You should then narrow this topic by a number of controlling ideas. Suppose that you decide to write about three types of Shakespeare's plays. You have limited your topic in terms of number and type. Now you can make the following outline:

The plays of Shakespeare

- I. Tragedies
 - A. *Macbeth*
 - B. *Othello*
- II. Comedies
 - A. *The comedy of errors*
 - B. *The merchant of Venice*
- III. Histories
 - A. *Richard II*
 - B. *Henry V*

This outline can then be expanded into the following paragraph:

The plays of Shakespeare can be classified into three types. First, there are the tragedies. Two of his most famous tragedies are *Macbeth* and

Othello. Shakespeare has also written a number of comedies. Shakespeare's most outstanding comedies are *The comedy of errors* and *The merchant of Venice*. Moreover, some of Shakespeare's plays focus on history. *Richard II* and *Henry V* belong in this category.

EXERCISE

1. Read the following paragraph carefully, and:

1. Underline the topic.
2. Circle the controlling ideas.
3. Write an outline for the paragraph.

Forests may be divided into the following six general types. First, there are the forests of the hot areas. The famous subtypes are the forests of the northern hemisphere and the oceanic forests. Second, monsoon forests are characteristic of Bengal, Myanmar, Southeast Asia, and India. Tropical forests, on the other hand, are found in regions such as the Campos of Brazil. The next category—Northern pine forests—form a worldwide belt around the earth. Next, rain forests are characteristic of central Africa and the Amazon. Finally, evergreen forests are found in North America and the Caribbean islands.

2. Write a unified paragraph on the basis of the information you get from the following outline.

Types of trees

- I. Fruit trees
 - A. Fleshy fruits
 1. Orange
 2. Apple
 - B. Dry fruits
 1. Nuts
 2. Almond
- II. Fruitless trees
 - A. Pine
 - B. Oak

STEPS OF WRITING A GOOD PARAGRAPH

You should have already learnt how to approach the task of paragraph writing. On the whole, there are eight steps for writing a good paragraph.

1. Think about the subject carefully.

Example: Air pollution

2. Narrow the subject to a few topics.

Example: Causes of air pollution
Effects of air pollution
Air pollution and the environment
Air pollution versus water pollution
The history of air pollution
Air pollution and global warming

3. Choose one of the topics. Make sure you know about what you write. Also, make sure the topic will be of interest to the readers.

Example: effects of Air pollution

4. List some details about your topic.

Example: Effects of air pollution on animal life
Effects of air pollution on plant life
Effects of air pollution on human health
Effects of air pollution on atmosphere

5. Choose the most important detail you want to communicate. It should be interesting or important to the readers too.

Example: The effects of air pollution on human health

6. Write a topic sentence based on this detail. Include a few controlling ideas in the topic sentence to limit the size of your paragraph.

Example: Air pollution has two major effects on human health.

7. Make an outline for the paragraph.

Effects of air pollution on human health

I. Physical effects

A. Heart attack

B. Lung cancer

II. Psychological effects

A. Depression

B. irritation

8. Write your paragraph, using the information you have listed in the outline.

EXERCISE

1. Choose one of the following subjects:

coin

airplane

shark

sea

2. Follow the eight steps of paragraph writing and develop a paragraph. Then read your own paragraph and try to answer these questions:

1. Is my paragraph unified?
2. Is it complete?
3. Which sentence is the most general?
4. Which sentences provide specific details to support the topic sentence?
5. Are any sentences unrelated to the topic sentence?
6. Is my paragraph sketchy?
7. What are the controlling ideas of my topic sentence?
8. Is my paragraph interesting?
9. Are my supporting sentences related to my topic sentence?
10. Is there any irrelevant supporting sentence in my paragraph?

UNIT FOUR

TECHNIQUES OF SUPPORT

INTRODUCTION

In order to come up with a paragraph, you need to write a few supporting sentences that develop your topic sentence. The supporting sentences of your paragraph should be more specific than the topic sentence. They should be able to clarify, illustrate, explain, define, or prove the topic sentence. They may do so in a number of ways. The most common techniques include the use of:

- Facts
- Statistics
- Details
- Examples
- Anecdotes
- Physical description
- Personal experience

The techniques you use will depend on two things: (a) the *topic sentence*, and (b) the *reader*. Before using any of these techniques in your supporting sentences, you should ask yourself:

- 1) Which of these techniques would best support my topic sentence?
- 2) Which of these techniques will convince my readers that my topic sentence is valid and worthwhile?

FACTS

Facts are known information. They are sentences that carry agreed-upon information. For instance, all people know that the *earth goes round the*

sun. So, this statement is a fact. We also know that *the length of a day and a night is 24 hours*. This is another fact. The interesting point about facts is that they can be proved very easily. That is, they are readily verifiable. Remember that factual statements are not suitable as topic sentences. However, they are one of the best techniques of support. You are recommended to use facts in supporting sentences whereas you were advised to refrain from them in the topic sentence.

The following model paragraph has been developed by facts.

There are a good number of proofs that show milk is the most important cause of good health. First, babies that drink milk tend to resist illness more than babies who do not. Second, the role of milk in making bones strong is already known. Moreover, milk can send poisons out of the body. Milk also provides the minerals most needed by human body.

A close examination of this model paragraph shows that a few facts have been used in the supporting sentences. These facts are outlined here:

Fact 1: Milk controls illness.

Fact 2: Milk strengthens bones.

Fact 3: Milk neutralizes poisons.

Fact 4: Milk provides needed minerals.

EXERCISE

Select one of the following subjects and write a topic sentence for it. Use facts to develop your topic sentence into a unified paragraph.

Butter

Terrorism

Book

Picnic

STATISTICS

Closely related to facts are statistics. A statistic is a numerical fact. That is, when numbers are used to show a fact, that fact is called a statistic. The numbers in a statistic may be in the form of *figures*, *ratios*,

percentages, frequencies, and so on. One of the most common techniques of support is the use of statistics. Statistics give a scientific color to your paragraphs.

The following sample paragraph has been developed by statistics.

Asian countries are the world's greatest producers of rice. Statistics show that Asian countries produced about 90 percent of the world's 569 million tons of rice in 1996. Typically, China and India together produced about 55 percent of the world's rice, and it is a significant agricultural crop in more than 50 other Asian countries. Pakistan, for example, exported about 27 percent of its 6.4 million tons of rice in 1996. In the same year, Thailand exported significantly more rice than many other countries. It exported 5.2 million tons, or about 24 percent of its total production that year. India exported 3.6 million tons, or about 3 percent of its total production of rice in the same year.

The use of statistics is the major technique of support in this paragraph. As you have already noticed, the writer has used a number of statistics to support his topic sentence. The analysis of the paragraph is presented below:

Statistic 1: 90% of world's rice production in 1996

Statistic 2: 55% of world's rice produced by China and India

Statistic 3: Pakistan exported 6.4 million tons in 1996

Statistic 4: Thailand exported 5.2 million tons in 1996

Statistic 5: India exported 3.2 million tons in 1996

EXERCISE

1. Read the following paragraph closely.

Although controlling population growth rate is important for achieving food security, a low population growth rate does not guarantee food security, nor does a high growth rate create food insecurity. China has a low population growth rate of 0.9 percent, but 16 percent of its people do not have enough to eat. China's food security problem is caused in part by poverty. 8.6 percent of its population lives below the national poverty level. 29.4 percent survive on less than one US dollar per day. As another example, in Haiti, the

population growth rate of 1.8 percent is also low, yet 69 percent of the population does not eat enough food. Lack of food security in Haiti is caused by extreme poverty, largely the result of two centuries of military dictatorships, which have neglected development of agriculture, schools, health care, and transportation. The literacy rate in Haiti is 44.1 percent, and an estimated 70 percent of the population is unemployed.

Now try to analyze this paragraph. the writer has used eight statistics to support his topic sentence. Can you identify them? Write your answers in the space provided below.

Statistic 1: _____

Statistic 2: _____

Statistic 3: _____

Statistic 4: _____

Statistic 5: _____

Statistic 6: _____

Statistic 7: _____

Statistic 8: _____

2. Study the following table carefully. It gives you some information about the average depth, area, and volume of the world's oceans.

	Average depth	area	volume
	m	million sq km	million cu km
Pacific Ocean	4,300	165.7	707.6
Atlantic Ocean	3,900	82.4	324.6
Indian Ocean	3,900	73.4	291
Arctic Ocean	1,300	14.1	17
The Antarctic Ocean	3,790	361.1	1,370

Now try to develop a paragraph on the basis of this table. Use the following topic sentence.

The world's oceans and seas vary greatly in their average depth, area, and volume.

DETAILS

A detail is a particular *aspect, part, or characteristic* of the topic. When you decide to describe the topic in the supporting sentences, the easiest and the most appropriate technique is to use details. For example, to describe your car, you can write about its parts.

The following model paragraph has been developed by details. As you will notice, different parts of a soccer team have been described. The description of these parts provides a description of the whole of the team.

A soccer team is composed of five main positions. One player from the team plays the position of goalkeeper, but the distribution of other players among the other positions can vary. Generally, teams play with three or four defenders, who are also known as fullbacks. Fullbacks are the last line of defense between the goalkeeper and the opposing team. Their primary job is to control attacks by winning control of the ball. Fullbacks then initiate their own team's attack, moving the ball in the other direction. Midfield is the most demanding position, as halfbacks must have skills necessary both to defend and attack. Three or four players called midfielders, or halfbacks, act as a link between defense and offense. Halfbacks are also constantly moving, running from one end of the field to

the other. Attackers, or forwards, are primarily responsible for scoring goals. Teams generally play with two, three, or four forwards. Forwards must handle the ball well and be excellent passers. They also must be exceptionally quick. Forwards are sometimes called attackers. Each soccer team may include one or two liberos. A libero is a player who does not have a fixed position in the soccer field. The libero can move around the field freely.

An analysis of the paragraph is provided below. As you will observe, details are the major techniques of support that the writer has used to develop his paragraph.

Topic: composition of a soccer team

Detail 1: goalkeeper

Detail 2: defenders or fullbacks

Detail 3: midfielders or halfbacks

Detail 4: forwards

Detail 5: liberos

EXERCISE

1. Choose one of the following subjects. Develop a paragraph in which you will use details as the major technique of support. Your paragraph should include at least eight and at most thirteen sentences.

Your room A friend of yours One of your teachers

2. Read the following paragraph closely.

Any modern kitchen requires several equipments. A stove, or range is perhaps the most important part of a modern kitchen. The sink will be used for washing purposes. There should also be a work surface. Moreover, various knives, pots, and pans should also exist in a kitchen. Such utensils as spatulas, whisks, specialized spoons, and rolling pins and a more highly specialized array of gear for producing pastries and other baked goods are also vital. In recent years such equipment as blenders, food processors, and

microwave ovens have become common. Although such tools do save considerable preparation and cooking time, none of them has improved on the results to be achieved by more traditional techniques.

Now, complete the following list on the basis of the information you gained from the paragraph.

Topic: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Detail 4: _____

Detail 5: _____

Detail 6: _____

Detail 7: _____

Detail 8: _____

Detail 9: _____

Detail 10: _____

Are there any other details in the paragraph? If so, how many?

EXAMPLES

Using examples is another excellent technique of support. An example is a *specific instance* that explains or illustrates the topic. When the idea expressed in the paragraph is abstract, readers may have difficulty

understanding it. Abstract ideas are not open to the five senses of touch, taste, smell, sound, and sight. Examples can change abstract ideas into concrete tangible ones.

In the following paragraph, examples have been used as the technique of support. Read the paragraph carefully.

Some of the famous units of measurement in common use today are the actual names of famous scientists. The word watt used to measure electric power has been taken from the name of the Scottish scientist James Watt. He was the scientist who invented the steam engine. The French physicist Andre Marie Ampere's name is the unit of measurement for electric current. Perhaps a more common example is hertz, the unit of measurement for wave frequency. It has been taken from the name of the German scientist Heinrich Rudolf Hertz. Other names in this category include, Newton, Bell, Ohm, Joule, Maxwell, and so on.

An analysis of the paragraph is given below. As you will see, the writer has used examples to support his topic sentence:

Topic: people's names as units of measurement

Example 1: James Watt

Example 2: Andre Marie Ampere

Example 3: Heinrich Rudolf Hertz

Example 4: Newton

Example 5: Bell

Example 6: Ohm

Example 7: Joule

Example 8: Maxwell

EXERCISE

1. Read the following paragraph closely:

Natural Hazards are one of the most important causes of human loss in every part of the world. Each year, a lot of people are killed in floods in the south-eastern parts of Asia, south America, and the US. The most dangerous natural hazards are earthquakes. Volcanic eruptions, too, can have massive effects on human life. Another major hazard, produced by

earthquakes and volcanoes, are tsunamis. They are enormous waves that reach maximum height near the shore where they can cause massive damage and loss of life. Droughts, snow, hail, lightning, and natural fires also threaten human beings. Perhaps, tropical hurricanes are the worst and most widespread natural hazard, causing damage not only directly by wind action but also by flooding.

2. The writer has used examples to develop his topic sentence. Can you identify which examples he has used? Complete the following list:

Topic: _____

Example 1: _____

Example 2: _____

Example 3: _____

Example 4: _____

Example 5: _____

Example 6: _____

Example 7: _____

Example 8: _____

Example 9: _____

Example 10: _____

ANECDOTES

A very short story which consists of a few sentences can also develop the topic sentence of a paragraph. Anecdotes are usually very short fables or stories about animals. In Persian, the great Shirazi poet, Sa'adi, has used a lot of anecdotes in his *Gulestan*. In English, the fables, originally written by the Greek writer Aesop, have been rewritten in the form of short anecdotes. Anecdotes are best for paragraphs in which the

writer tries to give a piece of advice to the reader, or discuss some moral points.

In the following paragraph, the writer has used an anecdote to develop his topic sentence. Read the paragraph carefully:

When you are in a bad situation, you should keep your mouth shut. A bitterly cold winter night, a sparrow was spending the night on the scant shelter of a tree. He realized he would freeze to death if he could not find a more suitable shelter. With this thought, the poor sparrow started to fly in the hope of finding a warm and comfortable place. Amidst his flight, he felt colder and colder until his blood could no longer circulate in his body, and the poor sparrow fell to the ground entering a deep coma. A cow was passing by and happened to drop a big dump over the poor sparrow. The warmth of the dump returned life back to the sparrow, and he started to chirp with joy. A pussycat, wandering about, located the dump, pulled the sparrow out of the dump, and swallowed him.

EXERCISE

1. Read the following topic sentences and think about them. They can be developed by anecdotes. See if you can find suitable anecdotes to develop them into unified paragraphs.

When people become united, they are hard to defeat.

A steady but slow movement towards your goals is much better than a fast but choppy movement.

People realize the importance of health only after they experience a severe illness.

PHYSICAL DESCRIPTION

One of the techniques of support frequently used to *describe* the topic sentence is physical description. When the topic of the paragraph is an object, an animal, or a person, writers frequently use physical description to develop their topic sentences. The five senses of sight, touch, smell, taste, and hearing make it possible for us to feel details of the objects in the world around us:

By sight we feel: Shape (round, flat, square, etc.)
Color (red, green, blue, etc.)
Light (bright, dark, gloomy, etc.)

By hearing we feel: Sound quality (soft, loud, clear, etc.)

By smell we feel: Smell quality (sharp, sweet, clean, fresh, etc.)
Smell effect (suffocating, seducing, etc.)

By taste we feel: Taste quality (bitter, flat, sweet, sour, etc.)

By touch we feel: Texture (smooth, rough, sharp, dull, etc.)
Weight (heavy, light, etc.)
Temperature (lukewarm, hot, cold, etc.)

The five sense modalities—touch, taste, smell, hearing, sight—also offer us a way for comparing people, objects, and animals. Take the following examples:

1. Sight: The fat lady looked exactly like a mountain of warm jelly.
2. Sound: The heavy rain sounded like a thousand ping-pong balls as it fell on the roof of the house.
3. Smell: The factory worker smelled like a rotten egg as if he had not taken a shower for centuries.
4. Taste: The strange food in the Chinese restaurant tasted like a sour cherry.
5. Touch: The black man's skin felt like sandpaper when we shook hands.

In fact, simile and metaphor are two types of figures of speech which are based on the five senses. A simile is a sentence that compares one thing with another (X is like Y). Take the following examples:

Jack is like a lion.
John is similar to an ape.
That dog is as powerful as a mule.

In these examples, there are a number of words (i.e., like, as ... as, similar to, as if, etc.) that establish the simile. If these words are deleted, the simile will change into a metaphor. Take the following examples:

Jack is a lion.
John is an ape.
That dog is a mule.

Remember that showing and telling paragraphs differ. Showing paragraphs are more interesting to the reader. One way in which you can make your paragraphs interesting is through the use of similes and metaphors.

Notice that using physical description to support your topic sentence requires that you be precise and exact in your choice of words. Using precisely the right word or phrase to describe a point to your readers is often difficult. Your word choice will not only affect your readers' responses but also their understanding of the paragraph. Therefore, word choice is a skill that you should develop for purposes of becoming a good writer. There are two strategies that can help you in this connection:

- 1) Use a dictionary (such as *Oxford Advanced Learners' Dictionary*) to check the exact meaning of the word you want to use (its denotation).
- 2) Use a thesaurus (a dictionary of synonyms and antonyms such as *Roget's Thesaurus of Synonyms and Antonyms*) that not only gives the synonyms and antonyms of words, but also gives information about the different **shades** and **tints** of meaning. Synonyms can have slightly different meanings or connotations. Notice that a connotation is an associative meaning. For example, the word owl, in Persian, is the name of a bird (denotation or denotative meaning) and is also the sign of bad luck (connotation or connotative meaning). Also, notice that a word can have different connotations in different languages and cultures. The word *owl* for example, is a sign of good luck for some English speakers.

The topic sentence in the following sample paragraph has been developed by physical description. Read the paragraph closely.

Once I went hiking with a group from my school to the mountains near Raamsar. Before we started the hike, the sunlight was shining brightly. When we went into the woods it was quite dark as if the sun was no longer in the sky. We felt that we were walking in hallways because the trees were so big and tall that they prevented sunlight from coming through. It was absolutely quiet and silent like a sad and grim night. In the distance we heard some birds cackling and some turkeys gobbling as if they did not want us to be in this place. Also small brooks were bubbling here and there. Although the weather was hot, the water of the brooks was almost too cold to touch. We feel that we had accomplished a great journey.

Now, read the following analysis. You will notice the instances of physical description listed here:

Topic: description of a hiking experience

Instance 1: sunlight shining brightly

Instance 2: no sun in the sky

Instance 3: walking in hallways

Instance 4: sad grim night

Instance 5: birds cackling

Instance 6: turkeys gobbling

Instance 7: brooks bubbling

Instance 8: hot whether

Instance 9: cold water

EXERCISE

- 1) Suppose that you have witnessed a criminal killing someone in the park near your house. The police asked you to tell them who the criminal was. Use physical description to describe the criminal for the police. The police should be able to draw a picture of the criminal based on the description you give.

- 2) Use physical description to compare two of your friends; one of your friends is tall, the other one is short. Your description should be so exact that the reader will be able to imagine what they look like.

PERSONAL EXPERIENCE

Another technique of support often used to develop the topic sentence is the use of writer's personal experience. Very often, personal experience is the only effective way to develop a topic sentence. By telling the reader what you have personally experienced, you strengthen and support the topic sentence. However, you should be careful not to lose paragraph unity. Not all the sentences that you use to report your personal experience may be directly related to the topic sentence. You must decide how much detail is necessary. The key to this decision is to analyze the paragraph for unity once you have finished writing it. You can delete those sentences that do not bear a direct relationship to the topic.

The following paragraph has been developed by personal experience. Read the paragraph closely and decide if there are any details that do not directly relate to the main idea.

You know who your real friends are when you have a problem. Not long ago I had a trip to Tehran by my own car. On the second day of my trip, I was driving in Azadi street when suddenly something went wrong with the car engine and my car broke down. When I referred to the mechanic, I realized that, unfortunately, I did not have enough money with me. Fortunately, I had my cell phone with me. I called several people whom I had helped a lot in the past to borrow some money. Unfortunately, none of them was willing to help. I had no other choice. I left my car in the mechanic's garage for a few days. Then, I telephoned my wife and asked her to send some money to my bank account in Tehran.

EXERCISE

1. Choose one of the following topic sentences and write a paragraph using your personal experience to support the topic sentences. Make

a list of details you might use in the paragraph, and select only the details that relate directly to the topic sentence.

1. A person's life can sometimes change overnight.
2. Computers create more problems than they solve.
3. Not knowing a language well can sometimes be embarrassing.
4. Saying nothing is sometimes easier than telling a white lie.
5. Not knowing how to use a machine can sometimes result in a commotion.
6. Trying to reconcile two enemies can cost you a lot.

FINAL REMARKS

Often a topic sentence is supported by more than one technique. Nothing is wrong with this. In fact, very often a paragraph will best be developed by more than one technique of support. For instance, facts and statistics can go hand-in-hand to develop the topic sentence. The writer may also find it easier to develop a topic sentence by both personal experience and physical description. The choice of one technique over another will depend on one consideration:

Which technique of support will most effectively show what the topic sentence tells?

A paragraph must have at least one technique of support. However, the writer is free to use as many techniques of support in as many combinations as he likes.

EXERCISE

1. Read the following three paragraphs carefully and answer the following questions:
 - 1) Is there only one technique of support in each paragraph?
 - 2) Could the writers have used techniques of support other than the ones they already have?
 - 3) Are the techniques of support used by the writers the most suitable techniques which could ever be used?

PARAGRAPH 1

Protected areas are especially important for preserving the rain forests. Over the last 20 years, the number of national parks in tropical countries has increased greatly. Today nearly five percent of all forests are classified under some protected status. Some international organizations give money to any country which sets aside ten percent of its forests in protected areas. Two such organizations are the World Bank and the World Wildlife Fund. They have launched this movement at the end of the 20th century.

PARAGRAPH 2

Volcanoes cause hazards to people and property. Direct hazards are lava flows, falling ash, and debris flows. Lava flows are rarely life threatening but can produce massive property damage and economic loss. Heavy accumulations of volcanic ash, especially if they become wet from rainfall, can collapse roofs and damage crops. Debris flows called lahars are composed of wet concrete-like mixtures of volcanic debris and water from melted snow or ice or heavy rainfall. Lahars can travel quickly through valleys, destroying everything in their paths. Volcanic debris flows have caused the most eruption-related deaths in the 20th century.

PARAGRAPH 3

Riders use different kinds of motorcycles for different purposes. Motorcycles designed for use on paved streets and roads are called street motorcycles. Street motorcycles are a popular means of transportation during summer months and in warm climates. People often use them for recreational riding as well as for commuting. Moreover, off-road motorcycles perform well on dirt or gravel roads or trails. Finally, racing motorcycles are engineered for handling performance and increased speed.

