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АНГЛИЙСКИЙ ЯЗЫК

АННОТИРОВАНИЕ И РЕФЕРИРОВАНИЕ

ЮНИТА 2

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АНГЛИЙСКИЙ ЯЗЫК

АННОТИРОВАНИЕ И РЕФЕРИРОВАНИЕ

Юнита 1. Работа с информацией. Реферирование.

Юнита 2. Написание эссе. Аргументация.

ЮНИТА 2

Рассматриваются основные понятия, касающиеся написания эссе.
Структура параграфа. Аргументация.

Для студентов факультета лингвистики СГУ

Юнита соответствует профессиональной образовательной программе №1

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ТЕМАТИЧЕСКИЙ ПЛАН

Writing an essay: aims and strategies. Levels of analysis.

A paragraph: structure. Topic sentence, topic, controlling idea.

Supporting ideas. Adding details.

Writing a comparison/contrast paragraph. Indicators, specific grammar.

Writing a cause/effect paragraph. Degrees of personal commitment.

Indicators, specific grammar.

Writing an argumentation: signals, types, for/so test.

Structure of an essay: introduction, developing paragraphs, conclusion.

Proof-reading and correcting an essay.

Сопровождается заданиями и упражнениями.

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Примечание. Знаком (*) отмечены работы, на основе которых составлен научный обзор.

ПЕРЕЧЕНЬ УМЕНИЙ

№ п/п	Умение	Алгоритм
1.	Применение теста for/so для анализа предложений	<ol style="list-style-type: none"> 1. Прочитайте предложение. 2. Определите, из каких двух частей (предложений) состоит данное сложное предложение. 3. Определите, что for или so можно вставить между этими двумя частями. 4. Если возможно вставить for, то первое предложение является мнением, а второе - аргументом. Если возможно вставить so, то первое предложение является аргументом, а второе - мнением.
2.	Составление сложной формы аргументации (сложного предложения) из двух простых.	<ol style="list-style-type: none"> 1. Прочитайте предложения. 2. Определите, какое из предложений выражает мнение. 3. Определите, какое из предложений выражает аргумент. 4. Составьте одно сложное предложение, имеющее следующую структуру: мнение, союз because, аргумент. Осуществите все необходимые изменения.
3.	Составление supporting ideas (поддерживающих идей) для topic sentence (заглавного предложения).	<ol style="list-style-type: none"> 1. Прочитайте заглавное предложение. 2. Переведите его на русский язык. 3. Определите основную идею предложения и выделите слово или словосочетание, в котором заключается эта идея (topic). 4. Определите контрольную идею предложения (controlling idea), которая имеет непосредственное отношение к основной идее, и выделите слово или словосочетание, в котором заключена эта идея. 5. Составьте несколько (по крайней мере два) словосочетания, которые более подробно описывают, раскрывают содержание контрольной идеи предложения (например, описывают, какие действия нужно предпринять, чтобы осуществить контрольную идею).

ПРИМЕРЫ ВЫПОЛНЕНИЯ УПРАЖНЕНИЙ НА УМЕНИЯ

1. *Примените тест for/so для анализа предложения:* I quit, I have done enough for one day.

1. I quit, I have done enough for one day.
2. I quit и I have done enough for one day.
3. Возможно вставить for.
4. I quit - мнение, I have done enough for one day - аргумент.

2. *Составьте сложную форму аргументации из предложений:* I never eat Japanese food! You know it disagrees me!

1. I never eat Japanese food! You know it disagrees me!
2. I never eat Japanese food - мнение; You know it disagrees me - аргумент.
3. I never eat Japanese food because it disagrees me.

3. *Составьте поддерживающие идеи (supporting ideas) для заглавного предложения:* People can avoid catching colds by taking certain precautions.

1. People can avoid catching colds by taking certain precautions.
2. Люди могут избежать простуды, приняв определенные меры предосторожности.
3. Catching colds.
4. Taking precautions.
5. - avoid people with colds;
- get plenty of sleep
- take vitamin C.

1. WRITING AN ESSAY: AIMS AND STRATEGIES

This unit focuses on how to express the ideas as effectively as possible. This involves looking at writing in terms of several different “levels”.

1. The most basic level is that of the piece of writing as a whole, i.e. the order of the main parts (sections, paragraphs, etc.) and how they are linked together.

2. The second level is the question of the organisation within the section or paragraph, and how well individual sentences are connected together.

3. The third level involves the basic building blocks from which the other levels are constructed - the bricks and mortar of writing - i.e. vocabulary, grammar, spelling, punctuation, etc.

4. Finally, there is the level of the special conventions that are found in academic writing - footnotes, references, bibliographies, etc. We will look at each of these “levels” separately, and one after the other. However, this does not mean that there is only one fixed order for the following levels as you develop your writing. Also, changes made in one level are likely to have a “knock-on” effect, i.e. they will probably make it necessary to make further changes in the other levels. The most important point, therefore, is to pay attention to all the different parts of writing that go together to make the whole, and to make sure they all fit together properly.

2. THE STRUCTURE OF A PARAGRAPH

WRITING PARAGRAPHS

An essay is made up of several paragraphs.

Practice with Topic Sentences

The topic sentence states the topic and a controlling idea concerning that topic. Look at the following example.

People give many reasons for owning a car.

The topic of the sentence is «owning a car.» The controlling idea is «reasons.» All the supporting ideas in the paragraph should be «reasons for owning a car.»

The following phrases, or ones similar to these, can be used in your topic sentence to express the controlling idea:

the reasons for
the causes of (the effects of)
the steps for (the procedure for)
the advantages of (the disadvantages of)
the ways to (the methods of)
the different sections (parts, kinds, types) of
the characteristics (traits, qualities) of
the problems of
the precautions for
the changes to

Exercise 1. Looking at topic sentences.

Write a topic sentence for each of the following topics. Use one of the phrases above or one of your own for your controlling idea.

Example Catching colds

People can avoid catching a cold by taking certain precautions.

This topic sentence includes the topic «catching colds» and the controlling idea «taking precautions.»

1. large cars

2. living in a remote area

3. studying abroad

4. accidents

5. airports

6. absenteeism

7. taking exams

8. computers

9. rice

10. camping

Exercise 2. Checking topic sentences.

Your topic sentence should tell the person who is reading your paragraph what the paragraph is about. Read the following paragraph and decide whether the topic sentence is strong or weak. (The topic sentence is underlined.)

Baseball is a popular sport in the United States. There are two teams of nine players each. Players on one team take turns batting, and the other team tries to put the batters out. The batter hits the ball and then tries to run around the bases and get «home» safely. The other team tries to put the batter out by catching the ball before it hits the ground, throwing the ball to the base before the batter gets there, or by tagging the batter with the ball, the batter can stop at any one of the three bases if it is impossible to make it «home.»

The topic sentence in the paragraph is weak because it tells us that «baseball is a popular sport,» but the rest of the paragraph tells us how baseball is played. A stronger topic sentence would tell us, the readers, that the paragraph is going to describe how baseball is played. Here is a stronger topic sentence.

Baseball, a popular game in the United States, is played in the following way.

Now the reader knows that the paragraph will describe how baseball is played instead of where it is played, or who plays it, or why it is popular.

Read the following paragraphs. The topic sentences are underlined. If the topic sentence is weak, rewrite it in the space provided.

1. Even though the procedures followed to enroll in an American university vary according to each university, some steps are the same. First, you should contact the registration office of the university you want to attend to get the necessary forms and information concerning that particular university's entrance requirements. Then you must follow the steps outlined in their response. You will probably have to send copies of your high school diploma, get letters of recommendation, and write an essay on why you want to

study there. You may have to achieve a certain score on the TOEFL test and have your scores forwarded to that university. Finally, you will have to contact the American Embassy to start the procedures to obtain a student visa.

2. I like to go to the beach whenever I have the opportunity. I

start the day by enjoying a refreshing swim. Then I walk along the beach and collect shells. Later you'll find me relaxing in the warm sunshine and making sand castles. Then I sleep for a while before I open the basket of food and drinks that I always pack to take.

3. Many students cannot afford a car.

The city bus service usually passes the university so those students can get to class on the bus. Many universities have a special shuttle bus that is provided for student transportation. Some students like to ride to class on bicycles. This is good exercise. Also it is easier to find a space to leave a bicycle than to find a parking space for a car on a crowded university campus. Those students who live close to campus or on campus can enjoy a leisurely walk to their classes.

Exercise 3. Writing topic sentences.

The following paragraphs consist of the supporting ideas. Read each paragraph and ask yourself what is being discussed or described (the topic) and how the topic is approached (the controlling idea). Then write a topic sentence for each paragraph.

Pictures or posters on the wall make a dormitory room feel more like home. A rug on the floor beside the bed is a nice addition to an otherwise cold and hard floor. Besides textbooks, favourite books from home on the bookshelf and a photograph or two of the family on the desk also add a comforting touch to the impersonal dormitory room.

1. _____

The white pages of an American telephone book give the phone numbers of residences. The blue pages contain the numbers of government offices, and the yellow pages have advertisements and business numbers. There are maps as well as indexes at the back of the book. The telephone books of larger cities may provide separate books for different sections of the city, while those of small towns may have room to include the numbers from several towns all in one book.

