

# CHAPTER ONE

## Sentence

### 1.1 Introduction

In this chapter, short definition of a **sentence** , **parts** of sentence, **types of sentence**, **combining sentences through** (coordination and subordination), **major sentence errors** (sentence fragments, run on sentences, dangling and misplaced modifiers, faulty parallelism) are dealt with. Sentence agreement, emphasis within a sentence and wordy sentences are also treated. Many writing exercises are given with every item raised in the chapter. Therefore, you are expected to go through the chapter thoroughly and do the exercises either as a home take assignment or a classroom activity.

### 1.2 Objectives

At the end of this chapter, you will be able to;

- ▢ **Define sentence**
- ▢ **Identify sentence structure**
- ▢ **Combine sentences through subordination and coordination**
- ▢ **Identify sentence errors and write error free sentences**
- ▢ **Show sentence agreement**
- ▢ **Demonstrate emphasis in your sentences**
- ▢ **Improve (edit) wordy sentences**

### 1.3 . Definition and parts of a sentence

#### Brainstorming Questions

1. What is a sentence?
2. What parts does a sentence have?
3. Compare your definition with your friends'.

#### Exercise 1.

*Look at the following five sentences and explain the difference between the parts written in bold and the other part.*

1. **The frogman** dived.
2. **The theory** was valid.
3. **Who** committed this brutal crime?
4. **Whoever committed this crime** must be insane.

#### Exercise 2

*A. Identify and underline the subjects and predicates in the following sentences.*

1. The Empire State Building is no longer the tallest building in New York.
2. The footballer kicked the ball.
3. The policeman caught the thieves red-handed.
4. He is reduced almost to skeleton.
5. You should confess and redress your errors.

*B. Make five sentences of your own and indicate the subjects and the predicates in each.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_

**Note:** A sentence is a meaningful group of words with a period, exclamation point, or question mark at the end. However, no definition of the sentence is likely to help you much in writing one. You learn sentence structures by speaking, listening, reading and writing, more than by studying types of sentences. A sentence has two parts: subject and predicate.

A. **The subject of a sentence is what you make a statement or ask a question about.**

This is usually a noun, or a pronoun like *she*, *he* or *who*; but on occasion the subject can be something else that substitutes for a noun, like a clause or a phrase. Even a verb can be a subject. In the sentence "Is" is a verb" the verb "Is" is the subject of this sentence. In the following two sentences, the subjects are marked in bold.

1. **The woman in the blue house by the river** wrote unusual sentences on the walls.
2. **The weather condition of Adama town** is very comfortable during summer.

B. **The predicate** is the verb with its modifiers and complements. **The predicate is what the sentence says about the subject,** most often, it is the action that goes on in the sentence. In the following two sentences the simple predicates are written in bold:

1. The frogman **dived**
2. The theory **was valid**

## 1.4 Types of Sentences

### Brainstorming questions

*Take five minutes to discuss the following questions*

1. What does a clause mean? What are the two types of clauses in English?
2. What is a simple sentence?
3. What are compound, complex and compound complex sentences?

### Exercise 3

Sort the following sentences into simple, compound, complex and compound complex sentences.

1. My father wrote me a letter last week. S
2. The university guard shouted at the student angrily. S
3. They fished all day; they didn't catch anything. C
4. I would like to read a lot; however, I have no time. C
5. The dog that he saw ran away. CX
6. The dog that he saw in the village run away as [the big dog chased it.] CX
7. The scientist knew that [her experiment would succeeded but she avoided publicity until the final test was completed.] CCX
8. The young girl jumped under the covers when [her uncle walked in wearing his gorilla suit, and she refused to come out.] CCX

Note that sentences are structurally classified into four types: *simple*, *compound*, *complex*, and *compound-complex*.

### A. Simple Sentences

A sentence is "Simple" as long as it contains one independent clause. For example, "Jote laughed" is a simple sentence. You can add modifiers like "Big Jote laughed loudly," or a prepositional phrase, "Jote laughed at her", and the sentence still remains simple.

In simple sentence, either subject or predicate can be compounded and the sentence remains simple

e.g 1. *John and his zebra cried.*

2. *John laughed and cried.*

***Exercise 4. Construct at least five simple sentences about Adama University and compare your answer with that of your friends.***

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## **B. Compound Sentences**

A. ***Read the following compound sentences and tell how they are different from simple sentence discussed above. Discuss your answers with your friend.***

1. All soil samples have been taken, and they have been dried in the lab to remove any remaining water.
2. I live in small town but I can gate every social facilities
3. Tufa was supposed to collect the data and complete the report on Tuesday, but the data were unavailable until Thursday.

B. ***Construct five similar sentences on your own and try to get feedback from your friends.***

As opposed to simple sentence which has one clause, a **compound** sentence has two or more independent clauses, each containing a **subject** and a **predicate**, each describing an action complete in itself. The clauses in the compound sentence are joined by connectives, and *but, or, nor, yet*, or by a semicolon (;). **+ fanboys**

e.g. The economy develops but prices rise.

They can lower the price of admission or they can stage fewer plays.

Note that in the above compound sentences the two clauses in each sentence ("The economy develops" and "Prices rise") are equal in importance, or coordinate.

## C. Complex Sentence

### Exercise 5

A. ***Read the following Sentences carefully and tell how they are different from simple or compound sentences discussed above.***

1. The construction industry is growing fast although there is shortage of construction materials.
2. I was playing chase when my friend arrived with his leg bleeding.
3. The walls which were plastered with dirt had an unpleasant smell.

B. ***Write complex sentences by completing following half sentences.***

1. When I arrived at Adama University for the first time, \_\_\_\_\_
2. Many freshman students study hard although \_\_\_\_\_

3. Before \_\_\_\_\_ I \_\_\_\_\_ came \_\_\_\_\_ to \_\_\_\_\_ Adama University \_\_\_\_\_
4. \_\_\_\_\_ as long as I study hard.
5. While \_\_\_\_\_ I \_\_\_\_\_ was \_\_\_\_\_ reading \_\_\_\_\_ in \_\_\_\_\_ the library \_\_\_\_\_

***C. Construct five similar sentences about what you saw or did since you arrived in Adama University.***

You have a complex rather than a compound sentence if one part of the sentences depends on the other. The clause that depends upon the other for explanation or completion is called **the subordinate clause/dependent clause**. **Although the economy develops**, high prices find few buyers. In short **Complex Sentences** consist of one **independent clause (IC)** and at least one **dependent clause (DC)**. However, the complex sentence provides further variety and allows you to emphasize the relationship of ideas to others in the same sentence. Complex sentences make a precise relationship among ideas. Clauses introduced by such relative pronouns as **that, which, or who** (sometimes called relative clauses) are usually subordinate to a main clause; they depend on it and help to form complex sentences.

Examples

1. *Does she remember the face of the woman **who sold her this bracelet?***
2. *The king executed the horse **that had thrown him.***

Other conjunctions like **although, even though, after, if, since, and when** can introduce **subordinate clauses**. However each of these conjunctions has its own precise meaning. So the writers need to use each of them carefully.

## **D. Compound-Complex Sentences**

1. *So far you studied simple, compound and complex sentences, what do you guess are compound complex sentences? Discuss your answers with your friends.*

**Exercise 6**

A. **Identify the main and the subordinate clauses in the following sentences and say whether they are compound complex or not.**

1. The police strike lasted a week, but no robberies occurred in that time.
2. Stamp collecting is fascinating hobby that may also be profitable.
3. Doctors are studying the diet that aggravates cancer and they hope to discover some link between diet and cancer.
4. We submitted our calculations, and we included several drawings even though both types of information were not required.
5. Even though the data were unavailable until Thursday, Stan collated what he had, and he submitted the report on Tuesday.

B. **Construct compound-complex sentences by using the following sentence starters.**

1. Dormitory life is good but \_\_\_\_\_  
because \_\_\_\_\_
2. Adama University Which \_\_\_\_\_  
is a model technical university yet \_\_\_\_\_
3. In order to be successful in university education, one \_\_\_\_\_, but \_\_\_\_\_
4. I like reading my own books in the library; however, \_\_\_\_\_  
because \_\_\_\_\_

C. **Construct five compound complex sentences of your own as homework.**

Note that, in compound complex sentences, there are **at least two main clauses and one subordinate clause**. Hence, sometimes you can use the combination of **compound and complex sentences** in your writing.

## Exercise 7



- A. ***Combine each of the following groups of simple sentences to produce the kind of sentence specified in parentheses. You will have to add, delete, change, and rearrange words.***

**Example:** The traffic passed her house. It never stopped. (Complex)

The traffic that passed her house never stopped.

1. Dinner was tasty. It did not fill us up. (Compound)
2. The storm was predicted to be fierce. It passed by quickly. (Complex)
3. The musical notes died away. Then a strange object filled the sky (Complex)
4. The wolves were afraid. They feared the fire. (Simple)
5. We wanted the rumors to stop. We hoped for that. They did not (Compound-Complex).

## 1.5. Combining Sentences

### Brainstorming questions

***Discuss the following questions either in pairs or in small groups.***

1. How do you combine sentences?
2. What do you need to combine sentences?

### Exercise 8

***Join the following pairs of sentences to construct one complete sentence***

1. I still feel cold. I drunk many cups of tea so far.
2. Football is an interesting game. Many youngsters fan their own teams.
3. There will be famine. There is serious scarcity of rain.
4. I studied very hard. I scored poor grade.
5. You come on time. You won't miss the first bus.

In this section, two methods of combining sentences will be discussed: **Coordination** and **subordination**. To communicate effectively in your writing, you need to combine several statements into a single sentence, fitting thoughts together according to their relative importance.

#### 1.5.1. Coordination

***Look at the following pairs of sentences and how they are coordinated.***

1. a) The rich countries donate money every year. The poor countries continue  
in the same condition.  
b) The rich countries donate money every year, but the poor countries

continue in the same condition.

2. a) The Chinese worked hard. The Chinese dominated the world market.

b) The Chinese worked hard so they dominated the world market.

## Exercise 9

***Use the correct coordinating conjunctions (and, or, but, yet, either...or and others) to join the following pairs of sentences.***

1. The workers are responsible for the damage. The foreman is responsible for the damage.
2. The secretary has drafted the report. The secretary has not typed the report.
3. The freshman students study day and night. They couldn't score good grades.
4. There are many towns running short of water. Our water resource is fairly adequate.
5. University students have to study hard. University students will be dismissed.

Notice that you coordinate facts and ideas you wish to emphasize equally. That is, **use coordination to relate ideas of equal importance**. The following points help you to coordinate information in sentences:

- ✓ Link main clauses with a comma and coordinating conjunctions (and, but or, nor, etc)
- ✓ Relate main clauses with a semicolon alone or a semicolon and conjunctive adverbs (however, indeed, thus, etc).
- ✓ Within a sentence or a clause, link words with words, phrases with phrases, clauses with clauses when they have importance and when they have parallel grammatical structure. Coordinating conjunctions express different meanings when used to tie ideas in combined sentences. Therefore, based on their meanings, coordinating conjunctions can be used to show **addition** (and, also, moreover, in fact, indeed, besides, then), **alternative** (either...or, neither... nor, or, on the other hand), **result** (therefore, hence, thus, consequently, so) and **contrast** (yet, but, still, however, nevertheless, nonetheless).

**Exercise 10: *Combine each pair of sentences into one sentence using one of the coordinating conjunctions mentioned above.***

1. There are many cities that are running short of water. <sup>2</sup>Our water resources in most parts of the country are fairly adequate. <sup>1</sup> *contrast*
2. It is not difficult to drive fresh water from sea water. <sup>2</sup>There are at least a dozen of processes now in use. <sup>1</sup> *result*
3. He knew that he needed more preparation for the job. He feared that he would never have an opportunity again. *reason*
4. We are short of classrooms right now. <sup>2</sup>Very soon we shall have additional ones. <sup>1</sup> *cause & effect*
5. There is inadequate oxygen in the atmosphere of the other plants known to mankind. <sup>2</sup>Human life cannot exist there. <sup>1</sup> *result.*
6. Mankind has made great strides in conquering diseases. <sup>2</sup>There is much more to be done. <sup>1</sup> *addition.*
7. The accident severely damaged both cars. <sup>2</sup>No one in either of the cars was seriously hurt. <sup>1</sup> *contrast*
8. Wright is best known for his houses from the early twentieth century. <sup>2</sup>He did not stop building then. <sup>1</sup> *addition.*
9. Physics is a difficult subject. <sup>2</sup>It is an enjoyable subject. <sup>1</sup> *contrast.*
10. The newspaper publishes interesting feature articles. <sup>2</sup>It publishes feeble editorials. <sup>1</sup> *addition*

## 1.5.2. Subordination

***Look at the following subordinated sentences and tell how they are different from the coordinated sentences you studied above.***

1. If I were you, I would enlist in one of the branches of the armed forces.
2. No one will come to the show unless the advertising is improved.
3. He plays as if he were a professional.

4. Shakespeare's plays are popular today although they were written three hundred fifty years ago.

### **Exercise 11**

***Combine each pair of sentences into one sentence using one of the subordinators mentioned above.***

1. He worked hard in that course. He didn't score good grade.
2. The annual financial statement can't be prepared. All departments have submitted their reports.
3. Kebede is fond of poetry. He has never written one himself.
4. No women were permitted on the Elizabethan stage. Female roles were acted by boys.
5. Albert Einstein was one of the world's greatest scientists. He was famous for his modesty.

### **Exercise 12**

***A. Match the following sentences with the clauses given below.***

1. I decided to hire a building contractor.
  2. My work schedule was revised.
  3. The police were looking in to the insurance policy.
  4. He was looked up on as a leading candidate for the governor's office.
  5. The handicapped woman lacked job skill.
- 
- a) because the fire had been of a suspicious nature
  - b) on account of the fact that he held the higher position in the military
  - c) although several rehabilitation programs were available
  - d) since the house need to be remodeled
  - e) so that the manager could take a vacation

***B. Complete the following half sentences by using appropriate coordinating or subordinating conjunctions.***

1. Smoking is hazardous \_\_\_\_\_ many people kept on smoking
2. Jalanne likes action films very much\_\_\_\_\_ she always spend her weekends in the cinemas.
3. Azeb speaks English language\_\_\_\_\_ she is native to it.
4. \_\_\_\_\_ you go in Africa, there is public grievance about maladministration.
5. Abdisa studies day and night\_\_\_\_\_ he can scores good grade.
6. The rain started to rain\_\_\_\_\_ we arrived at the bus station.

You subordinate sentences when one sentence contains one main and one less emphasized idea. The less important idea is subordinated to, or is dependent on, the sentence's main idea. So you use subordination to deemphasize ideas. Subordinating conjunctions introducing dependent clauses show a variety of relationships between the subordinate clauses and the main clause of the sentence. They may be classified by relationships they show as **time, place, cause, result, exception, condition** and **alternative**.

**The most common subordinators are:**

after  
although  
as  
as if  
as long as  
who

as though  
because  
if  
in order  
that  
whom

provided  
till  
since  
unless  
whatever  
which

whenever  
where  
while  
so---that  
until  
--- [than]

## 1.6. Major Errors in sentence construction

### Brainstorming

1. What are the main errors that you commit in writing sentences?
2. Can you list the major problems you face in writing sentences?

Naturalness and ease should be primary goals in sentence writing. A beginner usually does not construct **correct**, **clear** and **effective** sentence. However, these three are the major characteristics of a good sentence. The following sections deal with the major errors in sentence construction.

### 1.6.1 Sentence Fragments (incompleteness)

***Look at the following sentences and find out their problems. Then write their correct forms.***

1. Abdi working late tonight.
2. \Never listened, when I spoke.  
they
3. Now as always is affected by famine.  
ethiopia
4. Regarding the students \we discussed last night.  
2 problem 1
5. \Arrived before the end of the game.  
we

***The above exercise is on sentence fragments. How do you define sentence fragments? Write your definition on your exercise book and discuss with your friends***

A sentence fragment can be defined as a group of words that doesn't express a complete thought. For example all the sentences in the above brainstorming section are sentence fragments. So when you construct a complete sentence, you must remember the following two requirements:

- It must have a subject and a predicate (verb) that actually appear or are clearly implied.
- It must not start with a connecting word such as **although, as, because, before,** and **while** unless independent clauses follow immediately in the same construction.

### Exercise 13

*Some of the word groups below are complete sentences and some are incomplete. Read each item, and write 'S' before a complete sentence and 'FR' before the incomplete ones. For each FR (Fragmented) word group, write the complete form.*

1. A very intelligent child
2. The judge carefully reviewed the case and decided in our favor.
3. Leave these premises immediately
4. Wait!
5. We screamed
6. Although he tried hard
7. Based on some important facts
8. He will soon be back as to his promise
9. Because of man's carelessness
10. Ato Habtamu and his son went to Bishoftu but returned today.

### 1.6.2. Run- on Sentences (or Stringy)

*Read the following run on sentences and explain what run-on sentence means. In the mean time, think of ways of correcting them.*

1. The teacher arrived late the students started to sing.
2. Are you through?let me help you.



3. We stayed at the hotel we were only a kilometer away from school.

4. The noise stopped they finished the rest of the work.

5. Most schools are closed <sup>2</sup> it rained the whole night. <sup>1</sup>

Run-on sentences are simply two or more independent sentences mistakenly written as one without putting appropriate conjunctions between them.

**Example:** *I ran to the door my sister stormed in suddenly she burst into tears.*

The easiest way to correct the run-on error is to use a correct end mark between sentences: a period, a question mark, or an exclamation mark. A comma is not an end mark. It does not separate complete sentences. The above run-on sentences can be divided into three independent sentences.

*I ran to the door. My sister stormed in. Suddenly she burst into tears.*

You need to use a capital letter to start each new sentence. When two run-on clauses, each complete with subject and verb, are very closely related in meaning, these word groups can be separated by a semicolon.

**E.g.** *I ran to the door. My sister stormed in; suddenly she burst into tears.*

You can also join the run-on sentences through subordination by using subordinating conjunctions such as **because, while, although, since, when, if, as, and comma.**

**Example 1.** *As I ran to the door, my sister stormed in. Suddenly she burst into tears.*

#### Exercise 14

**Among the following sentences, five of them are run-on sentences. Identify them and circle the numbers. Then rewrite the run-ons in their correct form.**

1. My apartment is quite small\it consists of two rooms and a bath.
2. The speaker laughed,\she was amused by the audience's negative response.  
b/c

3. No matter how tired and thirsty we are; we must reach the Sudanese boarder by noon.
4. ? For years I have been looking forward to visiting America, and now my opportunity has arrived.
5. Because he worked late last night, Ali was late for his 8:00 a.m. appointment.
6. Don't ask for special treatment\you cannot really expect any more favors.  
b/c
7. I shall never write another run-on sentence.I know it is unacceptable.
8. Tired and hungry, we reached our camp ground, where we built tents and prepared diner.
9. Don't release this information to the White House reporters.they cannot be trusted.
10. You have lost ten kilos,. your blood pressure is high,. and your hands tremble.  
-therefore, you should take a long\_vacation.

### Exercise 15

***Correct the run-on errors in the following sentences by inserting correct punctuation or by changing incorrect punctuation.***

1. I ran to the beach, finally the sun come out
2. Ramos family arrived the, food was cold no one wanted to eat.
3. Always wipe food preparation counters dry, there is less chance of having roaches.
4. I love to wander through rows of corn there is a peacefulness that I enjoy.
5. The plumbers finished their work, now we can wash again.

## 1.6.3. Dangling Modifiers

### Brainstorming questions

1. What do we mean by modifiers?
2. What does dangling modifier means?

**Read the following sentences which have dangling modifiers and try to answer the above two questions.**

1. At the age of ten my family moved to Bale. *who is ten?*
2. While watching television, the cake was burnt. *who is/are watching Tv?*
3. Scoring an "A" the test was successfully passed. *who score/s 'A'?*
4. Escaping from prison, the Adama police captured the two prisoners.  
*Adama police captured two prisoners those escaped from prison.*
5. At the age of five, my mother used to tell me bedtime stories. *who is five? mother or he/she?*

**Note:** A phrase or a clause is described as dangling, hanging or misrelated when it is inappropriately attached to a word or when it is not related structurally to any part of the sentence. The effects of such phrases and clauses may be confusing and misleading. Dangling modifiers do not sensibly modify anything in their sentences. These modifiers occur most often when certain kinds of modifying word groups precede the main clause of the sentence. These word groups include **participial phrases**, **infinitive phrases**, **prepositional phrases** + **gerund** and **elliptical clauses** in which the subject and perhaps **the verb** are understood. In the following example sentences the phrases and clauses written in bold are about something, but their subjects are not expressed. So they are confusing.

1. **Being very tired**, Mohammed's alarm failed to disturb his sleep. (Participial phrase)
2. **To get up on time**, a great effort was needed. (Infinitive phrase)
3. **On rising**, coffee was essential to waken Mohammed (Prepositional phrase)
4. **Until completely awake**, work was impossible. (Elliptical clause.)

**Sentences with dangling modifiers can be corrected in different ways. Look at the following examples.**

1. Dangling → Being crowded in the car, the trip was uncomfortable.  
1a: Revised → Being crowded in the car, we were uncomfortable with the tripe.  
(Revised with new subject)  
1b: Revised → Because/As we were crowded in the car, the trip was uncomfortable  
(Revised by subordination)
2. Dangling → After unlocking the door, the cat refused to go out.

- 2a: Revised → After I had unlocked the door, the cat refused to go out. (*Revised by subordination.*)
3. Dangling → To take sharp action pictures, the shutter speed should be fast.
- 3a: Revised → To take sharp action pictures, a photographer should use a fast shutter speed. (*Revised with a new subject.*)
- 3b: Revised → If a photographer wants to take sharp action pictures, the shutter speed should be fast. (*Revised by rewriting the modifier.*)
4. Dangling → The stitches were removed from Lenssa's wound while still in the hospital.
- 4a: Revised → Lenssa had the stitches removed while still in the hospital. (*Revised with a new subject.*)
- 4b: Revised → The stitches were removed from Lenssa's wound while she was still in the hospital. (*Revised by rewriting the modifier.*)

## Exercise 16

*The following sentences are with dangling modifiers. Revise each of them to eliminate any of these dangling modifiers. Each sentence has more than one possible answer.*

1. By turning the lights down, the room looked less dingy.
2. To file a formal complaint, a statement must be submitted.
3. Having prepared thoroughly, the exam was easy for me.  
*=I'd prepared thoroughly; therefore the exam was easy for me.*
4. Though usually energetic, emotional problems have sapped her strength.
5. Staring at the ceiling, the idea became clear.  
*by his*
6. Sagging and needing a new coat of paint, Mr. Peter called the house painter.
7. Monday passes me by without accomplishing anything. *=I passes monday w/o accomplishing anything.*
8. To obtain disability income, a doctor must certify that an employee cannot work.
9. When only a ninth grader, my mother tried to teach me double-entry bookkeeping.  
*I was*
10. After weighing the alternatives, his decision became clear.

## 1.6.4 Misplaced modifiers

**In the following sentences, modifiers are misplaced. Identify these modifiers and revise the sentences.**

1. The man dived in to the pool with long mustache.  
 with long mstache
- 

2. She sighed when the good news came happily.
- 

3. The artist painted a canvas at a summer retreat that imitated Monet's style,  
 1 2
- 

4. The consulate received the letter from a messenger with exotic stamps.  
 1 2
- 

5. It is up to the students to revise their notes not the instructor.  
 1 2
- 

**After doing the above exercise, can you tell your classmate what misplaced modifiers are?**

You can say a modifier is misplaced if it appears to modify the wrong part of the sentence or if the reader cannot be certain what part of the sentence you (the writer) intended to modify with the modifier. Therefore, as a writer you must place the phrase or the word to the nearest word it could modify so that it clearly modifies the intended word and not some other.

#### **Example**

1. **Confusing** → She served hamburgers to the men **on paper plates**. (*What were on the paper plates? Surely the hamburgers, not the men, were on paper plates.*)

**Revised** → She served the men hamburgers on paper plates.

2. **Confusing** → He was unhappy that he failed to break the record by a narrow margin.  
 (The sentence implies that he wanted to break the record only by a narrow margin)

**Revised:** He was unhappy that he failed by a narrow margin to break the record.

3. **Confusing** → The mayor was able to cut the ribbon and then the band played when some one found scissors. (The underlined clause appears to modify the band played.)

**Revised:** When someone found scissors, the mayor was able to cut the ribbon and

then the band played.

## Exercise 17

*Make the necessary revision to the following sentences so that the prepositional phrases and subordinate clauses clearly modify the words they are intended to modify.*

1. The electric type writer needs repair in the library.

- 
2. Martha opened the book given to her last Christmas by Charles Dickens.