UNIT FIVE

METHODS OF SUPPORT (ENUMERATION)

INTRODUCTION

You have already learnt that a paragraph is composed of a topic sentence and a few supporting sentences. You have also learnt that the supporting sentences are based on techniques of support (such as facts, statistics, details, examples, and so on). Techniques of support control the structure and content of *individual* supporting sentences. In fact, each supporting sentence can draw on a specific technique of support.

Before you begin writing your paragraph, you must have clear answers for these questions:

- 1) What should I write about?
- 2) Who is my reader?
- 3) What specific details should I use for this kind of reader?
- 4) What should my topic sentence say?
- 5) What techniques of support will tell the readers that my topic sentence is valid?
- 6) What methods of support would best carry my ideas to the reader?
- 7) Should my supporting sentences be organized according to time, space, or importance?
- 8) Are my supporting details strong and valid enough to convince my reader?

The next step in writing a complete and unified paragraph is to select a *method of support*. Methods of support are sometimes called *methods of development*. Methods of support, unlike techniques of support, do not

apply to individual supporting sentences; rather, they are concerned with the *organization* of the paragraph as a *whole*.

Methods of support relate to the *purposes, goals, or aims* for which the paragraph is being written. Basically, there are two major types of purposes for which you write: (a) **exposition**, and (b) **argumentation**. The aim of exposition is to *explain*. The aim of argumentation is to *prove* or *persuade*. Both of these forms can be developed by a number of methods of support. In fact, all methods of support are ways of analyzing the topic. The most important methods of support are: (1) enumeration, (2) chronology, (3) process, (4) description, (5) definition, (6) cause-effect, (7) comparison-contrast, and (8) argumentation. This unit will focus on enumeration.

ENUMERATION

Enumeration is the most common method of paragraph development in English—and in many other languages of the world. In university writing, you are frequently asked to write enumerative paragraphs.

The aim of an enumerative paragraph is to classify or to categorize. In this type of paragraph development, the writer will mention the *general class* in the topic sentence. He will then break down this class by listing *its members* or *parts* in the supporting sentences. A successful classification occurs when the following conditions are met:

- 1) The classes are arranged according to a logical method.
- 2) The classes are relatively complete.
- 3) The classes do not overlap.
- 4) The classes have a ruling principle (a criterion "according to" which the members or parts are grouped together)

As such, enumeration is a method of analysis that is used to break down the topic into groups according to a specific criterion or rule. There may be more than one criterion for the classification of a topic.

Suppose that you are studying English at an international university. Your teacher gives you a single subject, for example college students, and asks you to classify this subject in different ways. How many classes can you have? The answer is relative. It depends on the criterion or rule

you use for classification. For example, you can classify college students according to religion, nationality, major fields, class standing, race, and so on:

According to class standing: Freshman
Sophomore
Junior
Senior

According to continent: Asian
American
European
African

According to major fields: Engineering
Agriculture
Sociology
Physics
Chemistry

According to religion: Muslim
Protestant
Catholic
Jewish
Black
Indian
American

According to race: Yellow
White

In the following model paragraph, enumeration has been used as the method of support.

There are several major categories of aircrafts. First, land planes are designed to operate from a paved surface, typically a runway. Some of them can operate from grass or other surfaces such as ice. Second, carrier-based airplanes can takeoff from and land aboard naval bases. Third, pontoon planes have floats in place of wheels so they can operate from water. In addition, amphibians operate from both water and land. Vertical-Takeoff-and-Landing airplanes form another group of airplanes that typically use the jet from their engines, pointed down at the Earth, to take off and land

straight up and down. Next, short-Takeoff-and-Landing aircrafts are able to function on relatively short runways. Finally, a NASA space shuttle is an aircraft unprecedented by any other because it flies as a fixed-wing airplane within the atmosphere and as a spacecraft in outer space.

Now, let us have a look at the analysis of this paragraph.

- General class: air crafts
- Class member 1: land planes
- Class member 2: carrier-based planes
- Class member 3: pontoon planes
- Class member 4: amphibians
- Class member 5: vertical takeoff-and-landing planes
- Class member 6: short-takeoff-and-landing planes
- Class member 7: NASA space shuttle

A good formula for writing the topic sentence of an enumerative paragraph would be:

According to ..., SUBJECT falls into NUMBER categories/classes/etc.

For example, if the subject of your paragraph is **FRUITS**, your topic sentence may be:

- According to their taste, fruits fall into four categories.
- According to their shape, fruits fall into six classes.
- According to their color, fruits fall into nine types.
- According to their smell, fruits fall into six classes.
- According to their size, fruits fall into three categories.
- etc.

EXERCISE

1. Read the following paragraph carefully.

All bicycles fall into one of six general categories. First, touring bicycles are designed for riding on relatively smooth pavement. Touring bicycles are

generally made with lightweight steel, aluminum, or composite frames that are designed for maximum strength and comfort. Mountain bikes, the next category, are designed for off-road riding, including climbing and descending steep inclines over rough terrain. In the late 1980s manufacturers mixed mountain bikes and touring bikes to make hybrid, or cross, bikes. Unlike these three classes, utility bicycles are commonly single-speed, three-speed, or five-speed machines. Racing bicycles are the lightest bicycles made and are available in forms designed either for racing on paved roads or on specially built tracks. Finally, many other types of bicycles are designed for special purposes. These are called specialty bicycles.

Now, complete the analysis that follows:

General class: _____

Member 1: _____

Member 2: _____

Member 3: _____

Member 4: _____

Member 5: _____

Member 6: _____

Enumeration is also a useful method of development in paragraphs that aim at explaining the different parts of a general whole. In the following sample paragraph, the writer has used enumeration to talk about the different parts of a flower.

Flowers typically are composed of four parts. First, the innermost part located in the center of the flower, is the female reproductive structure, or pistil. The pistil consists of three parts: the stigma, the style, and the ovary. The next part consists of the male reproductive structures, several to many stamens arranged around the pistil. A stamen consists of a filament and an anther. Petals, the next part, surround the stamens. Many petals have bright colors. Finally, the sepals, the outermost part, together are called the calyx. In the flower bud, the sepals tightly enclose

and protect the petals, stamens, and pistil from rain or insects. The sepals unfurl as the flower opens and often resemble small green leaves at the flower's base. In some flowers, the sepals are colorful and work with the petals to attract pollinators.

An analysis of this paragraph is provided here. As you will notice, the writer has used details to explain some parts of a flower. In fact, indirect unity has been used in this paragraph.

Topic: Parts of a flower

General class: flower structure

Part 1: Pistil

Detail 1: stigma

Detail 2: style

Detail 3: ovary

Part 2: Stamen

Detail 1: filament

Detail 2: anther

Part 3: Petals

Part 4: Sepals

EXERCISE

1. Answer the following questions on the basis of the model paragraph you have just read.

1. What are the key words in the topic sentence of the paragraph?
2. What are the techniques of support that the writer has used?

ENUMERATORS

You have already seen two sample paragraphs in this chapter. If you take a closer look at the topic sentences of these paragraphs, you will notice the use of words *classes* and *parts*. These words are called enumerators. They will help you tell the readers exactly what you are

listing or enumerating. They will also help you to organize your paragraphs in a clear unified way. They will also help your readers to follow your line of paragraph development more easily. Thus, enumerators are valuable tools for writers. You should try to use them in your enumerative paragraphs.

Listing is not limited to classes or parts. A general class may also be itemized in terms of its:

Elements
Kinds
Types
Aspects
Features
Factors
Characteristics
Divisions
Categories
Subdivisions
Sections
etc.

All these words are enumerators. When used in the topic sentence of an enumerative paragraph, they can function as controlling ideas.

EXERCISE

1. Read the following topic sentences and underline the enumerators. Then choose one of the topic sentences and develop it into a unified paragraph.
 1. There are three kinds of goods that can be found in a decent supermarket.
 2. An ideal husband should have a minimum of five characteristics.
 3. I have decided to study English at Azad University for six reasons.

ORDER OF LISTING

Remember that the purpose of an enumerative paragraph is to break down a general class or a whole into its parts, categories, types, etc. The supporting sentences of an enumerative paragraph will then focus on these individual parts, categories, types, etc. You may now ask yourself:

1. Which of these parts or types should I talk about in the first supporting sentence?
2. In what order should I list these parts, categories, or types?
3. According to which criterion should I arrange my supporting sentences?

It all depends on the *importance* of the elements to be listed. On the whole, there are three types of listing arrangements you can make:

Equal order
Ascending order
Descending order

You should decide whether all the elements to be listed are **equally** important, strong, basic, influential, large, and so on. If so, it makes no difference which one goes in the first supporting sentence, which in the second, and so forth. This method of arrangement is called equal or random ordering. In random ordering, no element is presented as being more important or less important than any other element. In fact, a random-order paragraph represents a simple, straightforward list. In the sample paragraphs above, different kinds of aircrafts and bicycles have been discussed in a random-order list. There is no reason to consider one type of bicycle or aircraft to be more important than the other types.

Sometimes, however, you wish to indicate that one item on your list should receive special attention. That is, you feel that one item on your list is *more important, more interesting, more influential, stronger, bigger, or more basic* than the other items on the list. If so, random

ordering will not be useful any more. You would rather use either ascending order or descending order.

In ascending order, you begin with minor points and *save the most important for last*. This keeps the reader interested. In fact it will give a "dramatic structure" to your paragraph. Ascending order will take the readers step-by-step to the climax of your paragraph.

In the following sample paragraph, the writer has used the ascending order of arrangement for the development of the topic sentence.

There are five reasons why most people prefer a Paykan over other types of personal car. First of all, Paykan is the most compatible car to the climatic conditions of Iran. Second, it is cheaper than almost all other types of cars. Moreover, its maintenance and repair does not require special skill and expertise. The chief reason, however, is that the spare parts are available in almost every garage.

Now, study the analysis that follows. Pay attention to the visual techniques used to indicate ascending order:

Topic: Reasons why people prefer Paykan

Reason 1: compatibility to climatic conditions

Reason 2: cost

Reason 3: easy maintenance

Reason 4: easy repair

Reason 5: **easy access to spare parts**

In descending order, the writer moves in the opposite direction. He will begin by the most important point first. Then, he goes on to speak of the other points. In fact, descending order is the inverse of ascending order. In the following sample paragraph, the writer has used the ascending order of arrangement for the development of the topic sentence.

There are five reasons why most people prefer a Paykan over other types of personal car. The chief reason is that its spare parts can be

found in almost every garage. Its maintenance and repair does not require special skill and expertise. Moreover it is cheaper than almost all other types of cars. Finally, Paykan is the most compatible car to the climatic conditions of Iran.

Now, study the analysis that follows. Pay attention to the visual techniques used to indicate descending order:

Topic: Reasons why people prefer Paykan

Reason 1: **easy access to spare parts**

Reason 2: easy maintenance

Reason 3: easy repair

Reason 4: cost

Reason 5: compatibility to climatic conditions

NOTICE:

- In equal or random order, the writer feels that all items are equally important.
- In ascending order, the writer feels that one item is more important, essential, etc., than the others. He places it last.
- In descending order, the writer feels that one item is more important, essential, etc., than the others. He places it first.

EXERCISE

1. Read the following paragraph carefully.

According to their body length, sharks fall into three major categories. The shortest body length belongs to hammer-head sharks. They live in tropical waters. These sharks are known for their flattened, T-shaped heads. The length of the body of a hammerhead shark is larger than 3.5 m. Nurse

sharks are slow-moving sharks. They live mostly in warm, shallow water. Nurse sharks grow to more than 4 m. Perhaps the largest body belongs to the great white shark. These sharks live in oceans, and most seas of the world. They are mostly found in waters near the Hawaii islands. Great white sharks are perhaps the greatest predators of the sea. The body of an average white shark often reaches a length of over 6 m. Each year, lots of swimmers and surfers are attacked by these wild sharks.

2. Examine the paragraph carefully and try to answer the following questions as precisely as possible:
 1. Is this a unified paragraph?
 2. Are there any sentences that do not relate to the topic sentence directly?
 3. What is the enumerator in the topic sentence of the paragraph?
 4. What is the criterion according to which the paragraph has been developed?

3. Now, complete the following analysis on the basis of the information you get from the paragraph. Underline the item which you think the writer has emphasized in the paragraph.

Topic: _____

Item 1: _____

Item 2: _____

Item 3: _____

4. Can you rewrite the paragraph in any other way? If so, please do it.

LISTING SIGNALS

When making a list, you often use numerals (1, 2, 3, etc.) to set off the different items on your list. For example, if you wanted to make a list for the model paragraph on aircrafts (page 62), your list might look like:

There are several major categories of aircrafts:

1. land planes,
2. carrier-based planes,
3. pontoon planes
4. amphibians
5. vertical-takeoff-and-landing planes
6. short-Takeoff-and-Landing planes
7. NASA space shuttle

In formal writing, you may need to present your list in one of the two contexts: (a) in a single sentence, or (b) in a number of sentences. If you do the listing in a single sentence, you will have to:

- 1) set off each member of the list from the rest by means of a comma;
- 2) use a conjunction (and, or, so, ...) after the last comma; and
- 3) use a colon (:) before the first member of the list if you are using a number to indicate the number of items on your list.

Take the following examples:

The main kinds of bicycles are touring bicycles, cross bicycles, and racing bicycles.

Different types of motorcycles are street motorcycles, off-road motorcycles, and racing motorcycles.

The three main kinds of bicycles are: touring bicycles, cross bicycles, and racing bicycles.

The three different types of motorcycles are: street motorcycles, off-road motorcycles, and racing motorcycles.

If, on the other hand, you do the listing in a number of sentences, you will have to use specific *listing signals*. In this case, you do not normally use numerals to set off your supporting sentences. The listing signals that you use for equal or random order will be slightly different from the listing signals that are suitable for either ascending order or descending order.

When your supporting sentences are arranged in equal or random order, you can use two different groups of listing signals: (1) listing signals followed by a comma and a complete sentence, or (2) listing signals

followed by the enumerator and a predicate. Compare the supporting sentences in the following example:

TOPIC SENTENCE: There are three different types of motorcycles.

SUPPORTING SENTENCE 1: First, some motorcycles are used on paved streets and roads.

SUPPORTING SENTENCE 1: The first type is used on paved streets and roads.

Notice that in this example, the first supporting sentence is based on the first group of listing signals whereas in the second supporting sentence, the second group of listing signals has been used. Therefore, you can use either of the two major groups of listing signals to develop *equal* or *random* order paragraphs.

The general format of the first group of listing signals can be summarized as:

GROUP 1: EQUAL OR RANDOM ORDER
(LISTING SIGNAL + , + SENTENCE)

	LISTING SIGNALS	SUPPORTING SENTENCES
	First,	SUPPORTING SENTENCE 1
(or)	Second,	SUPPORTING SENTENCE 2
	Next,	SUPPORTING SENTENCE 2
(or)	Third,	SUPPORTING SENTENCE 3
	Next,	SUPPORTING SENTENCE 3
(or)	Then,	SUPPORTING SENTENCE 3
	.	OTHER SUPPORTING SENTENCES
	.	OTHER SUPPORTING SENTENCES
	.	OTHER SUPPORTING SENTENCES
(or)	Last,	LAST SUPPORTING SENTENCE
	Finally,	LAST SUPPORTING SENTENCE

Now read the following model paragraph. The supporting sentences in this paragraph have been listed on the basis of the listing signals (Group 1) you have just studied in the above table.

In order to remain healthy, we should have a diet that includes food from all the four major groups of food. First, we should base six to eleven weekly servings on the bread family. Bread, rice, cereals, and pasta are members of this group. Second, the vegetable group should also be considered in our diet. This group includes vegetables and fruits. A healthy diet should include 2-4 weekly servings of fruits, and 3-5 weekly servings of vegetables. Next, the meat group should also be considered in our diet. Different types of meat, poultry, dry beans, eggs, and nuts belong in this group. Dairy products such as cheese, milk, and yogurt also belong in this group. A healthy diet needs to include 2-3 weekly servings from this food group. Finally, fats and sweets make up the last food group. They should be eaten only sparingly.

The general format of the first group of listing signals can be summarized as:

GROUP 2: EQUAL OR RANDOM ORDER
(LISTING SIGNAL + ENUMERATOR + PREDICATE)

	LISTING SIGNAL	ENUMERATORS	PREDICATES
(or)	The first	kind	PREDICATE 1
	One	type	PREDICATE 1
(or)	The second	kind	PREDICATE 2
	The next	type	PREDICATE 2
	Another	etc.	PREDICATE 2
(or)	The third	kind	PREDICATE 3
	The next	type	PREDICATE 3
	Still another	etc.	PREDICATE 3
	.	kind	OTHER PREDICATES
	.	type	OTHER PREDICATES
	.	etc.	OTHER PREDICATES
(or)	The last	kind	LAST PREDICATE
	The final	type	LAST PREDICATE

Now read the following model paragraph. The supporting sentences in this paragraph have been listed on the basis of the listing signals (Group 2) you have just studied in the above table.

In order to remain healthy, we should have a diet that includes food from all the four major groups of food. The first group of food on which we should base 6-7 weekly servings is the bread family. Bread, rice, cereals, and pasta are embers of this group. Another group, the vegetable group, should also be considered in our diet. This group includes vegetables and fruits. A healthy diet should include 2-4 weekly servings of fruits, and 3-5 weekly servings of vegetables. The next group includes meat and dairy products. Different types of meat, poultry, dry beans, eggs, and nuts belong in this group. Dairy products such as cheese, milk, and yogurt also belong in this group. A healthy diet needs to include 2-3 weekly servings from this food group. The final group includes fats and sweets. Foods based on this group should be served only sparingly.

In paragraphs that are developed in an ascending or descending order, one of the supporting sentences (i.e., the last or the first) is considered to be the most importing item on the list. As such, listing signals from the two groups above are not suitable for ascending and descending order paragraphs because they do not show any difference between the items on a list.

In ascending order paragraphs, since the most important item on the list is sent to the end of the paragraph, the listing signal for the last supporting sentence may look like the following.

GROUP 3: ASCENDING ORDER

	LISTING SIGNAL	ENUMERATOR	
But by far the	most important	kind	LAST PREDICATE
	largest	type	
	most essential	reason	
	etc.	etc.	

OR

Finally—and most importantly—LAST SUPPORTING SENTENCE

The topic sentence of the following model paragraph has been developed in ascending order. Read the paragraph carefully and pay specific attention to the listing signals which the writer has used to list his supporting sentences.

The food pyramid tells us which types of food are most needed for health and growth. First, fats, oils, and sweets are among the foods that are least needed. The second group includes foods from the meat and dairy family. The food pyramid advises us to mildly use foods from this group. The third group, including vegetables and fruits, stands in the second rank of importance for health. Finally, and most importantly, foods from the bread family should be part of our everyday servings.

In descending order paragraphs, since the most important item on the list is placed first, the listing signal for the first supporting sentence may look like the following:

GROUP 4: DESCENDING ORDER

	LISTING SIGNAL	ENUMERATOR	
The	most important	kind	FIRST PREDICATE
	largest	type	
	most essential	reason	
	etc.	etc.	

The topic sentence of the following model paragraph has been developed in descending order. Read the paragraph carefully and pay specific attention to the listing signals which the writer has used to list his supporting sentences.

The food pyramid tells us which types of food are most needed for health and growth. First, the category at the broad base, the bread family, is the most important group. The second group, including vegetables and fruits, stands in the second rank of importance. The next group includes foods from the meat and dairy family. The food pyramid advises us to mildly use foods from this group. The least important group includes fats, oils, and sweets which should be eaten only sparingly.

EXERCISE

1. Read the following paragraph carefully. Write appropriate listing signals in the blanks provided. Circle the enumerator(s) in the topic sentence.

Scientists have categorized the 11,000 types of ants in different ways. method of classification relates to the environments in which ants live. The type of foods they eat is criterion for classification. Some scientists classify ants according to the strategies they use for survival., some scientists group the many species of ants according to such activities as harvesting, weaving, and gardening.

2. Using the information given, write three seven-sentence paragraphs: the first in equal order, the second in ascending order, and the third in descending order. Be sure to write complete sentences.

TYPES OF ANTS

Fire ants
Fungus-gardening ants
Weaver ants
Honey-pot ants
Army ants
Harvester ants

UNIT SIX

METHODS OF SUPPORT (CHRONOLOGY)

INTRODUCTION

Chronology is a specific kind of enumeration. In fact, chronology is a method of development in which an event is analyzed in terms of its component *phases, stages, time sequences, or periods*. Read the model paragraph below.

Geologists divide much of the earth's history into periods of time called Eons. The first period, the pre-Archean period, includes the phase from the origin of the earth to 3.8 billion years ago. The second, the Archean Eon includes the period from 3.8 to 2.5 billion years ago. It marks a time in which the structure of the earth underwent many changes and the first life form appeared on the earth. During the Proterozoic Eon, the third period, the earth was partially covered by shallow seas and ice sheets. This period refers to 2.5 billion to 570 million years ago. During this phase, life advanced from the most basic organisms to plants and animals that looked like some of the species alive today. The most recent eon of the earth is the Phanerozoic Eon which includes 570 million years ago up to now. During this Eon, the earth and life on it gradually changed to their present state.

This model paragraph is an example of chronological development. As you see, the writer has broken down the general class, the life of earth, into specific time phases. Then, he has spoken about the oldest phase in the first set of supporting sentences. He has discussed the immediately following phase of earth's life in the second set of supporting sentences. In other words, the writer has gradually moved from past into present

through the paragraph. An analysis of this model paragraph will read as follows:

GENERAL CLASS: The history of Earth

CLASS MEMBERS:

First Eon: Origin of the earth to 3.8 billion years ago

Second Eon: 3.8 to 2.5 billion years ago

Third Eon: 2.5 billion to 570 million years ago

Fourth Eon: 570 million years ago up to now

When writing a chronological report (that is, a paragraph developed by chronology) you have two choices:

(a) to begin from past and move towards present, or

(b) to begin from present and move towards past.

There is no serious difference between these two methods. It is a matter of choice. Many writers prefer to follow the course of events as they actually occurred in history. Some writers, however, prefer to flash back. They go from present to past, or technically move in the direction opposite to history.

The Phanerozoic Eon is divided into three distinct eras. The most recent era of this Eon is the Cenozoic Era. It began 65 million years ago, and is still going on. The second era of this Eon is called the Mesozoic Era. This era is older than the Cenozoic Era. It refers to stretch of time which began 240 million years ago and ended 65 million years ago. Finally, the oldest era is called the Paleozoic Era. It began 570 million years ago. The Paleozoic Era ended 240 million years ago.

An analysis of this model paragraph will read as follows:

GENERAL CLASS: Eras of the Phanerozoic Eon

CLASS MEMBERS: Third era: 65 million years ago to present

Second era: 240 to 65 million years ago

First era: 570 to 240 million years ago

As you remember from chapter five, the supporting sentences of enumerative paragraphs can be arranged in equal, ascending, or descending order. You also remember that in ascending order the most

important element was placed last whereas in descending order the most important element was placed first. The same effects can be achieved in paragraphs of chronology provided that the most interesting events are naturally either the most recent one or the most ancient ones. The writer should decide which items in a series of events are more interesting to the readers: past events or recent events. Then, he can decide where to place these events: first or last. In this way, the writer can achieve descending and ascending orders in paragraphs of chronology. However, the writer cannot and should not scramble the events. He can only change the direction of movement.

