

INTRODUCTION TO ACADEMIC WRITING



BY
CHUANPIT SRIWICHAI

Preface

Introduction to Academic Writing has been written for the students in the Academic Writing course of the School of Liberal Arts, the University of Phayao. It can also be used by other students and people who need to obtain basic knowledge of academic English.

This textbook aims to develop the fundamentals of student academic writing. It starts from the definition, principles, and different types of academic writing in Unit One. The features of non-academic and academic languages are presented in Unit Two to raise students' awareness of academic writing characteristics. The content in this unit is developed based on the results of the writer's research on the impact of digital English self-sponsored writing on academic writing and the study of the development of social media text-based exercises to promote students' ability to distinguish academic and non-academic languages. In Unit Three, the book develops students' understanding of ethics in academic writing by training them about avoiding plagiarism and providing citations and references. After giving the students basic knowledge of academic writing, Units Four to Unit Eight impart knowledge of writing essays which is the foundation of other types of academic writing and the most common type of student academic writing assigned in a college. These Units provide the students with the essential knowledge of essay organization and writing thesis statements for different types of essays (e.g., descriptive, comparison and contrast, cause and effect, and argumentative essays) along with the grammar structures for writing.

In addition, exercises and assignments are provided to enable practicing writing skills. In the writing process, brainstorming activities, a template of an essay outline, a peer-reviewing worksheet, and a self-assessment checklist are available for students to produce, edit, and revise their first and second drafts of the essay before producing the final draft.

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Chuanpit Sriwichai, Ph.D.

Course Description

Academic Writing (146311)

Definition, styles and principles of academic writing, academic language, writing different types of academic writings for academic presentation, citation and references in writing academic English, ethics in academic writing

Content

	Page
Preface	i
Course Description	ii
Content	iii
Unit 1 The Basics of Academic Writing	1
Part 1: The definition, styles, and principles of academic writing	2
Part 2: Different types of academic writing	4
2.1 Essay	5
2.2 Book review	6
2.3 Report	9
Unit 2 Academic Language	12
Part 1: Analyzing academic and non-academic languages	13
Part 2: The features of academic language	14
2.1 Using a full form of verbs (Avoiding using contractions)	14
2.2 Using formal language	15
2.3 Avoiding personal pronouns (I, you, we, me, us)	16
Part 3: Grammar for writing: using passive voice to avoid personal pronouns	19
Unit 3 Ethics in academic writing	21
Part 1: Avoiding plagiarism	22
1.1 The definition of plagiarism	22
1.2 The consequences of plagiarism	22
1.3 Types of plagiarism	23
1.4 Preventing plagiarism	24
Part 2: Citations	25
Part 3: References	27
Part 4: Grammar for writing: paraphrasing	32
Unit 4 Introduction to essay writing	35
Part 1: The organization of an essay	36
1.1 The structure of an essay	36

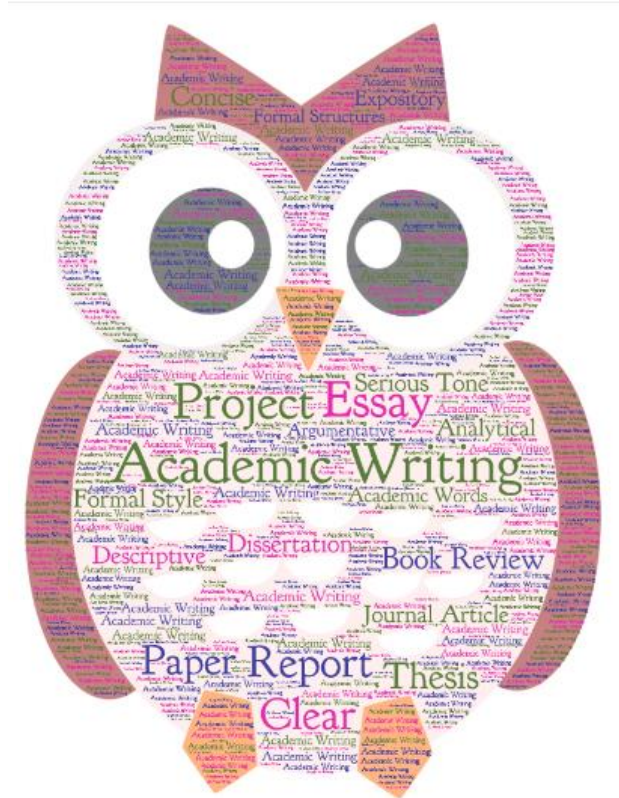
1.1.1	An introductory paragraph	36
	– A Thesis statement	37
1.1.2	A body paragraph	38
	– Topic sentence	39
	– Supporting sentences	39
1.1.3	The concluding paragraph	41
Part 2:	Unity of an Essay	42
Part 3:	Coherence of an Essay	44
3.1	Transitional words	44
3.2	Pronoun references	45
Part 4:	Grammar for writing: avoiding sentence fragments, run-on sentences and comma splices	46
Unit 5	Writing a descriptive essay	49
Part 1:	The structure of descriptive essay	50
1.1	The structure of a descriptive essay	50
1.2	Writing the thesis statement of a descriptive essay	51
1.3	A descriptive language	52
Part 2:	Analyzing a descriptive essay	
2.1	Analyzing model essay ‘My role model’	54
2.2	Learning vocabulary from the model essay	56
Part 3:	Grammar for Writing: restrictive relative clauses	57
Part 4:	Unit assignment: writing a descriptive essay	59
Unit 6	Writing a comparison and contrast essay	64
Part 1:	Structure of a comparison and contrast essay	65
1.1	Two formats of a comparison and contrast essay	65
1.2	Writing the thesis statement of a compare and contrast essay	67
Part 2:	Analyzing a Comparison and Contrast Essay	
2.1	Analyzing a comparison and contrast essay	
	– Model essay one ‘Two choices for traveling from Chiang Mai to Bangkok’	68
	– Model essay two ‘Distance learning vs. face to face learning’	69
2.2	Learning vocabulary from the model essays	71

Part 3: Grammar for writing: transitional words and subordinators for comparison and contrast	72
Part 4: Unit assignment: Writing a comparison and contrast essay	75
Unit 7 Writing a cause and effect essay	81
Part 1: The structure of a cause and effect essay	82
1.1 Two patterns of a cause and effect essay	82
1.2 Writing the thesis statement of a cause and effect essay	84
1.3 Using cause and effect collocations in writing essay	86
Part 2: Analyzing a cause and effect essay	
2.1 Analyzing a cause and effect essay	
– Model essay one ‘Racial Discrimination against Asians’	88
– Model essay two ‘From Science to Common Sense’	89
2.2 Learning new words from the model essays	91
Part 3: Grammar for writing: cause and effect connectors	92
3.1 Coordinating conjunction ‘so’	92
3.2 Subordinators ‘because’, ‘due to the fact that’, and ‘since’	92
3.3 The transitions ‘as a consequence’, ‘as a result’, ‘because of this’, ‘consequently’, ‘for this (that) reason’, and ‘therefore’	93
Part 4: Unit assignment: writing a cause and effect essay	96
Unit 8 Writing an argumentative essay	101
Part 1: The Structure of an argumentative essay	102
1.1 Structure of an argumentative essay	102
1.2 Writing the thesis statement of an argumentative essay	103
1.3 The elements of an argumentative essay	104
1.4 Expressions introducing a counterargument and a refutation	104
Part 2: Analyzing an argumentative essay	
2.1 Analyzing an Argumentative Essay	
– Model essay one ‘Is alcohol good for drinkers?’	105
2.2 Learning vocabulary from model essays	108
Part 3: Grammar for Writing: adverb clauses of concession in argumentative writing	109
Part 4: Unit assignment: writing an argumentative essay	112

References	117
Index	122
Answer keys	131

Unit One

The Basics of Academic Writing



Unit Objectives

After the completion of this unit, the students will be able to:

- give the definition of academic writing.
- explain styles and principles of academic writing.
- describe the principles of academic writing.
- identify the different types of academic writing.
- identify the components of academic writing samples:
essay, book review, and report.

1.1 The Definition and Styles of Academic Writing

Typically, there are two types of academic writing: student academic writing, and expert academic writing. However, this coursebook focuses on student academic writing. This kind of academic writing refers to the mode of writing that the writer writes to meet the requirements of his or her school, college, or university. It is used as an assessment and students write in order to complete their courses or programs.

Academic writing has different styles from other kinds of writing such as personal or business writing in terms of audience, tone, and purposes.

◆ The audience

When the writer is required to do academic writing, the target audience or the readers can be the teachers or instructors and their peers.

◆ Tone

Academic writing has a formal and serious tone, so this mode of writing uses formal words, formal grammatical and sentence structures.

◆ Purposes

Academic writing has different purposes. Some common reasons are as follows:

1. to report on the results of the research has been conducted
2. to answer a question that the writer has chosen or has been given
3. to write about the topic or the issue that the writer has chosen or has been assigned
4. to discuss a topic and give the writer's points of view
5. to synthesize research conducted by other researchers

1.2 The Principles of Academic Writing

Academic writing has some principles that need to be concerned.

1. Clear structure

Effective academic writing should have clear structure. The content of academic paper should be organized logically. However, the structure depends on genre or type of academic writing. For instance, the structure of essay writing includes introduction, body, and conclusion with unity

and coherence while the components of report are introduction, method, results, and discussion.

2. Clear focus

Good academic writing should have clear focus. A written work should sharply emphasize on the question or the topic that is the main focus of the paper. That means one piece of writing focuses on a single main idea or thesis.

3. Criticality

In academic writing, the writer needs to critically analyze and evaluate the information related to the chosen topic before integrating the information to their own writing.

4. Objectivity

Academic writing should be objective. The writing places the emphasis on information and arguments (reasons) rather than on the writer. As a result, academic writing avoids using the first person pronoun (e.g. I, we), but should be written in the third person points of view and passive structures. For example, instead of writing “We found that.....”, the writer should write “It was found that.....”.

5. Precise and Formal Language

Academic writing uses precise and formal language. It is important to use clear and precise words such as technical or specific terms to make sure that the reader clearly comprehends the meaning. More importantly, Academic writing is written using formal language. This means it does not use colloquial or spoken language, and contractions. Also, academic writing is formal in terms of grammatical structures, accurate spelling, and correct punctuations.

Exercise A: Write ‘Yes’ if the statement is correct and write ‘No’ if the statement is incorrect.

- _____ 1. Student academic writing is a piece of work written for course or program completion.
 - _____ 2. The readers of student academic writing can be a teacher or a classmate.
 - _____ 3. The styles of academic writing are not different from personal writing.
 - _____ 4. Academic writing has an informal and humorous tone.
 - _____ 5. Language used in academic writing is formal, clear, and precise.
 - _____ 6. The writer does not need to evaluate the information used in academic writing.
 - _____ 7. The writer can have multiple focuses in one piece of academic writing work.
 - _____ 8. An academic writer can use the third person viewpoint and passive voice structure to make their work objective.
 - _____ 9. Academic writing should be well-organized and have clear structure.
-

Part Two	Different Types of Academic Writing
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There are several kinds of academic texts. The common types of academic writing can include essay, report, book review, project, paper, and journal article.

Exercise B: Match the type of academic writing on the left to the description on the right.

____ 1. Essay	a. A school assignment, either individual or group work, with the topic chosen by the student. It is normally a long-term task that requires independent research.
____ 2. Report	b. The long piece of writing (20,000+ words) typically undertaken by a student often for a higher degree, on a topic chosen by the student
____ 3. Book review	c. The description of the background of the book and some information of the author, the summary of the content, and the critical evaluation of strengths and weaknesses of the book
____ 4. Journal article	d. A general term for any academic essay, report, or article
____ 5. Paper	e. A description of something a student has done (e.g. conducting a survey or experiment)
____ 6. Dissertation/Thesis	f. The most common type of assignment, with the title given by the teacher or chosen by the student, commonly 500 – 5,000 words.
____ 7. Project	g. A piece of formal writing published in academic journal to share academic research with a reader in the author's research field

2.1 Essay

Essay is the most common type of assignment in a school or a college (Bailey, 2018). The title of an essay may be given by the teacher or chosen by the student. The length of an essay can range from 500 to 5000 words. There are several types of essays such as narrative, descriptive, comparison and contrast, or argumentative essays. However, typically, an essay consists of three major parts: introductory paragraph, body paragraph(s), and concluding paragraph. In this coursebook, you are going to learn how to write different types of essays in unit 5–8.

Exercise C: Put the paragraphs into correct order to form a cause–and–effect essay.

Drinking Too Much Caffeine

- a.

First, drinking too much caffeine has bad results on systems of nerves and heart. Caffeine has a stimulant effect on the central nervous system. It contributes to waking up the brain, so drinkers feel energetic and are unable to sleep. This can lead to sleeping difficulty and chronic fatigue syndromes. In addition, caffeine also stimulates the secretion of adrenaline leading to an increase of the heart work (heart pounding) and blood vessels constrict. When drinking an excessive amount of caffeine, drinkers might have a headache, heart palpitations, and a momentary increase in blood pressure.
- b.

In summary, caffeine is a substance that can be found in many kinds of food and beverage. However, caffeine overdose can contribute to health problems related to nervous systems, heart, bones, and fertility. Therefore, drinkers should realize the adverse effects of caffeine and drink it in appropriate amount.
- c.

Second, drinking large amounts of caffeine can bring about the problems of bones and fertility. For example, drinking too much caffeine can lead to osteoporosis. The osteoporosis is a condition in which bone tissue is thinner than normal, so the bone strength decreases and the bones easily broken. Caffeine is one of the factors associated with osteoporosis since it reduces the absorption of calcium into the body and increases the excretion of calcium through the urine. In addition, some research reveals that caffeine causes infertility. The women who drink more than one cup of caffeine a day have only a 50 percent of a chance for getting pregnant because it possibly affects ovulation.
-

d.

Caffeine is a xanthine alkaloid. Caffeine appears in numerous foods that people consume daily such as coffee, soft drink, tea, energy drink, and chocolate. It is the most popular performance-enhancing drug in the world. However, the research results suggested that people should not consume more than 400 milligrams of caffeine per day because there are plenty of negative impacts of drinking excessive caffeine on our health.

Source: Adapted from student's work

Drinking Too Much Caffeine

Introductory paragraph: _____

Body paragraph one: _____

Body paragraph two: _____

Concluding paragraph: _____

2.2 Book Review

Book review is the description of the background of the book and some information of the author, the summary of the content, and the critical evaluation of strengths and weaknesses of the book. The following is a sample of a book review.

Model Book Review

Exercise D: Read the following model book review, and study its components. Next, answer the following questions.

1. Who is the author of the book? _____

2. What is the book's name? _____

3. What are three main parts of the book?

Part 1: _____

Part 2: _____

Part 3: _____

4. Who is the target audience for this book? _____

5. What are the additional topics in this edition? _____

6. Based on the reviewer's points of view, is the book effective or ineffective for the target audience?, and what are the reviewer's constructive evaluations?

Title	How to Teach English (new edition)
Author	Jeremy Harmer
Publisher	Pearson Longman
No. of pages	288 pp
ISBN	978-1-4058-4774-2
Reviewer	SAWITREE SAENGMANEE School of Liberal Arts, King Mongkut's University of Technology Thonburi

1. The header of
the book review

In this latest edition of *How to Teach English* by Jeremy Harmer, the author includes comprehensive yet concise details of almost every aspect of English language teaching. In this version, he provides techniques based on his own experience around the world as a language teacher and trainer. According to Harmer, language teaching, perhaps more than many other activities, reflects the time period it takes place in. Language is about communication, after all, and perhaps that is why philosophies and techniques for learning language seem to develop and change in tune with the societies which give rise to them. (p.9) As to the need for writing this edition, the author indicates that, together with the evolving trends of the Internet and technologies, new possibilities are opening for language teachers. Therefore, teachers must learn to adopt the appropriate technologies and growing trends for students.

2. The introduction:
the background of the
book and the author,
and the key ideas

The book consists of 14 chapters together with task file, task file key, DVD task file, appendices, glossary, and index. It is divided into three main parts. First, it starts by describing general concepts in ELT such as learners, teachers, classroom management, and language acquisition. Then the writer continues to describe theoretical concepts such as describing language, teaching the language system, and teaching the four skills of listening, speaking, reading, and writing. The last three chapters describe tasks that are attached to this profession such as using course book, planning lessons, and testing. The final chapter 'What If' describes possible problems and solutions that occur in English language teaching.

3. The summary of
the book's content

Overall, this book is well written and is summarized in an easily understood language. It provides practical guidelines and advice for both experienced teachers and those who are starting or thinking about starting their English language teaching career. This latest version maintains the original topics from the earlier versions, such as introducing learners and teachers, managing classrooms, describing learning and teaching, explaining language teaching and language system, the teaching of the four skills (reading, writing, listening, and speaking), using course books, and planning lessons. What is added is that the author does not only present factual information of each topic, but he also equips readers with profound reflections of his own experience.

4. The constructive evaluation of the strengths or weaknesses, and the target audience

The additional topics in this edition are the testing part and the “What if” part. The former part discusses different reasons why students take tests, the details of each test type, as well as issues regarding validity, reliability, and washback. It is concluded that since tests have a powerful effect on students’ motivation, therefore when designing tests, the test designers should consider creating positive rather than negative effects on students and teachers. The latter unit presents problems of teaching mixed-ability classes, dealing with large classes, and inspiring students to speak English in class instead of using L1 language, etc. These issues are common for teachers around the world. This “What If” part is truly beneficial for teachers as it explains how to handle the difficult and unpleasant sides of teaching in different circumstances. The suggested solutions can be applicable for all teachers especially those who are learning to teach English. Presumably, these two parts can help new teachers understand the nature of teaching English, and facilitate the preparation for their future teaching career.

5. The improvement or additional topics in the new edition (edited book), and its benefits for the target audience

Apart from that, this book provides exercises with clear answer keys for teachers who desire to extensively pursue their teaching profession. The DVD provides real-life illustrations of various teaching activities and techniques through extracts from classes and teachers’ interviews. The appendix part provides a set of references and glossaries with terminologies related to English language teaching, together with useful websites, recommended books for future studies, and phonemic symbols.

6. The constructive evaluation of the strengths or weaknesses, and the target audience

To sum up, with straightforward explanations, together with multiple techniques, *How to Teach English* can be an inspiration for educators who would like to improve their teaching practice.

7. The final comment and recommendation for the target audience

REVIEWER

Sawitree Saengmanee is a lecturer at the Department of Language Studies, School of Liberal Arts, King Mongkut's University of Technology Thonburi (KMUTT), Bangkok, Thailand. sawitree.sae@kmutt.ac.th

8. The reviewer's information

Source: Saengmanee, 2017

2.3 Report

In academic writing, a report can be referred to a piece of written work describing a situation or something that has happened. An academic report can be a description of an experiment or a survey that the author conducted. When a student is assigned to write a report, a teacher should make it clear about the format that the student should follow. However, the common elements of a report include title, introduction, methods, results, discussion, and conclusion (Bailey, 2018).

Model Report

Exercise E: Study a model report and complete the report by filling in the blanks with the given words. There are more words than the blanks.

- | | | | |
|----------------|---------------|------------------|--------------|
| a. sample | e. random | i. mentioned | m. unusual |
| b. conducted | f. questions | j. interviewees | n. generally |
| c. method | g. majority | k. common | o. minority |
| d. respondents | h. questioned | l. questionnaire | p. slightly |

Student Experience of Part-Time Work

Introduction

With the introduction of course fees and the related increase in student debt, more students are finding it necessary to work part-time. This has led to concern that this work may have a detrimental effect on students' academic performance. Consequently, the survey was

1) _____ to find out exactly how this work affects student life and study.

Method

The research was done by asking students selected at 2)_____ on the campus to complete a 3)_____. Fifty students were 4)_____ on Saturday April 23rd, with approximately equal numbers of male and female students.

Results

Table 1 Have you had a part-time job while studying?

	Men	Women	Total	%
Have job now	8	7	15	30
Had job before	4	6	10	20
Never had job	14	11	25	50

Thirty percent of the 5)_____ currently had part-time jobs, and 20% had had part-time jobs, but half had never done any work during university semesters (see Table 1).

6)_____ who were working or who had worked were next asked about their reason for taking the jobs. The most common reason was lack of money (56%), but many students said that they found the work useful experience (32 %) and other 7)_____ social benefits (12 %).

The 25 students with work experience were next asked about the effects of the work on their studies. A significant 8)_____ (64%) claimed that there were no negative effects at all. However, 24% said that their academic work suffered 9)_____, while a small 10)_____ (12%) reported serious adverse results such as tiredness in lectures and falling marks.

Further 11)_____ examined the nature of the work that the students did. The variety of jobs was surprising, from van driver to busker, but the most 12)_____ areas were catering and bar work (44%) and secretarial work (32%). Most students worked between 10 and 15 hours per week while two (8%) worked over 25 hours. Rates of pay were 13)_____ near the national minimum wage and average £6.20 per hour.

Discussion

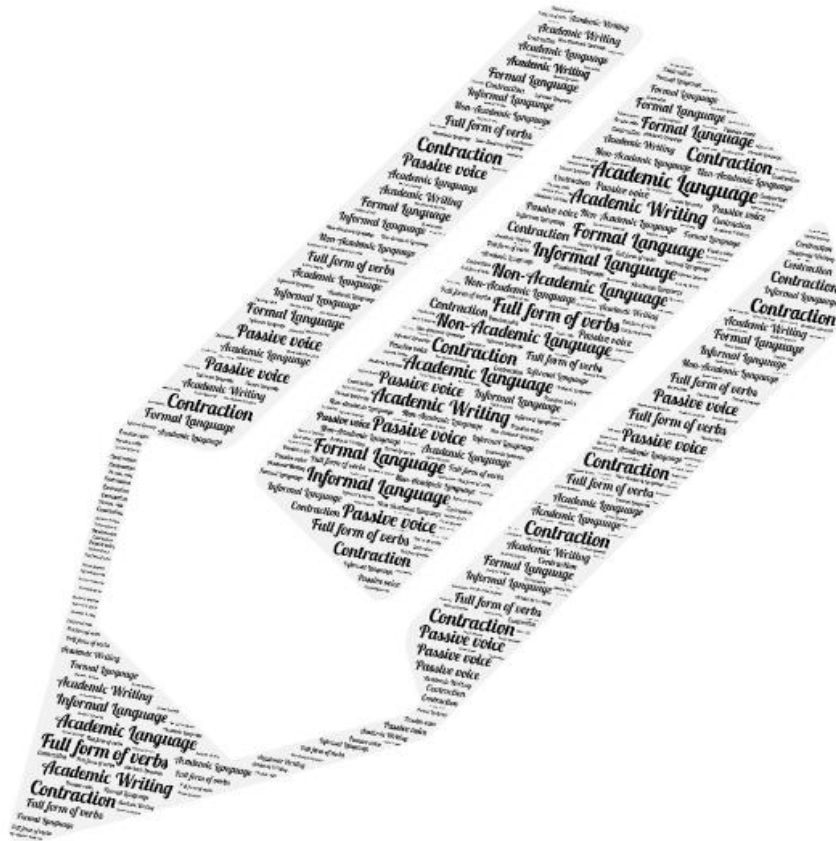
It is clear that part-time work is now a common aspect of student life. Many students find jobs at some points in their studies, but an overwhelming majority (88%) of those deny that it has a

damaging effect on their studies. Most students work for only 2–3 hours per day on average, and a significant number claim some positive results from their employment. Obviously, our survey was limited to a relatively small 14)_____ due to time constraints, and a fuller study might modify our findings in various way.

Source: Bailey, 2018

Unit Two

Academic Language



Unit Objectives

After the completion of this unit, the students will be able to:

- distinguish the different features of non-academic and academic language.
- use a full form of verbs to replace contractions correctly.
- use academic verbs to replace phrasal verbs correctly.
- use passive voice to avoid using personal pronouns in academic writing correctly.

Part One

Academic and Non-Academic Languages

The general features of language used in academic writing is different from non-academic writing. While academic writing uses formal written language, non-academic writing tends to use informal language which is similar to language used in speaking, texting, and writing on social media sites such as Facebook, Instagram, and Twitter. However, there is evidence reveal that students use informal language they wrote on social networking sites in their academic writing (Banda, 2017). Therefore, in this unit, the exercises developed from the social media text in the research **‘The use of social media text-based exercises to promote university students’ ability of distinguishing non-academic and academic language’** are employed to enable students to differentiate the language used in two different writing modes.

An academic language uses longer and more complex sentences, more precise and technical words, and more formal phrases and transitional words.

Non-academic (informal) language

She is very beautiful.

My kid was sick, so I could not hand in the report on time.

Academic (formal) language

She has a perfect physical appearance.

The reason for the late submission of the report was the sickness of my child.

Exercise A: Identify the following statements by writing N for non-academic writing and A for academic writing. Next, for the non-academic statements, highlight the words or phrases that show non-academic features.

- _____ 1. i don't wanna lose you.
 - _____ 2. Emma Watson has several admirable qualities.
 - _____ 3. Everything is gonna be okay.
 - _____ 4. She is admired by many people all over the world as a favorable actress.
 - _____ 5. It's just one chapter of your life. It's not your whole life.
 - _____ 6. Don't let me down.
 - _____ 7. Wherever I'm with my favorite people, it becomes my favorite place.
 - _____ 8. Nowadays, social media has become a part of teenagers' daily life.
 - _____ 9. I just want to take a photo, drink coffee, travel around the world, and meet with new friends.
-

- _____ 10. People who live in a large city have more opportunities for employment and gaining a high salary.
- _____ 11. Public transportation is a basic infrastructure in a large city.
- _____ 12. What r u doing? What did u talk 2 me?
- _____ 13. Teenagers can earn incomes from selling products on social media.
- _____ 14. People should think carefully before posting any personal information on Facebook.
- _____ 15. Yeah! I'm learn semantic too. Very hard to understand.
- _____ 16. Fast food contains ingredients that bring about several health problems.
- _____ 17. That boy sus!!
- _____ 18. Someone argues that fast food is convenient.
- _____ 19. Don't be scared, I ain't afraid.
- _____ 20. Most people use at least 4–5 plastic bags per day, and they tend to use plastic bags only once.

Part Two

The Features of Academic Language

In academic writing, the writer should use the full form of verbs (avoiding using contraction), use formal words (avoiding phrasal verbs, and spoken language), and avoid first-person personal pronouns (I, me, we, our).

2.1 Using a full form of verbs (Avoiding using contractions)

To write in academic context, the writer should use the full form of verbs. That means contraction should be avoided.

Contractions can occur with the verb to be, auxiliary verbs, nouns, names, here, there and question words. These contractions **are not considered appropriate in formal academic writing:**

Positive contractions and negative contractions of the verb to be and auxiliary verbs

Contractions	Full forms	Contractions	Full forms
I'm	I am	doesn't	does not
you're, we're, they're	you are, we are, they are	don't	do not
he's, she's, it's	he is, she is, it is	didn't	did not
I'll	I will	isn't	is not

Contractions	Full forms	Contractions	Full forms
you'll, we'll, they'll	you will, we will, they will	aren't	are not
he'll, she'll, it'll	he will, she will, it will	wasn't	was not
I'd	I would, I had	weren't	were not
you'd,	you would, you had	can't	cannot
we'd	we would, we had	hasn't	has not
they'd	they would, they had	haven't	have not
he'd	he would, he had	hadn't	had not
she'd	she would, she had	won't	will not
it'd	it would, it had	wouldn't	would not
that's	that is	couldn't	could not
there's	there is	shouldn't	should not
there're	there are	ain't	am not, are not, is not, has not, have not

Other contractions with nouns, names, here, now and question words

Samples of contractions	Full forms
My brother's got married.	My brother has got married.
Joey'll be unhappy.	Joey will be unhappy.
Here's your passport.	Here is your passport.
Now's your second chance.	Now is your second chance.
Where's your car?	Where is your car?
Who's the guest speaker of the seminar?	Who is the guest speaker of the seminar?
What's happened?	What has happened?

2.2 Using formal language

2.2.1 Use formal words

wanna	→	want to	very	→	extremely
enough	→	sufficient	get	→	obtain
show	→	demonstrate	a bit	→	somewhat

2.2.2 Do not use phrasal verbs.

let (sb.) down	→	disappoint
fade away	→	disappear
turn into	→	change
look over	→	inspect, examine

2.3 Avoiding personal pronouns (I, you, we, me, us)

According to the principle of academic writing, it should be objective based on information and reasons not writer's attitudes. Therefore, a writer should avoid using personal pronoun such as I, you, we, us, and me.