- 
3. We learnt from the examples of our parents who we are.

- 
4. She stared at the people standing nearby with flashing eyes.

### 1.6.5. Faulty Parallelism

*Discuss the following questions in pair.*

1. What does the word parallelism in a sentence suggest?
2. What elements of a sentence should be parallel?

*Look at the following sentences with faulty parallelism and check if your answers to the above questions are valid.*

1. I like swimming, fishing and ~~to sing~~ <sup>ing</sup>
2. You put the cheese between two slices and ~~frying~~ <sup>ing</sup> it in a pan.
3. My name is difficult to pronounce, and ~~you can't~~ <sup>to</sup> spell it easily.

4. To be a doctor, one must have ambition, patience and ~~be~~ willing to work a long hour.
5. I promised to dress properly and ~~that I will~~<sup>to</sup> arrive on time.

In writing, the word parallelism suggests “Similarity,” “Close resemblance.” When two or more ideas in a sentence are related in form and purpose, they can and should be phrased in the same grammatical form. See the following examples as illustrations for faulty parallelism and their revised form:

1. **Faulty** → Three reasons why steel companies keep losing money are that their plants are inefficient, high labor costs, and foreign competition is increasing.  
**Revised** Three reasons why steel companies keep losing money are inefficient plants, high labor costs, and increasing competition.
2. **Faulty** → The boy demonstrated an interest and a talent for writing.  
**Revised** → The boy demonstrated an interest in and a talent for writing.
3. **Faulty** → The thieves were careless and apprehended.  
**3a Revised** → The thieves were careless and were apprehended [in the revised sentences each ‘**were**’ serves a different grammatical functions- the first as a **linking verb**, the second as a helping verb)

**To avoid faulty parallelism in your sentence keep the following points in mind**

**A. Sentence elements coordinated in rank should be parallel in structure.**

An infinitive phrase should be coordinated with an infinitive phrase, a dependent clause with a dependent clause, and so on.

**Examples:**

1. Hailu likes to swim and to sing. (Not Hailu likes to swim and singing)
2. Nedi hoped that he might earn a good reputation and that he might make a lot of money. (Not Nedi hoped that he might earn a good reputation and to make a lot of money.)

**B. Make sure that each element in a series is similar in form and structure to all others in the same series. See the following two examples and the improved or revised versions.**

1. He has worked as a camp counselor, tennis coach, and has served as a bank teller.

**Revised:** He has worked as a camp counselor, tennis coach, and bank teller.

2. That TV play wad dramatic, exciting, and had an involved plot.

**Revised:** That TV play was dramatic, exciting, and involved in plot.

**C. The same structural form should not be used for sentence elements of unequal value. That means, you must be especially careful in handling a series of elements that may appear to modify the same element when they are not actually parallel.**

**Examples:**

**Ineffective parallelism:**

a) They left quickly, and they had a good automobile

b) For your sake, for \$25 I will assist you.

**Improved forms:**

a) They left quickly in a good automobile.

b) For your sake, I will assist you to the extent of \$25.

**D. Sentence elements following correlative conjunctions should be parallel in form**

**Examples:**

**Faulty:** a) Either you can read the story at the library or in your own room.

b) Not only when I am tire but also sick, I like to watch TV.

**Improved form:**

a) You can read the story either at the library or in your own room.

b) I like to watch TV not only when I am tired but also when I am sick.

**Exercise 18**



***Most of the sentences below contain faults of parallelism. Rewrite each faulty sentence on a separate sheet by making the necessary changes.***

1. The problem these days is found not so much in choosing a college as gaining admittance to the college chosen. **correct**
2. Fired up by the hope that Father would be vastly impressed, I swept the basement, cleaned out the garage, and then I carried all the trash to the alley.
3. In the debate on Latin American Policy, he said that either we must gamble on supporting the non-communist Left or reconcile ourselves to alliances with military dictatorships.
4. Working on my stamp collection is in my opinion much more interesting than ~~to~~<sup>ing</sup> watch television.
5. The most reliable sources of humor as every joke Smith **knows**, **are surprise** at incongruity, **the release** of forbidden impulses (such as cruelty), and **irreverence** toward custom or authority.
6. Express ways not only cost far more than **improved** public transportation but often **create** more problems than they **solve**.
7. The referee **tossed** the coin, **acted out** the usual choices of the opposing field captains, and the all-important game **was underway**.<sup>ed</sup>
8. It is well **to invest** in a variety of enterprises rather than <sup>to</sup> **putting** all your eggs in one basket.
9. In navigation, **finding** your latitude is vastly easier than <sup>ing</sup> **to determine** your longitude, which depends upon **knowing** exactly what time it is some where else.

### **1.6.6. Faulty Co-ordination**

The adjective **coordinate** has the meaning “of equal importance or rank”. Excessive co-ordination is monotonous, often immature, and frequently ineffective.

Inaccurate and illogical co-ordination will give your readers incorrect impressions of the relationship of your ideas and their relative degrees of significance.

Faulty co-ordination occurs when no logical connection seems to exist between two coordinated statements or when the connection expressed by the coordinating conjunction contradicts common sense.

**Example:**

**Faulty 1)** Forecasters had predicted a mild winter and temperatures were lower than normal.

**Revised 1)** Forecasters had predicted a mild winter, and temperatures were lower than normal.

*Sometimes faulty coordination occurs because you may omit the necessary information.*

**Examples:**

**Faulty:** 1. Lidiya is a hairdresser, and she has developed a skin allergy.

**Rev:** a. As a hairdresser, Lidiya must use products containing strong chemicals; consequently, she has developed a skin allergy.

**Rev:** b. Because her work as a hair dresser requires that she uses products containing strong chemicals, Lidia has developed a skin allergy.

**Faulty:** 2. John Stuart Mill was a utilitarian, and he believed that actions should be judged by their usefulness or by happiness they cause.

**Rev:** 2a. John Stuart Mill, a utilitarian, believed that actions should be judged by their usefulness or by the happiness they cause.

As you can see in the revised forms of the above examples 2a the intended relation between clauses can be clarified by subordinating one of the ideas it modifies or explains the other one.

## 1.6.7 Faulty Subordination

The term **subordination**, as opposed to **coordination**, means “the act of placing in a lower class or rank.” When you select one idea for primary emphasis in a sentence, you automatically decide to subordinate others in the same sentence.

It is a truism that careful, thoughtful and mature writing normally contains much subordination. However, errors in the use of subordination are easy to make. The following are some of the major pitfalls you are expected to avoid in this regard.

**Avoid a coordinate idea in a subordinate form**

**Examples:**

1. He was short and fat, while his sister was tall and slender.
2. Born in Adama in 1975, he became a resident of Addis in 1995.

**Exercise 19**

Improve the above two sentences in the examples. There could be different alternative ways of improving the sentences.

1a. \_\_\_\_\_

1b. \_\_\_\_\_

1c. \_\_\_\_\_

2a. \_\_\_\_\_

2b. \_\_\_\_\_

## Exercise 20

*Each of the sentences below may present a problem in coordination or subordination of parts. Find the faults and on a separate sheet rewrite each item in an acceptable form by making all the necessary changes*

1. We had been asked to bring the charcoal and lighting fluid, and the hurry of packing the other picnic things I forgot them.
2. The idea of the Peace Corps at first met much criticism, but which virtually disappeared when the program was well under way.
3. Quick reactions are important in driving, but actually the surest mark of a good driver is that he rarely has to do anything quickly.
4. I was a freshman, and I didn't know my way around, so my room mate drew a map of the campus for me, but I got lost on my way to my first class.
5. The old-fashioned cooking stoves burned wood, so the temperature was difficult to control, but our grand mothers cooked wonderful meals on them, and they didn't complain.
6. The judge announced that my entry had won, after he had explained the points used in judging and had commended the runners-up in a manner satisfying to everybody.
7. They cause interference in television reception, which is the reason that high speed motors in household appliances and tools were not employed after about 1950.
8. As much as I dislike his managerial tone of speaking, I have to admit that Harvey's ideas are usually sound and that we might have made a mess of the project without him.
9. People with an ax to grind often say that you can't legislate morality, though it must be obvious that a vast amount of traditionally accepted legislation has precisely that purpose.
10. The downed fliers were finally sighted and rescued, after they had spent ten miserable days on the raft and had survived only through the ingenuity of Lieutenant Morrison, who devised a method of catching fish.

## 1.7. Sentence Agreement

Discuss the following questions with your partner.

1. What are the elements of a sentence?
2. What does agreement refer to?
3. What major aspects of agreement are there with regard to sentence construction?

*Identify the problems in the following sentences. Then discuss with your friends on the way of improving them.*

1. The profit earned by a cosmetic industry are high.
2. The university president, as well as his advisors, have agreed to attend the conference.
3. University students likes shouting at night,
4. Neither the teacher nor the student know the answer.
5. The group agree that action is necessary.

**Agreement** is the correspondence in the form between subjects and verbs. Agreement helps readers understand the relations between elements in a sentence. Aspects of agreement within a sentence are concerned with number (singular or plural), gender (male, female and neuter) and person (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person).

Stick to the following conventions to minimize errors in sentence agreement.

1. **Use the verb ending- s or –es with all third-person singular subjects** in simple present tense.

**Examples:** 1- The boy eats. } – Singular subjects and singular verbs.  
2. The bird soars. }  
3. The boys eat. }  
4. The birds soar. } – Plural subjects and plural verbs.

2. **Make the subject and the verb agree even when other words come between them.**

In this kind of sentences – when the subject and the verb are interrupted by other words, agreement errors may result from connecting the verb to the nearest noun instead of the actual subject.

**Examples:**

- a) A catalog of courses and requirements often baffles students (The subject of this sentence is ‘**catalogue**’ not the nearest word requirements, so the verb ‘baffles’ must agree with the subject).
- b) The profits earned by the cosmetic industry are high. (The subject is ‘**profits**’ so the verb is ‘are’).

**3. Don’t forget that phrases like as well as, together with, along with, in addition to, and other similar expressions do not change the number of the subject.**

**Examples:**

- a) The general manager, **together with** his assistants, has visited the new site of the company.

**4. If the subjects are joined by the word ‘and’, usually take plural verbs. That is, two or more subjects joined by ‘and’ take a plural verb whether one or all of the subjects are singular.**

**Examples:** a) Bealu Girma and Hadis Alemayehu are my favorite writers.

- a) The dog, the monkey, the children, and the tent were in the car.

**5. When parts of a subject are joined by ‘or’ or ‘nor’, ‘neither’ and ‘nor’, the verb agrees with the nearest part.**

**Examples:**

- 1. Neither the teacher nor the student knows the answer.
- 2. The rabbits or the goats have eaten my cabbage.
- 3. Neither the coach nor the players were on time.
- 4. Either she or you are late. Or either she is late, or you are.

**5. Collective nouns such as army, audience, committee, crowd, family, group, team, etc. take singular or plural .**

**Example:** 1. The group agrees that action is necessary.  
2. Any band sounds good in that concert hall.

**Exercise 21**

*Miscellaneous Questions on Sentence Agreement*

***Revise the verbs in the following sentences to make subjects and verbs agree. If the sentence is correct as given, circle the number preceding it.***

1. Weinstein and Associates are a consulting firm that try to make business people laugh.
2. Statistics from recent research suggests that humor relieves stress.
3. Reduced stress in business in turn reduce illness and absenteeism.
4. Reduced stress can also reduce friction within an employee group, which then work together more productively
5. In special conferences held by one consultant, each of the participants practice making others laugh.
6. The consultant quotes Casey Stengel's rule that the best way to keep your management job is to separate the underlings who hate you from the ones who have not decided how they feel.
7. Such self-deprecating comment in public is uncommon among business managers, the consultant says.
8. Each of the mangers in a typical firm take the work much too seriously.
9. The humorous boss often feels like the only one of the managers who have other things in mind besides profits.
10. One consultant to many companies suggest cultivating office humor with practical jokes such as a rubber fish in the water cooler.

11. When employees or their manager regularly post cartoons on the bulletin board, office spirit usually picks up.
12. When someone who has seemed too easily distracted is entrusted with updating the cartoons, his or her concentration often improves.
13. In the face of levity, the former sourpuss becomes one of those who hides bad temper.
14. Every one of the consultants caution, however, that humor has no place in life affecting corporate situations such as employee layoffs.

## Exercise 22

*Revise the following sentences to make the pronouns and their antecedents agree in person and number. Some of the items have more than one possible answer.*

1. Almost any child will quickly astound observers with their capabilities.
2. Despite their extensive research and experience, neither child psychologists nor parents have yet figured out how children work.
3. Of course, the family has a tremendous influence on the development of a child in their midst.
4. Each of the members of the immediate family exerts their own unique pull on the child.
5. Other relatives, teachers, and friends can also affect the child's view of the world and themselves.
6. Genetics and psychology also strongly influence the development of children, but it may never be fully understand.
7. The psychology community often cannot agree in its views of whether nurture or nature is more important in a child's development.
8. Another debated issue is whether the child's emotional development of their intellectual development is more central.
9. Just about everyone has their strong opinion on these issues, often backed up by evidence.



10. Neither the popular press nor scholarly journals devote much of their space to the wholeness of the child.

### **Exercise 2 3**

*Revise the sentences in the following paragraph to correct errors in agreement between subjects and verbs or between pronouns and their antecedents. Writ the correct versions on your exercise book for your instructor's comment.*

Everyone has their favorite view of professional athletes. A common view is that the athletes are like well-paid children who have no real work to do, have no responsibilities, and simply enjoy the game and the good money. But this view of professional athletes fail to consider the grueling training the athletes have to go through to become professionals. Either training or competing lead each athlete to take risks that can result in their serious injury. The athletes have tremendous responsibility to the team they play on, which need to function as a unit at all times to win their games. Most athletes are finished as active team players by the age of forty, when he is too stiff and banged-up to go on. Rather than just listening to any of the people who criticizes professional athletes, everyone interested in sports need to defend the athletes. They take stiff physical punishment so neither the sports fanatic nor the casual observer is deprived of their pleasure.

## **1.8. Emphasis within a Sentence.**

**Discuss the following questions in group.**

1. What does emphasis mean?
2. How do you show emphasis in a sentence?
3. What emphatic positions are there with in a sentence?

In a sentence all the information may not be equally important. So you can use different techniques to show emphasis on given information in a sentence. The following are among the major techniques of achieving emphasis in a sentence.

## **A. Using sentence beginnings and endings**

The most effective way to call attention to information is to put it at the beginning or at the end of your sentence reserving the middle for the less important information. Compare the example below in which the word's 'murder' and 'education' receives varying degrees of emphasis:

### **Examples:**

- 1a. **Least Emphatic:** Colonel Mengistu knew murder was his only solution.
- 1b. **Emphatic:** Murder was Colonel Mengistu's only solution.
- 1c. **Emphatic:** Colonel Mengistu knew only one solution: murder
- 2a. **Unemphatic:** In spite of its shortcomings, education remains the most important single means of economic advancement.
- 2b. **Revised emphatic:** Education remains the most important single means of economic advancement, in spite of its shortcomings.
- 2c. **Revised Emphatic:** Education remains, in spite of its shortcomings, the most important single means of economic advancement.

## **B. Emphasis by climax**

***Read the following pairs of sentences and identify the ones with correct arrangement of ideas.***

- 1. a) Smoking cigarette can cause death, lung cancer and even tooth decay.  
c) Smoking cigarette can cause tooth decay, lung cancer and even death.
- 2.a)The ethnic conflict in Ruanda brought to the people disease, hunger and death.

b)The ethnic conflict in Ruanda brought to the people death, disease and  
hunger

**NB.** During emphasis by climax, the writer can add power to his sentence and create suspense in the reader by moving from least important to most important information.

### **Exercise 24**

***Revise the following sentences by arranging the ideas in more emphatic order***

1. Many students get bored with school after years of high school, junior school, and elementary school.
2. She inherited a million dollars, a house and some clothes.
3. The play closed after the first week and received terrible reviews.
4. The Israeli air raid caused thousand deaths and destroyed several of the buildings in the Gaza Strip.

### **C) Using Active Voice Versus Passive Voice Construction**

***Read the following pairs of sentences and identify the emphatic sentences.***

1. **a)** The boys enjoyed the refreshments.  
b) The refreshments were enjoyed by the boys.
2. a) The law prohibited smoking in the buses.  
b) Smoking in the buses was prohibited by the law.
3. a) He wrote a letter to his friends.  
b) A letter was written to his friends by him.
4. a) Someone stole my jacket.  
b) My jacket was stolen.

Relatively active voice is more emphatic than passive voice, but sometimes passive construction ignoring its subject gives more accurate emphasis. The choice between the use of active and passive sentences depend up on the issues the writer wants to emphasize on.

#### **D) Emphasis by repetition**

Intentional repetition of the key words and concepts in a sentence can add force to the emphasized idea.

##### **Example**

1. Jebessa was a true man; true to his ideas, true to his friends, and true to his country.
2. The mountain trembled to its very base and the rock rocked.
3. The essay needs no preface. A preface is nothing but a talk with the reader and they do nothing else.

#### **Exercise 25**

**1. Revise the following sentences by putting important words in an emphatic position.**

##### **Example**

*As some people think, world peace is the most important issue of today.*

*World peace, as some people think, is the most important issue. (emphatic)*

1. Research results show that drinking seriously affects human mind, in most cases.
2. The weather is too hot humid and it is going to rain, I think.
3. This institution would be closed and its workers fired, if I had the authority.
4. The day was clear, the sun was shining and the snow was packed hard; it was a great day for skiing, in my opinion.

## 1.9. Wordy Sentences

***Read the following wordy sentences and explain what wordy sentence means. Then rewrite the concise forms of these sentences.***

1. During the time when I was sick and out of school I missed a total of all three month's tests.
2. Even at that point in time, dead bodies were treated with respect.
3. I couldn't go out on Thursday because of the fact that I had a report to write.
4. They exactly identical similar twin brothers.

A sentence is called wordy when many unnecessary words are used to mean one thing. Wordiness is the result of unnecessary repetitions or excessive expressions that neither clarifies nor emphasizes your meaning in a sentence.

### Exercise 26

***Revise the following sentences to achieve conciseness by cutting unnecessary words.***

**Example:** I came to University because of many factors, but most of all because of the fact that I want a career in medicine.

**Revised:** I came to university primarily because I want a career in medicine.

1. It has been in the most recent past that many different groups of citizens have joined together in completely unanimous protest against the concept of nuclear war.
2. There is a general consensus that the paper, which is judged to be the most original, should be awarded the prize.

3. The reason that I think that we should postpone our decision on this problem is because this problem is a complex matter.
4. My final conclusion is that the real, genuine value of the leather from Awash Tannery is exactly identical.

### Exercise 27

***Improve the following text by eliminating wordy constructions.***

In my opinion, I would say that we here in Africa today in the last quarter of the twentieth century often show a tendency throughout our continent to place a high value on the successful achievement of an education on the college level for students who have completed a four year college program and it seems to me that the reason why we believe this is that college is the place where a young man or woman is first helped to begin to grasp and understand what it is that the true meaning of life really is.

## **1.10. Summary**

In this chapter, we have examined some pertinent points about sentence. The main points raised are summed up in the following manner. First the definition of sentence as a basic unit of expression that has complete meaning is discussed. Second, structural classification of sentences as simple, compound, complex, and compound-complex is treated. Combining sentences through coordination and subordination, errors in sentence construction such as **sentence fragments, run on sentences, dangling and misplaced modifiers, faulty parallelism, faulty coordination** and **faulty subordination** are the other point raised in the chapter. Finally, **sentence agreement, emphasis within a sentence** and **wordy sentences** are examined in detail in the chapter.

# **Chapter Two**

## **2. Paragraph writing**

### **2.1. Introduction**

In the preceding chapter, you have learned how to construct different types of grammatically correct and meaningful sentences and how to join short sentences through coordination and subordination techniques. In this chapter, you will learn how to write coherent and meaningful paragraphs of different types. To be specific, this chapter treats issues related to identifying structure of a paragraph, creating topic sentence, developing supporting details, writing the first drafts of paragraphs and editing for different types of errors. You will also be introduced to the qualities of an effective paragraph and produce paragraphs with these qualities.

### **2.2. Objectives of the unit:**

Up on completion of this unit, students will be able to:

- ▯ identify the key features of a paragraph;
- ▯ recognize the parts of a paragraph;
- ▯ identify qualities of an effective paragraph and produce paragraphs with these qualities;
- ▯ select topics, create topic sentences and details of a paragraph;
- ▯ write coherent and complete paragraphs;
- ▯ edit their own and others paragraph;

## Brainstorming

*Attempt the following questions first individually and then discuss your answers with your partners.*

1. What is paragraph?
2. What are the major parts of a paragraph?

*Now look at the following two texts and check if you need to change your answer, to the above questions. Which of the two texts fulfils the definition of a paragraph? Discuss your answers with your friends.*

### Text 1

Fat is an important component of everyone's diet. It is nutritionally present in the basic food groups we eat: meat and poultry, dairy products and oil to aid growth and development. The fat and fatty acids present in these foods ensure proper metabolism, thus helping to turn what we eat in to the energy we need. These same fat and fatty acids also act as carriers for important Vitamins like **A**, **D**, and **E**. Another important role of fat is that it keeps us from feeling hungry by delaying digestion. Fat also enhances the flavour of the food we eat, making it more enjoyable. In short fat plays a vital role in ones life.

### Text 2

Smoking cigarette causes several problems.

If children eat balanced diet they can grow faster and stronger.

HIV usually affects both male and females.

In order to properly feed its people, a democratic government engages its people.



Africa's major problem includes war, power abuse and poor working culture.

**Note:**

A paragraph is a group of sentences which are arranged in a logical order to provide appropriate details or information on a single topic. In other words, a paragraph contains sentences which have interrelated meaning and which develop a single issue or topic. A paragraph is a basic building block for any prose or it can be a complete work in itself. A paragraph helps to subdivide and present longer information in segments or chunks. It helps to mark a division of thought to enable readers easily understand the message of a given essay. It also helps to group related details for readers benefit because a paragraph treats only one idea at a time. There is no clear cut decision on how long a paragraph should be. However, it is usually advisable not to extend a paragraph to more than eight to ten lines or one hundred twenty words.

## 2.3. Parts of a Paragraph

A paragraph has usually three parts: the introductory (topic sentence), the body and conclusion sections.

**Exercise 1:** *Indicate the parts of the above model paragraph about the fat.*

a) Introduction (Topic Sentence)

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b) Supporting details

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c) Concluding sentence

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### 2.3.1. Topic Sentence

1. What is topic sentence?
2. Where do we place topic sentences?
3. What are the functions of topic sentences?

**Exercise 2:** *The topic sentences of the following sample paragraphs are underlined. Read the paragraphs carefully and check if your answers to the above questions are correct.*

### **Paragraph 1**

As a new broom sweeps clean, the new head turned the department upside down. He changed all the pictures in his office. He reviewed the office staff, hired four and fired three and gave everybody raises. He ordered the latest office machine and locks for the supply cabinets. The most interesting change was a new work schedule, before he published it, he consulted people. The new schedule reflected every body's preference.

### **Paragraph 2**

In the future, a young woman trained to be an engineer will not only improve here own life but may also make our country a better place for everyone. She may, for instance devise a new kind of automobile engine that doesn't require gasoline at all. That would make our country less dependent on other country for oil import. She could also design better quality buildings that are convenient for life. Girls with interests in science and mathematics should be encouraged to go on to engineering school. (Ezor, and Lewis, 1984:32)

### **Paragraph 3**

In crowded areas of high pollution, such as Los Angles, it is estimated that people are losing about ten years, on average, of their life spans. Diseases related to air pollusion, such as emphysema, are more common in younger people. Continued rapid growth of human population will lead to more pollution and a lower standard of health for everyone. More polluting cars will be needed for transport more polluting factories will be needed to produce goods. More fertilizer and pesticide pollution will occur as people attempt to grow more and more food. (Ibid)

**Note:** A topic sentence is a sentence which holds the general idea of a paragraph. Topic sentence is important because it controls a paragraph by SETTING LIMITS. It is also important because it SIGNPOST the direction a paragraph will take. As can be seen from the above examples, topic sentences can be placed at the beginning, in the middle or at the end of a paragraph. Topic sentence is sometimes not clearly worded, but implied in a paragraph. The following sample paragraph illustrates this:

### **Darartu Tullu**

Darartu Tullu is a famous athlete. She was born in Oromiya Region, Arsi Zone. She won several medals in ten thousand meters race in the national and international competitions. When she won her first Olympic Medal in Barcelona, she became that first African woman to win a gold medal in Olympic history. She is sociable and has smiling face. Derartu is married and has a son and a daughter.