EXERCISE

1. Read the following paragraph carefully. Notice the chronological order of the events discussed in the paragraph.

The phrase "Persian Wars" refers to a series of wars between Greek city-states and the Persian Empire beginning in the 5th century BC. Between 560 and 500 BC, the eastern Mediterranean and the Near East underwent great political changes. In 521 BC, the Persian king Darius I succeeded to the throne, and in 513 BC, the Persians captured three major Greek islands. Also in 513 BC, Darius himself crossed over to Europe and conquered the area between the Danube and the Aegean coast. Later, in 499 BC, his forces attempted to capture the island of Naxos. This attempt failed. In 492 BC, the Persians launched an expedition to gain control of the central Aegean but most of their ships were lost in a storm, and the expedition failed. In the summer of 490 BC, a second Persian expedition sacked Eretria. Later, in 486 BC, Darius died and was succeeded by his son Xerxes I. He, too, attacked the Greek city-states. In late September 480 BC, the Persians were decisively defeated by the Greek ships. Therefore, Xerxes returned home but left his army behind under his general Mardonius who decided to bring the Greeks to battle in the early spring of 479 BC. The battle was fought and the Persian force was destroyed. By the next year the Greeks were successfully attacking the Persians on their own territory in Asia Minor.

2. Now, try to complete the following analysis. Use the information you obtain from the paragraph, to provide exact dates for the following events:

EVENT	DATE
Persian forces tried to capture Naxos	
Persian expedition into Aegean	
Persian ships lost in storm	
Persians captured Greek islands	
Darius died	
Greek ships defeated Persians	
Darius I succeeded to throne	
Greeks' successful attacks on Persians	
Start of Persian wars	
Xerxes returned home	
Darius crossed over to Europe	
Persians entered Erotrea	
Political changes in Near East	
Mardonius fought the Greeks	
Xerxes succeeded to throne	

CHRONICLES

Chronology has several special types. When chronology includes units larger than a single paragraph, it is sometimes called a chronicle. A chronicle is an extended account of historical events. Chronicles often report actual historical facts. As such, history books are chronicles of events that have occurred in the past. However, sometimes chronicles include legendary material, presented in chronological order and without any interpretation or comment. Many literary works of world literature, especially in the field of mythology are chronicles of this latter type. It should be remembered that a chronicle is usually much bigger than a paragraph. Therefore, your teacher will not ask you to write chronicles. Chronicles can be written either in prose or in poetry. Chronicles can also include records or reports of actual historical events. If you keep your diaries, you will have a chronicle of your own life after some years.

NARRATION

Another special type of chronology is narration. Narrations are normally much bigger than a single paragraph. However, it is often possible to write a narration in a single paragraph too.

The purpose of narration is to report an event. The writer needs to break down the event into parts, phases, or periods, and write about them. Narrations fall into two major categories: (a) reports of actual events, and (b) reports of imaginary events. In narrations that report actual events, the writer does one of the following:

1. Reports his own diaries or observation of an event
2. Reports the diaries of someone else or his observation of an event

The time periods that are used in narrations of this kind are actual time periods that can be located on the time-line. In reports of imaginary events, on the other hand, the writer's purpose is to tell a story. Very often, the time periods used in narrations of this type do not show real periods on the actual time-line.

LISTING SIGNALS

The listing signals that are needed for chronological paragraphs are different from the ones you used for enumeration. Since the writer has to follow the path of events as they actually happened, chronology does not require any specific kind of listing signals. Instead, the writer should use time clues to arrange the events in a neat order. Take the following examples:

The Iraq-Iran war began *at night*.

The Iraq-Iran war began *in 1980*.

The Iraq-Iran war began *in September*.

The Iraq-Iran war began *on the 22nd* of September, 1980.

In all of these examples, time clues are prepositional phrases that signal time. Notice that the prepositions that go with different time phrases are not the same.

PREPOSITION	TIME PHRASE
IN	1983, 1382, etc.
IN	January, Ordibehesht, etc.
IN	the afternoon, the morning, the evening, etc.
AT	9:00, 10:00, 22:00, five o'clock, etc.
AT	noon, night, midnight, etc.
ON	Monday, Saturday, etc.
ON	July 6, Khordad 10, the 11th of August, etc.
ON	July 6, 1996; the 10 th of August, 1996; etc.

In addition to time clues, writers may decide to use transition words to show the sequence of events. Transition words, too, can arrange events in a neat sequence. Take the following examples:

1. Jack was studying in the library. *In the mean time*, John was playing in the park.
2. The Smith family lived in New York *before* they came to Atlanta in 1996.
3. *After* my father died, my family had to move to the country.
4. I ran into an old friend of mine *while* I was crossing the street.

EXERCISE

1. Which prepositions of time are used in the following sentences?

1. Days of the week?
2. Months of the year?
3. An exact date?
4. Parts of the day?
5. A specific year?
6. A particular hour of the day?
7. The whole week?

2. Combine the sets of sentences. Replace the italicized expression in the second sentence by a subordinate conjunction (from the list below) in the first sentence.

WHILE, BEFORE, UNTIL, SINCE

1. They moved into an expensive apartment.
Already, they had become very snobbish.
2. She was next door talking to a neighbor.
Meanwhile, someone broke into her house.
3. He decided to go into business for himself.
Before then, he had worked in many different places.
4. Jack's father lost his job.
From then on, his family lived in poverty.

GRAMMAR

Sentences in a chronological paragraph have their own special structure. In writing chronological paragraphs, often you can use either of the two tenses: (a) the real-time tenses, or (b) the simple present tense. When the writer uses the real-time tense to report past, present, or future events, he is reporting the events as they relate to the *actual now*. As such, the writer will use past, future, present, perfective, or progressive tense types to develop his topic sentence.

Read the following model paragraph carefully. How many different tenses can you identify?

Despite its being relatively recent, AIDS has developed very fast. It was first identified in 1981 in New York and California. Shortly after its detection in the United States, evidence of AIDS epidemics grew in sub-Saharan Africa. It, then, quickly developed into a worldwide epidemic, affecting virtually every nation. By 2000, 34.7 million adults and 1.4 million children were living with AIDS all over the world. The World Health Organization (WHO) estimates that from 1981 to the end of 2000 about 21.8 million people died as a result of AIDS. More than 4.3 million of those who died were children under the age of 15. In 2002 the Chinese government reported that China

had 850,000 HIV-positive people in a population of more than 1 billion. AIDS will continue to develop a life-threat unless scientists can develop a vaccine for it. In the state of São Paulo, Brazil, AIDS has been the leading cause of death among women aged 20 to 34 since 1992. Preventive measures will certainly control the spread of AIDS.

The writer can also use the simple present tense to report events regardless of the actual time when they occurred. In fact, it does not matter whether the event has taken place in the past, or will take place in future. The writer can always assume that he is present at the time of the event. He can, therefore, use the simple present tense to report the event. When using the simple present tense to report future or past events, the writer is assuming an *imaginary now* which overlaps the time of the event. This specific use of the simple present tense is often called the *narrative simple present tense*.

Read the following model paragraph. How many different tenses can you identify?

Crusades are a series of wars by Western European Christians to recapture the Holy Land from the Muslims. The Crusades are first undertaken in 1095. They end in the late 13th century. In the face of Turkish advances into Byzantium, Pope Urban II calls in 1095 for the Christians of Europe to battle the Muslims. In 1095, European Christians set move towards Palestine to regain Jerusalem for Christianity. The European crusaders take Jerusalem in 1099. Over the next two centuries, they establish and hold several small states in the southern Mediterranean. The Crusades have a lasting effect on the relationships between Christian and Muslim states. This creates hostility but also raises European awareness of the Asian world.

EXERCISE

1. Read the following paragraph carefully and complete the analysis below.

OPEC is an international organization primarily concerned with coordinating the crude-oil policies of its member states. In the late 1950s, the amount of oil produced worldwide is greater than demand. The price of oil drops and with it drops the amount of money the oil companies pay the oil-producing nations. OPEC is formed in reaction to this drop in payments. In 1960 OPEC

has 11 members (Algeria, Indonesia, Iran, Iraq, Kuwait, Libya, Nigeria, Qatar, Saudi Arabia, United Arab Emirates, and Venezuela). Later, two countries join OPEC and, a few years later, end their membership in the organization. Ecuador joins in 1973 and leaves in 1992; Gabon becomes a member in 1975 and ends its membership in 1995. In the 1970s, as oil supplies in non-OPEC countries are reduced, the organization raises the price of oil. Another price-control tactic used by OPEC is to set production ceilings that specify how much oil may be produced by each member country. In the 1980s some OPEC nations ignore the production ceilings, and this results in overproduction and a drop in oil prices. The organization also uses the supply of oil as a political tactic. In the Arab-Israeli War of 1973, for example, OPEC stops delivery of oil to nations that support Israel. This tactic results in oil and gasoline shortages in many Western nations. OPEC goes on to be a leading oil organization today.

EVENT	DATE
OPEC is formed.	
OPEC has 11 members.	
Ecuador joins OPEC.	
Ecuador leaves OPEC.	
Gabon joins OPEC.	
Gabon leaves OPEC.	
Oil supplies in non-OPEC countries are reduced.	
OPEC raises the price.	
Some OPEC nations ignore production ceilings.	
There is overproduction of oil.	
OPEC stops flow of oil to Israel allies.	

2. Rewrite the paragraph using real-time tenses in your supporting sentences.
3. Read the following paragraph carefully and complete the analysis that follows.

Atomic bombs were the first nuclear weapons to be developed, tested, and used. In the late 1930s physicists in Europe and the United States realized that the fission of uranium could be used to create a weapon. In August 1939, Albert Einstein sent a letter to U.S. president Franklin D. Roosevelt that described this discovery and warned of its potential development by other nations. The U.S. government established the top secret Manhattan Project in 1942 to develop an atomic device. The first atomic explosion was conducted, as a test on July 16, 1945. On August 6, 1945, the United States dropped the first atomic bomb on the Japanese city of Hiroshima. It followed with a second bomb against the city of Nagasaki on August 9. As a result, Japan agreed to Allied terms of surrender on August 14th.

EVENT	DATE

- Rewrite the paragraph using narrative simple present tense in your supporting sentences. Use the above analysis as your guide.

LIMITED VERSUS UNLIMITED VERBS

Verbs, in English, can be classified into two major classes: limited and unlimited. You should be able to distinguish between limited and unlimited verbs because they can affect your tense choice in chronological paragraphs. Limited verbs are used to show movement from one state into another state; unlimited verbs show the state itself. In other words, limited verbs occur at a point in time whereas unlimited verbs last for quite some time. The following example can illustrate the difference between limited and unlimited verbs:

Jack was naked. He *put on* his clothes. Then, he wore them all day long.

The car was working properly until Jack *had an accident* with it. From then on, the car did not work properly any more.

Notice that in these examples the unlimited verbs have been underlined while the limited verbs have been italicized.

Some verbs are inherently unlimited. These verbs cannot be used in progressive tenses. In fact, the progressive aspect of a tense is used to convert a limited verb into an unlimited one (i.e., to show that the action signified by the limited verb went on for quite some time). When the verb is unlimited by nature, it does not take on the progressive aspect. Also notice that all verbs in their negative use are unlimited.

When writing paragraphs of chronology, you may want to use temporal conjunctions to show the chronological order of events. In temporal conjunctions you usually use time subordinators (e.g., while, when, before, after, until, since, etc.) to arrange events into time sequences. Take the following example:

Jack used to smoke until his doctor told him it was bad for his heart.

In this example, the word until is a time subordinator. It puts an end to the event expressed in the first sentence (i.e., Jack's habit of smoking) and marks the beginning of the event expressed in the second sentence (i.e., Jack's quitting this habit).

It is important to notice that different time subordinators require different types of verbs (i.e., limited or unlimited) in the events that they express. In the above example, Jack's habit of smoking went on for quite some time; therefore, the writer has used the unlimited verb (i.e., used to) to express this event. However, the second event (that is, Jack's decision to quit) happened at a single point in time. The writer has, therefore, used a limited verb (i.e., told) to show the shortness of the time Jack took to make his decision.

The difference between limited and unlimited verbs creates lots of problems for Iranian students of English. Time subordinators are quite selective in their choice of verb types. Some time subordinators are not sensitive to the limited/unlimited nature of verbs; they go with any verb

type. Yet, some other time subordinators take on only one verb type (either limited or unlimited) in the events they express. Therefore, you are warned to be careful, while writing chronological paragraphs, not to make mistakes in your choice of limited/unlimited verbs with time subordinators. An excellent and useful book that can give you practice with temporal conjunctions is *The gooficon: A repair manual* written by Carol Kiparsky and Marina K. Burt.

EXERCISE

- Below is a table describing some of the events of prehistory. Using the information provided in the table, write a paragraph in which you use chronology as your method of support. Use narrative simple present tense in your supporting sentences.

TIME PHASE	EVENT
4500 BC	Plow agriculture develops
4000 BC	People domesticate horses
4000 BC	Chinese plan cities
3900 BC	Culture develops in Sumer
3500 BC	Sumerians invent the wheel
3450 BC	Sumerians invent the chariot
3300 BC	Writing appears
3100 BC	First sailing ships are built

- The sentences below make a paragraph about the history of dam building. Unscramble them by placing them in their correct order; use the table below as your work space. Then, copy the reconstructed paragraph in your notebook.

- a. Ruins of the Jawa Dam, believed to have been constructed around 3000 BC, still stand in Jordan.
- b. The Ma'rib Dam, located in what is now Yemen, has been rebuilt several times since it was first constructed more than 2,700 years ago.
- c. The earliest known dams were relatively small and built to provide water for irrigation in Mesopotamia.
- d. In the 14th century, the Mongol Empire built several major dams in present-day Iran.
- e. Beginning around the 1st century AD, the engineers of ancient Rome constructed a system of large dams to impound river water in regions around the Mediterranean Sea.
- f. The Romans' largest reservoir was created in AD 284 in what is now Syria.
- g. Among the first of the modern concrete dams are those built in New York in 1872, and in San Francisco in 1890.
- h. Significant portions of the Roman-built dams in Spain remain in service after more than 1,700 years.
- i. Dams rank among the oldest types of man-made structures.
- j. The need for large dams did not become widespread until the 19th century.
- k. The greatest dam of the world under construction in China will be completed in 2009.
- l. In the 17th century the Spanish also built the first true arch dam in Europe since Roman times.
- m. In the 1850s, French engineers used principles of mathematics to minimize the amount of material necessary to build a dam.
- n. During the 20th century dam engineers expanded upon the designs pioneered in the 19th century.

UNIT SEVEN

METHODS OF SUPPORT (PROCESS)

INTRODUCTION

Often you are asked to write a paragraph to explain *how something is done* or *made*. Therefore, you will have to arrange the supporting sentences of your paragraph in a step-by-step sequence. This method of support is called process; paragraphs written in this way are called process paragraphs.

Process development is a special kind of enumeration; in a process paragraph, a general *whole* is broken down into more *specific steps* or *stages* which will then be explained in the supporting sentences. Each set of supporting sentences will discuss one of the steps or stages, and each step or stage is explained in at least one supporting sentence. The whole process is mentioned in the topic sentence.

The following model paragraph is based on process development. As you read the paragraph, ask yourself the following questions:

- What are the key words in the topic sentence?
- Are there any enumerators in the topic sentence?
- Do the supporting sentences begin with listing signals?
- How many steps exist between the first and the last step?

Modern ice cream production methods consist of several steps. First, the basic ingredients (milk, cream, sugar, and flavoring), plus gelatin are poured into a tank. Gelatin is used as a stabilizer to give the product a smooth consistency. Second, these ingredients are mixed and pasteurized. The purpose of pasteurization is to kill probable bacteria. Then, the mixture is homogenized to break up bits and particles of butterfat. This mixture is cooled and piped to a freezing tank. After being piped into the

tank, the mixture is beaten until it becomes smooth. At this stage, nuts or fruits are sometimes added to the mixture. Then, the partially-frozen ice cream emerges from the freezing tank. Finally, it is packed into containers that are stored in a very cold and refrigerated room until the ice cream becomes hard.

In the following analysis, steps of making ice cream are listed. Study the analysis carefully. Is it possible to scramble these steps? If so, will the end product still be called ice cream?

Topic: How ice cream is made

Step 1: pouring ingredients into a tank

Step 2: mixing the ingredients

Step 3: pasteurizing the ingredients

Step 4: homogenizing ingredients

Step 5: cooling the mixture

Step 6: piping the mixture into a tank

Step 7: beating the mixture

Step 8: adding nuts and fruits

Step 9: packing

Step 10: storing in a refrigerated room

In this analysis, the topic "how ice cream is made" is used as a label to identify the process as a whole. The steps that follow the topic identify the details that should be discussed in the supporting sentences.

EXERCISE

1. Read the following paragraph.

Wheat grains pass through several steps to change into flour. Milling begins with the cleaning of kernels. Wheat arriving at a mill is generally mixed with straw, chaff, pebbles, earth, and seeds of different kinds which should be cleaned. Next, the wheat is scoured by being passed through a cylinder. Tempering, a process by which the moisture content is adjusted for easiest separation of kernel from husk, is the next step in preparing the grain for grinding. Then, wheat grains pass through rollers which gradually reduce

wheat kernels to powder. The resulting flour has a more or less yellow color. Many consumers, however, prefer flour that has as little color as possible. The ground product is then sifted. This final step removes bleaches from the powder, and pure flour remains.

Complete the following analysis. You do not have to write complete sentences. Only write phrases that describe each step.

Topic: _____

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

As you have already noticed, process development is a form of analysis in which *the way to do something* is taken apart and examined. In fact, process paragraphs are "how to" paragraphs.

There is virtually no limit to the kind of topics that can be developed in a process paragraph. The topics can be quite scientific (for example, a scientific laboratory report). They can also focus on everyday household issues (for examples, recipes for making different dishes). Moreover, they can be about completely humorous ideas (for example, the process of killing an eight-legged freak). In fact, the topics that can be developed in a process paragraph have a very wide range.

Process paragraphs are very close to chronological paragraphs. In fact, a process paragraph is usually chronological in organization: first step, second step, third step, fourth step, and so forth. As a result, the reader will be able to clearly follow the process being described.

Successful process development is hard to achieve. When you buy a new electronic device, for example, you will notice that a *user's manual*

usually accompanies the device. The purpose of this user's manual is to give you step by step instruction as to how the device should be operated. Very often you notice that it is almost impossible for you to operate the device even after you have read the user's manual several times. The process development has failed. Therefore, to be successful, a process paragraph should meet two criteria:

- (a) precision in wording
- (b) logical progression from one step to another

ENUMERATORS

Remember from chapter five that enumerators are words you use in the topic sentence to tell the readers exactly what you are listing or enumerating. Like other kinds of enumerative paragraphs, process paragraphs often use enumerators; unlike other enumerative paragraphs, process paragraphs use a specific group of enumerators. The most common enumerators used in process paragraphs are:

Step
Stage
Phase

In the topic sentences of the paragraphs above, the word *step* has been used to identify what will be listed in the supporting sentences.

Modern ice cream production methods consist of several steps.
Wheat grains pass through several steps to change into flour.

EXERCISE

1. Read the following paragraph.

Sugar is taken from sugarcane in a series of stages. After harvesting, stems of sugarcane are stripped of leaves. They are then ground. During grinding, hot water is sprayed over the crushed material to dissolve out some of the remaining sugar. Lime is then added to the raw juice, and the mixture is heated to boiling. During this heating, unwanted organic acids form insoluble compounds with the lime. Often the juice is treated with gaseous sulfur dioxide to bleach it and is then passed through filter presses. The

resulting clear juice is then evaporated in a partial vacuum and heated until it forms some thick syrup containing many crystals of sugar. The dense mass of crystals and syrup, known as massecuite, is placed in a centrifuge to force the molasses out, and to give first sugar, or raw sugar. The raw sugar is then sent to the refinery. At the refinery, the raw sugar is redissolved, decolorized, and recrystallized into crystals of desired size.

Complete the following analysis based on the information you were given in the paragraph.

STEPS	ACTIVITIES
STEP 1	
STEP 2	
STEP 3	
STEP 4	
STEP 5	
STEP 6	
STEP 7	
STEP 8	
STEP 9	
STEP 10	
STEP 11	
STEP 12	
STEP 13	

LISTING SIGNALS

It was emphasized above that, to be successful, a process paragraph should not only have a precise wording but also a logical progression from one step to another. Listing signals give you the ability to go smoothly from one supporting sentence to another. Smooth transition

will make it possible for the reader to follow your line of thought. In a process paragraph, listing signals identify the linear steps or sequences that lead to the final product identified in the topic sentence. They are, therefore, called sequence or step signals. The most common step signals fall into two groups.

GROUP 1: PROCESS SIGNALS

Step signal + comma + SENTENCE

SIGNAL	SENTENCE STRUCTURE
First,	Imperative sentence
Second, Next, Then,	Recommendation (should, must, can, etc., + VERB)
Third, Next, Then,	Simple present tense
Last, Finally,	Passive voice

There are a number of common sentence structures that are used in the supporting sentences of a process paragraph. The most common sentence structures used in this group are: (a) imperative sentences, (b) recommendations, (c) simple present tense, and (d) passive voice. Take the following examples:

- First, pour some water in the pot.
- First, you should pour some water in the pot.
- First, you pour some water in the pot.
- First, some water should be poured in the pot.

The second group of step signals takes on the following general formula:
STEP SIGNAL + ENUMERATOR + PREDICATE

Take the following examples:

- The first step is to pour some water in the pot.
- The next stage begins with grinding the stems in a mill.
- The last phase requires quality control.

If we tried to show this second group of listing signals schematically, our diagram might look something like this:

GROUP 2: PROCESS SIGNALS
Step signal + enumerator + predicate

SIGNAL	ENUMERATOR	PREDICATE
The first	Step Stage Phase	PREDICATE
The second		
The next		
The third		
The next		
The final		
The last		

Although it is possible to mix signals from both groups, writers are frequently advised not to mix signals from different groups.

EXERCISE

1. Read the following paragraph and circle the enumerator in the topic sentence. Then provide appropriate step signals from *group 1 process signals* above for the blanks provided. Then, rewrite the paragraph using *group 2 process signals*. Where possible, make appropriate structural changes.

A clay bowl is created using a potter's wheel in several steps., the potter begins by centering the clay. He does this by placing a lump of clay in the approximate center of the wheel., he pulls and pushes the clay into a cylindrical shape, keeping it in the exact center of the wheel., he inserts his thumb in the top of the cylinder, creating a hole that he continues to expand while pulling up the sides of the piece., he begins to shape the bowl, keeping the walls thick to allow room for widening and shaping., he begins to form the lip, using one hand on either side of the edge., he smoothes and finishes the lip., the bowl is complete; it is removed from the potter's wheel by running a thin wire under its foot.