I discovered that...	→	Research revealed that...
We can see that....	→	It is evident that...
I surveyed the literature and found that....	→	A survey of the literature revealed

Exercise B: Replace the informal words in the following sentences by using the given academic

Words or phrases. Use correct form of verbs.

a. assist	f. desire	k. negative
b. ensure	g. in addition to	l. uninteresting
c. children	h. major	m. initiate
d. consider	i. require	n. positive
e. unfortunate	j. nowadays	o. reasonable

1. It is **(unlucky)** _____ that she has resemblance to her unattractive mother.
 2. A **(big)** _____ part of being successful in online learning is self-discipline.
 3. One of **(bad)** _____ effects of social media is increase of the risk for social bullying.
 4. The prime minister **(wants)** _____ to meet the leader of the protestors.
 5. The reason for late submission of the report is the sickness of her **(kids)** _____.
 6. To learn online effectively, students **(need)** _____ stable internet connection.
 7. School committee **(began)** _____ the new project to improve facilities for teaching and learning.
 8. The lectures are **(boring)** _____ for many students.
-

9. **(Besides)** _____ its well-known symbol, Doi Suthep temple, Chiang Mai is famous for Lanna food.
10. The company has **(fair)** _____ expectations of its employees.
11. **(Right now)** _____, we are in the digital era.
12. The government launched new campaign to **(help)** _____ unemployed people to find a job.
13. Based on the questionnaire, the staff showed a **(good)** _____ attitudes towards the new policy proposed by the manager.

a. sufficient	f. finish	k. fortunate
b. extremely	g. support	l. reasonable
c. distribute	h. somewhat	m. at present
d. monitor	i. beneficial	n. ineffective
e. repeatedly	j. examine	o. a large number

14. The university proceed the plan to **(help)** _____ students' online learning during Covid-19.
15. New model of our product has become popular because its price is **(not expensive)** _____.
16. **(Right now)** _____ technology in education has been improved rapidly.
17. It was **(lucky)** _____ that he was not injured in the accident.
18. There is **(enough)** _____ evidence to recommend vitamin C for preventing scurvy.
19. The mechanism of this antique watch is **(very)** _____ intricate, so it is difficult to repair.
20. The annual report showed **(a bit)** _____ superficial understanding of the local context.
21. A number of companies **(gave)** _____ food to people in flooding areas.
22. The patient has to be **(watched)** _____ her heart rate and respiration by the nurse.
23. When the Olympic games **(were over)** _____ the gymnasium were used for national sport competitions.
-

24. The results of the study are **(good)**_____ for the improvement of the university's online registration.
25. The decreasing of learning achievement can reflect that online learning is a **(bad)** _____ method for Thai learners.
26. There are **(lots of)**_____ people need to get Covid-19 vaccine, so the officials had to explain the steps of vaccination **(over and over)**_____.

Exercise C: Replace the phrasal verbs in the following sentences by using the given academic verbs. Use correct form of verbs.

- | | | | | |
|--------------|-------------|---------------|--------------|----------------|
| a. criticize | b. consider | c. continue | d. disappear | e. ensure |
| f. examine | g. return | h. disappoint | i. handle | j. change (to) |

- Many parents rely on success of their children, so children should not **let** their parents **down**.

 - People are disappointed with the government's new economic policies. They are **beating up** on them.

 - As the time passes by, several Thai traditions and customs are **fading away**.

 - The water in the lake **turns into** ice because of the freezing temperatures.

 - An inspection team **looked over** the crime scene yesterday.

 - The research project **went on** longer than we expected.

 - The president decided to immediately **come back** from the holiday after he learned the news of severe earthquake in his country.

-

8. The administrators are **looking at** the feasibility of reducing costs.

9. In online learning, students must **deal with** several problems such as time management and internet connection.

10. Many countries have legal obligation to **make sure** their children are provided with proper education.

Part Three

Grammar for Writing: Using Passive Voice to Avoid Personal Pronouns

To write for academic purposes, the writer should avoid using personal pronouns such as I, you, we, me, and us. One way to avoid these personal pronouns is using passive voice.

The passive voice is formed with the **verb be** and the **past participle (verb 3)** of the main verb.

I **distributed** the questionnaire to the participants. (active voice)

The questionnaire **was distributed** to the participants. (Passive voice)

V. be past participle

We **deliver** instant food to the needy in border areas. (active voice)

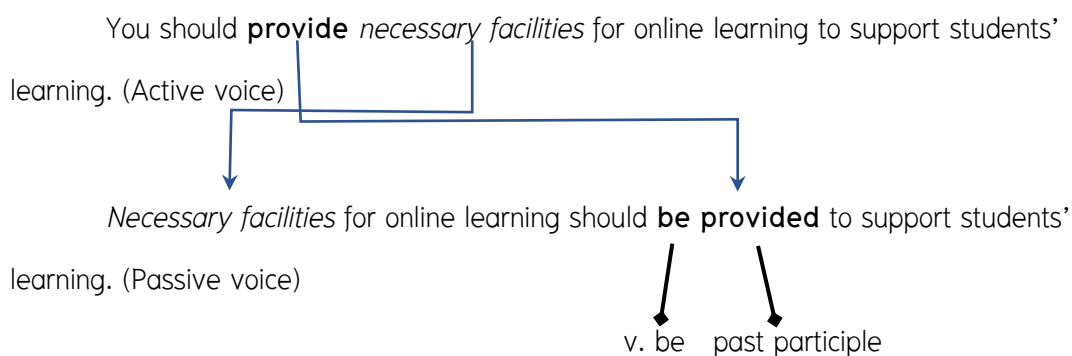
Instant food **is delivered** to the needy in border areas. (passive voice)

v. be past participle

We **have sent** invitation e-mails to more than 100 customers. (active voice)

Invitation e-mails **have been sent** to more than 100 customers. (passive voice)

v. be past participle



Exercise D: Rewrite the following sentences to passive voice.

1. I interpreted the results of the study.

2. We compared the students' scores before and after learning English online.

3. You can find the information about Covid-19 prevention from many sources on the Internet.

4. We present the results of the data analysis in Table 1.

5. I have examined the students' writing ability for two semesters.

6. We should use cloth bags instead of plastic bags.

7. You can buy different kinds of products from online shopping platforms such as Lazada and Shopee.

8. This morning, the committee considered the budget for the company's marketing campaign.

9. The researcher has collected the data for four months.

10. Forest fire and deforestation destroy wildlife habitats and native plants.

After the completion of this unit, students will be able to:

1. explain the definition and consequences of plagiarism
2. analyze plagiarism and classify the types of plagiarism
3. describe how to avoid plagiarism
4. write in-text citation correctly
5. develop references of different sources of information correctly.
6. rewrite original text by using paraphrasing strategies to avoid plagiarism

Part One

Avoiding Plagiarism

In academic writing, writers need to concern about ethics. According to Oxford Dictionaries (n.d.) ethics is defined as “moral principles that govern a person’s behavior or the conducting of an activity”. Ethical writing should avoid plagiarism and clearly indicate the sources of information that has been used in one’s own work by providing citations and references. In this part, students will learn about avoidance of plagiarism.

1.1 The Definition of Plagiarism

In Cambridge Dictionary, plagiarism means using other people’s ideas or pieces of work and behaving as if it is your own work (Cambridge University Press, n.d.). Similarly, from Macmillan Dictionary, plagiarism is using another person’s work and ideas, and using them as your own (Mcmillan Education Limited (n.d.). Also, it is explained on Purdue website (n.d.) that plagiarism refers to intentionally and unintentionally using others’ ideas or work without giving the writers a credit. In brief, plagiarism is defined as taking work produced by others and using them as if your own ideas. Plagiarism can be deliberate and non–deliberate actions, but both of them have been considered stealing others’ ideas.

1.2 The Consequences of Plagiarism

Consequences of plagiarism are based on the organization’s rules. The followings are the consequences of plagiarism for different groups of people. Do the exercise and discuss the answers with your classmates.

Exercise A: Match a group of people in the left column to the consequences of plagiarism in the right column.

Groups of people	Consequences of plagiarism
____1. Students	a. Consequences can include a reprimand or losing their job.
____2. Researchers	b. Consequences can be failing grades on assignments or courses, academic probation, and suspension or expulsion from school or university.
____3. Employees	c. Consequences can lead to loss of credibility and reputation in the academic field, loss of research funding, difficulties of finding journals to publish their work.

1.3 Types of plagiarism

There are six common types of plagiarism (Streefkerk, 2020). They are presented in the following table.

Types of plagiarism	Descriptions	Severity
Global plagiarism	Taking the whole text produced by someone else and presenting it as your own work.	Severe
Paraphrasing plagiarism	Rephrasing or rewriting others' ideas without citation.	Serious
Verbatim plagiarism	Directly copying a part of the text without citation.	Serious
Mosaic plagiarism	Taking ideas and texts from several sources without citation	Serious
Self-plagiarism	Reusing passages and ideas from your previous work.	Moderate
Incorrect citation	Not giving all necessary information in source citation.	Moderate

Exercise B: Identify the following statements by writing P for plagiarism NP for not plagiarism. For plagiarism items, identify the types of them based on the above table.

- _____ 1. Turning in your friend's essay as your own.
 - _____ 2. Using a considerable amount of your own work written for previous assignments in the new paper.
 - _____ 3. Using a direct quote by putting quotation marks and giving credit.
 - _____ 4. Taking someone's ideas from several sources without giving credit.
 - _____ 5. Copying a part of the text and forgetting to put in quotation marks.
 - _____ 6. Paraphrasing or summarizing someone's words and giving credit.
 - _____ 7. Providing wrong information about the source of a quotation.
 - _____ 8. Forgetting to give a source of others' work in references.
 - _____ 9. Rewriting another's sentences or paragraphs and writing a citation.
 - _____ 10. Using synonyms of a few words in sentence but copying the sentence structure of original work without giving credit.
 - _____ 11. Expressing common knowledge. Example: Bangkok is the capital of Thailand.
 - _____ 12. Asking or paying someone else to write an essay or paper for you.
 - _____ 13. Providing a fact and giving credit.
 - _____ 14. Submitting a paper that has already been submitted for another class.
-

1.4 Preventing Plagiarism

In the following website article, suggestions on preventing plagiarism are given by university staff. Read the suggestions and do exercise C.

Avoiding Plagiarism

Dr. Moore *Professor of History*

Academic honesty is important in my class. If a student pretends that someone else's words are theirs, that's dishonest. If a student lets someone else write their paper, that's dishonest. And if they submit a paper that they used in another class, that's also dishonest. These are all examples of plagiarism. The rules are simple: Do your own work, use your words, and don't reuse your work. If students are having trouble, they should come see me. At our college, if a student plagiarizes, I have to report this to the Dean of Students.

Dee Mackey *Librarian*

Students are often confused about plagiarism. If something is not their own idea or their own work, they should cite the source. That means they should say where they found something. When students cite a source, they always need to know the author and date of publication. They should also cite sources for photos and graphs. Generally, students should paraphrase information from others. That means students can use the ideas from another person, but they should use their own words. If they are unsure about anything, they should come and ask for help. We are happy to help them.

Jaye Evans *Writing Center Tutor*

Students often wait until the last minute, so they don't have time to write their paper. Then they go to the Internet and cut and paste things into their paper. That's never OK. I know and their professors know that they have copied. We can help students with their writing projects. That's why we are here. But they have to start early. We can't really help them at the last minute.

Source: Westbrook and Baker. 2017. p. 34

Exercise C: Match the following suggestions for avoiding plagiarism with the name of the university staff.

a. Dr. Moore

b. Jaye Evans

c. Dee Mackey

- | | |
|--|-------|
| 1. Paraphrase other people's words or ideas | _____ |
| 2. Get started early on a writing task | _____ |
| 3. Don't copy text from a website | _____ |
| 4. Don't turn in the same project for two different classes. | _____ |
| 5. If an idea is from someone else, cite the source. | _____ |
| 6. If a student plagiarizes, the university needs to know. | _____ |
-

Part Two

Citations

Regarding ethics in academic writing, writers should give the credits of sources of information that they used in their writing in two places. The first place is in the main body of their essay or paper. It is called **in-text citation**. Another place for giving the credits of information sources is at the end of their work. This is called **reference**. The in-text citation and reference are related to each other. The sources that have been cited in the body of the text must be listed in the reference lists on the last page(s) of the paper.

2.1 In-text citations

There are several formats of citations and references such as MLA, Vancouver, and APA. However, this unit explains APA (American Psychological Association) style 7th edition. The followings are two methods of using in-text citations.

1. Parenthetical: (Author's last name, year of publication)

Example:

In academic writing, it is important to use various sources in your writing and to cite the sources correctly to avoid plagiarism (Bailey, 2018).

2. Narrative: Author's last name (year of publication)

Example:

According to Bailey (2018), it is important to use plenty of sources in your writing and to cite the sources correctly to avoid plagiarism.

2.2 Using Quotes

If writers want to use exact words or direct quote from a source, they should use quotations. When quotations are used, writers can use the following verbs to introduce quotes.

argue	explain	mention	report
claim	find	point out	say
describe	insist	predict	state

In using direct quotes, writers must give the author's name, year of publication, and page number of the direct quote. Examples of quoting a sentence from a source in APA style are demonstrated as follows:

Original text

In the English-speaking academic world, it is essential to use a wide range of sources for your writing and to acknowledge these sources correctly– otherwise there is a risk of plagiarism.

Quote 1

According to Bailey (2018), “In the English-speaking academic world, it is essential to use a wide range of sources for your writing and to acknowledge these sources correctly– otherwise there is a risk of plagiarism” (p. 26).

Quote 2

As Bailey (2018) explains, “In the English-speaking academic world, it is essential to use a wide range of sources for your writing and to acknowledge these sources correctly– otherwise there is a risk of plagiarism” (p. 26).

Quote 3

Bailey (2018) states that “In the English-speaking academic world, it is essential to use a wide range of sources for your writing and to acknowledge these sources correctly– otherwise there is a risk of plagiarism” (p. 26).

If a direct quote contains more than 40 words, it should be put in an independent block. The block should be indented approximately 1.3 from the left margin and single-spaced. An example is shown below.

Original text

Plagiarism is a concern for both teachers and students, but it can be avoided by clearly understanding the issues involved. In the English-speaking academic world, it is essential to use a wide range of sources for your writing and to acknowledge these sources correctly– otherwise there is a risk of plagiarism.

Quote

Bailey (2018) claims that

Plagiarism is a concern for both teachers and students, but it can be avoided by clearly understanding the issues involved. In the English-speaking academic world, it is essential to use a wide range of sources for your writing and to acknowledge these sources correctly– otherwise there is a risk of plagiarism (p. 26).

Part Three

References

After citing a source of information in the body of the written text, **the writer must put the detailed citation in the reference lists at the end of their work. The reference list must be arranged in alphabetical order.** Examples of references from different sources in APA style 7th edition are illustrated in the table below.

Sources	References
Book	Information should be included: Authors' last name, Author's initial(s). (Year of publication). <i>Title of book</i> (Edition ed.). Publisher.
	Example: Bailey, S. (2018). <i>Academic writing: a handbook for international students</i> (5 th ed.). Routledge.
Book with 2 authors	Authors' last name, Author's initial(s)., & Authors' last name, Author's initial(s) (Year of publication). <i>Title of book</i> (Edition ed.). Publisher.
	Example: Sowton, C., & Kennedy, A.S. (2017). <i>Prism: reading and writing 3</i> (2 nd ed.). Cambridge University Press.
Journal Article with URL	Information should be included: Author's last name, Author's initial(s). (Year of publication). Title of article. <i>Title of Journal</i> , Volume(issue), pages. http:// URL
	Example: Sriwichai, C. (2020). Students' readiness and problems in learning English through blended Learning environment. <i>Asian Journal of Education and Training</i> , 6(1), 23–34. https://www.asianonlinejournals.com/index.php/EDU/article/view/1275
Journal Article with DOI	Information should be included: Author's last name, Author's initial(s). (Year of publication). Title of article. <i>Title of Journal</i> , Volume(issue), pages. http://doi.org/DOI
	Example: Klein, P.D., & Boscolo, P. (2016). Trends in research on writing as a learning activity. <i>Journal of Writing Research</i> , 7(3), 311–350. http://doi.org/ 10.17239/jowr-2016.07.03.01

Sources	References
Website	Information should be included: Author's last name, Author's initial(s). (Year, Month Day of publication). <i>Title of work</i> . Website's Name. URL.
	Example: Caulfield, J. (2020, November 5). <i>How to cite a website in APA style</i> . Scribbr. https://www.scribbr.com/apa-examples/website/
Website without year, month day of publication	Information should be included: Author's last name, Author's initial(s). (n.d.). <i>Title of work</i> . Website's Name. Retrieved month day, year, from URL.
	Example: Caulfield, J. (n.d.). <i>How to cite a website in APA style (7th edition)</i> . Scribbr. Retrieved May 23, 2021, from https://www.scribbr.com/apa-examples/website/
Website without author and year, month day of publication	Information should be included: Organization's name. (n.d.). <i>Title of work</i> . Website's Name. Retrieved month day, year, from URL.
	Example: American Psychological Association. (n.d.). <i>APA style: reference examples</i> . American Psychological Association. Retrieved November 22, 2022, from https://apastyle.apa.org/style-grammar-guidelines/references/examples
Blog Post	Information should be included: Author's last name, Author's initial(s). (Year, Month Day). <i>Title of work</i> . <i>Blog's Name</i> . URL
	Example: Nguyen, Q. (2019, August 22). 10 popular magazines for learning English technology vocabulary. <i>English Language and Culture Blog</i> . https://www.fluentu.com/blog/english/english-for-technology/
Online dictionary	Author or Creator. (year). Word. In <i>Dictionary's name</i> . Retrieved month, date, year, from URL **Note: An online dictionary is continuously updated, use "n.d." (no date) as the date.
	Example: Cambridge University Press. (n.d.). Plagiarism. In <i>Cambridge dictionary</i> . Retrieved May 23, 2021, from https://dictionary.cambridge.org/dictionary/english/plagiarism
Print dictionary	Information should be included: Publisher. (Year). Word. In <i>Dictionary's name</i> (Edition., p. page number). **Note: Do not repeat the name of the publisher at the end of the reference when the author/creator and the publisher are the same. The reference can be ended after the edition.
	Example: Cambridge University Press. (2013). Plagiarize. In <i>Cambridge advanced learner's dictionary</i> (4 th ed., p. 1189).

Example of the reference list

References

- Bailey, S. (2018). *Academic writing: a handbook for international students* (5th ed.). Routledge.
- Cambridge University Press. (2013). Plagiarize. In *Cambridge advanced learner's dictionary* (4th ed., p. 1189).
- Caulfield, J. (2020, November 5). *How to cite a website in APA style*. Scribbr.
<https://www.scribbr.com/apa-examples/website/>
- Nguyen, Q. (2019, August 22). 10 popular magazines for learning English technology vocabulary. *English Language and Culture Blog*. <https://www.fluentu.com/blog/english/english-for-technology/>
- Sowton, C., & Kennedy, A.S. (2017). *Prism: reading and writing 3* (2nd ed.). Cambridge University Press.

Exercise D: Use the given information of sources to write in-text citations in the given texts.

1. According to _____, "Writing, particularly academic writing, is not easy. It takes study and practice to develop this skill" (p. 3).

- | | |
|--|-----------------------------------|
| 1. Authors: Alice Oshima & Ann Hogue | |
| Book's title: Writing academic English | Edition: 3 rd ed. |
| Year of publication: 1999 | Publisher: Addison Wesley Longman |

2. Different kinds of technology such as CALL and internet-based tools (e.g. e-mail and web-based lessons) have been used in writing instruction over the last decades _____.

- | | |
|--|---------------------------|
| 2. Author: Poranee Deerajviset | |
| Article's title: Technology in EFL teaching and learning in Thailand: an overview of research and issues | |
| Journal's title: Journal of Mekong Societies | Year of publication: 2014 |
| Volume: 10 | Issue: 1 |
| Pages: 71–112 | |
| URL: https://so03.tci-thaijo.org/index.php/mekongjournal/article/view/17725 | |

3. _____ states that blended learning enables students to learn conveniently and flexibly. The students are able to control their own learning.

3. Author: Caroline Lawless

Title of work: What is blended learning? Blog's Name: Learn Upon Blog

Year, Month Day of publication: 2019, January 19

URL: <https://www.learnupon.com/blog/what-is-blended-learning/>

Exercise E: Identify the elements of the references by using the labels provided in the box. Some labels are used more than once.

- | | | |
|-----------------------------------|-----------------------------|------------------|
| a. Author's last name | g. Title of book | m. URL |
| b. Author's initial(s) | h. Title of journal article | n. Edition ed |
| c. Year of publication | i. Publisher | o. Title of work |
| d. Year month date of publication | j. Pages | |
| e. Name of website | k. Volume | |
| f. Title of journal | l. Issue | |

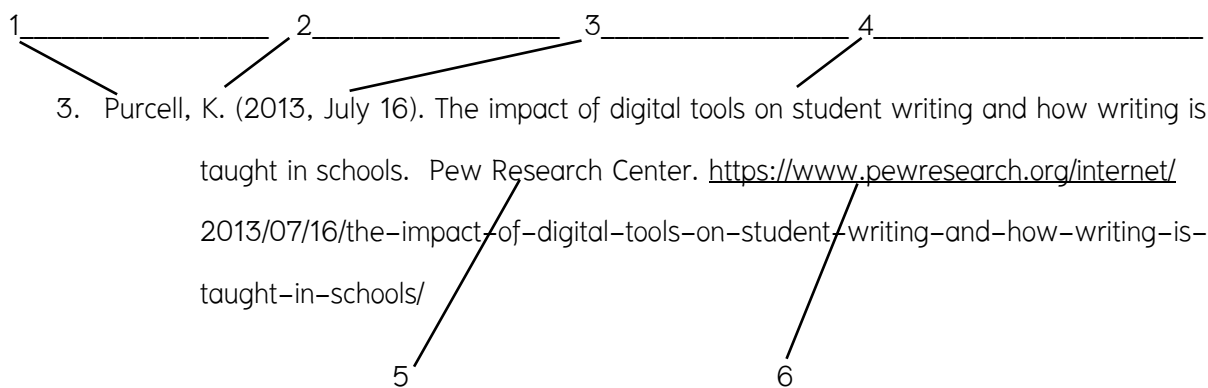
1. Daise, D., & Norloff, C. (2019). *Q Skill for success: reading and writing 4* (2nd ed.). Oxford University Press.

1 _____ 2 _____ 3 _____ 4 _____

5 _____ 6 _____

2. Setyowati, L., & Sukmawan, S. (2019). Authentic materials for teaching writing: a critical look. *International Journal of Language Education*, 3(2). 68-77. <https://files.eric.ed.gov/fulltext/EJ1244358.pdf>

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____



Exercise F: Write the correct reference list of the following information sources. Arrange the reference list in alphabetical order.

1. Authors: Alice Oshima & Ann Hogue

Book's title: Writing academic English Edition: 3rd ed.

Year of publication: 1999

Publisher: Addison Wesley Longman

2. Author: Poranee Deerajviset

Article's title: Technology in EFL teaching and learning in Thailand: an overview of research and issues

Journal's title: Journal of Mekong Societies Year of publication: 2014

Volume: 10 Issue: 1 Pages: 71–112

URL: <https://so03.tci-thaijo.org/index.php/mekongjournal/article/view/17725>

3. Author: Caroline Lawless

Title of work: What is blended learning? Blog's Name: Learn Upon Blog

Year, Month Day of publication: 2019, January 19

URL: <https://www.learnupon.com/blog/what-is-blended-learning/>

References

Part Four

Grammar for Writing: Paraphrasing

In academic writing, paraphrasing is one technique to avoid plagiarism. Paraphrasing means:

Rewriting another person's ideas by using your own words.

Some strategies for paraphrasing:

Original text:

The use of technology can be current. Using a listening activity with today's news in language classroom from a website can add a dimension of immediacy to a lesson. (Source: Sharma and Barrett, 2007)

Strategies	Paraphrase
Using synonyms to replace some words or phrases and providing citation	The employment of technology can be up-to-date. Utilizing a listening activity with recent news in language classroom from the Internet can add an aspect of rapidity to a lesson (Sharma & Barrett, 2007).
Changing word order and providing citation	Technology employment can be up-to-date. Utilizing recent news from the Internet in language classroom listening activity can add an aspect of rapidity to a lesson (Sharma & Barrett, 2007).
Changing sentence structure (active voice to passive voice or vice versa) and providing citation	Technology employment can be up-to-date. An aspect of rapidity can be added to a lesson in language classroom by utilizing recent news from the Internet with listening activity (Sharma & Barrett, 2007).
Using indirect speech with <i>According to...X...</i> , and <i>reporting verbs</i> (X states/says/ believes/insists/points out/ emphasizes/explains/suggests (that))	According to Sharma and Barrett (2007), the employment of technology can be up-to-date. Utilizing a listening activity with recent news in language classroom from the Internet can add an aspect of rapidity to a lesson. Sharma and Barrett (2007) states that the employment of technology can be up-to-date. Utilizing a listening activity with recent news in language classroom from the Internet can add an aspect of rapidity to a lesson.

Exercise G: Read the original text and three paraphrases. Identify the strategy (ies) used by the writer of each paraphrase.

Original text:

To avoid plagiarism, students must cite their sources, or say where they found their information in their research paper. Information is known by most people is called common knowledge and does not need to be cited. It is important to be able to identify which information needs to be cited. (Source: Sowton and Kennedy, 2017)

Strategies:

- a. Using synonyms to replace some words or phrases and providing citation
- b. Changing word order and providing citation
- c. Changing sentence structure (active voice to passive voice or vice versa) and providing citation
- d. Using indirect speech with *According to.....*, and reporting verbs

Paraphrase 1: _____

To prevent plagiarism, writers must cite their sources, or state where they discovered their information in their research article. Information that is acknowledged by a large number of people is considered common knowledge and does not need citation. It is vital to have an ability to analyze which information requires to be cited (Sowton & Kennedy, 2017).

Paraphrase 2: _____

According to Sowton and Kennedy (2017), to prevent plagiarism writers must cite their sources, or state where they discovered their information in their research article. Information that is acknowledged by a large number of people is considered common knowledge and does not need citation. It is vital to have an ability to analyze which information requires to be cited.

Paraphrase 3: _____

To prevent plagiarism, the sources of information must be cited or where the information is discovered must be stated by the writers in their research article. The common knowledge is information that a large number of people acknowledge, and it does not need citation. An ability to analyze which information requires to be cited is vital (Sowton & Kennedy, 2017).

Exercise H: Paraphrase the sentences by using the strategies given in the brackets.

Original text 1:

Some advantages of using electronic dictionaries include the fact they are portable and can be taken on trip, used in lectures and so on. (Source: Sharma and Barrett, 2007)

Paraphrase 1.1 (Using synonym and providing citation)

Paraphrase 1.2 (Using synonym, using indirect speech)

Original text 2:

Though most American couples still choose to have traditional wedding, more and more couples these days are planning unique weddings that reflect their beliefs, hobbies, and personal styles. (Source: Sowton and Kennedy, 2017)

Paraphrase 2.1 (Using synonym, using indirect speech)

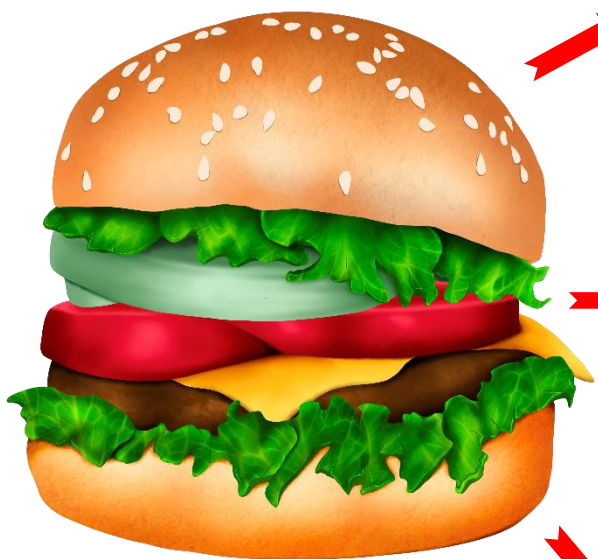
Paraphrase 2.2 (Using synonym, changing sentence structure (active voice to passive voice or vice versa) and providing citation)

Part One

The Organization of an Essay

1.1 The Structure of an Essay

The structure of an essay is like a hamburger that includes the parts of the top bun, meat and vegetable, and the bottom bun. Similarly, when you write an essay, remember that there are three main components: 1) an introductory paragraph or introduction, 2) a body paragraph(s), and 3) a concluding paragraph or conclusion.