**Exercise 3:** *The following paragraphs have no topic sentences. Choose the best topic sentence for the paragraphs from the three possibilities listed following each paragraph.*

#### **Paragraph 1**

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In introductions as well as in general conversations, speakers maintain frequent eye contact. That is, they look directly at each other. Most people become nervous if there is too much eye contact. This is called staring. When shaking hands people shake firmly and briefly. The expression "He shakes hand like a dead fish" refers to a limp or weak hand shake, a sign in American culture of a weak character. Prolonged handshake is not unusual.

- a) *Direct eye contact is important during introduction in the United States.*
- b) *In America Limp, handshakes are a sign of weak character.*

- c)** *Direct eye contact and firm handshake during introductions are customary in the United States.*

### **Paragraph 2**

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Most Nigerians think plumpness is attractive, whereas many Americans prefer slenderness. In France, a man looks attractive wearing a jacket over his shoulder with his arms out of the sleeves, but in America the same man dressed this way would look feminine. People in some culture like natural body smell, however people in others including Americans, do not.

- a) *Americans and Nigerians have different standard for attractiveness.*  
**b)** *Every culture has its own standard for personal attractiveness.*  
c) *Americans have their own standard for personal attractiveness.*

### **Paragraph 3**

---

. People in America send cards for many holidays. They send cards on birthdays. They also send thank-you cards; get well cards, and graduation cards. It is very easy to buy cards at any store but sending cards over the internet is also popular.

- a)** *Sending cards is very popular in America.*  
b) *Birthday cards are the most popular kind of card.*  
c) *It is important to send thank-you cards.*

**Exercise 4:** *Supply the appropriate topic and topic sentences for the following paragraphs.*

### **Paragraph 1**

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For instance, without going to school, all robins know when and how to build nests. A turtle buries its eggs in the sand without being instructed by its parents. Caterpillars know they have to make cocoons and butterflies know how to fly. When frightened, ostriches bury their heads in the dirt and opossums play dead. Bears know when to hibernate and also when to emerge. Rooters crown at the right time. Pointers point and baby ducks unerringly head for the water. (Carson, p24)

### **Paragraph 2**

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First, with a word processor it is possible to type over a word or words that you want to change, while with a standard typewriter it is necessary either to erase or use correction fluid or tape and then type in the corrections. The second advantage is that you can add words or sentences in the middle of a paragraph and then command the computer to put your text back in proper paragraph form. When using a standard typewriter, the only way to add new information is to retype the entire paragraph. A third benefit of using a computer to write is that you can move entire paragraphs within longer assignments as a result of a few key strokes. With a typed text, this can be accomplished only with scissors and paste, which produces work with a very poor appearance.

### **Paragraph 3**

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The boy learns to be a man, a husband and a father mainly through having lived in a family where there is an adult male figure. The girl learns how to define 'woman' wife and mother according to patterns she notes in the female adult closest to her when she is child

### **Paragraph 4**

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At parties, he sits in a corner by himself all night. When he is in crowd, you would never notice him. When you talk to him, he looks at the ground and stammer out one word replay. Gemechu never speaks in class and I have never seen him talking to girls.

### 2.3.2. Supporting Sentences

#### Brainstorming

*Read the following paragraph carefully and explain how the functions of sentences 2, 3, 4 are different from sentence 1 or sentence 5.*

(1)There are many reasons why people move. (2)Some people move because of new job. (3)Others move because they want to live in a city with better weather. (4)Still others move because they want to live somewhere cheaper. (5) In short, these are some reasons why people move to new cities.

**Note:** Supporting sentences are all sentences other than topic sentence. Supporting sentences **develop the topic sentence by providing reasons or justifications, examples, facts, statistics and quotations.** In short, they provide the necessary information to clarify or explain the general idea stated in the topic sentence. In the above paragraph there are three supporting sentences or details (sentences 2, 3, and 4).These sentences explain the reasons stated in the topic sentence.

### 2.3.3. Concluding Sentence

This section of a paragraph summarizes or recaps the details discussed in the body of the paragraph. **Not every paragraph will have a conclusion.** For instance, if a paragraph is part of a larger piece of writing like an essay or a story, it may not have a conclusion. Sometimes also when topic sentence comes at the end of a paragraph, it serves as a concluding sentence. Concluding sentences usually **begin with words such as therefore, in general, in short, to conclude, to summarize, to recap...**

**Example:** *The following example illustrates the above short notes about the parts of a paragraph.*

The poodle makes a perfect pet because they offer their owners a companionship for life, not to mention that they have a loveable personality. Poodles are sweet, smart, playful, and well mannered and they love to be around people. They are always willing to lend their unquestionable love and loyalty when you need the most and they are yours for life. Apart from being a happy spirited dog and a great companion, the poodle is small and doesn't require a lot of room, so they are ideal for apartments or city settings. The poodle is suited to most environments and lifestyles; whether it be living in the suburbs or downtown, with one person or a couple, or even living with a family and children, the poodle fits right in. In general, the poodle is a dog that can be a part of your family no matter where you live and that can provide you with love and companionship that you won't want to do without.[on line]

**1. The Topic Sentence:**

The poodle makes a perfect pet because they offer their owners a companionship for life, not to mention that they have a loveable personality.

*This could be your topic sentence. It tells the reader that poodles are in fact perfect pets. This may or may not be true and so you would need to provide proofs as to why this could be true. However, it is an interesting statement and catchy because the reader wants to hear why the author thinks so, or what justifies this statement.*

**2. The First supporting detail**

Poodles are sweet, smart, playful, and well mannered and they love to be around people. They are always willing to lend their unquestionable love and loyalty when you need the most and they are yours for life.

*This main point talks about the dogs' personality and their companionship relating to the topic sentence, helping prove that poodles are ideal pets yet, most likely a reader would need more convincing justification.*

**3. The Second supporting detail**

Apart from being a happy spirited dog and a great companion, the poodle is small and doesn't require a lot of room, so they are ideal for apartments or city settings.

*This is more convincing now. Most of the people that live in cities or small apartments are looking for a small dog that is suited to their city lifestyle and this sentence proves that these dogs are ideal as pets. However, you still need more proof of this fact because not all of us live in the city.*

#### **4. The Third supporting detail**

The poodle is suited to most environments and lifestyles; whether it'll be living in the suburbs or downtown, with one person or a couple, or even living with a family and children, the poodle fits right in.

*This point backs up the topic sentence that the poodle is the perfect pet because it mentions that this dog will fit into any type of family. This third point helps prove that this breed of dog is suited for most lifestyles and settings.*

#### **5. Conclusion**

In general, the poodle is a dog that can be a part of your family no matter where you live and that can provide you with love and companionship that you won't want to do without.

*The conclusion sums up all the other points made and ties all the points nicely together. After reading the paragraph and all its elements as a unit the reader should feel a sense of unity. Often a well written paragraph will feel complete and it will seem natural to stop reading when the paragraph closes. So keep in mind for every great piece of writing there are great paragraphs put together.*

**Exercise 5: Read the following paragraphs and identify their topic sentence and the concluding sentences.**

#### **Paragraph 1**



If I could be any animal in the world, I would be a flamingo. Just like me, they are bright and they stand out in crowd. They are unusual, like I am. Flamingos live by the water and I love the water. Also, family is very important to the flamingo as it is to me. To sum up, I would love to be a flamingo.

ts

cs

## Paragraph 2

My dog Romeo is so much fun to play with. One reason why he is fun is because he loves to play catch. What is also fun is that he follows me around the house with a toy and drops it on my foot, so I will kick it. Additionally, he can catch just about anything, but his favorite thing to catch is a Frisbee. Finally, he loves it when I pretend like I'm falling dead, and he runs over to lick me. All these reasons show why I really have fun playing with Romeo.

ts

cs

**Exercise 6:** *Supply the appropriate concluding sentence for the following paragraph.*

## Paragraph 1

There are birds on every continent, even Antarctica. Most birds prefer to live in temperate climates but many live happily in very harsh environments. There are birds that like to live in the desert, the mountains, near the ocean, and many other places all over the world. To add more birds live in the remote caves that are free from human intervention.

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## Paragraph 2

Through the centuries, rats have managed to survive all our efforts to destroy them. We have poisoned them and trapped them. We have fumigated, flooded, and burned them. We have tried germ warfare. Some rats even survived atomic bomb tests conducted on Entwetok atoll in the Pacific after World War II.

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### Paragraph 3

Every year approximately 76,000 forest fires occur across the world and this causes several environmental and economic problems. First of all, forest fires cost time and money to put out. Second, forest fires can destroy timber along with other plants important in the forest. Above all, forest fires kill wild animals and wipe out their homes.

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## 2.4. Basic Qualities of a Good Paragraph

A good paragraph must have unity, coherence, and variety. It also needs to be complete.

### 2.4.1. Unity

1. What do we mean by unity in paragraph writing?
2. How can we create unity?
3. How does lack of unity in our paragraph affects the readers of our paragraph?

**Exercise 7: *Read the following paragraphs and answer the questions below them.***

#### Paragraph 1

My brother is driving me crazy. First he borrows my book and he doesn't put it back. Then he jumps to the kitchen and eats the lunch I cook for myself. He helps me with my assignments. He takes my car without asking my permission and returns it with the gas tank empty. Our father likes him more than me. Finally he borrows some money and never pays it back. I will be glad when he moves out of the house.

unnecessary sentence.

## Paragraph 2

Attaching the sink to a wall should be easy. First we will attach a bracket to the wall with crews for the sink to sit on. Then we will plague the bath tube drain to unclog the plague. After that we will sleep the sink over the bracket and put the sink pipe in to the main pipe leading to the sever line. Then we will fasten the pipes together with metal collar, which will make the sink more secure. The bath tube could be of different size. Finally we will add metal legs to the front of the sink so that do not rock back and forth.

ts

## Paragraph 2

Teachers should take steps to prevent students from cheating on exams. To begin with, teachers should stop reusing old tests. Even a test that has been used once is soon known on the student grapevine. Students will check with their friends to find out, for example, what was on Dr. Thompson's biology final last term. They may even manage to turn up a copy of the test itself, "accidentally" not turned in by a former student of Dr. Thompson's. Teachers should also take some common sense precautions at test time. They should make students separate themselves--by at least one seat--during an exam, and they should watch the class closely. The best place for the teacher to sit is in the rear of the room, so that a student is never sure if the teacher is looking at him or her. Last of all, teachers must make it clear to students that there will be stiff penalties for cheating. One of the problems with our school systems is a lack of discipline. Teachers never used to give in to students' demands or put up with bad behavior, as they so today. Anyone caught cheating should immediately receive a zero for the exam. A person even suspected of cheating should be forced to take an alternative exam in the teacher's office. Because cheating is unfair to honest students, it should not be tolerated.

1. What are the main topics discussed in the above two paragraphs?

Paragraph 1 \_\_\_\_\_

\_\_\_\_\_

Paragraph 2 \_\_\_\_\_

\_\_\_\_\_

Paragraph 3 \_\_\_\_\_

2. Which of the sentences in the paragraphs are not about the main topic discussed in the paragraphs?

## Paragraph 1

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## Paragraph 2

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## Paragraph 3

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**Note:** - No matter how long or short it could be, a paragraph develops or discusses a single issue. In other words, every bits and pieces of idea in a paragraph should develop or support the topic sentence. This quality of a paragraph is what we call unity. In a paragraph that has unity, every sentence and every detail in the paragraph explains or proves the central idea stated in the topic sentence.

**Exercise 8:** *The following long text contains sentences that belong to two paragraphs. Sort the sentences according to the topics and write two coherent paragraphs in the space given below the paragraph. Underline the topic sentences of the two paragraphs.*

It was evident that football was a popular sport in the town. A few day before the game, there would be talk of noting else. Whenever the high school played a game, the local bank would display a good luck banner. Playing chase requires a good deal of ability and concentration. You must be able to figure out mentally how your opponent will react to each board move you make with your pieces. Football players were given a free meal in the town's dinner after each game, regardless of weather they had won or lost. Figuring out each play carefully before moving your pieces, may take a long while, perhaps even a half hour or more unless the players set time limits. If two very careful players are involved in a game of chess, the game could last an entire day. The most telling feature, however, was the huge turn out at the games, which nearly every one from the town attended. It is thus not surprising that chess tournaments can go on for several days, or even longer.

### Paragraph 1

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### Paragraph 2

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**Exercise 9:** *Read through the following sentences. Then first underline the topic sentence and next identify sentence(s) which is/are not related to the other sentences or which has/have no relation to the topic sentence.*

1. a) Clothes are not put away, but lie draped over chairs or hang from door knobs.  
b) Beds are unmade.  
c) My room is a real mess.  
d) The tray with its left over is on the table next to the window  
e) My friends' filthy socks send their bad smell from the shoes next to the chest drawer  
f) My sister occasionally visits me, and washes my clothes
2. a) You can study an hour a night the week of the test  
b) You can review your notes a few hours the night before the test  
c) It is also good to study with friends and help each other.  
d) You can get up early the morning of the test and study.  
e) There are many ways to study for a test.  
f) You can improve your grade by attending classes regularly
3. a) There are many luxurious hotels.  
b) The weather is hot and dusty.

- c) There is very little crime.
  - d) It is a pleasant place to live.
  - e) Fruits and vegetables are available at low cost
  - f) The people of Dirre Dawa are very friendly
  - g) There is bad smell coming from the over spilt garbage kits at every corner.
4. a) I had to go to six different buildings to register.
- b) Many of the classes I wanted were closed.
  - c) Registration this semester was confusing
  - d) I couldn't find the teachers whose signatures I needed
  - e) The computer for registration worked very well.
  - f) I had to fill out three different applications.
5. a) It is hard to find a baby sitter.
- b) Many high school girls go out on weekends.
  - c) A lot of girls will not work for baby-sitting wages
  - d) Our favorite baby sitter Rosa
  - e) Baby-sitting is not as popular with girls as it once was.
  - f) Some girls who baby-sit are not responsible

### **2.4.2. Coherence**

1. How do you define coherence in writing?
2. How do we create coherence in a text we write? What are the instruments you use?

**Exercise 10: *Read the following paragraphs and answer the questions below them.***

#### **Paragraph 1**

Smoking cigarette can cause several problems to human being. People hate you if you are smoker. It causes economic crisis. It causes health problems lung cancer, tooth decay

heart failure. Smoking is hazardous. Social isolation is the problem that may result from smoking. Smokers spend too much on buying cigarettes.

## Paragraph 2

An executive position offers a large salary; its demands are often harsh. It requires long, hard workdays, often 60 hours a week. An executive must frequently travel. Some positions are designed to be 75 percent travel and 25 percent office time. Many executives experience high stress from the heavy responsibilities of their jobs. It may be that executives' salaries are not excessive after all.

1. What problems do you see in the above two paragraphs?
2. What is the major issue discussed in the paragraphs?
3. How can we improve the paragraphs?
4. Discuss your answers with your partner.

**Note:** Coherence is about the relationship between sentences in a paragraph. A paragraph is said to be coherent when there is smooth flow of idea from one sentence of the paragraph to the next. In other words, every sentence in a paragraph needs to have a precise and logical relationship with the sentences that proceed or follow it. Coherence helps the reader to follow the tread of the writer's thought. The coherence between sentences in a paragraph can be achieved by using transitional words and phrases, by repeating key words and ideas, by using pronouns and demonstrative adjectives and by using parallel grammatical structures. These techniques are often used jointly in a paragraph or any written text.

### A) Transitional words and phrases (Conjunctions)

Using transitional words and phrases of various types is the common and the easiest way of creating coherence. The transitional words and phrases can be grouped in various categories based on the type of relationship they indicate. From your previous knowledge, list as many transitional words or phrases as you can which signals the following types of relationships.

1. Addition of one idea up on another: *and, also, besides...*
2. Compare idea: *similarly, likewise.....*

3. Contrast ideas: *however, though.....*
4. Cause/Effect or reason/result: *as a result.....*
5. Summarize and conclude: *In short,*
6. Exemplification illustration: *For instance,...*
7. Emphasis: *In fact.....*
8. Time sequence: *afterwards ...*
9. Place or positions: *behind, near...*
10. Restatement/interpretation: *This means, in other words.....*

**NB.** Refer to appendix A for more on the number of transitional words.

*Read the following paragraph and notice how the bold words and phrases guide us along, helping us to see how one detail leads to the next (on line)*

My hometown is famous for several amazing natural features. **First**, it is noted for the Wheaton River, which is very wide and beautiful. On either side of **this river**, which is 175 feet wide, are many willow trees which have long branches that can move gracefully in the wind. In autumn the leaves of **these** trees fall and cover the riverbanks like golden snow. **Second**, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. Even though it is steep, climbing **this** hill is not dangerous, because there are some firm rocks along the sides that can be used as stairs. There are no trees around **this** hill, so it stands clearly against the sky and can be seen from many miles away. **The third amazing feature** is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. **These three landmarks** are truly amazing and make my hometown a famous place.

**Exercise 11:** *Underline the cohesive devices and indicate the type of relationship that the following pairs of sentences (clauses) illustrate.*

### Example

1. There are several causes for frequent occurrence of war in Africa. **For instance**, maladministration or lack of democracy is the primary one.

- Type of relationship between the clauses - **exemplification**

- a) Rap music is still extraordinarily popular. For sure, it will maintain its hold on the young people over the next decade. emphasis
- b) There are so many warnings against smoking cigarette. Yet several people kept on smoking. contrast



- c) Kelbessa forgot watering the flowers in his backyard. Consequently many of them are wilting. result
- d) Our bodies are strengthened by the food that we digest. Similarly our mind can be developed by what we understand. addition
- e) Recently many popular magazines have addressed the topic of globalization. Thus it is no longer an issue people are evading. \_\_\_\_\_
- f) Not all house works are tedious. For example cooking, even though it can be a chore, is still an imaginative and creative one. \_\_\_\_\_
- g) Some people have highly inflated self perception. In other words, the have an exaggerated idea of their own worthiness. \_\_\_\_\_
- h) Planting trees is desirable for two reasons. First, it helps keep ecological balance. Second it serves for human consumptions. \_\_\_\_\_
- i) Some animals are often capable of learning tricks, but they are unable to pass there acquired skills on to their offspring. \_\_\_\_\_

**Exercise 12: Rewrite the following paragraph by inserting the transitional words or phrases provided below where they fit.**

*equally attractive* 4

*another advantage* 6

*after all* 11

*for one thing* 1

*in contrast* 5

*furthermore* 10

*before* 9

*for that money* 3

*on the other hand* 8

*often* 7

*for example* 2

*although/eventhough*=12

Advertising a product on radio has many advantages over using television. (1) Radio rates are much cheaper (2) A one time 60 second spot on local T.V can cost \$750. (3) Advertisers can purchase nine 30 second spots on radio. (4) There are low production costs for radio advertising. (5) Television advertising often includes extra costs for model and voice over. (6) Radio offers advertisers immediate scheduling (7) The advertisement appears during the same week a contract is signed (8) Television stations are frequently booked up months in advance, so that it may be longtime (9) an advertisement appears. (10) Radio gives advertisers a greater opportunity to reach their potential buyers (11) Radio follows listeners every where – in their homes, at work, and in their cars. (12) Television is popular, television cannot do that. (kolin, p-56)

**Exercise 13:** *Fill in the blank spaces in the following paragraph with the appropriate transitional words. You can use the lists of transitional words in Appendix A. Try to identify the nature of the relationship between ideas in the sentences before choosing the transitional words.*

### **The True Musician**

although (1) Plato believed that music played a strong part in a man's education; he did not ignore other areas of learning. Music, through rhythm and harmony, could bring grace to the soul therefore (2) a man educated in music could develop a true sense of judgment; in addition/beside (3) he would be able to recognize quality in art and nature and could respond with praise for good things. even if (4) a man who knew music could without having to think too long, give blame to any bad artistic works. h/w (5) any man who devoted his life only to music, risked the chance of becoming too softened and soothed. and (6) such a man would be a feeble warrior and of little use to the Greeks. Someone who practiced gymnastics on the other hand (7) could feel himself with pride and could become twice the man that he was >> (8) he could develop courage of battle. so (9) athletics made an essential part of the educated man. Plato also knew that too much focus on physical training could make man excessively violent and fierce consequently (10) he might come to hate philosophy and the art of persuasion in preference to battle.

### **b) Repeating key words and ideas**

Restating key word and ideas is another means of creating ties between sentences in a paragraph. **Key words help to link different parts of the paragraph for readers.**

**Exercise 14:** *Now read the follow short paragraph and underline the key idea or word repeated to create coherence.*

## Paragraph 1

Fringe benefits are an important part of recruiting and retaining qualified employees. In highly competitive market, such benefits rather than salary may determine if a talented professional accepts or decline a job. Traditionally, fringe benefits were limited to basic hospital and surgical insurance and to pension plans. But today they extend to dental and optical riders on company insurance policies. Other more lucrative fringe benefits include the financial rewards companies offer loyal employees' profit sharing options to buy stock at reduced rates and generous bonuses for diligent sales activities.

## Paragraph 2

A willingness to take risk is one of the most important qualities that lead to success in business. A person who is willing to take risk is one who will move ahead in a new business venture with confidence. However it is good to avoid taking unnecessary risks that may collapse our business easily.

### c) Pronouns and demonstrative pronouns

Personal pronouns (he, she, we, they him, his, her...) and demonstrative adjectives (this, these, that, those) can help to tie sentences or ideas in a paragraph. However, to use these pronouns, their antecedents (the noun to which the pronouns refer) must be mentioned in the proceeding sentences or somewhere in the paragraph. Look how the sentences in the following paragraph are interwoven by using pronouns.

### Example

#### Paragraph 1

Haile Gebresillassie is a world class athlete. **He** won several gold medals in 10 thousand meters track competition. **He** was born and grew up in Arsi zone where **his** parents are residing now. As a school boy, Haile had to run up to thirty kilometers a day to attend his school. **That** has helped him in his later professional carrier as an athlete.

**Exercise 15:** *Supply the appropriate personal or demonstratives pronouns that refer to the underlined antecedent in the first line of the paragraph.*

Traffic studies are an important tool for store owners looking for a new location. \_\_\_\_\_  
\_\_\_\_\_ Studies are inexpensive and highly accurate. \_\_\_\_\_ Can tell  
owners how much traffic passes by a particular location at a particular time and why.  
Moreover, \_\_\_\_\_ can help owners to determine what particular  
characteristics individuals have in common. Because of \_\_\_\_\_ helpfulness,  
these studies can save owners time and money and possibly prevent financial ruin.  
\_\_\_\_\_ should be done before any contemplated move.

#### **d) Parallel Grammatical Structure**

Coherence can also be created by **using similar grammatical constructions**. Parallel structures ensure the smooth flow of thought from one sentence to the next. Note the use of parallel structure in the following paragraph.

#### **Example**

Orientation sessions accomplish four useful goals for trainees. First, they introduce trainees to key personnel in accounting, data processing, maintenance and security. Second, they give trainees experience logging in to the data base system, selecting an appropriate menu, editing rough documents and getting off the system. Third, they explain to trainees the company policies affecting the way supplies are ordered, used, stored. Fourth, they help trainees understand their responsibilities in such sensitive areas as computer security and use.

In the above paragraph, the four sentences about the four goals start with the same grammatical structure (----- they introduce/give/explain/help/ trainee...) There is also parallelism within the individual sentences: present participles (logging, selecting...) and past participle (ordered, used...) The transitional words first, second, third, fourth, conveys a sense of parallelism as well as of sequence.

**Note:** Coherence, as discussed before, is among the compulsory qualities of a good paragraph. Two or more of the four techniques discussed above are usually used simultaneously to create coherence in a given paragraph. It is almost impossible to create

coherence in a paragraph by using only one of the above techniques. In short, a paragraph must seem a whole, not just a collection of incoherent/unrelated individual sentences.

**Exercise 16: Read the following paragraphs and identify the dominant techniques used to create coherence in the paragraphs,**

**Paragraph 1**

We all sat quietly enjoying the evening. Ian was writing a book. I was reading one. And Jerry was working on the income tax. There was also soft music coming from the neighboring night club almost the whole night.

**d** =parallel grammar

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**Paragraph 2**

In the mid-1970's, the Minnesota Vikings were a very well-built team because of the draft and some big trades. For example, they picked up players like Chuck Foreman through the college draft. But perhaps more importantly, they pulled off some coups, like the Tarkenton trade in 1973. Undoubtedly, the Vikings were the most evenly balanced team in professional football in the mid 1970.

**a** =linking words

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**Paragraph 3**

I had a freight set, slightly more common than the passenger set but still worth about \$250 for the whole set. The freight set consisted of five freight cars. A Hudson steam locomotive completed the set.