2. Read the following paragraph and circle the enumerator in the topic sentence. Then provide appropriate step signals from *group 2 process signals* above. Then, rewrite the paragraph using *group 1 process signals*. Where possible, make appropriate structural changes.

In the past, candles were made in several steps. step was the selection of fibers. The best kind of fibers used for candle making were flax or cotton fibers. step that followed was to cut these fibers into desired lengths. This was important because some people preferred long candles whereas others preferred short ones. step was to heat the wax or fat to keep it melted. step was to dip the fibers into melted wax and to remove them to let them cool and solidify in the air. step was usually repeated several times until the candles reached the desired thickness. step was to pack the candles. step was to send the candles to the market.

COHESION

A unified paragraph needs cohesion. Cohesion makes the sentences of a paragraph connected. If your supporting sentences are not clearly connected to each other, your paragraph lacks cohesion. In fact, your supporting sentences are the blocks that make your paragraph. These blocks need to be linked together by a kind of cement to make a strong whole. This cement is called cohesion. A paragraph that lacks cohesion is said to be loose or haphazard.

To achieve cohesion in your paragraphs, you need to use specific words and phrases that are called cohesive devices. You have already become familiar with some cohesive devices (i.e., listing or step signals). However, these are not the only cohesive devices that you can use. In process paragraphs, cohesion can also be achieved by:

- Time clues
- Repetition
- Pronoun reference

The first group includes time clues; you can use specific types of *verbs*, *temporal conjunctions*, and *tenses* to show the logical sequence of the steps in the whole process. In the following model paragraph the writer has used time clues (i.e., the underlined words and phrases) to indicate the *order of the steps* needed to change milk into yogurt.

You can change milk into yogurt in several steps. First, begin by obtaining fresh whole or skim milk from the market. Then, continue by boiling the milk in a clean pot. While the milk is boiling, stir it with a clean spoon and let the water inside the milk evaporate. After about ten minutes, remove the pot from heat. Then, let it remain in clean air to cool. While the milk is still lukewarm, add fermentation to it. The next step is to allow some time to pass. After a few hours the yogurt is ready. You should keep it in a cold place.

In this model paragraph, the time clues have been underlined for easy identification. As you see, some verbs are also underlined. This is because verbs can show the beginning, middle, or final steps of a process.

STEP, STAGE, PHASE	VERBS
First step	Begin Start Inaugurate Commence
Intermediate steps	Continue Go on Remain Develop
Final step	End Finish Culminate

Subordinate conjunctions of time can also signal the *order of steps* in a process. Words like while, until, before, after, as, since, when, etc., are usually used to connect two supporting sentences in a process paragraph.

The use of time subordinators gives cohesion to your paragraph. They will undoubtedly add cohesion. Some of these time phrases show that the steps of a process happen at the same time (e.g., while; as, etc.). Take the following examples:

As the butter is melting, slice the onions with a knife.
 While the butter is melting, slice the onions with a knife.

Slice the onions with a knife as the butter is melting.
 Slice the onions with a knife while the butter is melting.

While	First Event,	Second event
As		

OR

Second event	as	First Event
	while	

Some other time phrases show that the steps happen in a series of sequences, or one after another (e.g., when; after; before; until; since; etc.).

SUBORDINATOR	EVENT	EVENT
Before	Second event,	First Event
When	First Event,	Second event
After		

OR

EVENT	SUBORDINATOR	EVENT
First Event	before	Second event
Second event	when	First Event
	after	
Second event	until	First Event

Take the following examples:

Before you add fermentation to it, the milk should be boiled.
 When the candles are ready, they are packed.
 After the candles are ready, they are packed.

The milk should be boiled before you add fermentation to it.
The candles are packed when they are ready.
The candles are packed after they are ready.

Fermentation must not be added until the milk is boiled completely.
Candles cannot be packed until they are ready.

When working with time subordinators, always beware of the type of verbs you use (i.e., limited versus unlimited verbs). You should also notice that events are identified as *first event*, *second event*, etc., on the basis of the sequence in which they occur.

Another technique frequently used to create cohesion in process paragraphs is the use of *participial phrases*, and *dangling construction*. In fact, many time clauses may be reduced to participial phrases and dangling constructions. Take the following examples:

The milk having boiled, you should add fermentation to it.
Having prepared the candles, you should then pack them.
While melting the butter, slice some onions.

Still another useful technique is the use of sentence connectors of time. Like the first group of step signals, sentence connectors of time are usually set off from the sentences that follow them by means of commas.

FIRST SENTENCE; CONNECTOR, SECOND SENTENCE

OR

FIRST SENTENCE. CONNECTOR, SECOND SENTENCE

Take the following examples:

Melt some butter in a pan; during this period, slice some onions.
Melt some butter in a pan; in the mean time, slice some onions.
Melt some butter in a pan; at the same time, slice some onions.

You can also use a period (.) after the first sentence instead of the semi-colon (;). In this case, the first letter of the time connector should be capitalized. Take the following examples:

Melt some butter in a pan. During this period, slice some onions.

Melt some butter in a pan. In the mean time, slice some onions.
Melt some butter in a pan. At the same time, slice some onions.

The connectors used in these examples show that the two steps are taken at the same time. There are also some sentence connectors that show sequential steps (i.e., steps that follow each other). Take the following examples:

Boil the milk completely; then, add fermentation to it.
Boil the milk completely; after that, add fermentation to it.
Boil the milk completely; at that point, add fermentation to it.
Boil the milk completely; following that, add fermentation to it.

Boil the milk completely; afterwards, add fermentation to it.
Notice that you can use a period (.) after the first sentence instead of the semi-colon (;). In this case, you will have to capitalize the first letter of the connector. Take the following examples:

Boil the milk completely. Then, add fermentation to it.
Boil the milk completely. After that, add fermentation to it.
Boil the milk completely. At that point, add fermentation to it.
Boil the milk completely. Following that, add fermentation to it.

Remember that a semi-colon is the most common means of combining two grammatically distinct sentences into one. However, many writers prefer to use a period/full-stop in place of a semi-colon.

Word *repetition* and *pronoun reference* can also be used as cohesive devices. When you repeat a word several times in the paragraph, you tell the reader that the paragraph is a unified whole. Some writers prefer to use synonyms instead of repeating a word. This is a good strategy. However, it may cause problems because synonyms may be slightly different in meaning. For example, very often students use the words *stew*, *boil*, *brew*, *chafe*, *cook*, *parboil*, *simmer*, *steam*, and *seethe* interchangeably. Are they really the same? Can you see any meaning difference between them?

Perhaps a better strategy is to replace words with reference pronouns instead of using synonyms. That is, instead of repeating words in their original form, you may decide to use pronouns that refer to them. Reference pronouns can be placed *before* or *after* the words to which

they refer. That is, they can refer *forward* or *backward*. Take the following examples:

Let it boil completely before you add fermentation to the milk.
 Let the milk boil completely before you add fermentation to it.

EXERCISE

1. The table below tells you how cement is produced. Convert the table into a unified paragraph in which you use process development as the method of support. Use time clues, pronoun reference, and word repetition to create cohesion in your paragraph.

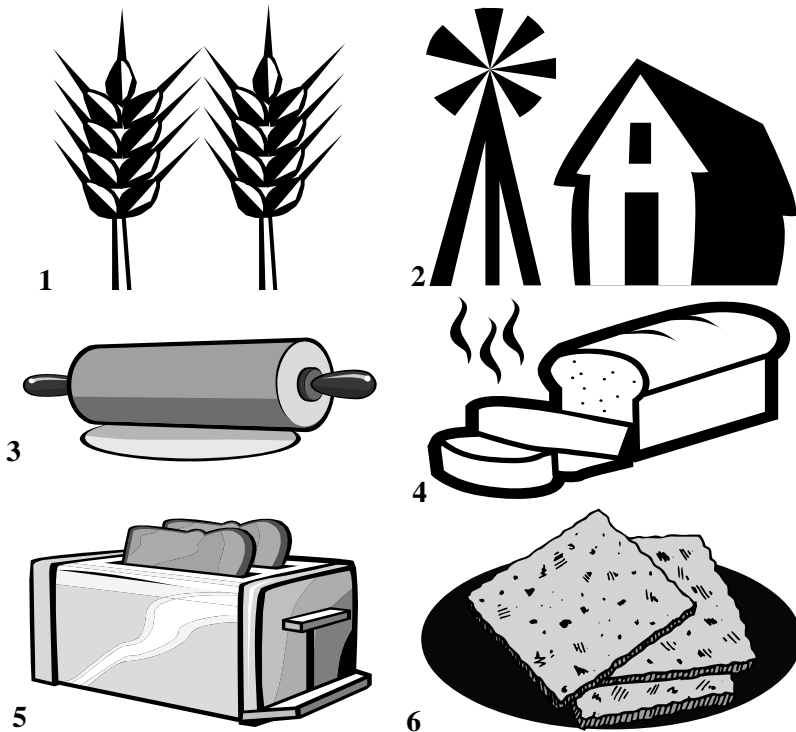
STEP	ACTIVITY
STEP 1	Mixing the raw materials
STEP 2	Conveying the mixture to a kiln at the upper end
STEP 3	Heating the mixture in kiln
STEP 4	Letting the mixture remain in kiln for 6 hours
STEP 5	Getting the mixture (called clinker) from the kiln
STEP 6	Letting the clinker cool
STEP 7	Grinding the clinker
STEP 8	Packing the cement or conveying it to a silo

2. Complete the paragraph below by filling in the blanks with appropriate *sentence connectors* of time.

Mirrors are manufactured today in several phases., the plate glass is cut to size;, all blemishes are removed by polishing with rouge., the glass is scrubbed and,, flushed with a reducing solution., it is placed on a hollow, cast-iron tabletop, covered with felt, and kept warm by steam., a solution of silver

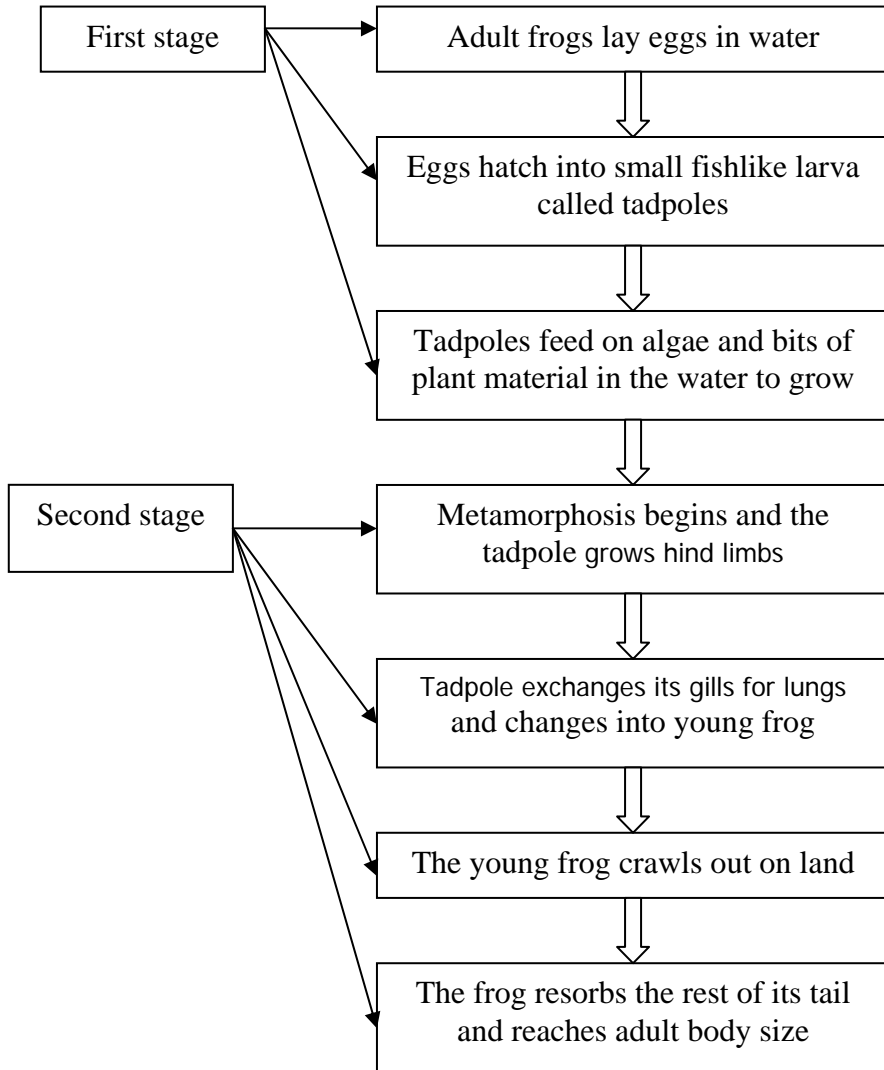
nitrate is poured on the glass and left undisturbed for about 1 hour. The silver nitrate is reduced to metallic silver and a deposit of silver gradually forms., the deposit is dried, coated, and painted. Special mirrors are sometimes coated with the metal in the form of vapor obtained by vaporizing silver electrically in a vacuum. Large mirrors are often coated with aluminum in the same way

3. The following series of pictures show how wheat is turned into toast (bread). Write a unified paragraph in which you use process development as the method of support.



4. Develop the topic sentence below into a unified paragraph in which you use process development to support the main idea. You can use the following chart as the guide for arranging your supporting sentences in their logical order.

Topic sentence: Most frogs have a life cycle with two distinct stages, typically living in water as young and on land as adults.



You should use *sentence enumerators of time* to make your paragraph cohesive.

UNIT EIGHT

METHODS OF SUPPORT (DESCRIPTION)

INTRODUCTION

Another specific type of enumeration is called description. The purpose of a descriptive paragraph is to *describe the topic*. The writer will mention the topic in the topic sentence. He will then describe it in the supporting sentences. Details are often used as the major technique of support in a descriptive paragraph.

Remember that you have already become familiar with a specific type of description (i.e., physical description). In addition to physical description, there are other kinds of description that will be explained in this chapter.

The method of development in the following model paragraph is description. Read the paragraph carefully.

The Atlantic salmon is really very specific in several respects. It has tasty flesh that is often orange-red. The fish average about 3.6 to 5.5 kg in weight, but specimens weighing up to 38 kg have also been caught. The Atlantic salmon migrates from the sea into cold fresh water in late spring or early summer, swimming upriver at an average rate of up to 6.4 km per day. The female lays as many as 20,000 eggs in October or November, after which time the adult salmon float downstream and return to the sea. The Atlantic salmon returns year after year to its breeding place and can live for up to 8 years. Several subspecies of the Atlantic salmon live in the lakes of the northern United States without ever descending to sea. These landlocked salmon are much smaller than migrating salmon. They sometimes attain a maximum weight of about 16 kg. The two most important landlocked populations of the Atlantic salmon are the Sebago salmon and the ouananiche salmon. The Sebago salmon is found in lakes

from New Hampshire to New Brunswick. The ouananiche natural territory is in the Lac Saint-Jean Lake in Canada.

The analysis below lists the pieces of information which the writer has used in the model paragraph.

Topic: Atlantic salmon

- Detail 1:** taste of flesh
- Detail 2:** color of flesh
- Detail 3:** average weight
- Detail 4:** maximum weight of some specimens
- Detail 5:** direction of migration
- Detail 6:** time of migration
- Detail 7:** daily swimming length
- Detail 8:** number of eggs
- Detail 9:** time of laying eggs
- Detail 10:** time of returning to sea
- Detail 11:** yearly habit
- Detail 12:** length of life
- Detail 13:** number of subspecies
- Detail 14:** territory of subspecies
- Detail 15:** size of subspecies
- Detail 16:** maximum weight of subspecies
- Detail 17:** names of most important subspecies
- Detail 18:** habitat of subspecies

As the analysis shows, in descriptive paragraphs of this type, the writer is free to use details from a variety of sources to describe the topic. The details presented in the above analysis relate to such aspects of the topic as its *length, weight, behavior*, etc.

Like physical descriptions, descriptive paragraphs draw heavily on details as the main technique of support; unlike physical description, the details used in descriptive paragraphs do not necessarily pertain to the

apparent physical aspects of the topic. As such, physical descriptions are a specific and restricted kind of description.

It is quite true that, in descriptive paragraphs, the writer can choose details from a rich number of sources to develop the topic. However, it is sheer naivety to think that he is free to put these details in any haphazard way he wishes. In fact, there are various rules according to which supporting sentences of a descriptive paragraph should be linearly arranged.

The sample paragraph below describes the structure of houses of the ancient Roman Empire.

Except for the fairly elaborate chieftains' houses, Roman houses remained simple through classical times. Often they stood at the street's edge. The entrance of each house opened to a vestibule. Past the vestibule, there was an open space called the atrium. From the atrium, the sleeping rooms were reached; a colonnaded garden often stood in back.

Now, read the analysis that follows:

Topic: Structure of ancient Roman houses

Detail 1: standing at the street's edge

Detail 2: entrance to a vestibule

Detail 3: atrium at the end of vestibule

Detail 4: rooms around atrium

Detail 5: garden at the back

Perhaps you have already noticed that the writer has written the paragraph in much the same way as a tour guide would show you around a real ancient Roman house. In other words, the writer has started the paragraph with a description of the outer end of the house, has gradually moved along the inner layers, and has finished his paragraph with a description of the innermost layer of the house.

In descriptive paragraphs, especially those in which places are described, you are expected to start at a specific point of departure (e.g., one end of the item being described); then, you should move along the item describing each part before the immediately following part until you reach the other end. The final step of your description should talk about

the other end of the item (the end facing the one you began with). For example, when you are asked to describe your room, you can "enter" the room in the first supporting sentence, take the right-hand direction and move around the room in the intermediate supporting sentences, and finally go out of the room in the last supporting sentence. Your paragraph might look something like this:

My room is a nice a cozy place. As you enter the room, you will see my desk on the right. Next to my desk, there is a wide fireplace with a chimney on the top of it. As you pass the fire place you will see my bed. Now you will have to make a left turn. As you pass along my bed, on the wall you will notice a window that opens to a beautiful garden. When you get to the foot of my bed, you will have to make another left turn; other wise, you will bang against the wall in front of you. After you have made the turn, you will see my computer table in the corner in front of you. On this table you will find my computer and all of its peripherals. Then you should make your last turn and move along the wall to get to the door; one step further, and you will be in the hall.

When you want to describe an object, very often you can follow the same strategy. You will start from one end and move along to the other end. Descriptions of people, animals, etc., may also be achieved in this way. The following paragraph is a description of the structure of earth. The writer has started the paragraph with the description of the outermost layer, has gone on with the description of the intermediate layers, and has ended the paragraph with the description of the innermost layer.

The earth consists of several parts. First, the atmosphere is the gaseous envelope that surrounds the solid body of the planet. Second, the hydrosphere is the layer of water in the form of oceans, inland seas, lakes, rivers, and underground waters. The next layer, the lithosphere comprises two shells: the crust and upper mantle. The crust itself is divided in two: the sialic or upper crust; and the simatic or lower crust. The upper mantle is separated from the crust above by the Moho and from the lower mantle below by a zone of weakness known as the asthenosphere. The dense, heavy interior of the earth is divided into a thick shell, the mantle, surrounding an innermost sphere, the core. The mantle extends from the base of the crust to a depth of about 2900 km and is solid except in some parts. The core has an outer shell about 2225 km thick. This shell is

probably rigid. The inner core, which has a radius of about 1275 km, is solid. Both core layers are thought to consist largely of iron, with a small percentage of nickel and other elements.

An alternative approach to descriptive paragraphs also exists. Remember that you have already learnt how to write outlines. A wise strategy for developing a paragraph is to begin with a clear outline in which you identify the aspects of the topic you will describe and also the details you will report for each aspect.

The following outline provides the pieces of information that can describe the statue of liberty.

Topic: Statue of liberty

- I. Objects accompanying the statue
 - A. Chains of tyranny at the feet
 - B. Torch of liberty in the right hand
 - C. Tablet in the left hand
 - D. Robes as dress
 - E. Crown on the head
- II. Height of the statue
 - A. 46 m actual height
 - B. 47 m height of the pedestal
- III. Materials used in the construction of the statue
 - A. The statue itself
 - 1. Hammered copper sheets on the surface
 - 2. Iron framework inside
 - B. The pedestal
 - 1. Granite on the surface
 - 2. Concrete inside

Now, read the following paragraph and observe how the writer has used the above outline to develop his paragraph.

The Statue of Liberty symbolizes freedom throughout the world. It depicts a woman escaping the chains of tyranny, which lie at her feet. Her right hand holds aloft a burning torch that represents liberty. Her left hand holds a tablet inscribed with the date July 4, 1776, the day the United States

declared its independence. She is wearing flowing robes and the seven rays of her spiked crown symbolize the seven seas and continents. The Statue of Liberty is 46 m high. Its base and pedestal increase the height of the monument to 93 m. The surface of the statue is composed of hammered copper sheets 2.4 mm thick that are riveted to an iron framework. The statue rests upon a concrete-and-granite pedestal.

EXERCISE

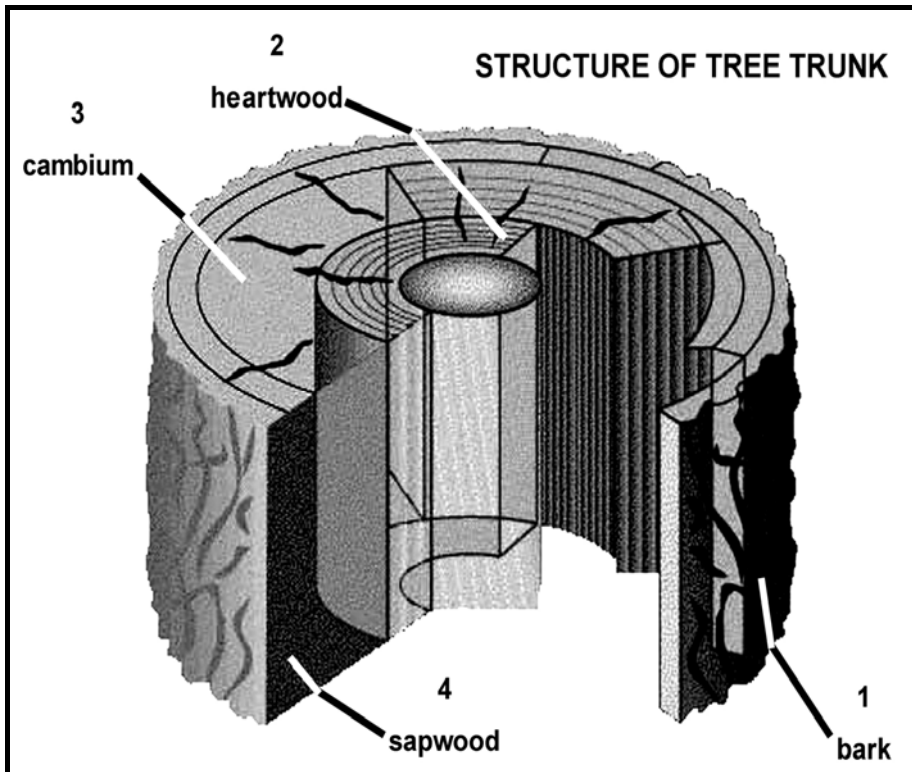
1. Study the following outline carefully.