Introductory paragraph (The top bun)

- To catch readers' attention using **a hook**
- To give **a background information** of the topic
- To write **a thesis statement** to state the main idea or main focus of the essay.

Body paragraph(s) (The meat and vegetable)

- To write **topic sentence** of each paragraph that support the thesis statement to show the main idea of the paragraph.
- To support the topic sentence with **supporting details**.

Concluding paragraph (The bottom bun)

- To restate the thesis statement by using different words
- To summarize the main points mentioned in the body paragraphs
- To give suggestions, express opinions, or predict about the future, or convince readers to take actions

1.1.1 The introductory paragraph

The introductory paragraph or **the introduction** should make readers interested in your essay. It usually has three parts: a hook, background information, and a thesis statement. While a hook aims to grab readers' attention, background information provides readers with the context that helps them to know and understand the topic of the essay. The last part of introduction is the thesis statement that usually appears in the last sentence of introductory paragraph. The thesis statement is important because it contains the main idea of your essay.

A. A Thesis statement

A thesis statement is the sentence that informs readers the main idea of the essay. It is very important because it helps readers guess what the entire essay will be about and might look like. Two major components of the thesis statement are ***the topic*** and ***the controlling idea***. The topic tells readers what the writer is going to write about, and the controlling idea presents a specific idea or an opinion about the topic of the essay. The thesis statement is usually found at the very end of the introductory paragraph. A strong thesis statement should be a specific idea or an opinion about the topic of the essay that can be discussed and explained, not a fact, a question, or general idea that everyone agrees.

Controlling idea
(specific idea or opinion about the topic)

Topic

Where you live determines many important aspects of your life.

Controlling idea
(specific idea or opinion about the topic)

Topic

Nuclear power has disadvantages and should not be a part of our country's energy plan.

Exercise A: Read the following thesis statements, write S for strong thesis statement, and write W for weak thesis statement.

- _____ 1. Several illnesses are caused by genetic factor and food.
 - _____ 2. To be a successful student, good study habits are more important than intelligence.
 - _____ 3. India became an independent country in 1947.
 - _____ 4. Using public transportation would be one of the best ways to solve the traffic and pollution problems in cities around the world.
 - _____ 5. The qualification for entering a university in my country is unreasonable.
 - _____ 6. In order to create a successful advertisement, it is necessary to consider three issues: who should be targeted, where the ad should be placed, and what type of ad should be made.
 - _____ 7. Owning a car has several advantages, but there are several disadvantages.
 - _____ 8. The advantages of owning car far outweigh the disadvantages.
-

Exercise B: Identify the thesis statements of these introductory paragraphs of by underlining them.

Introductory paragraph A

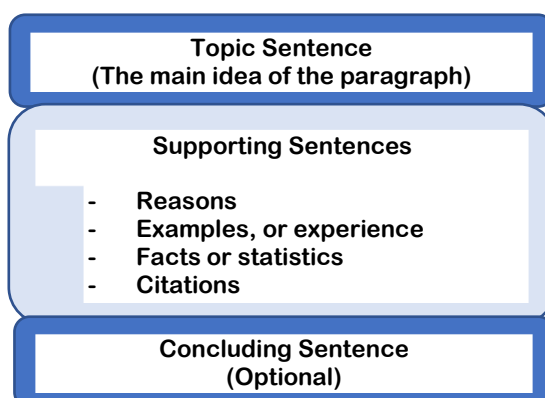
Most people admire someone as their role model. A role model may not be celebrity, but he or she can be an ordinary person who shows others how to live their lives with strong passion and integrity. For example, teenagers may approve of their peers who show them a strong determination to be successful in doing something they are fond of. Children may respect their parents as their role models because they have learned remarkable beliefs and values from them. For me, I revere my grandmother as my role model because she teaches me to behave responsibly and ethically by her admirable conduct.

Introductory paragraph B

At present, the crime rate is obviously rising worldwide, so the question of how we can reduce crime is discussed. Many people believe that having more police and putting more criminals into jail can solve this problem. However, these ideas may not be able to make crime decrease. In fact, the reductions of poverty and educational inequality are the best way to stop the increase of crime.

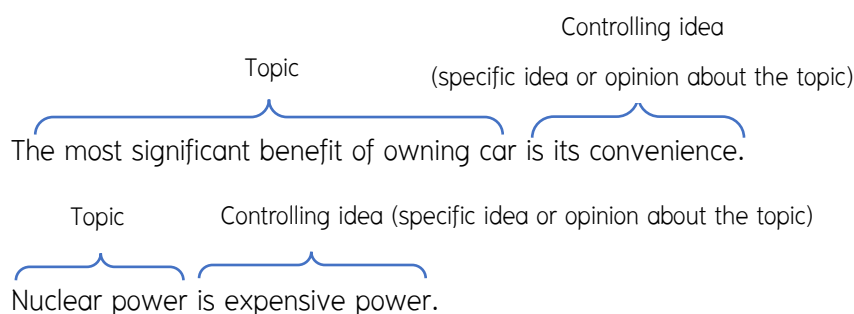
1.1.2 Body paragraph(s)

Another component of an essay is the **body paragraph**. There may be one or more body paragraphs. Each body paragraph should contain **a topic sentence** and **supporting sentences**. The topic sentence expresses the main idea of that paragraph, and supporting sentences provide the details to support and give more related information about the topic. Supporting sentences are more specific than the topic sentence. In addition, a paragraph can also have a concluding sentence which is an optional component. The concluding sentence is useful for long paragraphs because it helps summarize the main point of the paragraph.



A. A Topic sentence

A topic sentence is the most general statement in a paragraph. It supports the thesis statement in the introduction, and it tells readers the main idea of the paragraph. Likewise, the thesis statement, a topic sentence includes the topic of the paragraph and the controlling idea which demonstrate an opinion or an idea about the topic.



B. Supporting Sentences

Supporting sentences provide the details that support the topic sentence of the paragraph. Each supporting sentence should be related to the topic and the controlling idea in the topic sentence. It can be seen from the chart above, the writer can explain reasons, give examples, present facts or statistics, provide citations in writing supporting sentences.

In the sample body paragraph, the writer uses different kinds of information including facts, examples or experience, citation, and statistics to support his topic sentence.

Topic sentence	
<u>Despite this advantage, cars have many significant disadvantages, the most important of which</u>	
Fact	
<u>is the pollution they cause.</u> Almost all cars run either on petrol or diesel fuel, both of which are fossil fuels.	
Fact and example	
Burning these fuels causes the car to emit serious pollutants, such as carbon dioxide, carbon monoxide,	
Fact and example	
and nitrous oxide. Not only are these gases harmful for health, causing respiratory disease and other	
Fact	
illnesses, they also contribute to global warming, an increasing problem in the modern world. According to	
Citation	Statistic
the Union of Concerned Scientists (2013), transportation in the US accounts for 30% of all carbon dioxide	
Statistic	
production in that country, with 60% of these emissions coming from cars and small trucks. In short,	
Concluding sentence	
pollution is a major drawback of cars.	

Source: Smith, 2019 (Online)

Exercise C: Read the body paragraphs below. Identify the topic sentences by writing the number of sentences and the types of information the writer uses to support the topic sentences.

Paragraph A

(1) A further disadvantage is the traffic problems that they cause in many cities and towns of the world. (2) While car ownership is increasing in almost all countries of the world, especially in developing countries, the amount of available roadway in cities is not increasing at an equal pace. (3) This can lead to traffic congestion, especially in the morning and evening rush hour. (4) In some cities such as Mumbai, Jakarta, and Bangkok, this congestion can be severe, and delays of several hours can be a common occurrence. (5) Such congestion can also affect those people who travel out of cities at the weekend. (6) Spending hours sitting in an idle car means that this form of transport can in fact be less convenient than trains or planes or other

Source: Smith, 2019. (Online)

Topic sentence: sentence _____

Types of information used as supporting details

Sentence No.

Paragraph B

(1) Even natural disasters can affect nuclear power plants. (2) A big storm in the Pacific Ocean in 1981 washed nuclear waste from Mururoa out into the ocean. (3) In 2011, a strong earthquake damaged several nuclear reactors in Fukushima, Japan. (4) It is impossible for people to predict or to prevent events like this. (5) Different types of severe weather or natural disasters can strike almost anywhere in the world and they can cause disastrous nuclear accidents.

Source: Zemach & Ghulldu, 2011. p. 100

Topic sentence: sentence _____

Types of information used as supporting details

Sentence No.

1.1.3 A concluding Paragraph

The concluding paragraph or conclusion is the last paragraph of the essay. It brings the essay to the end, so writers should not introduce new ideas or issues, and do not give the details or examples. Instead, writers should restate the thesis statement in different words but same meaning and summarize the main point. Also, writers may give suggestions, express opinions, predict about the future, or convince the readers to take actions. To give readers a sign of conclusion, the following transitional words can be used at the beginning of the concluding paragraph.

In conclusion,.....

In sum,.....

In short,.....

In brief,.....

In summary,.....

To sum up,.....

Exercise D: Match each of these introduction thesis statements with its rewritten version for a conclusion.

Thesis statement	Restating thesis statement in conclusion
_____1. Electronic money has numerous advantages because of its convenience and security.	a. When children are exposed to music and are taught to play instruments such as the piano or violin, there are many positively effects.
_____2.Traveling is a valuable learning experience for people, especially children and young adults.	b. The Internet gives access to a huge amount of knowledge, but users shouldn't believe everything they read there.
_____3. Learning to play a musical instrument is very beneficial for children.	c. Despite the challenges, being an entrepreneur can offer more benefits than other types of employment.
_____4. Creating and owning a business offers more advantages than working as an employee in a company.	d. Young people can learn many things by travelling to other countries.

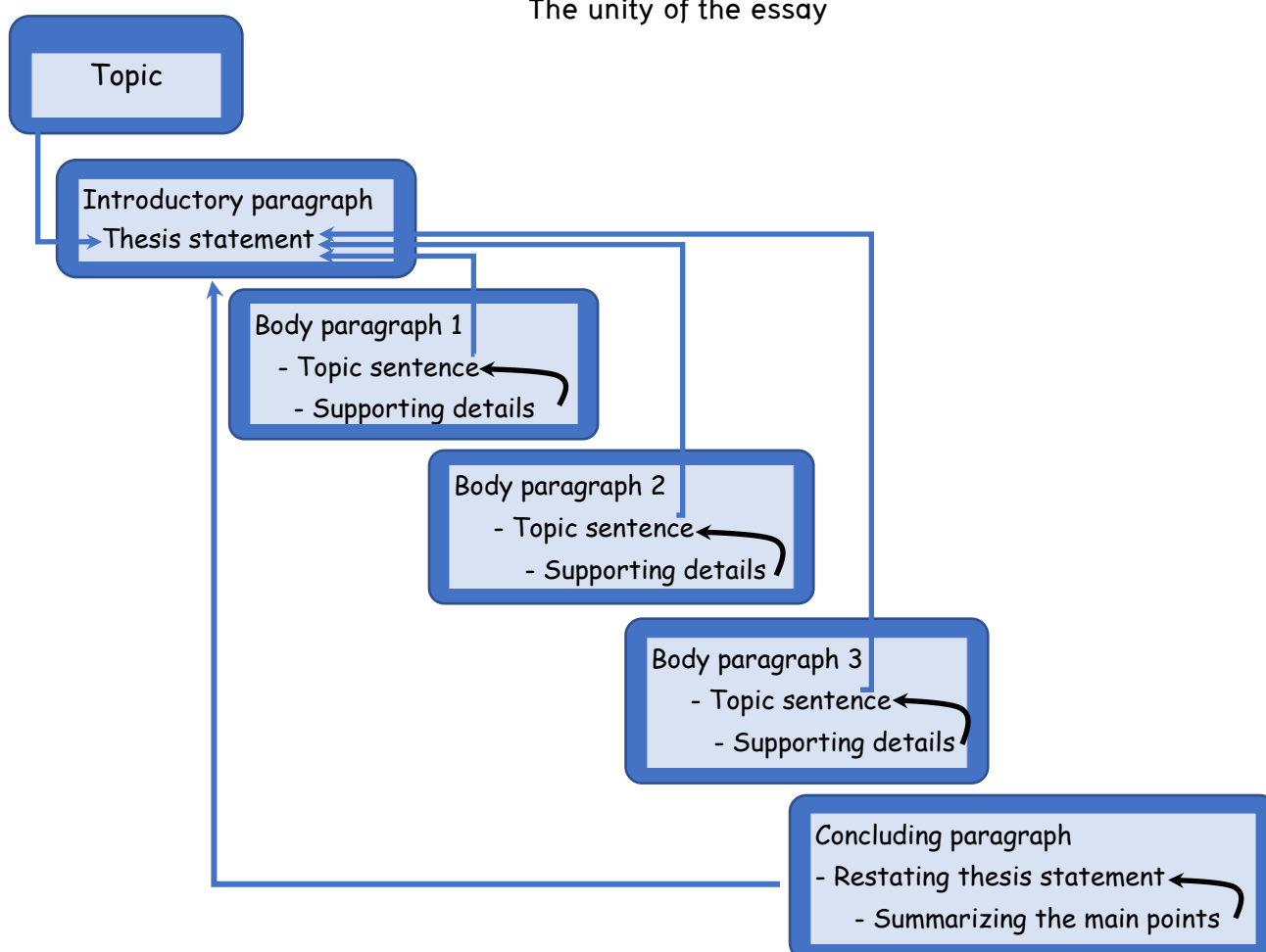
Thesis statement	Restating thesis statement in conclusion
_____5. The Internet can be very useful for research, but it also contains a lot of incorrect information.	e. Electronic money has several great benefits.

Adapted from: Zemach & Ghulldu, 2011. p. 75

Part Two Unity of an Essay

In writing, unity refers to the quality of having the ideas and examples in a piece of writing clearly related to the topic and to each other (Cambridge University Press, n.d.). The unity can be created by using the topic sentence of each body paragraph to support the thesis statement and using supporting sentences which are related to and support your topic sentence. The unity of the essay is presented in the following chart.

The unity of the essay



The chart above demonstrates that to create the unity in writing, the thesis statement should be connected to the topic. All topic sentences in body paragraphs are related to the thesis statement in the introduction, and all supporting sentences in each paragraph are relevant to the topic sentence. Moreover, in the concluding paragraph, the thesis statement in the introduction is restated and the main points mentioned in body paragraphs are summarized. That means the conclusion relates to the thesis statement, too. The ideas that are not related to the topic, the thesis statement, and the topic sentence(s) are considered irrelevant ideas, and they should be eliminated.

Exercise E: Read the thesis statement of the given body paragraph. Identify and cross out three sentences that are irrelevant to the thesis statement.

Thesis statement

Sign language, the language used by many deaf people, has a 500-year history.

(1) The first sign language for deaf people was developed in Europe in the 1500s. (2) In Spain, a man named Pedro de Ponce was the first person to teach deaf children using sign language. (3) Another Spaniard, Juan Pablo de Bonet, was the first person to write a book on teaching sign language to deaf people. (4) His book was not well-known at that time. (5) Another important teacher who influenced the development of sign language was a Frenchman named Abbe de L'Epee. (6) L'Epee understood that deaf people could communicate without speech. (7) Most of his students were from well-being families. (8) He started to learn the signs used by a group of deaf people in Paris. (9) Using these signs, he developed a more complete French sign language. (10) L'Epee also taught religion classes.

Adapted from: Zemach & Ghulldu, 2011. p. 85

Part Three

Coherence of an Essay

Coherence is a clear connection between the ideas. In a good writing task, all supporting sentences should be organized clearly in a logical way. The coherence in essay writing can be created by using the transitional words and pronoun references.

3.1 Transitional words

Transitional words can be used to connect sentences and paragraphs in order to create a smooth flow of ideas.

Purposes	Transitional words	Purposes	Transitional words
To add more points	In addition, ... Also, ... Additionally, ... Furthermore,..... Moreover,.....	To tell sequences or to add more points	First, ... Second, ... Finally, ...
To give example	For example, ... For instance, ...	To tell cause and effect	Therefore,..... Thus,..... As a result,.....
To compare	Likewise,..... Similarly,.....	To contrast	However,..... On the other hand,..... In contrast,.....
To emphasize	Most importantly, ... More importantly, ...	To conclude	In sum, ... In conclusion, ... To sum up, ...

Exercise F: Use the transitional words given in a box to connect the ideas in the following paragraph. Compare your answers with your classmates.

- a. In addition b. On the other hand c. First d. Finally
e. To sum up f. In contrast g. Likewise

In recent years, new technology such as cellular telephones and the Internet have made life more convenient. (1)_____, cellular telephones allow people to talk to one another almost anywhere. (2)_____, the internet gives people the ability to talk to one another very easily, even across countries. (3)_____, cellular phones and the Internet are available 24 hours per day, so people can speak or connect at any time, day or night. (4)_____.

these two types of technology allow people to find out information without even leaving one's home. A person can access the internet through most types of cellular phones, and the Internet can be used to look up virtually any topic of interest. (5)_____, cellular phones, the Internet, other new types of technology that exist today provide a great deal of convenience for people.

Source: Zemach & Ghulldu, 2011. p. 41

3.2 Pronoun references

Another way to create coherence in writing is using pronouns to connect the ideas in sentences. Writers can use a pronoun such as he, she, it, they, him, her, and them to replace a noun or noun phrase in the previous sentence. When using a pronoun to refer to another noun or a noun phrase, it should be clear which noun is substituted by that pronoun. Also, a pronoun must agree in person with the noun that it refers to. Read the following sentences to study the use of pronouns to connect the ideas in two sentences.

Example 1:

Most unwanted computers are sent to a dump. **They** have caused a problem.

The word '**They**' in sentence two refers to the subject of sentence one, the noun phrase '**Most unwanted computers**' to show that the second sentence is connected to the first one.

Example 2:

In 1815, **a man named Thomas Gallaudet** became interested in teaching deaf people. **He** traveled to Europe to study ways of communicating with deaf people.

In example 2, the word '**He**' in sentence two substitutes the subject of sentence one '**a man named Thomas Gallaudet**' to show the connection between these two sentences.

Exercise G: Identify noun or phrase that each bold pronouns refers to. Write the answers in the space provided.

Ho Chi Minh City, in Vietnam, is a fascinating destination for travelers to Southeast Asia. (1) **It** is located on the Mokong River. (2) **It** was once an important trading center for the French in Southeast Asia. The influence of French culture can still be felt. Many of the buildings in the city are built in French style. There are museums and monuments documenting the country's long-and often bloody- history. Many people, especially the older generations, learned French in school, and (3) **they** still can speak (4) **it** very well. Moreover, in Ho Chi Minh City, some cafes, expensive hotels,

and restaurants serve French food such as French-style bread and pastries. If you are looking for a unique city to visit in Southeast Asia, **(5) this** city is an attractive choice.

Source: Zemach & Ghulldu, 2011. p. 86

Pronoun	Noun or noun phrase the pronoun refers to
(1) It	_____
(2) It	_____
(3) they	_____
(4) it	_____
(5) this	_____

Part Four

Grammar for Writing: Avoiding Sentence Fragments, Run-on Sentences and Comma Splices

Sentence fragments, run-on sentences and comma splices are common errors that writers must know how to avoid in academic writing.

1. Sentence fragments

Sentence fragments are not correct because they are incomplete sentences. Generally, a complete sentence must contain subject and verb, and express a complete thought. There are three common errors that cause sentence fragments.

1.1 There is no subject.

✗ Fragment: *love going on social networking site*

How to fix: Add the subject

Complete and correct sentence: *I love going on social networking site.*

1.2 There is no verb.

✗ Fragment: *Surfing the Internet and playing games joyful activities*

How to fix: Add the verb

Complete and correct sentence: *Surfing the Internet and playing games are joyful activities.*

1.3 Incomplete thought because there is no main clause.

✗ Fragment: *Because I like to chat with my friends late at night*

(This is dependent clause)

How to fix: Add the main clause

Complete and correct sentence: I go to sleep late because I like to chat with my friends late at night.

2. Run-on sentences

Run-on sentences are incorrect because they have two or more independent clauses that have not been connected the right way. The sentence below is an example of a run-on sentence.

✗ *Engineering and business are both popular majors they both use mathematics.*

A run-on sentence can be fixed as follows:

● add a comma and a coordinating conjunction like *for, and, nor, yet, or, but, and so* (FANBOYS).

*Engineering and business are both popular majors, **and** they both use mathematics.*

● separate the clauses with a semicolon.

Engineering and business are both popular majors; they both use mathematics.

● make the clauses into two separate sentences.

Engineering and business are both popular majors. They both use mathematics.

3. Comma splices

Comma splices are two independent clauses connected only with a comma.

✗ *Khao Manee is Thailand-originated cat breed, it costs approximately \$10,000 per cat.*

To fix comma splices, you can do the same ways of fixing run-on sentences by adding a coordination conjunctions (FANBOYS), separating the clauses with a semicolon, or making the clauses two separate sentences.

*Khao Manee is Thailand-originated cat breed, **and** it costs approximately \$10,000 per cat.*

*Khao Manee is Thailand-originated cat breed; **it** costs approximately \$10,000 per cat.*

*Khao Manee is Thailand-originated cat breed. **It** costs approximately \$10,000 per cat.*

Exercise H: Read each sentence fragment. Identify the type of error based on the

explanation on the previous page as ‘There is no subject’ (1.1), ‘There is no verb (1.2), and ‘Incomplete thought’ (1.3). Correct each sentence fragment.

1. When you cannot call someone. _____

2. It difficult for me to speak in front of camera. _____

3. Signed up, and some people invited me to be their friends. _____

4. After you finish all homework. _____

5. Doing a part-time job at night and attending morning class very hard for many students.

6. Have more friends when they go on Facebook.

Exercise I: Identify the run-on sentences or comma splices in the sentences. Write C (comma splice) or R (run-on sentence). Then correct the sentences.

1. Many students study a second language some students study a third language. R .

Many students study a second language, **but** some students study a third language.

2. Engineering is a popular college major, it is not as popular as business. _____

3. Mathematics focuses on numbers language learning focuses on words. _____

4. Distance learning has become very popular, you can even earn a degree this way. _____

5. Some students prefer to study academic subjects other students prefer vocational courses.

6. All universities charge tuition, some are more expensive than others. _____

7. The scientific method involves six steps each is important. _____

8. Topic sentences are important they introduce the controlling idea of a paragraph. _____

Part One

The Structure of a Descriptive Essay

1.1 The Structure of a Descriptive Essay

Descriptive writing is usually a part of different types of the written work because it can be used for various purposes such as for entertaining, sharing experience, giving information, and convincing. The main characteristic of the description is the employment of a descriptive language to create mental pictures of people, places, or objects. Detailed description can help readers imagine and understand feelings, appearances, tastes, or smells of the thing being described obviously (Clouse, 2013; Coker, 2012; Folse, Solomon & Clabeaux, 2001; Sriwichai, 2018). In this unit, you are going to learn how to describe people. The components of descriptive essay are presented in the chart below:

The structure of a descriptive essay

Introduction – A hook to catch your readers' attention (Optional) – General information of what you are describing – Thesis statement that tells a reader who or what is being described and the reasons why that person, thing, or place is the focus of the description.
Body paragraphs (one or more) To give the details of person, thing, or place are being described – Topic sentence that states the topic of each paragraph and the controlling idea – Supporting details of each paragraph which support the topic sentence.
Conclusion – Restating the thesis statement (the topic that is being described and the writer's opinions on the topic) in different words. – Summarizing the main points

1.2 Writing the thesis statement of a Descriptive Essay

The thesis statement of the descriptive essay contains a topic that tells a reader who or what the writer is describing and a controlling idea that shows the writer's impression or opinions on that person, place, or object.

Topic Controlling idea

My role model is my grandmother because she has remarkable qualities to follow.

Topic Controlling idea

My father is my role model as he is ordinary man who has extraordinary determination.

Exercise A: Identify the topic and controlling idea of the following thesis statements.

1. My role model is my father because he has truly remarkable beliefs and values although he has nothing uncommon in his physical appearance.

Topic: _____

Controlling idea: _____

2. A new English teacher is admirable because of her dignity.

Topic: _____

Controlling idea: _____

3. My favorite place to visit is my small and peaceful hometown in Chiang Mai.

Topic: _____

Controlling idea: _____

1. 3 A Descriptive Language (Imagery)

A good descriptive essay gives a clear mental picture of the subject of the essay. The reader should be able to imagine that he or she is with the person described, at the place described, etc. include strong **imagery** (language that helps create these mental pictures) in your body paragraphs.

NOT descriptive

She walked into the room.

He was dressed formally.

The street was filled with people selling food.

Descriptive

She walked **slowly** and **nervously** into the **dark** room. (use adjectives and adverbs)

He wore **a light suit, a tie, and shiny shoes.** (give details and use specific language)

The street was filled with **loud men shouting out orders above the smoky smell of grilling meat.** (use sensory language related to sounds, smells, etc.)

Source: Daise & Norloff, 2019. p. 52

Based on the above examples, adjectives can be used as descriptive language to describe someone or something. The followings are some adjectives for describing people.

Adjectives for Describing People: Physical Characteristics and Personality

Adjectives for describing physical characteristics				
Face	Hair	Height	Skin	Figure
oval	wavy	tall	light-brown	skinny/thin/underweight
round	straight	short	dark	slim/slender/bonny
square	curly	average/normal/medium	fair	plump/chubby/obese/fat/ overweight
			tanned	
			pale	

Adjectives for describing personality			
affectionate	easygoing	creative	nervous
ambitious	emotional	determined	serious
brave	friendly	diligent	depressed
bright/witty/clever	generous/kind	sincere	pessimistic
calm	gentle/nice	self-confident	lazy
charming	humorous	self-disciplined	selfish
compassionate / sympathetic/ warm-hearted	helpful	happy	rude
	optimistic	relaxed	shy
	reliable	talkative/chatty	grumpy/bad-tempered
smart	hard-working	polite	
honest	tidy/neat	funny	

Order of Adjectives

When more than one adjective is used to describe a noun, they should be put in the correct order. The chart below presents the typical order of adjectives.

Opinion	Size	Age	Shape	Color	Origin	Material	Purpose	Noun
friendly		young			Japanese			girl
cozy	small	ancient		black		wooden		house
expensive		new		blue			running	shoes
enjoyable							farewell	party

Exercise B: Put adjectives given in the correct order to complete the sentence.

- This restaurant is famous for _____ food.
(Japanese, delicious, traditional)
- There is a(n) _____ room in their house.
(dining, dim, big, old)
- There are two _____ teachers in our school.
(American, mathematics, diligent)
- Some dangerous diseases such as cancer, AIDS, and blood disorder can be cured by using _____ technology.
(cutting-edge, medical, incredible)

5. My company is seeking for _____ staff.

(Thai, hard-working, middle-aged, marketing)

6. My department bought _____ table.

(meeting, modern, U-shaped, wooden, brown)

Part Two

Analyzing a Descriptive Essay

2.1 Analyzing a Model Essay

The following is the sample of descriptive essay adapted from a student's work. Read it and do exercises to analyze the structure of the essay.

Model Essay

My Role Model



Role Model

Thomas Monson said “We tend to become like those we admire.” This means when people have a role model, they **aspire to** be like him or her, and they have inspiration to live their lives. A role model is someone who has been **revered** for his or her **remarkable** beliefs and value. People may not be able to learn from their role model directly, but they may learn from their **integrity** and graceful **conduct**. To me, my role model is Emma Watson because she has admirable personalities and outstanding physical characteristics.

Emma Watson is a glamorous woman. She is a 30-year-old English actress. Her hair is long wavy and light brown. She has oval face with beautiful dark brown eyes, thin brown eyebrows, and long brown eyelashes. She has small prominent nose and thin lips. She looks gorgeous even though she does not make up. Her skin is shine and glowing. Emma is attractive because she always has beautiful smile on her face. She has medium height, and she is slim. She is 165 cm. tall, and her weight is 53 kg. She has a perfect shape that many women need, and she looks gorgeous in evening dresses.

Moreover, there are several reasons that make her my role model. First, she is always **benevolent**. She donated large amounts of money to assist victims who **confront adversity** of sexual harassment. She has **collaborated** with the UN organization in claiming gender **equality** and women's rights. Second, she is hard-working. While she was filming the Harry Potter movies, she was studying in a high school. She worked hard to meet her career goal and studied hard to achieve

a quality education. With her hard work, she gained A level of standardized test of Great Britain and was admitted by Brown and Oxford university. She decided to study in the college and work as an actress **concurrently**. Finally, she has strong determination. When she does something, she continues doing and trying her best. Although she faces difficulty, she does not surrender. With her attempt, she is admired by **numerous** people all over the world as an excellent actress. She has won many awards such as Young Artist Award for Best Leading Young Actress in a Feature Film 2002, People's Choice Award for Favorite Dramatic Movie Actress 2013, and Teen Choice Award for Choice Movie Actress: Fantasy 2017. Also, she has practiced yoga until she became a yoga teacher. People realized from her that if they have an effort to do something, they will be able to succeed in what they are doing.