**b**

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**Paragraph 4**

One day when the land was still populated by giants, a young warrior and a beautiful girl fell in love. They planned for the day when they could marry and have children. Unfortunately, their people were at war with a neighboring people, and the young man had to leave his beautiful maiden for battle. She sat down to wait for him and soon fell asleep. He never returned, but she can still be seen lying down. She is waiting for her young warrior to return.

**c**

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## Exercise 17

**A.** *The following is an incoherent paragraph adapted from (Hall, 1985). Rewrite the paragraph by using the necessary techniques of creating coherence.*

### Paragraph 1

I had been having severed headaches and frequent dizzy spells. I was terrified of doctors. I went to clinic. I waited three days. It was the time of finals and I was very busy. I saw a doctor the prescribed some pills. The problem continued

**B.** *The following jumbled groups of sentences can form a coherent paragraph when they are arranged in correct order. Rearrange them into a coherent order.*

- v 1. a) For these reasons, planning a paragraph before you write it is a good idea.
  - iii b) While you are brainstorming, you can see if your topic really interests you enough to write about it.
  - i c) You can improve your paragraphs if you plan them before you start to write.
  - iv d) In the writing stage, you can concentrate on how to write, since you already decided what to write in your plan sheet.
  - ii e) You can correct weak points in your plan sheet, instead of discovering them halfway through the paper. (Burlington, 1984)
2. 5 a) As a result of this, they usually look older than their age.
- 7 b) These includes psychotherapy, avoiding negative feelings and thoughts and keeping physically active,
- 3 c) They feel as though they are incapable of achieving any of their goals or having loving relationship.
- 6 d) There are various approaches to solving this difficulty
- 8 e) Doing these, a depressed person can feel happier and better adjusted.
- 1 f) Some people find it extremely difficult to be happy.
- 2 g) They have negative feelings for most of their waking hours and they are usually sad and sick
- 4 h) They usually prefer to be alone

- 4 3. a) Because the waitress thought that a gorilla would be easily fooled, she charged it ten more dollars.
- 2b) The waitress was shocked to see a gorilla in the restaurant but brought the sandwich.
- 3c) When the waitress took the gorilla's money, she said she didn't often see gorillas in the restaurant.
- 1d) A gorilla walked it to a restaurant and ordered a sandwich.
- 5 e) The gorilla told her that at those prices, she would not see any more either.

### 2.4.3. Variety

*Look at the following two versions of the same paragraph and answer the questions beneath the paragraphs.*

#### Paragraph 1

Your new Megalith Motors Diesel Transport Truck costs more and offers more features. The diesel engine is durable, and you will enjoy its trouble free operation. The engine uses less fuel while idling, and uses less fuel on the road. Diesel trucks stand up to years of wear and have high resale value. You choose the right truck and the years will prove it.

#### Paragraph 2

Your new Megalith Motor Diesel Transport Truck costs more, but it offers more features too. Since the diesel engine is durable, you will enjoy years of trouble free operation. You will use less fuel both when idling and when on the move. Furthermore, because diesel trucks stand up to years of wear, they have high resale value. The years will prove that you choose the right truck.

1. How are the two paragraphs different?
2. What kinds of sentences are used in the above paragraphs?
3. Which of the paragraphs do you think interests the reader? Why?

**Note:** Variety in writing is mainly meant for the readers. The use of varied sentence type or structure can help to make our paragraph more clear and avoid the possible monotony that may destroy the attention of the readers while reading our text. If we use sentence of the same pattern i.e. subject +verb, our writing will be dull and may put the reader to sleep. For example in paragraph 1 above, almost all sentences used are compound and only the conjunction “and” is used to join the sentences. This made the paragraph dull. However in paragraph 2 different types of sentence structures and conjunctions are used to add variety to the paragraph. The ability to produce texts or paragraphs with good variety usually is gained through continuous practice. However the following techniques may help to put interesting variations in to our written work.

### **a) Varying sentence beginnings**

We can begin the sentences in our paragraph by prepositional phrases, participles, participial phrases or others instead of subjects. Look at the beginnings of the following sentences adapted from (Marsen, 2003)

#### **Example**

1. a) The cost of construction materials has doubled and most of the contractors withdrew their contract agreement.  
b) Because of the increasing cost of construction materials, most of the constructors withdrew their contract.
2. a) The students became dizzy after attending a three hours history lecture.  
b) Having attended a three hours history lecture, the students became dizzy.
3. a) Business organizations are usually established after careful planning in order to avoid early death of the organization.  
b) In order to avoid the early death of an organization, business organizations are usually established after careful planning.

### **b) Varying sentence length and type**

We can vary the length of the sentences in our paragraph by combining them through coordination or subordination techniques. Combining sentences can help us to have various sentence types (simple, compound, complex) in our paragraphs. Again we need to take care of excessive use of any one of these sentence type in a paragraph.



### c) Varying rhetorical structure a sentence

Rhetorical structure is the way **information** is arranged in a sentence or paragraph. Look at the following example sentences.

#### Example

1. a) The students started hunger strike after repeated complaints to the dean's and the president office.  
b) After repeated complaints to the dean's and the president office the students started hunger strike.
2. a) The instructor left us confused by rushing through the difficult material for two hours non-stop lecture.  
b) Rushing through the difficult material for two hours non-stop lecturer, the instructor left us confused.

Among above example sentences, sentences labeled **(a)** are loose sentences where as sentences labeled **'b'** are periodic. Loose sentences begin with subject and bring important idea towards the beginning where as periodic sentences hold up the main idea up to the last word or phrase.

In addition to the above techniques, we can create variety in our text by inverting sentence and varying the position of dependent clauses and main clauses.

**Exercise 18:** *The following paragraphs lack variety. They employ either short sentences or long sentences all the way through. Rewrite the paragraphs by adding variety in to them by using the techniques discussed above.*

#### Paragraph 1

Outer-space films are becoming popular. One such film is Alien. Alien is set in the twenty-first century. Alien tells about a crew of seven Americans. The Americans are roaming the universe. They are looking for fuel. They are towing a fuel refinery. There is a computer aboard in the spaceship. The computer is programmed to record unusual signals from outer space. The crew is supposed to investigate any signals. The signals may be from extraterrestrial beings. One signal they investigate is from the Alien. The

alien is absolutely evil. The Alien is designed to consume anything it contacts. Alien is a classic terror movie.

## **Paragraph 2**

Armadillos, which live primarily in south western states like Texas, are strange animals that most people have never seen. Related to porcupines, armadillos have silvery scales instead of quills which overlap like armor. However this armor does not protect armadillos from gars; flat little former armadillos can often be found on rural Texas road.

### **2.4.4. Completeness**

Completeness is another quality of a good paragraph. But what do we mean by completeness? What does a complete paragraph has? How do we make a paragraph of any given pieces of text complete?

*Examine the following paragraph and do the next exercise.*

#### **Paragraph 1**

Farmers can turn their crops and farms wastes into useful, cost-effective fuels. Much grown on the farm can be converted to energy. This energy can have many uses and save farmers a lot of money in operating expenses.

What questions come to your mind as your read the paragraph?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*Now read the other version of the same paragraph and check if your questions are answered well.*

Farm crops and wastes can be turned in to fuels to save farmers money on their operating costs. Alcohol can be distilled from grain, sugar beets, and potatoes – even from blighted crops. Converted to gasohol (90 percent gasoline, 10 percent alcohol). This alcohol can be

used to turn such farm equipment as irrigation pumps, feed grinders and tractors. Similarly through biomass digestion system, farmers can produce methane from animal or crop wastes. This methane can be an important sources of the natural gas used for heating and cooking. Finally, cellulose pellets, derived from plant materials, are an important solid fuel that can save farmers money in heating barns.

**Note:** In writing, the writer must not forget that he is sending a message for a reader who is not around and ask for further explanation if things are not clear. Besides, the reader may not have the same idea with what the writer has in mind. So **the writer must supply the reader with all the necessary details that clarify, analyze, support defend or prove the main assertion that the writer states in the topic sentence.** People often produce incomplete texts if they have no enough knowledge or information about the topic they write. Incomplete paragraph usually raise questions in the readers mind. For example the following questions may come to the mind of a reader who reads the above incomplete paragraph about farmers: What specific materials can be used to produce energy? How? What are the uses of this new energy?

### Exercise 19:

*The following paragraph does not contain complete details. Rewrite it by supplying the remaining details. You may obtain the details from partners or other sources. First write down as many questions as you can that come to your mind when you read the paragraphs.*

#### **Paragraph 1**

Smoking cigarette can cause several problems to the smokers and other peoples around. It is dangerous practice for human being although smokers claim that they get some benefits from smoking. Warnings against smoking are announced several times. Yet there are new smokers emerging every day. In short cigarettes are hazardous.

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## 2.5. Steps in Writing Paragraph

In the preceding sections of this chapter, you have seen what a paragraph is, its major components and the qualities that a good paragraph should possess. This will help you a lot in the activities you are going to carry out in this section. In this section, you will learn how to produce coherent paragraphs by following the correct procedures.

### **Brainstorming**

1. What are the major steps that a beginner writer should go through to write a paragraph?
2. Compare your answer with that of your friends and try to come up with the commonly agreed steps.

**Exercise 20:** *From the following lists of titles, choose the ones that are appropriate to write a paragraph up on.*

- a) My memorable day
- b) Agriculture in Ethiopia
- c) Democracy
- d) Environmental pollution
- e) Students' life in university
- f) Learning to drive a car
- g) Causes of juvenile delinquency in Adama
- h) Qualities of a good teacher
- i) The history of women
- j) Problems of Tabor College
- k) How to prepare shirowot
- l) Reasons for divorce in Ethiopia
- m) A rolling stone gathers no moss

1. Explain the problems with some of the topics above to write paragraphs up on.
2. What do you think a good paragraph topic should look like?

**Note:** Although there could be little variation among individuals concerning the steps in paragraph writing, the following are considered as common procedure: **formulating topic sentences, creating details, developing the details, ordering the details and writing the first draft, editing and writing the final version.** Obviously, all these steps come after choosing appropriate topic or title for the paragraph we are going to produce. A good paragraph topic is single, specific, supportable/expandable and significant.

### 2.5.1. Creating Topic Sentences

In writing paragraph, it is usually advisable to start from topic sentences. Topic sentences, as stated before, is a general statement or opinion about an issue, person, animal, that is being discussed in the paragraph. Topic sentence:

1. introduces the topic immediately.
2. helps to decide what to say about the topic.
3. tells the main idea of the paragraph.
4. helps to restrict the details to be included
5. forecasts the kind of information readers can expect in the body of the paragraph

**Exercise 21:** *Look at the following pairs of sentences which belong to the same paragraph. Which one of them can be topic sentence (TS) and which one is supporting sentences (SS). Write your answers in the space given. Number one is done as an example for you.*

1. a) *Early marriage has several problems (TS)*  
b) *Early marriage can lead to divorce (SS)*
2. a) \_\_\_\_ President Mandela brought peace and democracy in South Africa.  
b) \_\_\_\_ Some African leaders has done good things for their country. **TS**
3. a) \_\_\_\_ The first step in choosing a best wife is attraction towards the lady.  
b) \_\_\_\_ Choosing a best wife may involve several steps. **TS**

4. a) \_\_\_\_\_ Radiation can be harmful to pregnant woman. **TS**  
b) \_\_\_\_\_ One effect of radiation on unborn children is brain damage.

**Exercise 22:** *Create your topic sentence for the following paragraph topics. Then compare your answers with your partners and improve your topic sentences.*

1. Qualities of a good teacher

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2. Alcoholism

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3. Learning to drive a car

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4. Causes of environmental pollution

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5. Making traditional Ethiopian coffee

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6. Problems of freshman students

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7. How to use public phone

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**Exercise 23:** *Look at the following topic sentences and identify their weaknesses.*

1. Computers have changed the way we do business.
2. Working condition is important.
3. The new Statistical Package for the Social Sciences (SPSS) computer program improved the way we do research in social science.
4. Jonathan has got an 'A' in Sophomore English.
5. When it is heat in hundred degrees centigrade, water evaporates.
6. My neighbor's dog behaves very strangely when its master arrives.
7. Registration this semester is very much confusing.
8. Green plants produce their food.

**Note:** Topic sentences shouldn't be too broad (1, 2 above) for this will create problems to focus on specific topics. It shouldn't be too specific either for this will create problem in developing the paragraph (sentences, 3, 4, 5, above). A topic sentence should show opinion or assertion (6, 7) rather than scientifically proven facts like (5, 8).

## 2.5.2. Creating Details

In paragraph writing, creating details come next to designing the topic sentences. Details are major points to be included in the paragraph for the purpose of explaining, confirming or proving disproving or supporting the assertions made in the topic sentences. Supporting details are first put in the form of shop list and then developed into supporting sentences. To create supporting details, it is good to ask ourselves some basic questions about the topic we are writing because details are meant to answer sever questions about the topic sentence.

Some of these questions could be

- a) *What kind of?*
- b) *How is 'S' made?*
- c) *How does 'S' work?*
- d) *What are the main parts and kinds of 'S'?*
- e) *What are the main functions of 'S'?*
- f) *What are the most important characteristics of 'S'?*
- g) *What are the causes and effects of 'S'?*
- h) *What are the advantages/disadvantages of 'S'?*
- i) *Why or what are the reasons for or against 'S'?*

**Exercise 24:** *Look at the following topic and their details and decide on the type of question (from the lists above) that the details are meant to answer. Then design topic sentences for the given details and write a paragraph about the topics.*

### 1. Problems of Alcoholism

- economic crisis
- health problem
- social disapproval
- crime
- family break down
- death

## 2. Learning to drive a car

- studying the manual
- taking practical lesson
- taking road test
- obtaining permit
- driving on ones own

**Exercise 25:** *For each of the **topic sentences below**, create at least three supporting sentences or details that could be discussed in the paragraph of the given topic sentences.*

### 1. **Freshman students in universities face several problems at the beginning.**

- a. it takes them longer to adapt to the new weather condition
- b. they can't cope up with the speed of lecturers

c. \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

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f) \_\_\_\_\_

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### 2. **Library is a good place to study**

- d) there are enough reference books
- e) the lighting is very good

f) \_\_\_\_\_

g) \_\_\_\_\_

h) \_\_\_\_\_



i) \_\_\_\_\_

3. A good teacher has the following qualities.

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4. On my first day at Adama University, I encountered so many strange things.

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- \_\_\_\_\_ . Some cultures and traditions need to be changed

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5. . Living in cities is better than living in the country

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7. . The day I never forget in my life is \_\_\_\_\_ .

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8. . There are three reasons why Africa is not a suitable continent for life.

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**Exercise 26:** Create details and topic sentence for the following titles. Mention the question that your details are able to answer about your topic sentences.

**1. Making a good traditional Ethiopian coffee.**

T.S. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Details

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Deforestation**

T.S. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Details

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Early marriage**

T.S. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Details

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Problems of Freshman Students at Adama University**

T.S. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Details

\_\_\_\_\_

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## 5. Registering as a freshman in Adama University

T.S. \_\_\_\_\_

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Details

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### 2.5.3. Developing the Details

When we write a paragraph, we do not simply list the short details one after the other by using the conjunction like ‘and’ ‘or’ and commas. We must develop or expand them by adding the necessary details.

*Read the following paragraph and tell your partner how it sounds to you or the problem you observe.*

#### **Alcoholism**

Alcoholism can cause several problems to human being. These are economic crisis, health problem, social disapproval, crime, family breakdown and death. Therefore it is not good to drink too much alcohol.

**Note:** Although several details are staffed in, the above paragraph is not well developed. The paragraph doesn’t explain why or how alcoholism causes the above problems. There should be enough explanations or clarifications. Details can be developed or expanded by using the following methods.

- a. **Sensory details** – information that we obtain through or sense organs. (from what you’ve heard, seen)

- b. **Exemplification**-adding specific details that clarify the general idea.  
eg. Smoking can cause health problems such as tooth decay, lung cancer...
- c. **facts and statistical figures and other descriptive details**  
eg. In Africa, most of the people live in the country side. In Ethiopia  
for example, 85 percent of the people are farmers who live in the rural areas
- d. **Incidents/stories or anecdotes** – these are short stories from our life experience  
eg. Chala likes doing miracles. Once while we were driving home, he runs  
out of fuel. Then...

**Exercise 27:** Rewrite the above paragraph about alcoholism developing each detail by using the above mentioned techniques.

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#### 2.5.4. Ordering the details and writing the first draft

Paragraph details can be ordered in various patterns based on the nature or the topic and the purpose of your paragraph. The following are the major patterns or sequences: *topical or random, chronological, spatial and logical*.

##### **A-Topical order (Random Order)**

This pattern of ordering details is used when the writer has several points to be included. In this case, the writer has the right to decide on the order of presentation for the details, but she/he is expected to put related details closer to each other in the paragraph. This is the most widely used technique of ordering details.

## Exercise 28

*Look at the following paragraph and examine how the details are organized and answer the questions beneath it.*

### Paragraph 1

A good citizen is expected to have the following qualities. First of all he should respect the rights of others. By doing this, he can get respect in return and thus mentally satisfied. Besides, a good citizen ought to be governed by social norms and the rules and regulations of his country as well as the institution he/she is working in. Working hard is also among the qualities of a good citizen. A citizen who works hard is always happy and respected. As a good citizen, one is also expected to maintain his health and strength for these are crucial things in one's life.

1. *Underline the conjunctions in the above paragraph.*
2. *What type are they? List some more conjunctions that could be used in similar occasions.*

Random pattern of paragraph organization is sometimes difficult to recognize. One clue to identify this pattern is the type of conjunction used to order the details. These are conjunctions used for adding new ideas up on the others: also, besides, furthermore ...the other clues are words such as for example, for instance...

**Exercise 29:** Write coherent paragraph about the following topic, you can arrange the details randomly. Qualities of a good teacher

1. Causes of Divorce in Ethiopia
2. The uses of water

### a. **Chronological Sequence**

This pattern of ordering details **is used to arrange events in the time order** in which they occur. The details in this type of paragraph answers questions such as ‘*what happens first? And then what happens last?*’

***Now Read through the following paragraph and examine how the details are arranged.***

### **Hanging Wallpaper**

Hanging wall paper is not difficult. The first step is to select your pattern. You want to be certain that it does not clash with your floor design. After you have made your selection and it has been delivered to you, you will have together the tools you will need for hanging. For pre pasted paper, you will need a sponge, scissors, a ruler an edge roller and an edge cutter. Next you should be sure you have a large bucket or bathtub filled with water for dipping the paper. You will also need a large table on which you can cut the paper sizes once you have gathered your materials. You can finally begin to hang the paper starting with an edge of a door and working your way around a room until all the areas have been covered.

1. *What types of conjunctions are used dominantly in the above paragraph?*
2. *Can you list some other conjunctions that can be used for similar purposes?*
3. *List the events in the above paragraph in their sequence of occurrence.*

**Note:** Chronological pattern also called time pattern is used when we write a paragraph that tells how something happens (ed), how something works or how something is done or made. In other words, chronological sequence helps to summarize events for a progress report, to analyze how a certain problem is developed, to give instructions on how to operate something.

**Exercise 30:** *Write a coherent paragraph on the following topics. Use mainly chronological sequencing to order your details.*

1. Learning to drive a car
2. The water cycle
3. Digestion process

## **b. Spatial sequence**

We use this kind of sequencing details **to help readers visualize what an object looks like** or how objects are located or put in places. This type of arrangement helps to describe an object or a scene by going from one part of it to the other (top-bottom, inside-outside, front-back, left-right or right-left.) Spatial pattern **is used to write descriptive paragraphs.**

***Read through the following adapted paragraph and examine how the details are arranged.***

As you enter the library, you are greeted by paintings on each side of the door. The painting on the right is of the town's high school, and on the left is a water color of the town's city hall. There are several other works of art in the main body of the building. As you face the archway on the left, you discover pieces of pottery enclosed in a glass case. A ceiling mural appears over the archway, and on the right a wall hanging has been hung. The entire library is filled with works of art. (Ezor, and Lewis, 1984:92)

1. *Underline the transitional devices used in the above paragraph*
2. *Can you add some more of the above types of conjunctions?*

**Exercise 31: Write paragraphs on the following topics. Arrange your details by using spatial sequences.**

1. My dormitory
2. Our library

## **c. Climatic order**

This kind of sequence is used **to arrange details in terms of their order of importance to the reader.** You can start with least important one and move on to most important ones or from least serious to most serious details or vice versa.

### **Paragraph**

Nature has put many strange tongues into the heads of her creatures. There is the frog's tongue, rooted at the front of the mouth so it can be protruded an extra distance for nabbing prey. There is the gecko lizard's tongue, so long and agile that the lizard uses it to wash its eyes. But the ultimate lingual whopper has been achieved in the anteater. The anteater's head, long as it is, is not long enough to contain the tremendous tongue which licks deep into anthills. Its tongue is not rooted in the mouth or throat: it is fastened to the breastbone.

*As you can see, the above paragraph begins with a type of tongue which is less strange to the most dramatic and surprising one.*

### **E. Logical Order**

In this type of ordering details, ideas or details are arranged according to the logical relationship they have. The following are **some of such relationship: problem->solution, opinion->reason, cause->effect, and comparison -> contrast**

***Read the following paragraphs and tell the type of relationship between the details.***

#### **Paragraph 1**

There are many factors that make writing research paper difficult. Too often students postpone work on the paper until it is too late. They also start their study without checking whether there are sufficient materials in the library. Besides this, they jump into the fine points before they see the topic as a whole. They don't take down kind of information they need. Such confused research procedures results in unnecessary wastage of time and effort.

#### **Paragraph 2**

Everybody using forest should try to prevent forest fire. First of all, forest fire costs time and money to put out. Second forest fire can destroy timber along with other important plants in the forest. Above all forest fire kills wild animals and wipe out their homes. In



general, if everyone were more careful in the forest 76000 fires a year could be prevented.

**Note:** As discussed above, there are various ways of ordering details in a paragraph. However there is no paragraph which employs exclusively one technique. Two or three of the above methods of arranging details can be used for arranging details in a paragraph. Yet one could be a dominant technique.

**Exercise 32:** *The following are sets of jumbled sentences of different paragraphs adapted from (Prasad and Sinha, 1999). Indicate the techniques that suits to arrange the details in a coherent order and arrange the details in their correct order.*

- 1.1 a) It is regrettable that there is a wide spread corruption in the country at all levels.
- 6b) so there is hardly anything that the government can do about it now.
- 2 c) and there are graft and other malpractices too
- 5d) the impression that corruption is a universal phenomenon persists and the people do not cooperate in checking this evil.
- 4 e) this indeed is a tragedy of great man
- 3 f) recently several offenders were brought to book, but they were not given deterrent punishment.

i) *Correct sequence* \_\_\_\_\_

ii) *Method of ordering the detail* \_\_\_\_\_

2. a) he went to the fisherman and asked him for her hand in marriage.
- b) the king was extremely sad and returned to his palace
- c) once king Shantamu met a young and beautiful fisher girl
- d) the fisherman agreed to it on condition that the son of this daughter should be the heir to the throne of Hastinapur
- e) he fell in love with the fisher girl
- f) Devavrata, the king's son asked him the reason of his sadness.

i) *correct sequence* \_\_\_\_\_

ii) *technique of ordering* \_\_\_\_\_

3. a) certainly we want to make friends with the rest of the world  
b) a country's freedom can be preserved only by her own strength and self-reliance  
c) we also seek the goodwill and cooperation of all those who reside in this country, whatever their race or ethnicity.  
d) we must learn to depend on ourselves and not to look to others for help every time we are in trouble.  
e) we should not forget that those who lean too much on others tend to become weak and helpless  
f) we welcome help and cooperation from every quarter, but we must depend primarily on our own resources.
- i. *correct sequence* \_\_\_\_\_  
ii. *method of sequencing* \_\_\_\_\_

### 2.5.5. Editing Drafts

Writing an effective paragraph is a complex process which may not happen at once. Any writer, whether experienced or novice, can commit various types of errors while producing the first draft of his written works. It is only through careful edition and revision that one can eventually produce the effective and error free version of his written works. Therefore, **editing is the compulsory stage of any writing process.**

Thus, in this section you will practice how to edit for various problems that could be committed by beginner as well as experienced writers.

**Exercise 33:** *The following is a paragraph with various types of errors. Identify the type of errors and rank them according to their seriousness in distorting the meaning of the paragraph.*

#### Paragraph 1

My bother and I have one purpuse in mind. When we visited everglades national park in florida. We wanted to see a alligator with my own eyes. On our day second there, we

spotted a seven foot long creature floating lazily along the channel. We can easily recognize that this was it. We keep our distance to avoid any risk. This large animal looks slow and sluggish it can move very quickly. The park manager reminded us that it is against the law of the park to tease the alligators. I found that that law easy to obey because I knew that alligators easily eat anything it can swallow.