Topic: Structure of a tree trunk

- I. Heartwood
 - A. Located at the center of the trunk
 - B. Older than other layers
 - C. Generally darker than other layers
 - D. More durable than other layers
- II. Cambium
 - A. Thinnest layer
 - B. Usually fresh
 - C. Contains generative cells
 - D. Produces sapwood
- III. Sapwood
 - A. Softer than other layers
 - B. Lighter in color
 - C. Is invaded by extractives
 - 1. Natural substances
 - 2. Cause sapwood-to-heartwood change
 - D. Gradually changes into heartwood
- IV. Bark
 - A. Outermost layer
 - B. Functions as skin
 - C. Protects tree from cold, heat, etc.

Now, carefully examine the following diagram which identifies the different layers of the tree trunk as they are arranged one after the other. Combine the information from the diagram with the information from the outline. Write a paragraph about the general

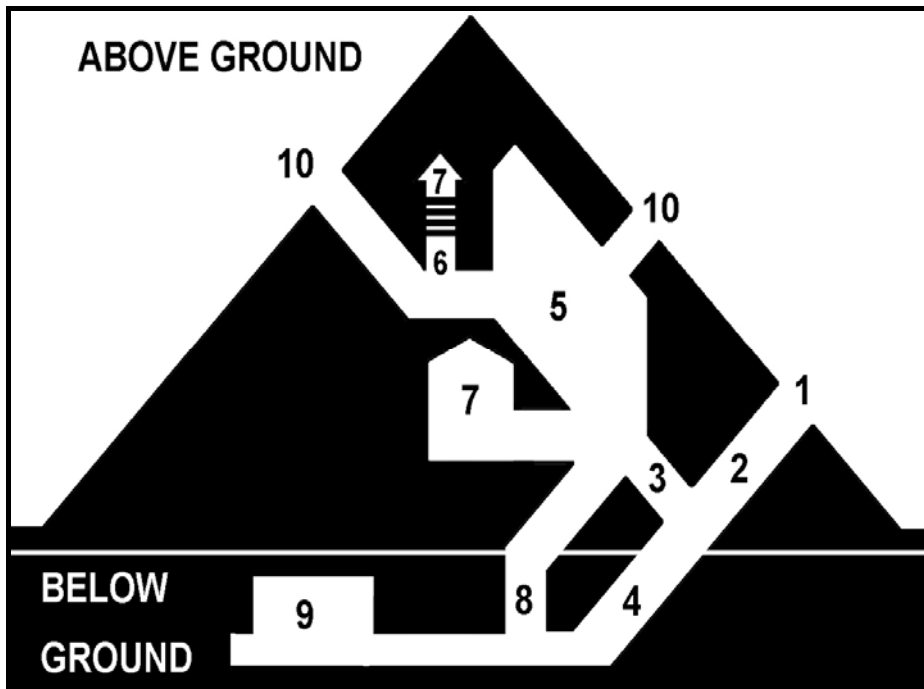
structure of a tree trunk. Use description as the method of support for developing the main idea.



2. Read the following paragraph closely. Then, use the information presented in the paragraph to label the different parts of the Great Pyramid below.

The Great Pyramid in Egypt has a complex interior. The entrance is located 17 m above ground level. The height of the entrance was probably meant to protect the pyramid's treasures against robbers. The entrance opens to a downward passageway. This passageway divides into two corridors: upward, and downward. The downward corridor leads to an underground room called the subterranean chamber. It probably meant to connect the king's spirit to the underworld. The upward corridor is divided into three (left, middle, and right) branches. The left branch is

yet another entrance to the subterranean chamber. The middle branch leads to the queen's chamber. Misnamed by Arab explorers, the queen's chamber probably contained a special statue of the king. This statue represented the king's *ka*, which was considered to be an aspect of his spirit. The right branch opens to the grand gallery the other end of which leads to the king's chamber. The king's chamber was constructed of red granite. This chamber contained the stone coffin in which the king was buried. The compartments that stack over the chamber were supposed to protect the coffin from the weight of the stones above. There are a number of airshafts too. The airshafts do not conduct air. Rather, they were probably a symbolic connection between the king's spirit and the stars. Some of the airshafts open to the grand gallery; some others open to the king's chamber.



ENUMERATORS

Very often, descriptive paragraphs employ enumerators in the topic sentence. The enumerators you use in descriptive paragraphs signal to

the reader what pieces of information will be presented in the supporting sentences. Take the following examples:

During the Roman Republic, the Roman army built forts with several specialized parts to quarter its soldiers.

A lock, a waterway designed to take ships from one water level to another, has several specialized parts.

The atmosphere that surrounds earth has several layers.

My friend, Jack, has several characteristics that make him outstanding.

In their mating season, seagulls manifest several distinct behaviors.

The underlined words in these examples are enumerators that the writers have used as a point of departure for the rest of their paragraphs. The readers will instantly realize what the writers will be talking about in the supporting sentences.

The enumerators most frequently used in descriptive paragraphs include the following:

Characteristics
Parts
Aspects
Layers
Formats
Habits
Behaviors
Elements
Details
Features
Facets
etc.

EXERCISE

1. Use the information provided in the table below to write a descriptive paragraph. The topic of your paragraph is "brown bear."

Names	male: boar Female: sow young: cub
Conservation Concerns	Populations in Europe and Asia at risk due to habitat destruction and hunting.
Range	Parts of North America, Europe, and Asia.
Habitat	Open areas, tundra, meadows, and coastlines with dense cover for shelter.
Size	Length: 2 to 3 m (7 to 10 ft) Weight: 95 to 800 kg (209 to 1760 lb).
Feeding Habits	Brown bears are omnivores; they eat plants, berries, insects, rodents, fish, and carrion. They occasionally kill and eat larger animals.
Offspring	Female brown bears give birth to two or three cubs after a six- to nine-month gestation period. Cubs leave their mother after about two to four years.
Life Span	About 20 years.
Did You Know	Brown bears are not always brown—they may have black, red, or gray coats. There are many subspecies of brown bear, including the grizzly and the Kodiak. Coastal populations of brown bears that feed on fatty salmon may be three times larger than inland brown bear populations that subsist on plants, insects, and some meat. Unlike animals that hibernate, brown bears awaken easily during winter sleep and sometimes walk about.

UNIT NINE

METHODS OF SUPPORT (DEFINITION)

INTRODUCTION

Very often you have to write a paragraph in which your purpose is to explain the *meaning* of a term. In addition, you may sometimes use a term in a very strict sense. In these cases, too, you will have to write a paragraph to explain the sense in which you are using the term. Paragraphs of this kind are called paragraphs of definition, and the method of development in these paragraphs is called *definition* development. Therefore, the purpose of a paragraph of definition is to:

- a) explain what a term means, or
- b) explain the sense in which you are using the term

As such, and depending on the purpose for which you are writing, paragraphs of definition fall into two major categories: (1) extended formal definition, and (2) extended stipulated definition. When you use the term in its formal sense (that is, to say what it means), you are writing a paragraph of extended formal definition; when, on the other hand, you use the term in a specific sense (that is, outside of its ordinary meaning), you are writing a paragraph of extended stipulated definition. The term "extended" is used to show that, unlike definitions provided by dictionaries, paragraphs of definition are usually longer than a single sentence.

EXTENDED FORMAL DEFINITION

Extended formal definition is a method of analysis in which the writer identifies the subject in a general class and then distinguishes it from all

other members of the class. Formal definition is ordinarily used for concrete and tangible terms. If we want to show the elements of a formal definition, our analysis may look something like this:

Formal Definition = Term + Class + Distinguishing Features

The following model paragraph defines laser. Can you identify the elements of formal definition in the paragraph?

A laser is a device that produces and amplifies pure intense light which can be directed with great accuracy. Lasers are used in many modern technological devices including bar code readers, compact disc (CD) players, and laser printers. Lasers can generate light beyond the range visible to the human eye, from the infrared through the X-ray range. The word laser is an acronym for Light Amplification by Stimulated Emission of Radiation.

This model paragraph can be analyzed in terms of the formula we provided for formal definitions above:

TERM: Laser

CLASS: Device

DISTINCTIVE FEATURES: Light production
Light amplification
Pure color of light
Intensity of light
Capability of being directed

As you see, the writer has talked about other features of laser too. These other features appear in the supporting sentences. Their purpose is to define (or describe) the subject even further.

Use in modern technological devices
Range of light produced
Where the term came from

The writer has also used a few examples in this paragraph. These examples give the reader a better understanding of the term being defined in the paragraph. For instance, the writer has talked about some

of the modern technological devices in which laser is used. He has also identified the range of light a laser can produce.

If we wanted to write an outline for the whole model paragraph, our outline would look something like this:

DISTINCTIVE FEATURES OF A LASER

- I. Light production
- II. Light amplification
- III. Quality of the light produced
 - A. Pure color
 - B. Varying degrees of intensity
 - C. Capability of being directed
- IV. Uses of the light in modern technological devices
 - A. In CD player
 - B. In bar code readers
 - C. In laser printers
- V. Range of light produced
 - A. Infrared
 - B. X-ray
 - C. The range between these two
- VI. Origin of the term laser

The major techniques of support for paragraphs of formal definition are *examples* and *details*. In fact, writers often use examples and details in the supporting sentences of paragraphs of formal definition to clarify the term being defined.

EXERCISE

1. Read the topic sentences below and underline the elements of formal definition in each. Then, write **T** for term, **C** for class, and **F** for distinctive feature under the proper words. The first one is done as an example for you.

A widow is a human female whose husband has died.
 T **C** **F**

A turbine is a rotary engine that converts the energy of a moving stream of water, steam, or gas into mechanical energy.

A typewriter is a machine designed to print or impress type characters on paper, as a speedier and more legible substitute for handwriting.

A lamp is a device used for artificial lighting.

Neil Armstrong is the astronomer who stepped on the moon for the first time in human history.

A bar code is a series of parallel vertical lines, or bars, used to assign a unique identification code to an item.

- 2. Read the following paragraphs closely. On the basis of the pieces of information you get from each paragraph, write an appropriate topic sentence for it. Use formal definition in your topic sentences.**

_____ . These instruments offer a much clearer view of astronomical objects. They can also cover the entire outer space, while portions of the sky may not be accessible to stationary ground-based telescopes, depending on their location on Earth. Space telescopes range in complexity from small satellites, which often survey the entire sky, to larger "observatory-class" satellites, which can target particular objects. These larger satellites generally require more intensive control from scientists on the ground, who choose objects to be studied and help point the satellites in the correct direction.

_____ . Oases occur where groundwater lies close to the desert surface where plant roots and wells can reach it. In some oases, groundwater reaches the surface forming springs or pools. Historically, oases have served as waypoints in desert crossings where water supplies may be replenished. Some oases are permanently inhabited. The city of Las Vegas, Nevada, is built on the site of an oasis. The city of Palm Springs in California is also built on the site of an oasis.

3. Use the information from the table below to write a paragraph of formal definition in which you will tell the readers what is meant by the term "rattlesnake."

Term	Rattlesnake
Class	Reptiles
Distinctive Feature	horny rattle at the tip of the tail
Other Details	
Range	North and South America.
Habitat	Forests, mountains, savannas, and arid regions.
Feeding Habits	Rattlesnakes eat mammals (especially rodents) and reptiles.
Offspring	The female rattlesnake gives birth to 8 to 15 young.
Life Span	About 20 years.
Did You Know	The most dangerous rattlesnake is the Cascaval of South America. 75% of its human victims die. The rattlesnake's rattle can be heard up to 50 km away. Rattlesnakes can only sense vibrations. They can't even hear another snake's rattle. A newborn rattlesnake has no rattle, just a scale at the end of its body.

EXTENDED STIPULATED DEFINITION

Sometimes the term to be defined is abstract, but you are asked to write a paragraph about the term in which you use definition as the method of support. Is it possible? How can you define an abstract term?

The answer is very simple. You only need to use stipulated definition in your paragraphs when the term to be defined is abstract. The stipulated definition is usually longer than a single sentence. To stipulate means to particularize. In paragraphs of stipulated definition, very often you explain how you are using a term *for a particular purpose*. You may also explain *your particular interpretation of the term*. In other words, sometimes you use a term in a way completely different from the sense

it is ordinarily used in; that is, the sense in which you understand a term, may differ from its usual definition.

The kind of words that require this type of definition are generally abstract ideas or qualities such as *justice, poverty, love, friendship, trouble, faith, sincerity, courtesy*, and so on. To write the topic sentence of a paragraph of stipulated definition, it is the wisest strategy to make a general statement about the sense in which you will be approaching the term. In a paragraph of stipulated definition, you may do one of the following activities:

- 1) Of all the possible dictionary meanings of the term, you will be using only one, and definitely not the others.

EXAMPLE: Of all the possible interpretations of the term poverty, cultural poverty may probably be used as a cover term to include the other interpretations.

- 2) You will be using the term in a very special sense, not to be found in the dictionary (that is, you will tell the reader how **you** interpret the term).

EXAMPLE: My definition of faith is somewhat different from what the term is ordinarily taken to mean.

- 3) You will be using another person's unique personal interpretation of the term (that is, you will tell the reader how another person interprets the term).

EXAMPLE: The Iranian concept of faith has undergone great changes over the past few decades.

After you have made a general statement about the term in the topic sentence, you will write a few supporting sentences to develop your topic sentence. Generally, the most common techniques of support that

you use to develop a paragraph of stipulated definition are (a) **facts**, (b) **examples**, (c) **physical description**, (d) **statistics**, and (e) **personal experience**. Details and anecdotes often fail to develop the topic sentence of a paragraph of stipulated definition.

A special technique of support frequently used in a paragraph of stipulated definition is the use of "quotations." Quotations are word-for-word reproductions of statements from written or spoken sources. The sources from which you quote should be authoritative. A source is said to be authoritative when it has special expertise in relation to the term being defined. For example, if you are defining politics, George W. Bush can be an authoritative source for quotations. By the same token, when you are writing about philosophy, Aristotle, Plato, or other philosophers can be authoritative sources of quotations.

In the following model paragraph, the writer is using the term poverty in a sense other than its agreed-upon interpretation.

The present concept of poverty in Iran needs to be replaced by destitution. Presently, many people take poverty to mean the condition in which there is a lack of basic human needs. That is, poverty is defined to include a lack of such items as adequate and nutritious food, clothing, housing, clean water, and health services. It can cause terrible suffering and death. It can even prevent people from realizing many of their desires. The poor, with this conception of poverty, are those who suffer from severe malnutrition, epidemic disease outbreaks, famine, and war. However, a line should be drawn between poverty and destitution. In many countries including the United States, Canada, Japan, and those in Western Europe, poverty is the condition of having fewer resources or less income than others within the society or country. As such, the present concept of poverty in Iran needs to be replaced with destitution.

After having read this paragraph, you may become disappointed. You may think that paragraphs of stipulated definition are impossible for you to write, but do not panic. Paragraphs of stipulated definition could be quite easy for you to write. Take the following model paragraph.

In Greek mythology, Muses are the nine daughters of the god Zeus and of Mnemosyne. Zeus was the king of the gods; Mnemosyne was the goddess

of memory. The Muses were goddesses believed to inspire all artists, especially poets, philosophers, and musicians. By late Roman times, each Muse was believed to preside over a particular art: Calliope was the muse of epic poetry; Clio of history; Euterpe of lyric poetry sung to the accompaniment of the flute; Melpomene of tragedy; Terpsichore of choral songs and the dance; Erato of love poetry sung to the accompaniment of the lyre; Polyhymnia of sacred poetry; Urania of astronomy; and Thalia of comedy. The Muses were said to be the companions of the Graces and of Apollo, the god of music. They sat near the throne of Zeus and sang of his greatness. They also sang of the origin of the world and its inhabitants and the glorious deeds of the great heroes. The Muses were worshiped throughout ancient Greece, especially at Helicon in Boeotia and at Pieria in Macedonia.

As you see, like extended formal definition, the writer has used the sequence (term + class + distinctive features) to form his topic sentence. He has then used details as the major technique of support to develop his topic sentence. Therefore, what distinguishes between stipulated and formal definitions is the *nature of the term* to be defined. When the term is abstract, the definition is stipulated; when the term is concrete, the definition is formal.

EXERCISE

1. Read the paragraphs below and answer the questions that follow each paragraph.

Intelligence may be best defined as the ability to get everything out of nothing. In formal usage, intelligence is a term which is usually used to refer to a set of general mental capabilities. These capabilities include the ability to reason, to solve problems, think abstractly, learn and understand new material, and profit from past experience. Intelligence can be measured by many different kinds of tasks. Likewise, this ability is expressed in many aspects of a person's life. Intelligence draws on a variety of mental processes, including memory, learning, perception, decision-making, thinking, and reasoning. However, the most essential type of intelligence, I would argue, is the ability to get most benefits out of the conditions in which one has to live. In recent years, many people have

been able to get almost everything out of nothing. They have just adopted a modest appearance and have got whatever they liked out of that appearance. Do you not agree with this conception of intelligence?

Questions

1. Why is this interpretation of intelligence a stipulated definition rather than a formal definition?
2. What is the topic sentence?
3. What techniques of support has the writer used for the development of the topic sentence?

A kachina is a spirit or supernatural being revered as a bringer of rain or social good in the religion of some Indian tribes of the southwestern United States. There are more than 200 kachinas, including ancestral and nature spirits and a variety of gods. They are impersonated in religious ceremonies by dancers wearing sacred masks and are also portrayed in beautifully carved and painted figurines known as kachina dolls. Kachinas play an important role in Pueblo rain dances and other religious rites. The spirits of the kachinas are believed to possess the male dancers who impersonate them in these ceremonies with elaborately fashioned masks and colorful costumes. These impersonators also mingle with the people in the streets, often administering public scoldings to individuals whose behavior the community regards as inappropriate. The Pueblo believe that in ancient times the kachinas lived on earth but were sent to live in the bottom of a great desert lake and left their masks behind. At first, the legend states, the kachinas themselves returned from time to time to dance for the people, but after the dance a member of the community always died, or "left with the kachina," as it was said. Finally agreeing to come no more, the kachinas authorized dancers to take over their ritual roles. When not using them in ceremony, the Pueblo keep the masks hidden, especially from young children, who are told that the kachinas they have seen in rituals are genuine spirits that will punish them for misbehavior. Only later is the secret of the kachina masks revealed to the children in a solemn initiation rite. Kachina dolls, patterned after the masked dancers, range in size from several inches to more than one foot in height. The craftsmen who make them typically carve the dolls from cottonwood or cactus-root, paint them in symbolic colors, and often

decorate them with feathers and scraps of wool and cloth. These dolls have become quite popular with collectors.

Questions

1. Why is this interpretation of Kachina a stipulated definition rather than a formal definition?
2. What is the topic sentence?
3. What techniques of support has the writer used for the development of the topic sentence?
4. Are there any sentences in the paragraph that can be deleted from it?
5. Is it possible to take any paragraphs of formal definition out of this single paragraph? If so, how many? What term(s) would this/these paragraph(s) formally define?
6. If your answer to question 5 is positive, write the paragraph(s) of formal definition that you can get out of the paragraph above.

COMMON PROBLEMS IN DEFINITION

There are three common pitfalls that may torture a paragraph of definition:

Circular definition
Over-extended definition
Under-extended definition

Sometimes the term being defined and the definition belong to the same family; they are words which are related in origin. Definitions of this kind are said to be circular. Circular definitions also occur when the term being defined is repeated in the definition. This latter kind of definition

is sometimes called tautological definition. Take the following examples:

Economics is the study of economy.
Intelligence testing is the measurement of intelligence.
Economics is economics.

In these examples the term being defined has been repeated or has been replaced by a word from the same family in the definition. You are warned not to use tautologies or circular definitions in your paragraphs of definition. Circular definitions are confusing for the reader; they should be revised.

A second common problem is the over-extended definition. Sometimes, the definition proposed for a term applies to more than one term. This problem usually occurs when the writer forgets about the distinctive features of the term being defined. Take the following examples:

A laser is a device.
A turbine is a rotary engine.
A typewriter is a machine.
A lamp is a device.
Neil Armstrong is an astronomer.
A widow is a female human.
A bar code is a series of parallel vertical lines, or bars.

The definitions given in these examples refer to more than one term. For example, a laser is not the only device that you can find in the world around you; or, a typewriter is not the only machine that we know. Over-extension is easily avoidable. You only need to add a few distinguishing features to over-extended definitions to restrict them to the term being defined.

The third problem area in paragraphs of definition is that of over-restricted definition. An over-restricted definition limits the term being defined into one of its potentials. That is, over-restriction occurs when the term being defined is more comprehensive than the definition. Over-

restricted definitions define the term only partially. Take the following examples:

- A laser is a device that produces and amplifies pure red light.
- A turbine is a rotary engine that drives Airbus aircrafts.
- A typewriter is a machine commonly used to type in English.
- A lamp is a device that produces artificial lighting for a restaurant.

When writing paragraphs of definition, you are advised to be aware of these pitfalls. They weaken your paragraphs.

EXERCISE

1. Read the definitions below and then decide if they are good or problematic. Identify the type of problem for the unacceptable definitions. Rewrite them in your own words. Make any necessary changes. The first one is done as an example for you.

EXAMPLE: Canning is the process of preserving food.

Problem: Over-extended

Your definition: Canning is the process of preserving food by heating and sealing it in airtight containers.

- 1) Money is a medium of exchange that is widely accepted in payment for goods and services.

Problem: _____

Your definition: _____

- 2) A highway is a high-speed road designed to connect major cities.

Problem: _____

Your definition: _____

3) Transportation is the movement of people and goods from one location to another.

Problem: _____

Your definition: _____

4) A tire is a covering mounted on the rim of a wheel that serves as a cushion and surface for traction .

Problem: _____

Your definition: _____

5) Aristocracy is an aristocratic system of government.

Problem: _____

Your definition: _____

6) A shoe is a leather covering for the human foot.