In summary, Emma Watson is a gorgeous woman who is generous and helpful to other women. She is hard-working, determined, and well-known as a successful woman in the world. These are the reasons why she is **praised** as my role model. I have learned many things from her respectful behaviors, and I wish I could meet her once.

Source: Adapted from student's essay

Exercise C: Answer the questions below.

1. Find information from the model essay to fill in the blanks

Hook: Thomas Monson said "We tend to become like those we admire."

Thesis statement: _____

Topic sentence of body paragraph I: Emma Watson is a glamorous woman.

Supporting detail: _____

Supporting detail: _____

Supporting detail: _____

Supporting detail: _____

Supporting detail: _____

Supporting detail: _____

Supporting detail: _____

Topic sentence of body paragraph II: _____

Quality/Personality I: She is always benevolent.

Supporting detail: _____

Supporting detail: _____

Quality/Personality II: _____

Supporting detail: _____

Supporting detail: _____

Supporting detail: With her hard work, she gained A level of standardized test of
Great Britain and was admitted by Brown and Oxford university.

Supporting detail: _____

Quality/Personality III: _____

Supporting detail: When she does something, she continues doing and trying her
best.

Supporting detail: _____

Supporting detail: _____

Supporting detail: _____

Supporting detail: _____

Concluding paragraph (Restating the thesis statement): _____

2. List the transitional words making the above essay coherent.

3. List the adjectives describing the subject of the model essay 'My Role Model'

2.2 Learning vocabulary from the model essay

The following words are from the model essay. Study the vocabulary and do this exercise.

Exercise D: Here are some words and phrases from model essay. Write each word or phrase next to the correct definition.

- | | | | |
|----------------|-----------------|--------------|---------------|
| a. adversity | d. collaborate | g. confront | j. praise |
| b. aspire (to) | e. concurrently | h. integrity | k. remarkable |
| c. benevolent | f. conduct | i. numerous | l. revere |

1. _____ (adj.) kind and helpful
2. _____ (phr. v.) to have a strong desire to do something or become someone
3. _____ (adv.) at the same time

4. _____ (v.) to very much respect and admire someone or something
5. _____ (v.) to deal with a problem or difficult situation
6. _____ (n.) a difficulty or unpleasant situation
7. _____ (adj.) unusual or special and therefore surprising and worth mentioning
8. _____ (n.) the quality of being honest and having strong moral principles that you refuse to change
9. _____ (v.) to express admiration or approval of achievement or characteristics of a person or thing
10. _____ (v.) to work with someone else for a special purpose.
11. _____ (n.) behavior
12. _____ (adj.) many

Part Three

Grammar for Writing: Restrictive Relative Clauses

Restrictive relative clauses (identifying adjective clauses) describe or identify nouns. Usually they directly follow nouns, noun phrases, or indefinite pronouns (something, everyone, etc.)

Noun/
Pronoun
Relative adjective clause
 A role model is someone *who makes a difference in people's lives.*

1. Most relative clauses begin with a relative pronoun.

● Use **who** or **that** after noun for **people**.

Role models are people **who may volunteer in their communities.**

The teacher **that treats all students equally** is my role model.

● Use **that** or **which** after nouns for things (Which usually sounds more formal).

Sarah works for a company **which helps the homeless.**

Books **that tell stories of successful people** are very popular.

2. You can think of a sentence with a relative clause as a combination of two sentences with the same noun.

● In a **subject relative clause**, the relative pronoun stands for the subject of the clause. It is followed by a verb.

A role model is someone. ~~He or she~~ makes a difference in people's lives.

A role model is someone **who** makes a difference in people's lives.

relative pronoun + v.

- In an **object relative clause**, the relative pronoun stands for the object of the clause.

The relative pronoun is followed by a subject + verb.

A role model encounters problems. We may also face the problems.

A role model encounters problems **that** we may also face.

Relative pronoun. + subj. + v.

3. In object relative clauses, the relative pronoun can be omitted.

Role models do things ~~that~~ we would like to do.

4. To combine two sentences with the same noun, follow these steps:

Step 1: identify nouns or pronouns that refer to the same thing in two sentences.

Step 2: replace the noun or pronoun in sentence two that repeat the same noun in sentence one with appropriate relative pronoun *who*, *that*, or *which*.

Step 3: combine the two sentences by putting the relative clause as close to the noun that they describe in the first sentence as possible.

Exercise E: Underline the relative clause in each sentence. Circle the noun, noun phrase, or indefinite pronoun it identifies.

- Not every person who makes his or her community a better place is acknowledged for it.
- At 19, Ahmed borrowed a novel that changed his life forever.
- His father was an illiterate who insisted that his son have an education.
- She read story books to children who have no access to television.
- Lisa started youth environmental group which is trying to clean up the city.
- The trash Lisa's group collects is carried away by bicycles.

Exercise F: Combine each pair of sentences using a restrictive relative clause with *who*, *that*, or *which*. Follow the steps mentioned in previous page.

1. We all aspire to do something. Other people will respect it.

We all aspire to do something that other people will respect.

2. Role models may inspire us to help people. They cannot help themselves.

3. Role models have qualities. We would like to have them.

4. To me, a person is a role model. He inspires others to do good deeds.

5. Reading novels gives students something. They cannot get it in textbooks.

6. Caring for the environment is something. We can do it.

7. Someone is a generous person. He or she donates money to charity.

8. Fans quickly lose interest in a sport team. The team loses game after game.

9. Words in English are often difficult for foreigners to pronounce. They begin with the consonants 'th'.

10. Foreigners also have difficulty with English spelling. English spelling is not always consistent with its pronunciation.

Exercise G: Read the model essay 'My Role Model' again, then underline relative clauses and circle the noun that the relative clause describes.

Part Four

Unit Assignment: Writing a Descriptive Essay

Exercise H: Write a four paragraph essay (400–450 words) to describe a person who is your role model or a person you admire.

1. *Brainstorming*

1.1 With your partner or classmates, think about a person you admire, and answer following questions.

a. Who is the person? _____

b. What does he/she look like? (Physical characteristic)

c. What is he/she like? (Personality)

1.2 Write a person who you think is admirable (the answer of question a.), his/her physical characteristics (the answer of question b.), and his/her personality (the answer of question c.) in the chart below.

My role model/ My admirable person	Physical Characteristics	Personality/Qualities
		1. 2. 3.

2. Developing an outline

2.1 Write the topic for your essay.

2.2 Write an opinion or reason about the topic above. This will be your controlling idea for thesis statement.

2.3 Combine your topic from 2.1 and your opinion or reason from 2.2 the write thesis statement.

2.4 Develop an outline for your essay using the following template.

Topic: _____

Introduction

Hook: _____

Thesis Statement: _____

Body Paragraph I (Physical Characteristics)

Topic sentence: _____

Supporting details I: _____

Supporting details II: _____

Supporting details III: _____

Body Paragraph II (Personality/Qualities)

Topic sentence: _____

Personality I: _____

Supporting detail I: _____

Supporting detail II: _____

Supporting detail III: _____

Personality II: _____

Supporting detail I: _____

Supporting detail II: _____

Supporting detail III: _____

Personality II: _____

Supporting detail I: _____

Supporting detail II: _____

Supporting detail III: _____

Conclusion

Restating thesis statement or summarizing your reasons:

Summarizing the main points: _____

3. Writing the first draft from your outline:

- 3.1 Write the first draft of your essay based on the outline.
- 3.2 Read the first draft carefully to check connection of ideas.

4. Producing the second draft from your first draft

- 4.1 Exchange your first draft with your peer.
- 4.2 Use following peer-reviewing worksheet to check your peer's work (your work will be reviewed by your peer).

Peer-Reviewing Worksheet

Unit 1: Describing People

Unit Assignment: Work with partner, write a four-paragraph (400–450 words)

descriptive essay about a person who is your role model or a person you admire

Date: _____

Writer: _____ Peer Editor: _____

Title: _____

1. – What is the hook in the introduction? _____

– What would you like to suggest to make it better? _____

2. – What is thesis statement in the introduction? _____

– What would you like to suggest to make it better?

3. – In the body paragraph (s), does the writer give the details of physical characteristics and personality of the person he is describing? ☐ Yes ☐ No

– What information should the writer add to give the reader clearer picture of that person?

4. In the body paragraph (s), find three places where the writer can add descriptive adjectives from the lesson or replace general word. Write the adjective you recommend to use below.

5. Add one or two relative clauses you learned from the lesson in order to provide additional information about a person or a thing mentioned in the essay.
-

6. – What are transitional words that introduce a new idea or signal example?
-

- Where else might the writer add transitional words to create the connection of sentences?
-

7. In a conclusion, does the writer restate the thesis statement or summarize his reasons?

☐ Yes

☐ No

What would you like to suggest to make it better? _____

8. Write any words that might need to be checked for meaning, spelling, or part of speech.
-

4.3 Give comments on your peer's work (your peer will comment on your work, too).

4.4 Revise your essay based on your peer's comments to produce the second draft.

5. *Producing final draft from your second draft*

5.1 Use the following self-assessment checklist to check your second draft.

Self-Assessment Checklist		
(Unit 5)	Yes	No
Does the essay have an introduction with a hook and thesis statement ?		
Does the thesis statement have a topic and controlling idea ?		
Is there topic sentence in each body paragraph?		
Are there enough details in the body paragraph to support the topic sentence ?		
Does the essay use descriptive language to create a clear mental picture of the subject?		
Are transitional words used?		
Are relative clauses used correctly?		
Does the essay include vocabulary from the unit?		
Did you check the essay for punctuation, spelling, and grammar?		
Did you restate the thesis statement or summarize your reasons in the conclusion ?		

5.2 Revise and edit your second draft based on self-assessment checklist (especially the items you checked 'No') to produce the final draft of your essay.

Unit Six

Writing a Comparison and Contrast Essay

- Occurring real time and in one location
- Relying more on teacher



F2F Learning

- Learning knowledge
- Interacting between teacher and students
- Getting teacher's feedbacks



Online Learning

- Anytime, anywhere learning
- Requiring more self-discipline

Unit Objectives

After the completion of this unit, students will be able to:

- analyze the organization of a comparison and contrast essay: the introductory, body, and concluding paragraphs.
- identify the thesis statement of a comparison and contrast essay
- identify the writing format of a comparison and contrast essay: point-by-point or block styles.
- identify transitions and subordinators used to connect the ideas in a comparison and contrast essay.
- use transitions and subordinators to connect the ideas in a comparison and contrast essay correctly.
- write well-organized a comparison and contrast essay using vocabulary, transitional words and subordinators, and grammar structures learned in this unit correctly.

Part One

Structure of a Comparison and Contrast Essay

In academic writing, comparison and contrast essays are often used to show similarities and differences of ideas, people, or things. In unit four, you are going to learn how to write this kind of essay. Before you write a comparison and contrast essay, it is important to decide which organization is best for your essay. There are two ways to organize your ideas in comparison and contrast essay: block format and point-by-point format.

1.1 Two formats of a Comparison and Contrast Essay

Block format

Comparison and Contrast Essay

Introductory paragraph

- Describe background information of the two things being compared and contrasted
- Write **a thesis statement** explains that the two things have similarities and differences

Body paragraph I

- State that the main idea of the paragraph is similarities between two things being compared (*Topic sentence*)
- Provide the details of similarities between two things (*Supporting sentences*)

Body paragraph II

- State that the main idea of the paragraph is differences between two things being compared (*Topic sentence*)
- Provide the details of differences between two things (*Supporting sentences*)

Conclusion

- Restate the thesis statement
- Summarize the main similarities and differences between two things
- Give the writer's opinion about the topic OR explain why one thing is better than the other thing

In block format, the ideas in body paragraphs are divided into two main parts, the similarities and differences between two things or people that are the topic of the essay. Body paragraph one compares the similarities whereas body paragraph two contrasts differences.

Point-by-point format

Comparison and Contrast Essay	
Introductory paragraph	- Describe background information of the two things being compared and contrasted - Write a thesis statement explains that the two things have similarities
Body paragraph I	- State the main idea to show point ONE being compared the similarity and contrasted difference between the two things (<i>Topic sentence</i>) - Provide the details of the similarity of point ONE (<i>Supporting sentences</i>) - Provide the detail of the difference of point ONE (<i>Supporting sentences</i>)
Body paragraph II	- State the main idea to show point TWO being compared the similarity and contrasted difference between the two things (<i>Topic sentence</i>) - Provide the details of the similarity of point TWO (<i>Supporting sentences</i>) - Provide the detail of the difference of point TWO (<i>Supporting sentences</i>)
Body paragraph III	- State the main idea to show point THREE being compared and contrasted between the two things (<i>Topic sentence</i>) - Provide the details of the similarity of point THREE (<i>Supporting sentences</i>) - Provide the detail of the difference of point THREE (<i>Supporting sentences</i>)
(do the same thing in the next and subsequent paragraphs according to the key points you want to compare and contrast)	
Conclusion	- Restate the thesis statement - Summarize the main similarities and differences between two things - Give the writer's opinion about the topic OR explain why one thing is better than the other thing

In a point-by-point format, the ideas in body paragraphs are divided based on the key points of two things that the writer would like to compare and contrast. For example, body paragraph one compares the similarity and contrasts difference of key point one and so does in body paragraph two and the next paragraphs according to the main points being compared and contrasted. Therefore, the number of the body paragraphs depends on the key points of comparing and contrasting.

1.2 Writing the thesis statement of a comparison and contrast essay

In the thesis statement of a comparison and contrast essay, the writer should mention two things, places, or people that he or she is comparing and contrasting to tell readers what are the topics of the essay. In controlling idea part, the writer allows the readers to know that the essay is discussing the similarities and differences between those two things.

Topic
Controlling idea

Bangkok Post and The Nation have several things in common, but they are different in some aspects.

Moreover, the writer can guide readers what aspects are being compared and contrasted by specify in the controlling idea.

Topic
Controlling idea

Chiang Mai and Phayao have similarities and differences in terms of cost of living, people's life style, and tourist attractions.

Exercise A: Write thesis statements of a compare and contrast essay of the following topic.

Example:

Topic: Samsung and Apple

Thesis statement:

Samsung and Apple have significant similarities, but they differ in many ways.

1. Topic: Online learning and classroom learning

Thesis statement: _____

2. Topic: Living in a big city and living in a countryside

Thesis statement: _____

3. Topic: Facebook and Instagram

Thesis statement: _____

Part Two

Analyzing a Compare and Contrast Essay

2.1 Analyzing a Model Essay

The following is the samples of comparison and contrast essays. Read them and do exercises to analyze the structure of the essays.

Model Essay I

Two Choices for Traveling from Chiang Mai to Bangkok

Nowadays, people can travel from Chiang Mai to Bangkok conveniently because there are different kinds of both public and private transportations are available. Airplane and car are great **alternatives** for travelers. These two kinds of vehicles differ in several aspects, but they have some similarities.

The first thing to consider is convenience. Flying from Chiang Mai to Bangkok is as convenient as driving a car. However, first-class air travel offers convenience for good sleep and more privacy. On the other hand, car transportation makes travelling more flexible. For example, travelers can take a break on the way for sightseeing in Ayutthaya or enjoy a delicious meal at a restaurant next to a rice field before arriving the destination.

Another thing to pay attention is travel time. Both air and car transportations spend around 7–8 hours. However, air traveling needs more complicated process than car traveling. The airplane passengers have to book an airline ticket beforehand. They have to go to Chiang Mai airport to check in before flying for 2 hours. After checking in, they have to wait for boarding for 1 hour and spend more than 3 hours flying to Bangkok. **Conversely**, traveling by car is less complicated than by airplane. For car travel, travelers can depart from their place and directly go to Bangkok. They do not need to wait for a long time.

Finally, it is travel **expenses** that people have to consider. Traveling by car has a fuel cost. Likewise, airplane passengers have to pay for a ticket, taxes, and fees. However, airplane ticket is more expensive than car fuel cost. Although nowadays air traveling has promotions and discount, the price is still high. On the contrary, traveling by car with friends can help save money because travelers can share the cost of fuel with them. Therefore, it is cheaper than traveling by air.

In sum, it was difficult to state whether traveling from Chiang Mai to Bangkok by air or by private car is better. Before making decision, travelers should consider the issues of convenience, the length of travel time, and the cost of traveling.

Source: Adapted from student's essay

Exercise B: Work with partner. Answer the following question.

1. What is the thesis statement of model essay one? Highlight or underline it.
2. What three points about traveling from Chiang Mai to Bangkok by airplane and by car did the author compare and contrast?

3. What format did the author of this essay use?

4. What transitions or subordinators did the author use to connect the ideas of comparison and contrast in model essay one? Underline or highlight them.

Model Essay II

Distance Learning vs. Face to Face Learning

Although many people think it is a **modern phenomenon**, **distance learning** has been around for at least 200 years in one form or another. Historical examples of long-distance learning include students being sent a series of weekly lessons by mail. The **technological advances** of the past 20 or so years, however, have meant that this form of education is now **credible** alternative to face-to-face learning. Indeed, 1996 saw the establishment of the world's first 'virtual university' in the United States, showing how far distance learning has come in a relatively short space of time. While it is now possible to obtain a large variety of **online degrees**, which is the best type of education to pursue? A closer examination of this topic reveals that distance and traditional educational instruction have **significant** differences but also some similarities.

When comparing the two systems, the most obvious difference lies in the way that instruction is delivered. Distance learning is heavily dependent on technology, particularly the internet. In a face-to-face course, students may only require a computer for the purpose of writing an essay. In comparison, when learning remotely, technology is the principal means of communication. Face-to-Face instruction must take place in real time and in one location. Conversely, distance learning can happen at any time and in any location, since the learning is not **restricted** by geography. This flexibility provides means that students may be better able to learn at their own pace, but it may also mean that learners have to be well-organized and self-disciplined. In other words, they must be more highly motivated in order to do well in distance-learning courses. Finally, with face-to-face

learning, the teacher and student have opportunity to develop a personal relationship. In a **virtual classroom**, by contrast, the teacher may seldom or never actually meet the student. This may make it hard for teachers to understand their students' specific learning needs.

Although the nature of instructional delivery differs in the two methods, they do share the same **core principles**. A teacher is the “knower” in a classroom, and he or she is the one responsible for helping students understand the key sections of an online course. The teacher needs to decide how to best present the material to be learned and in which sequence the topics should be introduced. He or she must also create the assignments for the course and help the students know what resources (text book, websites, and so on) will best support their learning. Additionally, a teacher needs to provide student feedback in some way. For example, a language teacher in a classroom may be able to correct a student's grammar or pronunciation in the moment, whereas a distance-learning teacher may need to provide written or recorded feedback to be delivered later. In any case, all the usual elements of the teacher's role are necessary, no matter what kind of instruction is being used.

It is difficult to state whether one form of learning is better than another, since they are geared toward different learning situation. They are certainly different experiences. Nevertheless, there are strong similarities between the two systems, which can both produce positive results. A student who has the choice should consider the advantages and disadvantages of each method before deciding to take a course.

Source: Sowton & Kennedy, 2017, p. 45.

Exercise C: Answer the following questions

1. What is the thesis statement of the model essay two? Underline or highlight it.
2. What are the topic sentences of the body paragraphs?

Body paragraph 1 _____

Body paragraph 2 _____

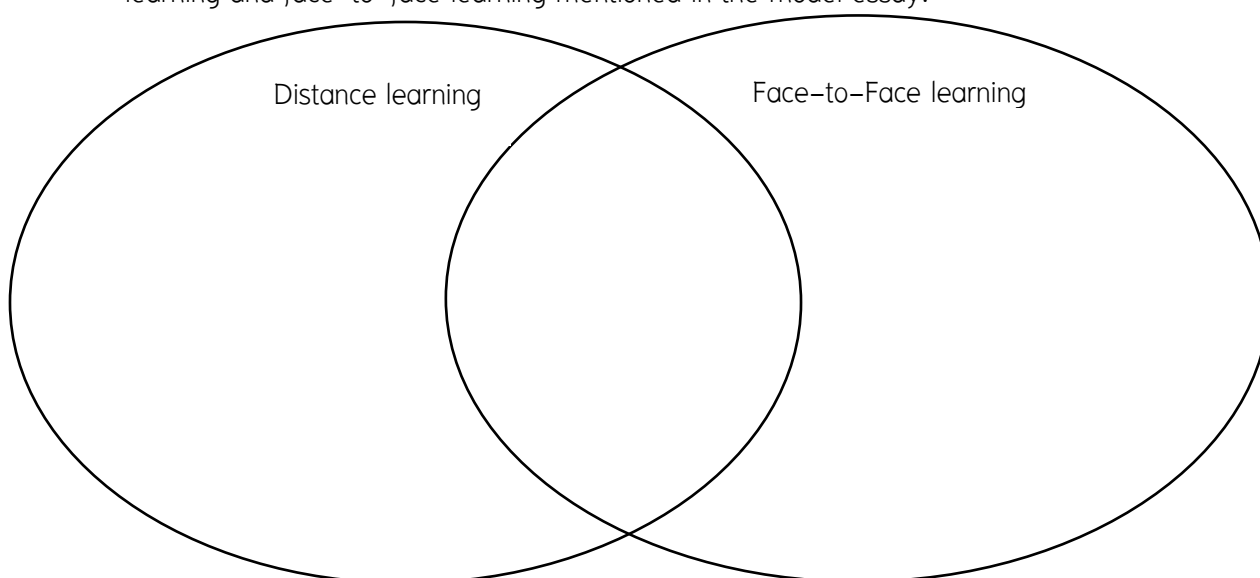
3. Write the correct paragraph number next to the description.

- | | |
|--|------------------|
| a. Similarities between the two methods | Paragraph: _____ |
| b. General summary and conclusions | Paragraph: _____ |
| c. Differences between two methods | Paragraph: _____ |
| d. The history and background of the topic | Paragraph: _____ |
-

4. What format of organization did the author use in writing model essay two?

5. What transitions or subordinators did the author use to connect the ideas of the comparison and contrast in the essay? Underline or highlight them.

6. In the following Venn diagram, write the similarities and differences between distance learning and face-to-face learning mentioned in the model essay.



2.2 Learning vocabulary from the model essays

The following words are from the model essay. Study the vocabulary and do the exercise.

Exercise D: The following words and phrases are from the model essays. Match each word or phrase with the correct definition.

- | | | |
|-------------------|----------------------|---------------------------|
| a. alternative | e. distance learning | i. restricted |
| b. conversely | f. expense | j. significant |
| c. core principle | g. modern phenomenon | k. technological advances |
| d. credible | h. online degree | l. virtual classroom |

1. _____ (n phr.) recent trend
 2. _____ (adj.) important or noticeable
 3. _____ (n phr.) key values
 4. _____ (n phr.) developments in technology
 5. _____ (n.) a choice
 6. _____ (n phr.) an academic qualification obtained from online instruction
-

7. _____(n phr.) online course
8. _____(adj.) limited, especially by official rules, laws, etc.
9. _____(n phr.) general education from online instruction
10. _____(adv.) in an opposite way
11. _____(adj.) able to be believed or trusted
12. _____(n.) something that makes you spend money

Part Three

Grammar for Writing: Transitional Words and Subordinators for Comparison and Contrast

In a comparison and contrast essay, the writer can use some *transitional words* and *subordinators* to show the comparison of similarities and the contrast of differences. The following chart shows the common transitional words used for comparison and contrast.

A comparison shows how two or more people or things are similar. You can use transitional words such as *similarly*, *likewise*, *in the same way*, *both....and.....* to compare people or things. These transitions of comparison can be put at the beginning of a sentence.

Transitional words for comparison	Examples
Similarly,.....	Recently, the cost of food has increased. Similarly , the fuel prices have risen considerably.
Likewise,.....	In new Japanese restaurant, the food is delicious. Likewise , the services are excellent.
In the same way,....	My parents are together and closer than ever. In the same way , I also feel closer to both of them.
Both...and.....	Both whale shark and tiger shark live in the ocean.

A contrast shows differences between two peoples or things. In writing, you can show contrast by using *transitional words* and *subordinators*. They are used to give reader signal showing that an idea mentioned in that sentence is contrasted with an idea expressed in the previous sentence.

However, on the other hand, in contrast, and conversely are **transitional words** that can be used at the beginning of a sentence and followed by comma.

Transitional words for contrast	Examples
However,.....	Sinovac vaccine is effective in preventing COVID-19 in people who are under 60 years old. However , there is the risk of serious side effects on some people.
On the other hand,.....	Using a pen and paper requires an author to keep an eye on the words. On the other hand , learning to “touch-type” frees the writer from looking at the words.
In contrast,.....	Net idols are loved by million fans. In contrast , they may be hated by a large number of people.
Conversely,.....	In South Africa, red is the color of mourning. Conversely , in China it is the color of good luck.

Also, some **subordinators** (e.g. *although/though/even though, whereas, and while*) with an adverb clause can be used to show an idea that contrasts with the main clause.

Although/though/even though, whereas, and while can be used at the beginning or in the middle of a sentence. When these subordinators are at the beginning of the sentence, use a comma to separate the adverb clause and the main clause.

Subordinators for contrast	Examples
although/though/ even though	Although the nature of instructional delivery differs in online learning and face-to-face learning, <u>they do share the same core principles.</u> main clause main clause <u>Online learning and face-to-face learning share the same core principles</u> although the nature of teacher-student relationship may differ in the two methods.
	main clause

Subordinators for contrast	Examples
whereas	<u>A teacher in a classroom can correct a student's grammatical errors in the moment</u> whereas a distance-learning teacher needs to provide written or recorded feedback to be delivered later. Whereas a distance-learning teacher needs to provide written or recorded feedback to be delivered later, <u>teacher in a classroom can correct a student's grammatical errors in the moment.</u> main clause
While	While Dr. Becker specializes in internal medicine, <u>Dr. Meng specializes in surgery.</u> Main clause main clause <u>Dr. Meng specializes in surgery</u> while Dr. Becker specializes in internal medicine.

Exercise E: Complete the sentences by using given transitional words and subordinators

similarly while both....and although likewise in contrast

- Lisa has two children and works full-time. _____, Anna is a working mother.
- The Sahara Desert has a dry climate. _____, the Amazon Rain Forest has wet climate.
- _____ Thailand _____ Indonesia are in South East Asia.
- John put together his own computer. _____, his brother built a computer.
- _____ Martha enjoys both swimming and jogging, she likes swimming better.
- Robert wants to sleep in a tent _____ John will sleep outside.

Exercise F: Combine each pair of sentences by using given transitional words or subordinators in the parenthesis

- Some calligraphers use this craft as their job.
 - Others use it just for enjoyment. (On the other hand)

2. a. Writing well takes practice.
b. Doing well at any activity takes commitment and training. (Similarly)

3. a. Many people need crystal-like love without any flaw.
b. In reality, numerous people have glass-like love which is fragile and easy to break.
(However)

4. a. Some hobbies can be learned easily.
b. Others require a lot of time to learn. (Whereas)

5. a. Hobbies can help us relax.
b. They can help us enjoy time with others. (Likewise)

6. a. Kim felt happy to spend his vacation travelling with his parents.
b. His father and mother were delighted that he traveled with them. (In the same way)

7. a. Intrinsic motivation attempts to explain human behavior.
f. Extrinsic motivation attempts to explain human behavior. (Both.....and.....)