2. _____

First, the fast-food restaurant is good for people who must have a quick bite because of a busy schedule. Second, the food is inexpensive yet tasty. A person can eat an enjoyable meal out and stay within a limited budget. Finally, the food is usually consistent. For example, a cheeseburger from a well-known fast-food restaurant looks and tastes about the same no matter where in the world it is purchased. Consequently, buyers know exactly what they are getting.

3. _____

Practice with Supporting Ideas

Your topic sentence tells the reader what the paragraph will be about. The ideas stated in the rest of the paragraph should all refer to the given topic and the controlling idea. Look at the following example.

There are many ways to eat peanut butter. You can spread it on a slice of bread like butter, or you can make it into a sandwich with jam. Peanut butter can be a major ingredient of very tasty cookies as well as cakes and

candies. It is delicious in ice cream. Peanut butter was invented by George Washington Carver. My favourite way to eat peanut butter is to lick it off a spoon.

Our topic sentence tells the reader that we are discussing peanut butter. The controlling idea is «ways of eating it.» All of the sentences should be about ways of eating peanut butter. Are they? No. The sentence «Peanut butter was invented by George Washington Carver» does not refer to ways of eating peanut butter.

Exercise 4. Checking supporting ideas.

Look at the following outlines. Circle the letter of the idea that does not support the topic.

1. I. Ways to get rid of hiccups
 - A. breathe into a paper bag
 - B. hold your breath to the count of 10
 - C. have someone frighten you
 - D. make an appointment with your doctor
2. I. Steps for planning a trip
 - A. purchasing a map
 - B. working late
 - C. making an itinerary
 - D. reserving a ticket
3. 1. Reasons for car accidents
 - A. fast driving
 - B. drinking and driving
 - C. not following traffic regulations
 - D. giving signals
4. I. Advantages of small apartments
 - A. good school facilities
 - B. easy to clean
 - C. cheaper to furnish
 - D. relatively inexpensive
5. I. Characteristics of a good restaurant
 - A. efficient waiters
 - B. tasty food
 - C. jacket and tie required
 - D. pleasant atmosphere

Exercise 5. Checking paragraphs for supporting ideas.

Read these paragraphs and cross out the one idea that doesn't support the topic sentence.

1. Working at a part-time job while studying at a university has many advantages. If students can get a job in their area of study, they are gaining

valuable experience and putting their knowledge to use immediately. The extra money they can earn will be useful for meeting tuition fees and enjoying university activities. Also, they will have the personal satisfaction of having contributed to their own education. Students who need extra money can hold down a full-time temporary job during their summer vacation.

2. Hobbies are important for many reasons. First, a hobby can be educational. For example, if the hobby is stamp collecting, the person can learn about the countries of the world and even some of their history. Second, engaging in the hobby can lead to meeting other people with the same interests. A person can also meet other people by going to parties. Third, a person's free time is being used in a positive way. The person has no time to be bored or get into mischief while engaged in the hobby. Finally, some hobbies can lead to a future job. A person who enjoys a hobby-related job is more satisfied with life.

3. There are several features of spoken English that make it difficult for me to understand. First, many words are not pronounced as they are spelled, so when I learn new words through reading, I sometimes don't understand them when they are spoken. Second, native speakers contract words and phrases. "What are you doing?" becomes "Whacha doin'?" In my opinion, people should write clearly. Third, native speakers have a wide range of accents. A British accent is very different from a Texas one. Fourth, there are lots of idioms and slang expressions. These expressions also differ depending on the area a speaker is from. Finally, there are sounds that don't exist in my language that do exist in English and vice versa. These sounds are difficult for me to distinguish.

Exercise 6. Writing supporting ideas.

Use the topic sentences that you wrote for Exercise 1. Outline four supporting ideas.

Example Catching colds

I. People can avoid catching a cold by taking certain precautions.

- A. avoid people with colds
- B. get plenty of sleep
- C. eat nutritious food
- D. take vitamin C

Details - description

In the National Aeronautics and Space Museum there is a theater which has a large screen. When the movie is shown, it gives the illusion that the viewer is in the movie itself, either floating above the earth in a hot-air balloon or hang gliding over cliffs.

Exercise 8. Adding details.

Write one sentence that adds a detail to each of the following ideas. Use facts, examples, personal experiences, or descriptions.

1. The capital city of my country is _____(name)_____.

2. My favourite pastime is reading.

3. The videocassette player may make movie theatres obsolete.

4. It is very important for me to pass the TOEFL test.

5. A long vacation at the beach is a nice way to relax.

6. Habits such as smoking are hard to break.

7. Many bad traffic accidents could be prevented.

8. Modern architecture has its critics as well as its admirers.

9. The city was built on an ancient site.

10. The suburban mall has taken away a lot of business from city centers.

Exercise 9. Adding details to paragraphs.

Many paragraphs can be made better by adding details. Read the following paragraph.

Although seat belts have been shown to save lives, people give a number of reasons for not using them. First, many people think they are a nuisance. Second, people are lazy. Third, some people don't believe they will have an accident. Finally, some people are afraid the seat belt will trap them in their car. All of these reasons seem inadequate, since statistics show that wearing seat belts saves lives and prevents serious injuries.

The paragraph can be improved. Read the following questions.

- (A) Why don't people like seat belts?
- (B) In what way are people lazy?
- (C) Why do people think they won't have an accident?
- (D) Under what circumstances might people get trapped?

Asking and answering these kinds of questions will help strengthen the paragraph. Now read the paragraph with details. Notice how adding the answers to these questions has improved it.

Although seat belts have been shown to save lives, people give a number of reasons for not using them. First, many people think they are a nuisance. They say the belt is uncomfortable and inhibits freedom of movement. Second, many people are lazy. For them it is too much trouble to put on and adjust a seat belt, especially if they are only going a short distance. Third, some people don't believe they will have an accident because they are careful and experienced drivers. They think they will be able to respond quickly to avoid a crash. Finally, some people are afraid the seat belt will trap them in their car. If they have an accident, they might not be able to get out of a car that is burning, or they might be unconscious and another person won't be able to get them out. All of these reasons seem inadequate, since statistics show that wearing seat belts saves lives and prevents serious injuries.

Rewrite the following «weak» paragraphs by answering the questions and using those answers within the paragraph.

1. When you plant a tree, you are helping your environment in many ways. Your tree will provide a home and food for other creatures. It will hold the soil in place. It will provide shade in the summer. You can watch it grow and someday show your children or even grandchildren the tree you planted.

- (A) What kind of home would the tree provide?
- (B) What kind of food would the tree provide?
- (C) What kind of creatures might use the tree?
- (D) Why is holding the soil in place important?
- (E) Why is shade important?

Exercise 12. Combining related ideas.

After you have listed your ideas in Exercise 11, group the related ideas together. In the following example about the topic «television,»

- marks the ideas concerning programming;
- marks the ideas concerning technology;
- △ marks the ideas concerning people, and
- ◇ marks the ideas concerning informative programs.

Notice that not all ideas have been used. Also, some ideas may fit into two categories.

Example

- | | |
|--------------------------|--------------------------|
| 1. a TV set | 9. schedules |
| 2. programs | 10. sound effects |
| 3. sports | 11. makeup |
| 4. black-and-white | 12. education |
| 5. colour | 13. entertainment |
| 6. directors | 14. violence |
| 7. major studios | 15. cable |
| 8. cartoons | 16. public announcements |
| 17. news | 25. soap operas |
| 18. broadcaster | 26. satellites |
| 19. technology | 27. scriptwriters |
| 20. commercials | 28. weather |
| 21. private and public | 29. censorship |
| 22. movies | 30. documentaries |
| 23. actors and actresses | |
| 24. camera operators | |

Look for related ideas about the topic «cars» in Exercise 11. Use the symbols to mark your ideas into related groups, as in the preceding example. Write how the ideas are related in the spaces that follow. (Note: You don't have to label every idea. Also, you may have fewer or more groups of related ideas than four.)

- _____
- _____

- △ _____
- ◇ _____
- X _____
- # _____

Exercise 13. Writing topic sentences.

Each group of related ideas that you have marked in Exercise 12 can be made into a paragraph. A topic sentence is needed to introduce the paragraph. Look at the following topic sentences which cover the related ideas concerning TV in Exercise 12.

Example

- A large variety of programs can be seen on TV today.
- Modern technology plays an important part in today's TV broadcasting.
- Many highly trained and skilled people are involved in making and presenting the programs we watch.
- The main purpose of many programs on TV is to bring the viewer up to date on important world or regional events.

Write topic sentences for your related ideas concerning «cars.»

Exercise 17. Brainstorming for questions.

Read the following questions.

1. What things need to be considered before taking a long journey?
2. What are some of the advantages of large cars?
3. What factors should a student take into consideration when choosing a university?
4. What are some problems a person has to deal with when living with a roommate?
5. What are some of the disadvantages of having a job and being a student at the same time?

Use the steps in Exercises 11-15 to write about the preceding five questions. First, brainstorm ideas about each question. Next, combine related ideas and write topic sentences. Then organise your ideas into an outline and add details. Your outlines do not have to be very elaborate. Don't spend more than 8 minutes on each question. Look at the following example first.

Example

What are some of the problems a working mother faces?