## Paragraph 2

The social, economic and psychological impacts of chewing chat on the youth. Chat is growing in Ethiopia Harer, Bale and Welega this cash crop has advantage for farmer, whom are their life depend on this crop. On the other hand chat that grow in Ethiopia has great impact on the countries youth as most research show us the youth are passing their time by chewing chata when they want to chew chat they need time money and so on the time they pass when they chew chat has its opportunity cost when they depends socially and economically on their family.

The type of error	Number of error
Spelling (purpose) -> (purpose	

1. Most serious problem
2. Intermediate problems
3. Less serious (surface) problem

The errors that writers commit have different effect on the meaning of the paragraph. Some errors are so serious that they can distort the meaning. Others have medium effect and still some others cause only surface problems.

The following table adapted from (Benson and Byrd 1989) the major types of errors that could be committed by writers while producing their first draft.

No	Stage I- serious errors that may distort meaning		
	<i>Symbol</i>	<i>Type of error</i>	<i>Sample sentence</i>
1	Fr	Fragment	(I) The soldiers become weak. Because they didn't eat for the two day. (c) The soldiers become weak because they didn't eat for the last two days
2	VT VF	Verb - Tense - Form	(I) He is a student since 1980. (C) He has been students since 1980. (I) The government must decided which college to expand. (C)The government must decide which college to expand.
3	Agr	Agreement -Subject/verb -Noun/pronoun	(I) The players comes from Spain. (C) The players come from Spain (I) Each student should hand in their paper. (C) Each student should hand in his paper.
4.	R/O	Run-on	(I) Many students were absent it rained the whole night (C) Many student were absent because it rained the whole night
<b>Stage II-Intermediate Problems</b>			
5	F/P	Faulty Parallelism	(I) I like swimming fishing and to gamble. (C) I like swimming, fishing and gabling.
6	W/O	Word Order	(I) In Ethiopia only those people can be driver who completed grade eight. (C) In Ethiopia only those people who completed grade eight can drive
7	W.W	Wrong Word	(I) The students remembered me of the home work (C ) The students reminded me of the homework
8	W/F	Word form	(I) Intelligent is something of partly natural. (C) Intelligence is something of partly natural.
9	Art	Article	(I) Haile is a best athlete. (C) Haile is the best athlete.
<b>Stage III- Punctuation and Mechanics problems</b>			
10	Co	Comma	(I) If you get bored while reading take walk for few minutes (C) If you get bored while reading take walk for few minutes
11	Cp	Capitalization	(I) I visited <b>florida</b> last time. (C) I visited Florida last year.

12	Sp	Spelling	(I) I sow a beautiful girl in Adama. (C) I saw a beautiful girl in Adama.
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### Some Editing symbols

^	Insert a letter, word phrase or punctuation	- I read the law ^ inertia. -I want ^ take several art courses.
X	Omit a letter, a word or a phrase	- The government of Ethiopia sent troops to the sudane
	Move this word or phrase	- the teacher yesterday gave a test
	Reverse the position of letters	- thier
	Identify a problem	
¶	Begin a new paragraph	

**Note:** The above given editing symbols can be used by the instructor or the student when they edit each others' work. Using these symbols can save time. Some times they can also be used to show only the problem areas and let student correct by themselves. Apply these symbols in editing the following paragraphs.

#### Exercise 34:

*Read the following paragraphs and identify their problems. Then edit the paragraphs by suing the symbols in the above table. The exercises in this section were designed with the assumption that students have already-had the necessary skills in producing sentences that are free from major grammatical and punctuation errors. Of course the exercises may sometimes require you to consult grammar books, dictionaries or your classmates. Please don't hesitate to do so.*

#### Paragraph 1

Humans use three systems to remember information. The first system is sensory memory. Whose information usually disappears in about one second. Unless the information has been transferred to another memory system. The second kind of memory is the short term memory. Unless some further processing occurs with in the short-term memory, the information there disappears in about 30 seconds. This memory generally holds up to seven items easily: the number of digits in a telephone number for example. When your short term memory is full, you can add new items only when some old information

disappears. Information is held in the short term memory and kept current. Through rehearsal until it is associated with similar information already present in the long-term memory. The information is then more or less permanent. Depending on the kind of organization and the individual's ability to recall the information. No one knows how much information can be stored in the long-term memory or how long information can be stored there, some psychologists believe that the human memory has definite limits. While others believe that the memory capacity is unlimited.

1. What is the common problem in the above paragraph?

2. How many problems could you identify?

## **Paragraph 2**

***Identify and circle 10 verb problems in the following paragraph.***

On December 23, 1989, the voyager aircraft completed its nine day non-stop flight around the world. When it lands, it became the first plane to circumnavigate the Earth without land or refuel in mind air. The importance of this achievement by Dick Ratan and Jean Yeager, the pilots, has been comparing to the significance of the first powered flight by the Wrights brothers in 1903, to the first solo-crossing of the Atlantic Ocean by Charles Lindbergh, in 1927, and to the breaking of the sound barriers by Chuck Yeager in 1974. The voyager design by Burt Ratan, and it built by volunteers. The flight faces several near tragedies with its nearly fatal take off and its turbulent meeting with a typhoon on the second day. Fear of not have sufficient fuel become every one's concern during the last few days of the flight. Weighing less than 2,000 pounds and carrying 7000 pounds of fuel at take off, the voyager will undoubtedly have been influenced future commercial and military aircraft design (Benson and Byrd, P87).

## **Paragraph 3**

***Identify and circle eight subject-verb agreement problems in the following paragraph.***

Skimming is a technique that takes a reader through a reading passage much faster than usual. It is not just rapid casual reading. It is careful reading of selected parts of paragraphs. Instead of reading every word in a paragraph, a reader look at the first and the last sentences and tries to identify key words in between. Skimming in this way concentrates a readers attention on certain parts in each paragraph. Because most text books explains a procedure, a situation, an event, or a technique, their expository paragraphs usually begins with a topic sentence. If the topic sentence is not the first sentence is not the first sentence of a paragraph, it may be the last sentence. Key words, synonyms and transitions between these two sentences expands and transitions between these two sentences expands and supports the main idea. Identifying the expected organization of paragraphs also help the reader to find the important ideas. Whether readers want to identify the main points of a relatively simple passage or read a complicated passage with greater understanding, skimming can help. In general, skimming before reading aid comprehension and speed during the reading stage. Skimming can also be useful as a review technique before an exam (Berson and Byrd, P-91)

#### **Paragraph 4**

***Revise the following paragraph by avoiding run-on and choppy sentences***

I like to visit my relatives in the summer time. I go there almost every summer. Summer is the best time for visiting relatives. University is closed. I rarely work in my office in summer. I save enough money all winter for my summer vacation. My summer visit costs me very little I still end up law in purse. I usually spend good time with my relatives. We do so many things. We climb mountain, visit farms. We lit campfire. We eat lots of roast meat. Local “Tella” is the favorite drink. My cosine plays the quitter and we spend the nights singing together around the campfire.

#### **Paragraph 5**

***The following passage contains several shifts in point of view. Change the pronouns so that the person stays consistent throughout.***

Living in a group is not easy. People must come to an agreement about how clean to keep the house. That means he has to compromise. We live little messier than you would like or we have to be a little neater than we would like. In a regular family, the head of the house usually decides how clean the house should be and your decision is not open to discussion. The family members either meet the standard or fall short you don't argue with the stands. In group living people must decide democratically what level of nearness we want and we can reasonably keep up.

### **Paragraph 6**

***Edit punctuation and capitalization problems in the following paragraphs.***

Mr. brown moved to maiami on wednesday 30 march 1973 before that hes lived in california he has two sons and a daughter. His daughters name is juhanan. He wakes up at 130am every morning. His wife also spends her time in the office monday through friday. She is working in lions software company. As a leader of a family he is always hard working person therefore people in his neighbor respect him the whole family of mr brown speaks three languages english spanish french the children sends Christmas and summer vacations with their grandparents in minnesota.

### **Paragraph 7**

***Edit the following paragraph by placing the misplaced modifiers in their correct order.***

Raising a family really is not an easy task. Every one almost think they know the best way: any one scarcely does it perfectly. Many people read Dr. Spok's book which presents clearly one accepted method. Everyone nearly has heard of that book at least.

### **Paragraph 8**

***Re-write the following paragraph by avoiding long wordy sentences.***



In my opinion, I would like to say that we here in Africa today in the first quarter of the twenty first century often show a tendency throughout our nation to place a high value on the successful achievement of an education on the college level for students who have completed a four year high school program and it seems to me that the reason why we believe this is that college is the place where a young man or woman is first helped to begin to grasp and understand what it is that the true meaning of life really is.

**Note:** It is true that one can learn best by being exposed to errors or mistakes committed by others'. So during edition, it is good to encourage students to work in pairs and groups. Editing should be done in steps since it is difficult to avoid all errors at a time. First edit for those errors that can distort the meaning of the text. These are fragments, run-ons, misplaced modifiers, agreement errors (subject/verb, noun/pronoun). Secondly, edit for faulty parallelism, wrong word forms or wrong word orders and article problems. Punctuation and capitalization errors can be edited towards the end.

## 2.6. Types of Paragraph

Discuss the following questions in groups of three.

1. What are the major types of paragraph?
2. What criteria do we use to classify paragraph?
3. How are the following two paragraphs different?

### Paragraph 1

The sun came up in the morning. I got up and had breakfast. After breakfast, I took a shower and let the dog out. I realized I was running late, so I quickly packed my pack and ran to the bus stop. Thankfully, the bus was late and I made it.

### Paragraph 2

Learning disability is the term currently used to describe a handicap that interfere with someone's ability to restore, process or produce information. Such disabilities affect both children and adults. The impairment can be quite subtle and may go undetected throughout life. But learning disabilities create a gap between person's true capacity and his day-to-day productivity and performance.

**Note:** Writers write paragraph for various purposes. They may write to define a term, to introduce a topic, to explain idea, to describe process, to offer solutions to a problem, to convince someone to accept ones idea, to describe what some one or something looks like. Based on the purposes they serve, paragraphs can be categorized into four major types as: **expository, narrative, descriptive and argumentative/persuasive**. In the following section, you will practice how to write these types of paragraph.

### 2.6.1. Expository(explanatory) paragraph

- a) What does to expose mean?
- b) What do you think the purpose of expository paragraph is?

Expository writing is the common type of writing in various disciplines. It has very wide area of application. As the name indicates, expository paragraph explains or clarifies, reveals facts, defines what something is, how it works or it is made and why something happen. Included under expository paragraph **are paragraphs of instruction, definition cause/effect, problem/solution, comparison/contrast, and opinion/reason.**

#### I. Paragraph of Instruction

- a) What is the purpose of paragraph of instruction?
- b) How are the details in this type of paragraph organized?

*Look at the following sample paragraph and answer the questions beneath it.*

#### **Cash Dispenser**

**You need to follow the following steps to get money form cash dispenser.** First, insert your bankcard in to the machine. Then key in your personal number when the machine asks you. Once you have done this, you will be asked to choose the service you require. Make your choice by selecting from the list and by pressing the appropriate button. For example, if you want to get some money, press one of the two keys which say ‘cash’. Then the machine will ask you whether you require another service. Press the ‘no’ button if you don’t want anything else and take out your card when the machine tells you to do so. Then the transaction will be over.

- 1. What type of sentences is used in the above paragraph? What type of tense is used?*
- 2. What kinds of verbs are dominantly used? Can you list some more verbs of the same kind?*
- 3. What types of transitional devices are used?*
- 4. List down the steps involved in the process.*
  - 1st. \_inserting the bankcard*
  - 2nd. \_\_\_\_\_*
  - 3rd. \_\_\_\_\_...*

**Note:** Paragraph of instruction is written to tell someone how to perform a certain activity. In this type of paragraph we use action verbs and commands. To write a paragraph of instruction, one needs to know all the steps involved in the process. Otherwise the instruction may lead to wrong result. **The details of this type of paragraph are ordered in time sequence or chronologically by using conjunctions like, first....then....next....**

**Exercise 35:**

**A. Arrange the following details and write paragraph of instruction by using appropriate transitional devices.**

- build the foundation
- build the walls
- You build the roof

- install the electric wire
  - install the pipes
  - plaster the wall
  - You paint the walls
- Mixing lime with cement to make smooth the wall

**B. Practice writing paragraphs of instruction on the following topics. Check the quality of your paragraphs against the above criteria.**

- a) Making traditional Ethiopian coffee
- b)** How to use public phone
- c) Logging on to computer
- d) How to get registered as a freshman at A.U.
- e) Borrowing a book from library
- f) Building a camp fire
- g) How to build a villa
- h) How to open a new business firm
- You can also write about the experiments you have accomplished in the laboratory here or in your high school classes

## II. Paragraph of Definition

The other sub-type of expository paragraph is a definition paragraph

- a) Why do we define words?
- b) What kind of words need to be defined?
- c) How can we define a word?

**Exercise 36: Read the following paragraphs of definition and tell the words or concepts defined in the paragraphs and the method of defining used in each paragraph.**

### Paragraph 1

The term macromolecule is derived from the Greek “Markos” meaning ‘large’ and the Latin ‘molecula’ meaning particle. It is a grain molecule of very high molecular weight usually greater than 10,000 proteins and synthetic polymers. It is built up by the repetition of many small simple chemical units (monomers).

## Paragraph 2

Flex time **refers to** a policy of replacing the traditional fixed work hours with a more flexible schedule set by employees within certain prescribed limits. These limits typically include a core time and flexible time. During core time such as 9:30 A.M. to 3:00 P.M., all employees are required to be at work. Flexible time is a period before or after core time when employees can exercise their option to start or level work. Flexible time is usually between 7:00 AM to 9:30 AM and 3:00 to 6:00 PM.

## Paragraph 3

**Empathy is** the ability to completely understand another person's point of view. It is a good asset for the police work. By practicing empathy, the police officers can avoid being close-minded. It will help them to see all sides of a traffic accident or a criminal incident. Empathy eliminates bias and instead introduce tolerance, understanding and sympathetic human relation.

**Note:** Definition paragraph is used to explain what something is like or not like. Usually abstract words or technical words need definition paragraph. Definition paragraphs are used when we think that the concept or the topic we write about is not familiar with our potential readers. Definitions can be done **by using examples, comparing and contrasting the term or subject with other words, through complete analysis of its parts, through categorizing or classifying, telling etymology of the word.** A paragraph of definition may include what the term means; when and where the term originated; its application and characteristics; examples or illustrations of the term.

In defining a word, do not forget to check its etymology in the dictionary. That supplies the source and history of the word.

- Definition must often move deeply into description, comparison, contrast classification (naming the class to which the subject belong)
- **Definition should not be circular (a cash dispenser is a kind of dispenser that dispense cash).**
- Definition shouldn't be wordy (A network is anything reticulated or decussated, at equal distance with the interstice between the interaction.
- Definition should also not be too general (A spoon is used for eating).

**Exercise 37:** *Write definition paragraph on the following words or concepts. You may choose your own topics. Read books or ask people to get sufficient information for the topics.*

1. Photosynthesis
2. Globalization
3. Democracy
4. Computer software
5. Thermostat
6. Fixed Asset

- Your instructor may give you other terms or concepts to be defined

### III. Cause-effect paragraph

This type of paragraph starts with why something happened and then states the outcome or the effect or vice-versa.

*Read the following model cause/effect paragraph and identify what caused the events and what the consequences are.*

#### Paragraph 1

What children eat **can affect** their health. Children who do not eat enough food containing vitamin **A** can develop serious nutritional disorders. Of the effects caused by vitamin **A** deficiency, those involving eye disease are the most pronounced and wide spread. Several thousand children became blind each year because of this dietary deficiency which is most prevalent in poor non industrialized countries. **Another result of** vitamin **A** deficiency is skin dryness.

#### Paragraph 2

Over the last eighteen months, tourism has continued to increase on the Hill view. A **major reason** for this increase is the opening of the Rocky Mountain theme park. Attendance at this park has grown each year since its opening in 1988. The completion of

the Dodge country Metro center in March of last year also contributed to increased tourism. Residents from nearby states frequently attend rock concerts at the center and often spend an extra day or two in Hill view to shop or to sight see. Three new hotels have also increase tourism. (Kolin, P, 66)

**Exercise 38:** *Practice writing cause-effect paragraph on the following topics. Follow the steps of writing a paragraph that are discussed in the previous sections*

- a) Deforestation
- b) Global Warming
- c) Alcoholism
- d) Wars in Africa

#### **IV. Comparison and contrast**

This type of paragraph is meant to explain the similarity (comparison) and the difference (contrast) between objects, plants, locations, person events etc. In this type of paragraph, the points or an object for comparison needs to be stated in the topic sentence. The comparison is contrast can be done in two ways: single feature comparisons and whole feature comparison. In the case of single feature of (point by point) comparison a single feature of the first object is compared or contrasted against one feature of the other object. In the case of whole feature comparison, however, first the whole features of the first object or topic is discussed and then followed by the features of the second object. We can write paragraph of comparison and paragraph of contrast separately or do the comparisons and contrast in one paragraph.

**Exercise 39:** *Read through the following sample paragraphs and answer the questions beneath them.*

##### **Paragraph 1**

My younger brother reminds me of my paternal grandfather in many ways. For instance, my grandfather used to speak slowly and firmly. Likewise, my brother hardly changes his idea once he says it. Both persons are huge and muscular and like to do adventurous things. My grand father used to eat raw meat. Similarly my brother likes to visit butchery

almost every other day. My grandfather's hobby was going to the feasts of the wedding ceremony of relatives and neighbors. My brother also enjoys going to night clubs. Because of all these similarities, I always remember my grandfather when I see my younger brother.

### **Paragraph 2**

A good student and a poor student have quite different qualities. First of all a good student has the ability to concentrate for longer hours. Besides, he has good memory. He also likes to take responsibility for his own learning. On the contrary a poor student has mind that wanders and he often misses many point during lecture. In addition to this, he forgets facts very quickly and cannot distinguish the important points form the unimportant ones.

### **Paragraph 3**

The high school senior and the college freshman are as different as day and night. The high school senior is an arrogant person. In contrast, the college freshman is a humble person. A high school senior is at the top of his school, and he does not care who knows it. Yet a college freshman is at the bottom just starting all over again. The high school senior knows everything and everybody, but the college freshman knows little and few people. A high school senior is always busy with activities and surrounded by people. On the other hand the college freshman is busy with studies and is usually lonely. The high school senior is a leader and a "big wheel" but a college freshman is a follower and a "small spoke". Although there may be only a difference of one year, a high school senior and a college freshman are ages apart. (Atkinson, and Hands-on, P-73)

### **Discussion Questions**

1. Which of the paragraph is comparison? Which one is contrast?
2. Which technique of comparison/contrast is used in the above paragraphs?
3. Identify the points of comparison or contrast in the paragraphs?



**Note:** Paragraph of comparison and contrast is usually implemented to show or make clearer how something is similar or different from something else.

**Exercise 40:** *Practice writing paragraphs of comparison and contrast on the following topics. Don't forget to list down points of similarity and difference before you start writing.*

- a) Chewing chat and drinking Alcohol
- b) Country life or City life?
- c) Adama town and your home town
- d) High school teachers and University Lecturers

## V. **Opinion/Reason paragraph**

In this of paragraph, the writer first states his/her assertion or opinion about the topic of discussion and then give reasons or justifications to support his/her assertion. This type of paragraph has similarities with thesis/proof paragraph.

**Exercise 41:** *Read through the following paragraph and identify the opinion or thesis and the reasons or proofs.*

### **Paragraph 1**

Registration this semester was really confusing. First of all, I had to go to six different buildings to register. However, many of the class I wanted were closed. Because of the meeting, I couldn't find those teachers whose signature I needed. Almost all the secretaries in the offices I visited were not willing to give me the right information. So I had to fill out three different applications by asking other partners.

### **Paragraph 2**

Sheila is the **moody artist**. She yells, laughs, cries, and whimpers simultaneously. When I tell her good morning, I never know how she might react. Some days she hugs me and swings me around, making me feel like the center of her universe. On other days, she completely ignores my greeting and goes about her business.

Children, before they learn the self-control we consider maturity, possess this same unpredictable flow of emotions.

### Paragraph 1

Opinion \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_Reasons \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Paragraph 2

Opinion \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_Reasons \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Exercise 42:** *Practice writing paragraph of opinion/reason on the following topics.*

- a) The importance of guidance and counseling in universities
- b)** Sex before marriage
- c) Early marriage
- d) Campus life

## VI. Problem/Solution paragraph

This is also the common type of paragraph in academic writing. In this type of paragraph, the writer is required to answer the following four questions: What is the problem? What is the effect or the result of the problem? What is the cause of the problem? What is its solution?

*Read the following sample problems/solution paragraph adapted from (Ezor and Lewis, 1984) and try to answer the above four questions.*

### Paragraph 1

The railroad strike had immobilized the city. Workers could not get home for many hours. Some had made plans to stay overnight with friends who lived near their office. There were mile long waiting lines for buses, and tempers were short. The railroad engineers thought they deserved more money for their work. In addition, the way things were going, it seemed that only a significant increase in workers' salaries would get the trains rolling again.

a) What is the problem? \_\_\_\_\_

\_\_\_\_\_

b) What caused the problem? \_\_\_\_\_

\_\_\_\_\_

c) What are the effects or consequence?

\_\_\_\_\_

\_\_\_\_\_

d) What are the possible solution(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Exercise 43:** *Practice writing problem/solution paragraph on the following topic. Your paragraphs should give answers to the above four questions. Before you start writing the paragraphs, create your details in line with the following points*

Problem \_\_\_\_\_

\_\_\_\_\_

Effect(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Causes(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Solution(s) \_\_\_\_\_  
\_\_\_\_\_

**a) Prostitution** =having a sex for payment

**b) Abortion**

**c) Juvenile Delinquency**

**d) Wars in Africa**

## 2.6.2. Narrative paragraph

### Brainstorming Questions

1. What is narration?
2. What do you think narrative paragraphs are useful for?
3. How are details in narrative paragraph sequenced?
4. When do we write narrative paragraphs?

**Exercise 44:** *Read the following sample paragraphs of narration and try to answer the above questions.*

### Paragraph 1

Yesterday evening I got home from work at 6 o'clock. My wife had prepared dinner which we ate immediately. After I had cleaned up the kitchen, we watched TV for about an hour. Then we got ready to go out with some friends. Our friends arrived at about 9 o'clock and we chatted for a while. Later we decided to visit a jazz club and listen to some music. We really enjoyed ourselves and stayed late. We finally left at one o'clock in the morning.

### Paragraph 2

Every Saturday morning I get up at eight o'clock. I immediately cook breakfast and my daughter and my wife and I usually have breakfast together. I usually go shopping. My daughter and wife usually go to the park to have some fun with the other children in our neighborhood. After I do the shopping, I come home and my wife and I clean the house. My wife then cooks lunch while my daughter plays in her room and then we eat together. After lunch, we sometimes go shopping. If we do not go shopping, we often go to the countryside for a nice walk. We often get home quite late and have a small dinner. We usually watch a film on TV and then go to bed at about eleven o'clock.

1. List the major events in the above paragraphs.
2. What types of transitional words are used? Underline them.

**Note:** A narrative paragraph presents events or episodes that occurred in some time sequence usually beginning with the earliest and developing it up to the latest. In this type of paragraph, ideas or details are arranged in chorological or climatic orders. In narrating a true story, since we narrate about past events, predominantly we use past tenses. But in fictitious stories and daily routines, we use present simple tense. In narrative paragraph the story of an event need to be put in their proper sequence of occurrence so that the reader easily follows the thread of the story.

- **Good narrative paragraph requires**
  - Carefully considered beginning, middle and end
  - Carefully selected and arranged details
  - Dominant impression
  - Chorological arrangement of details

**Exercise 45:** Use the following details to write a coherent paragraph of narration. Start your paragraphs with topic sentence and use appropriate transitional word.