Part Four

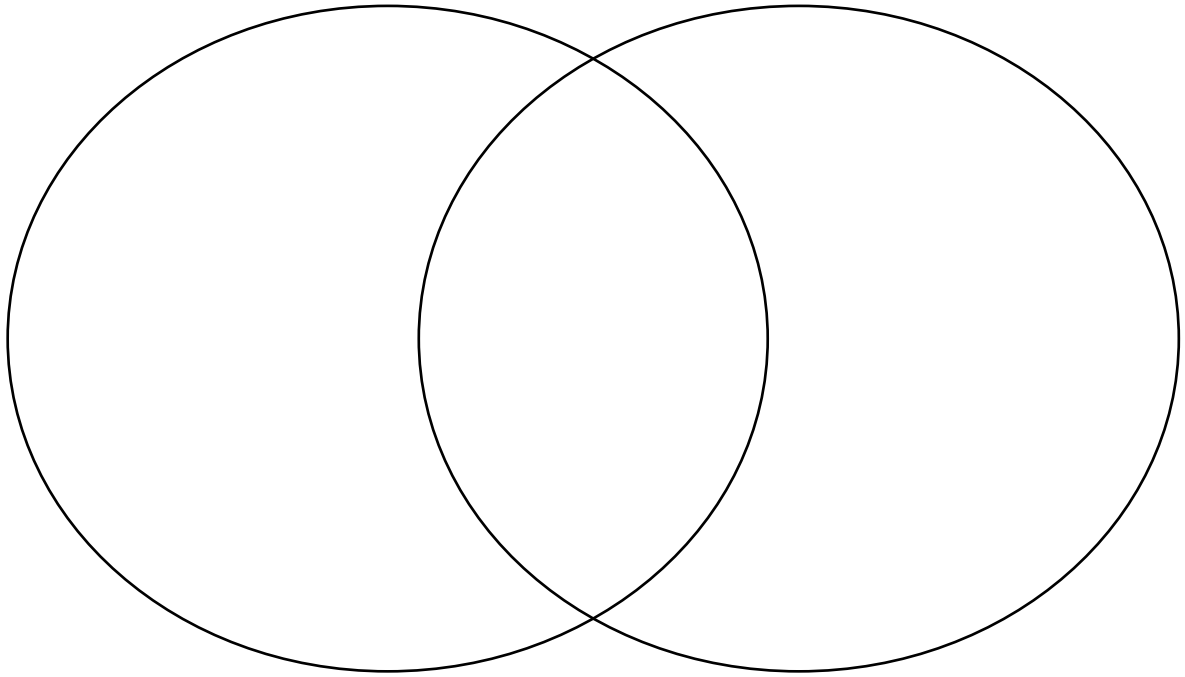
Unit Assignment: Writing a Comparison and Contrast Essay

Exercise G: Write a four-paragraph comparison and contrast essay (400–450 words) to compare and contrast subjects you have learned in your university or on any topics you are interested in.

1. Brainstorming

- 1.1 With you partners or classmates, think about similarities and differences between two subjects you have learned in your university such as academic writing course and public speaking course, or learning language and learning math.

1.2 List the similarities and differences of both subjects in the below Venn diagram.



2. *Developing an outline*

2.1 Write the topic for your essay.

2.2 Write a thesis statement that include your topic in 2.1 and explain the relationship between the two things or gives the reasons why the relationship is important.

2.3 Make a decision how you will organize your essay (point-by-point or block format).

2.4 Develop an outline for your essay using the charts in part two (organizing comparison and contrast essay) to help you.

Comparison and contrast essay outline

Block format

Topic _____

Introductory paragraph

Background information of the two things being compared and contrasted: _____

Thesis Statement: _____

Body paragraph I: the similarities between two things being compared

Topic sentence: _____

Supporting details: _____

Supporting details: _____

Supporting details: _____

Body paragraph II: the differences between two things being contrasted

Topic sentence: _____

Supporting details: _____

Supporting details: _____

Supporting details: _____

Concluding paragraph

The main similarities and differences between two things being compared and contrasted:

The writer's opinion about the topic OR explain why one thing is better than the other thing:

Comparison and contrast essay outline

Point-by-point format

Topic _____

Introductory paragraph

Background information of the two things being compared and contrasted: _____

Thesis Statement: _____

Body paragraph I: Compare the similarity and contrast the difference of key point one

Topic sentence: _____

Supporting details: _____

Supporting details: _____

Supporting details: _____

Body paragraph II: Compare the similarity and contrast the difference of key point two

Topic sentence: _____

Supporting details: _____

Supporting details: _____

Supporting details: _____

Concluding paragraph

The main similarities and differences between two things being compared and contrasted:

The writer's opinion about the topic OR explain why one thing is better than the other thing:

3. *Writing the first draft from your outline:*

3.1 Write the initial draft of your essay based on your outline.

3.2 Read the first draft carefully to check the connection of the ideas.

4. *Producing the second draft from your first draft*

4.1 Exchange your first draft with your classmate.

4.2 Use following peer-reviewing worksheet to check your peer' s work (your work will be reviewed by your peer).

Peer Reviewing Worksheet

Unit 2: Comparison and Contrast

Unit assignment: Work with your partner to write four-paragraph comparison and contrast essay

Date: _____

Writer: _____ Peer Editor: _____

Essay Title: _____

1. Did the introduction identify the two items being compared _____yes _____no

2. Did the introduction make you want to read the rest of the essay _____yes _____no

Why or why not? _____

3. Did the author adequately develop the points of comparison in a paragraph? _____yes _____no

If not, give them suggestion how can the paragraph be strengthened? _____

4. Did the author adequately develop the points of contrast in a paragraph? _____yes _____no

If not, how can the paragraph be strengthened? _____

5. Did the author include an effective conclusion? _____yes _____no

If not, how can it be improved? _____

4.3 Give comments on your peer' s work (your peer will comment on your work, too).

4.4 Revise your essay based on your peer' s comments to produce the second draft.

5. Producing final draft from your second draft

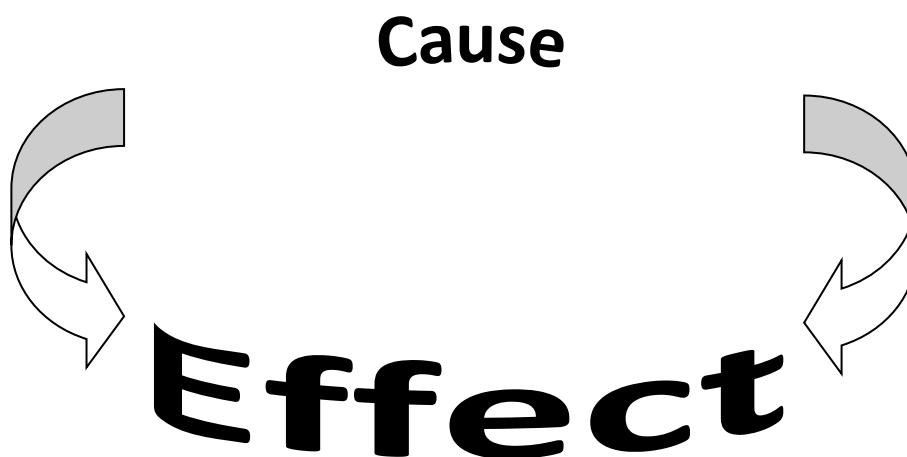
5.1 Use the following self-assessment checklist to check your second draft.

Self-Assessment Checklist	Yes	No
Did you give background information of two things you compared and contrasted, and thesis statement ?		
Did the thesis statement have a topic and controlling idea ?		
Did you have one paragraph about the similarities of two thing you compared?		
Did you have one paragraph about the differences of two thing you contrasted?		
Was there topic sentence in each body paragraph?		
Was there enough details in the body paragraph to support the topic sentence ?		
Did you restate the thesis statement and give your opinion in the conclusion		
Did you use transitional words of comparison and contrast language correctly?		
Did you use the vocabulary from the unit?		
Did you avoid run-on sentences and comma splices?		
Did you check the essay for punctuation, spelling, and grammar?		

5.2 Revise and edit your second draft based on self-assessment checklist (especially the items you checked 'No') to produce the final draft of your essay.

Unit Seven

Writing a Cause and Effect Essay



Unit Objectives

After the completion of this unit, the students will be able to:

- analyze the organization of a cause and effect essay: the introductory, body and concluding paragraphs.
- identify and write the thesis statement of the cause and effect essay.
- identify the format of the cause and effect essay (e.g. causal analysis or effect analysis)
- use cause and effect connectors to combine sentences correctly.
- use cause and effect collocations to write sentences correctly.
- write a well-organized cause and effect essay using essay organization, vocabulary, and grammar structures learned in this unit.

Part One

The Structure of a Cause and Effect Essay

People often write to understand the reasons behind something or the results of something. This kind of writing is called **a cause and effect essay** which examines the causes (reasons) and effects (results) of an event, situation, or action.

1.1 Two patterns of a cause and effect essay

To write a cause and effect essay, writers can focus on the causes (reasons) or focus on the effects (results) of a situation, event, or action. There are two main patterns of a cause and effect essay: **a causal analysis and an effect analysis**.

1.1.1 A causal analysis pattern (Several causes with one effect)

A causal analysis pattern focuses on several causes that lead to one specific effect. It usually begins by explaining a specific result (an effect), and then it analyzes all causes.

Causal Analysis Pattern	
Introductory paragraph	- Describe background information of the topic (e.g., the event, situation, or action) that you are writing about - Write a thesis statement that states the causes and effect of the topic
Body paragraph I	- Write the main idea of the paragraph by stating cause ONE (<i>Topic sentence</i>) - Provide supporting details such as facts, examples, and description of cause ONE (<i>Supporting sentences</i>)
Body paragraph II	- Write the main idea of the paragraph by stating cause TWO (<i>Topic sentence</i>) - Provide supporting details such as facts, examples, and description of cause TWO (<i>Supporting sentences</i>)
Body paragraph III	- Write the main idea of the paragraph by stating cause THREE (<i>Topic sentence</i>) - Provide supporting details such as facts, examples, and description of cause THREE (<i>Supporting sentences</i>)
Conclusion	- Restate the thesis statement - Summarize the causes and effect discussed. - Predict what will happen in the future or give advice.

In the causal analysis pattern, the body paragraphs are divided based on the main causes that the writer would like to analyze. For instance, body paragraph one examines cause one, body paragraph two explains cause two, and do so in the next paragraphs according to the main causes being analyzed. The number of the body paragraphs is related to the main causes being discussed.

1.1.2 An effect analysis pattern (Several effects with one cause)

An effect analysis pattern examines how one main cause (reason) brings about multiple results. It usually begins by describing a particular situation (cause), and then it analyzes all effects.

Effect Analysis Pattern	
Introductory paragraph	- Describe background information of the topic (e.g., the event, situation, or action) that you are writing about - Write a <u>thesis statement</u> that states the cause and effects of the topic
Body paragraph I	- Write the main idea of the paragraph by stating <u>effect ONE</u> (<i>Topic sentence</i>) - Provide supporting details such as facts, examples, and description of <u>effect ONE</u> (<i>Supporting sentences</i>)
Body paragraph II	- Write the main idea of the paragraph by stating <u>effect TWO</u> (<i>Topic sentence</i>) - Provide supporting details such as facts, examples, and description of <u>effect TWO</u> (<i>Supporting sentences</i>)
Body paragraph III	- Write the main idea of the paragraph by stating <u>effect THREE</u> (<i>Topic sentence</i>) - Provide supporting details such as facts, examples, and description of <u>effect THREE</u> (<i>Supporting sentences</i>)
Conclusion	- Restate the thesis statement - Summarize the cause and effects discussed. - Predict what will happen in the future or give advice.

For the effect analysis pattern, the body paragraphs are divided based on the main effects that the writer would like to analyze. For example, body paragraph one examines effect one, body paragraph two discusses effect two, and do so in the next paragraphs according to the main effects being analyzed. The number of the body paragraphs is related to the main effects being examined.

1.2 Writing the thesis statement of a cause and effect essay

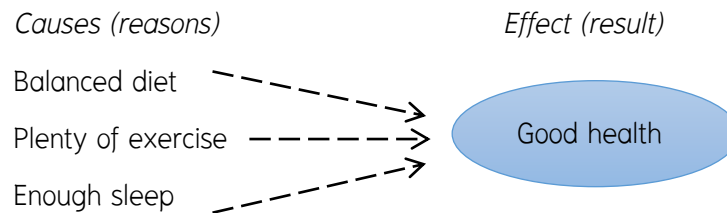
1.2.1 The thesis statement of a causal analysis essay

The thesis statement of a causal analysis essay should state the effect (result) and several causes (reasons).

Example 1:

Balanced diet, plenty of exercise, and enough sleep lead to good health.

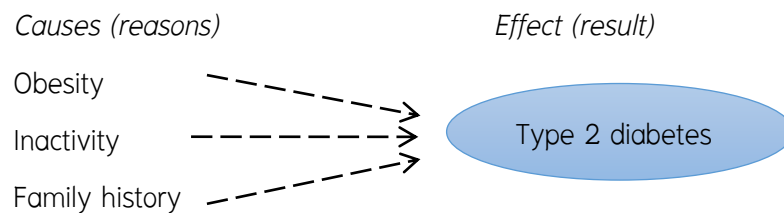
Good health is due to balanced diet, plenty of exercise, and enough sleep.



Example 1:

Type 2 diabetes in adults is caused by obesity, inactivity, and family history.

Obesity, inactivity, and family history are factors in type 2 diabetes in adults.



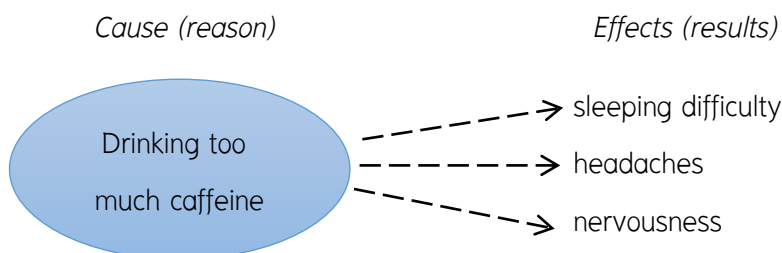
1.2.2 The thesis statement of an effect analysis essay

The thesis statement of effect analysis essay should state the cause (reason) and several effects (results).

Example 3:

Drinking too much caffeine can result in sleeping difficulty, headaches, and nervousness.

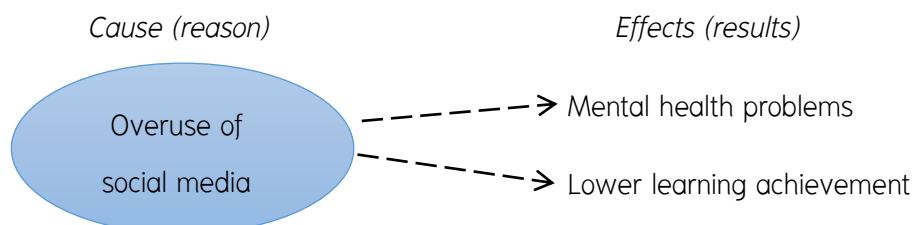
Sleeping difficulty, headaches, and nervousness arise from drinking too much caffeine.



Example 4:

Overuse of social media can bring about mental health problems and lower learning achievement

Mental health problems and lower learning achievement can be brought about by overuse of social media.



Exercise A: Write thesis statements of a cause and effect essay of the given topics.

Before writing, identify the cause(s) and effect(s)

1. Moving to a new place, a better job, lower cost of living, less crime

The reasons for moving to a new place can be a better job, lower cost of living, and less crime.

2. Childhood obesity, eating too much junk food, inactivity, genetics
-

3. Sleep deprivation, social media addiction, low learning achievement, depression
-

4. Lack of self-motivation, slow internet connection, technical issues, problems in online learning.
-

5. Sleep insomnia, stress, chronic fatigue syndrome
-

6. Economic recession, the restrictions of face-to-face interactions, the spread of Covid-19, the disruption in education
-

1.3 Using cause and effect collocations in writing essay

In writing a cause and effect essay, many different collocations with prepositions are used. Recognizing these phrases will help the writer understand how these ideas are related.

1.3.1 The cause is the subject

The following collocations can be used when the subject of the sentence is a cause.

Collocations:

bring about	contribute to	lead to
result in	be a factor/factors in	be responsible for

Sample sentences

cause effect

Scientific research often **contributes to** new nutrition trends.

cause effect

Limiting your intake of certain foods can **result in** a better diet and a healthier you.

1.3.2 The effect is the subject

If the subject of the sentence is the effect, the writer can use the following collocations.

Collocations:

arise from	develop from	stem from	result from
be due to	be brought about by	be caused by	

Sample sentences

effect cause

The financial and economic crisis **develops from** COVID-19 pandemic.

effect cause

The increase in concern about the spread of COVID-19 **is due to** a delay in vaccine supply.

Exercise B: In the following sentences, the cause is the subject. Use a different collocation mentioned above to complete each sentence. Use the correct tense.

1. Sylvie's excellent eating habits _____ her good health.
2. Police announced that an electrical problem _____ the hotel fire.
3. A petroleum shortage _____ the rise of the gas price.
4. Ron's childhood field trip to the zoo _____ his love of wild animals.
5. The manager's well-organized plan _____ the success of the summer sale campaign in last year.

Exercise C: In the following sentences, the effect is the subject. Use a different collocation mentioned above to complete each sentence. Use the correct tense.

1. Numerous car accidents _____ fatigue and stress.
2. Global warming _____ greenhouse gasses.
3. Excellent health _____ a good diet.
4. Harry's leg injury _____ his carelessness.
5. The failure of the company last year _____ poor management policy.

Exercise D: Choose the correct cause and effect collocation to complete the following sentences.

(be) a factor in	(be) caused by	lead to	(be) responsible for
arise(s) from	result in	(be) due to	stem from

1. Increasing global temperatures _____ less rain.
 2. Flooding, heat waves, and other extreme weathers are all _____ climate change.
 3. Global warming _____ fires in rainforests.
 4. The increase of the demand for food and energy is _____ the growth of world population.
 5. Deforestation is _____ climate change and damage to animal habitats.
 6. For many people, depression _____ a chemical imbalance in the brain.
 7. Poverty is _____ much of the crime in our society.
 8. My fight with my brother when we were young _____ a misunderstanding.
-

Part Two

Analyzing a Cause and Effect Essay

2.1 Analyzing a Model Essay

The followings are the samples of the cause and effect essays. Read the model essay one and two, and do exercises to analyze the components of the essay and answer related questions.

Model Essay I

Racial Discrimination against Asians

According to Aristotle, an ancient Greek philosopher, human are social animals by nature. Although humans gather together to form groups in society, the **discrimination** among different groups of humans is still a serious problem in the world, especially the racial discrimination. Nowadays, the issue of racial discrimination against Asians is becoming more severe because of the **pandemic** of COVID-19 and disregard of this issue.

One culprit for this problem is the worldwide spread of COVID-19. Due to the fact that COVID-19 originated in Asia, some people think this disease is spread by Asians. Some Asians who live abroad are much affected by **prejudice**. For example, an 84-year-old Thai man, Vicha Ratanapakdee, was killed in San Francisco. Vicha moved to live with his family. One day, he went out for a walk like other days and was murdered by Antoine Watson, a 19-year-old man who hates Asians. This harassment did not occur to Vicha only, but also to other Asians. They have always been threatened, especially during the pandemic of COVID-19 because they are considered as the origin of the virus. Consequently, racism has become more severe to Asian people.

In addition, the act of discrimination against Asians is disregarded. Although these cases are under the **jurisdiction** of the Ministry of Foreign Affairs, they cannot solve the problems effectively with limited **authority**. There is no relevant law to enforce directly, especially the legal protection of Asian people living overseas. For this reason, many people ignore this serious problem because Asians are foreigners in those countries.

In conclusion, **racism** against Asian people is more severe due to the **outbreak** of COVID-19, and it is not resolved seriously because of **neglect**. This issue should be taken into consideration to prevent harmful actions that can lead to a crime. Everyone in the world should have the right to live their lives equally, regardless of race, gender, or **complexion**.

Source: Adapted from a student's essay

Exercise E: Answer the questions

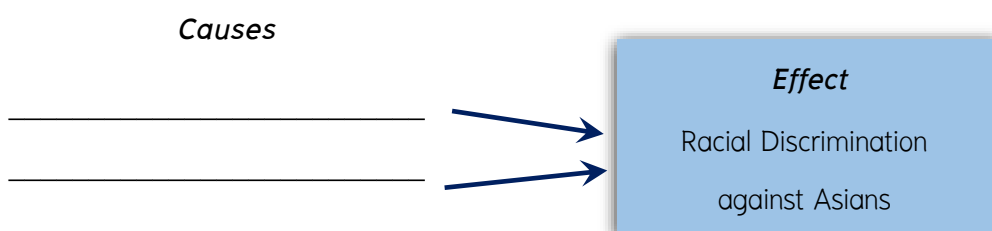
1. What type of model essay one is?
 - a. causal analysis essay
 - b. effect analysis essay
2. What is the thesis statement for this essay?

3. What is the topic sentence of the first body paragraph?

4. What is the topic sentence of the second body paragraph?

5. What are specific examples that support the topic sentences in the first and second body paragraph? Underline or highlight them.
6. What is the concluding statement?

7. Complete the following chart with the information from the model essay one.



Model Essay II

From Science to Common Sense

It is easy to say “less science, more common sense,” but it is good to remember that our common sense is based on science. “What everyone knows” at one time was not common knowledge, and it was science that brought these ideas to light. Specifically, science has had huge effects on nutrition, as well as on the safety and quantity of available food.

Common sense says that we need a variety of foods for a healthy diet, but it was science that found the link between our diet and nutritional **deficit** diseases. We can eat citrus fruit for the vitamin C that our bodies need to fight the disease called **scurvy**. We know, too, because of the efforts of science, that too much sugar or salt can cause health problems, and we are constantly looking at our food for ways that diet can improve our health.

Food safety has been greatly increased by science. We know that bacteria and other microbes can get into our food and make us sick, but it took Louis Pasteur in 1859 to prove that microbes could come from the air, not arise **spontaneously** from food. The process that he developed, known as **pasteurization**, has prevented many cases of food–caused illness, and because of science, we know more techniques to protect ourselves– refrigeration, washing our hands, and covering food to keep flies off it. These techniques might not seem like science, but it is science that showed the link between these practices and prevention of food–related illness.

Having enough to eat has long been affected by science in many ways. Domesticating animals and plants, the beginning of agricultural science, started thousands of years ago and laid the foundations of having readily available food. Through the understanding of how to increase yields, **discourage** pests, and store food– all aspects of science– we have been able to provide enough food to feed our ever–growing population. In addition, science has increased our knowledge of mechanical forces so that we can transport food faster and for longer distances than ever before, thus increasing the variety and amount of available food.

Science has had an enormous effect on the food that we eat and in educating us about nutrition, keeping our food safe, and making it possible to have enough so that many people do not ever go hungry. We have not yet solved all of our food issues, but with science, we have a good chance of doing so.

Source: Daise & Norloff, 2015, p. 146

Exercise F: Answer the questions

1. What type of model essay two is?

a. causal analysis essay

b. effect analysis essay

2. What is the thesis statement for this essay?

3. What is the topic sentence of the first body paragraph?

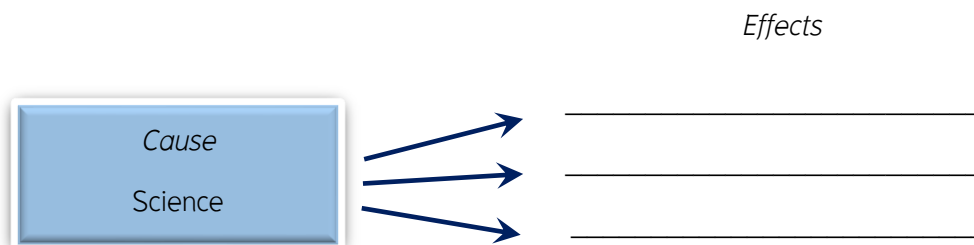
4. What is the topic sentence of the second body paragraph?

5. What is the topic sentence of the third body paragraph?

6. What are specific examples that support the topic sentences in the first, second, and third body paragraph? Underline or highlight them.

7. What is the concluding statement?

8. Complete the following chart with the information from the model essay two.



2.2 Learning vocabulary from model essays

The following words are from the model essays. Study the vocabulary and do the exercise.

Exercise G: Match each word or phrase with the correct definition.

- | | | |
|-------------------|-------------------|------------------|
| a. authority | f. jurisdiction | k. prejudice |
| b. complexion | g. neglect | l. racism |
| c. deficit | h. outbreak | m. scurvy |
| d. discourage | i. pandemic | n. spontaneously |
| e. discrimination | j. pasteurization | |

1. _____ (n.) treating a person or particular group of people differently, especially in worse way from the way in which you treat other people, because of their skin color, sex, sexuality, etc.
 2. _____ (n.) a time when something suddenly begins, especially a disease or something else dangerous or unpleasant
 3. _____ (n.) the authority of a court or official organization to make decisions and judgments
 4. _____ (n.) the amount by which something, especially an amount of money, is smaller than it should be
 5. _____ (n.) the process of heating something, especially milk, at a controlled temperature for a fixed period of time in order to kill bacteria
 6. _____ (n.) a disease that exists in almost all of an area or in almost all of a group of people, animals or plants
 7. _____ (n.) the moral or legal right or ability to control
-

8. _____(n.) a situation in which you do not give enough care or attention to someone or something, or the state of not receiving enough care or attention
(v.) to not give enough care or attention to people or things that are your responsibility
9. _____(n.) an illness of the body tissues that is caused by not having enough vitamin C
10. _____(v.) to make someone feel less confident, enthusiastic, and positive about something, or less willing to do something
11. _____(n.) an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge
12. _____(n.) policies, behaviours, rules, etc. that result in a continued unfair advantage to some people and unfair or harmful treatment of others based on race
13. _____(n.) the natural appearance of the skin on a person's face, especially its color or quality
14. _____(adv.) happening naturally, without planning or encouragement

Part Three

Grammar for Writing: Cause and Effect Connectors

Cause and effect connectors show the exact relationship between your ideas and make your writing coherent. The connectors used in writing cause and effect essay can be coordinating conjunction, subordinators, and transitions.

3.1 Coordinating conjunction ‘so’

The coordinating conjunction **so** comes before effect in a sentence. It **does not usually start** a sentence in formal academic writing.

cause
effect

People do not get enough exercise, **so** they suffer from low energy levels.

3.2 Subordinators ‘because’, ‘due to the fact that’, and ‘since’

The subordinators **because**, **due to the fact that**, and **since** come before cause in a sentence. They are used in dependent (adverbial) clauses. Notice the use of the comma when the dependent clause comes first.

effect
cause

1. Some people have low energy **because** they do not get enough exercise.

cause effect

2. *Since* you feel so tired, you can stay home and rest.

cause effect

3. *Due to the fact that* they suffered from extreme poverty, many families could not afford to send their children to school.

3.3 The transitions 'as a consequence', 'as a result', 'because of this', 'consequently', 'for this (that) reason', and 'therefore'

The transitions as a consequence, as a result, because of this, consequently, for this (that) reason, and therefore all come before the effect and follow the cause. These transitions can be used at the beginning of the sentence describing an effect. Also, they can be put between cause and effect preceded by a semi colon (;) and followed by a comma (,).

cause effect

1. The organization has received more donation. *As a consequence*, it can help more underprivileged people.

cause effect

2. Someone donated a school bus. *As a result*, the school can now pick up children who need rides.

cause effect

3. Many volunteers came to help them. *Because of this*, the villagers were able to finish building their houses in a few days.

cause effect

4. People do not get enough exercise. *Consequently*, they suffer from low energy.

cause effect

5. I don't eat enough complex carbohydrates; *for this reason*. I have low energy.

cause effect

6. There was very little rain all spring; *therefore*, the amount of crops grown was very small.

(consequently)

6. Adults cope with work, dating, family, and financial matters.

Adults usually have more stress than children.

(as a consequence)

7. He has symptoms of chronic fatigue syndrome.

He has sleep apnea.

(since)

8. People need quality, uninterrupted sleep.

The body repairs tissue and restores itself during sleep.

(so)

9. TV ads for energy drinks show popular sports figures enjoying them.

People buy energy drinks.

(as a result)

10. I eat fresh fruit and nuts for snacks.

I feel energetic.

Part Four

Unit Assignment: Writing a Cause and Effect Essay

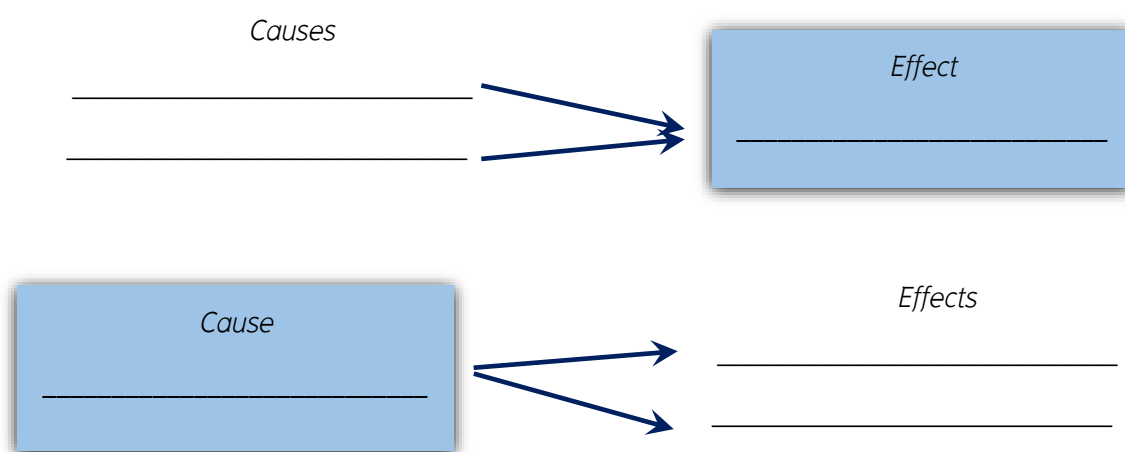
Exercise J: Write a four-paragraph cause and effect essay (400–450 words) about cause and effect of climate change (or any topic/issue you are interested in, or on the topic in Exercise A). Use the following activities as a guideline for writing.