① child care

② sick children

③ exhaustion

④ raising children

⑤ worry and anxiety

⑥ housework after work

⑦ cost of transportation

⑧ child care expenses

⑨ getting time off

⑩ staying late at work

○ = children

□ = extra expenses

△ = physical problems

◇ = work-related problems

I. The major problems a working mother faces concern her children.

A. child care

1. finding a reliable person to be at home with the child
2. finding a day-care centre where the child can go

B. sick children

1. special arrangements
2. mother must skip work

C. raising children

1. who's teaching mother's values
2. how do smaller children attend activities after school

3. WRITING A COMPARISON

Introduction

We have already seen that when we are writing informational (expository) texts we need to classify and define the concepts and objects we refer to. Classifications and definitions are both based on our recognition of the differences and similarities between objects and concepts. When we describe or discuss similarities, we are making comparisons. When we describe or discuss differences, we are making contrasts.

Exercise 19.

For displaying similarities and differences, the matrix is very useful. Look at this example, then make the comparisons and contrasts requested below.

<i>make</i>	<i>price</i>	<i>country of origin</i>	<i>engine size</i>	<i>m.p.g*</i>
Toyota	£ 5,200	Japan	999 cc	48
Volkswagen	£ 6,000	West Germany	1272 cc	40
Ford	£ 4,900	USA	1118 cc	48
Nissan	£ 5,200	Japan	988 cc	52

a) Which two cars have the same petrol consumption?

b) Which two cars have the most characteristics in common?

c) Which two cars have the most differing characteristics?

d) Which Japanese car would be the better value?

e) Which car would be the best value?

About Writing

There are two main ways of logically developing a description based on comparison/contrast. The following text uses the first of these patterns.

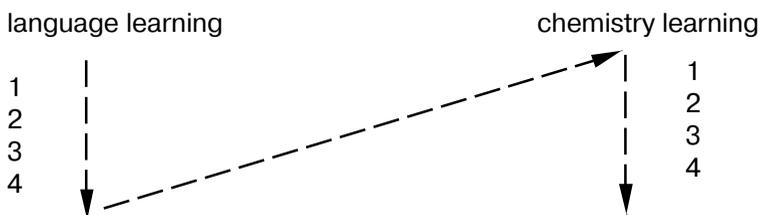
*m.p.g. = miles per gallon

Generalization { All learning depends upon motivation, perception and exercise. The language learner's most important task is to internalise the basic patterns and to acquire a new system of language habits so that he/she can react automatically to the structural signals of the second language. This can be accomplished only by drill. Theoretical study of a language does not necessarily improve your ability to speak. All this applies equally well to organic chemistry learning. Structure recognition and structure drawing must be automatic and accurate. The eye must learn to assemble all cues, and size up just what has gone on in a given reaction - quickly, as a matter of habit. Obviously achieving this proficiency will also require drill.

Points relating to language learning {

Points relating to chemistry {

Pattern 1



As can be seen from the diagram, the text first deals with language learning, giving all the available information, and then shows its similarity to the learning of organic chemistry, giving all the available information on that. The linking expression 'All this applies equally ...' shows the comparison relationship between the two sets of details.

The next text, in contrast, is organised according to the second pattern, making its comparisons point by point, in pairs:

Generalization
management (1)
strikers (1)
management (2)
strikers (2)

Television is generally biased against the workers. You can prove this any night by watching the news. When a strike is reported, a management representative will be interviewed in favourable surroundings (e.g. in his office). The strikers, however, will be interviewed all together out in the open. The manager will emerge as a polite, responsible, authoritative person, whereas the workers will emerge as people who shout and who all speak at the same time (as impolite and aggressive).

Using Grammar in Writing

There are many ways of expressing comparison and contrast; which way you use depends on your purpose. Let us compare the following sentences:

1. The Ford Sierra is cheaper than the Volkswagen Scirocco.

2. The Ford Sierra costs £ 6,600 whereas the Volkswagen Scirocco costs £ 7,100.

Both sentences say that the Ford Sierra is cheaper than the Volkswagen. However, they do this in different ways. Sentence 1 directly states that the Ford is cheaper than the Volkswagen but gives no evidence in the form of prices, whereas sentence 2 gives us the prices and indirectly states that the Ford is cheaper. Sentence 1 would be appropriate if the prices were already known to the reader (perhaps given in a table). Sentence 2 would be appropriate if the prices were not already known.

In the sentences above you have seen examples of comparison and of contrast within sentence structures. Table shows the common ways in which comparisons or contrasts can be expressed within sentences.

TABLE I

<i>Comparison within sentences</i>	<i>Contrast within sentences</i>
A is like B A and B are similar A is similar to B A resembles B <div style="float: right; border-left: 1px solid black; padding-left: 5px;">with respect to cost.</div>	A is unlike B A differs from B A and B differ A is different from B A contrasts with B <div style="float: right; border-left: 1px solid black; padding-left: 5px;">with respect to cost.</div>
Both A and B cost £100. A is as costly as B. A is no more expensive than B. A costs the same as B.	A costs £100 whereas B costs £150. A costs £100, while B costs £150. A costs £100, but B costs £150. B is more expensive than A. A is not as expensive as B.

As Table 2 shows, comparisons and contrasts can be made between sentences as well.

TABLE 2

<i>Comparison between sentences</i>	<i>Contrast between sentences</i>
A is expensive to buy. Similarly, it is expensive to operate.	A is expensive to buy. On the other hand, it is cheap to operate.
A is expensive to buy. Likewise, it is expensive to operate.	A is expensive to buy. In contrast, it is cheap to operate.
A is expensive to buy. Correspondingly, it is expensive to operate.	A is expensive to buy. Conversely, it is cheap to operate.

Exercise 22.

Study the following sentences and:

a) circle the markers of comparison/contrast (Markers are the words that tell you this is a comparison/contrast.);

b) add at least two other sentences of your own, using different markers;

c) read the sentences some other students have written.

Comparison

i) Both tobacco and alcohol are injurious to health.

ii) One language is as good as another.

iii) Cairo is no bigger than many European cities.

iv) This book is the same price as many others.

v) _____

vi) _____

Contrast

i) Arabic is read from right to left (whereas) English is read from left to right.

ii) The Eiffel Tower is higher than the highest pyramid.

iii) While taxis are expensive, public transport is cheap.

iv) Cairo differs from London in density of population.

v) _____

vi) _____

Exercise 23.

Study the following sentences and:

a) circle the markers of comparison/contrast;

b) write at least two other pairs of sentences, using different markers;

c) read the sentences some other students have written.

Comparison

i) Learning to drive a car requires a lot of patience. Similarly, learning a language requires a considerable amount of patience.

Exercise 25.

You are going to read a text which contrasts the 'Western' idea of personal space with that of 'Easterners'. However, you only see one sentence at a time, and you must build up the text yourself by choosing the sentence which fits best with what comes before.

Read the beginning of the text and choose one sentence from the two which follow it. Keep choosing one sentence from each two, continuing the text as you think the writer might have written it.

Personal Space and Culture

Hall (1959) and others have commented on the different sense of space that Westerners and Easterners entertain.

(continue with one of the following)

- a) When they speak with each other, Easterners tend to stand closer.
- b) Easterners tend to stand closer when they speak to each other.

(continue with one of the following)

- c) Westerners carry with them a spatial cocoon, on the other hand, that they do not like to see violated.
- d) Westerners, on the other hand, carry with them a spatial cocoon that they do not like to see violated.

(continue with one of the following)

- e) By a system of keeping reasonable distances between themselves and others, Westerners fill up beaches, buses - all public places in fact.
- f) Westerners fill up beaches, buses - all public places in fact - by a system of keeping reasonable distances between themselves and others.

(continue with one of the following)

- g) Deliberately choosing places near each other and even near crowded food stands or exits, an Egyptian beach fills up by "clumps".
- h) An Egyptian beach fills up by "clumps", people deliberately choosing places near each other and even near crowded food stands or exits.

(continue with one of the following)

- i) They enjoy the movement around them of other people and like to watch and interact with their neighbours.
- j) Other people moving around them they enjoy and like to watch and interact with their neighbours.

(continue with one of the following)

k) By not speaking to those around them, Westerners forced to sit near each other effect privacy.

l) Westerners forced to sit near each other effect privacy by not speaking to those around them.

(continue with one of the following)

m) During illness the Westerner's desire for privacy becomes strongest.

n) The Westerner's desire for privacy becomes strongest during illness.

(continue with one of the following)

o) Then dominating the social context is his or her need to retreat and "sleep it off".

p) Then his or her need to retreat and "sleep it off" dominates the social context.

(continue with one of the following)

q) Egyptians, as might be expected, feel differently.

r) Egyptians feel differently, as might be expected.

(continue with one of the following)

s) They want the support of others, when they feel most vulnerable.

t) When they feel most vulnerable, they want the support of others.

(Adapted from A.B. Rugh, Family in Contemporary Egypt)

4. WRITING A CAUSE-EFFECT PARAGRAPH

Introduction

The attempt to analyse cause and effect is at the heart of all scientific disciplines. It is also a central concern of our daily lives. We see effects all the time: causes are harder to identify. Parents try to discover the cause of their children's behaviour (effects); political and economic experts speculate about the cause(s) of unemployment; the effects of drought in Africa are easy to see, but experts do not agree about the cause.

Cause and effect is a linear relationship; in real life causes always precede effects, as the following example shows.

Is cassava at the root of birth defects?

Cassava is the staple food of millions of people in Africa, Asia and South and Central America. Its swollen	tuberous root can be boiled and mashed or grated to produce a meal, known as "farinha" in Brazil and "garri" in	Nigeria, which can be cooked in small cakes. The root is also the source of the manufactured
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commodity, tapioca. A plot of cassava can be insurance against famine, because the crop can be left in the ground for two or three years without deterioration of the tubers and be almost immune to locust attack. But recent findings suggest that cassava may be responsible for birth defects.