Problem: _____

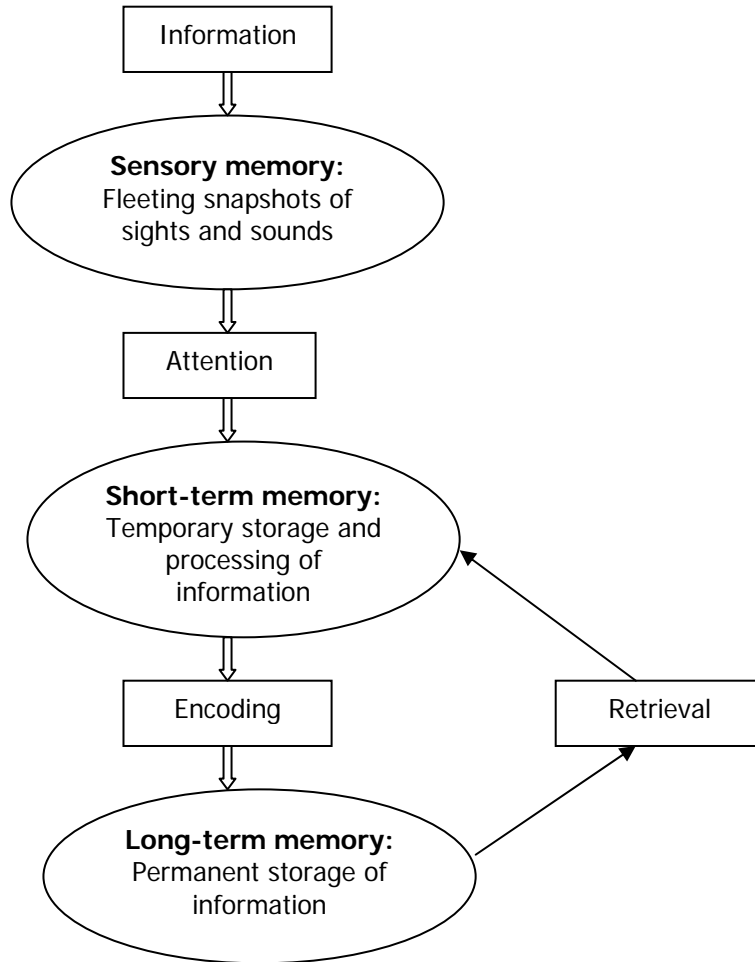
Your definition: _____

7) An estuary is a semi-enclosed pool of water.

Problem: _____

Your definition: _____

2. Use the information presented in the chart below to write a paragraph of stipulated definition about human memory.



UNIT TEN

METHODS OF SUPPORT

(CAUSE AND EFFECT)

INTRODUCTION

Cause-effect paragraphs aim at showing the *reasons* or the *results* of something. The purpose of a cause-effect paragraph is to say why things are as they are, to show why something happened. Cause-effect paragraphs fall into three major types:

- Focus on effect
- Focus on cause
- Chain reaction

FOCUS ON EFFECT

The first kind of cause-effect paragraphs are those that focus on effect. In paragraphs of this kind, the writer will identify the topic in the topic sentence. He will then list and explain the possible effects of the topic in the supporting sentences. In other words, the supporting sentences will be a list or an enumeration of the effects of an idea mentioned in the topic sentence.

In the model paragraph below, the writer has focused on the effects of floods. Therefore, *flood* itself is the cause.

Floods have several short-term and long-term effects. First, floods damage property. Second, they endanger the lives of humans and animals. In addition, rapid runoff results in soil erosion as well as sediment deposition problems downstream. Spawning grounds for fish and other wildlife habitat are often destroyed. Next, high-velocity currents increase flood damage; prolonged high floods delay traffic. They also interfere with drainage and

economic use of lands. Bridge abutments, bank lines, sewer outfalls, and other structures within floodways are usually damaged. Navigation and hydroelectric power are often impaired. Last but not least, financial losses due to floods are commonly millions of dollars each year.

The analysis below shows the structure of the model paragraph:

Topic: Flood

Enumerator: Effects

Effect 1: Damage to property

Effect 2: Danger for human life

Effect 3: Danger for animal life

Effect 4: Soil erosion

Effect 5: Sediment deposition

Effect 6: Destruction of spawning ground for fish

Effect 7: Destruction of wildlife habitats

Effect 8: Delays in traffic

Effect 9: Damage to bridges, bank lines, and sewer outfalls

Effect 10: Impairment of navigation

Effect 11: Impairment of hydroelectric power

Effect 12: Financial losses

EXERCISE

1. Read the following paragraph closely.

Noise pollution has a number of impacts on human as well as animal life. First, noise affects human health. The most significant health problem caused by noise pollution is hearing loss. Any noise louder than talking can damage the inner ear. Noise has other less important effects on human life too. It makes conversation difficult. In addition, it interferes with some kinds of work. Noise can also disturb sleep. As a source of stress, it can promote high blood pressure and other heart problems. Noise can also cause nervous disorders. Noise also puts stress on domestic animals and wildlife. In remote areas, helicopters and military aircraft often frighten animals. Aircraft noise in Alaska, for example, has been shown to reduce the survival rate of caribou calves. There is concern that increasing noise

levels in the oceans may confuse the natural sonar that whales use to navigate, communicate, and locate food.

Now complete the analysis below. Use the information present in the paragraph.

Topic: _____

Enumerator: _____

I. Effects on humans

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

II. Effects on animals

A. _____

B. _____

C. _____

D. _____

E. _____

1. For navigation
2. For communication
3. For locating food

2. Study the following outline. Write a cause-effect paragraph on the basis of the outline. You should write a "focus on effect" paragraph.

Effects of ants

- I. On agriculture
 - A. Reducing harmful insect populations
 - B. Dispersing seeds
 - C. Helping pollination
 - D. Keeping pests under control

- II. On people
 - A. Used as medicine
 - B. Used to timber forests
 - C. Used to prey on caterpillars
 - D. Used to drive pests out of houses

FOCUS ON CAUSE

The second type of cause-effect development is called focus on cause. In a focus-on-cause paragraph, the supporting sentences will be a list of causes. The writer will mention the effect in the topic sentence. He will then write a few supporting sentences to show what has caused that outcome. In other words, the supporting sentences will be a list or an enumeration of the causes of an idea mentioned in the topic sentence.

In the model paragraph below, the writer has focused on the causes of insomnia. Therefore, *insomnia* itself is the effect.

Insomnia, condition in which a person has difficulty getting enough sleep, has several causes. First, it can be caused by body problems such as an overactive thyroid gland, diabetes, or violent muscle twitching. In addition to these, wrong eating habits can also cause insomnia. For instance, drinking caffeine-containing beverages before going to bed is considered by many doctors to be a cause. Some doctors also consider drinking too much coffee or tea as a cause of insomnia. Experts estimate that in three-fourths of all cases the cause is a psychological one. After anxiety-producing events, a person may experience sleep difficulties for a short period. Some examples of such events are the death of a loved one or loss of a job. Many persons recover their normal sleep rhythm later, but others become frustrated and depressed and develop chronic insomnia. Frightening events are also considered a psychological cause of insomnia. Violent movies and computer games can affect those who are

psychologically ready for insomnia. Finally, napping during the day is considered by some doctors to be a minor cause of insomnia. It can throw off the sleep pattern further.

The analysis below shows the structure of the model paragraph:

Topic: Insomnia

Enumerator: Causes

- I. Body problems
 - A. Overactive thyroid
 - B. Diabetes
 - C. Violent muscle twitching
- II. Wrong eating habits
 - A. Drinking caffeinated beverages
 - B. Drinking too much coffee
 - C. Drinking too much tea
- III. Psychological problems
 - A. Anxiety-producing events
 - 1. Loss of a beloved
 - 2. Loss of job
 - B. Frightening events
 - 1. Violent movies
 - 2. Violent computer games
- IV. Napping during the day

EXERCISE

1. Read the following paragraph carefully. Write an outline on the basis of the information you get from the paragraph. Make your outline as detailed as possible.

Environment organizations have identified several major sources of air pollution. First of all, most air pollution comes from one human activity:

burning fossil fuels. These fuels include natural gas, coal, and oil. Among the harmful pollutants this burning puts into the air are carbon dioxide, carbon monoxide, nitrogen oxides, sulfur dioxide, and tiny solid particles including lead from gasoline additives. Some of these pollutants also come from natural sources. For example, forest fires emit pollutants into the atmosphere. Soil erosion can also increase airborne pollutant levels. Volcanoes spew out sulfur dioxide and large amounts of volcanic ash. The 1991 eruption of Mount Pinatubo in the Philippines, for example, dumped enough volcanic ash into the upper atmosphere to lower global temperatures for the next two years. Unlike pollutants from human activity, however, naturally occurring pollutants tend to remain in the atmosphere for a short time and do not lead to permanent atmospheric change. Finally, pollutants themselves often undergo chemical reactions that produce additional harmful pollution.

2. Convert the following outline into a cause-effect paragraph in which you explain the causes of poverty. In your paragraph, you should focus on cause.

Causes of poverty

I. Human causes

- A. Overpopulation
- B. Lack of education
- C. Unemployment

II. Global distribution of resources

- A. Fertile lands
- B. Mines
- C. Oil wells

CHAIN REACTION

A third type of cause-effect development is called chain reaction. In a chain reaction, the first effect of one situation becomes the cause of the second effect; then, the second effect becomes the cause of the third effect, and so on. In other words, every effect is in itself a cause for the situation that follows. In a chain reaction, the first effect leads to the second, the second leads to the third, the third leads to the fourth, and the chain goes on. In fact, in a chain reaction, as its name says, the steps of

the reaction are linked together like the rings of a chain. There are, however, a major cause (or **mother cause**) and a major effect (or **mother effect**). The mother cause and the mother effect are identified in the topic sentence. The less important causes and effects (often called **sister causes** and **sister effects**) are identified in the supporting sentences.

In the model paragraph below, the writer has used chain reaction to develop his topic sentences. Notice that "destruction of rain forests" is the mother cause and "emergence of deserts" the mother effect.

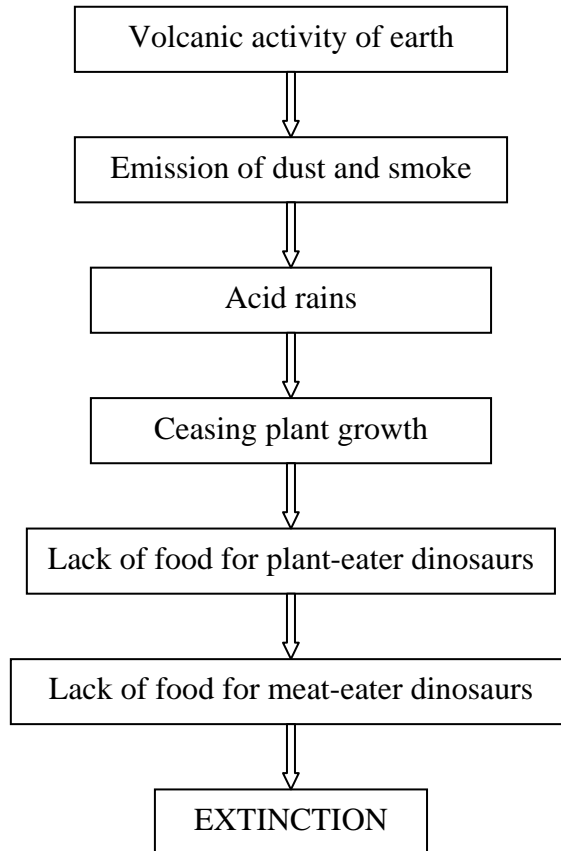
The destruction of rain forests can result in the emergence of deserts in a chain reaction. Causes of deforestation vary from location to location, but certain patterns tend to be consistent across all forests. Logging companies and oil companies are often the first to enter a remote area of rain forest. The result is a logged forest. Once the loggers go away, a typical cycle of destruction ensues. The roads built by logging companies often provide access for landless farmers to enter a new area, as well as a means to transport agricultural crops to market. When the landless farmers arrive, they clear the land for planting. Poor rain forest soils produce a low crop yield, especially after a couple of years. At that point, the farmers often sell their lands to cattle ranchers or large plantation owners. After nutrients have been exhausted and soils compacted by cattle, lands are then abandoned and often laid to waste. Rain forest does not readily regenerate on these lands without human intervention. This, together with the gradual action of wind and flood results in the emergence of deserts over a relatively short period of time.

In the above paragraph, oil and logging companies are the cause of the emergence of open land. Then open land causes farmers to come in. Then farmers cause cattle to come in, and finally cattle owners invite deserts to pop up. Therefore, the result of one activity turns into a cause for a following activity. This latter activity becomes the cause for a third activity, and the chain goes on. An analysis of the model paragraph might look something like this:

High quality forest wood > Loggers come > destruction of forest > open land > Loggers go > farming land > Farmers come > agriculture > reduction of soil quality > Farmers go > good land for cattle > cattle owners come > erosion of soil > poor quality land > cattle owners go > wind and flood come > increasing soil erosion > deserts pop up

EXERCISE

1. Convert the following chart into a paragraph in which you use chain reaction as the method of support. Your paragraph will have to report the series of causes that resulted in the extinction of dinosaurs.



ENUMERATORS

Cause and effect paragraphs are indeed a special kind of enumeration. Like in other types of enumerative paragraphs, writers frequently use enumerators in the topic sentence of a cause-effect paragraph. However, the enumerators that are used in cause-effect paragraphs are not the same as those used in other types of enumerative paragraphs.

Your choice of enumerators will depend on the focus of the cause-effect paragraphs you want to write. When the focus is on effect, you will choose enumerators that signal to the reader that your supporting sentences will be a list of effects; when, on the other hand, the focus of your paragraph is on cause, you will be using enumerators that tell the reader that your supporting sentences will be a list of causes. There are lots of enumerators that you can use, but the following are among the most common ones.

FOCUS ON EFFECT	FOCUS ON CAUSE
Effect	Cause
Outcome	Reason
Consequence	Root
Result	Source
Impact	

POINTS TO REMEMBER

Many writers argue that the best place for the topic sentence of a cause-effect paragraph is towards the end of the paragraph (that is, inductive paragraph type). However, it is much safer if you follow the deductive paragraph type; that is, it will be much safer to put the topic sentence first, and then go on with the supporting sentences.

Very often, it is possible to give varying ranks to causes and effects. That is, some causes or effects may be more important than the others. In these cases, you may want to use ascending or descending order in your supporting sentences. That is, you may decide to talk about the most important cause or effect in the last supporting sentence (i.e., ascending order) or in the first supporting sentence (i.e., descending order).

Sometimes you decide to use *facts* in your cause-effect paragraphs to support your topic sentence. In this case, facts (that you use) must have a number of qualities:

Facts must be accurate. Or, your conclusions will be false.

Facts must be complete. Or, your conclusions will be unreliable.

Facts must be relevant. Or, your conclusions will be invalid.

There are many different types of causes for a given event. For example, for air pollution, you can identify several different causes. On the whole, causes can fall into three major categories:

Immediate: Causes that are seen easily

Remote: Causes that took place before the immediate causes

Ultimate: The major cause that includes all other causes

Likewise, effects can also fall into different classes. On the whole, effects are classifiable into two major types:

Short-term: Effects that will be immediately seen

Long-term: Effects that will be seen long after the cause

If you decide to use ascending or descending order in your paragraphs of cause and effect, the ability to distinguish between these different types of causes or effects will be unquestionably helpful to you.

PITFALLS

There are a number of common pitfalls and problems that can make your cause-effect paragraphs weak. You are warned to be aware of these problems when you use cause-effect development. The most important of these problems fall into four categories:

Post hoc fallacy

Over-simplification

Lack of support

Bias and dogmatism

In post hoc fallacy, time is the only link between cause and effect. That is, sometimes two events happen at the same time but there is no reason to believe that one has caused the other. If you claim that one has caused the other, you are making a post hoc fallacy. Take the following example:

Hasan poured some water on a cat, and immediately his father died.

Hasan's father can have died due to a reason other than Hasan's pouring of some water over a cat. In this example, the two events (Hasan's

pouring water over a cat, and death of Hasan's father) are only linked in terms of time. They are coincidental. No causal relationship can be established here; however, the writer has done so. Therefore, the writer's conclusion is false. When writing cause-effect paragraphs, you must make certain that the cause-effect relationship is not one of *time*.

Another common mistake in cause-effect paragraphs is over-simplification. This happens when you consider one thing as the only cause for an outcome. Take the following example:

Meeting Hasan gave me a psychological breakdown.

To avoid over-simplification, ask yourself, "is this the only cause?" Consider *all* possibilities (i.e., possible causes) before you write your paragraph. You may magnify one of these causes if you want to emphasize it, but attributing an event to only one cause is naivety. In the above example, your psychological breakdown might as well be the result of your love affairs, your troubles at the university, and so on.

Students sometimes write a list of causes and then fail to provide support. They do not provide evidence to back their claims. A claim without proof is just that—a claim. It is not a cause. Take the following example:

To control inflation, taxes should be cut off.

When you do not back your claims with further evidence, readers will not take your word for it. To provide evidence, you can give examples, statistics, etc.

There is another common problem that may pop up in your way in cause-effect development. The problem of dogmatism or bias occurs when your sentences become illogical. Reasonable thought should be presented in reasonable language. You should resist your inclination to use words that take your sentences to the extremes. Take the following example:

Capital punishment is the best measure against crime.

When you take sides with your claims, it will not be an easy task for you to find supportive evidence to back your claims. Remember that statistics and examples are perhaps the best techniques of support that

you can use in paragraphs of cause-and effect. Biased and dogmatic claims can rarely be supported with statistics and examples.

EXERCISE

1. Read the following sentences and identify their problems. Correct the problems and rewrite each sentence in your own words. The first one is done as an example for you.

EXAMPLE: Volcanic eruptions cause air pollution.

Problem: Over-simplification

Your sentence: Volcanic eruptions are one of the causes of air pollution.

- 1) All criminals must receive death penalty.

Problem: _____

Your sentence: _____

- 2) To remedy flu, take vitamin C.

Problem: _____

Your sentence: _____

- 3) I got a good grade on writing because my handwriting is good.

Problem: _____

Your sentence: _____

- 4) It is impossible to control the effects of acid rains.

Problem: _____

Your sentence: _____

- 5) Earthquakes kill people all over the world.

Problem: _____

Your sentence: _____

LISTING SIGNALS

The listing signals that were used in enumerative paragraphs can be used in cause-effect paragraphs too.

GROUP 1: EQUAL OR RANDOM ORDER (LISTING SIGNAL + , + SENTENCE)

LISTING SIGNAL		
	First,	SUPPORTING SENTENCE 1
(or)	Second, Next,	SUPPORTING SENTENCE 2
(or)	Third, Next,	SUPPORTING SENTENCE 3
(or)	Then,	
	• • •	OTHER SUPPORTING SENTENCES
(or)	Last, Finally,	LAST SUPPORTING SENTENCE

GROUP 2: EQUAL OR RANDOM ORDER (LISTING SIGNAL + ENUMERATOR + PREDICATE)

LISTING SIGNAL	ENUMERATOR	
(or) The first One		PREDICATE 1
(or) The second (or) The next (or) Another	cause, effect, reason, result, consequence,	PREDICATE 2
(or) The third (or) The next (or) Still another	outcome, source, etc.	PREDICATE 3
	• • •	OTHER PREDICATES
(or) The last The final		LAST PREDICATE

GROUP 3: ASCENDING ORDER

	LISTING SIGNAL	ENUMERATOR	
But by far the	most important largest most essential (etc.)	consequence, effect, cause, result, etc.	LAST PREDICATE
(or)			
Finally—and most importantly—LAST SUPPORTING SENTENCE			

GROUP 4: DESCENDING ORDER

	LISTING SIGNAL	ENUMERATOR	
The	most important largest most essential (etc.)	consequence, effect, cause, result, etc.	FIRST PREDICATE

If you compare these tables with the tables presented in chapter five, you will instantly notice that the only difference between them is in the *type of enumerators* they employ. The enumerators used in chapter five were suitable for classification; the ones used here are suitable for identifying *cause* or *effect*.

In addition to listing signals, certain other basic structures are commonly used in writing cause-effect paragraphs. They are called structural signals. There are two principle types of structural signals:

- (a) Sentence connectors
- (b) Predicate structures

Sentence connectors are words and phrases that are used to join two complete grammatical sentences together. Their major function is to signal the *type of logical relationship* that exists between the sentences they connect. In paragraphs of cause and effect, sentence connectors

show the relationship of *causality* between the sentences they link together. In cause-effect development, sentence connectors fall into three groups.

GROUP 1: CONNECTORS

Sentence 1; (CAUSE)	CONNECTOR,	Sentence 2. (EFFECT)
------------------------	------------	-------------------------

OR

Sentence 1. (CAUSE)	CONNECTOR,	Sentence 2. (EFFECT)
------------------------	------------	-------------------------

The connectors that fall in this group include: *as a result, as a consequence, therefore, because of this, hence, consequently*, etc.

e.g., Volcanoes emit smoke and ash. As a consequence, the air becomes polluted.

Volcanoes emit smoke and ash; as a consequence, the air becomes polluted.

GROUP 2: CONNECTORS

Subject + Verb + so + ... + that	Sentence 2.
Subject + verb + such + ... + that (CAUSE)	Sentence 2. (EFFECT)

e.g., Volcanoes emit such a smoke and ash that the air becomes polluted.

Volcanoes emit so much smoke and ash that the air becomes polluted.

GROUP 3: CONNECTORS

Sentence 1 (EFFECT)	CONNECTOR	Sentence 2 (CAUSE)
------------------------	-----------	-----------------------

The connectors that fall in this group include: *since, because, because of the fact that, due to the fact that*, etc.

e.g., The air becomes polluted because volcanoes emit smoke and ash.

Predicate structures are words and phrases that constitute the predicate of a single grammatical sentence. In this case, the choice of the verb indicates the cause-effect relationship. On the basis of the meaning of the verbs used in predicate structures, they fall into two groups. Take the following examples:

Volcanic emissions are the cause of air pollution.
Air pollution results from volcanic emissions.

GROUP 1: PREDICATE STRUCTURES

CAUSE	PREDICATE STRUCTURE	EFFECT
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The verbs that can be used in this group include *to lead to*, *to cause*, *to result in*, *to be responsible for*, *to contribute to*, *to bring about*, *to turn up in*, etc.