1. Brainstorming

1.1 With your partner or classmates, make a list of causes and effects of climate change using the chart below to help you brainstorm your ideas.

Topic/issue	Causes	Effects

1.2 Work with you partner, **choose two causes and effects** and put two causes and effects you have selected in the chart below.



1.3 Use the chart below to add supporting details of main causes and main effects of the dangers of bubble milk tea, such as facts, examples, statistic, or quotations.

Main causes of	Supporting details	Effect
1.	a.	
	b.	
	c.	
2.	a.	
	b.	
	c.	

Cause	Main effects of	Supporting details
	1.	a.
		b.
		c.
	2.	a.
		b.
		c.

1.4 Select the pattern of the cause and effect essay you learned in this unit, causal analysis or effect analysis.

1.5 Develop the outline of your essay based on the pattern you selected using the chart in 2.3

2. Developing an outline

a. Write a topic for your essay.

b. Write a thesis statement that include your topic in 2.1 and express causes and effect you will examine.

c. Develop an outline for your essay using the information in the above chart.

A Cause and effect essay outline

Pattern: _____

Topic: _____

Introductory paragraph:

- Background information of the event, situation, or action you are writing about

- Thesis statement (State the topic and cause (s) and effect (s) you are writing about)

Body paragraph I: (cause/effect one)

Topic sentence: _____

- Supporting information a: _____
- Supporting information b: _____
- Supporting information c: _____

Body paragraph II: (cause/effect two)

Topic sentence: _____

- Supporting information a: _____
- Supporting information b: _____
- Supporting information c: _____

Conclusion

- Summarize the causes and effect you are writing about

- Give an advice or prediction

3. Writing the first draft from your outline:

3.1 Write the initial draft of the essay based on the above outline

3.2 Read the first draft carefully to check connection of ideas.

4. Producing the second draft from your first draft

4.1 Exchange your first draft with your peers.

4.2 Use the following peer-reviewing worksheet to check your peer's work (your work will be reviewed by your peer).

Peer Reviewing Worksheet

Unit 7:: Cause and Effect Essay

Unit assignment: *Write a 400-450-word cause and effect essay about the climate change or*
on the topic you are interested in.

Date: _____

Writer: _____ Peer Editor: _____

Essay Title: _____

6. Read the introduction, did the writers provide information about the topic that is writing about? _____yes _____no

If not, give them suggestions what information should be added.

7. Did the thesis statement tell the focus is on causes of having good health?

_____yes _____no

If not, ask them the questions to help them. _____

8. Did all the body paragraphs have topic sentences that introduce the cause clearly?

_____yes _____no

If not, give them suggestion to revise the topic sentences.

9. Were all the body paragraphs supported with facts, or examples? _____yes _____no

If not, write a question or suggestion to help the writer to revise sentences for clarity.

10. Did the conclusion summarize the causes and effect, and give the reader an advice?

_____yes _____no

If not, how can it be improved? _____

4.1 Give comments on your peers' work (your peers will comment on your work, too).

4.2 Revise your essay based on your peers' comments to produce the second draft.

5. Producing final draft from your second draft

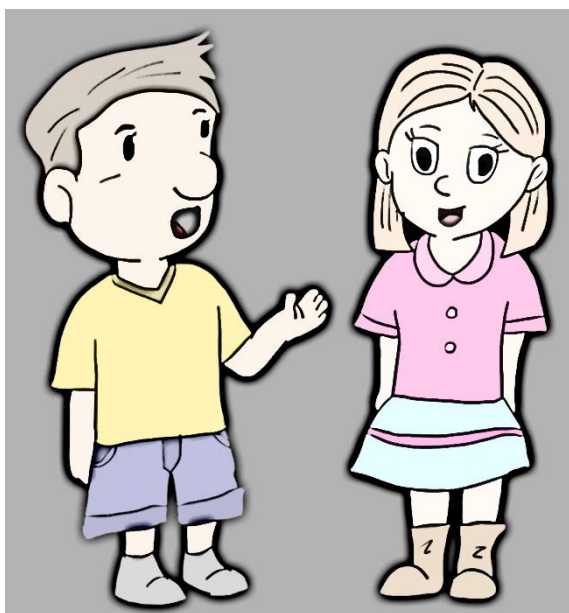
5.1 Use the following self-assessment checklist to check your second draft.

Self-Assessment Checklist	Yes	No
Did you give background information of the topic you wrote about?		
Did the thesis statement have a topic and controlling idea which showed causes and effect?		
Did each body paragraph include main cause and the supported details with facts, and examples?		
Did you restate the thesis statement and summarize causes and effect in the conclusion?		
Did you use cause and effect collocations correctly?		
Did you use cause and effect connectors correctly?		
Did you use the vocabulary from the unit?		
Did you check the essay for punctuation, spelling, and grammar?		

5.2 Revise and edit your second draft based on self-assessment checklist (especially the items you checked 'No') to produce the final draft of your essay.

Unit Eight

Writing an Argumentative Essay



Unit Objectives

After the completion of this unit, the students will be able to:

- analyze organization of an argumentative essay: the introductory, body, and concluding paragraphs.
- identify and write the thesis statement of an argumentative essay.
- identify the main elements of an argumentative essay: an argument, a counterargument, and a refutation.
- combine sentences by using the subordinators of adverb clauses of concession correctly.
- use adverb clauses of concession to express the contrast between an argument and a counterargument correctly.
- write a well-organized argumentative essay using essay organization, vocabulary, and grammar structures learned in this unit.

Part One

The Structure of an Argumentative Essay

An argumentative writing is an attempt to convince others that a writer's point of view on a topic is correct. Thus, creating a strong argument is an essential skill both inside and outside of a college or a university.

1.1 Structure of an Argumentative Essay

An argumentative essay requires the writer to present and support his or her ideas and respond to the ideas opposing them. The organization of the argumentative essay is presented in the chart below.

Introductory Paragraph	– Explain background information and the controversy surrounding the topic – Write a thesis statement by stating your position on the issue
Body Paragraph I	– Write the main idea of the paragraph by stating your argument (viewpoint) ONE that support your position in the thesis statement (<i>Topic sentence</i>) – Provide supporting details such as facts, examples, and description of <u>argument ONE</u> (<i>Supporting sentences</i>)
Body Paragraph II	– Write the main idea of the paragraph by stating your argument (viewpoint) TWO that support your position in the thesis statement (<i>Topic sentence</i>) – Provide supporting details such as facts, examples, and description of <u>argument TWO</u> (<i>Supporting sentences</i>)
Body Paragraph III	– Write the main idea of the paragraph by stating other's counterargument (someone else's viewpoint that opposing your viewpoint) (<i>Topic sentence</i>) – Provide supporting details such as facts, examples, and description of other's counterargument (<i>Supporting sentences</i>) – State your refutation (your disagreement of the counterargument) – Provide supporting details such as facts, examples, and description of your refutation (<i>Supporting sentences</i>)
Concluding Paragraph	– Restate your position on the issue – Summarize your arguments (your viewpoints) – Give warning, prediction, or suggestion about what happen next

1.2 Writing the Thesis Statement of an Argumentative Essay

The thesis statement of an argumentative essay should be debatable. A great debatable thesis statement does not make a simply summary, but it should make an argument. It should show the writer's position that others might oppose or disagree.

Sample thesis statements:

1. Abortion should be illegal because it is immoral and can cause health problems.
2. At least 30 percent of the budget of our country should be spent on education.

These are strong thesis statements for an argumentative essay because other people can show their different opinions or disagreement.

Exercise A: Write the thesis statements of the following topics.

1. Is online learning appropriate for Thai students?

Thesis statement: _____

2. Is social media a boon or a bane for teenagers?

Thesis statement: _____

3. Should animals be used in medical research?

Thesis statement: _____

4. Is Tinder a good choice for dating?

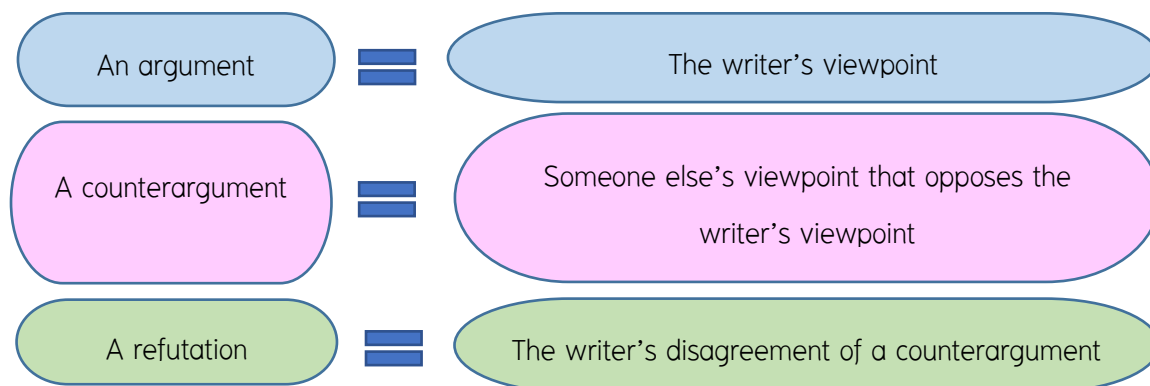
Thesis statement: _____

5. Should students wear uniform?

Thesis statement: _____

1.3 The Elements of an Argumentative Essay

In writing argumentative essay, it is important to understand three main elements: an argument, a counterargument, and a refutation.



From the chart above, **an argument** is the viewpoint of the writer. Then the writer should mention the idea from others that argues against his or her point of view which is called **a counterargument**. After that, the writer needs to give **a refutation** in order to refuse that the idea from others is weak or not correct.

1.4 Expressions introducing a counterargument and a refutation

A counterargument is introduced by a clause that identifies the source or a clause with a general subject. A refutation is often introduced by an expression showing disagreement.

The followings are some expressions used to introduce a counterargument and a refutation.

Expressions for introducing a counterargument	Some people believe _____ (counterargument) _____. Many experts say _____ (counterargument) _____. Some think _____ (counterargument) _____. Critics argue that _____ (counterargument) _____.
Expressions for introducing a refutation	On the contrary, _____ (refutation) _____. , but in fact, _____ (refutation) _____. That is not the case. _____ (refutation) _____. However, the truth is that _____ (refutation) _____. , but the fact is that _____ (refutation) _____.

Exercise B: Match the counterarguments with the correct refutations. Then underline the clauses and expressions that introduce them.

Counterarguments	Refutations
<u>f</u> 1. <u>Some people say</u> that there is no time for play,	a. That is not the case. Children actually learn more by creating their own rules.
___ 2. Some people argue that the office is the wrong place for play.	b. but in fact, they need this time for creative play and rest.
___ 3. There are those who question whether play is a suitable activity for adults.	c. However, the truth is that employees work more creatively when they are relaxed .
___ 4. Some think that the best games for children have very clear rules.	d. but in reality, parents can be the most influential role models for children.
___ 5. Many claim that children can't learn effectively without adult supervision.	e. On the contrary, studies have shown that play can make adults more productive.
___ 6. Some experts believe that children have too much free time,	f. <u>but the fact is that</u> even a small amount of play is helpful
___ 7. It is often thought that the increase in aggressive behavior in children can be connected to the aggression showed in the media,	g. In reality, children are very effective at organizing themselves.

Part Two

Analyzing an Argumentative Essay

2.1 Analyzing a Model Essay

While argumentative writing applies to any topic, the model essays focus on controversy related to drinking alcohol and competitive games and children. Read the essays and do the exercises to analyze the components of the argumentative essays.

Model Essay

Is Alcohol Good for Drinkers?

Drinking alcohol is **integrated** into human society. It is usually a part of celebrations and socializing in different occasions such as wedding, New Year festival, birthday party, and other kinds of parties. Most people drink alcohol for relaxation and enjoyment. They also believe that alcohol is good for their health. To illustrate, if a man suffers from erectile **dysfunction**, he should consume red wine because it has the same properties as Viagra that can increase sexual performance. However, in reality, drinking too much alcohol has negative impact on drinkers.

First, drinking alcohol is a factor in road accidents. Drunk driving is the major cause of accidents that result in the **destruction** of lives and properties. According to the Probation Department of Thailand, during New Year holidays, from December 29, 2020, to January 4, 2021, 95% of cases of road accident was due to drunk driving. Also, alcohol involved in 26% of cases of road death. Even though campaigns to reduce drunk-driving accidents has been launched, the number of drunk-drivers is still high. Furthermore, Mayhew, Brown, and Simpson (2003) states that **intoxicated** drivers who have level of alcohol in blood greater than 150 milligrams per deciliter have more possibility of death in road accidents than non-intoxicated drivers.

In addition, alcohol can contribute to several diseases. Alcohol has a negative effect on the brain. It can slowdown brain activity and result in memory loss, abnormal decision-making, delayed speech, fuzzy vision, a lack of balance, and unconsciousness. Furthermore, alcohol drink has **adverse** effects on the gastrointestinal system. A large amount of alcohol decreases digestive enzymes in digestive tract and pancreas, and without these enzymes, essential nutrients cannot be absorbed for various function of the body (Shavers, 2019). Moreover, Nall (2018) says that heavy alcohol intake can damage liver, so the body cannot sufficiently produce proteins and eliminate toxins out of the blood. **Eventually**, drinkers may suffer from alcohol-related liver diseases such as fatty liver and alcoholic liver cirrhosis.

On the other hand, Kawas and her neuroscientist team (2007), explain that alcohol has a positive effect on the human body. They discovered that drinking two glasses of wine or beer every day can lower the risk of dying early. For example, Mark Behrends lived to reach 110 years old from daily alcohol intake. Furthermore, regular alcohol **consumption** in appropriate amount is beneficial for the heart because when alcohol enters the body, it travels through the bloodstream, stimulating the **circulatory** system and increasing the function of the blood vessels and the heart. In the same way, the antioxidants in red wine contribute to preventing blood clotting. Despite the fact that there is a large number of studies on the positives of alcohol in various aspects, **excessive** drinking has a harmful impact on the body. According to the research, one glass of alcohol per day is beneficial to health, but large amount of alcohol consumption can be dangerous. When starting drinking, drinkers tend to be unable to control themselves to drink a little or moderate amount of alcohol, so there is possibility of overdrinking that is a factor of accident and health risks.

In summary, negative effects of alcohol intake far **outweigh** its positive effects. Although with appropriate amount of alcohol may be beneficial for health, regular and too much drinking can be the risks of accidents and harm the drinkers and others' lives. If you cannot avoid drinking alcohol for socializing, you should try to avoid excessive consuming and do not drive when drinking.

Sources: Adapted from student's essay

Exercise C: Answer the following questions

1. What is the thesis statement of the essay? Underline or circle it.
2. According to the thesis statement, what is the writer position on the topic?

3. Read the model essay again, and find the information to fill in following chart

Paragraph 2

Argument (the author's point of view):

Examples or details which support the argument

Paragraph 3

Argument (the author's point of view):

Examples or details which support the argument

Paragraph 4

Counterargument (The idea that opposes the writer's viewpoints)

Examples or details which support the counterargument

Refutation (The writer's disagreement of a counterargument)

Paragraph 5 (Conclusion)

Restatement of the thesis statement

Writer's warning

Writer's suggestion

4. Identify the clauses or expressions the writer used to introduce counterargument from other and her refutation.

The clause or expression introducing counterargument

The clause or expression introducing refutation

2.2 Learning vocabulary from model essays

The following words are from the model essays. Study the vocabulary and do exercise.

Exercise D: The following words and phrases are from model essays. Match each word or phrase with the correct definition.

- | | | |
|----------------|----------------|----------------|
| a. adverse | e. dysfunction | i. intoxicated |
| b. circulatory | f. eventually | j. outweigh |
| c. consumption | g. excessive | |
| d. destruction | h. integrate | |

1. _____ (adv.) in the end, especially after a long time or a lot of effort, problems, etc.
 2. _____ (adj.) relating to the system that moves blood through the body and
that includes the heart, arteries, and veins
 3. _____ (n.) the act of using, eating, or drinking something
 4. _____ (adj.) too much
 5. _____ (n.) the act of destroying something, or the fact of being destroyed:
 6. _____ (adj.) drunk
 7. _____ (adj.) having a negative or harmful effect on something
 8. _____ (n.) a problem or fault in a part of the body or a machine
 9. _____ (v.) to be greater or more important than something else
 10. _____ (v.) to mix with and join society or a group of people, often changing to suit
their way of life, habits, and customs
-

Part Three

Grammar for Writing: Adverb Clauses of Concession in Argumentative Writing

In an argumentative essay, the writer can use adverb clauses of concession or concession clauses to express the contrast between the idea in the main clause and the idea in the subordinate clause. **The adverb clauses are used to show that the idea in the clause is less important than the idea in the main clause.**

Usually, the adverb clauses of concession are preceded by subordinators. Some subordinators showing concession are:

*although**even though**though**while**despite the fact that*

Adverb clause of concession

Main clause

Subordinator

Although it is possible to win by chance occasionally, people who win and keeping

Main clause

winning work very hard to achieve their success.

Adverb clause of concession

Main clause

Subordinator

Despite the fact that the bad behavior of young athletes is troubling, the problem is

Main clause

not the competition itself.

In the sentences with adverb clause of concession, the idea in the **main clause is the writer's point of view or argument**, and the idea in **the concession clause is another's counterargument** that the writer wants to refute.

Let's consider these two ideas about recess in school schedules.

Idea one: Recess is important for children.

Idea two: Recess reduces class time.

Adverb clause of concession

Main clause

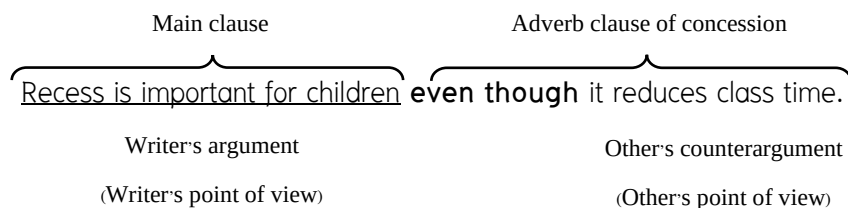
While recess is important for children, **it reduces class time.**

Other's counterargument

Writer's argument

(Other's point of view)

(Writer's point of view)



Exercise E: First, read each pair of the following sentences. Then consider which sentence is your argument or your point of view. Next combine the sentences using the subordinators in parentheses.

*** **Note** When you combine sentences, replace the subject in one of the clauses with a pronoun

1. a. Children need lots of active play b. It is vital that children rest
(although)

(while)

2. a. Competitive play is helpful for children. b. Competitive play encourages bad behavior.
(even though)

(despite the fact that)

3. a. Losing a game is a horrible experience. b. Losing a game can be a good lesson for children.
(while)

(though)

4. a. Sports are difficult for some children.

b. Children can learn important skills such as teamwork and determination from sport.
(even though)

(while)

5. a. Not all children will take writing programs.

b. Writing programs should not be eliminated from schools.
(despite the fact that)

(though)

6. a. Some people are too busy to relax.

b. Some people know they should make time to do some enjoyable things each day.
(although)

(while)

7. a. Overscheduling of children's activities may be harmful.

b. Parents think they need many activities for their children after school.
(while)

(despite the fact that)

8. a. Children really need free time in their schedules for playing and creating their own fun.
- b. Parents believe that structured extracurricular activities like music and sports are necessary for their children.
- (even though)

(despite the fact that)

Part Four

Unit Assignment: Writing Argumentative Essay

Exercise F: Write a five-paragraph-(450 – 500 words) argumentative essay on the topic

‘Is social media a boon or a bane for teenagers?’ or any topic you are interested in. You can select the topics in Exercise A for your writing.

Use the following activities as a guideline for writing.

1. Brainstorming

1.1 Work in pair, discuss the following questions based on your experience.

- Why do teenagers use social media?
- Where do they use social media? At home? At school? or somewhere else?
- What are the benefits of social media?
- How can social media be harmful for the teenagers?

1.2 Complete the chart with your ideas

Your argument (points of view) for benefits of social media	Your argument (points of view) for harms of social media

1.3 Compare the arguments (your points of view) in 1.2 and decide whether social media is a boon or a bane for teenagers.

1.4 Complete the following chart by choosing two arguments from 1.2 to persuade your reader that social media is helpful or harmful for teenagers. Next, think about possible counterarguments (others' points of view that opposes your arguments). Then think about refutation to respond to other's counterarguments.

Writer's arguments (Writer's viewpoints)	Counterarguments (Others' viewpoints)	Refutations (Writer's disagreement of others' viewpoints)
1. 2.	1.	1.

2. Developing an outline

2.1 Develop an outline for your argumentative essay using the chart below

Topic: Is social media a boon or a bane for teenagers?

Introductory paragraph:

Background information or example of using social media of teenagers

Thesis statement (Stating your position on the topic)

Body paragraph one (Your argument one from the table in 1.4)

Topic sentence (your viewpoint one on a boon/bane of using social media for teenagers)

Supporting details (giving facts or examples)

Body paragraph two (Your argument two from table 1.4)

Topic sentence (your viewpoint two on a boon/bane of using social media for teenagers)

Supporting details (giving facts or examples)

Body paragraph three (Others' counterargument from table 1.4)

Topic sentence (Others' viewpoint that oppose your argument)

Supporting details

Refutation (Your disagreement of the counterargument from table 1.4)

Supporting details

Concluding paragraph

Topic sentence (Restating your position on the issue)

Summarizing your arguments (your viewpoints)

Giving warning, prediction, or suggestion about what happen next

3. Writing the first draft from your outline

3.1 Write the initial draft of your argumentative essay.

3.2 Read the first draft carefully to check connection of the ideas.

4. Producing the second draft from your first draft

4.1 Exchange your first draft with you peer.

4.2 Use the following peer-reviewing worksheet to check your peer' s work (your work will be reviewed by your peer).

4.3 Give comments on your peer' s work (your peer will comment on your work, too)

4.4 Revise your essay based on your peer' s comments to produce the second draft.

Peer Reviewing Worksheet

Unit 6: Argumentative Essay

Unit assignment: Write five paragraphs (450-500 word) of an argumentative essay.

Date: _____

Writer: _____ Peer Editor: _____

Essay Title: _____

1. Read the introduction, did the writers provide background information about the topic? ____yes ____no
If not, give them suggestions what information should be added.

2. Did the thesis statement state the writer's position on the topic? ____yes ____no
If not, ask them the questions to help them. _____

3. Did the body paragraphs one and two have topic sentences that introduce the writer's argument clearly and give enough supporting details? ____yes ____no
If not, give them suggestion to revise the topic sentences.

4. Did the body paragraphs three and four have topic sentences that introduce the others' counterargument clearly and have refutation from the writer? ____yes ____no
If not, write a question or suggestion to help the writer to revise sentences for clarity.

5. Did the conclusion restate the thesis statement, summarize the writer's argument, and give a warning, prediction, or suggestion on the topic? ____yes ____no
If not, how can it be improved? _____

6. Did the writer use adverb clauses of concession correctly? ____yes ____no
If not, how can it be improved? _____

5. Producing final draft from your second draft

5.1 Use the following self-assessment checklist to check your second draft.

Self-Assessment Checklist	Yes	No
Did the introduction give background information about the topic?		
Did the thesis statement have a topic and controlling idea which stated the writer's position on the topic?		
Did body paragraphs one and two have topic sentences that clearly stated your arguments and give supporting details?		
Did body paragraphs three and four have topic sentences that clearly stated counterarguments from others and showed your refutation on those counterarguments?		
Did the conclusion restate the thesis statement, summarize your arguments, and give warning, prediction, or suggestions?		
Did you use subordinators or concession clauses correctly?		
Did you use adverb clauses of concession correctly?		
Did you check the essay for punctuation, spelling, and grammar?		

5.2 Revise and edit your second draft based on self-assessment checklist (especially the items you checked 'No') to produce the final draft of your essay.