#### **Paragraph 1**

- a) left at 4:0 PM on a fishing trip
- b) drove for two hours
- c) arrived at the lake
- d) rented a boat
- e) rowed out in to the lake

- f) discovered I had left my fishing gear at home

### Paragraph 2

- a) decided to paint the picture of my dog
- b) bought paints and brushes
- c) the dog came closer to me wagging his tail
- d) the paint spilled on the rug
- e) I shouted seriously
- f) The dog ran off the house

### Exercise 46:

**I. Practice** *writing a narrative paragraph on the following topics. First outline the events of the story. Then show your first draft to your friend or instructor.*

- a) My first day at Adama University
- b) My daily Routines *=by using spr tense.*
- c) The Day I shall never forget (what happened? Where? Who were involved?)
- d) My life History (start with your Birth date)
- e) Marriage ceremony among (one particular ethnic group in Ethiopia)

**II. Re-arrange the following jumbled sentences and write a coherent paragraph of narration.**

fcdiahgbe

- 5 a) I was never given permission to visit his family again
- 8 b) They sent me off with the usually warning about not hiding in the middle of the street or being back in time for supper.
- 2 c) They often invited me over to their house.
- 3 d) One year, my mother and I were looking at my classmates' picture and I pointed out a good friend of mine whose house I had often visited.

- 9 e) I believe that we are born with no natural instinct for prejudice but that we learn prejudices later in life from others.
- 1 f) When I was in grade school, I had many friends
- 7 g) When I complained, I was told my friend was not a desirable influence
- 6 h) My parents would not let me go if I asked politely
- 4 i) Looking at his picture, my mother realized he was of different race. (Guth, 1989)

### 2.6.3. Descriptive paragraph

1. What is description?
2. What do we describe?
3. What is the use of descriptive paragraph?

**Exercise 47:** *Read the following paragraphs adopted from internet sources and answer the questions beneath them.*

#### Paragraph 1

A big mountain has towered above the village since time began. Its base is densely wooded with birches and fire trees. Where trees had been cut down long ago, wild black berries grow. A well beaten path, winds upwards through woods and berry patches all the way to the tree line. Shrubs sparsely cover the middle of the mountain, and above that, nothing grows.

#### Paragraph 2

Watson and the Shark is a painting by John Singleton Copely. In the foreground of the painting, one naked man is being attacked by a huge gray shark in the cold and choppy seawater. One small overloaded rowboat is near the naked man and the frightening shark. There are nine horrified men in this rowboat. They are trying to rescue the naked man. One young man takes a long spear and wants to kill the shark. Some people are reaching for his hand, and some are throwing a rope for him to catch. In the background of the

painting, under the dark and cloudy sky, there are many ships stopping in the stormy harbor. The whole painting makes people feel tension and fear.[on line]

### Paragraph 3

A light air craft is a kind of aero plane which has propellers on the nose. It has two wings and a tail. The undercarriage of a light aircraft has wheels. A light aircraft can land and take off from runway. It can fly forward only. It accommodates few passengers.

### Paragraph 4

This is the reference room in Adama Public Library. There are many books on different topics put on the shelves arranged in five rows. The library doesn't have many tables, but usually any students from the nearby secondary schools come here to study for their exam. Several students are working at each table. One student is looking up a word on a big dictionary near the librarian desk. Two students are talking to the librarian holding their ID, Card at their hands. A girl is copying some thing from the Encyclopedia. Many students are reading.

### Discussion questions

1. What are the subjects described in the above paragraphs?
2. What types of methods are used to order the details of the paragraphs?
3. What kind of transitional devices are used dominantly? List them.

**Note:** Descriptive text is a verbal representation of an object, a person, a scene of events, sensation or emotion. In other words, descriptions are the means of creating the images of something or somebody in the readers' mind, or help them visualize. In descriptive writing we use adjectives related to our senses of smell, sight, touch, hearing, taste. Descriptive writings are generally grouped in to two: **imaginative** and **technical**. **Imaginative description** also called literary description often uses language that can appeal to the sense of the reader and evoke some sort of emotional feeling. Imaginative description is filled with the writer's personality and opinions. On the other hand, **technical description** presents factual information in objective language. This type of description is meant to draw the picture of the subject in the readers mind without attempting to appeal to the emotion or feelings of the reader. Technical description is



mainly meant to answer the following three questions: what is it? (Definitions) what does it look like (physical description), How does it work? (Process description)

**Exercise 48: Write a descriptive paragraph on the following topics**

1. My dormitory
2. A bicycle
3. our cafeteria
4. A frying pan

## **I. Describing People**

When we describe people, we usually use adjectives that help us distinguish the person from other persons. The major focuses of description of people are *face, hair, physique, age, clothing and personality characters*.

***Read the following sample paragraph and answer the questions beneath it.***

Meti is a young girl in her early twenties. She is short and plump. She has chocolate round face with dimples on both sides. One can easily get trapped by her small sharp eyes which are carefully placed on either side of her small flat nose. Meti has thick eyebrow like Indians. She has smooth, black long hair which she usually wears in plait. Her thin lips are naturally black. There is always a sense of freshness and smile on her face. Meti usually likes to wear tight body t-shirts and jeans trousers. She is sociable and helpful person whom every one in the office enjoy working with.

1. Mention the body parts used in describing the girl
2. List as many adjectives as you can which are used in the above paragraph.
3. In pairs add some more adjective that are used to describe our body parts.

4. Describe someone in your class. Don't forget to include the necessary details that distinguish the person from the other students in the class.

### Exercise 49

#### **A. Fill in the gaps to complete this descriptive paragraph about yourself.**

I am 20 years old, I looks beauty. (your **looks**). I wear white colored clothes because the condn.is sunny. I am a genius student. I **like** / don't like my job because it satisfies me. I enjoy reading at morning. I often study at morning evrdy (describe how often you do your hobby). I also like ploughing the farm land (write about another hobby) because it is the pillar of our income. I live in negelle. People in negelle are always busy. **I enjoy** / don't enjoy living in negelle because the challenge life condn. made me cleverman.

- B. Describe one of your classmates. Before you start writing your paragraph, list down every detail about the physical appearance, clothes, and personality of the person you describe, but don't mention the name of the person. Read out the paragraph to one of your classmate or the whole class and let them guess the person in your description.

*The following adjectives are useful for describing people. Please add some more adjectives to the list.*

Age	Body Build	Height	Face	Hair	Distingui shing features	personality

<ul style="list-style-type: none"> <li>- young</li> <li>- elderly</li> <li>middle aged</li> <li>- teenager</li> <li>- in early 30's</li> <li>- late 30's</li> <li>- aging</li> </ul>	<ul style="list-style-type: none"> <li>thin</li> <li>plump</li> <li>fat</li> <li>muscular</li> <li>huge</li> <li>heavily built</li> <li>skinny</li> <li>frail</li> <li>slim</li> <li>bonny</li> <li>slender</li> <li>over weight</li> <li>broad</li> <li>shoulder</li> </ul>	<ul style="list-style-type: none"> <li>medium</li> <li>tall</li> <li>short</li> <li>dwarf</li> <li>tallish</li> <li>rather tall</li> <li>rather short</li> </ul>	<ul style="list-style-type: none"> <li>- long</li> <li>- round</li> <li>- baby</li> <li>- thin</li> <li>- full lips</li> <li>- thin lips</li> <li>- bonny</li> <li>- wrinkled</li> <li>- frowning</li> <li><b>nose</b></li> <li>- straight</li> <li>- flat</li> <li>- short</li> <li>- broken</li> <li>- Chinese</li> <li>- flaring nostrils</li> <li>- turned up</li> <li><b>eyes</b></li> <li>- big</li> <li>- small</li> <li>- sharp</li> <li>- pointed</li> <li>- bulged</li> <li>- sparking</li> <li>- honest</li> <li>- looking</li> <li>- green</li> <li>- Blue</li> <li><b>Eye</b></li> <li><b>lash/lid</b></li> <li>- Thin</li> <li>- thick</li> </ul>	<ul style="list-style-type: none"> <li>long</li> <li>short</li> <li>curly</li> <li>waist long</li> <li>shoulder</li> <li>long</li> <li>-plait</li> <li>-dark</li> <li>-smooth</li> <li>-kinky</li> <li>-bald</li> <li>-thinning</li> <li>-receding</li> <li><b>color</b></li> <li>fair</li> <li>brown</li> <li>black</li> <li>going grey</li> <li>grey</li> <li>mousy</li> <li>untidy</li> <li><b>Style</b></li> <li>- with</li> <li>plait</li> <li>- pony tail</li> <li>- fringe</li> <li>- pig tail</li> <li>-dread</li> <li>lock</li> <li>-curly</li> </ul>	<ul style="list-style-type: none"> <li>-beard</li> <li>-mustache</li> <li>-scar on</li> <li>-square jaw</li> <li>-beauty spot</li> <li>-dimples</li> <li>-wrinkles</li> <li>-side</li> <li>burns</li> <li>-clean</li> <li>shaved</li> <li>-a scar</li> <li><b>Female</b></li> <li>- attractive</li> <li>- pretty</li> <li>- beautiful</li> <li>- homely</li> <li><b>Male</b></li> <li>-Good looking</li> <li>-Hand some</li> <li>-Striking</li> </ul>	<ul style="list-style-type: none"> <li>- shy</li> <li>- reserved</li> <li>- moody</li> <li>- sociable</li> <li>- alert</li> <li>- intelligent</li> <li>- good looking</li> <li>- friendly/cheerful</li> <li>- overt</li> <li>- hidden</li> <li>- confident</li> <li>- untidy</li> <li>- bad tempered</li> <li>- cheerful</li> <li>- generous</li> <li>- reliable</li> <li>- conceited</li> <li>- friendly</li> <li>- calm</li> <li>- aggressive</li> <li>- decent</li> <li>- agreeable</li> <li>- fishy</li> <li>- talkative</li> <li>- sophisticated</li> <li>- funny</li> <li>- amusing</li> <li>- bushy</li> <li><b>Chin</b></li> <li>- double</li> <li>- cleft</li> <li>- weak</li> <li>- pointed</li> </ul>
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## II. Describing Scene

A scene is an event or incident that happens for short moment in a given area. It is also a place with all its appearance and life going on it. For example the above paragraph about Adama Public library is an example of description of a scene. **When we describe a scene we need to include details about the physical appearance of the place and the activities which were taking place at the time of our observation.**

**Exercise 50: Write a paragraph describing the scenes in the following places and occasions .When you write the paragraphs, include the following information and use present tense**

1. *Where is the place?*
2. *What is going on around?*
3. *Who are the participants?*
4. *What does the place like?*

- b) **A scene at your cafeteria at lunch time**
- c) **A scene in your classroom**
- d) **A scene at students lounge**

#### **2.6.4. Argumentative or Persuasive paragraph**

- e) What does to persuade or to argue mean?
- f) What are the purposes of argumentative or persuasive paragraph?

*Read the following sample argumentative paragraph and answer the questions beneath it.*

##### **Paragraph 1**

Some people consider abortion as natural and urge the government to give it legal base. They claim that abortion helps as a means of controlling population growth. However, in my opinion, abortion should not be legal for many reasons. First of all, it is against the word of God to deliberately kill human being. Secondly, abortion can facilitate the spread of HIV/AIDS and other diseases because if abortion is legal youngsters are encouraged to make unsafe sex for they are sure that they can get ride of any possible unwanted pregnancies. It is also against the right of human being to deny the baby the right to live. Abortion can also create some psychological and moral crisis on those females who commit it. Therefore, governments should not give abortion any legal support.

##### **Paragraph 2**

The annex of City Hospital should be closed at once. The building is in poor physical conditions, and the city cannot afford to make urgently needed repairs to roofs, floors,

and walls. Also doctors on the annex staff have complained the surgical facilities are dangerously obsolete. Visitors to the annex can no longer reach it easily by public transportation because bus lines serving the annex area run too frequently. The annex is a relic of an earlier time and **should be allowed to retire.** (Ezor and Lewis, P-22)

1. What are the stands of the writers on the topic in the paragraphs?
2. What are the rationales the writer uses to support his claim?
3. What justifications may you raise if you are asked to write a paragraph in favor of abortion (paragraph 1)?

**Note:** In persuasive or argumentative paragraph, **a writer states his proposition or assertion on a given topic and persuades others to accept his proposition or opinion by raising supportive evidences or reasons.** The writer states his proposition against or in favor of some other people's point of view. The writer may start his argument first by stating what his opponents say on the topic and then refute it by raising his reasons or evidences.

**Exercise 51:** *Write an argumentative paragraph on one of the following topics. When you write, follow the steps below.*

- *You may mention you opponent's point of view.*
- *State your proposition/opinion first clearly.*
- *List down your supporting details or your evidences.*
- *Don't use contradictory ideas or evidences in your argument.*

**1. Chewing chat**

**2. Should female students at University favored**

**3. Western films should/shouldn't be banned**

**The outline for the one topic is done as an example for you.**

Title:- Smoking

**A. Good(argue for)**

- relaxing

- avoid loneliness

- Soothes one at the time of difficulty

- pas-time

**B. Bad(to write against)**

- may cause cancer

- ruins teeth/lips

- bad smell

- loss of appetite

-against religion

**Note:**

In section 2.4 above, you have seen the four types of paragraph with their sub-type. These paragraphs are grouped according to the purpose they serve for the readers. In reality however, a single paragraph may serve two or three purposes at a time. For example, an expository paragraph can hold some elements of descriptive or narrative paragraphs. Therefore it is not uncommon to come across a paragraph which serves two or three purposes yet with one dominant purpose.

**Exercise 52: Read the paragraphs below and identify their type (Persuasion, Narrative, Descriptive, or Explanatory)**

1. The movie set was tense. The director and the leading actor had been arguing **in a corner** for ten minutes. They were discussing the interpretation of one of the actor's lines. The other actors **stood under the hot lights and waited**. The make-up artists were checking to see if the lights had melted anyone's make-up. It was late, and the crew was starting to **grumble**. Suddenly the meeting broke up. The director and the star were both **smiling** as they walked back onto the set. Sighs of relief rose as everyone scurried back to work. *==narrative*
2. The movie set **looked like** a huge Roman coliseum. Thousands of extras sat in the stands dressed in Roman togas. Dozens of chariots stood in a line. At the head of each was a powerful team of horses held by a trainer. At the front of the set stood the director and the camera crew. Suddenly a crewmember with a bullhorn shouted "Action!" The extras jumped up and cheered. The charioteers cracked their whips. The cameras began to roll. *==discriptive*
3. A movie set is the area in which a motion picture is filmed. Most sets are built inside movie studios. These sets are built in large, windowless buildings, called "sound

stages." Here, both the picture and the dialogue can be recorded. Indoor sets on sound stages are convenient because the necessary cameras, sound equipment, and wiring can be permanently installed. At other times, however, a movie set is built "on location," or outside the studio. This allows the film makers to use actual physical landscape as scenery. If the movie calls for rivers, mountains, or jungles, it can be cheaper to film in real places than to build imitation scenery. *expository*

4. Before you go camping in Florida, **plan a head**. Do not wind up in the wilds when you want to be near Disney World, and don't wind up on a concrete RV pad when you really want the forest primeval. Find out what parks are available, and what they are like. Get good information on what to expect, and what your options are. This can make all the difference in the quality of your vacation. *=expository*

## **CHAPTER THREE: Essay Writing**

### **3.1. Introduction**

In this chapter, you work on the higher level of writing skills: essay writing. The chapter contains four main points. First, pre-writing considerations which incorporate selecting a subject, defining a purpose and identifying an audience. Second, such idea generating techniques like listing, clustering, cubing and free writing are discussed. The third section deals with definition of an essay and its component parts like thesis statement, introductory paragraph, body paragraph and concluding paragraph. In the final section the four types of essay –**exposition**, **argumentation**, **description** and **narration** are discussed and exemplified. As far as possible examples and exercises are provided with all the points raised to help you develop the skill to the required level.

### **3.2. Objectives**

At the end of this chapter, you will be able to:

- ▢ **define essay**
- ▢ **identify the component parts of an essay**
- ▢ **select the subject of your essay**
- ▢ **define the purpose of your essay**
- ▢ **identify the audience of your essay**
- ▢ **identify the types of essay**
- ▢ **generate ideas and write sample essays for each type of essays mentioned in the chapter**

#### **3.2.1. Pre-Writing Considerations**

#### **3.2.2. Selecting a Subject**



Discovering and limiting a subject to write about or finding a way to make an assigned subject of your own is one of the challenges that you encounter. Sometimes an appropriate subject or a unique angle may come to you with little effort; but when this does not happen, you can attempt one of the approaches given down here; (techniques for discovering a subject of your essay).

**C. Pursuing your interests and experiences**

To discover an essay subject when your instructor may not have given you one to write on, review your own experiences, interests and curiosities. Look for a subject you already know something about or have been wondering about

**e.g. Some issues at your university, hometown, environment, etc.**

**D. Keeping a journal** – many writers record their thoughts and observations in a journal, a diary that is concerned more with ideas than with day-to day events. Many journal keepers write every day; others make entries less regularly.

Whether you keep a journal on your own or by requests, it can provide many ideas for writing.

**E. Observing your surroundings-** sometimes you can find a good subject (for your essay) by looking around you, not in the half conscious way most of us move from place to place in our daily lives but deliberately, all senses alert.

To get the most from observation, you should have pen or pencil and paper handy for notes and sketches.

**F. Reading** – Mine newspapers, magazines, and books for writing subjects.

**G. Free writing-** write your way into it-write without stopping for a certain amount of time (say ten minutes, or to a certain length say one page). The goal of this free writing is to bypass the part of your mind that doesn't want to write or can't think of anything to write and to let words themselves suggest other words.

**H. Limiting the subject** - narrow your subject to a specific topic.

**Example**

1 ⇒ Summer jobs

**Broad Subjects**

**Specific topics**

- 1a ⇒ Kinds of summer jobs for  
university students
- 1b ⇒ How to find a summer job
- 1c ⇒ What a summer job can teach

### Exercise 1

*Take three or four of the following general subjects (broad subjects) and make it specific topic of your own essay. Write a short essay of four paragraphs.*

- |                       |                                |
|-----------------------|--------------------------------|
| 1. The environment    | 5. Science                     |
| 2. University Courses | 6. Automobile safety           |
| 3. University Sports  | 7. Relations between the sexes |
| 4. Success            | 8. Travel                      |

### 3.3.2. Defining a Purpose

A writer's purpose is his or her chief reason for communicating something about a topic to a particular audience. Purpose includes three elements of the writing situation-**the writer, the topic and the audience.**

**Purpose** ties together the specific context in which the writer is working and the goal he/she hopes to achieve. The purposes for writing can be to entertain readers, to express yourself, to explain something to readers (expose) and to persuade readers to accept or act on your opinion (argumentation).

### Exercise 1

For each of the following topics, suggest the likely purpose (**entertainment, self expression, explanation, persuasion**) and the possible audience to which the essay could be addressed

1. why a foreign language should be required in university or college
2. four kinds of rock music
3. the place where I feel most relaxed
4. a vacation that was a comedy of error
5. how to find a trusty automobile mechanic

### 3.3.3. Identifying an Audience

Audience is often identified or implied in a writing assignment: when you write an editorial for the student newspaper favoring expansion of the university health facilities, your audience is fellow students, who will be reading the paper for information of general and personal interest; when you write a report on a physics experiment, your audience is your physics instructor, who will be reading to evaluate your competence and see if you need help. If no particular audience is specified or implied, then, as with purpose, you are free to decide whom you want to address; your boss? Your classmates? Those who drive cars? etc.

#### Questions you need to ask yourself about audience.

1. Will my readers expect **information, opinion, entertainment, self-expression, or some combination?**
2. What do I want them to know or do and how do I make that clear to them?
3. What characteristics do the readers share? Age or sex, occupation-students, part-time workers, professional colleagues, etc. social or economic role – adults, children, car buyers, potential employers, etc. economic or educational background, political, religious, or moral beliefs and values,
4. How much do I have to tell them?
5. If my topic involves specialized language, how much should I use and define?
6. What ideas, arguments, or information might surprise readers? Excite them? Offend them? How should I handle these points?
7. What misconceptions might readers have of my topic? Or my approach to the topic? How can I dispel these misconceptions?
8. What role and tone should I assume? What role do I want readers to play?

Note that general audience includes people of diverse backgrounds and interests.

General audiences read newspapers and magazines such as **Time** and **News Week**.

Most writings for the academic disciplines such as literature, psychology, management, physics, automotive, manufacturing, etc are not addressed to a general audience but to a specialized audience of practitioners of the discipline, represented by your instructor.

### 3.4. Idea Generating Techniques

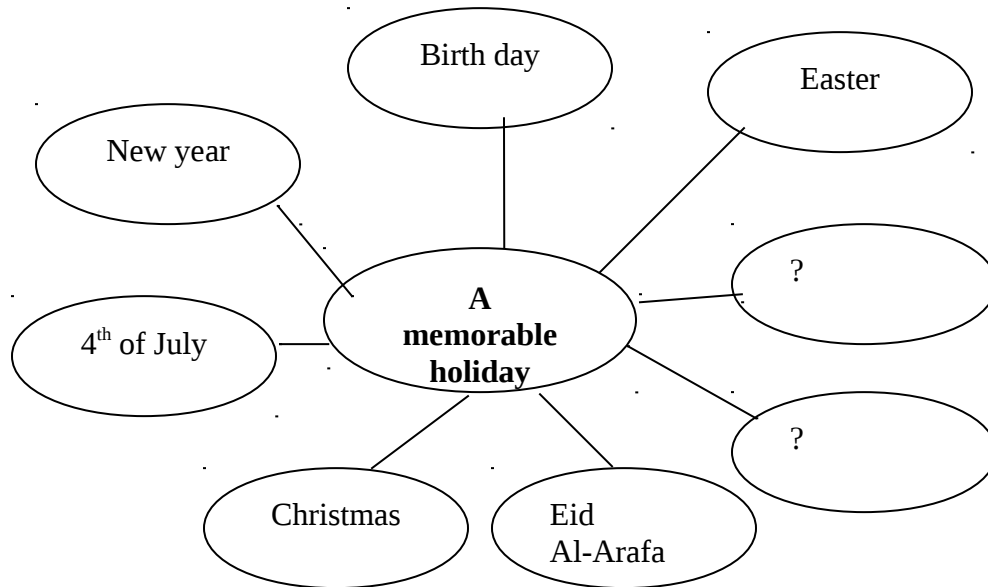
After you discovered and limited **the subject**, **determined the purpose** and **identified the audience of** your essay, the next question will be organizing your ideas. However, there is another challenge for any writer; to generate ideas for his/her topic/subject. Down here are presented some of the simple techniques to assist you generate ideas. Practice each of them for ten minutes.

**A. Listing** – try to jot (write) down whatever ideas that come to your head about your topic. For example, a quick list on jogging might look like this:

healthy	races	going too far
shoes	training	going too fast
fresh air	warm- ups before running	
good for heart	cool-downs after	
good for lungs	no weight loss	

**B. Clustering** – another excellent technique is clustering sometimes known as mapping. Place your general subject in a circle in the middle of a blank sheet of paper and begin to draw other lines and circles that radiate from the original subject. Cluster those ideas that seem to fall together. At the end, see if a topic emerges from any of your groups of ideas.

E.g . Clustering on the subject of “A memorable Holiday”.

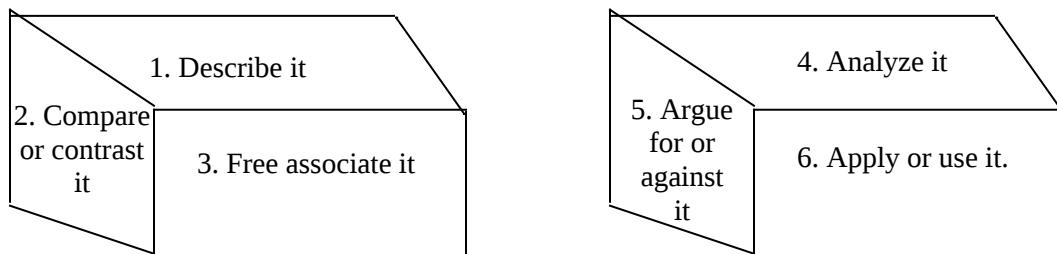


## Exercise 1

*Select two of the large subjects among the following, and through listing or clustering details or another technique to find focused topics, write an essay of 500 to 800 words on one of the topics.*

Pollution	politics	childhood	health
Athletics	drugs	education	agriculture
Technology	hydroelectric power		

**C. Cubing** – still another way to generate ideas is cubing. Imagine a six-sided cube that looks something like this:



Mentally, roll your subject around the cube and free write the answers to such questions as the following.

- 1. Describe it:** What does your subject look like? What size, colours, textures does it have? Any special features worth noting?
- 2. Comparing or contrasting it:** What is your subject similar to? What is your subject different from? In what ways?
- 3. Free-associate it:** what does this subject remind you of? What does it conjure up?
- 4. Analyze it:** How does it work? How are the parts connected? What is its significance?
- 5. Argue for or against it** – What arguments can you make for or against your subject? What advantages or disadvantages does it have? What changes or improvements should be made?
- 6. Apply it:** what are the uses of your subject?