It has other serious disadvantages. The tubers consist almost entirely of starch and are

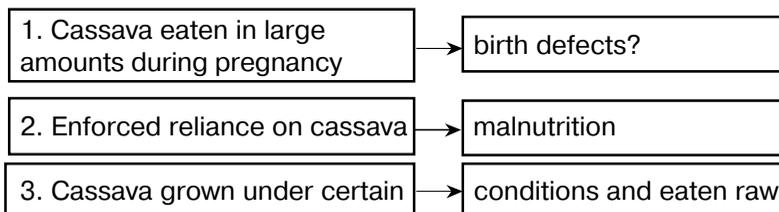
particularly low in protein, so enforced reliance on cassava leads to serious malnutrition. To make matters worse, some varieties, when grown under certain conditions of soil and climate, develop a high prussic acid content and become extremely poisonous to people and livestock if eaten raw. These tubers have to be laboriously prepared for consumption by prolonged and repeated boiling.

The new danger has emerged over the past few years in Nigeria. Doctors have begun to suspect that cassava, if eaten in large amounts during pregnancy, may cause deformities in the developing fetus; there appears to be a correlation between the cassava intake of pregnant women and the occurrence of various kinds of brain or other neuronal malformations in their babies.

(New Scientist)

Cause

Effect



Exercise 26.

Make a note of four expressions used by the writer in the 'Cassava' text to show a causal relationship.

About Writing

Causes are very difficult to pin down with any degree of certainty. Firstly, the existence of a clear time relationship between two events (two events happening during the same period of time) does not necessarily mean that one is the cause of the other. Secondly, it is easy to confuse effect with cause. Even if the two events are so closely related in time that we can show that relationship statistically (i.e. we have a statistical correlation) it may be that both events are effects of the same cause: we must be careful not to make assumptions.

Exercise 27.

Discuss the following in groups of three or four students.

a) There is a high positive statistical correlation between the asphalt on city streets being soft and people suffering from heatstroke. Does soft asphalt somehow cause heatstroke? If not, what is the relationship?

b) There is a high positive statistical correlation between the number of storks seen nesting in French villages and the number of births (human) recorded in the same communities. Do storks somehow cause babies to be born? Is there any cause effect relationship here?

c) Many pop stars suffer from partial deafness. Does poor hearing cause them to become pop stars? If not, what is the relationship?

This difficulty in assigning cause and effect is reflected in the fourth basic principle of communication:

The honesty principle

Only say (or write) that for which you have evidence.

When you examine it, it is a very sensible principle, but one which is not always observed by many writers who prefer sweeping statements to carefully considered conclusions. An example of the honesty principle at work can be seen in the following conclusion from the text 'Is cassava at the root of birth defects?'

'But recent findings suggest that cassava may be responsible for birth defects.'

The use of the expressions suggest and may be responsible show that the writer's evidence is not 100% certain and, quite rightly, he does not attempt to draw conclusions which he cannot support: he is being honest with his readers. We have all observed someone, when speaking, 'bend' the truth to make their own position seem more favourable. They are much less likely to do this in writing, because the written word can more easily be held against them later.

Writers rarely actually lie, but the grammar of English makes it quite easy for them to vary their degree of commitment to the truth of a statement.

Exercise 28.

a) Decide on an order for the sentences below, starting with the one which shows the most commitment to the statement and ending with the one which shows the least commitment.

- i) The earth is probably round.
- ii) The earth is possibly round.
- iii) The earth is round.
- iv) Perhaps the earth is round.
- v) The earth undoubtedly is round.
- vi) It is said that the earth is round.

b) One of the sentences above uses a different method to reduce the degree of commitment to the truth of the statement. Which one? Explain how it is different.

Exercise 30.

The confusion of cause and effect, and a lack of appreciation of the honesty principle, are both illustrated in the following extract from *The Twilight of the Idols, Or How to Philosophise with the Hammer* by the German philosopher Nietzsche, written in 1888.

a) Read the text and then fill in the boxes in the sentences which follow.

Everybody knows the book of the famous Comoro, in which he recommends his slender diet as the recipe for a long, happy and also virtuous life. Few books have been so widely read, and to this day many thousand copies of it are still printed annually in England. I do not doubt that there is scarcely a single book [. . .] that has worked more mischief, shortened more lives, than this well-meant curiosity. The reason for this is the confusion of cause and effect. This worthy Italian saw the cause of his long life in his diet: whereas the prerequisites of long life, which are exceptional slowness of molecular change, and a low rate of expenditure of energy were the cause of his meagre diet. He was not at liberty to eat a small or a great amount. His frugality was not the result of his free choice, he would have been ill had he eaten more. [...] a scholar of the present day with his rapid consumption of nervous energy, would soon go to the dogs on Comoro's diet.

(Nietzsche *The Twilight of the Idols, Or How to Philosophise with the Hammer*)

Comoro believed that [] resulted in [] .
Nietzsche states that [] and []
are the causes of [] and also of [] .

b) Rewrite the text stating the beliefs of both Comoro and Nietzsche more honestly, i.e. as opinions rather than as facts.

Cause and effect are obviously closely related. The following sentences contain the same expression, yet one focuses on cause while the other focuses on effect.

1. Because of his depression, he overate.
(cause of) (effect)
2. He overate because of his depression.
(effect of) (cause)

When you write about cause ↔ effect, you can decide for yourself whether the cause or the effect is most important to you, and that is what you will focus on.

There are many ways of expressing causal relations in English. The simplest way of showing cause is:

because + clause (contains verb)

e.g. The war started *because the economic situation was desperate.*

because of / on account of + phrase (no verb)

e.g. The war started *because of / on account of the desperate economic situation.*

In speech *because* is the most common way of expressing causal relationships. However, writers use a wide variety of expressions for these relationships.

Exercise 33.

Hospitals have to be particularly careful to avoid accidents of all kinds, and fire is a very serious danger in hospitals. The following text explains some ways in which fires in operating theatres can be avoided. Read the text, paying special attention to expressions showing cause->effect relationships, then work with a partner to answer (a) and (b) below.

Industrial and Medical Hazards of Static Electricity

Although static electricity is of practical importance nowadays in only a few specialised applications, it can produce hazards in industry and in hospitals. If the charge built up to any great proportions, it would spark over

to an uncharged conductor, and might set alight flammable materials in the process. A very dry atmosphere will help the build-up of charge and this is one of the reasons why a reasonably high relative humidity of around 65% should be maintained throughout any factory and hospital. In operating theatres the rubbing of overshoes on a composition floor or of gowns against a plastic table top can cause large charges to accumulate. Sparking here could cause the ignition of some of the volatile gases used in operational procedures, which would have serious results. The presence of an electric field may also cause the malfunction of delicate apparatus. The floors of an operating theatre should always be metallic, and there should be conducting paths from the top of the operating table to the floor. Casters on instrument tables must have conducting rubber tyres.

(Adapted from Morowitz Life and the Physical Sciences)

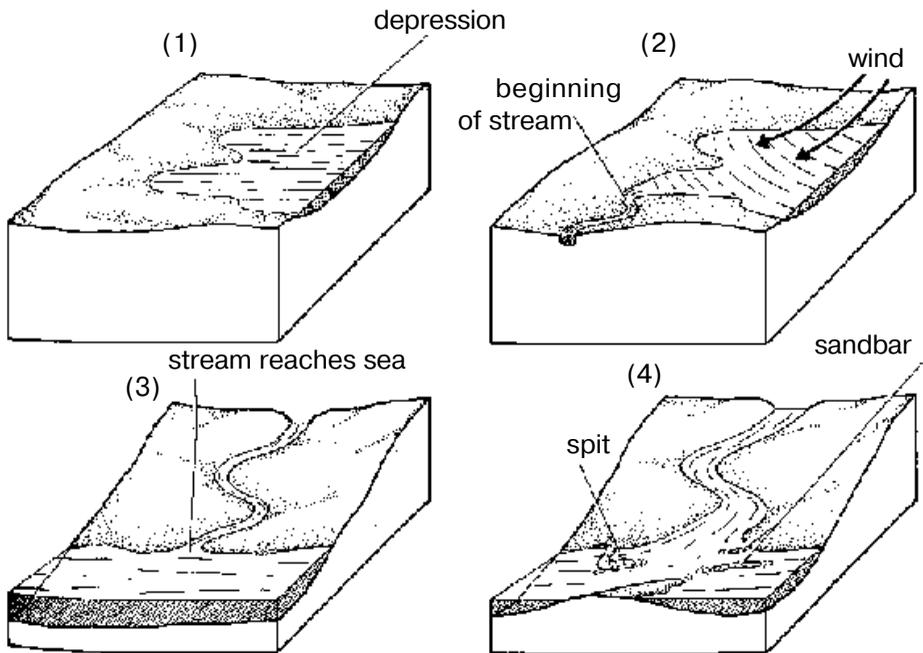
a) Underline the expressions which show cause<->effect relationships. Clearly label each cause (C) and effect (E).

b) Indicate the degree of certainty which the writer gives to these relationships, i.e. are the effects certain/probable/possible?

Exercise 34.

Refer to the diagram to complete the following text about the erosion of the land caused by rivers and glaciers. You can make changes in the grammar of the text to express cause <-> effect as you wish, but the facts must be correct.