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Index

A

a cause and effect essay, 104
 a large number, 21, 42, 43, 91, 131
 Academic Language, 13, 17
 academic writing, 1, 2, 3, 5, 14, 15, 16, 17, 32, 38, 40, 58, 80, 94, 114, 144, 149, 150
 active voice, 24, 41, 42, 44
 additionally, 55, 87
 adjectives, 65, 66, 149
 adverb clauses, 134
 adverb clauses of concession, 134
 adverse, 131, 134, 144
 age, 66
 also, 27, 52, 55, 57, 69, 91, 115, 130
 alternative, 86, 89, 145
 although, 64, 91, 92, 135, 136, 137
 an effect analysis essay, 104
 analyzing, 15, 28, 67, 68, 84, 109, 130
 ancient, 67, 109
 APA (American Psychological Association)
 style 7th edition, 32, 34
 argue, 32, 128, 129
 argument, 125, 126, 127, 128, 132, 135, 136, 139, 140, 149

argumentative Essay, 124, 125, 126, 127, 130, 138
 arise from, 105, 107
 article, 30, 34, 35, 42, 43
 as a consequence, 115, 117
 as a result, 56, 115, 116, 118
 assignments, 28, 29, 87, 149
 assist, 20, 68
 at present, 21
 audience, 2, 3, 8, 11
 author, 32, 34, 35, 36, 37
 author's initial, 34, 35, 36
 author's name, 33
 authority, 109, 113, 145
 authors' last name, 34
 avoiding plagiarism, 30, 31
 avoiding sentence fragments, 58

B

background information, 46, 99, 123, 143
 basics of academic writing 1
 be a factor, 106
 be brought about by, 105, 107
 be caused by, 107
 be due to, 107
 be responsible for, 106

because, 21, 23, 46, 47, 49, 52, 58, 59, 63,
64, 68, 84, 85, 109, 110, 111, 113, 115,
116, 117, 126, 127, 130, 131

because of this, 115, 116, 117

beneficial, 21, 52, 131

black, 67

block format, 81, 95

blog Post, 36

blog's Name, 36

blue, 67

body, 3, 6, 31, 34, 45, 46, 48, 50, 53, 54,
62, 69, 77, 78, 79, 81, 82, 87, 99, 101,
102, 103, 110, 112, 114, 118, 123, 125,
131, 134, 143, 150

body paragraph, 7, 48, 81, 87, 96, 97, 121,
140

book review, 2, 5, 8

both...and....., 90

brainstorming, 74, 94, 119, 138

bring about, 16, 105, 106

C

causal analysis, 101, 102, 104, 110, 112

causal analysis pattern, 102

cause, 55, 58, 100, 101, 102, 103, 104, 105,
106, 107, 108, 109, 111, 114, 115, 116,
118, 120, 121, 123, 126, 130

cause and effect collocations, 106

cause and effect connectors, 114

cause and effect essay, 100, 101, 109, 118

change, 19, 22, 71, 108, 118, 119

changing sentence structure, 42

changing word order, 41

children, 20, 22, 23, 52, 54, 72, 92, 115,
116, 117, 129, 130, 135, 136, 137, 138

circulatory, 131, 134, 145

citation, 29, 30, 31, 32, 34, 42, 43, 50

claim, 32, 129

coherence, 4, 45, 55, 57, 82

coherence of an essay, 55

collocations, 101, 106, 107, 123

comma splices, 45, 58, 60, 99

common knowledge, 30, 42, 43, 111

compare, 56, 79, 80, 81, 84, 94, 95, 96,
97, 139

comparison, 79, 80, 84, 86, 89, 90, 94, 95,
99

comparison and contrast essay, 79, 81, 84

complex sentences, 15

complexion, 110, 113, 145

component, 48, 49

components of academic writing, 2

concession, 134

concluding Paragraph, 7, 51

conclusion, 3, 11, 46, 51, 52, 54, 78, 79, 99,
123, 143

connector, 114

consequences of Plagiarism, 27

consequently, 115, 117

consider, 20, 22, 48, 85, 87, 135, 136

constructive evaluation, 8

consumption, 131, 134

continue, 22

contraction, 17, 145

contrast, 56, 79, 80, 81, 82, 83, 84, 85, 86, 87, 89, 90, 91, 92, 94, 95, 96, 97, 99, 125, 135

contribute to, 106, 131

controlling idea, 45, 47, 49, 61, 83, 99, 123, 143

conversely, 85, 86, 89, 90, 91, 145

coordinating conjunction, 114

core principle, 89

counterargument, 125, 127, 128, 133, 135, 140, 149

cozy, 67

creator, 37

credible, 86, 89, 146

criticality, 4

criticize, 22

D

debatable, 126

deficit, 111, 113, 146

definition of academic writing, 1

demonstrate, 18, 49

describe, 26, 32, 62, 63, 65, 66, 71, 72, 74

describing people, 65, 77

describing personality, 66

description, 63, 88

descriptive essay, 61, 62, 64, 67, 68, 74

descriptive language, 62, 63, 65, 78

descriptive writing, 63, 149

desire, 20, 71

destruction, 130, 134, 146

develop from, 107

developing an outline, 120

differences, 80, 81, 83, 86, 88, 89, 90, 94, 96, 99

different types of academic writing, 2

direct quote, 29, 32, 33

disagree, 126

disappear, 19, 22

disappoint, 19

discourage, 111, 113, 146

discrimination, 109, 113, 146

discuss, 3, 28, 139

discussion, 4, 11

dissertation, 5

distance learning, 86, 88, 89

distribute, 21

due to the fact that, 115, 116, 117

dysfunction, 130, 134

E

edition, 34, 37

effect, 55, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 112, 114, 115, 116, 118, 120, 121, 123, 131, 134

effect analysis, 101, 102, 103, 104, 110, 112, 120

effect analysis pattern, 103

eliminate, 131

emphasis, 4

enjoyable, 67, 137

ensure, 20, 22

essay, 2, 3, 5, 6, 29, 30, 31, 45, 46, 47, 48, 51, 52, 53, 55, 62, 63, 64, 68, 69, 70, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 85, 86, 87, 88, 89, 94, 95, 96, 98, 99, 100, 101, 102, 104, 105, 106, 109, 110, 112, 114, 118, 120, 121, 123, 124, 125, 126, 127, 132, 135, 138, 139, 141, 143, 144, 151

essay writing, 3, 44, 55

even though, 91

eventually, 134, 146

examine, 19, 21, 22, 120

example, 30, 32, 34, 35, 36, 37, 49, 50, 52, 53, 57, 65, 83, 86, 104, 105, 110, 112, 119, 123, 140, 148

excessive, 131, 132, 134, 146

exercise, 16, 19, 20, 22, 25, 28, 29, 31, 37, 38, 39, 41, 43, 47, 48, 50, 52, 54, 56, 57, 60, 64, 67, 69, 70, 72, 73, 74, 83, 85, 87, 88, 92, 93, 94, 105, 107, 108, 110, 112, 113, 116, 117, 118, 119, 127, 129, 132, 133, 136, 138

expense, 89, 146

expensive, 21, 49, 58, 61, 67, 85

experience, 50, 52, 63, 137, 139

explain, 19, 22, 26, 32, 49, 93, 95, 131

expressions, 128

expressions for introducing a refutation, 128

expressions introducing a counterargument, 128

extremely, 18, 21

F

fact, 43, 47, 109, 115, 116, 117, 129, 131, 134, 135, 136, 137, 138

factors in, 104, 106

features, 149

final draft, 78, 79, 99, 123, 124, 143, 144

finally, 55, 56, 68, 85, 86

find, 21, 25, 32, 56, 77, 132

finish, 21, 60, 116

first, 36, 55, 56, 68, 130, 136

first-person personal pronouns, 17

focus, 4, 102, 130

for example, 55, 82, 85, 87, 103, 109, 131

for instance,, 55, 102

for this (that) reason, 115

formal language, 4, 18

formal written language, 15

fortunate, 21

friendly, 66

full form of verbs, 14, 17

furthermore, 55, 130, 131

G

general idea, 47

general statement, 49

genre, 3

giving credit, 29, 30
 global plagiarism, 28
 grammar for writing, 40, 58, 71, 89, 114, 134

H

handle, 22
 hook, 46
 house, 67
 however, 15, 32, 56, 85, 90, 93, 129, 130

I

imagery, 65
 in addition, 49, 55, 56, 109, 111, 131
 in addition to, 20
 in brief, 27, 52
 in conclusion, 52, 56, 110
 in contrast, 56, 91
 in short, 52
 in sum, 52, 56, 85
 in summary, 52, 69, 131
 in the same way, ..., 90
 incorrect citation, 29
 ineffective, 21
 informal language, 15
 initiate, 20
 insist, 32
 inspect, 19
 integrate, 134, 146
 in-text citation, 27, 31, 32, 37
 intoxicated, 130, 134

introduction, 3, 4, 8, 11, 27, 44, 46, 49, 52, 54, 75, 77, 78, 143
 introduction to essay writing, 44
 introductory paragraph, 46, 47
 introductory paragraph, 7
 irrelevant ideas, 54
 issue, 35, 109, 110, 118, 119, 141

J

Japanese, 66, 67, 90
 journal article, 5, 34, 35
 jurisdiction, 109, 113, 147

L

lead to, 28, 102, 104, 106, 108, 110
 likewise, 49, 56, 85, 90, 93

M

main clause, 59, 91, 92, 135
 main idea, 46, 47, 48, 49
 major, 20, 47, 60, 130
 material, 66
 mental pictures, 63
 mention, 32, 82, 128
 method, 4, 11, 22, 61, 87
 model essay, 68, 84, 86, 109, 111, 130
 modern phenomenon, 86, 89
 monitor, 21
 more importantly, 56
 moreover, 54, 55, 58, 68, 83, 131
 mosaic plagiarism, 29

most importantly, 56

my role model, 68, 70, 73

N

n.d.” (no date), 37

narrative, 32

negative, 17, 20, 130, 131, 134

neglect, 110, 113, 147

new, 16, 20, 21, 23, 29, 52, 56, 64, 67, 78,
90, 105, 107, 149

non-academic, 14, 15, 16

non-Academic Languages, 15

noun, 58, 66

nowadays, 20, 85

O

object relative clause, 72

objectivity, 4

obtain, 18, 86

on the other hand, 56, 85, 90, 93, 131

online degree, 89

online dictionary, 37

online dictionary, 37

opinion, 47, 49, 66, 75, 99, 114

oppose, 126, 140

order of adjectives, 66

organization of an essay, 45

organization's name, 36

origin, 66

original text, 33, 40, 41, 43

other's viewpoints, 139

outbreak, 110, 113, 147

outline, 74, 75, 76, 94, 95, 96, 98, 120,
121, 139, 141

outweigh, 48, 131, 134, 147

P

page number, 33

pages, 35

pandemic, 107, 109, 113, 147

paper, 3, 4, 5, 29, 30, 31, 41, 90, 151

paragraph, 30, 45, 48, 49, 50, 51, 52, 53,
54, 56, 61, 69, 70, 74, 77, 78, 81, 82,
88, 94, 95, 96, 97, 99, 102, 103, 110,
112, 118, 121, 123, 138, 140, 141, 150, 151

paraphrase, 31, 40, 42, 43, 44

Paraphrasing, 29, 40

paraphrasing plagiarism, 29

parenthesis, 93

parenthetical, 32

passive voice, 14, 23, 24, 25, 41, 42, 44

pasteurization, 111, 113, 147

peer-reviewing, 76

peer-reviewing worksheet, 76, 98, 122, 141

personal pronoun, 14, 19

personality, 65, 69, 70, 74, 75, 149

phrasal verb, 14, 17, 18, 22

physical characteristics, 65, 68, 74, 75, 77

plagiarism, 26, 27, 28, 30, 34, 37, 147, 148

point out, 32

point-by-point format, 81, 82, 96

positive, 19, 20, 87, 114, 131, 149

precise, 4, 15
 predict, 32, 52
 prejudice, 109, 113, 147
 prevent, 42, 43, 110
 principles, 2, 3
 principles of academic writing, 2
 print dictionary, 37
 producing the second draft, 122
 project, 5, 20, 23, 31
 pronoun references, 55, 57
 providing a fact, 30
 providing citation, 41, 42, 43, 44
 publication, 30, 34, 35, 36
 publisher, 34, 37
 purpose, 3, 24, 55, 63, 66

Q

quotation marks, 29
 quote, 33, 34

R

racism, 109, 110, 113, 148
 reader, 64, 77, 90, 139
 reasonable, 20, 21
 reference, 27, 30, 32, 34, 37, 38, 39, 55
 refutation, 125, 127, 128, 129, 133, 139, 143, 149
 repeatedly, 21
 replace, 14, 19, 41, 42, 57, 72, 77, 136
 report, 2, 3, 4, 5, 11, 15, 20, 22, 30, 32
 require, 20, 86, 93

research, 3, 5, 6, 12, 15, 23, 28, 35, 41, 42, 43, 52, 107, 127, 131, 149, 151
 restate, 78, 79, 99, 123, 143
 restatement, 52
 restating thesis statement, 52
 restricted, 86, 89, 148
 restrictive relative clauses, 71
 result in, 105, 106, 107, 108, 114, 130, 131
 results, 3, 4, 11, 12, 13, 22, 25, 87, 101, 102, 103, 105
 retrieved, 35, 36, 37, 144, 145, 146, 147, 148, 149, 150, 151
 return, 22
 reviewer's information, 8
 role model, 68
 running, 67
 run-on sentences, 45, 58, 60, 99

S

sample sentences, 106, 107
 say, 30, 32, 41, 111, 128, 129
 scurvy, 21, 111, 113, 148
 self-assessment, 78, 79, 99, 123, 124, 143, 144
 self-assessment checklist, 78, 79, 99, 123, 124, 143, 144
 self-plagiarism, 29
 sentence fragments, 58
 sentence structure, 30, 41, 42, 44
 sequences, 55
 shape, 66

shoes, 67

significant, 49, 83, 86, 89, 148

similarities, 80, 81, 83, 84, 86, 87, 88, 89, 94, 96, 99

similarly, 27, 45, 56, 90, 93

since, 86, 87, 115, 117

size, 66

small, 64, 67, 116, 129

smooth flow, 55

so, 15, 19, 22, 31, 43, 52, 56, 59, 82, 86, 87, 103, 111, 112, 114, 115, 118, 131

social media, 36

somewhat, 18, 21

source, 29, 30, 31, 32, 33, 34, 128

specific idea, 47

spoken language, 17

spontaneously, 111, 113, 148

state, 32, 42, 85, 87, 104, 114

statistics, 49, 50

stem from, 107

strategies, 40, 42

strategies for paraphrasing, 40

strengths, 5, 7, 8

strong thesis statement, 47

structure, 3, 5, 45, 63, 68, 84, 150

structure of a comparison and contrast essay, 80

structure of a descriptive essay, 62

structure of an argumentative essay, 125

structure of an essay, 45

student academic writing, 2, 4

styles, 2, 4, 43, 80

styles and principles of academic writing, 2

subject relative clause, 72

subordinators, 89, 91, 115

substitute, 57

sufficient, 18, 21

summarize, 49, 52, 78, 79, 123, 143

summarizing, 29

summary, 5, 7, 8, 88, 126

support, 21, 24, 48, 49, 50, 53, 78, 87, 99, 126, 132, 133

supporting sentences, 45, 48, 49, 53, 54, 55

synonyms, 30, 41, 42

synthesize, 3

T

technological advances, 86, 89

the basics of academic writing, 1

the elements of an argumentative essay, 127

the first draft, 76, 98, 121, 122, 141

the second draft, 76, 78, 98, 122, 123, 141

the writer point of view, 135

therefore, 15, 55, 71, 82, 85, 115, 116

thesis, 5, 46, 52, 54, 69, 83, 84, 121, 126, 127, 140

thesis statement, 45, 46, 47, 48, 49, 52, 53, 54, 80, 82, 85, 87, 95, 99, 101, 104, 110, 112, 120, 123, 125, 126, 127, 132, 133, 143, 150

though, 68, 91, 130, 135, 136, 137, 138

thus, 55, 125

title of article, 34

title of book, 34

title of dictionary., 37

title of Journal, 35

title of work, 35, 36

to sum up, 52, 56

tone, 3

topic, 3, 4, 5, 8, 45, 46, 47, 48, 49, 50, 53,
54, 57, 64, 75, 78, 81, 83, 86, 87, 88,
95, 99, 110, 112, 118, 119, 120, 121, 123,
125, 130, 132, 138, 140, 143

topic sentence, 49, 51, 121, 140, 141

transitional words, 15, 52, 55, 56, 62, 70,
78, 80, 89, 90, 92, 93, 99

transitions, 80, 86, 88, 90, 114, 115

type of post, 36

types of academic writing, 2, 5

types of plagiarism, 28, 151

U

unfortunate, 20

uninteresting, 20

unit assignment, 74, 77, 94, 118, 138

unit objectives, 14, 26, 45, 62, 79, 100, 125

unity, 3, 45, 53, 54, 148

unity of an Essay, 53

URL, 34, 35, 36, 37

using indirect speech, 41, 42

using Quotes, 32

using synonyms, 42

V

Venn diagram, 88, 94

verbatim plagiarism, 29

virtual classroom, 87, 89

volume, 35

W

weak thesis statement, 47

weaknesses, 5, 8

website, 27, 30, 31, 35, 36, 40, 148

website without author, 36

website without year, month day of
publication, 35

website's name, 35, 36

whereas, 81, 87, 91, 92

while, 15, 46, 68, 86, 92, 130, 135

wooden, 67

word, 37

word order, 41, 42

writer's points of view, 3

writer's position, 126, 143

writer's viewpoints, 139

writing the first draft, 121

Y

year of publication, 32, 33, 34

young, 52, 66, 109, 135

Answer Keys

Introduction to Academic Writing

Unit 1

EXERCISE A (P. 3)

Write 'Yes' if the statement is correct and write 'No' if the statement is incorrect.

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. Yes | 2. Yes | 3. No. | 4. No. | 5. Yes |
| 6. No. | 7. No. | 8. Yes | 9. Yes | |

EXERCISE B (P. 4)

Match the type of academic writing on the left to the description on the right.

- | | | | |
|------|------|------|------|
| 1. F | 2. E | 3. C | 4. G |
| 5. D | 6. B | 7. A | |

EXERCISE C (P. 5)

Put the paragraphs into correct order to form a cause-and-effect essay.

Drinking Too Much Caffeine

Introductory paragraph: d

Body paragraph one: a

Body paragraph two: c

Concluding paragraph: b

EXERCISE D (P. 6)

Read the following model book review, and study its components. Next, answer the following questions.

1. Jeremy Harmer
2. How to Teach English (Nex edition)
3. Part 1: General concepts in ELT
 - Part 2: Theoretical concepts
 - Part 3: Tasks that are attached to this profession

4. Experienced teachers, new teachers, and the ones who want to start English language teaching career.
5. Testing part and 'What if' part
6. The book is effective for the target audience.

This book is well-written and is summarized in an easily understood language.

This book provides exercises with clear answer keys for teachers who desire to extensively pursue their teaching profession.

EXERCISE E (P. 9)

Study a model report and complete the report by filling in the blanks with the given words. There are more words than the blanks.

- | | | |
|------------------|------------------------------------|------------------------------------|
| 1. b. conducted | 2. e. random | 3. l. questionnaire |
| 4. h. questioned | 5. d. respondents/ j. interviewees | 6. j. interviewees/ d. respondents |
| 7. i. mentioned | 8. g. majority | 9. p. slightly |
| 10. o. minority | 11. f. questions | 12. k. common |
| 13. n. generally | 14. a. sample | |

Unit 2

EXERCISE A (P. 13)

Identify the following statements by writing N for non-academic writing and A for academic writing. Next, for the non-academic statements, highlight the words or phrases that show non-academic features.

- __N__ 1. i don't wanna lose you. (informal writing (i), spoken language)
- __A__ 2. Emma Watson has several admirable qualities.
- __N__ 3. Everything is gonna be okay. (spoken language)
- __A__ 4. She is admired by many people all over the world as a good actress.
- __N__ 5. It's just one chapter of your life. It's not your whole life. (Contraction)
- __N__ 6. Don't let me down. (Contraction, phrasal verb-informal writing)

- __N__ 7. Wherever I'm with my favorite people, it becomes my favorite place. (Contraction)
- __A__ 8. Nowadays, social media has become a part of teenage daily life.
- __N__ 9. I just wanna take a photo, drink coffee, travel around the world, and meet with new friends. (spoken language)
- __A__ 10. People who live in a big city have more opportunities for employment and getting a high salary.
- __A__ 11. Public transportation is a basic infrastructure in a big city.
- __N__ 12. What r u doing? What did u talk 2 me? (letter or number homophone)
- __A__ 13. Teenagers can earn incomes from selling products on social media.
- __A__ 14. People should think carefully before posting any personal information on Facebook.
- __N__ 15. Yeah! I'm learn semantic too. Very hard to understand. (Spoken language, contraction, grammatically incorrect (I'm learn) misspelling (semantic), fragment (very hard to....))
- __A__ 16. Fast food contains ingredients that bring about several health problems.
- __N__ 17. That boy sus!! (Sus means suspect or suspicious. It is social media language)
- __A__ 18. Someone argues that fast food is convenient.
- __N__ 19. Don't be scared, I ain't afraid. (Contractions)
- __A__ 20. Most people use at least 4-5 plastic bags per day, and they tend to use plastic bags

EXERCISE B (P. 16)

Replace informal words and phrases in the following sentences by using the given academic words or phrases use correct form of verbs.

- | | | | |
|--------------------------------------|-------------------|-------------------|---------------------|
| 1. e. unfortunate | 2. h. major | 3. k. negative | 4. f. desire |
| 5. c. children | 6. i. require | 7. m. initiate | 8. l. uninteresting |
| 9. g. in addition to | 10. o. reasonable | 11. j. Nowadays | 12. a. assist |
| 13. n. positive | | | |
| 14. f. support | 15. l. reasonable | 16. m. at present | 17. k. fortunate |
| 18. a. sufficient | 19. b. extremely | 20. h. somewhat | 21. c. distribute |
| 22. d. monitored | 23. f. Finished | 24. i. beneficial | 25. n. ineffective |
| 26. o. a large number, e. repeatedly | | | |

EXERCISE C (P. 18)

Replace the phrasal verbs in the following sentences by using the given academic verbs. Use correct form of verbs.

1. Many parents rely on success of their children, so children should not h. disappoint their parents.
2. People are disappointed with the government' new economic policies. They are a.criticizing on them.
3. As the time passes by, several Thai traditions and customs are d.disappearing.
4. The water in the lake j. changes to ice because of the freezing temperatures.
5. An inspection team f. examined the crime scene yesterday.
6. The research project c. continued longer than we expected.
7. The president decided to immediately g. return from the holiday after he learned the news of severe earthquake in his country.
8. The administers are b. considering the feasibility of reducing costs.
9. In online learning, students must i. handle several problems such as time management and internet connection.
10. Many countries have legal obligation to e. ensure their children are provided with proper education.

EXERCISE D (P. 20)

Rewrite the following sentences to passive voice.

1. The results of the study were interpreted.
2. The students' scores were compared before and after learning English online.
3. The information about Covid-19 prevention can be found from many sources on the Internet.
4. The results of the data analysis are presented in Table 1.
5. The students' writing ability has been examined for two semesters.
6. A cloth bag should be used instead of a plastic bag.
7. Different kinds of products can be bought from online shopping platforms such as Lazada and Shopee.

8. This morning, the budget for the company's marketing campaign was considered (by the committee).
9. The data have been collected for four months.
10. Wildlife habitats and native plants are destroyed by forest fire and deforestation.

Unit 3

EXERCISE A (P. 22)

Match a group of people in the left column to the consequence of plagiarism in the right column.

1. b

2. c

3. a

EXERCISE B (P. 23)

Identify the following statements by writing P for plagiarism NP for not plagiarism. For plagiarism items, identify the types of them based on the table in 2.1.

- ___P___ 1. Turning in your friend's essay as your own. (Global plagiarism)
- ___P___ 2. Using a considerable amount of your own work written for previous assignments in the new paper. (Self-plagiarism)
- ___NP___ 3. Using a direct quote by putting a quotation mark and giving a credit.
- ___P___ 4. Taking someone's ideas from several sources without giving credit. (Mosaic plagiarism)
- ___NP___ 5. Copying a part of the text and forgetting to put in quotation marks. (Verbatim plagiarism)
- ___NP___ 6. Paraphrasing or summarizing someone's words and giving credit.
- ___P___ 7. Providing wrong information about source of a quotation. (Incorrect citation)
- ___P___ 8. Forgetting to give a source of others' work in references. (Incorrect citation)
- ___NP___ 9. Rewrite another's sentences or paragraph and write citation.
- ___P___ 10. Using synonyms of a few words in sentence but copying sentence structure of original work without giving credit. (Paraphrasing plagiarism)
- ___NP___ 11. Expressing common knowledge. Example: Bangkok is the capital of Thailand.
- ___P___ 12. Asking or paying someone else to write an essay or paper for you. (Global plagiarism)
- ___NP___ 13. Providing a fact and giving credit.
- ___P___ 14. Submitting a paper that has already been submitted for another class. (Self-plagiarism)

EXERCISE C (P. 24)

Match the following suggestions on avoiding plagiarism with the name of the university staff.

- | | | |
|------------------|------------------|------------------|
| 1. c. Dee Mackey | 2. b. Jaye Evans | 3. b. Jaye Evans |
| 4. a. Dr. Moore | 5. c. Dee Mackey | 6. a. Dr. Moore |

EXERCISE D (P. 29)

Use the given information of sources to write in-text citation in the given texts.

- | | | |
|----------------------------|------------------------|-------------------|
| 1. Oshima and Hogue (1999) | 2. (Deerajviset, 2014) | 3. Lawless (2019) |
|----------------------------|------------------------|-------------------|

EXERCISE E (P. 30)

Identify the elements of the references by using the labels provided in the box. Some labels are used more than once.

- 1_a. _____ 2_b. _____ 3_c. _____ 4_g. _____
1. Daise, D., & Norloff, C. (2019). *Q Skill for success: reading and writing 4* (2nd ed.).
Oxford University Press.
- 5_i. _____ 6_n. _____
- 1_h. _____
2. Setyowati, L., & Sukmawan, S. (2019). Authentic materials for teaching writing: a critical
look. *International Journal of Language Education*, 3(2). 68-77.
- 5_j. _____
<https://files.eric.ed.gov/fulltext/EJ1244358.pdf>
- 2_f. _____ 3_k. _____ 4_l. _____
- 6_m. _____
- 1_a. _____ 2_b. _____ 3_d. _____ 4_o. _____
3. Purcell, K. (2013, July 16). The impact of digital tools on student writing and how writing is
taught in schools. Pew Research Center. <https://www.pewresearch.org/internet/2013/07/16/the-impact-of-digital-tools-on-student-writing-and-how-writing-is-taught-in-schools/>
- 5_e. _____ 6_m. _____

EXERCISE F (P. 31)

Write the correct reference list of the following information sources. Arrange the reference list in alphabetical order.

Deergjviset, P. (2014). Technology in EFL teaching and learning in Thailand: an overview of research and issues. *Journal of Mekong Societies*, 10(1). 71–112.

<https://so03.tci-thaijo.org/index.php/mekongjournal/article/view/17725>

Lawless, C. (2019, January 19). What is blended learning?. *Learn Upon Blog*.

<https://www.learnupon.com/blog/what-is-blended-learning/>

Oshima, A. & Hogue, A. (1999). *Writing academic English* (3rd ed). Addison Wesley Longman.

EXERCISE G (P. 33)

Read original text and three paraphrases. Identify the strategy (ies) used by the writer of each paraphrase.

Paraphrase 1: a

Paraphrase 2: d, a

paraphrase 3: c, a

EXERCISE H (P. 34)

Paraphrase the sentences by using the strategies given in the brackets.

Original text 1:

Some advantages of using electronic dictionaries include the fact they are portable and can be taken on trip, used in lectures and so on. (Source: Sharma and Barrett, 2007)

Paraphrase 1.1 (Using Synonym and providing citation)

Answers can vary. Possible answer:

Some benefits of the use of electronic dictionaries can be the fact that they are compact and can be carried on travel, employed in giving a lecture and so on (Sharma & Barrett, 2007).

Paraphrase 1.2 (Using synonym, using indirect speech)

Answers can vary. Possible answer:

Sharma and Barrett (2007) explain some benefits of the use of electronic dictionaries can be the fact that they are compact and can be carried on travel, employed in giving a lecture and so on

Original text 2:

Though most American couples still choose to have traditional wedding, more and more couples these days are planning unique weddings that reflect their beliefs, hobbies, and personal styles. (Source: Sowton and Kennedy, 2017)

Paraphrase 2.1 (Using Synonym, using indirect speech)

Answers can vary. Possible answer:

According to Sowton and Kennedy (2017), although the majority of American bridal pairs still plan to take traditional wedding, more and more pairs nowadays are selecting unique wedding that show their beliefs, recreations, and lifestyles.

Paraphrase 2.2 (Using synonym, changing sentence structure (active voice to passive voice or vice versa) and providing citation)

Answers can vary. Possible answer:

Traditional wedding is still chosen by the majority of American bridal pairs, but unique weddings that indicate couples' beliefs, recreations, and lifestyles are being selected increasingly (Sowton & Kennedy, 2017).

Unit 4

EXERCISE A (P. 37)

Read the following thesis statements, write S for strong thesis statement, and write W for weak thesis statement.

__W__1. Several illnesses are caused by genetic factor and food. (General idea that everyone agrees)

__S__2. To be a successful student, good study habits are more important than intelligence.

(Specific opinion that can be discussed by comparing good study habits and intelligence)

__W__3. India became an independent country in 1947. (General knowledge or fact)

___W___4. Using public transportation would be one of the best ways to solve the traffic and pollution problems in cities around the world. (General idea that everyone agrees)

___S___5. The qualification for entering a university in my country are unreasonable.

(Specific opinion that can be discussed or explained)

___S___6. In order to create a successful advertisement, it is necessary to consider three issues: who should be targeted, where the ad should be placed, and what type of ad should be made.

(Specific idea)

___W___7. Owning a car has several advantages, but there are several disadvantages.

(General idea that everyone agrees)

___S___8. The advantages of owning car far outweigh the disadvantages.

(Specific opinion that can be discussed or explained)

EXERCISE B (P. 38)

Identify the thesis statement of these introductory paragraphs by underlining it.

Introductory paragraph A

Many people have a role model who shows them how to live life with passion, honesty, and integrity. A role model may have strong values, but they do not always teach these values directly. Instead, they show them by example. To me, my role model is my father because he has truly remarkable beliefs and values although he has nothing uncommon in his physical appearance.

Introductory paragraph B

In difficult economic time, the amount of money spent on exploration and discovery is always reduced. This has happened several times over the last 50 years with both space and deep-sea exploration. People are generally more enthusiastic about space, but I feel the oceans hold the solutions to some of the biggest problems of the twenty-first century. We must continue to invest in exploration of the deep sea so that we can take advantage of its benefits.

EXERCISE C (P. 40)

Read the body paragraph below. Identify topic sentence by writing the number of sentence and the types of information the writer uses to support the topic sentence.

Paragraph A

Topic sentence: sentence ____ (1) _____

Types of information used as supporting details

Sentence No.

_____ fact (reason) _____

_____ (2) _____

_____ fact (result of sentence 2) _____

_____ (3) _____

_____ example _____

_____ (4) _____

_____ fact _____

_____ (5) _____

_____ fact _____

_____ (6) _____

Paragraph B

Topic sentence: sentence ____ (1) _____

Types of information used as supporting details

Sentence No.

_____ example _____

_____ (2) _____

_____ example _____

_____ (3) _____

_____ fact _____

_____ (4) _____

_____ fact _____

_____ (5) _____

EXERCISE D (P. 41)

Match each of these introduction thesis statements with its rewritten version for a conclusion.

1. e

2. d

3. a

4. c

5. b

EXERCISE E (P. 43)

Read the thesis statement of the given body paragraph. Identify and cross out three sentences that irrelevant to the thesis statement.

Thesis statement

Sign language, the language used by many deaf people, has a 500-year history.

(1) The first sign language for deaf people was developed in Europe in the 1500s. (2) In Spain, a man named Pedro de Ponce was the first person to teach deaf children using sign language. (3) Another Spaniard, Juan Pablo de Bonet, was the first person to write a book on teaching sign language to deaf people. ~~(4) His book was not well-known at that time.~~ (5) Another important teacher who influenced the development of sign language was a Frenchman named Abbe de L'Epee. (6) L'Epee understood that deaf people could communicate without speech. ~~(7) Most of his students were from well-being families.~~ (8) He started to learn the signs used by a group of deaf people in Paris. (9) Using these signs, he developed a more complete French sign language. ~~(10) L'Epee also taught religion classes.~~

EXERCISE F (P. 44)

Use the transitional words given in a box to connect the ideas in following paragraph. Compare your answers with your classmates.