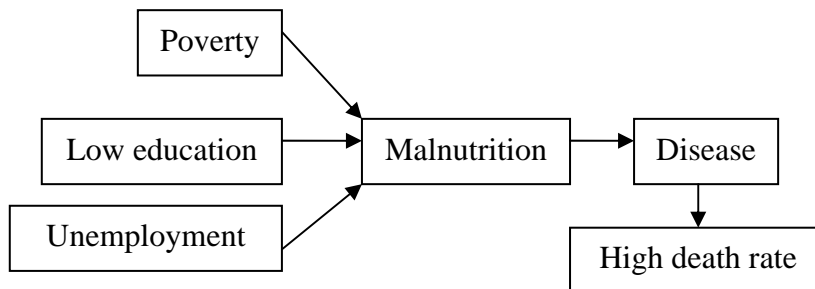
GROUP 2: PREDICATE STRUCTURES

EFFECT	PREDICATE STRUCTURES	CAUSE
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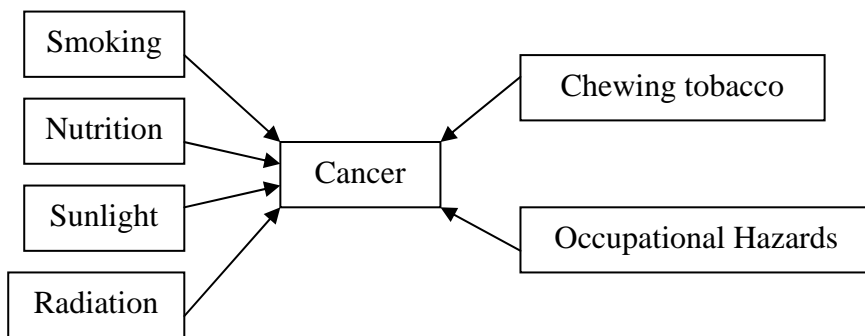
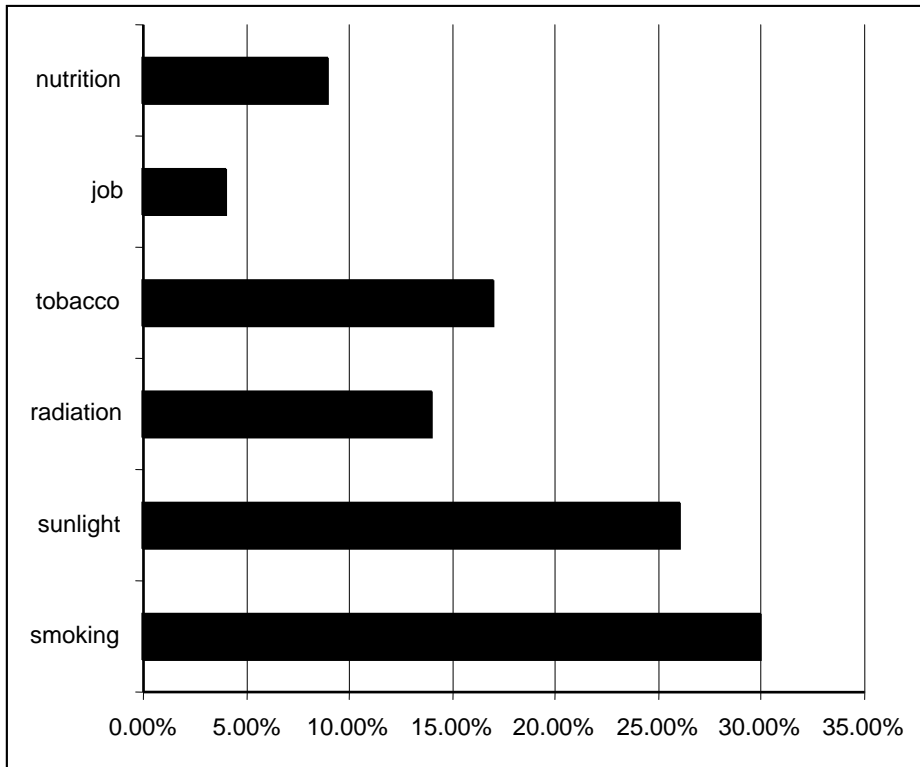
The verbs that can be used in this group include *to result from*, *to follow from*, *to be due to*, *to stem from*, *to be a result of*, *to be a consequence of*, etc.

EXERCISE

1. Develop a paragraph on the basis of the information provided in the chart below.



2. Combine the information from the graph and the chart below to write a cause-effect paragraph in ascending order:



UNIT ELEVEN

METHODS OF SUPPORT (COMPARISON AND CONTRAST)

INTRODUCTION

Comparison-contrast is a method of development in which the writer shows the similarities or differences between two objects, animals, people, ideas, etc. The purpose of comparison is to show *likeness*; the purpose of contrast is to show *difference*. Some writers use the term comparison as a cover term to include both comparison and contrast. In this book, however, the term comparison is used in its strict sense—to show likeness.

Writers use different methods to organize (i.e., arrange the supporting sentences) their comparison-contrast paragraphs. The most common types of comparison-contrast organization are:

Parallel organization
Point-by-point organization

In parallel organization, the writer will say everything about one subject in the first half of the paragraph. He will then use a transition word to change the subject. After that, he will say everything about the next subject. The important point is that whatever has been said about the first subject should also be said about the second subject. In this way, the writer guarantees parallelism between the two halves of the paragraph. This will, if fact, result in paragraph unity too.

In point-by-point organization, instead of dividing the whole paragraph into two parallel halves, the writer divides each supporting sentence into two halves. He then talks about each aspect of both subjects in one supporting sentence. Therefore, the first supporting sentence will explain

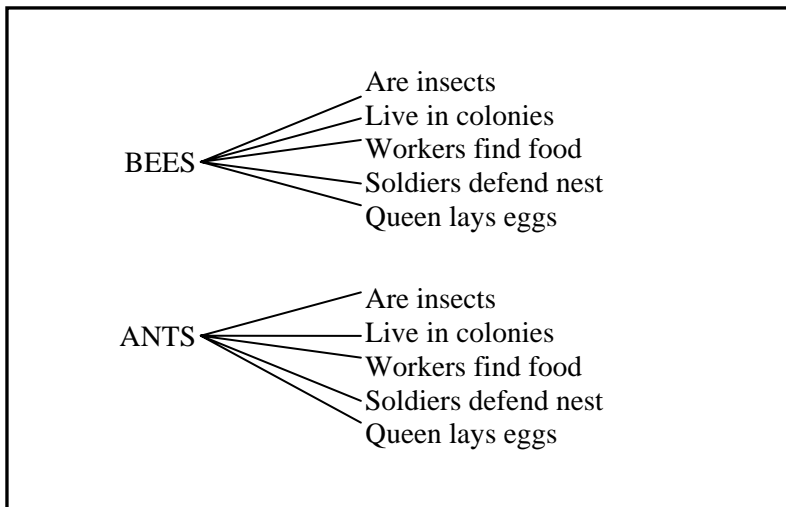
part one of both subjects; the second supporting sentence will explain part two of both subjects; and the cycle goes on until the writer gets to the end of the paragraph.

The following model paragraphs exemplify these two methods of organization. Read and compare them to understand what is meant by each method of organization. Notice that in these paragraphs, the similarities of *bees* and *ants* have been discussed; therefore, they are paragraphs of comparison.

Comparison: Parallel organization

Bees and ants have several common characteristics. Bees belong to the family of insects. They live in colonies. Worker bees go out of their nest to gather food. The second group of bees, the soldier bees, defends the nest when it is attacked. Bees have a queen that lays thousands of eggs. In much the same way, ants also belong to the family of insects. They also live in colonies. Worker ants go out of the nest to gather food while soldier ants have the responsibility of defending the nest when it is attacked. Ants, too, have a queen that lays thousands of eggs.

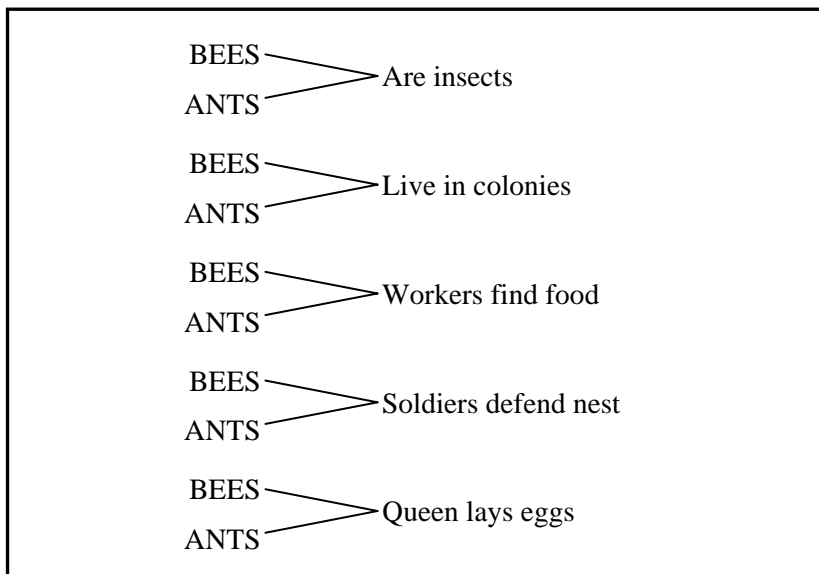
The analysis below illustrates the internal structure of the model paragraph.



Comparison: Point-by-point organization

Bees and ants have several common characteristics. Both bees and ants belong to the family of insects. They both live in colonies. Like worker bees, worker ants get out of the nest in the search for food. Not only bees, but also ants have armies that defend the nest when it is attacked. The queen bee and the queen ant lay thousands of eggs and give birth to the new generations.

The analysis below illustrates the internal structure of the model paragraph.



The same types of organization (i.e., parallel and point-by-point) can be used in paragraphs of contrast too.

COMPARISON

In a paragraph of comparison, the writer's purpose is to show the similarities between two subjects. The subjects can be either abstract or concrete. Abstract subjects are ideas that cannot be sensed by the five senses of touch, taste, hearing, sight, and smell. For example, your instructor may ask you to write a paragraph in which you compare love

and friendship, or enmity and hatred. These are abstract subjects. He may sometimes give you concrete subjects to write about. For example, he may ask you to write a paragraph in which you compare two of your teachers, two places, two animals, two insects, and so on. No matter whether you are given abstract or concrete subjects to compare, your job is to find the similarities between them. Therefore, any item from one of the subjects you talk about, you should also talk about the same item from the other subject.

Before you start writing your paragraphs, you should think about the points that you want to put in your paragraphs. You will specifically need to take two steps:

1. Decide on the type of organization you want to use (i.e., parallel, or point-by-point)
2. Write an outline in which you list the items you want to use in your paragraph. Your outline may look like one of the above analyses of the model paragraphs depending on the type of organization you select.

Paragraphs of comparison are a special form of enumeration. Therefore, like other types of enumeration, in a paragraph of comparison, too, the writer can use enumerators in the topic sentence. The most common enumerator used in a paragraph of comparison is *similarities*. Take the following examples:

Tehran and Shiraz have several similarities.

Some writer may use a different grammatical structure in their topic sentences. The example above may be rewritten in several ways, all of which are considered appropriate topic sentences for paragraphs of comparison. Take the following examples:

Tehran and Shiraz have several things in common.

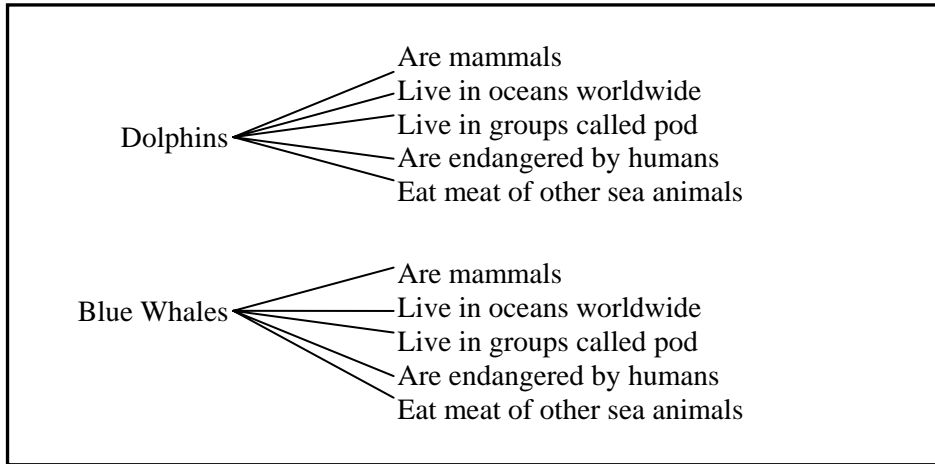
Tehran and Shiraz can be compared in several ways.

There are a number of similarities between Tehran and Shiraz.

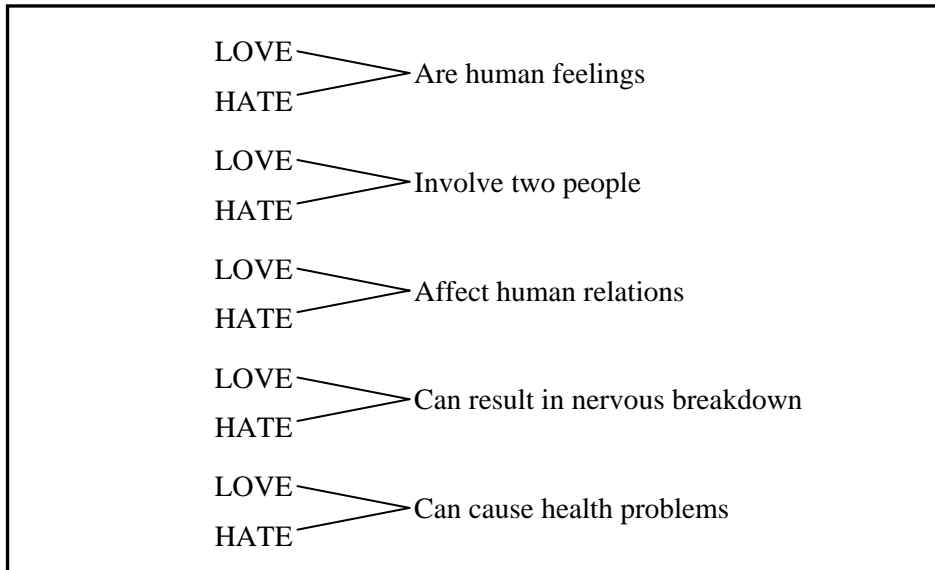
Tehran is similar to Shiraz in several respects.

EXERCISE

1. Convert the following analysis into a paragraph of comparison. Use the methods of organization implied by the analysis.



2. Convert the following analysis into a paragraph of comparison. Use the methods of organization implied by the analysis below.



CONTRAST

Paragraphs of contrast aim at enumerating or listing the differences that exist between two subjects. The subjects that can be contrasted in a paragraph of contrast are either concrete or abstract. Like comparative paragraphs, contrastive paragraphs can be organized in two ways: parallel organization, and point-by-point organization. In fact, the general structure and organization of paragraphs of contrast is exactly the same as the general structure and organization of paragraphs of comparison. The only difference is in the type of points they enumerate. While paragraphs of comparison aim at analyzing two subjects to show their similarities, paragraphs of contrast analyze the same subjects to show their differences.

Like in paragraphs of comparison, in paragraphs of contrast, too, the writer can use enumerators in the topic sentence. The most common enumerator used in a paragraph of contrast is *differences*. Take the following example:

Tehran and Shiraz have several differences.

Some writers may use a different grammatical structure in their topic sentences. The example above may be rewritten in several ways, all of which are considered appropriate topic sentences for paragraphs of contrast. Take the following examples:

Tehran and Shiraz can be contrasted in several ways.

There are a number of differences between Tehran and Shiraz.

Tehran is different from Shiraz in several respects.

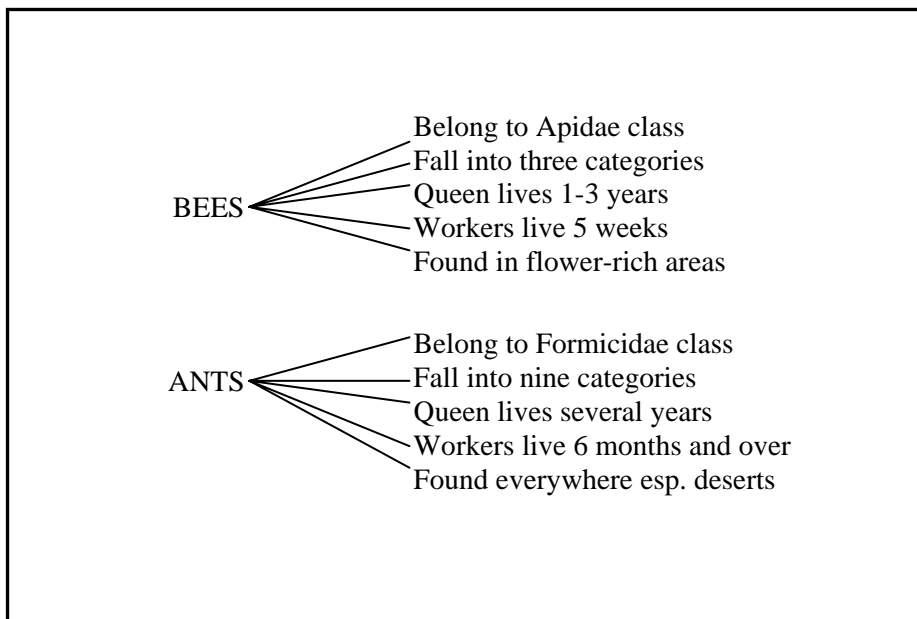
The following model paragraph exemplifies the use of parallel organization in paragraphs of contrast. Notice that in this paragraph, the differences of *bees* and *ants* have been discussed; therefore, it is a paragraph of contrast.

Contrast: Parallel organization

There are several differences between bees and ants. Bees belong to the Apidae class of insects. Bees fall into three major classes: queen, worker, and drone. A queen bee may live between one to three years. Worker bees

die very soon. They live for a period of five weeks. Bees are found in flower-rich places. By way of contrast, ants belong to the Formicidae class of insects. They fall into nine categories including fire ants, army ants, etc. Queen ants live for several years. Worker ants live for six months on the average. Some worker ants may live for several years. Finally, ants can be found in almost all places of the world especially in tropical deserts.

The analysis below shows the internal structure of the model paragraph. As you can see, the writer has said everything about bees in the first half of the paragraph. Then, after using a phrase to signal the start of contrast, he has continued with saying everything about ants.



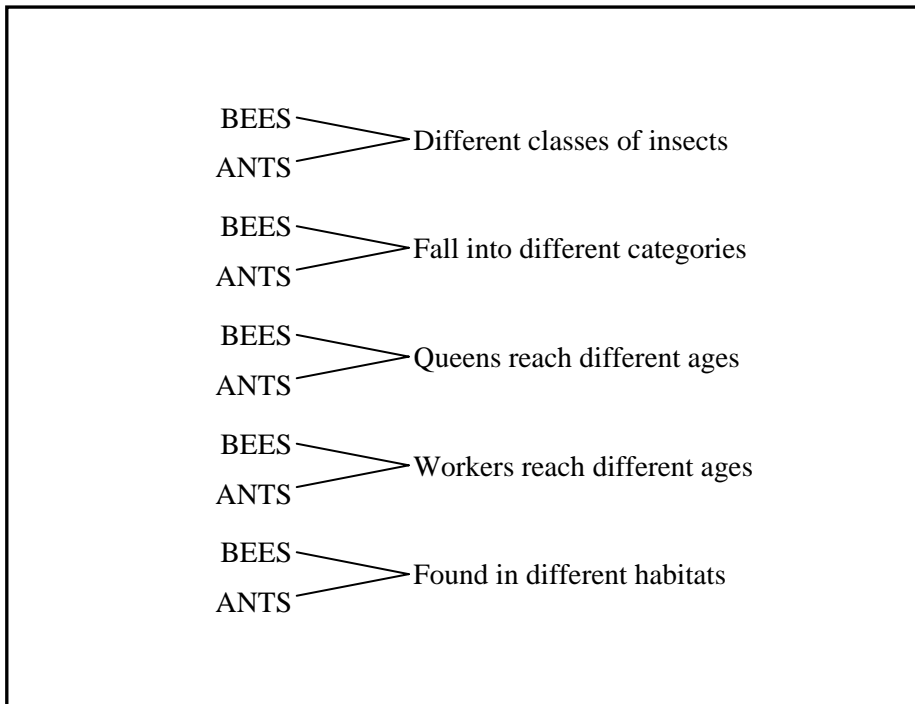
It is possible to rewrite the above model paragraph with a point-by-point organization.

Contrast: Point-by-point organization

There are several differences between bees and ants. First, bees belong to the Apidae class of insects whereas ants belong to the Formicidae class. Another difference is that bees fall into three major classes: worker, queen, and drone. Ants, however, fall into nine classes including worker ants, fire

ants, and so on. Still another difference is that, while queen bees live for a period of one year to at most three years, queen ants live for several years. Worker bees and ants are also different in that worker bees live for at most five weeks whereas worker ants live between six months to several years. Finally, bees are found in flower-rich areas whereas ants can be found in almost all places of the world, and especially in tropical deserts.

The analysis below shows the internal structure of the model paragraph.



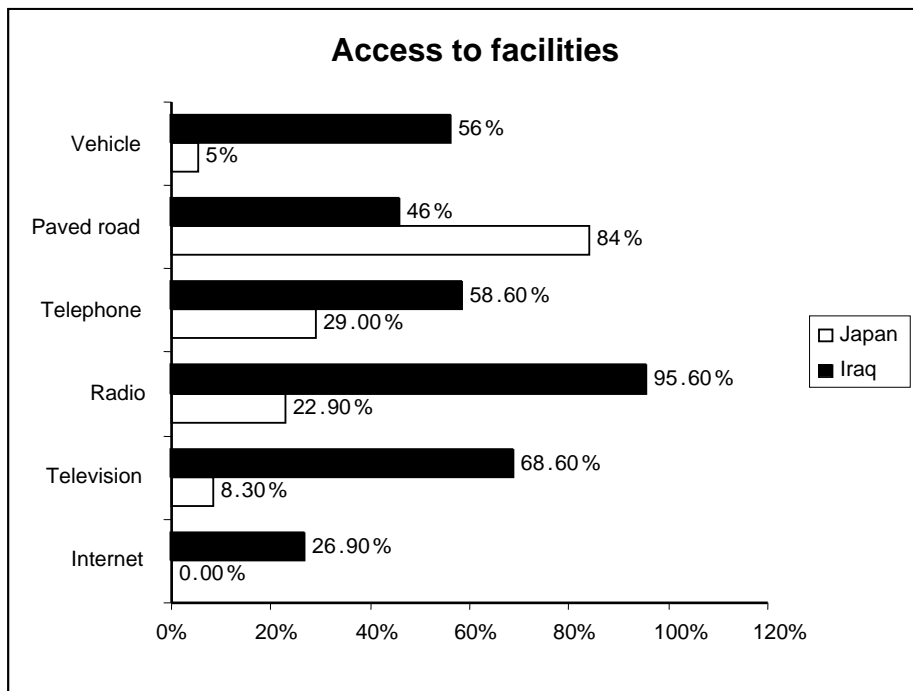
Notice that you cannot mix the two methods of organization in your paragraphs of comparison and contrast.

EXERCISE

1. Use the information from the table below to write a paragraph of contrast. Use parallel organization for the arrangement of your supporting sentences.

GROUPS	ITEMS	JAPAN	USA
Transportation	Paved road percentage	46%	59%
	Motor Vehicles per 1000 people	560	760
	Total air-ports	126	15701
Education	School students per class	21	15
	Years of compulsory school	09	10
Media access	Televisions per 1000 people	686	806
	Radios per 1000 people	956	2116
	Telephones per 1000 people	586	700
	Internet per 1000 people	269	2420

2. Convert the following graph into a contrastive paragraph. Use point-by-point organization to arrange your supporting sentences.



PERCENTAGE OF ACCESS TO FACILITIES (YEAR 2000)

STRUCTURAL SIGNALS

Like other types of enumerations, in paragraphs of comparison and contrast, too, you can use listing signals. The four groups of listing signals discussed in chapter five can also be used in comparative and contrastive paragraphs. You can also use ascending and descending orders in these paragraphs. In ascending order, you will put the most striking difference/similarity last; in descending order, you will put the most striking similarity/difference first.