When rain falls on mountains, it collects in depressions in the rock. The extreme cold the ice to freeze and glaciers to form. The ice melts and freezes again changes in temperature. Erosion of the rock of the mountain depression occurs the continual melting and refreezing, and is..... the action of wind moving the water. Eventually, the water wears away the rock enough a small stream which carries deposits of soil and rock which further erosion, gradually enlarging the stream bed. The weather, too, acts on rocks and soil, to split, break and wear away. The stream grows larger until eventually it reaches the old age stage. The silt from the river is deposited into the sea, sandbars, spits and promontories.



5. WRITING AN ARGUMENTATION

Introduction

Perhaps argumentation is not a subject you had expected to be taught. Nevertheless, it is a very important one. Each of you will find yourself in situations in which some knowledge of argumentation is essential.

- * Both at university and later when you have a job, you will be given assignments to read and write texts, deliver presentations, or take part in debates in which you will **try to convince others** that your point of view is correct, or in which you will have to **criticise another person's argumentation**. Many students find this very difficult. That is why we will teach you how to set up or criticise an argumentation. To achieve this, we will use an indirect method: we will **show** you how argumentations work. If you see how they work, you will also be able to set up an argumentation yourself.
- * Your knowledge of argumentation techniques will also help you to **solve disputes**. There are many different types of disputes. Of course

there is a dispute when two people exchange opposite opinions. But even when one person makes a statement, and another person expresses doubt whether the statement is true, we consider this to be a dispute. So, a dispute is a difference of opinion, a disagreement in the broadest sense of the word.

Basically there are two ways to end disputes:

settlement
solution

Settling a dispute has always been a very popular way to end a dispute, and it is still popular in many parts of the world. There are various ways to settle a dispute: war, violence, blackmail, bribery, letting fate decide, or by voting. Another common way is to take the matter to court.

Solving a dispute means that both parties try to convince each other that they are right. They do so by giving **arguments** supporting their opinions. In many companies management does not take decisions by taking a vote, but by exchanging opinions and arguments until **consensus** is reached. After all, decisions must often be carried out by everyone involved.

Although in many democracies argumentation is considered the best way to end disputes, this does not mean that in these countries disputes are always solved in a rational way. If the interests at stake get too big, many people cannot resist resorting to other means.

The decision to end a dispute by means of debating, for that matter, has certain consequences. As soon as you give arguments for your opinion or proposal, you allow it to be disputed. And that implies that you must be prepared to change your mind.

- * If you know how to **analyse** an argumentation, you will be able to read or listen to another person's argumentation and criticise it in systematic way. Everyone takes decisions partly on the basis of other people's argumentations, more or less instinctively.
- * Later, when you have a job, intuition will not do. You will be expected to **account for your decisions**. Therefore, you will have to be able to analyse other people's arguments. After all, you will usually not know so much about a subject that you can take a decision without reading texts about it written by other people. These texts will present arguments that you will have to analyse, and criticise carefully.

By the way, 'to criticise' is a neutral word, implying both positive and negative criticism. In a critique you give an opinion about other people's work, and you defend your own opinion.

As we said before, we will mainly deal with **analysing** texts written by others, because we think that this will also enable you to set up good argumentations yourself.

Argumentations on Policy

We restrict ourselves to arguing on policies, because the decisions that you will have to take in your jobs will often be policy decisions. Furthermore, you will have to write many policy-making texts yourself, e.g. your thesis. You will have to talk about policies as well: persuasive presentations, debates etc. In business meetings you will have to respond to policy proposals by other people. Another reason is that all policy proposals in texts/debates/presentations have more or less fixed structures. This makes it easier to analyse them.

Recognising Argumentation

It is not always easy to recognise argumentation. Statements that resemble argumentations cannot always be regarded as such. And once you have established that there is argumentation, it is sometimes difficult to recognise the different arguments. We will show you how you can determine whether a piece of text is an example of argumentation or not. But first, we will explain some important notions that we must define before we can deal with about argumentation.

Basic Notions

So far we have used a number of concepts, such as to argue, persuade, dispute; an argument, argumentation and dispute without giving a definition. In everyday use there is not much difference, but if you want to discuss this subject you must use the correct terminology. In this section we will now define some basic notions.

One of these basic notions is **to argue**. This means that someone tries to prove that a statement is correct by means of one more other statements (arguments).

To make this concept clearer, we will now give you a definition of an **argumentation**:

An argumentation is a combination of statements of which one (the opinion or conclusion) is supported by one or more other statements.

Typical of argumentation is that the statements show a support relation. If I say “The weather is going to be fine today”, then this is just an observation, for example when looking out of the window. So, it is not an example of argumentation. But this observation may be used as an opinion or argument, depending on its relation with other statements:

The weather is going to be fine today, (opinion)
the swallows are flying high up in the air. (argument)

Let's go to the beach, (opinion)
the weather is going to be fine today. (argument)

The word **statement** in the above definition is in itself a neutral word. A statement can be used as an opinion or an argument; it may even not be argumentation at all.

An opinion or conclusion is not neutral. It has a subjective element. We define it as follows:

An opinion or conclusion is a view of reality that is not shared by everyone, in other words a statement that is or may be disputed.

The above implies that by arguing (orally or in writing) one admits the following:

- * There is a disagreement (a dispute), or a disagreement may occur.
- * The reader/listener is regarded as a person who can be convinced by means of arguments. In other words argumentation is thought to be of use.

As we told you in the introduction a dispute is the same as a disagreement, a disagreement about a statement (an opinion). There are two types of disputes:

- * One person's statement is doubted by another person, and the first person gives one or more arguments to support his opinion. Here is an example:
A: *I think it is beginning to get more difficult for HEAO graduates to get a job.*
B: *Why?*

A: Well, in the past few years there has been an explosion of HEAO graduates.

- * The second person does more than cast doubt on the first person's statement. He sets his own opinion against his opponent's. This makes the situation more complicated. They both have to play double roles: they dispute each other's opinion and give arguments to support their own. An example will make the situation clear:

A: I think it is beginning to get more difficult for HEAO graduates to get a job.

B: In my opinion, it is getting easier.

A: Where did you get that idea from?

B: Well, the demand for HEAO graduates is increasing because everyone knows by now what to expect from a HEAO graduate.

To add to the confusion, the notion **argumentation** is also used for a combination of several argumentations, together forming a (oral or written) text of some length. Such an argumentation consists of one main opinion or conclusion which is supported by the rest of the text. In this unit we will use the words **argumentative text** to indicate an argumentation of some length.

Now we will explain the notion "**to convince**". The purpose of argumentation is to convince the listener/reader **by means of arguments** that a certain opinion is correct. The way in which this aim is achieved is confined to rules.

In everyday language 'to convince' is also used when **other methods than arguing** are used. In this broader sense 'to convince' means: to make someone adopt a certain view. In that case, the goal is more important than the means. Here are some of the methods that may be used:

- * Appealing to the readers'/listeners' needs, emotions or wishes. This is what happens in advertising. The audience's rational capacities are not involved.
- * Exerting pressure. Some parents use pressure in an attempt to make their children share their own opinions.
- * Making use of one's authority in certain matters. The readers/listeners are convinced because it is an expert who is saying something.

As you can see, there are many ways of convincing, ranging from rational methods (argumentation) to attempts that can hardly be considered reasonable. It is perhaps better to call the latter persuasion, but the dividing line is hard to define.

By the way, we do not consider the above methods objectionable, and some of them, e.g. accepting the speaker's authority, are quite common in argumentation. Pressure is a common device in international politics and diplomacy. Obviously they are considered to be 'reasonable'.

Forms

In the previous section we dealt with all the parts that make up an argumentation. Now we will have a look at the structure of argumentation, and discuss three forms of argumentation. As we explained in the previous section argumentation consists of two parts: an opinion (or conclusion) and one or more arguments supporting the opinion. The three forms of argumentation that we will now have a look at differ in their combinations of opinion and argument (s).

Simple Argumentation

The simplest form of argumentation, the basic form, consists of **two statements: an opinion supported by an argument** (the order may be reversed).

Example (simple argumentation)

John will probably drop out of the course, (opinion)
he hasn't done a thing. (argument)

Schematically it looks as follows:

1. (opinion)
↑
1.1 (argument)

As we stated above, the order may be reversed:

Example (simple argumentation, reversed order)

John hasn't done a thing, (argument)
he'll probably drop out of the course. (opinion)

So far we have said that a simple argumentation consists of **two** statements. This does not mean that it is necessarily a combination of two sentences. The opinion or argument may consist of **a combination of sentences**.

Example (simple argumentation, with an argument consisting of two sentences)

Surely Becker must be able to beat Agassi. (opinion)
Agassi was defeated in the semi-finals by Chang last Sunday. And everyone remembers that only three weeks ago, Becker heated Chang hollow. (argument)

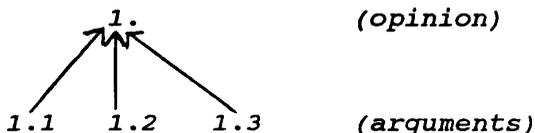
Multiple Argumentation

A multiple argumentation is a combination of two or more simple argumentations: **one opinion is supported by two or more arguments**. It makes the position of the person who uses them more convincing, because he has more strings to his bow.