(1) c. First (2) g. Likewise (3) a. In addition (4) d. Finally (5) e. To sum up

EXERCISE G (P. 45)

Identify noun or phrase that each bold pronouns refers to. Write the answers in the space provided.

Pronoun	Noun or noun phrase the pronoun refers to
(1) It	Ho Chi Min city
(2) It	Ho Chi Min city
(3) they	Many people
(4) it	French
(5) this city	Ho Chi Min city

EXERCISE H (P. 47)

Read each sentence fragment. Identify the type of error based on the explanation on the previous page as ‘There is no subject’ (1.1), ‘There is no verb (1.2), and ‘Incomplete thought’ (1.3). Correct each sentence fragment.

1. 1.3 (Incomplete thought)

Possible answer: When you cannot call someone, you can text them.

2. 1.2 (There is no verb)

Possible Answers: It is difficult for me to speak in front of camera.

3. 1.1 (There is no subject)

Possible Answers: Isigned up, and some people invited me to be their friends.

4. 1.3 (Incomplete thought)

Possible Answers: After you finish all homework, you can surf the internet.

5. 1.2 (There is no verb)

Possible Answers: Doing part-time job at night and attending morning class are very hard for many students.

6. 1.1 (There is no subject)

Possible Answers: They have more friends when they go on Facebook.

EXERCISE I (P. 48)

Identify the run-on sentences or comma splices in the sentences. Write C (comma splice) or R (run-on sentence). Then correct the sentences.

2. C

Possible answer:

Engineering is a popular college major, but it is not as popular as business.

3. R

Possible answer:

Mathematics focuses on numbers, Language learning focuses on words.

4. C

Possible answer:

Distance learning has become very popular, and you can even earn a degree this way.

5. R

Possible answer:

Some students prefer to study academic subjects, but other students prefer vocational courses.

6. C

Possible answer: All universities charge tuition; some are more expensive than other.

7. R

Possible answer: The scientific method involves six steps. Each is important.

8. R

Possible answer:

Topic sentences are important, for they introduce the controlling of a paragraph.

Unit 5

EXERCISE A (P. 51)

Identify the topic and controlling idea of the following thesis statements.

1. My role model is my father because he has truly remarkable beliefs and values although he has nothing uncommon in his physical appearance.

Topic: My role model

Controlling idea: is my father because he has truly remarkable beliefs and values although he has nothing uncommon in his physical appearance

2. A new English teacher is admirable because of her dignity.

Topic: A new English teacher

Controlling idea: is admirable because of her dignity

3. My favorite place to visit is my small and peaceful hometown in Chiang Mai.

Topic: My favorite place to visit

Controlling idea: is my small and peaceful hometown in Chiang Mai

EXERCISE B (P. 53)

Put adjectives given in the correct order to complete the sentence.

1. This restaurant is famous for delicious traditional Japanese food.
2. There is a(n) big old dim dinning room in their house.
3. There are two diligent American mathematics teachers in our school.
4. Some dangerous diseases such as cancer, AIDS, and blood disorder can be cured by using incredible cutting-edge medical technology.
5. My company is seeking for hard-working middle-aged Thai marketing staff.
6. My department bought modern U-shaped brown wooden meeting table.

EXERCISE C (P. 55)

Answer the questions below.

1. Find information from the model essay to fill in the blanks

Hook: Thomas Monson said “We tend to become like those we admire.”

Thesis statement: my role model is Emma Watson because she has admirable personalities and outstanding physical characteristics.

Topic sentence of body paragraph I: Emma Watson is a glamorous woman.

Supporting detail: She is a 30-year-old English actress.

Supporting detail: Her hair is long wavy and light brown.

Supporting detail: She has oval face with beautiful dark brown eyes, thin brown eyebrows, and long brown eyelashes.

Supporting detail: She has small prominent nose and thin lips.

Supporting detail: She looks gorgeous even though she does not make up.

Supporting detail: Her skin is shine and glowing.

Supporting detail: Emma is attractive because she always has beautiful smile on her face.

Supporting detail: She has medium height, and she is slim.

Supporting detail: She is 165 cm. tall, and her weight is 53 kg.

Supporting detail: She has a perfect shape that many women need, and she looks gorgeous in evening dresses.

Topic sentence of body paragraph II: there are several reasons that make her my role model.

Quality/Personality I: she is always **benevolent**.

Supporting detail: She donated large amounts of money to assist victims who
confront adversity of sexual harassment.

Supporting detail: She has collaborated with the UN organization in claiming
gender equality and women's rights.

Quality/Personality II: she is hard-working.

Supporting detail: While she was filming the Harry Potter movies, she was
studying in a high school.

Supporting detail: She worked hard to meet her career goal and studied hard to
achieve a quality education.

Supporting detail: With her hard work, she gained A level of standardized test of
Great Britain and was admitted by Brown and Oxford university.

Supporting detail: She decided to study in the college and work as an actress
concurrently.

Quality/Personality III: she has strong determination.

Supporting detail: When she does something, she continues doing and trying her
best.

Supporting detail: Although she faces difficulty, she does not surrender.

Supporting detail: With her attempt, she is admired by numerous people all over
the world as an excellent actress.

Supporting detail: She has won many awards such as Young Artist Award for Best
Leading Young Actress in a Feature Film 2002, People's Choice
Award for Favorite Dramatic Movie Actress 2013, and Teen Choice
Award for Choice Movie Actress: Fantasy 2017.

Supporting detail: she has practiced yoga until she became a yoga teacher.

Supporting detail: People realized from her that if they have an effort to do
something, they will be able to succeed in what they are doing.

Concluding paragraph (Restating the thesis statement):

Emma Watson is a gorgeous woman who is generous and helpful to other women.

2. List the transitional words making the above essay coherent.

Moreover First Second Finally In summary

3. List the adjectives describing the subject of the model essay 'My Role Model'

Sample answers:

remarkable	graceful	admirable	outstanding	physical
glamorous	attractive	long-round	beautiful	brown
gorgeous	wavy	shine	glowing	medium
slim	perfect	several	benevolent	large
sexual	gender	hard-working	hard	

EXERCISE D (P. 56)

Here are some words and phrases from model essay. Write each word or phrase next to the correct definition.

- | | | | |
|------------------|--------------------|--------------------|-----------------|
| 1. c. benevolent | 2. b. aspire (to) | 3. e. concurrently | 4. l. revere |
| 5. g. confront | 6. a. adversity | 7. k. remarkable | 8. h. integrity |
| 9. j. praise | 10. d. collaborate | 11. f. conduct | 12. i. numerous |

EXERCISE E (P. 58)

Underline the relative clause in each sentence. Circle the noun, noun phrase, or indefinite pronoun it identifies.

- Not every person who makes his or her community a better place is acknowledged for it.
- At 19, Ahmed borrowed a novel that changed his life forever.
- His father was an illiterate who insisted that his son have an education.
- She read story books to children who have no access to television.
- Lisa started youth environmental group which is trying to clean up the city.
- The trash Lisa's group collects is carried away by bicycles.

EXERCISE F (P. 58)

Combine each pair of sentences using a restrictive relative clause with who, that, or which. Follow the steps mentioned in previous page.

- We all aspire to do **something that** other people will respect.

2. Role models may inspire us to help **people who** cannot help themselves.
3. Role models have **qualities which/that** we would like to have.
4. To me, **a person who/that** inspires others to do good deeds is a role model.
5. Reading novels gives students **something that/which** they cannot get in textbooks.
6. Caring for the environment is **something that/which** we all can do.
7. **Someone who/that** donates money to charity is a generous person.
8. Fans quickly lose interest in a sport **team that/which** loses game after game.
9. **Words in English that/which** begin with the consonants 'th' are often difficult for foreigners to pronounce.
10. Foreigners also have difficulty with **English spelling that/which** is not always consistent with its pronunciation.

EXERCISE G (P. 59)

Read the model essay 'My Role Model' again, then underline relative clauses and circle the noun that the relative clause describes.

1. A role model is someone who has been revered for his or he remarkable believes and value.
(Pa. 1 line 3)
2. there are several reasons that make her my role model. (Pa. 3 line 1)
3. She donated large amounts of money to assist victims who confront adversity of sexual harassment. (Pa. 3 line 2)

Unit 6

EXERCISE A (P. 67)

Write thesis statements of a comparison and contrast essay of the following topic.

Answers can vary. Possible answer:

1. Topic: Online learning and classroom learning

Thesis statement: Online learning and classroom learning differ in certain aspects.
.....but they share some similarities.....

2. Topic: Living in a big city and living in a countryside

Thesis statement: Living in a big city and living in a countryside share similarities and
 ...differences in terms of convenience, cost of living, and density of
 ...population.

3. Topic: Facebook and Instagram

Thesis statement: Although Facebook and Instagram have several similar features, they
 ...have some differences.

EXERCISE B (P. 69)

Work with partner. Answer the following question.

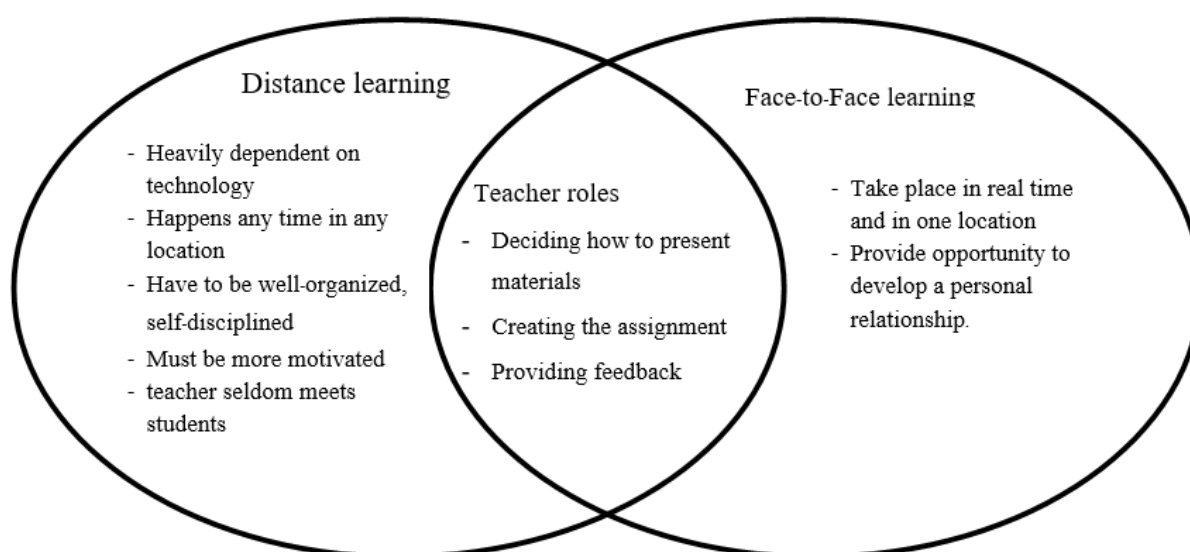
1. These two kinds of vehicles differ in several ways, but they have some similarities.
2. Convenience, travel time, and travel expenses
3. Point-by-point
4. but, however, on the other hand, both.....and....., conversely, likewise, although

EXERCISE C (P. 70)

Answer the following questions

1. A closer examination of this topic reveals that distance and traditional educational instruction have significant differences but also some similarities.
2. Topic sentence of body paragraph 1:
 When comparing the two systems, the most obvious difference lies in the way that instruction is delivered.
 Topic sentence of body paragraph 2:
 Although the nature of teacher-student relationship may differ in the two methods, they do share the same core principles.
3.

a. Similarities between the two methods	Paragraph: __3__
b. General summary and conclusions	Paragraph: __4__
c. Differences between two methods	Paragraph: __2__
d. The history and background of the topic	Paragraph: __1__
4. block format
5. although, however, in comparison, conversely, in other words, by contrast, nevertheless
6. Possible answer



EXERCISE D (P.71)

The following words and phrases are from the model essays. Match each word or phrase with the correct definition.

- | | |
|------------------------------|-------------------------|
| 1. g. modern phenomenon | 7. l. virtual classroom |
| 2. j. significant | 8. i. restricted |
| 3. c. core principle | 9. e. distance learning |
| 4. k. technological advances | 10. b. conversely |
| 5. a. alternative | 11. d. credible |
| 6. h. online degree | 12. f. expense |

EXERCISE E (P. 74)

Complete the sentences by using given transitional words and subordinators.

- | | | |
|-----------------------|----------------|----------------------|
| 1. Similarly/Likewise | 2. In contrast | 3. Both.....and..... |
| 4. Similarly/Likewise | 5. Although | 6. while |

EXERCISE F (P. 74)

Combine each pair of sentences by using given transitional words or subordinators in the parenthesis.

1. Some calligraphers use this craft as their job. **On the other hand**, others use it just for enjoyment.
2. Writing well takes practice. **Similarly**, doing well at any activity takes commitment and training.
3. Many people need crystal-like love without any flaw. **However**, in reality, numerous people have grass-like love which is fragile and easy to break.
4. Some hobbies can be learned easily **whereas** other require a lot of time to learn.
5. Hobbies can help us relax. **Likewise**, they can help us enjoy time with others.
6. Kim felt happy to spend his vacation travelling with his parents. **In the same way**, his father and mother were delighted that he traveled with them.
7. **Both** intrinsic motivation **and** extrinsic motivation attempt to explain human behavior.

Unit 7

EXERCISE A (P. 85)

Write thesis statements of a cause and effect essay of the given topics. Before writing, identify the cause(s) and effect(s)

2. Childhood obesity is due to eating too much junk food, inactivity, and genetics.
3. Social media addiction can bring about deprivation, , low learning achievement, and depression.
4. Lack of self-motivation, slow internet connection, and technical issues can cause problems in online learning.
5. Sleep insomnia and stress can lead to chronic fatigue syndrome
6. Economic recession, the restrictions of face-to-face interactions, and the disruption in education result from the spread of Covid-19.

EXERCISE B (P. 87)

In the following sentences, the cause is the subject. Use a different collocation mentioned above to complete each sentence. Use the correct tense.

Answer can vary. Possible answers:

1. bring about 2. led to 3. results in 4. contributed to 5. was a factor in

EXERCISE C (P. 87)

In the following sentences, the effect is the subject. Use a different collocation mentioned above to complete each sentence. Use the correct tense.

Answer can vary. Possible answers:

- | | | |
|------------------|------------------------|------------------|
| 1. arose from | 2. is brought about by | 3. develops from |
| 4. was caused by | 5. was due to | |

EXERCISE D (P. 87)

Choose the correct cause and effect collocation to complete the following sentences.

Use the correct form of verbs.

- | | | |
|--------------------------------|--------------------------------|---------------------------|
| 1. results in/leads to | 2. caused by/due to | 3. leads to/results in |
| 4. due to/caused by | 5. a factor in/responsible for | 6. arises from/stems from |
| 7. responsible for/a factor in | 8. stemmed from/arose from | |

EXERCISE E (P. 89)

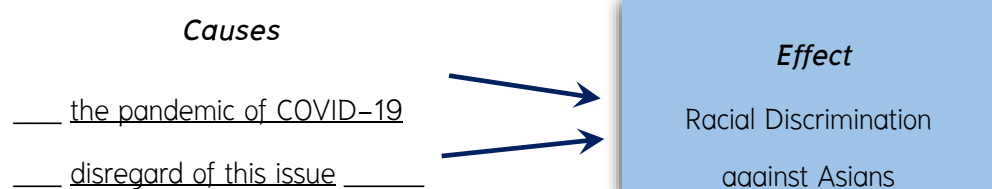
Answer the questions

- a. causal analysis essay
- Nowadays, the issue of racial discrimination against Asians is becoming more severe because of the pandemic of COVID-19 and disregard of this issue.
- One culprit for this problem is the worldwide spread of COVID-19.
- In addition, the act of discrimination against Asians is disregarded.
- Body paragraph 1

For example, an 84-year-old Thai man, Vicha Ratanapakdee, was killed in San Francisco. Vicha moved to live with his family. One day, he went out for a walk like other days and was murdered by Antoine Watson, a 19-year-old man who hates Asians.

- racism** against Asian people is more severe due to the **outbreak** of COVID-19, and it is not resolved seriously because of **neglect**.

7.



EXERCISE F (P. 90)

Answer the questions

1. effect analysis essay
2. Specifically, science has had huge effects on nutrition, as well as on the safety and quantity of available food.
3. Common sense says that we need a variety of foods for a healthy diet, but it was science that found the link between our diet and nutritional deficit diseases.
4. Food safety has been greatly increased by science.
5. Having enough to eat has long been affected by science in many ways.
6. Body paragraph 1

We can eat citrus fruit for the vitamin C that our bodies need to fight the disease called scurvy.

We know, too, because of the efforts of science, that too much sugar or salt can cause health problems.

Body paragraph 2

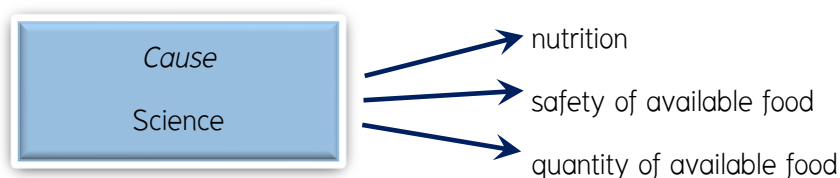
We know that bacteria and other microbes can get into our food and make us sick, but it took Louis Pasteur in 1859 to prove that microbes could come from the air, not arise spontaneously from food. The process that he developed, known as pasteurization, has prevented many cases of food-caused illness, and because of science, we know more techniques to protect ourselves– refrigeration, washing our hands, and covering food to keep flies off it.

Body paragraph 3

Through the understanding of how to increase yields, discourage pests, and store food– all aspects of science– we have been able to provide enough food to feed our ever-growing population.

7. Science has had an enormous effect on the food that we eat and in educating us about nutrition, keeping our food safe, and making it possible to have enough so that many people do not ever go hungry.

8.



EXERCISE G (P. 91)

Match each word or phrase with the correct definition.

- | | |
|----------------------|----------------------|
| 1. e. discrimination | 8. g. neglect |
| 2. h. outbreak | 9. m. scurvy |
| 3. f. jurisdiction | 10. d. discourage |
| 4. c. deficit | 11. k. prejudice |
| 5. j. pasteurization | 12. l. racism |
| 6. i. pandemic | 13. b. complexion |
| 7. a. authority | 14. n. spontaneously |

EXERCISE H (P. 94)

Read the following sentences, circle the cause and underline the effect.

1. Jody says his high energy level is **due to the fact that** he drinks an energy drink every morning.
2. France, Denmark, Norway, and Argentina banned the sale of some energy drinks **because** they contain high levels of caffeine.
3. Many customers like strange-sounding ingredients. **Consequently,** energy drink companies add ingredients like gaurana, inositol, D-Ribose, and carnitine to their beverages.
4. Energy drinks contain caffeine. One study noted that **because of this,** they can improve mood and performance.
5. Energy drinks have a loyal, enthusiastic customer base. **For this reason,** sales of energy drinks have grown quickly.

EXERCISE I (P. 94)

Rewrite each pair of sentences using the given connectors. Change nouns to pronouns as needed to make your sentences sound more natural.

1. She's not getting enough sleep. **For this reason**, she feels tired every day.
2. I feel energetic while work **because** I drink coffee in the morning.
3. People suffer from low energy levels and fatigue **since they** eat too many processed and refined food items. OR

Since people eat too many processed and refined food items, **they** suffer from low energy levels and fatigue

4. People are becoming addicted to energy drinks **due to the fact that** there is a lot of caffeine in **them**.

OR

Due to the fact that there is a lot of caffeine in energy drinks, people are becoming addicted to **them**.

5. Energy drinks can give a boost of energy. **Because of this**, people working long shifts buy **them**.
6. Adults cope with work, dating, family, and financial matters. **Consequently**, **they** usually have more stress than children.
7. He has sleep apnea. **As a consequence**, he has symptoms of chronic fatigue syndrome.
8. People need quality, uninterrupted sleep **since** the body repairs tissue and restores itself during sleep

OR

Since the body repairs tissue and restores itself during sleep, people need quality, uninterrupted sleep.

9. TV ads for energy drinks show popular sports figures enjoying them, **so** people buy energy drinks.
10. I eat fresh fruit and nuts for snacks. **As a result**, I feel energetic.

Unit 8

EXERCISE A (P.103)

Write the thesis statements of the following topics.

Answers can vary. Possible answers:

1. Online learning is not appropriate for Thai students.
2. Social media is a boon for teenagers in terms of communication, and education.
3. Using animals is beneficial for medical research because it can lead to medical advancement.
4. Tinder is one of the good choices for dating someone.
5. Students should wear uniforms because it helps reduce economic class discrimination and fashion bullying.

EXERCISE B (P. 105)

Match the counterarguments with the correct refutations. Then underline the clauses and expressions that introduce them.

Counterarguments	Refutations
f 1. <u>Some people say</u> that there is no time for play,	a. <u>That is not the case.</u> Children actually learn more by creating their own rules.
c 2. <u>Some people argue that</u> the office is the wrong place for play.	b. <u>but in fact</u> , they need this time for creative play and rest.
e 3. <u>There are those who question</u> whether play is a suitable activity for adults.	c. <u>However, the truth is that</u> employees work more creatively when they are relaxed .
a 4. <u>Some think that</u> the best games for children have very clear rules.	d. <u>but in reality</u> , parents can be the most influential role models for children.
g 5. <u>Many claim that</u> children can't learn effectively without adult supervision.	e. <u>On the contrary</u> , studies have shown that play can make adults more productive.
b 6. <u>Some experts believe that</u> children have too much free time,	f. <u>but the fact is that</u> even a small amount of play is helpful

__d__7. <u>It is often thought that</u> the increase in aggressive behavior in children can be connected to the aggression showed in the media,	g. <u>In reality</u> , children are very effective at organizing themselves.
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EXERCISE C (P. 107)

Answer the following questions

(Model Essay)

1. However, in reality, drinking too much alcohol has negative impact on drinkers.
2. Alcohol is not good for drinkers.

3. Paragraph 2

Argument (the author's point of view):

Drinking alcohol is a factor in road accidents.

Examples or details which support the argument

Drunk driving is the major cause of accidents that result in the **destruction** of lives and properties. According to the Probation Department of Thailand, during New Year holidays, from December 29, 2020, to January 4, 2021, 95% of cases of road accident was due to drunk driving. Also, alcohol involved in 26% of cases of road death. Even though campaigns to reduce drunk-driving accidents has been launched, the number of drunk-drivers is still high. Furthermore, Mayhew, Brown, and Simpson (2003) states that drivers who have level of alcohol in blood greater than 150 milligrams per deciliter have more possibility of death in road accidents than non-intoxicated drivers.

Paragraph 3

Argument (the author's point of view):

Alcohol can contribute to several diseases.

Examples or details which support the argument

Alcohol has a negative effect on the brain. It can slowdown brain activity and result in memory loss, abnormal decision-making, delayed speech, fuzzy vision, a lack of balance, and unconsciousness. Furthermore, alcohol drink has **adverse** effects on the gastrointestinal system. A large amount of alcohol decreases digestive enzymes in digestive tract and pancreas, and without

these enzymes, essential nutrients cannot be absorbed for various function of the body (Shavers, 2019). Moreover, Nall (2018) says that heavy alcohol intake can damage liver, so the body cannot sufficiently produce proteins and eliminate toxins out of the blood. This leads to fatty liver and alcoholic liver cirrhosis.

Paragraph 4

Counterargument (The idea that opposes the writer's viewpoints)

On the other hand, Kawas and her neuroscientist team (2007), explain that alcohol has a positive effect on the human body.

Examples or details which support the counterargument

They discovered that drinking two glasses of wine or beer every day can lower the risk of dying early. For example, Mark Behrends lived to reach 110 years old from daily alcohol intake. Furthermore, regular alcohol consumption in appropriate amount is beneficial for the heart because when alcohol enters the body, it travels through the bloodstream, stimulating the **circulatory** system and increasing the function of the blood vessels and the heart. In the same way, the antioxidants in red wine contribute to preventing blood clotting.

Refutation (The writer's disagreement of a counterargument)

Despite the fact that there is a large number of studies on the positives of alcohol in various aspects, **excessive** drinking has a harmful impact on the body. According to the research, one glass of alcohol per day is beneficial to health, but large amount of alcohol consumption can be dangerous. When starting drinking, drinkers tend to be unable to control themselves to drink a little or moderate amount of alcohol, so there is possibility of overdrinking that is a factor of accident and health risks.

Paragraph 5 (Conclusion)

Restatement of the thesis statement

In summary, negative effects of alcohol intake far **outweigh** its positive effects.

Writer's warning

Although with appropriate amount of alcohol may be beneficial for health, regular and too much drinking can be the risks of accidents and harm the drinkers and others' lives.

Writer's suggestion

If you cannot avoid drinking alcohol for socializing, you should try to avoid excessive consuming and do not drive when drinking.

4. Identify the clauses or expressions the writer used to introduce counterargument from other and her refutation.

The clause or expression introducing counterargument

On the other hand, Kawas and her neuroscientist team (2007), explain that
alcohol has a positive effect on the human body.

The clause or expression introducing refutation

However, in reality, drinking too much alcohol has negative impact on drinkers.

Despite the fact that there is a large number of studies.....

EXERCISE D (P. 108)

The following words and phrases are from model essay. Match each word or phrase with the correct definition.

- | | | |
|-------------------|-------------------|-------------------|
| 1. f. eventually | 4. g. excessive | 7. a. adverse |
| 2. b. circulatory | 5. d. destruction | 8. e. dysfunction |
| 3. c. consumption | 6. i. intoxicated | 9. j. outweigh |
| | | 10. h. integrate |

EXERCISE E (P. 110)

First, read each pair of following sentences. Then consider which sentence is your argument or your point of view. Next combine the sentences using the subordinators in parentheses.

*** **Note** When you combine sentences, replace the subject in one of the clauses with a pronoun

1. Although children need lots of active play, it is vital that they rest. OR

Children need lots of active play although it is vital that they rest.

While children need lots of active play, it is vital that they rest. OR

Children need lots of active play while it is vital that they rest.

2. Even though competitive play is helpful for children, it encourages bad behavior. OR

Competitive play is helpful for children even though it encourages bad behavior.

Despite the fact that competitive play is helpful for children, it encourages bad behavior. OR

Competitive play is helpful for children despite the fact that it encourages bad behavior.

3. Losing a game is a horrible experience while it can be a good lesson for children. OR

While losing a game is a horrible experience, it can be a good lesson for children.

Losing a game is a horrible experience though it can be a good lesson for children. OR

Though losing a game is a horrible experience, it can be a good lesson for children.

4. Even though sports are difficult for some children, they can learn important skills such as teamwork and determination from sport. OR

Sports are difficult for some children even though they can learn important skills such as teamwork and determination from sport.

While sports are difficult for some children, they can learn important skills such as teamwork and determination from sport. OR

Sports are difficult for some children while they can learn important skills such as teamwork and determination from sport.

5. Despite the fact that not all children will take writing programs, they should not be eliminated from schools. OR

Not all children will take writing programs despite the fact that they should not be eliminated from schools.

Though not all children will take writing programs, they should not be eliminated from schools.

OR

Not all children will take writing programs though they should not be eliminated from schools.

6. Although some people are too busy to relax, they know they should make time to do some enjoyable things each day. OR

Some people are too busy to relax although they know they should make time to do some enjoyable things each day.

While some people are too busy to relax, they know they should make time to do some enjoyable things each day. OR

Some people are too busy to relax while they know they should make time to do some enjoyable things each day.

7. While overscheduling of children's activities may be harmful, parents think they need many activities for their children after school. OR

Overscheduling of children's activities may be harmful while parents think they need many activities for their children after school.

Despite the fact that overscheduling of children's activities may be harmful, parents think they need many activities for their children after school. OR

Overscheduling of children's activities may be harmful despite the fact that parents think they need many activities for their children after school.

8. Even though children really need free time in their schedules for playing and creating their own fun, parents believe that structured extracurricular activities like music and sports are necessary for their children. OR

Children really need free time in their schedules for playing and creating their own fun even though parents believe that structured extracurricular activities like music and sports are necessary for their children.

Despite the fact that children really need free time in their schedules for playing and creating their own fun, parents believe that structured extracurricular activities like music and sports are necessary for their children. OR

Children really need free time in their schedules for playing and creating their own fun despite the fact that parents believe that structured extracurricular activities like music and sports are necessary for their children.