### **D. Journalist's Questions**

Asking yourself a set of questions about your topic and writing out the answers can help you look at your topic objectively and see fresh possibilities in it.

Asking these questions can also provide some structure to the development of ideas.

These questions are:

**Who was involved?**

**What happened and what were the results?**

**When did it happen?**

**Where did it happen?**

**Why did it happen?**

**How did it happen?**

Note that these questions are useful in probing an essay topic, especially if your purpose is to entertain or to explain by telling a story from your experience or from history or by examining causes and effects.

## **3.5. Definition and Component Parts of an Essay**

### **Review Questions**

**Discuss the following questions with your partner**

1. What is a paragraph?
2. What component part has a paragraph? Can you tell your partner the functions/ purpose of each of the parts of a paragraph?
3. What is an essay? Can you guess what component parts it has? Tell your partner.
4. What similarities and differences have you recognized between a paragraph and an essay?

An essay, also known as a theme or paper, is a short non –fiction composition, the content and organization of which are guided by a single controlling idea, the thesis statement.

Just as a topic sentence guides the development of a paragraph, **the thesis or controlling statement** limits and sums up the point of the essay. As a paragraph is a series of



sentences developing into one topic, an essay is a series of paragraphs arranged to elaborate and support the thesis. Both an essay and a paragraph contain similar parts: **a controlling sentence, supporting explanation and details, logical transitions, and a conclusion.** They both consist of a **beginning, a middle, and an end**; both are **unified** and **coherent**.

As you work on your first rough draft, you must think of your essay as a coherent, unified whole composed of three main parts: **the introduction (lead – in, thesis, and essay map)**, **the body (paragraphs with supporting evidence)** and **the conclusion** (final address to the reader). These three parts should flow smoothly into one another, presenting the reader with an organized, logical discussion of the point you raised.

We shall discuss these points in detail in the following sections

### 3.5.1 . Thesis Statement/ sentence

Most essays are focused on and controlled **by a single main idea** that the writer wants to communicate to readers – a central point to which all **the general** statements and specific information of the essay relate. This main idea, called the thesis, encompasses the writer's attitude toward the topic and purpose in writing. It is wise to try to **pin down** your thesis once you have a sense of your **purpose**, your **attitude**, your **audience**, and **the information you will use**. If you do this, the thesis can help keep you focused throughout the rest of the writing process, or it can serve as a point of reference so that you recognize changes in intention or direction if they occur.

A good way to develop your thesis is to frame it in a thesis sentence/ thesis statement.


The thesis statement gives you a vehicle for expressing your thesis at an early stage, and eventually it or a revised version may be placed in the introduction (first part) of your final essay as a signal to your readers.

The thesis statement serves two crucial functions and one optional one. Among the following, **the first** and **the second** are the **crucial functions** where **as the third one is optional**:

1. Thesis statement narrow the topic to a single idea that you want readers to gain from your essay.

2. It asserts something about the topic, conveying your purpose, your opinion, and your attitude.
3. It may provide a concise preview of how you will arrange your ideas in the essay.

Look at the following **example topics and the corresponding thesis statements** (sentences) that fulfill the first two functions, and in one case, (e.g.2) the third of these functions.

 <u><b>Topics</b></u>	<u><b>Thesis statement / Sentence</b></u>
1. Why the federal government (of USA) should aid college students	1. If it hopes to win the technological race, the United States must make higher education possible for any student who qualifies academically.
2. The effects of strip-mining	2. Strip mining should be tightly controlled in this region to reduce its pollution of water resources, its permanent destruction of the land, and its devastating effects on people's lives.
3. My city neighborhood	3. The main street of my neighborhood contains enough variety to make almost any city dweller feel at home.
4. The dynamics of single parent families	4. In families consisting of a single parent and a single child, the boundaries between parent and child often disappear so that the two interact as siblings or as a married couple.

Note that thesis sentences/ statements serve the first two functions listed above. That is, they state a single idea about the topic, and the assertion conveys information about the writer's stand on the topic. Sentence 2 serves the third function of previewing the main supporting ideas and their order (Serves as an essay map). From these sentences we know that each writer has his/her own primary purposes. **The first two sentences- persuasion, the last two sentences explanation.** These sentences not only state opinions but also reveal the writer's attitudes. For example **strong feelings and a sense of urgency in sentences 1 and 2 where as sentence 3 expresses 'Pride' and 4 expresses objectivity.**

### **Exercise 1**

**Evaluating the following thesis sentences, considering whether each one is sufficiently limited, specific, and unified (write SLSU or NOT in front of the sentences).**

**Rewrite the sentences as necessary to meet these goals.**

<b>NB: SLSU = Sufficiently Limited,</b>
---

- \_\_\_\_\_ 1) Traveling on a tight budget can be educational.
- \_\_\_\_\_ 2) Aggression usually leads to violence, injury, and even death, and we should use it constructively.
- \_\_\_\_\_ 3) Gun control is essential.
- \_\_\_\_\_ 4) One evening a radio talk show amply illustrates both the appeal of such shows and their silliness.
- \_\_\_\_\_ 5) City people are different from country people.
- \_\_\_\_\_ 6) Television is a useful baby sitter and an escape for people who do not want to think about their own problems.
- \_\_\_\_\_ 7) Drunken drivers, whose perception, coordination, and reaction time are impaired, should receive mandatory suspensions of their licenses.

### **Exercise 2**

***Write limited, specific, and unified thesis statements for three of the following topics. Each of your statement (sentences) should convey the purpose given in parentheses and your own attitude.***

- 1. a frustrating experience (self-expression).
- 2. how an old house or apartment is better than a new one or vice versa (explanation)
- 3. how to care for a plant (explanation)
- 4. why students attend university (explanation)
- 5. how a rumor spreads (explanation)
- 6. why divorce laws should be tougher (or looser) (persuasion)

### 3.5.2. Introductory Paragraph

When you write your introductory paragraph, assume that you have only a few sentences to attract your reader. So, you must pay particular attention to make those first lines interesting and well written. This paragraph draws the readers from their world into your (the writer's) world. It should focus readers' attention on the topic and arouse their curiosity about what you have to say. It should be concise, specific, show your attitude, sincere and interesting.

The safest kind of introduction opens with a statement of the essay's general subject, clarifies or limits the subject in one or more sentences, and then the thesis statement (sentence), asserts the point of the essay. See the following introductory paragraph.

**(1) We Americans are clean people. (2) We bathe or shower regularly and spend billions of dollars each year on soaps and deodorants to wash away or disguise our dirt and odor.**

**(3) Yet cleanliness is a relatively recent habit with us. (4) from the time of the Puritans until the turn of the twentieth century, bathing in the United States was rare and sometimes even illegal.**

In this introductory paragraph, the first two sentences offer the writer's subject and elaborate on it, leading the readers to focus on something within their experience. Then, introducing a less familiar but related idea, the third sentence forms a bridge from common experience to the writer's specific purpose. The fourth sentence, the thesis, states that purpose explicitly.

Note that you can use some of the following strategies for opening (introducing) your paragraphs.

1. Stating the subject
2. Using a quotation
3. relating an incident
4. creating an image
5. asking a question
6. stating an opinion

## 7. making a historical comparison or contrast

Though these are taken as some of the strategies, an effective introductory paragraph need not be long.

**e.g. I've often wondered what goes into a hot dog. Now I know and I wish I didn't.**

Don't start your essay with such phrases as "the purpose of this essay ---", don't refer to the title of the essay in the first sentence, & don't start with "According to Webster---"

### 3.5.3. Body Paragraphs

The middle or **body of your essay** is **composed of paragraphs that support the thesis statement**. By citing **examples, explaining causes, offering reasons, or using other strategies** in **these paragraphs**, you supply enough specific evidence to persuade your reader that the opinion expressed in your thesis statement is a sensible one. Each paragraph in the body presents and develops on main point in the discussion of your thesis. Generally, but not always, **a new body paragraph signals another major point in the discussion**.

Before beginning to write the draft of your essay's body paragraphs, you have to have a plan for your writing. You can benefit from an essay map which is a brief statement in the introductory paragraph introducing the major points to be discussed in your essay. Suppose you want to write an essay to praise your schools or university's study skills centre. **Examine the following two sentences each of them with a thesis statement and an essay map.**

1. **Because of its free services, well-trained tutors, and useful learning aids**, the study skills center is an excellent place for freshmen seeking academic help.
2. For those freshmen who need extra help with their basic course, the Study Skills Center is one of the best resources **because of its numerous free services, well-trained tutors, and variety of useful learning aids.**

Note that the **bold parts in** the two versions of the same thesis statement is **the map of your essay**. This part (essay map) will provide you a set of guidelines for organizing your essay, and it will keep you from wandering of into areas only vaguely related to your thesis.

A clearly written thesis statement and essay map provide a skeletal outline for the sequence of paragraphs in your essay, mostly with one body paragraph devoted to each main point mentioned in your essay map. Although the number of points in the **essay map** may vary, three or four may be the number found most often in 500 – to – 800 word essays.

**For the two sentences given above your plan for devolving the body of your essay might look like this:**

**Body paragraph one: discussion of free services**

**Body paragraph two: discussion of tutors**

**Body paragraph three: discussion of learning aids.**

Adding some examples and supporting details might make a scratch outline of the study skills paper appear like this:

## **I. Free Services**

- A. Mini-course on improving study skills
- B. Tutoring
  - Composition
  - Math
- C. Weekly Seminars
  - Stress management
  - Test anxiety
  - Building vocabulary
- D. Testing for learning disabilities

## **II. Tutors**

- A. Top graduate students in their fields.
- B. Experienced teachers
- C. Some bilingual
- D. Have taken training course at centre

### **III. Learning aids**

- A. Supplementary texts
- B. Workbooks
- C. Audiovisual aids

*Study the following sample of body paragraph.*

1. The Study skills Center is an excellent place for freshmen who need academic help. The Center offers students a variety of free services designed to improve basic skills. Freshmen who discover their study habits are poor, for instance, may enroll in a six week mini-course in study skills that offers advice on such topics as how to read a text, take notes, and organize material for review. Students whose math or writing skills are below par (or average) can sign up for free tutoring sessions help five days a week throughout each semester. In addition, the center presents weekly seminars on special topics such as stress management and overcoming test anxiety for those students who are finding college or university more of a nerve-wracking experience than they expected; other students can attend evening seminars in such worth while endeavors as vocabulary building or spelling tips. Finally, the Center offers a series of tests to identify the presence of any learning disabilities, such as dyslexia, that might prevent a student from succeeding academically. With such a variety of free services, the Center would help almost any student.

#### **Exercise 1**

*Following the above outline of the study skills paper (essay) write the remaining two body paragraphs. The first one is written for you.*

## Exercise 2

*Identify the thesis statement and the essay map in the following sentences by underlining the essay map. Then, select one of the topics and write an essay.*

1. Citizen Kane deserves to appear on a list of “Top Movies of All Times” because of its excellent ensemble acting, its fast-paced script, and its innovative editing.
2. Our state should double the existing fines for first offense drunk drives. Such a move would lower the number of accidents, cut the cost of insurance, and increase the state revenues for highway maintenance.
3. Apartment living is preferable to dorm living because it’s cheaper, quieter, and more luxurious.
4. Because it builds muscles, increases circulation, and burns harmful fatty tissue, weight lifting is a sport that benefits the entire body.
5. Avocados make excellent plants for children.
6. They’re inexpensive to buy, easy to root, quick to sprout, and fun to grow.

### 3.5.4. Concluding Paragraph

**A good essay should not stop in the middle.** It should have a satisfying conclusion, one that gives your reader a sense of completion on the subject. The concluding paragraph is used to emphasize the validity and importance of your thinking. It is your last chance to convince your reader. It is the last part of your essay your teacher reads before putting a grade on your paper. Therefore, make your conclusion count.

The conclusion may consist of a single sentence or a group of sentences. It may summarize the evidence presented in the essay, restate the thesis with a fresh emphasis, suggest a course of action, ask a question, strike a note of hope or despair, introduce a startling fact, quote an authority, or tell an anecdote.

The following is the concluding paragraph of the essay on the history of bathing habits whose introduction is given **in section 3.5.2**. The writer both summarizes her essay and echoes her introduction by proposing a link between the habits of history and the habits of today.



Thus changed attitudes and advances in plumbing finally freed us to bathe whenever we want. Perhaps partly to make up for our ancestors bad habits, we have transformed that freedom to a national obsession.

#### **Example 2**

*In the following concluding paragraph, the writer concludes his essay on environmental protection with a statement of opinion and, in the last sentence, a call for action.*

Until we get the answers, I think we had better keep on building power plants and growing food with the help of fertilizers and such insect-controlling chemicals as we now have. The risks are well known, thanks to the environmentalists. If they had not created a wider spread public awareness of the ecological crisis, we wouldn't stand a chance. But such awareness by itself is not enough. Flaming manifestos and prophecies of doom are no longer much help, and a search for scape goats can only make matters worse. The time for sensations and manifestos is about over. Now we need rigorous analysis, united effort and very hard work.

**Note:** Here are some strategies for concluding paragraphs of your essay;

1. Summarize the paper (the essay)
2. Echo the introduction
3. Create an image
4. Use a quotation
5. Give a symbolic or powerful fact about your topic.
6. Recommend a course of action

**However avoid the following error in your conclusion:**

1. Mechanical ending (restating the thesis word for word)
2. Introducing new points
3. Tacking on a conclusion (There should be a smooth flow from your last body paragraph into your concluding statements).

4. Changing your stance. (Don't soften your stance or offer apologies in your last paragraph)
5. Trite expressions- don't start your conclusion by declaring "in conclusion," "in summary," etc. End your essay so that your reader clearly senses completion; don't merely announce that you're finished.

### Exercise 1

*Read example two above and write the full essay adding introductory paragraph and body paragraphs (the concluding paragraph is already given).*

### Exercise 2

*Select one of the topics given under exercise 2 in section 3.5.3. (body paragraphs) and write your own essay and give it to your instructor for correction.*

## 3.6. Types of Essay

Although the basic types of prose refers to **exposition, argumentation, description** and **narration**, in reality, **it is difficult to find any one mode in a pure form. Almost all essays are combinations of two or more modes**; it would be virtually impossible, for example, to write a narrative story without including description or write argumentative essay without giving some information. However, by determining a writer's main purpose, we can usually identify an essay or prose piece as primarily **exposition, argumentation, description or narration**.

### 3.6.1. Expository

Exposition refers to prose whose primary purpose is **giving information**. Some familiar examples of expository writing include **encyclopedias, dictionaries, news magazines**, and **textbooks**. Furthermore, much of your own university work can be classified as **exposition: book reports, political analyses, laboratory and business reports**, and **most essay exams, to cite only a few of the possibilities**.

But while all expository writing does present information, a good expository essay is more than a collection of facts, figures, and details. First, each essay should contain a thesis statement announcing the writer's purpose and position. Then the essay should be organized so that the body paragraphs explain and support that thesis. In this essay the writer says, in effect, here are the facts as I see them; therefore, the writer's main purpose is not only to inform the readers but also to convince them that this essay explains the subject matter in the clearest, most truthful way.

**There are a variety of ways to organize an expository essay, depending on your purpose. The most common patterns of organization include development by example, process analysis, comparison and contrast, definition, classification, and causal analysis.** However, it is rare developing your essay completely by a single pattern of organization (or by a single strategy). For example, an essay developed by comparison and contrast, may also contain examples; a classification can contain definitions, etc. Therefore, we identify the kind of expository essay by its primary pattern of (strategy of) development. **Among these patterns of organization we shall see four of the most common and widely used ones as:**

### **A. Development by Example**

Examples in an essay work precisely support, clarify, interest, and persuade. Your task as a writer is to provide enough specific examples to support your general statements, to make them both clear and convincing. Below is a statement offering the reader only hazy generalities:

**Our locally supported TV channel presents a variety of excellent educational shows. The show are informative on lots of different subjects for both children and adults. The information they offer makes channel 19 well worth the public funds that support it.**

**The same paragraph rewritten below, explains its point clearly through the use of specific examples:**

Our locally supported TV channel presents a variety of excellent educational show. For example, young children can learn their alphabet and numbers from Sesame

Street; imaginative older children can be encouraged to create by watching kids' writes, a show on which four hosts read and act out stories written and sent in by youngsters from eight to fourteen. Adults may enjoy learning about antiques and collectibles from a program called, The collection; each week the show features an in depth look at buying, selling, trading, and displaying collectible items from depression glass to teddy bears to shaker furniture. Those folks wishing to become handy around home can use information on repairs from plumbing to wiring on this old house, while then on musical can learn the difference between skat singing and arias on such programs as Jazz! And Opera Today. And the money minded can profit from the tips dropped by stockbrokers who appear on Wall Street Week. The information offered makes these and other educational shows on channel 19 well worth the public funds that support the station.

The preceding development of your paragraph by example is based on real shows, you can also use personal experiences, hypothetical situations, anecdotes, research material, facts, testimony, etc to explain or support the points in your essays.

## **B. Development by process Analysis.**

Process analysis identifies and explains what steps must be taken to complete an operation or procedure, There are two kinds of process analysis essays: **directional** and **informative**.

**A directional process tells the reader how to do or make something;** in simple words, it gives directions (instructions). E.g. **how to make a long distance call, telling your friend how to find your house, how to wire a house, how to repair a car, etc.** Look at the following example of directional process.

**How to build a lean-to**

If you must build a temporary shelter in which to spend the night, the easiest solution is to make a lean-to. First, find two trees about seven feet apart. Next, gather some strong but flexible reeds of thin branches from a young tree. Use those to tie a sturdy branch about four feet high between the two trees. Then lean leaf branches against the connecting branch. Pile one enough leafy branches so that cold wind or rain is sufficiently blocked out. If it is very windy, use reeds to tie the leafy branches to the connecting branch. Finally, line the floor of the shelter with a carpet of leaves so that during the night your body will be protected against the chill of the earth.

### **Exercise 1. Pair work**

1. With you partner, look at the transition words (cohesive devices) in the above paragraph. Can you list them down and tell your friend what these words show?
2. Look at the underlined verbs. What do you recognize about their form? What form of verbs are used in the directional process paragraphs?
3. What is the subject of these verbs?

### **Exercise 2. Individual work**

#### **Making instant coffee**

Put the following five sentences into a sensible order and use transition words (**First**, **next**, **then**, etc) to rewrite them as a set of directional process.

- a. Add milk or sugar if you want.
- b. Put water in a kettle
- c. Pour the boiling water into a cup.
- d. Put a spoonful of coffee powder in a cup.
- e. Heat the water.

Note that an **informative process** tells the reader **how something is or was made or done or how something works**. It describes the steps by which someone other than the reader does or makes something (or how something was made or done in the past). For

example, **how a television show is produced, how scientists discovered polio vaccine,** etc.

### **C. Development by Comparison and contrast.**

You frequently use the process of comparison and contrast to come to a decision or make a judgment about two or more objects, persons, ideas, or feelings.

When you write a comparison or contrast essay, your opinion about the two elements in question becomes your thesis statement; the body of the paper then shows why you arrived at that opinion.

There are two main patterns of organization for comparison or contrast essays: **Point by point and the block.**

1. **Point by point**-compare or contrast the two subjects **first on point one, then on point two, then point three,** and soon.

**Example:**

**Thesis:** Adama Ras is a much better Hotel than Awash International Hotel because of its superior food, service and atmosphere.

#### **Point 1: Food**

- A. Adama Ras's
- B. Awash International's

#### **Point 2: Service**

- A. Adama Ras's
- B. Awash International's

#### **Point 3: Atmosphere**

- A. Adama Ras's
- B. Awash International's

#### **Conclusion:**

2. **The Block** – This method of organization presents body paragraphs in which the writer first discusses subject **“A” on points one, two, three** etc. then discusses subject **“B” on the same points.**

**Example**

**Thesis:** Adama Ras is a much better Hotel than Awash international Hotel because of its superior food, service and atmosphere.

A. Adama Ras's

1. Food
2. Service
3. Atmosphere

B. Awash International

1. Food
2. Service
3. Atmosphere

**Conclusion**

Note that whether you organize your essay **by the point by-point pattern** or **the block pattern**, you need to use enough transition devices to ensure a smooth flow from one subject to another and from one point to the next.

Listed below are some appropriate words (transitions) to link your points.

**COMPARISON**

also  
similarly  
too  
both  
like  
not only --- but also  
have in common  
share the same  
in the same manner

**CONTRAST**

however  
on the contrary  
on the other hand  
in contrast  
although  
unlike  
though  
instead of  
but

## Exercise 1. Individual Work

*Write an expository essay by selecting one of the topics that can be compared and contrasted. Remember to narrow your subject, write a thesis that presents a clear point, and follow one of the two organizational patterns (Point by Point or the block).*

1. Two conflicting theories you are studying in one of your courses.
2. Two pieces of technology you've owned or operated.
3. Two solutions to a problem in your professional field.
4. Two places you've lived or visited.
5. Your attitude toward asocial custom or political belief and your parents' (or grandparents') attitude toward that custom or belief.

## C. Development by Definition

Definition of terms or ideas is often essential to meaningful communication. A dictionary definition or a one – or two-sentence explanation is all a term needs. Frequently, however, you will find it necessary to provide an extended definition – that is, a longer, more detailed explanation that thoroughly defines the subject. Essays of extended definitions are quite common.

There are some suggestions to help you prepare your essay of extended definition.

1. **Know your purpose** – define a term as clearly and objectively as possible.
2. **Give your readers a reason to read** – explain the previous use, misuse, or misunderstanding of the term; then present your new or different interpretation of the term or concept.
3. **Keep your audience in mind to anticipate and avoid problems of clarity**- to present a new or improved definition; you must strive above all for clarity.
4. **Use as many strategies as necessary to clarify your-definition**- Depending on your subject, you may use any number of the following methods in your essay to define your term;
  1. **comparing with other things**



2. **illustrating**
3. **Restating definition in other terms**
4. **Giving the etymology (history of the word) and discussing it.**
5. **Tell what the word ‘no’ mean**

Note that the whole idea of the extended definition, whichever the above and other methods you use, is to make the reader understand the meaning as you, the writer, understand it.

**Look at the following example of the extended definition of the term ‘to teach’**

**There are several names given to the business of developing knowledge in others. Teach is of course, the most honored and well known. Teach is defined simply “to instruct”, but this seems quite inadequate for its full meaning. It comes from the Middle English word ‘teaching’, meaning, “to show”, it in turn relates to our word ‘token’, which suggest “a sign”. So to teach is to give tokens or signs of something that is to demonstrate it as well as tell it.**

### **Exercise 1**

***The following sentences are in the wrong order. Write them in the correct paragraph forms. Write two paragraphs of an extended definition and give it a title.***

- a. It consists of a metal case containing a small steel wheel with a milled edge, a flint and cotton wick soaked in petrol.
- b. When the small wheel is turned sharply by the forefinger or thumb, the milled edge strikes against the flint giving off a spark.
- c. A cigarette lighter is a handy device used for obtaining a small flame.
- d. The spark ignites the cotton wick, made highly inflammable by the petrol in which it has been soaked.
- e. It is fitted with a cap or cover, and can be carried in the pocket or handbag.
- f. When the flame is no longer needed, it can be extinguished either by blowing or replacing the cap or cover.

## Argumentation

A **good argumentative essay** presents **logical reasoning** and **solid evidence** that will persuade your readers to accept your point of view.

Some argumentative essays declare the best so a problem; other argue a certain way of looking at an issue; still others may urge adoption of a specific plan of action.

Whatever your exact purpose, your argument essay should be composed of a clear thesis and body paragraphs that offer enough sensible reasons and persuasive evidence to convince your readers to agree with you.

For developing and organizing an effective argumentative essay keep the following suggestions in mind.

1. **Know why you hold your views-** Once you've selected a topic for your argument essay, try writing down a list of the reasons or points that support your opinion on that subject. Then study the list- are your points logical and persuasive? Which aren't, and why not? In short, the better you know your subject the more confident you will be about writing your argumentative essay.
2. **Anticipate opposing views** – assume that there is more than one side to an issue. To be convincing, you must be aware of your opposition's views on the subject and then organize your essay to answer or counter those views. Your act of responding to those arguments against your position will be called refuting the opposition; "to refute" means "to prove false or wrong," and that's what you will try to do to some of the arguments of those who disagree with you.
3. **Know and remember your audience-** you need to decide what kinds of supporting evidence will be most convincing to your particular readers. Ask yourself such questions as, "What do they already know about your topic? What information or terms do they need to know to understand your point of view? Etc.
4. **Decide which points of argument to include-** don't forget to include important and convincing points of argument.