Example (multiple argumentation)

John will probably drop out of the course, (opinion)
he hasn't done a thing, (argument)
his first-semester marks were insufficient, (argument)
and he has cut at least half of the classes. (argument)

Schematically:



But there is danger in excess. If a speaker/writer gives three or more arguments — without having been asked to give so many — the listener/reader generally gets the impression that there is something fishy about it. “Qui prouve trop, ne prouve rien” (he who proves too much, proves nothing at all), the proverb says.

Subordinate Argumentation

Of course an argument can in its turn be supported by another argument. The writer/speaker will do so when he thinks that his opponent may dispute his first argument. An argument supporting another argument is called a subordinate argument (or: subargument). In an argumentative text subordination is indispensable: it is the only way to write an argumentative text. In a discussion subordination usually occurs when someone disputes an argument mentioned by someone else. We will give you an example of both.

Examples (subordinate argumentation)

A

I always buy branded clothes. (1.) After all, you get value for money (1.), because branded clothes keep their shape longer than an obscure brand (1.1.1). For example, look at this Portobello sweater of mine: I have had it for four years and it is still beautiful. Another sweater that had been worn as often as this would have been worn out by now (1.1.1.1).

B

A: It's better to buy branded clothes than an obscure brand.

B: Why? Branded clothes are much more expensive, aren't they?

A: Yes, but you do get value for money (1.1): branded clothes keep their shape longer (1.1.1).

B: Where did you get that idea from?

A: Well, look at this Portobello sweater of mine: I have had it for four years and it is still beautiful. Another sweater that had been worn as often as this would have been worn out by now (1.1.1.1).

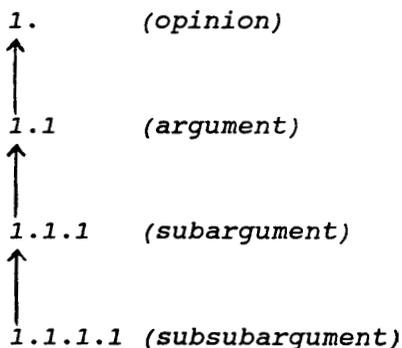
The numbers used in the above example are a notation system that is frequently used when analysing argumentation. It is called the **decimal notation system**:

1. = opinion

1.1. = first argument (1.2 = second argument, etc.)

1.1.1 = first subargument (1.1.2 = second subargument, etc.)

Schematically (this is called the **graphic notation system**) both argumentations look the same:



The above diagram makes clear that an argument that is supported by a subargument in fact has two functions; 1.1 is an argument to 1., but is in itself an opinion supported by 1.1.1. So, in subordinate argumentation a statement can be both argument and opinion.

Analysis

So far we have explained some important aspects of argumentation, and shown you the various forms of argumentation. Knowledge of the preceding is essential to be able to analyse argumentations. But how do we know what part of an argumentation is the argument, and what part is the opinion? This is not always easy. In this section we will discuss methods to analyse argumentation.

For/so Test

Analysing an argumentation in a text boils down to determining what support relations exist between the statements. Usually the text contains few signals of these relations. This does not bother the reader, but it may make an analysis rather difficult. How can you analyse an argumentation if the text does not have any signals?

One way to determine whether a statement is an argument or an opinion is by carrying out the *for/so* test. You should be able to place *for* or *so* between the two parts of an argumentation. For example:

*I quit,
I have done enough for one day.*

It is possible to put the word *for* between the first and second sentence. This means that the first sentence is the opinion, and the second the argument. Of course the order may be reversed:

I have done enough for one day, I quit.

Now the word *so* may be inserted *between* the two sentences. This means that the first sentence is the argument, and the second is the opinion. In fact, the *for/so* test consists of two tests. You either apply the *for* test or the *so* test. But you may also use both: if you are not sure that your first analysis is correct, you may do the second test as well. Of course you must reverse the order of the sentences first.

Schematically the *for/so* test looks like this:

opinion, for argument
argument, so opinion

Occasionally both *for* and *so* are possible. In that case the surrounding text must make clear which of the two is required. For example:

Most dog owners are highhanded people: they enjoy giving orders.

Signals

The *for/so* test is suitable when the text has no signals of the relation between its statements. Before applying the *for/so* text you should check whether such signals are present. They may be words, word groups or parts of the sentence.

We will discuss the following signals:

A signals of opinions

B signals of arguments

C signals of multiple or subordinate argumentation

At the end of this section we will present a list of all signals discussed.

A Signals of opinions

There are several possibilities; first of all phrases that refer to a large piece of text (macro signals):

I will first outline the facts and then draw a conclusion.

My opinion on this matter is...

This leads to the following conclusion...

These arguments justify the conclusion that...

The following phrases refer to shorter pieces of text, or sentences (micro signals).

It follows that...

We may conclude from this that. . .

All this shows/proves/goes to show that...

That is why. . .

So,...

Another way to announce an opinion is by contrast:

Contrary to what A has said...

B will have to admit that...

Although opinions differ on this matter, ...is really the case.

The following words/expressions are also often used to indicate an opinion:

I think, according to me, in my opinion/view, I hold the opinion that..., it is advisable that..., the verbs must, should, ought to;
etc., etc.

For example:

The burden of taxation is, according to us, much too high at the moment: fraud and tax evasion are increasing steadily.
Taxes must go down. The current burden of taxation paves the way to fraud and tax evasion.

Punctuation marks may also be used to indicate argumentation, especially the colon.

For example:

The red light is burning: he is probably developing his photos.

The colon in itself does not announce an opinion, it may also introduce an argument. You must carry out the *for/so* test to analyse the argumentation.

The above signals all announce an opinion, **but they do not necessarily imply argumentation!** It is possible to voice an opinion, **without supporting it, i.e. without giving arguments.** In that case there is no argumentation.

There is another matter you must take into account. Some of the above expressions may also be used in an argument. Of course, in that case the statement is in itself challengeable, but the writer/speaker may **use** it as an argument. For example:

It is high time that Roald Dahl received the Pullitzer Prize (opinion).
In my opinion he is one of our major literary writers (argument).

B Signals of arguments

There are words/phrases announcing arguments as well, some of them again referring to bigger pieces of text (macro signals):

*I have three arguments for this, the first of which...
This conclusion is based on four arguments. I will give two
arguments for the proposition that... I have demonstrated in
succession...*

Examples of signals used for shorter pieces of text, or sentences (micro signals) are:

Some arguments for this are...

This follows from...

This conclusion is justified by...

For

Because

As

After all

Again punctuation marks may serve as signals of an argumentative relation. For example:

I probably forgot to fill up with oil: the red light is burning.

In many cases the signals occur **between** the opinion and the argument, but not always. We will give you some examples:

*You will get a fine (opinion), **because** you were speeding (argument).*

***As** John is coining (argument), the party will be fun (opinion).*

***Considering the fact** that the exams take such a long time (argument), attention is bound to wane (opinion).*

C Signals announcing multiple or subordinate argumentation

Some signals do not announce an argument or an opinion, but indicate a relation between two or more arguments.

The following micro signals are used to announce two or more arguments (multiple argumentation):

Besides

Also

Furthermore

Apart from that

All the more since/because. . .

All the more reason for/to...

*Another
What is even more important...*

Subordinate argumentation is indicated by the same signals as the ones announcing arguments.

All the signals mentioned above are useful when you analyse argumentation, but you must not look for them blindly. Remember that signals also occur in texts that are not argumentative. You must apply the *for/so* test as well.

Below you will find all the signals we have discussed so far.

	MACRO SIGNALS	MICRO SIGNALS
OPINION	<p>I will first outline the facts, and then draw a conclusion.</p> <p>This leads to the following conclusion...</p> <p>These arguments justify the conclusion that...</p>	<p>It follows that</p> <p>We may conclude from this that ...</p> <p>All this shows/proves/goes .. to show that ...</p> <p>That is why ...</p> <p>So, ...</p> <p>Contrary to what A has said ... B will have to admit that ...</p> <p>Although opinions differ on this matter, is really the case.</p> <p>I think ... I am convinced that ...</p> <p>According to me ...</p> <p>In my opinion/view . . .</p> <p>I hold the opinion that</p> <p>It is advisable that ...</p> <p>“must”, “should”, “ought to”, colon</p>
	MACRO SIGNALS	MICRO SIGNALS
ARGUMENT	<p>I have three arguments for this, the first of which is...</p> <p>This conclusion is based on four arguments.</p> <p>I will give two arguments for the proposition that... As ...</p> <p>I have demonstrated in</p>	<p>Some arguments for this are ...</p> <p>This follows from ...</p> <p>This conclusion is justified by ...</p> <p>For ...</p> <p>Because ...</p> <p>After all ...</p>

MULTIPLE ARGUMENTATION	succession...	colon Besides ... /Furthermore ... Also ... Apart from that ... All the more since/ because ... All the more reason for/ to ... Another what is even more important...
SUBORDINATE ARGUMENTATION		cf. signals of arguments

Exercise 35.

Are the following pieces of text examples of argumentation? (In other words: is there a support relation between the statements?) If so, underline the opinion.

1. Motorcycling is not dangerous. Many more cars are involved in road accidents than motors.

2. Akzo is paying no dividend this year. Shell, on the other hand, is paying the highest dividend in the past ten years.

3. This teacher's employment should preferably not be continued. Teachers who cannot agree to the pursuit of profit, a principle that is held in trade and industry, do not fit in with a HEAO school.