In addition to listing signals, you can draw on a number of structural signals in comparative and contrastive paragraphs. The structural signals that are commonly used in comparative paragraphs fall into five different groups:

Adjectives and prepositions
Attached statements
Correlative conjunctions
Predicate structures
Sentence connectors

Adjectives and prepositions are often used to show similarity or degrees of it. Take the following examples:

Bees reproduce in exactly the same way as ants do.
Bees are quite similar to ants in terms of reproduction.
Bees are quite like ants in that they are both insects.
Like bees, ants belong to the class of insects.

Attached statements can also be used to show similarity. Take the following examples:

Bees belong to the class of insects, and ants do too.
Bees belong to the class of insects, and so do ants.
Bees do not belong to the class of reptiles, and ants do not either.
Bees do not belong to the class of reptiles, and neither do ants.

Correlative conjunctions are another set of structural signals often used by writers in comparative paragraphs. Take the following examples:

Just as bees are insects, so ants belong to the class of insects.
Both bees and ants are insects.
Bees and ants both are insects.
Neither bees nor ants are reptiles.

Predicate structures comprise another group of structural signals frequently used in comparative paragraphs. Take the following examples:

The habits of bees resemble the habits of ants.

Bees and ants have certain habits in common.

There are certain similarities between the habits of bees and ants.

Specific sentence connectors are also good tools for the expression of similarities in comparative paragraphs. They attach to the second sentence in the pair of sentences they connect and are followed by commas. They can be preceded by either periods (.) or semi-colons (;). Take the following examples:

Bees are insects; similarly, ants are insects.

Bees are insects. Similarly, ants are insects.

The sentence connectors that are used in comparative paragraphs include *correspondingly*, *likewise*, *in the same way*, *by the same token*, *along the same lines*, etc.

In paragraphs of contrast, too, the writer can use a number of structural signals. The most common types of structural signals used in paragraphs of contrast fall into five categories:

Comparative adjectives/adverbs

Pre-positions

Adverbial clauses

Verbal structures

Sentence connectors

Comparative adjectives/adverbs are either used *per se* or in the form of negative equative adjectives/adverbs. Take the following examples:

Bees are more social than ants.

Ants are not as social as bees.

Pre-positions like *unlike*, *contrary to*, *as opposed to*, etc., can also be used to signal difference. Take these examples:

As opposed to bees, ants are found in tropical deserts.

Verbal clauses (e.g., *although, whereas, while*, etc.) make the third set of structural signals frequently used in contrastive paragraphs. Take the following example:

Although bees are rarely found in deserts, most ants live in deserts.

Verbal structures, too, are also used in contrastive paragraphs. Examples of verbal structures are *to contrast with, to differ from, to be different from*, etc.

Bees differ from ants in respect to the age they can reach.

Sentence connectors form another set structural signals very often used in paragraphs of contrast. The most common sentence connectors in contrastive paragraphs are *however, on the other hand, in contrast, by way of contrast*, etc. Take the following examples:

Bees live in flower-rich areas; however, ants live in deserts.
 Bees live in flower-rich areas. However, ants live in deserts.

EXERCISE

1. Convert the following table into a contrastive paragraph with parallel organization.

FEATURE	PERSIAN GULF	CASPIAN SEA
Length	970 km	1210 km
Area	230,000 square km	371,000 square km
Depth	<100 m (average)	170 m (average)
Location	South of Iran	North of Iran
Other	Various types of fish	Limited types fish
	Production of pearl	Production of Caviar
	Considered a sea	Considered a lake
	Access to oceans	No access to oceans

2. Convert the information from the table below into a contrastive paragraph in which you contrast two airplanes from the Boeing family. Use point-by-point organization.

	BOEING 737-400	BOEING 777-300
Cruise speed	885 km/h	893 km/h
Maximum range	3810 km	11038 km
Service ceiling	11000 m	12800 m
Fuel capacity	20104 L	171160 L
Maximum take-off weight	62800 kg	299370 kg
Length	36.45 m	73.9 m
Wing span	25.9 m	60.9 m
Height	11.13 m	18.5 m

3. Write a contrastive paragraph on each of the following topics. Use the kind of organization identified within parentheses in front of each.

TOPIC	ORGANIZATION
City versus village life	(point-by-point)
Iranian versus American culture	(point-by-point)
Azad versus state universities in Iran	(point-by-point)
love versus friendship	(parallel)
Shiraz versus Tehran	(parallel)
Two of your teachers	(parallel)

Each paragraph should include a minimum of 300 words.

UNIT TWELVE

METHODS OF SUPPORT

(ARGUMENTATION)

INTRODUCTION

It was explained in chapter five that university writing falls into two major categories: *exposition* and *argumentation*. It was also argued that the methods of support are indeed ways of *analysis*. Remember that any method of support analyzes the subject for a specific purpose or aim. Moreover, you already know that the aim of exposition is to *explain, classify, compare, contrast, etc.*, whereas the aim of argumentation is to *prove or persuade*.

Many writers are reluctant to use the term "argumentative" for paragraphs. They claim that a paragraph is not long enough to allow argumentation; the fact is that you may occasionally need to write a paragraph to *defend your viewpoints*. In other words, you have to argue for the validity of your claims. Therefore, the aim of an argumentative paragraph is to *persuade* or to *convince* the readers.

The relationship between exposition and argumentation is an inclusional one. In fact, any argumentation also includes exposition. In argumentative paragraphs you do two things: (1) you explain, then, (2) you persuade or convince. Therefore, argumentation not only has its own goals but also includes the goals of exposition.

Argumentation is a three-step process. In an argumentative paragraph, you will need to:

- 1) Present a personal viewpoint
- 2) Explain, clarify, and illustrate that viewpoint
- 3) Convince the reader that the viewpoint is valid

The first two steps are also used in exposition. The third step is, however, specific to argumentation. It is the very last step that makes all the difference.

The reader will not accept your opinion if you fail to prove it; opinion is almost worthless alone. Anyone can have any opinion or viewpoint he likes. For example, you may believe that UFOs exist, but that does not mean that readers will accept your opinion. However, if you can prove the validity of your claim, readers will probably be *persuaded* or even *convinced* to accept your opinion.

Simply presenting your opinions without trying to prove it has another inherent danger too. Your readers may think that a mere statement of opinion is a sign of laziness, capriciousness, ignorance, or inability to support your statements. In fact, no opinion is considered to be valid if it comes out of the blue sky. To be held valid, an opinion needs to be supported by facts, examples, statistics, personal experience, or authoritative sources. Take the following example written by an Iranian EFL student.

Did you know that UFOs exist? Last night, on my way home, I saw a blazing light in the sky above the road. At first I thought it might be a star that was too close to earth. I was trying to convince myself that it was a star when I realized that the light was no longer there. Therefore, I concluded that it was certainly a UFO.

Now, answer the questions below:

- What do you think about this paragraph? Is it valid?
- What kind of evidence does the writer provide?
- Does the evidence provided by the writer support his claim?
- Are you convinced that the writer's claim is valid?
- Is the argumentation successful?

In addition for providing supportive evidence, you will also need to provide *enough* support for your claims. You should ask yourself, "How much evidence is necessary?" The answer to this question is self-evident; as much as the reader needs. When your readers are people who love you and take what you say for granted, you may need very little or even no evidence to prove your claims. However, when your readers are

crotchety, meticulous, and pedantic strangers, you will have a hard time proving your claims. Here, you will need to provide strong and significant evidence to prove the validity of your claims. Remember that a short-but-strong argumentation often convinces your readers much sooner than a long-but-weak argumentation. Therefore, when you write argumentative paragraphs, you had better think that your audience is not a friendly one. This will force you to make your argumentation as strong as possible.

Now, you may ask yourself, "What kinds of evidence are strong and valid?" There are a number of criteria according to which you can judge the strength and validity of any evidence. These criteria include:

1. Recency of the source
2. Originality of the source
3. Reliability of the author
4. Authoritativeness of the author
5. Validity of the source

Before using any evidence from any source to support your claims, make sure that the evidence is a strong one.

1. How recently was the evidence published? Newer evidence is usually preferable.
2. How original is the evidence? There are two types of evidence: *primary* and *secondary*. Primary evidence includes original documents and personal observation; secondary evidence includes reports on, or analyses of primary evidence. Notice that, primary evidence is stronger than secondary evidence.
3. Is the author objective? Make sure that the author is not stuffing the evidence with his personal non-scientific preferences. The evidence must be impartial and unbiased; otherwise, the author is not reliable.
4. How authoritative is the author? If the source of the evidence is a person who lacks expertise and knowledge, the evidence may not be trustworthy.
5. How valid is the source? Make sure that the source is not forgery.

Any piece of evidence that passes these tests can be considered strong evidence, and you can safely use it.

EXERCISE

1. Write an argumentative paragraph on one of the following topics.

1. Which kind of government is better: democratic or republican?
2. Equality of women
3. Why do you prefer home-made food over restaurant food?

PITFALLS

There are a number of traps that may endanger your argumentation. First of all, an argumentative paragraph is not the proper place for emotions. Emotions and feelings are good for romance, love letters, condolences, congratulations, or any other occasion that deals with people's feelings. Argumentations and controversies, however, call for rationality and logic. Emotions and feelings cause your argumentation to lose its strength.

In addition, a number of logic errors (called logical fallacies) can also result in weak argumentation. Below is a list of logic errors that may give you headache when you want to write argumentative paragraphs:

Hasty generalization
Stereotype
Oversimplification
Post hoc ergo propter hoc
Red herring
False authority
Statistics
Vice and virtue words

Do not panic. These items are not as difficult to understand as their names suggest. In fact, the concepts that these phrases express are very easy to grasp.

Hasty generalization is a common mistake. Some writers simply jump into conclusions; they do not allow any room for exceptions. Take the following examples:

All movies are exciting.

Computers are not worth the money you spend on them.

Many hasty conclusions can be easily avoided if you recognize the difference between polar and modal words (i.e., polarity and modality). In all languages, there are some words, phrases, or structures that give 100% positive or 100% negative meanings to statements. These are called polar words, phrases, or structures. In the examples above, the polar words have been underlined for ease of identification. Modal words, phrases, or structures are those that modulate polarity. That is, they introduce modality into the statements in which they appear. Almost all *modal auxiliaries* can be taken as examples of modality. Words such as *almost*, *about*, *often*, etc., can also change polarity into modality. Take the following examples:

Some movies are exciting.
Computers may not worth the money you spend on them.

To avoid hasty generalizations, you are recommended not to use polarity unless (a) you are 100% sure that your conclusion is valid, and (b) you provide enough valid evidence to prove your claims.

Stereotypes are hasty generalizations made about people. The most common types of stereotypes are *clichés*, *proverbs*, *selections from poetry*, and so on. Take the following examples:

All philosophers are Greek by origin.
Politicians cannot be trusted.
Poverty means crime.

To avoid stereotypes, you will have to support your claims by valid evidence.

Over-simplification is another kind of logic error frequently observed in the writing of foreign students of English. It refers to severe reduction of alternatives and choices. Take the following examples:

To avoid insomnia, simply stop drinking coffee.
The problems of this country boil down into one word: management.

To avoid oversimplification, you should identify all possibilities. Ask yourself, "Is this the only possibility?"

Post hoc ergo propter hoc refers to a conclusion in which time is the only link: X happened after Y, therefore, Y has caused X to happen. Remember that correlation does not necessarily mean causation. Many

events happen exactly or almost at the same time, but are not related at all. It is not logical to make the conclusion that all the events happening at the same time are *causally* related. They may be *coincidental* (i.e., happening at the same time but totally unrelated) rather than causal. To avoid, make sure that time is not the only link between the cause and the effect. Take the following examples:

He got promoted because his son had a headache at that time.

He scored A on the TOEFL because he is an athlete.

Red herring pops up when your statements do not have any direct relevance to the topic. To avoid, you must be precise in distinguishing what is relevant to your argumentation. All irrelevancies should be pruned. Take the following examples:

Poverty is on the rise. Therefore, the government must stop its development programs.

The average weight of people is well above the standard. It is time the government banned hamburgers.

Still another logical fallacy is **false authority**. By false authority we mean arguing that a person who is knowledgeable in one field will necessarily be knowledgeable in all fields.

Hasan will make a good president because he is a good student.

My grand father is a wise man. He believes that poverty is the cause of all crime.

False authority is most dangerous in cultures which tell the youth that the words of the old should be taken for granted. Religion may also push you towards the acceptance of false authority. To avoid, be certain that your sources are experts in their fields.

Statistics should also be approached with care. Many statistics tend to be misleading. The major flaws you can find in statistics are:

Being outdated

Coming from false authorities or invalid sources

Being inapplicable/irrelevant to your argumentation

Being context-bound (local, national, international)

Being speculative rather than empirical

Some people believe that statistics are sugar-coated lies used to fool naive people. Some writers have ironically classified lies into three groups: damn lies, white lies, and statistics. Therefore, before deciding to use any statistic, ask yourself specific questions about it:

- Is the source valid and reliable or forgery?
- Is the statistic recent?
- Is it relevant to my argumentation?
- Is the source authoritative?
- Is it not context-dependent? Does it apply everywhere?
- Where does it come from: speculation or empirical research?
- Have the authors held the passage of time constant?

Take the following examples:

The length of paved roads has doubled over the past 25 years.
Slim milk is healthy because its content of fat is only 2.4%.

Another logical fallacy is the use of *vice and virtue words*. These are words that cause good or bad religious or emotional reactions in readers. Examples of vice and virtue words include *swears, oaths, taboos*, etc. Although they may be powerful shortcuts that can urge your readers to accept your viewpoints, vice and virtue words are not fair enough to be used in rational argumentation. They are suitable for demagogues; not logical writers. Take the following examples:

I swear on my mother's life that poverty is the cause of all crime.

If you want to lead your children to sudden death, send them to private high schools.

Poverty is the evil sinister menace that causes all crime.

Many people do not like to hear these words; they give them bad feelings. Notice that in all situations, you should remain formal. These words reduce your writing into informal biblical or dirty paragraphs. Specifically remember the following points:

1. You should use polarity (e.g., *always, never*, etc.) with caution. All-inclusive or all-exclusive words and phrases are rarely reasonable.

Remember that reasonable thinking should be reflected in reasonable language.

2. Even if you may be sure that one thing is the cause of another, it may not be the *only* cause. Be careful not to make this mistake. Over-simplification weakens your argumentation.
3. Suspicious words and phrases often cause hasty generalizations. Avoid such suspicious words and phrases as *undoubtedly*, *needless to say*, *as a matter of fact*, *obviously*, etc.
4. Do not jump to conclusions. Any claim you make, should be supported by enough strong evidence (e.g., examples, statistics, facts, personal experience, etc).
5. Be careful when you use statistics. Your readers may be forced to disbelieve you if you use a lot of statistics to support your claims.

EXERCISE

1. Identify the logical fallacies in the following sentences. Some sentences may contain more than one logic error.

The quality of education in Iranian universities could certainly be improved if students took fewer credits each semester.

The people of Iraq cannot govern themselves.

Everyone who works in the field of education will have to live below the standard average. Therefore, he is poor.

The reform proposed by the president is the best reform ever proposed since the president is not a demagogue.

A fish-rich diet has resulted in the average life expectancy of eighty years in Japan.

The TV series and movies produced in Iran show a lot of millionaires playing golf in the Kish island. Therefore, Iran is a heaven anyone can ever dream of.

Ban the use of Teflon utensils in the kitchen. Otherwise, there will be no Ozone layer in the next ten years.

2. Analyze the following paragraphs in terms of logical fallacies. Be careful not to replace your ideas with the viewpoints presented in the paragraphs. Rather, analyze each paragraph logically and objectively.

Although often used interchangeably, I believe the terms democracy and republic are totally different and unrelated concepts. It is true that in both systems the power to govern is given to those who are elected as representatives. In a republic, however, these officials and representatives are expected to act on their own best judgment. In fact, they are the gods and goddesses who are empowered to control the needs and interests of the poor and miserable people of their country. By way of contrast, democracy is the best system of government in which officials and representatives more reflect the known views of the people by whom they were elected. Experience shows that law is the only criterion in democratic countries whereas republics always forget about law. Republics are even reluctant to go by their constitutions.

The reasons for poverty boil down into one thing: culture. Some people believe that poverty results from a lack of adequate resources on a global level. Others see poverty as an effect of the uneven distribution of resources around the world on an international or even regional scale. I believe these explanations are true, but are partial. They do not provide a comprehensive explanation for poverty. In fact, if we analyze all types of poverty, we will see one common problem in all of them. This problem is not any thing else but a lack of culture. All the poor countries of the world are those most lacking in culture. You cannot even find a single poor person in countries with high culture. Therefore, lack of culture is the only cause of poverty.

When in Rome, do as Romans do. In any society, there are a number of norms that show which kinds of social behavior are appropriate. That is, norms refer to any behavior which is considered normal in a society. Norms range from crucial taboos, such as those against incest or cannibalism, to trivial customs and traditions, such as the correct way to hold a fork. Norms play a key part in social control and social order. Sometimes, the pressure of life urges people to change their values and norms. For example, inadequate wages may force some people to ask for bribe. In fact, many of you may remember having the experience of driving a car in the street when suddenly a nasty traffic officer stops you for what he claims to be the violation of a traffic law. You had better pay some money in cash, if you want to receive no traffic ticket. After all, this is what many people do. Therefore, it is a norm. Paying bribe is, by analogy, quite legal and normal.

3. Write an argumentative paragraph on one of the following topics.

The best system of government

The connection between culture and poverty

Which one is better: knowledge or wealth?

Ancient medicine versus modern medicine

Crime and delinquency

Football hooliganism

TV and malnutrition

Terrorism

Aggression

UNIT THIRTEEN

FINAL REMARKS

INTRODUCTION

In previous chapters, you became familiar with the building blocks of the paragraph. In particular, you learnt about:

- Paragraph format
- The topic sentence
- Techniques of support
- Methods of support

These are necessary but not enough conditions for paragraph development. There are certain other skills that you should master to become effective writers. A discussion of these other skills is beyond the scope of this book. Therefore, the concern of this chapter is to provide some *dos* and *don'ts* that may enable you to write better paragraphs.

WHAT TO DO

Do use the mechanics of writing effectively. The term mechanics of writing is being used here in a very strict sense to refer to the knots and bolts that piece together the different parts of a paragraph to produce a well-assembled end-product. With this specific meaning, mechanics of writing include format, organization, sentence structure, and punctuation. Format and organization have been the concern of previous chapters. In addition, certain aspects of sentence structure have been discussed throughout the book. Therefore, you may only need to focus on punctuation.

Do use punctuation effectively. Punctuation refers to the use of standard marks and signs in writing and printing to separate words into sentences,

clauses, and phrases in order to clarify meaning. The standard editorial style for the use of punctuation in university writing is the APA editorial style (See *Publication manual of the American Psychological Association*, 1994, Lancaster Press Inc., Lancaster, Pennsylvania). Many editors and publishers use the APA style as a yardstick.

Do pay attention to verb tense agreement. Verb tense agreement is an error-prone area in EFL writing. Among the last things EFL students master (or sometimes do not master at all) is verb tense agreement. It is therefore suggested that you make your sentences as simple and short as possible. *Do use simple short sentences.* To minimize verb tense errors, *do try to write as often as possible in the simple past tense*; in addition, *do read your writing aloud after you finish*, and *do try to look for errors*. Then, *do correct those errors*.

Do use active voice as often as possible. The use of the passive voice slows down the sentence structure and causes the reader to tire easily. Only use the passive voice when you are left with no other choice; that is, when the subject does not do the act mentioned by the verb.

Do check your writing for spelling errors. The very first thing that draws the attention of the reader to itself is the appearance of your writing—or the face of it. Spelling mistakes can badly jeopardize your scores.

EXERCISE

The punctuation marks have been deleted from the following paragraphs. A pair of parentheses appears in the place of each punctuation mark. Your job is to put the appropriate punctuation marks within these parentheses.

America's foods began to affect the rest of the world()not only raw staples such as wheat and corn() but a new American cuisine that spread throughout the world() American emphasis on convenience and rapid consumption is best represented in fast foods such as hamburgers() French fries() and soft drinks() which almost all Americans have eaten() By the 1960s and 1970s fast foods became one of America's strongest exports as franchises for McDonald's and Burger King spread through Europe and other parts of the world() including the former Soviet Union and Communist China() Traditional meals cooked at home and consumed at a leisurely pace()common in the rest of the world() and once common in the United

States()gave way to quick lunches and dinners eaten on the run as other countries mimicked American cultural patterns()

It seems likely that everyday activities() such as the movements in repetitive work and in walking() were rhythmically regular enough to invite some sort of embellishment() Related breathing rhythms() chanting() or other accompaniment() such as the tapping of a walking stick while walking or the transformation of a work tool into an instrument while working() may have been early forms of music() In fact() whether sacred Native American corn-gathering songs or melodies heard in elevators or supermarkets() music still accompanies our ceremonial and everyday activities()

WHAT NOT TO DO

Do not use Persian structures. One of the major problems of Iranian EFL students is that they use their mother language structures in English writing. They only choose English words and place them in those structures. The result is not English; the teacher may draw a big red circle round your sentences and put the "It is Persian!" comment in the margin for you, but that is not the end of the story. Your score will fade away too.

Do not use pompous words and style. Another common problem with Iranian EFL students is that they come to English classes with the bad habit of writing aristocratic sentences fraught with pompous and luxurious words. We are tacitly told from the beginning of our education at the age of seven that a good student is one who writes big words and long sentences, who uses indirect rosy language, and whose sentences are compound and complex, not simple. We find it extremely difficult to change this habit. The result is ungrammaticality and clumsy writing.

Do not use echo effect; do not begin a sentence with the same phrase with which you ended the previous sentence. Echo effect slows down the paragraph.

Do not allow your paragraph to become wordy. Try not to use unnecessary words. Wordiness slows down the paragraph.

Do not use confusing words in your writing. Some English words (e.g., another, other, special, especially, etc.) confuse EFL students. Using them will jeopardize your writing.

Do not use run-on sentences. In addition to being ungrammatical, run-on sentences have no clear end.

Do not use fragments. When writing complex sentences, you should be able to avoid fragments. If you are in doubt, replace the complex sentence with its simple counterparts.

EXERCISE

Below are sentences taken from student paragraphs that contain many errors. Identify and correct the errors. Do not rewrite the sentences; simply revise the errors. Some sentences have more than one error.

Some reasons cause juvenile becomes delinquent.

Another factor is unsuitable friend who can influence juvenile more than any thing and can change the behavior of juvenile.

You can cooked stew if you follow five steps.

Special food in Iran is stew-vegetable.

At first, boy's family come to girl's home.

There are two important cause of juvenile delinquency in Iran.

One stage of marriage that is base of it is suit.

Since I live in Bushehr, I can see the best things in my age.

Nowadays many of the juveniles are unemployed in our country, and they force to spend their free-time in streets and parks.

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