5. **Organize your essay clearly-** Although there is no set of model of organization for argumentative essays, there are two or more common patterns that you might use (or you might combine in some effective way).

**Pattern A: Thesis**

**Body paragraph 1: You present your 1<sup>st</sup> point & its supporting evidence.**

**Body paragraph 2: You present your 2<sup>nd</sup> point & its supporting evidence**

**Body paragraph 3: You refute your opposition's first point.**

**Body paragraph 4: You refute your opposition's second point.**

**Conclusion:**

In the above pattern A, you devote the first few paragraphs to arguing points on your side and then turn to refute or answer the oppositions claims.

However, sometimes you may wish to clear away the opposition's claim before you present the arguments for your side. To do this you can select pattern B organized in the following way:

**Pattern B: Thesis**

**Body paragraph 1: you refute your opposition's first point.**

**Body Paragraph 2: you refute your opposition's second point.**

**Body Paragraph 3; you present your first point and its supporting evidence.**

**Body paragraph 4: You present your second point and its supporting evidence.**

**Conclusion**

6. **Argue your ideas logically-** Provide sufficient reasons for your position. Support your position through examples, comparison or contrast, cause and effect relationship, argue by definition, etc.
7. **Offer evidence that effectively supports your claims** – Your essay might profit from including, when and where appropriate some of the following: personal experiences, factual information from research, statistics from current reliable sources, charts, graphs or diagrams, etc.

**Look at the following example of argumentative essay presenting conflicting views on laws requiring motorcyclists to wear helmets.**

**Motorcycle helmet Laws Protect everyone**

1. The motorcycle helmet controversy is on the road again in California.
2. It revived up Wednesday when a new law ordered all motorcyclists- youth and adults – to wear helmets. Outraged cyclists scrambled to revive the national debate on this travel-weary topic. But they haven't realized – or won't acknowledge- that the dialogue shifted long ago from personal freedom to public responsibility.
3. Wayne Thomas of the California Motorcyclist Association argue againsts helmet laws by citing lower accident and death rates in the three states without such laws-Colorado, Illinois and Iowa. He says those rates indicate that helmets reduce cyclists' caution and actually restrict their driving ability.
4. More persuasive arguments appear on the other side of the debate.
5. Of 474 motorcycle –accident victims during almost four year in Orange Country, California, only six of the 20 who died wore helmets-just one from a head injury. The 238 wearing helmets had no serious neck injuries, had fewer and less-serious head injuries, spent less time on respirators and suffered less permanent physical and mental damage. And their hospital bills averaged \$16,000 compared to \$30,000 for those who crashed without helmet.
6. When cyclists who don't wear helmets run up hospital bills almost twice as costly as those of riders with helmets, everyone's insurance costs go up. That –not death rates may have been the most telling consideration for the 22 states that make minors wear helmets and the 24, plus the District of Columbia that mandate them for all riders.
7. Add other factors-disability and unemployment payments, rehabilitee costs and states with helmet laws have 43% lower societal costs from motor cycle accidents says California Assemblyman Richard Floyd's office. That takes issue far beyond whether motorcyclists should be protected from themselves.
8. With soaring costs driving even basic health care beyond many families' reach, it's time for cyclists to give this road show rerun a rest.

## **Description**

As a writer of description you try to create a word picture of persons, places, objects and emotions, using a careful selection of details to make an impression on your reader. If you had written a good descriptive paragraph you could have already developed the basic skills for writing descriptive essay. Whatever the case may be, to write effective descriptive essay you should:

**Recognize your purpose** - describing a scientific experiment or a business transaction, etc.

**Describe clearly, using specific details** – if for example your family dog had become lost, you could mention every distinguishing detail about your pet. Thinking about its size, color, breed, cut of ears, and special marking, etc.

Similarly, if your car is stolen, you could give the police as clear and as complete a description of your vehicle as possible.

**Select only appropriate details**

**Make your descriptions vivid**

Note that the primary purposes of description are to portray a sense impression and to indicate a mood; tries to make the impression or mood as vivid, as real, life like for the reader as it was for the writer when he or she received the impression or observed the mood

### **Exercise 1**

**Prepare a list of five topics to be developed by painting a picture through words.**

**Select one of the topics you have listed and write a descriptive essay of four or five Paragraph. Submit your essay to your instructor for correction.**

## **3.6.4. Narration**

Like description, argument and exposition, narration rarely exists in unmixed state.

News stories, biography, and history always contain description and sometimes exposition and argument, as well as narration .Nonfiction narrative stories may be used in your essays to explain or prove a point. We most often use two kinds of these stories:

1. **The extended narrative** \_ a long episode that by itself illustrates or supports an essay's thesis.
2. **The brief narrative** a shorter incident that is often used in a body paragraph to support or illustrate a particular point in an expository or argumentative essay.

Narration differs in purpose from exposition and argument, its primary and basic appeal is to the emotions of the reader or hearer rather than to the mind or the intellect. In writing effective narrative essay you should:

- **Know your purpose**
- **Select an appropriate point view**
- **Follow a logical time sequence**
- **Use details to present the setting**
- **Make your characters believable**
- **Use dialogue realistically.**

### **Exercise 1**

**Use one of the topics below to suggest an essay that is developed by narrative.**

**Remember that each essay must have a clear purpose.**

1. Your best holiday or special occasion.
2. An act of courage or cowardice.
3. Your most frightening or wonderful childhood experience
4. Unevent that changed your thinking on a particular subject.
5. A trip or special time spent by yourself.
6. Any topic of interest of your own experience.

### **Exercise 1**

***Select one of the topics above and write a narrative essay of five or six paragraphs.  
Follow the same procedures that you followed when writing narrative Paragraph.***

### **Exercise 2**

***Prepare list of five topics (of your own) to be developed by telling a story (narration).  
Write a narrative essay of six paragraphs and give it to your instructor for correction.***

### 3.7. Summary

In this final chapter of the course, we have examined and practiced four major points such as pre-writing considerations, idea generating techniques, definition and component parts of an essay and its types. Under the first topic we have discussed the need for selecting a subject, defining a purpose and identifying an audience for our essay or paper. In the second case issues like listing, clustering, cubing and journalist's questions are examined as some of the techniques we use to generate ideas for our writing. As the third point, after seeing the brief definition of essay, we explored its component parts like thesis statement, essay map, introductory paragraph, body paragraph and concluding paragraphs which are also exemplified and exercised. In the last topic like what we did in chapter two, we discussed types of essay as **expository**, **argumentative**, **descriptive** and **narrative**. Generally, in this end chapter the pertinent basics for a primer writing course are presented.

## Chapter Four

### Writing Letters and Resumes (CV)

In the previous sections, you have learnt the general skills of writing. In this unit, you will learn how to write letters and resume. Letters and resumes are genres of writing which are important in the area of business and personal communication.

### Objectives

**At the end of this unit you will be able to:**

- **differentiate between business and personal letters**
- **write business and personal letters**
- **write resumes**

### 4.1. Letter writing

Letters are written messages that people send to each other over some distance. They are sent for various purposes: almost every person who can read and write may send a letter to other person at least once in life time.

*Answer the following questions individually and then discuss with your friends.*

1. For what purposes do people write letter?
2. Do you write in the same way when you write to your friend and your father/Mother?
3. Where do you write your address and your receiver's address?
4. Read the following model letters and answer the questions below them.

### Sample 1

P.O.Box 009, Arba Minch University,
--



Ethiopia,  
May 22, 2000

My Dear Abdella,

I am going to celebrate my birthday on the coming Sunday and I will be happy if you come over and be the part of my party. Perhaps I can send you a ticket if you can come. I'm also expecting my brother from Germany on the same day. Please give me a call one day ahead if you decide to come.

Yours Sincerely,  
Milki

**Sample 2**

Abidi Bariso,  
P.O.Box 94,  
Jimma  
January 19,200

Mr. Ashebir Defere,  
Personel Manager,  
Jimma unvieristy,  
P.O.Box 143,  
Jimma

**Dear Sir:**

I have seen your vacancy announced in Ethiopian Herald dated 21<sup>st</sup> of May 2008 for the post of English Language instructor and I want to apply for the post.

I am 28 years old with BEd from Addis Ababa University in teaching English language. I have taught English Language in government high schools for five years and private high schools for one year. I have also served as English language department head for three years. Currently, I am teaching in Dandi Boru University College, one of the known private colleges in the country.

I look forward to hear good response from you. Attached to this are copies of my testimonials and grade report.

Yours truly,  
[Signature]  
Abdi Bariso

### **Sample 3**

3519Front Street  
Mount Celebes, CA 65286

October 5, 2004

Ms. Betty Johnson,  
Accounts payable,  
The cooking Store,  
765 Berliner plaza,  
Industrial point, CA 68534

**Dear Ms Johnson:**

It has come to my attention that your company, the cooking store has been late with paying their invoices for the past three months.

In order to encourage our customers to pay for their invoices before the due date, we have implemented a discount model where we'll give you 2% off your invoice if you pay us within 10 days of receiving the invoice. I hope that everything is going well for you and your company. You are one of our biggest customers, and we appreciate your business. If you have any questions, you can feel free to contact me at (555) 555-5555,

Sincerely,  
[Signature]

Bob powers  
Accounts Receivable

### **Note:**

Letter writing is a very important activity in day to day business and personal life. In fact, even in the age of the internet-driven communications such as e-mail and text-messaging, a formal letter will almost always be necessary. When you think about it, letters are incredibly important in our daily lives, both personal and business. People write letters for quite a number of purposes. However, we can categorize letters in to two broad types: business letters and personal letters.

## **A. Business Letter**

A business letter is a letter written in formal language, usually used when writing from one business organization to another, or for correspondence between such organizations and their customers, clients and other external parties. It is written for the purpose of business transaction. Among the examples of this type of letter are letter of order, inquiry, application, complaint, adjustment, acceptance and others. The formats of business letters may vary from organization to organization, but their styles can be categorized into two: the block (sample 3) and various indented formats (sample 2).

Although the block format is somewhat more common, (perhaps because it is easier), either one is acceptable. All conventional formats contain the same features: See the content of blocked format below:

Return Address Line (1)

Return Address Line2

Date (Month Day, Year) (2)

Mr. /Mrs. /Ms. /Dr. Full name of recipient (3)

Title/Position of Recipient

Company Name

Address Line1

Address Line2

Dear Ms./Mr. Last Name: (4)

Subject: Title of subject: (5)

Body paragraph 1(6).....

.....

Body paragraph 2 ..... .

.....

Body paragraph 3 ..... .

.....

Closing (sincerely...) (7)

Signature (8)

Your name (printed) (9)

Your Title

Enclosures (2) (10)

Typist initials. (11)

1. **Your address:** (Not needed if the letter is printed on paper with the company letterhead already on it): The return address of the sender of the letter so the recipient can easily find out where to send a reply to. Skip a line between your address and the date.

2. **Date:** put the date on which the letter was written in the format Month, Day, Year i.e. August 30, 2008 or Day Month Year 30 August 2000\*. This is usually typed in one of two ways: Skip a line between the date and the inside address (some people skip 3 or 4 lines after the date)
3. **Inside Address:** The address of the person you are writing to along with the name of the recipient, their title and company name, if you are not sure who the letter should be addressed to, either leave it blank, but try to put in a title, i.e. "Director of Human Resources". Skip a line between the date and the salutation.
4. **Salutation:** Dear MS. /Mrs./ Mr. Last Name, Dear Sir or Madam: , Dear Director of (Department Name) or To whom It may concern: (if recipient's name is unknown.) Note that there is a colon after the salutation. Skip a line between the salutation and the subject line or body
5. **Subject Line** (optional): Makes it easier for the recipient to find out what the letter is about. With reference to your advertisement in the (Times), your letter of 23<sup>rd</sup> March, your phone calls today. Thank you for your letter of March 5<sup>th</sup>....I would be delighted to .... Skip a line between the subject line and the body.
6. **Body:** The body is where you write the content of the letter; the paragraphs should be single spaced with a skipped line between each paragraph. Skip a line between the end of the body and the closing.
7. **Closing:** When you come to the end of your letter you declare that by using expressions like: *thank you for your help, please contacts us again if we can help in any way/there are many problems/you have any questions*. You can also make reference to the future contacts by saying: **I look forward to...hearing from you soon/meeting you next Tuesday**. Then end with expression such as *sincerely, sincerely yours, yours faithfully, thank you, Best wishes, Best regards*, and so on. Note that there is a comma after the end of the closing and only the first word in the closing is capitalized. Skip 3-4 lines between the closing and the printed name, so that there is room for the *signature*.
8. **Signature:** Your signature will go in this section, usually signed in black or blue ink with a pen.

9. **Printed Name:** the printed version of your name, and if desired you can put your title or position on the line underneath it. Skip a line between the printed name and the enclosure.
10. **Enclosure:** If you are enclosing (attaching) additional information with your letter such as a resume or curriculum vitae, skip two single lines after your typed name and type Enclosure. *I am enclosing, please find enclosed, Enclosed you will find.* "If you use the plural, you have the option of stating the number of enclosures in parentheses enclosures (2)
11. **Typist Initials:** If someone other than yourself typed the letter, you will include your initials in capital letters followed by the typist's initials in lower case in the following format; AG/gs or AG:gs.

## How to write the parts of Block Format (on line)

### Type every line flush with the left margin

*(begin at top margin)*

1600 main Street  
Springfield, Kansas 12345

*(four single spaces)*

December 1, 2007

*(double space)*

Ms. Anna Brown, Chair  
Department of Linguistics  
Right State University  
1415 University Drive  
Felicity, OH 45435

*(double space)*

Dear Ms. Brown:

*(double space)*

I want you to know you have an exceptional employee, Jane Doe, in your support division. Her calm, Patient Manner was a great help to me when my frustration was at

an all-time high. Her knowledge of the software and her remarkable problem-solving abilities are rare indeed. If the quality of a firm's employees is an indication of future success, then Doe Corporation has a very bright future.

*(double space)*

Sincerely,

*(four single spaces)*

[Signature]

John Doe

*(double space)*

Enclosure

## **B. Personal or Friendly letters**

This type of letter is written between individuals for the sake of creating social interaction. Unlike business letter writer, the writer of personal or friendly letter can use information languages based on the degree of intimacy he/she has with the receiver. There are many types of personal letters and they are written for a wide variety of reasons: to say "Thank you!" to congratulate, to tell some good or bad new, to express condolence, to invite to different parties etc. In short, personal letters are meant to create and maintain good social bond between peoples.

As can be seen from Sample 1 above, personal letter has usually six or seven sections. See the following sample as well; [available on line]

**506 Country Lane  
North Baysville, CA 53286**

**July 16, 2007**

Dear Susan,

It feels like such a long time since the last time I saw you. I know it's only been several weeks since I saw you. So far my summer has been great!

I spend all my weekends at the beach. I am getting a nice tan and you can no longer say I am paler than you. I have been playing lots of volleyball, surfing

and building a nice collection of sea shells. Just this past week and I took second place in a sandcastle building contest!

On the weekdays I work. I drive an ice cream truck around and sell ice cream to the kids. It is so cool. It is a combination of the two things I love most, ice cream and kids. The pay isn't too great but I love the job so much.

I hope the summer's been going well for you too. There's only a month and a half left in summer vacation and after that it's back to school. Would like to meet up some time to before school starts?

Your friend,  
(**Signature**)

P.S John Austin says hi.

## Friendly Letter Format

Return Address Line 1	(1)
Return Address Line 2	
Date (month Day, year)	(2)
Dear Name of Recipient	(3)
Body Paragraph 1 .....	
.....	
.....	
Body Paragraph 2 .....	
.....	
.....	
Body Paragraph 3 .....	
.....	
.....	(4)
Closing (Sincerely...),	(5)
Signature	(6)
P.S.	(7)



In the friendly letter format, your address, date the closing, signature, and printed name are all indented to the right half of the page (how far you indent in is up to you as long as the heading and closing is lined up, use your own judgment and make sure it looks presentable. Also the first line of each paragraph is indented.

1. **Your Address:** (not needed if the letter is printed on paper with a letterhead already on it: All that is needed is your street address on the first line and the city, state and Zip/postal number on the second line.
2. **Date:** Same with business letter format above.
3. **The Greeting/Salutation.** The greeting always ends with a comma. The greeting may be formal, beginning with the word “dear” and using the person’s given name or relationship, or it may be informal if appropriate.

**Formal:** Dear Uncle Jim, Dear Mr. Wilkins,

**Informal:** Hi Joe, Greetings,

4. **Body:** The body is where you write the content of the letter; the paragraphs should be single spaced with a skipped line between each paragraph. Skip 2 lines between the end of the body and the closing. You may use the following expressions to start this section:

Many thanks for your letter..., I was glad to hear that..., I am happy to tell you that... I apologize for..., it was very kind of you to..., I am very sorry not....

5. **Closing:** Let the reader know that you are finished with your letter; usually ends with *Sincerely*, *Sincerely yours*, *Thank you*, *Brotherly yours*, *truly yours*, *yours ever* and so on. Note that there is a *comma* after the end of the closing and only the first word in the closing is capitalized.
6. **Signature:** your signature will go in this section, usually signed in black or blue ink with a pen. Skip a line after your signature and the P.S.

7. **P.S:** If you want to add anything additional to the letter you write a P.S. (post script) and the message after that. You can also add a P.P.S After that and a P.P.P.S. after that and so on.

## **Key Letter Writing Tips [on line]**

### **i) Keep it short and to the point**

Letters involving business (personal or corporate) should be concise, factual, and focused. Try to never exceed one page or you will be in risk of losing your reader. A typical letter page will hold 350 to 450 words. If you can't get your point across with that many words you probably haven't done enough preparatory work. If necessary, call the recipient on the phone to clarify and fuzzy points and then use the letter just to summarize the overall situation.

### **ii) Focus on the recipient's needs.**

While writing the letter, focus on the information requirements of your audience, the intended addressee. If you can, in your 'mind's eye' imagine the intended recipient seated across a desk or boardroom table from you while you are explaining the subject of the letter. What essential information does that person need to know through this communication? What will be their expectations when they open the letter? Have you addressed all of these?

### **iii) Use simple and appropriate language**

Your letter should use simple straightforward language, for clarity and precision. Use short sentences and don't let paragraphs exceed three or four sentences. As much as possible, use language and terminology familiar to the intended recipient. Do not use technical terms and acronyms with explaining the, unless you are certain that addressee is familiar with them.

### **iv) Re-read and revise it.**

Do a first draft of the letter, and then carefully review and revise it. Put yourself in the place of the addressee. Imagine yourself receiving the letter. How would you react to it? Would it answer all of your questions? Does it deal with all of the key issues? Are the language and tone appropriate? Sometimes reading it out loud to one's self can be helpful. When you actually 'hear' the words, it is easy to tell if it 'sounds' right, or not.

### **v) Spelling and grammar**

A letter is a direct reflection of the person sending it, and by extension, the organization that person works for. When the final content of the letter is settled, make sure that you run it through a spelling and grammar checker. Sending a letter with obvious spelling and grammar mistakes looks sloppy and unprofessional. In such cases, the recipient can't really be blamed for seeing this as an indication as to how you (and your organization) probably do most other things.

Above all else, your goal in all letter writing, regardless of the subject, should be to keep it short, factual, and to the point. Don't write it more than one page in length, unless there is some compelling reason to make it longer.

Studies have shown that busy business people do not like to read beyond the first page. If your letter is longer, there is a good chance it will be dumped in a "read later" pile, which often ends up never getting read.

The above basic letter writing tips are mostly common sense. Nevertheless, you would be amazed how often these very basic ‘rules of thumb’ are not employed when people are writing letter. [on line]

## **Exercise 1**

*Write personal and business letters on the following situations.*

1. Assume you want to apply for a job after you graduate from AU. The vacancy is advertised on Ethiopian herald on July 30, 2009. According to the criteria stated. You feel that you are fit for the advertised post. Write letter of application to your imaginary potential organization that may employ you after you graduate.
2. Assume you have just come back from your summer vacation. Write a letter to your friend by describing how you spent and what you did during vacation. Tell him/her about your result as well.
3. Assume you received a letter from a friend who is learning at school. He/she wants to join Adama University and wants to get some information about this University. Write him/her the response.

## **2.4. Writing Resume or curriculum Vitae**

A curriculum vitae, commonly referred to as CV, is a longer (two or more pages) more detailed synopsis than a resume. It includes a summary of your educational and academic background, teaching and research experience, publications, presentation, awards, honors and other details.

### **Curriculum vitae Format**

**1. Your Contact Information**

Name:

Address:

Telephone:

Cell Phone:

Email:

**2. Personal Information**

Date of Birth;

Place of Birth:

Citizenship:

Visa Status:

Gender:

**3. Optional Personal Information**

Marital Status:

Spouse's Name:

Children;

**4. Employment History:**

*List in chronological order, include position details and dates*

Work History

Academic positions

Research and Training

**5. Education**

*Include dates, majors, and details of degrees, training and certification*

High School

University

Graduate School

Post-Doctoral Training

**6. Professional Qualifications**

Certifications and Accreditations

Computer skills

**7. Awards**

**8. publications**

**9. Books**

## **Sample CV**

**NAME:** Jonathan S. Ekambi

**POSTAL ADDRESS:** PO Box 44400, Nairobi, Kenya (Tel. No. 723002/3/4)

**PERSONAL DATA:** Date of Birth- 10<sup>th</sup> December, 1957

**Marital Status:** Married

**District:** Vihiga

**EDUCATION:**

- 2004, MSc-information Technology Management, University of Sunderland/ Jomo Kenyatta University of Agriculture and Technology. Completed up to Post Graduate Diploma.
- June 2005 BCom Accounting, Business Administration and management, Daystar university.
- June 1999- Graduate Diploma of the institute for the management of information systems at Honors level. From the Institute of Data processing management/Greenwich university (IDPM London)
- June 1995 – Higher Diploma in Data processing management. From the institute of Data processing Management (IDPMLndon)
- June 1992-Diploma in Data processing Management. From the Institute of data processing.

**PROFESSIONAL QUALIFICATION:** Computer operation-Have knowledge of accounting packages. Have good knowledge of Sage Accounts package. Have attended certificate courses on computer operations. I also have some knowledge in a statistical package. Attempted and passed the following Diploma subjects at the Mombassa Polytechnics, examined by the Kenya

**WORK EXPERIENCE:** Place of work: ministry of Livestock Development, P. O. Box 34188, Nairobi

**Present work-**

- (1) Daystar University, Box 44400, Nairobi Period of work July 1992 to date.  
Duties-administrative assistant. I have been able to teach on part-time basis for private colleges at diploma level. I worked in Human Resource department dealing with human resource systems-as Human Resource Assistant. (Records), Currently, I am working as an Information Support Specialist/logistics in ICT department.
- (2) Period of work October 1982 to June 1992 Duties-Clerical duties using computers. Input and output of data.

(3) Place of work Cotecna International, Box 62526, Nairobi period of work 1989/1990 while on attachment

**Duties-** Clerical duties using computers. Input and output of data

**Personal Referees:**

Mrs. Hellen Maleche, Lecturer, Daystar University, Box 44400, Nairobi Pastor Lucas Chirimi, Daystar University, Box 44400, Nairobi [daystar@maf.orke](mailto:daystar@maf.orke) Ready to send in any more information and to come with my certificates for the interview.

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## Appendix A

*The following table indicates various types of transitional words and the type of relationship they signal between sentences in a paragraph.*

Transitional Words				Types of relationship they signal
also further moreover First, second...	besides in addition again	like wise and further more	next too last	<b>Addition of one idea up on others</b>
in the same way likewise	resembling like	similarly equally	alike	<b>Compare ideas</b>
but on the contrary unlike though	however although still	on the other hand other wise in contrast	yet conversely nevertheless	<b>Contrast ideas (show differences)</b>
as a result therefore consequently	accordingly because of then	thus because due to	Since Hence On account of	<b>Cause and effect or Reason and Result</b>
Therefore to sum up at last in summary	in conclusion thus to conclude as I have (said, stated)	Finally in brief	in short all in all	<b>Summarize and conclude</b>

Surely above all to be sure in fact again	after all obviously in deed unquestionably	certainly to repeat as a matter of fact	of course undoubtedly in particular	<b>Emphasis</b>
for instance that is	specifically specifically	as proof in other words	in effect to illustrate	<b>Give example or illustration</b>
behind against surrounding to the right/left inside	nearby in front of up above beside over	next to below at the beyond there	alongside of on from the below under	<b>Describe place or position</b>
after word earlier then currently	during soon before hand now once	presently while at times mean while when	at the same time later until	<b>Time relationship</b>
in other words this means repeat	put other way in short to put it differently	in simpler terms what it means is	this is to say to	<b>Restatement</b>