4. They are leaving the room looking rather low. The exam must have been quite difficult.

5. A double income in the literal sense of the word is very rare. In actual practice if one of the two is working full-time, the other cannot but work part-time.

6. The information campaign about radiation and nuclear waste that the government launched today is unique. For example, in this campaign opponents of nuclear energy are absolutely free to express their point of view. In other countries this is not allowed.

7. In my opinion, the new manager will not be Wheeler. He has made several capital blunders this year.

8. Holland has few nice cities. In my view, Utrecht is not one of them.

9. You may think differently! Everyone is entitled to his own opinion.

10. To quit smoking is an important step towards a healthy way of living. Logically, the next steps are of course wholesome food and more exercise.

Exercise 36.

Analyse the following argumentations. If possible, first indicate the opinion and then determine whether the other statement is an argument or a linking statement.

1. You may go now, the traffic light is green.
2. If one's children are small the best holiday is at the beach. So, that is what we like best.
3. First come, first served. That is why Charles may take his time choosing a book.
4. There is a sheet of ice on the canal. It is freezing obviously.
5. If John takes something upon himself, he does so with all his heart. So, it would be foolish to elect someone else to be our representative in the works council.
6. Wolfgang Wolffenbuttel is a German, so he will probably drink a lot of beer.
7. Anyone who is fond of candy, is more likely to get tooth trouble. And you are crazy about candy, aren't you?
8. The financing deficit has barely decreased: the policy of the cabinet has failed!
9. The match has apparently finished, the stadium is empty.
10. You should not complain so much about public transport. If you want to live in the country and work in the city, you must put up with the inconvenience of coaches and trains.

Exercise 37.

This task is about the more complex forms of argumentation. Rephrase the statements below, so that you get a complete argumentation (opinion + argument). Add a signal to make the argumentative relation clear.

Example:

Japanese food? Never!! You know that it disagrees with me!
Paraphrase: I do not want to eat Japanese food (opinion), **because** it does not agree with me (argument).

1. You want a clean environment, don't you? Use Knox detergent.

2. With these bald tyres this car is a menace on the roads.

3. Kicking the habit of taking medicines is awful. You had better not get addicted to these tranquilizers! _____

4. Isn't it about time to improve your condition? Or do you think such breathless gasping is normal when climbing the stairs? _____

5. All these nude pictures turn Playboy into a piece of gutter journalism. _____

6. A reduction of working hours at VW? Sales must be declining!

7. What! This tea tastes quite different! You bought another brand!

8. Do you want to study economics? You are not a Right-Winger, are you?

9. My son was crying all night. Now I cannot think clearly any more.

10. You won't see me in that shop again. I won't be cheated out of my money by that creature at the cash desk any more! _____

6. THE STRUCTURE OF AN ESSAY

WRITING ESSAYS

The parts of an essay are much like the parts of a paragraph. The essay begins with an *introductory paragraph* which tells the reader what the essay is about, just as the topic sentence tells the reader what the paragraph is about. The body of the essay is made up of paragraphs that support the introduction, and the *concluding paragraph* completes the essay. Study the following model essay.

Question

Some people believe that a mother should not work. Others argue against this. Consider the problems that a working mother faces. Do you believe a mother should work? Support your opinion.

Essay

Nowadays it is very common for mothers to work outside the home. Whether a woman should stay at home or join the work force is debated by many people. Some argue that the family, especially small children, may be neglected.

Introductory paragraph

The fact is, however, that many women need to work because of economic reasons or want to work to maintain a career. I believe that every mother has the right to work, and the decision to work should be one that a woman makes on her own. But first she should carefully consider the many problems that affect mothers who work.

Supporting (developmental) paragraph I

The major problems a working mother faces concern her children. She must either find a reliable person who will be loving toward the children or a good day-care center where the children can go. If a child gets sick, the mother must make special arrangements for the child to be cared for at home, or she must stay home from work. While at work the mother may worry about her children. She may wonder if they are safe, if they are learning the values she wants them to have, and if her absence is hurting them emotionally. She may also regret not being able to take them to after-school activities or participate in family activities with them.

Supporting (developmental) paragraph II

Even though a mother is frequently forced into working for economic reasons, she soon discovers that there are added expenses. Her biggest expense is child care. Another expense is transportation. This may include purchasing and maintaining a car. Yet another expense is clothing, such as a uniform or stylish suits to maintain a professional appearance. Finally, if her company does not have a subsidized cafeteria, she will have to pay for food in restaurants.

Conclusion

After a mother takes into account all of the above problems and perhaps other problems unique to her situation, she must decide if a job is worth it. I believe that even though she faces major obstacles, these obstacles are not insurmountable. Many mothers do work and manage a family very successfully. In conclusion, it is a woman's right to make this choice, and only the woman herself should decide this matter.

Analysis

Introductory paragraph

Notice that the essay has an introductory paragraph which states the general topic "working mothers." It restates the information in the question about people being in disagreement. It states the opinion that every mother has the right to work and the decision to work should be a mother's choice. It then tells the reader that this essay will focus on a controlling idea - the problems that a woman must first consider before making this decision. The

sentence containing the controlling idea of an essay is called the *thesis statement*. The thesis statement is usually the last sentence of the introductory paragraph.

Second paragraph

The second paragraph in this essay is the first paragraph of the body of the essay. It is called the first developmental paragraph. It supports the controlling idea of problems that was identified in the introduction. The topic sentence (the first sentence) of this paragraph states the idea of "problems concerning children." All the sentences in this paragraph describe either a problem concerning children or a detail explaining a problem concerning children.

Third paragraph

The third paragraph, or second developmental paragraph, in this essay also supports the controlling idea of problems that was identified in the introduction. The topic sentence of this paragraph states the idea "problems of added expenses." All the sentences in this paragraph describe either an added expense or a detail explaining the added expense.

Conclusion

The last paragraph in this essay is the conclusion. The conclusion restates the topic of working mothers. Again, the controlling idea of problems which face a working mother is repeated. Also, the opinion that it should be a woman's choice is restated. All of these restatements are in different words. The last statement is the concluding statement. It completes the essay.

Practice with Introductions

To write an introduction for an essay that answers a question, follow these procedures. First, introduce the topic in general. Then narrow the topic down to focus more on the question. Restate the question in your own words and in statement form. The concluding statement of the introduction is the thesis statement and indicates the controlling idea of the essay. Study the following question and its introduction.

Question

Living in an apartment instead of a university dormitory has advantages and disadvantages. Discuss some of the advantages and disadvantages of apartment living and then defend your preference.

Introduction

When a person decides to enter a university away from home, he or she must also consider living accommodations. Although most universities

offer student dormitories, students frequently opt to live in an apartment. While there are many advantages to apartment living, there are also many disadvantages. Before a student decides to live in an apartment, all the aspects of that kind of accommodation should be reviewed.

1. The first sentence introduces the general topic of university living accommodations.

When a person decides to enter a university away from home, he or she must also consider living accommodations.

2. The second sentence narrows the topic down to apartment living.

While most universities offer student dormitories, students frequently opt to live in an apartment.

3. The third sentence restates the specific question.

While there are many advantages to apartment living, there are also many disadvantages.

4. The fourth sentence is the thesis statement. It gives the controlling idea of the essay.

Before a student decides to live in an apartment, all the aspects of that kind of accommodation should be reviewed.

Exercise 38. Rewriting Introductions.

The following student-written introductory paragraphs are weak. Some of them don't state the problem. Some don't include a thesis statement. Others try to put into the introduction all the information that will be discussed in the body or developmental paragraphs of the essay.

Rewrite these essay introductions using the procedures stated above.

1. Question: In your opinion, what is the most dangerous threat the world faces today? Discuss some reasons for its existence. Give some possible ways of preventing its occurrence.

Weak introduction: War is the most dangerous threat. Everyone in the world fears it. We must try to avoid it.

2. Question: Modern technology has brought about changes in the roles of men and women. Discuss some of these changes. Do you think these changes have been beneficial?

Weak introduction: There are more changes in the roles of men and women due to technological development in recent times than in the past. This has changed our society.

3. Question: Advances in technology and science have solved many problems. However, they have also created new problems. Discuss some of the new problems caused by technological advancement and give your opinion on how they should be dealt with.

Weak introduction: Nowadays, we have many great advantages in our society which came from technology and science. For that reason, we must protect our lives by taking care of the dangerous problems advanced technology has caused.

Practice with Developmental Paragraphs

The body of your essay should consist of at least two developmental paragraphs. Each developmental paragraph should have a topic sentence that supports the controlling idea mentioned in the thesis statement of your introduction. All the ideas in each paragraph should support their topic sentence.

Study the following developmental paragraphs of the essay about apartment living.

Living in an apartment has many advantages. First, students can choose to live in a quiet neighbourhood. A quiet neighbourhood is conducive to studying. Away from the distractions of campus life, students can be more serious about their studies. Second, apartment life allows students to be more independent. For example, they can cook whatever they want to eat and have their meals whenever they want them. Third, students can often find apartments that are cheaper than the fee for room and board in a dormitory.

However, living in an apartment also has disadvantages. Being away from campus life can make students feel isolated. Another disadvantage is that apartments close to campus are usually expensive, and those farther away are not within walking distance. Therefore, transportation must be considered. Finally, students who live in apartments must cook their own meals, shop for food, perhaps carry their laundry to a laundromat, and clean their entire apartment - not just their room.

Notice that this conclusion restates the topic and gives a personal preference. The writer lists the reasons for the preference and concludes with a summary statement.

Exercise 41. Rewriting conclusions.

These conclusions are weak. Some do not give a solution, prediction, reason, or opinion. Others have a topic sentence but do not support it.

Rewrite the following concluding paragraphs so that they are stronger. Do they apply to your introduction and developmental paragraphs? If not, modify them.

1. In summary, there must be a solution to any threat in the world, but a possible solution for this problem is difficult to find. Indeed, there is one possible solution, and that is all people must become pacifists, but it is doubtful that will happen.

2. To summarize, technological development has given us a new and better life-style, and I hope that it will remain so.

3. For all these problems we must find a solution. They can destroy our lives by killing us and making our lives boring. Our lives depend on progress, so we cannot stop it. But at the same time, we cannot kill ourselves by avoiding finding a solution.

Practice with Analysing Essays

Read the following checklist. Keep this list in mind as you write your outline and essay.

1. Is there an introductory paragraph?
2. Does the introductory paragraph restate the question?
3. Does the introductory paragraph have a thesis statement (a controlling idea)?
4. Does each paragraph have a clear topic sentence?
5. Do the topic sentences of the developmental paragraphs support the thesis statement?
6. Do the ideas in each developmental paragraph support the topic sentence of the paragraph?
7. Are the details (examples, facts, descriptions, personal experiences) clear?
8. Is there a conclusion?
9. Does the concluding paragraph give (A) an opinion, preference, prediction, or solution and (B) reasons?
10. Does the essay end with a concluding statement?
11. Does the essay answer all parts of the question?
12. Has the grammar and spelling been corrected? (Incorrect grammar, spelling, punctuation, and word usage count against you if those errors lead to a lack of clarity. Your essay will be clearer if you correct as many of these errors as you can find in the limited time that you have.)

Exercise 42. Analysing essays.

Practice analysing essays by reading the following student-written essays and answering yes or no to each of the 12 questions in the preceding checklist.

Question A

Both large cars and small cars have their advantages and disadvantages. Write about some of these advantages and disadvantages. State which car you prefer and why.

Essay

Both large and small cars have their advantages and disadvantages. First, large cars have many advantages. For example, many people can be carried inside the car. Also, large cars are stronger in bad accidents, and they are very good for big families. About the disadvantages. Large cars cannot get through small streets, and they use a lot of gas to start and run.

Second, small cars also have advantages and disadvantages. About the advantages. You can drive the small car any place. Small car uses less gas and many people call them economical. The last advantage is that the small car is good for the small family like a father, mother, and one child. About the disadvantages of small cars. The small car is not strong if someone has a bad accident. Moreover, small cars cannot go very fast because of their size. For all this I like small cars.

Question B

In your opinion, what is one of the major problems in the world today? Discuss some reasons for its existence. Give some possible solutions.

Essay

Every day on the radio, on TV, and in the newspapers, we hear, see, or read about many problems in the world. Because of this we must think about these problems. We must also try to find a solution for them. Our lives depend on this. For example, there are pollution problems.

Air pollution is the first kind. It mostly comes from fumes released from cars, airplanes, and trains. Also, factories dump waste anywhere, even in the city where many people are living. Public safety does not concern the factory owners, who must know that people don't want to live in pollution that is dangerous for their health. Nobody in this world wants to breath dirty air.

The second pollution problem is sea pollution. Many people earn their living from fishing in the sea, and the fish they catch feed many people. Their lives depend on the fish. But the sea has become so polluted from oil spills and factory wastes that the fish are dying. This pollution is not only killing the fish, but is also affecting those people who depend on the sea for food.

Seldom do you find a place nowadays that is not polluted. This problem is growing more difficult every day. We must find a good solution that makes the world a better place to live. A good way to keep these dangerous fumes away from the people must be found. Also, programs about pollution should be shown on TV. When people understand the bad effect of pollution on the human body maybe they will stop doing those things that make the air or the sea polluted. Also, we should plant trees, which are very useful for the land. In conclusion, I hope we can find a solution for every kind of pollution in the world.

Extended practice: Rewrite the preceding essays and improve them.

APPENDIX 1. EDITING SYMBOLS

-  something missing
-  spelling mistake
-  grammar mistake
-  vocabulary mistake
-  omit
-  move words in box to place indicated by arrow
-  tense
-  new paragraph
-  punctuation
-  unclear
-  join together
-  reverse the position of the two items

APPENDIX 2: LIST OF TOPICS FOR TOEFL ESSAY

Topics in the following list may appear in your actual test. You should become familiar with this list before you take the computer-based TOEFL test.

When choosing a place to live, what do you consider most important: location, size, style, number of rooms, types of rooms, or other features? Use reasons and specific examples to support your answer.

Films can tell us a lot about the country in which they were made. What have you learned about a country from watching its movies? Use specific examples and details to support your response.

Because of developments in communication and transportation, countries are becoming more and more alike. How is your country becoming more similar to other places in the world? Use specific examples and details to support your answer.

Modern life is causing many traditions and beliefs to become less important. Choose one tradition or belief and explain why you think it should be continued and maintained. Use specific reasons and examples to support your answer.

People attend colleges or universities for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend colleges? Use specific reasons and examples to support your answer.

If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.

If you had the time and money to invent something new, what product would you develop? Use specific details to explain why this product is needed.

Some people say that physical exercise should be a required part of every school day. Other people believe that students should spend the whole school day on academic studies. Which opinion do you agree with? Give reasons to support your answer.

Some high schools require all students to wear school uniforms. Other high schools permit students to decide what to wear to school. Which of these two school policies do you think is better? Use specific reasons and examples to support your opinion.

If you could make one important change in a school that you attended, what change would you make? Use reasons and specific examples to support your answer.

Your school has received a gift of money. What do you think is the best way for your school to spend this money? Use specific reasons and details to support your choice.

It has been said, "Not everything that is learned is contained in books." Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why?

Some people believe that the best way of learning about life is by listening to the advice of family and friends. Other people believe that the best way of learning about life is through personal experience. Compare the advantages of these two different ways of learning about life. Which do you think is preferable? Use specific examples to support your preference.

Some people enjoy change, and they look forward to new experiences. Others like their lives to stay the same, and they do not change their usual habits. Compare these two approaches to life. Which approach do you prefer? Explain why.

Do you agree or disagree with the following statement? Playing a game is fun only when you win. Use specific reasons and examples to support your answer.

Some people prefer to spend time with one or two close friends. Others choose to spend time with a large number of friends. Compare the advantages of each choice. Which of these two ways of spending time do you prefer? Give reasons to support your answer.

Do you agree or disagree with the following statement? Playing games teaches us about life. Use specific reasons and examples to support your answer.

Some people think that the family is the most important influence on young adults. Other people think that friends are the most important influence on young adults. Which view do you agree with? Use examples to support your position.

Some people choose friends who are different from themselves. Others choose friends who are similar to themselves. Compare the advantages of having friends who are different from you with the advantages of having friends who are similar to you. Which kind of friend do you prefer for yourself? Why?

Neighbours are the people who live near us. In your opinion, what are the qualities of a good neighbour? Use specific details and examples in your answer.

Some people believe that a college or university education should be available to all students. Others believe that higher education should be available only to good students. Discuss these views. Which view do you agree with? Explain why.

The government has announced that it plans to build a new university. Some people think that your community would be a good place to locate the university. Compare the advantages and disadvantages of establishing a new university in your community. Use specific details in your discussion.

Think of the most important class you have ever taken. Why did you enjoy this class so much? Use specific reasons and details to explain your answer.

Do you agree or disagree with the following statement? Universities should give the same amount of money to their students' sports activities as they give to their university libraries. Use specific reasons and examples to support your opinion.

Some people think that children should begin their formal education at a very early age and should spend most of their time on school studies. Others believe that young children should spend most of their time playing. Compare these two views. Which view do you agree with? Why?

Some people prefer to spend most of their time alone. Others like to be with friends most of the time. Do you prefer to spend your time alone or with friends? Give reasons to support your answer.

Do you agree or disagree with the following statement? People should read only those books that are about real events, real people, and established facts. Use specific reasons and details to support your opinion.

TOEFL

1. Study the question carefully.

Be sure you understand what the question is asking. Consider some of the ways to address the question. Jot down a few of these ideas.

2. Organise your ideas with an outline.

Use the ideas that you have jotted down and organize them into a logical progression of ideas by using an outline.

3. Budget your time so that you will be able to complete and correct your essay.

You have only 30 minutes to write your essay. Organize your time into the following slots: reading and thinking about the question, organizing your ideas in an outline, writing the essay, and making minor corrections on the completed essay.

4. Use sentence structures and vocabulary you know to be correct.

You are more likely to make grammatical mistakes if you write long, complex sentences. Keep the sentences and vocabulary in your essay simple and precise.

5. Don't waste time worrying about spelling, punctuation, and grammar.

Incorrect spelling, punctuation, and grammar will only hurt your score if the errors make your essay difficult to understand. You should attempt to write your essay as correctly as possible, but don't waste time worrying whether or not each sentence is grammatical or each word is spelled correctly.

6. Don't waste time worrying about whether the evaluator agrees with your opinions and argument.

Your essay is evaluated on how you present your argument, not on whether the evaluator agrees with you. Be sure you have supported your argument well and have answered all parts of the question.

**АНГЛИЙСКИЙ ЯЗЫК. АННОТИРОВАНИЕ И РЕФЕРИРОВАНИЕ
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